REciprocal maieutic Approach pathways enhancing Critical Thinking

D1.9

NATIONAL AND EUROPEAN BIOGRAPHIC REPORT

CENTRO STUDI VILLA MONTESCA
FONDAZIONE

CENTRO SVILUPPO CREATIVO DANILO DOLCI

REGIONAL DIRECTORATE OF PRIMARY AND SECONDARY EDUCATION OF THE IONIAN ISLANDS

CENTER for EDUCATIONAL INITIATIVES

universidad SANJORGE GRUPO SANVALERO

A-GRAF

Co-funded by the European Union

Developed by: Felice Addeo[1]; Andrea Ciantar[2] ; Irene Ippolito[3]

[1]Associate Professor and Methodologist - Department of Political and Communication Science, University of Salerno (Italy)

[2] Expert in Autobiographical Methodologies, Palermo (Italy)

[3] Centro per lo Sviluppo Creativo Danilo Dolci (Italy)

Dissemination level	CO
Due Date of Deliverable	May 2022
Actual Submission Date	May 2022; May 2024
Work Package, Task	WP 1 Preparation; Task 1.9
Type	Electronic version published online
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.	

Table of Contents

1.   Introduction

Main goal of the REACT project is to develop and foster an innovative methodology to enhance the critical thinking skill in young people, whose focus is the idea that tolerance, inclusion and accepting any type differences are the key values of an inclusive education. This methodology is holistic at heart, that is why it aims at involving all the actors of an educational community: students, parents and teachers.

On this basis, the research team of the REACT project developed a research design in order to address the following research question: to explore and to describe how the cultural diversity may affect young people and adults' lives, both at school and in daily life.

One of the research lines of the REACT project consists of a survey on the topic of cultural diversity addressed to students, teachers and parents of some schools from several European countries.

The following pages show the results of the pretesting phase of the questionnaires.

2.   Research Design

Research question linked to this stage of the REACT project was addressed through a quantitative method, an Online Survey with a semi-structured questionnaire administered to three different unit of analysis: students, teachers and parents selected by organizations from the REACT network.

Three different questionnaires were developed according to the unit of analysis to be analyzed. Main topics at the core of the REACT conceptual framework have been operationalized with the aid of a concept mapping procedure[1].

---

[1] "A concept map is general sketch (or scheme) of the research; it could be seen as a way of representing relations among research concepts/dimensions. Specifically, it is a taxonomic diagram where each concept is connected to another and linked back to the original idea. Concept maps are a way to develop logical thinking and enhance meaningful learning in the sciences" (Addeo, 2011: 9). Operationally, they are useful to identify measurable concepts (Marradi, 2007: 203–204). A similar procedure is implemented in education as an informal process

The following figures represent the concept maps related to each unit of analysis.

Please note that the ovals represent all those research dimensions that needed a further conceptual specification to be empirically collected in the survey; the boxes contain all those aspects having a clear and detailed operational definition procedure, i.e. they could be easily converted into the items of the questionnaires.

As shown in figure 1, online survey on students considered four main dimensions:

- General information: this section aims at collecting data about the profile of the students, considering the organizational level (i.e. name, Country and school related to the organizations that were involved in the research activities) and the individual level (demographics features of the students, such as gender, age, nationality, class/school and years of studies);

- Scenario Based Assumption: this conceptual dimension can be considered the key point of the research as it focuses on the way cultural diversity is conceived and experienced, albeit indirectly, by the students. Resembling some research techniques that have made storytelling the core of the data collection process, like the vignettes (Converse & Presser, 1986) or the "Storie" (Marradi, 2005), we adopted an operational definition based on a six different scenarios telling stories about cultural diversity (listed in the concept map); once the scenario was presented in the questionnaire, respondents were asked to indicate their degree to rate their agreement to some scenario-related statements;

- Keywords: the focus is on some concept related both to critical thinking and to cultural diversity in a school context, using four main key words (observation, learning environment, listening, dialogue) and a series of adjectives for each of them, with respect to which respondents were asked to indicate how much they represented each word.

- Myself, the others, the world: the last topic shown in the concept map was designed to gather information to draw up a profile of the students based on psychological and

---

whereby a subject draws a picture of all the ideas related to some general theme or question, showing how these are related (Novak & Gowin, 1997; Novak, 1998; Jackson & Trochim, 2002).

RE*ciprocal
maieutic A*pproach
pathways enhancing
Critical **T**hinking

intimate aspects, such as emotions, degree of openness to cultural diversity, empathy, conflict management, listening.

Fig. 1 – Students' Survey Concept Map
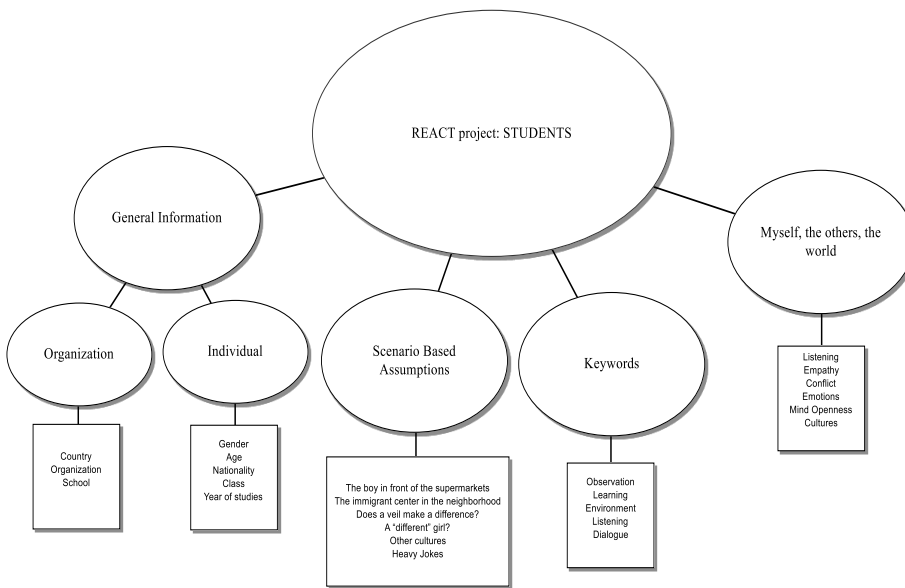
The conceptualization of the main themes considered for the research on the Parents considered two dimensions (fig. 2):

- General information: demographics data about the parents, considering the organizational level (i.e. name, Country and school related to the organizations that were involved in the research activities) and the individual level (gender, age, nationality, educational level, occupation, some information about the family);

- Impact of diversity on daughter and son: this dimension collects the views of the parents about some aspects related to the cultural diversity, here conceived as a skill that young people might have; four aspects are considered: the impact of cultural diversity on the life of daughters and son, the difficulties that arise when dealing with different types of cultural diversity, the role parents should play to support young people in facing cultural differences, the learning activities that may improve this ability.

Fig. 2 – Parents' Survey Concept Map
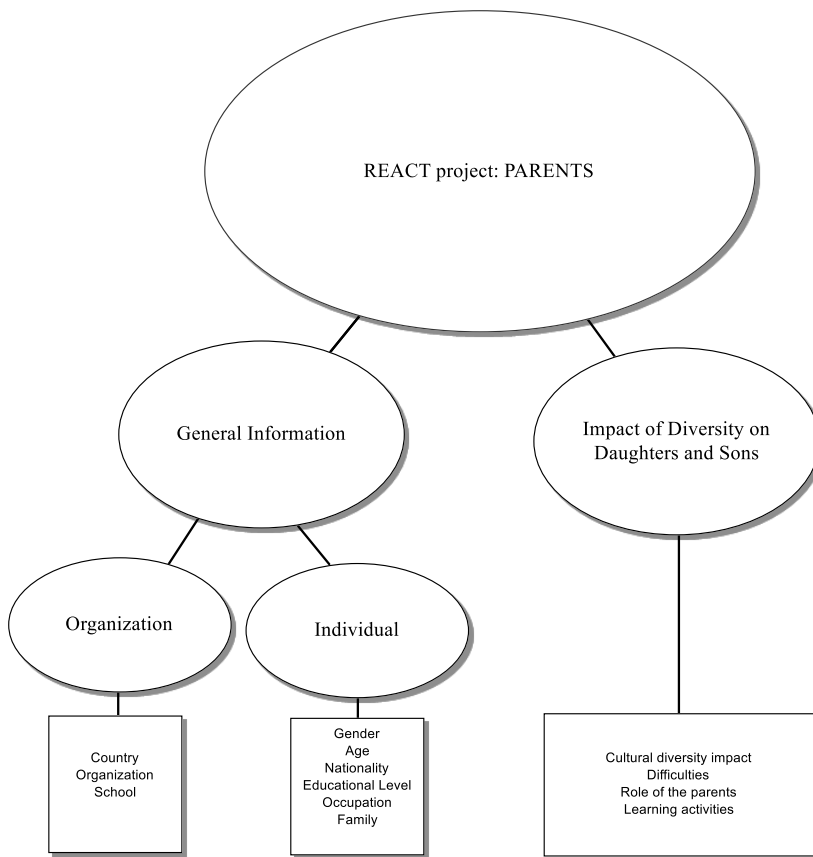
Teachers' concept map includes two main dimensions and five sub-dimensions (fig. 3):

Fig. 3 – Teachers' Survey Concept Map
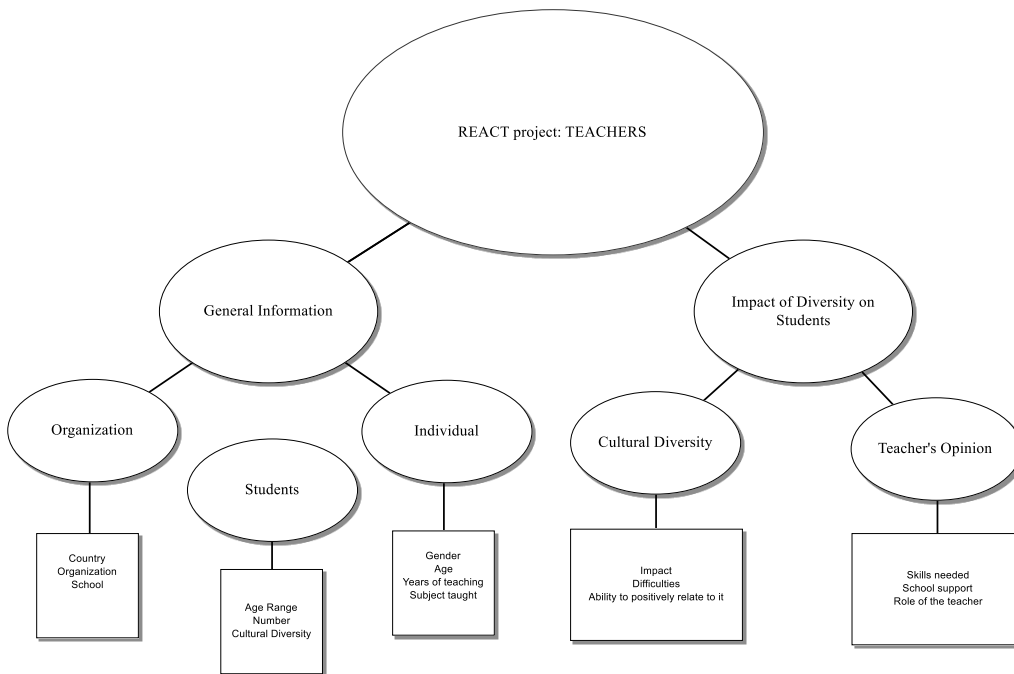
- General information: three sub-topics relating to the demographic characteristics and experiences of teachers were considered: organization (Country, organization and school where the survey is conducted), students (age range, number and cultural diversity of the young people taught by teachers) and individual (gender, age, years of teaching and subject taught by the teacher);
- Impact of diversity on students: conceptual specification of this dimension focused on two aspects: 1) cultural diversity: impact of cultural differences on the school life the students, the difficulties that students may experience with cultural diversity, the abilities that students have demonstrated to relate positively to cultural diversity; 2) teacher's opinion about the skills that students may need to relate positively to cultural diversity, the support that school could give to improve these skills, and the role that the teachers should play to help students develop or improve the cultural diversity ability.

The three concept maps discussed before helped research team to develop preliminary drafts of the questionnaires that were subsequently evaluated, revised and refined through a pre-testing procedure (see the annex "REACT project online survey: pretesting results").

The final version of the questionnaires and the operational definition of the variables included in them will be shown and discussed in each of the following sections: students, parents, teachers.

3.   Students' Survey

3.1. Data collection: Operational definition and Sampling

The operational definition of the variables included in the questionnaire took into account the different nature of the components of the cultural diversity as shown in the concept map. Each general information variable was defined in a different way, however this task was not too much articulated as the questions deals with "easy" subjects (tab. 1).

Tab. 1 – Operational Definition of the General Information dimension

Dimension	Question	Items	Measure
Organization	Country	Open-ended question	Nominal
	Organization	Open-ended question	Nominal
	School where the research took place	Open-ended question	Nominal
Individual	What is your age?	Open-ended question	Continuoos
	Gender	❑ Male ❑ Female ❑ Other (specify, if you want)	Nominal
	What's your nationality?	Open-ended question	Nominal
	What school do you attend?	Open-ended question	Nominal
	What year of studies?	Open-ended question	Continuoos

Scenario based-assumptions dimension was more complex, and it needed a more articulated operational definition. Six stories related to several type of cultural difference were chosen and administered to the respondents. For each scenario, a set of items was developed in order to represent potential reactions to the story told. Respondents were asked to rate their agreement towards each item on a five-point Likert Scale from "Strongly Disagree" to "Strongly Agree" (tab. 2).

Tab. 2 – Operational Definition of the Scenario based-assumptions dimension

Dimension	Question	Items	Measure
Scenario Based-assumptions	The boy in front of the supermarket Every day, passing in front of the supermarket near the school, Daniel sees a foreigner, a young boy, begging for alms. Someone passing by leaves him a coin, but most people seem to pass by, ignoring hi	I'm sorry for this guy, when I see him, it comes naturally to me to imagine how difficult his life must be I have a sense of annoyance towards people like this guy Each of us can do something to solve the problems of people like him	Five-Point Likert Scale from Strongly Disagree to Strongly Agree
	The immigrant center in the neighborhood A new immigration center has just been created in the neighborhood. The inhabitants have had different reactions. There are those who are against it, and who are not.	The protesting inhabitants are right; they are suffering a discomfort for something that is certainly not their responsibility. It is not certain that the center is a problem for the neighborhood, it is possible to find forms of integration of migrants with the rest of the population. The reality is always more complex than it seems, it would be necessary to understand the reasons for the migrants; it is important	

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

	to be informed, and to explore all sides of the situation.
Does a veil make a difference? A new Muslim girl has arrived in the classroom, wearing a veil. The reactions of her classmates were different. For some there are no problems, others feel annoyance and distrust, especially since this girl speaks little of their language. There were also different reactions among the teachers, even if they did not express it explicitly	Those who come to our country should adapt their rules and customs to ours. It would be important to be able to speak at school about cultural differences related to religion, to raise awareness among us students about these realities. Wearing a veil for a girl is a limitation to her freedom as a woman. Everyone has the right to respect the customs of their religion, as long as they do not limit the rights of others.
A "different" girl? Diana is a particular girl, a little masculine, she doesn't dress or wear make-up like her companions; she	If you're acting strangely it's normal for someone to make fun of you. It's not fair to make fun of a mate just because they have

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

doesn't seem interested in having a boyfriend, but she is more interested in same-sex mates. Because of this some of her classmates make fun of her, and she also sent pictures of her with nasty comments in the class chat.	a different sexual orientation. These are things that should remain private, not shared publicly. Dealing with these situations is not the school's job, such matters should be left out of the classroom.
Other cultures Dario is a boy from the Roma camp. He often skips school, also because the field is very distant and poorly connected. In some subjects he has poor results, also because he probably does not have help at home in the study. He doesn't always relate to other classmates, he prefers to be with the school boys who come - like him - from the field.	Guys like Dario will never fully integrate with the rest of the group, because they come from too different a background. Young people who belong to different cultures can find a way to live together while maintaining their differences. I think that in a class it would be nice to help each other, to take care of those who have fewer possibilities. The school's job is to educate, not to integrate

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

		people from different cultures.
		I'm sorry for people like Dario, but it is certainly not my responsibility to deal with these problems, everyone has their own problems to solve.
	Heavy jokes Some school children have targeted Giulio, a friend of theirs who is particularly shy, making heavy jokes on him. Often when it happens, the other guys are watching without intervening, someone laughs. A few days ago Giulio stopped coming to class; they say that his parents have decided to make him change schools.	Unfortunately, that's how school is, there is no place for those who are too kind and can't defend themselves. I think it would be useful to be able to talk about what happened in class, and to understand how to avoid such incidents in the future. I think that at school there should be respect for everyone, even for those who are more shy and less aggressive. The task of the school is to give a qualification, it cannot also deal with the personal problems of the students.

The operational definition of the Keywords dimension first involved the selection of 4 terms representing actions and skills needed to activate, through critical thinking, those processes to develop awareness of cultural differentials: observation, learning environment, listening, and dialogue. After that, five adjectives were selected for each keyword to define some of its relevant features (tab. 3). Respondents were asked to indicate how much an adjective represent each keyword using a Five-point scale from "Not at all" to "very much" (tab. 3).

Tab. 3 – Operational Definition of the Keywords dimension

Dimension	Question	Items	Measure
Keywords	Observation is…	Difficult	Five-point scale from Not at all to very much
		Tiring	
		Enriching	
		A learning tool	
		A waste of time	
	Learning environment is…	Classroom	
		Group of peers	
		A physical place	
		Books, films, TV series…	
		Everywhere	
	Listening is…	Boring	
		Interesting	
		Not very useful	
		A way of knowing	
		Discovering	
	Observation is…	Difficult	
		Tiring	
		Enriching	
		A learning tool	

		A waste of time	

The operational definition of the Myself, the others, the world dimension relied on a scale made up of 7 items that deals with on psychological feature of the students related to emotions, openness towards cultural diversity, empathy, conflict, listening. Respondents were asked to rate how much they agreed upon each item on a five-point Likert scale ranging from 'Strongly disagree' to 'Strongly agree' (tab. 4).

Tab. 4 – Operational Definition of the Myself, the others, the world dimension

Dimension	Question	Items	Measure
Myself, the others, the world	Please indicate how much do you agree with the following statements	I always try to put myself in the shoes of others.	Five-Point Likert Scale from Strongly Disagree to Strongly Agree
		I know what my friends feel, even when they don't tell me.	
		I am interested in listening to the points of view and experiences of others even if they are different from mine.	
		In a conflict I almost always try to mediate, to find a positive solution for everyone.	
		Getting to know the social and environmental problems of the world, and the possible solutions, is something that involves me emotionally.	
		When I read a news on the Internet, or when my friends tell me something, it comes naturally to me to reflect on the different sides of the story, on the different motivations that the people involved could have.	
		I am passionate about knowing more about other cultures and what happens in the world.	

As regard the sample, students were selected through a non-probabilistic procedure named convenience sampling: all the REACT project partners received the links generated by the SurveyMonkey platform on which the questionnaires were hosted; the members of each REACT project partners sent the links to the various contact persons in the selected schools, asking them to disseminate the questionnaire among the students.

3.2. Data Analysis

The main research question was addressed with several statistical techniques that helped us to understand the general trends of the answers collected and to further analyze the data by creating composite indicators (index) to better analyze psychological dimensions related to the cultural diversity perception (students' survey). Data analysis was carried out using SPSS 23 software packages for data cleaning, univariate, bivariate and multivariate analysis. The main results of the statistical analysis will be discussed below.

3.3. Results

3.3.1. Sample demographics

Students' questionnaire was administered in five countries: Bulgaria, Germany, Greece, Italy, and Spain (tab. 5), involving the following REACT project partners (tab. 6): CEI, CSC Danilo Dolci, Fondazione Centro Studi Villa Montesca, FUSJ, AGRAF, Regional Directorate Education (Primary & Secondary Education in the Ionian Islands).

Tab. 5 – Distribution by Country

Country	count	%
Bulgaria	1	0.4
Germany	33	12.4
Greece	71	26.6
Italy	135	50.8
Spain	26	9.8
Total	266	100.0

Tab. 6 – Distribution by Organization

Organization	count	%
AGRAF	33	12.4
CEI	1	0.4
CSC Danilo Dolci	85	32.0
Fondazione Centro Studi Villa Montesca	50	18.8
FUSJ	26	9.7
Regional Directorate Education (RDE)	71	26.7
Total	266	100.0

The relative majority of respondents were female (53,0%); the age distribution ranged from 10 to 19 years, with a mean value of 14.36 years and 1.720 standard deviation (tab. 7).

Tab. 7 – Distribution by Gender

Gender	count	%
Female	140	52.6
Male	123	46.3
Other (specify, if you want)	3	1.1
Total	268	100.0

The distribution of respondents by nationality is roughly overlapping with that of the countries in which the questionnaires were administered. However, as can be seen from the table, there are some nationalities that cannot be traced back to the nations in which the data collection took place, a sign of the presence of foreign students in the schools involved in the research (tab. 8).

Tab. 8 – Distribution by Nationality

Nationality	count	%
Afghan	1	0.4
Albanian	11	4.1
Armenian	1	0.4
Bangladesh	2	0.8
Bulgarian	2	0.8
Cuban	1	0.4
French	1	0.4
German	1	0.4
German-Polish	26	9.8
Ghanaian	3	1.1

Greek	57	21.4
Greek-Albanian	4	1.5
Greek-German	1	0.4
Greek-Romanian	1	0.4
Italian	121	45.2
Ivorian	2	0.8
Romanian	3	1.1
Senegalese	1	0.4
Spanish	24	9
Syrian	1	0.4
Ukrainian	2	0.8
Total	266	100.0

The following table shows the distribution of the student according to the school they belong to (tab. 9).

Tab. 9 – School where the research took place

School	count	%
1st Junior High School of Corfu	31	11,7
51st Secondary Scool, Sofia	1	0,4
6th Junior High School	6	2,3
Alighieri Pascoli	12	4,5
Colegio del salvador	1	0,4
Compania de maria	4	1,5
Cristo Rey	3	1,1
Gemeinschaftsschule Saarbrücken Dudweiler	33	12,4
IES Goya	1	0,4
IES Joaquin Costa	1	0,4
IES Rodanas	11	4,1

IES Valdespartera zaz	1	0,4
ITIS Franchetti Salviani	38	14,3
Jesuitas zaragoza	1	0,4
La salle	2	0,8
Liceo Scentifico Benedetto Croce	52	19,4
Music High School of Corfu	7	2,6
Sagrado corazon zaz	1	0,4
Skala Primary School	12	4,5
Skripero High School	15	5,6
Verga	33	12,4
Total	266	100.0

3.3.2. Scenario based assumptions

This section presents the results of the analysis of the responses collected for each of the 6 scenarios based assumption designed to detect students' orientations and predispositions towards different situations and subjects related to cultural diversity.

The operational definition of this conceptual dimension involves the use of the storytelling technique, in this case based on the presentation of 6 stories revolving around different episodes of cultural diversity.

A scenario, therefore, consists of a story followed by a series of items reflecting different possible reactions to what has been told. Each item was constructed to represent an emotional or rational reaction to what is described in the story, in order to understand the respondent's position with respect to that specific aspect of cultural diversity on which the scenario is based. Respondents are asked to indicate their agreement for each item on a 5-points Likert scale from "Strongly Disagree" to "Strongly Agree".

Finally, for each story, all the items were combined into a composite indicator / index so as to concisely represent each respondent's position on the specific aspect of cultural diversity investigated with the scenario.

Specifically, the indices were constructed to detect the degree of acceptance of cultural diversity: The higher the score, the higher is the respect for other cultures represented in the scenario. A high score means that the respondent chose a "Strongly Agree" or "Agree" answer to all items; vice versa a low score means that the respondent always answered "Strongly Disagree" or "Disagree".

Please note that items that had an opposite semantic polarity to the others were reversed.

To simplify the interpretation of the results and to help the readers' task, the scores on the indices have been reduced to three categories: low, medium and high.

Tab. 10 – "The boy in front of the supermarket" Scenario

The boy in front of the supermarket	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) I'm sorry for this guy, when I see him, it comes naturally to me to imagine how difficult his life must be	3.0	3.0	8.5	38.1	47.4	100.0
2) I have a sense of annoyance towards people like this guy	48.6	28.7	11.9	6.3	4.5	100.0
3) Each of us can do something to solve the problems of people like him	1.8	4.9	23.9	40.7	28.7	100.0

The first scenario is named *The boy in front of the supermarket*, and it revolves around this story of poverty and marginalization:

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

"Every day, passing in front of the supermarket near the school, Daniel sees a foreigner, a young boy, begging for alms. Someone passing by leaves him a coin, but most people seem to pass by, ignoring him".

The vast majority of respondents showed empathy and understanding for Daniel's poor conditions (first and third items in Table 10): when considering 'strongly agree' or 'agree' together, the items received a score of over 79%. Furthermore, the sentence expressing a negative emotion towards Daniel is disapproved by more than 77% of the students.

The analysis of the composite indicators created by combing the respondents' answers to the three items confirms the results discussed above: 82.5% of the students show sympathy towards Daniel, the boy in front of the supermarket.

Fig. 4 – The boy in front of the supermarket Index
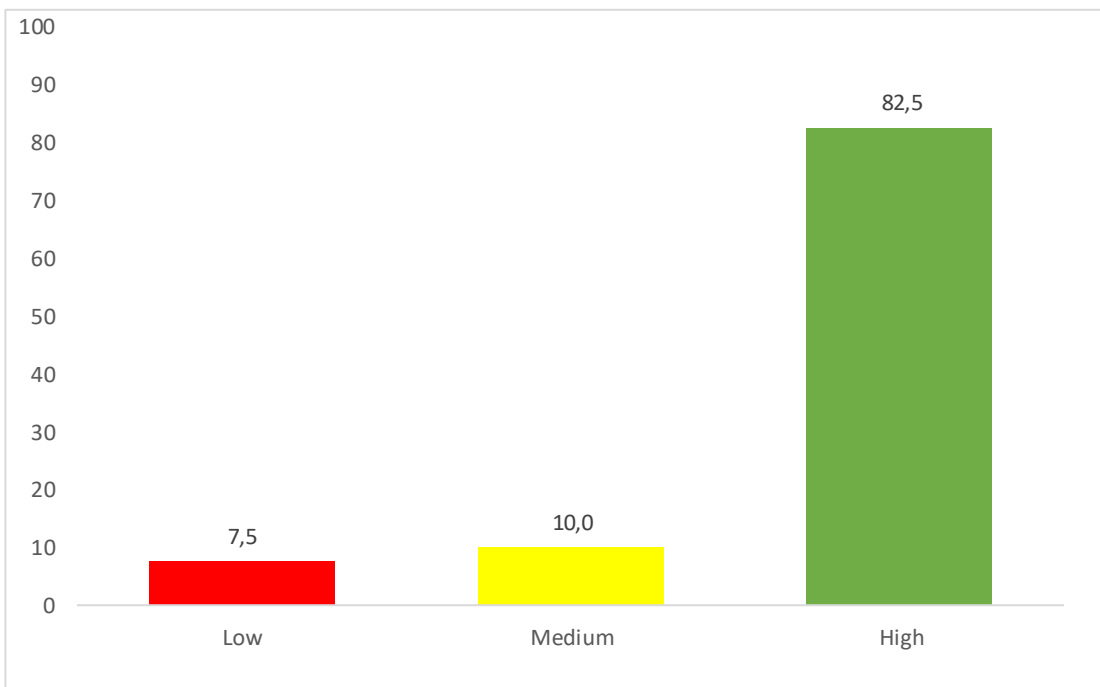
The second scenario, entitled *The immigrant center in the neighborhood*, deals with a topical and potentially divisive issue, the opening of an immigration center. Here is the full story:

"A new immigration center has just been created in the neighborhood. The inhabitants have had different reactions. There are those who are against it, and who are not".

Data analysis shows that the majority of the students believe the creation of an immigration center is something not to worry about as integration is an achievable and desirable goal (tab. 11). In fact, the most supported item (Strongly Agree + Agree = 81.7%) states the necessity to understand migrants' views. On the contrary, the item 1 expressing an opinion against the center is not appreciated by 63.8% of the respondents (Strongly disagree + Disagree).

Tab. 11 – "The immigrant center in the neighborhood" Scenario

The immigrant center in the neighborhood	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) The protesting inhabitants are right; they are suffering a discomfort for something that is certainly not their responsibility.	39.2	24.6	23.1	10.8	2.2	100.0
2) It is not certain that the center is a problem for the neighborhood, it is possible to find forms of integration of migrants with the rest of the population.	4.1	4.9	24.3	39.9	26.9	100.0
3) The reality is always more complex than it seems, it would be necessary to understand the reasons for the migrants; it is important to be informed, and to explore all sides of the situation.	1.5	5.6	11.2	34.3	47.4	100.0

The index summarizing respondents' answers (fig. 5) shows that 73.9% are in favor of the opening of an immigrant center, thus showing openness to foreigners. However, there is a significant share of respondents (22.8%) who do not have a clear opinion on the issue (i.e. respondents classified as "medium" chose the answer "Neither agree nor disagree" for most of the items in the scenario or gave mixed answers).

Fig. 5 – The immigrant center in the neighborhood Index
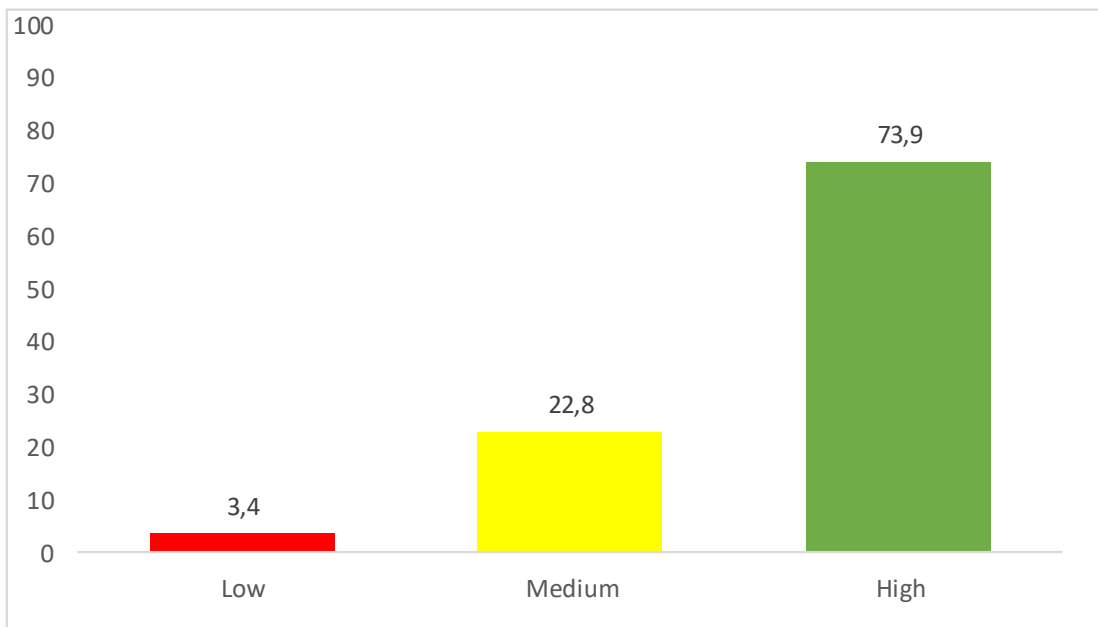
Religious beliefs are at the core of the third scenario-based assumptions. The "Does a veil make a difference?" scenario told students about the following episode:

"A new Muslim girl has arrived in the classroom, wearing a veil. The reactions of her classmates were different. For some there are no problems, others feel annoyance and distrust, especially since this girl speaks little of their language. There were also different reactions among the teachers, even if they did not express it explicitly".

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

Tab. 12 – "Does a veil make a difference?" Scenario

Does a veil make a difference?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) Those who come to our country should adapt their rules and customs to ours.	37.6	28.9	19.2	9.4	4.9	100.0
2) It would be important to be able to speak at school about cultural differences related to religion, to raise awareness among us students about these realities.	1.5	4.9	14.3	35.0	44.4	100.0
3) Wearing a veil for a girl is a limitation to her freedom as a woman.	20.3	16.5	29.3	13.2	20.7	100.0
4) Everyone has the right to respect the customs of their religion, as long as they do not limit the rights of others.	10.2	6.0	7.1	24.8	51.9	100.0

Data Analysis of the responses to the set of items developed for this scenario is found to be very interesting because while students seem to respect cultural diversity with regard to religious beliefs, item number 3 "Wearing a veil for a girl is a limitation to her freedom as a woman" received mixed responses. In fact, the opinions of the students are almost equally split among those who disagree, those who do not have a clear position and those who agree (tab. 12).

The composite indicator developed to sum up the opinions of the students mirrors quite well the results discussed above as the level of agreement, although above 50 percent, is still lower than that recorded for the two indices created in the previous scenarios (fig. 6): 57.1% of

students show a clear disposition to respect and accept cultural diversity regarding religious beliefs, while 32.7% have a lukewarm opinion in this regard.

Fig. 6 – Does a veil make a difference? Index
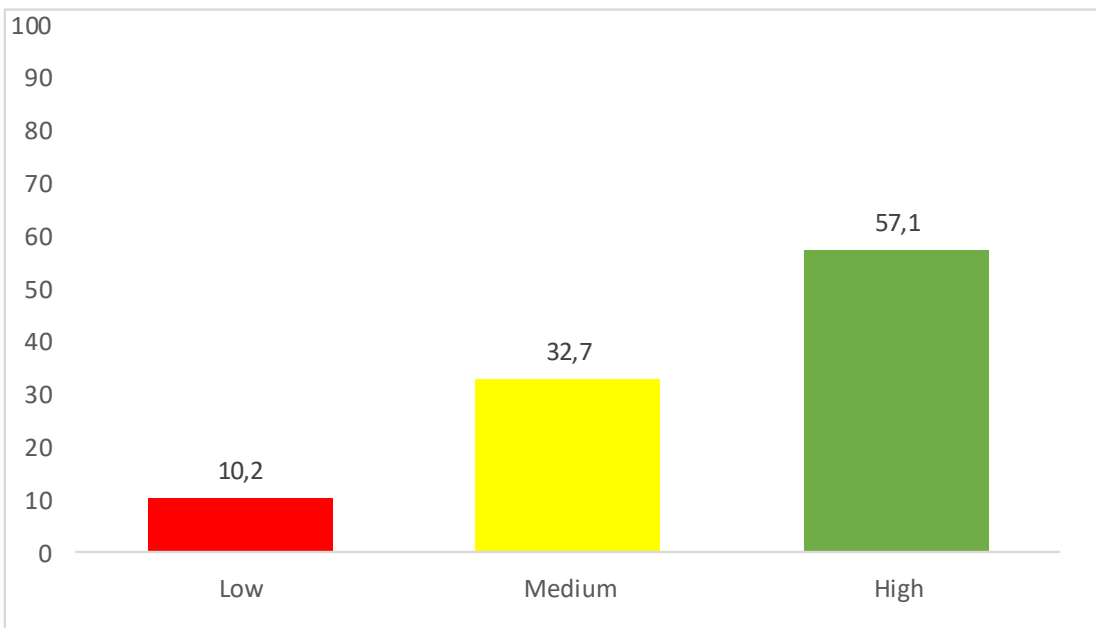
The composite indicator developed to sum up the opinions of the students mirrors quite well the results discussed above as the level of agreement, although above 50 percent, is still lower than that recorded for the two indices created in the previous scenarios (fig. 6): 57.1% of students show a clear disposition to respect and accept cultural diversity regarding religious beliefs, while 32.7% have a lukewarm opinion in this regard.

The *A "different" girl?* scenario deals explicitly with a very sensitive issue that is, at the same time, very close to students' daily life experiences: acts of bullying toward a schoolmate who expresses a non-normative sexual and gender identity.

Specifically, the story to which respondents were asked to express their opinions is as follows:

"Diana is a particular girl, a little masculine, she doesn't dress or wear make-up like her companions; she doesn't seem interested in having a boyfriend, but she is more interested in

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

same-sex mates. Because of this some of her classmates make fun of her, and she also sent pictures of her with nasty comments in the class chat".

This scenario, therefore, directly addresses the issue of cultural diversity related to sexual orientation and gender identity. According to the replies displayed in table 13, there is a high cultural awareness regarding this type of difference. In fact, almost all respondents (Strongly agree + Agree = 90.6%) agreed with the statement " It's not fair to make fun of a mate just because they have a different sexual orientation.". Moreover, two items stating positions against the freedom to express one's identity (item 1) and the fact that the school is a discussion ground for these topics (item 4) are disapproved by the great majority of respondents (Strongly disagree + Disagree is equal to 72.1% for the former, and 66.6% to the latter). However, as in the previous scenario, one item split the students almost equally between those who are against (39.4%), those who are undecided (30.5%) and those who are for (30.1%), namely: "These are things that should remain private, not shared publicly."

Tab. 13 – A 'different' girl? Scenario

A 'different' girl?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) If you're acting strangely, it's normal for someone to make fun of you.	49.2	22.9	14.7	11.7	1.5	100.0
2) It's not fair to make fun of a mate just because they have a different sexual orientation.	3.0	3.8	2.6	22.6	68.0	100.0
3) These are things that should remain private, not shared publicly.	22.6	16.9	30.5	16.2	13.9	100.0

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

4) Dealing with these situations is not the school's job, such matters should be left out of the classroom.	36.5	30.1	18.8	9.4	5.3	100.0

It is very likely that the choice to disclose one's sexual orientation or, on the contrary, to consider it a purely private matter is considered a matter that goes beyond the acceptance of cultural diversity in this case.

Since the semantic orientation of this item towards the acceptance of different sexual orientations and gender identities could not be defined with certainty, it was excluded from the variables combined into the index (fig. 7). Then, combining respondents' answers on each statement, an index was built to synthesize this set of items.

The analysis of the overall scores on the index shows that the 77.0% of the students falls into the "high" modality, this means that our sample is characterized by a great awareness of the existence of different gender identities and sexual orientations that should be accepted and respected. Only 3.8% of the respondents could be considered being against differences in sexual orientation ("lo" modality).

Fig. 7 - A 'different' girl? Index
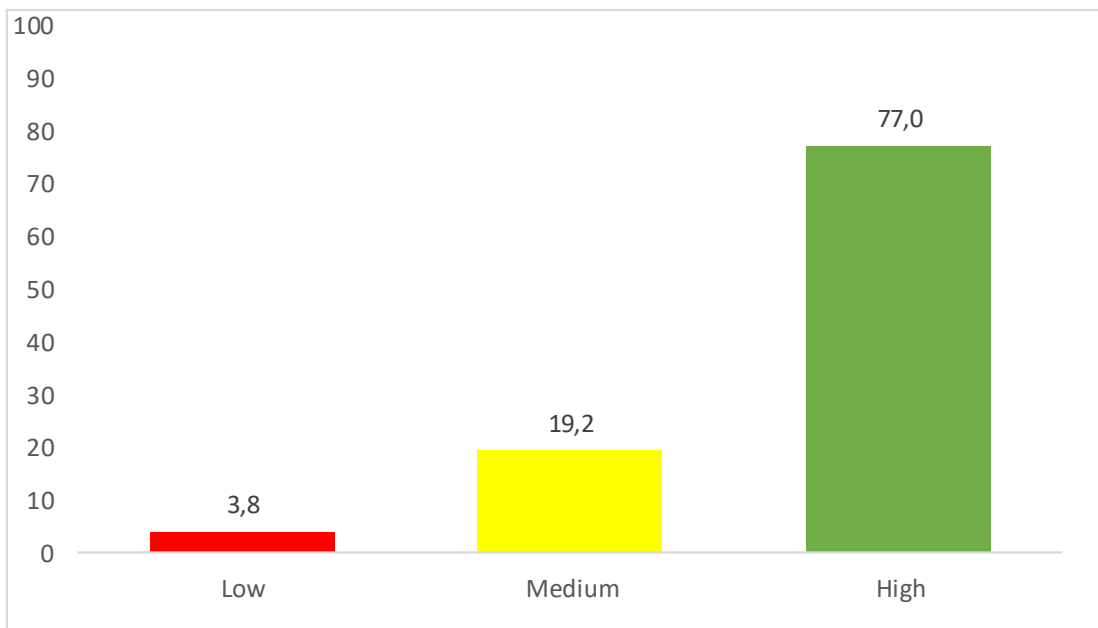
The fifth scenario, *Other Cultures*, deals with the differences and issues when meeting young people who belong to other cultures, in this case the Roma culture. Here is the full story:

"Dario is a boy from the Roma camp. He often skips school, also because the field is very distant and poorly connected. In some subjects he has poor results, also because he probably does not have help at home. He doesn't always relate to other classmates; he prefers to be with the schoolboys who come - like him - from the field".

The results show that the majority of students have no problem when they must relate to and dialogue with different cultures, perhaps even perceived as very distant from their own culture (tab. 14). In fact, the most supported statements are the item 3 (Strongly agree + Agree = 88.7%) and the item 2 (Strongly agree + Agree = 84.1%). Moreover, our students also believe that Dario could be integrated in the group (item 1, Strongly disagree + Disagree = 63.6%) with the help of the educational institutions (item 4, Strongly disagree + Disagree = 66.7%).

Tab. 14 – Other Cultures Scenario

Other Cultures	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) Guys like Dario will never fully integrate with the rest of the group, because they come from too different a background.	29,5	34,1	25,0	9,1	2,3	100.0
2) Young people who belong to different cultures can find a way to live together while maintaining their differences.	2,3	2,3	11,4	47,7	36,4	100.0

3) I think that in a class it would be nice to help each other, to take care of those who have fewer possibilities.	3,0	1,5	6,8	32,6	56,1	100.0
4) The school's job is to educate, not to integrate people from different cultures.	39,4	27,3	13,3	10,2	9,8	100.0
5) I'm sorry for people like Dario, but it is certainly not my responsibility to deal with these problems, everyone has their own problems to solve.	23,9	32,2	28,4	11,7	3,8	100.0

The overall results discussed above are well represented by the composite indicators (fig.8): 65.5% of the students has been classified as "high": they care about integrating and respecting people from other cultures; however, a significant share of respondents (27.3%) falls into an intermediate position, this means that the process toward awareness of cultural diversity is not yet complete.

Fig. 8 – *Other cultures* Index
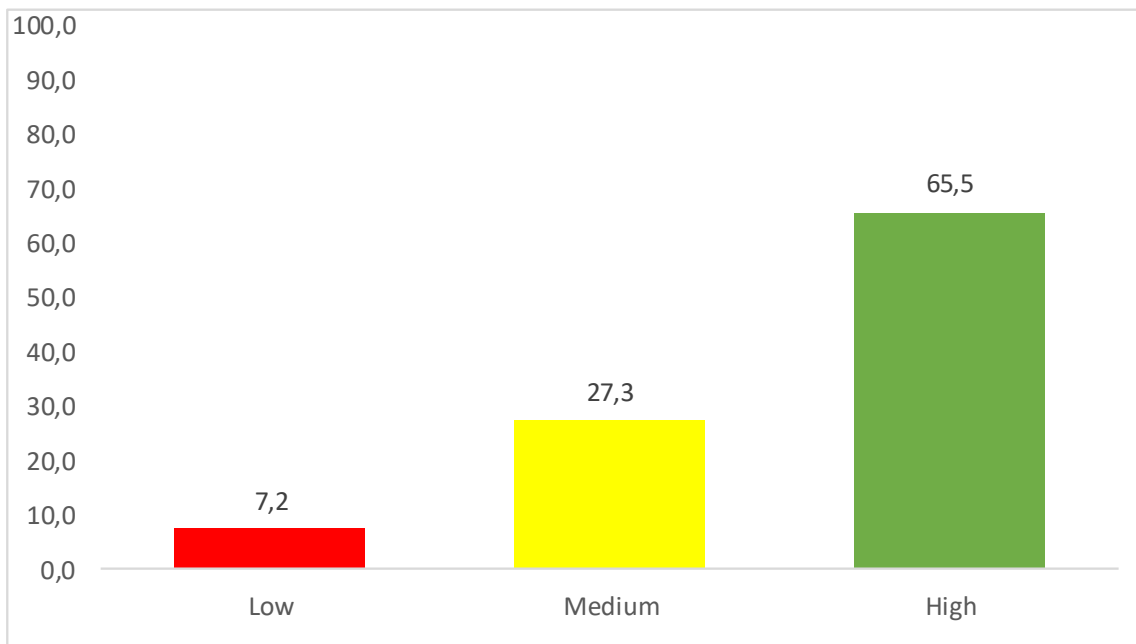
The last scenario, *Heavy Jokes*, addresses the issue of school bullying, vividly describing an episode that may occur in the normal daily routine of school activities:

"Some school children have targeted Giulio, a friend of theirs who is particularly shy, making heavy jokes on him. Often when it happens, the other guys are watching without intervening, someone laughs. A few days ago, Giulio stopped coming to class; they say that his parents have decided to make him change schools".

Tab. 15 – Heavy Jokes Scenario

Heavy Jokes	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) Unfortunately, that's how school is, there is no place for those who are too kind and can't defend themselves.	50,6	22,1	12,2	9,5	5,7	100.0
2) I think it would be useful to be able to talk about what happened in class, and to understand how to avoid such incidents in the future.	1,9	1,9	12,2	39,2	44,9	100.0
3) I think that at school there should be respect for everyone, even for those who are more shy and less aggressive.	1,5	1,5	4,9	16,7	75,3	100.0
4) The task of the school is to give a qualification, it cannot also deal with the personal problems of the students.	46,8	27,0	16,0	6,5	3,8	100.0

As in the case of the "a different girl?" scenario, the students' responses are very clear: they strongly condemn bullying in all its forms (tab. 15). The vast majority of the respondents think that school should be where which everyone could express their identity (Strongly agree + Agree = 92.0%), a safe and proactive environment (Strongly agree + Agree = 84.1%). This view is reinforced by the fact that the majority of respondents disapproved two sentences stating that the school should not deal with students' personal problems (73.8%) and that it is a place where shy and sensitive people are hopelessly doomed to be bullied by the others (72.6%). Bullying is undoubtedly a problem with respect to which students' awareness is very high: the results of the index analysis show that 79.5% of respondents fall into the "High" modality (fig. 9), which means they strongly affirm that school should be an inclusive place, a welcoming place where all young people can freely share their ideas, passions and fearlessly express their mood and their personal nature.

Fig. 9 – *Heavy Jokes* Index
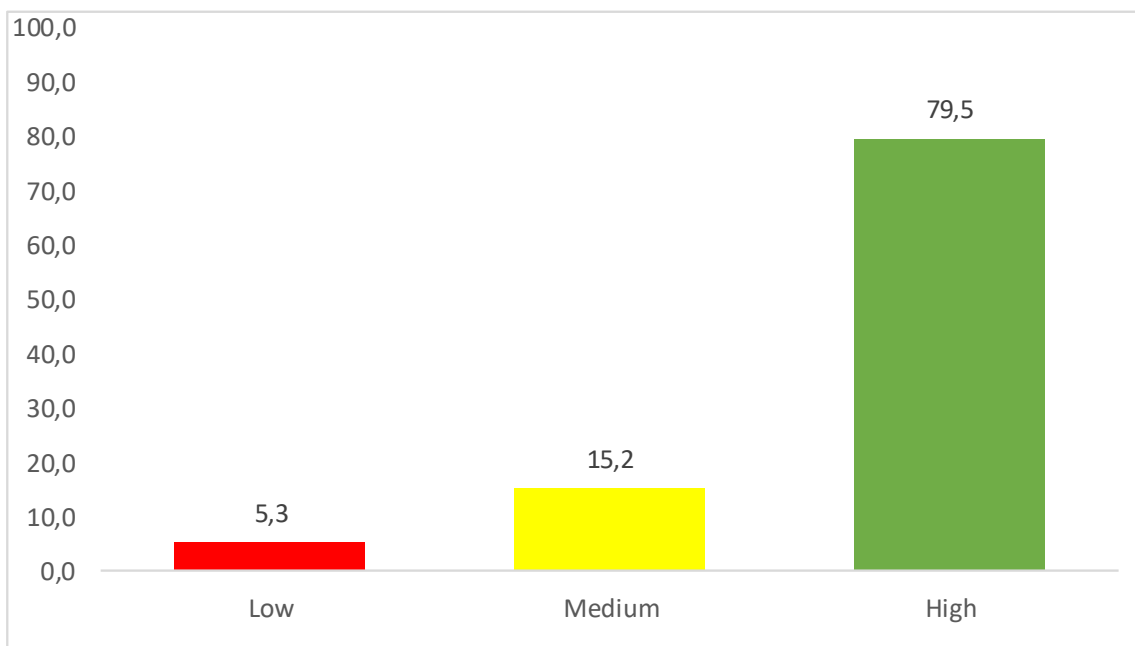
The next horizontal bar graph summarizes the results of all indices created to summarize respondents' views toward different types of cultural diversity.

The results show that students seem to accept and respect cultural differences especially when dealing with experiences close to those in their daily lives.

In fact, the best rated scenarios were:

1. The boy in front of the supermarket (82.5%);

2. Heavy Jokes (79.5%);

3. A "different" girl? (77.0%);

4. The immigrant center in the neighborhood (73.9%).

When cultural diversity, on the other hand, addresses religious or ethnic issues, the percentages are lower, although they are above 50 percent.

Fig. 10 – Scenario Based Assumptions Indices Ranking – "High" scores (%)
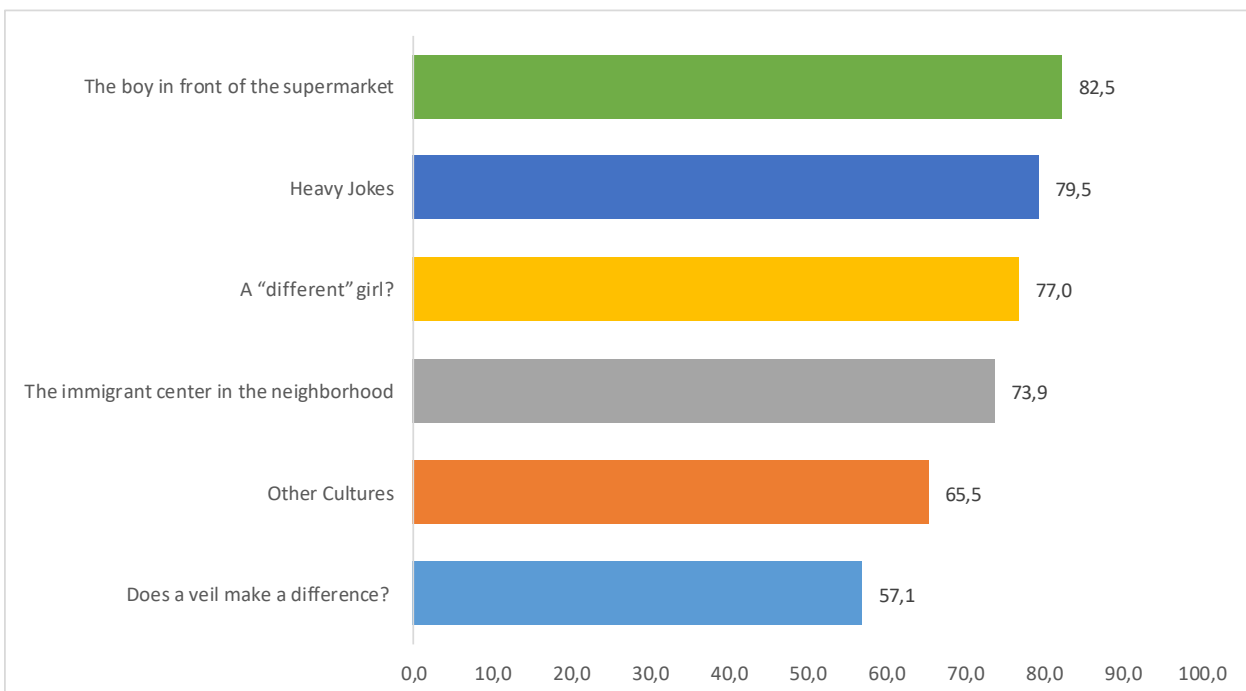
3.3.3. Keywords

This paragraph addresses the "Keywords" section of the questionnaire; this conceptual dimension focuses on some key concepts related to critical thinking and to the acceptance of cultural differences: observation, learning environment, listening, and dialogue. Five adjectives were selected for each keyword, and respondents were asked to indicate, on a five-point scale from "Not at all" to "very much", how well each adjective represented each keyword.

Tab. 16 – Observation is…

Observation	Not at all	Little	Some extent	Rather much	Very much	Total
Difficult	22,1	29,1	24,8	20,2	3,8	100,0
Tiring	22,6	32,4	24,1	15,6	5,3	100,0
Enriching	9,9	6,9	22,9	30,5	29,8	100,0
A learning tool	7,2	5,3	19,1	30,2	38,2	100,0
A waste of time	57,6	22,5	12,6	4,2	3,1	100,0

According to the vast majority of student (tab. 16), Observation should by no means be considered a waste of time (Not at all + Little = 82,3%). On the contrary, it is conceived as a very important learning tool (Very much + Rather much = 69.5%) and an enriching activity (Very much + Rather much = 69.5%). Observation is also perceived as neither tiring (57.7%) nor difficult (52.4%).

Tab. 17 – Learning environment is…

Learning environment	Not at all	Little	Some extent	Rather much	Very much	Total
Classroom	3,4	5,7	17,9	32,1	40,8	100,0
Group of peers	5,0	6,9	21,8	37,4	29,0	100,0
A physical place	6,9	14,1	34,7	19,8	24,4	100,0
Books, films, TV series…	9,5	8,8	20,2	26,7	34,7	100,0
Everywhere	11,5	15,6	26,3	20,6	26,0	100,0

School is considered the word (that is, the place) that best fits the idea of a learning environment (Very much + Rather much = 72.9%), followed by Group of peers (Very much + Rather much = 66.4%) and media products (Very much + Rather much = 61.5%). The possibility that "A physical place" or "Everywhere" could be related to a learning environment are less appreciated by the respondents with percentages of Very much + Rather much lower than 50% (tab. 17).

Tab. 18 – Listening is…

Listening	Not at all	Little	Some extent	Rather much	Very much	Total
Boring	35,5	31,7	16,8	9,5	6,5	100,0
Interesting	3,4	4,2	20,6	49,2	22,5	100,0
Not very useful	42,7	32,1	16,4	4,6	4,2	100,0
A way of knowing	4,2	2,7	16,8	28,6	47,7	100,0
Discovering	4,2	3,8	21,0	31,7	39,3	100,0

Listening is a fundamental skill for critical thinking, and Students think that it is above all an interesting (Very much + Rather much = 71.6%) way of knowing (Very much + Rather much = 76.3%) and discovering (Very much + Rather much = 71.0%). Believing that listening could be somewhat boring or not useful is absolutely not supported by our respondents (table 18)

Tab. 19 – Dialogue is…

Dialogue	Not at all	Little	Some extent	Rather much	Very much	Total
Difficult	23,3	27,5	20,2	23,7	5,3	100,0
Tiring	26,3	30,2	22,9	16,4	4,2	100,0
Enriching	3,8	5,3	20,2	37,4	33,3	100,0
An illusion	21,0	19,1	26,3	19,9	13,7	100,0
Pacifying	7,3	5,0	25,1	29,4	33,2	100,0

Last keyword is at the core of the skillset required to promote cultural diversity among people (tab. 15): dialogue. According to our students, Dialogue is mainly and enriching (Very much + Rather much = 70.7%) and Pacifying (Very much + Rather much = 62.6%) activity, neither tiring

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

(Not at all + Little = 56.5%) or difficult (Not at all + Little = 50.8%). The idea that dialogue could be just an illusion received mixed answers: respondents are split among those who do not support this claim (Not at all + Little = 40.1%), those who are in the middle of the scale (Some extent = 26.3%) and those who believe the statement is true (Very much + Rather much =33.5%).

3.3.4. Myself, the others, the world

Last section of the students' questionnaire was aimed to collect data about psychological aspects related to the Self of the students. Self-concept concerns that set of knowledge that a subject, at a conscious level, processes about himself with regard to her/his physical appearance, her/his attitudes, her/his interpersonal relationships, the way she/he thinks is seen by others, the way she/he sees the world, what she/he expects and the feelings she/he believes to have (Palmonari 1993). The operational definition of this dimension included a set of 7 items focused on personal traits like as emotions, degree of openness to cultural diversity, empathy, conflict management, listening.

Respondents were asked to rate, on a five-point Likert scale ranging from 'Strongly disagree' to 'Strongly agree' how much they agreed upon each item (tab. 20).

Tab. 20 – Myself, the others, the world

Myself, the others, the world	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
I always try to put myself in the shoes of others.	6,5	7,3	11,1	49,0	26,1	100,0
I know what my friends feel, even when they don't tell me.	0,8	7,3	16,9	50,1	24,9	100,0

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

I am interested in listening to the points of view and experiences of others even if they are different from mine.	2,3	3,1	8,8	39,8	46,0	100,0
In a conflict I almost always try to mediate, to find a positive solution for everyone.	3,0	7,3	18,0	39,5	32,2	100,0
Getting to know the social and environmental problems of the world, and the possible solutions, is something that involves me emotionally.	3,1	11,5	31,0	34,1	20,3	100,0
When I read a news on the Internet, or when my friends tell me something, it comes naturally to me to reflect on the different sides of the story, on the different motivations that the people involved could have.	2,7	7,3	19,9	42,9	27,2	100,0
I am passionate about knowing more about other cultures and what happens in the world.	3,8	4,2	16,9	34,5	40,6	100,0

Almost all items were supported by 70% or more of the students as shown in figure 11 (percentages refers to the sum of "Strongly agree" and "Agree" answers). The statement that probably best represent the concept of openness to cultural diversity was the one that received the highest percentage of agreement (85.6%): "I am interested in listening to the points of view and experiences of others even if they are different from mine".

Other items focused on recognizing and respecting the viewpoint of other people and other cultures were approved by 75% circa of the students:

- I always try to put myself in the shoes of others (75.1%);
- I am passionate about knowing more about other cultures and what happens in the world (75.1%);
- I know what my friends feel, even when they don't tell me (75.0%).

The item that received the lowest degree of agreement, albeit above 50 percent, was surprisingly the one related to environmental issues: Getting to know the social and

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

environmental problems of the world, and the possible solutions, is something that involves me emotionally (54,4%).

Fig. 11 – Myself, the others, the world – Strongly agree + Agree (%)
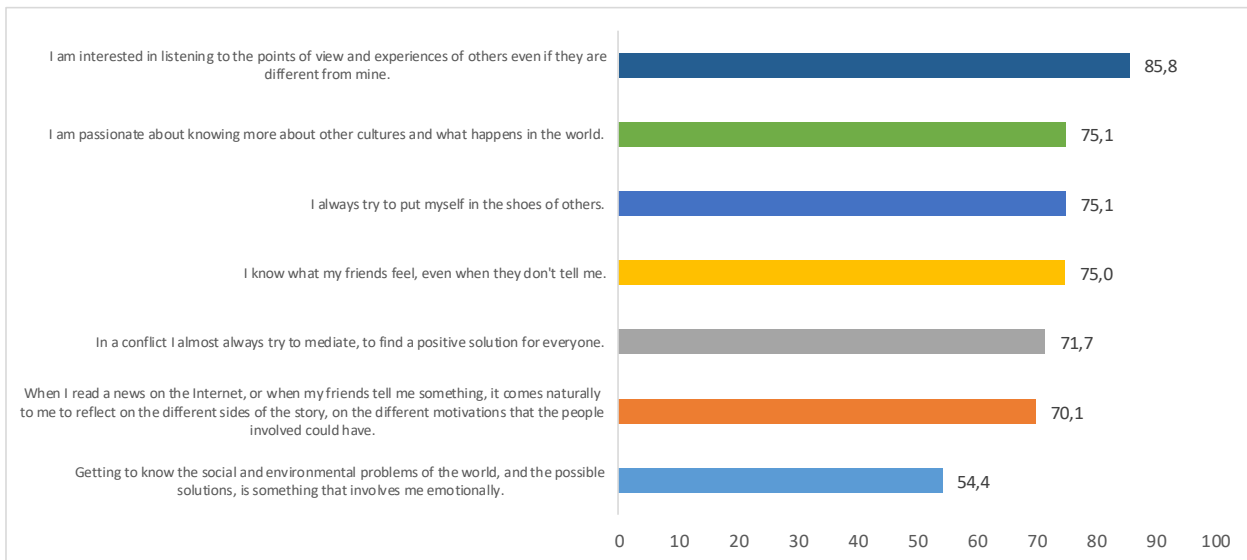
Last step of the data analysis was to perform an exploratory factor analysis (EFA)[2] to synthetize the information contained in the data collected with this set of items. Specifically, EFA is useful to identify one or more latent factors that underlie a set of measured variables in order to subsequently represent all this information with lesser number of variables (namely indices). Next table shows the results of the EFA applied to the "Myself, the others, the world" items.

---

[2] The factor analysis adopted the principal component method. The Kaiser criterion (1960) suggests extracting only those factors with an eigenvalue above 1. Two statistical tests were used to verify the data quality: KMO, to test the adequacy of the sample size, and the Bartlett test of sphericity, to test the identity matrix hypothesis. Finally, Cronbach's alpha was performed to assess the internal reliability of the scales.

Tab. 21 – Factor Analysis results

Items	Factor Loadings
I always try to put myself in the shoes of others.	0.695
I know what my friends feel, even when they don't tell me.	0.572
I am interested in listening to the points of view and experiences of others even if they are different from mine.	0.691
In a conflict I almost always try to mediate, to find a positive solution for everyone.	0.583
Getting to know the social and environmental problems of the world, and the possible solutions, is something that involves me emotionally.	0.581
When I read some news on the Internet, or when my friends tell me something, it comes naturally to me to reflect on the different sides of the story, on the different motivations that the people involved could have.	0.703
I am passionate about knowing more about other cultures and what happens in the world.	0.622

Variance explained = 40.6%; Kaiser–Meyer–Olkin (KMO) test = .818; Bartlett's test, $p < .000$; Cronbach's alpha = .753.

The EFA results suggested the extraction of only one factor explaining 40.6% of the variance. All the items have a high factor loading, meaning that all of them contribute to define the factor (tab. 21).

The KMO test was over 0.8, and Bartlett's test of significance was lower than 0.05, indicating that all the conditions to perform an EFA were satisfied. Moreover, Cronbach's alpha value higher than 0.750 confirm the high reliability of the tool (that is, the set of items intended as a scale).

From a purely content-based point of view, this means that all the items represent a unique conceptual dimension, that we can name "Openness to Cultural Diversity" (OCD).

All the variables were then combined together using the "save as variable" function in SPSS and using the regression method to create the OCD index. Finally, the index scores were transformed to a range from 0 to 100 to simplify its interpretation (tab. 22).

Tab. 22 – OCD Descriptive Statistics

Mean	66.8
Median	67.0
Std. Deviation	19.3

The table shows that the mean score on the OCD index is quite high (66.8), that is our sample is characterized by a good level of openness to cultural diversity. However, the value of the standard deviation (19.3) suggests an appreciable variance between scores on the index, this means that there are students who have a wide cultural openness, but also students who have more difficulty in recognizing this value. And it is on the latter students that the innovative actions implemented by the REACT project through critical thinking can help young people to develop or improve all those skills that will lead them to accept and to respect cultural differences.

We can therefore state that the research conducted on the sample of students leads to different questions and focuses that we believe may be of interest to the REACT project:

- how to strengthen and consolidate these beliefs and values characterized by respect and openness to cultural diversity, present in a wide range of the sample analyzed?
- how can these attitudes be valued, supporting young people to be active promoters of the value of cultural diversity in their environment?
- how to relate to that part of the group of interviewees that instead expresses difficulties in confronting cultural diversity?

Finally, the research leads to finding in a wide range of students interviewed the presence of positive attitudes towards skills such as the ability to observe, listen, dialogue. One of the questions that - from this point of view - could be useful for the project is:

- how can the different learning environments, starting from school, up to non-formal learning contexts, nourish and enhance these potentials?

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

4.   Parents' Survey

4.1. Data collection: Operational definition and Sampling

Variables were operationalized according to the specific nature of the concept they were intended to measure. That is why, general information variables had different operational definitions (tab. 23).

Tab. 23 – Operational Definition of the General Information dimension

Dimension	Question	Items	Measure
Organization	Country	Open-ended question	Nominal
	Organization	Open-ended question	Nominal
	School where the research took place	Open-ended question	Nominal
Individual	What is your age?	Open-ended question	Continuous
	Gender	❑ Male ❑ Female ❑ Other (specify, if you want)	Nominal
	What's your nationality?	Open-ended question	Nominal
	My Educational Level	Open-ended question	Nominal
	My family	How many children / kids you have?	Continuous

The impact of cultural diversity on daughters and sons was operationalized through 4 set of questions (tab. 24). The first question asked parents to rate how much they agreed with three statements on the influence of cultural differences on their children. On a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree," respondents were asked to score their approval of each statement. Second questions addressed the problems daughters and sons may experience when relating to foreign peers, different sexual orientations, diversity of beliefs,

different social classes, and different religion. Respondents were asked to assess how likely they thought their children will be affected by cultural differences on a scale from "Not at all" to "Very much."

Tab. 24 – Operational Definition of the Impact of cultural diversity on their daughters and sons dimension

Dimension	Question	Items	Measure
Impact of cultural diversity	Please indicate how much do you agree with the following statements	Cultural diversity has exacerbated conflicts and increased attitudes of intolerance in my daughters and sons.	Five-point Likert Scale from "Strongly Disagree" to "Strongly Agree"
		My daughters and sons are used to relate to cultural diversity.	
		Cultural diversity is irrelevant for my daughters and sons.	
	In what way, according to your experience, how much your daughters and sons can experience difficulties with regard to cultural diversity relating to	Foreign peers	Five-point Likert Scale from "Not at all" to "Very much"
		Different sexual orientations	
		Diversity of beliefs	
		Belonging to different social classes	
		Different religion	
	What can be, based on your experience, the role of the parents supporting daughters and sons to relate to cultural difference?	Open-ended question	Nominal
	What do you think is the best learning activities	Activities that develop academic performance	Five-point Likert Scale

for your sons and daughters in order to improve their ability to relate to cultural diversity?	Contexts that teach respect for the rules	from "Totally
	Dialogue-based learning activities	Disagree" to
	The practice of amateur sport	"Absolutely
	Self-organized learning activities. such as reading books. watching movies. etc.	Agree"

The role that parents think they could have when supporting daughters and sons to relate to cultural difference has been operationalized through an open question: "What can be, based on your experience, the role of the parents' supporting daughters and sons to relate to cultural difference?".

Last set of items was intended to collect information about the following learning activities that could help daughters and son developing cultural diversity skills: activities that develop academic performance, contexts that teach respect for the rules, dialogue-based learning activities, the practice of amateur sport Self-organized learning activities. Respondents were asked to reply on a five-point Likert scale from "Totally disagree" to "Absolutely agree".

A non-probabilistic procedure, convenience sampling, was adopted to select the parents: all the REACT project partners received the links generated by the SurveyMonkey platform on which the questionnaires were hosted; the members of each REACT project partners sent the links to the various contact persons in the selected context, asking them to disseminate the questionnaire among the students' parents.

4.2. Data Analysis

Univariate statistical techniques were implemented to analyze the answers provided by the parents involved in the research. Moreover, composite indicator (index) was developed to synthetize the opinions of the respondents related to the perceived impact of cultural diversity on their daughters and sons. Open-ended question was processed with content analysis: "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use" (Krippendorff, 2013, 24). Content Analysis synthetize texts into fewer categories through coding and categorizing procedures (Weber, 1990; Mouter & Vonk Noordegraaf, 2012, 1). Content Analysis was fundamental to classify the appropriate "keywords", "themes" and "categories" for analyzing the open question: each answer was first coded using an open coding approach (Cresswell, 2015) and then inductive classification procedures; the results were classified into modalities of a nominal variable. Once validated with the shared agreement of the analysts, the nominal variable was then statistically analysed. In this report, for reader's sake, the interpretation and the comment to each distribution will be supported with quotations from respondents' answers: this will help understand the process of categorization of each qualitative open-ended question. As for the students' survey, data analysis was carried out using SPSS 23 software packages for data cleaning and univariate analysis. Main findings are shown below.

4.3. Results

4.3.1. Sample demographics

Parents involved in our research come from four countries: Germany, Greece, Italy, and Spain (tab. 25); as shown in table 26, the REACT project partners who recruited respondents to whom to submit the questionnaire are: CSC Danilo Dolci, Fondazione Centro Studi Villa Montesca, FUSJ, AGRAF, Regional Directorate Education (Primary & Secondary Education in the Ionian Islands).

Tab. 25 – Distribution by Country

Country	count	%

Tab. 26 – Distribution by Organization

Organization	count	%

Germany	3	2.0	AGRAF	3	2.0
Greece	33	22.4	CSC Danilo Dolci	34	23.1
Italy	63	42.9	Fondazione Centro Studi Villa Montesca	29	19.7
Spain	48	32.7	FUSJ	48	32.7
Total	147	100.0	Regional Directorate Education (RDE)	33	22.4
			Total	147	100

More than two third of the respondents are female (tab. 26); the mean age is around 47.4 years, with a standard deviation equal to 6.042, meaning there is an appreciable heterogeneity within our sample.

Tab. 27 – Distribution by Gender

Gender	count	%
Female	100	68.0
Male	47	32.0
Total	147	100.0

The distribution of the parents by their nationality obviously revolves around the nations from which the project partners come (as shown in Table 28).

Tab. 28 – Distribution by Nationality

Nationality	count	%
Albanian	1	0.7
Armenian	1	0.7
German	3	2.0
Ghanese	2	1.4
Greek	30	20.3
Greek and British	1	0.7
Italian	57	38.7

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

Italian and Romanian	1	0.7
Ivorian	1	0.7
Moroccan	1	0.7
Romanian	1	0.7
Spanish	47	32.0
Spanish and British	1	0.7
Total	147	100.0

The majority of the parents has two children (54.4%), followed by those declaring to have 3 children (23.8%) or 1 child (18.4%).

Tab. 29 – How many children / kids you have?

How many children / kids you have?	count	%
1	27	18.4
2	80	54.4
3	35	23.8
4	5	3.4
Total	147	100.0

Following tables shows the schools where the questionnaire was administered (tab. 30):

Tab. 30 – School where the research took place

School	count	%
1st Junior High school of Corfu	14	9.5
6th Junior High School of Corfu	6	4.1
Agustinos	1	0.7
Angestellte	1	0.7
Blenheim schools	1	0.7
Ceip catalina de aragón	1	0.7

Colegio bajo aragón	1	0.7
Colegio británico	1	0.7
Concerted school	1	0.7
Cpa salduie	1	0.7
Cra montearagón	1	0.7
Cristo rey	3	2
Gaudem	1	0.7
Gemeinschaftsschule dudweiler	1	0.7
Granted school	1	0.7
Liceo Classico Plinio il Giovane	14	9.5
IES Miguel de Molinos	1	0.7
IES Río Arba de Tauste	1	0.7
Ies rodanas	10	6.8
Ies valderrobles	1	0.7
Ies valdespartera	3	2
Instituto Joaquín Costa de Cariñena	1	0.7
Irs matarraña	1	0.7
Istituto San Francesco di Sales	5	3.4
Juan de lanuza	1	0.7
La salle	1	0.7
Liceo statale benedetto croce	29	19.7
Middle school alighieri pascoli	10	6.8
Music High School of Corfu	5	3.4
Public school	3	2
Rosa molas	1	0.7
Saarland	1	0.7
Sagrado coracón	1	0.7
San agustín	1	0.7
Skala primary school	8	5.4
Tierz	1	0.7
Unspecified	8	5.4

Verga	5	3.4
Total	147	100

4.3.2. Impact of cultural diversity on daughters and sons

The perceived impact of the cultural diversity on daughters and sons has been analyzed through four main questions (see par. 4.1).

The first one asked parents to indicate how much they agreed with three statements related to the impact cultural diversity is supposed to have on their daughters and sons. Respondents were asked to rate their approval of each sentence on a five-point Likert Scale from "Strongly Disagree" to "Strongly Agree" (tab. 31).

Tab. 31 – Perceived impact of the cultural diversity on daughters and sons

Perceived Impact	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Cultural diversity has exacerbated conflicts and increased attitudes of intolerance in my daughters and sons.	55.1	27.9	8.2	5.4	3.4	100.0
My daughters and sons are used to relate to cultural diversity.	3.4	1.4	11.6	42.9	40.7	100.0
Cultural diversity is irrelevant for my daughters and sons.	7.5	12.2	19.7	27.9	32.7	100.0

Almost all the parents believe that differences have a positive impact on the life and the identity building of their daughters and sons (tab. 31). Parents believe that their children are now familiar with cultural diversity (Strongly agree + Agree = 83.6%), and that it has not in any way exacerbated conflicting and violent attitudes in them (Strongly disagree + agree = 83.0%). The

third statement of the question "Cultural diversity is irrelevant for my daughters and sons" is intended in a proactive sense: cultural diversity is not an issue that may change in a worst way the attitude and the behavior of the children. That is why this item is supported by 60.6% (Strongly disagree + agree) of the parents.

The three items were then combined into an additive index to assess the parent's overall opinion of the perceived impact of cultural diversity on daughters and sons: as shown in figure 12, the vast majority of the respondents (79.6%) thinks that cultural diversity has a positive impact.

Fig. 12 – Perceived impact of cultural diversity on daughters and sons Index (%)
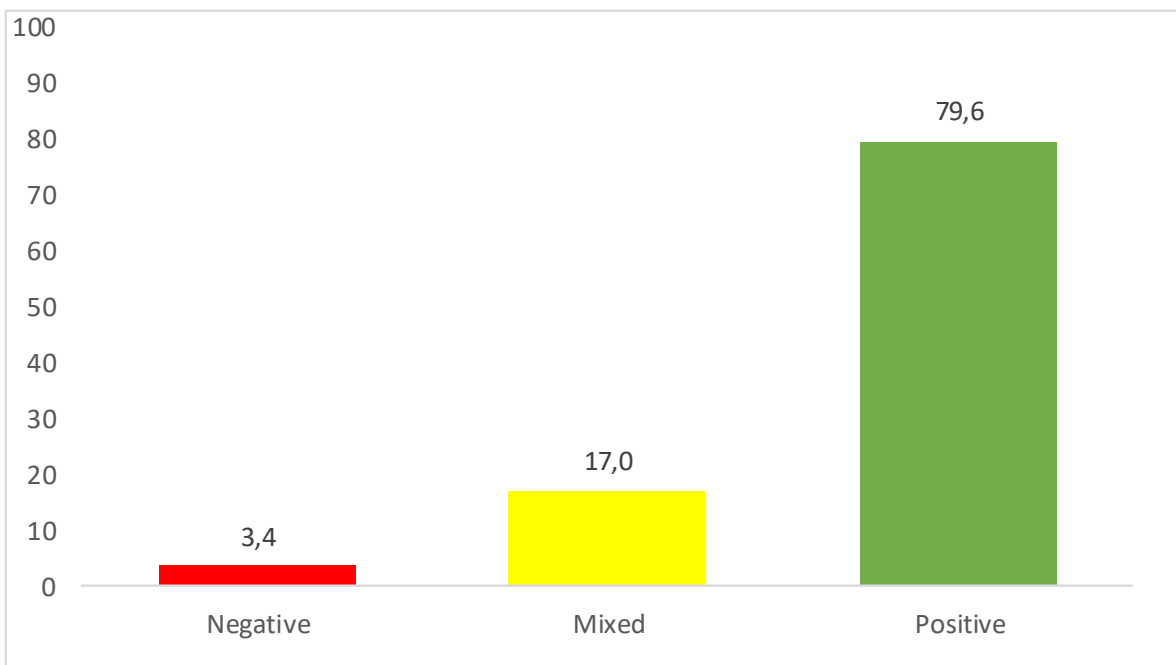
The second question in this section of the questionnaire collected parents' views on the difficulties their children may face when confronted with other cultures, beliefs and people. Respondents were asked to rate on a scale from "Not at all" to "Very much" how they think their daughters and sons could experience issues related to cultural diversity when relating to: foreign peers, different sexual orientations, diversity of beliefs, belonging to different social classes, and different religion (tab. 32).

Tab. 32 – Difficulties regarding cultural diversity relating to:

Difficulties	Not at all	Little	Some extent	Rather much	Very much	Total
Foreign peers	55.8	23.1	8.2	10.2	2.7	100.0
Different sexual orientations	48.4	30.6	12.2	6.8	2.0	100.0
Diversity of beliefs	49.1	22.4	15.6	9.5	3.4	100.0
Belonging to different social classes	53.7	23.8	11.6	8.2	2.7	100.0
Different religion	51.0	27.2	8.2	8.2	5.4	100.0

Parents believe that their children have no particular difficulty in relating to different cultures, beliefs, religions and orientations: in fact, the sum of " Not at all" and "Littles" is higher than 70% on all items analyzed. However, if we really want to look for critical issues in relation to this aspect, the following graph shows a ranking of the items created by summing the responses from "Some extent" to "Very much".

The results show that diversity of beliefs is the difference that could create the most difficulties for the daughters and sons of the respondents (fig. 13).

Fig.13 – Difficulties about cultural diversity relating to (%)

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

	%
diversity of beliefs	28,5
belonging to different social classes	22,5
different religion	21,8
foreign peers	21,1
different sexual orientations	21,0
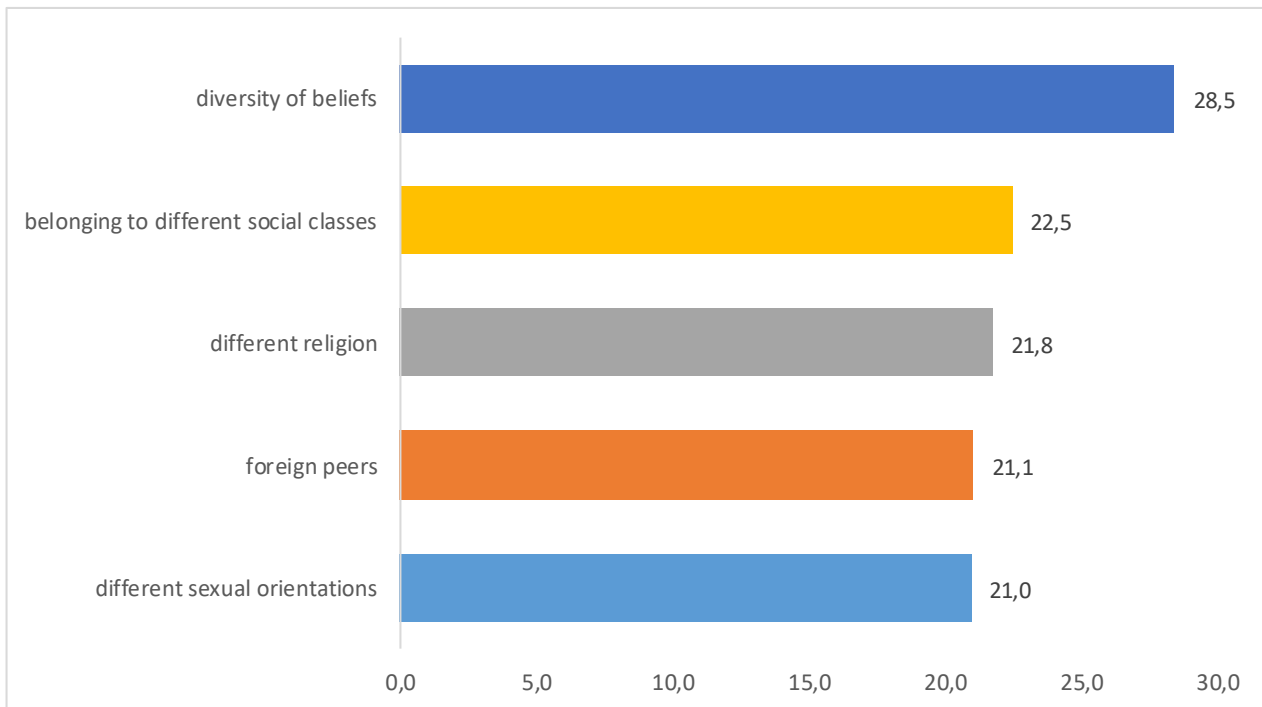
The open question "What can be, based on your experience, the role of the parents' supporting daughters and sons to relate to cultural difference?" was analyzed with content analysis (see par. 4.2 for further explanation).

Tab. 33 – Content Analysis of open-ended question

Role of the parents	Count	%
Educating children about cultural diversity	47	22,7
Be an example	34	16,4
Talking with children (Dialogue)	29	14,0
Educating for tolerance and respect	25	12,1
Develop critical thinking	22	10,6
Fundamental role	22	10,6
Support children	18	8,7
Cooperate with School/Teachers	10	4,8

Parents' responses were very interesting, varied and articulated. However, through content analysis, recurring themes could be found in their responses (tab 33). Please note that for each defined category, a representative answer from a parent will be included.

Results shows that parents believe that their role is mainly to:

Educate children about cultural diversity (22.7%): "Parents, we are role models. We need to teach and transmit our sons and daughters' values, attitudes…we need to show them that cultural diversity is very positive and enriching";

Be an example (16.4%): "We as parents should be the first positive example for our children and positively relate to cultural diversities";

Talking with children (14.0%): "Talk with them openly and freely, without prejudices";

Educating for tolerance and respect (12.1%): "Parents can help their children acquire values such as acceptance and tolerance by understanding that each of us is unique and should respect one another";

Develop critical thinking (10.6%): "The role of parents has to do with their accumulated experience, providing a critical sense and respecting the freedom of our children, but exposing our thoughts so that they are also valued".

Fig. 14 – Role of the parents supporting daughters and sons to relate to cultural difference – Wordcloud

Develop Critical Thinking
Talking with children (Dialogue)
Educating children about cultural diversity
Support Children
Educating for tolerance and respect
Be an Example
Cooperate with School/Teachers
Fundamental role

Last question asked respondents to indicate, on a five-point Likert scale from "Totally disagree" to "Aboslutely agree", how much they think that a list of activities could help daughters and son learning and improving the skill to relate to, to accept, and to respect cultural diversity (tab. 34).

Tab. 34 – Best learning activities for to improve the ability to relate to cultural diversity

Best learning activities	Totally disagree	Quite disagree	I do not know	Agree enough	Absolutely agree	Total
Activities that develop academic performance	4.1	18.4	27.9	33.3	16.3	100.0
Contexts that teach respect for the rules	2.7	8.8	14.3	32.0	42.2	100.0
Dialogue-based learning activities	2.0	0.0	3.4	30.6	64.0	100.0
The practice of amateur sport	2.0	0.0	13.6	45.6	38.8	100.0
Self-organized learning activities. such as reading books. watching movies. etc.	2.7	2.0	15.0	43.5	36.8	100.0
Training activities abroad	2.0	3.4	14.3	29.9	50.4	100.0

According to the figure 15, parents think the best way to improve the cultural diversity skills are Dialogue-based learning activities (Absolutely agree + Agree enough = 94.5%).

Other learning activities that received high approval rate are the practice of amateur sport (84.4%), Training activities abroad (80.2%), Self-organized learning activities (80.2%), and Contexts that teach respect for the rules (74.2%).

The weakest way to improve the ability to relate to cultural diversity is considered something related to all those "Activities that develop academic performance" (49.6%)

Fig. 15 – Best learning activities for to improve the ability to relate to cultural diversity (%)
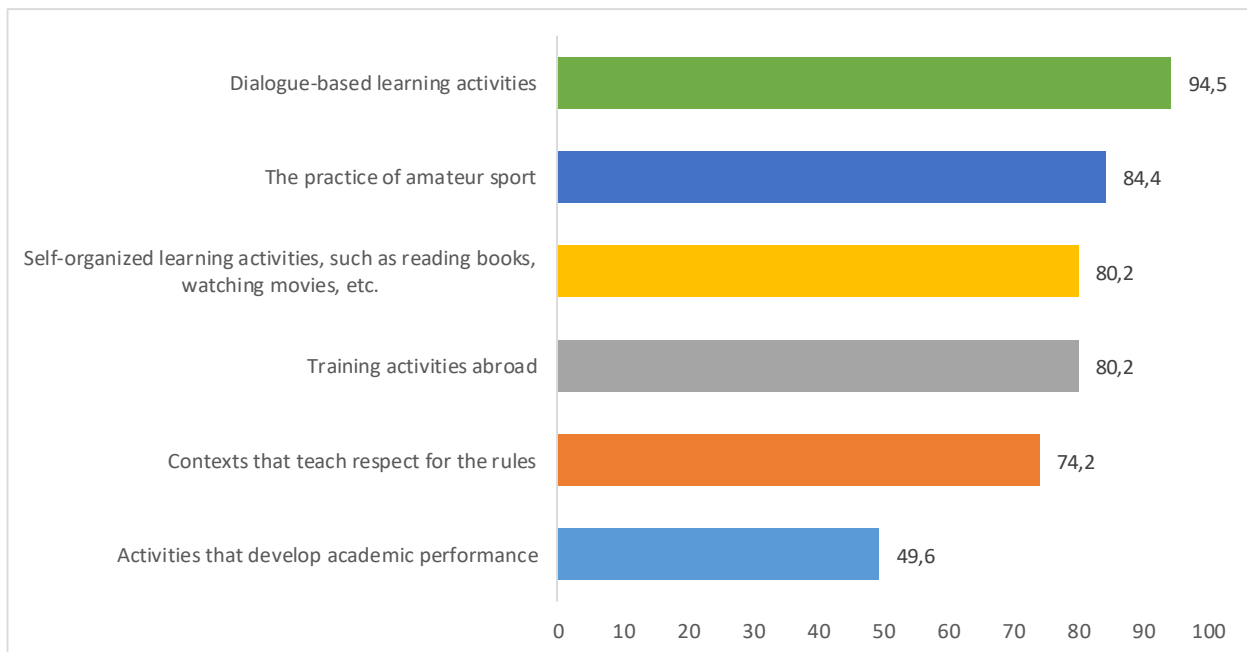
5. Teachers' Survey

5.1. Data collection: Operational definition and Sampling

Teachers' questionnaire has two main sections: General Information (divided in Organization, Student, and Individual) and Impact of cultural diversity on students, as illustrated in the related concept map (fig. 3).

General information section of the teachers' questionnaire collected many different data about respondents' sociodemographic feature and their daily teaching experience; thus, the variables included in this section show different operational definitions (tab. 35).

Tab. 35 – Operational Definition of the General Information dimension

Dimension	Question	Items	Measure
Organization	Country	Open-ended question	Nominal
	Organization	Open-ended question	Nominal
	School where the research took place	Open-ended question	Nominal
Students	What is the age range of your students?	Open-ended question	Continuous
	How many are your students approximately?	Open-ended question	Continuous
	Approximate number of students belonging to minorities	Open-ended question	Continuous
	Approximate number of foreign students	Open-ended question	Continuous
	Other aspects related to cultural diversity:	Open-ended question	Nominal
Individual	Subject / Subjects taught	Open-ended question	Nominal
	Years of teaching	Open-ended question	Continuous
	Gender	❑ Male ❑ Female	Nominal

	Other (specify, if you want)	
Age	Open-ended question	Continuous

The perceived impact of several types of cultural differences on the opinions and the behaviors of the students has been operationalized with six questions (tab. 36).

The first question was like the one administered to the parents, obviously focused on teachers' viewpoint and it refers to the impact of cultural differences on the students.

Teachers were asked to rate on a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree," how much they agreed on three statements about the impacts of cultural differences on their students.

The following two open-ended questions focused on real experience of cultural diversity's episodes in the teachers' classrooms.

Firstly, teachers were asked to report episodes in which students has shown difficulties when dealing with cultural diversity. Teaches had to report incidents of prejudice towards children with different cultural backgrounds, with different sexual orientation, with a different religious belief, and so on. Secondly, teachers had to tell on the contrary, episodes in which students showed their skills to deal with cultural diversity towards children with different cultural backgrounds, different sexual orientations, different religious beliefs, and so on.

Then others three open-ended questions were included to ask teacher's opinion about the skills that students may need to relate positively to cultural diversity, the support that school could give to improve these skills, and the role that the teachers should play to help students develop or improve the cultural diversity ability.

Tab. 36 – Operational Definition of the Impact of cultural diversity on students' dimension

Dimension	Question	Items	Measure
Impact of cultural al	Please indicate how much do you agree with the following statements	Cultural diversity has exacerbated conflicts and increased attitudes of intolerance among students.	Five-point Likert Scale from "Strongly

diversity		The majority of our students are used to relating adequately to cultural diversity.	Disagree" to "Strongly Agree"
		Cultural diversity is irrelevant to the majority of our students.	
	In what way, according to your experience, students may experience difficulties with cultural diversity. We mean episodes of intolerance towards children with different cultural backgrounds, with different sexual orientation, with a different religious belief, and so on. Try to summarize in a few sentences the types and - if possible - the frequency of such events. Please illustrate AT LEAST one example.	Open-ended question	Nominal
	How, according to your experience, students have demonstrated an ability to relate positively to cultural diversity? We mean positive episodes of tolerance towards children with different cultural backgrounds, different sexual orientations, different religious beliefs, and so on. Try to summarize in a few sentences the types and - if possible - the frequency of such events.	Open-ended question	Nominal

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

What are the skills that, in your opinion, should be developed more in young people, to relate positively to cultural diversity?	Open-ended question	Nominal
Can the school support the development of these skills? If so, how?	Open-ended question	Nominal
What can be, based on your experience, the role of the teacher in developing students'skills to better relate to cultural difference?	Open-ended question	Nominal

Teachers were selected by REACT project partners with a non-probabilistic procedure, a convenience sampling. In a similar way to what has been done in the student and parent surveys, members of each REACT project partner received the links created by the SurveyMonkey platform, which hosted the questionnaires. They then forwarded the links to the various contacts in the chosen context and requested that they share the surveys with the students' parents.

5.2. Data Analysis

Statistical analysis was carried out using univariate techniques to represent the answers of the teachers with graphs and tables. Moreover, composite indicator (index) was built to synthetize teachers' view about the perceived impact of cultural diversity on their students. Open-ended question was processed with content analysis as we did for the parents' survey. As said in paragraph 3.2 and 4.2, SPSS 23 was used to perform data cleaning and data analysis.

5.3. Results

5.3.1. Sample demographics

Teachers from five countries took part to the research activities of the Reach project: Bulgaria, Germany, Greece, Italy, and Spain (tab. 37); organizations involved in this survey are: CSC Danilo Dolci, Fondazione Centro Studi Villa Montesca, FUSJ, AGRAF, Regional Directorate Education (Primary & Secondary Education in the Ionian Islands).

Tab. 37 – Distribution by Country

Country	count	%
Bulgaria	11	9.4
Germany	11	9.4
Greece	39	33.3
Italy	15	12.8
Spain	41	35.1
Total	117	100.0

Tab. 38 – Distribution by Organization

Organization	count	%
AGRAF	11	9.4
CSC Danilo Dolci	11	9.4
Fondazione Centro Studi Villa Montesca	15	12.8
FUSJ	41	35.0
Regional Directorate Education (RDE)	39	33.3
Total	117	100.0

Table 39 lists all the school where the research took place:

Tab. 39 – School where the research took place

School where the research took place	count	%
18-th Secondary School, Sofia	5	4.3
1st Junior High School of Corfu	12	10.3
51st Secondary School - Sofia	1	0.9
6th High School of Corfu	2	1.6
Bajo Aragón	3	2.6
BUEN PASTOR	4	3.4
Centro concertado urbano	1	0.9
Colegio Cristo Rey - Zaragoza	3	2.6

DOMINICAS	2	1.6
Enrique de Osso	1	0.9
ESCOLAPIOS	1	0.9
Gemeinschaftsschule Saarbrücken Dudweiler	11	9.3
Hristo Smirnenski Secondary School, Brezovo	5	4.3
IES MARTINA BESCOS	1	0.9
IES MATARRAÑA	1	0.9
IES MIGUEL CATALAN	1	0.9
IES RAMON J. SENDER	1	0.9
IES Rodanas	13	11.1
Liceo Scientifico Benedetto Croce	6	5.1
Montserrat Fuhem	6	5.1
Sagrado Corazón	1	0.9
Skala primary school	13	11.1
Skripero High school	12	10.2
unknown	2	1.6
Verga	9	7.7
Total	117	100.0

The distribution of age ranges of students in the classes of the teachers interviewed is too wide to provide intelligible and meaningful results. Much more interesting is to note that the average number of students is 134.8, with an excessively high standard deviation that suggests enormous variability in the interviewees' responses (table 40 and 41).

Tab. 40 – Age range of the students

Age Range	count	%
5-6	1	.9
6-12	8	6.8
6-7	2	1.7
7-8	1	.9
8-12	2	1.7
8-9	1	.9
9-12	1	0.9
10-11	2	1.7
10-12	1	.9
10-13	3	2.6
10-16	1	.9
10-18	3	2.6
10-19	3	2.6
11-12	3	2.6
11-13	1	.9
11-14	2	1.7
11-15	2	1.7
11-18	1	.9
11-20	1	.9
12-13	1	.9
12-14	1	.9
12-15	10	8.5
12-16	6	5.1
12-17	2	1.7
12-18	14	12.0
12-19	5	4.3
13-15	1	.9
13-16	2	1.7

Tab. 41 – How many are your students approximately?

Mean	134.8
Median	98
Std. Deviation	213,5
Range	1139
Minimum	6

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

13-18	4	3.4
13-19	1	.9
14-15	1	.9
14-16	1	.9
14-17	1	.9
14-18	7	6.0
15-16	2	1.7
15-17	2	1.7
15-18	4	3.4
15-19	1	.9
15-20	1	.9
15-22	1	.9
15-25	1	.9
16-18	5	4.3
17-18	2	1.7
17-19	1	.9
18-22	1	.9
Total	117	100.0

The subjects most present among the respondents' answers are (tab. 42): National language (17.9%), Foreign language (16.7%), History (11.5%) and Maths (7.1%).

Most teachers involved in the survey already have a great deal of experience within the school sector: the mean value of the years of service is around 18.7% (tab. 43).

Tab. 42 – Subjects taught by the teachers

Subjects	count	%
Arts	6	3.8
Biology	6	3.8
Chemistry	4	2.6
Economy	5	3.2
Foreign Language	26	16.7
Geography	9	5.8
History	18	11.5
ICT	4	2.6
Literature	6	3.8
Maths	11	7.1
Music	1	0.6
National language	28	17.9
Physical education	3	1.9
Physics	1	0.6
Primary school teacher	9	5.8
Psychology	3	1.9
Religion	4	2.6
Science	8	5.1
Social and Political Science	4	2.6

Tab. 43 – Years of teaching

Mean	18.7
Median	20.0
Std. Deviation	10.3
Range	38
Minimum	2
Maximum	40

The great majority of teachers are female (71.8%); the average age is: 47.3%, with a standard deviation equal to 9.7.

Tab. 44 – Distribution by Gender

Gender	count	%
Female	84	71.8
Male	33	28.2
Total	117	100.0

5.3.2. Impact of cultural diversity on students

The Impact of diversity on students as perceived by the teachers has been analyzed first by asking questions about how the teachers believe that cultural diversity has an impact on the students' daily life and school life, the challenges cultural diversity can pose, the skills that should be developed to face positively these challenges.

The first question of this section asked teachers to indicate how much they agreed with three items that addressed the perceived impact of cultural differences on the students, a task similar to the one the parents had to perform (see tab. 31, par. 4.3.2), in fact teachers had to indicate their agreement to each statements on a five-point Likert Scale from "Strongly disagree" to "Strongly agree" (tab. 45).

The majority of the teaches think that their students are now familiar with cultural diversity and can relate with it (tab. 45): "The majority of our students are used to relating adequately to cultural diversity." (Strongly agree + Agree = 76.0%). Moreover, teachers also do not agree with the statement "Cultural diversity has exacerbated conflicts and increased attitudes of intolerance among students" (Strongly Disagree + Disagree = 70.1%).

As happened also in the analysis of the data collected with the questionnaire administered to parents, the statement " Cultural diversity is irrelevant to the majority of our students" almost evenly divided the sample between those who disagreed (34.2%), those in the middle (32.5%), and those who agreed (33.3%). This finding had an impact on the composite indicator created combining the respondents' answers to these set of items (fig. 16).

Tab. 45 – Perceived impact of the cultural diversity on students

Perceived Impact	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Cultural diversity has exacerbated conflicts and increased attitudes of intolerance among students.	23.1	47.0	18.7	10.3	0.9	100.0
The majority of our students are used to relating adequately to cultural diversity.	0.9	7.7	15.4	61.5	14.5	100.0
Cultural diversity is irrelevant to the majority of our students.	9.4	24.8	32.5	29.9	3.4	100.0

The results show that, on the one hand, the majority of teachers believe that cultural diversity is having a positive impact on students and that they know how to properly relate to it (51.3%); on the other hand, however, a significant proportion of teachers (42.4%) were classified in the "mixed" modality, that is, in the category of people who believe that although the context is generally promising, there are still difficulties to overcome in order to have full respect and acceptance of cultural differences.

Fig. 16 – Perceived impact of the cultural diversity on students Index (%)
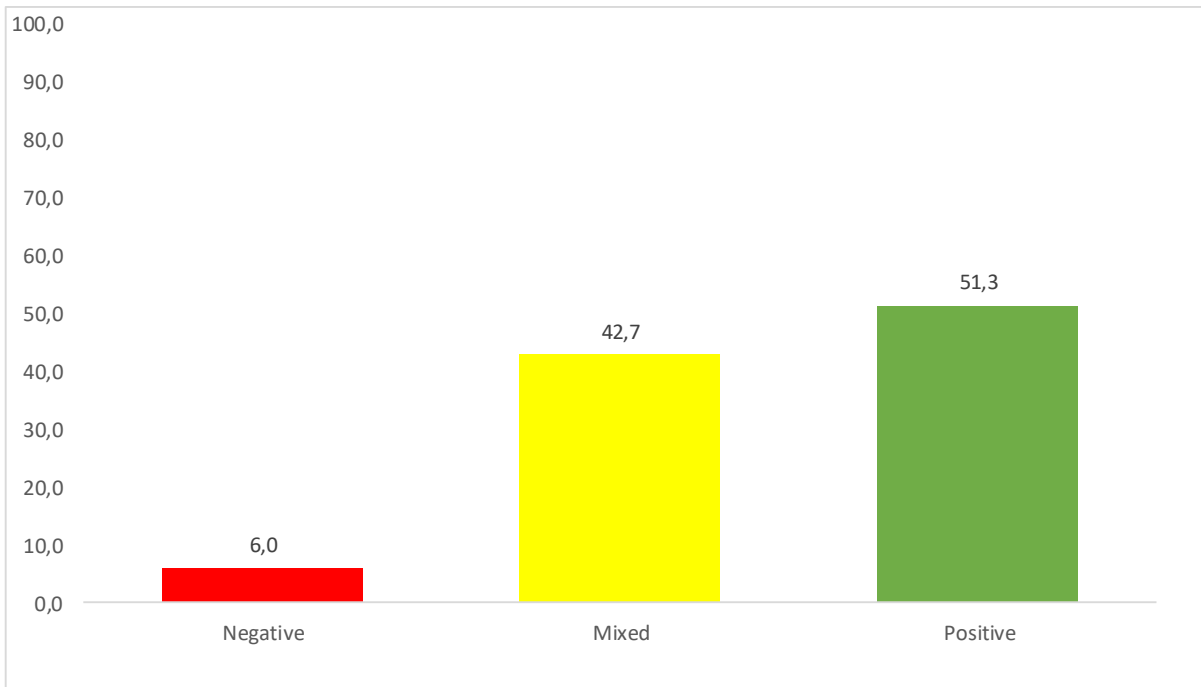
Second part of this section focuses on two open-ended questions asking teachers what the difficulties students are has shown when dealing with cultural diversity. Teaches had to report episodes of intolerance towards children with different cultural backgrounds, with different sexual orientation, with a different religious belief, and so on.

Firs findings is that 52 out of the 117 (44.4%) teachers involved in the research did not provide and answer or declared that the school they work in has never experienced cultural diversity issues, here are some examples of this answers:

"This is a very inclusive school. I have never seen any incident";

"Rarely. We do not have had many conflicts regarding cultural diversity";

"Thankfully, we have not had any difficulties so far".

Tab. 46 – difficulties with cultural diversity

Difficulties	Count	%
Culture /Country	26	20.5
Sexual orientation	23	18.1
Religion	15	11.8
Racism	14	11.0
Language	12	9.4
Verbal abuse	10	7.9
Fights among students	7	5.5
Gender	6	4.7
Bullying	5	3.9
Intolerance	4	3.1
Disability	4	3.1
Labelling	1	0.8

The findings of the data analysis of the answers of those teachers reporting episodes of problems due to cultural difference among students mainly concentrate on issues deriving from (tab. 46):

Country or culture of origin (20.5%): ““It is heard in the classroom that before starting the class one student is telling another " [REMOVED SO AS NOT TO REVEAL THE NATIONALITY OF THE RESPONDENT] should be in the jungle hanging from lianas" (both students are European and white)”;”

Sexual orientation (18.1%): “Calling a student queer”;

Religion (11.8%): “Insult because of religion”;

Racism (11.0%): “Racist attitudes towards Roma students”;

Language (9.4%): "When students from other countries speak in their own language, [REMOVED SO AS NOT TO REVEAL THE NATIONALITY OF THE RESPONDENT] students want them and tell them to go back to their country. That occurs very frequently".

The second question related to real experiences that teachers were able to observe in their classrooms is as follows:

"How, according to your experience, students have demonstrated an ability to relate positively to cultural diversity? We mean positive episodes of tolerance towards children with different cultural

backgrounds, different sexual orientations, different religious beliefs, and so on."

Teachers' responses are very varied and testify to the existence of numerous positive cases in which students showed diverse and efficient skills to relate proactively and correctly to their peers' differences, especially when there were cultural, ethnic, or communicative distances (tab. 47).

Tab. 47 – Difficulties with cultural diversity

Positive relation to cultural diversity	Count	%
Working together	23	17.2
Playing together	23	17.2
Empathic behaviors	21	15.7
Showing interest in other cultures	16	11.9
Becoming friends	15	11.2
Facilitating the inclusion	11	8.2
Helpin in learning processes	8	6.0
Helping with language issues	7	5.2
Dialogue	6	4.5
Warm welcome	3	2.2
Tolerance	1	0.7

The best way for addressing cultural differences in a positive way are somewhat traditional activities, perhaps even taken for granted, but which are at the heart of the educational and training experience:

Working together (17,2%): "when work together they overcome hardships in the learning process or somewhere else", "participation in common projects, to learn more about the group and about the false beliefs that exist"

Playing together (17,2%): "sports, music, dance unite children from the different groups", "Mostly through activities that require the involvement of more than one student in their implementation and have a very clear measure of success - these are the sports competitions, the cultural festivals, all kind of extracurricular activities in general. School competition, school festival";

Empathic behaviors (15,7%): "Understanding, comprehension, reflection", "We work very frequently on topics such as empathy, cultural diversity, etc.";

Showing interest in other cultures (11,9%): "Students are really interested in getting to know different cultures. They like to listen to the stories of foreign students ...when they talk about their backgrounds, show pictures etc.";

Becoming friends (11,2%): "accepting as a friend (adopting habits).

Next question asked teachers "What are the skills that, in your opinion, should be developed more in young people, to relate positively to cultural diversity?".
Content analysis of the answers provided by respondents show that the most supported skills are:

Empathy (22.8%): "They should develop empathy to cope with the difficulties they face due to diversity and solidarity so as to be able to solve problems (language, habits, etc.)";

Tolerance (15.5%): "Empathy is the main skill that can build on tolerance. To learn to be in the other's shoes";

Respect (11.2%): "Respect and empathy towards what is culturally different helps them see diversity as something positive";

Multiculturalism (11.2%): "The contact with students of different cultural background, the acceptance through knowing each other and finding common ground to understand each other and cooperate";

Critical Thinking (6.8%): "The skills of dialogue, empathy, tolerance towards diversity, flexibility and critical thinking."

Tab. 48 – Skills related positively to cultural diversity

Skills	Count	%
Empathy	47	22.8
Tolerance	32	15.5
Respect	23	11.2
Multiculturalism	23	11.2
Critical Thinking	14	6.8
Social skills	13	6.3
Open-mindedness	9	4.4
Cooperation skills	9	4.4
Communication skills	9	4.4
Language skills	6	2.9
Teamwok	5	2.4
Active Citizenship	4	1.9
Teamwork	3	1.5
Art skills	3	1.5
Sport skills	2	1.0
Curiosity	2	1.0

ICT skills	1	0.5
Computer skills	1	0.5

Next word cloud sums up the main findings of the previous analysis:

Fig. 17 – Skills related positively to cultural diversity – Wordcloud

According to the teachers (tab. 49)., the school can support students in the development of the above-mentioned skills mainly by helping teachers in creating cultural diversity focused activities (46.9%).

Tab. 49 – School's role in supporting development of cultural diversity skills

School's role	Count	%
Creation of focused activities	60	46.9
Appropriate selection of teaching contents	12	9.4
Creating an inclusive environment	10	7.8
Enhancing social values	8	6.3
Be an Example	7	5.5
Educating children about cultural diversity	7	5.5

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

Supporting personal development	7	5.5
Promoting social interaction	6	4.7
Educating for tolerance and respect	3	2.3
Working in harmony with all social/institutional actors	3	2.3
Recruiting experts	2	1.6
Synergetic work with families	2	1.6
Connect with the history and culture of their own students	1	0.8

Other important activities school can do to support teachers are (fig. 18):

Appropriate selection of teaching contents (9.4%): "Yes, working on these topics in a cross-cutting way, but all the work cannot be done at school only, families need to work on this aspects as well";

Creating an inclusive environment (7.8%): "Yes, through dialogue, contact and acquaintance with different cultures";

Enhancing social values (6.3%): "Of course it can, by teaching both in theory and in practice, tolerance, respect, love, solidarity, critical thinking, and by fostering empathy in future citizens. It already does so, with constant vigilance and by integrating different students in the school family".

Fig. 17 – School's role in supporting development of cultural diversity skills – Wordcloud

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

Creation of focused activities

Last question asked the teachers to specify what their role in should be developing students' skills to better relate to cultural difference (tab. 50).

Tab. 50 – Role of the teacher in developing students' cultural diversity skills

Teacher's role	Count	%
Be an Example	45	35.4
Active role in teacher/student relationship	26	20.5
Creating an inclusive environment	11	8.7
Appropriate selection of teaching contents	8	6.3
Educating children about cultural diversity	8	6.3
Educating for tolerance and respect	8	6.3
Supporting personal development	7	5.5
Promoting social interaction	5	3.9
Synergetic work with families	4	3.1
Building a relationship of trust with students	3	2.4
Connect with the history and culture of their own students	1	0.8
Promoting inclusion with the help of institutions	1	0.8

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

Two were by far the most supported answers (fig. 19):

Be an Example (35.4%): "The teacher should be a model and an example for his students not only in the classroom, but more so outside it", "The teacher should choose the appropriate material, to trigger the relevant stimuli with the aim of bridging different perceptions and attitudes. The teacher should try to set an example with his/her own attitude";

Active role in teacher/student relationship (20.5%): "being not only the coordinator of the activities, but also participating in them", "The teacher can play an important role as a mediator, leader and facilitator helping students from different cultural backgrounds in guidance, experiential approach and appropriate practice."

Fig. 19 – Role of the teacher in developing students' cultural diversity skills – Wordcloud

6.   UPDATES TO THE D1.9 NATIONAL AND EU BIOGRAPHIC REPORT

Analysis of the Workshop Experience

6.1. Research Design

The research design discussed in this paragraph focuses on the core of the REACT project, namely the workshop experience. The research questions that inspired this crucial phase of the REACT project were addressed using the same methodological pathway adopted in the previous phase, to allow for a comparison of the results. Therefore, the same quantitative approach was used, i.e. an online survey based on a semi-structured questionnaire administered to parents, teachers and students selected through the REACT network organizations. The respondents filled in three different questionnaires, drawn up according to the different units of analysis, after the workshops had taken place.

As in the previous research, the main conceptual dimension of the REACT conceptual framework have been operationally defined through concept mapping[3]. The following figures shows the concept maps according to the three different surveys (students, teachers and parents)[4].

---

[3] "A concept map is general sketch (or scheme) of the research; it could be seen as a way of representing relations among research concepts/dimensions. Specifically, it is a taxonomic diagram where each concept is connected to another and linked back to the original idea. Concept maps are a way to develop logical thinking and enhance meaningful learning in the sciences" (Addeo, 2011: 9). Operationally, they are useful to identify measurable concepts (Marradi, 2007: 203–204). A similar procedure is implemented in education as an informal process whereby a subject draws a picture of all the ideas related to some general theme or question, showing how these are related (Novak & Gowin, 1997; Novak, 1998; Jackson & Trochim, 2002).

[4] Please note that the ovals represent all those research dimensions that needed a further conceptual specification to be empirically collected in the survey; the boxes contain all those aspects having a clear and detailed operational definition procedure, i.e. they could be easily converted into the items of the questionnaires.

Students' survey: compared to the previous study, the research design included a section in which to evaluate the workshop experience. Therefore, the conceptual dimensions analyzed with this survey are 5 (figure 1): "General information", "Scenario Based Assumption"," Keywords, Myself, the others, the world", and "Piloting". Here is a brief description of these conceptual dimensions.

- General information: This section seeks to gather information about the student profile, taking into account both the individual level (student demographics, including gender, age, nationality, class/school, and years of study) and the organizational level (i.e., name, Country, and school related to the organizations that were involved in the research activities);

- Scenario Based Assumption: This conceptual dimension, which centers on how students conceptualize and experience cultural diversity—albeit indirectly—can be seen as the research focus. We adopted an operational definition based on six different scenarios that told stories about cultural diversity (listed in the concept map), resembling some research techniques that have made storytelling the core of the data collection process, such as the vignettes (Converse & Presser, 1986) or the "Storie" (Marradi, 2005); once the scenario was given in the questionnaire, respondents were asked to indicate their degree to rate their agreement to some scenario-related statements;

- Keywords: Using four main key words (observation, learning environment, listening, and dialogue) and several adjectives for each of them, respondents were asked to indicate how much they represented each word. Therefore, this section deals with cultural diversity in schools and critical thinking.

- Myself, the others, the world: this section was intended to collect information about psychological and intimate features, such as emotions, openness to cultural diversity, empathy, conflict management, listening.

- The Workshop Experience evaluation: the last section relates directly to the workshops and aims to assess how the students experienced them, exploring four aspects: piloting, statements, strengths and weaknesses. Therefore, the questions included in this section collect the respondents' opinions on the organization, experience, strengths and weaknesses of the 'workshop experience'.

Fig. 1 – The Workshop Experience Students' Survey Concept Map
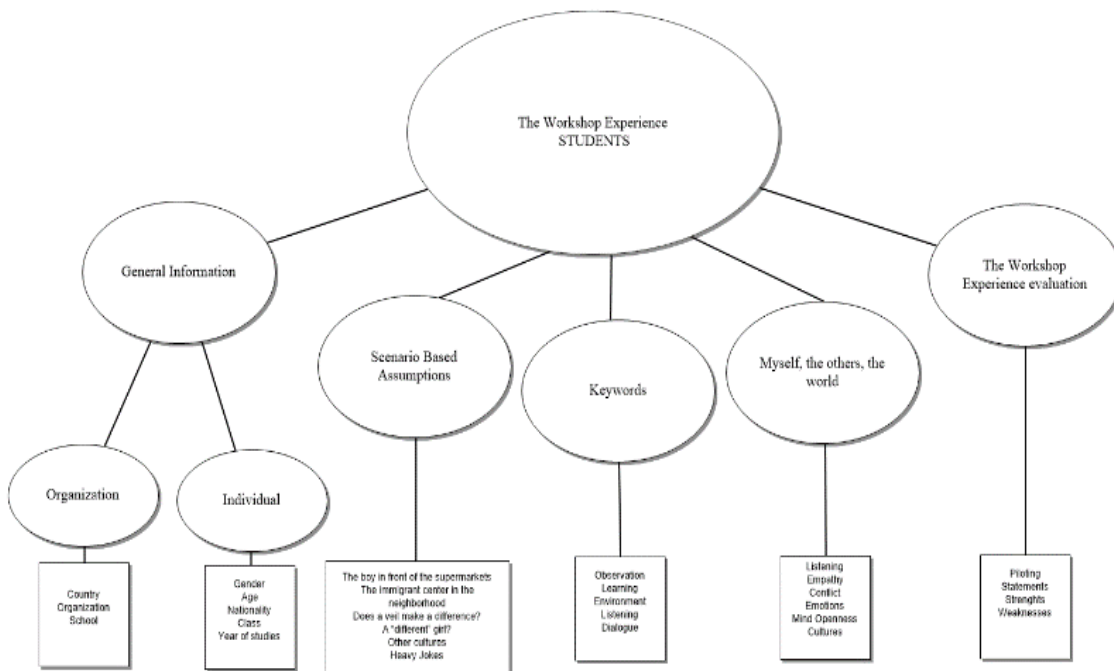
These conceptual maps supported the research team in creating the early versions of the Workshop Experience questionnaires, which were then subjected to a pre-testing process that resulted in evaluation, revision, and refinement (see the previous appendix "REACT project online survey: pretesting results"). Each of the next sections—students, parents, and teachers— will discuss the research design by showing and explaining the final version of questionnaires, the operational definition of the variables, the data collection procedure and the statistical analysis.

The survey involving parents after the workshop experience was practically based on the same questionnaire administered in the previous phase. For this reason, the conceptualization of the main themes considered for the parent survey considered the same two dimensions considered previously, i.e. (Fig. 2):

- General information: demographics data about the parents, considering the organizational level (i.e. name, Country and school related to the organizations that were involved in the research activities) and the individual level (gender, age, nationality, educational level, occupation, some information about the family);

- Impact of diversity on daughter and son: This dimension collects parents' opinions about various aspects of cultural diversity, which is here understood to be a skill that young people may possess. Four aspects are taken into consideration: how cultural diversity affects daughters' and sons' lives, the challenges that come with navigating various forms of cultural diversity, the role that parents should play in helping their children deal with cultural differences, and learning activities that may help develop this ability.

Fig. 2 – The Workshop Experience Parents' Survey Concept Map

```
                    The Workshop Experience
                           PARENTS


      General Information              Impact of Diversity on
                                        Daughters and Sons


   Organization      Individual


    Country          Gender            Cultural diversity impact
  Organization        Age                     Difficulties
    School          Nationality          Role of the parents
                 Educational Level        Learning activities
                   Occupation
                     Family
```
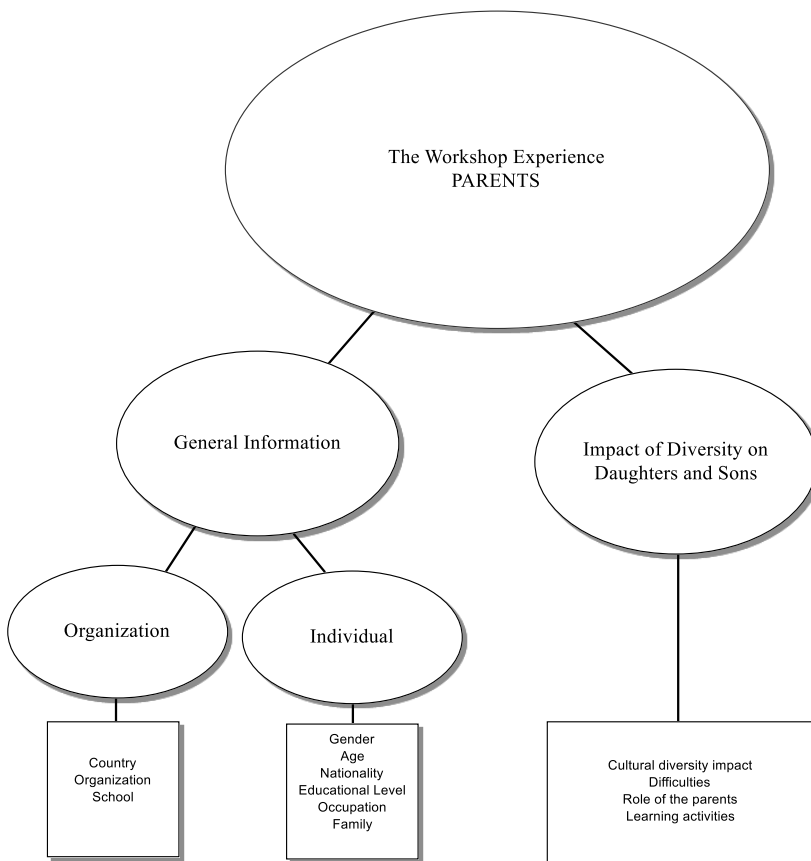
Teachers' concept map includes two main dimensions and five sub-dimensions (fig. 3):

Fig. 3 – The Workshop Experience Teachers' Survey Concept Map
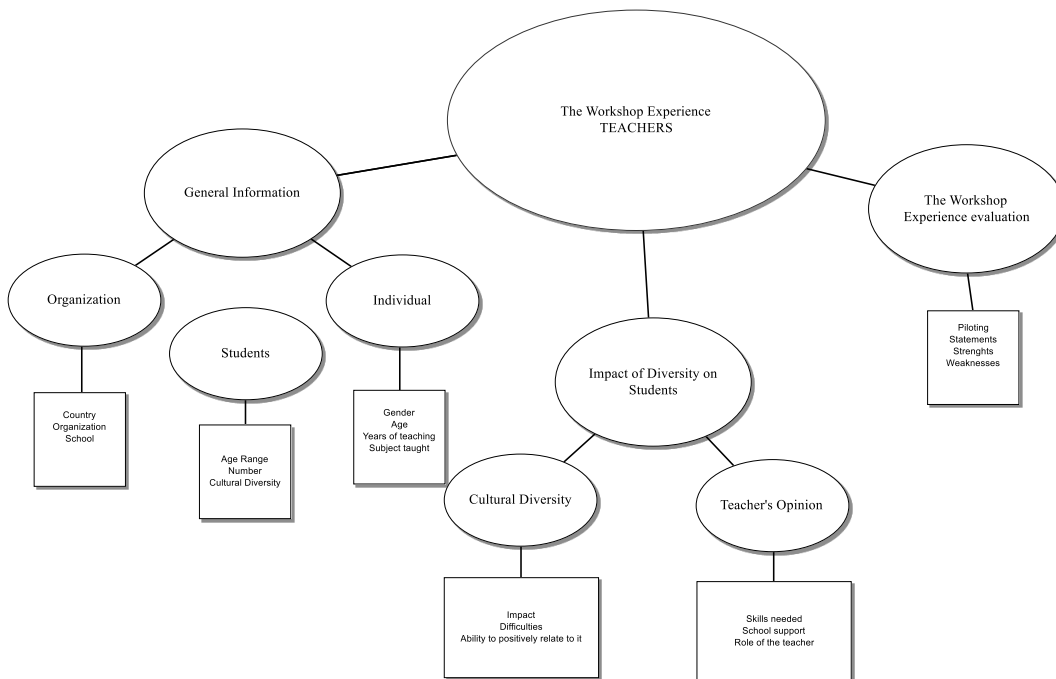
- General information: three sub-topics relating to the demographic characteristics and experiences of teachers were considered: organization (Country, organization and school where the survey are conducted), students (age range, number and cultural diversity of the young people taught by teachers) and individual (gender, age, years of teaching and subject taught by the teacher);
- Impact of diversity on students: conceptual specification of this dimension focused on two aspects: 1) cultural diversity: impact of cultural differences on the school life the students, the difficulties that students may experience with cultural diversity, the abilities that students have demonstrated to relate positively to cultural diversity; 2) teacher's opinion about the skills that students may need to relate positively to cultural diversity, the support that school could give to improve these skills, and the role that the teachers should play to help students develop or improve the cultural diversity ability.
- The Workshop Experience evaluation: the last section relates directly to the workshops and aims to assess how the teachers evaluated and experienced them, exploring four aspects: piloting, statements, strengths and weaknesses. Therefore, the questions

included in this section collect the respondents' opinions on the organization, experience, strengths and weaknesses of the 'workshop experience'. This section is like the one investigated into the students' workshop experience survey.

6.2. The Workshop Experience according to the Students

The need to evaluate the effectiveness of the workshops suggested a research pathway that could facilitate a comparison between the two phases, i.e. before and after the workshop experience. For this reason, the workshop questionnaire addressed to the students is mostly the same as the one administered during the first phase, except for a set of questions aimed directly at gathering information on the workshop experience.

6.2.1. Data collection: Operational definition and Sampling

The variables belonging to the "general information" section were defined according to their different nature; therefore, as shown in table 1, the questions this section vary from nominal (in open or closed form asking the country, nationality, school, organization, and gender of the respondents) to continuous (age and year of studies).

Tab. 1 – Operational Definition of the General Information dimension

Dimension	Question	Items	Measure
Organization	Country	Open-ended question	Nominal
	Organization	Open-ended question	Nominal
	School where the research took place	Open-ended question	Nominal
Individual	What is your age?	Open-ended question	Continuoos
	Gender	❑ Male ❑ Female ❑ Other (specify, if you want)	Nominal
	What's your nationality?	Open-ended question	Nominal
	What school do you attend?	Open-ended question	Nominal
	What year of studies?	Open-ended question	Continuoos

The operationalization of the Scenario based assumptions was more articulated as six stories related to cultural diversity were shown to the respondents. For each scenario, a set of items

represented several possible reactions to the story. Respondents were asked to rate their agreement towards each item on a five-point Likert Scale from "Strongly Disagree" to "Strongly Agree" (tab. 2).

Tab. 2 – Operational Definition of the Scenario based-assumptions dimension

Dimension	Question	Items	Measure
Scenario Based assumptions	The boy in front of the supermarket Every day, passing in front of the supermarket near the school, Daniel sees a foreigner, a young boy, begging for alms. Someone passing by leaves him a coin, but most people seem to pass by, ignoring hi	I'm sorry for this guy, when I see him, it comes naturally to me to imagine how difficult his life must be I have a sense of annoyance towards people like this guy Each of us can do something to solve the problems of people like him	Five-Point Likert Scale from Strongly Disagree to Strongly Agree
	The immigrant center in the neighborhood A new immigration center has just been created in the neighborhood. The inhabitants have had different reactions. There are those who are against it, and who are not.	The protesting inhabitants are right; they are suffering a discomfort for something that is certainly not their responsibility. It is not certain that the center is a problem for the neighborhood, it is possible to find forms of integration of migrants with the rest of the population.	

		The reality is always more complex than it seems, it would be necessary to understand the reasons for the migrants; it is important to be informed, and to explore all sides of the situation.
	Does a veil make a difference? A new Muslim girl has arrived in the classroom, wearing a veil. The reactions of her classmates were different. For some there are no problems, others feel annoyance and distrust, especially since this girl speaks little of their language. There were also different reactions among the teachers, even if they did not express it explicitly	Those who come to our country should adapt their rules and customs to ours. It would be important to be able to speak at school about cultural differences related to religion, to raise awareness among us students about these realities. Wearing a veil for a girl is a limitation to her freedom as a woman. Everyone has the right to respect the customs of their religion, as long as they do not limit the rights of others.
	A "different" girl?	If you're acting strangely, it's normal for someone to make fun of you.

Diana is a particular girl, a little masculine, she doesn't dress or wear make-up like her companions; she doesn't seem interested in having a boyfriend, but she is more interested in same-sex mates. Because of this some of her classmates make fun of her, and she also sent pictures of her with nasty comments in the class chat.	It's not fair to make fun of a mate just because they have a different sexual orientation. These are things that should remain private, not shared publicly. Dealing with these situations is not the school's job, such matters should be left out of the classroom.
Other cultures Dario is a boy from the Roma camp. He often skips school, also because the field is very distant and poorly connected. In some subjects he has poor results, also because he probably does not have help at home in the study. He doesn't always relate	Guys like Dario will never fully integrate with the rest of the group, because they come from too different a background. Young people who belong to different cultures can find a way to live together while maintaining their differences. I think that in a class it would be nice to help each other, to

	to other classmates; he prefers to be with the school boys who come - like him - from the field.	take care of those who have fewer possibilities. The school's job is to educate, not to integrate people from different cultures. I'm sorry for people like Dario, but it is certainly not my responsibility to deal with these problems, everyone has their own problems to solve.
	Heavy jokes Some school children have targeted Giulio, a friend of theirs who is particularly shy, making heavy jokes on him. Often when it happens, the other guys are watching without intervening, someone laughs. A few days ago, Giulio stopped coming to class; they say that his parents have decided to make him change schools.	Unfortunately, that's how school is, there is no place for those who are too kind and can't defend themselves. I think it would be useful to be able to talk about what happened in class, and to understand how to avoid such incidents in the future. I think that at school there should be respect for everyone, even for those who are more shy and less aggressive.

		The task of the school is to give a qualification, it cannot also deal with the personal problems of the students.	

The process of operationalizing the Keywords dimension began with the selection of four keywords: discussion, listening, learning environment, and observation. These expressions stand for the behaviors and abilities required to activate those processes via critical thinking to acquire understanding of cultural differences. Next, to identify some of the pertinent qualities of each term, five adjectives were chosen (tab. 3). Using a five-point scale ranging from "not at all" to "very much," respondents were asked to evaluate how much an adjective represented each term (tab. 3).

Tab. 3 – Operational Definition of the Keywords dimension

Dimension	Question	Items	Measure
Keywords	Observation is…	Difficult	Five-point scale from Not at all to Very much
		Tiring	
		Enriching	
		A learning tool	
		A waste of time	
	Learning environment is…	Classroom	
		Group of peers	
		A physical place	
		Books, films, TV series…	
		Everywhere	
	Listening is…	Boring	
		Interesting	
		Not very useful	
		A way of knowing	
		Discovering	

Observation is...	Difficult
	Tiring
	Enriching
	A learning tool
	A waste of time

The operational definition of the "myself," "others," and "world" dimensions was based on a seven-item scale that addressed the students' psychological characteristics in relation to emotions, conflict resolution, empathy, openness to cultural diversity, and listening. On a five-point Likert scale that went from "Strongly disagree" to "Strongly agree," respondents were asked to indicate how much they agreed with each item (tab. 4).

Tab. 4 – Operational Definition of the Myself, the others, the world dimension

Dimension	Question	Items	Measure
Myself, the others, the world	Please indicate how much do you agree with the following statements	I always try to put myself in the shoes of others.	Five-Point Likert Scale from Strongly Disagree to Strongly Agree
		I know what my friends feel, even when they don't tell me.	
		I am interested in listening to the points of view and experiences of others even if they are different from mine.	
		In a conflict I almost always try to mediate, to find a positive solution for everyone.	
		Getting to know the social and environmental problems of the world, and the possible solutions, is something that involves me emotionally.	
		When I read a news on the Internet, or when my friends tell me something, it comes naturally to me to reflect on the different sides of the story,	

	on the different motivations that the people involved could have.	
	I am passionate about knowing more about other cultures and what happens in the world.	

The last section of the questionnaire is also the central one for this research project as it focuses on the Workshop Experience; in fact, this is the only part that differs from the previous survey. There are five questions in this section, and they concern the piloting phase, the evaluation of the experience and the expression of the strengths and weaknesses of the workshops. In detail, pivoting question is structured around a set of adjectives (see table 5) against which the respondents had to indicate their appreciation using a 5-point scale from 'not at all' to 'very much'. The evaluation of the Workshop Experience was operationalized with two set of statements on which respondents were asked to rate how much they agreed with each one using a five-point Likert scale that went from "Strongly disagree" to "Strongly agree". Finally, the strengths and weaknesses of the Workshop Experience were assessed through two open-ended questions.

Tab. 5 – Operational Definition of the Workshop Experience Evaluation dimension

Dimension	Question	Items	Measure
Piloting	Please, tell us how much the workshops were:	Interesting	Five-Point Likert Scale from Not at all to Very much
		Engaging	
		Useful	
		Complete	
		Clear / Understandable	
		Easy to follow	
		Well organized	
		Of the right length	
Statements Set 1	Below you will be offered several statements about	Through this experience, I realized that critical thinking is a valuable resource for personal growth	Five-Point Likert Scale from

		The atmosphere during the workshops was positive as it was characterized by dialogue and exchange of ideas	Strongly Disagree to Strongly Agree
	your workshop(s) experience. Please indicate how much you agree with each statement according to your personal experience	The workshop approach fostered the opportunity to engage with others on many of the issues discussed	
		The workshop approach allowed the creation of an inclusive learning environment	
		Workshop methodology can help reduce tensions within the classroom while increasing tolerance and understanding	
		Through these workshops, listening and sharing of different viewpoints is encouraged	
		The activities performed and learned during the workshops allow you to be more thoughtful and attentive when interacting with others	
		Activities held during workshops encourage the art of listening	
Statements Set 2	Please rate how much you agree with the following statements	These workshops left me with nothing	Five-Point Likert Scale from Strongly Disagree to Strongly Agree
		I wish there were more school activities like those experienced during the workshops	
		The approach used during the workshops is not appropriate for everyone	
		Thanks to the workshops, I am able a little more to see the world through other people's eyes	

	According to your personal experience, what are the **strengths** of the approach used during the workshop(s)?	Open-ended question	Nominal
Strengths		Open-ended question	Nominal
Weaknesses	According to your personal experience, what are the **weaknesses** of the approach used during the workshop(s)?	Open-ended question	Nominal

Students were chosen using a non-probabilistic procedure known as convenience sampling. Members of each REACT project partner sent the links to the various contact people in the chosen schools, requesting them to share the questionnaire with the students. The links were created by the SurveyMonkey platform, on which the questionnaires were hosted.

6.2.2. Data Analysis

Several statistical techniques were used to address the research questions. This statistical approach (that relies on a combination of different techniques) allowed us to better analyze the data, for example by constructing composite indicators that helped us to better understand the trends in the results and the psychological aspects related to the students' survey's perception of cultural diversity. SPSS 23 was used to clean the data and perform univariate, bivariate, and multivariate analyses. The following sections will show the statistical analysis's main findings.

6.2.3. Results

6.2.4. Sample demographics

The sampling procedure resulted in 191 students from five European countries participating in the research (tab. 6): Bulgaria (3.7%), Germany (7.3%), Greece (23.6%), Italy (45.5%), and Spain (19.9%). The following REACT project partners were involved in the research: AGRAF gUG haftungsbeschränkt (AGRAF), Center for Educational Initiatives (CEI), Centro Sviluppo Creativo "Danilo Dolci" (CSC), Fondazione Centro Studi Villa Montesca (FCSVM), Foundation related to the San Jorge University (FUSJ), Regional Directorate Education, Primary & Secondary Education in the Ionian Islands (RDE).

Tab. 6 – Distribution by Country

Country	count	%
Bulgaria	7	3.7
Germany	14	7.3
Greece	45	23.6
Italy	87	45.5
Spain	38	19.9
Total	191	100.0

Tab. 7 – Distribution by Organization

Organization	count	%
AGRAF gUG haftungsbeschränkt (AGRAF)	14	7.3
Center for Educational Initiatives (CEI)	5	2.6
Centro Sviluppo Creativo Danilo Dolci (CSC)	37	19.4
Fondazione Centro Studi Villa Montesca (FCSVM)	52	27.2
Foundation San Jorge University (FUSJ)	38	19.9
Regional Directorate Education (RDE)	45	23.6
Total		191	100.0

The sample consists of a majority of women (56.5%), and the age distribution ranged from 10 to 19 years, with an age distribution ranging from 10 to 22 years, a mean value of 13.7 years and 2.65 standard deviation, meaning that there is a significant variation from the average age value, i.e. the age distribution is more spread out (tab. 9).

Tab. 8 – Distribution by Gender

Gender	count	%
Female	108	56.5
Male	83	43.5
Total	191	100.0

Tab. 9 – Age statistics

Statistics	value
Mean	13.7
Median	11.5
Standard deviation	2.65

The distribution of students' nationalities roughly follows those of the Countries shown above in Table 6; nonetheless, there are some nationalities that cannot be linked to the countries where the data was collected, indicating the existence of international students in the schools (tab. 10).

Tab. 10 – Distribution by Nationality

Nationality	count	%
Afghanistan	1	.5
Albanian	7	3.7
Bulgarian	7	3.7
Chinese	2	1.0
Colombian	1	.5
Costa D'avorio	1	.5
El Salvador	1	.5
German	14	7.3
Greek	36	18.8
Greek-Albanian	3	1.6
Italian	74	38.7
Moroccan	4	2.1
Peruvian	1	.5
Romanian	2	1.0
Senegalese	1	.5
Spanish	34	17.8

Tunisian	2	1.0
Total	191	100.0

6.2.5. Scenario based assumptions

The statistical analysis of the data collected for each of the six scenarios-based assumptions meant to identify students' attitudes and predispositions towards various circumstances and topics connected to cultural diversity is presented in this part. Using the storytelling approach, this conceptual dimension's operational definition is based on the presentation of six stories that each revolve around a distinct instance of cultural diversity.

A scenario is a story told in such a way as to ask the interviewees questions concerning their possible opinion of what is being told, thus indicating a value choice regarding cultural diversity. In other words, to determine the respondent's perspective about the particular feature of cultural diversity that the scenario is based on, each item was designed to indicate an emotional or rational response to what is portrayed in the tale.

Therefore, respondents were asked to rate how much they agree with each question asked after a scenario on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree".

To concisely convey each respondent's viewpoint on the particular aspect of cultural diversity examined with the scenario, all the items for each story were merged into a composite index, constructed to identify how much respondents believe in cultural diversity. From a technical point of view, the indices are built in a way that the higher the score, the higher is the respect for other cultures represented in the scenario. In other words, a low score indicates that the respondent answered mainly "Strongly Disagree" or "Disagree"; a high score indicates that the respondent mostly chose "Strongly Agree" or "Agree". Note that we reversed the items with opposite semantic polarity from the cultural diversity facet detected by the scenario technique. To simplify the interpretation of the results and to help the readers' task, the numerical indices have been condensed to three categories: low, medium and high.

Tab. 11 – "The boy in front of the supermarket" Scenario

The boy in front of the supermarket	Strongly	Disagree	Neither agree	Agree	Strongly agree	Total

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

|	disagree		nor disagree			
1) I'm sorry for this guy, when I see him, it comes naturally to me to imagine how difficult his life must be	2.1	.5	5.8	63.9	27.7	100.0
2) I have a sense of annoyance towards people like this guy	36.6	35.1	16.8	8.9	2.6	100.0
3) Each of us can do something to solve the problems of people like him	1.6	3.7	15.2	43.5	36.1	100.0

The first scenario, "*The boy in front of the supermarket*", tells a story of poverty and marginalization:

"Every day, passing in front of the supermarket near the school, Daniel sees a foreigner, a young boy, begging for alms. Someone passing by leaves him a coin, but most people seem to pass by, ignoring him".

Like the first study, the overwhelming majority of students expressed sympathy and comprehension for Daniel's difficult circumstances (first and third items in Table 10): summing up 'strongly agree' or 'agree' answers, the first item collect a remarkable 91.6%, while the second sentence collects a significant 79.6%. In addition, the second sentence, expressing a negative feeling, is not supported by more than 70% of the respondents.

The results stated above are effectively summarized by the composite indicator created by combining students' responses to the statements discussed in the previous table: 85.4% of the sample expresses sympathy towards the boy in front of the supermarket.

Fig. 4 – The boy in front of the supermarket Index (%)
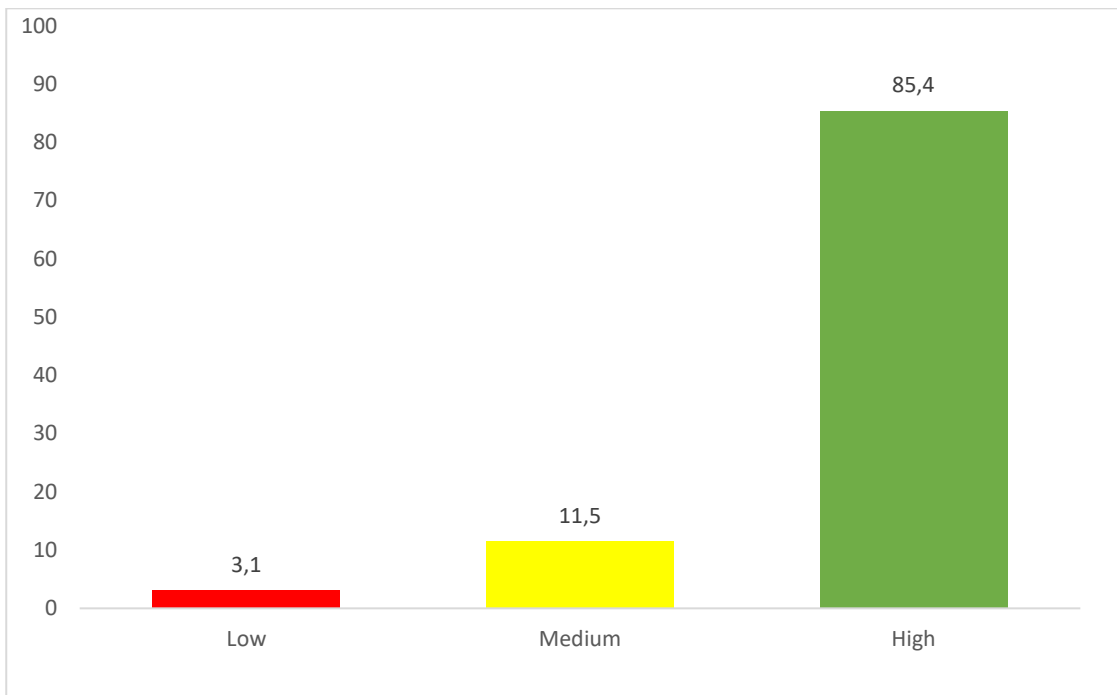
In the first research, 83.0% of the respondents were placed in the "high" category. After the workshop experience, the percentage rose to 85.4%. It is also noteworthy that the share of students who do not show true empathy and understanding for '*The boy in front of the supermarket'* is halved: it dropped from 6.8% to 3.1%.

The building of an immigration center is a current and possibly controversial problem that is addressed in the "*immigrant center in the neighborhood*" story. This is the second scenario:

"A new immigration center has just been created in the neighborhood. The inhabitants have had different reactions. There are those who are against it, and who are not".

Although to a lesser extent than in the previous question, the majority of the sample is also in favor of cultural diversity: most students believe that integration is a desirable and achievable aim, thus there should be no concern about an immigration center (tab. 12).

In fact, the most supported statement is the number 3, which states it would be necessary to understand the reasons for the migrants; it is important to be informed, and to explore all sides of the situation (Strongly Agree + Agree = 88.5%). The second item, which talks about the

possibility to find practices of integration, was also approved by a high percentage of respondents (Strongly Agree + Agree = 79.6%).

On the contrary, the item 1 received more mixed answer, even if the majority of the respondents does not support the idea the inhabitants are right showing their dissent towards the immigrant center in the neighborhood (Strongly disagree + Disagree = 52.3%). In this case, however, one must highlight the ambiguous nature of this item, which makes it not particularly valid from a methodological point of view to detect the extent to which students are favorable to the immigrant center, and thus open to cultural diversity in terms of different ethnicities. In fact, the wording of the sentence suggests that one can perfectly well feel empathy for both immigrants and citizens.

Tab. 12 – "The immigrant center in the neighborhood" Scenario

The immigrant center in the neighborhood	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) The protesting inhabitants are right, they are suffering a discomfort for something that is certainly not their responsibility.	25.1	27.2	25.7	19.9	2.1	100.0
2) It is not certain that the center is a problem for the neighborhood, it is possible to find forms of integration of migrants with the rest of the population.	1.6	2.1	16.8	57.1	22.5	100.0
3) The reality is always more complex than it seems, it would be necessary to understand the reasons for the migrants; it is	1.6	2.1	7.9	36.1	52.4	100.0

important to be informed, and to

explore all sides of the situation.

An openness to foreigners characterizes the 75.9% of respondents who support the creation of an immigrant center, according to the index created by summing their responses to the three statements (fig. 5). On the other hand, a significant quota of people (21.5%) having a not clear position on the topic (the "medium" category collects respondents that provided mixed answers or a majority of "Neither agree nor disagree" choices).

Fig. 5 – The immigrant center in the neighborhood Index
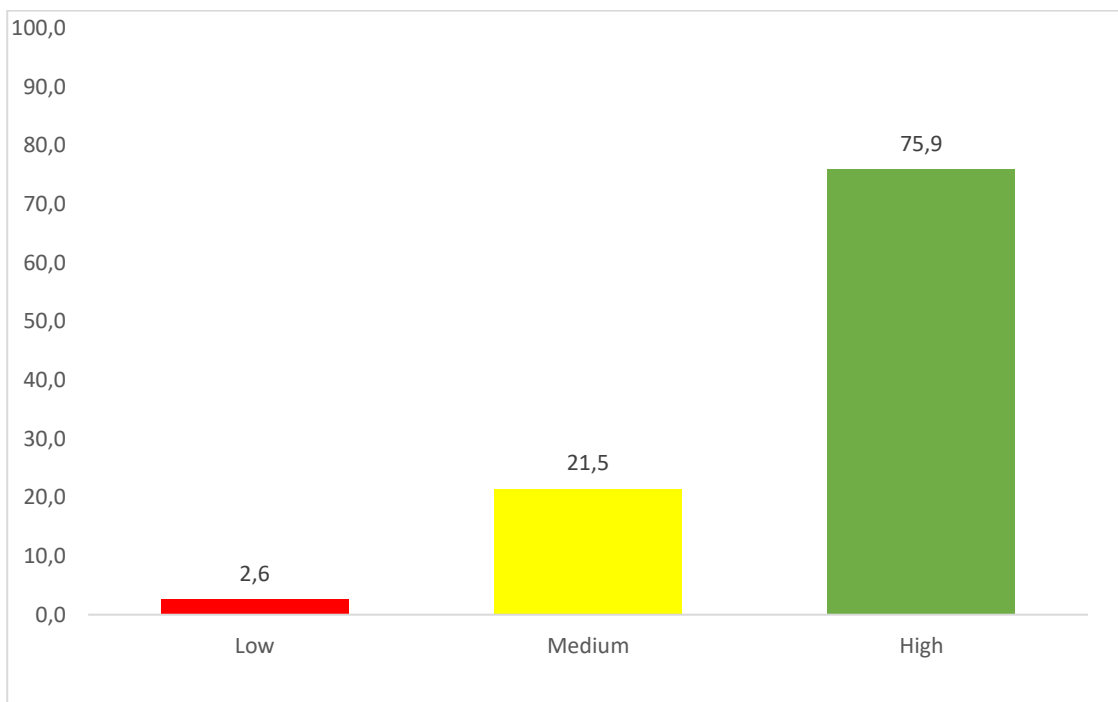
Compared to the first survey, probably due to the semantic ambiguity of the first item, there are no differences in the distribution of *the immigrant center in the neighborhood* Index after the workshop experience.

The third scenario-based assumptions included in the questionnaire deals with Religious beliefs and view. The story told in the "Does a veil make a difference?" scenario is the following:

"A new Muslim girl has arrived in the classroom, wearing a veil. The reactions of her classmates were different. For some there are no problems, others feel annoyance and distrust, especially since this girl speaks little of their language. There were also different reactions among the teachers, even if they did not express it explicitly".

Data analysis of the data collected for this scenario show very interesting results. Although students appear to appreciate cultural variety in terms of religious views, the statement 3 — "Wearing a veil for a girl is a limitation to her freedom as a woman"— received conflicting answers (tab. 13).

In fact, the majority of the answers to these items falls into "Neither agree nor disagree" category (41.4%). However, students strongly believe that: 1) It would be important to speak at school about cultural differences related to religion, raising in this way the general awareness (Strongly Agree + Agree = 90.5%), and that 2) Everyone has the right to respect the customs of their religion, as long as they do not limit the rights of others (Strongly Agree + Agree = 86.9%). It is interesting to note that the 62.3% of students disagree with the sentence 1 "Those who come to our country should adapt their rules and customs to ours".

Tab. 13 – "Does a veil make a difference?" Scenario

Does a veil make a difference?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) Those who come to our country should adapt their rules and customs to ours.	21.5	40.8	20.4	12.6	4.7	100.0
2) It would be important to be able to speak at school about cultural differences related to religion, to raise awareness among us students about these realities.	1.0	2.1	6.3	58.6	31.9	100.0

3) Wearing a veil for a girl is a limitation to her freedom as a woman.	16.2	18.8	41.4	16.8	6.8	100.0
4) Everyone has the right to respect the customs of their religion, as long as they do not limit the rights of others.	.5	4.2	8.4	45.0	41.9	100.0

Fig. 6 – Does a veil make a difference? Index
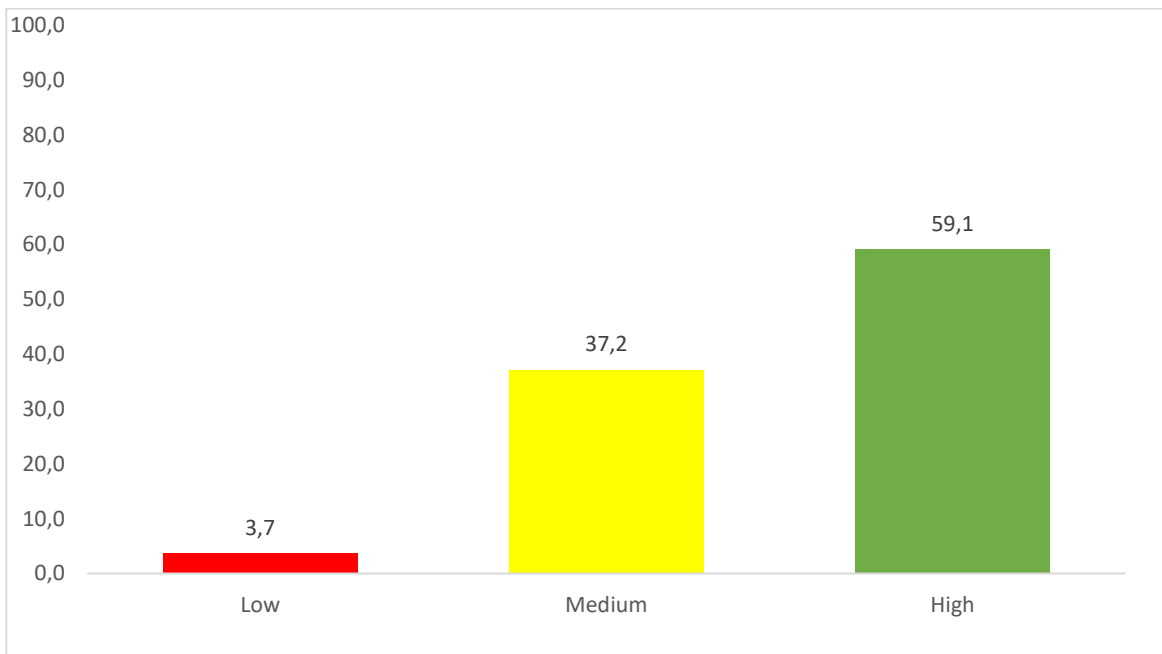
The data analysis of the composite index developed to summarize the viewpoints of the students on this scenario show that, although the degree of agreement is above 50%, the percentage of the "high" category is lower than the level recorded for the two indices generated in the preceding scenarios (fig. 6). Put specifically, 59.1% of students shows a clear propensity to tolerate and embrace religious diversity, whilst 37.2% have a neutral (or we could say "unenthusiastic") standpoint.

The results show a significant difference between the two surveys: after the workshop experience, the percentage of students show a clear disposition to respect and accept cultural diversity regarding religious beliefs increased by almost 10 points.

The scenario "A "different" girl?" addresses a delicate topic that is also highly relatable to students' everyday experiences: bullying actions directed at a fellow student who identifies as non-normatively gay or transgender. Thus, the problem of cultural diversity in relation to gender identity and sexual orientation is openly addressed in this scenario. Indeed, the story about which respondents were requested to provide their thoughts is this one:

"Diana is a particular girl, a little masculine, she doesn't dress or wear make-up like her companions; she doesn't seem interested in having a boyfriend, but she is more interested in same-sex mates. Because of this some of her classmates make fun of her, and she also sent pictures of her with nasty comments in the class chat".

Data analysis shows that among the students there is a high awareness regarding this cultural diversity issue: most of the sample agreed with the sentence "It's not fair to make fun of a mate just because they have a different sexual orientation" (Strongly agree + Agree = 88.5%). Concordantly, although less sharply in terms of percentages, respondents disapproved of two phrases expressing negative views on freedom of expression (item 1, Strongly disagree + Disagree = 72.8%) and the fact that the school is a discussion ground for these topics (item 4, Strongly disagree + Disagree = 50.3%). As in the previous scenario, there is a sentence collecting mixed answers: "These are things that should remain private, not shared publicly."

Tab. 14 – A 'different' girl? Scenario

A 'different' girl?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total

1) If you're acting strangely it's normal for someone to make fun of you.	37.7	35.1	7.9	15.7	3.7	100.0
2) It's not fair to make fun of a mate just because they have a different sexual orientation.	3.7	2.1	5.8	40.8	47.6	100.0
3) These are things that should remain private, not shared publicly.	14.7	26.7	31.9	18.3	8.4	100.0
4) Dealing with these situations is not the school's job, such matters should be left out of the classroom.	22.0	28.3	20.4	16.2	13.1	100.0

The decision to reveal one's sexual orientation or, conversely, to keep it a strictly personal matter is probably seen as something that transcends the tolerance of cultural variety in this instance.

This item was discarded from the index (fig. 7) because it was not possible to define clearly its semantic orientation towards the acceptance of various sexual orientations and gender identities. Next, an index was created to synthesize this set of items by merging the responses provided by respondents for each statement.

Data analysis of index shows that 70.2% of the sample has a high awareness and acceptance of the several gender identities and sexual orientations, while a low percentage of respondents (5.2%) could be considered being against cultural diversity as regards sexual orientation.

Fig. 7 - A 'different' girl? Index
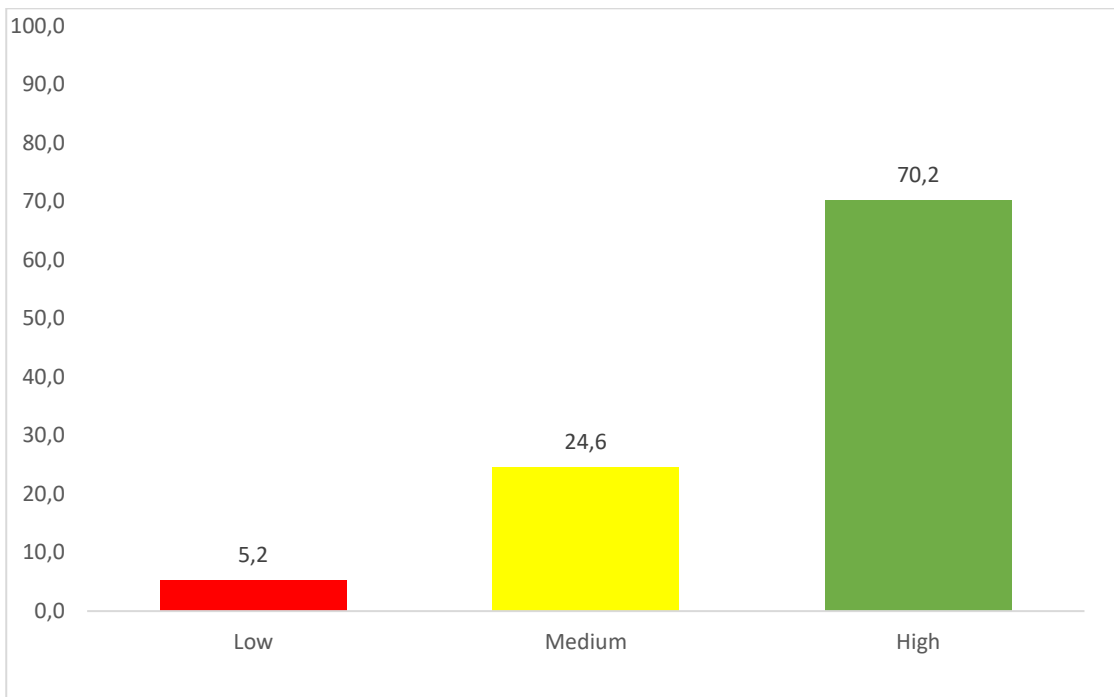
The workshop experience also had a positive impact with respect to the *A 'different' girl?* Scenario: the percentage of students who showed awareness, respect and acceptance of different gender identities and sexual orientations rose from 63.0% to 70.2%.

In the *Other Cultures* scenario, young people from a different culture — in this example, the Roma culture — are encountered, and many challenges and distinctions are posed and eventually discussed. The complete story under the scenario is as follows:

"Dario is a boy from the Roma camp. He often skips school, also because the field is very distant and poorly connected. In some subjects he has poor results, also because he probably does not have help at home. He doesn't always relate to other classmates; he prefers to be with the schoolboys who come - like him - from the field".

The findings indicate that most students have no trouble relating to people from other cultures, even if those cultures are thought to be significantly different from their own (tab. 15).

The most supported items are:

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

- I think that in a class it would be nice to help each other, to take care of those who have fewer possibilities (Strongly agree + Agree = 92.6%);
- Young people who belong to different cultures can find a way to live together while maintaining their differences (Strongly agree + Agree = 88.0%);
- Guys like Dario will never fully integrate with the rest of the group, because they come from too different a background (Strongly disagree + Disagree = 79.1%);
- The school's job is to educate, not to integrate people from different cultures. (Strongly disagree + Disagree = 73.2%).

Furthermore, as regards the sentence "I'm sorry for people like Dario, but it is certainly not my responsibility to deal with these problems, everyone has their own problems to solve" a significant part of the students prefers not to take a stance on it (Neither agree nor disagree = 24.6%). However, the relative majority of the sample does not have a selfish position on it (Strongly disagree + Disagree = 45.5%).

Tab. 15 – Other Cultures Scenario

Other Cultures	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) Guys like Dario will never fully integrate with the rest of the group, because they come from too different a background.	26.2	52.9	15.7	4.7	.5	100.0
2) Young people who belong to different cultures can find a way to live together while maintaining their differences.	1.6	1.6	8.9	61.8	26.2	100.0
3) I think that in a class it would be nice to help each other, to take care	1.6	1.6	4.2	53.9	38.7	100.0

of those who have fewer possibilities.

4) The school's job is to educate, not to integrate people from different cultures.	27.7	45.5	15.7	5.2	5.8	100.0
5) I'm sorry for people like Dario, but it is certainly not my responsibility to deal with these problems, everyone has their own problems to solve.	9.9	35.6	24.6	20.9	8.9	100.0

The composite indicators accurately depict the overall outcomes discussed above: 84.3% of the students are "highly" favorable to integrating and respecting individuals from different cultures (fig. 8).

Fig. 8 – *Other cultures* Index

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking
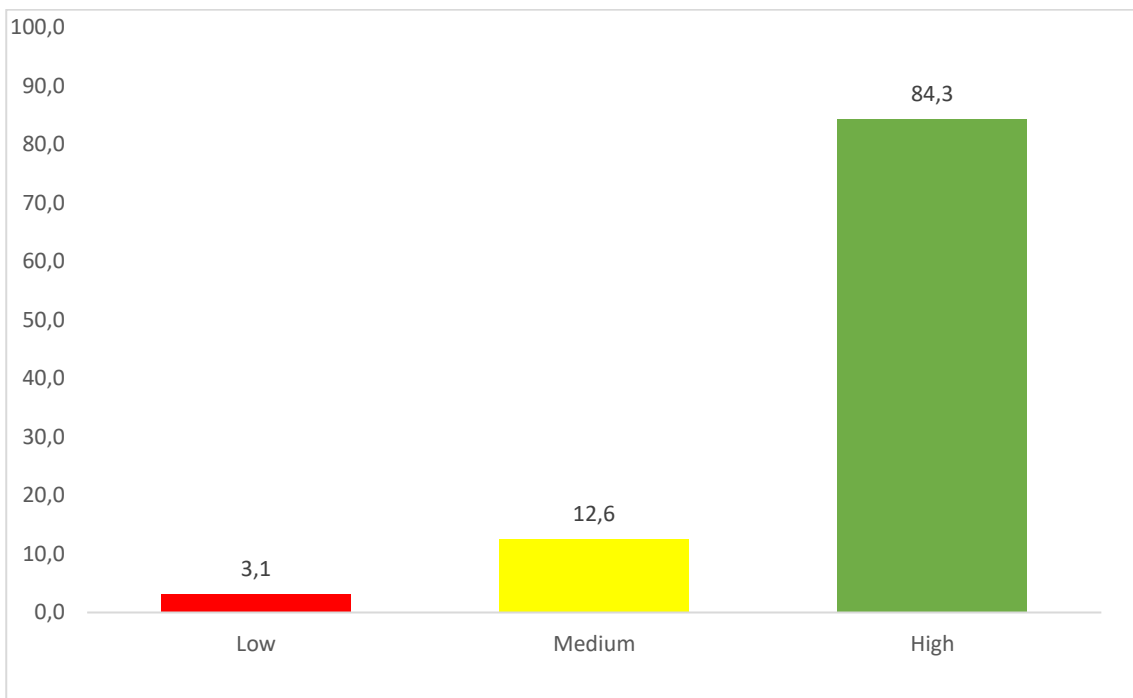
The Other cultures scenario shows the greatest improvement after the workshop experience: from 67.7% to 84.3% of the students were rated as 'high': they care about integrating and respecting people from other cultures.

The last scenario, *Heavy Jokes*, addresses the issue of school bullying, vividly describing an episode that may occur in the normal daily routine of school activities:

"Some school children have targeted Giulio, a friend of theirs who is particularly shy, making heavy jokes on him. Often when it happens, the other guys are watching without intervening, someone laughs. A few days ago, Giulio stopped coming to class; they say that his parents have decided to make him change schools".

Similar to the "a different girl?" scenario, the students' answers make it quite evident that they abhor bullying in all of its manifestations (tab. 16) and they believe that schools need to be proactive, secure spaces where people feel free to express who they are.
The overwhelming majority of respondents approves the following items:

- I think that at school there should be respect for everyone, even for those who are more shy and less aggressive (Strongly agree + Agree = 95.3%);
- I think it would be useful to be able to talk about what happened in class, and to understand how to avoid such incidents in the future. (Strongly agree + Agree = 91.7%).

Moreover, the vast majority of the samples show disagreement towards two sentences affirm negative opinion towards cultural diversity:

- Unfortunately, that's how school is, there is no place for those who are too kind and can't defend themselves (Strongly disagree + disagree = 72.2%);
- The task of the school is to give a qualification, it cannot also deal with the personal problems of the students (Strongly disagree + disagree = 69.6%).

Tab. 16 – Heavy Jokes Scenario

Heavy Jokes	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1) Unfortunately, that's how school is, there is no place for those who are too kind and can't defend themselves.	36.6	35.6	15.2	11.0	1.6	100.0
2) I think it would be useful to be able to talk about what happened in class, and to understand how to avoid such incidents in the future.	1.0	.0	7.3	61.3	30.4	100.0
3) I think that at school there should be respect for everyone, even for those who are more shy and less aggressive.	.5	1.6	2.6	47.1	48.2	100.0
4) The task of the school is to give a qualification; it cannot also deal with the personal problems of the students.	27.7	41.9	20.9	5.8	3.7	100.0

The index analysis results indicate that 79.6% of respondents fall into the "High" modality (fig. 9), indicating that students have a high awareness of the problem of bullying. This suggests that schools should be inclusive and welcoming spaces where young people can freely express their ideas, passions, emotions, and unique personalities without fear.

Fig. 9 – *Heavy Jokes* Index
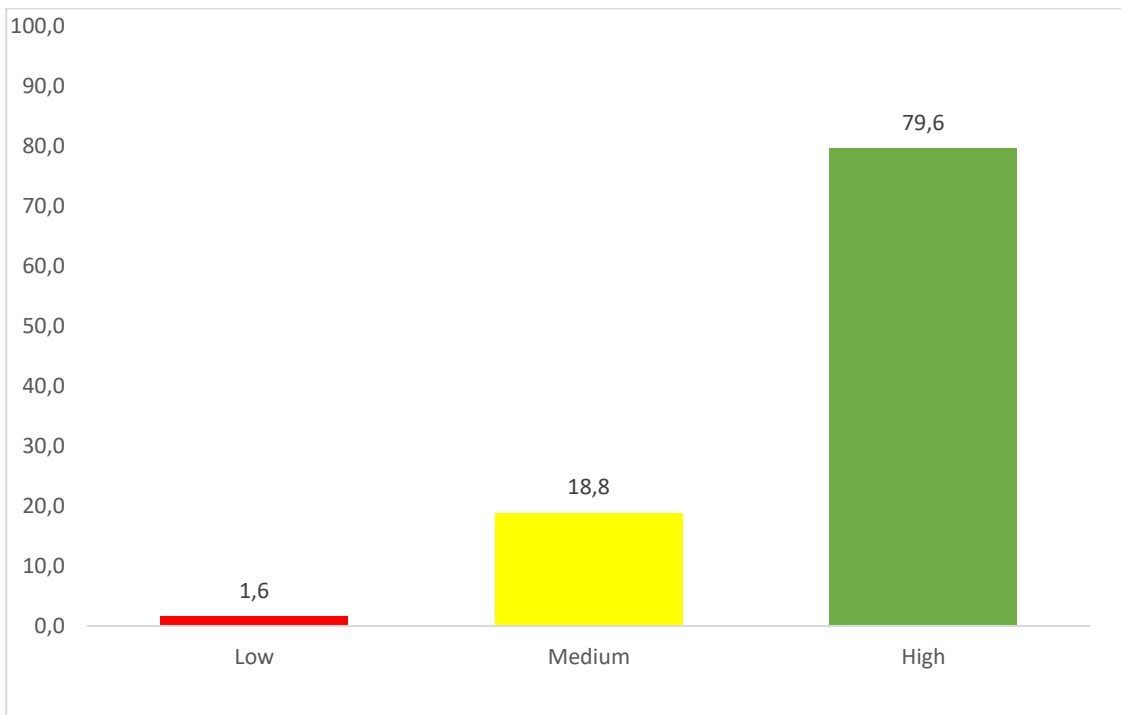
The results of the data analysis of the Heavy Jokes scenario show no change after the workshop experience: in both cases, the percentage of students classified in the high category is considerable (79.7%). This can be explained by the fact that the topic dealt with, bullying, is very strongly felt by the students, who reacted very maturely and positively to the challenges posed by the scenario.

The results of all the indices developed to summarize students' opinions toward various forms of cultural variety are displayed in the following graph (fig.10).

The findings demonstrate that students appear to recognize and appreciate cultural differences, particularly when addressing situations that are like those they encounter on a daily basis.

The highest rated situations were: The boy in front of the supermarket (85.4%); Other Cultures (84.3%) and Heavy Jokes (79.6%);

Conversely, although still above 50%, the percentages are lower when cultural diversity tackles religious or ethnic concerns.

Fig. 10 – Scenario Based Assumptions Indices Ranking – "High" scores (%)
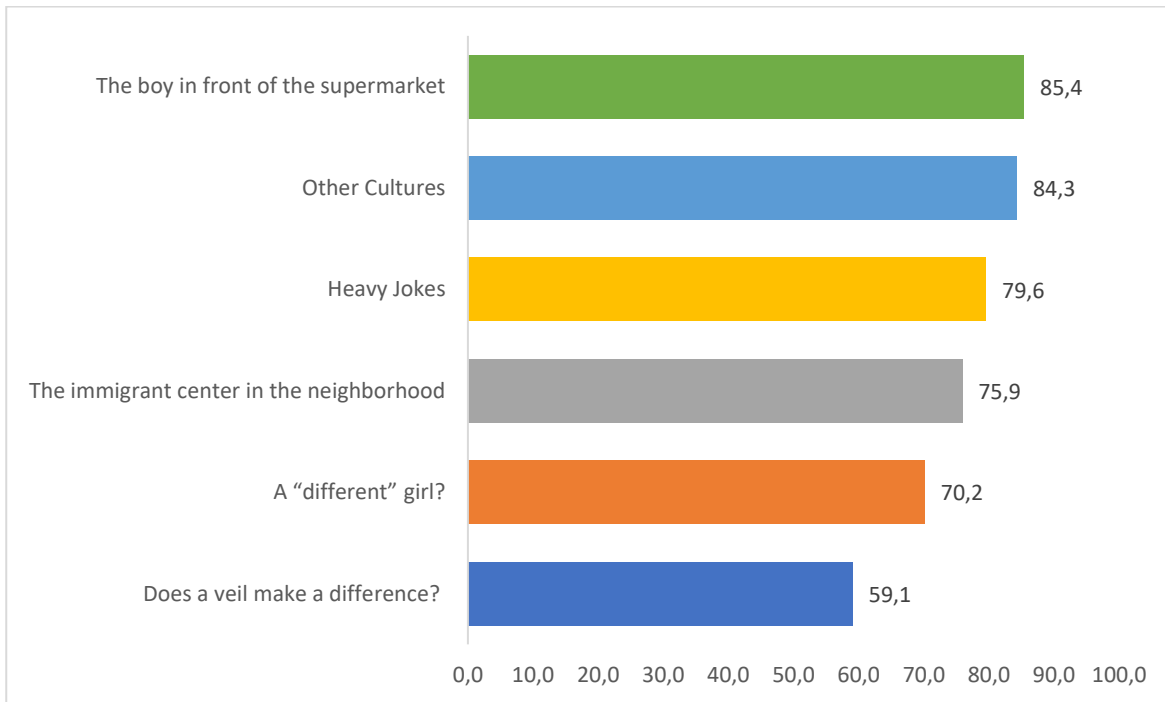
6.2.6. Keywords

The "Keywords" section of the questionnaire is discussed in this section. This conceptual component focuses on several important ideas linked to accepting cultural diversity and critical thinking, including discussion, listening, observation, and learning environments. Each keyword had five adjectives selected for it, and respondents were asked to rate how well each adjective reflected the term on a five-point scale ranging from "Not at all" to "very much."

Tab. 17 – Observation is…

Observation	Not at all	Little	Some extent	Rather much	Very much	Total
Difficult	40.1	28.3	25.1	4.8	1.6	100.0
Tiring	41.2	34.8	12.8	4.8	6.4	100.0
Enriching	5.9	7.0	24.6	35.3	27.3	100.0

110

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

	Not at all	Little	Some extent	Rather much	Very much	Total
A learning tool	4.3	4.3	25.7	35.8	29.9	100.0
A waste of time	69.5	16.0	9.6	2.1	2.7	100.0

The great majority of students (tab. 17) believe that observation is not a waste of time (Not at all + Little = 85.5%). Conversely, it is thought of as an enriching activity (Very much + Rather much = 52.5%) and a very significant learning tool (Very much + Rather much = 72.6%). Moreover, observation is described as neither difficult (58.4%) nor tiring (Not at all + Little = 66.0%).

Tab. 18 – Learning environment is…

Learning environment	Not at all	Little	Some extent	Rather much	Very much	Total
Classroom	1.6	5.9	13.4	43.3	35.8	100.0
Group of peers	2.1	7.0	25.1	38.5	27.3	100.0
A physical place	4.3	7.0	31.0	35.3	22.5	100.0
Books, films, TV series…	4.3	10.2	24.1	40.6	20.9	100.0
Everywhere	6.4	10.7	33.7	27.3	21.9	100.0

The students strongly approve of all the expressions proposed to designate the learning environment. According to the respondents, the term that most accurately describes a learning environment is "Classroom" (Very much + Rather much = 79.1%), with peer groups coming in second (Very much + Rather much = 65.8%). More than 60% of the respondents believe that the keywords "Books, films, TV series," "A physical place" may be connected to a learning environment. The word less supported by the sample is "Everywhere" (tab. 1).

Tab. 19 – Listening is…

Listening	Not at all	Little	Some extent	Rather much	Very much	Total
Boring	47.1	25.7	17.6	9.1	.5	100.0
Interesting	2.7	8.6	18.7	41.2	28.9	100.0
Not very useful	54.5	23.0	12.8	7.5	2.1	100.0
A way of knowing	1.1	3.2	18.2	41.7	35.8	100.0
Discovering	1.1	3.7	17.6	36.9	40.6	100.0

Students believe that listening is primarily a way of knowing and discovering (the two words collect the same percentage, i.e. Very much + Rather much = 77.5%); also, it is entertaining (Very much + Rather much = 63.3%). Therefore, we can say that students recognize listening as a vital ability for critical thinking. Moreover, our respondents do not at all endorse the idea that listening may be boring or not useful; in fact, more than 70% of respondents disagree (Not at all + Little) with these statements (table 19).

Tab. 20 – Dialogue is…

Dialogue	Not at all	Little	Some extent	Rather much	Very much	Total
Difficult	27.3	38.5	21.4	8.6	4.3	100.0
Tiring	40.6	33.2	17.6	6.4	2.1	100.0
Enriching	4.3	4.8	19.3	33.7	38.0	100.0
An illusion	47.6	13.4	25.7	8.0	5.3	100.0
Pacifying	7.0	8.0	22.5	38.5	24.1	100.0

The final keyword to be analyzed is Dialogue, which is the cornerstone of the skill set needed to foster cultural diversity among students (tab. 20). The sample tell us that dialogue is not tiring (Not at all + Little = 73.8%), difficult (Not at all + Little = 65.8%) or an illusion (Not at all + Little = 61.0%), but rather an enriching (Very much + Rather much = 71.7%) and pacifying (Very much + Rather much = 62.6%) activity.

6.2.7. Myself, the others, the world

Myself, the others, the world section is aimed to collect data about psychological dimension of the students (mainly their "self"). Self-concept concerns that set of knowledge that a subject, at a conscious level, processes about himself about her/his physical appearance, her/his attitudes, her/his interpersonal relationships, the way she/he thinks is seen by others, the way she/he sees the world, what she/he expects and the feelings she/he believes to have (Palmonari 1993). The operational definition of this dimension included a set of 7 items focused on personal traits

like as emotions, degree of openness to cultural diversity, empathy, conflict management, listening.

Respondents were asked to rate, on a five-point Likert scale ranging from 'Strongly disagree' to 'Strongly agree' how much they agreed upon each item (tab. 21).

Tab. 21 – Myself, the others, the world

Myself, the others, the world	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
I always try to put myself in the shoes of others.	2.1	5.9	13.9	47.6	30.5	100.0
I know what my friends feel, even when they don't tell me.	.0	4.3	14.4	51.3	29.9	100.0
I am interested in listening to the points of view and experiences of others even if they are different from mine.	.5	1.1	11.8	48.7	38.0	100.0
In a conflict I almost always try to mediate, to find a positive solution for everyone.	1.1	4.3	26.7	40.6	27.3	100.0
Getting to know the social and environmental problems of the world, and the possible solutions, is something that involves me emotionally.	1.1	4.3	27.3	40.1	27.3	100.0
When I read a news on the Internet, or when my friends tell me something, it comes naturally to me to reflect on the different sides of the story, on the different motivations that the people involved could have.	2.1	1.6	24.6	47.6	24.1	100.0
I am passionate about knowing more about other cultures and what happens in the world.	1.6	2.1	19.8	39.6	36.9	100.0

All items belonging to this scale are approved by more than 67% of the sample, as shown in figure 11 (percentages refers to the sum of "Strongly agree" and "Agree" answers).

With 86.7% of respondents agreeing, the phrase that most likely embodies the idea of being receptive to cultural diversity is this one: "I am interested in listening to the points of view and experiences of others even if they are different from mine".

Other items that addressed understanding and valuing the perspectives of those from different backgrounds and cultures were accepted by more than 75% of the students:

- I know what my friends feel, even when they don't tell me (81.2%).
- I always try to put myself in the shoes of others (78.1%);
- I am passionate about knowing more about other cultures and what happens in the world (76.5%).

Fig. 11 – Myself, the others, the world – Strongly agree + Agree (%)
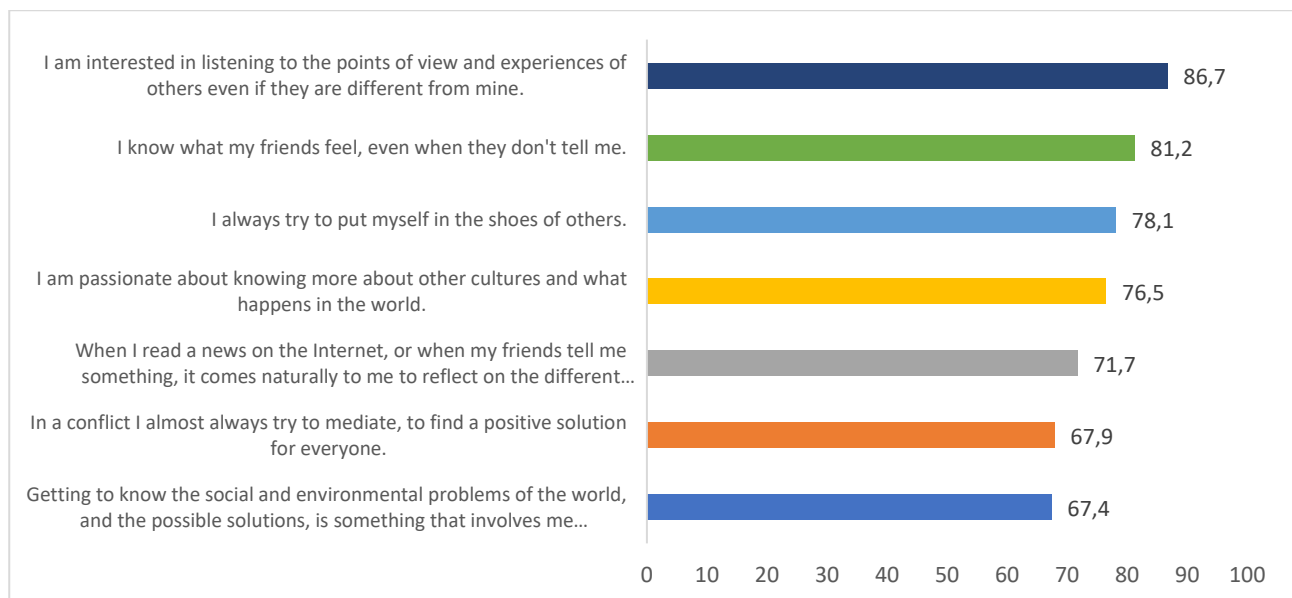
Multivariate data analysis was then implemented to deepen the results by assessing the multivariate relationships existing between the variables. An exploratory factor analysis (EFA)[5] was carried out to synthetize the information contained in the data collected with this set of items. Specifically, EFA is useful to identify one or more latent factors that underlie a set of measured variables to subsequently represent all this information with lesser number of variables (namely indices).

Next table shows the results of the EFA applied to the "Myself, the others, the world" items.

Tab. 22 – Factor Analysis results

Items	Factor Loadings
I always try to put myself in the shoes of others.	.605
I know what my friends feel, even when they don't tell me.	.520
I am interested in listening to the points of view and experiences of others even if they are different from mine.	.689
In a conflict I almost always try to mediate, to find a positive solution for everyone.	.719
Getting to know the social and environmental problems of the world, and the possible solutions, is something that involves me emotionally.	.748
When I read some news on the Internet, or when my friends tell me something, it comes naturally to me to reflect on the different sides of the story, on the different motivations that the people involved could have.	.748
I am passionate about knowing more about other cultures and what happens in the world.	.684

---

[5] The factor analysis adopted the principal component method. The Kaiser criterion (1960) suggests extracting only those factors with an eigenvalue above 1. Two statistical tests were used to verify the data quality: KMO, to test the adequacy of the sample size, and the Bartlett test of sphericity, to test the identity matrix hypothesis. Finally, Cronbach's alpha was performed to assess the internal reliability of the scales.

Variance explained = 45.9%; Kaiser–Meyer–Olkin (KMO) test = .848; Bartlett's test, p < .000; Cronbach's alpha = .805.

The EFA results suggested the extraction of only one factor explaining 45.9% of the variance. All the items have a high factor loading, meaning that all of them contribute to define the factor (tab. 21a).

The KMO test was over 0.8, and Bartlett's test of significance was lower than 0.05, indicating that all the conditions to perform an EFA were satisfied. Moreover, Cronbach's alpha value higher than 0.800 confirm the high reliability of the tool (that is, the set of items intended as a scale).

From a purely content-based point of view, this means that all the items represent a unique conceptual dimension, that we can name "Openness Towards the Others" (OTO).

All the variables were then combined using the "save as variable" function in SPSS and using the regression method to create the OTO index. Finally, the index scores were transformed to a range from 0 to 100 to simplify its interpretation (tab. 23).

Tab. 23 – OTO Descriptive Statistics

Mean	63.1
Median	62.9
Std. Deviation	21.6

Our group has a good degree of openness to others, as seen by the table's high mean score of 63.1 on the OTO index. A notable difference across index scores is indicated by the standard deviation (21.6), which indicates that while some students are very open to other people, others may find it more difficult to recognize this value.

Last step of this analysis was to apply the same procedure discussed above, i.e. the EFA, on the six indices built to synthetize respondents' answers to each Scenario into one variable measuring the "Openness to Cultural Diversity" (OCD).

EFA results show that the extraction one factor best represents the data collected with 49.6% variance explained. Moreover, all the statistical tests have been fulfilled (KMO, Bartlett's test and Cronbach's alpha), certifying that all the conditions to perform an EFA were satisfied (tab.

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

24). Considering that all the indices show good factor loadings, they were combined using the same process carried out with the OTO index. This procedure has generated an index called "Openness to Cultural Diversity" (OCD).

Tab. 24 – Factor Analysis results on the six indices developed from the Scenarios

Items	Factor Loadings
The boy in front of the supermarket Index	.702
The immigrant center in the neighborhood Index	.792
Does a veil make a difference? Index	.556
A 'different' girl? Index	.599
Other Cultures Index	.764
Heavy Jokes Index	.816

Variance explained = 50.6%; Kaiser–Meyer–Olkin (KMO) test = .807; Bartlett's test, p < .000; Cronbach's alpha = .789.

To make the OCD interpretation easier, factorial scores were converted to a scale from 0 to 100 (tab. 25).

Tab. 25 – OCD Descriptive Statistics

Mean	71.7
Median	72.4
Std. Deviation	14.4

With a mean score of 71.7 and a standard deviation value of 14.4, the OCD index results indicate a good degree of openness to cultural diversity. However, they also point to some sample heterogeneity, suggesting that while some students are more accepting of cultural diversity, others may find it more difficult to appreciate it.

6.2.8. Students: Workshop Experience Evaluation

In this paragraph, we discuss the results collected with the questions of the last part of the questionnaire, which deals with the central topic of this stage of the REACT project, the Piloting, as it is the one that is different from the previous research. This section reviews the students' workshop experience by asking them to provide an assessment of what they did, to give their opinion on how the workshops were carried out, to express what they learned and the strengths and weaknesses of the experience.

The first question in this section, named piloting, is based on a set of words/phrases chosen to obtain an initial assessment of the workshops. In detail, there are eight adjectives (see table 26) for which respondents had to indicate their appreciation using a 5-point scale from "not at all" to "very much".

The results show a wide appreciation of the workshops by the students: all adjectives achieve agreement rates above 75%, as shown in table 26.

Tab. 26 – Piloting

Please, tell us how much the workshops were:	Not at all	Little	Some extent	Rather much	Very much	Total
Interesting	0.5	4.3	8.6	32.3	54.3	100.0
Engaging	1.6	7.0	15.1	20.4	55.9	100.0
Useful	1.1	4.3	7.0	31.2	56.5	100.0
Complete	0.0	3.2	9.7	35.5	51.6	100.0
Clear / Understandable	0.0	1.1	10.8	34.4	53.8	100.0
Easy to follow	1.1	2.7	8.1	32.8	55.4	100.0
Well organized	0.5	2.2	10.2	27.4	59.7	100.0

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

Of the right length	2.7	3.8	12.4	33.9	47.3	100.0

The next graph, created by summing up the responses to the "Rather much" and "Very much" categories, clearly highlights this result, showing how the students particularly appreciated the clarity, the usefulness and the organization of the workshops (fig. 12).

Fig. 12 – Piloting – Strongly agree + Agree (%)
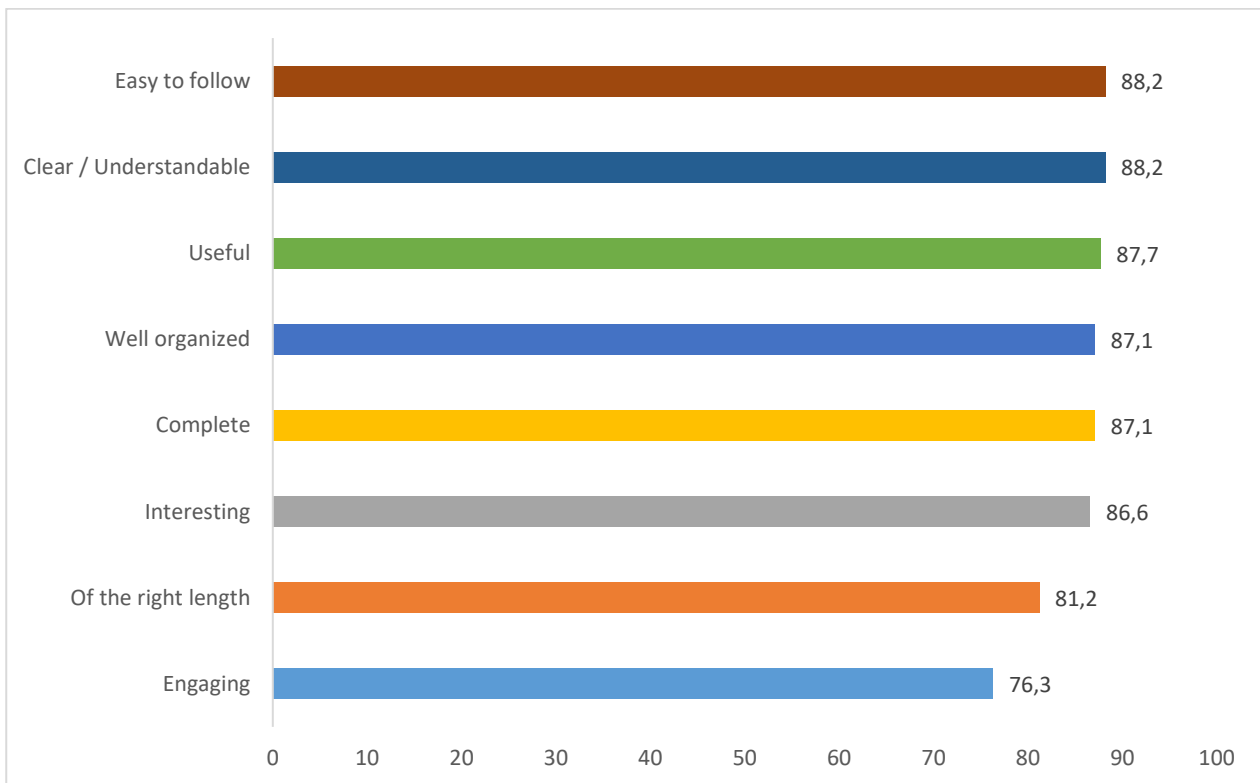
A five-point Likert scale, ranging from "Strongly disagree" to "Strongly agree," was used to operationalize the evaluation of the Workshop Experience. Respondents were asked to rate how much they agreed with each of two sets of statements.

The first set of questions touched on topics related to the conduct of the Workshops and the atmosphere during them. The opinions that can be deduced from the analysis of the data in the table are enthusiastic, with all the proposed items reaching approval rates of over 85% (sum of 'Strongly agree' and 'Agree'). The climate established during the workshops was considered excellent and able to enable the students to develop individual and collective skills perfectly in line with the REACT project's aims: critical thinking, sharing, dialogue, inclusion and teamwork (tab. 27).

Tab. 27 – Workshop experience evaluation: first set of statements

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Through this experience, I realized that critical thinking is a valuable resource for personal growth	0.0	1.1	7.0	39.2	52.7	100.0
The atmosphere during the workshops was positive as it was characterized by dialogue and exchange of ideas	0.0	1.6	8.6	36.0	53.8	100.0
The workshop approach fostered the opportunity to engage with others on many of the issues discussed	0.0	1.7	4.8	40.3	53.2	100.0
The workshop approach allowed the creation of an inclusive learning environment	0.5	1.1	8.6	33.9	55.9	100.0
Workshop methodology can help reduce tensions within the classroom while increasing tolerance and understanding	0.0	2.1	11.3	36.6	50.0	100.0
Through these workshops, listening and sharing of different viewpoints is encouraged	0.0	1.6	7.0	36.0	55.4	100.0
The activities performed and learned during the workshops allow you to be more thoughtful and attentive when interacting with others	0.0	3.8	5.9	37.6	52.7	100.0

The second set of items aims to directly evaluate the workshops by asking the students what this experience has left in them and whether this approach would be fruitful to adopt within school activities.

Tab. 28 – Workshop experience evaluation: second set of statements

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
These workshops left me with nothing	54.8	34.9	4.3	4.3	1.6	100.0
I wish there were more school activities like those experienced during the workshops	0.0	2.7	8.1	47.8	41.4	100.0
The approach used during the workshops is not appropriate for everyone	21.5	21.5	18.3	19.4	19.4	100.0
Thanks to the workshops, I am able a little more to see the world through other people's eyes	1.6	2.7	8.6	50.0	37.1	100.0

As with the previous question, the analysis of the data shows very positive results, above all regarding the following aspects concerning the impact of the workshop experience on individual growth and the students' perceptions of others (their points of view). A shown in table 28, the results showed, consistent with what was expressed earlier, that the students considered the workshops something to be included in the normal school activities ('Strongly agree' and 'Agree' = 89.2%) and tool that helped them to view the world a little more from other people's perspectives now. Furthermore, consistent with their positive view of the experience, many of the students disapproved of the following sentence: "These workshops left me with nothing" ('Strongly disagree' and 'Disagree' = 89.2%). However, there is one item in the set that seems to be controversial as it received mixed responses. In fact, the opinions of the students about "The approach used during the workshops is not appropriate for everyone" are almost equally split among those who disagree, those who do not have a clear position and those who agree.

This result can be interpreted as a shortcoming of the workshop approach; however, it is also legitimate to think that the wording (somewhat vague and ambiguous) of the sentence may also have led the respondents to take positions that appear not to be favorable to the experiment.

In other words, it is appropriate to consider this result partly due to a problem with the validity of the chosen indicator within this set.

The last two questions of the questionnaire ask the students who participated in the workshops to indicate the strengths and weaknesses of the approach adopted. The operational definition chosen in this case was the form of the open question as it was considered the most appropriate to let the students express themselves freely and tell us what worked and what did not work during the workshop experience.

The textual data collected were analyzed with content analysis using an online tool (https://voyant-tools.org/); the results of this analysis are summarized through two-word clouds depicted in the next two figures, 13 and 14.

Fig. 13 – Strengths of the approach used during the workshop(s) – word cloud

The analysis of the most recurrent words within the answers to the question 'According to your personal experience, what are the strengths of the approach used during the workshop(s)?' shows very interesting results in line with the principles of the REACT project.

As can be seen from the first word cloud (fig. 13), the most recurring words within the set (i.e. the largest ones in the graph) are related to the themes of dialogue and the possibility to express oneself freely on various topics. The recurrence of the word 'fun' is also very interesting, testifying to the fact that the workshop experience was not perceived merely as a moment of training, but as an experience to be enjoyed.

The analysis of the answers concerning the weaknesses of the workshop experience shows the most interesting result in the high occurrence of expressions such as 'Nothing', 'No weaknesses and the like. Dwelling only on the answers that reported problems, the biggest problem identified by the students is the lack of time available, as well as some difficulties due to shyness and relationships with other workshop participants (fig.14).

Fig. 14 – Weaknesses of the approach used during the workshop(s) – word cloud

7. The Workshop Experience according to the Parents

7.1. Data collection: Operational definition and Sampling

Variables were operationalized according to the specific nature of the concept they were intended to measure. That is why, general information variables had different operational definitions (tab. 23).

Tab. 29 – Operational Definition of the General Information dimension

Dimension	Question	Items	Measure
Organization	Country	Open-ended question	Nominal
	Organization	Open-ended question	Nominal
	School where the research took place	Open-ended question	Nominal
Individual	What is your age?	Open-ended question	Continuous
	Gender	❑ Male ❑ Female ❑ Other (specify, if you want)	Nominal
	What's your nationality?	Open-ended question	Nominal
	My Educational Level	Open-ended question	Nominal
	My family	How many children / kids you have?	Continuous

The impact of cultural diversity on daughters and sons was operationalized through 4 set of questions (tab. 24). The first question asked parents to rate how much they agreed with three statements on the influence of cultural differences on their children. On a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree," respondents were asked to score their approval of each statement. Second questions addressed the problems daughters and sons may experience when relating to foreign peers, different sexual orientations, diversity of beliefs, different social classes, and different religion. Respondents were asked to assess how likely

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

they thought their children will be affected by cultural differences on a scale from "Not at all" to "Very much."

Tab. 24 – Operational Definition of the Impact of cultural diversity on their daughters and sons' dimension

Dimension	Question	Items	Measure
Impact of cultural diversity	Please indicate how much do you agree with the following statements	Cultural diversity has exacerbated conflicts and increased attitudes of intolerance in my daughters and sons.	Five-point Likert Scale from "Strongly Disagree" to "Strongly Agree"
		My daughters and sons are used to relate to cultural diversity.	
		Cultural diversity is irrelevant for my daughters and sons.	
	In what way, according to your experience, how much your daughters and sons can experience difficulties regarding cultural diversity relating to	Foreign peers	Five-point Likert Scale from "Not at all" to "Very much"
		Different sexual orientations	
		Diversity of beliefs	
		Belonging to different social classes	
		Different religion	
	What can be, based on your experience, the role of the parents' supporting daughters and sons to relate to cultural difference?	Open-ended question	Nominal
	What do you think is the best learning activities for your sons and daughters to improve	Activities that develop academic performance	Five-point Likert Scale from "Totally Disagree" to
		Contexts that teach respect for the rules	
		Dialogue-based learning activities	

their ability to relate to cultural diversity?	The practice of amateur sport	"Absolutely Agree"
	Self-organized learning activities. such as reading books. watching movies. etc.	

The role that parents think they could have when supporting daughters and sons to relate to cultural difference has been operationalized through an open question: "What can be, based on your experience, the role of the parents' supporting daughters and sons to relate to cultural difference?".

Last set of items was intended to collect information about the following learning activities that could help daughters and son developing cultural diversity skills: activities that develop academic performance, contexts that teach respect for the rules, dialogue-based learning activities, the practice of amateur sport Self-organized learning activities. Respondents were asked to reply on a five-point Likert scale from "Totally disagree" to "Absolutely agree".

A non-probabilistic procedure, convenience sampling, was adopted to select the parents: all the REACT project partners received the links generated by the SurveyMonkey platform on which the questionnaires were hosted; the members of each REACT project partners sent the links to the various contact persons in the selected context, asking them to disseminate the questionnaire among the students' parents.

7.2. Data Analysis

Univariate statistical techniques were implemented to analyze the answers provided by the parents involved in the research. Moreover, composite indicator (index) was developed to synthetize the opinions of the respondents related to the perceived impact of cultural diversity on their daughters and sons. Open-ended question was processed with content analysis: "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use" (Krippendorff, 2013, 24). Content Analysis synthetize texts into fewer categories through coding and categorizing procedures (Weber, 1990; Mouter & Vonk Noordegraaf, 2012, 1). Content Analysis was fundamental to classify the appropriate "keywords", "themes" and "categories" for analyzing the open question: each answer was first coded using an open coding approach (Cresswell, 2015) and then inductive classification

procedures; the results were classified into modalities of a nominal variable. Once validated with the shared agreement of the analysts, the nominal variable was then statistically analyzed. In this report, for reader's sake, the interpretation and the comment to each distribution will be supported with quotations from respondents' answers: this will help understand the process of categorization of each qualitative open-ended question. As for the students' survey, data analysis was carried out using SPSS 23 software packages for data cleaning and univariate analysis. Main findings are shown below.

7.3. Results

7.3.1. Sample demographics

90 Parents took part to our research from Bulgaria, Greece, Italy, and Spain (tab. 25); as shown in table 31, the REACT project partners who recruited respondents to whom to submit the questionnaire are (tab. 26): Center for Educational Initiatives (CEI), Centro Sviluppo Creativo "Danilo Dolci" (CSC), Foundation related to the San Jorge University (FUSJ), Regional Directorate Education, Primary & Secondary Education in the Ionian Islands (RDE).

Tab. 30 – Distribution by Country

Country	count	%
Bulgaria	5	5.6
Greece	43	47.8
Italy	7	7.8
Spain	35	38.9
Total	90	100.0

Tab. 31 – Distribution by Organization

Organization	count	%
Center for Educational Initiatives	5	5.5
Foundation San Jorge University (FUSJ)	35	38.9
Centro Sviluppo Creativo Danilo Dolci (CSC)	7	7.7
Regional Directorate of Primary & Secondary Education in the Ionian Islands	43	47.9
Total	90	100.0

According to tab 32, women make up more than two thirds of the respondents. With a standard deviation of 6.4 and an approximate mean age of 44.4, our sample exhibits good variability.

Tab. 32 – Distribution by Gender

Gender	count	%
Female	63	70.0
Male	27	30.0
Total	90	100.0

The distribution of the parents by their nationality obviously revolves around the nations from which the project partners come (as shown in Table 33).

Tab. 33 – Distribution by Nationality

Nationality	count	%
Albanian	5	5.6
British	1	1.1
Bulgarian	5	5.6
Expatriate	1	1.1
Greek	36	40.0
Italian	7	7.8
Spanish	35	38.9
Total	90	100.0

The majority of the parents has two children (55.6%), followed by those declaring to have 1 (24.4%) or 3 children (17.8%).

Tab. 34 – How many children / kids you have?

How many children / kids you have?	count	%
1	22	24.4
2	50	55.6
3	16	17.8

4	2	2.2			
Total	90	100.0			

7.3.2. Impact of cultural diversity on daughters and sons

Four key questions have been used to analyze how daughters and sons view the effects of cultural variety (see par. 3.1).

In the first, parents were asked to rate their agreement with three statements on the benefits of cultural variety for their sons and daughters. Using a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree," respondents were asked to rank how much they agreed with each phrase (tab. 35).

Tab. 35 – Perceived impact of the cultural diversity on daughters and sons

| Perceived Impact	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Cultural diversity has exacerbated conflicts and increased attitudes of intolerance in my daughters and sons.	42.2	38.9	14.4	3.3	1.1	100.0
My daughters and sons are used to relate to cultural diversity.	6.7	8.9	13.3	44.4	26.7	100.0
Cultural diversity is irrelevant for my daughters and sons.	10.0	21.1	21.1	32.2	15.6	100.0

The vast majority of parents believe that their daughters and sons are acquainted with cultural diversity (Strongly agree + Agree = 71.1%), and that it has not in any way exacerbated conflicting and violent attitudes in them (Strongly disagree + agree = 81.1%). The third statement of the question "Cultural diversity is irrelevant for my daughters and sons" has been

intended by the REACT researchers in a proactive sense: cultural diversity is not an issue that may change in a worst way the attitude and the behavior of the children. However, upon careful analysis of the results, it is safe to assume that the wording of this item caused a bias in the responses, in this case curvilinearity, i.e. when two respondents with the same idea chose opposite answers because of an ambiguous statement. In this case it is possible that the respondents disagreed with the item believing that it meant that their son and daughters had the utmost respect for cultural diversity. That is why this item is supported by a lesser percentage that the others (Strongly disagree + agree = 57.8%).

For this reason, to evaluate parents' overall perceptions of the perceived effects of cultural diversity on daughters and sons, only the first two items were combined into an additive index. As figure 15 illustrates, the great majority of respondents (80.0%) believe that cultural diversity has a positive effect.

Fig. 15 – Perceived impact of cultural diversity on daughters and sons Index (%)
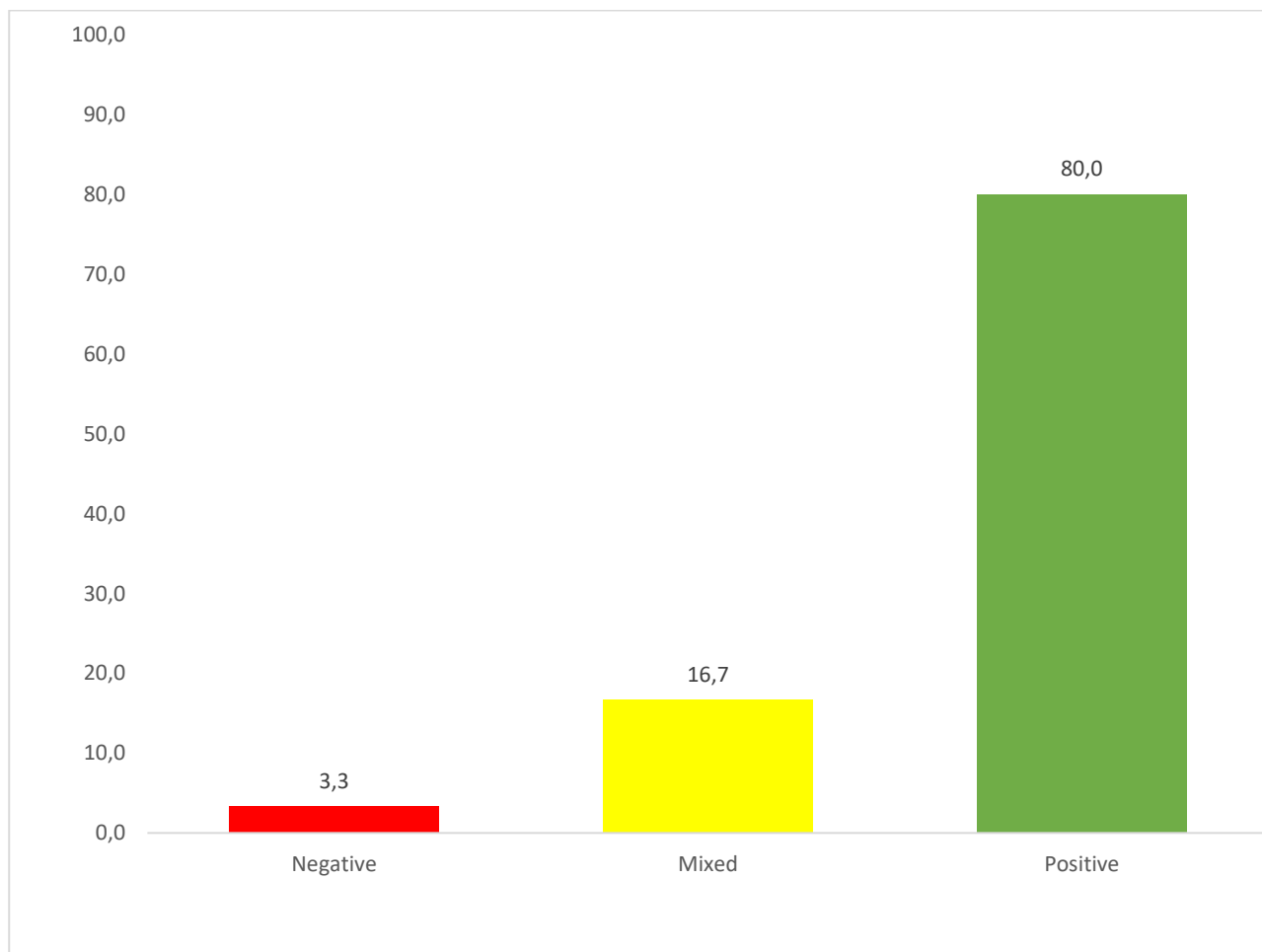
The second question in this section of the questionnaire collected parents' views on the difficulties their children may face when confronted with other cultures, beliefs and people. Respondents were asked to rate on a scale from "Not at all" to "Very much" how they think their daughters and sons could experience issues related to cultural diversity when relating to foreign peers, different sexual orientations, diversity of beliefs, belonging to different social classes, and different religion (tab. 36).

Tab. 36 – Difficulties regarding cultural diversity relating to:

| Difficulties	Not at all	Little	Some extent	Rather much	Very much	Total
Foreign peers	36.7	25.6	12.2	16.7	8.8	100.0
Different sexual orientations	43.3	28.9	15.6	10.0	2.2	100.0
Diversity of beliefs	41.1	22.2	21.1	11.1	4.5	100.0
Belonging to different social classes	35.6	21.0	17.8	16.7	8.9	100.0
Different religion	42.2	20.0	12.2	14.4	11.2	100.0

The majority of Parents believe that their children have no particular difficulty in relating to different cultures, beliefs, religions and orientations: in fact, the sum of " Not at all" and "Littles" is higher than 55% on all items analyzed. However, if we really want to look for critical issues in relation to this aspect, the following graph shows a ranking of the items created by combining the responses from "Some extent" to "Very much".

The results show that diversity of social classes (43.4%), religion and beliefs (respectively 37.8% and 36.7%), and being foreign peers (37.7%) are the differences that could create the

most difficulties for the daughters and sons of the respondents more than those coming from a different sexual orientation (fig. 16).

Fig.16 – Difficulties with regard to cultural diversity relating to (%)
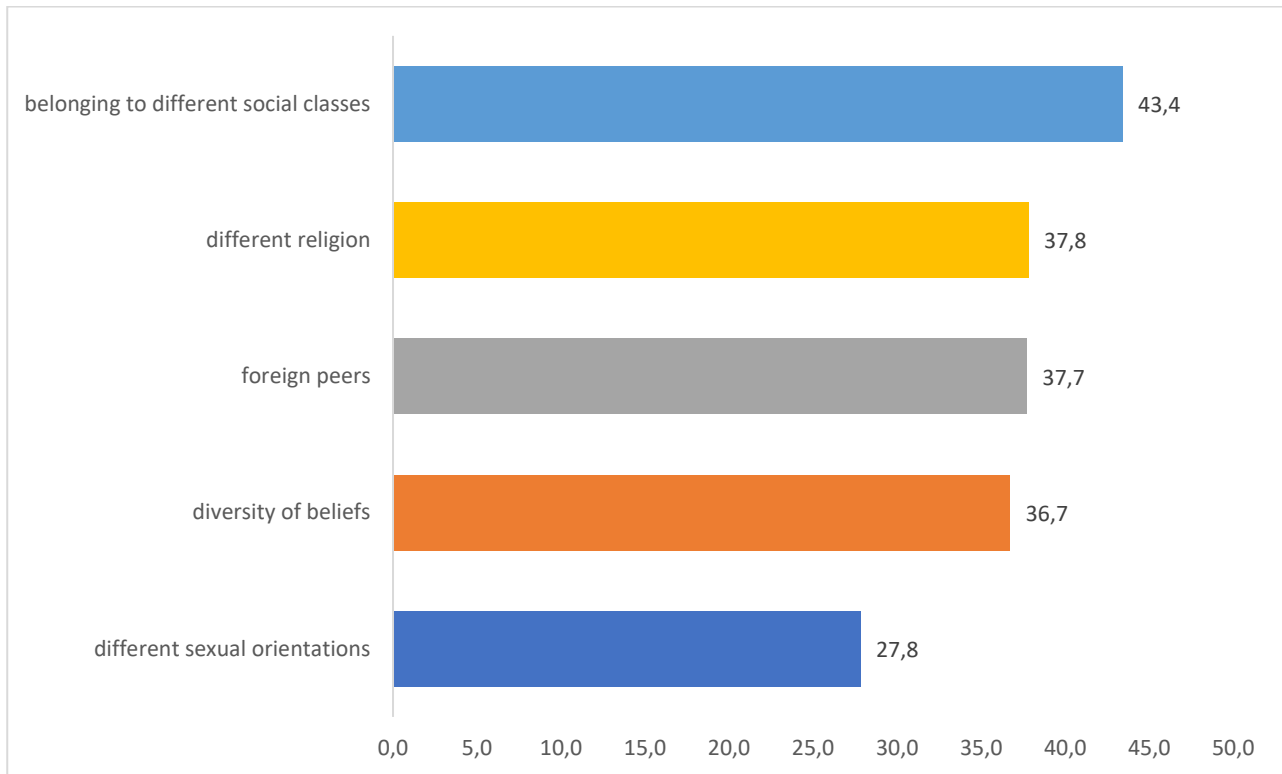
To allow parents to express themselves freely on such a sensitive topic as their role in bringing up their children, we opted for the following open question "What can be, based on your experience, the role of the parents' supporting daughters and sons to relate to cultural difference?".

The data collected with this operational definition are, of course, textual in nature and were therefore analyzed with the aid of manual content analysis (see par. 3.2 for further explanation). Results are shown in the following figure and table.

Fig. 17 – Role of the parents supporting daughters and sons to relate to cultural difference – Wordcloud

The responses from parents were insightful, well-spoken, and varied. Nevertheless, recurrent motifs in their answers were discovered through content analysis (tab. 37). Please take notice that a representative parent response will be provided for each chosen category.

The findings indicate that parents think their primary responsibilities are to:

Educating for tolerance and respect (24.6%): "Parents, we are role models. We need to teach and transmit our sons and daughters' values, attitudes...we need to show them that cultural diversity is very positive and enriching";

Fundamental role (20.2%): "I believe that the role of parents is fundamental. Educate in respect for people, regardless of sex, religion and beliefs. And in my opinion, we parents lay the foundation, for better or worse.";

Talking with children (Dialogue) (12.3%): "Parents can help their children by discussing on a situational basis but also by giving them an example of accepting diversity in their daily lives.";

Help develop cultural skills (es. language) (8.8%): "Learning a new language can be an excellent way for children to gain insights into another culture. Parents can encourage this either by enrolling their children in language classes or by learning a new language together as a family activity;

Encourage open mind with cultural products (7.9%): "Parents should be proactive in correcting any misconceptions or stereotypes their children might express; Parents can foster a sense of curiosity and appreciation for diversity by encouraging their children to learn about different cultures through books, movies, music, and art.";

Be an Example (7.0%): "The role of parents is fundamental, since children often repeat the behaviors and attitudes they see at home and parents should set an example".

Tab. 37 – Content Analysis of open-ended question (multiple response)

Role of the parents	Count	%
Educating for tolerance and respect	28	24.6
Fundamental role	23	20.2
Educating children about cultural diversity	22	19.3
Talking with children (Dialogue)	14	12.3
Help develop cultural skills (es. language)	10	8.8
Encourage open mind with cultural products	9	7.9
Be an Example	8	7.0
Total	114	100.0

The last question asked respondents to rate how much they believed a list of activities may aid in daughters and sons' learning and improvement of the ability to relate to, embrace, and appreciate cultural diversity on a five-point Likert scale ranging from "Totally disagree" to "Absolutely agree" (tab. 38).

Tab. 38 – Best learning activities for to improve the ability to relate to cultural diversity

| Best learning activities	Totally disagree	Quite disagree	I do not know	Agree enough	Absolutely agree	Total
Activities that develop academic performance	6.6	18.9	35.6	32.2	6.7	100.0
Contexts that teach respect for the rules	1.1	4.4	17.8	45.6	31.1	100.0
Dialogue-based learning activities	4.4	1.1	10.0	38.9	45.6	100.0
The practice of amateur sport	1.1	4.4	21.1	46.7	26.7	100.0
Self-organized learning activities. such as reading books, watching movies. etc.	2.2	5.6	22.2	42.2	27.8	100.0
Training activities abroad	2.2	3.3	17.8	35.6	41.1	100.0

Figure helps interpreting the results by highlighting the Absolutely agree + Agree enough percentage. Parents think the best way to improve the cultural diversity skills a Training activity abroad (Absolutely agree + Agree enough = 84.5%).

Other learning activities that received high approval are:

- The practice of amateur sport (76.7%),
- Contexts that teach respect for the rules (76.7%).
- Self-organized learning activities (73.4%),
- Dialogue-based learning activities (70.0%).

According to the respondents, the less approved way to improve the ability to relate to cultural diversity is considered something related to all those "Activities that develop academic performance" (38.9.3%). Not surprisingly, this item is the one that collected by far the highest percentage of "I do not know" answers (35.6%).

Fig. 18 – Best learning activities for to improve the ability to relate to cultural diversity (%)

Activity	Value
Training activities abroad	84,5
The practice of amateur sport	76,7
Contexts that teach respect for the rules	76,7
Self-organized learning activities, such as reading books, watching movies, etc.	73,4
Dialogue-based learning activities	70,0
Activities that develop academic performance	38,9
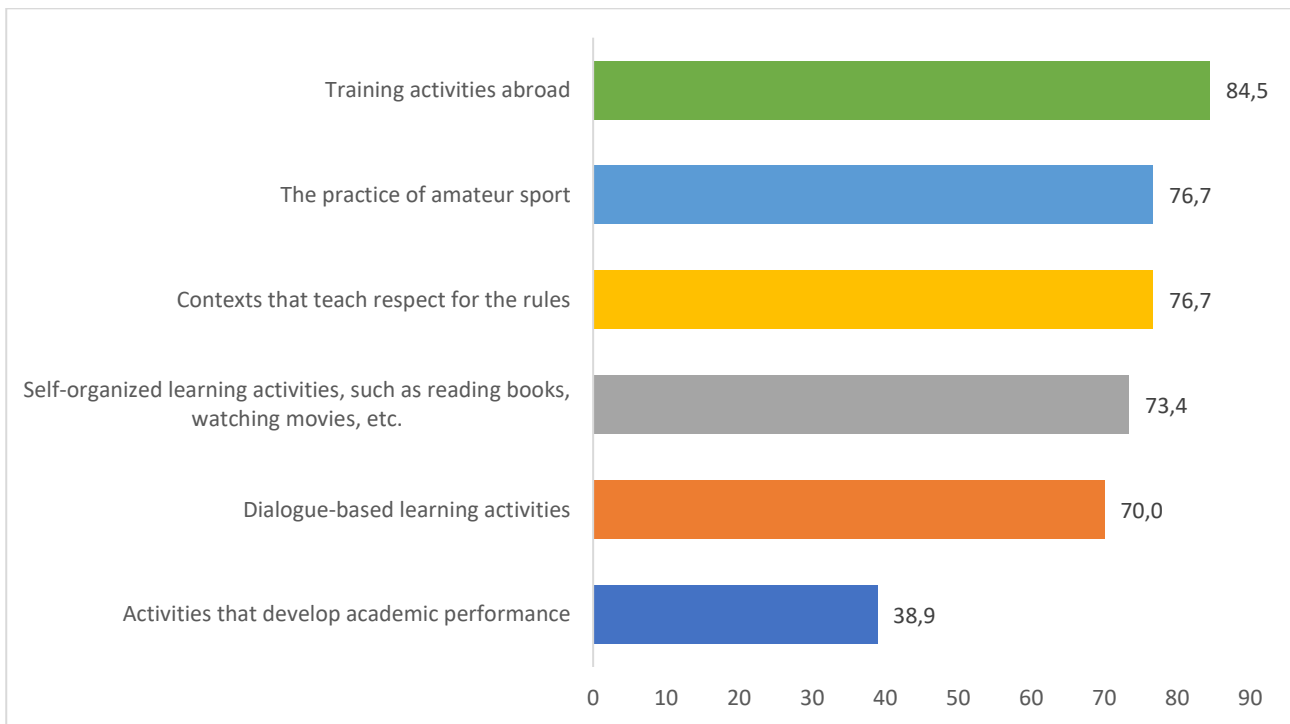
8. The Workshop Experience according to the Teachers

8.1. Data collection: Operational definition and Sampling

The questionnaire administered teachers consists of three main sections:

- Impact of cultural variety on students, as depicted in the previously shown concept map (fig. 3 from paragraph 1);
- General Information, which is articulated into Organization, Student, and Individual sub-dimensions;
- Workshop experience evaluation: last section relates directly to the workshops and aims to assess how the teachers evaluated and experienced them, exploring four aspects: piloting, statements, strengths and weaknesses

The teachers' questionnaire's general information part gathered a wide range of information on the sociodemographic characteristics of the respondents and their day-to-day teaching experiences; as a result, the variables included in this section had varying operational meanings (tab. 39).

Tab. 39 – Operational Definition of the General Information dimension

Dimension	Question	Items	Measure
Organization	Country	Open-ended question	Nominal
	Organization	Open-ended question	Nominal
	School where the research took place	Open-ended question	Nominal
Students	What is the age range of your students?	Open-ended question	Continuous
	How many are your students approximately?	Open-ended question	Continuous
	Approximate number of students belonging to minorities	Open-ended question	Continuous

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

	Approximate number of foreign students	Open-ended question	Continuous
	Other aspects related to cultural diversity:	Open-ended question	Nominal
Individual	Subject / Subjects taught	Open-ended question	Nominal
	Years of teaching	Open-ended question	Continuous
	Gender	❑ Male ❑ Female ❑ Other (specify, if you want)	Nominal
	Age	Open-ended question	Continuous

The perceived impact of several types of cultural differences on the opinions and the behaviors of the students has been operationalized with six questions (tab. 40).

The first question was like the one administered to the parents, obviously focused on teachers' viewpoint and it refers to the impact of cultural differences on the students.

Teachers were asked to rate on a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree," how much they agreed on three statements about the impacts of cultural differences on their students.

The following two open-ended questions focused on real experience of cultural diversity's episodes in the teachers' classrooms.

Firstly, teachers were asked to report episodes in which students has shown difficulties when dealing with cultural diversity. Teaches had to report incidents of prejudice towards children with different cultural backgrounds, with different sexual orientation, with a different religious belief, and so on. Secondly, teachers had to tell on the contrary, episodes in which students showed their skills to deal with cultural diversity towards children with different cultural backgrounds, different sexual orientations, different religious beliefs, and so on.

Then others three open-ended questions were included to ask teacher's opinion about the skills that students may need to relate positively to cultural diversity, the support that school could give to improve these skills, and the role that the teachers should play to help students develop or improve the cultural diversity ability.

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

Tab. 40 – Operational Definition of the Impact of cultural diversity on students

Dimension	Question	Items	Measure
Impact of cultural diversity	Please indicate how much do you agree with the following statements	Cultural diversity has exacerbated conflicts and increased attitudes of intolerance among students.	Five-point Likert Scale from "Strongly Disagree" to "Strongly Agree"
		The majority of our students are used to relating adequately to cultural diversity.	
		Cultural diversity is irrelevant to the majority of our students.	
	In what way, according to your experience, students may experience difficulties with cultural diversity. We mean episodes of intolerance towards children with different cultural backgrounds, with different sexual orientation, with a different religious belief, and so on. Try to summarize in a few sentences the types and - if possible - the frequency of such events. Please illustrate AT LEAST one example.	Open-ended question	Nominal
	How, according to your experience, students have demonstrated an ability to relate positively to cultural diversity? We mean positive	Open-ended question	Nominal

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

episodes of tolerance towards children with different cultural backgrounds, different sexual orientations, different religious beliefs, and so on. Try to summarize in a few sentences the types and - if possible - the frequency of such events.		
What are the skills that, in your opinion, should be developed more in young people, to relate positively to cultural diversity?	Open-ended question	Nominal
Can the school support the development of these skills? If so, how?	Open-ended question	Nominal
What can be, based on your experience, the role of the teacher in developing students 'skills to better relate to cultural difference?	Open-ended question	Nominal

Exactly how we did for the students' evaluation of the workshops, there are five questions in this section, and they concern the piloting phase, the evaluation of the experience and the expression of the strengths and weaknesses of the workshops. In detail, pivoting question is structured around a set of adjectives (see table 41) against which the respondents had to indicate their appreciation using a 5-point scale from 'not at all' to 'very much'. The evaluation of the Workshop Experience was operationalized with two set of statements on which respondents were asked to rate how much they agreed with each one using a five-point Likert scale that went from "Strongly disagree" to "Strongly agree". Finally, the strengths and weaknesses of the Workshop Experience were assessed through two open-ended questions.

Tab. 41 – Operational Definition of the Workshop Experience Evaluation dimension

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

Dimension	Question	Items	Measure
Piloting	Please, tell us how much the workshops were:	Interesting	Five-Point Likert Scale from Not at all to Very much
		Engaging	
		Useful	
		Complete	
		Clear / Understandable	
		Easy to follow	
		Well organized	
		Of the right length	
Statements Set 1	Below you will be offered a number of statements about your workshop(s) experience. Please indicate how much you agree with each statement according to your personal experience	Through this experience, I realized that critical thinking is a valuable resource for personal growth	Five-Point Likert Scale from Strongly Disagree to Strongly Agree
		The atmosphere during the workshops was positive as it was characterized by dialogue and exchange of ideas	
		The workshop approach fostered the opportunity to engage with others on many of the issues discussed	
		The workshop approach allowed the creation of an inclusive learning environment	
		Workshop methodology can help reduce tensions within the classroom while increasing tolerance and understanding	
		Through these workshops, listening and sharing of different viewpoints is encouraged	
		The activities performed and learned during the workshops allow you to be	

		more thoughtful and attentive when interacting with others	
		Activities held during workshops encourage the art of listening	
Statements Set 2	Please rate how much you agree with the following statements	These workshops left me with nothing	Five-Point Likert Scale from Strongly Disagree to Strongly Agree
		I wish there were more school activities like those experienced during the workshops	
		The approach used during the workshops is not appropriate for everyone	
		Thanks to the workshops, I am able a little more to see the world through other people's eyes	
Strengths	According to your personal experience, what are the **strengths** of the approach used during the workshop(s)?	Open-ended question	Nominal
Weaknesses	According to your personal experience, what are the **weaknesses** of the approach used during the workshop(s)?	Open-ended question	Nominal

Teachers were chosen by a convenience sampling procedure, which is a non-probabilistic one, by REACT project partners. Members of each REACT project partner received the URLs generated by the SurveyMonkey platform, which hosted the questionnaire, in a manner akin to

8.2. Data Analysis

Graphs and tables were created based on statistical analysis and univariate approaches to depict teachers' responses. Additionally, to compile instructors' opinions about the perceived effects of cultural diversity on their children, a composite indicator, or index, was created. Like how we handled the parent survey, content analysis was applied to open-ended items. Data cleaning and analysis were carried out using SPSS 23, as was mentioned in paragraphs 3.2 and 4.2.

8.3. Results

8.3.1. Sample demographics

The survey involved 66 teachers from five countries that took part to the research activities of the Reach project: Bulgaria, Germany, Greece, Italy, and Spain (tab. 42); organizations involved in this second stage of the research project are (tab. 43): AGRAF gUG haftungsbeschränkt (AGRAF), Center for Educational Initiatives (CEI), Centro Sviluppo Creativo "Danilo Dolci" (CSC), Fondazione Centro Studi Villa Montesca (FCSVM), Foundation related to the San Jorge University (FUSJ), Regional Directorate Education, Primary & Secondary Education in the Ionian Islands (RDE).

Tab. 42 – Distribution by Country

Country	count	%
Bulgaria	4	6.1
Germany	1	1.5
Greece	39	59.1
Italy	10	15.2
Spain	12	18.2

Tab. 43– Distribution by Organization

Organization	count	%
AGRAF gUG haftungsbeschränkt (AGRAF)	1	1.5
Center for Educational Initiatives (CEI)	4	6.1

Total	66	100.0	Centro Sviluppo Creativo Danilo Dolci (CSC)	4	6.1
			Foundation San Jorge University (FUSJ)	18	27.3
			Regional Directorate Education (RDE)	39	59.1
			Total	66	100.0

The age ranges of the students in the teachers' classes are too varied to provide outcomes that are understandable and significant. The fact that there are 96.6 students on average, with a high standard deviation indicating significant response variability among the interviews, is even more intriguing (table 44 and 45).

The majority of teachers who responded to the survey had a lot of previous experience working in schools; according to tab 46, the mean value of their years of service is around 15.7.

Tab. 44 – Age range of the students

Age Range	count	%
from 6 to 12	9	13.6
from 7 to 11	2	3.0
from 8 to 12	3	4.5
from 9 to 10	5	7.6
from 10 to 13	8	12.1
from 11 to 14	8	12.1
from 12 to 18	17	25.8
from 13 to 17	2	3.0
from 14 to 19	10	15.2
from 16 to 18	1	1.5
from 19 to 22	1	1.5
Total	66	100,0

Tab. 45 – How many are your students approximately?

Mean	96.6
Median	45.0
Std. Deviation	135.8
Range	699
Minimum	1
Maximum	700

Tab. 47 – Distribution by Gender

Gender	count	%
Female	42	63.6
Male	23	34.8
Other (specify, if you want)	1	1.4

Tab. 46 – Years of teaching

Mean	15.7
Median	16.0
Std. Deviation	9.7
Minimum	0
Maximum	37

The great majority of teachers are female (63.6%); the mean age is 45.6 years, with a standard deviation equal to 10.5 (see tables 47 and 48).

8.3.2. Impact of cultural diversity on students

As in the first stage of this research project, the impact of diversity on students as perceived by the teachers has been examined in three different sections by asking questions about how the teachers perceive cultural diversity to affect students' daily and school lives, the challenges that cultural diversity may present, and the abilities that should be cultivated to effectively address these challenges.

Teachers were asked to rate their agreement with three statements that addressed the perceived impact of cultural differences on the students in the first question of this section. This task was like that which the parents were required to complete (see tab. 35, par. 3.3.2); teachers were then required to rate their agreement with each statement on a five-point Likert scale that ranged from "Strongly disagree" to "Strongly agree" (tab. 49). The overwhelming majority of educators think that their pupils can now relate to and are aware of cultural variety: "Most of our students are used to relating adequately to cultural diversity." (83.4% = Strongly Agree + Agree). In addition, teachers disagree (Strongly Disagree + Disagree = 66.7%) with the claim that "Cultural diversity has exacerbated conflicts and increased attitudes of intolerance among students."
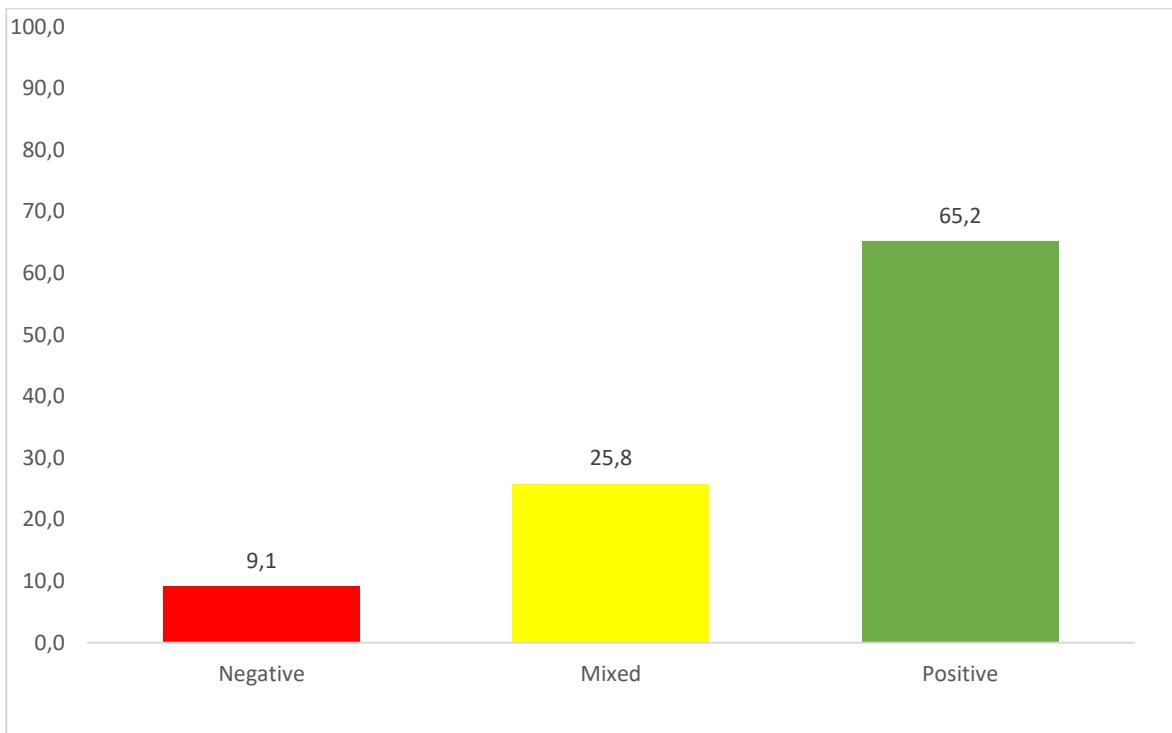
The statement "Cultural diversity is irrelevant to the majority of our students" divided the sample between those who disagreed (40.9%) and those who agreed (39.4%), as happened in the analysis of the data collected with the questionnaire given to parents.

Tab. 49 – Perceived impact of the cultural diversity on students

Perceived Impact	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Cultural diversity has exacerbated conflicts and increased attitudes of intolerance among students.	18.2	48.5	15.2	18.1	0.0	100.0
The majority of our students are used to relating adequately to cultural diversity.	3.0	9.1	4.5	69.7	13.7	100.0
Cultural diversity is irrelevant to the majority of our students.	0.0	40.9	16.7	39.4	3.0	100.0

Above all, as noted before (par. 3.3.2), the wording of this statement could cause a curvilinearity bias in the respondents' answers. This finding suggested us to not include this statement in the composite indicator created combining the respondents' answers to these set of items (fig. 18).

Fig. 18 – Perceived impact of the cultural diversity on students Index (%)

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

The findings indicate that, while most teachers (65.2%) think that cultural diversity benefits students and that they can respond to it appropriately, a significant percentage of teachers (25.8%) fell into the "mixed" modality, which is the group of people who think that while the context is generally promising, challenges still need to be solved before there can be complete respect and acceptance of cultural differences.

The second part of this section rely on two open-ended questions asking teachers which type of cultural diversity challenges, difficulties and problems they have encountered in their schools. Specifically, teachers were required to document instances of intolerance directed at students from diverse ethnic origins, sexual orientations, and religious backgrounds, among other differences.

Prior to discussing the findings, it is noteworthy that 21 out of the 66 instructors (31.8%) who were included in the study either did not respond to the survey or stated that there have never been problems with cultural diversity at their place of employment.

Here are some examples from their responses to the question "In what way, according to your experience, students may experience difficulties with cultural diversity. We mean episodes of intolerance towards children with different cultural backgrounds, with different sexual

orientation, with a different religious belief, and so on. Try to summarize in a few sentences the types and - if possible - the frequency of such events. Please illustrate":

"No incident/episode has occurred related to cultural diversity so far";

"This kind of event does not occur in the classes I teach.";

"No relevant incidents";

"I frequently see examples of students who support each other and are cooperative in every way".

Tab. 50 – Difficulties with cultural diversity (multiple response)

Difficulties	Count	%
Cultural /Ethnic discrimination	44	35.5
Isolating classmates	15	12.1
Religious discrimination	14	11.3
Homophobic insults	13	10.5
Verbal abuse	12	9.7
Fights among students	8	6.5
Language discrimination	6	4.8
Bullying	5	4.0
Disability	4	3.2
Gender discrimination	3	2.4
Total	124	100.0

The results of the manual content analysis applied to the teachers' answers reporting incidents due to cultural differences among students focus mainly on issues arising from different types of acts and behavior of discrimination and intolerance (tab. 46). Note that we provided two actual teacher responses for each category as an example.

Cultural /Ethnic discrimination, i.e. intolerance because of the country or culture of origin (35.5%):

- "Bullying mates if they have a different cultural background, especially if they dress in something that is connoted (e.g. the veil, the kippah...)";
- "Racial or Ethnic Discrimination: Students from minority racial or ethnic groups might experience verbal abuse, social exclusion, or unfair treatment based on stereotypes. This type of discrimination can occur frequently, especially in areas with less racial and ethnic diversity, where cultural differences are less understood".

Isolating classmates due to different type of discrimination (12.1%):

- "Not invite certain students to birthday parties";

- "Students perceive difficulties when in the classroom are more than two-three youngsters with a migrant background, sometimes they isolate them (occasionally)".

Religious discrimination (11.3%):

- "Rarely do any of my students show intolerance towards another student with a different religion than the majority";
- "There are many types of diversity in the school of today. One of them is different religion. In the [REMOVED SO AS NOT TO REVEAL THE NATIONALITY OF THE RESPONDENT] educational system there is no real foresight about intercultural religious education so there are students who do not participate in all school activities".

Sexual orientation (10.5%):

- "Occasionally I see sarcasm that is related to people of different sexual orientation";
- "In a class there is a girl with a different sexual orientation, she is often made jokes and laughed at (frequently)".

The second question related to real experiences that teachers were able to observe in their classrooms is as follows:

"How, according to your experience, students have demonstrated an ability to relate positively to cultural diversity? We mean positive episodes of tolerance towards children with different cultural

backgrounds, different sexual orientations, different religious beliefs, and so on."

Teachers' responses are very varied and testify to the existence of numerous positive cases in which students showed diverse and efficient skills to relate proactively and correctly to their peers' differences, especially when there were cultural, ethnic, or communicative distances (tab. 51).

Tab. 51 – Positive relation to cultural diversity (multiple response)

Positive behaviors	Count	%
Practicing a sincere tolerance and acceptance	37	25.7
Facilitating the inclusion	30	20.8
Playing together	20	13.9
Empathic behaviors	15	10.4
Cooperating	14	9.7
Helping with language issues	11	7.6
Showing interest in other cultures	10	6.9
Helping in learning processes	7	4.9
Total	144	100.0

The best way for addressing cultural differences in a positive way are somewhat traditional activities, perhaps even taken for granted, but which are at the heart of the educational and training experience: Practicing a sincere tolerance and acceptance, Facilitating the inclusion, Playing together, Empathic behaviors, Cooperating, Helping with language issues, Showing interest in other cultures, and Helping in learning processes.

However, the categories showing highest percentage are (example of teachers' answers are provided along with the label and the percentage collected by the category):

Practicing a sincere tolerance and acceptance (25.7%):

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

- "In many cases most students feel positively towards their classmates coming from different cultural environments, which shows by the effort they make to understand them and help them with their lessons and their new reality";
- "Interest in learning about cultural elements of children with different cultures, e.g. they ask what something is said in another language- often".

-

Facilitating the inclusion (20.8%):

- "After being explained that each religion has its own principles children started accepting their classmate with a different religion";
- "They organize surprise events (birthdays, name days) for classmates-often".

Playing together (13.9%):

- "Playing with new arrivals frequent";
- "They all play together during breaks".

Empathic behaviors (10.4%):

- "One year, students decided to avoid meat during Ramadan at the school canteen";
- "Positive response to diversity most of the time, children show it by wanting to learn about
  it at first and then by expressing their own experiences".

Third set of questions asked teachers, with an open question operational definition, to express freely their opinion about: skills related positively to cultural diversity, School's role in supporting development of cultural diversity skills, and Role of the teacher in developing students' cultural diversity skills.

The first question was asked in this way "What are the skills that, in your opinion, should be developed more in young people, to relate positively to cultural diversity?".

Content analysis of the answers provided by respondents show that the most supported skills are:

Empathy (24.3%):

- "Students need to be aware of the different cultures and behavior of their classmates. They have to be empathetic and understanding";
- "Empathy, open mind through reading and travelling, socializing, absence of fear for the different, nobility, exploring spirit, knowing own culture without overestimating or underestimating others".

Tolerance (19.3%):

- "They should be more broad-minded and open to the world. These are real qualities that young people must possess in order to have room for each more specific person";
- "Students must have an open mind, accept and support diversity".

Critical Thinking (17.1%):

- "They ought to develop empathy, critical thinking and openness to the different and the unfamiliar. It is the only way they will accept the 'different' in the others and in themselves.";
- "Tolerance, active listening, and critical thinking to understand cognitive bias about cultural diversity".

Team Working (8.6%):
- "Ability to cooperate, to work in a team, empathy";
- "Discussing, interacting, doing together. The maieutic approach is always ideal".

Communication Skills (8.6%):

- "Communication skills(language), Learning to learn";
- "Communication and cooperation, social and cultural sensitization".

Tab. 52 – Skills related positively to cultural diversity (multiple response)

Skills	Count	%
Empathy	34	24.3
Tolerance	27	19.3
Critical Thinking	24	17.1
Team Working	12	8.6
Communication Skills	12	8.6
Respect	8	5.7
Social Skills	8	5.7
Self Development	8	5.7
Curiosity	2	1.4
Mindful	2	1.4
Polite	1	0.7
Helpfulness	1	0.7
Emotional Intelligence	1	0.7

The content analysis of the answers provided for the second question of this set shows that, according to the teachers (tab. 53), the school can support students in the development of the above-mentioned skills mainly by helping teachers in to select the appropriate teaching activities (25.4%), as highlighted by these two teachers that answered to the open question "Can the school support the development of these skills? If so, how?:

- "The school is responsible to develop such skills through project work, presentations, activities that will focus on the presentation of the value of diversity with emphasis on how much students can learn during this procedure";

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

- "Yes, by developing actions to be shared by all students, by accepting different opinions-cultures, by informing-training, by developing strategies of cooperation between students and parents".

Tab. 53 – School's role in supporting development of cultural diversity skills (multiple response)

School's role	Count	%
Appropriate selection of teaching activities	31	25.4
Promoting social interaction	27	22.1
Creating an inclusive environment	27	22.1
Educating children about cultural diversity	13	10.7
Building a relationship of trust with students	11	9.0
Be an Example	8	6.6
Promoting inclusion with the help of institutions	5	4.1

Other important activities that school can do to support teachers are:

Promoting social interaction (22.1%):

- "By interacting and involving all children in different actions.";
- "Yes. I think we already do this but maybe we could have more group talks to improve relations".

Creating an inclusive environment (13.4%):

- "We try to do activities in class that foster integration and peaceful coexistence. Various (playtime friends, classroom diaries, worry monster…). In subjects like ethics, these issues are dealt with more and when there are conflicts.";
- "Schools can integrate multicultural education into their curricula across subjects. This could involve studying world histories, literatures, and religions to give students a broad

perspective of different cultures. Science and humanities classes can explore the contributions of diverse scientists and scholars, and language classes can include cultural context alongside language instruction."

Educating children about cultural diversity (13.1%):

- "Yes, through Erasmus+ programs, school athletic events, drama, music-dancing performances, watching films, every activity requiring cooperation and group spirit";
- "Of course: improving extra-curricular (but mandatory in some way) activities aimed at positively approach different cultures."

Last question asked the teachers: "What can be, based on your experience, the role of the teacher in developing students' skills to better relate to cultural difference?"

In other words, respondents were asked to specify what should be their role in developing students' skills to better relate to cultural difference (tab. 54).

Tab. 54 – Role of the teacher in developing students' cultural diversity skills (multiple response)

Teachers role	Count	%
Creating an inclusive environment	17	13.2
Being up to date experts	14	10.9
Educating children about cultural diversity	14	10.9
Connect with the history and culture of their own students	12	9.3
Appropriate selection of teaching contents	11	8.5
Creation of focused activities	10	7.8
Promoting social interaction	9	7.0
Working in harmony with all social/institutional actors	9	7.0
Be an Example	9	7.0
Synergetic work with families	7	5.4
Supporting personal development	6	4.7
Enhancing social values	6	4.7

The teachers' answers are very varied and touch on various topics:

Creating an inclusive environment (13.2%):
- "Crucial in developing skills and showing a good example through dialogue and encouragement in class";
- "Coordinating, applauding every action towards accepting students with a different culture, developing relevant projects that help learning about others' civilizations".

Being up to date experts (10.9%):
- "Teachers should know more about different cultures and how to merge them in a respectful and democratic way
- "Teachers should adopt a new role fostering cooperation and interaction of groups. An educational map is needed to contribute to the empowerment of personality and ways of expression. Through dialogue and the real exchange of ideas there is broader thinking, better socializing and effective student learning".

Educating children about cultural diversity (10.9%):

- "Group work, working on meanings of diversity-acceptance through experiential activities.";
- "Creative, open-minded teachers ready to implement such programs and encourage students to coexist harmoniously using suitable material like films, videos. Their role also relates to their personality and drive and to their training in such programs".

8.3.3. Teachers: Workshop Experience Evaluation

This paragraph discusses the data collected from the last questionnaire section, which addresses the Piloting phase of the REACT project, which is the focus of this phase and really

differs from earlier studies. In this section, the students' workshop experience is reviewed by the teachers, and they are asked to evaluate the work done by their students, provide their thoughts on the way the workshops were run, share what they think students have learnt, and discuss the advantages and disadvantages of the experience.

The first question in this section, named piloting, is based on a set of words/phrases chosen to obtain an initial assessment of the workshops. In detail, there are eight adjectives (see table 55) for which respondents had to indicate their appreciation using a 5-point scale from "not at all" to "very much".

The results show a wide appreciation of the workshops by the teachers: all adjectives achieve agreement rates above 65%, as shown in the following table.

Tab. 55 – Piloting

Please, tell us how much the workshops were:	Not at all	Little	Some extent	Rather much	Very much	Total
Interesting	0.5	4.3	8.6	32.3	54.3	100.0
Engaging	1.6	7.0	15.1	20.4	55.9	100.0
Useful	1.1	4.3	7.0	31.2	56.5	100.0
Complete	0.0	3.2	9.7	35.5	51.6	100.0
Clear / Understandable	0.0	1.1	10.8	34.4	53.8	100.0
Easy to follow	1.1	2.7	8.1	32.8	55.4	100.0
Well organized	0.5	2.2	10.2	27.4	59.7	100.0
Of the right length	2.7	3.8	12.4	33.9	47.3	100.0

The following graph, which was produced by adding the replies to the "Rather much" and "Very much" categories, illustrates this finding and demonstrates how the teachers, as well as the students (see par. 2.5), found the workshops' organization, clarity, and usefulness to be very noteworthy.

Fig. 19 – Piloting – Strongly agree + Agree (%)
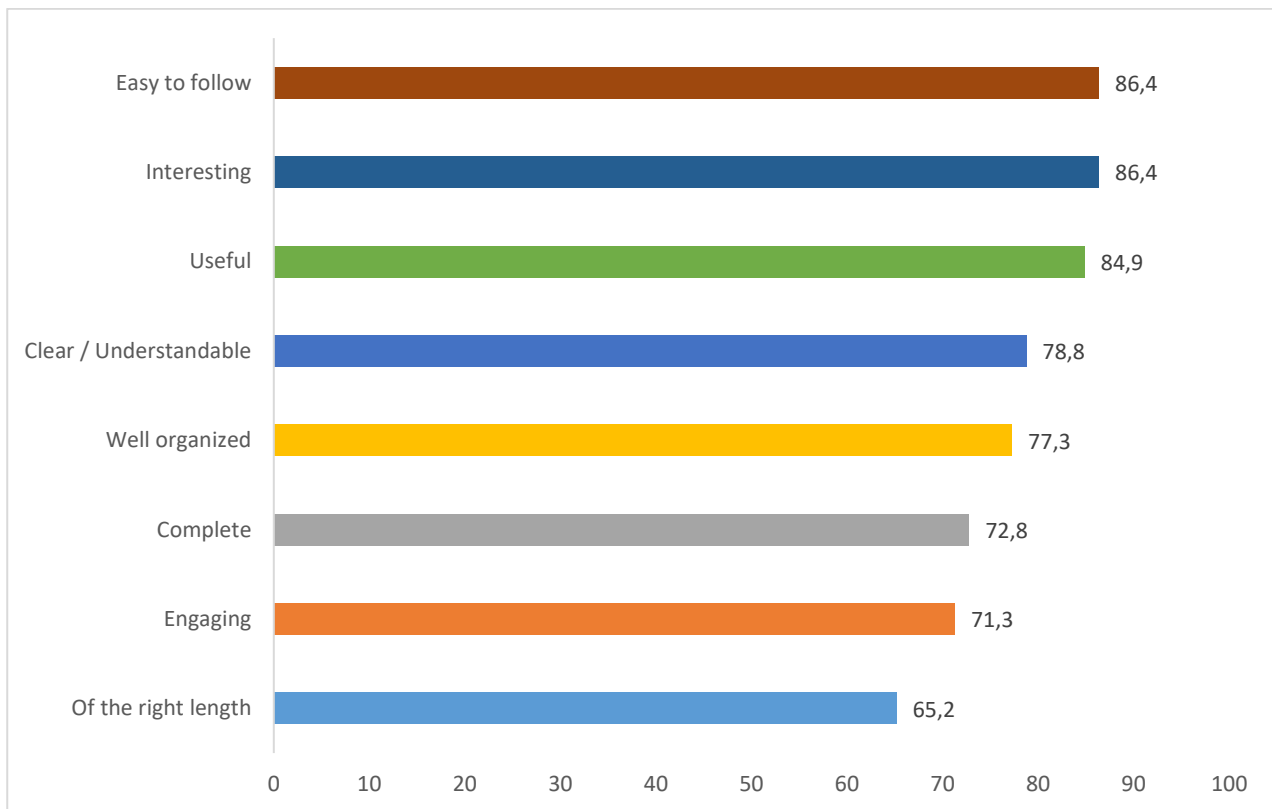
A five-point Likert scale, ranging from "Strongly disagree" to "Strongly agree," was used to operationalize the evaluation of the Workshop Experience. Respondents were asked to rate how much they agreed with each of two sets of statements.

The first set of questions touched on topics related to the conduct of the Workshops and the atmosphere during them. The opinions that can be deduced from the analysis of the data in the table are enthusiastic, with all the proposed items reaching approval rates of over 89% (sum of 'Strongly agree' and 'Agree').

The climate established during the workshops was considered excellent by teachers, as they also believe it was and able to enable the students to develop individual and collective skills perfectly in line with the REACT project's aims: critical thinking, sharing, dialogue, inclusion and teamwork (tab. 56).

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

Tab. 56 – Workshop experience evaluation: first set of statements

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Through this experience, I realized that critical thinking is a valuable resource for personal growth	0.0	0.0	10.6	54.5	34.9	100.0
The atmosphere during the workshops was positive as it was characterized by dialogue and exchange of ideas	0.0	0.0	6.0	47.0	47.0	100.0
The workshop approach fostered the opportunity to engage with others on many of the issues discussed	0.0	0.0	3.0	51.5	45.5	100.0
The workshop approach allowed the creation of an inclusive learning environment	0.0	0.0	10.6	51.5	37.9	100.0
Workshop methodology can help reduce tensions within the classroom while increasing tolerance and understanding	0.0	0.0	7.6	42.4	50.0	100.0
Through these workshops, listening and sharing of different viewpoints is encouraged	0.0	0.0	3.0	50.0	47.0	100.0
The activities performed and learned during the workshops allow you to be more thoughtful and attentive when interacting with others	0.0	0.0	4.5	47.0	48.5	100.0

The purpose of the second set of questions is to assess the workshops directly by asking teachers about their takeaways from the experience and whether or not they would use this strategy in their regular lesson plans.

Tab. 57 – Workshop experience evaluation: second set of statements

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
These workshops left me with nothing	33.3	56.1	6.1	1.5	3.0	100.0
I wish there were more school activities like those experienced during the workshops	3.0	0.0	6.1	57.6	33.3	100.0
The approach used during the workshops is not appropriate for everyone	7.6	33.3	36.4	16.7	6.0	100.0
Thanks to the workshops, I am able a little more to see the world through other people's eyes	0.0	1.5	13.6	54.5	30.4	100.0

Data analysis shows very positive results, above considering the perceived impact of the workshop experience on individual growth and the students' perceptions of others). A shown in table 57, the results showed the teachers considered the workshops as activities to be included in the daily school activities ('Strongly agree' and 'Agree' = 90.9%) and tool that helped them to view the world a little more from other people's perspectives now. Furthermore, consistent with their positive view of the experience, the vast majority of the respondents disapproved of the item: "These workshops left me with nothing" ('Strongly disagree' and 'Disagree' = 89.4%). However, there is one item in the set that seems to be controversial as it received mixed responses. In fact, the opinions of the teachers about "The approach used during the workshops is not appropriate for everyone" are almost equally split among those who disagree, those who do not have a clear position and those who agree. As for the students' survey on the workshop experience, this result could be interpreted as a shortcoming of the workshop approach; however, it is also legitimate to think that the wording (somewhat vague and ambiguous) of the sentence may also have led the respondents to take positions that appear not to be favorable to the experiment. In other words, it is appropriate to consider this result partly due to a problem with the validity of the chosen indicator within this set.

The last two questions of the questionnaire ask the respondents to highlight in their words the strengths and weaknesses of the workshops. In fact, the operational definition chosen in this

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

case was the open-answer question as it was considered the most appropriate to let the teachers express themselves freely about the workshop experience.

The answers collected were examined using content analysis performed through an online tool (https://voyant-tools.org/); findings are summarized with the two following word clouds.

Fig. 20 – Strengths of the approach used during the workshop(s) – word cloud

The analysis of the most recurrent words within the answers to the question 'According to your personal experience, what are the strengths of the approach used during the workshop(s)?' shows very interesting results in line with the principles of the REACT project.

As can be seen from the first word cloud (fig. 20), the most recurring words within the set (i.e. the largest ones in the graph) are related to the themes of dialogue and the possibility to express oneself freely on various topics. These results are very similar to those obtained with the analysis of the students' answers, meaning that the workshops are an experience that hits the mark and succeeds in making different generations sharing the same vision.

The most interesting finding from the examination of the responses on the workshop's shortcomings is the prevalence of phrases like "Nothing," "No weaknesses," and similar ones. These responses were subsequently eliminated since they had no bearing on the issue. Additionally, there is an exciting parallel with the student survey, which indicates that the

Co-funded by
the European Union

REciprocal
maieutic Approach
pathways enhancing
Critical Thinking

teachers' top concern is a shortage of time, with some challenges arising from shyness and interactions with other workshop participants (fig. 21).

Fig. 21 – Weaknesses of the approach used during the workshop(s) – word cloud

9.   References

Addeo F. (2006) Il disegno della ricerca empirica [Empirical Research Design], in MAZZONI C. (cur.), *Scelte di consumo e reti del valore nella comunicazione mobile.* [Consumer Choices and Value Nets in Mobile Communication]. Roma: Carocci, 137-170;

Addeo F. (2011) *Bio-based economy for Europe: state of play and future potential - Part 1*, Luxembourg: Publications Office of the European Un, ISBN: 9789279206528, doi: 10.2777/67383;

Converse J. M. & Presser, S. (1986) Survey Questions: Handcrafting the Standardized Questionnaire, Beverly Hills: Sage.

Corbetta P.G. (1998) Metodologia e tecniche della ricerca sociale, Bologna: Il Mulino;

Creswell, J. W. (2015) Educational research: Planning, conducting, and evaluating quantitative and qualitative research, 5th ed., Boston, MA: Pearson.

Krippendorff, K. (2013) Content analysis: an introduction to its methodology, 3rd ed., London: Sage Publications;

Jackson, K., & Trochim, W. (2002). Concept mapping as an alternative approach for the analysis of open-ended survey responses, *Organizational Research Methods, 5*(4), 307–336.

Marradi A. (2005) *Raccontar storie*, Roma: Carocci.

Mckennel A.C. (1978) Surveying Attitude Structures: A Discussion of Principles and Procedures, in *Quality and Quantity*, VII, 2, pp. 203-94;

Mouter, N., Vonk Noordegraaf, D.M. (2012) Intercoder reliability for qualitative research: You win some, but do you lose some as well?, Proceedings of the 12th TRAIL congress, 30-31 oktober 2012, Rotterdam, Nederland;

Novak, J. & Gowin, D. B. (1997) *Learning how to learn*, New York: Cambridge University Press.

Novak, J. (1998) Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations, Mahwah, NJ: Lawrence Erlbaum.

Palmonari, A. (1993) *Psicologia dell'adolescenza*, Bologna: Il Mulino.