



REciprocal maieutic Approach pathways enhancing Critical Thinking

RE.A.C.T. - Reciprocal maieutic Approach pathways enhancing Critical Thinking

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D 1.9 – NATIONAL AND EUROPEAN BIOGRAPHIC REPORT

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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 procedure¹.

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.

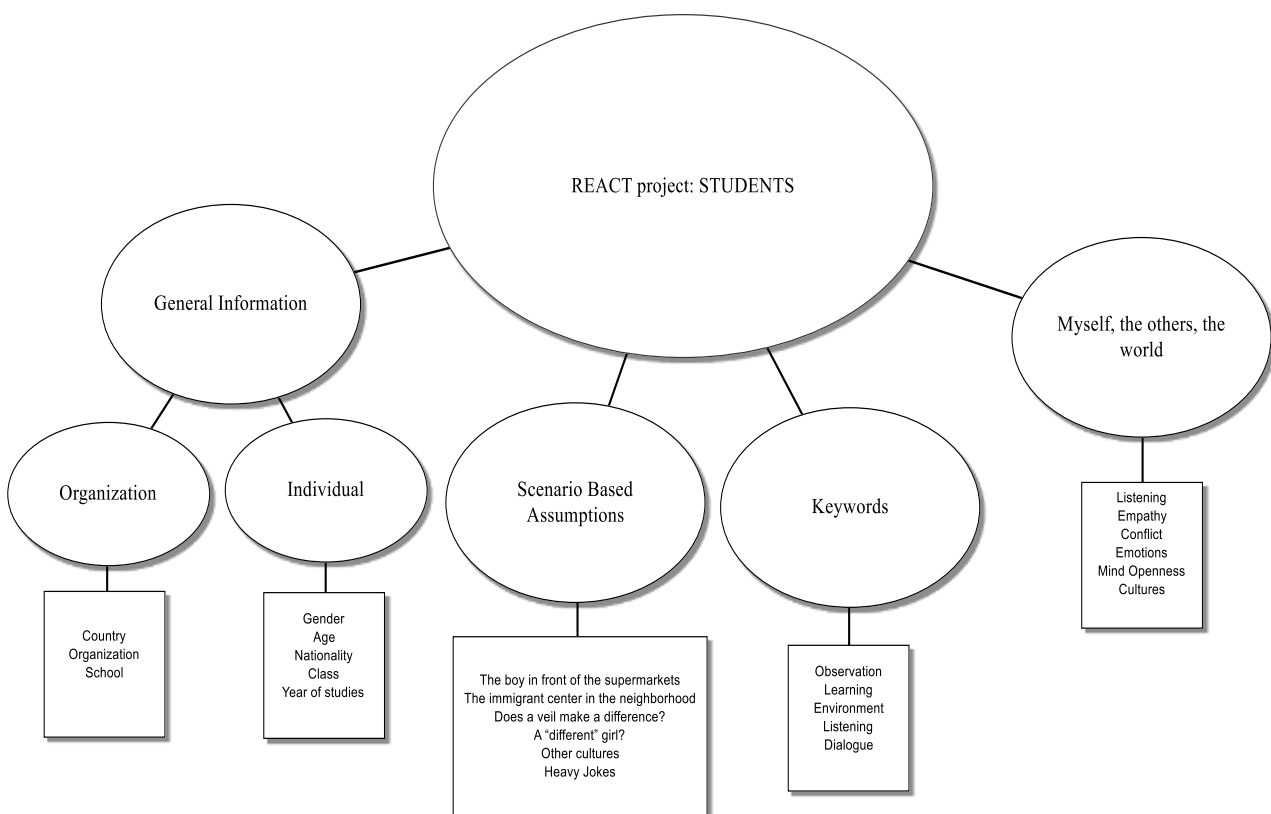
As shown in figure 1, online survey on students took into account four main dimensions:

- 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);

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 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).

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

Fig. 1 – Students’ Survey Concept Map



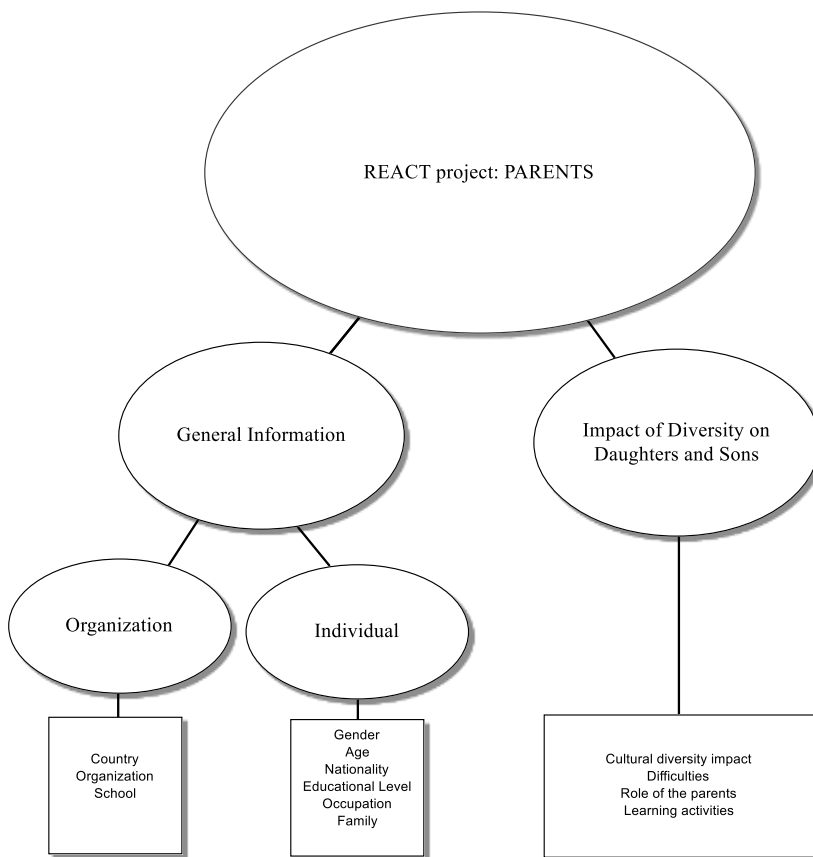
The conceptualization of the main themes considered for the research on the Parents took into account two dimensions (fig. 2):

- 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);

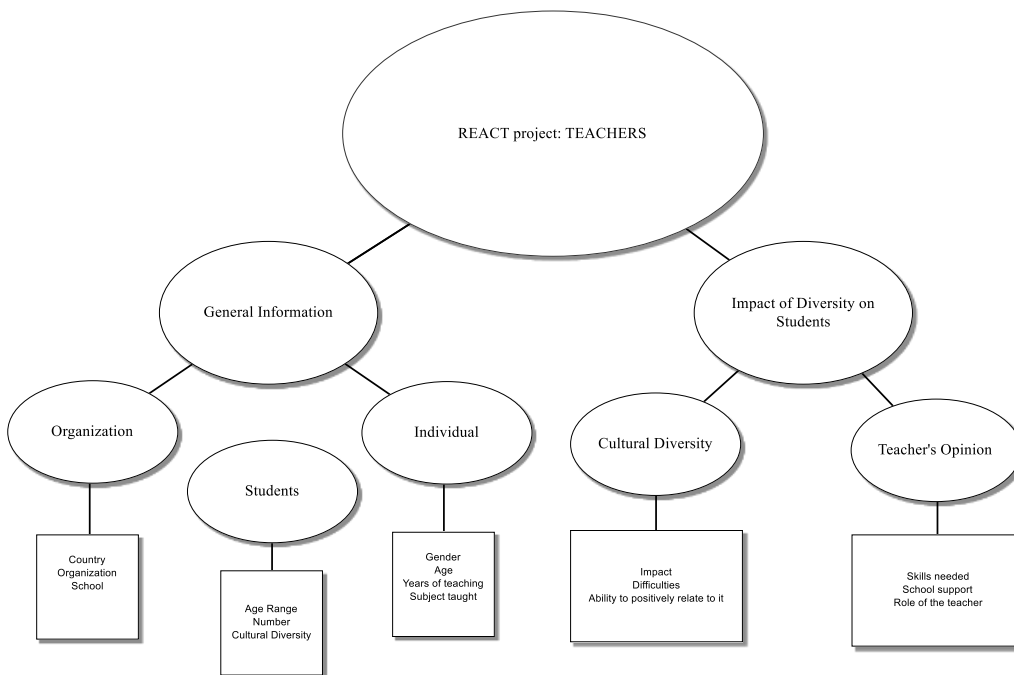
- Impact of diversity on daughter and son: this dimension collects the views of the parents about some aspects related to the cultural diversity, here conceived as a skill that young people might have; four aspects are considered: the impact of cultural diversity on the life of daughters and son, the 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 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 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	Continuuous
	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> 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	Continuuous

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	<p><i>The boy in front of the supermarket</i></p> <p>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</p>	<p>I'm sorry for this guy, when I see him, it comes naturally to me to imagine how difficult his life must be</p> <p>I have a sense of annoyance towards people like this guy</p> <p>Each of us can do something to solve the problems of people like him</p>	Five-Point Likert Scale from Strongly Disagree to Strongly Agree
	<p><i>The immigrant center in the neighborhood</i></p> <p>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.</p>	<p>The protesting inhabitants are right; they are suffering a discomfort for something that is certainly not their responsibility.</p> <p>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.</p> <p>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.</p>	
	<p><i>Does a veil make a difference?</i></p> <p>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</p>	<p>Those who come to our country should adapt their rules and customs to ours.</p> <p>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.</p> <p>Wearing a veil for a girl is a limitation to her freedom as a woman.</p>	

	Everyone has the right to respect the customs of their religion, as long as they do not limit the rights of others.
<p>A "different" girl?</p> <p>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.</p>	<p>If you're acting strangely it's normal for someone to make fun of you.</p> <p>It's not fair to make fun of a mate just because they have a different sexual orientation.</p> <p>These are things that should remain private, not shared publicly.</p> <p>Dealing with these situations is not the school's job, such matters should be left out of the classroom.</p>
<p>Other cultures</p> <p>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.</p>	<p>Guys like Dario will never fully integrate with the rest of the group, because they come from too different a background.</p> <p>Young people who belong to different cultures can find a way to live together while maintaining their differences.</p> <p>I think that in a class it would be nice to help each other, to take care of those who have fewer possibilities.</p> <p>The school's job is to educate, not to integrate people from different cultures.</p> <p>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.</p>
<p>Heavy jokes</p> <p>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.</p>	<p>Unfortunately, that's how school is, there is no place for those who are too kind and can't defend themselves.</p> <p>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.</p> <p>I think that at school there should be respect for everyone, even for those who are more shy and less aggressive.</p> <p>The task of the school is to give a qualification, it cannot also deal with the personal problems of the students.</p>

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	
	Observation is...	Discovering	
		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

<i>Country</i>	<i>count</i>	<i>%</i>
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

<i>Organization</i>	<i>count</i>	<i>%</i>
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

<i>Gender</i>	<i>count</i>	<i>%</i>
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

<i>Nationality</i>	<i>count</i>	<i>%</i>
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

<i>School</i>	<i>count</i>	<i>%</i>
1st Junior High School of Corfu	31	11,7
51st Secondary School, 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 Scientifico 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. In order 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

<i>The boy in front of the supermarket</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
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

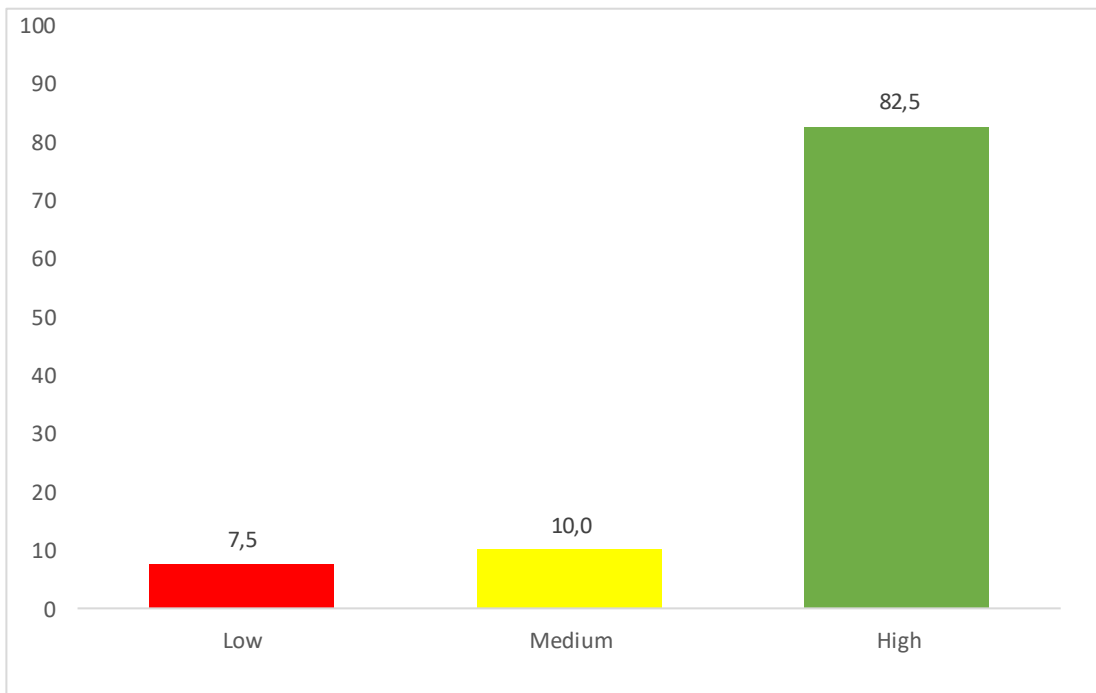
The first scenario is named *The boy in front of the supermarket*, and it revolves around this story of poverty and marginalization:

“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”.

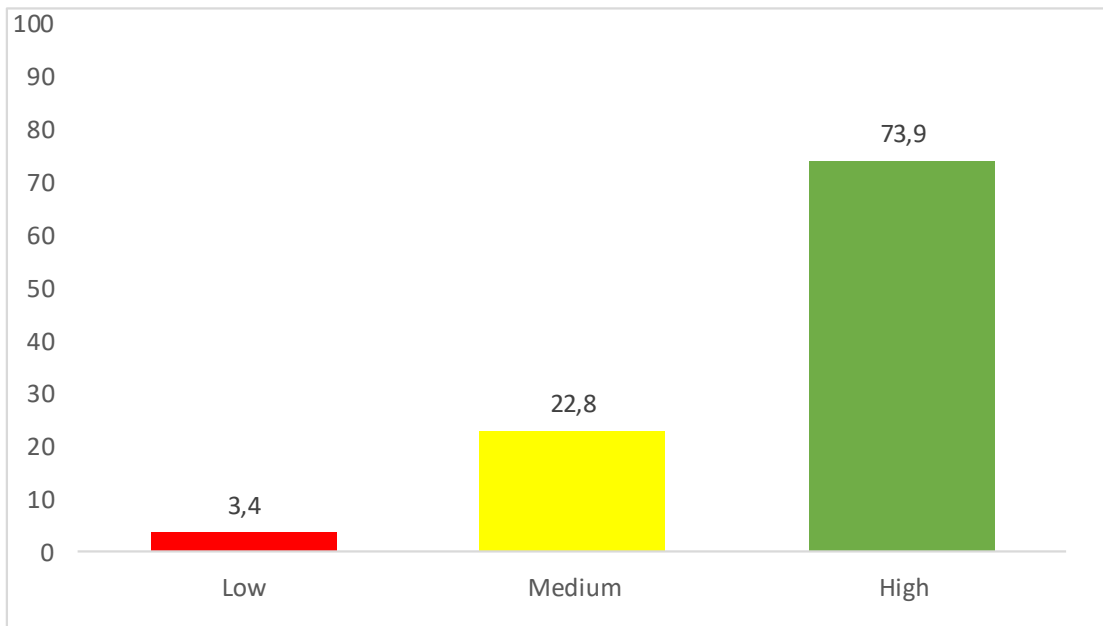
Data analysis shows that the majority of the students believe the creation of an immigration center is something not to worry about as integration is an achievable and desirable goal (tab. 11). In fact, the most supported item (Strongly Agree + Agree = 81.7%) states the necessity to understand migrants' 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

<i>The immigrant center in the neighborhood</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
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 the majority 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”.

Tab. 12 – “Does a veil make a difference?” Scenario

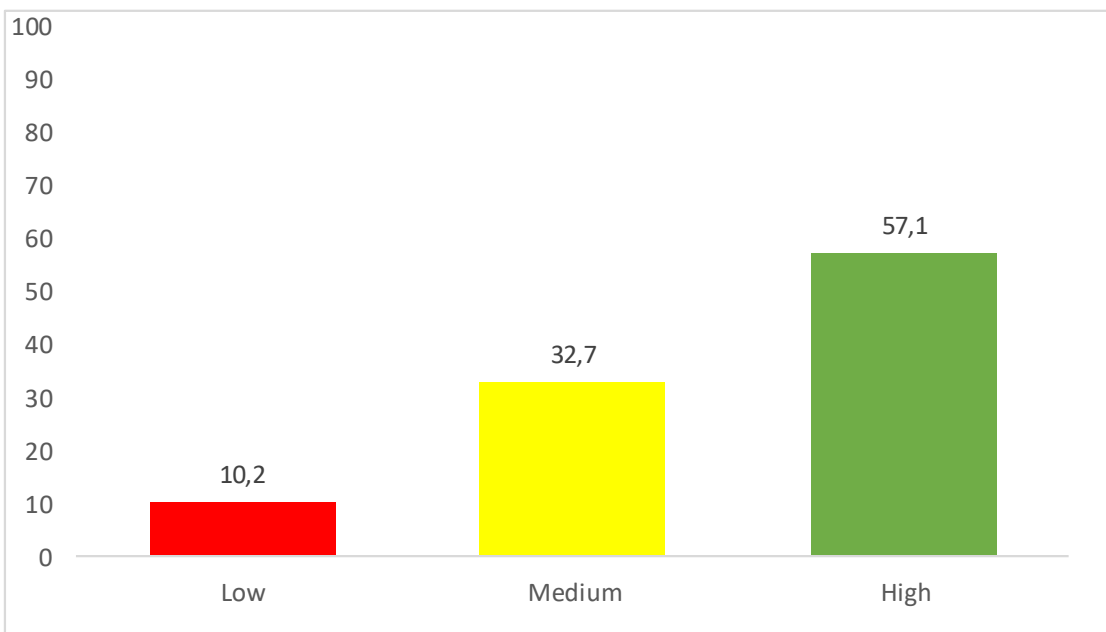
<i>Does a veil make a difference?</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
1) Those who come to our country should adapt their rules and customs to ours.	37.6	28.9	19.2	9.4	4.9	100.0
2) It would be important to be able 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
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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 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

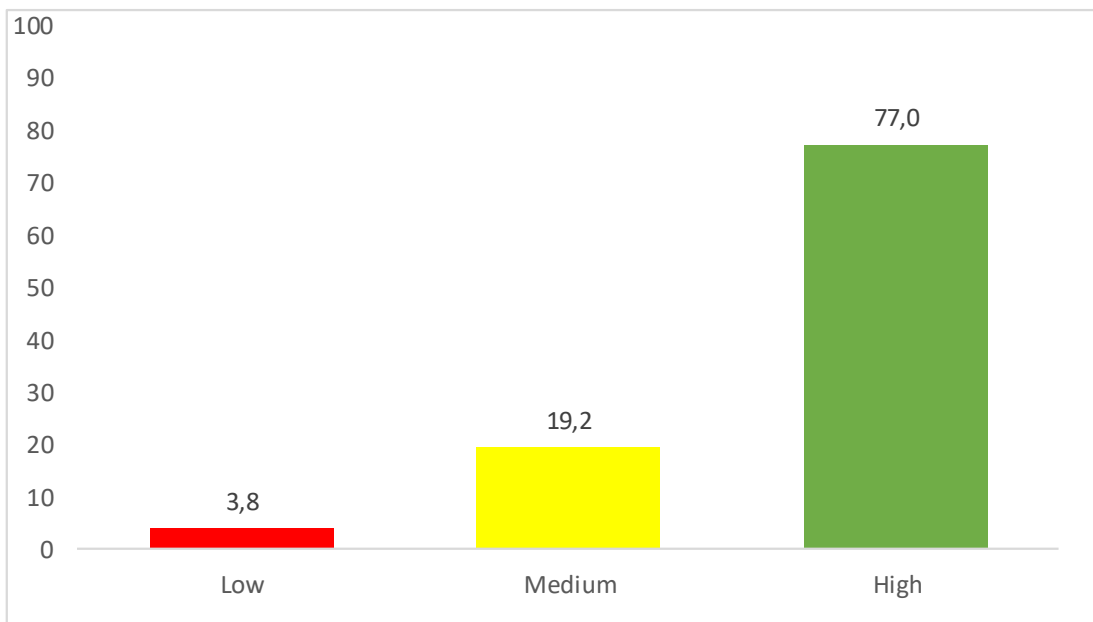
<i>A ‘different’ girl?</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
1) If you're acting strangely it's normal for someone to make fun of you.	49.2	22.9	14.7	11.7	1.5	100.0
2) It's not fair to make fun of a mate just because 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
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 school boys who come - like him - from the field”.

The results show that the majority of students have no problem when they have to 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%).

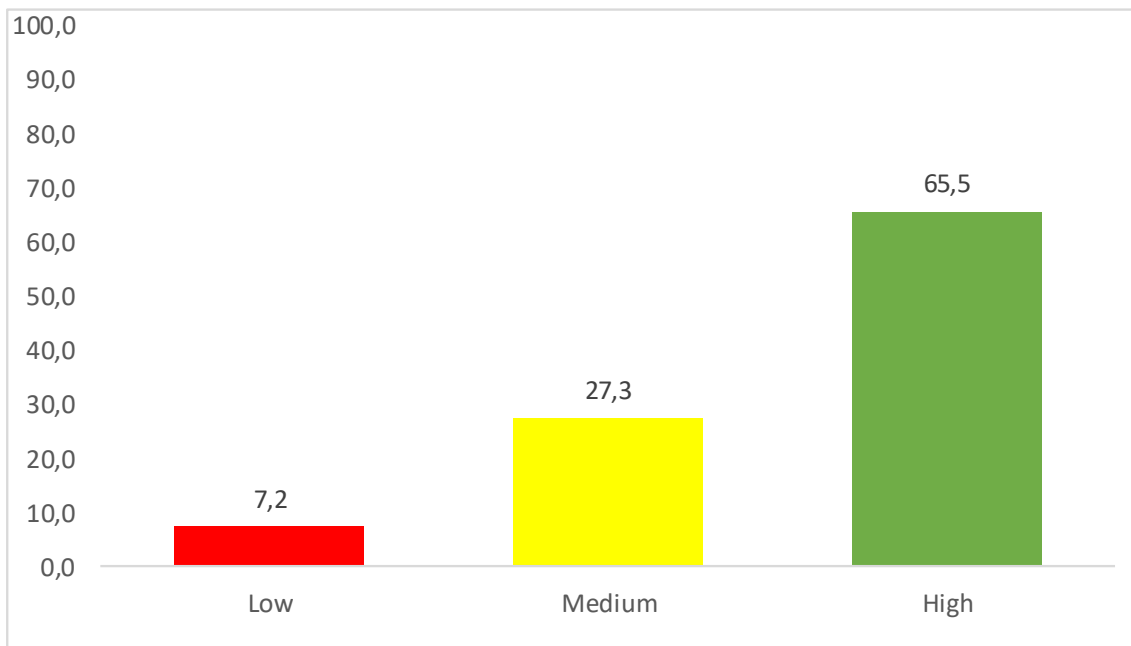
Tab. 14 – Other Cultures Scenario

<i>Other Cultures</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
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	23,9	32,2	28,4	11,7	3,8	100.0

my responsibility to deal with these problems, everyone has their own problems to solve.

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

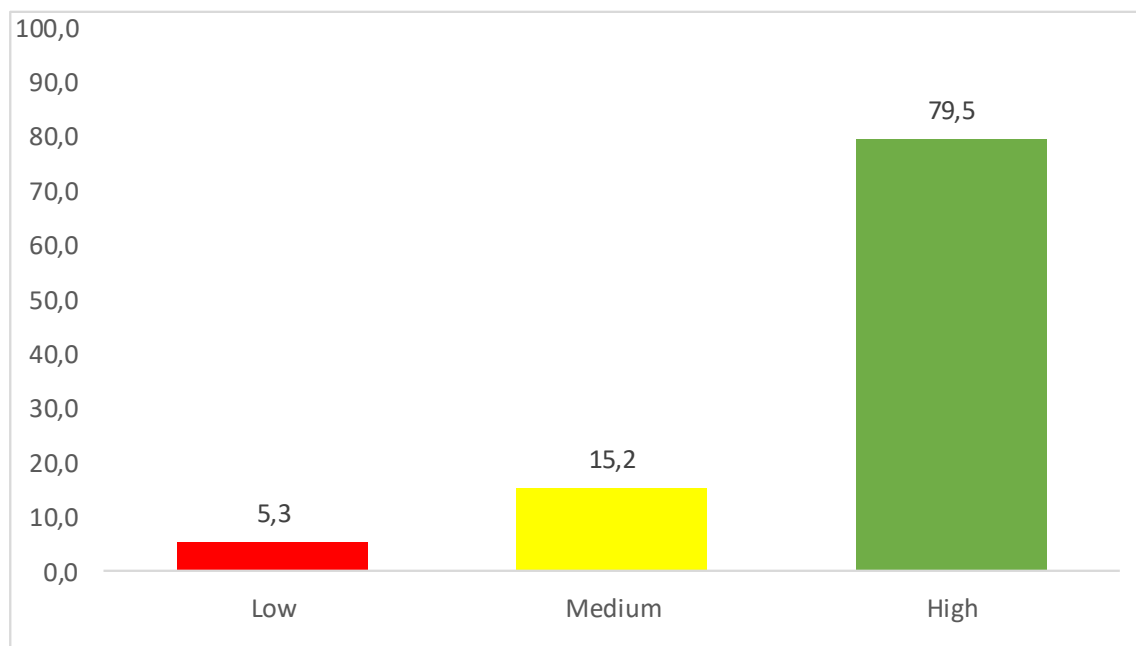
	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<i>Heavy Jokes</i>						
1) Unfortunately, that's how school is, there is no place for those who are too kind and can't defend themselves.	50,6	22,1	12,2	9,5	5,7	100.0
2) I think 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
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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.

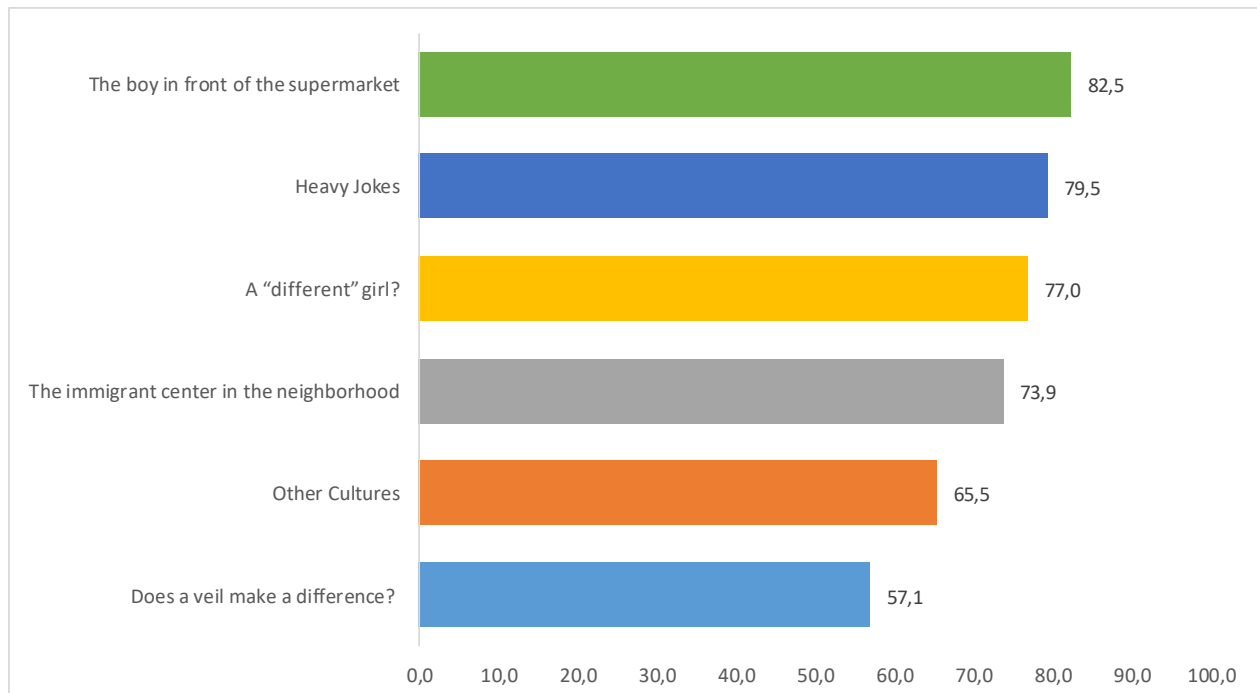
In fact, the best rated scenarios were:

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...

<i>Observation</i>	<i>Not at all</i>	<i>Little</i>	<i>Some extent</i>	<i>Rather much</i>	<i>Very much</i>	<i>Total</i>
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...

<i>Learning environment</i>	<i>Not at all</i>	<i>Little</i>	<i>Some extent</i>	<i>Rather much</i>	<i>Very much</i>	<i>Total</i>
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...

<i>Listening</i>	<i>Not at all</i>	<i>Little</i>	<i>Some extent</i>	<i>Rather much</i>	<i>Very much</i>	<i>Total</i>
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...

<i>Dialogue</i>	<i>Not at all</i>	<i>Little</i>	<i>Some extent</i>	<i>Rather much</i>	<i>Very much</i>	<i>Total</i>
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 (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

<i>Myself, the others, the world</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
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
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

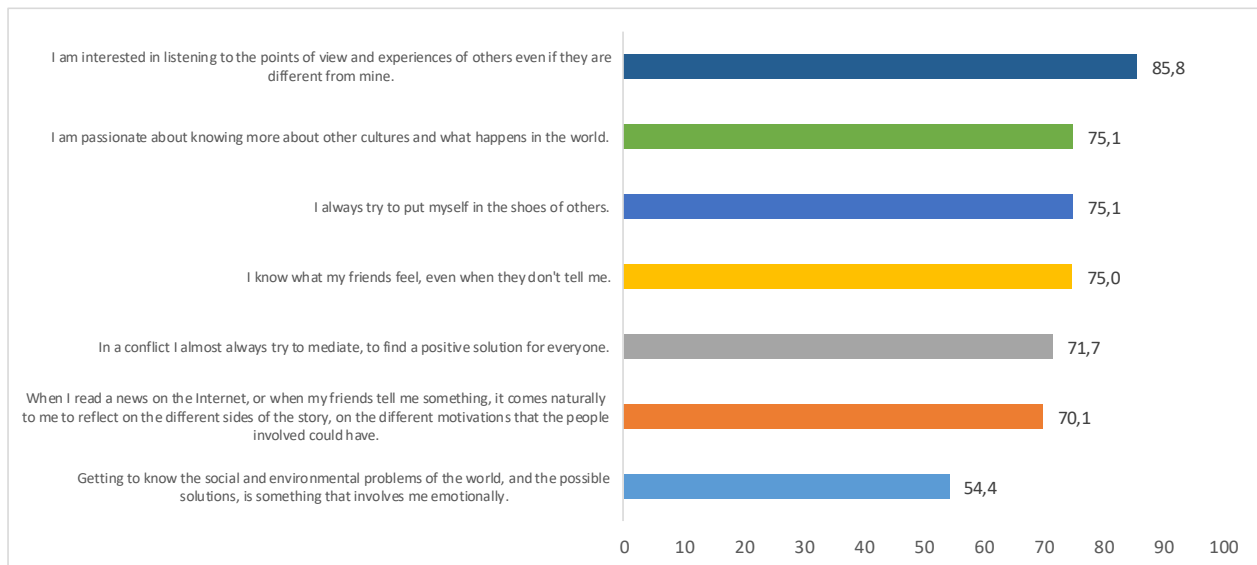
Almost all items were supported by 70% or more of the students as shown in figure 11 (percentages refers to the sum of "Strongly agree" and "Agree" answers). The statement that probably best represent the concept of openness to cultural diversity was the one that received the highest percentage of agreement (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 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 synthesize 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.

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 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.	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).

² The factor analysis adopted the principal component method. The Kaiser criterion (1960) suggests to extract 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.

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?

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

<i>Dimension</i>	<i>Question</i>	<i>Items</i>	<i>Measure</i>
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	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> 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

<i>Dimension</i>	<i>Question</i>	<i>Items</i>	<i>Measure</i>
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	
	What can be, based on your experience, the role of the parents supporting daughters and sons to relate to cultural difference?	Different religion	Nominal
		Open-ended question	
	What do you think is the best learning activities for your sons and daughters in order to improve their ability to relate to cultural diversity?	Activities that develop academic performance	Five-point Likert Scale from "Totally Disagree" to "Absolutely Agree"
Contexts that teach respect for the rules			
Dialogue-based learning activities			
The practice of amateur sport			
	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.

4.2 Data Analysis

Univariate statistical techniques were implemented in order to analyze the answers provided by the parents involved in the research. Moreover, composite indicator (index) was developed in order 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	%
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Tab. 26 – Distribution by Organization

Organization	count	%
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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

<i>Gender</i>	<i>count</i>	<i>%</i>
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

<i>Nationality</i>	<i>count</i>	<i>%</i>
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
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?

<i>How many children / kids you have?</i>	<i>count</i>	<i>%</i>
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

<i>School</i>	<i>count</i>	<i>%</i>
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
les rodanas	10	6.8
les valderrobles	1	0.7
les 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 corazón	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

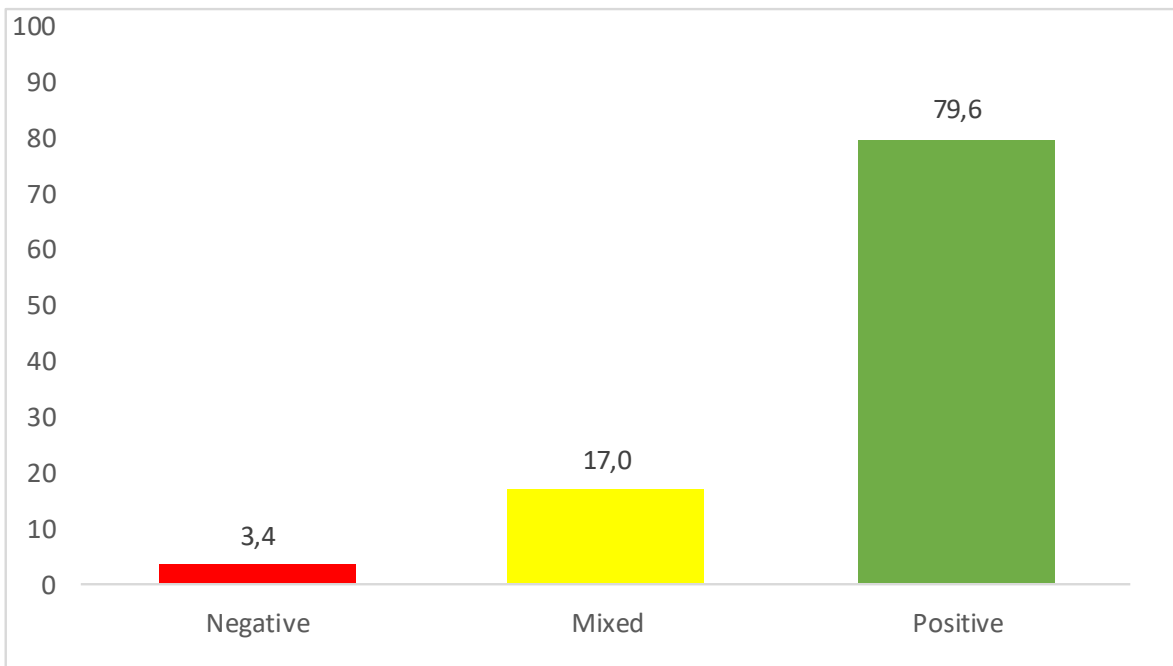
<i>Perceived Impact</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
Cultural diversity has exacerbated conflicts and increased attitudes of intolerance in my daughters and sons.	55.1	27.9	8.2	5.4	3.4	100.0
My daughters and 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
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Almost all of 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 + disagree = 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 + disagree) 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 with regard to cultural diversity relating to:

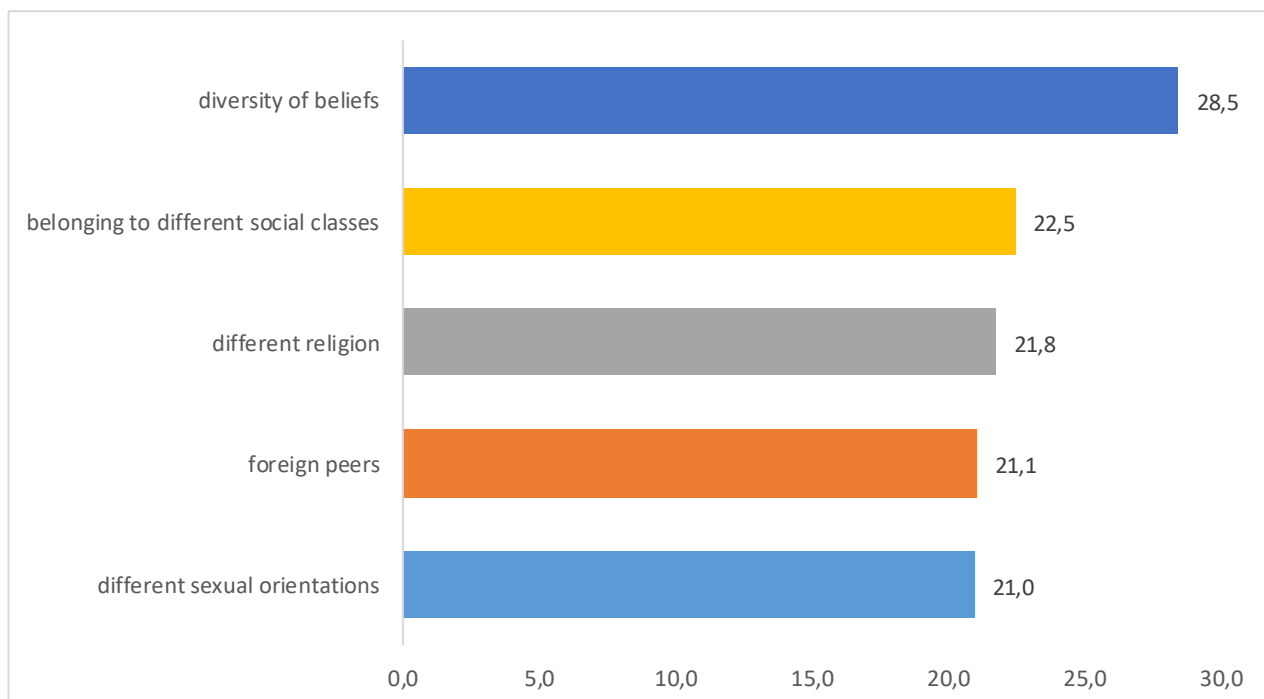
<i>Difficulties</i>	<i>Not at all</i>	<i>Little</i>	<i>Some extent</i>	<i>Rather much</i>	<i>Very much</i>	<i>Total</i>
Foreign peers	55.8	23.1	8.2	10.2	2.7	100.0

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 with regard to cultural diversity relating to (%)



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

<i>Role of the parents</i>	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



Last question asked respondents to indicate, on a five-point Likert scale from “Totally disagree” to “Absolutely 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 in order to improve the ability to relate to cultural diversity

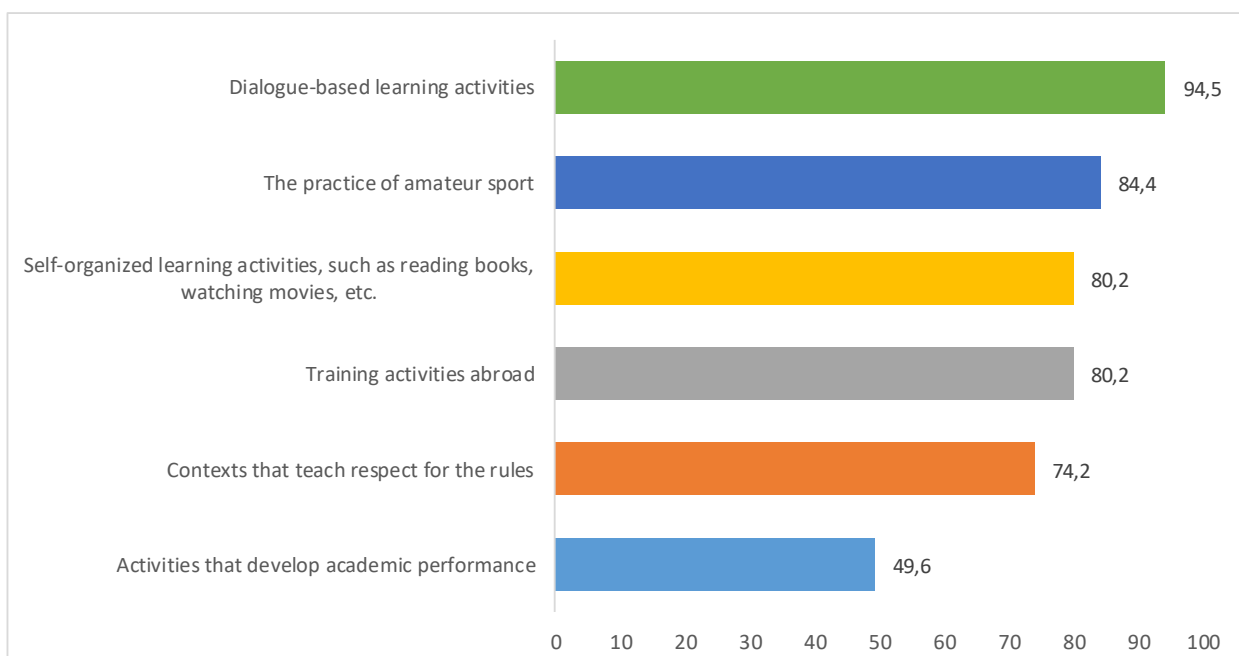
<i>Best learning activities</i>	<i>Totally disagree</i>	<i>Quite disagree</i>	<i>I do not know</i>	<i>Agree enough</i>	<i>Absolutely agree</i>	<i>Total</i>
Activities that develop academic performance	4.1	18.4	27.9	33.3	16.3	100.0
Contexts that teach respect for the rules	2.7	8.8	14.3	32.0	42.2	100.0
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 in order 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

<i>Dimension</i>	<i>Question</i>	<i>Items</i>	<i>Measure</i>
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	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> 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. 36).

The first question was similar to 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. Teachers 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

<i>Dimension</i>	<i>Question</i>	<i>Items</i>	<i>Measure</i>
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 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
	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 in order to represent the answers of the teachers with graphs and tables. Moreover, composite indicator (index) was built in order to synthesize 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

<i>Country</i>	<i>count</i>	<i>%</i>
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

<i>Organization</i>	<i>count</i>	<i>%</i>
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

<i>School where the research took place</i>	<i>count</i>	<i>%</i>
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
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

Tab. 41 – How many are your students approximately?

Mean	134.8
Median	98
Std. Deviation	213,5
Range	1139
Minimum	6
Maximum	1145

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%).

The majority of 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

Tab. 43 – Years of teaching

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

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

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

<i>Gender</i>	<i>count</i>	<i>%</i>
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 in order to face positively this 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 are able to 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%).

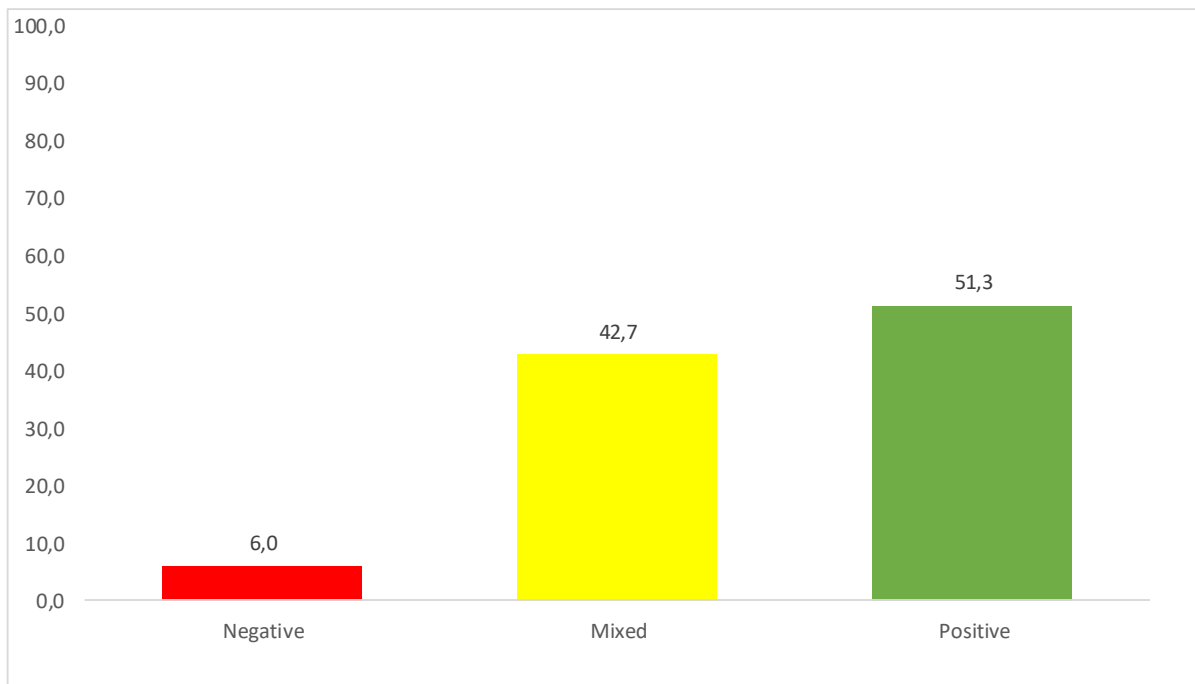
As happened also in the analysis of the data collected with the questionnaire administered to parents, the statement " Cultural diversity is irrelevant to the majority of our students" almost evenly divided the sample between those who disagreed (34.2%), those in the middle (32.5%), and those who agreed (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

<i>Perceived Impact</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
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 are the difficulties students 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

<i>Difficulties</i>	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

<i>Positive relation to cultural diversity</i>	<i>Count</i>	<i>%</i>
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 tell 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

<i>School's role</i>	<i>Count</i>	<i>%</i>
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
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):

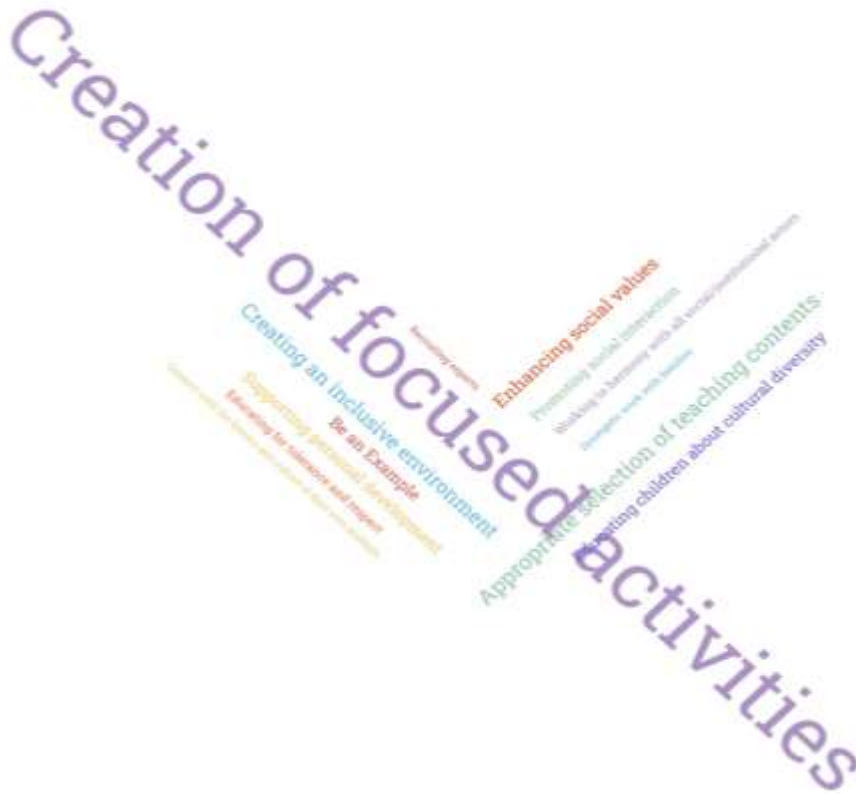
Appropriate selection of teaching contents (9.4%): “Yes, working on these topics in a cross-cutting way, but all the work cannot be done at school only, families need to work on this aspects as well”;

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



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

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

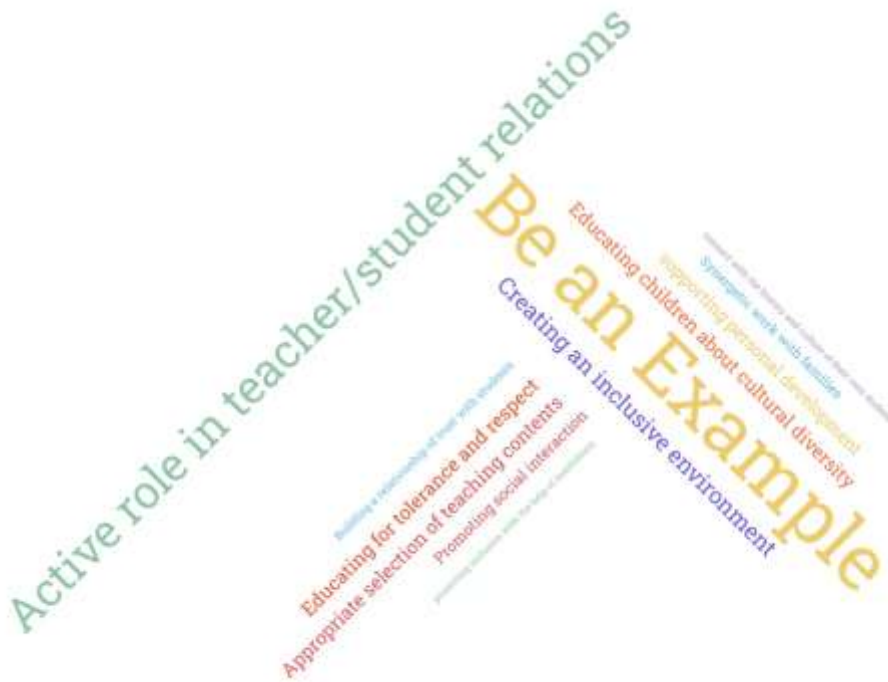
<i>Teacher's role</i>	<i>Count</i>	<i>%</i>
Be an Example	45	35.4
Active role in teacher/student relationship	26	20.5
Creating an inclusive environment	11	8.7
Appropriate selection of teaching contents	8	6.3
Educating children about cultural diversity	8	6.3
Educating for tolerance and respect	8	6.3
Supporting 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

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



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