



Dear Teacher,

Welcome to our survey.

With this research, we aim to learn from your experiences with Active Citizenship and Information Literacy in the classroom. The intended goal of this study is to develop high-quality (digital) learning materials that can support teachers and frame educational activities.

This survey contains 30 questions and takes approximately 10 minutes to complete.

The first part asks about your experience in education, while the second part inquires about specific insights related to Active Citizenship and Information Literacy.

If you are interested in the results of this survey, we will be happy to keep you informed.

Thank you in advance for your participation.

Section A: Data

A1. In which school(s) do you teach?

A2. What subject(s) do you teach?

A3. What age group(s) do you teach?

12-14 years old (first grade)

14-16 years old (second grade)



16-19 years old (third grade)

A4. What is the length of your experience in education?

Starter

5-10 years of experience

10-15 years

More than 15 years

A5. How does your school address Active Citizenship?

Active Citizenship is addressed through a separated curriculum

Active Citizenship is addressed through an integrated curriculum

I don't know how Active Citizenship is addressed in my school

Section B: Themes Active Citizenship

What topics related to Active Citizenship do you teach in the classroom?

B1. Active participation in society and/or politics

Student council

How do I participate in society?

Local politics

National politics

European politics

International politics

друго:

друго:

B2. Diversity, being different, gender equality

Cultural background

Identity

Sexual identity

Sexual preference

Migration

Disabilities (physical and psychological)



друго:

друго:

B3. Human and children's rights

What are my rights?

What are my obligations? What is expected of me? What should I do?

Moral dilemma's

друго:

друго:

B4. Wealth and poverty

Causes of poverty

Equal opportunities

Lack of opportunity

Generational poverty

Impact of poverty

Solutions for poverty

Fairness of wealth distribution

Social classes

Personal finance

Other

Other

B5. Nature, environment and climate

Climate change



Taking care of my near environment

Taking care of the environment and local ecosystems

Pollution

Climate action

Solutions for climate and/or environment

UN Climate summit

Environmental responsible interaction between science and technology

Climate organisation; Greenpeace, WWF, ...

Other

Other

B6. Working together and resolving conflicts

How to talk to each other?

How to listen to each other?

How to resolve conflicts?

How to recognize and acknowledge differences?

How to work together with each other? For example in group assignments

Other

Other

B7. Volunteer work, commitment to society/world

Initiatives for society and world

NGO's

What is a good cause?

Benefits of volunteer work



Other

Other

B8. The role of media and social media

Understanding and conscious use of Facebook, TikTok, Instagram, Snapchat,...

News

Fake news, dealing with false information

Safety

Body perception

Influencer pressure

Psychological effects of media and peer pressure

Other

Other

B9. Which of these topics do you consider most important in educating active citizens?

B10. Related to Active Citizenship:

I feel competent teaching Active Citizenship and I have access to learning materials

I feel competent teaching Active Citizenship but I lack learning materials

I don't feel competent teaching Active Citizenship but I have learning materials

I don't feel competent teaching Active Citizenship and I lack learning materials

None of the above



C5. What do you consider the minimum age to teach the following subjects?

	Climate change	Taking care of my near environment	Taking care of the environment and local ecosystems	Pollution	Climate action	Solutions for climate and/or environment	UN Climate summit	Environmental responsible interaction between science and technology	Climate organisation: Greenpeace, WWF, ...
Age 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C6. What do you consider the minimum age to teach the following subjects?

	How to talk to each other?	How to listen to each other?	How to resolve conflicts?	How to recognize and acknowledge differences?	How to work together with each other? For example in group assignments
Age 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C7. What do you consider the minimum age to teach the following subjects?

	Initiatives for society and world	NGOs	What is a good cause?	Benefits of volunteer work
Age 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C8. What do you consider the minimum age to teach the following subjects?

	Understanding and conscious use of Facebook, Tik Tok, Instagram, Snapchat,...	News	Fake news, dealing with false information	Safety	Body perception	Influencer pressure	Psychological effects of media and peer pressure
Age 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age 18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Themes Information Literacy

D1. What topics related to Information Literacy do you teach in the classroom?

- Practical work with digital devices and software
- Grooming
- Addiction
- Passwords
- Phishing

