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Report on the students'  
knowledge, interest and attitudes  
on  
urban regeneration, sustainability and  
innovative methodologies

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## Promoting STEAM through participatory urban regeneration

Project partners:



City of Rijeka



CENTAR TEHNIČKE KULTURE RIJEKA



MAJOR CITIES OF EUROPE  
IT USERS GROUP



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## Freeland

The FREELAND project “**Promoting STEAM through participatory urban regeneration**” aims at supporting schoolteachers and students in creating an educational environment in which respect for people and the natural and urban environment are at the centre. The participating schools are situated in areas that face challenges of social integration, with cultural minorities, social housing, or socio-economic disadvantages. The schools’ goals are reducing the dropout rate and integrating young people who may have fewer opportunities. Communities’ environments in these neighbourhoods, well-known by the students, become learning spaces, with a special focus on nature’s capacity to withstand the challenges of the urban environment.

FREELAND aims to develop a methodology that involves the activation of educational activities (including sports and cultural activities) based on an informal learning atmosphere, to create a stimulating and pleasant learning environment for STEAM subjects, and a living laboratory to practise civic education and inclusion by taking care of public spaces. Participation in democratic life, common values, and civic engagement is achieved by providing non-formal learning opportunities that involve schools of different grades, families and citizens. Eventually, the project contributes to the formation of a sense of belonging of the local place.

## The surveys

At the beginning of the project, FREELAND has involved two direct target groups, students and teachers of the schools participating in the project, in a survey aimed to identify teenagers’ and teachers’ knowledge, interest and attitudes towards urban regeneration, environmental threats, concepts and terminology, and their interest and familiarity in educational methodologies and tools.

The surveys, in the form of questionnaires, were created in October 2024 and assessed internally to verify the clarity of questions and items and the overall coherence of the questions with respect to the aim of the survey.

The questionnaires are anonymous, being impossible to identify the respondent. The first section about the personal details asks to indicate personal details such as age, gender and school type (teaching subjects for the teachers).

Then, the following three sections on Urban regeneration, Climate Change and Sustainability, Innovative Learning Methodologies and tools, are split into three main parts: knowledge and experience, interest and attitudes.

The questionnaires for the students, in three languages, are available at the following links:

Questionnaire for the Italian students: <https://forms.gle/dcjpg6PTWrS7GvTU6>

Questionnaire for the Croatian students: <https://forms.gle/YJQJzBTLBx8YQAQ8ZA>

Questionnaire for the Polish students: <https://forms.gle/bjZwZTrkZWWX6svKA>



The questionnaires were administered between the 9<sup>th</sup> and the 20<sup>th</sup> of January 2025 in three countries of the project, at the Scientific Lyceum “N. Copernico” in Prato and Lyceum “M. Hack” in Baronissi in Italy; the Lyceum in Gandsk, Poland and the Gymnasium in Rijeka, Croatia.

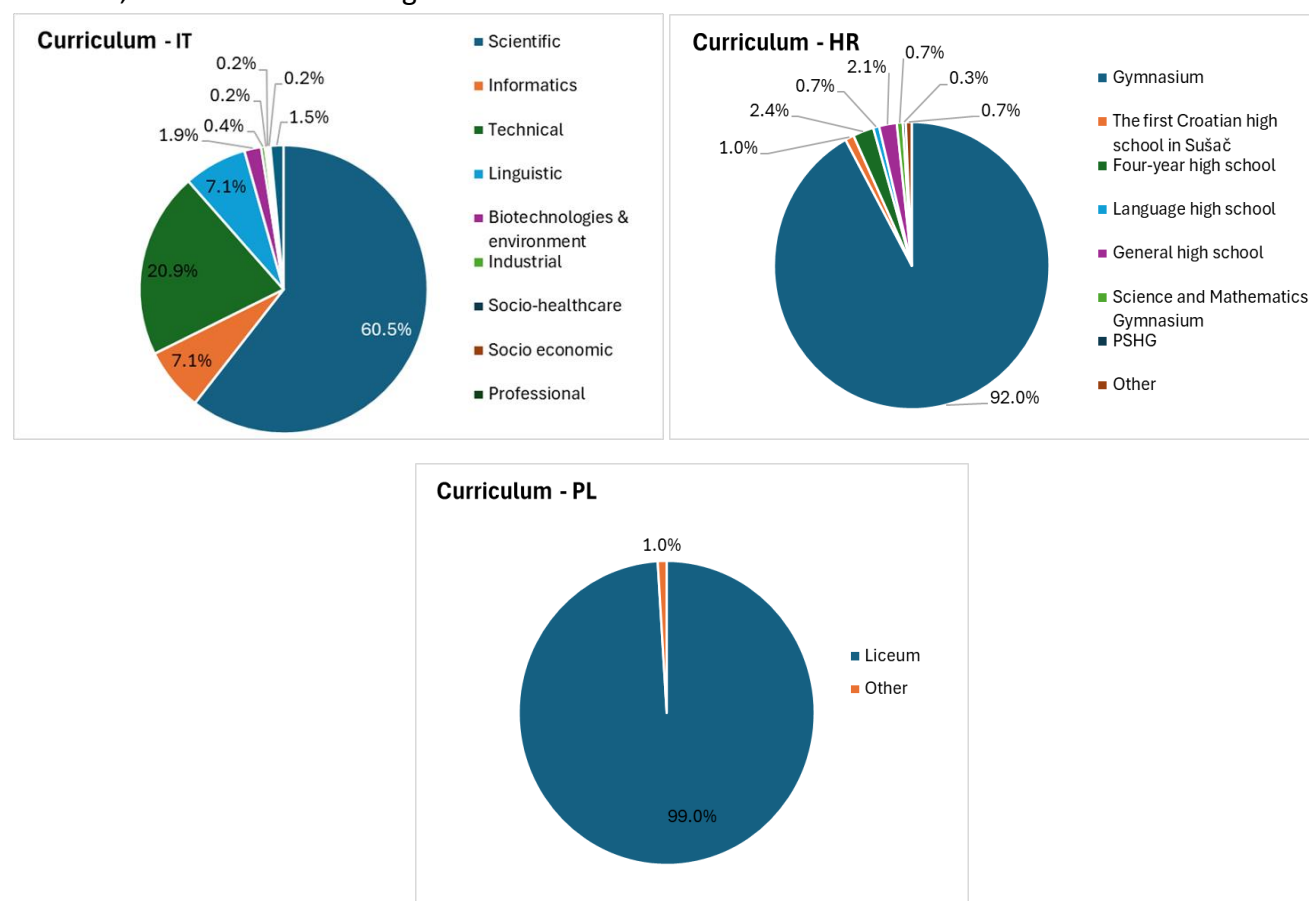
## Personal details

The overall students' sample was made of 1075 students, 479 from Italy, 308 from Poland and 288 from Croatia.

### School type

In **Italy**, the students of the two Lyceums attend different study addresses (mostly scientific, then technical, informatics and linguistic) while in **Croatia**, the large majority of the students attend the Gymnasium while in **Poland**, the whole sample (except 2) attend the Lyceum.

Students mainly attend from the I to the IV level class (and a few from the V), therefore their age from 14 to 18, reflects the class range.



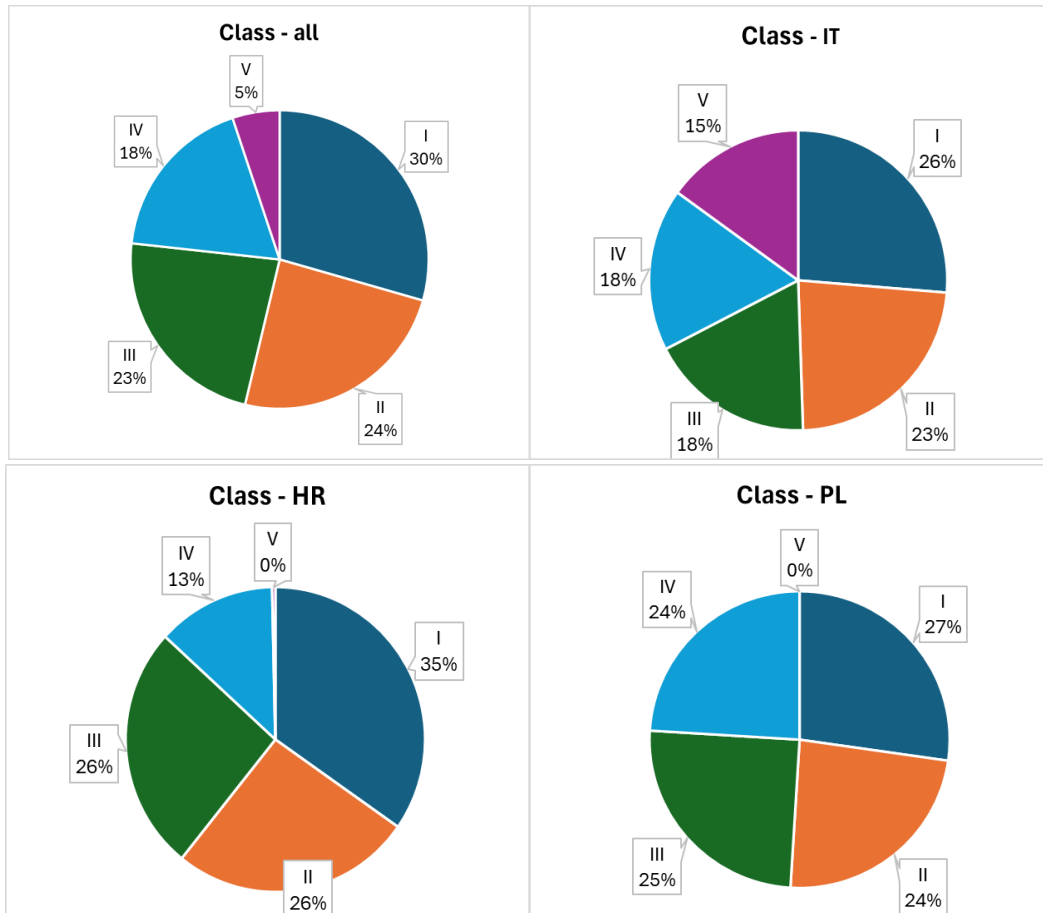
### Student class

Regarding the class, with the exception for the V grade, students were distributed rather evenly among the four grades of the school: 30% in the first school year, 24% and 23% in the second and third school year, respectively and 18% in the four-school year. Only in **Italy**, students attending the fifth school year



participated in the survey and they represented 15%. Students in other classes (I-IV) ranged between 26% to 18%.

In **Croatia** and in **Poland** students attended four class levels (I-IV), with larger group in the 1<sup>st</sup> level (35%) in Croatia while they are equally distributed in Poland.



### Student age

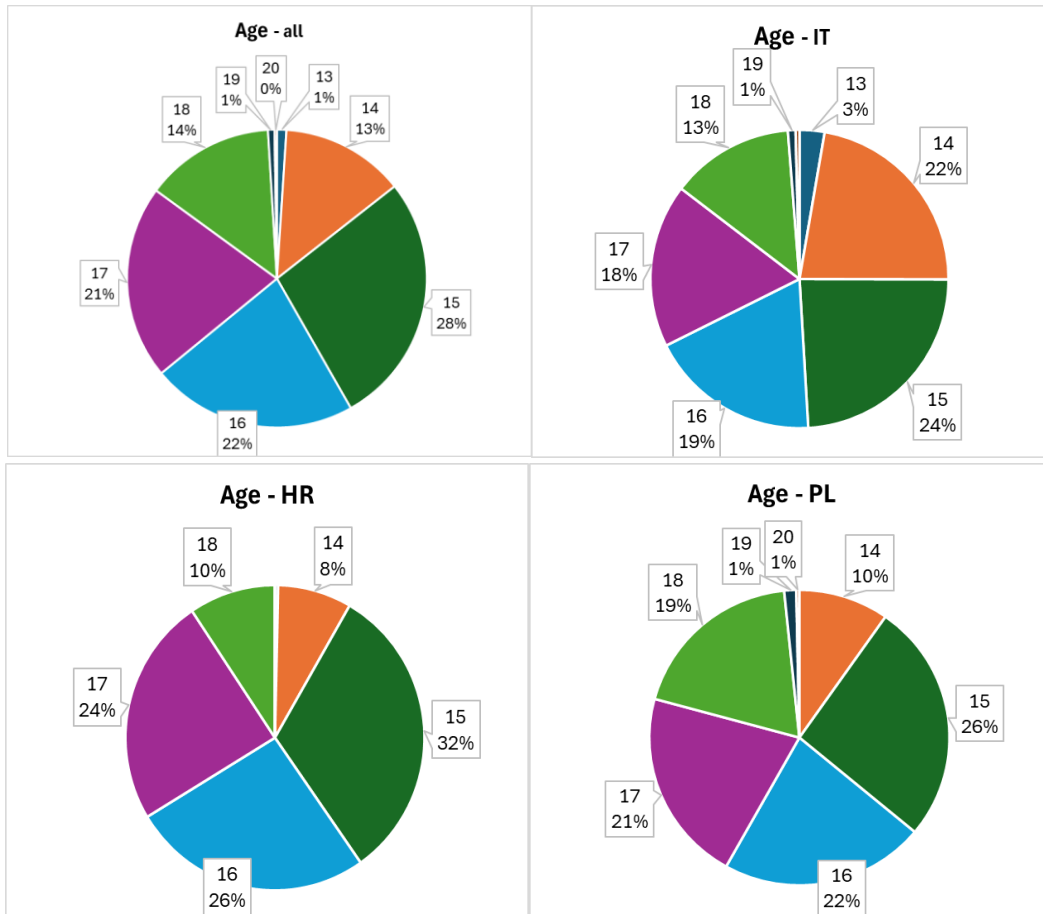
Reflecting the class, the students age ranged between 13 and 19 years, with the main represented ages being 14, 15, 16, 17 and 18. In **Italy**, students ranged between 13 and 19 years old, with the most represented groups of 14- and 15-years old students (22% and 24%, respectively). In **Croatia** and in **Poland** students' age ranged between 14 and 18 (19 years in Poland) but the majority of the students were between 15 and 17 years old in Croatia (32%, 26% and 24%) and between 15 and 18 years old in Poland (26%, 22%, 21%, 19%).



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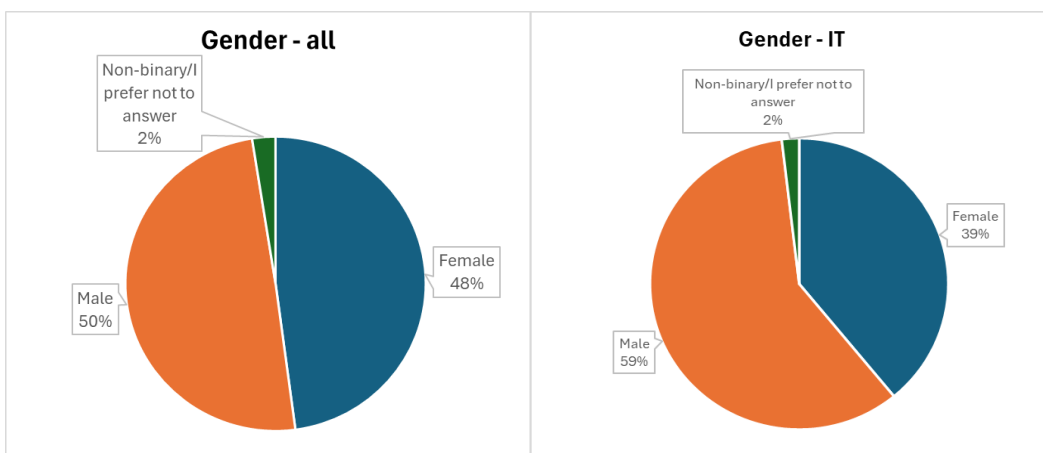


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### Student gender

Regarding gender, the overall distribution of females and males was even. In Italy and in Poland, more than half students participating in the survey were males (59% and 53%), the contrary in Croatia (37%).

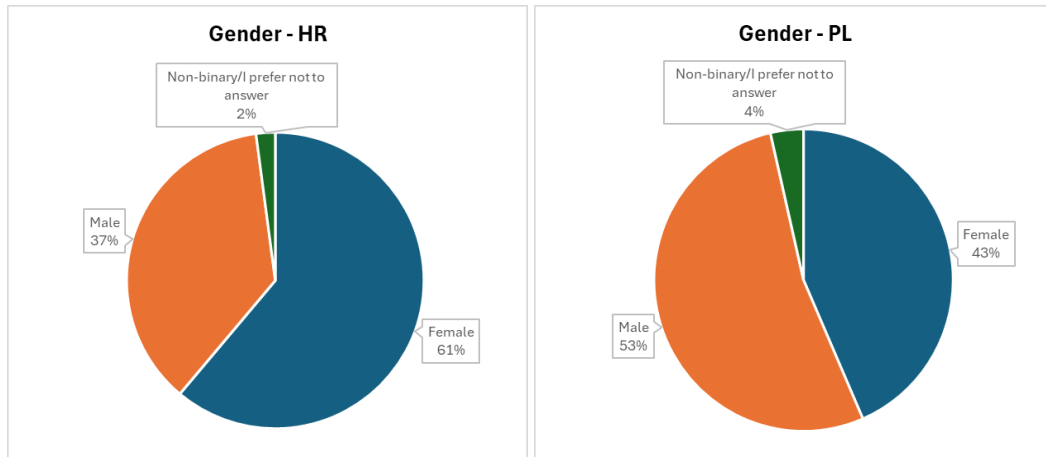




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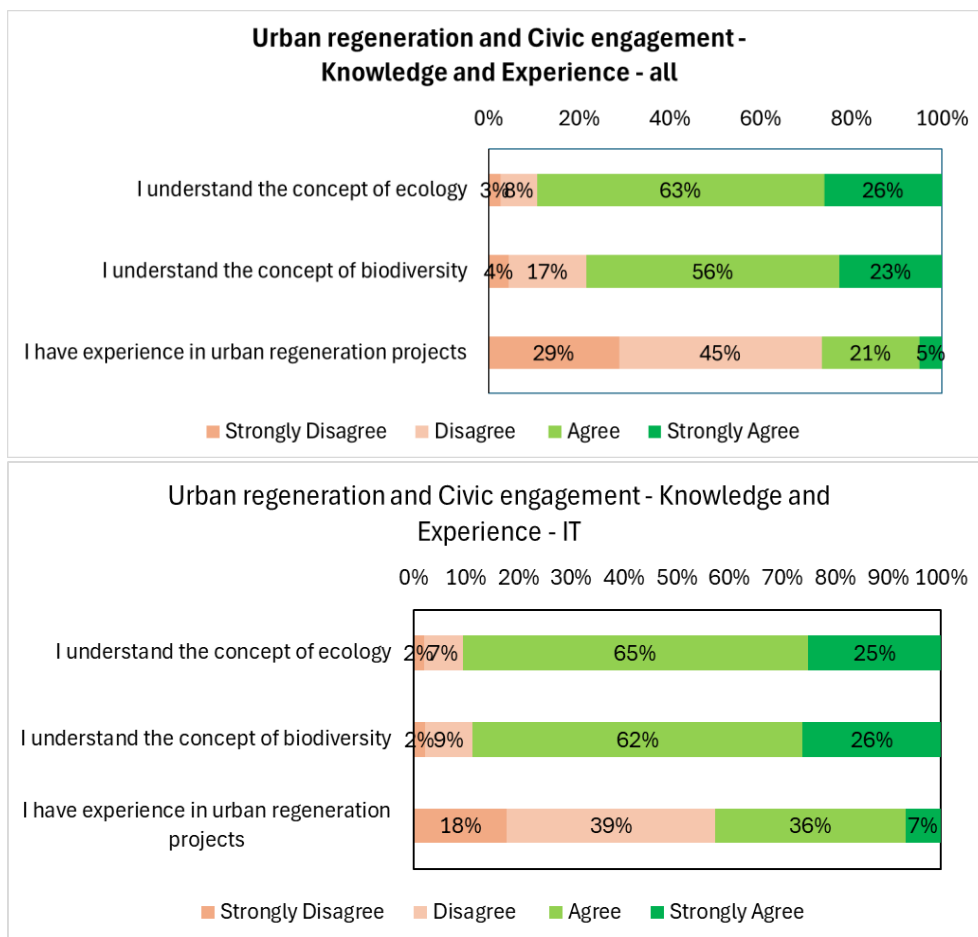
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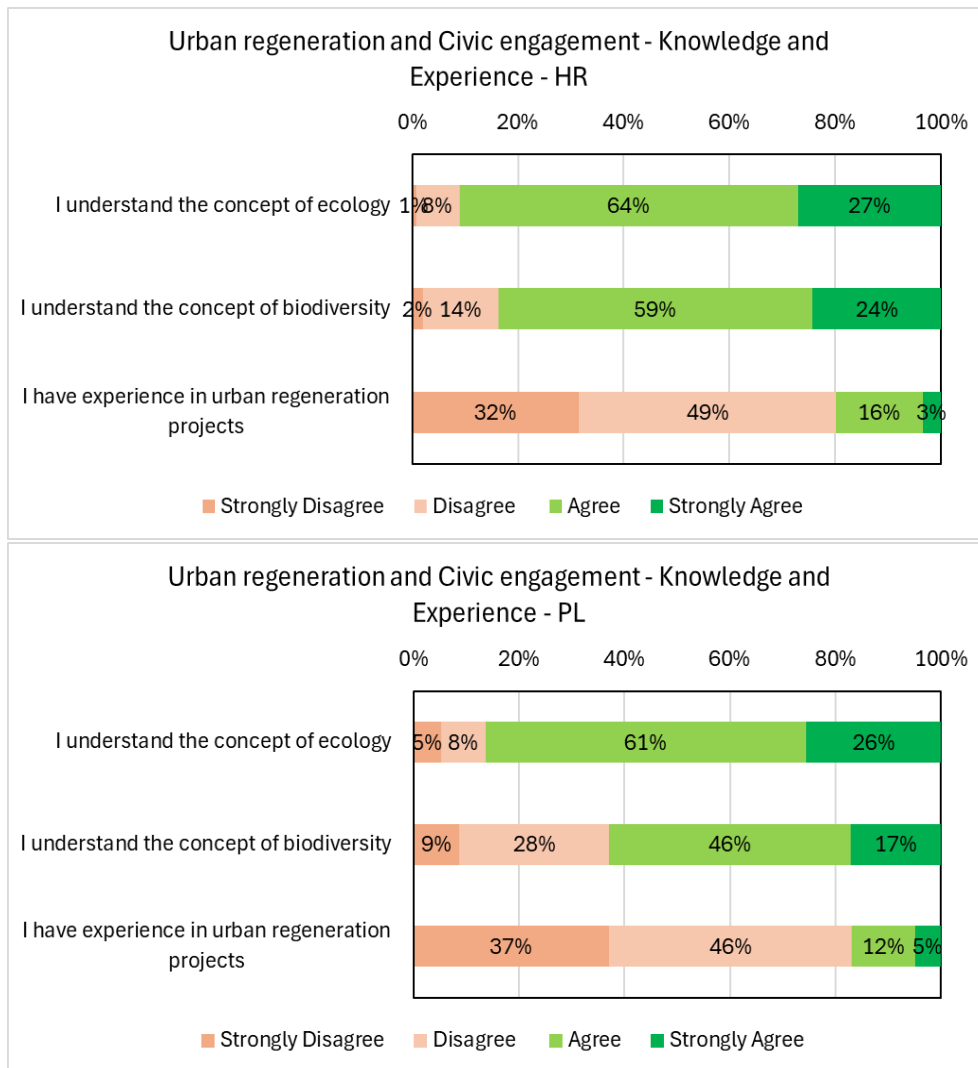


## Urban regeneration and Civic engagement

### Knowledge and experience

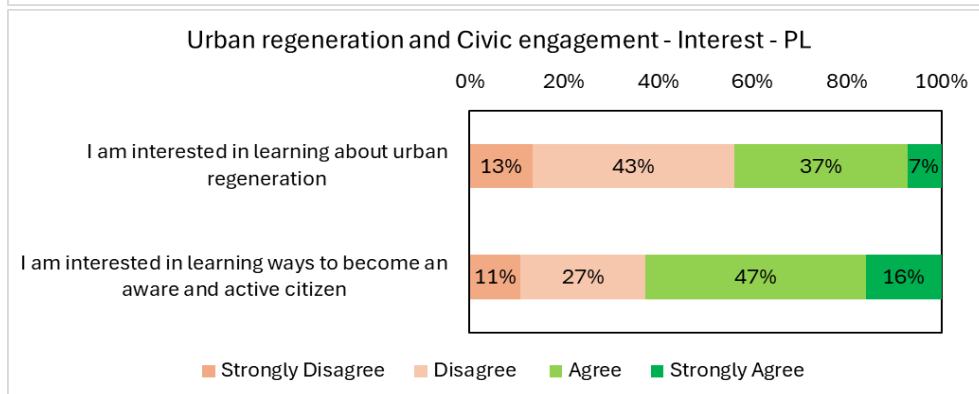
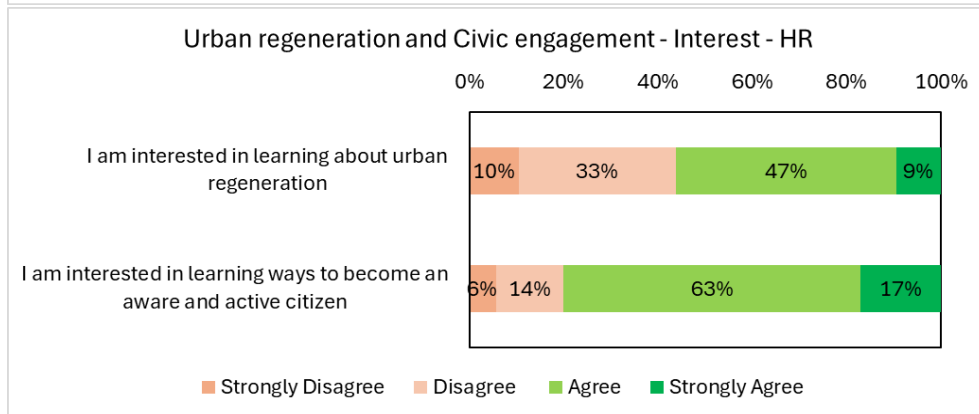
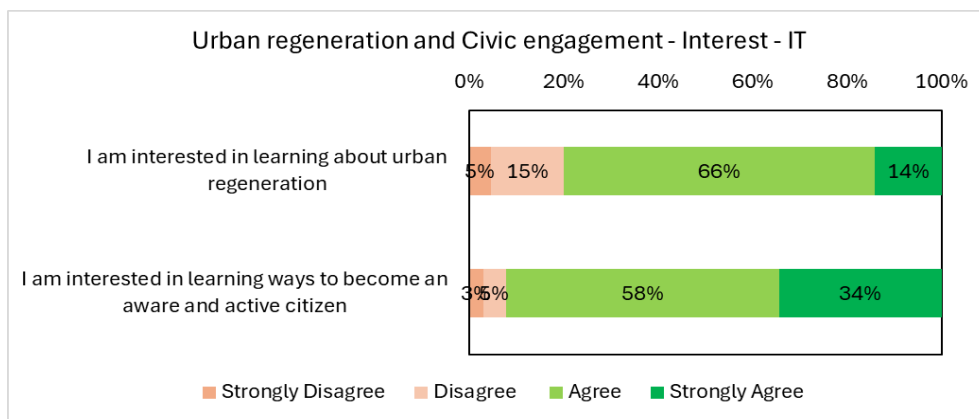
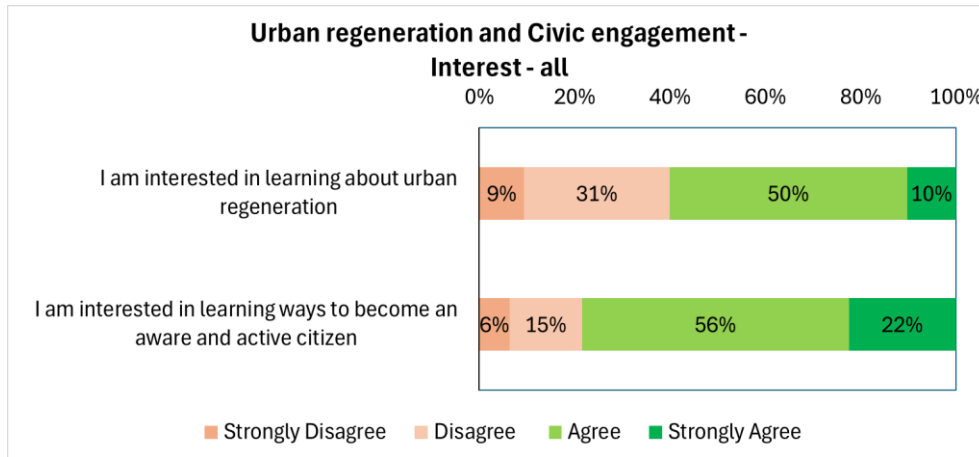
In the three countries, the majority of the students do not have experience in urban regeneration projects, while they know the concept of “ecology” and “biodiversity”. Looking at the results specific for the countries, in **Italy** and in **Croatia**, most students (88% and 83%, respectively) understand the concept of “biodiversity”, while only 63% Polish students do it. More Italian students (43%) than Croatian (19%) and Polish (17%) ones have experience in urban regeneration projects.





### Interest

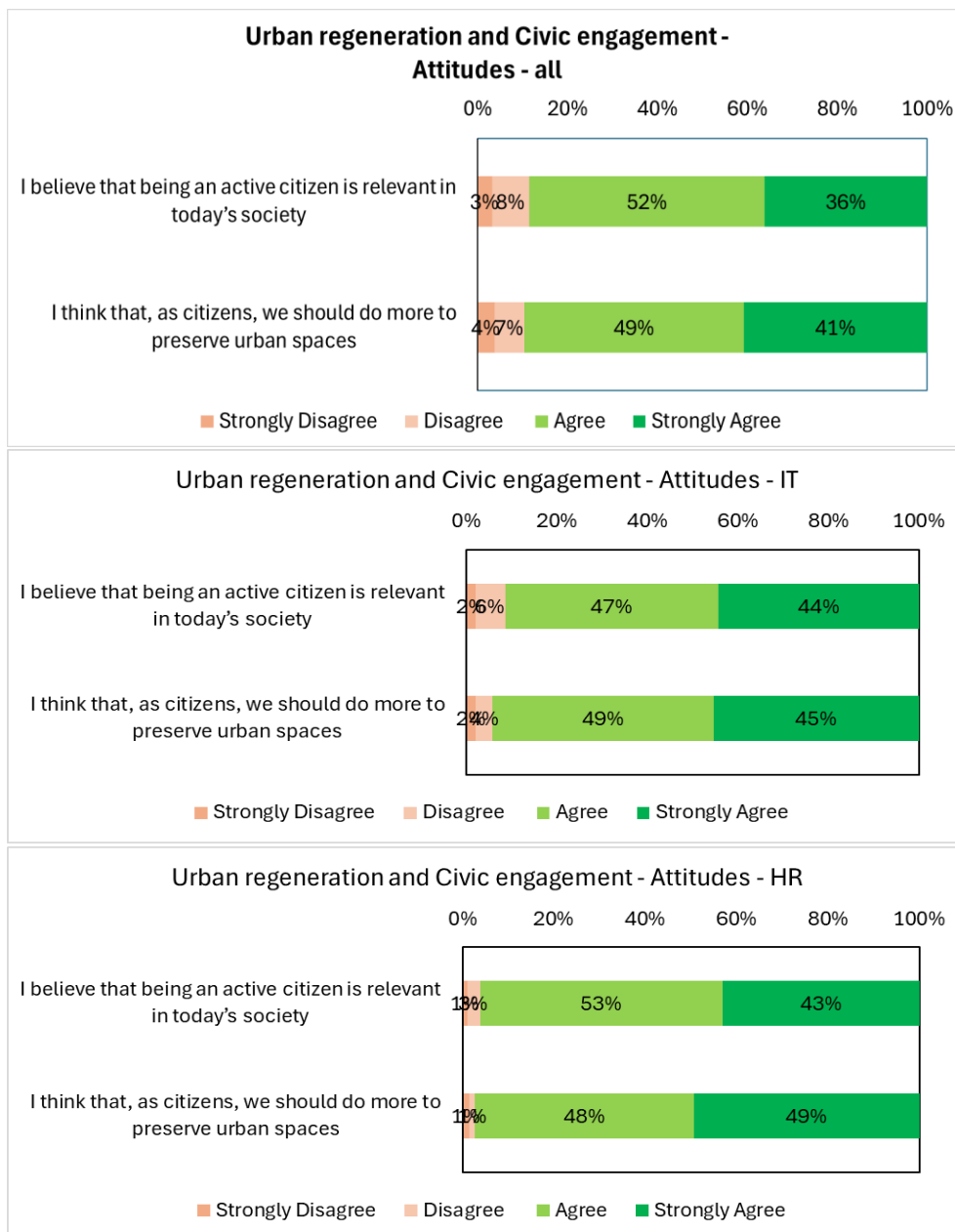
Regarding their interest, most students (78%) were interested in learning ways to become aware and active citizens, while 60% of students were interested in urban regeneration. More Italian students (80%) than Croatian (56%) and Polish (43%) students are interested in learning about urban regeneration and greater interest has been shown about becoming aware and active citizens. On this regard, again a large majority of Italian students (92%), followed by Croatian students (80%) and then Polish students (63%) showed interest.





### Attitude

Regarding attitude, students showed a very positive attitude as the large majority (88% with 52% agree and 36% strongly agree) agreed with the item of “being an active citizen is relevant in today’s society” and 90% (49% agree and 41% strongly agree) with the item “as citizen, we should do more to preserve urban spaces”. Looking at the different countries, slightly more Italian (91%) and Croatian (96%) students than Polish (78%) ones believed on the “importance of being an active citizen”, and more Italian (95%) and Croatian (97%) students than Polish (78%) ones also thought that “we should do more to preserve urban spaces”.

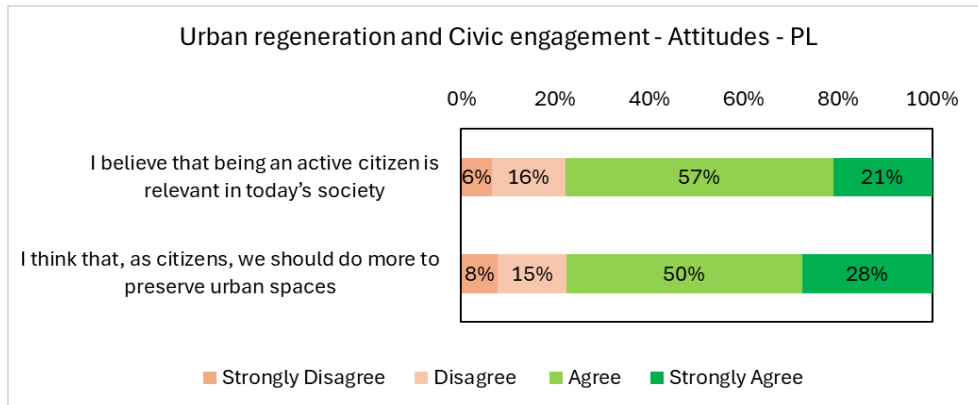




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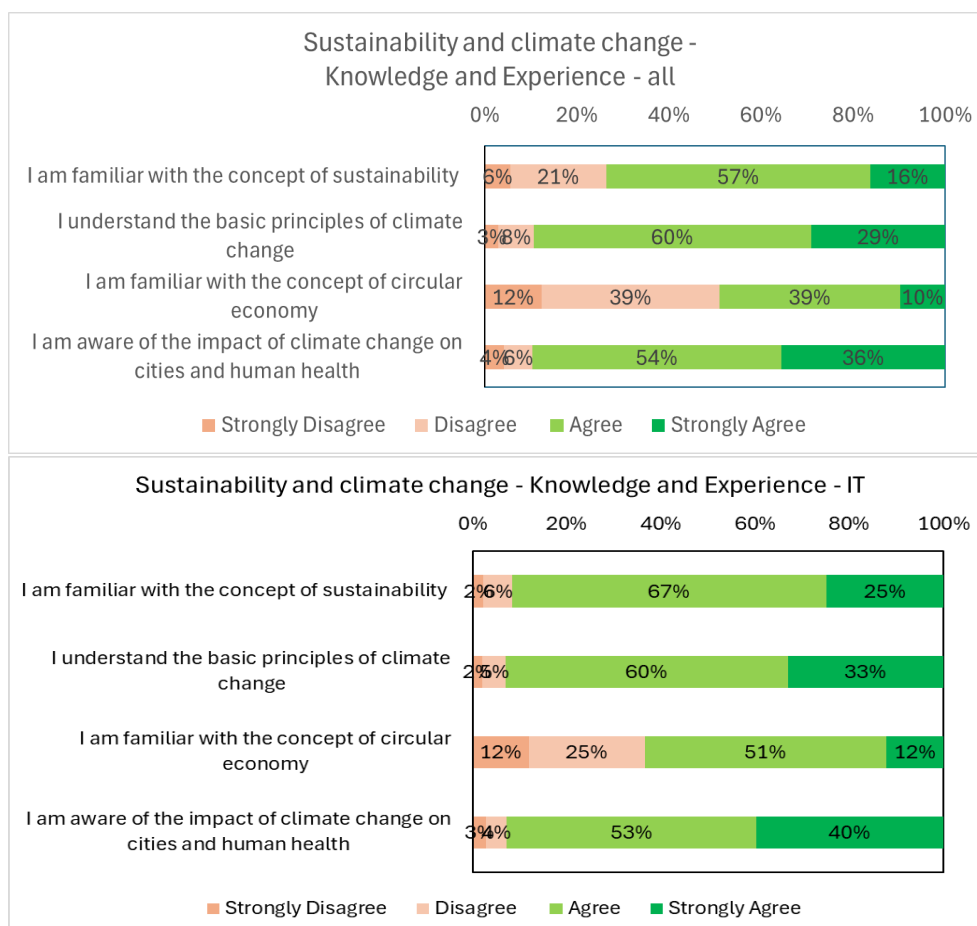


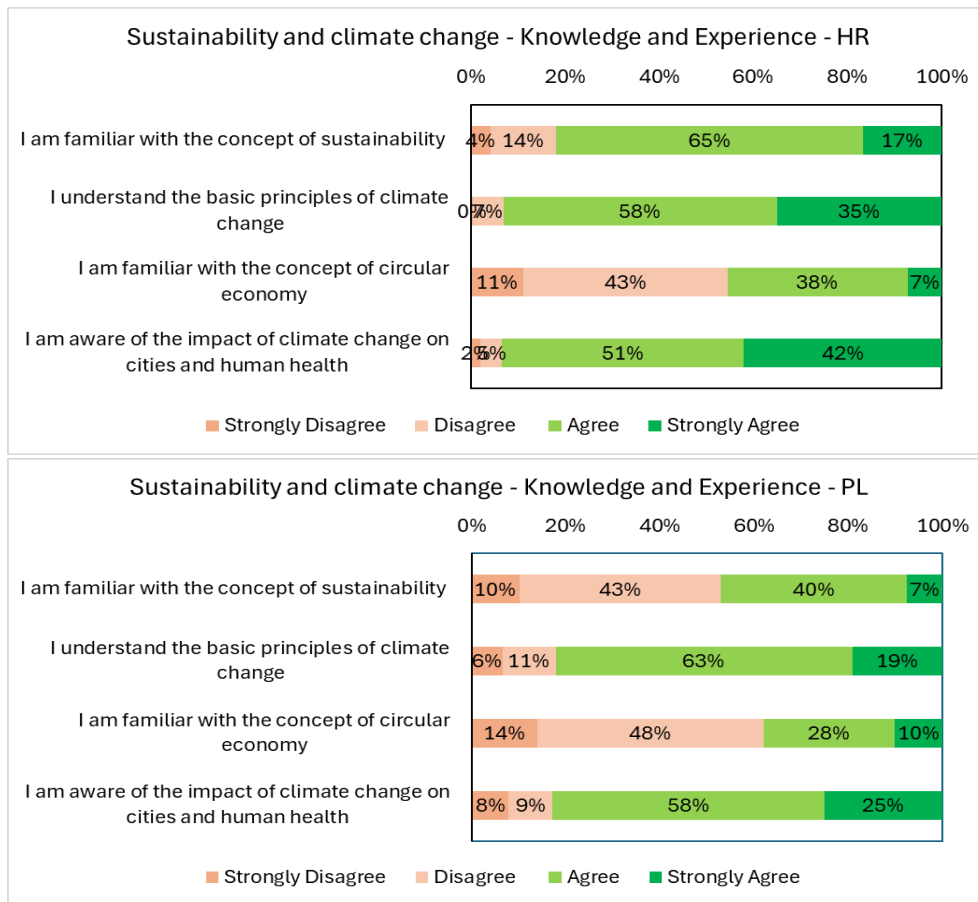
## Sustainability and climate change

### Knowledge and experience

In general, students were familiar with the concept of “sustainability”, being known by 73% students and with the “basic principles of climate change” and “being aware of the impact of climate change on cities and human health” as the large majority (about 90%) agreed on these items. Instead, less students knew the concept of “circular economy”. Looking at the results by country, students familiar with the concept of “sustainability” were mostly Italians (92%) and Croatians (82%) rather than Polish (47%). Regarding the item on “understanding the basic principles of climate change” and “being aware of the impact of climate change on cities and human health”, again less Polish students (about 83%, vs. about 90% Italians and 93% Croatians), but still the great majority, agreed on such items.

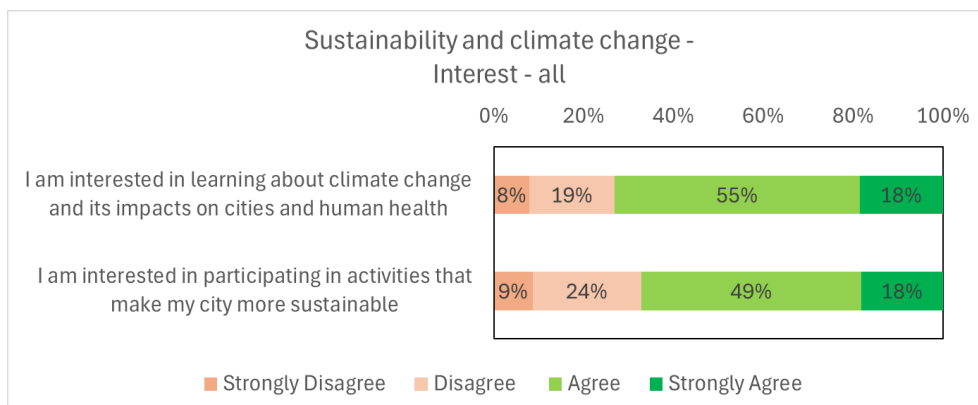
The concept of “circular economy” was less known, especially by Polish students (only 38% were familiar with it) Croatians (only 45% were familiar with it).

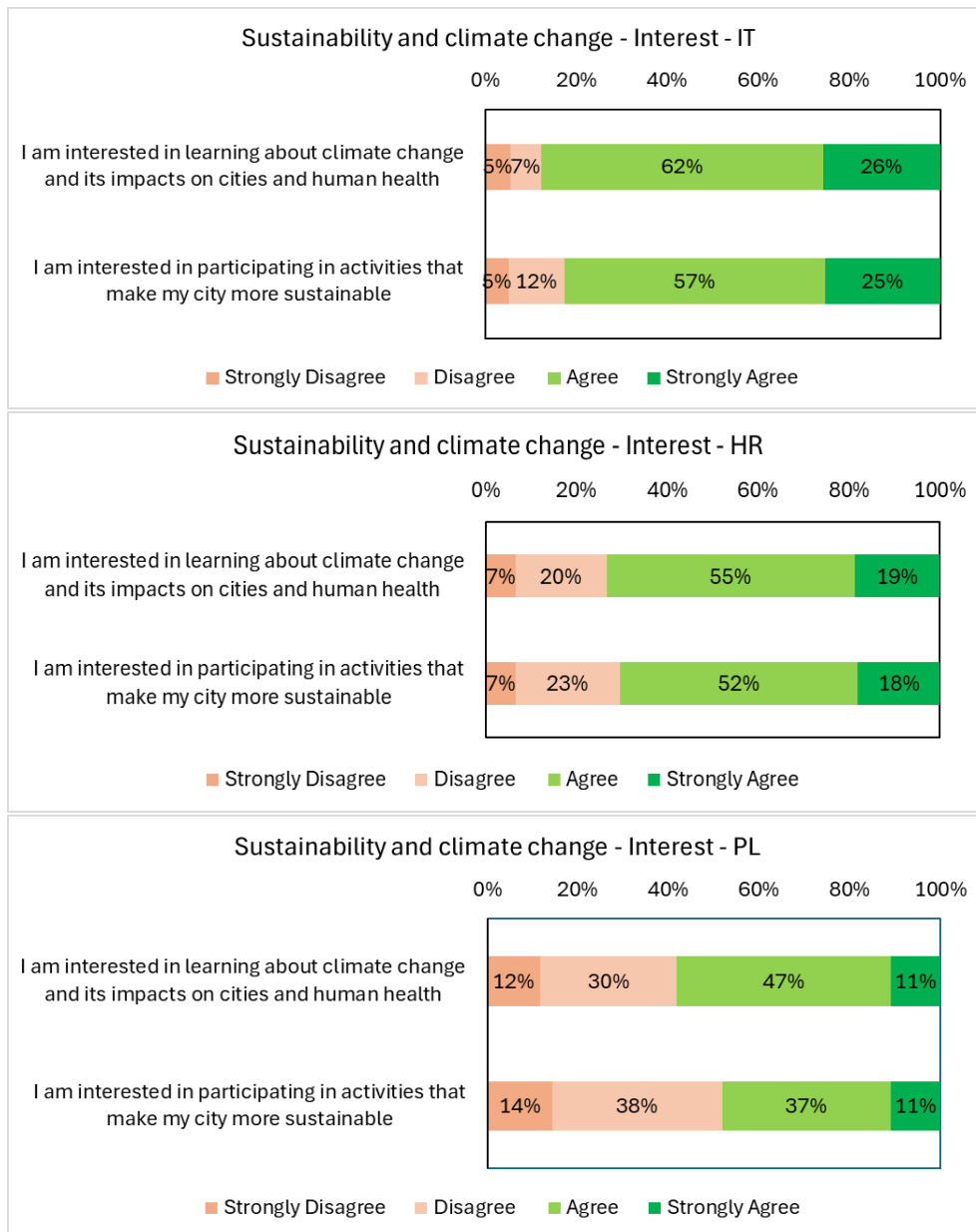




### Interest

In general, 73% students were rather interested in “learning about climate change and its impacts on cities and human health” while less students (67%) were interested in “participating in activities that make own city more sustainable. Italian (82%) and Croatian students (74%) more than Polish (58%) students are interested in “learning about climate change and its impacts on cities and human health” and again, more Italian students (82%) than Croatian (70%) and Polish (48%) students are interested “in participating in activities that make cities more sustainable”.





### Attitude

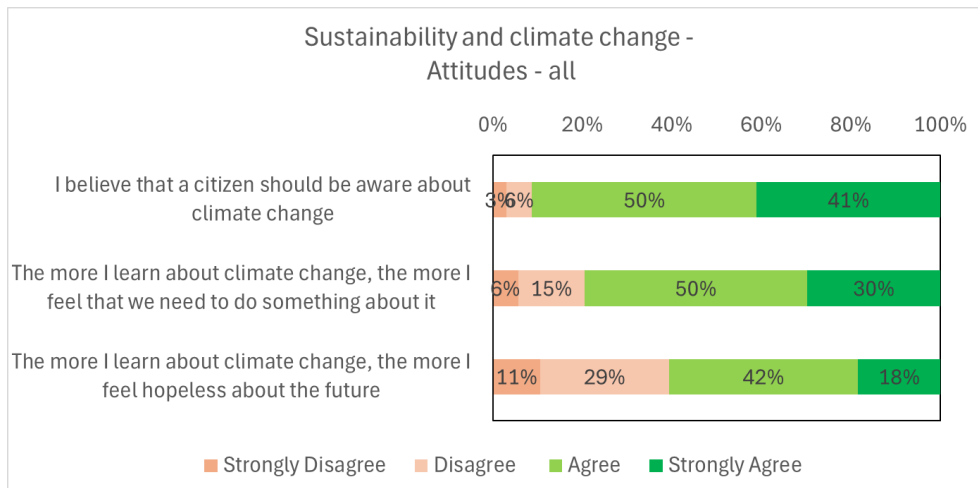
In general, 91% students agreed on the item “a citizen should be aware about climate change” and 80% showed a proactive attitude as they agreed on the item “The more I learn about climate change, the more I feel that we need to do something about it” while 60% felt hopeless. Regarding the results among specific countries, almost all Italian and Croatian students vs. 84% Polish students, believed that “citizens should be aware about climate change”; more Italian and Croatian students (more than 85%), than Polish students (66%) had proactive feeling against climate change. In contrast, about 65% (in Italy and in Croatia) and 54% (In Poland) declared to feel hopeless about the future.

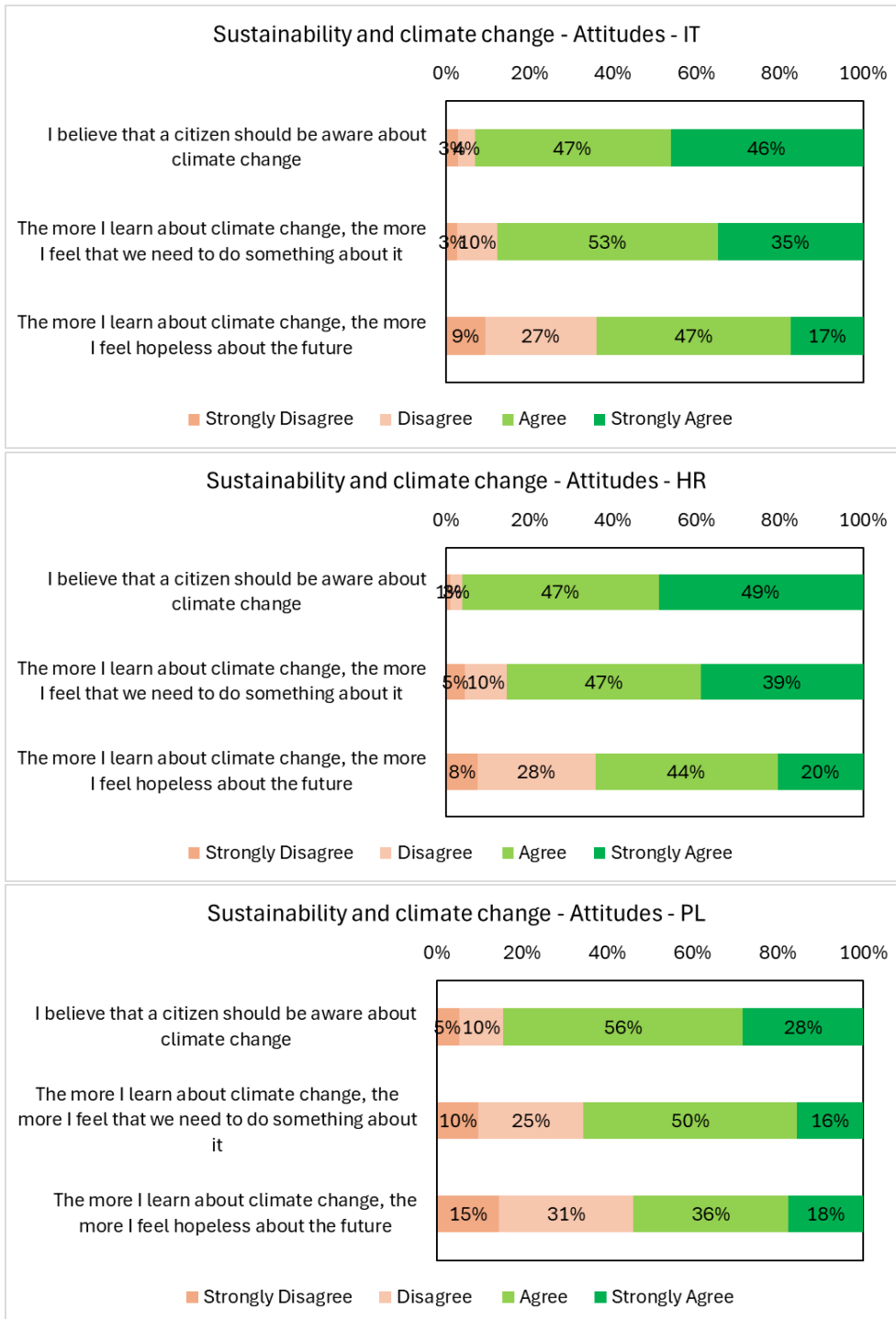


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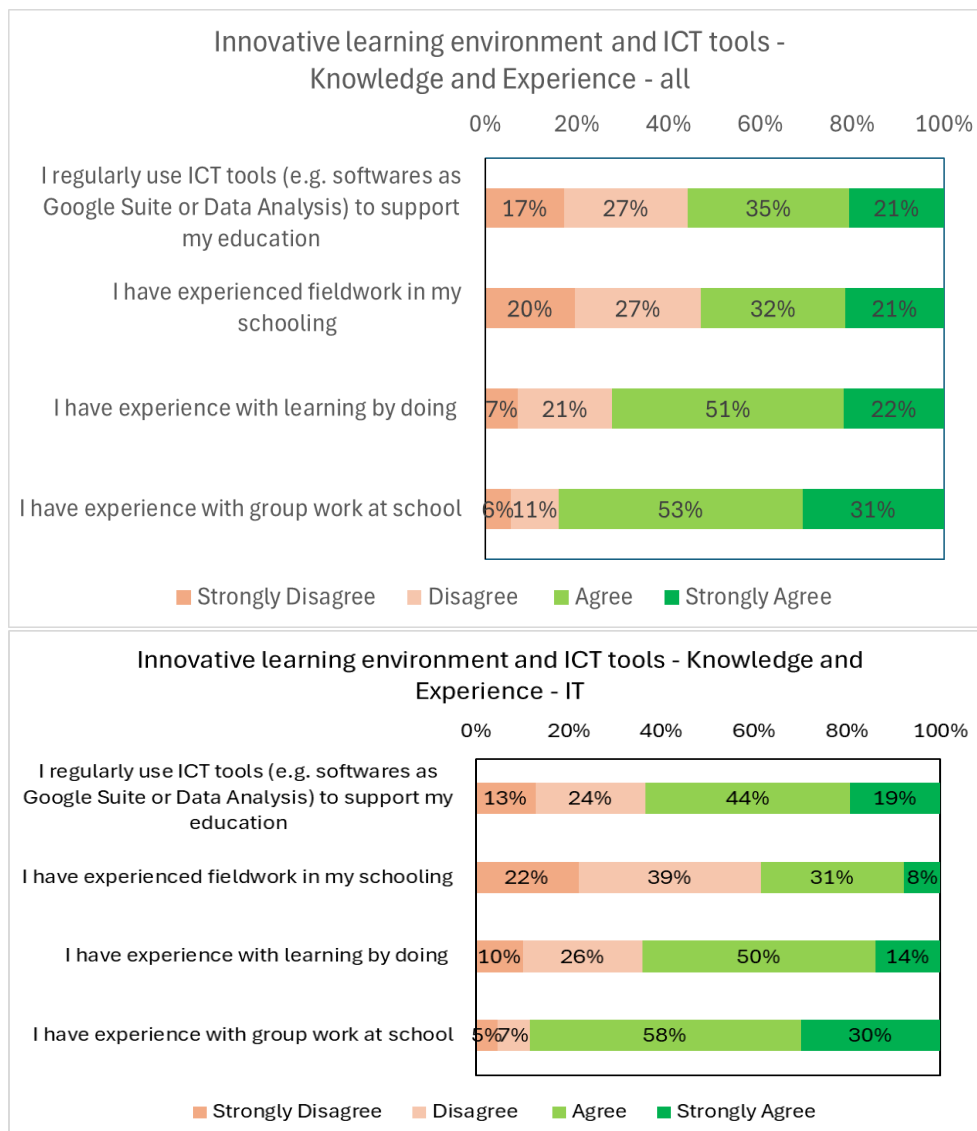


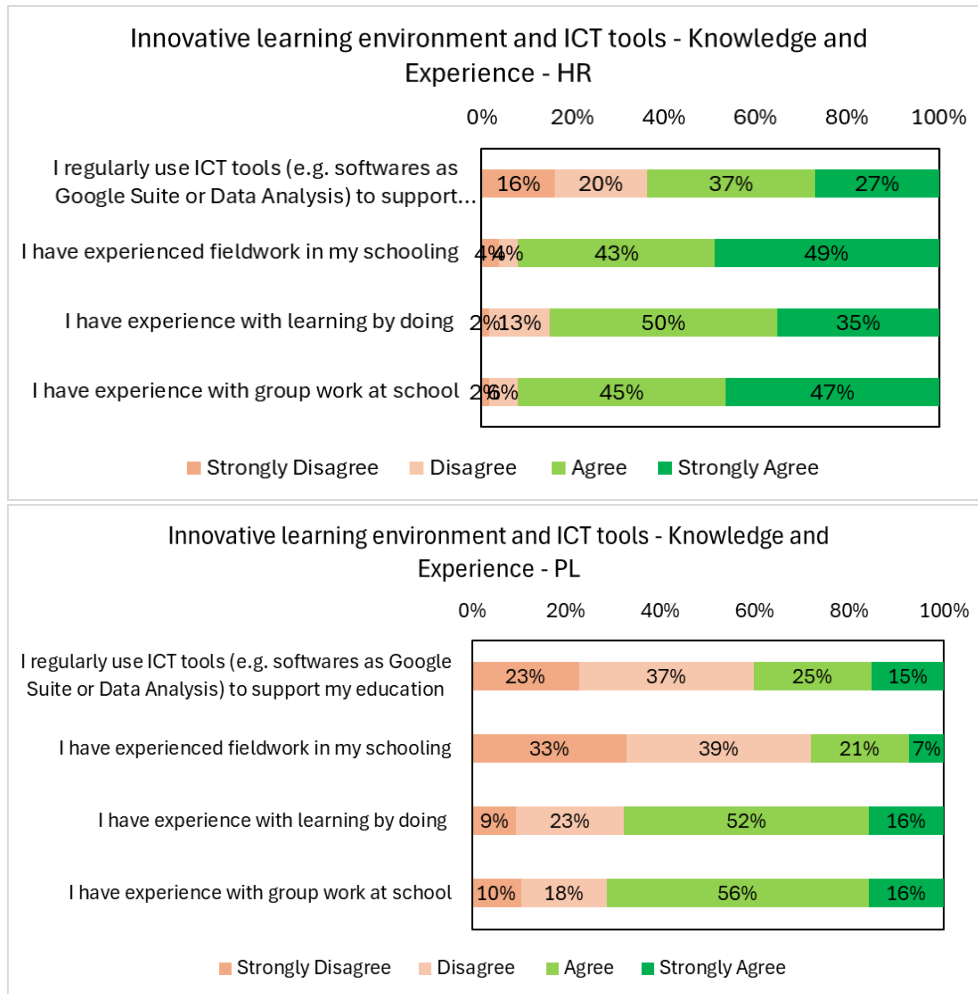


## Innovative learning environment and ICT tools

### Knowledge and experience

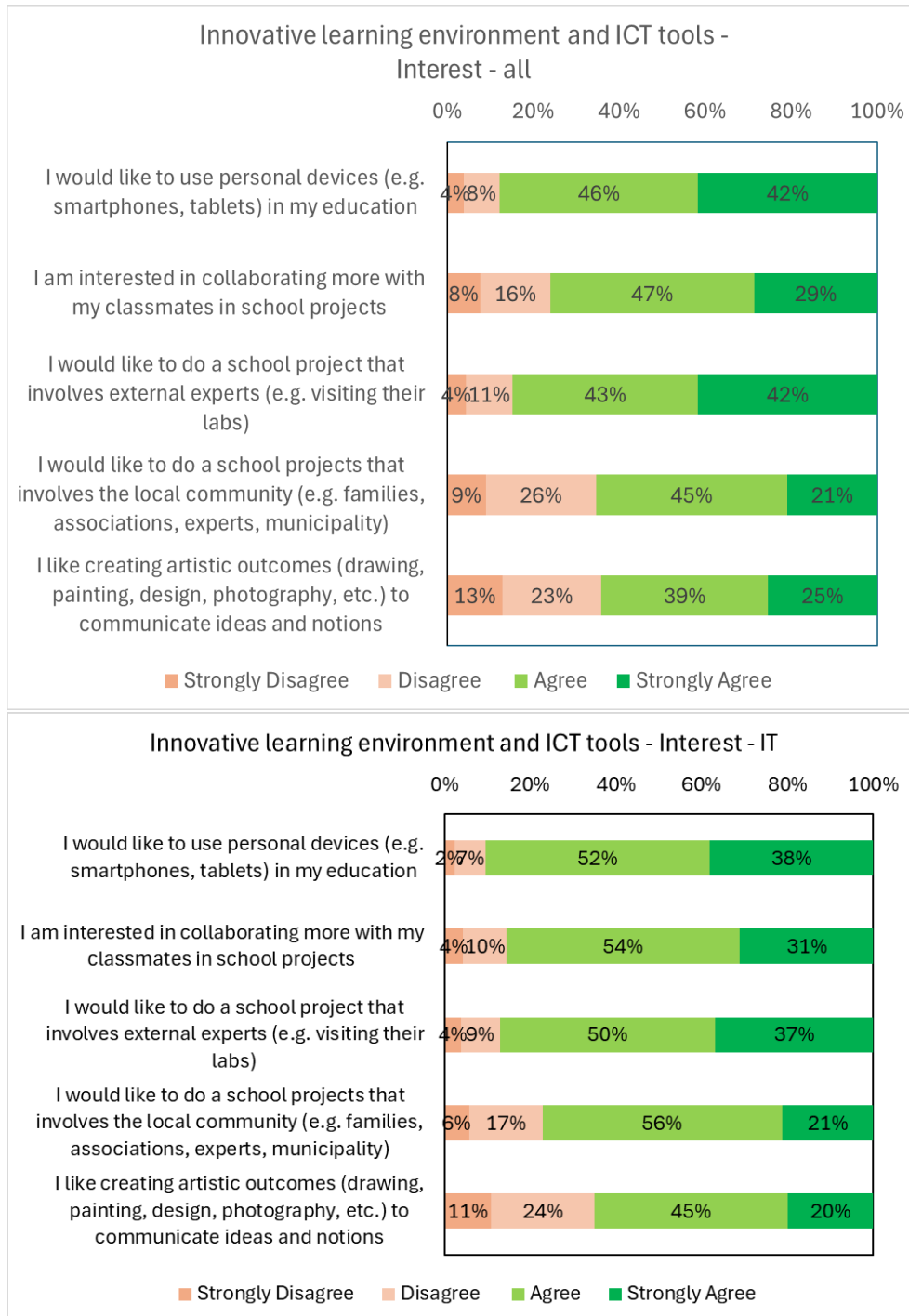
In general, not many students (56%) declared to regularly use ICT tools in education and even less (43%) declared experience in fieldwork. Instead, more students (73%) had experience in learning by doing and in group work (84%). Results of specific countries showed that around 64% Italian and Croatian students and only 40% Polish students declared to “regularly use ICT tools”. 92% Croatian students were experienced in “fieldwork” while less than 40% of students from the other countries were familiar with that (39% Italian and 28% Polish students). In addition, again the majority of Croatian students (85%) and more than 65% Italian and Polish students (64% and 68% respectively) declared experience in “learning by doing”. Eventually, more Croatian and Italian students (92% and 88% respectively) had experience in “group work” than Polish students (72%).

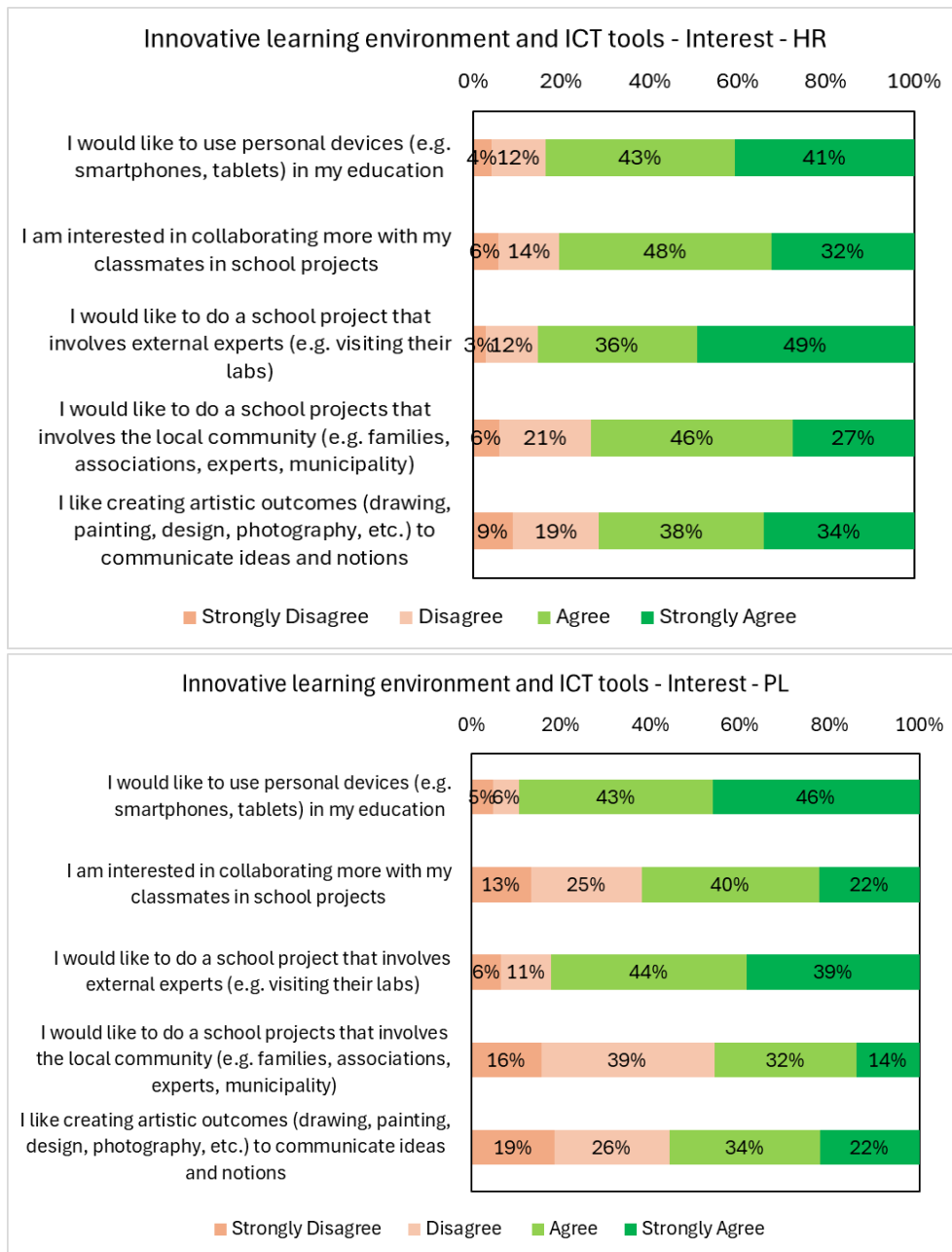




### Interest

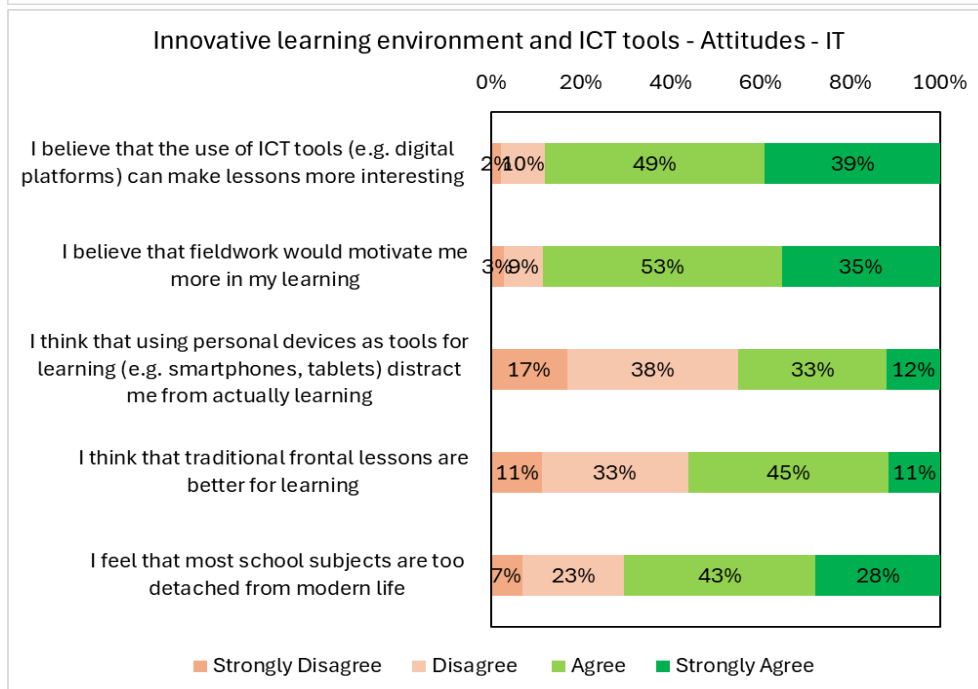
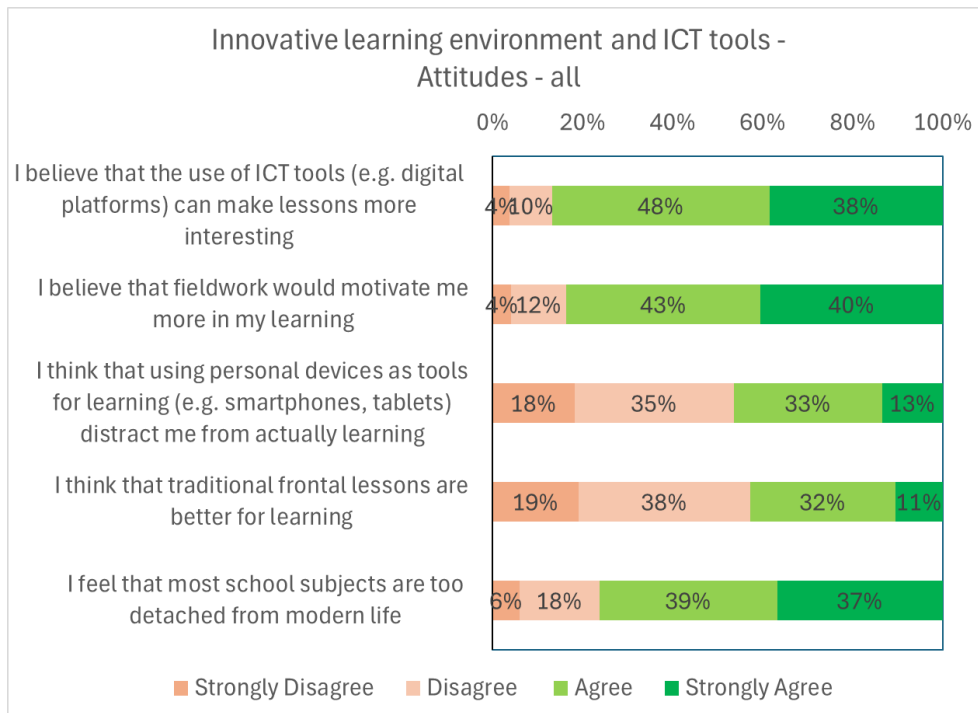
In general, the large majority of the students (88%) declared that “they would like to use personal devices for studying” and that “they would like to do a school project that involves external experts (e.g. visiting their labs)”. In addition, 76% students were interested “in collaborating more with own classmates in school projects”. Instead, less students (around 65%) were interested in “school projects that involve the local community (e.g. families, associations, experts, municipality)” and in “creating artistic outcomes (drawing, painting, design, photography, etc.) to communicate ideas and notions”. There were some differences between countries: for instance, more Croatian and Italian (85% and 81% respectively) than Polish students (62%) were interested in “collaboration with own classmates” and again more Croatian and Italian (73% and 76% respectively) students than Polish (46%) ones declared interest in collaborating with the local community. More than half students (72% Croatian, 65% Italian and 56% Polish students) declared interest in creating artistic outcomes.





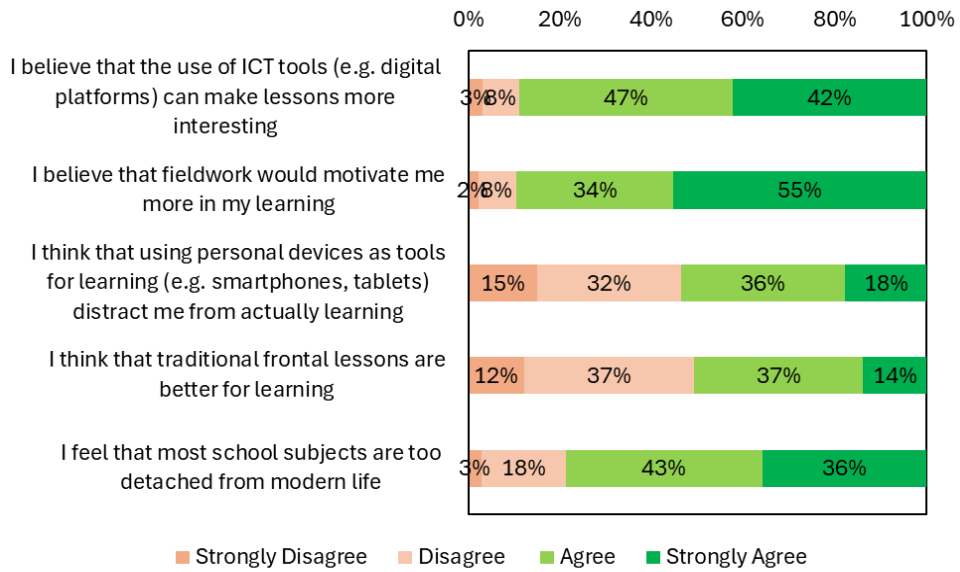
## Attitude

In general, 86% students agreed on the item “the use of ICT tools (e.g. digital platforms) can make lessons more interesting” and 83% on the item “fieldwork would motivate me more in my learning” and 76% on “I feel that most school subjects are too detached from modern life”. In contrast, less students (little more than 45%) thought that “personal devices distract from learning” and 43% that “frontal lessons are better for learning”. Regarding specific countries, more Croatian and Italian (about 89%) than Polish students (73%) agreed on the item “fieldwork would motivate learning” and on the item “frontal lessons are better for learning” (56% Italian, 51% Croatian and 21% Polish students). Regarding the item “school subjects are too detached from modern life”, more Polish and Croatian students (about 80%) agreed on that with respect to Italian students (71%).



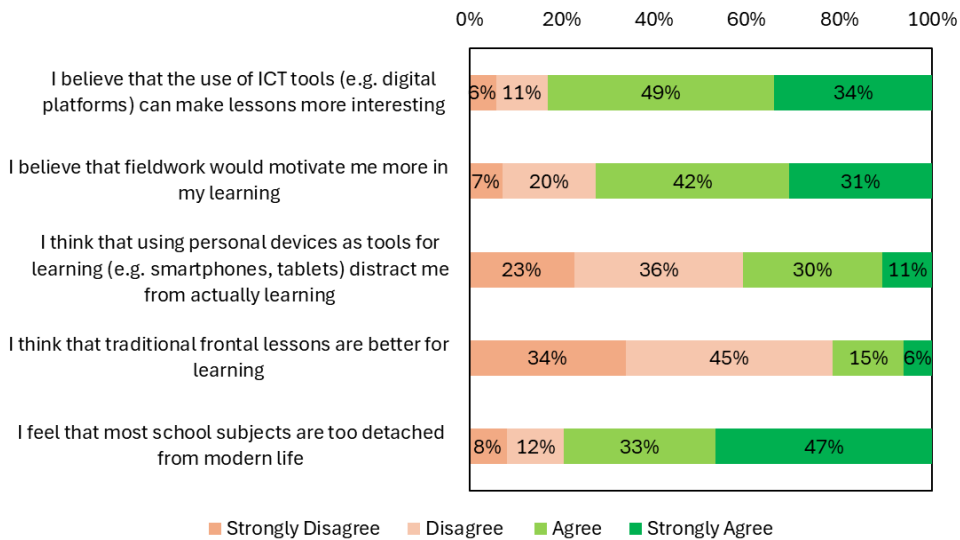


### Innovative learning environment and ICT tools - Attitudes - HR



Strongly Disagree Disagree Agree Strongly Agree

### Innovative learning environment and ICT tools - Attitudes - PL



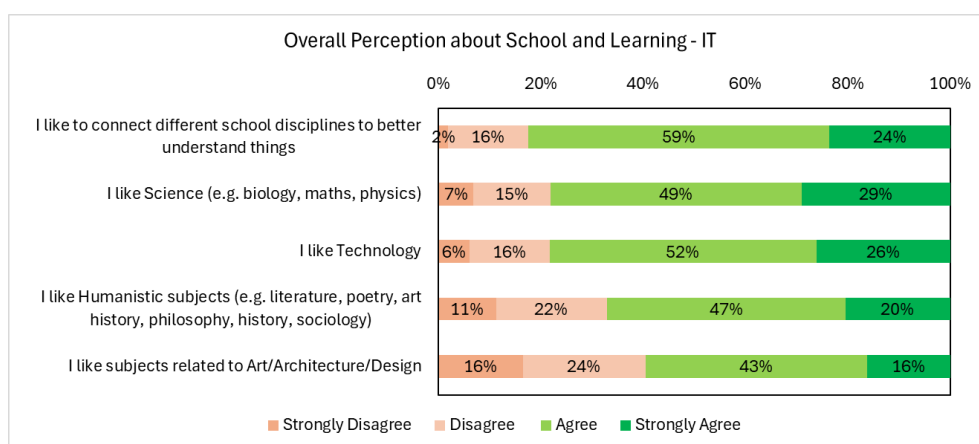
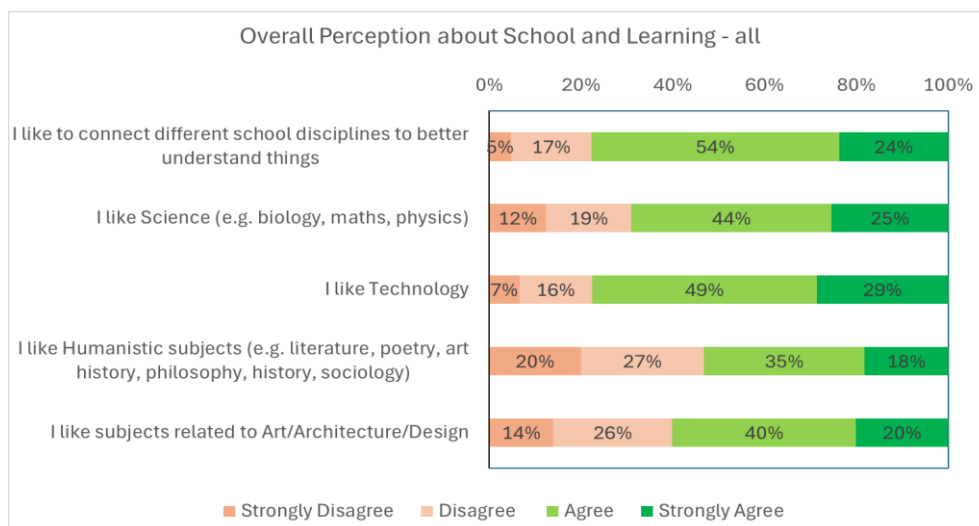
Strongly Disagree Disagree Agree Strongly Agree

## Overall Perception about School and Learning

The large majority of the students (78%) declared they “like connecting school disciplines to better understand things”, “Science” (69%) and “Technology” (78%). Instead, less students liked “humanistic studies” (53%) and “subjects related to Art” (60%). Results relative to the specific countries evidenced that more Croatian and Italian students (about 85%) than Polish students (78%) liked “connecting school disciplines”.

More Italian (69%) and Polish (67%) students than Croatian (57%) students liked “Science” and more Polish (83%) and Italian (78%) students than Croatian (67%) ones liked “Technology”.

Regarding the humanistic studies, more Italian (67%) students than Croatian (55%) and Polish (38%) students liked these subjects and similar percentages (more than half students) liked “art-related subjects” (59% Italian, 61% Croatian and 60% Polish).

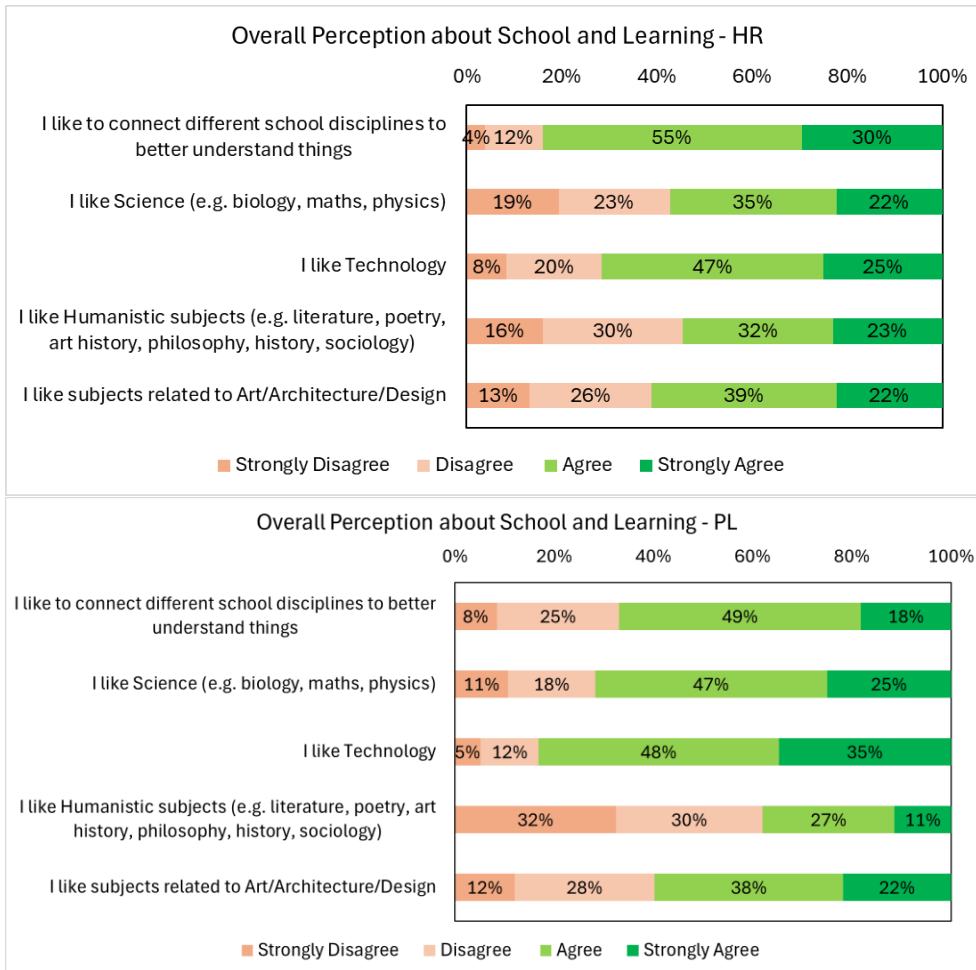




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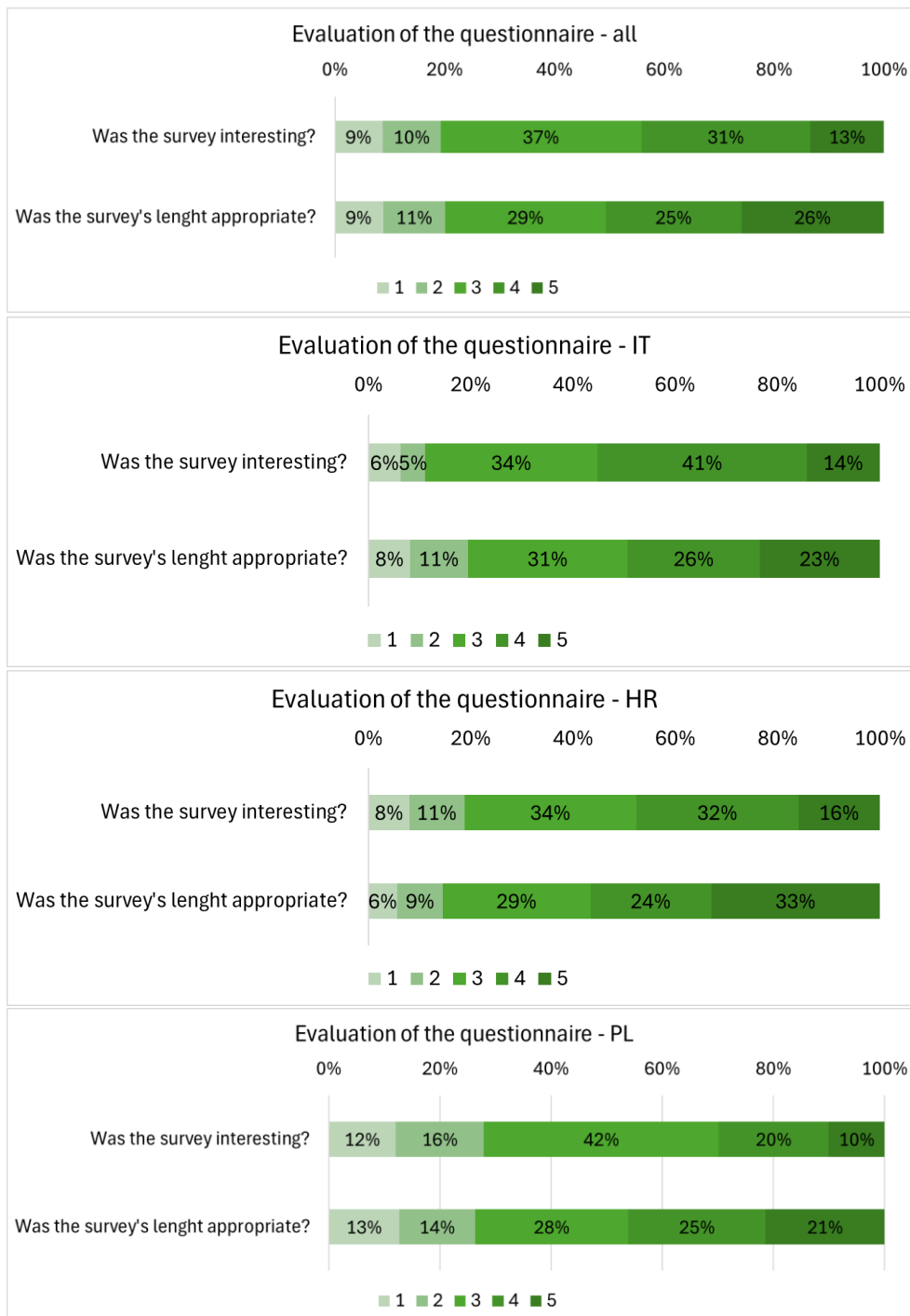




## Evaluation of the questionnaire

In general, the questionnaire was considered rather interesting (average score: 3.3) and appropriate in length (average score: 3.5) by the responding students.

Greater scores about the level of interest were given by Italian and Croatian students and Croatian students appreciated its length.





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