

D3.2 – REPORT ON CONSUMER EDUCATION IN SCHOOLS

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Executive Summary

The Consumer (Re)generation (CoRe) project aims to strengthen consumer awareness and empower young people to become informed, responsible and active consumers. Within this framework, Work Package 3 focused on the design, implementation and evaluation of a school-based consumer education pilot involving students, teachers and families across Italy.

The pilot was built around a comprehensive Consumer Education Kit covering consumer rights and responsibilities, safe purchasing practices, unfair commercial practices, consumer protection mechanisms and active citizenship. The educational approach combined classroom learning, experiential activities, peer education and intergenerational engagement.

Between 2025 and 2026, the pilot involved 16 schools, 35 classes, 667 students, 36 teachers and 583 parents across seven Italian regions (Lombardia, Emilia Romagna, Piemonte, Lazio, Puglia, Campania, Sicilia). Participants engaged in a structured educational pathway that encouraged critical reflection on contemporary consumer challenges, including online shopping, product safety, greenwashing, influencer marketing, dark patterns and digital consumer protection.

A distinctive feature of the initiative was the active participation of students in the co-creation of project outputs. Through collaborative activities, students contributed to the development of the Young Consumers' Manifesto, a collective document outlining rights, responsibilities and recommendations for the future of consumer protection and consumer education.

Evaluation findings demonstrate the effectiveness of the intervention. Teachers reported an average increase in knowledge of 40.5%, students achieved an average increase of 41.3%, and parents recorded an average increase of 32.1%. Results also indicate improvements in confidence, awareness and willingness to engage actively in consumer-related issues.

The pilot confirmed that consumer education can play a significant role in promoting active citizenship, critical thinking and responsible consumption. The experience also demonstrated the value of participatory methodologies, family involvement and youth engagement in the development of consumer awareness.

The findings presented in this report support the integration of consumer education within school curricula and provide evidence for the replicability and scalability of the CoRe educational model at both national and European levels.

1. Introduction

1.1 Policy Context

Consumer markets are undergoing profound transformations driven by digitalisation, e-commerce, artificial intelligence and increasingly sophisticated marketing strategies. While these developments offer significant opportunities, they also expose consumers to new risks and challenges.

Young people are among the most active users of digital technologies and online services. They regularly interact with online marketplaces, social media platforms, influencers and personalised advertising systems. At the same time, they often lack the knowledge and skills necessary to critically assess commercial messages, identify unfair practices and effectively exercise their rights as consumers.

For this reason, consumer education has become an increasingly important policy priority at both national and European levels.

The European Union recognises consumer empowerment as a key prerequisite for the effective functioning of the Single Market. Empowered consumers are better equipped to make informed choices, compare products and services, identify risks and contribute to more sustainable patterns of consumption.

In this context, schools play a fundamental role in equipping future generations with the competences necessary to become informed, responsible and active consumers.

1.2 The European Consumer Agenda

The CoRe project is fully aligned with the objectives of the European Consumer Agenda, which identifies consumer empowerment as one of the main pillars of European consumer policy.

The Agenda highlights the importance of enabling consumers to:

- make informed choices;
- participate actively in the green transition;
- benefit from the opportunities offered by digital markets;
- access effective protection mechanisms;
- strengthen their resilience against unfair commercial practices.

The educational activities implemented within WP3 contribute directly to these objectives by providing students with practical knowledge, critical thinking skills and awareness of their rights and responsibilities.

1.3 Consumer Education and Digital Citizenship

Consumer education is increasingly recognised as an integral component of citizenship education.

Today's consumers operate in environments characterised by digital platforms, personalised advertising, algorithmic recommendations and increasingly complex purchasing processes.

The ability to critically evaluate information, understand commercial intent, recognise risks and exercise rights is therefore closely connected to broader digital citizenship competences.

The CoRe educational pathway was specifically designed to address this intersection between consumer citizenship and digital citizenship. Particular attention was devoted to emerging issues such as:

- online shopping;
- influencer marketing;
- greenwashing;
- dark patterns;
- product safety;
- personal data protection;
- artificial intelligence and automated decision-making systems.

Through this approach, the project sought to promote a holistic understanding of contemporary consumer challenges while fostering responsible participation in both physical and digital marketplaces.

2. Objectives of the School Pilot

The school pilot represented the core educational component of the CoRe project.

The intervention was designed to contribute to the overall objective of empowering young consumers by strengthening their knowledge, awareness and capacity to make informed decisions.

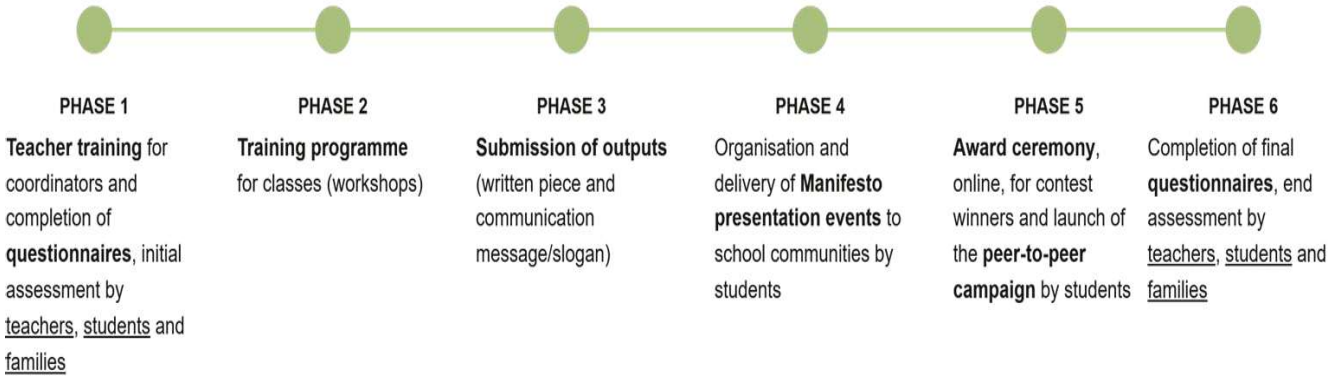
More specifically, the pilot pursued three interconnected objectives.

The **first objective** was to increase students' awareness of consumer rights and responsibilities. Through structured educational activities, participants explored the legal, economic and social dimensions of consumption and developed a better understanding of the protections available to consumers.

The **second objective** was to promote peer-to-peer learning and intergenerational knowledge exchange. Through a peer-to-peer campaign, students were encouraged to share what they had learned with classmates, friends and family members, transforming learning into a collective process extending beyond the classroom.

The **third objective** was to engage students in the co-creation of dissemination and advocacy tools. Rather than being passive recipients of information, participants actively contributed to the production of educational and communication outputs, including slogans, awareness-raising messages and the Young Consumers' Manifesto**.**

These objectives were pursued through a participatory educational approach capable of connecting consumer education with active citizenship, critical thinking and civic engagement.



3. Methodological Framework

3.1 Educational Philosophy

The educational model adopted by CoRe was based on a learner-centred and participatory approach.

Rather than relying exclusively on traditional forms of instruction, the programme combined theoretical content with experiential learning activities aimed at encouraging reflection, discussion and practical application.

The underlying assumption was that consumer education becomes more effective when students are actively involved in constructing knowledge and relating concepts to their everyday experiences.

The educational pathway therefore integrated:

- active learning methodologies;
- problem-solving activities;
- group discussions;
- role-playing exercises;
- collaborative work;
- peer-learning experiences;
- creative production activities.

3.2 Target Involvement

A distinctive feature of the CoRe pilot was the involvement of multiple target groups.

The intervention directly engaged students and teachers while also involving families through dedicated activities designed to promote intergenerational learning.

Students represented the primary target group and participated in all educational and co-creation activities.

Teachers played a crucial facilitation role, implementing the educational pathway and adapting activities to their specific educational contexts.

Parents were involved through interviews, discussions and questionnaire activities, contributing to the diffusion of knowledge beyond the school environment. In fact, each chapter included the involvement of family members to discuss the specific topics covered in the classroom.

This multi-stakeholder approach allowed the project to maximise its educational impact and strengthen knowledge transfer mechanisms.

3.3 Evaluation Methodology

The effectiveness of the pilot was assessed through a pre- and post-intervention evaluation framework.

Separate questionnaires were developed for teachers, students and parents.

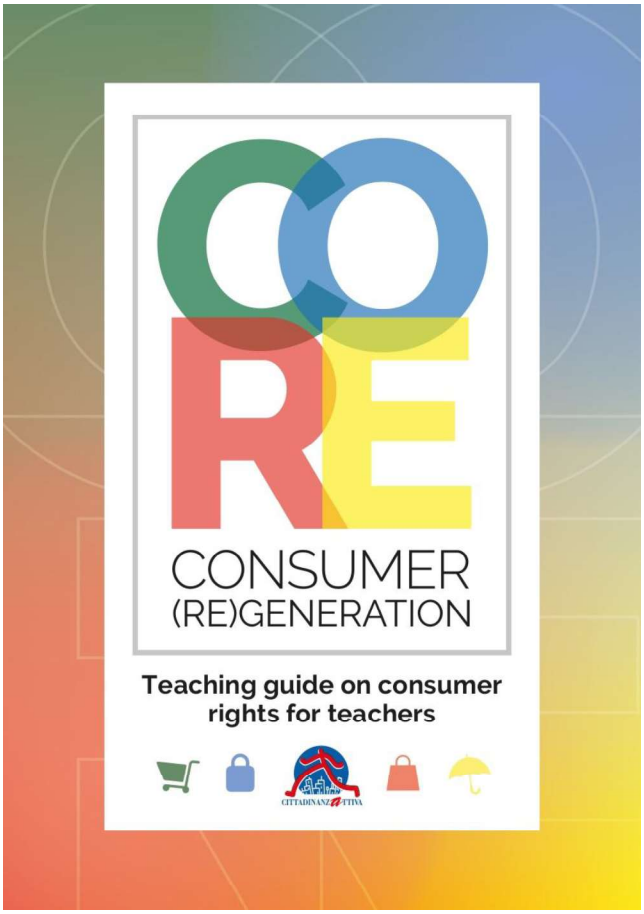
The evaluation focused on measuring changes in:

- knowledge of consumer rights;
- awareness of consumer protection mechanisms;
- understanding of consumer legislation;
- recognition of risks associated with consumer markets;
- confidence in exercising consumer rights;
- willingness to adopt responsible consumer behaviours.

The combination of quantitative and qualitative data provided a comprehensive picture of the outcomes generated by the pilot and allowed for the identification of strengths, challenges and lessons learned.

4. Development of the Consumer Education Kit

4.1 Design and Development Process



A central component of Work Package 3 was the development of the Teaching guide on consumer rights for teachers (Consumer Education Kit), conceived as a practical and comprehensive educational resource to support schools in introducing consumer education topics in a structured and engaging way.

The development of the Kit was informed by the objectives of the CoRe project and by the growing need to equip young people with the knowledge, skills and attitudes required to navigate increasingly complex consumer markets. Particular attention was devoted to ensuring that educational materials were scientifically accurate, pedagogically sound and adaptable to different school contexts and age groups.

The Kit was designed to support teachers who may not have a specific background in consumer protection while at the same time providing opportunities for active student participation. The materials were therefore developed using clear language, practical examples and interactive methodologies capable of translating complex concepts into meaningful learning experiences.

Rather than focusing exclusively on legal or technical aspects, the educational pathway adopted a multidisciplinary perspective that connected consumer rights with digital citizenship, sustainability, critical thinking and active participation.

4.2 Structure of the Educational Pathway

The Consumer Education Kit was organized into five complementary modules that progressively guided students from basic concepts towards active engagement and advocacy.

Each module combined theoretical content, classroom activities, group discussions and practical exercises designed to stimulate reflection and encourage the application of knowledge to everyday situations.

In particular, each of them was structured around a theoretical section on the topic, including bibliographical references; a "Europe" box providing information on what the European Union is doing in relation to the issue; a "Current Affairs" box offering additional information connected to ongoing developments; a workshop activity, including instructions on how to carry it out, an explanation of the topic, a list of the materials required, and methodological suggestions for delivering the training; homework assignments for students – "Putting Myself to the Test" – involving family members as well; and, finally, multimedia resources and supplementary materials to support the implementation of the various activities.

Together, the five modules created a coherent educational journey capable of strengthening both knowledge and practical competences.

Furthermore, the Europe boxes represent a cross-cutting and integrated component of the toolkit, enabling its use in other European school settings and ensuring the replicability and sustainability of the initiative.

Module 1 – Consumers, Rights and Responsibilities

The first module introduced students to the concept of consumer citizenship and explored the role that consumers play within society and the economy.

Students were encouraged to reflect on their daily experiences as consumers and to recognise that consumption decisions have implications that extend beyond individual interests.

The module explored:

- the definition of a consumer;
- the rights and responsibilities of consumers
- the principles of consumer protection;
- the Italian Consumer Code;
- the European dimension of consumer policy;
- the Consumer Agenda and contemporary consumer challenges.

Activities encouraged participants to analyse real-life situations and identify how consumer rights apply in practice.

The module also introduced the idea that consumers are not passive recipients of products and services but active actors capable of influencing markets through their choices and behaviours.

Module 2 – Shop Securely

The second module focused on safe purchasing practices and product safety.

The objective was to provide students with practical knowledge that could help them make informed purchasing decisions both online and offline.

Topics included:

- product safety requirements;
- CE marking;
- counterfeit products;
- online shopping;
- legal guarantees;
- the right of withdrawal;
- the right to repair;
- consumer information requirements.

Special attention was devoted to helping students recognise warning signs associated with fraudulent offers, unsafe products and misleading online practices.

Case studies and practical exercises enabled students to apply concepts to situations they might encounter in everyday life.

Module 3 – Unfair Commercial Practices

The third module explored commercial practices that may influence, manipulate or distort consumer decision-making.

Given the increasing relevance of digital marketing and social media, this module proved particularly engaging for students.

Topics addressed included:

- misleading commercial practices;
- aggressive commercial practices;
- greenwashing;
- influencer marketing;
- sponsored content;
- dark patterns;
- targeted advertising;
- behavioural manipulation techniques;
- data protection.

Students analysed examples drawn from contemporary media environments and reflected on how commercial messages can affect perceptions, preferences and purchasing behaviour.

The module aimed not only to increase awareness but also to strengthen critical thinking and media literacy.

Module 4 – Consumer Protection

The fourth module focused on the institutions and mechanisms responsible for protecting consumer rights.

Students were introduced to the practical tools available when consumer problems arise and learned how public authorities, consumer organisations and dispute-resolution mechanisms operate.

Topics included:

- consumer associations;
- national regulatory authorities;
- complaint procedures;
- alternative dispute resolution;
- consumer redress mechanisms;
- European consumer protection networks.

Practical exercises encouraged students to identify appropriate responses to different consumer problems and familiarised them with available support systems.

Module 5 – And Now, It's Our Turn!

The final module represented the culmination of the educational pathway.

The emphasis shifted from knowledge acquisition to active participation and co-creation.

Students were invited to transform what they had learned into concrete outputs capable of raising awareness among peers and wider communities.

Activities included:

- drafting proposals and recommendations;
- contributing to the Young Consumers' Manifesto;
- developing communication messages;
- participating in the slogan competition;
- planning peer-to-peer dissemination initiatives.

This module embodied one of the key principles of the CoRe project: consumer education should not end with learning but should empower young people to become active participants in promoting consumer awareness.

5. Implementation of the School Pilot

5.1 Scope and Reach

The school pilot represented the practical implementation of the educational framework developed through the Consumer Education Kit.

The pilot activities carried out in Italian schools were completed at the end of the 2025/2026 school year.

The participating schools, located in seven regions (Lombardia, Emilia Romagna, Puglia, Lazio, Sicilia, Piemonte and Campania) and 12 cities, included one vocational training centre, three lower secondary schools and twelve upper secondary schools, ensuring diversity in terms of age groups, educational pathways and geographical contexts.

The pilot involved schools located in northern, central and southern Italy, contributing to the testing of educational materials across different social and cultural environments.

5.2 Delivery of Educational Activities

The educational activities were implemented by teachers using the materials developed within the project. Before implementation, participating teachers attended an online training course presenting the project and the use of the toolkit. Teachers were then continuously supported through tutoring activities provided by Cittadinanzattiva tutors, who had themselves received prior training. This operational framework enabled the timely resolution of issues encountered during implementation.

In some cases, schools integrated the educational pathway into existing curricular activities, particularly within civic education programmes, while maintaining the flexibility needed to adapt content to local needs and contexts.

The activities included:

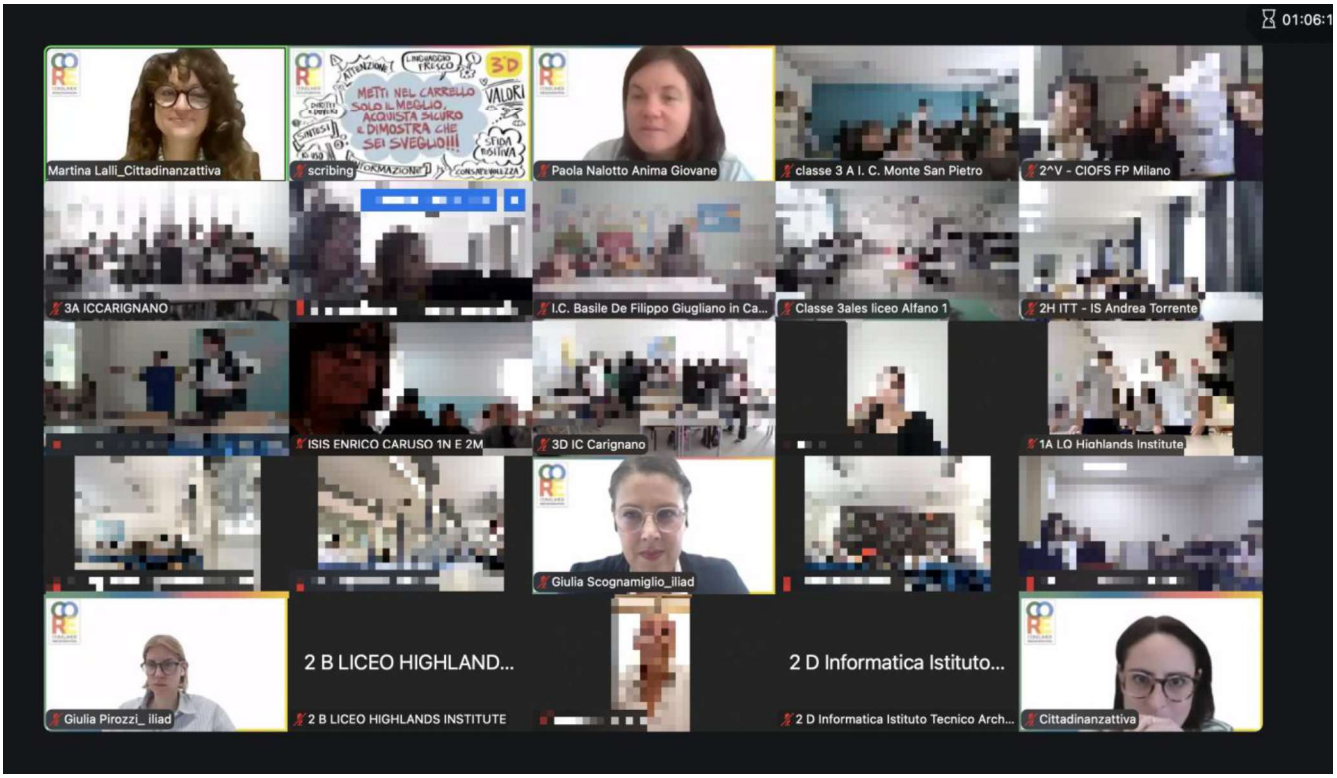
- classroom lessons;
- group discussions;
- problem-solving exercises;
- role-playing activities;
- analysis of case studies;
- family interviews;
- collaborative projects;
- communication and dissemination initiatives.

The flexibility of the educational kit allowed teachers to select and adapt activities according to the characteristics of their classes while maintaining consistency with the overall objectives of the project.

5.3 National Visibility and Public Events

The pilot also included opportunities for public visibility and recognition of students' work.

A national online event was organized on 13 May 2026 to present the main results of the educational pathway and celebrate students' contributions.



The event included:

- presentation of the winning slogans;
- presentation of the Young Consumers' Manifesto;
- sharing of experiences from participating schools;
- discussion of consumer rights and youth participation.

These activities contributed to reinforcing students' sense of ownership and recognising their role as active contributors to consumer awareness initiatives.

6. Student Engagement and Active Participation

6.1 Learning Through Participation

A distinctive feature of the CoRe school pilot was its emphasis on active participation.

Students were not positioned as passive recipients of information but as active learners involved in constructing knowledge and producing project outputs.

The educational activities encouraged students to:

- analyse real-life situations;
- discuss consumer experiences;
- identify consumer risks;
- evaluate purchasing and protection decisions;
- collaborate with peers;
- communicate acquired knowledge.

This participatory approach proved particularly effective in promoting engagement and strengthening learning outcomes.

6.2 Peer Learning and Knowledge Sharing

Throughout the educational pathway, students were encouraged to share knowledge with classmates and peers, particularly through events addressed to the wider school community and through the dissemination of informational materials they had produced themselves, including the Manifesto and slogans.

This peer-learning dimension contributed to reinforcing understanding while also developing communication and collaboration skills.

The evaluation results suggest that students became increasingly confident in their ability to explain consumer rights and consumer protection mechanisms to others, demonstrating the effectiveness of this approach.

Peer learning also supported the development of leadership skills and encouraged students to view themselves as active contributors to their communities.



6.3 Intergenerational Learning

One of the most innovative aspects of the pilot was the involvement of families.

Students were invited to conduct interviews and discussions with parents and relatives, creating opportunities for dialogue around consumer rights and consumer behaviour.

This approach generated benefits at multiple levels.

Students had opportunities to reinforce learning through explanation and discussion, while parents became exposed to information and concepts that many had not previously encountered.

The significant increase in knowledge recorded among parents provides strong evidence of the effectiveness of this intergenerational learning strategy.

6.4 Co-Creation and Youth Empowerment

The educational pathway culminated in a series of co-creation activities designed to transform learning into action.

Students actively participated in the development of:

- slogans promoting consumer awareness;
- communication messages;
- awareness-raising materials;
- recommendations for future consumer policies;
- the Young Consumers' Manifesto.

Through these activities, participants moved beyond the role of learners and became active contributors to the project.

This experience strengthened ownership, motivation and civic engagement while demonstrating that young people can play a meaningful role in shaping discussions about consumer rights and responsibilities.

7. The Young Consumers' Manifesto

7.1 From Learning to Collective Action

One of the most innovative and distinctive outcomes of the CoRe school pilot was the development of the Young Consumers' Manifesto**.** Rather than being conceived as a simple communication product, the Manifesto emerged as the culmination of a broader educational journey that encouraged students to reflect critically on their role as consumers and citizens.

Throughout the educational pathway, students were invited to discuss consumer rights, identify emerging challenges, analyse everyday purchasing experiences and formulate recommendations for improving consumer protection. Their reflections were progressively collected, discussed and synthesised into a shared document representing the voices and perspectives of young consumers from different educational and geographical contexts.

The Manifesto therefore represents both an educational achievement and a concrete example of youth participation. It demonstrates that consumer education can move beyond the transmission of knowledge and become a tool for civic engagement, collective reflection and active citizenship.



7.2 Rights Identified by Students

A central component of the Manifesto concerns the rights that students consider fundamental for consumers in contemporary society.

The discussions conducted during the educational activities highlighted a strong demand for transparency, fairness and protection.

Students identified several key rights, including:

- the right to clear, truthful and accessible information;
- the right to safe and high-quality products and services;
- the right to effective protection against scams and misleading practices;
- the right to receive assistance and compensation when problems occur;
- the right to privacy and protection of personal data;
- the right to make informed and autonomous choices.

The prominence of these rights reflects the growing awareness among young people of the challenges associated with digital markets, online purchasing and data-driven commercial environments.

7.3 Responsibilities of Consumers

Alongside rights, students recognised that consumers also have important responsibilities.

The Manifesto emphasises that responsible consumption requires active participation and conscious decision-making.

Among the responsibilities identified by students are:

- informing oneself before making purchases;
- carefully reading labels and contractual information;
- comparing products and services before choosing;
- avoiding wasteful consumption;
- considering environmental impacts;
- reporting unfair commercial practices;
- promoting ethical and sustainable consumption.

This balanced perspective demonstrates that participants developed an understanding of consumer citizenship based not only on protection but also on personal responsibility and social awareness.

7.4 Recommendations for the Future

The Manifesto also contains a series of recommendations directed at institutions, businesses and policymakers.

Students called for:

- greater transparency in advertising and commercial communications;
- stronger protection against online scams and fraud;
- clearer product labels and consumer information;
- improved accessibility of complaint and redress mechanisms;
- stronger safeguards for personal data;
- wider availability of repair services and repairable products;
- more opportunities for consumer education within schools.

These recommendations demonstrate a sophisticated understanding of contemporary consumer challenges and highlight the capacity of young people to contribute constructively to policy discussions.

7.5 Educational and Civic Significance

Beyond its specific content, the Young Consumers' Manifesto represents a valuable example of participatory education.

The process through which the document was developed allowed students to experience democratic participation, collective decision-making and collaborative problem-solving.

The Manifesto therefore serves multiple functions:

- educational;
- participatory;
- communicative;
- advocacy-oriented.

It provides tangible evidence that consumer education can contribute not only to knowledge acquisition but also to empowerment, civic engagement and social participation.

7.6 Slogan

In addition to the Young Consumers' Manifesto, a series of slogans (communication messages) on consumer rights were created by the individual classes. Presented as advice, recommendations, and alerts, these slogans highlighted the issues that the students involved in the programme considered most significant. Their aim was to help both their peers and adult audiences become active, informed, and responsible consumers.

The winning slogans were presented during the national online event and served as peer-to-peer awareness-raising messages within the project.

Per acquistare responsabilmente e in sicurezza, dobbiamo imparare a difenderci dalle truffe: proprio come un supereroe! Diventa anche tu un Consuperman: acquista, in sicurezza, sempre!



Non essere un cliente distratto, firma con intelligenza ogni contratto. Conosci i tuoi diritti, dai valore a ogni gesto: un consumo onesto ci mette il resto!



Metti nel carrello solo il meglio, acquista sicuro e dimostra che sei sveglio!!!



8. Evaluation Results

8.1 Evaluation Framework

The effectiveness of the school pilot was assessed through a comprehensive evaluation framework based on pre- and post-intervention questionnaires administered to teachers, students and parents.

The evaluation aimed to measure changes in:

- knowledge of consumer rights;
- awareness of consumer protection mechanisms;
- understanding of consumer legislation;
- recognition of consumer risks;
- confidence in exercising rights;
- willingness to adopt responsible behaviours.

The combination of quantitative and qualitative data provided a comprehensive assessment of the outcomes generated by the intervention.

8.2 Results Among Teachers

Thirty-six teachers completed both the pre- and post-intervention questionnaires. The findings reveal substantial improvements across all measured dimensions. The overall average increase in knowledge and awareness reached 40.5%.

The most significant improvements concerned knowledge of the legal and regulatory framework protecting consumers (+69.6%), knowledge of the main institutional bodies involved in consumer protection (+60.1%), the ability to enforce the legal guarantee (+52.0%), knowledge of the tools available to protect consumer rights (+50.5%), and knowledge of the main consumer rights (+49.5%).

These results suggest that the educational pathway successfully addressed knowledge gaps related to consumer protection and strengthened teachers' confidence in addressing these topics within educational settings.

Teachers also reported increased motivation to integrate consumer education themes into their future teaching activities.

8.3 Qualitative Findings from Teachers

Qualitative analysis revealed an interesting difference between expected and actual challenges.

Before implementation, the most frequently anticipated difficulty concerned student engagement and motivation. Many teachers expressed concerns about students' interest in consumer-related topics and their willingness to participate actively.

However, post-intervention responses indicate that these concerns were largely unfounded.

Instead, the most frequently reported challenge concerned time constraints and organisational issues related to integrating activities into already demanding school schedules.

This finding suggests that consumer education topics are highly relevant and engaging for students when presented through active and participatory methodologies.

Teachers also highlighted the importance of adapting materials to different age groups and educational contexts.

At the same time, several respondents reported that the experience proved easier to manage than initially expected.

8.4 Results Among Students

The student evaluation generated the largest evidence base, involving 667 participants. The overall average increase in knowledge reached 41.3%. The strongest improvements were recorded in knowledge of the institutions and bodies responsible for consumer protection (+104.3%), the perceived ability to explain consumer rights to friends (+94.0%) and family members (+84.0%), knowledge of the laws and rules protecting consumers (+80.8%), and knowledge of the tools available to help consumers defend their rights (+80.0%).

The findings indicate that students not only acquired knowledge but also developed confidence in communicating and applying what they had learned.

Particularly significant is the increase in students' perceived ability to explain consumer rights to others. This result reflects the effectiveness of peer-learning and knowledge-sharing activities implemented throughout the pilot.

Students also demonstrated increased awareness of digital consumer risks, unfair commercial practices and responsible purchasing behaviours.

8.5 Results Among Parents

The participation of 583 parents allowed the project to assess the effectiveness of its intergenerational learning strategy. Although parents did not participate directly in classroom activities, they recorded a substantial increase in knowledge and awareness. The average increase reached 32.1%. The strongest improvements concerned knowledge of the institutional bodies involved in consumer protection (+51.1%), knowledge of the legal and regulatory framework protecting consumers (+48.1%), knowledge of the tools available to protect consumer rights (+47.8%), knowledge of the procedures to follow in the event of an unfair commercial practice (+46.9%), and knowledge of the main consumer rights (+40.4%).

These findings provide strong evidence that students successfully transferred knowledge acquired during the programme to their families.

The results therefore confirm the added value of integrating intergenerational learning approaches into consumer education initiatives.

9. Impact Assessment

9.1 Impact on Students

The pilot generated significant benefits for participating students.

Beyond improvements in knowledge, the educational pathway strengthened critical thinking, awareness of consumer rights and confidence in navigating consumer markets.

Students developed a greater capacity to:

- recognise risks and unfair practices;
- evaluate commercial messages critically;
- make informed purchasing decisions;
- seek assistance when problems arise;
- share knowledge with others.

The co-creation activities also contributed to strengthening civic engagement and active participation.

9.2 Impact on Teachers

The project contributed significantly to teachers' professional development.

Participants increased their knowledge of consumer protection issues and reported greater confidence in addressing these topics in the classroom.

The educational materials and methodologies developed through the project also expanded teachers' pedagogical resources and supported the adoption of active learning approaches.

Many teachers expressed willingness to continue addressing consumer education themes beyond the duration of the project.

"*I truly believe it is important for the topics of responsible consumption to receive increasing attention in schools, and your kit has been incredibly useful in helping us plan activities that are both in-depth and engaging*." **Prof. G. Pace Istituto Comprensivo Monte San Pietro**

"*Concepts such as responsibility and awareness provide valuable insights and inspiration for the years ahead. The programme and the educational kit have been extremely useful, offering a fundamental educational value that we would like to continue building on in the future."* **Prof. Renata Borgnino Istituto Comprensivo di Carignano**

"*Guiding students through the CORE Project has been an educational experience of extraordinary value, far beyond traditional classroom teaching. The programme enabled students to move from being passive listeners to becoming active participants. What made me most proud as a teacher was witnessing the evolution of their approach, which revealed a level of maturity and awareness that we often underestimate in younger generations*." **Prof. Nicola Pastore Highlands Institute**

9.3 Impact on Families

One of the most distinctive outcomes of the pilot was its impact on families.

The increase in knowledge recorded among parents demonstrates that consumer education activities can generate benefits extending beyond direct participants.

Family interviews, discussions and homework activities created opportunities for dialogue and knowledge transfer between generations.

This outcome highlights the potential of schools to act as catalysts for wider community awareness.

9.4 Contribution to European Priorities

The outcomes of the pilot contribute directly to several priorities identified within European consumer policy.

The intervention strengthened consumer empowerment by improving participants' ability to access information, understand rights, recognise risks and make informed choices.

The educational pathway also supported broader objectives related to:

- digital literacy;
- active citizenship;
- sustainable consumption;
- consumer resilience;
- youth participation.

By addressing emerging challenges such as online shopping, influencer marketing, dark patterns and data protection, the project contributed to preparing young people for participation in increasingly digital consumer environments.

9.5 Contribution to Sustainable Consumption

Consumer education was consistently linked to sustainability throughout the educational pathway.

Students were encouraged to reflect on:

- responsible purchasing;
- product durability;
- repair and reuse;
- waste reduction;
- environmental impacts of consumption.

The recommendations included in the Young Consumers' Manifesto demonstrate that participants developed a strong awareness of the relationship between consumer behaviour and sustainable development.

This finding confirms that consumer education can contribute simultaneously to consumer protection and sustainability objectives.

10. Lessons Learned

10.1 Key Success Factors

The implementation of the CoRe school pilot generated a number of valuable insights regarding the design and delivery of consumer education initiatives in schools.

The evaluation findings indicate that several factors contributed significantly to the success of the intervention.

Active Learning Methodologies

One of the most important success factors was the adoption of participatory and learner-centred educational approaches.

Students responded positively to methodologies that encouraged discussion, collaboration and practical application of knowledge. Activities such as case studies, role-playing exercises, group work and co-creation tasks proved particularly effective in stimulating engagement and facilitating learning.

The results suggest that consumer education is most effective when learners are actively involved in analysing real-life situations and applying concepts to everyday experiences.

Relevance of the Topics

The themes addressed throughout the educational pathway proved highly relevant to students' lives.

Topics such as online shopping, social media influencers, greenwashing, scams, misleading advertising and digital consumer protection generated strong interest and participation.

This finding demonstrates that consumer education can become a powerful educational tool when it addresses challenges that young people encounter in their daily interactions with markets and digital environments.

Student Participation and Ownership

The co-creation activities developed within the project contributed significantly to student motivation.

The opportunity to participate in the slogan competition, contribute to the Young Consumers' Manifesto and develop communication materials encouraged students to take ownership of the learning process.

Rather than simply acquiring information, participants became active contributors to project outputs and dissemination activities.

Family Involvement

The intergenerational dimension emerged as another important success factor.

Family interviews and discussions helped extend learning beyond the classroom and contributed to measurable increases in awareness among parents.

This finding highlights the potential of schools to act as multipliers of consumer education within broader communities.

10.2 Challenges Encountered

Although the overall experience was highly positive, several challenges emerged during implementation.

Time Constraints

The most frequently reported challenge concerned limited time availability within school schedules.

Teachers often struggled to balance project activities with existing curricular commitments and reported difficulties in allocating sufficient time for in-depth exploration of certain topics.

This finding suggests that future initiatives should consider greater flexibility in implementation schedules and stronger integration within existing educational programmes.

Adaptation to Different Educational Contexts

The diversity of participating schools highlighted the importance of adapting materials to different age groups, educational pathways and learning needs.

Teachers emphasised the need for flexibility in language, examples and activities to ensure accessibility and relevance across different contexts.

Curriculum Integration

Some teachers reported difficulties in identifying appropriate connections between consumer education topics and their own disciplinary areas.

Future initiatives could benefit from additional guidance and examples illustrating how consumer education can be integrated across different subjects and learning areas.

10.3 Overall Lessons

The experience confirms that consumer education is both feasible and effective within school settings.

The findings demonstrate that:

- students are highly receptive to consumer education topics;
- active methodologies increase engagement and learning outcomes;
- family involvement enhances impact;
- co-creation activities strengthen motivation and ownership;
- consumer education can contribute to broader citizenship and digital literacy objectives.

These lessons provide valuable guidance for future consumer education initiatives at both national and European levels.

11. Replicability and Sustainability

11.1 Replicability of the Educational Model

One of the strengths of the CoRe school pilot lies in the replicability of its educational model.

The Consumer Education Kit was designed as a flexible and adaptable resource capable of being implemented across different educational contexts.

The modular structure of the educational pathway allows schools to select activities according to their needs while maintaining coherence with the overall objectives of consumer education.

The themes addressed are relevant across European countries because they relate to common consumer challenges associated with:

- digitalisation;
- e-commerce;
- consumer protection;
- sustainability;
- responsible consumption.

The European framework embedded within the Kit enables it to be used in other educational settings across Europe, ensuring the tool's replicability and long-term sustainability.

As a result, the educational model developed through CoRe has strong potential for transferability and adaptation beyond the Italian context.

11.2 Sustainability of Results

The project generated several outputs that can continue producing benefits beyond the duration of the pilot.

These include:

- the Consumer Education Kit;
- educational materials and resources;
- the Young Consumers' Manifesto;
- dissemination materials;
- networks established among participating schools.

Teachers who participated in the pilot acquired knowledge, competences and resources that can continue to support consumer education activities in future years.

Similarly, the educational materials developed by the project can be reused, adapted and updated to respond to evolving consumer challenges.

11.3 Opportunities for Scaling Up

The experience demonstrates significant opportunities for expanding the initiative.

- Potential future developments include:
- Integration of consumer education into civic education programmes;
- Wider dissemination through consumer organisations;
- Adaptation to non-formal education settings;
- Implementation in additional schools and regions;
- Transfer to other European countries through international partnerships thanks to the numerous references to European regulations and current issues.

The development of a European network of stakeholders interested in consumer education could further support the dissemination and adaptation of the project's methodologies and outputs.

12. Conclusions and Recommendations

12.1 Conclusions

The CoRe school pilot successfully demonstrated the value of consumer education as a tool for strengthening consumer empowerment, active citizenship and responsible participation in contemporary markets.

The intervention reached a substantial number of students, teachers and families and generated measurable improvements in knowledge, awareness and confidence across all target groups.

The educational pathway proved particularly effective because it combined:

- high-quality educational content;
- active learning methodologies;
- intergenerational learning;
- youth participation;
- co-creation activities.

The results indicate that consumer education can contribute not only to consumer protection objectives but also to broader goals related to citizenship education, digital literacy and sustainability.

The development of the Young Consumers' Manifesto further demonstrated the capacity of young people to engage critically with consumer issues and formulate constructive proposals for the future.

Overall, the project provides strong evidence that schools can play a central role in developing informed, responsible and empowered consumers.

12.2 Recommendations for Schools

Based on the experience of the pilot, schools should:

- integrate consumer education more systematically into educational programmes;
- adopt active and participatory learning methodologies;
- encourage interdisciplinary approaches;
- strengthen connections between classroom learning and real-life consumer experiences;
- promote student participation and co-creation activities.

12.3 Recommendations for Consumer Organisations

Consumer organisations can play an important role in supporting schools through:

- educational resources;
- teacher training;

- awareness-raising activities;
- dissemination initiatives;
- opportunities for youth participation.

Closer collaboration between schools and consumer organisations can contribute significantly to the sustainability and expansion of consumer education initiatives.

12.4 Recommendations for Policymakers

Policymakers should recognise consumer education as a strategic component of citizenship education and lifelong learning policies.

Specific actions could include:

- supporting the integration of consumer education into national curricula;
- promoting teacher training opportunities;
- encouraging partnerships between schools and consumer organisations;
- supporting the development of educational resources;
- facilitating the exchange of good practices.

12.5 Recommendations for the European Commission

The findings of the CoRe pilot suggest several opportunities for strengthening consumer education across Europe.

The European Commission could:

- continue supporting consumer education initiatives through dedicated funding programmes;
- facilitate the exchange of educational resources among Member States;
- promote the development of common educational frameworks;
- encourage youth participation in consumer policy discussions;
- support research and evaluation activities aimed at strengthening the evidence base for consumer education.

Particular attention should be devoted to emerging challenges linked to digital markets, artificial intelligence, online platforms and sustainability transitions.

12.6 Final Considerations

Consumer markets are becoming increasingly complex and interconnected.

In this context, consumer education is no longer a complementary educational topic but an essential competence for active citizenship.

The CoRe project has demonstrated that young people are willing and able to engage critically with consumer issues when provided with appropriate learning opportunities and participatory environments.

By combining education, empowerment and participation, the project has contributed to the development of a new generation of consumers who are better prepared to navigate contemporary markets, exercise their rights and contribute to a more transparent, fair and sustainable economy.

The experience confirms that investing in consumer education means investing in the long-term resilience of consumers, communities and democratic societies.

ANNEXES

Annex 1 – Participating schools - Detailed data on participating schools.

REGION	CITY	SCHOOL
Lombardia	Milano	Centro di formazione professionale CIOFS-FP
Emilia Romagna	Bologna	Istituto Comprensivo Monte San Pietro
Puglia	Taranto	IISS Archimede di Taranto
Puglia	Foggia	Liceo scientifico G. Marconi
Lazio	Roma	Highlands Institute - Liceo
Sicilia	Catania	IS CARLO GEMMELLARO
Sicilia	Catania	Istituto Tecnico Archimede
	Catania	ITIS Cannizzaro
Piemonte	Carignano (TO)	Istituto Comprensivo di Carignano
Campania	Napoli	Istituto Enrico Caruso
	Napoli	Liceo Artistico U. Boccioni
Campania	Salerno	Liceo Alfano I
Campania	Napoli	Istituto Superiore Gentileschi
Campania	Giugliano in Campania	I.C. BASILE-DE FILIPPO
Campania	Arzano	Giordano Bruno di Arzano
Campania	Casoria	IS Andrea Torrente

Annex 2 – Evaluation Questionnaires (Pre- and post-intervention questionnaires administered to teachers, students and parents)

Primo questionario insegnanti_Consumer (Re)generation – CoRe

Gentile Insegnante,

le chiediamo di compilare il seguente **questionario di autovalutazione** relativo alla conoscenza dei diritti dei consumatori, responsabilità e strumenti di tutela.
Si tratta del **primo di due questionari** che le chiederemo gentilmente di compilare a inizio e a fine percorso e che ci aiuteranno a valutare l'efficacia del nostro intervento formativo e della partecipazione al percorso proposto.
Il suo contributo è prezioso per consentirci di migliorare le nostre future attività.
Il tempo di compilazione stimato è di 5–8 minuti. Le risposte sono **anonime** e utilizzate esclusivamente in maniera aggregata a fini di analisi e valutazione nell'ambito del progetto**.**
I dati raccolti saranno trattati in forma anonima e aggregata, in conformità con il Regolamento Generale sulla Protezione dei Dati (GDPR - UE 2016/679). **Nessuna informazione personale è associata alle risposte.**
Il questionario è realizzato nell'ambito del progetto europeo **CoRe – Consumer (Re)generation**, che mira a promuovere una maggiore consapevolezza e conoscenza dei diritti dei consumatori tra i giovani, in particolare in ambito scolastico.

CoRe è un progetto di Cittadinanzattiva APS realizzato in partnership con le associazioni di consumatori EEKE (Grecia) ed InfoCons (Romania).

CONSUMER (RE)GENERATION

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CONOSCENZE DI BASE

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

1. Sono consapevole del mio ruolo e delle mie responsabilità di consumatore nella vita quotidiana *

1 2 3 4 5

2. Conosco i riferimenti normativi (le leggi, le direttive, ecc.) a tutela dei consumatori *

1 2 3 4 5

3. Conosco i principali diritti dei consumatori *

1 2 3 4 5

4. Conosco le principali insidie a cui può andare incontro un consumatore quando acquista un prodotto/servizio *

1 2 3 4 5

5. Conosco gli strumenti a disposizione per la tutela dei diritti dei consumatori *

1 2 3 4 5

6. Conosco i principali soggetti istituzionali coinvolti nella tutela dei consumatori *

1 2 3 4 5

COMPETENZE E COMPORTAMENTI

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

7. Sono in grado di riconoscere un prodotto originale e sicuro *

1 2 3 4 5

8. Sono in grado di far valere il diritto di recesso *

1 2 3 4 5

9. Sono in grado di far valere la garanzia legale *

1 2 3 4 5

10. Sono in grado di riconoscere una pratica commerciale scorretta *

1 2 3 4 5

11. Sono in grado di attivarmi se mi rendo conto di aver subito una pratica commerciale scorretta *

1 2 3 4 5

12. Sono in grado di riconoscere le potenziali insidie che si nascondono nei mercati digitali *

1 2 3 4 5

ATTESE E PERCEZIONI

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

13. Mi sento in grado di compiere scelte responsabili e consapevoli e di svolgere un ruolo attivo nel Mercato *

1 2 3 4 5

14. Mi sento in grado di integrare i temi dell'educazione sui diritti dei consumatori nelle discipline che insegno. *

1 2 3 4 5

15. Mi avvalgo di metodologie attive (es. problem solving, role play, debate, project work) per condurre la formazione in aula e per affrontare gli aspetti teorici*

1 2 3 4 5

16. Mi sento motivato/a ad inserire stabilmente queste tematiche nella mia programmazione *

1 2 3 4 5

VALUTAZIONE CONCLUSIVA

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17. Quali difficoltà prevedi nel trattare questi temi con gli studenti? *

_____
_____
_____
_____

_

Secondo questionario insegnanti_Consumer (Re)generation – CoRe

Gentile Insegnante,

le chiediamo di compilare il seguente **questionario di autovalutazione** relativo alla conoscenza dei diritti dei consumatori, responsabilità e strumenti di tutela.
Le domande alle quali le chiediamo di rispondere **sono le stesse dell'entry test e le sue risposte ci aiuteranno a valutare** l'efficacia del percorso formativo al quale ha partecipato.
Il suo contributo è prezioso per consentirci di migliorare le nostre future attività.
Il tempo di compilazione stimato è di 5–8 minuti. Le risposte sono **anonime** e utilizzate esclusivamente in maniera aggregata a fini di analisi e valutazione nell'ambito del progetto**.**
I dati raccolti saranno trattati in forma anonima e aggregata, in conformità con il Regolamento Generale sulla Protezione dei Dati (GDPR - UE 2016/679). **Nessuna informazione personale è associata alle risposte**.
Il questionario è realizzato nell'ambito del progetto europeo **CoRe – Consumer (Re)generation**, che mira a promuovere una maggiore consapevolezza e conoscenza dei diritti dei consumatori tra i giovani, in particolare in ambito scolastico.

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2. Conosco i riferimenti normativi (le leggi, le direttive, ecc.) a tutela dei consumatori *

1 2 3 4 5

3. Conosco i principali diritti dei consumatori *

1 2 3 4 5

4. Conosco le principali insidie a cui può andare incontro un consumatore quando acquista un prodotto/servizio *

1 2 3 4 5

5. Conosco gli strumenti a disposizione per la tutela dei diritti dei consumatori *

1 2 3 4 5

6. Conosco i principali soggetti istituzionali coinvolti nella tutela dei consumatori *

1 2 3 4 5

COMPETENZE E COMPORTAMENTI

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

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1 2 3 4 5

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1 2 3 4 5

9. Sono in grado di far valere la garanzia legale *

1 2 3 4 5

10. Sono in grado di riconoscere una pratica commerciale scorretta *

1 2 3 4 5

11. Sono in grado di attivarmi se mi rendo conto di aver subito una pratica commerciale scorretta *

1 2 3 4 5

12. Sono in grado di riconoscere le potenziali insidie che si nascondono nei mercati digitali *

1 2 3 4 5

ATTESE E PERCEZIONI

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1 2 3 4 5

15. Mi avvalgo di metodologie attive (es. problem solving, role play, debate, project work) per condurre la formazione in aula e per affrontare gli aspetti teorici*

1 2 3 4 5

16. Mi sento motivato/a ad inserire stabilmente queste tematiche nella mia programmazione *

1 2 3 4 5

VALUTAZIONE CONCLUSIVA

---

17. Quali difficoltà ha incontrato nel trattare questi temi con gli studenti? *

_____
_____
_____
_____

18. A suo parere, rispetto ai contenuti proposti, gli studenti si sono mostrati*
(Esprimere una valutazione da 1 (per nulla interessati) a 5 (molto interessati)
1 2 3 4 5

19. Secondo Lei, quale modulo è piaciuto maggiormente ai ragazzi? *
(E' possible indicare piu risposte)

- modulo 1 - Consumatori, diritti e doveri
- modulo 2 - Acquistare in sicurezza
- modulo 3 - Pratiche commerciali scorrette
- modulo 4 - Tutela del consumatore
- modulo 5 - E ora tocca a noi!

20. Quanto è soddisfatto complessivamente dell'esperienza svolta con il progetto CoRe?*

(Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo)

1 2 3 4 5

Primo questionario studenti_Consumer (Re)generation – CoRe

Gentile Studente,

ti chiediamo di compilare il seguente **questionario di autovalutazione** relativo alla conoscenza dei diritti dei consumatori, responsabilità e strumenti di tutela.
Si tratta del **primo di due questionari** che ti chiederemo gentilmente di compilare a inizio e a fine percorso e che ci aiuteranno a valutare l'efficacia del nostro intervento formativo e della partecipazione al percorso proposto.
Il tuo contributo è prezioso per consentirci di migliorare le nostre future attività.
Il tempo di compilazione stimato è di 5–8 minuti. Le risposte sono **anonime** e utilizzate esclusivamente in maniera aggregata a fini di analisi e valutazione nell'ambito del progetto**.**
I dati raccolti saranno trattati in forma anonima e aggregata, in conformità con il Regolamento Generale sulla Protezione dei Dati (GDPR - UE 2016/679). **Nessuna informazione personale è associata alle risposte.**
Il questionario è realizzato nell'ambito del progetto europeo **CoRe – Consumer (Re)generation**, che mira a promuovere una maggiore consapevolezza e conoscenza dei diritti dei consumatori tra i giovani, in particolare in ambito scolastico.

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CONOSCENZE DI BASE

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

1. So cosa vuol dire essere un consumatore nella vita di tutti i giorni*

1 2 3 4 5

2. Conosco le leggi e le regole che servono a proteggere i consumator*

1 2 3 4 5

3. Conosco quali sono i principali diritti dei consumatori*

1 2 3 4 5

4. Conosco i possibili rischi o pericoli quando si acquista un prodotto o un servizio*

1 2 3 4 5

5. Conosco gli strumenti che esistono per aiutare i consumatori a difendere i propri diritti*

1 2 3 4 5

6. Conosco quali sono le istituzioni e gli enti che si occupano della tutela dei consumatori*

1 2 3 4 5

COMPETENZE E COMPORTAMENTI

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

7. Sono capace di riconoscere se un prodotto è originale e sicuro*

1 2 3 4 5

8. So come comportarmi se voglio restituire qualcosa che ho comprato online*

1 2 3 4 5

9. So cosa fare se un prodotto che ho comprato ha un difetto*

1 2 3 4 5

10. Riesco a capire quando una pubblicità o un modo di vendere qualcosa è scorretto, ingannevole o troppo aggressivo*

1 2 3 4 5

11. So a chi rivolgermi se ho problemi con un acquisto*

1 2 3 4 5

12. Riesco a riconoscere i pericoli nascosti quando uso siti, app, giochi o faccio acquisti online*

1 2 3 4 5

ATTESE E PERCEZIONI

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

13. Penso di essere un consumatore attento quando faccio degli acquisti*

1 2 3 4 5

14. Penso che sarei in grado di spiegare ai miei amici quali sono i diritti dei consumatori. *

1 2 3 4 5

15. Penso che sarei in grado di spiegare ai miei familiari quali sono i diritti dei consumatori*

1 2 3 4 5

16. Mi sento capace di lavorare in gruppo per creare materiale che spieghi quanto sia importante conoscere i diritti deiconsumatori*

1 2 3 4 5

Secondo questionario studenti_Consumer (Re)generation – CoRe

Gentile Studente,

ti chiediamo di compilare il seguente **questionario di autovalutazione** relativo alla conoscenza dei diritti dei consumatori, responsabilità e strumenti di tutela.
Le domande alle quali ti chiediamo di rispondere sono le **stesse dell'entry test e le tue risposte ci aiuteranno a valutare** l'efficacia del percorso formativo al quale hai partecipatoIl tuo contributo è prezioso per consentirci di migliorare le nostre future attività.
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1 2 3 4 5

3. Conosco quali sono i principali diritti dei consumatori*

1 2 3 4 5

4. Conosco i possibili rischi o pericoli quando si acquista un prodotto o un servizio*

1 2 3 4 5

5. Conosco gli strumenti che esistono per aiutare i consumatori a difendere i propri diritti*

1 2 3 4 5

6. Conosco quali sono le istituzioni e gli enti che si occupano della tutela dei consumatori*

1 2 3 4 5

COMPETENZE E COMPORTAMENTI

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

7. Sono capace di riconoscere se un prodotto è originale e sicuro*

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8. So come comportarmi se voglio restituire qualcosa che ho comprato online*

1 2 3 4 5

9. So cosa fare se un prodotto che ho comprato ha un difetto*

1 2 3 4 5

10. Riesco a capire quando una pubblicità o un modo di vendere qualcosa è scorretto, ingannevole o troppo aggressivo*

1 2 3 4 5

11. So a chi rivolgermi se ho problemi con un acquisto*

1 2 3 4 5

12. Riesco a riconoscere i pericoli nascosti quando uso siti, app, giochi o faccio acquisti online*

1 2 3 4 5

ATTESE E PERCEZIONI

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

13. Penso di essere un consumatore attento quando faccio degli acquisti*

1 2 3 4 5

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1 2 3 4 5

15. Penso che sarei in grado di spiegare ai miei familiari quali sono i diritti dei consumatori*

1 2 3 4 5

16. Mi sento capace di lavorare in gruppo per creare materiale che spieghi quanto sia importante conoscere i diritti deiconsumatori*

1 2 3 4 5

VALUTAZIONE CONCLUSIVA

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17. Esprimi una valutazione complessiva di gradimento del progetto Consumer Regeneration*

1 2 3 4 5

18. Note e commenti liberi

_____

_____

_____

Primo questionario famiglie_Consumer (Re)generation – CoRe

Gentili Famiglie,

vi chiediamo di compilare il seguente **questionario di autovalutazione** relativo alla conoscenza dei diritti dei consumatori, responsabilità e strumenti di tutela.
Si tratta del **primo di due questionari** che vi chiederemo gentilmente di compilare a inizio e a fine percorso e che ci aiuteranno a valutare l'efficacia del nostro intervento formativo e della partecipazione al percorso proposto.
Il suo contributo è prezioso per consentirci di migliorare le nostre future attività.
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1 2 3 4 5

2. Conosco i riferimenti normativi (le leggi, le direttive, ecc.) a tutela dei consumatori *

1 2 3 4 5

3. Conosco i principali diritti dei consumatori *

1 2 3 4 5

4. Conosco le principali insidie a cui può andare incontro un consumatore quando acquista un prodotto/servizio *

1 2 3 4 5

5. Conosco gli strumenti a disposizione per la tutela dei diritti dei consumatori *

1 2 3 4 5

6. Conosco i principali soggetti istituzionali coinvolti nella tutela dei consumatori *

1 2 3 4 5

7. Conosco le caratteristiche che mi permettono di riconoscere un prodotto originale e sicuro*

1 2 3 4 5

8. Conosco le norme e le condizioni che regolano il diritto di recesso negli acquisti*

1 2 3 4 5

9. Conosco le regole e il funzionamento della garanzia legale sui prodotti e servizi acquistati*

1 2 3 4 5

10. Conosco cosa si intende per pratica commerciale scorretta*

1 2 3 4 5

11. Conosco le procedure da seguire in caso di pratica commerciale scorretta*

1 2 3 4 5

12. Conosco le principali insidie e i rischi presenti nei mercati digitali*

1 2 3 4 5

Secondo questionario famiglie_Consumer (Re)generation – CoRe

Gentili Famiglie,

vi chiediamo di compilare il seguente **questionario di autovalutazione** relativo alla conoscenza dei diritti dei consumatori, responsabilità e strumenti di tutela.
Le domande alle quali vi chiediamo di rispondere sono le **stesse dell'entry test e le vostre risposte ci aiuteranno a valutare** l'efficacia del percorso formativo nel quale sono stati coinvolti i ragazzi.Il suo contributo è prezioso per consentirci di migliorare le nostre future attività.
Il tempo di compilazione stimato è di 5–8 minuti. Le risposte sono **anonime** e utilizzate esclusivamente in maniera aggregata a fini di analisi e valutazione nell'ambito del progetto**.**
I dati raccolti saranno trattati in forma anonima e aggregata, in conformità con il Regolamento Generale sulla Protezione dei Dati (GDPR - UE 2016/679). **Nessuna informazione personale è associata alle risposte.**
Il questionario è realizzato nell'ambito del progetto europeo **CoRe – Consumer (Re)generation**, che mira a promuovere una maggiore consapevolezza e conoscenza dei diritti dei consumatori tra i giovani, in particolare in ambito scolastico.

CoRe è un progetto di Cittadinanzattiva APS realizzato in partnership con le associazioni di consumatori EEKE (Grecia) ed InfoCons (Romania).

CONSUMER (RE)GENERATION

Cofinanziato dall'Unione europea

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CONOSCENZE DI BASE

Esprimere una valutazione da 1 (per nulla) a 5 (moltissimo) rispetto alle seguenti affermazioni:

1. Sono consapevole del mio ruolo e delle mie responsabilità di consumatore nella vita quotidiana *

1 2 3 4 5

2. Conosco i riferimenti normativi (le leggi, le direttive, ecc.) a tutela dei consumatori *

1 2 3 4 5

3. Conosco i principali diritti dei consumatori *

1 2 3 4 5

4. Conosco le principali insidie a cui può andare incontro un consumatore quando acquista un prodotto/servizio *

1 2 3 4 5

5. Conosco gli strumenti a disposizione per la tutela dei diritti dei consumatori *

1 2 3 4 5

6. Conosco i principali soggetti istituzionali coinvolti nella tutela dei consumatori *

1 2 3 4 5

7. Conosco le caratteristiche che mi permettono di riconoscere un prodotto originale e sicuro*

1 2 3 4 5

8. Conosco le norme e le condizioni che regolano il diritto di recesso negli acquisti*

1 2 3 4 5

9. Conosco le regole e il funzionamento della garanzia legale sui prodotti e servizi acquistati*

1 2 3 4 5

10. Conosco cosa si intende per pratica commerciale scorretta*

1 2 3 4 5

11. Conosco le procedure da seguire in caso di pratica commerciale scorretta*

1 2 3 4 5

12. Conosco le principali insidie e i rischi presenti nei mercati digitali*

1 2 3 4 5

Annex 3 – Statistics from questionnaires - Detailed data from questionnaires administered to teachers, students and parents.

Teachers

The pre- and post-questionnaires were completed by 36 teachers.

Question	Average values on a scale from 1 to 5		Change
	Pre-questionnaire	Post-questionnaire	
1. I am aware of my role and responsibilities as a consumer in daily life	3,86	4,67	+ 20,9%
2. I know the legal and regulatory framework (laws, directives, etc.) protecting consumers	2,56	4,33	+ 69,6%
3. I know the main consumer rights	3,03	4,53	+ 49,5%
4. I know the main pitfalls a consumer may face when purchasing a product/service	3,14	4,50	+ 43,3%
5. I know the tools available to protect consumer rights	2,97	4,47	+ 50,5%
6. I know the main institutional bodies involved in consumer protection	2,81	4,50	+ 60,1%
7. I am able to recognise an original and safe product	3,28	4,31	+ 31,4%
8. I am able to exercise the right of withdrawal	3,28	4,50	+ 37,2%
9. I am able to enforce the legal guarantee	3,0	4,56	+ 52%
10. I am able to recognise an unfair commercial practice	3,0	4,31	+ 43,7%
11. I am able to take action if I realise I have been subject to an unfair commercial practice	3,14	4,39	+ 49,4%
12. I am able to recognise the potential pitfalls hidden in digital markets	2,94	4,36	+ 48,3%
13. I feel able to make responsible and informed choices and to play an active role in the market	3,31	4,64	+ 40,2%
14. I feel able to integrate consumer rights education topics into the subjects I teach	3,06	4,31	+ 40,8%
15. I use active methodologies (e.g. problem solving, role play, debate, project work) to conduct classroom training and address theoretical aspects	3,58	4,44	+ 24%
16. I feel motivated to include these topics permanently in my planning	3,64	4,31	+ 18,4%

Overall average	**3,16**	**4,44**	**+ 40,5%**

Qualitative analysis of the difficulties expected and encountered in addressing these topics with students, based on question 17 of the pre-questionnaire ("*What difficulties do you expect in addressing these topics with students?*") and question 17 of the post-questionnaire ("*What difficulties did you encounter in addressing these topics with students?*")

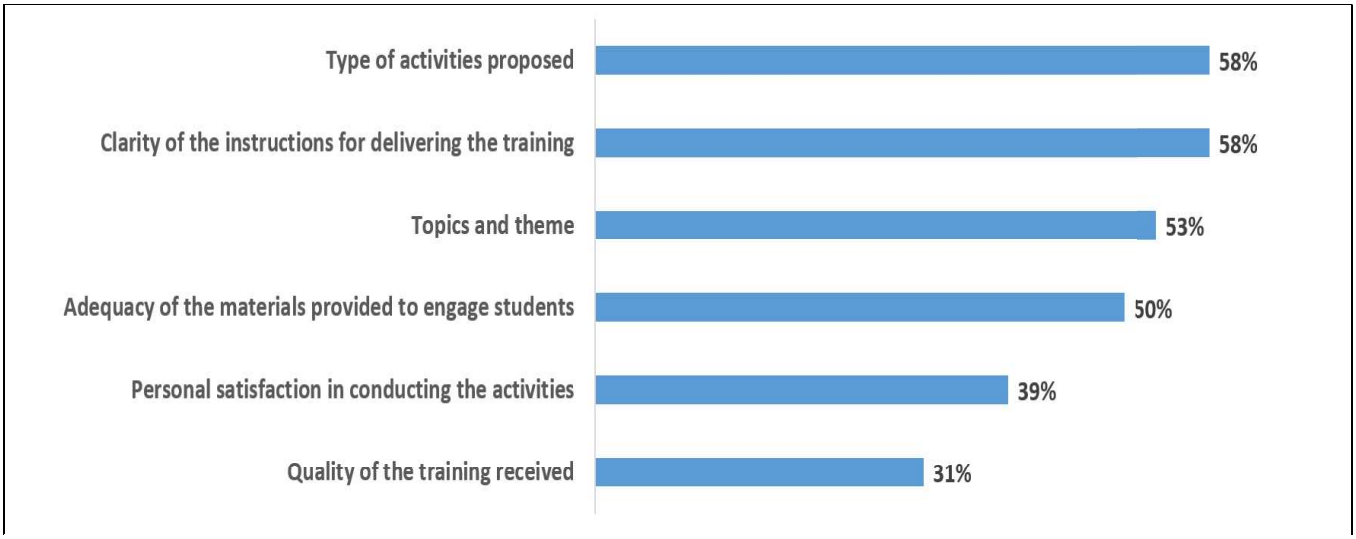
Macro-category	Expected difficulties n. (%)	Encountered difficulties n. (%)	Difference n.
Time and organisational constraints	3 (8,3%)	11 (30,6%)	+ 8
Student engagement, interest and attention	12 (33,3%)	4 (11,1%)	- 8
Students' starting level, age and maturity	5 (13,9%)	8 (22,2%)	+ 3
Complexity of contents and language	6 (16,7%)	0 (0,0%)	- 6
Teacher preparation/training	4 (11,1%)	0 (0,0%)	- 4
Teaching adaptation and connection with the subject area	2 (5,6%)	8 (22,2%)	+ 6
External influences and cultural/social factors	3 (8,3%)	1 (2,8%)	- 2
No significant difficulties	1 (2,8%)	4 (11,1%)	+ 3

The analysis reveals a significant gap between the difficulties teachers imagined before the start of the project and those they actually experienced in classroom practice. In the initial phase, the most recurrent concern related to student engagement. Teachers mainly feared low interest, limited participation, difficulties in maintaining attention, and in conveying the importance of the topic. Alongside this, concerns also emerged about the complexity of contents and language and, to a lesser extent, about students' starting level and teachers' own preparation.

At the end of the process, however, the most significant critical issue proved to be time and organisational constraints, which rose to 30.6% of responses. Teachers particularly reported tight schedules, difficulties in fitting the topics into the curriculum, and limited opportunities for further in-depth work. Students' starting level and the need for teaching adaptation and connection with the subject area also became more visible, highlighting the importance of simplifying content, adapting language and examples, and making materials coherent with students' age, experience and classroom context. By contrast, references to student engagement decreased sharply. This suggests that the initial fear of a lack of interest was greater than the difficulty actually observed during the project. References to the theoretical complexity of the content and to teacher preparation also decreased and no longer emerged as autonomous critical issues in the final feedback. Another relevant element is the increase in responses that can be traced back to the category 'no significant difficulties'. This suggests that, for some teachers, the experience proved overall more manageable than expected.

The main challenge therefore does not seem to have been students' acceptance of the topics, but rather the possibility of integrating them effectively into school time, calibrating them to the level of the class and translating them into accessible and concrete teaching formats.





On a scale from 1 to 5, teachers' overall satisfaction with the experience carried out through the CoRe project reached an average score of 4.61.

Students

The pre- and post-questionnaires were completed by 667 students.

Question	Average values on a scale from 1 to 5		Change
	Pre-questionnaire	Post-questionnaire	
1. I know what it means to be a consumer in everyday life	3,33	4,27	+ 28,2%
2. I know the laws and rules that protect consumers	2,34	4,23	+ 80,8%
3. I know the main consumer rights	2,51	4,31	+ 71,7%
4. I know the possible risks or dangers when buying a product or service	3,46	4,36	+ 26,0%
5. I know the tools available to help consumers defend their rights	2,35	4,23	+ 80,0%
6. I know which institutions and bodies are responsible for consumer protection	2,08	4,25	+104,3%
7. I can recognise whether a product is original and safe	3,45	4,32	+ 25,2%
8. I know what to do if I want to return something I bought online	3,63	4,29	+ 18,2%
9. I know what to do if a product I bought has a defect	3,72	4,33	+ 16,4%
10. I can understand when an advertisement or a way of selling something is unfair, misleading or too aggressive	3,66	4,32	+ 18,0%
11. I know who to turn to if I have problems with a purchase	3,49	4,34	+ 24,4%
12. I can recognise hidden dangers when using websites, apps, games or shopping online	3,60	4,30	+ 19,4%
13. I think I am a careful consumer when making purchases	3,41	4,29	+ 25,8%
14. I think I would be able to explain consumer rights to my friends	2,15	4,17	+ 94,0%
15. I think I would be able to explain consumer rights to my family members	2,25	4,14	+ 84,0%
16. I feel able to work in a group to create materials explaining how important it is to know consumer rights	3,00	4,24	+ 41,3%
Overall average	**3,03**	**4,28**	**+ 41,3%**

On a scale from 1 to 5, students' overall satisfaction with the experience carried out through the CoRe project reached an average score of 4.45.

Parents

The pre- and post-questionnaires were completed by 583 parents

Question	Average values on a scale from 1 to 5		Change
	Pre-questionnaire	Post-questionnaire	
1. I am aware of my role and responsibilities as a consumer in daily life	3,46	3,79	+ 9,5%
2. I know the legal and regulatory framework (laws, directives, etc.) protecting consumers	2,70	4,0	+ 48,1%
3. I know the main consumer rights	2,87	4,03	+ 40,4%
4. I know the main pitfalls a consumer may face when purchasing a product/service	3,04	3,78	+ 24,3%
5. I know the tools available to protect consumer rights	2,72	4,02	+ 47,8%
6. I know the main institutional bodies involved in consumer protection	2,62	3,96	+ 51,1%
7. I am able to recognise an original and safe product	3,14	3,83	+ 22,0%
8. I am able to exercise the right of withdrawal	2,96	3,77	+ 27,4%
9. I know the rules and how the legal guarantee works for purchased products and services	2,99	3,78	+ 26,4%
10. I know what is meant by an unfair commercial practice	3,03	3,71	+ 22,4%
11. I know the procedures to follow in the event of an unfair commercial practice	2,71	3,98	+ 46,9%
12. I know the main pitfalls and risks present in digital markets	2,89	3,76	+ 30,1%
Overall average	**2,93**	**3,87**	**+32,1%**