



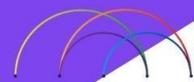
RAIN.BOW

RAISE AGAINST INTOLERANCE.
NEW BRIDGES ON THE WEB

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State of art of social
and civic competences
and values awareness

SPAIN



Introduction

As nationalism and xenophobia are increasing in Europe, the RAIN.BOW project aims to promote social inclusion and positive European values through the introduction of non-formal education and methods into the school education. The project will create a heterogeneous community which will be trained to carry out European Values campaign and to promote empathy and understanding.

Thanks to the RAIN.BOW approach each project target group (secondary school teachers and students) will interiorize concepts and strategies becoming able to promote common values and civic competences.

This report is based on the results of two inquiries that have been carried out between May and September 2020 in Belgium, Bulgaria, France, Italy, Romania and Spain.

Those inquiries were addressed to secondary-level teachers and students from 12 to 19 years old and aimed at studying among others:

- Teachers' awareness of the characteristics of the media processes,
- Teachers' needs of methodological support and teaching materials,
- Teachers' knowledge and competences on civic education,
- Teachers' knowledge on the connection between civic awareness and hate speech and intolerance,
- Students' perception on prejudices, tolerance, civic competences, social media, ...
- Students' needs for material.

Those inquiries gathered 1741 answers at the European level (254 for teachers, 1487 for students). At the Spanish level, the inquiries gathered 158 answers (49 from teachers and 109 answers from students).

The present report aims at establishing a full picture of the needs, perceptions and awareness of teachers and learners from Spain. It also includes an analysis of non-formal methodologies and tools applicable for training on civic education, media literacy and critical thinking in secondary level schools.

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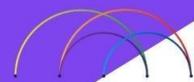
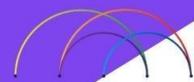


Table of contents

Part 1/ Secondary-level teachers’ perceptions on social and civic education and media processes	3
Civic and social education in Spain	3
1. Topics addressed by civic and social education in Spain	3
2. Level of sufficiency of the civic and social education provided to secondary level pupils	4
3. Current strengths of social and civic education	4
4. Possible improvements that could be implemented	5
5. Teachers’ perception of the connexions between civic awareness and hate speech....	5
Secondary level teachers’ personal and professional use of social media	5
Secondary level Teachers’ perception of social media and their process	6
1. The benefits of social media according to teachers.....	6
2. Teachers’ perception of the connexions between social media and hate speech	7
3. Media literacy, the answer to fight against fake news and online hate speech?	7
Secondary level teachers’ needs of methodological support and teaching materials to tackle civic and social issues	7
1. State of art of the sufficiency of the existing tools/trainings to work both on civic and social issues and on hate speech and fake news.....	7
2. Some materials that would match the teachers’ needs	8
Part 2/ Secondary level students’ perceptions on prejudices, tolerance, civic competences, social media	10
Secondary level students’ perception of civic and social competences	10
1. Being a good adult citizen: what does it mean for students?	10
2. Students’ awareness to social and civic competences	10
3. Students’ suggestions to improve social and civic education in Spain	11
Secondary level students’ experience and perception of discriminations.....	12
1. Have you ever been discriminated against or witnessed discriminations?.....	12
2. Why do people discriminate against others?	12
Secondary level students’ experience with social media, fake news and violent content	13
1. Students’ use of social media.....	13
2. Students’ experience with fake news, online hate speech and discriminations.....	14
Secondary level students’ awareness about the characteristic of the media processes in the digital era.....	15
Appendix: profile of the participants.....	16





Part 1/ Secondary-level teachers' perceptions on social and civic education and media processes

Civic and social education in Spain

1. Topics addressed by civic and social education in Spain

Civic and social education in Spain is often referred also as “values education”, it is, in terms of the Education Ministry, “about educating for moral options, for a personal ethical lifestyle, but also educating for democratic habits and the minimum rules and conditions of peaceful existence, without which there is no dignified human life. It is educating in certain conditions that are essential for that coexistence, but also for tolerance in a pluralistic society”.

In Spain, each Autonomous Community has its margin to create or regulate an educational curriculum to be applied on schools. Most Communities establish some lines to follow or some recommendations but allow each school or even the teachers themselves to teach civic and social education in the ways they find appropriate. For example, the Department of Education of the Catalan Government has a publication which determines the basic competences on values education. It's a 40 pages book with the definition of the main competences, some key contents about each one and methodological orientations. It has also a final page which refers to a collaborative website called Application of Resources to the Curriculum, where teachers can find and upload resources to use for their lessons.¹

It is also important to note that in Spain there is also a debate about the need to integrate social educators in the schools. Collectives, like CEESC (College of social educators of Catalonia), have been explaining since a long time the importance of adding social educators in schools to:

- Accompany the process of socialization and personal development,
- Foster social and community integration,
- Foster personal autonomy,
- Promote social and cultural promotion,
- Promote the understanding of the environment, capacity for analysis of the reality,
- Addressing inequalities and lack of opportunities, fostering the development of socio-cultural progress.

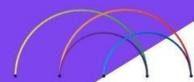
Social educators could help students in all the areas mentioned below but can also help teachers and schools in defining the civic and social competences educational curriculum, give some resources and orientations on methodologies to develop in classrooms, etc.²

Finally, as we can see in the figure 1 below, social and civic education can relate to a wide range of topics. When asked, teachers relate social and civic education to human rights, discrimination and to the fight against harassment. Nevertheless, topics like hateful content, online citizenship,

¹ The resource can be consulted online here: <http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/competencies-basiques/primaria/ambit-educacio-valors.pdf>

² More info can be found at this document created by CEESC: <https://ceesc.cat/documents/ColectiuEducacioSocialEscolaCEESC.pdf>

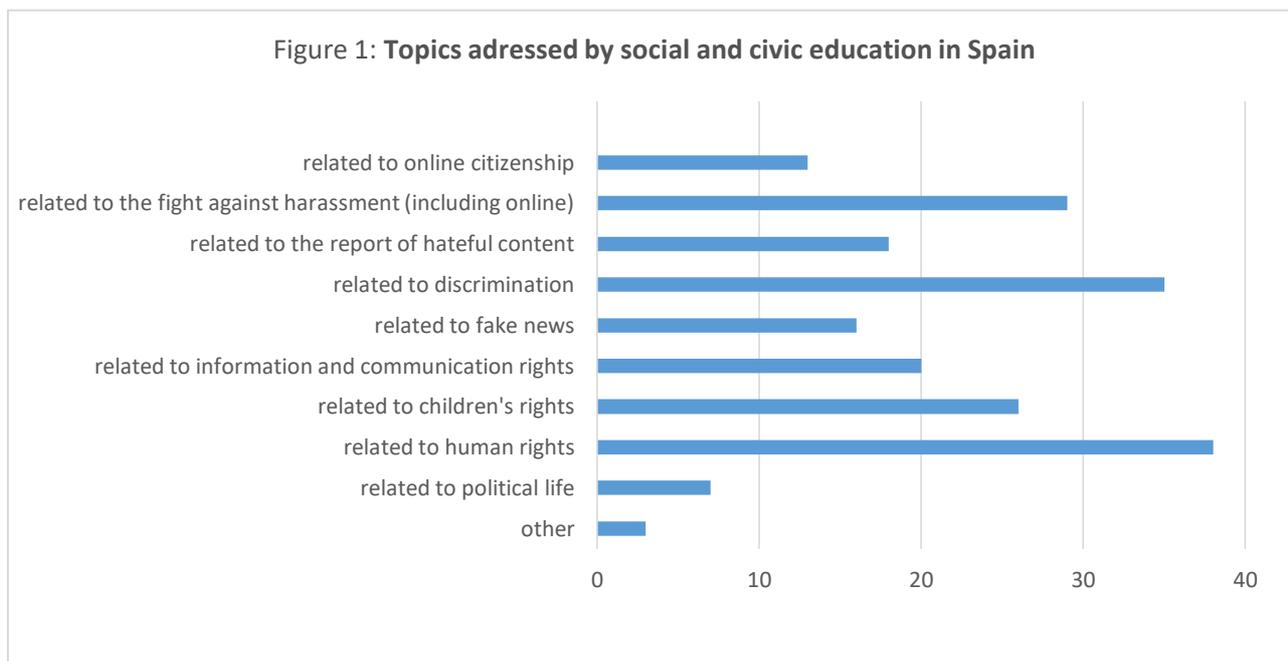




fake news, information and communication rights and children rights are also widely related to it.

On the other hand, it seems that political life is the topic less related to social and civic educations by teachers.

It is also remarkable that other options have been mentioned as topics addressed by social and civic education, as “social justice”, “education and cultural citizenship” and “family and school relationships, between equals, conflict resolution”.



2. Level of sufficiency of the civic and social education provided to secondary level pupils

The average score given by the interviewed teachers is 5,02 out of 10 regarding the level of sufficiency of the civic and social education provided to pupils.

As a matter of fact, most of the teachers have graded it between 4 and 7 out of 10 (64,6%). Only around 8% of the teachers have given a score over 7, while 27,6% of them have rated it 3 or less.

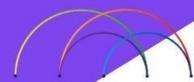
3. Current strengths of social and civic education

The teachers think that the student's media literacy is not sufficient to fight against fake news and online hate speech. They have given it an average score of 4,1 out of 10.

Almost 65% of them have given it a score of 4 or below, while 25% of them have graded it at a 5 or a 6.

When asked about the main strengths of the ways civic competences are taught, teachers highlight that it allows them to work with students of different ages and levels at the same time. The fact that civic competences can be taught transversally, through different subjects and with a high level of personalisation of the contents, is also mentioned as a strength and at the same time as a weakness, because at the end, civic competences are taught in a complete different





way and depth depending on each teacher awareness and sensitivity towards civic competences. Also, teachers stress the importance of a methodology that allows working with real cases and contexts in a more practical way, not only on a theoretical framework.

4. Possible improvements that could be implemented

Teachers also think that the major improvements that can be applied to the ways civic competences are the following ones: fill the lack of tools to teach it and increasing the time set aside to work on civic competences at school. They also underline that social and civic education shouldn't be a subject by itself, but something to be worked on every other subject transversally.

5. Teachers' perception of the connexions between civic awareness and hate speech

When asked about the ability of civic education to tackle hate speech, where score of 1 means that they don't think civic education can tackle hate speech at all, and 10 means that they completely agree on the affirmation that civic education can tackle hate speech:

- 6,3% of the teachers gave a score between 1 to 4
- 18,7% of the teachers gave a score between 5 to 7
- 75% of the teachers gave a score between 8 to 10

These results show that most of the teachers really agree that civic education is a good resource to tackle hate speech.

Secondary level teachers' personal and professional use of social media

When asked about social media use on a personal and professional level, the only social network that most of the teachers use very often is What'sApp with only 3 teachers not using What'sApp at all. They also often use YouTube and every teacher uses YouTube at least rarely. The teachers that participated mainly never use Discord and they stated that they use Vimeo, LinkedIn and Messenger never or rarely. Finally, there is an equal use of Facebook, Twitter and Instagram by teachers: some of them don't use them at all, others rarely and others often. Not so many use them very often.

They use What'sApp mainly to communicate with family and friends, to share content, to communicate with students and to express themselves, while YouTube is used to watch videos and share educational content. Finally, Twitter, Facebook and Instagram are used to spend spare time and express oneself.

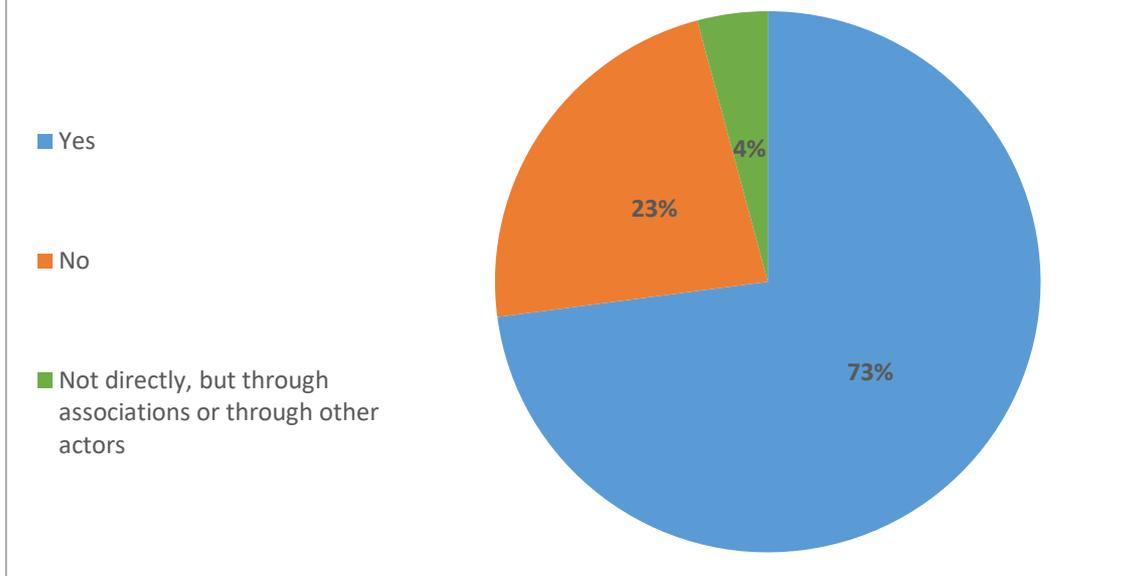
If we analyse the way teachers use social media with their students, we can see that almost 40% of them don't use social media with their students. On the other hand, 41,7% use them to share educational content with their students while 33,3% use them to work with students. Finally, 27,1% of the teachers use social networks to interact with their students.

It is remarkable that, when asked about the social networks they use, most of the teachers use social networks at some point (most of them use at least What's App and YouTube, and they use them often or very often but also they use other social networks like Facebook, Instagram and Twitter) but a lot of them don't use social networks with their students.





Figure 2: Do you work on social media with your students?

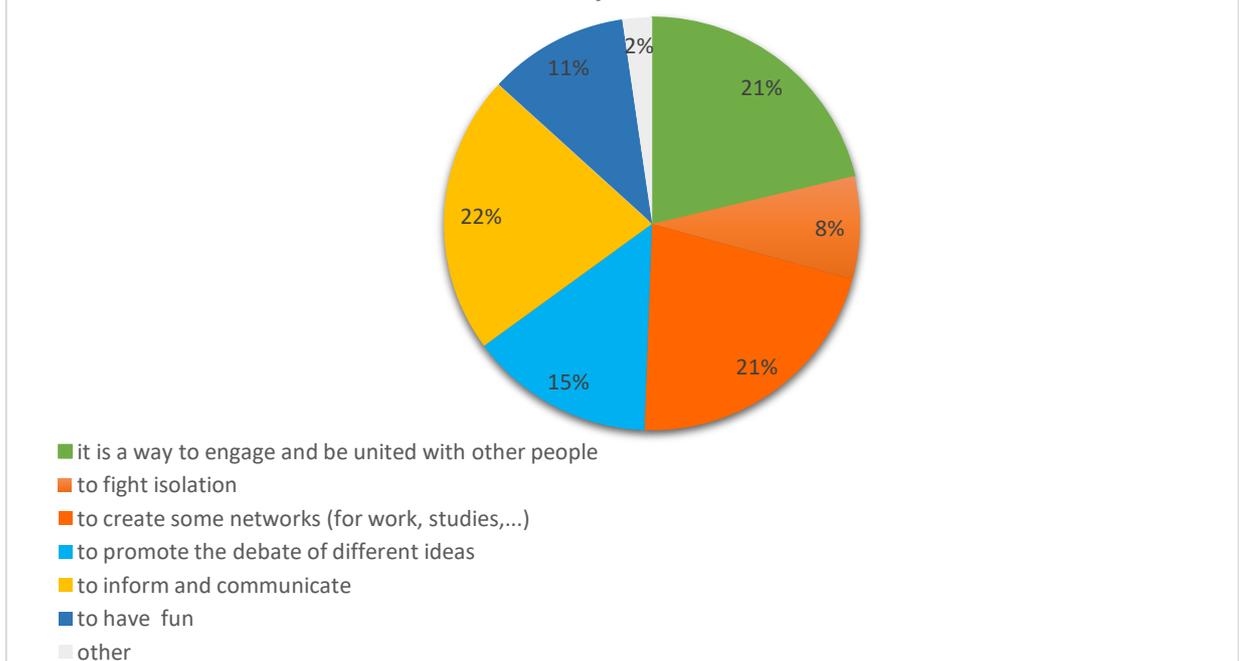


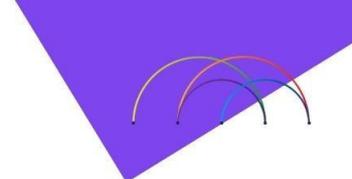
Secondary level Teachers' perception of social media and their process

1. The benefits of social media according to teachers

Teachers think that social networks are a good tool to inform and communicate, to have fun and also to create networks for work or studies. On the other hand, only 8% of them think that they are a good way to combat isolation.

Figure 3: In your opinion, what are the benefits of social networks, what do they allow?





2. Teachers' perception of the connexions between social media and hate speech

When teachers who participated to the survey take into consideration the connexions between social media and hate speech, they almost all agree that social media facilitates the spread of fake news and violent content. Almost 96% of them, have given a score between 7 and 10 (10 corresponds to "totally agree with the affirmation that social media facilitates the spread of fake news and violent content").

81,3% of them think that this is because of the anonymity allowed on social media and 73% because of the instantaneity of shares and comment content. On the other hand, only 37,5% think it is because of the huge number of users and 33% because of the sound box effect. Finally, only 11% think that social media facilitates the spread of fake news because of the standardization of the contents and profiles.

Finally, teachers think that the negative connection between activities on social networks and the vulnerability of students is related very much to hate speech, dissemination of violent content, dissemination of conspiratorial content and false information, harassment, discrimination, prejudices and shocking content. On the other hand, they think unhappiness and exclusion and withdrawal are related from a little to very much.

3. Media literacy, the answer to fight against fake news and online hate speech?

The teachers surveyed in Spain think that the actual students' media literacy is not enough to fight against fake news and online hate speech.

64,6% of them have scored it with a 4 or below, while 25% have grade it with a 5 or 6 and 10,5% with a 7 or 8. No one has given it a 9 or 10.

Secondary level teachers' needs of methodological support and teaching materials to tackle civic and social issues

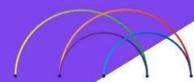
Most of the teachers work on social media with their students (73%) while only 23% don't work on social media with their students. Some of them (2%) work on social media only sometimes and also 2% of them use other educative actors to work on social media with students.

1. State of art of the sufficiency of the existing tools/trainings to work both on civic and social issues and on hate speech and fake news

Teachers think they can improve the way they are equipped and trained to work on civic and social issues, especially online, with students. 43,8% have scored themselves with a 4 or below, while 31,3% are between 5 and 6 and 18,8% have assigned themselves a 7 or 8 and finally, 6,3% have grades themselves with a 9 or 10.

When asked if they are sufficiently equipped and trained to work with students on hate speech and fake news, especially online, teachers also think there is room for improvement. The scores that they have assigned to themselves out of 10 are:

- 43,8% between 1 and 4
- 31,2%, 5 or 6
- 18,7%, 7 or 8
- 6,3%, 9 or 10



Finally, most of the teachers think that the existing educational resources and materials are not sufficient or are a little scarce to address these issues. 52,1% of the teachers have given to it a score between 1 and 4, while 37,5% have graded it with a 5 or 6. Just 8,2% have graded it with 7 or 8 and 2,1% with a 9.

2. Some materials that would match the teachers' needs

Teachers think that trainings, educative tools and mobilisation of experts could really help them to better practice their profession between completely and strongly. While most of them think materials could help them strongly. Finally, there are different points of view on how teacher's meeting can match their needs. Almost half of the teachers think that strongly and 18% of them think that completely but the other 33% of them think that it could just help a little or nothing at all.

Also, teachers think that workshops, creation of content, dedicated trainings and creation of artistic content are tools that could be efficient to sensitize students. Also, around 30 and 40% of the teachers think serious games and dedicated pages on social media could be efficient tools to sensitize students.

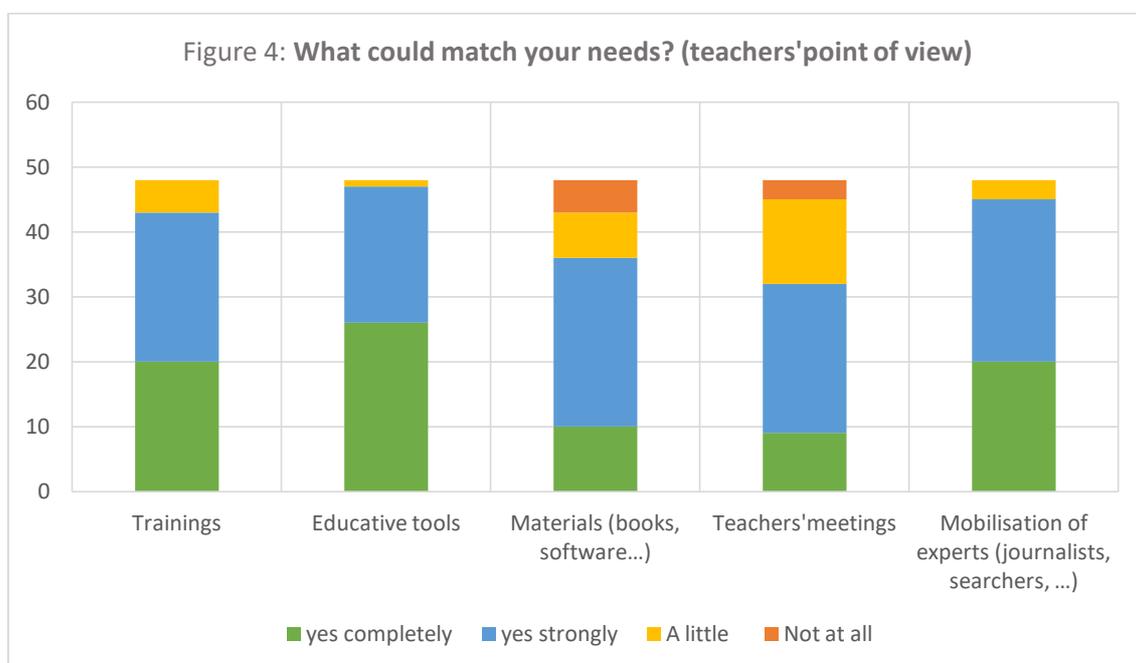
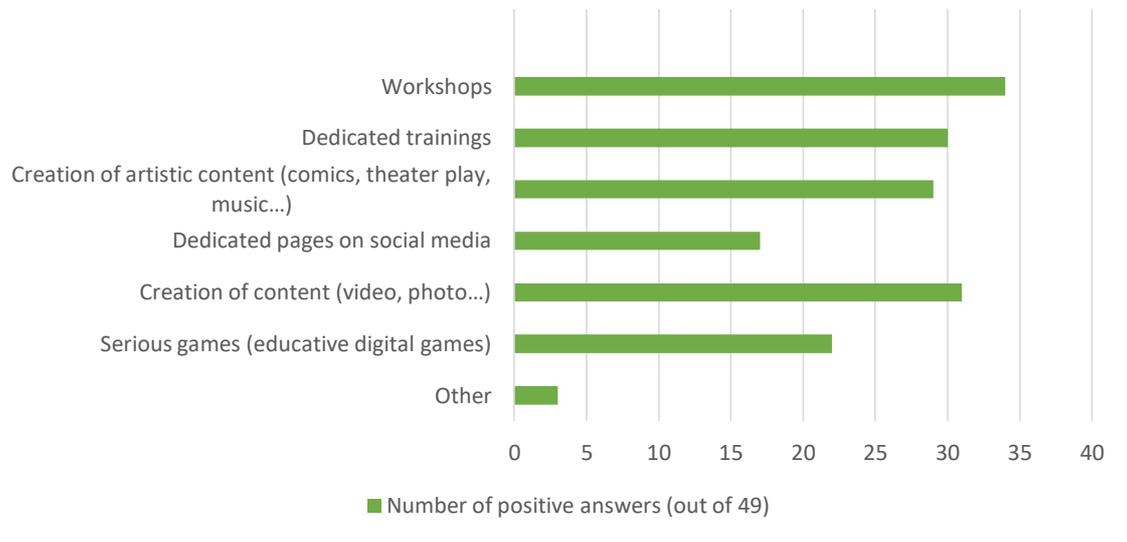
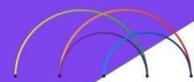




Figure 5: Which kind of tools would be efficient to sensitize students?
(teachers' point of view)





Part 2/ Secondary level students' perceptions on prejudices, tolerance, civic competences, social media

Secondary level students' perception of civic and social competences

1. Being a good adult citizen: what does it mean for students?

When asked about the importance of different behaviours for being good adult citizens, the students who participated to the survey answered that respecting the rights of others to have their own opinions is the most important quality, with 73 answers considering it very important and 31 quite important of a total of 109 answers.

Students also considered that making personal efforts to protect natural resources (60 very important, 40 quite important), ensuring the economic welfare of your family (62 very important, 41 quite important), supporting people who are worse off than you (56 very important, 50 quite important) and the knowledge of human rights (60 very important, 36 quite important) as important.

On the other hand, they don't consider joining a political party (47 not important at all, 52 not very important) and engaging in political discussions (32 not important at all, 51 not very important) as important for becoming a good adult citizen.

Finally, there are some behaviours that divide the students, like for example voting in every election (44 very important, 37 quite important, 24 not very important, 6 not important at all), learning about the country's history (28 very important, 53 quite important, 28 not very important, 6 not important at all) or following political issues in the newspaper, on the radio, on TV or on the Internet (14 very important, 42 quite important, 43 not very important, 17 not important at all).

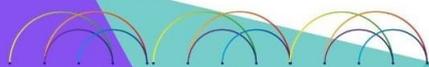
2. Students' awareness to social and civic competences

Social and civic competences include education about solidarity, the fight against discriminations, civic commitment, the right and access to information, among others. They are considered by the students as a really necessary subject to be educated on: 63,3% of the students surveyed have answered that they totally agree (10 out of 10) on the necessity of educating young people on civic competences.

The average score of importance, being 10 totally agree on the necessity of educating young people on civic competences and 0 not agree at all is 9,1; with only 2 students giving it a score below 5.

Most of the students have previously been sensitized to social and civic competences at school (79%) and by their families (70%). On the other hand, only 32% have been sensitized by friends, 25% during volunteering activities and 17% by their sports club.

When asked if they have benefited from this awareness-raising context, 82% think that they understand discrimination situations better and 40 % think that now they know better how to protect themselves and others. Also 16% try to avoid them, 11% think it was useless and another 11% of the students surveyed don't know about it.

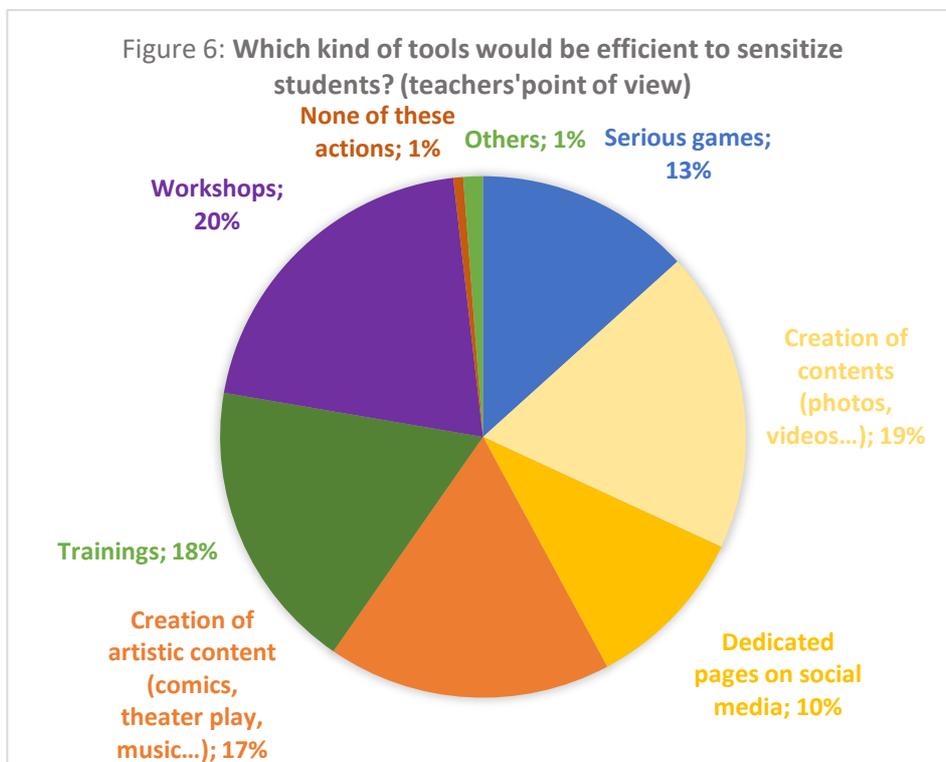


3. Students' suggestions to improve social and civic education in Spain

The students surveyed think that the creation of artistic content like comics, theatre play or music (22%) could be effective to raise awareness of social and civic competences. They also think that the creation of contents like photos or videos (17%), serious games (16%) and dedicated pages on social media (16%) can also work. Finally, they think that workshops (14%) and trainings (12%) could be useful.

They also propose to be educated with real life examples instead of theoretical subjects and to talk about taboo themes and also about discriminations, racism and violence to prevent it. Finally, they also propose to work on more subjects linked to rights, equality, freedom, etc. and also pollution and environmental aspects.

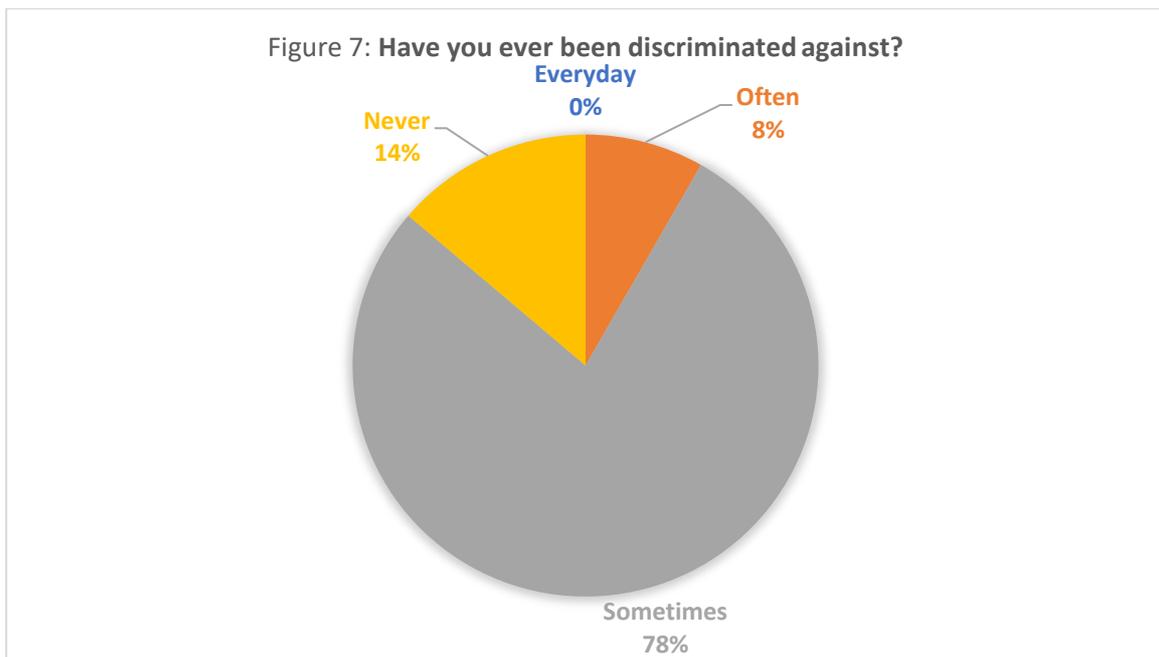
They think that all these proposals have to be worked on at school but also in other circles like family or through television programmes.



Secondary level students' experience and perception of discriminations

1. Have you ever been discriminated against or witnessed discriminations?

When asked if they have ever been discriminated against, 78% of the students admit that they have been discriminated against sometimes while 8% have suffered it often and 14% never. None of the students that have participated in this study think that they are discriminated against on a daily basis. 50,5% of the students have been discriminated against because of their physical appearance, while 21% because of their gender and 20% because of their political opinions.



2. Why do people discriminate against others?

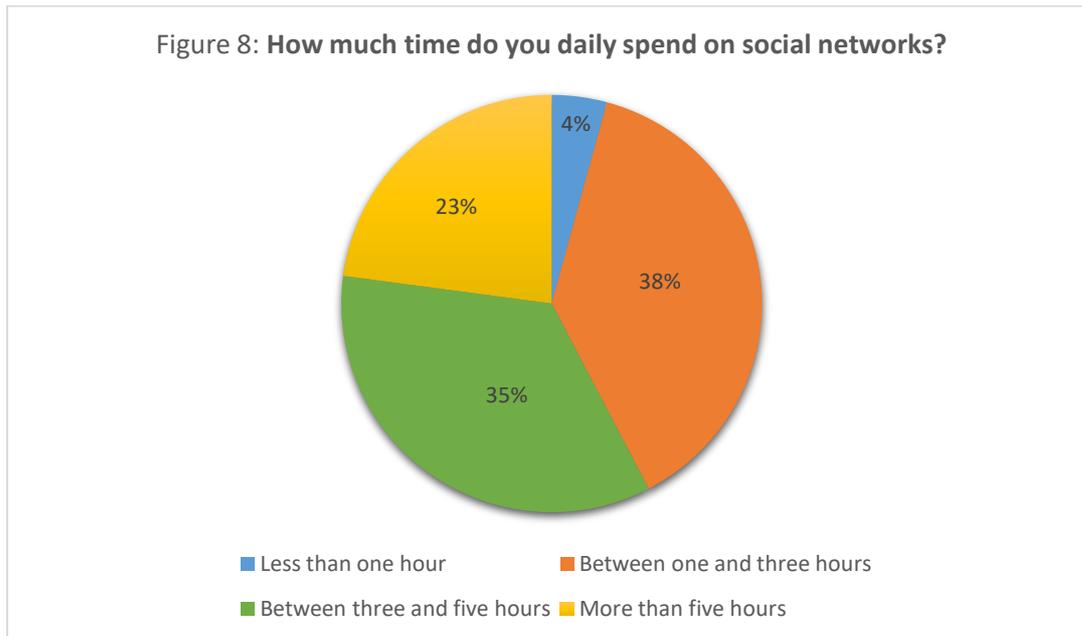
Most of the students surveyed say that they have never seen someone being discriminated against because of his/her age, health, family situation, morals, surname, the place where he or she lives or the economic situation. However, most of them say that they often have seen someone being discriminated against because of his/her physical appearance, gender or skin color. They have also seen between often and rarely someone being discriminated against because of his/her expressed political opinions, sexual orientation and his/her belonging to a nation.

When they reflect on why they think people discriminate against others, 66,5% of them say it is because of ignorance, 50% by misunderstanding, 32,7% by fear, 30,5% by close-mindedness, and 27% because of other reasons like envy or feeling superior to others.

Secondary level students' experience with social media, fake news and violent content

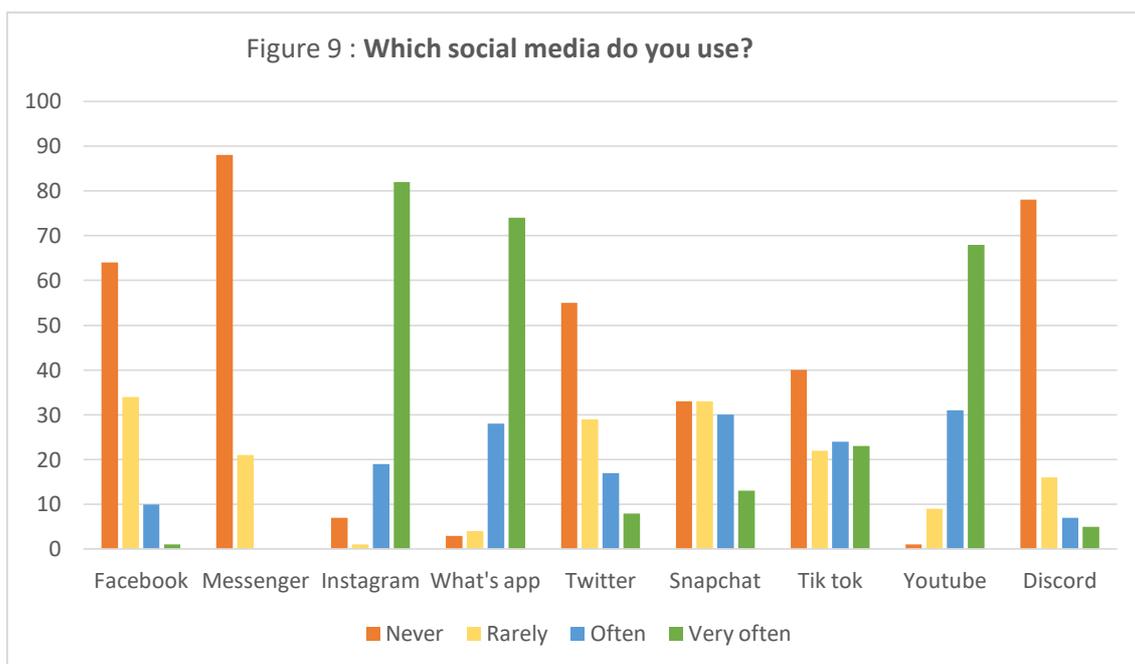
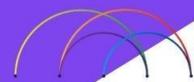
1. Students' use of social media

Most of the students surveyed spend between one and three hours (38%) and between three and five hours (35%) every day on social media. Also, 23% of them spend more than five hours on social networks and only 4% spend less than one hour per day.



The most used social networks are Instagram, What's App and YouTube, as most of the students use them very often or at least often. On the other hand, they mostly never use Messenger, Discord, Facebook and Twitter.

Last, Snapchat and Tik tok have an unequal use among students. While Tik Tok has more students that don't use it, it also has equal numbers when talking about students that use it rarely, often and very often. Meanwhile, Snapchat has fewer users that use it very often but similar numbers when taking into account the students that use it often, rarely and never.



When asked about their uses of social media, most of the students use What's app and Instagram to communicate with family and friends, also to share content and to express themselves. YouTube, Instagram and Tik Tok are the social networks selected to watch videos and also the first two to inform themselves, followed by Twitter. When asked about which social media they use to spend their spare time, the choices are Instagram, YouTube, Tik tok and Snapchat. Finally, to communicate with teachers they use mostly What's App but also Messenger.

2. Students' experience with fake news, online hate speech and discriminations

When analysing their experience with fake news, online hate speech and discriminations, 39% of the students have witnessed violent situations on social media while 38% have never been confronted to them and 23% have faced some.

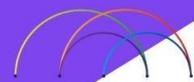
When asked about how often they have experiences those situations during the last 3 months, most of them say that they have never seen someone posting an insulting picture or text about them on the web or that they have never posted an insulting picture or text about someone else on the web. On the other hand, 56% of them say that they have never seen someone posting an insulting picture or text about a friend of them on the internet, while 30% say it happened once in the last 3 months and 13% between 2 to 4 times.

26,5% express that they have never witnessed someone posting an insulting picture or text about a group (LGBT+ people, migrants, women...), 25,6% that this happened once in the last 3 months, 27,5% between 2 and 4 times and 24% 5 times or more.

When asked to share a violent situation that they have witnessed on social media, students share many examples like homophobic comments, harassment, fights between friends or schoolmates, insults because of the kind of contents that were shared, etc.

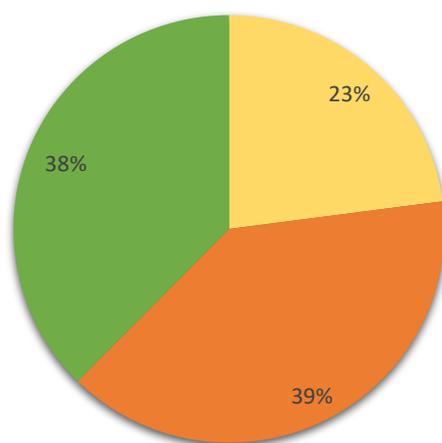
Concerning the students' reactions when witnessing or experiencing violent contents on social media, most of the students answered that they report the content on social media, comment and/or share violent content or ignore it. When they experience violent content, they report it to their parents, to the authorities (police for example) or to their teachers.





The students surveyed also think that social media facilitate the spread of fake news, giving it an average score of 8,7 (with 0 being not agree at all and 10 agree at all) and that they also think social media facilitates the spread of violent content with an average score of 7,45.

Figure 10: **Have you ever been confronted to violent situations on social media? (hate speech, harassment, threats...)**



■ Yes, I've faced some ■ Yes, I've witnessed some ■ No

Secondary level students' awareness about the characteristic of the media processes in the digital era

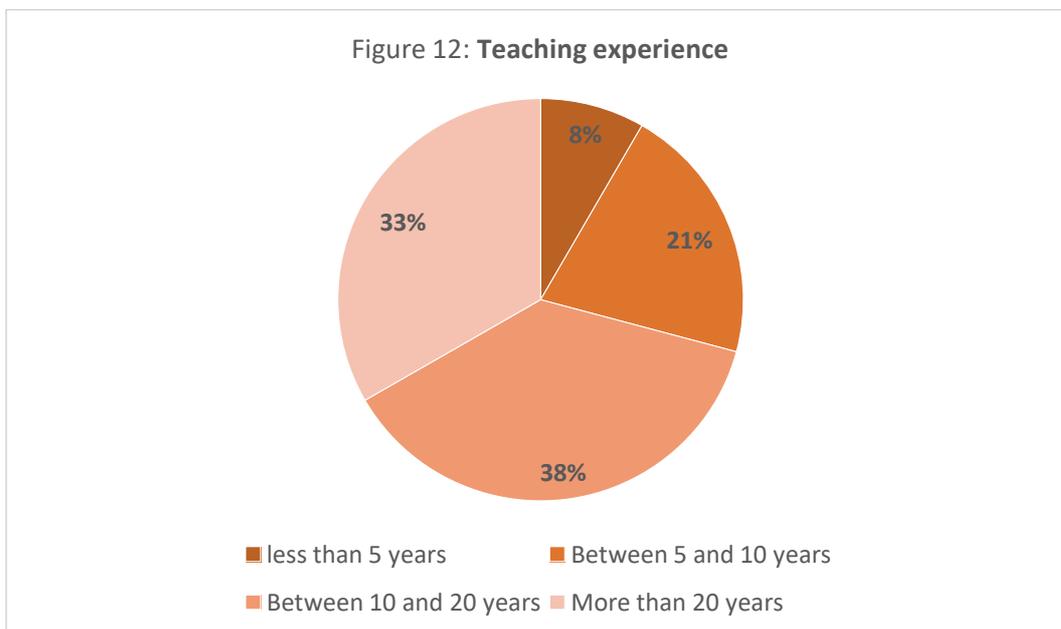
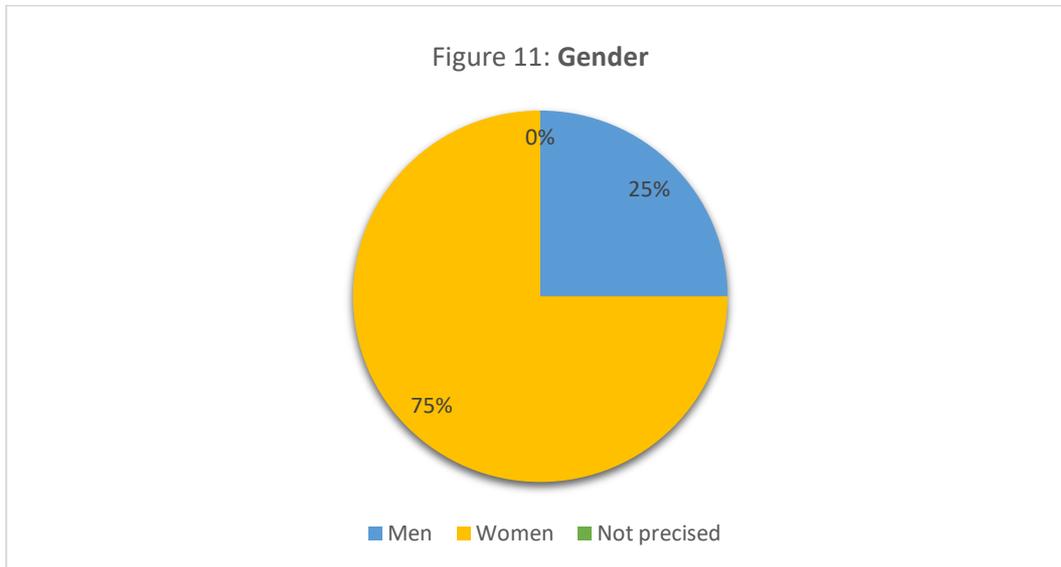
When taking into account the level of trust on several institutions, groups and information resources, students seem no to trust political parties, media (television, newspapers, radio), social media (Twitter, Facebook, YouTube...) and websites and also people in general.

Instead, they trust their national government, the institutions (justice, health, financial, political, research ...), their city council, courts, police... European institutions are quite trusted too. On another hand, students trust very much the school and between very much and completely their parents.



Appendix: profile of the participants

Teachers





Students

Figure 13: Age of the participants

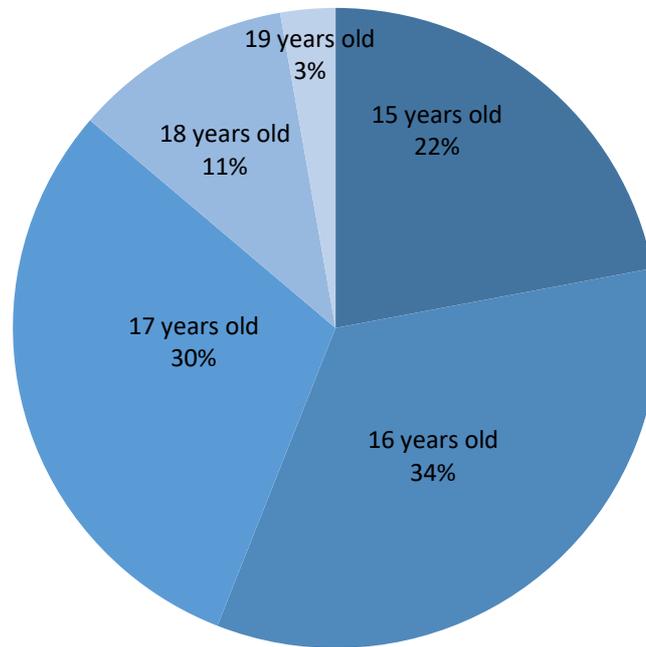


Figure 14: Gender

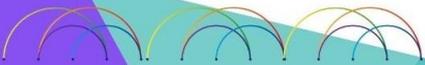
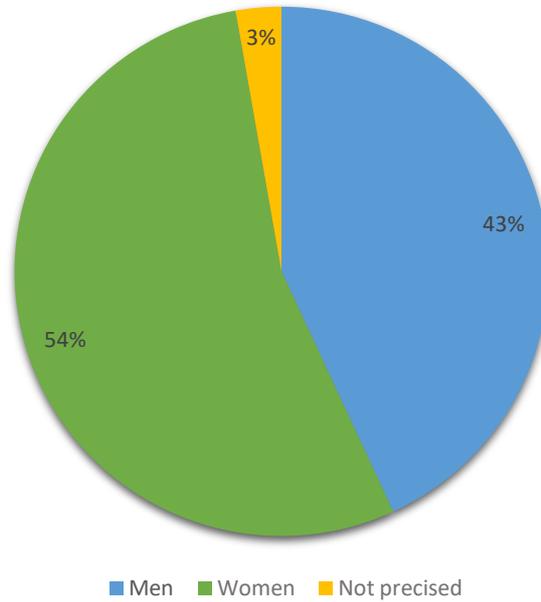
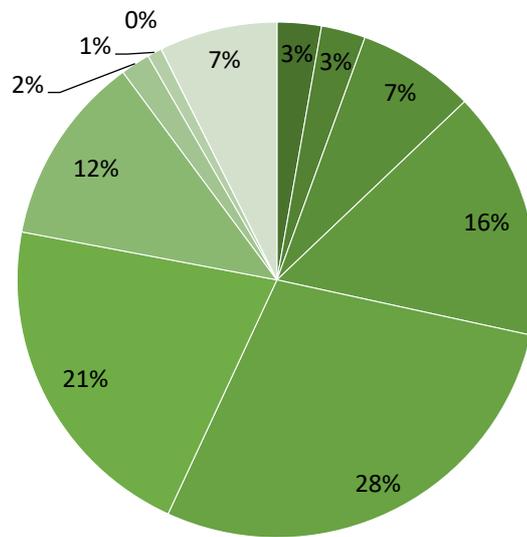
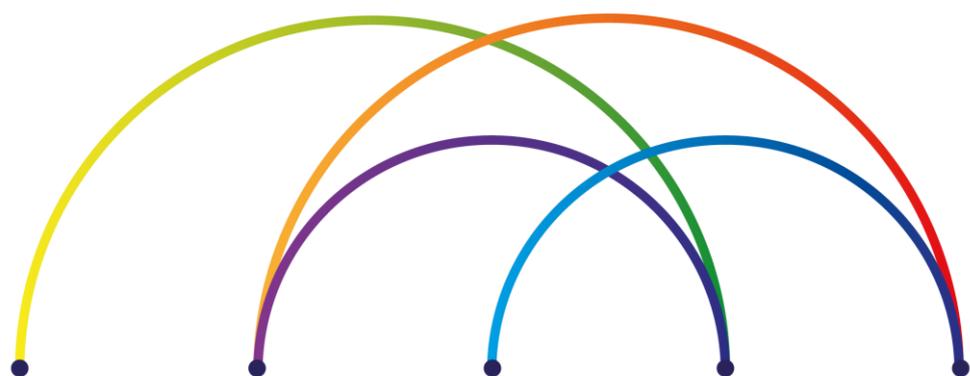




Figure 15: Number of inhabitants in your "City"

- less than 200
- from 200 to 500
- from 500 to 1000
- from 1000 to 5000
- from 5000 to 10 000
- from 10 000 to 15 000
- from 15 000 to 50 000
- from 50 000 to 100 000
- from 100 000 to 200 000
- from 200 000 to 500 000
- over 500 000





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Formazione Professionale Salesiana

Co-funded by the
Erasmus+ Programme
of the European Union

