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#RainBowErasmusPlus

State of art of social
and civic competences
and values awareness

ITALY

Introduction

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

Thanks to the RAINBOW 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 June in France, Bulgaria, Italy, Spain, Belgium and Romania.

Those inquiries were addressed to secondary-level teachers and students from 15 to 18 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). On the Italian level, the inquiries gathered 65 answers from teachers and 560 from students.

The present report aims at establishing a full picture of the needs, perceptions and awareness of teachers and learners from Italy. 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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Part 1/ Secondary level teachers' perceptions on social and civic education and media processes

Italy has gathered 65 answers to the Rainbow inquiry from teachers. The inquiry was submitted to the CNOS-FAP Federation and to AFP Patronato teachers. Both schools are partners of the RAINBOW project and they submitted the inquiry to their internal teachers. AFP Patronato has collected 22 answers; and the CNOS-FAP Federation has gathered 43 answers.

Civic and social education in Italy

In Italy, social and civic education wasn't a compulsory subject until this school year. In fact, starting September 2020, the Government Decree no. 35 of the 22nd of June 2020 comes into action. The decree stated that teaching civic and social education in school is compulsory and that the subject is considered transversal to all learning activities. It includes the study of the Constitution, sustainable development and digital citizenship. The main topic is the study of the Constitutional Charter and of both national and international laws.
The aim is to provide students with the tools to be aware about their rights, duties and being active citizen.

Each public school has to deliver at least 33 hours/year of civic and social education.

The two organisations which are partners of the RAINBOW project have to follow different rules. In fact, both AFP Patronato and CNOS-FAP are regional schools, so private entities, not public ones. It means that there is no obligation coming from national government in this field. Still, both organisations implement some form of social and civic education as a transversal subject as well, mostly by including it inhistory and law classes.

1. Topics addressed by civic and social education

What emerges from the answers collected through the inquiries, the perception of civic education in Italian organization is heterogeneous.

In fact, by analyzing teachers' answers, it may be inferred that each teacher gave a different interpretation of the topic. For example, as regarding the perception of civic and social education in Italian organizations, it can be observed that:

- 33 out 65 (50,8%) teachers affirm that it's something related to political life;
- 59 out 65 (90,8%) teachers affirm that it's something related to human rights;
- 22 out 65 (33,9%) teachers affirm that it's related to the possibility to denounce offensive and hate content;
- 31 out of 65 (46,2%) teachers stated that it's something related to counter cyberbulling and harassment.

Figure 1: **Topics adressed by Social and civic education (in absolute frequencies)**
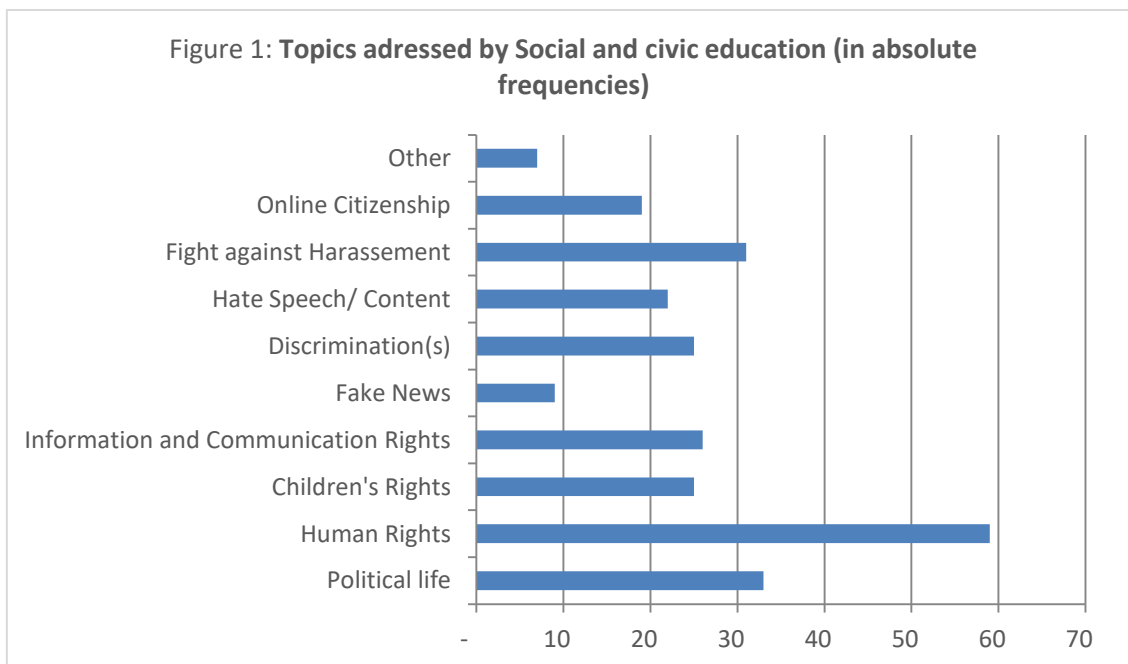
2. Level of sufficiency of the civic and social education provided to pupils

Considering the data, it's possibile to affirm that teachers highlight a mid-low level of sufficiency of civic and social education among students. More specifically, CNOS-FAP teachers think that students have a quite satisfying level of competences: the answers range between values 6 to 9, which covers 72% of answers. AFP teachers have a different opinion, as 90% of their answers' values vary from 3 to 5.

3. Current strengths of social and civic education

By analyzing teachers' answers, it's possible to highlight different points of view about the strengths of social and civic education.

In relation to inquiry results, Italian teachers agree on the need to reintroduce civic and social education as a teaching subject, as it could help students in comparing different ideas, in developing critical thinking, in becoming more creative and analytical and being more informed about daily events.

According to theiropinion, it would be appropriated to reintroduce civic education starting in primary schools, with an implementation of lessons and the possibility to hold meetings on various issues in order to develop a sense of active citizenship and membership in society. In their mind, explaining social and civic education in classes or in small groups promotes the dialogue within peers and adults, and it supports debates in a creative way. It develops the critical and creative thinking in children, leading them to acquire a greater ability to process information from different sources of news in the web and conducting critical analysis. This increases also their relational skills, both with peers and adults, and it increases their sense of responsibility towards the common spaces, both in school and in society and towards "the others". In addition, they reported that social and civic education can be linked to other subjects and be part of a "learning by competences" approach.

4. Main improvements that could be implemented

After analysing and identifying the main strengths of civic and social education, the inquiry asked teachers to point out possible improvements related to the ways in which this subject is teaching. It's necessary to remind that in Italy, it wasn't mandatory to teach civic and social education in schools until this school year, as explained above. Hence, teaching the subject is and will be in itself an improvement in schools.

Beyond some differences between AFP and CNOS-FAP teachers' answers, it's possible to affirm that for Italian organisations, schools have to offer more opportunities to discuss relevant topics (such as the right way for using the internet, digital tools or social networks, or what consequences they might bring) with adults and also more spaces in which students can participate in social life.

Another improvement named is the concept of increasing experiential activities, which can link civic and social education to daily life.

Some teachers wish for a renewal of civic and social education topics, in order to link it to EU values and rights as citizen, human rights, inclusion and different cultures, web and digital identity. Some others ask for new tools to teach the topic.

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

According to the given answers, teachers think that there is a connexion between civic and social education and hate speech. In fact, most of the teachers said that there is an evident correlation between the increasing of citizenship education and the acquisition of a greater awareness on this topic, which can guide young people in detecting and countering hate speech and its spreading.

Summarizing CNOS-FAP and AFP answers, 2% of the answers range from values 1 to 4; while about 50% of answers were in the range from 5 to 7 and from 8 to 10. This data shows and confirms that teaching civic and social values can tackle hate speech and its spreading, as youngsters can understand human values and the respect of human dignity.

Secondary level teachers' personal and professional use of social media

The question and related answers hightlight the use of social networks among Italian teachers in terms of frequency and type of social network used.

"The question and related answers hightlight the use of social network among Italian teachers, in terms of frequency and type of social network used.

Based on answers, Italian teachers declare to use "very often" the following social networks:

- 84% Whatsapp (which turns out to be the most used social network);
- 36% Youtube;
- 25% Facebook;
- about 21% of them use Instagram;
- 5% Twitter;
- 5% of CNOS-FAP teachers use Linkedin, while none of the AFP teachers use it;
- about 3% of AFP teachers use Messenger, while no CNOS-FAP teachers use it;

- Vimeo is used by 3% of respondents;
- 2% of AFP teachers often use Discord, whereas no CNOS-FAP teachers use it.

But there are also a number of teachers who never use social networks: 39% of both AFP and CNOS-FAP teachers have never used Facebook; 63% have never used Messaenger; about 50% Instagram. Only 3% have never used Whatsapp.

80% said they've never used Twitter; 60% Linkedin; about 79% Vimeo and about 95% Discord.

Following this, the inquiry hightlighted the purpose of using social network. As we have seen before, Whatsapp is basically the most used social media and it's used for different reasons.

Whatsapp is the most used network to communicate with family and friends (about 90% of Italian teachers), while the less used are Linkedin, Twitter and Youtube.

- Whatsapp is the most used also for sharing content and expressing themselves (62%), while Messenger, Twitter, Discord, Vimeo are the less used;
- Youtube is the main tool to watch videos (92%);
- Facebook is the main way through which teachers keep informed (50%), while Messenger is the less used;
- Facebook, Instagram and Youtube are the most used in leisure time (just over 40%);
- Whatsapp (40%) and Youtube (40%) are the most used for sharing educational materials; while the less used are Twitter, Discord, Vimeo and Messenger;
- To communicate with students, the most used are Whatsapp (about 46%) and Youtube (about 44%);

12 out of 65 teachers affirm using social networks with students to work with them; 8 out of 65 use them to share teaching materials with students; only 4 out of 65 use them to interact with their students. But the most striking fact is that 48 out of 65 teachers (73,9%) said they've never used social networks with their students.

It's interesting to compare the use of social networks with students with the personal one. Indeed, social networks aren't widely used with students; while the percentages of personal use are high. Teachers do not perceive social networks as useful tools in school live, while they are important for the personal sphere.Secondary level teachers' perception of social media and their processes.


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

- Yes
- No
- Other

12%
11%
77%
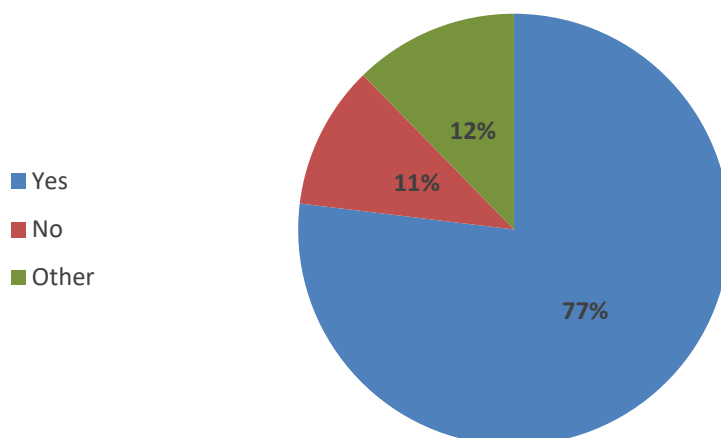
1. Benefits of social media according to teachers

According to teachers' answers, there are different benefits related to the use of social media.

18% of teachers affirm that social media are a way to engage and unite individuals; for 10% they serve to fight against isolation; 23% affirm that they are useful to create networks; for 8% of the teachers, social media promote the debate of different ideas; 24% affirm that they are a worthy tool to keep informed and to communicate and the last 15% use it to entertain themselves.

Figure 3: **In your opinion, what are the benefits of social networks, what do they allow?**
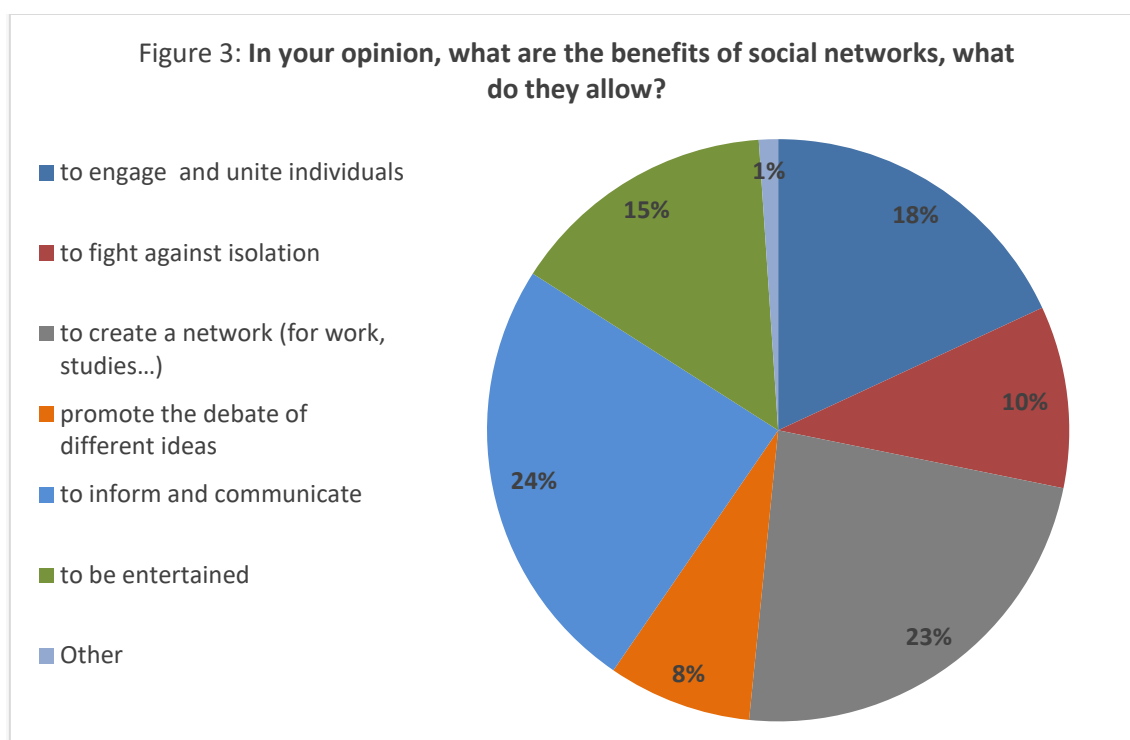
2. Teachers' perception of the connexions between social media and hate speech

Analysing the chart of results and summarizing the answers done by both CNOS-FAP and AFP teachers, it can be stated that 62 out of 65 of them (about 95.4%) have highlighted a significant impact of social media on the spreading of fake news and violent content.

In teachers' opinions, there are several reasons for this correlation, among which Italian partners highlight the most impactful ones. It's relevant that 45 out of 65 teachers (about 69%) think that it's caused by the possibility to share and comment posts instantanously; 43 out of 65 teachers (66.2%) affirm that that it's due to the possibility of remaining anonymous; 38 out of 65 (58.5%) explain it with the resonance-chamber effect and 30 out of 65 (46.4%) find the cause in the large number of users of social networks.

Most of the teachers to whom the questionnaire was submitted noted the existence of a strong negative relationship between the use of social networks and the vulnerability of students to some risks. For teachers this correlation is very strong (almost all items are > 50%).

Below, we listed the answers given for each category:

- Hate speech: 37 out of 65 teachers (57%) say that there is a strong negative correlation between its dissemination and the use of social network;
- Dissemination of violent content: 40 out of 65 (61.6%) affirm that strong correlation;
- Dissemination of false information and violent content is linked to the use of social network for 36 out of 65 teachers (55.4%);
- Harassment: the correlation is hightlighted by 38 out of 65 teachers (58.5%);
- Discrimination: 41 out of 65 teachers (61.8%) argue that there is a strong negative correlation between its spread and the use of social networks;
- Prejudices are disseminated and spread by social networks for 38 out of 65 teachers (58.5%);
- Shocking content: 38 out of 65 teachers (58.5%) say that there is a strong negative correlation between its dissemination and the use of social networks;
- Unhappiness is linked to the use of social networks for 27 out of 65 teachers (41.6%);
- Exclusion and Isolation are enforced by social networks for 36 out of 65 teachers (55.4%).

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

According to the teachers' opinions, it seems that digital skills by themselves are not enough to counter fake news and hate speech. In fact, no teachers said that students' media literacy enables them to counter fake news and hate speech. Only 17 out of 65 teachers (26.2%) think that students are quite trained on digital literacy, enabling them todetect hate speech.
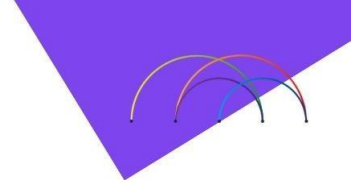
Secondary level teachers' needs of methodological support and teaching materials to tackle civic and social issues

Most of the teachers affirm that they work and/or speak about social media with their students (50 out of 65 teachers, 77%). All of them affirm that they work on this subject with students by analysing advantages/disadvantages of social networks and youngsters' vulnerability related to their use. Only 7 out of 65 teachers (10,8%) say they've never talked to their students about this topic. Others deal with it only on certain occasions: for example, 2 out of 65 teachers (3,1%) address the topic only when situations occurred that require an educational intervention. 2 out of 65 teachers claim to pay only rarely attention to this subject. 2 out of 65 teachers treat the subject only occasionally, when it's linked with other disciplines.

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

To the question: "Do you think you are sufficiently prepared to work with kids on (their) civic and social skills, especially online?" the answers given are all in the lowest scales, if not 0. We find a greater concentration of answers in the mid-levels. Although, the number of answers wasn't very high: for example, 16 out of 65 teachers (24.7%) think they're moderately prepared.

A similar situation can be found concerning the topic of teachers' preparedness for working on hate speech and fake news with their students. Again, most responses are concentrated in the mid-levels: 13 out of 65 teachers (20%) feel quite prepared to work on hate speech and fake news, especially online. However, unlike the answers given to the previous question, there are some responses, but only a few, in the higher levels. For example, 9 out of 65 teachers (13,9%)

affirm they feel trained enough to work with young people on hate speech and fake news in a digital environment.

Answers to the question: "Do you believe that there are sufficient sources and materials to counter these problems?", are mostly concentrated in the mid-levels. For example, 14 out of 65 teachers (21,6%) agree on the fact that there may be sources and/or materials that can be useful in countering hate speech and fake news. 8 out of 65 teachers (12,4%) have a greater conviction about the existence of certain sources and/or materials to counter these problems.
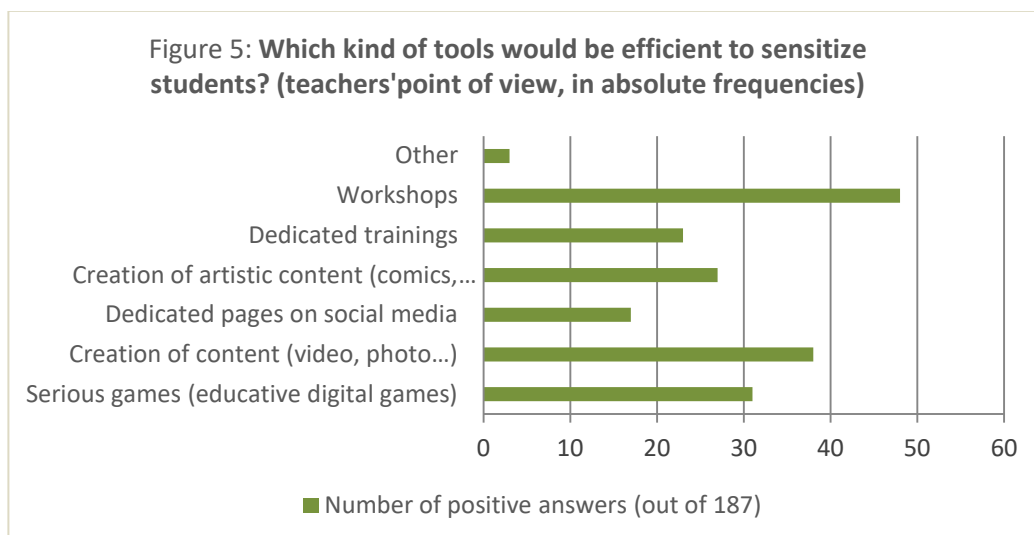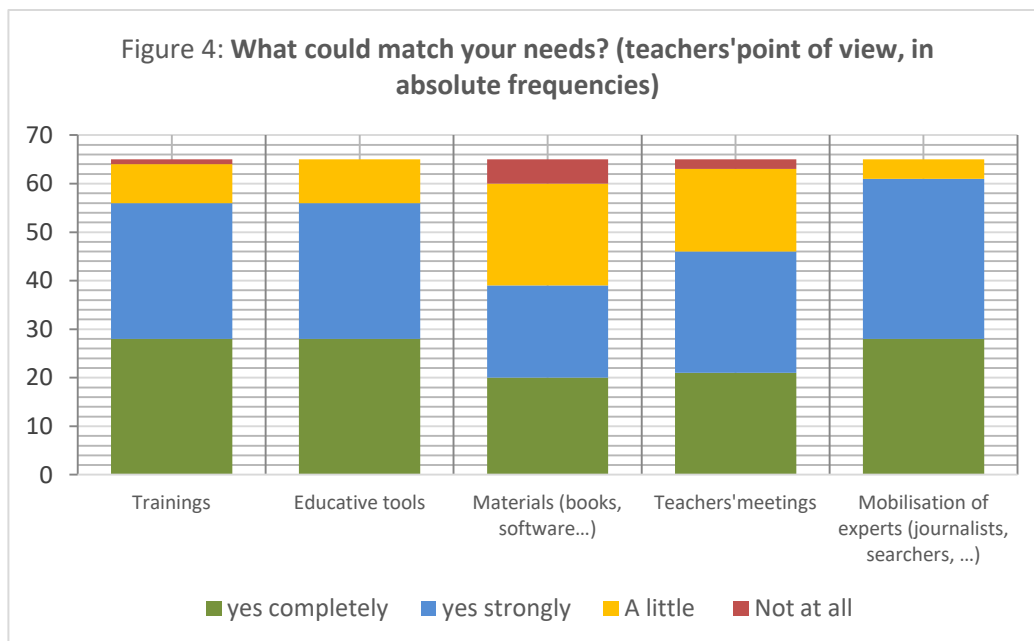
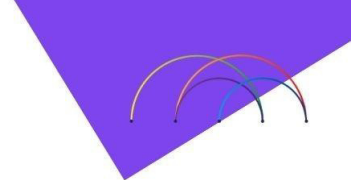## 2. Some materials that would match the teachers' needs

When asked: "As a teacher, what do you think will be most useful to improve your possibilities to work on social and civic education?", teachers have expressed particular preferences towards specific actions and/or activities. Answers are listed below, taking into account the data available:

- Refresher courses: 28 out of 65 teachers (43,1%) consider these courses very useful for improving their possibilities to work on the topic;
- New materials: 28 out of 65 teachers (43,1%) think new materials could be useful;
- New tools are important for 20 out of 65 teachers (30,8%), while 21 out of 65 teachers (32,4%) believe they are little useful to improve their possibilities to work on the topic;
- Meetings/meetings with other teachers: for 25 out of 65 teachers (38,5%) they are very useful;
- Expert talks/seminars: 33 out of 65 teachers (50,8%) consider these events useful to improve their skills.

Following the previous question, teachers were asked to identify which tools might be appropriated to raise awareness and increase social and civic skills. The tools that have been chosen by teachers are listed below in order of their preferences:

- Workshops/group work: 48 out of 65 teachers (73,9%) believe that this tool can be useful to raise awareness and increase social and civic skills;
- Content creation (photos, videos, etc.): 38 out of 65 teachers (58,6%) believe that it can be useful to raise awareness and increase social and civic skills;
- Serious games: 31 out of 65 teachers (47,7%) consider them appropriate to raise awareness and increase social and civic skills;
- Creation of artistic content: 27 out of 65 teachers (41,6%) consider this a useful instrument in terms of awareness-raising;
- Dedicated courses: 23 out of 65 teachers (35,4%) believe that this tool can be useful to raise awareness and increase social and civic skills;
- Creation of social media pages: 17 out of 65 teachers (26,2%) believe that this tool is suitable to raise awareness and increase social and civic skills.

Figure 4: **What could match your needs? (teachers'point of view, in absolute frequencies)**

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

Part 2: Students' perceptions on prejudices, tolerance, civic competences, social media

Secondary level students' perception of civic and social competences

Italy has reached 560 students in total. This result considers the fact that two different partners (AFP Patronato San Vincenzo and CNOS-FAP Federation) have submitted their inquiry to different students attending their schools in the Lombardy region in Italy. AFP Patronato has collected 165 answers, and CNOS-FAP Federation has collected 395 answers.

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

By analyzing the inquiry for the students who answered, being a good adult citizen means to be active and to participate in social and economic activities. Students showed a great interest in environmental issues: they stated that it is really important to be involved in environmental protection, by recycling and not wasting water. They also believe that it is important to participate in activities aimed at protecting the environment (246 students out of 560).

Students are also concerned about human rights: almost all the students who answered the questionnaire affirmed that it is a *very* or *quite important* issue (354 out of 560).

Moreover, students believe that it is important to ensure the economic stability of the family to be a good citizen.

Students believe that knowing the history of their country is useful to become a good citizen. About half of the students who answered the questionnaire showed an interest in politics by saying that it is important to vote, show respect for government representatives, political debates and discussions.

As for the interest in political parties and the willingness to join them, the trend is negative. Many students have said that it is not very important or unnecessary to join a political party.

2. Students' *awareness* to social and civic competences

Social and civic competences include the ability to engage effectively in the community and to display solidarity and interest towards the others. 203 out of 560 of the respondents believe that educating young people on civic competences is necessary and gave a score of 10 out of 10 to the question. The average score of importance ranges between 7 and 10. These answers show the willingness to be educated on subjects such as the fight against discrimination, racism, solidarity, and a strong interest for civic commitment by being active in the local communities. Nevertheless, some of the students do not consider social and civic competences relevant for their development: 48 students out of 560 gave a score below 5 showing a lack of interest in awareness and education to civic values.

Most of the students have already been sensitized to social and civic competences in four specific contexts: school, family, friends and sports clubs. 387 out of 560 students have been sensitized at school. 358 out of 560 students received information and education on this topic by their families. 145 out of 560 students have been sensitized by friends, and 79 out of 560 were sensitized while practicing sports.
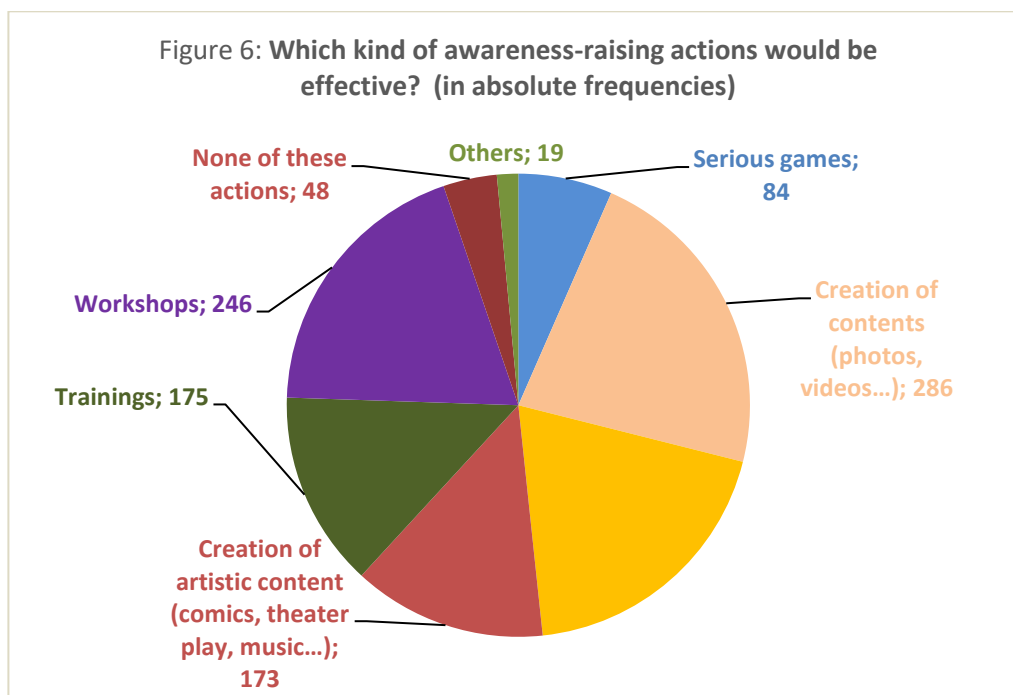
When asked if they believe that they have benefited from this awareness-raising experience, 176 out of 560 respondents affirmed that now, they understand discrimination situations better. 158 students believe that after this sensibilisation, they can protect themselves and others. 99 students stated that they try actively to fight against discrimination. 37 students found this experience useless, and 90 students said that they do not have any opinion on this topic.

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

When asked if it is possible to improve education on civic values in Italy (by indicating what skills, what tools, etc.), most of the students affirmed that they didn't have an opinion about it. Many students stated that awareness and civic values should be raised and taught, not only at school but also in the family context. They believe that teachers should promote more respect by organizing active and participatory activities starting at the primary school level. Family plays an important role and it's the first channel which transmits values (respect, justice, etc.).

Students believe that schools and families should also promote equality and voluntary activities, which create cohesion, knowledge, and sharing.

As shown in the graphic below, 248 students out of 560 found that social media page creation could be efficient to foster social and civic education in Italy. 246 students out of 560 stated that workshops would also be a useful means to promote positive values. 49 students said that none of the proposed activities could be functional and effective in raising awareness and encourage an exchange.

Figure 6: **Which kind of awareness-raising actions would be effective? (in absolute frequencies)**

- Others; 19
- Serious games; 84
- None of these actions; 48
- Workshops; 246
- Trainings; 175
- Creation of contents (photos, videos…); 286
- Creation of artistic content (comics, theater play, music…); 173

Moreover, when asked if they had other suggestions regarding the issue of citizenship education, students answered that this topic should be reinforced and promoted from families and schools from the tender age. They believe that it is important to foster debate and dialogue promoting respect, equality and combating discrimination.

Students' experience and perception of discriminations

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

The inquiry revealed that there is a high perception of discrimination linked to physical appearance and surname, morality, and gender. 21 students stated they have been discriminated against because of the colour of their skin. Moreover, 10 out of 560 students claimed they were discriminated against because of their sexual orientation. As far as religious reasons are concerned, the total number of students who declared to have been discriminated against is 13. 16 students stated that they were discriminated against based on disabilities.

Students have also stated whether they have ever been discriminated against or treated unfairly: 340 out of 560 students asserted they felt discriminated against sometimes. 175 declared that they never felt discriminated against. 40 students often feel discriminated, and 5 students affirmed that they feel discriminated against every day.

Many of the students interviewed stated that they had witnessed discrimination against someone else for physical reasons (disability) and reasons related to a surname of foreign origin. Interestingly, 285 students out of 560 stated that they had never witnessed discrimination on religious grounds.

Figure 7: **Have you ever been discriminated against?**

Everyday, 2%
Often, 15%
Never, 27%
Sometimes, 57%
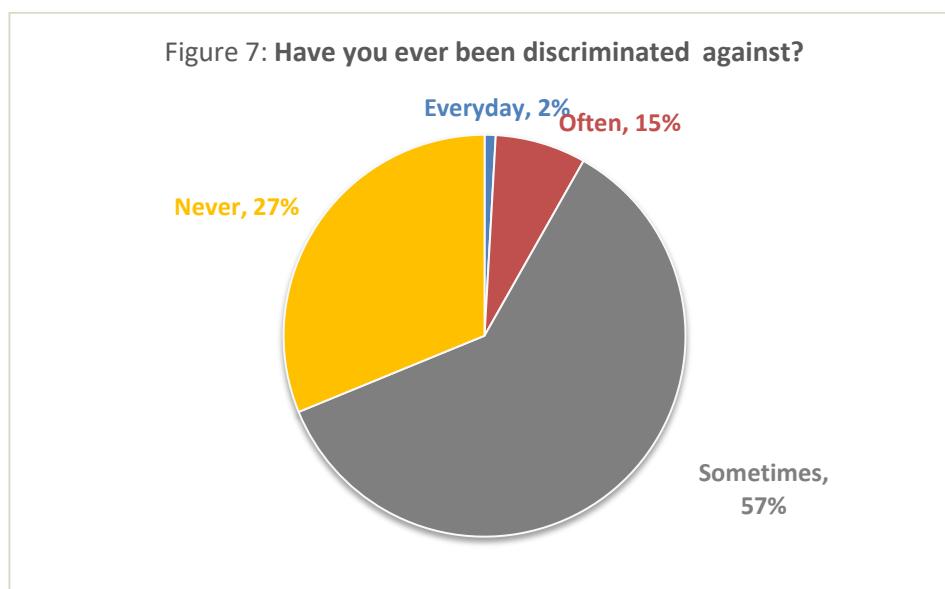
2. Why do people discriminate against others?

The collected data shows that discrimination is mainly due to 4 different reasons: ignorance of people was chosen by 443 students out of 560, mental closure voted by 246 students out of 560, fear voted by 145 students out of 560 and misunderstandings voted by 72 students out of 560.

Students' experience with social media, fake news and violent content

1. Students' use of social media

Most of the students that answered the inquiry spend time on social networks every day. When asked how much time they spend daily on social networks, 281 students out of 560 stated that they spend between one and three hours on social networks. 151 students out of 560 affirmed spending between three and five hours. 82 students out of 560 stated that they spend more than five hours, and 46 students out of 560 said less than one hour per day.

Instagram, WhatsApp, and YouTube are the three social networks most used by students in Italy. Instagram is used very often by 360 students, WhatsApp is used very often by 408 students, and YouTube is used very often by 319 students. On the one hand, Twitter is usually not used by youngsters. 459 out of 560 students affirmed that they never use Twitter. On the other hand, Tik Tok is spreading and becoming popular within this target group: 133 students stated that they use this channel often or very often.

Youngsters usually use social media to keep in touch with friends and communicate with family, share, and watch videos.

WhatsApp is mostly used by students to communicate.

Instagram is used to share pictures and videos about private life and daily routine but also to see photos and videos of friends and famous people (stars, actors, musicians, etc.)

When asked which social media they use to express themselves, students stated Instagram and WhatsApp.

When asked about which social media they use to spend free time, students affirmed using Instagram, YouTube, WhatsApp, and Tik Tok. 473 students out of 560 affirmed that they use YouTube to watch videos in particular.

Social media are not only used to keep in touch and to spend time but also have an informative purpose and are used by students to collect information (newspapers are replaced by this new means of communication). The most used channels to be informed are YouTube and Instagram.

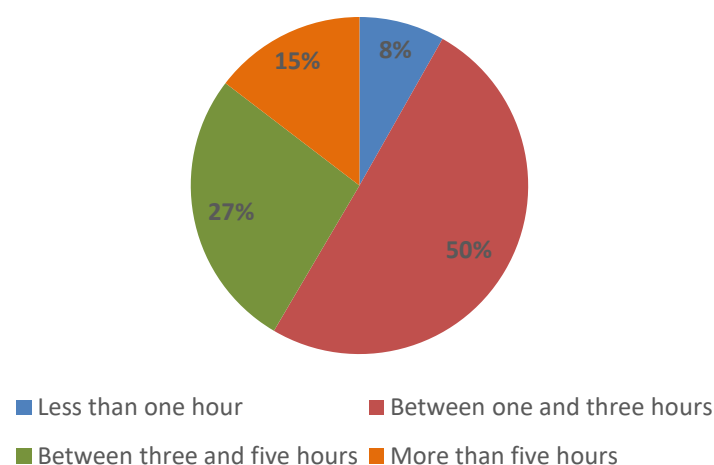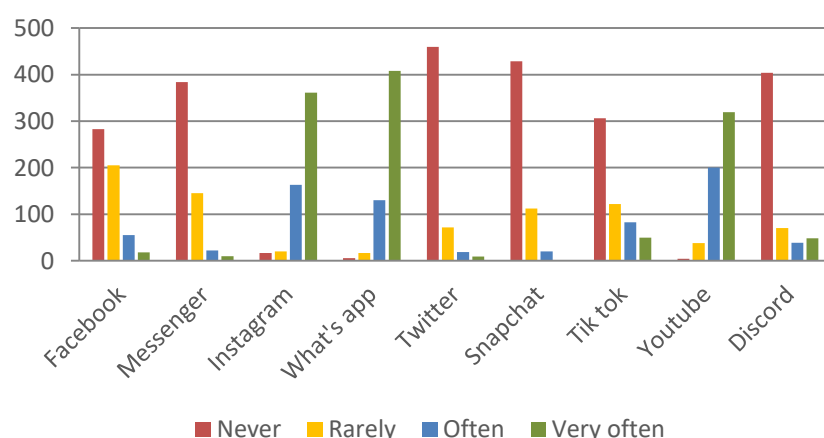Figure 8: **How much time do you daily spend on social networks?**

- Less than one hour: 8%
- Between one and three hours: 50%
- Between three and five hours: 27%
- More than five hours: 15%

Figure 9: **Which social media do you use? (in absolute frequencies)**

Never · Rarely · Often · Very often

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

When asked if they have ever been confronted with violent situations on social media like threats, harassment, or online hate speech, 324 students out of 560 stated that they have been involved or confronted with any of these situations. 155 students out of 560 have witnessed threats, harassment, or online hate speech, and 81 out of 560 students have had to deal with violent situations.

Students say that discrimination on the web is infrequent when it comes to single insults or offenses. Numbers change when referring to a whole community, for example an offensive post or photo against a group of people (e.g. LGBTI community, migrants, women, etc.). In this case, half of the respondents stated that they have never suffered discrimination; the other half affirmed that they were discriminated against between 2 and 5 times. Those who witnessed bullying scenes saw attacks against disabled and black children. Offensive comments, swearing, fights between boys, and criticism against physical appearance (obesity) are some of the reasons that lead to discrimination.

Witnessing or experiencing a violent episode on social media can lead to very different reactions. When asked about their reaction when they witness or experience a cruel event on social media firsthand, students showed that they are more inclined to denounce this event if they witnessed it than when they are personally involved. Most of the respondents affirmed that, when they are observers, they comment or share the content on their profile. Usually, when students experience a violent episode or discrimination, they are more inclined to ignore the fact and are more reticent to talk about and to share it. Also, students tend to report the case to the administrators of the concerned social media more when they are witnesses rather than when they experience it. Families play an important role in these situations, and students seem to tend to report violent episodes or discriminating acts to their parents more when they are witnesses than when they suffer them. When speaking about teachers, we obtain the same result: students report to the teachers more when they are witnesses rather than when they are involved in it firsthandly.

When asked if they report the cases of discrimination and violence to the authorities, students affirmed that they denounce the facts both when they assist or when they experience these situations.

Most of the students agree on the fact that on the one hand social media facilitate the dissemination of violent content and that on the other hand they help spread fake news.

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
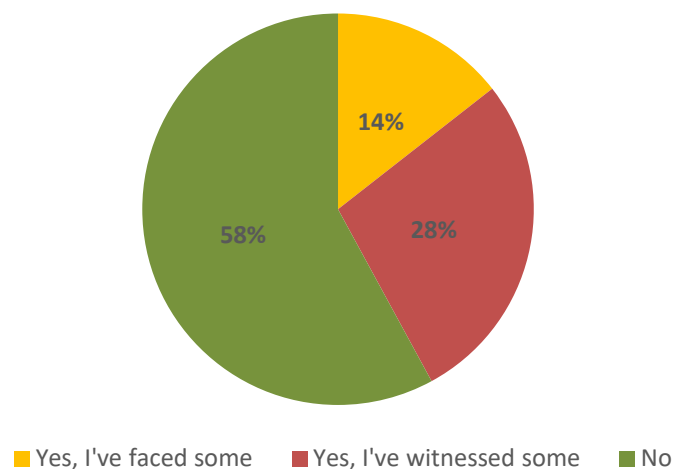
Students' awareness about the characteristic of the media processes in the digital era

In this section, we analyze how much confidence students have in institutions, groups, and sources.

Data shows that families and schools are the institutions the respondants trus most: 498 out of 560 stated that they strongly trust their parents and families, and 409 students out of 560 affirmed that they can trust schools completely or at least have very high confidence in them. On the contrary, students show a low rate of confidence towards political institutions and parties. In particular, 445 out of 560 respondents stated that they have little or no confidence in the government. At the local level, the level of confidence towards the municipalities is also very low: 276 respondents out of 560 said that they have little confidence.

When it comes to the judicial authority and the armed forces, we can outline these results: 267 respondents out of 560 have little confidence in the judicial authority, 264 students out of 560 affirmed to trust or have great trust towards the police and 207 affirmed to have little trust. Moreover, 253 students out of 560 said that they have high confidence in the army.

Also, concerning the Italian institutions (e.g. justice, health system, and politics) 262 respondents affirmed that they have little trust in institutions and on the contrary 228 stated that they have a lot of trust in it. As far as European institutions are concerned, 241 stated that they have little trust and 174 that they have a lot of trust. Students have no faith in political parties, only 5 respondents out of 560 affirmed that they completely trust political parties. Mmost of the others stated that they do not have any trust.

The majority of the students showed that they do not consider television, newspapers and radio as reliable means to be informed and thus trustworthy: 274 students out of 560 said that they have only little faith oin these means of communication. In conclusion, students say they have very little confidence in people and their citizenship.

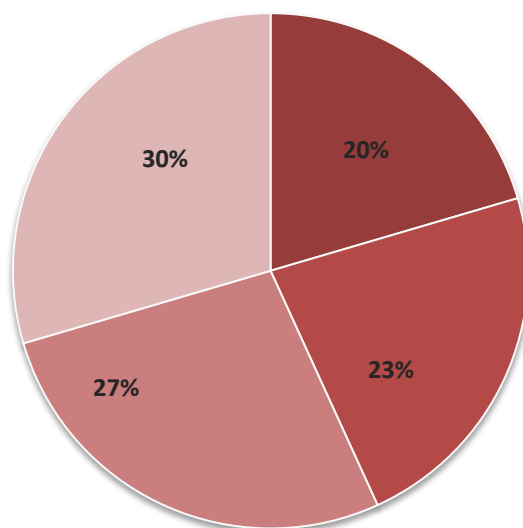# Appendix 1: profile of the participants

Teachers

Figure 11: **Gender**
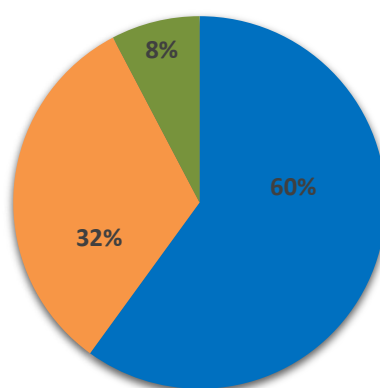
- Men
- Women
- Not precised

60%
32%
8%

Figure 12: **Teaching experience**

- less than 5 years
- Between 5 and 10 years
- Between 10 and 20 years
- More than 20 years

20%
23%
27%
30%
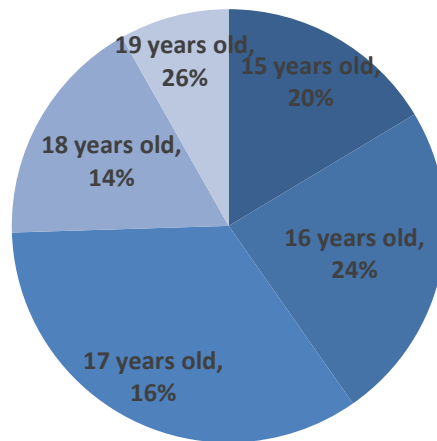
Students

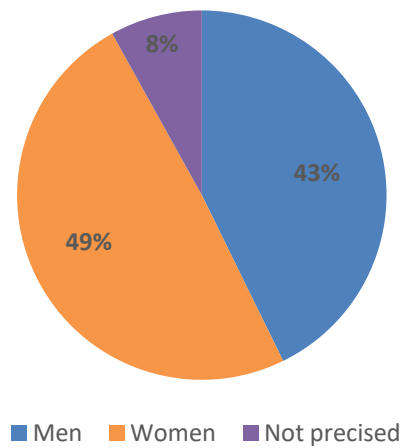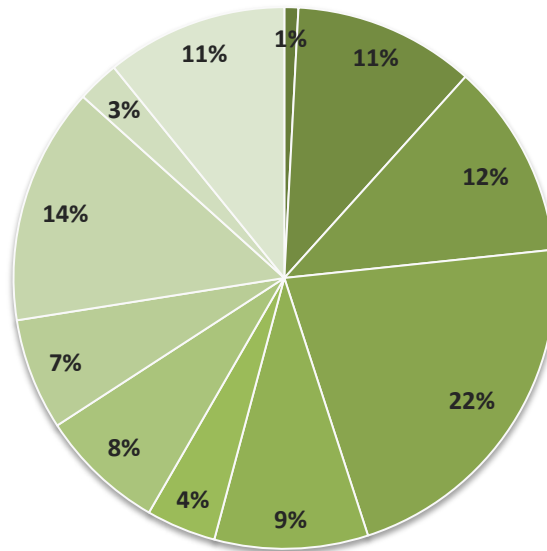Figure 13: **Age of the participants**

Figure 14: **Gender**

Figure 15: **Number of inhabitants in your "City"**

Legend:
- from 50 to 200
- from 200 to 500
- from 500 to 1000
- from 1000 to 5000
- from 5000 to 10 000
- from 10 000 to 20 000
- from 20 000 to 50 000
- from 50 000 to 100 000
- from 100 000 to 200 000
- from 200 000 to 500 000
- over 500 000

Pie chart values: 1%, 11%, 12%, 22%, 9%, 4%, 8%, 7%, 14%, 3%, 11%

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