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State of art of social
and civic competences
and values awareness

FRANCE



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 French level, the inquiries gathered 24 answers for teachers and 125 for students.

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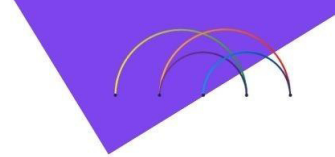
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Part 1/ Secondary level teachers' perceptions on social and civic education and media processes

Civic and social education in France

1. Topics addressed by civic and social education in France

The survey underlines that the themes addressed by teachers in the context of social and civic education are numerous with a predominance of social issues: fight against discrimination, human rights, prevention of harassment in the school environment, children's rights.

All these themes are an integral part of the topics to be addressed in social and civic education (*Enseignement moral et civique, EMC*). This subject is part of compulsory schooling. It is taught by history and geography teachers and, depending on the content covered, by teachers of other subjects. The content covered by the teaching varies according to the academic level of the students¹.

Anti-discrimination is cited by 70% of respondents as a topic addressed by social and civic education. This high percentage can be explained by the fact that for many years the French School has been participating in the "Weeks of Education and Actions against Racism and Antisemitism" and has developed many resources and partnerships to support the work of teachers in this field.

In addition, since 2012, a Plan to Prevent and Combat Harassment in Schools has been deployed at all levels of the school system (systemic approach, school climate survey, production of resources....).

A second thematic block is highlighted in around 40% of the responses: the right to information and communication.

This theme is also part of the content addressed in the school framework of Media and Information Education (*Education aux médias et à l'information, EMI*) whose objectives are to: enable pupils to exercise their citizenship in an information and communication society, train tomorrow's active, enlightened and responsible "cyber-citizens" and enable pupils and teachers to understand and make autonomous use of the media.

However, it should be pointed out that only one third of the responses mentions education against fake news and online hate content. This lower figure can be partly explained by the fact that *EMI* is a cross-curricular education, with all teachers having to contribute to it. It can therefore be assumed that mastery or familiarity with the objects to be dealt with may vary from one individual to another and explain the result.

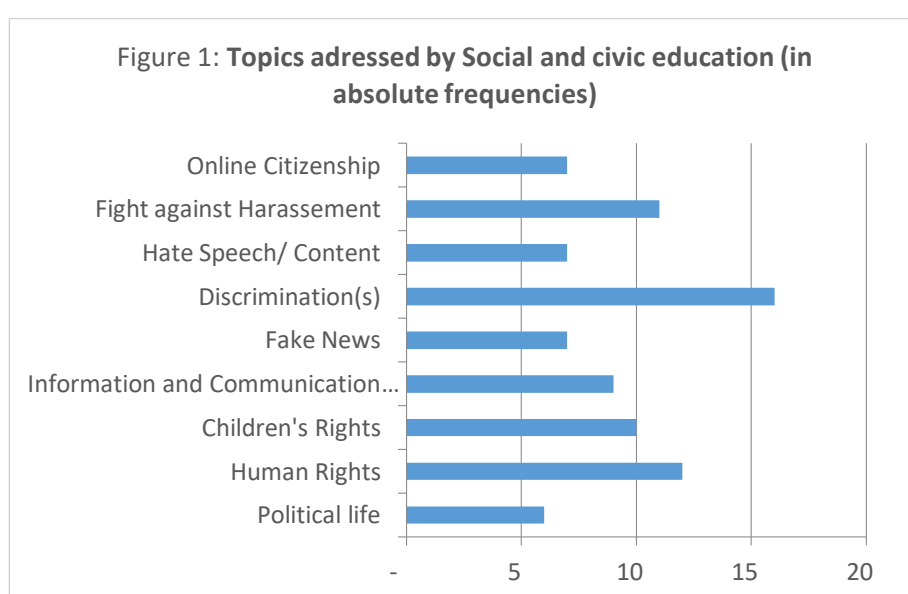
¹ Some of the subjects that are taught in middle schools: Equal rights and the notion of discrimination, the right to education, equality between girls and boys, the different forms of discrimination: racial, anti-Semitic, religious, xenophobic, sexist, homophobic, transphobic, etc. Harassment at school, on the Internet and social networks, etc.

At the Lycée (high school): "The individual and the rule of law" and "Equality and discrimination" in the 10th grade, "Exercising citizenship in the French Republic and the European Union" and "The moral and civic challenges of the information society" in the 11th grade, "Pluralism of beliefs and secularism" and "Biology, ethics, society and the environment" in the 12th grade.

The participants felt that political life in France was the least discussed topic in social and civic education. To analyse this result, which is the lowest but which concerns more than a quarter (26%) of the respondents, two hypotheses can be put forward.

This area can be understood by the respondents as being the one of the life of the institutions which structure political life in the country (organisation of democratic representation, drafting of laws, life of the institutions of the Republic, etc.), which is important for the training of the citizen but constitutes one content among many others.

A second hypothesis for understanding this result is linked to the obligation of neutrality with regard to political opinions or religious beliefs made to public service teachings. It is a framework that may lead some teachers to avoid certain topics directly related to the political life of the country. These subjects may be perceived as a risk of contravening this obligation. Here we tackle a question that many teachers are asking themselves about how to deal with "hot" current affairs in the classroom, which are lively questions.

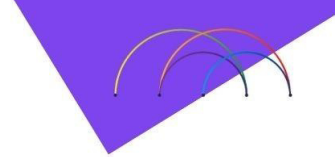


2. Level of sufficiency of the civic and social education provided to secondary level students

As mentioned above, there are many frameworks in the school setting that enable teachers to implement civic and social education. However, the answers to the question "Do you think that the social and civic education provided to pupils is sufficient?" are extremely nuanced on a scale from 1 to 10. Thus 39% of respondents put it at 3, while all other estimates are below 15%. At the two extremities of the scale: 13% of respondents put their answer at grade 1 and 4% at grade 10.

Several elements can shed light on this disparity. In general and technological high schools: 18 hours per year are dedicated to EMC, and 14 hours per year in vocational high schools: which is not much. In middle schools, 36 hours per year are devoted to EMC, i.e. an average of 1 hour per week.

Since 2015, in a very tense international context, a whole series of terrorist acts and attacks have happened. Civic and social education has become a major challenge for the school, with the creation in 2015 of the Citizen's Path (*Parcours citoyen*), which takes place alongside EMC and EMI, and which contributes to the transmission of the values and principles of the Republic



and life in democratic societies. The stated priority is high, but the means, particularly in terms of time, may appear insufficient to those who must ensure this mission of training the citizen.

This expression of a lack of civic and social education can also be understood in another way. *EMI* is not the responsibility of a single teacher, of a particular subject, but is shared, in a transversal way, by all teachers. This is an element that can contribute to making it difficult to understand what is actually conducted in this education.

3. Current strengths of social and civic education

Respondents identify many more obstacles than strengths about civic and social education: 5 positive mentions against 23 negative mentions.

The three main difficulties identified are linked to their working conditions, the methods and means used for social and civic education and, finally, the involvement of non-formal education partners.

Many surveys document the working conditions and quality of life at work as assessed by teachers. In 2018, the SE-Unsa (teachers' union) surveyed more than 7,500 high school and middle school teachers on their daily working life. This survey reveals the psychosocial risks incurred by these professionals. Without detailing all the results, we note that 90% of them stated that their workload was increasing each year and denounced an increasing amount of evaluation and "administrative" work.

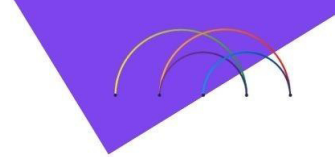
20% of the responses mention the lack of time to set up quality social and civic education programmes, which can be linked to the analysis in point 1.2. In the same proportion, respondents also point out a lack of specific training for educators and teachers, which they believe would enable them to plan and implement innovative educational projects in this field.

According to the survey, teachers believe that a conventional, theoretical approach to social and civic education is not capable of reaching their pupils and therefore of having a real impact on them: too often, the approach remains general, theoretical, such as the values on which the Republic is based. A survey conducted in 2018 by the National Centre for the Study of School Systems (CNESCO) reveals that 'active teaching methods (classroom debates, citizen projects versus civic education lectures) are poorly developed in France. Yet, according to the studies, these methods have a positive impact on citizenship learning'. CNESCO also notes that this social and civic education is not sufficiently linked to practices and actions for pupils.

Many of the teachers interviewed wanted closer cooperation with non-formal education actors, and saw this cooperation as a possible response to the above-mentioned challenges of the current system of social and civic education. In the French school system, teachers can be accompanied and supported in their mission by so-called complementary associations of the school. Many of them have this accreditation and it is true that their field of expertise is a real resource for teachers in all the areas covered in the framework of social and civic education.

While the difficulties mentioned by teachers are numerous, they continue to affirm the importance of social and civic education as an crucial part of modern education that pupils should receive. This is a widely shared opinion in the country; a survey (BVA for Casden/Cnesco) conducted in 2015 shows that 'the civics education course is still popular (93%)' and stresses that the French adhere to new, more active pedagogies such as the organisation of civic debates (88%), participation in community life and class organisation (93%).

For teachers, the challenge of this social and civic education is to develop the skills and abilities of young people to understand the world around them and to play their role as citizens.



The responses to the survey also underline that social and civic education is a good lever in the fight against hate speech in our societies.

4. Possible improvements that could be implemented

The main improvements suggested are possible responses to the difficulties pointed out: more time for social and civic education and specific trainings that would enable them to set up programmes adapted to their specific audiences.

Closer cooperation with non-formal education actors is also envisaged as one of the possible areas for improvement. This cooperation would presuppose that teachers have a good knowledge of the landscape of non-formal education actors. However, it would appear that many of these players, particularly the associations that benefit from the label 'Associations complementary to public education' are not or are no longer identified as support points for educational teams.

Some participants also wanted a more specific framework for social and civic education, which would help them to implement it. This last point should be clarified in order to know what this specific framework should be.

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

The major part of the inquiry's participants thought that social and civic education can in fact contribute to the fight against spreading online hate speech. Eight out of twenty three participants even agreed 100% with this statement (score 10), while two agreed strongly (score 9) and six agreed (score 8).

Around one out of five participants has ambivalent opinions on this point and scored in the middlefield (two times score 5, two times score 6 and one time score 7). 8, 7% (which represents two answers) of teachers thought that social and civic education is not adapted to contribute to the fight against spreading online hate speech, evaluating this question at a score 2 and 3.

Secondary level teachers' personal and professional use of social media

All the participants of this inquiry personally use social media, but in very different ways: by far the most used social media platform is YouTube (22/23 participants use it at least sometimes), followed by Facebook (18/23), Messenger and WhatsApp (both (16/23). Instagram (13/23) and LinkedIn (12/23) are used by more than 50% of the participants, while Twitter (10/23), Vimeo (9/23) and Discord (4/23) are the least used platforms.

Concerning the reasons to use these platforms, the participant's answers indicate that Facebook (11/23), Messenger and WhatsApp (both 14/23) are predominantly used to stay in contact with peers, while they are also amongst the four most used platforms for sharing content, alongside Instagram. When it comes to watching videos on social media, YouTube is

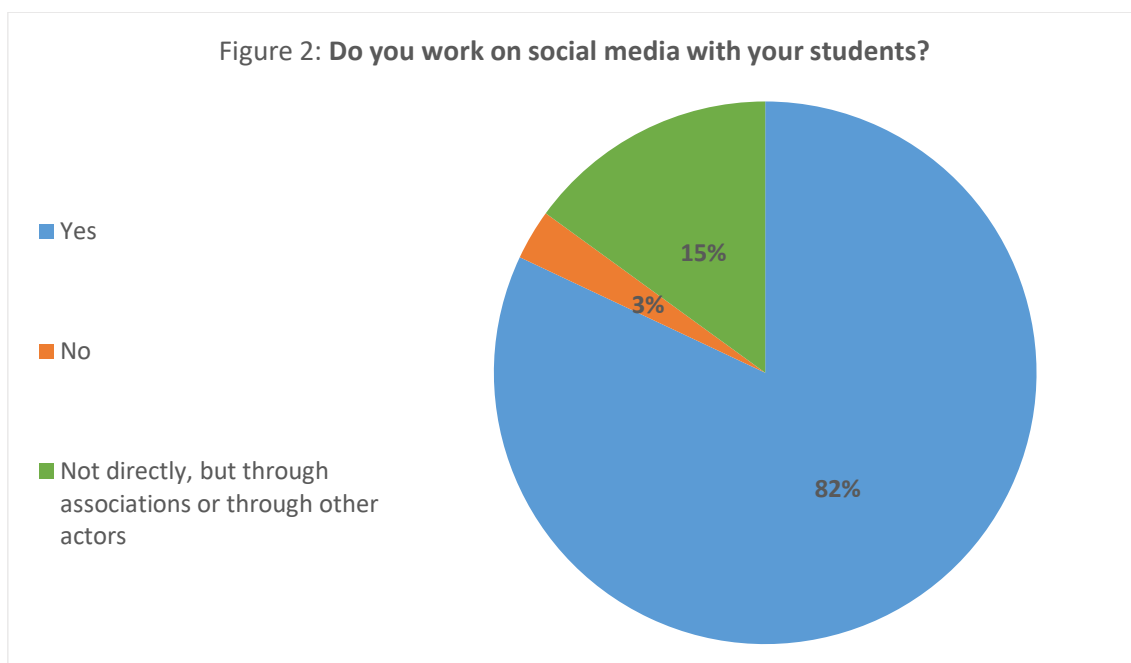
the most used platform (15/23), followed by Facebook (9/23) and Vimeo (3/23). Facebook is also the most used platform for expressing oneself, entertainment during free time and to

share content. The second most used platform, YouTube, is also used for these occupations, just slightly less than Facebook.

The participating teachers indicated that Messenger and YouTube are the platforms of choice for communicating with their students.

The answers given also indicate that most teachers use several social media platforms for different, or sometimes even the same reasons. Even if it's not the most used platform, Facebook stands out as the one platform which is used by teachers for the most important number of different activities, being among the top three for 7 out of 9 different proposed reasons to use social media.

When asked if they do educational work regarding social networks with their students, the group is nearly exactly split in half: 48% of teachers work on social media with their students, while the other half doesn't. This does not reflect the teacher's personal use of social media, as seen in the previous paragraph. One participant underlined that he/ she does not work on those subjects with his students, but that an actor of non-formal education will intervene in classes next year.



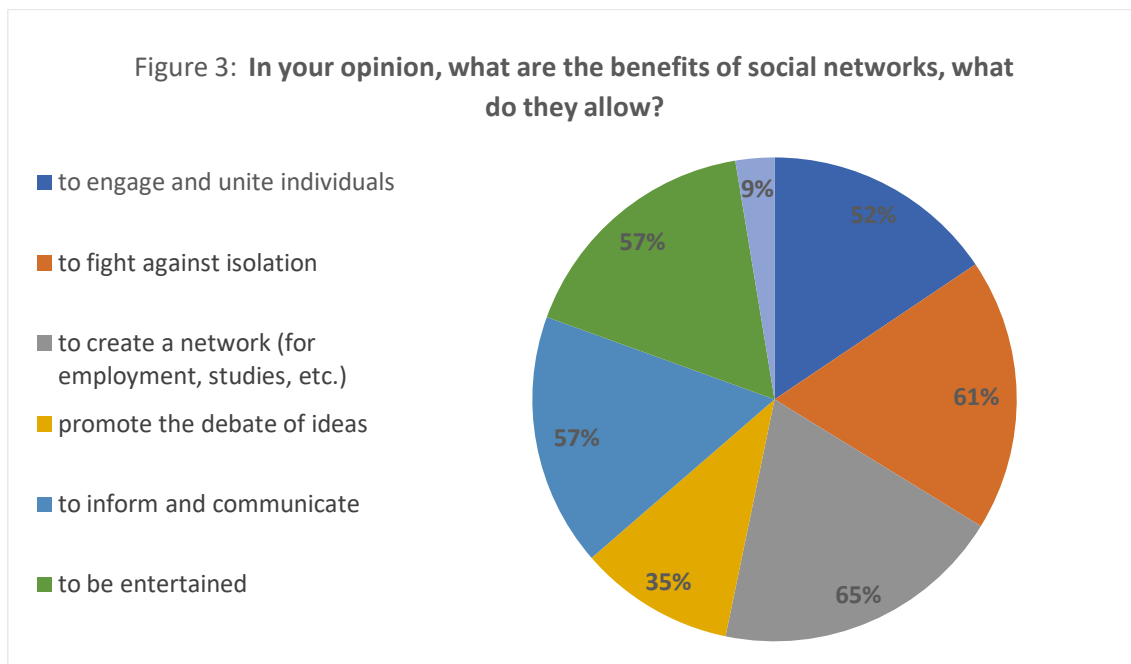
Secondary level teachers' perception of social media and their processes

1. The benefits of social media according to teachers

According to the inquiry, the most important reasons for the participants to use social media are social contact and keeping in touch with their peers: creating a network, be it professional or private, fighting against isolation and engaging with other people all were chosen by more than 50% of the participants.

Only the category “entertainment” was also able to score more than 50% outside the already mentioned categories.

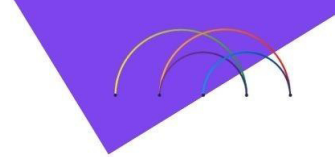
Just 35% of the participants thought that social media could be used to promote and debate ideas, while 9% of them thought of different benefits like “travelling online” and one participant described social media even as “perverse phenomenon”, which has none of the benefits already mentioned.



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

65% of participants agreed upon the fact that social media facilitate the spread of fake news and violent content, while 22% of them disagreed. According to them, the instantaneity of social media and the perceived anonymity of the digital space are the main reasons for this. The “resonance chamber effect” and the important number of social media users were also perceived as important reasons for the spread of hate speech and violent content throughout the different social media platforms.

As for the connection between students' activities on social networks and their vulnerability, the participants clearly saw different correlations: the spread of conspiracy theories and false



information, alongside harassment and the spread of shocking content have the most important impact on their student's vulnerability. Every possible social network activity was seen as having an impact on their students with answers predominantly in the "I agree completely" and "I agree" categories.

The only category, where one participant saw no correlation between social network activity and students' vulnerability was discrimination, although it should be emphasised that only one participant answered this way.

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

According to 70% (16 out of 23 participants) of the teachers who participated to the inquiry, their students' media literacy is not sufficient to fight against fake news and hate speech online. Only 4% of the teachers think that media literacy is sufficient to fight against fake news and online hate speech. The predominance of negative answers clearly underlines that most teachers don't see the effect of media literacy on their students, maybe because it is not enough developed.

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

The answers to the different questions regarding teachers' use of social media for their work with students have been presented in part II. What can be pointed out is that 70% of teachers think that their students' media literacy is not sufficient and that social media can have a big impact on their students' well-being according to the teachers. Still, only 50% of them work on social media with their students. A reason for this discrepancy might be linked to the teachers' capabilities to use social media during classes, as can be seen in the following paragraph.

4. 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

Around one participant out of three thinks he or she is not enough equipped and trained to work on social and civic issues in the online space. But still, 60% of the participants indicated that they are at least somewhat equipped or trained (scores 4 – 7) to deal with this problematic. Only 2 participants (= 8%) thought of themselves as enough trained.

The answers were slightly different for the next question, asking the participants if they were enough equipped or trained to work on a more specific issue: fake news and online hate speech. Only 25% of them felt not enough equipped, while 47% answered with scores in the middle field. In comparison to the 8% of high scores (scores ranging from 8 – 10), 25 of teachers feel equipped and trained to deal with fake news and online hate speech related issues.

44% of participants estimated the currently existing educational resources and materials as being not sufficient, while more than half of them (51%) estimated them as somewhat sufficient. Only one participant thought the materials to be sufficient, rating them with a score of 9 out of 10.

5. Some materials that would match the teachers' needs

According to the inquiry, teachers wish especially for the mobilisation of experts (95% of the participants agreed strongly or completely), and trainings (92%), for educative tools (87%) and for specialised materials (79%).

Teachers meetings come last in this ranking, with an approval rate of 74% for this need.

Concerning the tools the participants thought to be useful for their work, workshops (chosen by 78% of participants) and the creation of artistic content (74%) were seen as the most convincing ones.

Video or photo content, alongside *Serious Games* came both third with 52% of the collected answers.

What's interesting is that dedicated trainings were only chosen as an efficient tool by 30% of the answers given, although 35% of the same participants agreed completely and 57% strongly on the fact that trainings are needed to work on the issues in question with their students.

Coming last, 22% of all answers given wished for dedicated pages on social media.

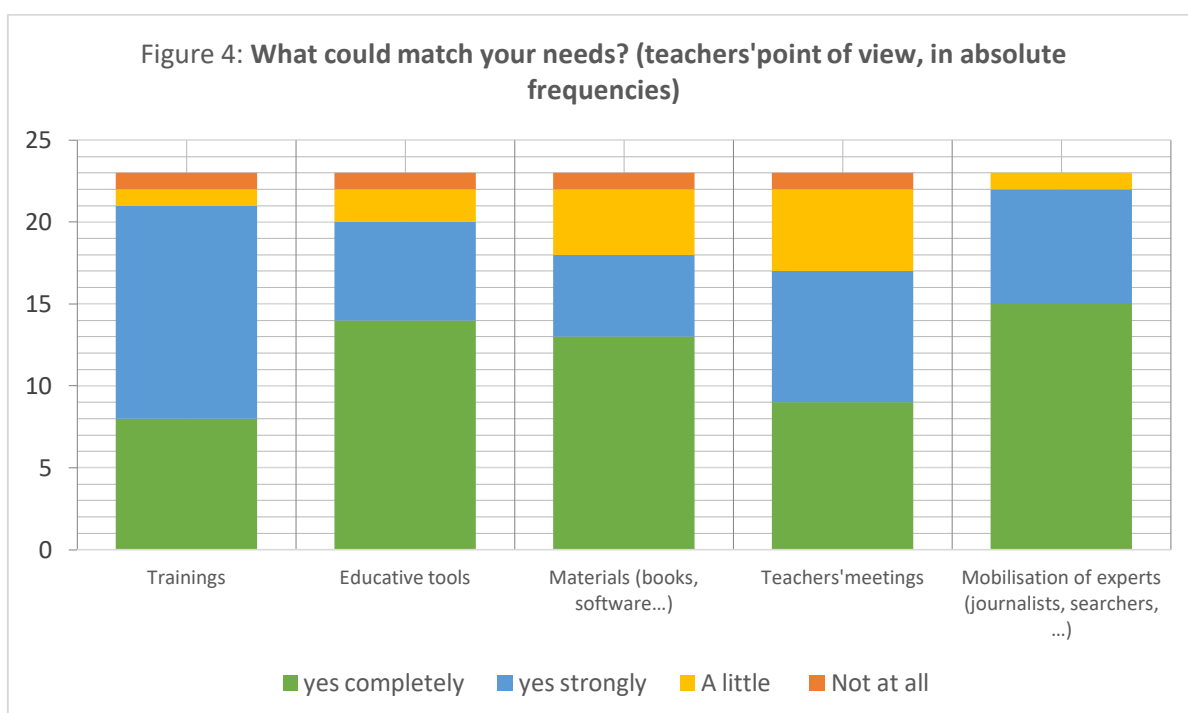
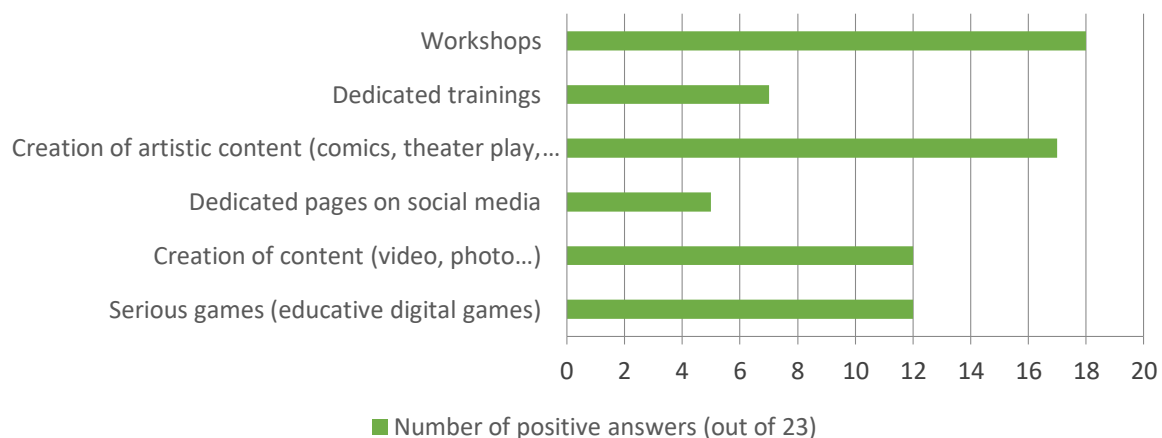
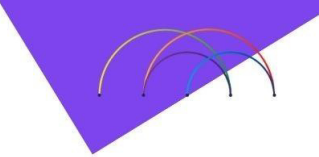


Figure 5: Which kind of tools would be efficient to sensitize students?
(teachers' point of view, in absolute frequencies)





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?

According to the participants, the most important qualities considered necessary (which scored the highest score for *Very Important*) for being a *good adult citizen* are: *Respect others' rights to their own opinion* (61%), *Make personal efforts to preserve natural resources* (56%), *Help people living in less favorable conditions* (52%), *Taking part in activities promoting human rights* (46%) and *voting for every election* (41%). If you also consider the options which could score a high score for *Important*, the following qualities should also be mentioned: *Taking part in activities that help people living in less developed countries* and *Having a good knowledge of human rights* (both 47% *Important*), *Get informed about the history of ones' country*, *Working hard* (both 45%) and *Always respecting the law* (44%).

The students considered qualities such as *Taking part in political discussions* (49%), *Respecting government representatives* (44%), *Taking part in activities promoting human rights* and *Taking part in peaceful protest* (both 27%) as not very important. Only a few qualities were labelled as *Not important* with scores higher than 10%, namely *Take part in political discussions* (28%), *Respect government representatives* (15%) and *Take part in peaceful protest* (12%).

As you can see, issues related to human rights are considered as important and respect for the government and peaceful ways of protesting are considered to be not important for being a good adult citizen by the participants of the current inquiry.

2. Students' awareness to social and civic competences

80% of the students who took part in this inquiry considered it to be necessary to educate young people on social and civic competences. The majority of this 80% (61 out of 99) even chose the highest score for this question. Only 19% chose a core in the middle field and only 2% thought education to civic and social competences to be not necessary.

When asked about the places and environments students where previously sensitized to this topic, 36% of given answers (students could chose several answers) pointed out that the *school* was a place where they learned about these competences. It was followed by *Family* (25%), *Volunteering activities* (14%) and *friends* (13%). Only 8% mentioned their *Sports Club* and 5% gave other explanations, such as religious education ("*Catéchisme*"), the obligatory *Journée citoyenne* and video games.

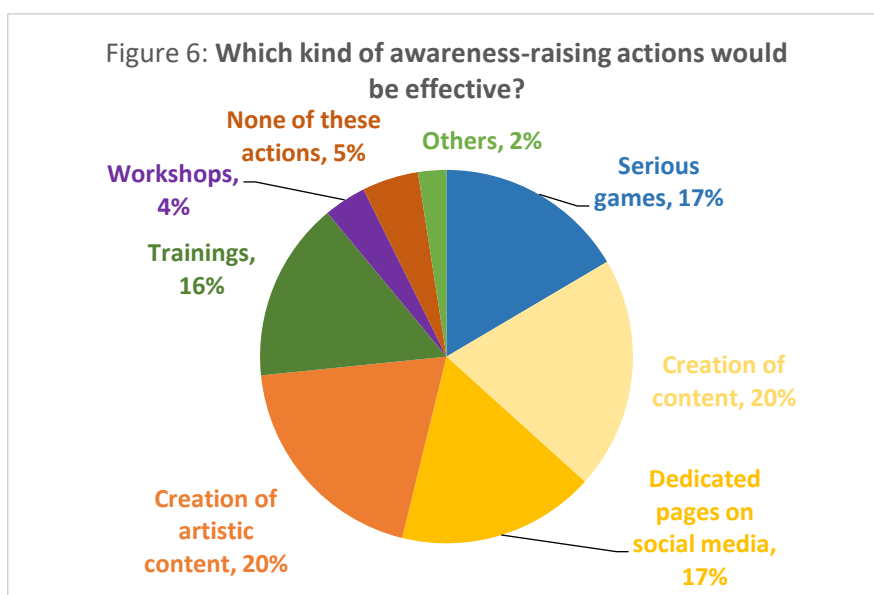
More than half of the students, 67% to be precise, considered these sensibilisations as useful, choosing to answer either that they understand better now, what discrimination is, or that they know better now how to protect themselves and others. 12% of the students answered that they try to avoid such situations and 9% didn't know if they thought these situations to be

useful. 10% thought these situations to be useless and 2% gave different answers, which stated all that they have always been sensible to civic and social questions.

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

34% of the students didn't have any suggestions to make. Among the others, 28% suggested to intensify social and civic education in schools, either by adding new topics such as the discrimination against the LGBTQI-community or by investing more time and better knowing the students reality and interests. 17% of students think that the only way to change our society with civic and social education is to address and include every group of our societies, not focusing on school only.

When asked about which kind of actions could improve civic and social education in schools, students ranked the given options in the following order: Educational and artistic content which addresses those topics were preferred (both scored 20%, the highest given score), followed by *Serious Games*, *Dedicated social media pages* (both 17% of given answers) and *Trainings* (16%).



Secondary level students' experience and perception of discriminations

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

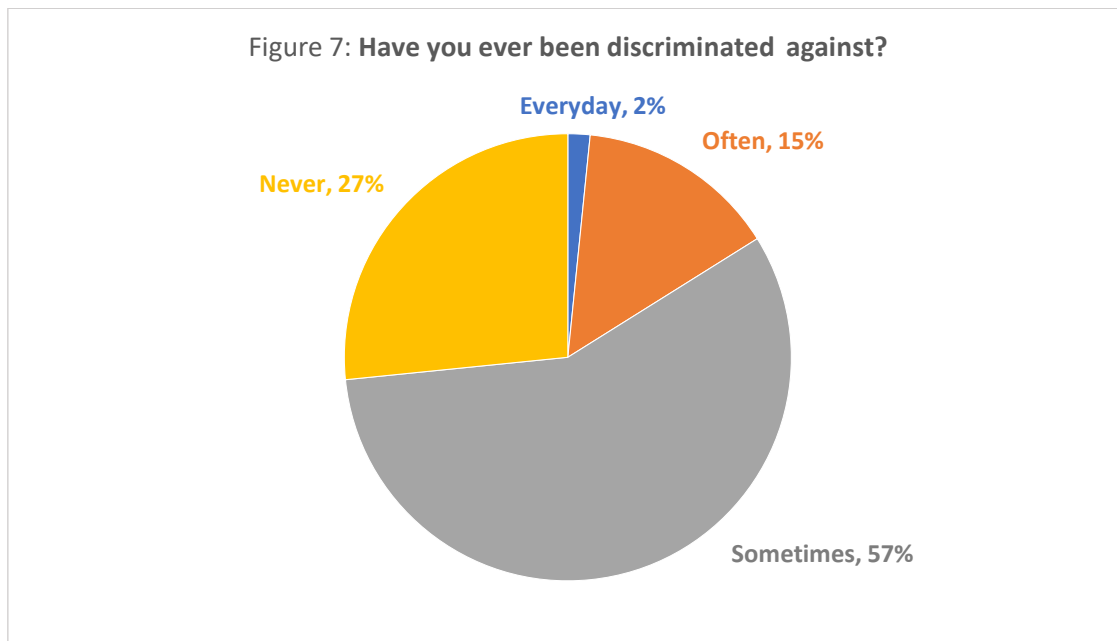
The majority of the interviewed students answered that they have been discriminated against at least *Sometimes* (57%), while slightly less than ¼ of the students reported that they have never been discriminated against (27%). 15% reported being discriminated against *Often* and 2% *Everyday*.

As for the perceived reasons for these discriminations, the physical appearance of students was voted by far as the most common one, regrouping 23% of given answers. The students' *Gender* was identified as the second most important reason, regrouping 11% of given answers.

Other relevant perceived reasons chosen by several respondents are *My surname* (6%), *Age*, *Skin Colour*, *Religious opinions*, *Morals* and *Living Place* (each 5%). 7 of the 12 students which chose to answer *Other*, stated that they have never been discriminated against. The other five stated

that they have been discriminated against because of the friends they have, their way of life in general, their size or the sport they like.

According to these results, it is clear that discriminations against the students in our sample are mainly linked to their physical appearance. The second place of perceived reasons is linked to gender, which points out that discrimination based on sexism, is also widespread.



5. Why do people discriminate against others?

Students answered that the most common reason for the discriminations that they witnessed is discrimination based on physical appearance, with 50% of them having witnessed it either *Often* (33%) or *Very often* (17%). Next in line came *sexual orientation* (cumulated 32%), discrimination based on gender issues (cumulated 29%), the victims skin colour (25%) and his or her handicap (22%).

The least common reasons for discrimination identified by the participants are the victims' political opinions, his or her age, his or her family situation, health, followed by the victims real or supposed belonging to a nation and his or her place of living.

When looking at the reasons the participants find to explain these discriminatorial behaviours, Lack of open mindedness (29%), Ignorance (26%) and Fear of the other stand out as the most important ones.

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

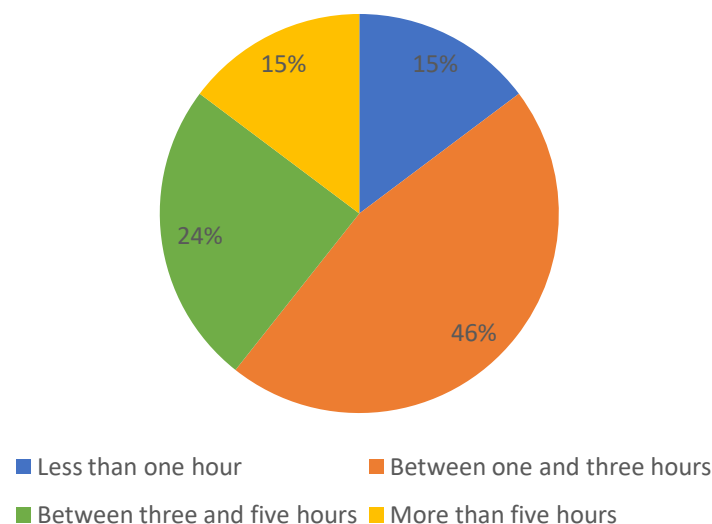
1. Students' use of social media

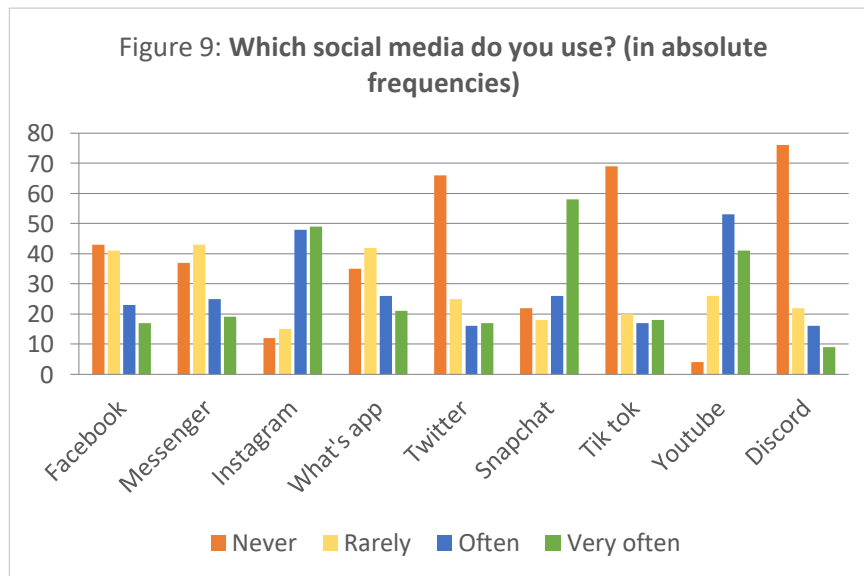
According to the inquiry, 46% of the students spend an average of one to three hours on social media per day. 24% of them spend between three and five hours a day, and 30% spend either more than five hours or less than one hour a day on social media.

Students spend their time mostly on Snapchat, Instagram and Youtube (the three rank highest in the category *Very Often* with 47% of answers given for Snapchat, 40% for Instagram and 33% for Youtube. The category *Often* shows similar tendencies, With Youtube (43%) and Instagram (39%) on top, followed by Whats'app and Snapchat (both 21%). Messenger (35%), Whats'app (34%) and Facebook (33%) rank highest amongst the social networks used *Rarely*, while Discord (62%), Tik Tok (56%) and Twitter (53%) rank highest among the *Never* used social networks.

According to the inquiry, Instagram, Whats'App (both 20%) and Snapchat are the most used social networks for communicating with family and friends. Instagram (32%), Snapchat (22%) and Facebook (11%) are, according to the given answers, the most used networks to share content on. When it comes to watching videos, Youtube is by far the most used platform, regrouping 41% of given answers. It is followed by Instagram (20%) and Tik Tok (15%). The students prefer to use Instagram (28%), Facebook (21%) and Youtube (20%) to inform themselves. For expressing themselves, they prefer to use Instagram (27%), Snapchat (21%) and Twitter (12%). To spend their free time, the students use mostly Instagram, Youtube (both 22%) and Snapchat (15%).

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





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

45% of the students who participated to the survey have witnessed violent situations on social media, while nearly one third (29%) have faced one themselves. 26% answered that they neither faced nor witnessed such a situation.

When asked about whether they wanted to share such a violent situation, 43% of them chose not to or answered that they never witnessed or were faced with a violent situation online. The other participants gave either examples of violent situations they faced themselves, or which they saw/ witnessed on social media. We regrouped them in three categories and other:

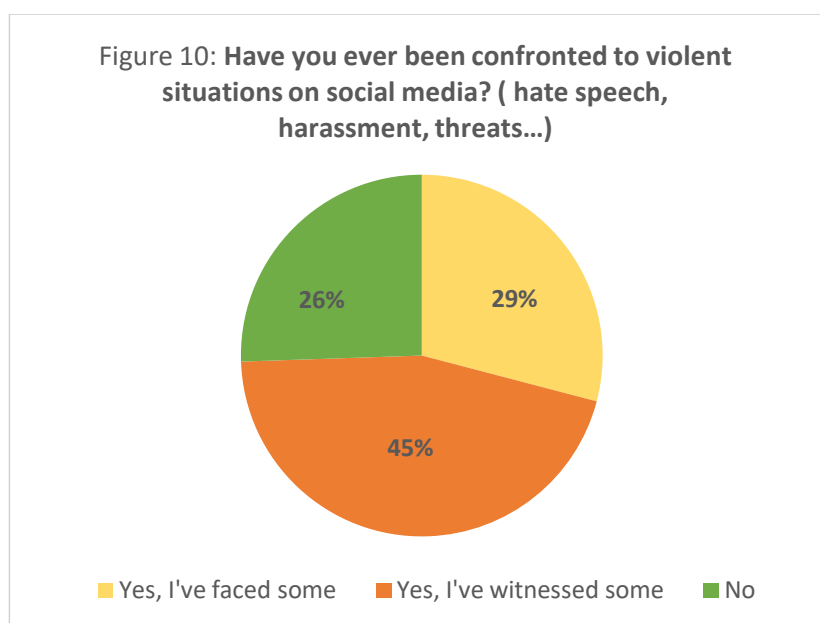
22% of the situations described by the students concerned violent situations in relation with sexual violence, discrimination based on sexual orientation or gender. One student described for example a situation where a friend of hers posted a photo on twitter which went viral. The comment section of this photo fastly amassed a big amount of sexist and violent comments about the girl who posted it, leading her to close her social media accounts for a certain time. Other students criticized the frequent hateful and discriminatory comments/ content against the LGBTQI-community. The next category (9% of given answers) concerns content in relation to police violence, the murder of George Floyd² is mentioned twice for example. The next category we could establish is *Racism*, 9% of given answers mentioned situations where different people suffered racial slurs or content which depicted racist comments about a specific group.

17% of given answers couldn't be assigned to a specific category, because they mainly regroup individual situations, which were for example linked to arguments on dedicated forums about comics, animal cruelty or school bullying.

² George Floyd was an African American man killed during an arrest after a store clerk alleged he had passed a counterfeit \$20 bill in Minneapolis. A white police officer named Derek Chauvin knelt on Floyd's neck for a period initially reported to be 8 minutes and 46 seconds. After his death, protests against police brutality, especially toward black people, quickly spread across the United States and internationally.

When asked whether they have witnessed a specific situation in the last three months, the big majority of students answered that they never experienced a situation where someone posted insulting content about them (91%) or that they never posted insulting content about someone else (92%). This trend is also present, but less clear, when asked about if they have witnessed a situation where someone posted insulting content about one of their friends: 76% still answered with *Never*, but the rest still witnessed such situations.

Violent and insulting content targeted at specific groups on the other hand has been witnessed more often by the participants: only 45% answer that they've never witnessed such content, while 10% answer they have witnessed it at least one time, 31% to have witnessed it 2 to 4 times and 15% five times or more.



When asked about if they think that social media facilitate the spread of fake news and violent content, the students' answers are quite similar. The majority is convinced that they facilitate the spread of such content, answering with a score of 7 or higher: 73% for fake news and 74% for violent content. 25% of participants agree that social media facilitate the spread of violent content (23% fake news) at least partially, while 2% don't think social media facilitate the spread of such content.

Concerning their reaction when witnessing or being targeted by such content, the answers given are different: when witnessing it or being confronted with it, 62% of participants state that they would report it, either to their parents (11% of given answers), to the social networks (24%), to their teachers (15%) or to the local authorities (12%) or the social networks directly (24%). 20% of participants would comment and share it, while 19% would ignore it.

When asked about what they would do when being confronted with hateful content that targets the students directly, 71% would report it (16% to the social networks, 20% to the teachers, 16% to their parents and 19% to the local authorities). 11% of participants would comment or share it while 18% would ignore it.



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

According to the inquiry, the students trust their parents the most: 30% stated that they trust them completely. The army and the schools follow up with respectively 13% and 12% of the participants stating that they also trust them completely. The answer *I trust them a lot* regroups the same institutions and people again: 11% of answers named the school, while both parents and the army were mentioned by 10% of the answers.

The favourite answers to the category *I trust them a little* were Websites (11%), People in general (10%) and general media like television or radio (9%). Political parties (14% of given answers), Social networks (10%) and general media are the most common answer for the category *I don't trust them at all*.

Appendices: profile of the participants

Teachers

Figure 11: Gender

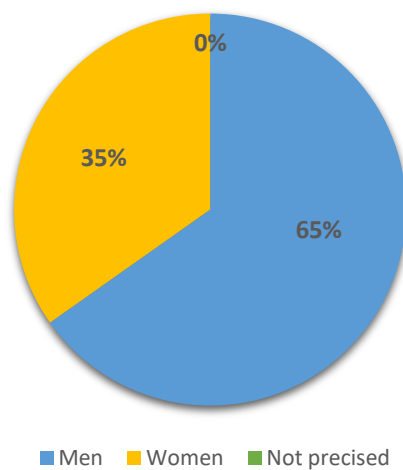
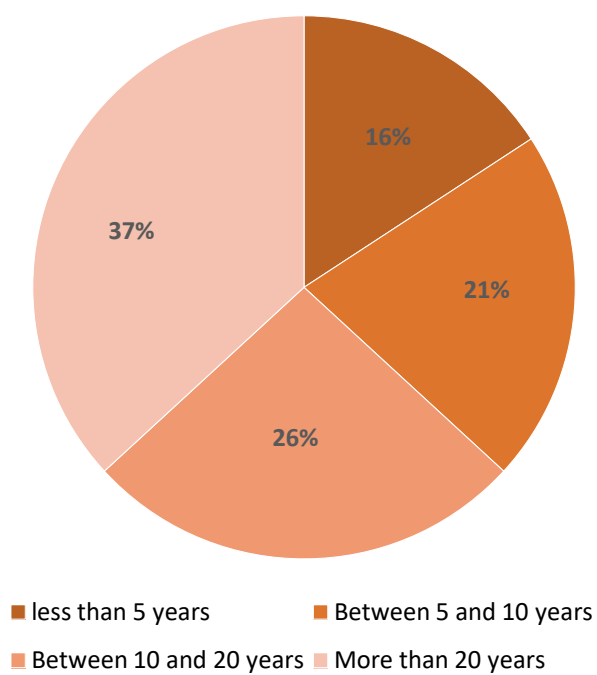


Figure 12: Teaching experience



Students

Figure 13: Age of the participants

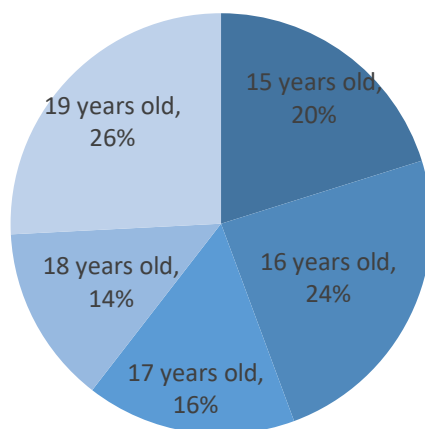


Figure 14: Gender

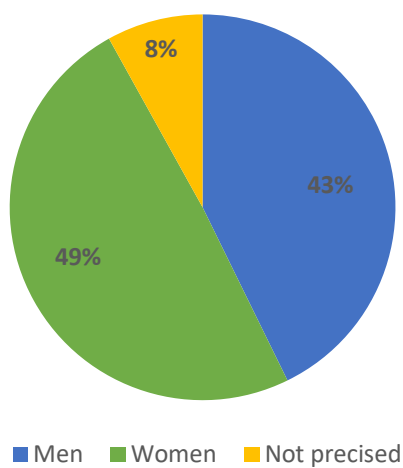
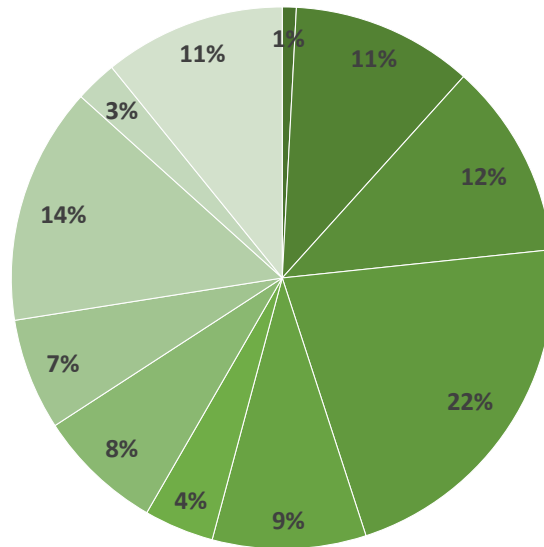


Figure 15: **Number of inhabitants in your "City"**

- 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





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