



The State-of-play of social and civic competences and values awareness

Stocktaking report

EXECUTIVE SUMMARY

The present report analyses the current European state-of-play of social and civic competences and values awareness. The report is the result of some research about the national context in six different European countries (Belgium, Bulgaria, France, Italy, Romania, Spain) and two online surveys (one targeted students from 14 to 19 years old and the other one targeted secondary level teachers).

This report has been produced in the frame of the European project RAIN.BOW (Raise Against Intolerance. New Bridges On the Web), which aims to promote social inclusion and positive EU values through the introduction of non-formal education and methods into the school education.

Over 1741 answers at the European level (254 teachers and 1487 students)!

The report consists of two main parts, one related to the teachers and one related to the students. It involves the following topics:

- The situation of social and civic education in Europe;
- Secondary level teachers' and students use of social media;
- Secondary level teachers' and students' perception of social media and their processes;
- Secondary level teachers' needs of methodological support and teaching materials to tackle social and civic issues with students;
- Students' perception of social and civic competences;
- Students' experience and perception of discriminations;
- Students' experience with social media, fake news and violent content.

KEY FINDINGS OF THE RESEARCH

- The situation of social and civic education in Europe (in the secondary level) is different depending on the country: it is compulsory in some countries such as France or Italy, in others, it is compulsory or optional, leaving the decision to the schools or local authorities.
- Social and civic education can be taught through a dedicated subject or through other disciplines. Teachers mention the importance of having a transversal approach of social and civic education in schools.

- 1 out of 3 of the teachers think that the level of social and civic education is not sufficient. Also, both teachers and students ask for more time dedicated to social and civic education at school.
- 1 out of 3 of the respondent teachers would like to implement a more practical approach of social and civic education (involving real case study for example) that would be complementary of a theoretical approach.
- Only 65% of the teachers think that there is a connexion between civic awareness and hate speech.
- 40% of the respondent teachers don't use social media to work with their students. It is important to note that this number was probably higher before the covid-19 crisis (the inquiry has been launched in the middle of the crisis). However, 83% of the teachers do educational work regarding social networks with their students.
- 43% of the students spend between one and three hours on social media/day, 31% between 3 and 5 hours.
- Teachers can see some benefits linked to social media (information and communication, networking...). However, 75% of them also underline that social media facilitate the spread of fake news and violent content while 95% of the students do think the same. Also, 20% of the students declare that they have already faced some violent situation on social media, mainly linked to discriminations.
- 70% of the teachers think that they are not sufficiently or somewhat sufficiently equipped and trained to work on online hate speech and fake news. 88% of the teachers estimate that more educative tools would match their needs and 78% think that dedicated trainings could match their needs. They also think that implementing some dedicated workshops could be a good way to sensitize students to social and civic education.
- An important majority of students (75%) think that it is absolutely necessary to educate young people on social and civic competences. Most of them have been sensitized at school (38%) and by their family (30%), while friends also play a non-negligible role (14%).
- According to the students' answers, the biggest strength of current social and civic education is that it enables young people to learn how to be tolerant and thus, how to live better together in society.

[READ THE FULL REPORT
HERE](#)



CEPS Projectes Socials
<http://www.asceps.org>



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

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."