Summary Spain

The Active Citizenship Compass project has the following aims, implementation strategies and predictive results:

Objectives

The aim of this project is to promote Active Citizenship (AC) in secondary schools and prepare students to be active citizens in Europe. To achieve this goal, the consortium (institutions from Belgium, Czech Republic, Greece, The Netherlands, Spain and Turkey) will work on raising students' and teachers' awareness on AC in Education (ACE), create an Active Citizenship Compass (ACC), design and implement learning activities on AC, and develop Active Citizenship school policies as an excellent practice for secondary schools.

Implementation strategies

The activities that will contribute to achieve the objectives of the project are as follows: the investigation of the current situation on ACE in partner countries, the creation of ACC - a digital tool that will assess students' skills and knowledge level on AC -, teachers' training on how to design and implement learning activities and tools on AC and their students' training accordingly. Finally, partners will develop and follow-up the school policies on AC.

Results

It is expected that after the implementation of the project, the students will have developed competences and attitudes in terms of becoming active citizens in Europe. Teachers and HEIs staff will be aware of the concept of AC, having skills required to train and guide their students on Active Citizenship, both now and in the future. Finally, schools will be able to adapt a dynamic policy on Active Citizenship that will be revised and evaluated on a regular basis.

The project consortium understands Active Citizenship as follows:

Active Citizenship is the ability to participate in politics and society, characterized by the knowledge, skill, and confidence to engage effectively in one's environment and society.

The content of the activities in this work package can be divided into 3 categories:

- research
- meetings and working processes
- outreach and dissemination activities

The majority of the activities focus on research on the current situation regarding ACE in Europe and in the specific partner countries. The research will be conducted using a mixed method approach, with a. o . literature and source analysis, questionnaires/surveys and/or interviews/focus groups, comparative analysis …

The collection of real practices and thus, the involvement of local teachers and pupils during the research (focus groups, interviews) should be highlighted here. The final writing, editing and publishing activities within this work package belong to the HEI staff's daily core activities and an effective working process can be guaranteed. The transnational project meetings will take place as a blend of virtual, hybrid and in-person activities. The work package kick-off will be online, prepared by the WP leading institution and organized through MS Teams as interactive session. One in-person meeting with the project partners is planned to work on the concrete deliverables and share, learn and co-create transnationally. To facilitate participation and input from other colleagues at the partner institutions, hybrid sessions will be included. Other online meetings will be held whenever needed and applicable. For outreach and dissemination, activities such as peer review, sharing and reflection sessions and dissemination will take

place throughout the research process. Important is the specific sharing and reflection session within each secondary school partner institution, where input and reflections from an extended teacher and pupil panel will be collected. The ACC consortium wants to highlight again the unique cooperation between secondary schools and HEI in each partner country and the involvement of teachers, pupils, parents and other stakeholders throughout different activities.

The results of the activities can be categorized according to the typology of the activities as mentioned above. The research activities will build the evidence and knowledge foundation for the other work packages and contribute to the applied scientific education domain. The meetings and working process activities will contribute to the overall alignment within the work package (and beyond) and result in a higher quality of the outputs and to the wellbeing of the staff members. The dissemination and outreach activities result in a bigger awareness on the topic of ACE. This will create leverage for the implementation and further distribution of the project results, the developed materials and the ACC tool. In that way, the activities also contribute to the realisation of the envisaged impact.

The book publication “Active Citizenship Education for a better tomorrow. History, challenges, and perspectives across Europe”, published by the publisher house Waxmann (Germany), is the result of 6 country studies regarding active citizenship education across Europe. Beside these 6 country studies, an introduction about the European situation (including recommendation and papers from the European institutions) and a comparative analysis about this topic are integrated. This comparative analysis is based on a questionnaire filled out by 4,187 pupils and 776 teachers in the above mentioned countries.

This chapter examines the evolution and current state of active citizenship education in Spain, with particular focus on the autonomous community of Andalusia. The analysis reveals how education for active citizenship has become a priority in Spanish educational policy, following European Union frameworks that emphasize human rights, freedom, equality, and inclusion. The implementation of citizenship education in Spain has undergone significant changes since its formal introduction in the 2006 Education Law (LOE), reflecting the political tensions between different governing parties at both national and regional levels.

The chapter traces these developments through successive educational reforms, from the initial establishment of "Education for Citizenship and Human Rights" as a distinct subject, through its transformation into "Social and Civic Values" (as an alternative to Religious Education), to its current incarnation as "Education in Civic and Ethical Values" under the 2020 LOMLOE law. These changes have been marked by ideological controversies, particularly regarding the relationship between citizenship education and religious instruction in schools.

In Andalusia, the regional government has developed its own curricular specifications while maintaining alignment with national frameworks. The implementation of citizenship education has been supported through various initiatives, including the development of democratic schools, learning communities, and service-learning methodologies. The chapter highlights successful educational experiences that place participation and democratic values at their core, such as the Atlántida Project and the establishment of Networked Schools.

Beyond the school environment, the chapter examines the role of Children's Councils as instruments for promoting active citizenship among young people. These councils, established at local and provincial levels, provide platforms for children and adolescents to participate in decision-making processes that affect their communities. The case of Chiclana de la Frontera is presented as an exemplary model of how such initiatives can successfully engage young people in civic participation.

The analysis concludes that despite ongoing political controversies surrounding citizenship education, educational institutions continue to work towards fostering active and responsible citizenship. The various best practices documented in the chapter demonstrate the commitment of educators and

institutions to promoting democratic values, human rights, and inclusion, even as they navigate the challenges posed by changing political landscapes and competing ideological interests.

The participating school integrates both secondary education and vocational training, and houses a student population of over 751 students.

The questionnaire was primarily answered by students in the age range of 12 to 14 years (representing a significant 44% of the total participants), and shows a balanced distribution in terms of gender with equal participation of exactly 50%.

Regarding the participating teaching staff, a significantly differentiated distribution by gender is observed, with a majority representation of women reaching 71%, while men constitute the remaining 29%. It is particularly relevant to note that the distribution by professional experience shows a notable concentration in the segment of novice teachers, with 37% of the teaching staff having less than a decade's experience in education.

Regarding active citizenship content within the educational curriculum, the data reveals that a substantial proportion of teachers, specifically 72%, confirms the effective incorporation of relevant content, both across the curriculum and through specific approaches in individual subjects. It is especially significant that approximately one-third of the teaching staff emphasise that education oriented towards active citizenship constitutes a fundamental element integrated within the school's institutional educational policy framework, which reflects a structural commitment to this educational objective.

Concerning the skills and competencies with which students identify, two areas stand out: on one hand, conflict resolution (4.92), which includes the development of strategies and tools for effective problem situation management; and on the other hand, cultivating a respectful attitude towards disagreement with content posted on social media (4.93), an aspect of crucial importance in today's digital context. In this regard, social media usage patterns among survey respondents show a dominant presence of major digital platforms: WhatsApp leads with an almost universal adoption of 95%, followed closely by TikTok with 88% usage among students, Instagram with 87% penetration, and YouTube maintaining a significant presence with 83% regular use.

From the students' perspective, three predominant attitudes are manifested: firstly, the disposition towards helping and supporting people with disabilities (5.24), which evidences their commitment to inclusion and diversity; secondly, group cohesion (5.49), which reflects the collective capacity to build and maintain a collaborative and supportive environment; and thirdly, empathy (5.40), a fundamental competence for integral development. It is particularly important to emphasize the high level of empathy demonstrated by the students, which suggests a positive development of socio-emotional competencies that favor social justice.

An interesting divergence in participation patterns according to gender is observed. When addressing political topics in general terms, female students register an average rating of 3.57, slightly lower than their male counterparts who reach 3.7. However, this trend is reversed when specifically evaluating participation in the school environment, where female students show an involvement level of 3.55, against a rating of 3.28 for their male counterparts. This apparent contradiction suggests the existence of different perceptions and levels of commitment according to the specific context of participation and the students' gender.

Among the skills that teachers actively promote, personal autonomy stands out (5.40), encouraging students to develop their capacity for decision-making and managing their own learning. Special emphasis is also placed on cultivating a respectful attitude on social media (5.29), a fundamental aspect in the current digital era.

Other important aspects include raising awareness about the circumstances in which products are manufactured (4.72), promoting responsible and sustainable consumption, as well as support for peaceful demonstrations (4.69), and encouraging active citizen participation. In general terms, these skills reach a significant value of 4.99, demonstrating a solid commitment to students' comprehensive education.

Regarding the attitudes promoted by the teaching staff, empathy (5.71) stands out particularly. Equally important are the ability to create an inclusive environment where everyone feels comfortable (5.65) and respect for consent to take photographs (5.62), reflecting a strong commitment to privacy and individual rights. In conclusion, the teaching staff demonstrates an open, receptive and committed attitude to diversity, creating an educational environment that favors both respect and personal growth of all students.

Regarding teaching staff participating in the study, it is pertinent to note that there is a balanced distribution in terms of gender among faculty members. A more detailed analysis reveals significant differences between genders, particularly in the area of empathy, where female teachers demonstrate a notably higher level, reaching a score of 5.91 on the established scale, in contrast with their male counterparts, who register a rating of 4.90. This disparity also manifests in other aspects related to social awareness and responsible consumption; specifically, when evaluating consideration of manufacturing conditions in purchasing decisions, female teachers exhibit greater sensitivity with a score of 4.81, while male teachers present a lower rating of 4.50.