
STAKEHOLDERS SURVEY REPORT

THE NETHERLANDS

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1	2020-1-UK01-KA204-079145	Rural GCE Proposal
2		

Applicable Documents

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1		

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1. Introduction

1.1 Project Context

Countries and regions across the world are going through a period of dramatic change, encompassing aspects of culture, politics, economy, and society, broadening horizons and internationalising outlooks. This makes it all the more important that citizenship education is comprehensive, clear, and that it equips learners to understand and function as comfortable and effective global citizens. This is particularly important in rural areas, which, some studies have found, are often left behind in the implementation of global citizenship education initiatives and agendas.

1.2 Project Objectives

Given the issues and context set out above, the aim of the Rural GCE project is to develop and disseminate a set of tools and materials that educators can use to improve the uptake and implementation of global citizenship education in rural areas in particular. As a broader objective, the project hopes in the longer run to be able to facilitate greater citizenship participation in rural areas through this citizenship education and the development of more and better global citizens.

1.3 Project Target Group

There are a few main target groups, mostly centred around being rural, but reaching a number of different demographics, nevertheless. These include employees and supporters of civil society organisations in rural areas, activists for NGOs based in rural areas or concerned with rural issues, local government, and municipalities in rural areas, and of course educators and teachers in rural areas. It should be borne in mind that this is not a finite list, and that others with links to rural issues, or citizenship and education may be valid target groups also.

2. Survey Report

2.1 The Objectives of the Survey

Following the desk research and having recognised the existing situation in each partner country we continue with the formulation of an online validation survey directed to stakeholders, teachers, trainers active in Global Citizenship Education in Rural Areas. In this way, representatives of the project's target groups will have the opportunity to be introduced to the project objectives and to validate the identified needs. Based on this feedback, each partner will provide a national report with the main conclusions, while an overall report measuring and analysing the results from all countries will finally reveal the winning practices. The GCE Training Course will be developed according to the findings on the survey to bridge the existing gaps. This task will provide the foundation for a scientifically supported course based on the target group's needs.

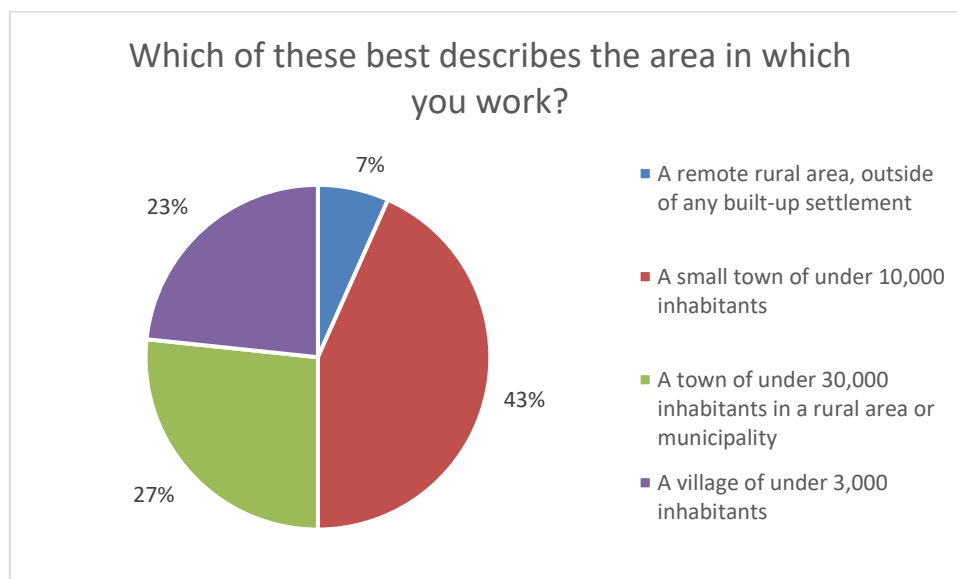
2.2 The results

The form was disseminated to people representing the target group of the project in the Netherlands. In 30 people who filled in the survey. The results will be analysed in the following chapters divided as per question.

2.2.1 Which of these best describes the area in which you work?

This question served to recognise the working areas of the Dutch participants. This was a multiple-choice question with the option to select only one answer.

Most of the respondents, with **13** answers, replied that they **work in a small town of under 10,000 inhabitants**. The **2** respondents work in **a remote rural area, outside of any built-up settlement**, the **8** respondents work in **a town of under 30,000 inhabitants in a rural area or municipality** and the **7** of the respondents work in **a village of under 3,000 inhabitants**.

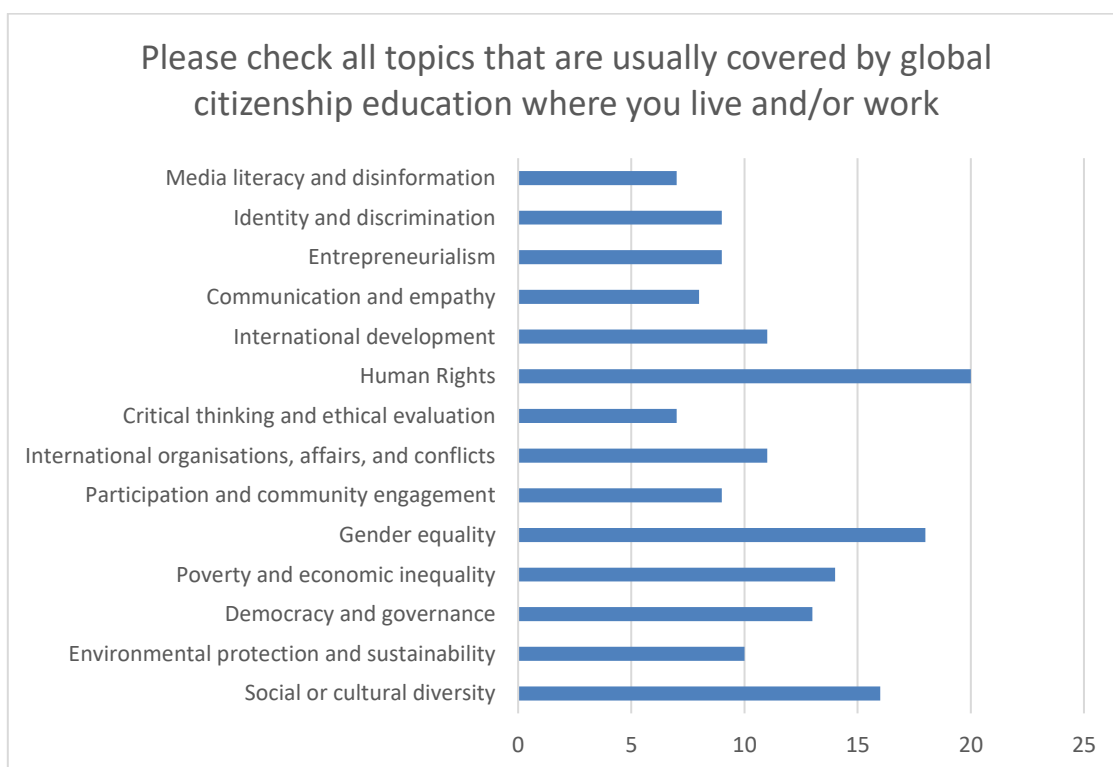


Graphic 1 : Which of these best describes the area in which you work?

2.2.2 Please check all topics that are usually covered by global citizenship education where you live and/or work.

Through this question we wanted to identify the covered topics of GCE in the Netherlands, through the participants aspect. It was a multiple-choice question with the option for the user to select as many topics as wanted.

The feedback we got from the replies is demonstrated in the following graphic. The topics covered selected on percentages of **more than 50% or equal to 50%** of the participants were the **Human Rights, the Gender Equality and the Social and Cultural Diversity**. The topics selected from **30% to 49%** of the respondents were **Identity and Discrimination, Entrepreneurialism, International Development, International organisations, affairs and conflicts, Participation and community engagement, Poverty and Economic inequality, Democracy and Governance, Environmental protection and sustainability**. The topics select from **less than 29%** of the participants were **Media literacy and disinformation, Communication and empathy, Critical thinking and ethical evaluation**.

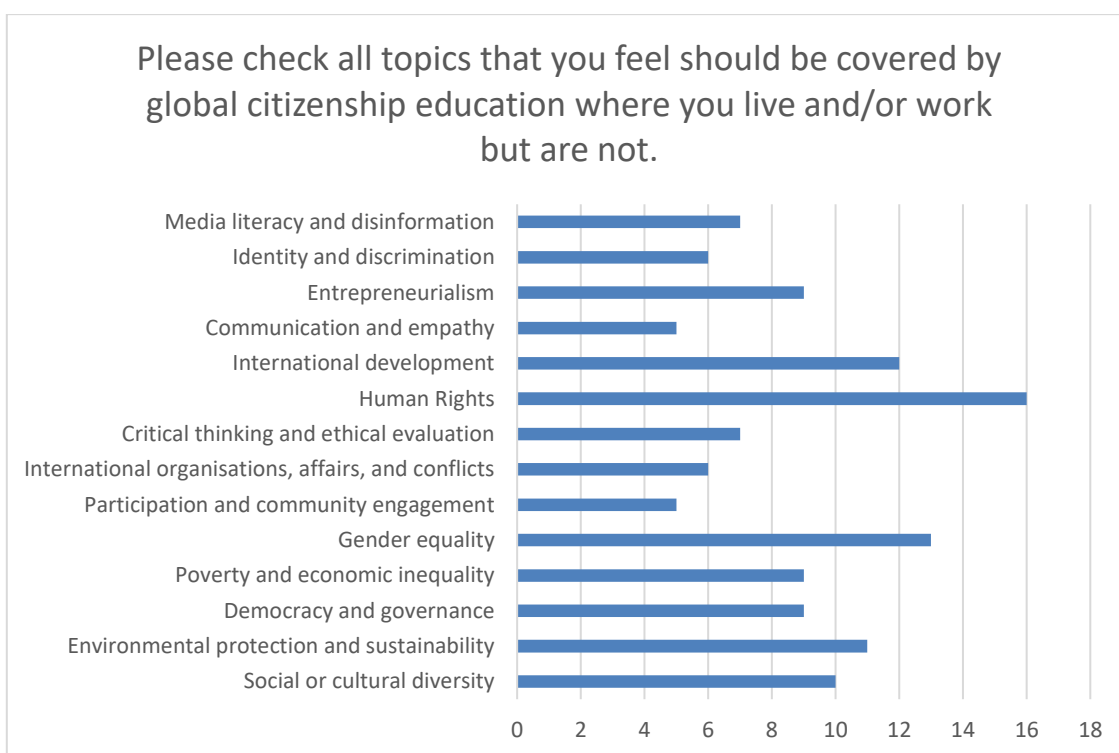


Graphic 2: Please check all topics that are usually covered by global citizenship education where you live and/or work.

2.2.3 Please check all topics that you feel should be covered by global citizenship education where you live and/or work but are not.

The scope of this question was to identify which topics should be included in the GCE curriculum especially those identified as missing from the Dutch GCE curriculum.

The **53%** of the respondents selected the topic of **Human Rights**. The **45% to 30%** selected the **Gender Equality, International Development, Environmental protection and sustainability, Social and cultural Diversity, Democracy and Governance, Poverty and economic equality, Entrepreneurialism**. **Less than 30%** selected **Media literacy and disinformation, Identity and discrimination, Communication and Empathy, Critical Thinking and ethical evaluation, International organisations affairs and conflicts, Participation and community engagement**.

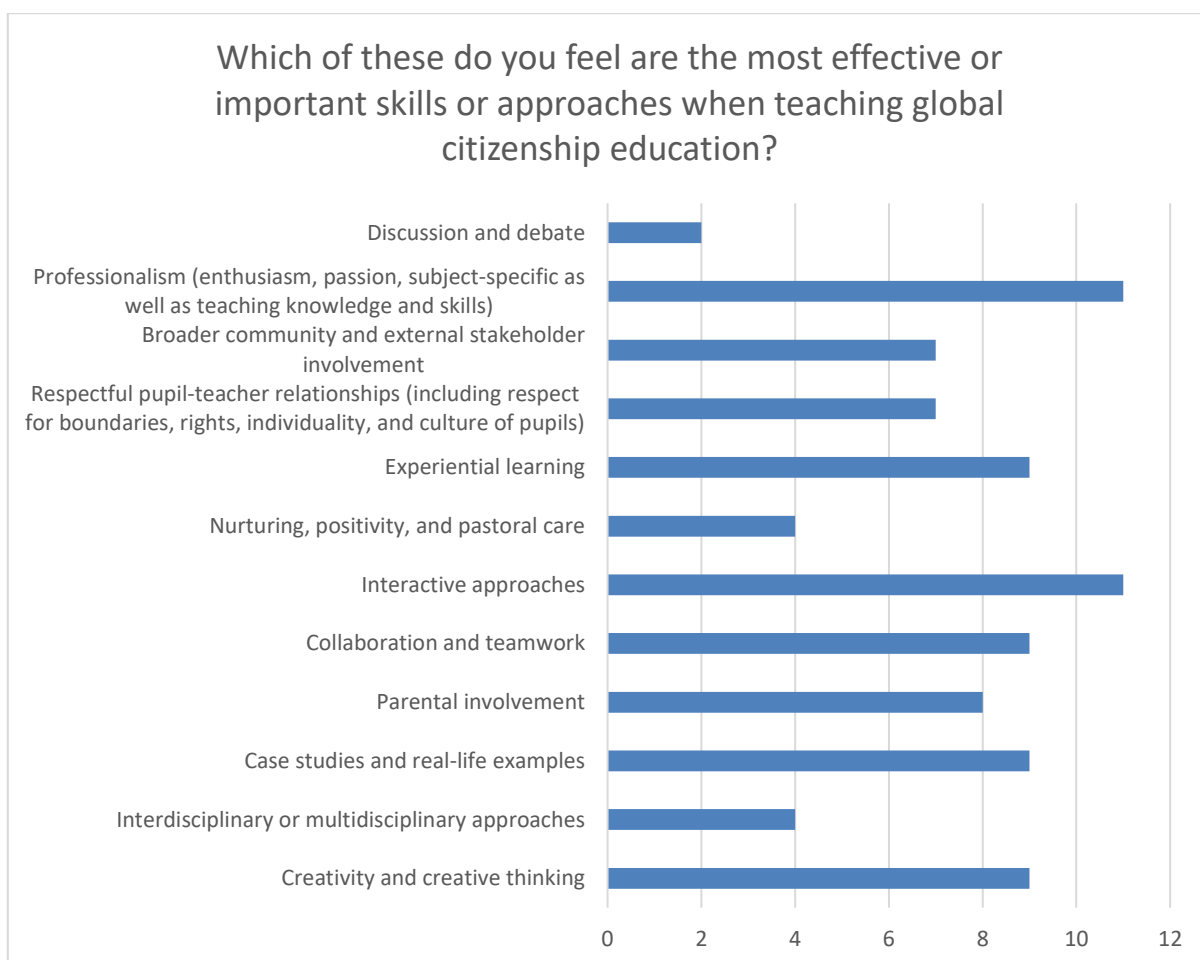


Graphic 3 : Please check all topics that you feel should be covered by global citizenship education where you live and/or work but are not.

2.2.4 Which of these do you feel are the most effective or important skills or approaches when teaching global citizenship education?

Through this question we wanted the participants to express their opinion on the appropriate skills to teach global citizenship education. This was a multiple-choice question, and it was limited to a maximum of three answers.

Approximately the **37%** of the respondents selected the skills of **Professionalism** (enthusiasm, passion, subject specific as well as teaching knowledge and skills) and of **Interactive approaches** as most important and effective to teach GCE. The **30%** of the respondents selected the skills of **Experiential Learning, Collaboration and teamwork, Case studies and real-life examples and Creativity and creative thinking**. The skill of **Parental involvement** was selected from the **27%**. **Less than 25 %** of the respondents selected the skills of **Broader community and external stakeholder involvement, Respectful pupil-teacher relationships (including respect for boundaries, rights, individuality, and culture of pupils), Nurturing, positivity, and pastoral care, Interdisciplinary or multidisciplinary approaches and Discussion and debate**.



Graphic 4: Which of these do you feel are the most effective or important skills or approaches when teaching global citizenship education?

2.2.5 Please rate the following statements based on whether you agree or disagree

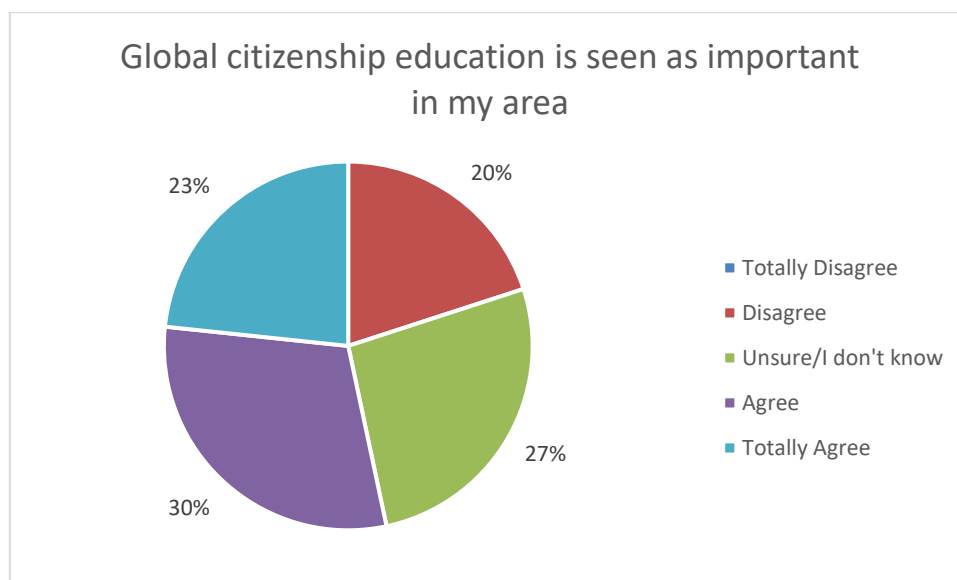
In this section, we wanted to gather the opinion of the participants concerning the importance of GCE in their area. The questions included statements for the participants to rate them according to their opinion. The rating of the statements of this question was according to the following scale:

- 1- Totally Disagree
- 2- Disagree
- 3- Unsure/ I don't know.
- 4- Agree
- 5- Totally Agree

The results are described below.

Statement 1: Global citizenship education is seen as important in my area

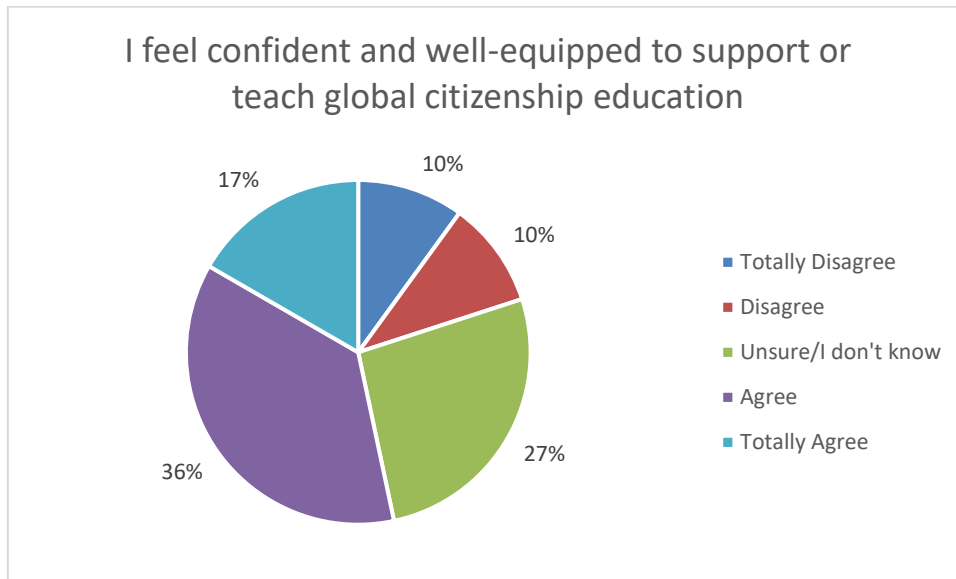
In general, the Dutch participants believe that GCE is seen as important in their area. The **30%** Agrees with the statement and the **23% Totally agrees**. The **27%** is **Unsure** and the **20%** of the participants **Disagrees**.



Graphic 5 : Global citizenship education is seen as important in my area

Statement 2: I feel confident and well-equipped to support or teach global citizenship education

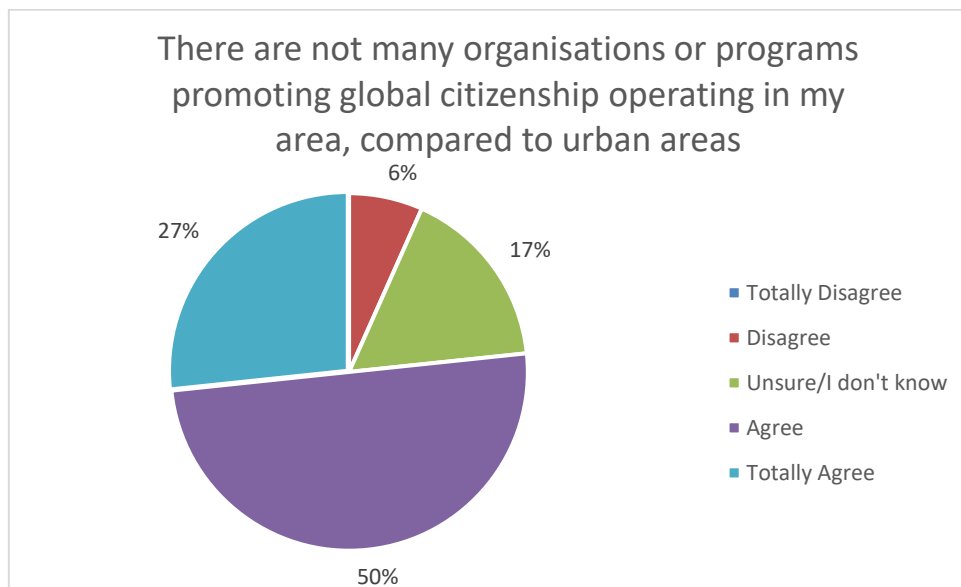
The majority of the respondents agrees with the statement. More specifically the **36% Agrees**, the **17% Totally Agrees**, the **27% is Unsure**, **10% Disagrees** and the last **10% Totally Disagrees**.



Graphic 6: I feel confident and well-equipped to support or teach global citizenship education

Statement 3: There are not many organisations or programs promoting global citizenship operating in my area, compared to urban areas

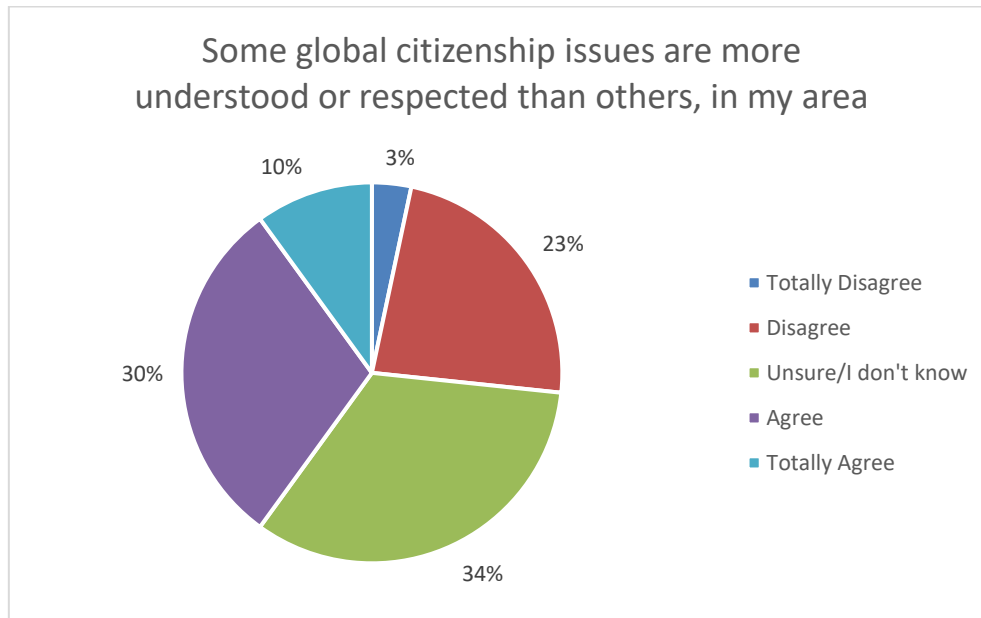
The majority of the participants agrees to the statement. Analytically, the **50% Agrees**, the **27% Totally Agrees**, the **17% is Unsure** and **6% Disagrees**.



Graphic 7 : There are not many organisations or programs promoting global citizenship operating in my area, compared to urban areas.

Statement 4: Some global citizenship issues are more understood or respected than others, in my area

Most of the participants to the survey agree to the statement with **30%** of them selecting the **Agree** option and **10%** the **Totally Agree** option. Though a big percentage **34%** selected that they are **Unsure or do not know**. The **23%** **Disagreed** with the statement and the **3%** **Totally disagreed**.



Graphic 8: Some global citizenship issues are more understood or respected than others, in my area

If you agreed with the final statement in the previous question, please elaborate

This was an open question for the participants to express their opinion on the statement number 4 and explain why they agree to this.

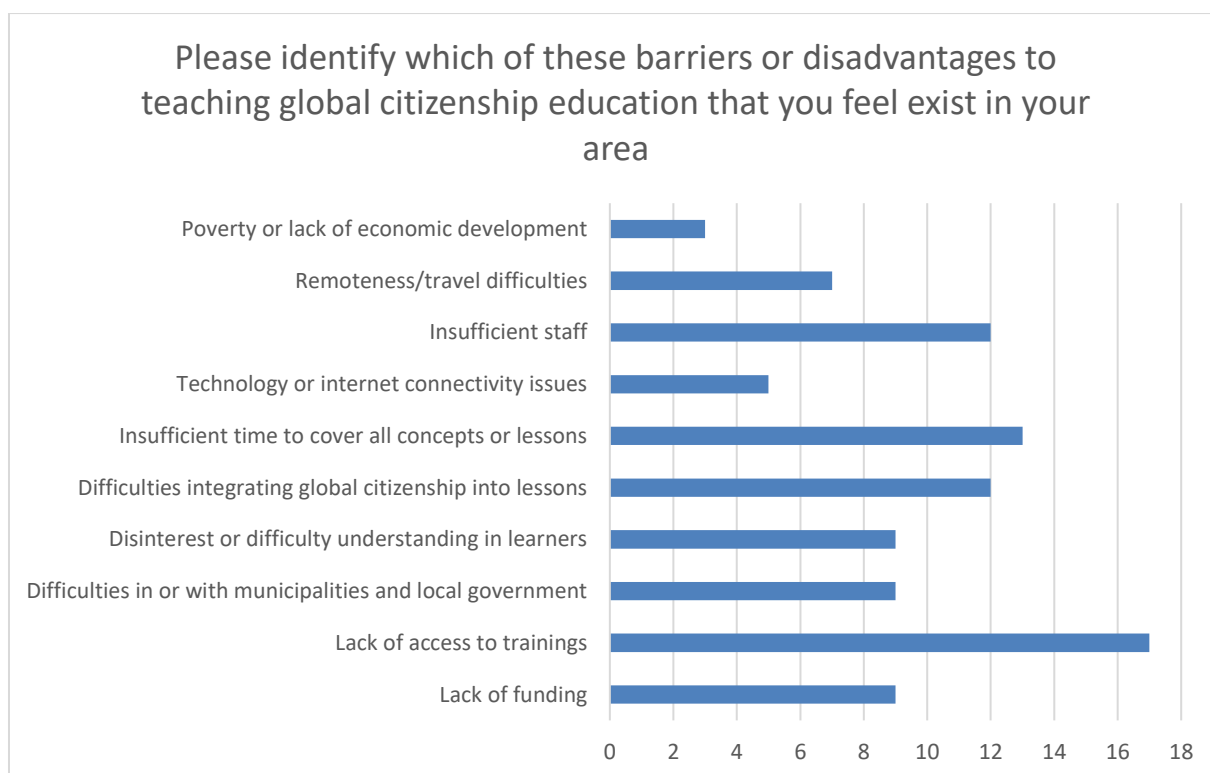
From this question we got the following answers:

- Environmental sustainability as well as gender equality are more respected. International development and communication though should be better supported and promoted.
- International development is not well-supported. However, the role of genders is distinguished and defined as well as the increase of environmental sustainability and sustainable development.
- Global Citizenship Education is not so much promoted in my area. All aspects and issues should be covered.
- All the topics are important.

2.2.6 Please identify which of these barriers or disadvantages to teaching global citizenship education that you feel exist in your area

This question served to identify the barriers that the target group recognises in Dutch areas concerning the Global Citizenship Education. This was a multiple-choice question with no limit in the number of the answers.

The **Lack of Access to trainings** was selected by the **57%** of the participants. The **Insufficient time to cover all concepts or lessons** is recognised by the **43%** as barrier while the **Insufficient staff and Difficulties integrating global citizenship into lessons** by the **40%**. The **Lack of Funding, the Difficulties in or with municipalities and local government and the Disinterest or difficulty understanding in learners** was recognised by the **30%** of the participants. **Less than 25%** of the participants selected as barriers the **Remoteness/travel difficulties, Technology or internet connectivity issues and Poverty or lack of economic development**.

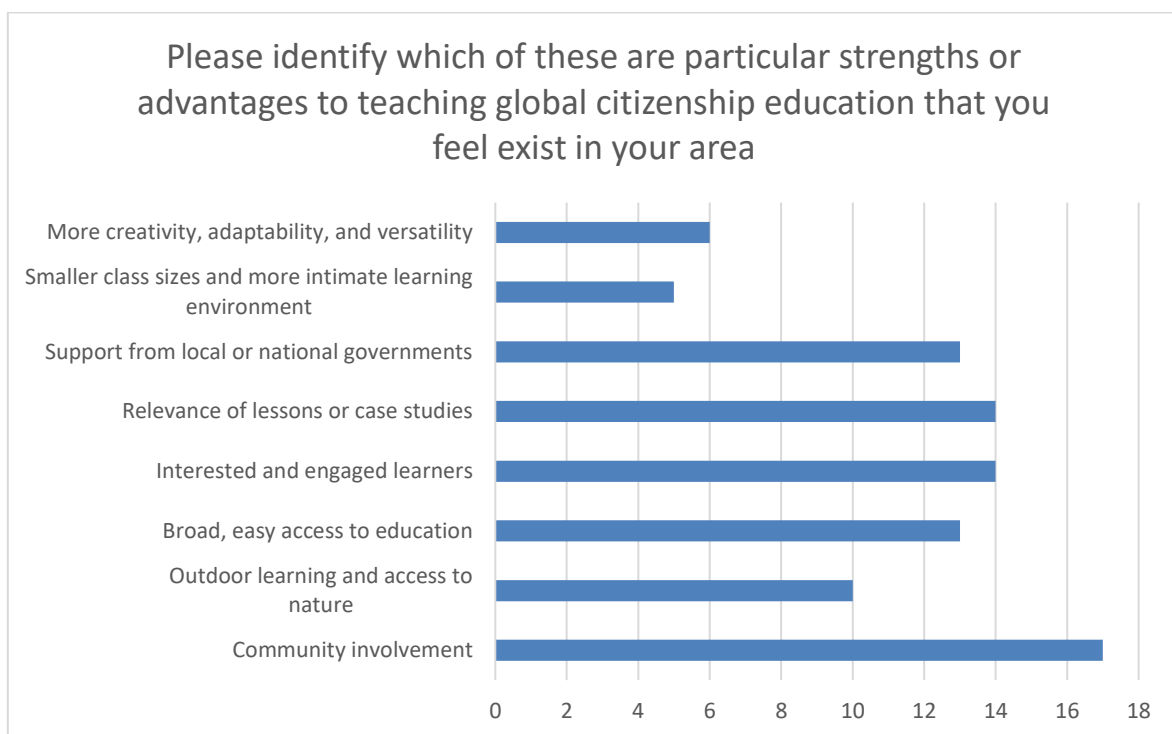


Graphic 9 : Please identify which of these barriers or disadvantages to teaching global citizenship education that you feel exist in your area

2.2.7 Please identify which of these are particular strengths or advantages to teaching global citizenship education that you feel exist in your area.

This question served to identify the strengths that the target group recognises in Dutch areas concerning the Global Citizenship Education. This was a multiple-choice question with no limit in the number of the answers.

The **Community Involvement** is recognised as strength by the **57%** of the participants. The **Relevance of lessons** and the **Interested and engaged learners** is recognised by the **47%** of the participants. The **43%** of the participant selected as strengths the **Support from the local or national governments and the Broad, easy access to education**. The **33%** also selected as strength the **Outdoor learning and access to nature**. The **20%** selected the **Creativity, adaptability and versatility** and the **17%** the **Smaller class sizes and more intimate learning environment**.



Graphic 10: Please identify which of these are particular strengths or advantages to teaching global citizenship education that you feel exist in your area

2.2.8 Please suggest any topics or training you feel would be particularly useful in teaching global citizenship education in your area

This was an open question so as the participants of the survey to express their opinion and propose topics that are important to be developed within the context of Global Citizenship Education. The answers we collected were the following:

- Increase the ability of citizens to create their own international projects
- Rural Development
- Social inclusion
- Intellectual property can be incorporated in the global citizenship education

2.3 Conclusions

The people who participated in this survey are working in a small town of under 10.000 inhabitants. Most of the participants mentioned that within the context of GCE the topics of Human rights, gender equality and Social and Cultural Diversity are those frequently discussed. At the same time, the majority believes that the same topics are not covered by the GCE training in their areas.

At this point, we conclude that the target group is not well informed on the GCE context and they do not understand thoroughly the concepts and the existing situation of their areas. Here we identify that there is a need for a better explanation to the community on the topics of GCE and the definition of the context.

Additionally, people requested more information on International Development, Environmental protection and sustainability, Social and Cultural Diversity, Democracy and Governance, Poverty and economic equality, Entrepreneurialism. These are topics that we need to include in the training curriculum we aim to create within the project implementation.

Regarding the important skills to teach GCE participants recognised as the top 5 skills the following:

- Professionalism (enthusiasm, passion, subject specific as well as teaching knowledge and skills)
- Interactive approaches,
- Experiential Learning,
- Collaboration and teamwork,
- Case studies and real-life examples

The Dutch participants support that GCE is important in their country and their education but also that the programmes and educational opportunities or experienced organisations to promote this type of education are not adequate.

Most participants stated a lack of access to training in GCE, meaning that our initiative to provide hands-on open educational resources will be valuable for the target groups. Furthermore, the involvement of the community is recognised as the major strength in teaching GCE.