
STAKEHOLDERS SURVEY REPORT

SPAIN

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Revision History

Version	Date	Author	Description	Action	Pages
1.0	23/04/2021	FYG	CREATION	C	

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

Referenced Documents

ID	Reference	Title
1	2020-1-UK01-KA204-079145	Rural GCE Proposal
2		

Applicable Documents

ID	Reference	Title
1		

Contents

1. Introduction	4
1.1 Project Context	4
1.2 Project Objectives	4
1.3 Project Target Group	4
2. Survey Report	4
2.1 The Objectives of the Survey	4
2.2 The results	5
4.2 Conclusions	10

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 in particular 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

FYG CONSULTORES, as the only partner from Spain, had to distribute the questionnaire through its national network in order to find participants to answer the survey. As a matter of fact, 35 adult educators who live in Spain answered the questionnaire and provided useful information that will have a fundamental role in the progress of the RURAL GCE project.

Spain

35 participants

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

BLUE: A town of less than 30,000 inhabitants in a rural area or a municipality

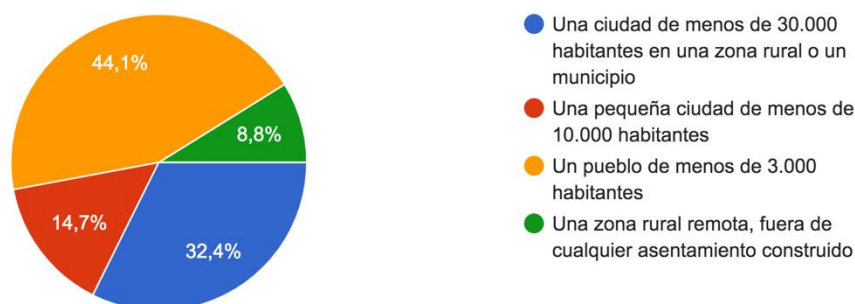
RED: A small town of less than 10,000 inhabitants

ORANGE: A village of less than 3,000 inhabitants

GREEN: A remote rural area, outside of any built-up settlement

¿Cuál de estas opciones describe mejor el área en la que trabajas?

34 respuestas

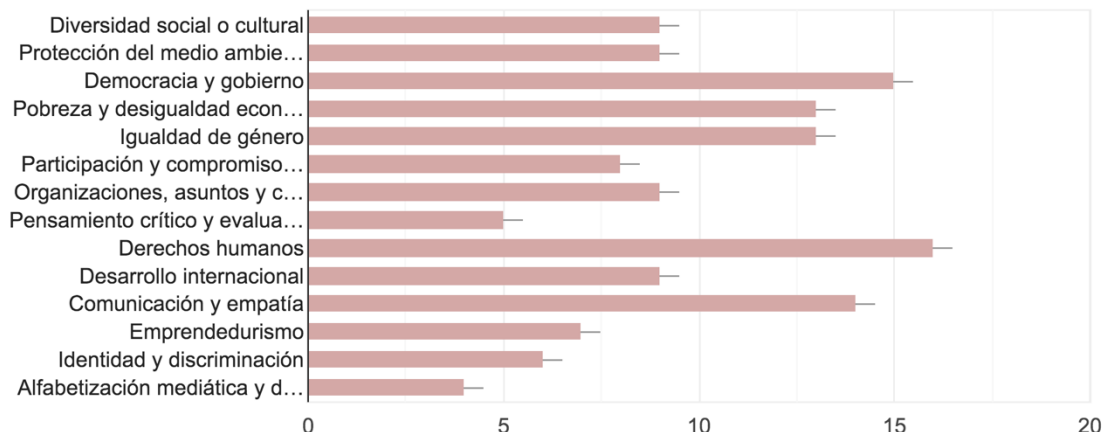


2.2.2 Please check all topics that are usually covered by global citizenship education where you live and/or work

Democracy and Government was selected 15 times, Human Rights was selected 16 times and Communication and empathy was selected 14 times. These were the most voted options; the other ones seem to be more equally distributed within 2 subgroups between 4 and 9 votes and between 9 and 13 votes.

Por favor, marca todos los temas que se suelen tratar en la educación para la ciudadanía mundial donde vives y/o trabajas

35 respuestas

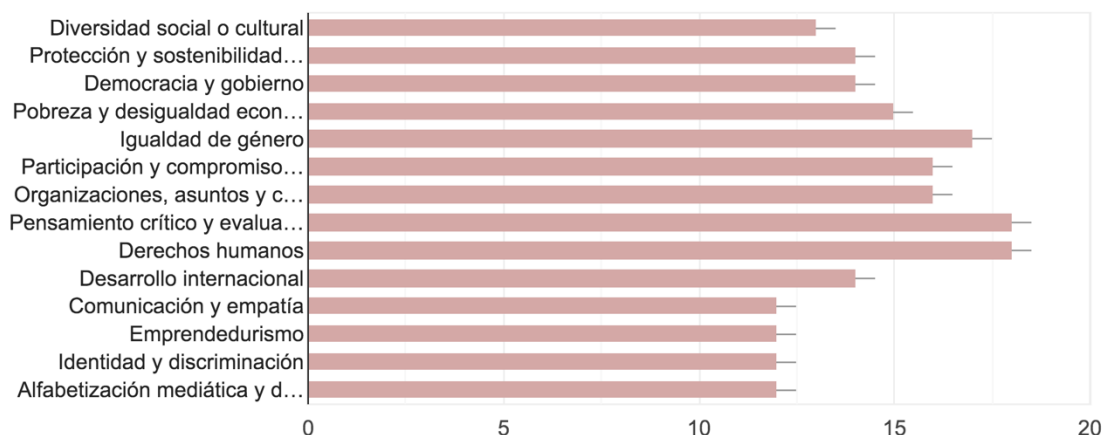


2.2.3 Please check all topics that you feel should be covered by global citizenship education where you live and/or work but are not

These topics seem to be covered for almost all of the participants, but the ones that seemed to have a better adherence were: Critical thinking (51%), Human rights (51%), Gender equality (48%), Participation and compromise (45%)

Por favor, marca todos los temas que, en tu opinión, deberían incluirse en la educación para la ciudadanía mundial en el lugar en el que vives y/o trabajas, pero que no lo hacen

35 respuestas

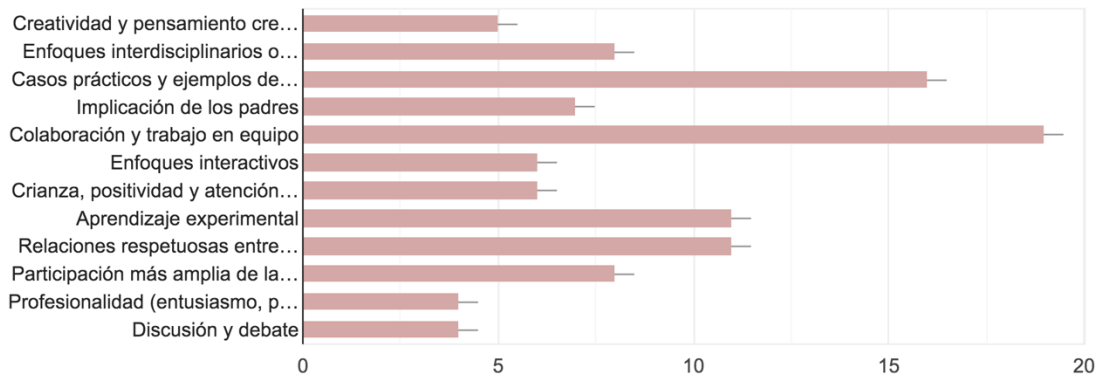


2.2.4 Which of these do you feel are the most effective or important skills or approaches when teaching global citizenship education?

Collaboration and teamwork (54%), Practical cases and examples ... (45,7%)

¿Cuáles son, en su opinión, las competencias o enfoques más eficaces o importantes a la hora de enseñar la educación para la ciudadanía mundial?

35 respuestas



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

Por favor, valore las siguientes afirmaciones en función de si está de acuerdo o en desacuerdo



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

Most common response: I'm not sure (10)

Second: I disagree (9)

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

Most common response: I'm not sure (15)

Second: I disagree (10)

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

Most common response: I agree (14)

Second: I'm not sure (10)

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

Most common response: I'm not sure (13)

Second: I disagree (8)

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

ORIGINAL RESPONSES: Los temas que más se suelen abordar son las de educación al desarrollo personal al individuo y no tanto a su desarrollo profesional
Los que más se respetan tiene que ver con la diversidad social, la pobreza, la ayuda comunitaria. Y los que menos tienen que ver con el emprendimiento y la internacionalización
Hay temas como la protección de los bosques que se hablan, pero otros. como la contaminación de Internet no

TRANSLATION:

The topics most often addressed are those of education for the personal development of the individual and not so much for their professional development.

Those that are most respected have to do with social diversity, poverty, community support. The least respected are related to entrepreneurship and internationalisation.

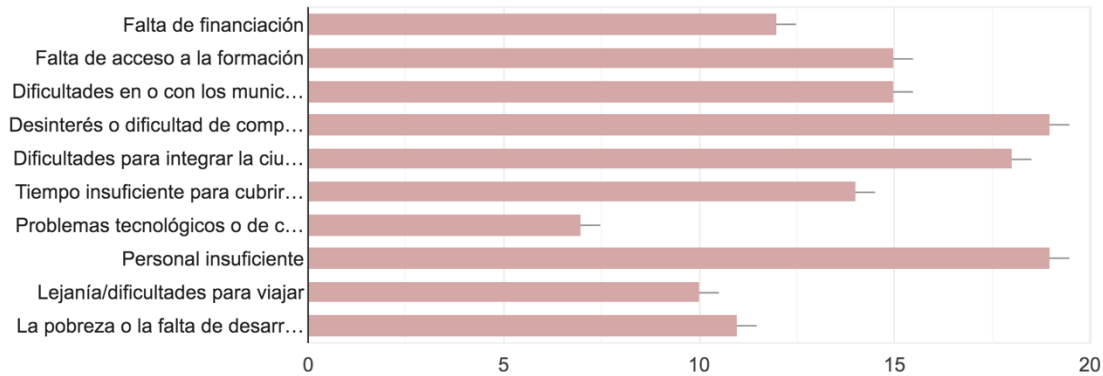
There are issues such as forest protection that are talked about, but others, such as Internet pollution, are not.

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

Most common response was Insufficient staff (54%), disinterest or difficulty of comprehension on students (54%), difficulty to integrate GCE in classroom (51%)

Por favor, identifique cuáles de estos obstáculos o desventajas para la enseñanza de la educación para la ciudadanía mundial considera que existen en su área

35 respuestas

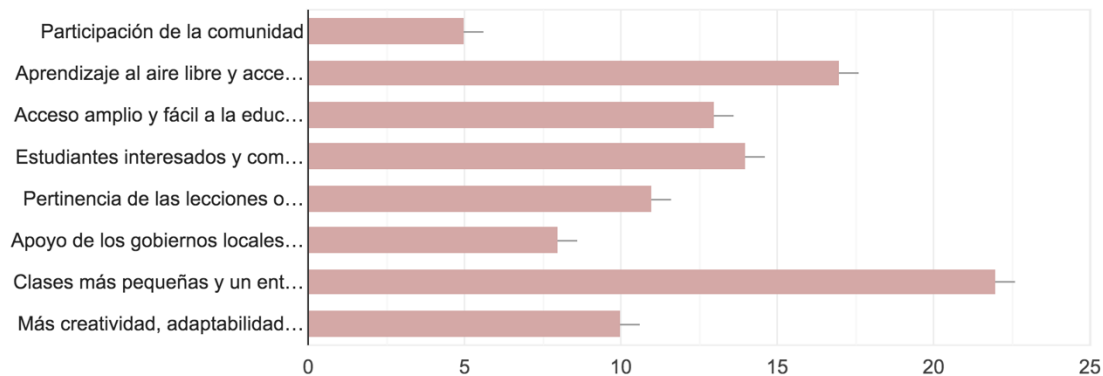


3.1.3 Please identify which of these are particular strengths or advantages to teaching global citizenship education that you feel exist in your area

Smaller class sizes and a more intimate learning environment (63%), Outdoor learning and access to nature (49%),

Por favor, identifique cuáles son los puntos fuertes o las ventajas particulares de la enseñanza de la educación para la ciudadanía mundial que cree que existen en su área

35 respuestas



4

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

- Tolerance
- Teamwork

4.2 Conclusions

In conclusion, the 35 adult learners that participated in this survey had agreed in the majority of the questions. The main conclusions are that in Spain it doesn't feel to have a significant difference for GCE whether is taught or not in a rural area.

The top 3 topics being: Democracy and Government, Human Rights and Communication and empathy. All three of them are current issues that influence our life on a daily basis, no matter the area in which we live in.

In order to conclude, I think that the significative result of this survey is the resolution that GCE has a weak educative wage both in rural and in urban areas, but whenever is taught is taught with similar content and addressing the same kind of Issues and topics.

In many occasions, the need of the RURAL GCE project was highlighted as well as the connection with the National Report of Spain, already developed for this project.