
STAKEHOLDERS SURVEY REPORT

THE UK
Deliverable IO1.A1

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

Applicable Documents

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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 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

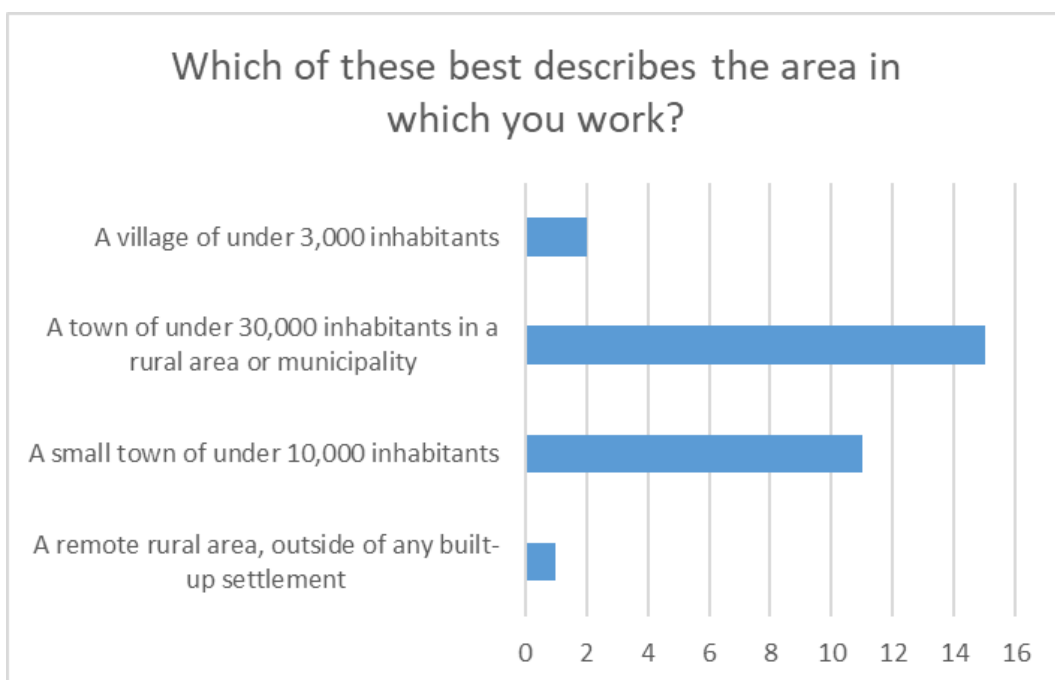
Following the desk research and having recognised the existing situation in each partner country we continue with the formulation of an online validation survey directed to stakeholders, teachers, trainers active in Global Citizenship Education in Rural Areas. In this way, representatives of the project's 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

This survey was disseminated to UK-based respondents and achieved 29 responses. The following is a brief report of the responses and their implications.

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

This question was posed so as to ascertain an idea of what respondents meant when they said they were rurally-based. The options were a small to moderately sized town in a rural area, a small town, a village, or an isolated area outside of built-up settlements. In this case, most of the respondents by far were from towns, though there were some few who indicated the smaller or



more remote options, giving the respondents at least some demographic spread here.

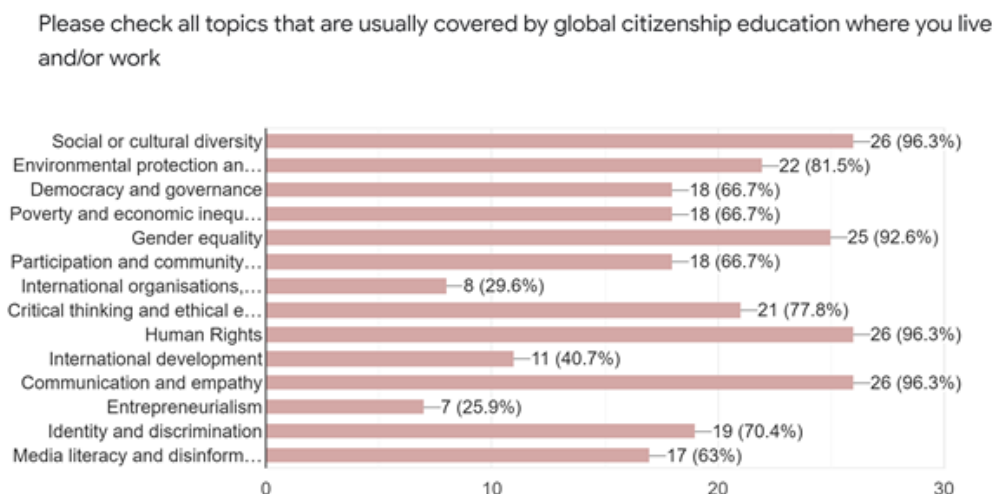
2.2.2 Please check all topics that are usually covered by global citizenship education where you live and/or work

This question was intended largely to ascertain the lie of the land as regards the topics covered by global citizenship education in the current status quo. As can be seen in the chart below, there is a broad range of topics covered and no single topic entirely omitted. This could be due, as elaborated on in the desk research completed as part of this activity, to the broad-based nature of citizenship education in the Scottish curriculum.

With that being said, there were topics that were clearly more popular and less popular as responses. Human rights, communication and empathy, gender equality, and social or cultural diversity we're all among the clearly most popular responses, although critical and ethical thinking

as well as environmental protection did come close, both selected by over three quarters of respondents.

At the other end of the spectrum, international organisations and entrepreneurialism were the only two topics to score under 40%, albeit that international development scored 40% almost



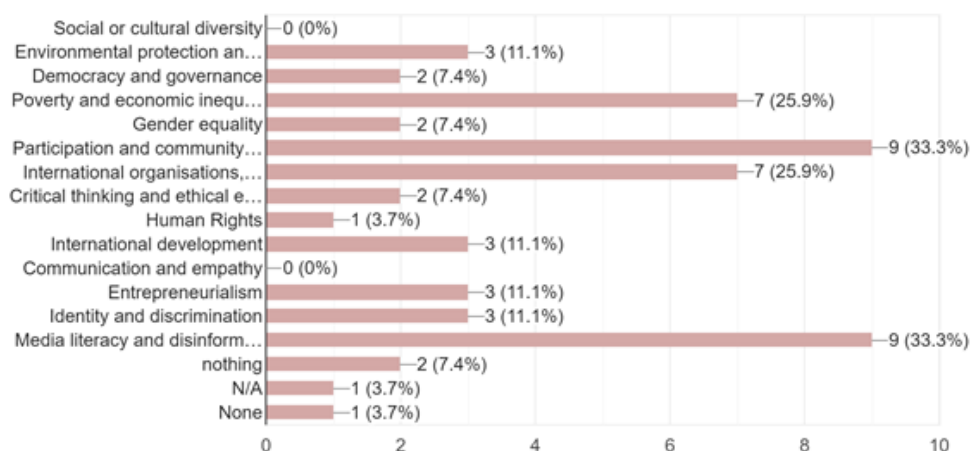
exactly. The next lowest score was 63%, rendering those lower scores particular outliers.

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

This question, by contrast, was designed to elicit from respondents the subjects that they thought were underrepresented in the global citizenship education curricula with which they themselves were familiar. The results, therefore, were markedly different from those of the previous question. Most notably, given the almost ubiquitously high scores of topics that are included in the curriculum, it is perhaps no surprise that scores on this question were much lower.

Indeed, the highest scores achieved by any single topic were 33% (these were participation and community engagement as well as media literacy and disinformation), with 35% the next highest. Conversely, two topics scored zero – most likely related to the fact that these were both the highest scoring topics in the previous question rather than an indication of lack of enthusiasm for them on the part of the respondents.

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?

This question attempted to ascertain the skills, methods, and approaches that respondents felt were most effective when teaching global citizenship education. The results were quite mixed, with inter- or multidisciplinary approaches as well as nurturing, positivity and pastoral care clear favourites on just under and just over half of all respondents respectively. Interactive approaches were the least popular, with only a single response to its name, though there was a broader selection of responses at a relatively low level as shown in the

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

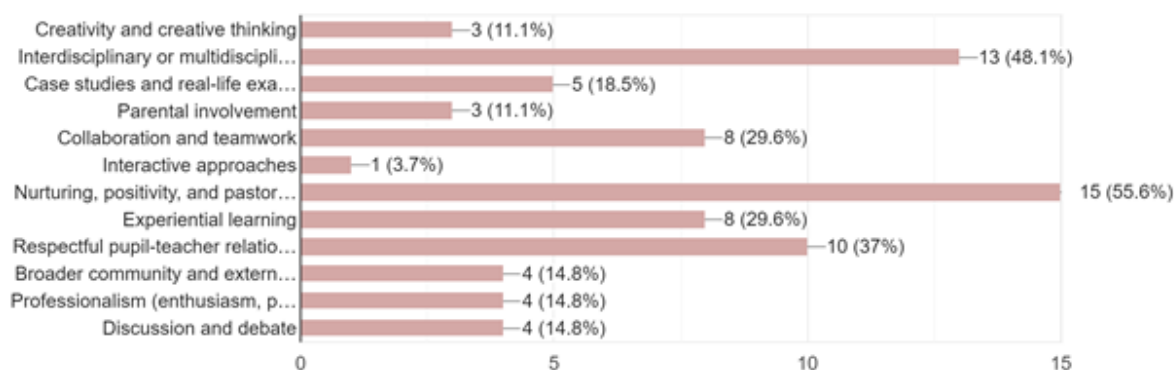


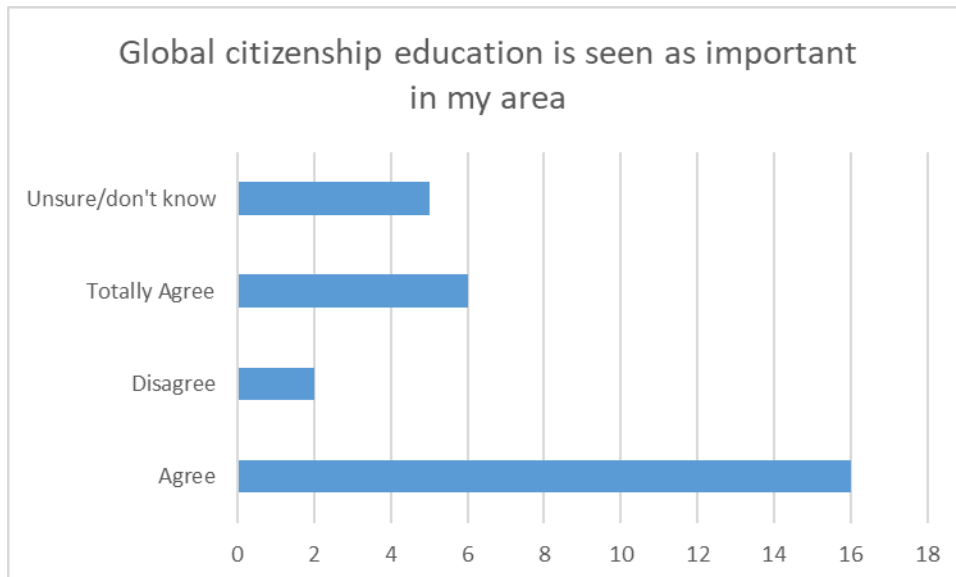
chart below.

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

This section asked respondents to signal their agreement or disagreement with a series of statements about global citizenship education, organisations, and issues in their given area.

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

Responses to this statement suggest that global citizenship education is generally seen as reasonably important in respondents' areas: the most common answer by far was Agree, followed

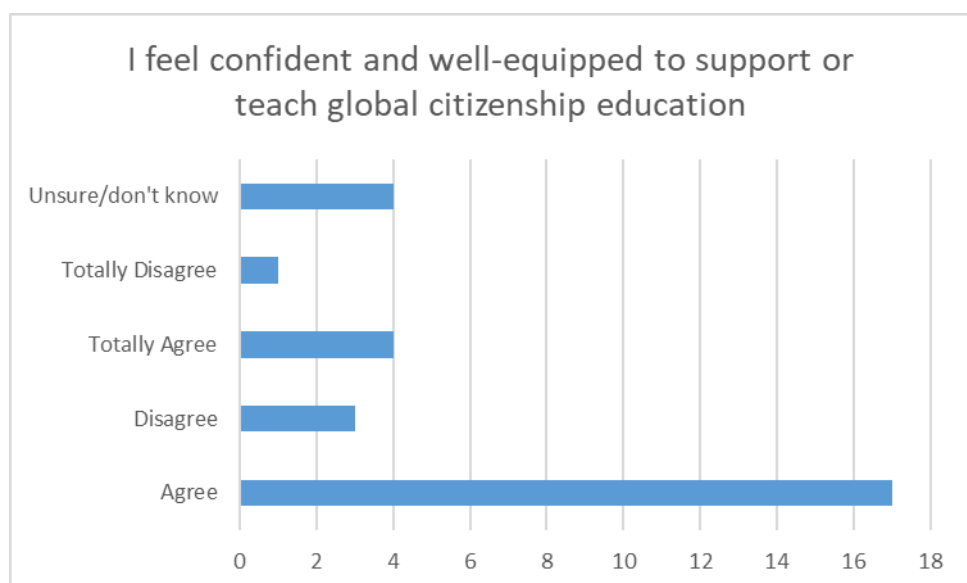


by Totally Agree, Unsure, and Disagree in that order.

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

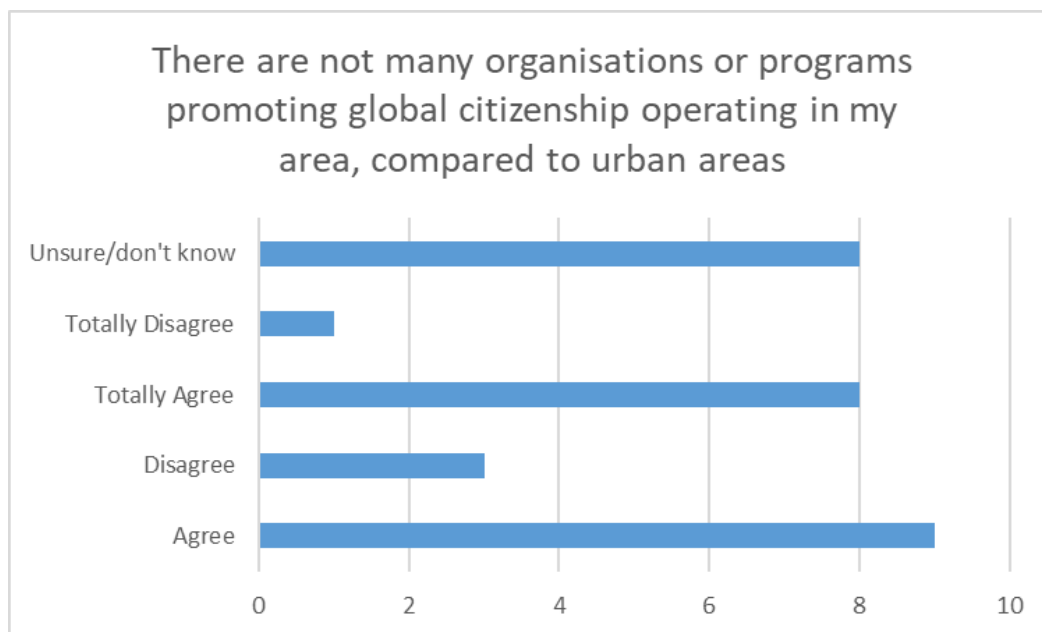
Respondents seemed to indicate again that they agreed with this statement, although there was some greater dissent on this statement. There were very slightly more participants who disagreed with this statement, but perhaps more significantly, at least one person totally disagreed with it, as nobody had with

the previous statement. With that being said, Agree remained overwhelmingly the popular option, indicating that teachers are generally feeling well-equipped to teach global citizenship education.



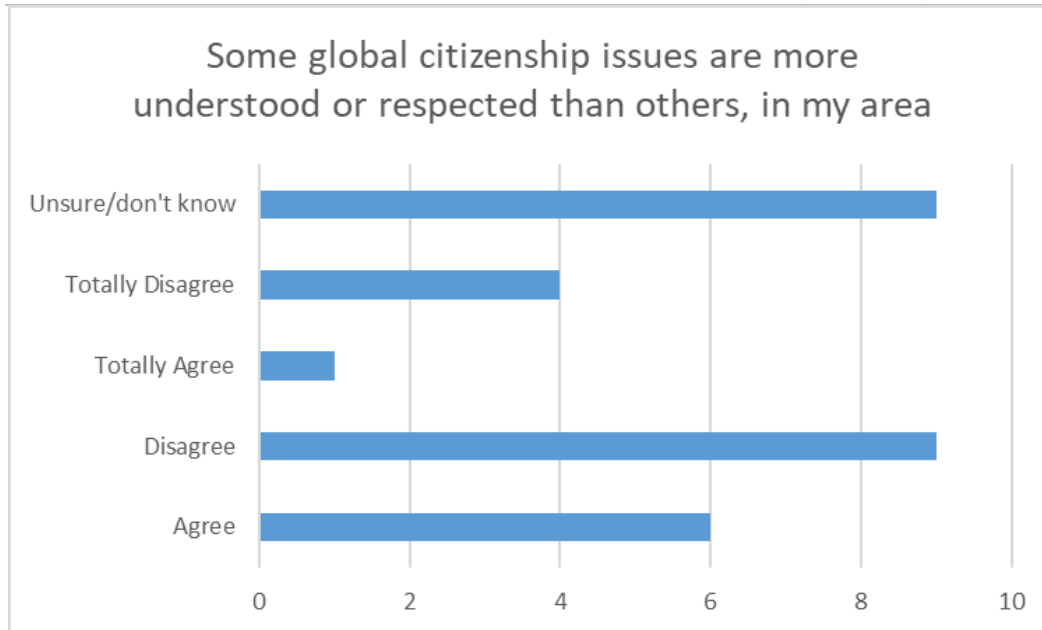
Statement 3: There are not many organisations or programs promoting global citizenship operating in my area, compared to urban areas

Perhaps unsurprisingly, most respondents agreed with this statement, indicating that they do feel urban areas have the advantage when it comes to global citizenship organisations and programs. That being said, it is not entirely unanimous, with a significant minority of respondents disagreeing, Unsure/don't know representing over a quarter of responses, and Agree reaching a plurality, but not even nearly an overall majority.



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

This final statement offered a mixed bag of responses: equal pluralities of Unsure and disagree, but with significant numbers of Agree and Totally Disagree also represented. We got a little more detail on what respondents meant by this in the following question, but as that question was not compulsory, not every respondent who agreed with this statement gave a response.



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

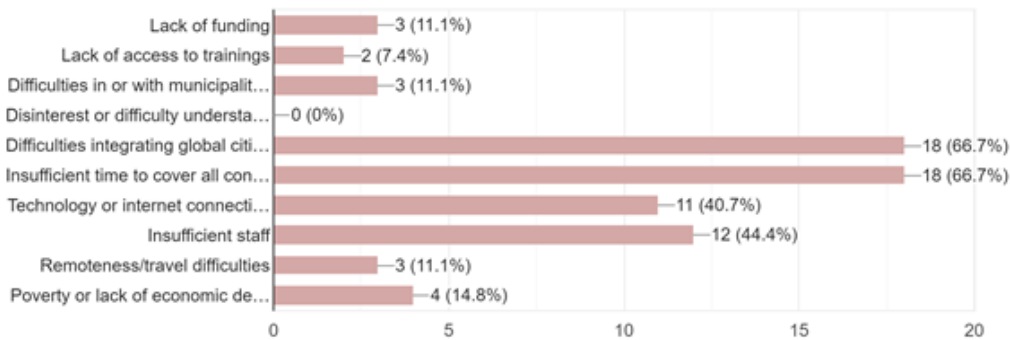
Due, as mentioned above, to the non-mandatory nature of this question, responses here were sparse, even from those who had agreed with the statement above. As it happened, only two responses were received here: “Environment and climate change issues are popular right now” and “less awareness of global poverty and development issues”.

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 aimed to elicit from respondents their views on the biggest disadvantages or barriers to teaching global citizenship in there are, and each respondent could give a maximum of three responses. By far the most common responses were difficulties integrating global citizenship into the curriculum and insufficient time to cover concepts and lessons, with about two thirds of respondents choosing each of these responses. None at all reported disinterest on the part of students, but other low-scoring options (albeit that these options got some responses) were lack of funding, lack of access to trainings, difficulties with local government, remoteness or travel difficulties, and poverty.

The remaining two options, technological issues and lack of staff, were significantly higher-scoring than the low-scoring options, but remained short of a majority of responses, with just over 40% each.

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

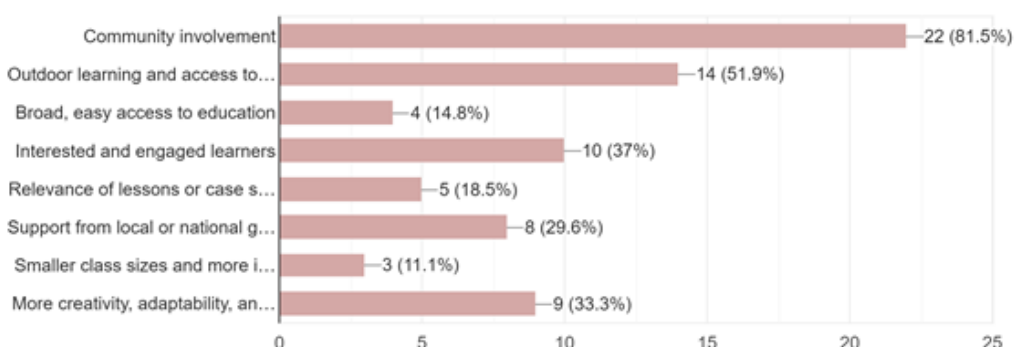


2.2.7 Please identify which of these are particular strengths or advantages to teaching global citizenship education that you feel exist in your area

This question was essentially the inverse of the previous one – intending to identify this time the key strengths of teaching global citizenship in the respondents’ areas. Again, participants were limited to a maximum of three choices.

The clearly most popular option, representing over 80% of respondents’ choices, was community involvement. This was followed with the markedly lower Outdoor learning and access to nature on just over 50%, then a succession of topics chosen by a significant minority, roughly between 30% and 40%. The least popular option was smaller class sizes on only 11%, though broad, easy access to education and relevance of lessons only just beat it with 15% and 18% respectively.

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

Unfortunately, as this question was voluntary, no answers were recorded.

2.3 Conclusions

This survey provides valuable data for the Rural GCE project to continue and elaborate its mission to support rural global citizenship education, and gives plenty of food for thought for how the project's deliverables might be used in Scotland in particular.

It is unfortunate that the non-mandatory answers had such a poor response rate, but this is partially to be expected. Otherwise, between this and the desk research undertaken in the previous phase of this activity, there is much to be developed. There is clearly a market among respondents, for example, for media and disinformation to be included in global citizenship, along with participation and community engagement. Similarly, interdisciplinary approaches and nurturing, positive attitudes when teaching seem to be among the most valued skills, just as difficulties integrating global citizenship issues into the curriculum and lack of time proved the most common difficulties for respondents and community involvement was claimed by most to be the greatest strength. This should be borne in mind as the project continues, as it could help make the project deliverables more relevant, more useful, and more likely to be used.