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# STAKEHOLDERS SURVEY REPORT

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GREECE

Deliverable IO1.A1

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## Revision History

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(\*) 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		

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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.

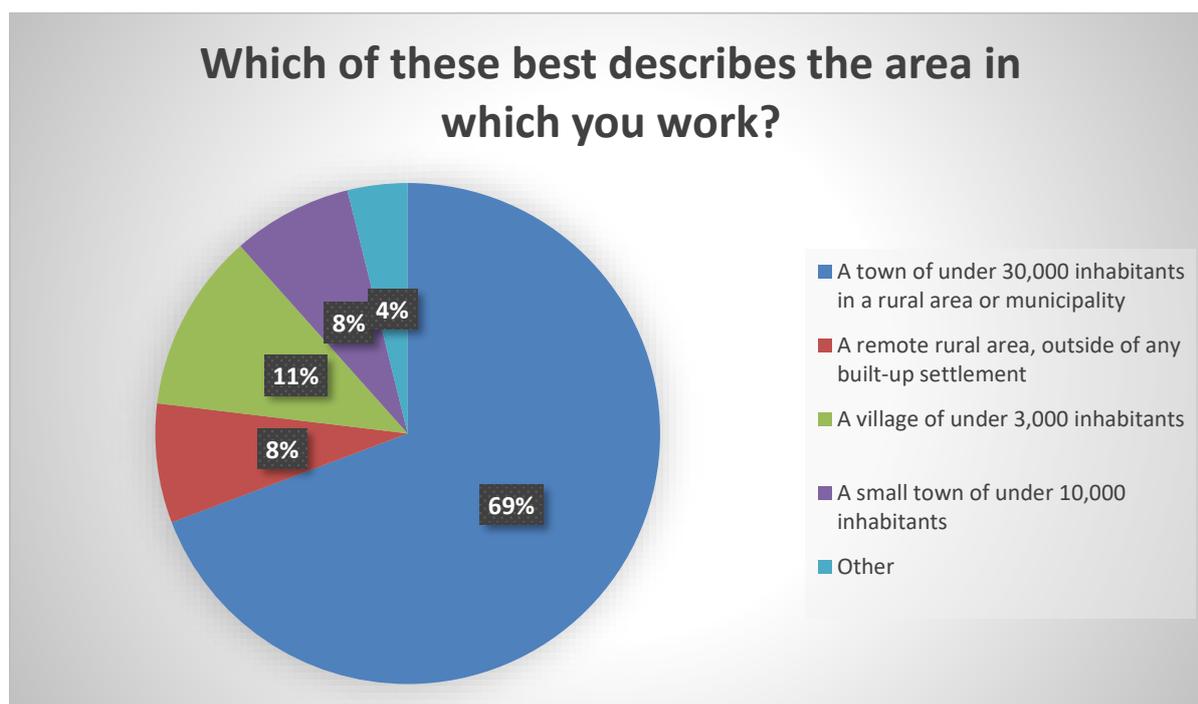
## 2.2 The results

University of Thessaly (UTH) developed a list of adult trainers who are active in rural GCE. UTH distributed the questionnaire to them, informing them about the “Rural GCE” project and inviting them to participate to the online survey. 30 of them responded and filled the questionnaire online, which will be mentioned as “participants” from now on in the text.

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

The first question was a multiple choice one that aimed to identify the area in which the participants work and maybe live in. The project has a main focus on the Global Citizenship Education in rural areas, therefore this question was introduced to identify the type of the rural area in which the participants are active.

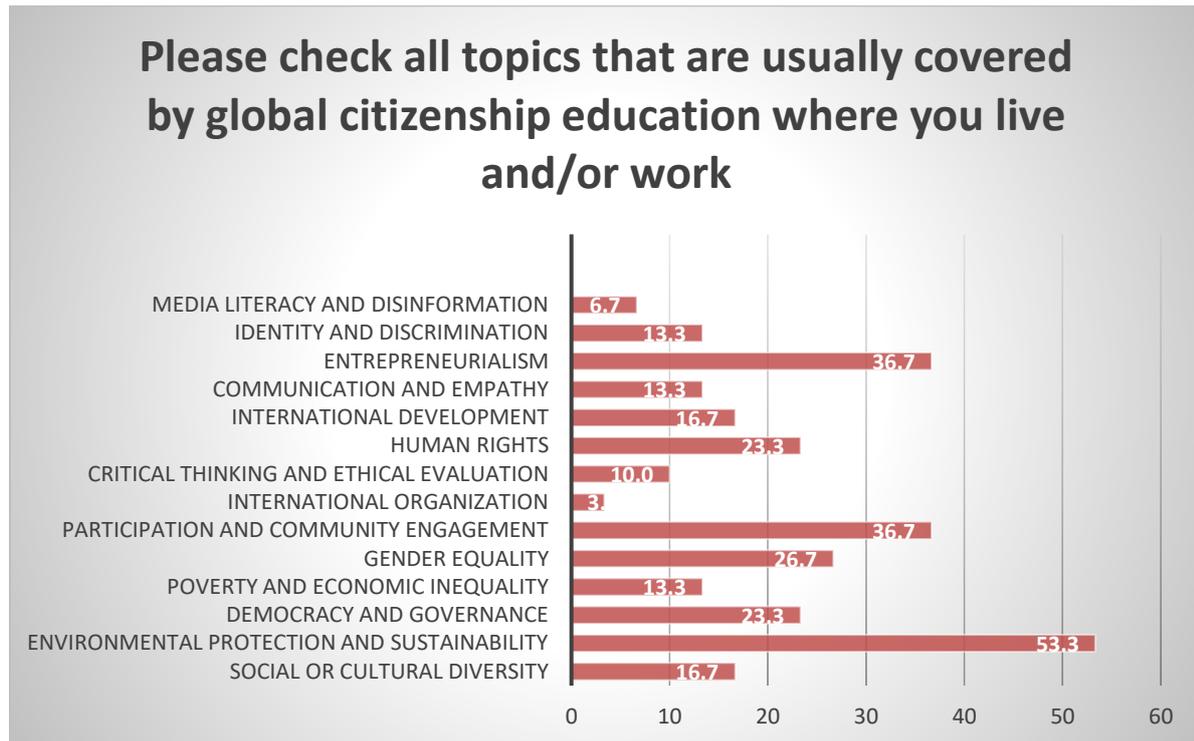
The pie chart presented below shows the answers which the participants gave for the first question, which was “Which of these best describes the area in which they work? The chart shows that 69% of the participants live in a town of under 30,000 inhabitants in a rural area or municipality.



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

This question aimed to highlight the topics that are usually covered by global citizenship education in Greece. There were no limitations in terms of the number of choices that participants could select, however, three participants marked only one option.

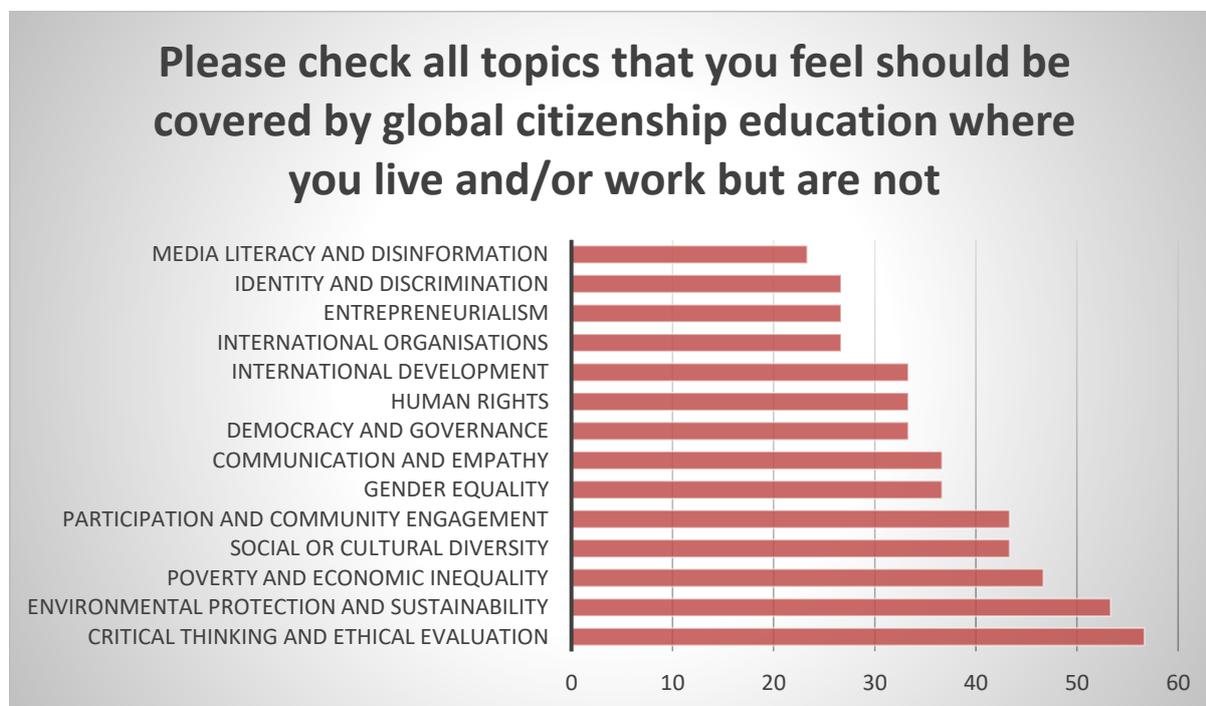
The bar chart presented below reveals that the most popular topic was “Environmental protection and sustainability” (53%) followed by “Entrepreneurialism” and “Participation and community engagement”, which were both marked by 36,7% of the participants. “Media literacy and disinformation” and “International organization” received the lower scores, being 6,7% and 3,3%, respectively. The scores of the other topics ranged between 10% and 26,7%.



### 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 aim of this question was to identify the gaps regarding the specific topics that need to be included in adult education courses that are implemented in rural areas. There were no limitations in terms of the number of choices that participants could select, therefore, all participants marked more than one answer.

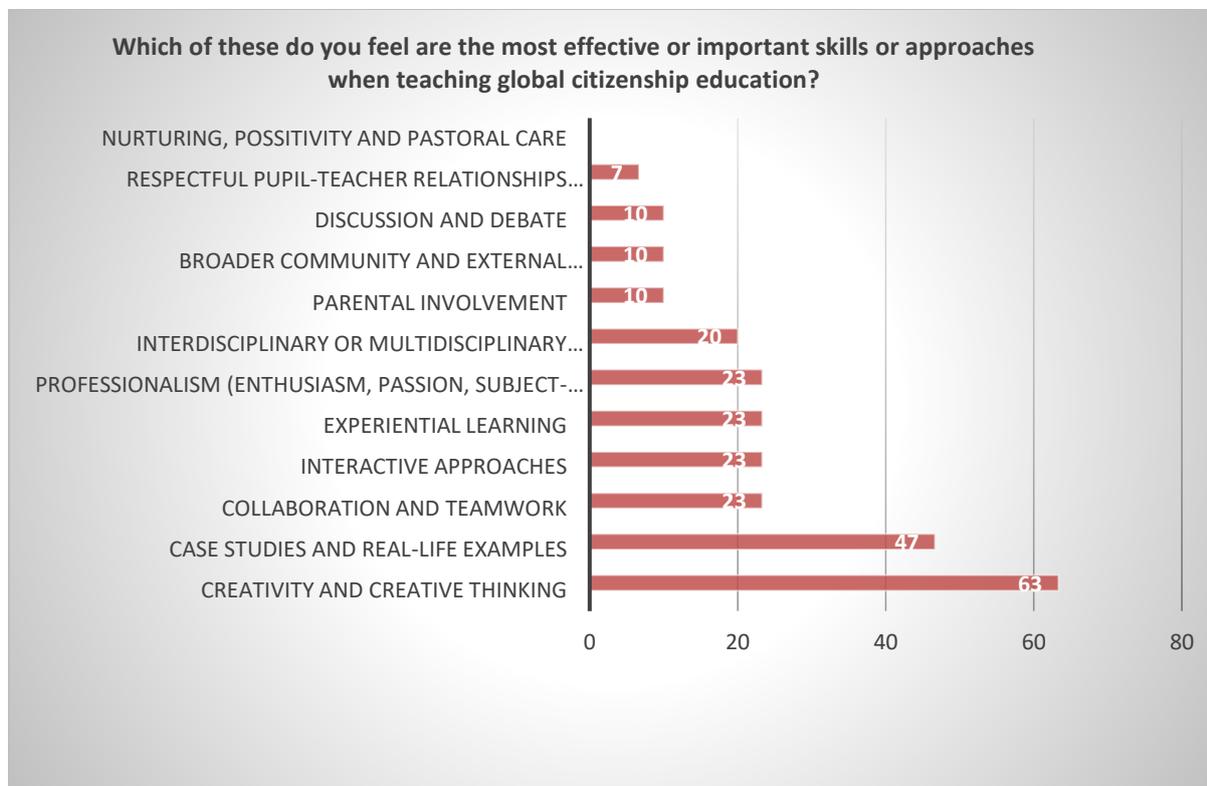
According to the bar chart presented below, 57% of the participants suggest that “Critical thinking and ethical evaluation” should be covered by global citizenship education, followed by “Environmental protection and sustainability” that was marked by 53% of the participants. It is worth noticing that all topics were marked by more than 23 % of the participants.



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

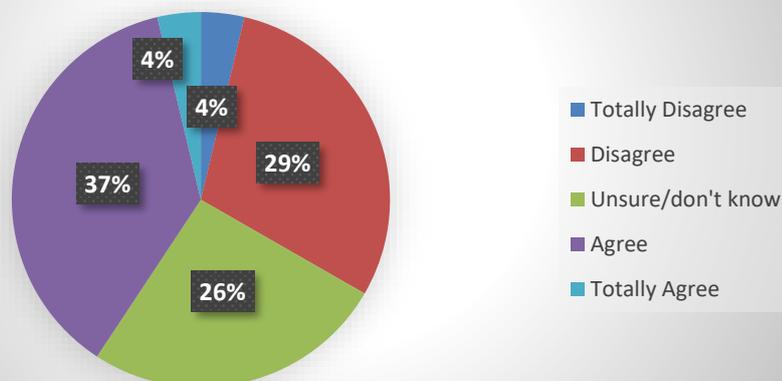
According to the bar chart shown below, the participants felt that the most effective or important skills or approaches when teaching Global Citizenship Education are “Creativity and creative thinking” (63%) followed by “Case studies and real-life examples” (47%). “Collaboration and teamwork”, “Interactive approaches”, “Experiential learning”, “Professionalism (enthusiasm, passion, subject-specific as well as teaching knowledge and skills)” and “Interdisciplinary or multidisciplinary approaches” were also popular options among approximately the one fourth of the participants. On the other hand, the rest of the options were not considered as effective nor

as important, especially “nurturing, positivity and pastoral care” which was not marked by any participant.



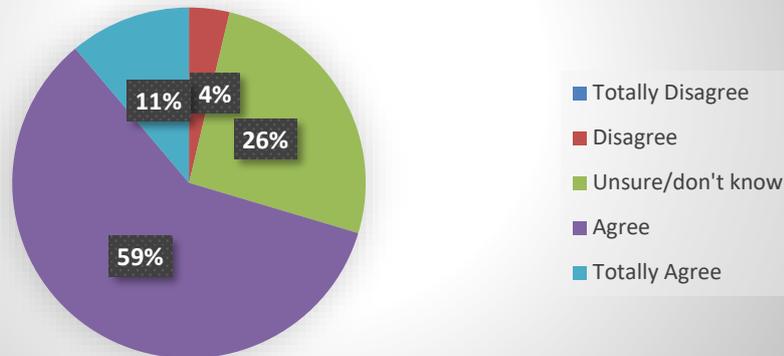
2.2.5 Please rate the following statements based on whether you agree or disagree

## Global citizenship education is seen as important in my area



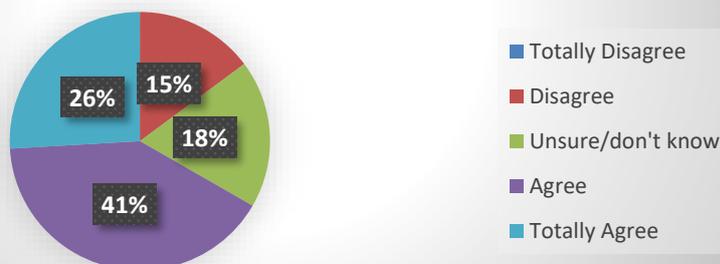
The first statement aimed to identify the participants' view on how important Global Citizenship Education is considered in the rural areas in which they work or live. The pie chart presented above shows that 41% of the participants agreed that GCE is considered important in the rural areas in which they work or live, while 33% disagreed. It is worth mentioning that 26% of the participants had no opinion on this issue.

## I feel confident and well-equipped to support or teach global citizenship education



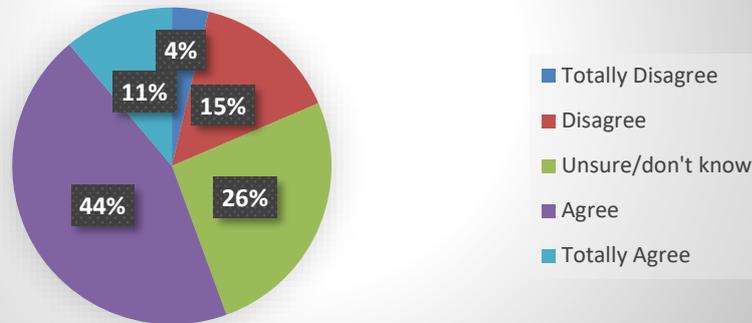
The second statement aimed to examine whether the participants feel confident and well-equipped to support or teach Global Citizenship Education or not. The pie chart presented above shows that the majority of them (70%) felt confident and well-equipped and only 4% of them didn't. It is worth mentioning that 26% of the participants couldn't decide about the adequacy of their related skills.

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



The third statement aimed to investigate the participants' view whether there are many organisations or programs promoting global citizenship education in the rural area in which they work or live compared to urban areas or not. The pie chart presented above shows that the majority of them (67%) declared that organizations or programs promoting GCE in their area are much less than in urban areas. 15% of them had the opposite view, while 18% of them were not well informed in order to respond to this statement.

## Some global citizenship issues are more understood or respected than others, in my area



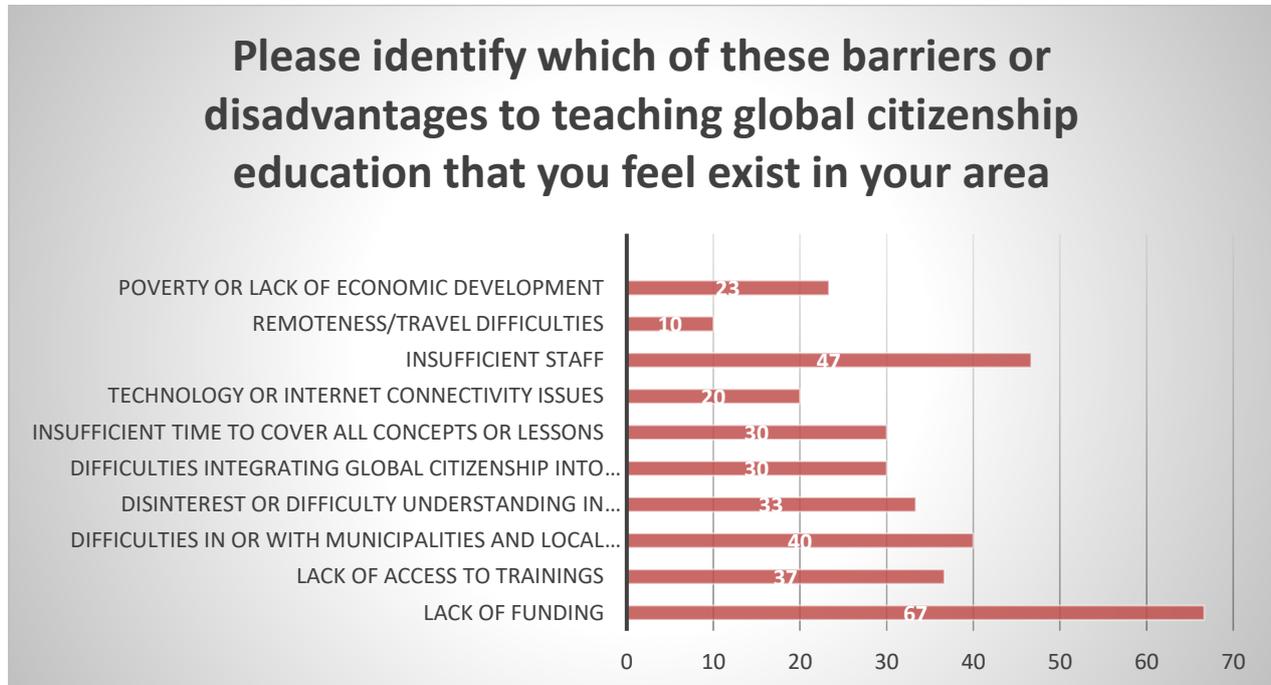
The fourth statement aimed to examine the participants' view on whether some Global Citizenship Education issues are more understood or respected than others in the rural areas in which they work or live or not. The pie chart presented above shows that more than half of the participants (55%) agreed with this statement, while 19% disagreed. Once again, 26% of the participants had no opinion on this issue.

This fourth statement was followed by an additional request for the participants. Participants were asked to mention the issues that are more understood or respected than others, in case they agreed with the fourth statement. Four participants responded, who mentioned the following:

- *Collaboration and team work*
- *An "advocacy" approach more than A "global competitiveness" approach (less)*
- *Education is considered really necessary and respected also. Unfortunately, consulting in education is missing.*
- *Social or cultural diversity, Environmental protection and sustainability, Participation and community engagement, Entrepreneurialism*

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

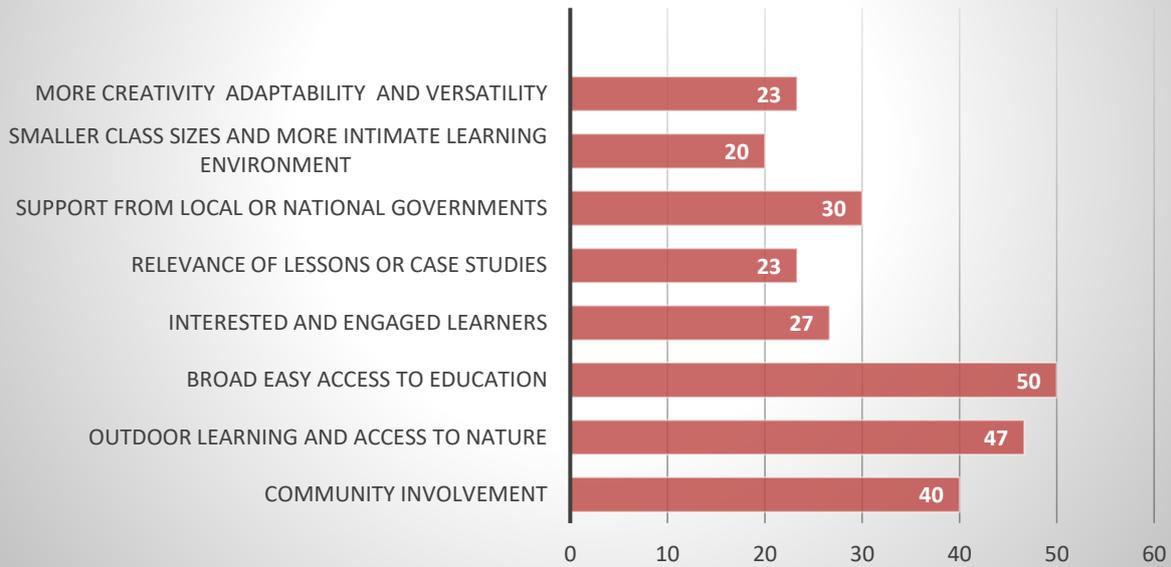
This question aimed to identify the barriers or disadvantages to teaching GCE that may exist in the rural areas in which the participants work or live. According to the following chart, “lack of funding” was the most important barrier/disadvantage considered by the participants (67%), followed by “insufficient staff” (47%). It is worth mentioning that all the other potential choices were marked by more than 20% of the participants, except of the “remoteness / travel difficulties” (10%).



### 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 is exactly the opposite of the previous one, since it aimed to identify the strengths or advantages to teaching Global Citizenship Education in the rural areas in which the participants work or live. According to the bar chart presented below, 50% of the participants believed that the “broad easy access to education” is the most popular strength/advantage to teaching global citizenship education followed by “outdoor learning and access to nature” (47%) and “community involvement” (40%). The rest of the potential choices were marked by 20% - 30% of the participants.

**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 last question was an open ended question that was answered by 4 participants. Their answers are listed below:

- *educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society*
- *civic education, which seeks to teach the knowledge, skills and values believed necessary for democratic citizenship*
- *professional ethics*
- *Creativity and creative thinking, Collaboration and teamwork, Broader community and external stakeholder involvement*

## 2.3 Conclusions

30 Greek adult trainers active in rural GCE participated in this online questionnaire survey. Most of them (69%) live in a town of under 30,000 inhabitants in a rural area or municipality. They stated that the most popular topic that is usually covered by global citizenship education in Greece is “Environmental protection and sustainability” (53%). 57% and 53% of the participants suggested that “Critical thinking and ethical evaluation” and “Environmental protection and sustainability”, respectively, should be covered by global citizenship education. However, all other potential topics were marked by more than 23% of the participants. The participants felt that the most effective or important skills or approaches when teaching Global Citizenship Education are “Creativity and creative thinking” (63%) followed by “Case studies and real-life examples” (47%). 41% of the participants thought that Global Citizenship Education is considered important in the rural areas in which they work or live, while 33% of them disagreed with this statement. The majority of the participants felt confident and well-equipped to support or teach Global Citizenship Education, declared that organizations or programs promoting GCE in their area are much less than in urban areas, and agreed that some Global Citizenship Education issues are more understood or respected than others in the rural areas in which they work or live, the corresponding percentages being 70%, 67%, and 55%, respectively. “Lack of funding” was the most important barrier/disadvantage to teaching GCE considered by the participants in the rural areas in which they work or live, followed by “insufficient staff” (47%). The participants identified many popular strengths / advantages to teaching Global Citizenship Education in their areas, the “broad easy access to education”, “outdoor learning and access to nature” and “community involvement” being more popular.