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# STAKEHOLDERS SURVEY REPORT

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THE NETHERLANDS

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

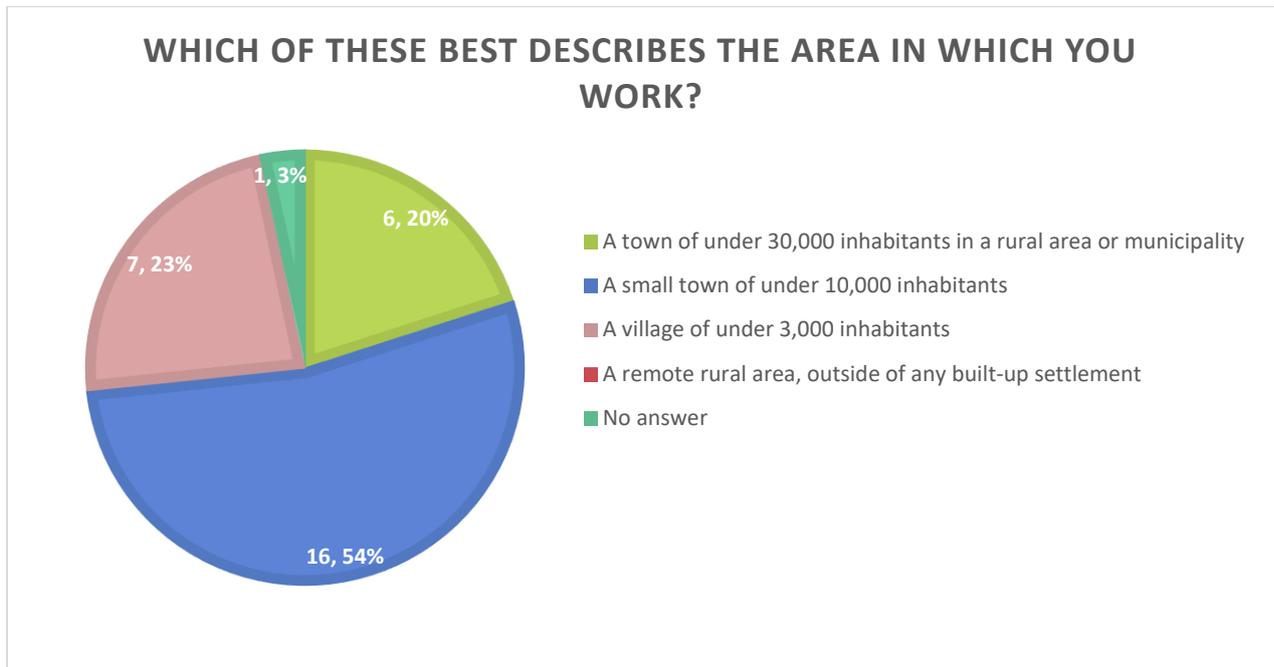
Following the desk research and having recognised the existing situation in each partner country we continue with the formulation of an online validation survey directed to stakeholders, teachers, trainers active in Global Citizenship Education in Rural Areas. In this way, representatives of the project's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

Emphasys Centre, as the only partner from Cyprus, had to distribute the questionnaire through its national network in order to find 30 participants to answer the survey. As a matter of fact, 30 adult educators who live in Cyprus answered the questionnaire and provided useful information that will have a fundamental role in the progress of the RURAL GCE project.

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

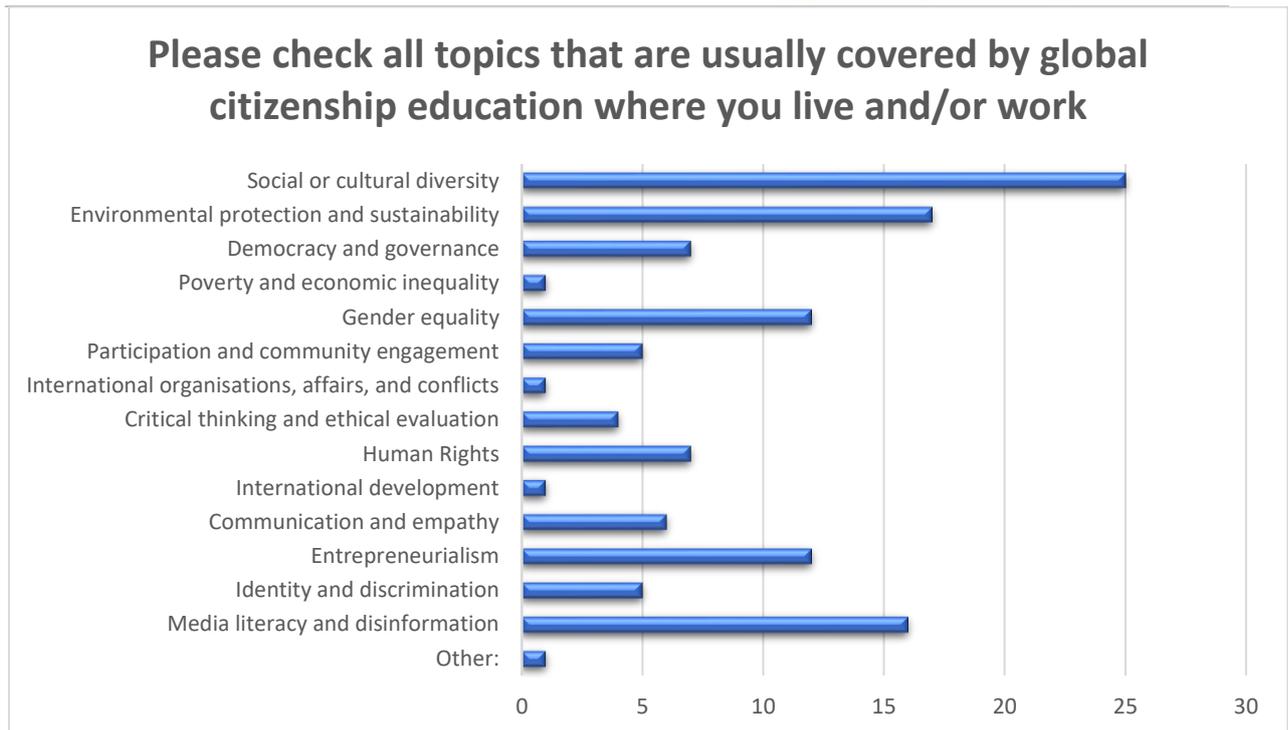
The first question was a multiple choice one that aimed to find more about the area in which these adult educators work and maybe live in. This was because the project has a main focus on the Global Citizenship Education in rural areas.



According to the chart above, the majority of the adult educators that answered this questionnaire (16 people), work at small towns under 10,000 inhabitants, followed by the ones that live at villages under 3,000 inhabitants (7 people). Only one participant chose not to answer to this question whereas no one works at a remote rural area. This is probably due to the lack of educational centres at these kind of areas.

### 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 present the current situation in regards to global citizenship education in different areas and to verify the information provided by the National Report. There were no limitations in terms of the number of choices that participants could select, therefore in all cases the answer was not just one option.



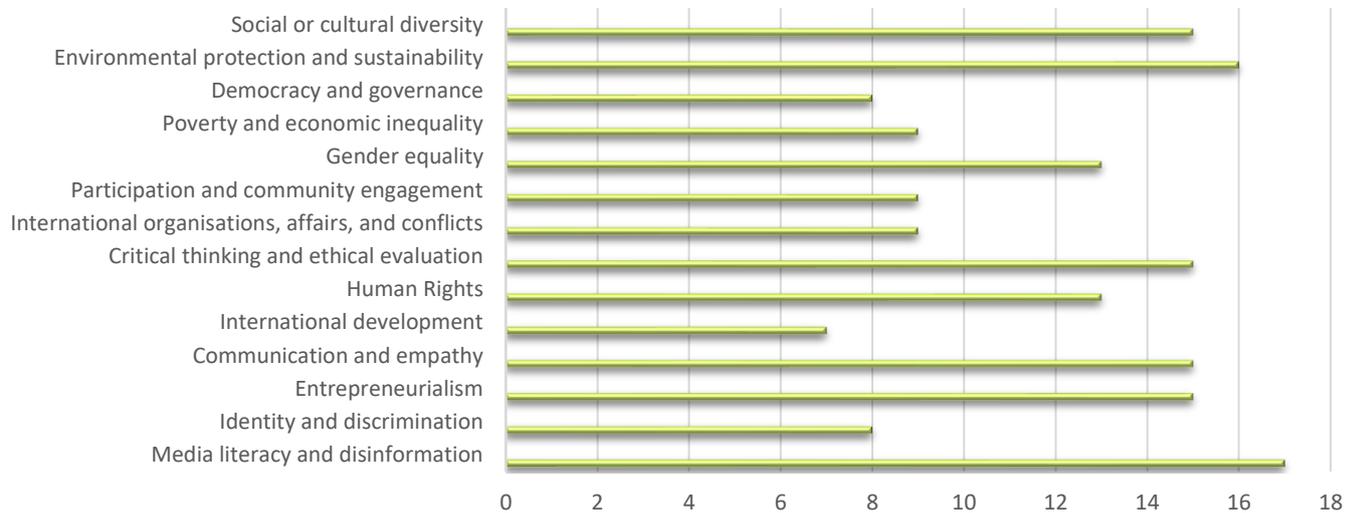
As a matter of fact, the information presented in the National Report was verified by this questionnaire since, as it is shown in the chart, the main topics that are taught are social and cultural diversity, environmental protection and sustainability, and media literacy and disinformation. Social and cultural diversity was the most common option, selected by 25 people and even the option “other”, which was selected by one person, concerned a similar topic, social inclusion.

Issues concerning the environment and media literacy were the second and third most selected options showing the fact that education focus also on global current issues. Issues such as entrepreneurialism and gender equality were also mentioned, however with less frequency. Topics related to international development and international organisations, affairs and conflicts were the less frequent ones showing a lower interest for international affairs. Poverty and economic inequality was also a topic of lower frequency.

### 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 was about identifying the gaps in regards to adult education and the needs of adults in specific topics. It will provide important information on the topics in which the consortium will focus on at a later stage. Once again, there were no limitations in the number of choices selected per participants, therefore in each questionnaire, more than one answer was given.

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



In comparison with the previous question, there is not a topic that stands out. Here, answers are more unified, showing that Global Citizenship Education topics are nowadays really important. Once again, the first three topics of the previous question (media literacy and misinformation, environmental protection and sustainability and social and cultural diversity) are the top three in this question. An explanation about that may be the fact that the education in regards to these topics provided, is not sufficient enough to educate people and to influence them and as a result further information and education is needed.

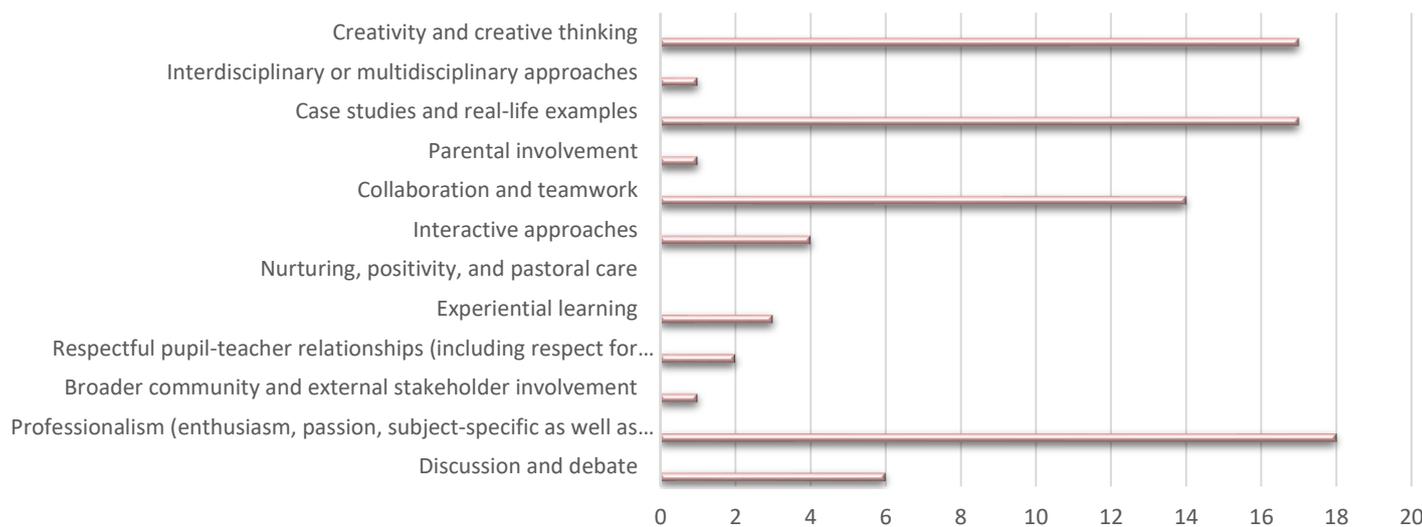
In addition, other topics that seem important to be taught, are entrepreneurialism as well as communication and empathy (15 people chose both of them). Entrepreneurialism was a topic that was mentioned also in the previous question, without, however, much frequency. On the other hand, communication and empathy is a topic that seems to be missing from the curricula making it a strong gap that needs to be addressed. This is also the case of critical thinking and ethical evaluation as well as human rights, two topics that should be included in the adult education.

There is also an evident interest for international organisations, affairs and conflicts as well as participation and civic engagement, poverty and economic inequality – in comparison with the previous question - but not so much for identity and discrimination neither for international development.

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

The following question does not concern the topics which should be taught to adult people of rural areas, but the way in which they should be taught. This question will help the consortium think of the most adequate ways to suggest to adult educators in order to teach the aforementioned

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



topics.

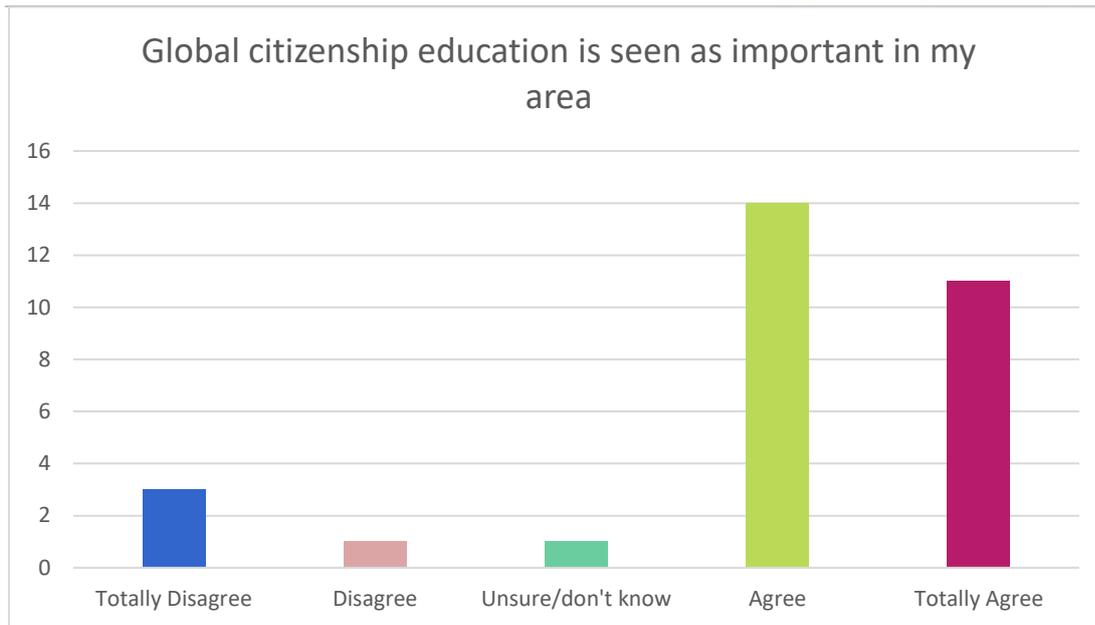
According to the chart, the preferences of the adult educators are evident since the distinction between the responses is clear. They believe that the most effective approaches when teaching Global Citizenship Education are professionalism (enthusiasm, passion, subject specific as well as teaching knowledge and skills), case studies and real-life examples as well as creativity thinking. Collaboration and teamwork is also a popular option among Cypriot adult educators. On the other hand, the rest of the options are not considered as effective nor important, especially nurturing, positivity and pastoral care which was not selected by anyone.

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

The following 4 statements concern the personal opinion of the adult educators, whether they agree or disagree with them.

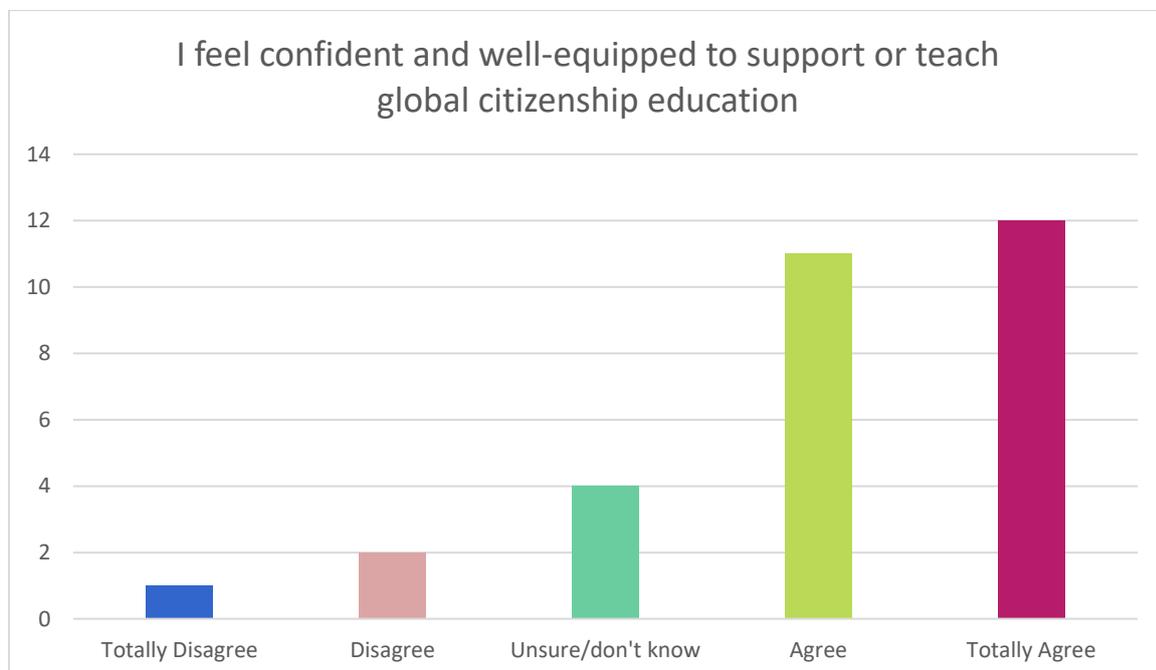
*Statement 1: Global citizenship education is seen as important in my area*

The first statement is about Global Citizenship Education and how it is viewed in the rural areas.



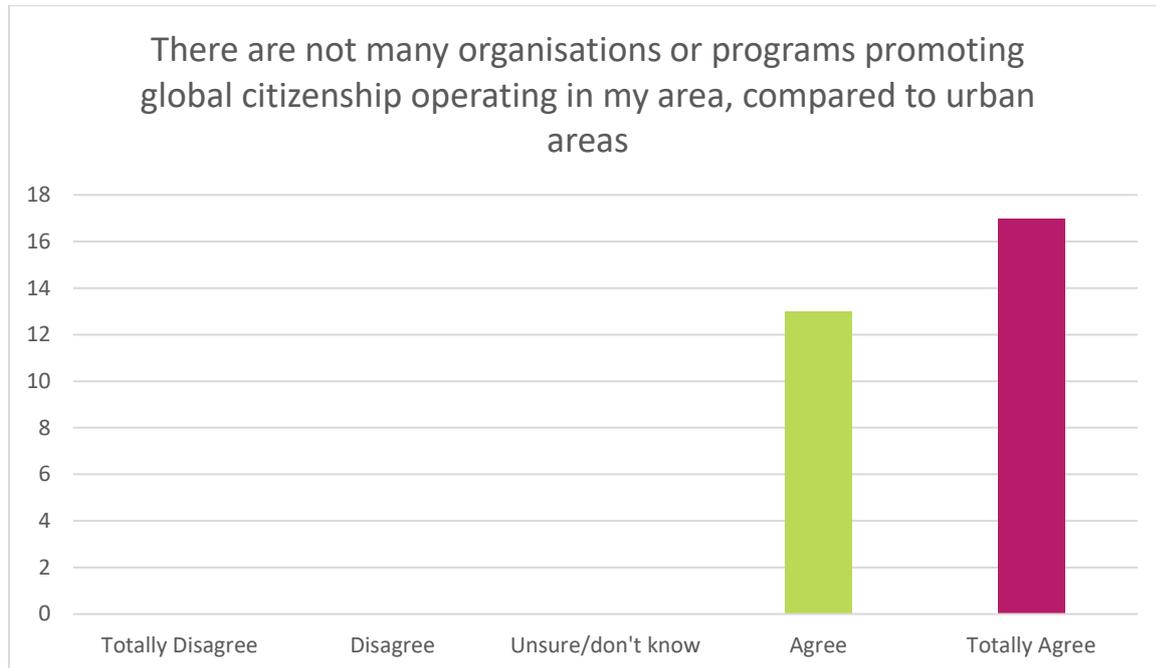
As it is seen in the chart above, all opinions were shared among the Cypriot adult educators. However, it is also obvious that the great majority of participants believe that Global Citizenship Education is seen as important in their areas, therefore the education of such topics to adults is fundamental.

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



Adult educators felt confident enough to agree with the second statement of this section. More specifically, they agree with the fact that they can support or teach topics of Global Citizenship education with the except of 6 people, with three of them that disagree and three who are not sure in regards to their skills.

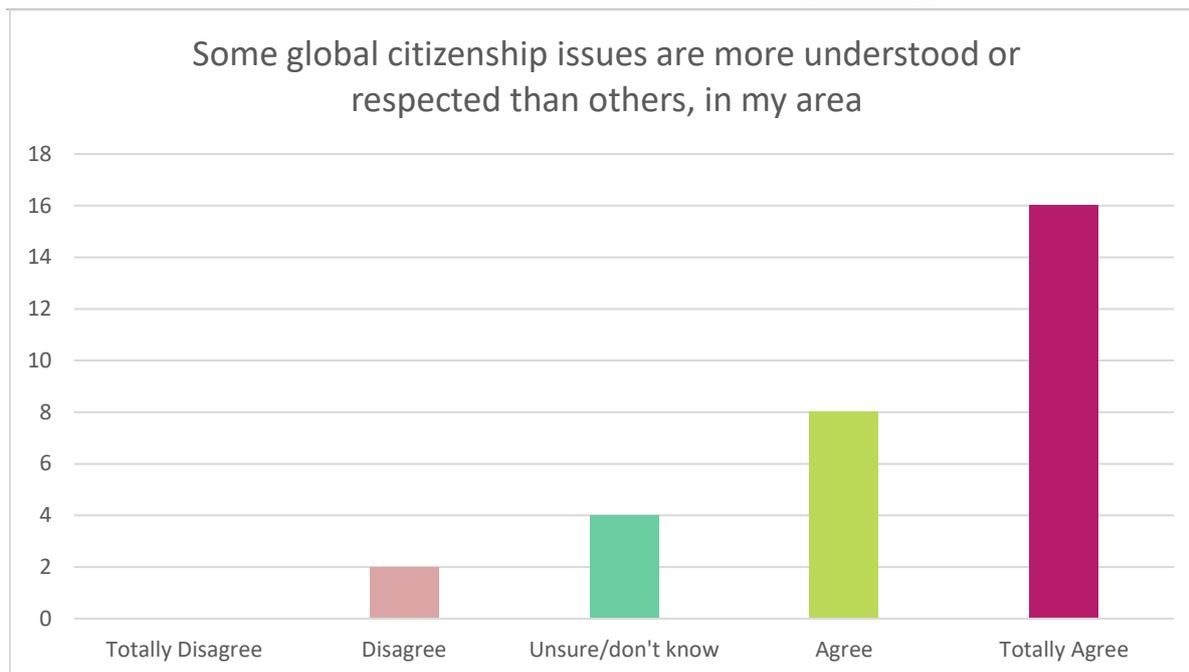
*Statement 3: There are not many organisations or programs promoting global citizenship operating in my area, compared to urban areas*



The third statement (“*There are not many organisations or programs promoting global citizenship operating in my area, compared to urban areas*”) the agreement among the adult educators is highly visible. All participants have a common point of view on the fact that programs promoting Global Citizenship Education in rural areas are lacking even if it is seen as important in their areas (Statement 1). In previous questions, the answers of adult educators show that this kind of education is important and needs to be educated to adults in rural areas. However, they recognise also the fact that, currently, this kind of promotion is missing. Therefore, the RURAL GCE project would be a great and necessary addition.

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

Once again, the opinions vary since there are people who agree and people who disagree. However, the great majority of participants agree on the fact that some issues are more understood or respected than others.



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

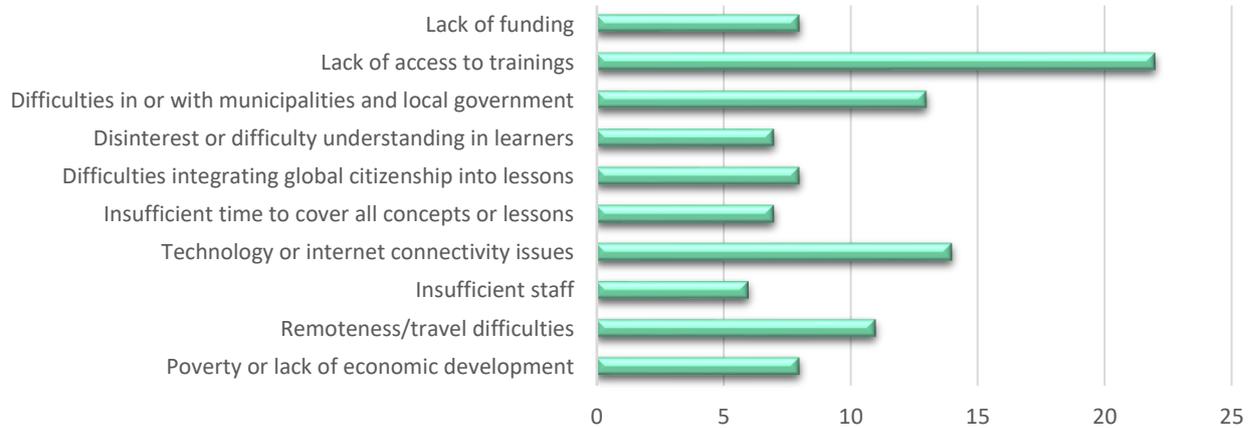
This question aimed to go one step further from the previous question and see which topics are seen more important than others. However, only two people elaborated on this question, making it difficult to understand for which topics they were all talking about. The two answers given were both for environmental sustainability, since in rural area “*environmental issues affect them directly*” and one for inter-culturalism.

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

Since the majority of adult educators who participated in the questionnaire find that organisations or programs that promote Global Citizenship Education in rural areas are missing, it is now time to find the reason behind this lack. This question emphasizes on the barriers or disadvantages that may exist in the areas of participants and result to the consideration of these topics as less important.

According to the following chart, it seems that the main issue is the lack of access to trainings, followed by the issues related to technology (internet connectivity, technological equipment, digital skills of learners etc.) and the difficulties in or with municipalities and local government. Other responses were also chosen from the participants of the questionnaires, yet, with less frequency.

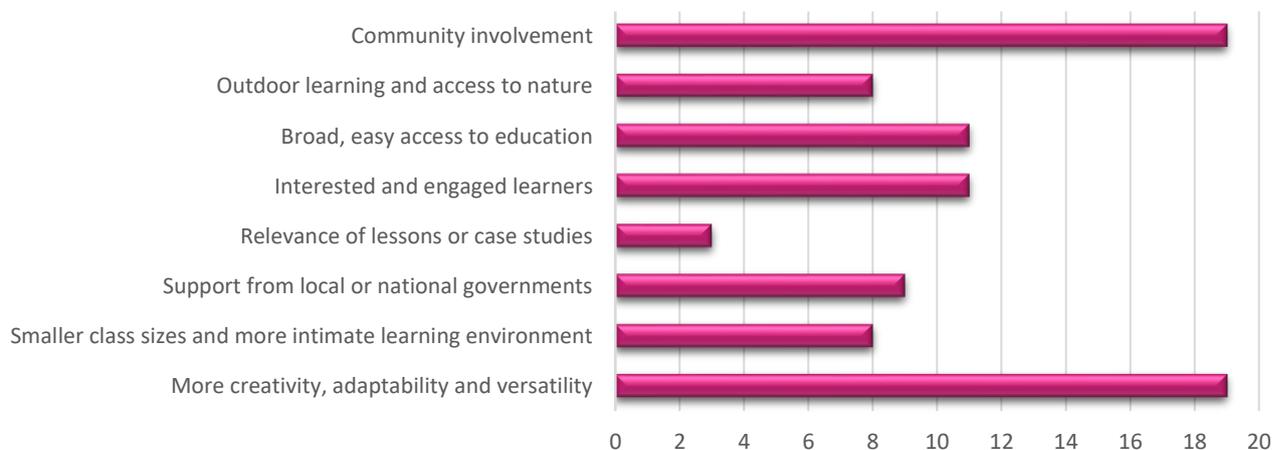
### Please identify which of these barriers or disadvantages to teaching global citizenship education that you feel exist in your area



### 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 is exactly the opposite of the previous one, since it aims to identify the strengths or advantages of teaching Global Citizenship Education in rural areas. The most popular response was the community involvement followed by creativity, adaptability and versatility. Since rural areas are more well connected and smaller than cities, the communities are better informed and then, more involved in the area's events, activities etc. Moreover, there is more creativity, adaptability and versatility when teaching Global Citizenship Education.

### 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**

In regards to the last question, not all participants have answered it. Out of the 30 adult trainers that participated in the survey, only two were the ones that answered this last question. Both of them suggested that digital citizenship / social networks would be a good topic and one of them added democratic values as a suggestion.

## 2.3 Conclusions

In conclusion, the 30 adult learners that participated in this survey had agreed in the majority of the questions. The main conclusions are firstly the fact that more emphasis should be given to Global Citizenship Education topics in rural areas, with the top 3 topics being: media literacy and misinformation, environmental protection and sustainability and social and cultural diversity. All three of them are current issues that influence our life on a daily basis, no matter the area in which we live in.

Moreover, most of the participants have agreed in many different observations and statements of the questionnaires such as the fact that some topics are better understood or respected than others, that there are more trainings in urban areas resulting to a barrier for people in rural areas to follow this kind of trainings. In many occasions, the need of the RURAL GCE project was highlighted as well as the connection with the National Report of Cyprus, already developed for this project.