
OVERALL REPORT

Deliverable IO1.A1

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Project number: 2020-1-UK01-KA204-079145

Revision History

Version	Date	Author	Description	Action	Pages
[..]	DD/MM/YYYY	PARTNER ORGANIZATION	[Creation/Insert/ Delete/Update of the document]	[C/I/D/U]	[No. of pages]

(*) 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. Background

2.1 The Objectives of the Report

This report builds on the conclusions of the existing national reports written for each partner country in the previous stage of this task. It hopes based on an analysis and synthesis of the findings to elucidate the desired situation for this subject area as opposed to the existing situation.

2.2 The methodology

In the earlier stages of this activity, partners performed desk research and produced reports on this topic, which they validated through the use of surveys distributed to the target audience.

This report follows on naturally from these previous stages, synthesising the information that was reported in earlier stages and using it to establish the desired situation, as contrasted with the situation at present in partner countries.

3. Overall report

3.1 Contextual information

The initial sections of the national reports dealt with information that was more background and contextual in nature than directly relevant to the objectives of the report. The issues covered in this section were largely the definition of “rural areas” and the topics and issues ordinarily covered by global citizenship in the countries in question.

Starting with the question of what makes an area rural, there was a relatively high degree of convergence between various national definitions. Generally size of settlement was a decisive factor, and also often density. At the upper end of the size scale was Bulgaria, where “rural” meant a municipality with no settlement that has over 30,000 residents. In other countries, such as Scotland and Greece, the upper limit on this population requirement was much lower, at three and two thousand respectively, although in both cases there were intermediate categories that went as high as 10,000. Spain took a similar line, but with slightly differently categorisation: rural was still under 2000 and urban over 10,000, but with more specific intermediate categories of semi-rural (2000-5000) and semi-urban (5000-10,000). The Cypriot report cited – as some other reports also did – the OECD definitions, with categories rural, intermediate, and urban.

Following this was the more directly pertinent question of what topics are covered in Global Citizenship education in the given country. Bulgaria was alone in noting that they have only had a formal GCE course in the Bulgarian curriculum since 2020 – previous to this, the national report notes that GCE issues were covered only superficially in related subjects, and often by non-governmental organisations, until the introduction as noted above of a

specialised class in this area. Other national reports cite more longstanding curricular focuses on GCE of varying types.

One of the commonalities between all the GCE subjects taught in the systems of partner countries is diversity and racism. Different countries do approach this topic differently – some focus on identity generally, some more on migration and xenophobia, some more on cultural diversity, for example – but there is a clear common thread in this area. Human rights is a related, if broader topic, that was also largely covered, though in some cases only certain aspects. Gender equality was one particular area here that several of the national reports mentioned as being an aspect of GCE in particular, along with other human rights topics such as discrimination and poverty.

Other topics were less universal, though still featured in more than one country. Examples of such topics included environmentalism and climate change, peace and conflict, and participation. Related to this latter example, some systems also featured subjects around the theme of democracy, freedoms, and civic engagement, though the various reports seem to give the impression that these were more domestically than globally focused, and that some of the countries involved had GCE that revolved much more significantly around the global aspect. There was a handful of more niche subjects covered by only one or two countries, such as media literacy and globalisation or interdependence.

The survey that partners distributed to verify this information supplemented this question, asking respondents not only what subjects are taught as part of GCE, but also what subjects they think *should* be taught but are not. Although there were no subjects that were top-ranked across all countries, media literacy and disinformation, critical and ethical thinking, and human rights, were all very highly ranked in at least three countries each. Other popular subjects in at least two countries included poverty and economic inequality, gender equality, environmental protection and sustainability, and participation and community engagement.

Finally, some national reports highlighted the skills and attributes that GCE hoped to foster in their national education systems. Not every national report explored this area, but among those that did, the clearest themes were participation, awareness, critical thinking, responsibility, and respect. As before, there were numerous variations on these themes, but the common thread was certainly there.

3.2 Attitudes and approaches to GCE

The following two questions represented information on skills and approaches used in teaching GCE in the given countries and what attitudes are most prevalent in rural areas towards GCE. As such, these questions represent more directly substantive information for the purposes of this report and establishing the desired situation.

It should be mentioned from the outset that the Bulgarian report noted that the infancy of GCE as a formal part of education in that country makes it difficult to draw out skills and approaches that are particularly effective in teaching these subjects. As such, there were no recorded skills and approaches for Bulgaria.

There were a variety of skills and approaches put forward in other reports, however. One of the key approaches that cut across the various countries was a focus on practical work and specific examples. Most national reports mentioned on some level that teaching GCE through engaging children and young people practically was a preferred approach, and that when teaching the theory, specificity of example is key. This allows teachers to start the lesson in a way that is directly relatable and applicable to the students' lives and then broaden the subject matter from there. Related to this, general issues of professionalism were rated as being important, including attributes like in-depth knowledge of the subject areas in question, passion and enthusiasm, and a respectful and nurturing environment.

Collaborative work by teachers was also seen in more than one national report as desirable, such as whole school or interdisciplinary approaches. It was even mentioned that seeing education as part of a wider whole-community system is worthwhile, involving people and stakeholders even outside formal education but part of the wider community.

Again, responses to the surveys help us refine our understanding of this area. By far the most popular approach to teaching GCE was case studies and real life examples, though creativity was also widely highly ranked. Other widely popular options included interdisciplinary and multidisciplinary approaches and general professionalism.

In terms of attitudes to GCE in rural areas, a number of national reports noted that it is difficult to parse out what a specific rural attitude to GCE might be as distinct from an urban or a more general national attitude. As such, some national reports simply noted that teaching guidelines and curricula are the same across rural and urban areas and left it there. Bulgaria noted again that given the novel nature of the subject, it is impossible to discern a rural attitude, but that rural areas are likely more old-fashioned in their view of GCE, given that most GCE up to this point has been delivered by non-governmental organisations that are usually based in cities. This latter point on non-governmental organisations that support GCE being generally urban-based is also an assertion repeated in other reports.

Some national reports suggested that there is a variation in attitudes towards GCE, but that this attitude is not consistent across subjects. It speculates that climate change and environmental concerns covered by GCE are likely viewed more positively than other topics, such as gender equality and migration and racism. At least one other report also mentioned an apparently greater propensity for involving the local community in education as a distinct rural trait.

3.3 Strengths and weaknesses

The final cohort of questions centred around the strengths and weaknesses of teaching GCE, and as such has the potential to be particularly revealing for the purposes of establishing the ideal desired situation.

Starting with the disadvantages and barriers to effective GCE, Bulgaria again begins by noting that GCE in that country is still very new, and began during the COVID era, obscuring any real possibility of evaluating what the weaknesses might be in a more ordinary educational environment. Among other countries, one common thread was that several national reports mentioned was a lack of expertise by educators in global citizenship issues. This encompassed a number of related issues, including lack of training for educators, difficulty integrating GCE issues

into the broader curriculum, limited time in which to teach GCE issues, and difficulty identifying effective approaches to teaching GCE issues.

Beyond this, there were issues identified around remoteness in terms of difficulties accessing good internet as well as problems around depopulation, staff shortages, mixing of age groups in classes. These issues often also reinforce each other, with the latter three of the above issues each partly causing the others. Some reports also noted as a lower levels of economic development and, where relevant, poor support from local or national government for rural education needs.

The survey follow-up suggests a very mixed picture here. There was no clear top answer across all countries, or even most of them – only two responses even made to as many as three countries. These were lack of staff and difficulty integrating global citizenship into lessons, with insufficient time, disinterest or difficulty understanding in learners, and lack of trainings each ranked near the top in two countries.

This leaves only the last question, asking about the strengths of teaching GCE in rural areas in each country. In the Bulgarian case, the main success noted was the introduction of GCE at all and the fact that children and young people would be taught about and exposed to the relevant issues; similarly, the Netherlands could find no reliable study on particular advantages of rural GCE. Thankfully, in both these cases, we have the survey results that can be used to glean some idea of what stakeholders believe are the advantages, which will be delved into in greater detail below.

Other national reports cited issues such as engaged local communities, closer relationships of students as well as teachers, easy and open access to education, and easy access to nature, including as a learning tool, as strengths of GCE in rural areas. Some further suggested that the existence of ample funding for GCE was a strength, or otherwise strong support from political figures, either at local levels of government or nationally.

By far the most popular of these responses among survey respondents was community involvement and participation, which was a top-ranked issue across five of the six countries in question. This was not the only point of consensus however, as this question saw a relatively high degree of common thinking across countries. Interested and engaged learners was cited as a top strength in four countries, outdoor learning in three countries, broad easy access to education in another three, and smaller class sizes with more intimate learning environments in two.

4 Conclusions

Overall, these reports and the surveys that followed them show a reasonably clear picture of the status quo, but also of the situation towards which we should be aiming to head. Everything mentioned below should be caveated, however, with the note that there was often only limited commonality between the six countries involved: Scotland, Greece, Cyprus, Bulgaria, Netherlands, and Spain.

As a general rule, subjects covered by GCE tend to include **diversity and identity, human rights, gender equality, environment and climate change, democracy and civic engagement**. On the other hand, stakeholders tended to feel that issues like **media and disinformation, critical and ethical thinking, human rights, poverty and inequality, community engagement and participation**, and **environment and climate change** should be included in GCE but are not. The overlap here is due to differing answers from different countries.

On the issue of skills and approaches that are most useful for teaching GCE, there was a considerable degree of consensus around **case studies** and **practical examples**, with **creativity** and **interdisciplinary approaches** also popular. This was underlined both by the desk research undertaken and the surveys distributed to stakeholders in all partner countries.

The weaknesses and barriers to teaching GCE identified in reports and surveys were considerably more mixed. There was not a terribly clear commonality between all six countries, but issues included **difficulty integrating global citizenship into lessons, disinterest or difficulty understanding in learners**, and **lack of trainings**. Also included here, however, were weaknesses about which this project can unfortunately do less: **lack of staff** and **lack of time**.

The strengths and advantages, on the other hand, saw considerable overlap between the six countries. This was most notable in **community involvement and participation**, but **interested and engaged learners** was also highly ranked, along with **outdoor learning** and **broad easy access to education**.

Taken together, these facts and observations give us a clear view of both the existing situation and the desired situation. Namely, one that covers the subjects mentioned above, that facilitates and uses the stated skills and approaches, and that embodies the strengths outlined above while taking care to avoid the weaknesses and overcome the barriers.

Annex – National reports

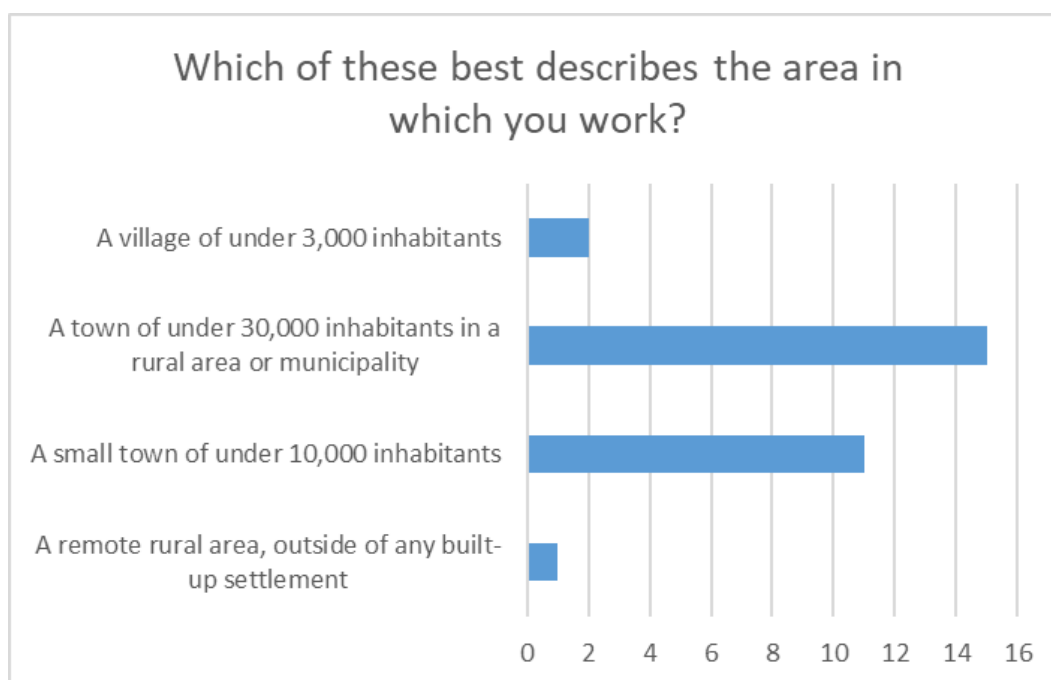
In this annex you can find the results and conclusions of each of the national reports, the contents of which are heavily referenced in the above report.

UK

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



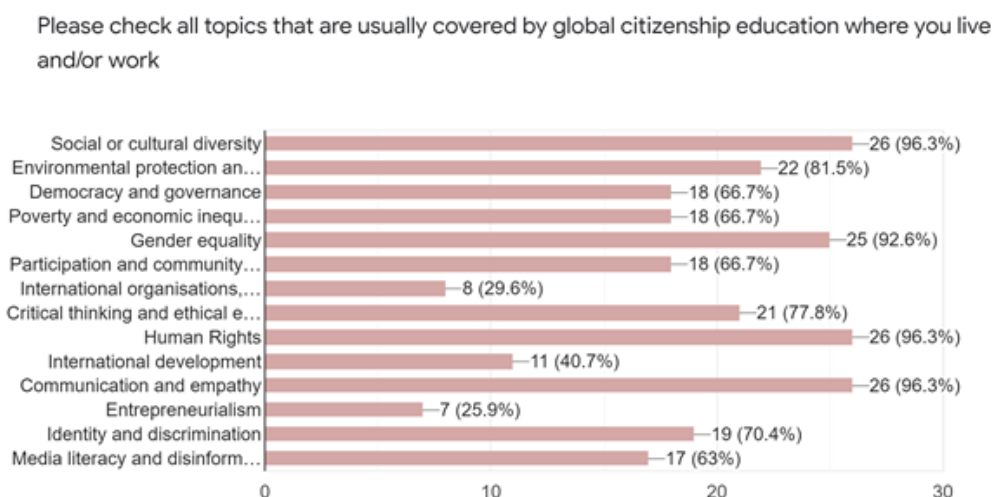
more remote options, giving the respondents at least some demographic spread here.

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



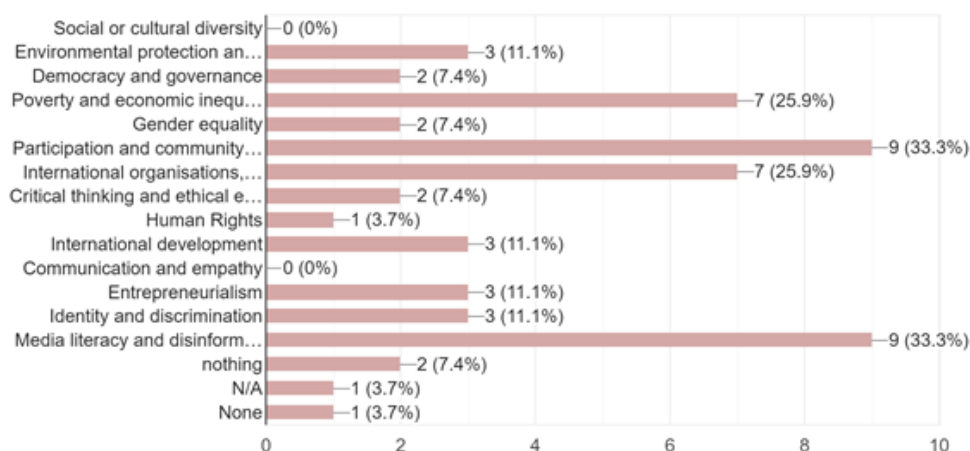
exactly. The next lowest score was 63%, rendering those lower scores particular outliers.

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?

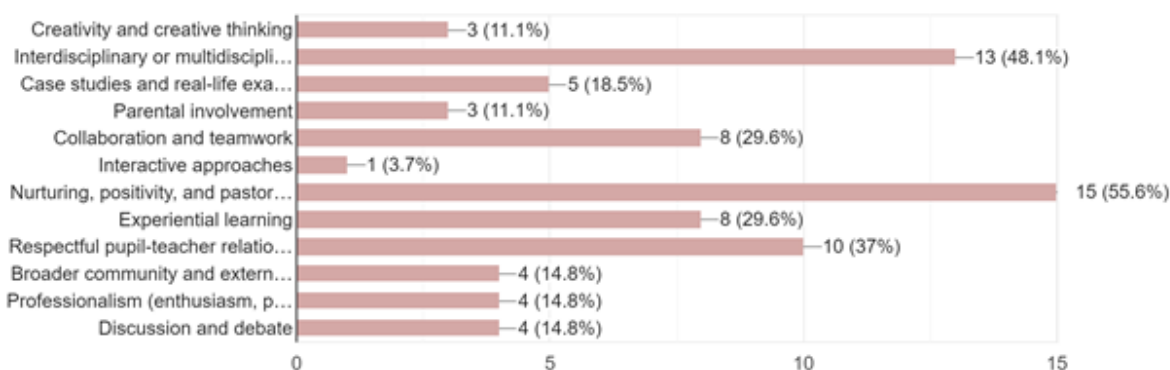


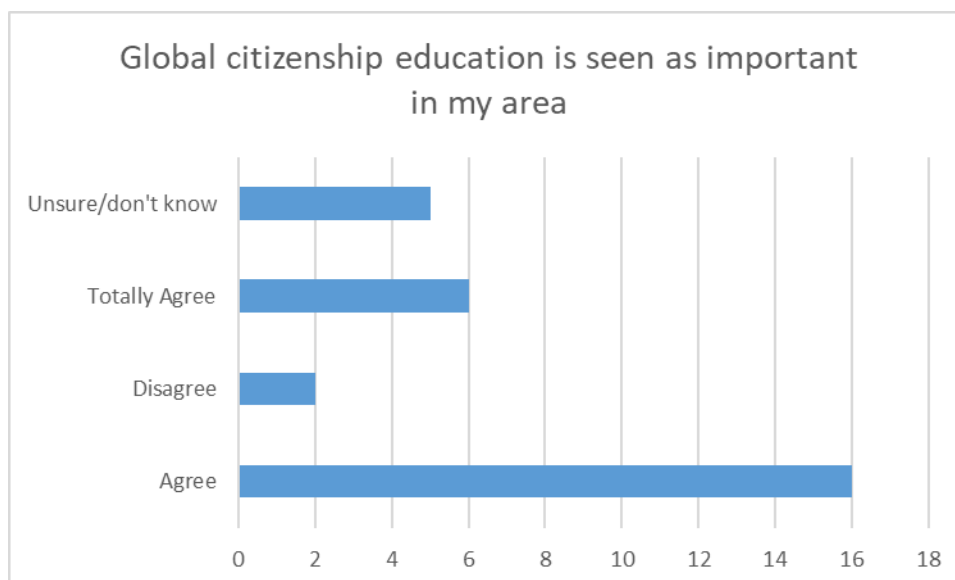
chart below.

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

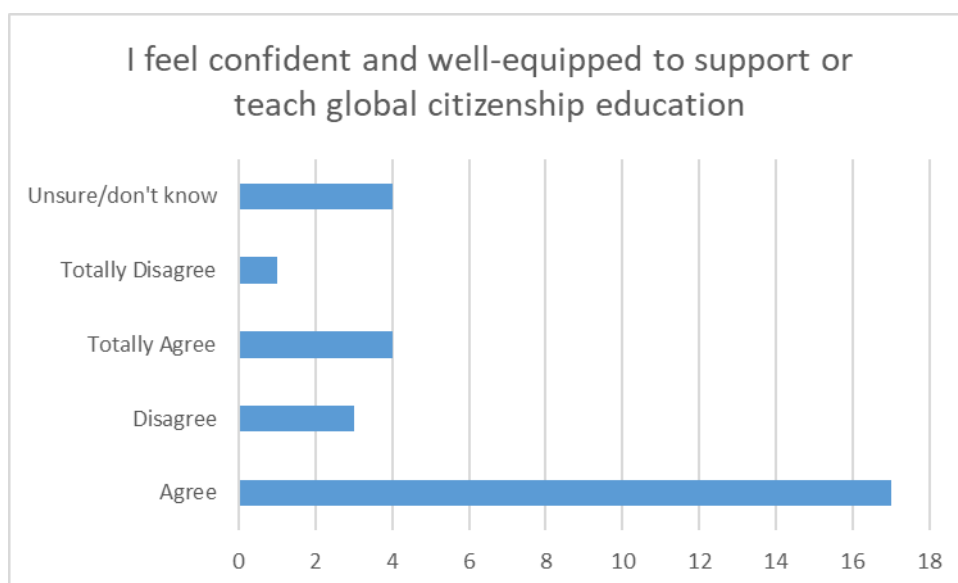
Responses to this statement suggest that global citizenship education is generally seen as reasonably important in respondents' areas: the most common answer by far was Agree, followed



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

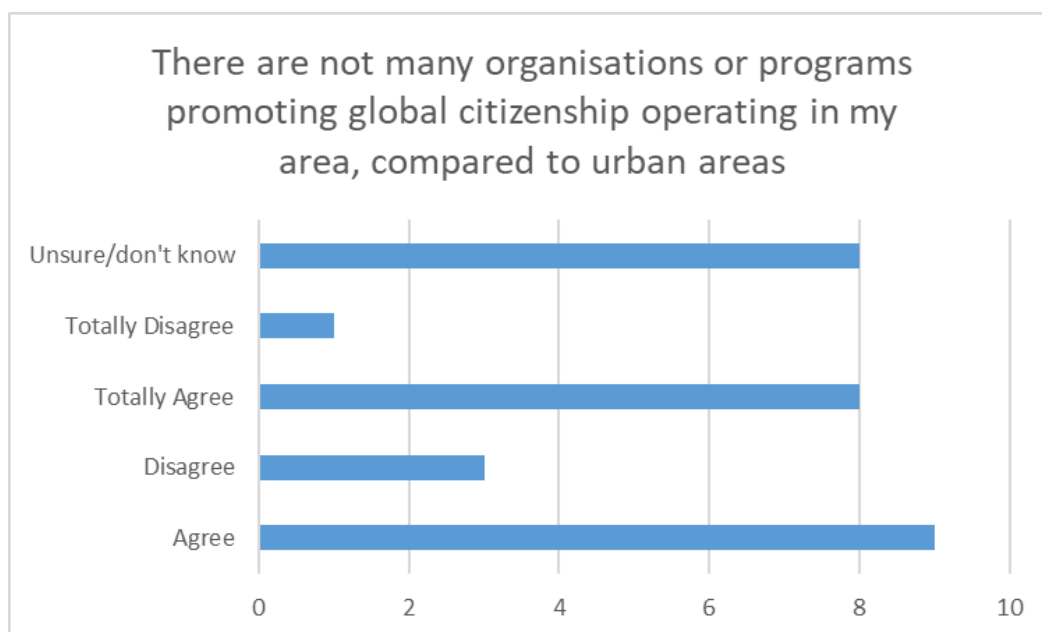
Statement 2: I feel confident and well-equipped to support or teach global citizenship education

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.



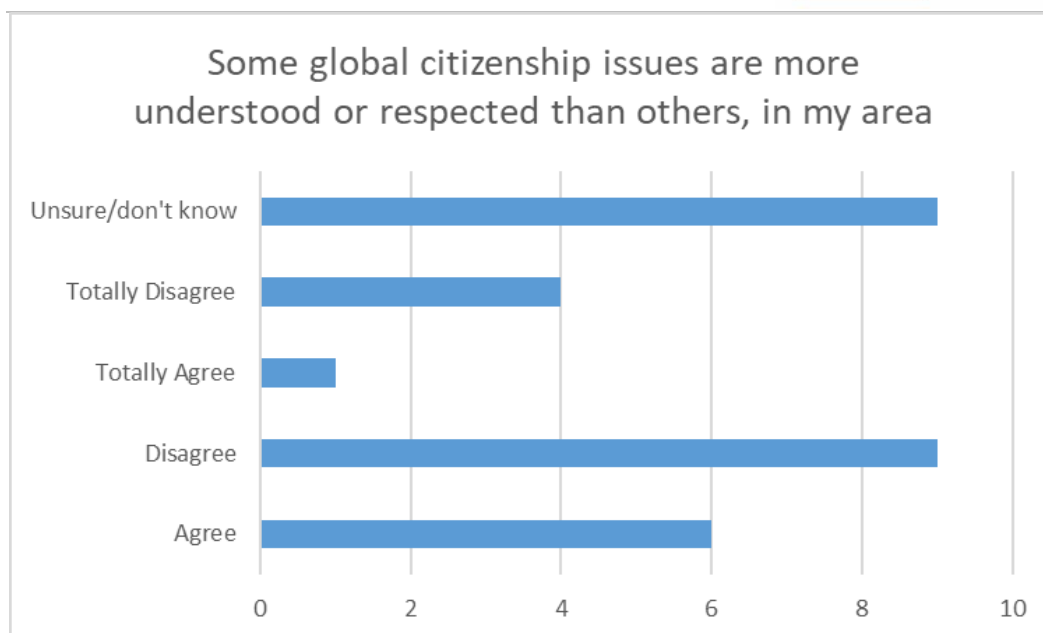
Statement 3: There are not many organisations or programs promoting global citizenship operating in my area, compared to urban areas

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

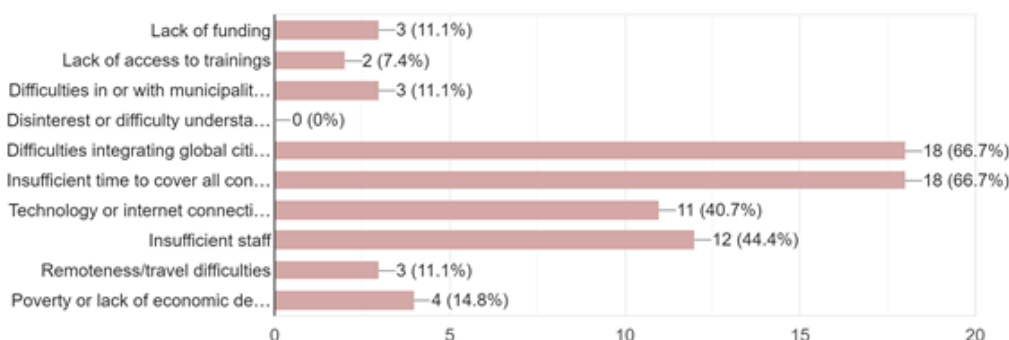
Due, as mentioned above, to the non-mandatory nature of this question, responses here were sparse, even from those who had agreed with the statement above. As it happened, only two responses were received here: “Environment and climate change issues are popular right now” and “less awareness of global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

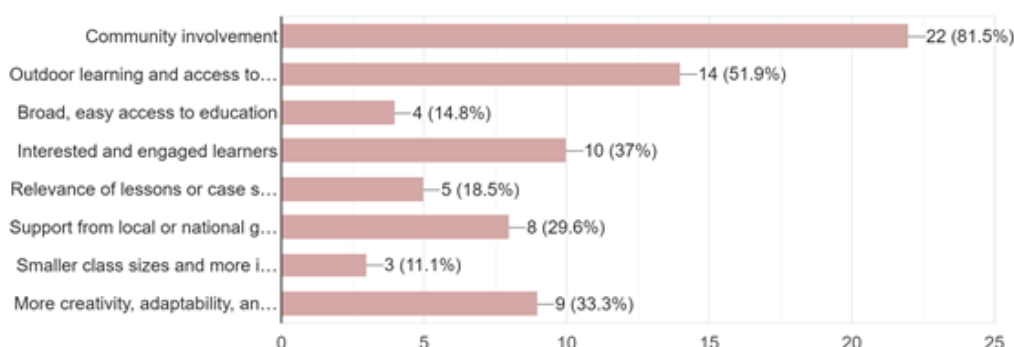


2.2.7 Please identify which of these are particular strengths or advantages to teaching global citizenship education that you feel exist in your area

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.

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.

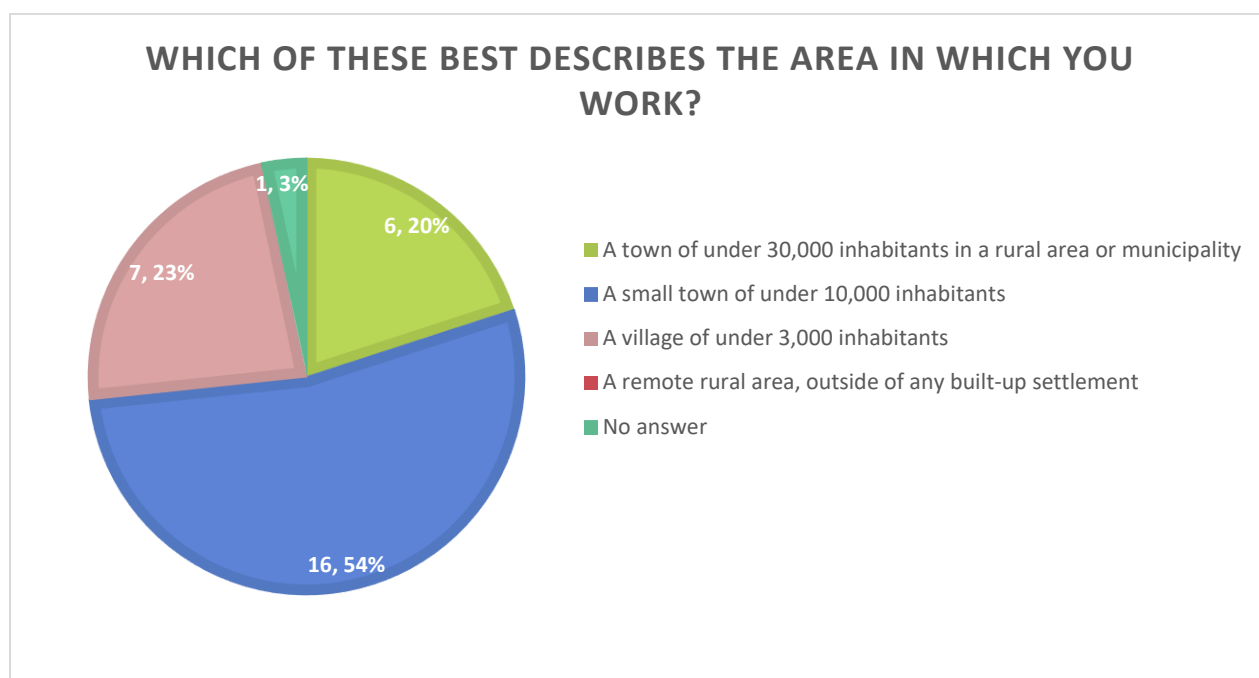
It is unfortunate that the non-mandatory answers had such a poor response rate, but this is partially to be expected. Otherwise, between this and the desk research undertaken in the previous phase of this activity, there is much to be developed. There is clearly a market among respondents, for example, 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.

Cyprus

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.

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

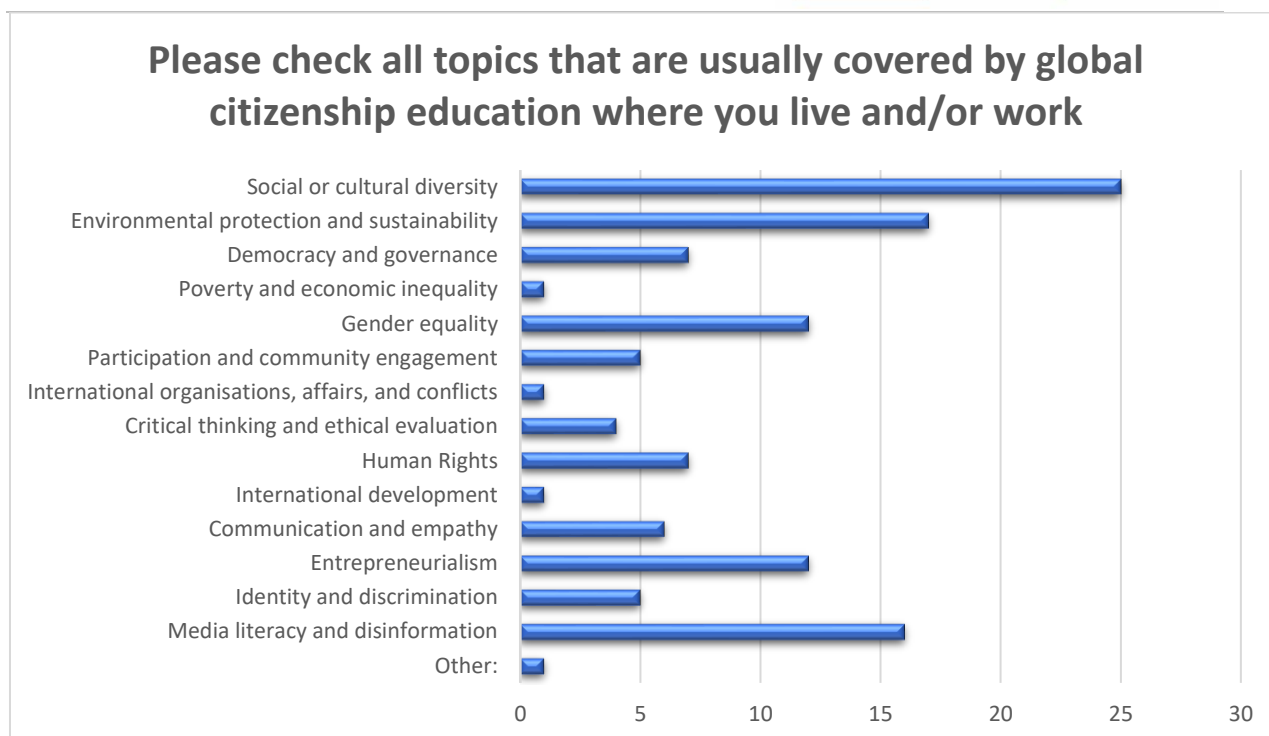
The first question was a multiple choice one that aimed to find more about the area in which these adult educators work and maybe live in. This was because the project has a main focus on the Global Citizenship Education in rural areas.



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.

2.2.10 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.



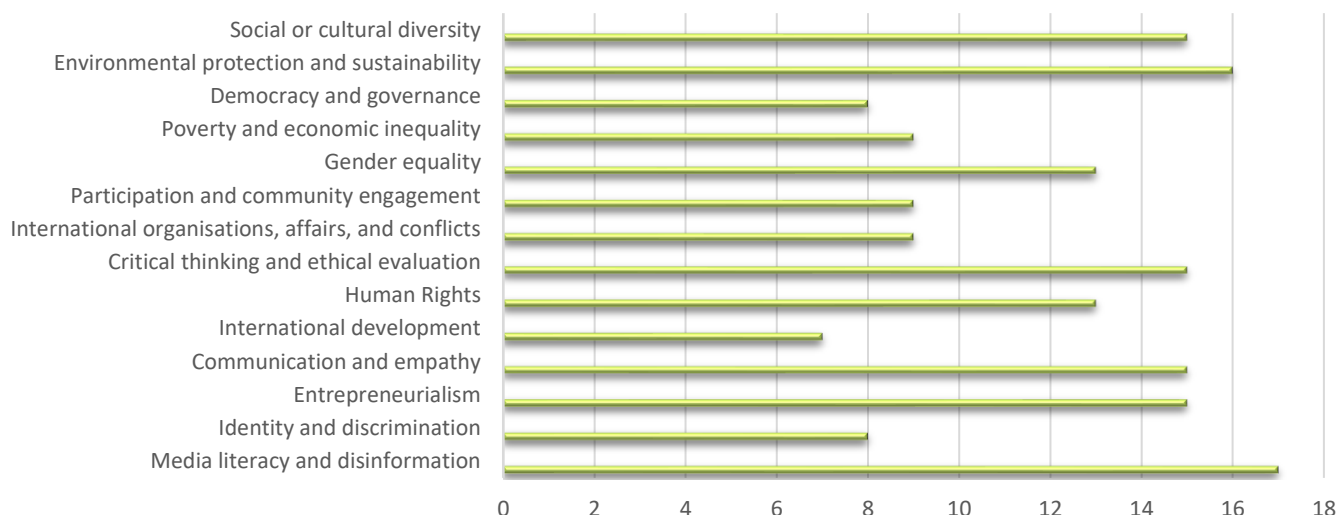
As a matter of fact, the information presented in the National Report was verified by this questionnaire since, as it is shown in the chart, the main topics that are taught are social and cultural diversity, environmental protection and sustainability, and media literacy and disinformation. Social and 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.

2.2.11 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.

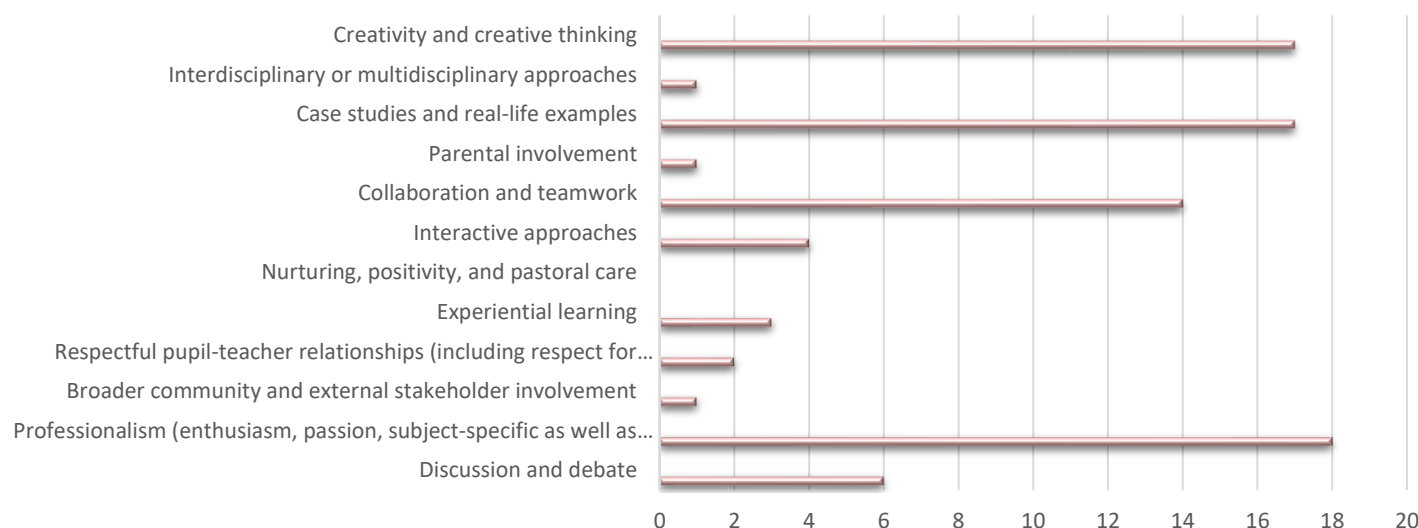
In addition, other topics that seem important to be taught, are entrepreneurialism as well as communication and empathy (15 people chose both of them). Entrepreneurialism was a topic that was mentioned also in the previous question, without, however, much frequency. On the other hand, communication and 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.

2.2.12 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.

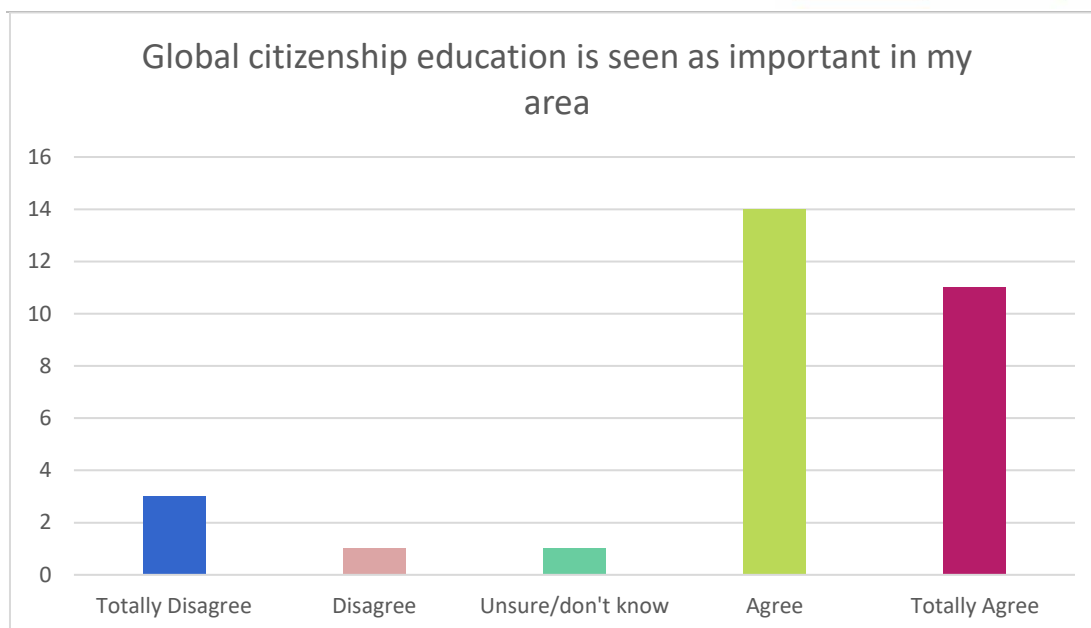
According to the chart, the preferences of the adult educators are evident since the distinction between the responses is clear. They believe that the most effective approaches when teaching Global Citizenship Education are professionalism (enthusiasm, passion, subject specific as well as teaching knowledge 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.

2.2.13 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.

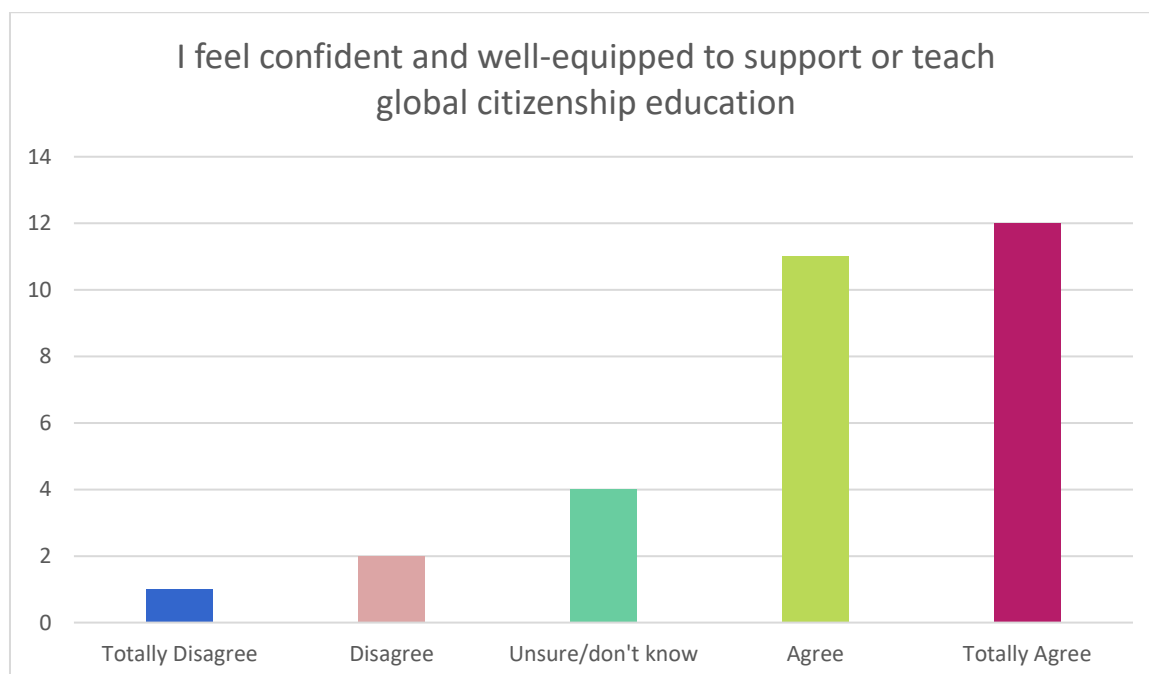
Statement 1: Global citizenship education is seen as important in my area

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



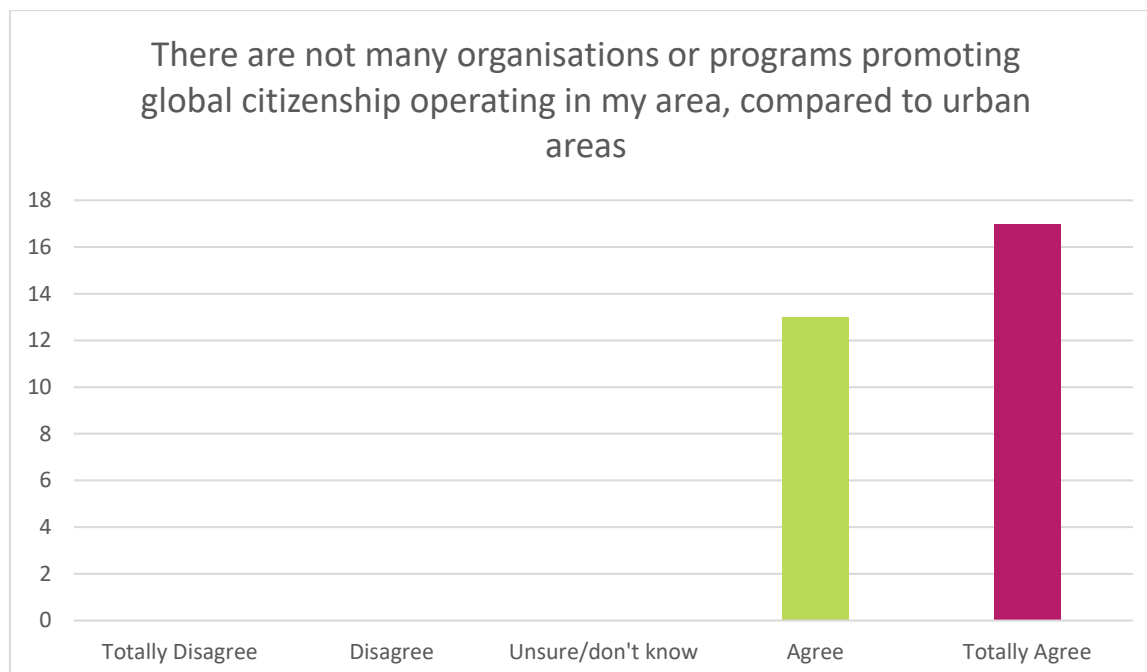
As it is seen in the chart above, all opinions were shared among the Cypriot adult educators. However, it is also obvious that the great majority of participants believe that Global Citizenship Education is seen as important in their areas, therefore the education of such topics to adults is fundamental.

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.

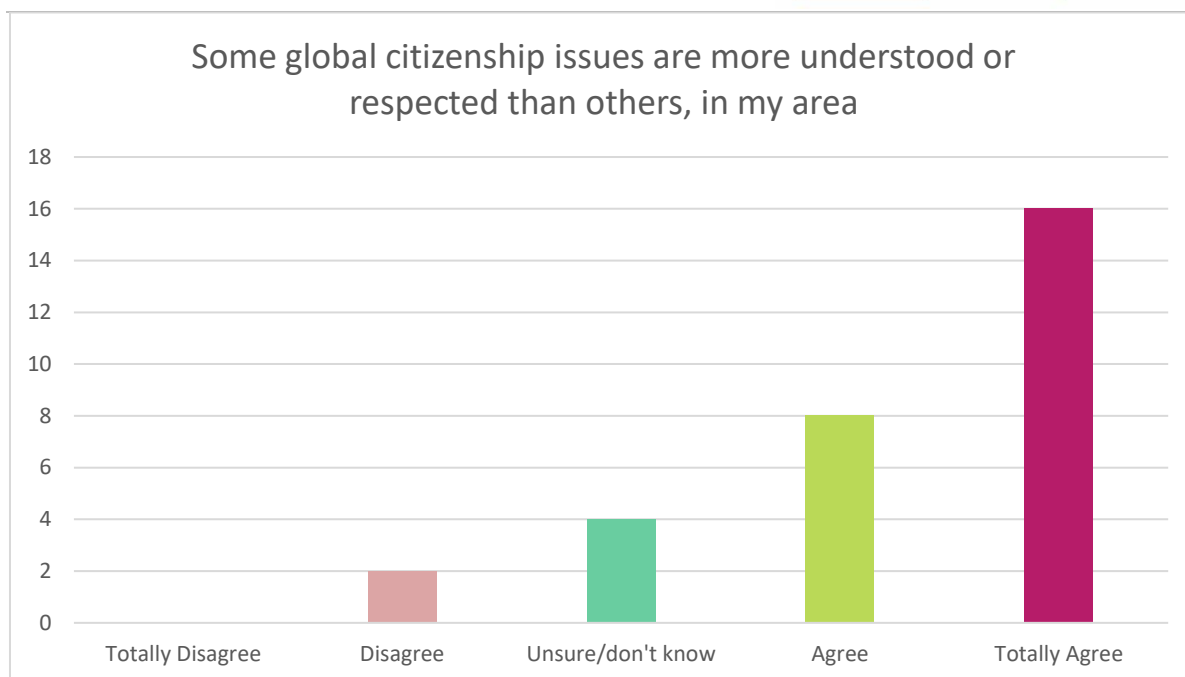
Statement 3: *There are not many organisations or programs promoting global citizenship operating in my area, compared to urban areas*



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

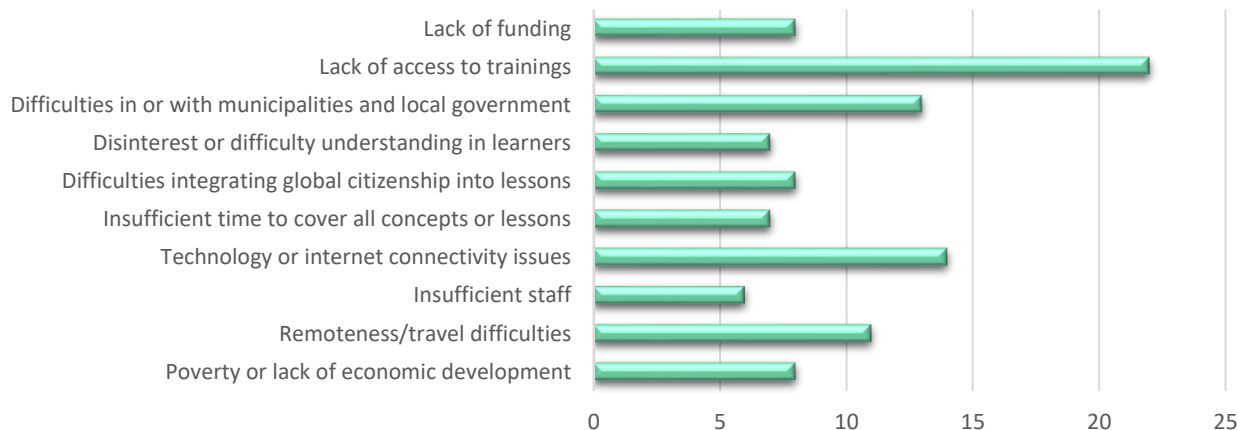
This question aimed to go one step further from the previous question and see which topics are seen more important than others. However, only two people elaborated on this question, making it difficult to understand for which topics they were all talking about. The two answers given were both for environmental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

2.2.14 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.

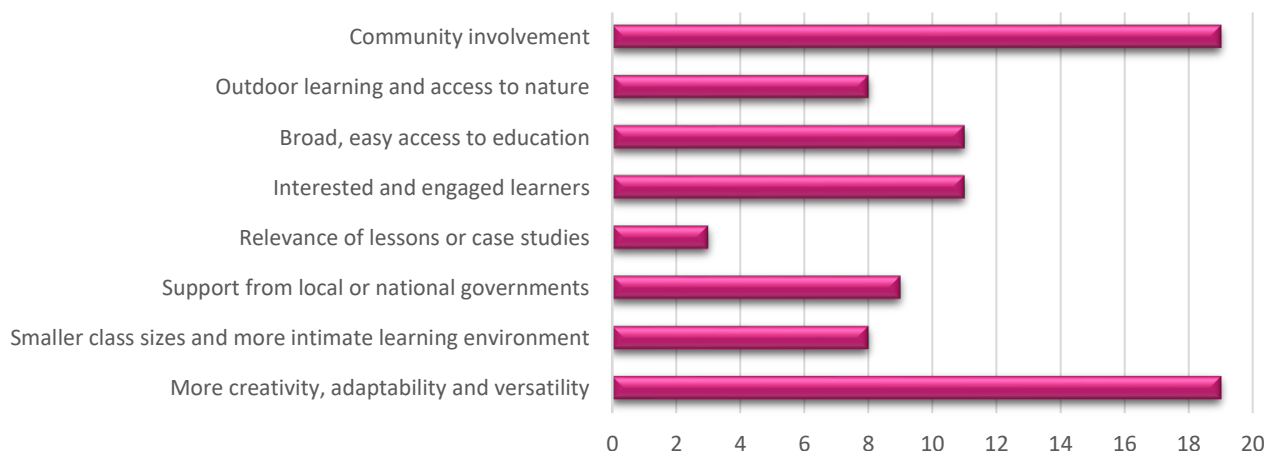
Please identify which of these barriers or disadvantages to teaching global citizenship education that you feel exist in your area



2.2.15 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



2.2.16 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.

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.

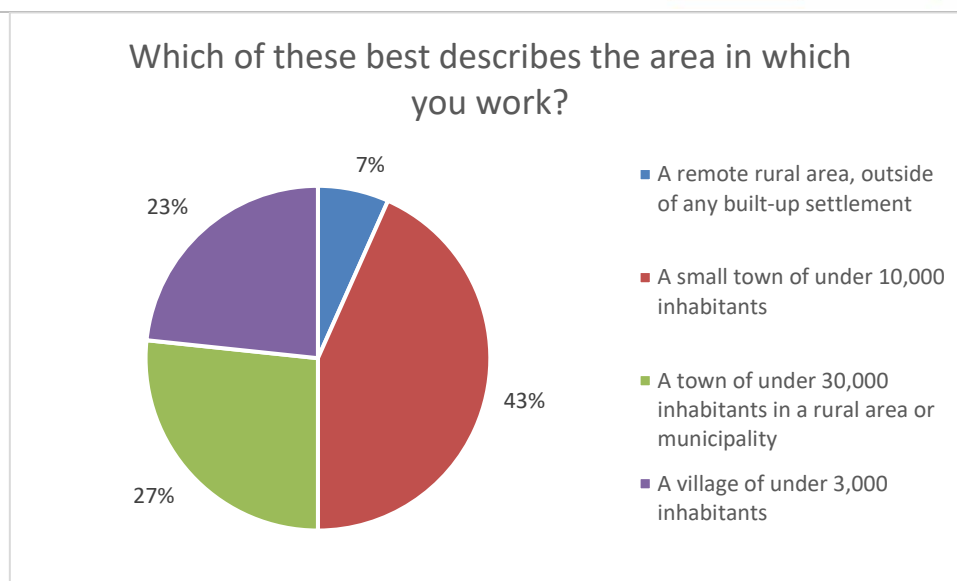
Netherlands

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.

2.2.17 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**.

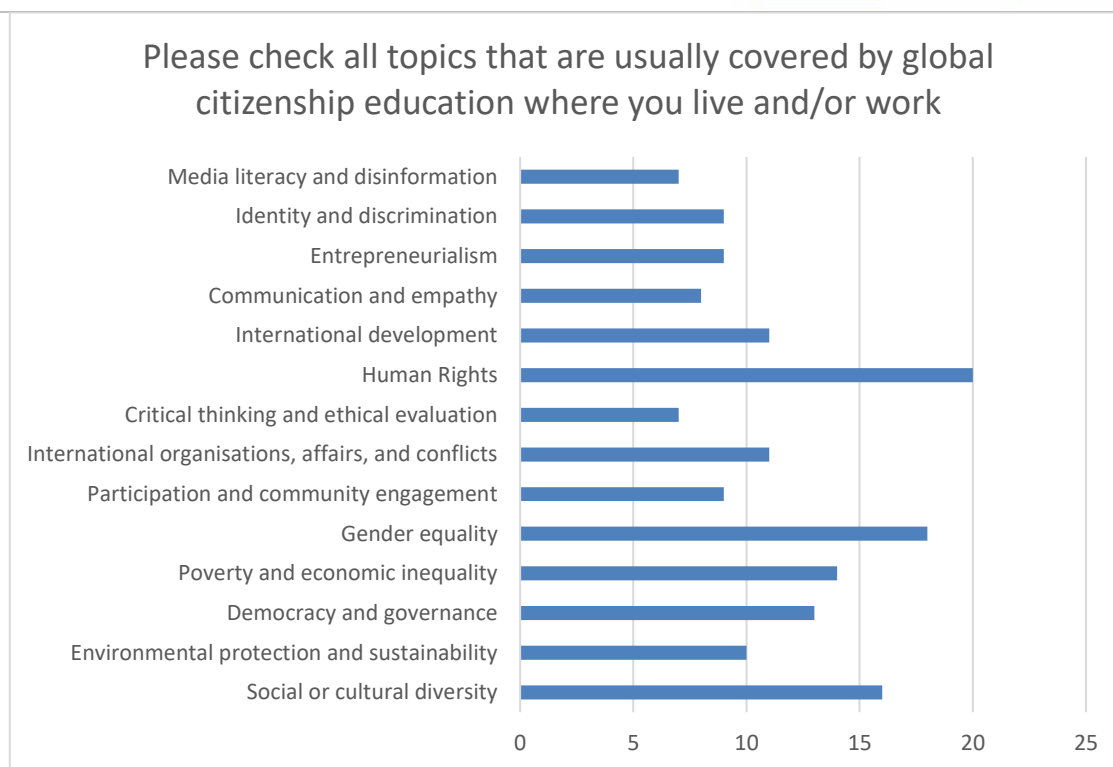


Graphic 1 : Which of these best describes the area in which you work?

2.2.18 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**.

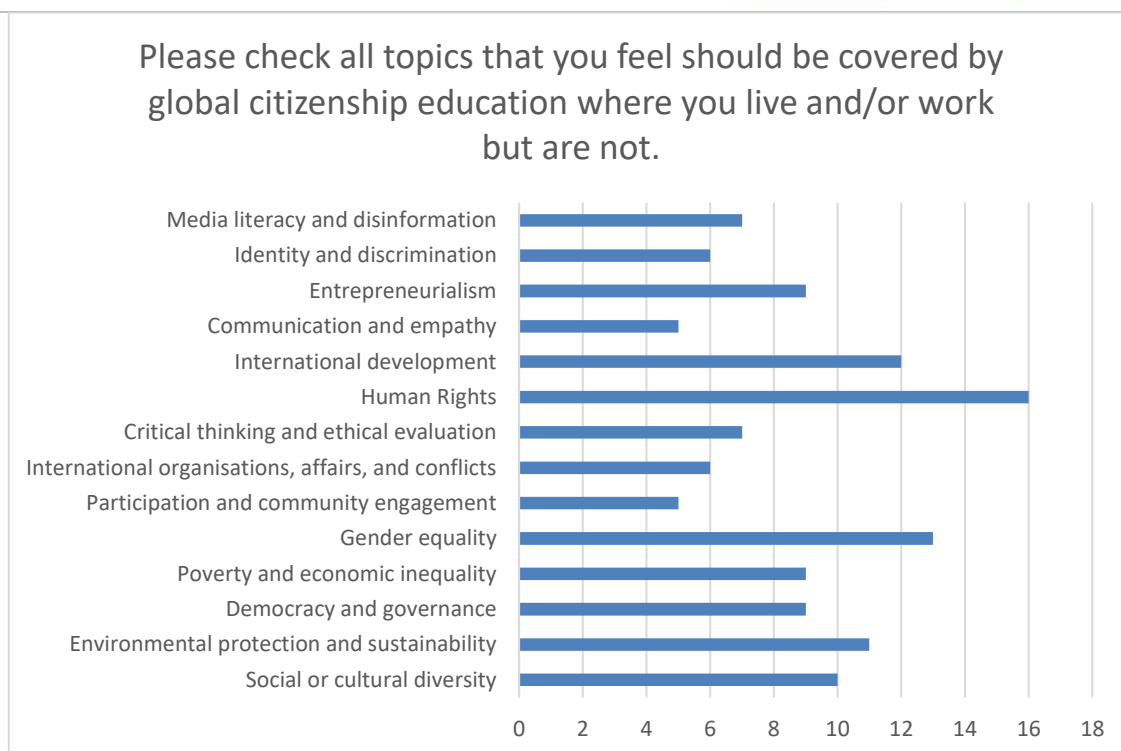


Graphic 2: Please check all topics that are usually covered by global citizenship education where you live and/or work.

2.2.19 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**.



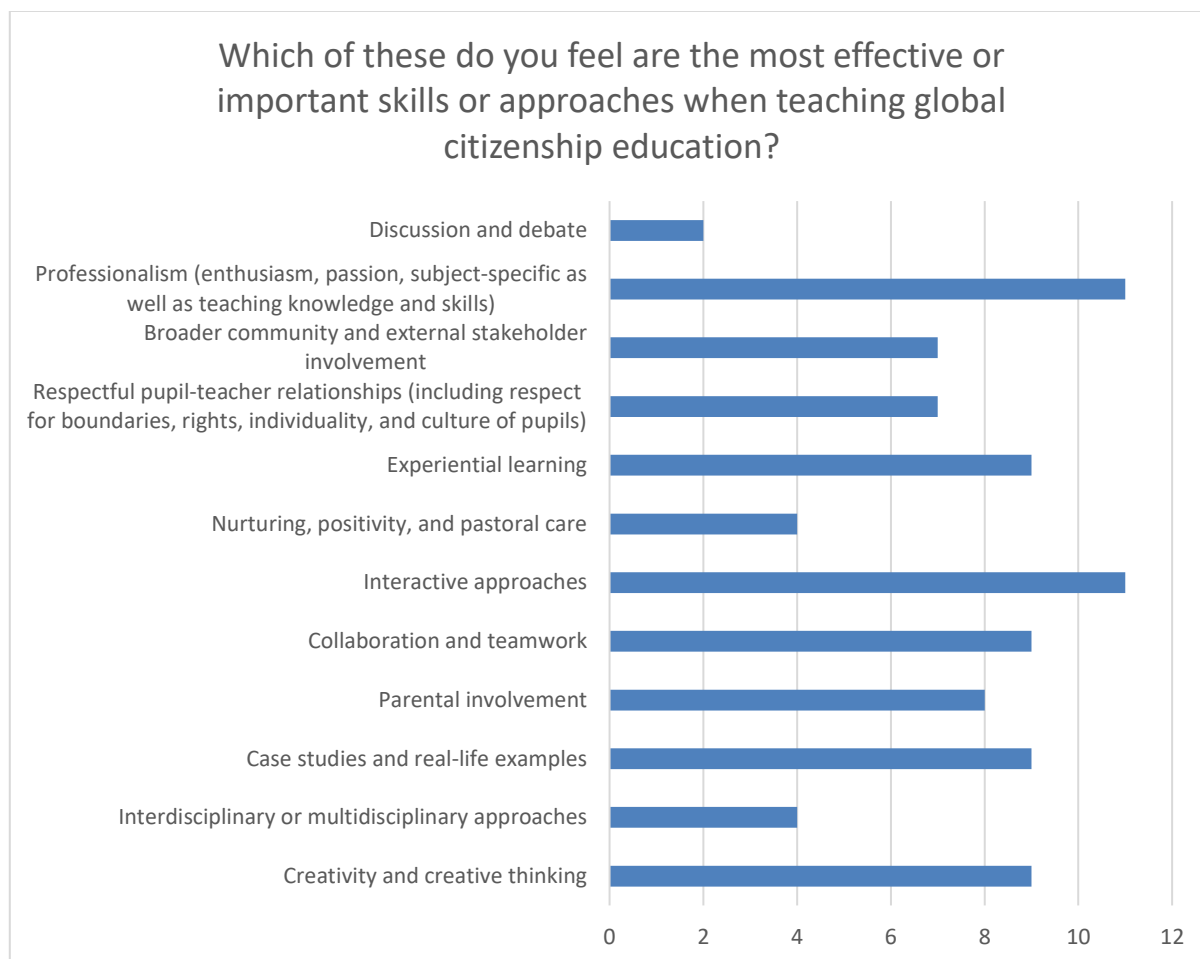
Graphic 3 : Please check all topics that you feel should be covered by global citizenship education where you live and/or work but are not.

2.2.20 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?

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

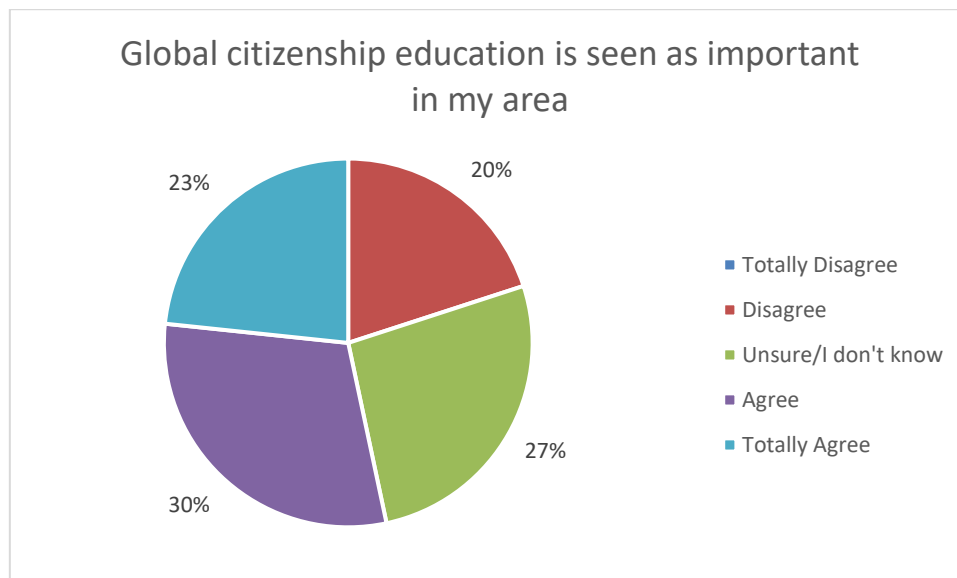
In this section, we wanted to gather the opinion of the participants concerning the importance of GCE in their area. The questions included statements for the participants to rate them according to their opinion. The rating of the statements of this question was according to the following scale:

- 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**.

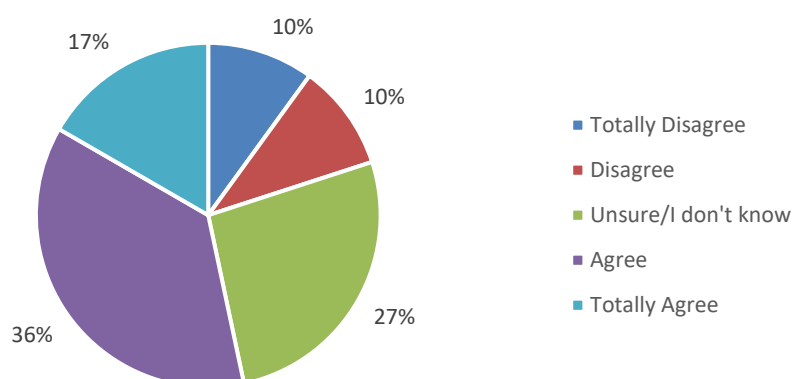


Graphic 5 : Global citizenship education is seen as important in my area

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**.

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

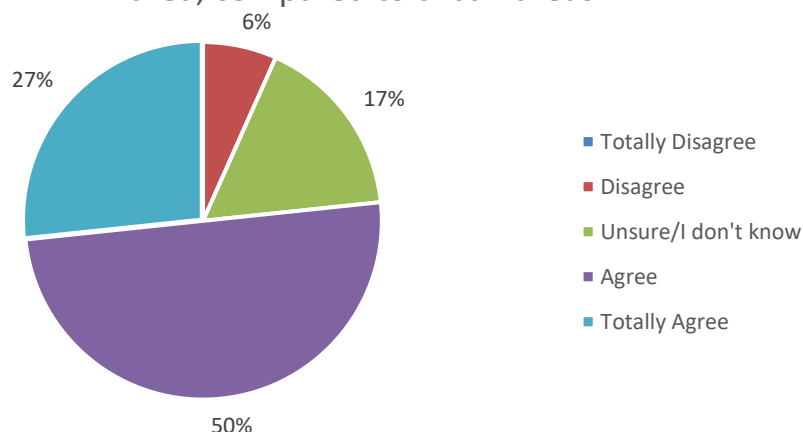


Graphic 6: I feel confident and well-equipped to support or teach global citizenship education

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**.

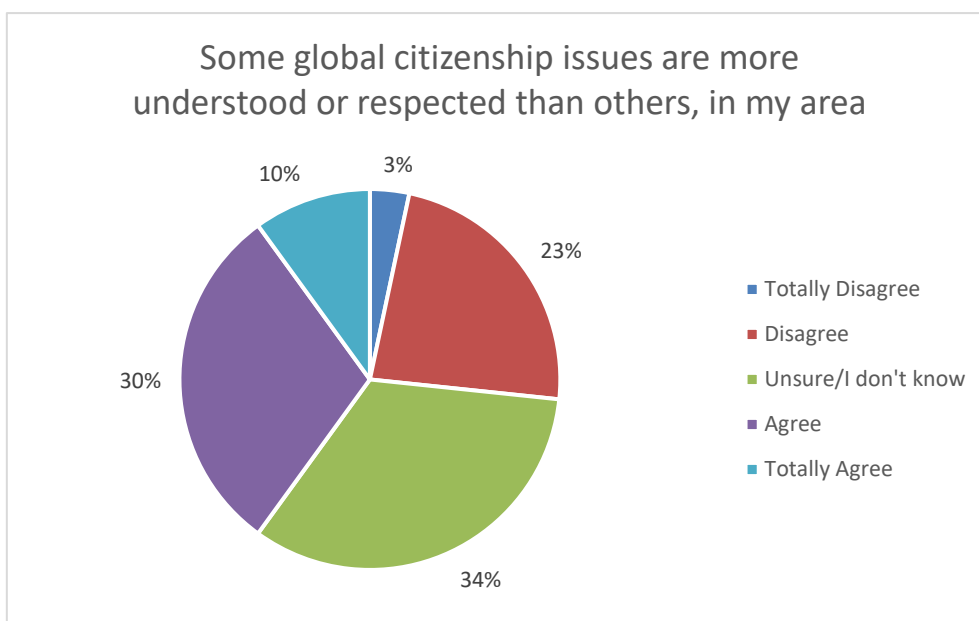
There are not many organisations or programs promoting global citizenship operating in my area, compared to urban areas



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:

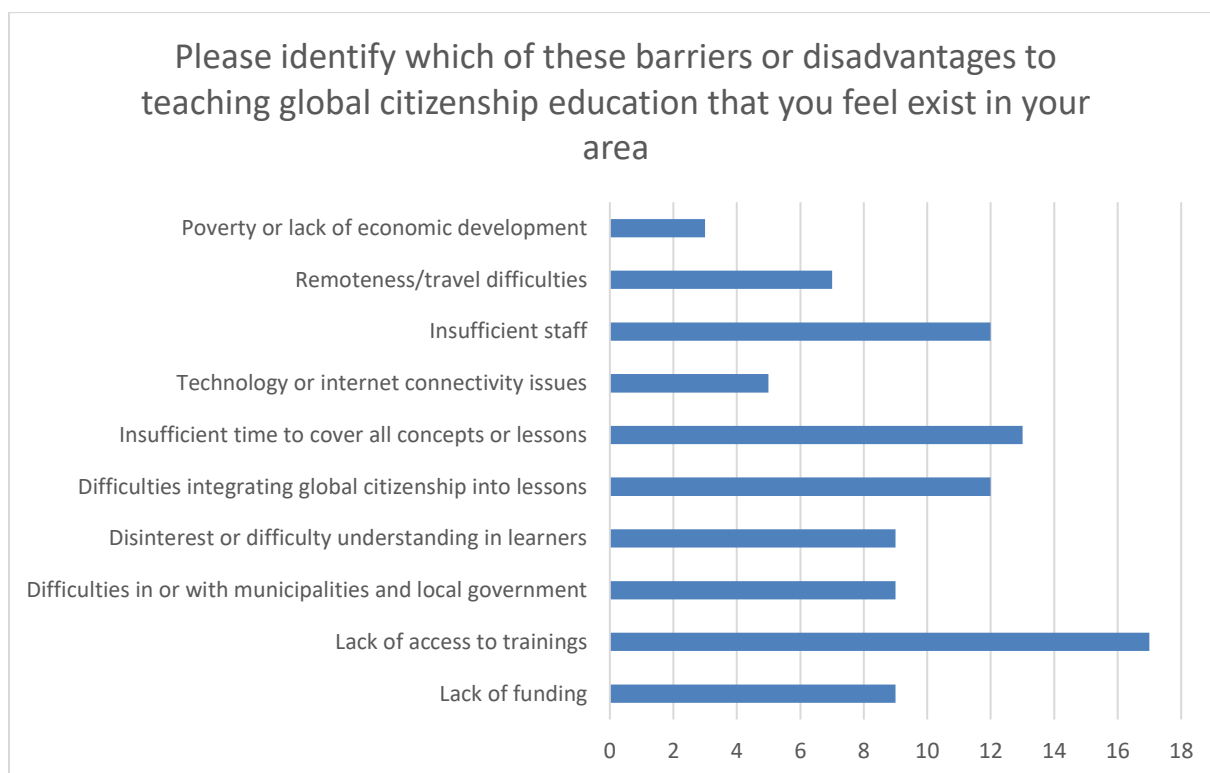
- Environmental sustainability as well as gender equality are more respected. International development and communication though should be better supported and promoted.
- International development is not well-supported. However, the role of genders is distinguished and defined as well as the increase 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.

2.2.22 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.**



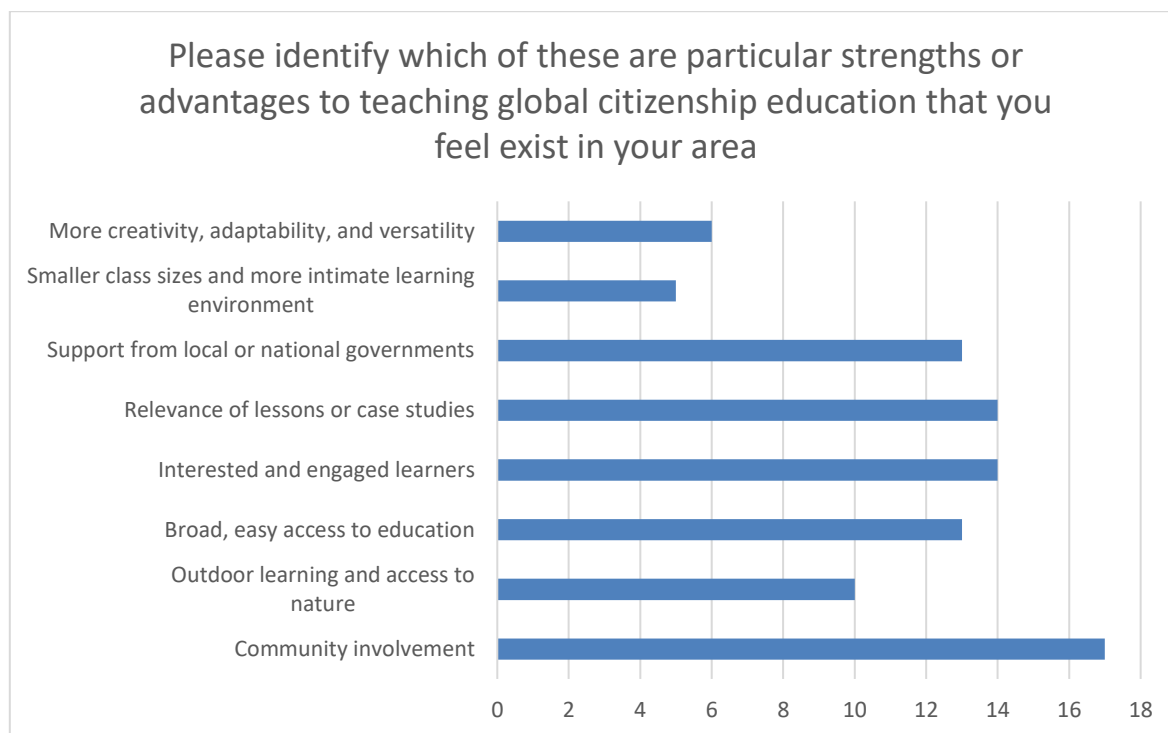
Graphic 9 : Please identify which of these barriers or disadvantages to teaching global citizenship education that you feel exist in your area

2.2.23 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

strengthen 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

2.2.24 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

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.

Spain

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

2.2.25 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

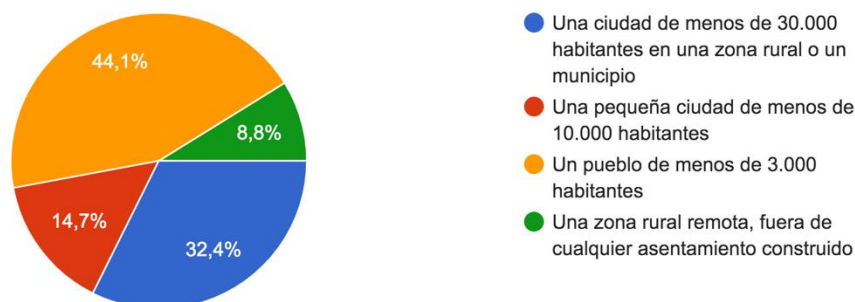
RED: A small town of less than 10,000 inhabitants

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

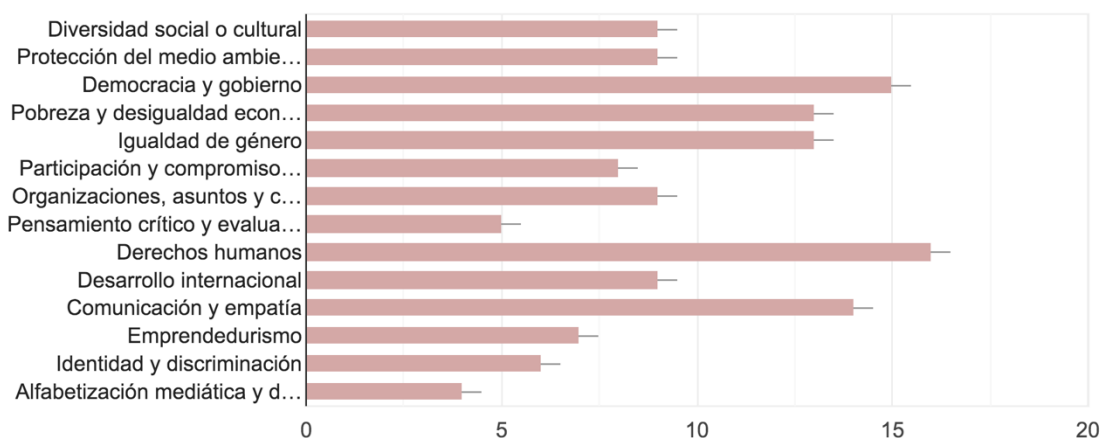


2.2.26 Please check all topics that are usually covered by global citizenship education where you live and/or work

Democracy and Government was selected 15 times, Human Rights was selected 16 times and Communication an 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

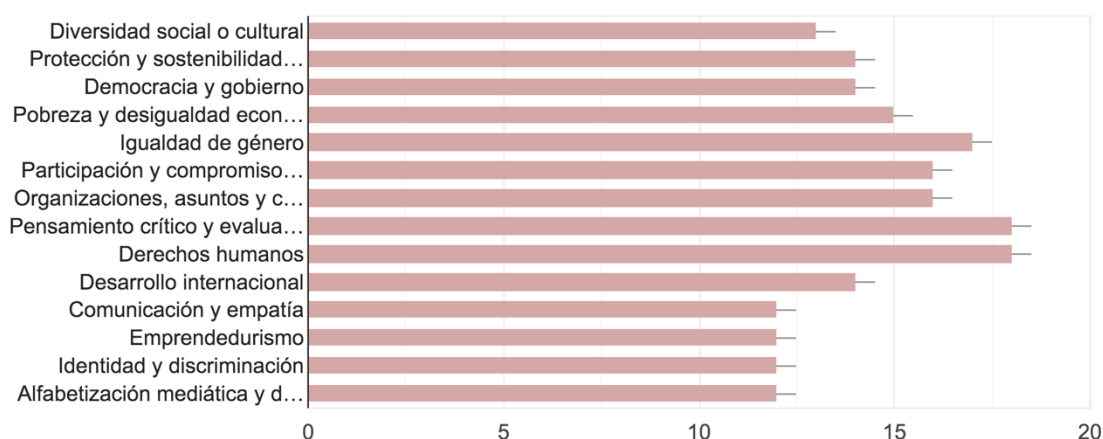


2.2.27 Please check all topics that you feel should be covered by global citizenship education where you live and/or work but are not

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

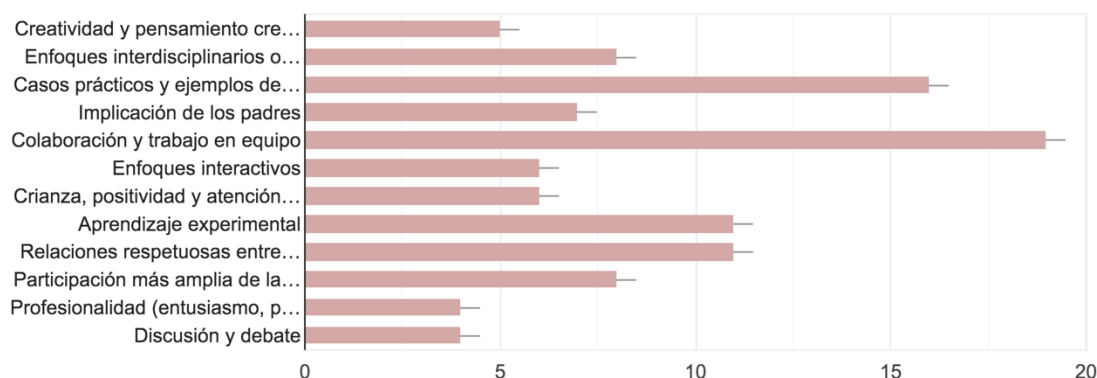


2.2.28 Which of these do you feel are the most effective or important skills or approaches when teaching global citizenship education?

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

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.

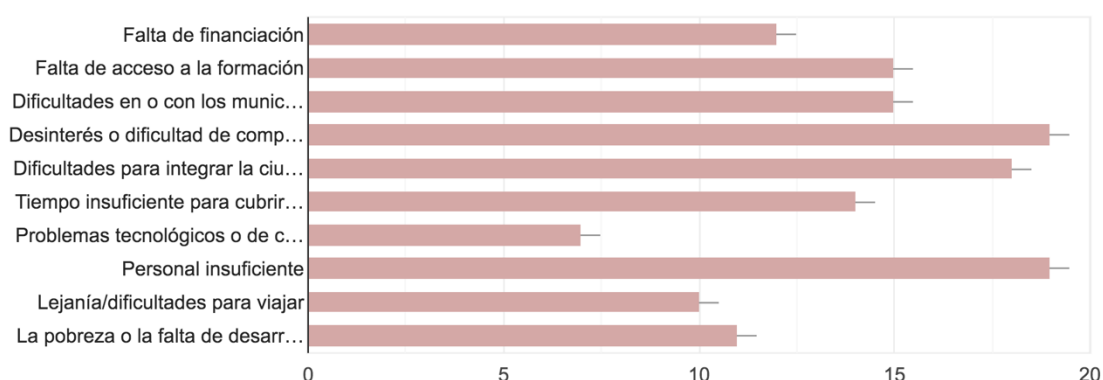
Those that are most respected have to do with social diversity, poverty, community support. The least respected are related to entrepreneurship and internationalisation.

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

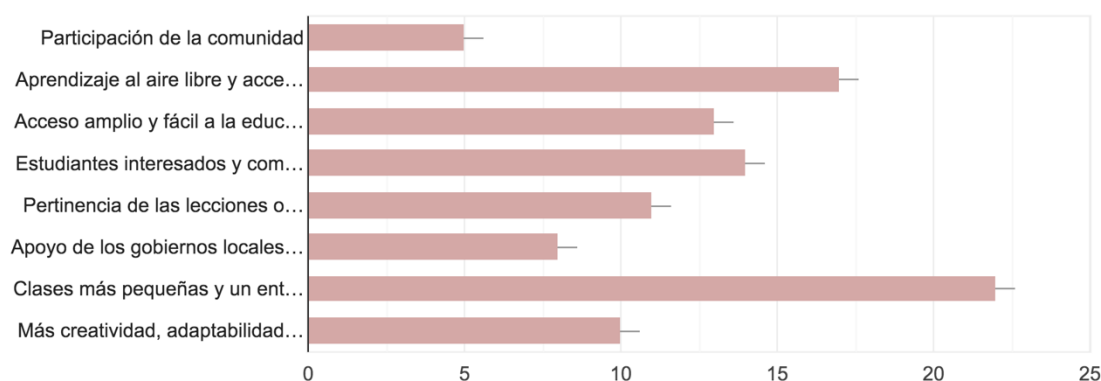


3.1.3 Please identify which of these are particular strengths or advantages to teaching global citizenship education that you feel exist in your area

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

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.

Bulgaria

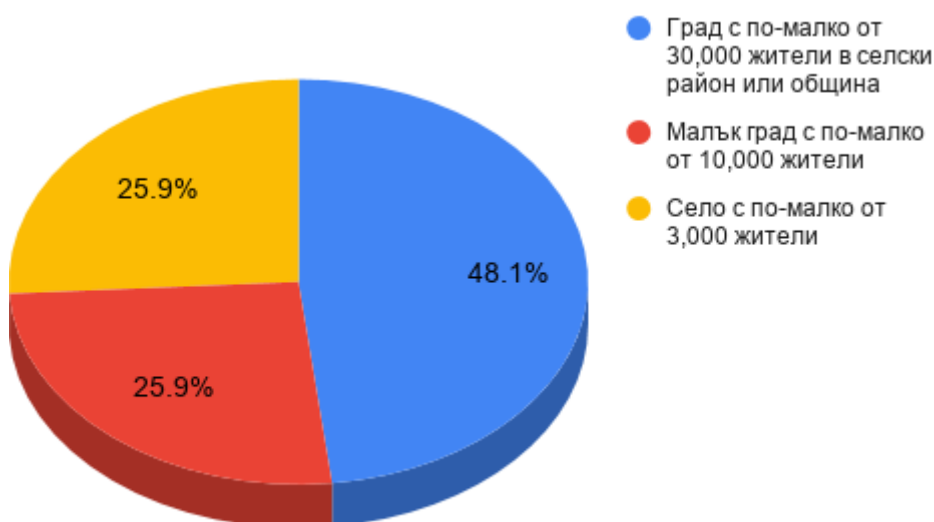
Ruse Chamber of Commerce and Industry distributed the survey questionnaire mainly through its social media profiles, and through its professional networks and connections. The chamber is well connected with wide range of educators, teachers and lecturers, and distribution was widespread. Even so, we managed to gather 29 responses from interested people from Ruse region and the neighbouring municipalities.

Bulgaria

29 participants

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

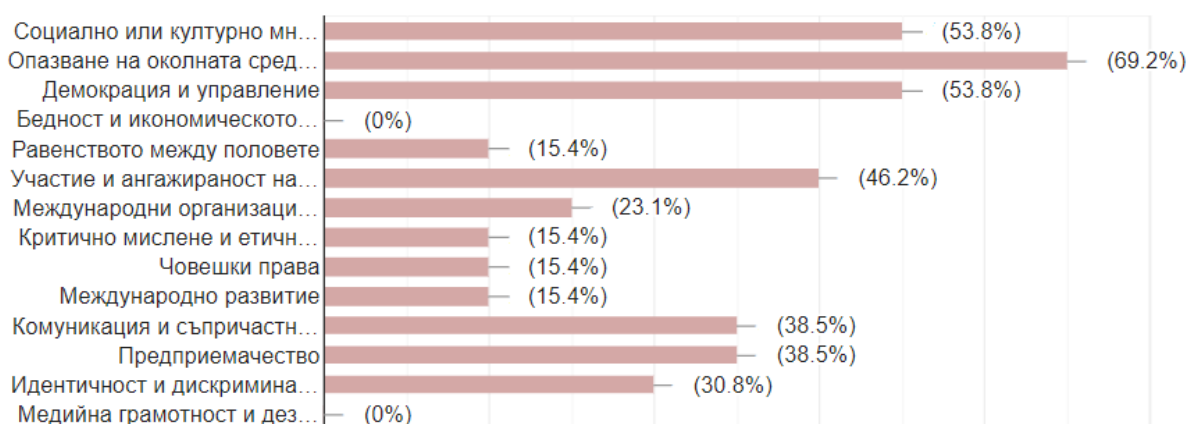
First question aims to establish the location of the respondents. The majority of them are located in cities with less than 30 000 inhabitants (48.1%), and equal parts are from small cities with less than 10 000 inhabitants (25.9%) or villages with less than 3 000 inhabitants (25.9%).



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

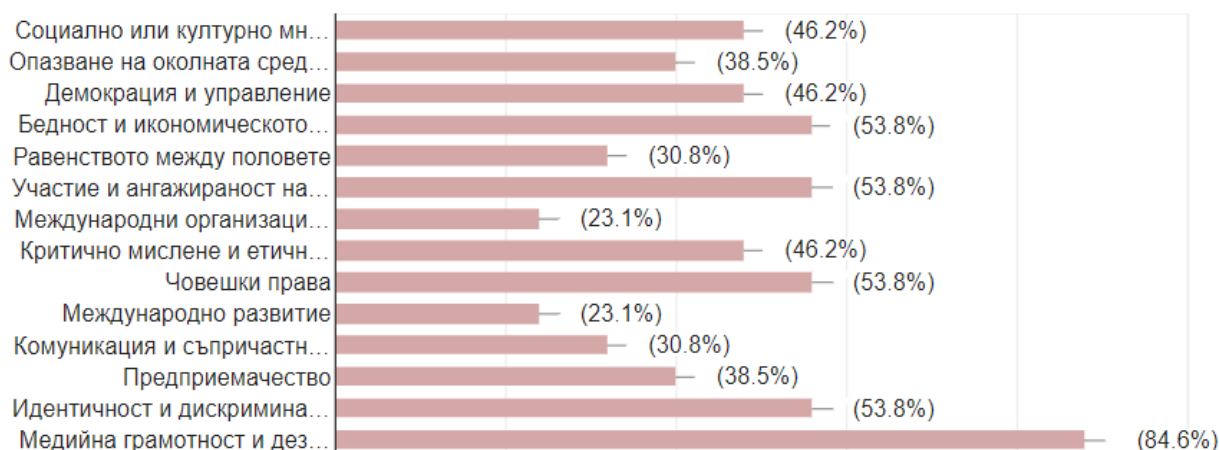
A multiple answers question, aimed at discovering the current state of the citizenship education. The most obvious trend is that the **Environmental protection and sustainability** is widely reported as prevalent in the education process (69.2%), followed closely by the **Social and cultural diversity** and **Democracy and governance** answers (both with 53.8%). Unfortunately, two of the topics where Bulgaria has the most problems with, are not represented at all – namely **Poverty and economic inequality** and **Media literacy and disinformation**. Participation and community engagement is relatively well presented

(46.2%), followed closely by **Communication and empathy** and **Entrepreneurialism** (both with 38.5%). It is encouraging trend that the Entrepreneurialism is starting to gain more popularity in the recent years, and now is well represented in the school curricula. All the other topics receive low to medium representation - **Identity and discrimination** (30.8%), **International organisations, affairs, and conflicts** (23.1%), and the rest with 15.4%.



- Social or cultural diversity – 53.8%
- Environmental protection and sustainability – 69.2%
- Democracy and governance – 53.8%
- Poverty and economic inequality - 0
- Gender equality – 15.4%
- Participation and community engagement – 46.2%
- International organisations, affairs, and conflicts – 23.1%
- Critical thinking and ethical evaluation – 15.4%
- Human Rights – 15.4%
- International development – 15.4%
- Communication and empathy – 38.5%
- Entrepreneurialism – 38.5%
- Identity and discrimination – 30.8%
- Media literacy and disinformation – 0

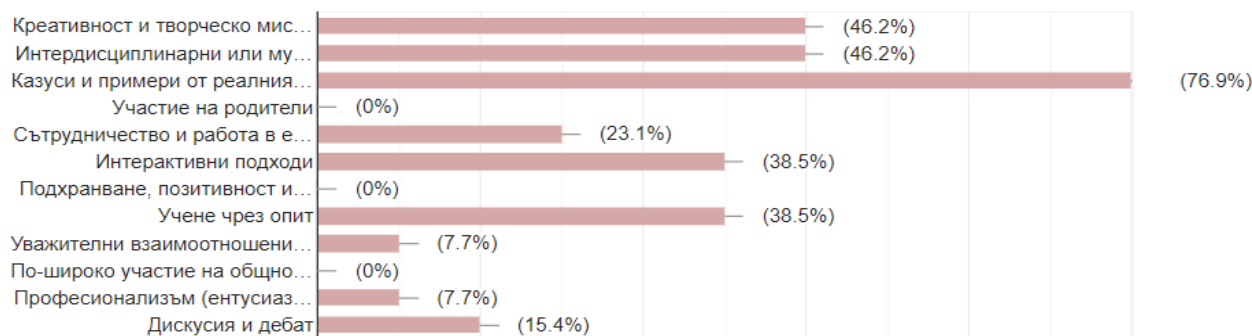
4.1.4 Please check all topics that you feel should be covered by global citizenship education where you live and/or work but are not



Next multiple answers question aims to highlight what the stakeholders consider as important topics for the global citizenship education. It is encouraging to find that the most selected answer is one of the most problematic topics for the country (sometimes even a taboo topic) – the **Media literacy and disinformation** (84.6%). Other important topics noted are **Poverty and economic inequality, Participation and community engagement, Human Rights, Identity and discrimination** (53.8% each). The other topics are also noted, and it's apparent that all the topics are considered somewhat important. The lowest represented answers are International organisations, affairs, and conflicts and International development, both with 23.1% - still a relatively high number.

- Social or cultural diversity – 46.2%
- Environmental protection and sustainability – 38.5%
- Democracy and governance – 46.2%
- Poverty and economic inequality- 53.8%
- Gender equality – 30.8%
- Participation and community engagement – 53.8%
- International organisations, affairs, and conflicts – 23.1%
- Critical thinking and ethical evaluation – 46.2%
- Human Rights – 53.8%
- International development – 23.1%
- Communication and empathy – 30.8%
- Entrepreneurialism – 38.5%
- Identity and discrimination – 53.8%
- Media literacy and disinformation – 84.6%

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



This multiple answer question aims to discover what the stakeholders consider the most important approach when teaching GCE topics. There are some interesting findings, namely – with great majority the respondents (76.9%) noted that **Case studies and real-life examples** are the most effective method for teaching those specific topics. Almost half thought feels that **Creativity and creative thinking** and **Interdisciplinary or multidisciplinary approaches** (46.2% each) are effective in this case. As important approaches are also noted the **Interactive approaches** and **Experiential learning** (38.5% each). It's interesting to mention that three of the methods didn't receive any recognition - **Parental involvement**, **Nurturing, positivity, and pastoral care**, and **Broader community and external stakeholder involvement**.

- Creativity and creative thinking – 46.2%
- Interdisciplinary or multidisciplinary approaches – 46.2%
- Case studies and real-life examples – 76.9%
- Parental involvement - 0
- Collaboration and teamwork – 23.1%
- Interactive approaches – 38.5%
- Nurturing, positivity, and pastoral care - 0
- Experiential learning – 38.5%
- Respectful pupil-teacher relationships (including respect for boundaries, rights, individuality, and culture of pupils) – 7.7%
- Broader community and external stakeholder involvement - 0
- Professionalism (enthusiasm, passion, subject-specific as well as teaching knowledge and skills) – 7.7%
- Discussion and debate – 15.4%

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



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

- Totally Disagree - 3
- Disagree - 6
- Unsure/don't know - 11
- Agree - 6
- Totally Agree - 3

It's important to note that the majority of respondents (11) are not exactly sure if the GCE is seen as important in their area. All the other options are equally distributed.

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

- Totally Disagree - 5
- Disagree - 10
- Unsure/don't know - 2
- Agree - 6
- Totally Agree - 5

Unfortunately, the majority of respondents (15) do not feel well equipped to support or teach the topics of GCE. This can be explained by the findings in our desk research, and by the relative lack of general knowledge on the subject.

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

- Totally Disagree - 3
- Disagree - 0
- Unsure/don't know - 5
- Agree - 14
- Totally Agree - 6

As expected, the majority of the respondents (20) are not aware of any organizations, dealing with or teaching global citizenship education in their areas.

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

- Totally Disagree - 5
- Disagree - 8
- Unsure/don't know - 10
- Agree - 5
- Totally Agree - 0

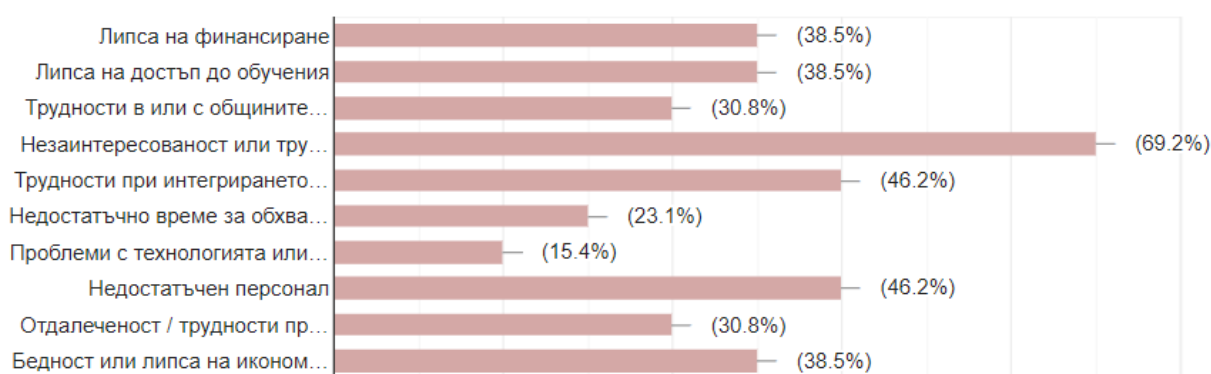
Most respondents (13) expressed the disagreement that some issues are more understood than others. A large portion of the others (10) are not sure about it.

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

Например участие и ангажираност в общността: Тъй като населеното място е малко, се насърчават дейности, свързани с участие и ангажираност в общността.

Translation: For example, community participation and engagement: As the settlement is small, activities related to community participation and engagement are encouraged.

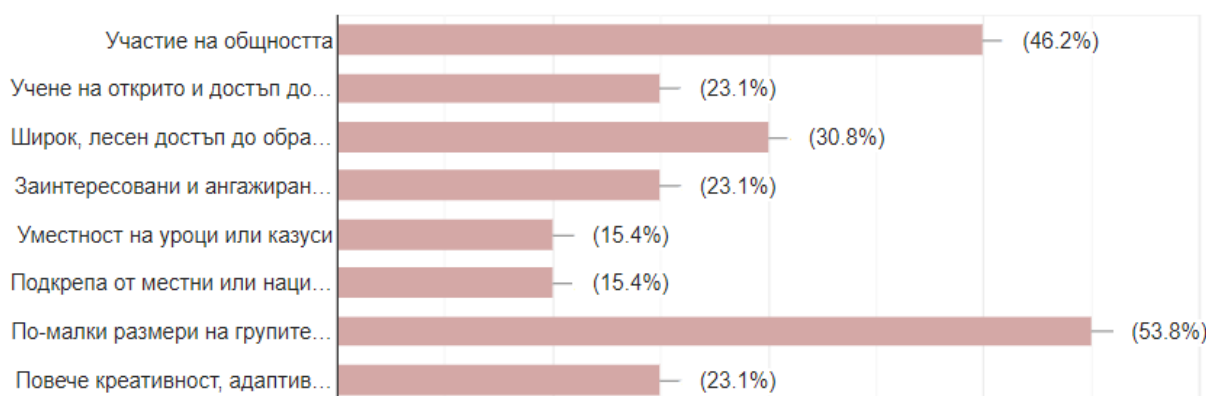
4.1.7 Please identify which of these barriers or disadvantages to teaching global citizenship education that you feel exist in your area



There are lot of different issues outlined from this question, but the most prevailing one is **Disinterest or difficulty understanding in learners** (69.2%). Almost half of the respondents (46.2%) noted as problems **Difficulties integrating global citizenship into lessons** and **Insufficient staff**. The least noted issue is **Technology or internet connectivity issues** – 15.4%, which is encouraging, as it eliminates the technology gap in future pedagogical improvements.

- Lack of funding – 38.5%
- Lack of access to trainings – 38.5%
- Difficulties in or with municipalities and local government – 30.8%
- Disinterest or difficulty understanding in learners – 69.2%
- Difficulties integrating global citizenship into lessons – 46.2%
- Insufficient time to cover all concepts or lessons – 23.1%
- Technology or internet connectivity issues – 15.4%
- Insufficient staff – 46.2%
- Remoteness/travel difficulties – 30.8%
- Poverty or lack of economic development – 38.5%

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



There are several advantages, identified by the respondents, when dealing with the global citizenship education. Most often noted one is the **Smaller class sizes and more intimate learning environment** (53.8%), which is understandable, considering the smaller student groups in the rural areas and in small cities in general. The next one is **Community involvement** (46.2%) – which also stems from the small community sizes and more close relations between individuals there. Other options are almost uniformly spread out between the responses, which indicates untapped potential or at least perception for one.

- Community involvement – 46.2%
- Outdoor learning and access to nature – 23.1%
- Broad, easy access to education – 30.8%
- Interested and engaged learners – 23.1%
- Relevance of lessons or case studies – 15.4%
- Support from local or national governments – 15.4%
- Smaller class sizes and more intimate learning environment – 53.8%

- More creativity, adaptability, and versatility – 23.1%

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

- Опазване на културното и историческо наследство в района. Как да съживим българското село.
- Демокрация и управление, човешки права, бедност и икономическото неравенство, медийна грамотност и дезинформация сперед мен са най-значимите теми за местната общност.
- Учене чрез опит, участие на общността и на външни заинтересовани страни, дискусия и дебат са полезни подходи при преподаването на глобалното гражданско образование.
- Политическа и медийна грамотност

Translation:

- Utilization of the cultural and historical heritage in the region. There are several solutions on how to revive the declining Bulgarian villages
- Democracy and governance, human rights, poverty and economic inequality, media literacy and misinformation are the most important topics for the local community.
- Learning through experience, community and external stakeholder participation, discussion and debate with useful approaches in teaching global citizenship education.
- Political and media literacy

Conclusions

Overall, 29 people participated in our survey to highlight the tendencies and notions of global citizenship education in rural areas. Even if expected, the overall result paints somewhat pessimistic picture in the minds of the stakeholders. GCE is a relatively new concept in Bulgarian education, and as such no clear picture exist when it comes to the program, the results or the overall methodology.

That said, there are some positive tendencies, expressed by the stakeholders. Most importantly, they are aware of the problems, and are willing to suggest solutions and resolutions for the emerging discipline. The issues are well defined, and a willing for participation in the work process is evident.

Another positive view is that the rural areas are not lacking the technology or internet infrastructure for future development of the discipline (Bulgaria as a whole has a very good, and cheap, internet connectivity even in the rural areas and small cities).

Overall, the Rural GCE project has a great potential to develop and promote good practices in the small communities, especially given their relative openness to the concept, and the existing technological infrastructure.

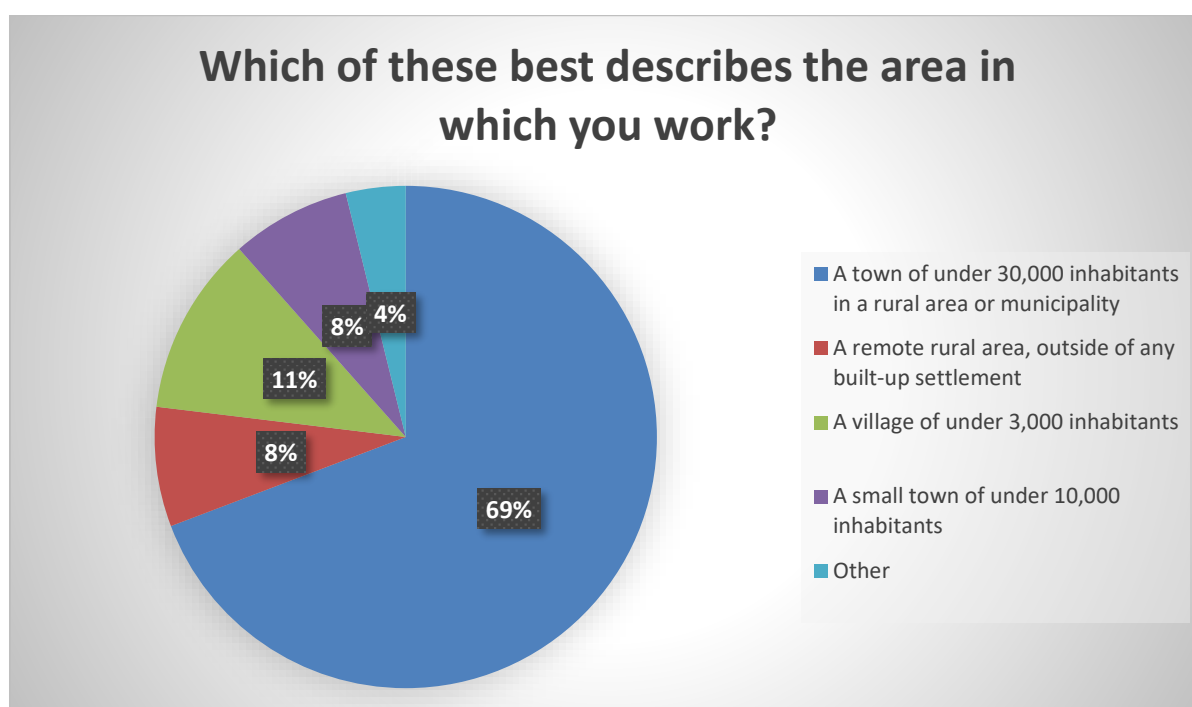
Greece

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.

4.1.10 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.

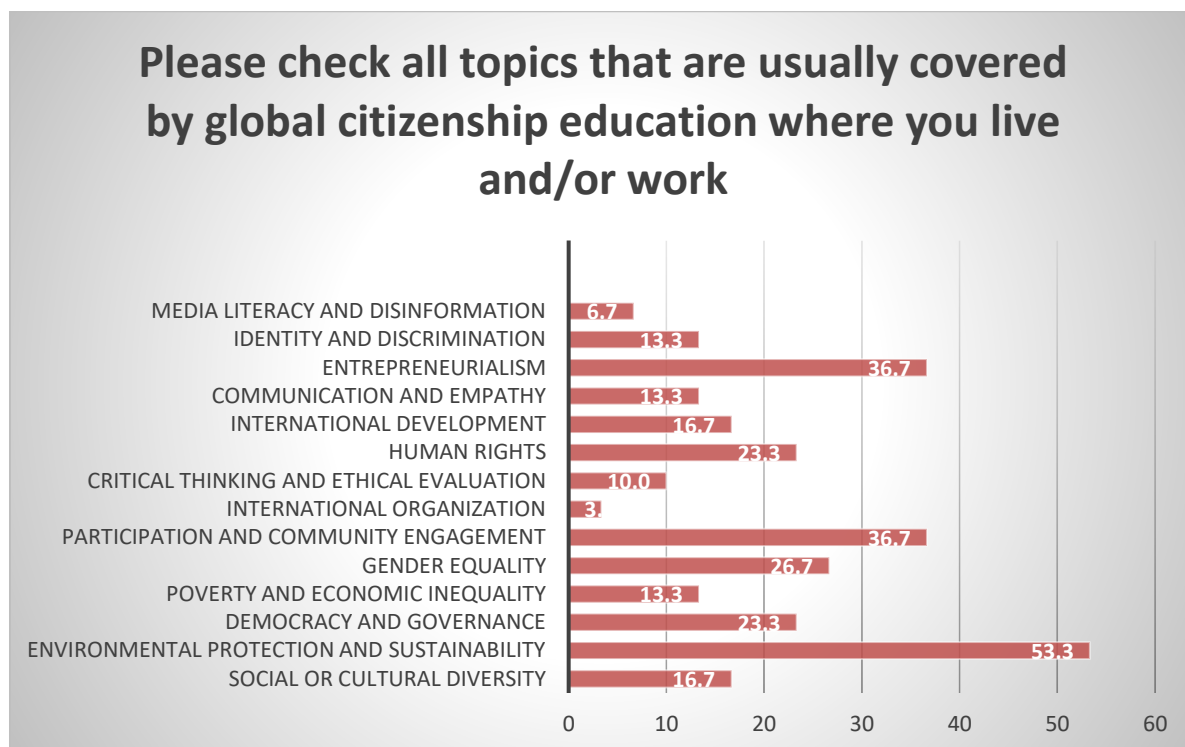
The pie chart presented below shows the answers which the participants gave for the first question, which was “Which of these best describes the area in which they work? The chart shows that 69% of the participants live in a town of under 30,000 inhabitants in a rural area or municipality.



4.1.11 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%.



4.1.12 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.

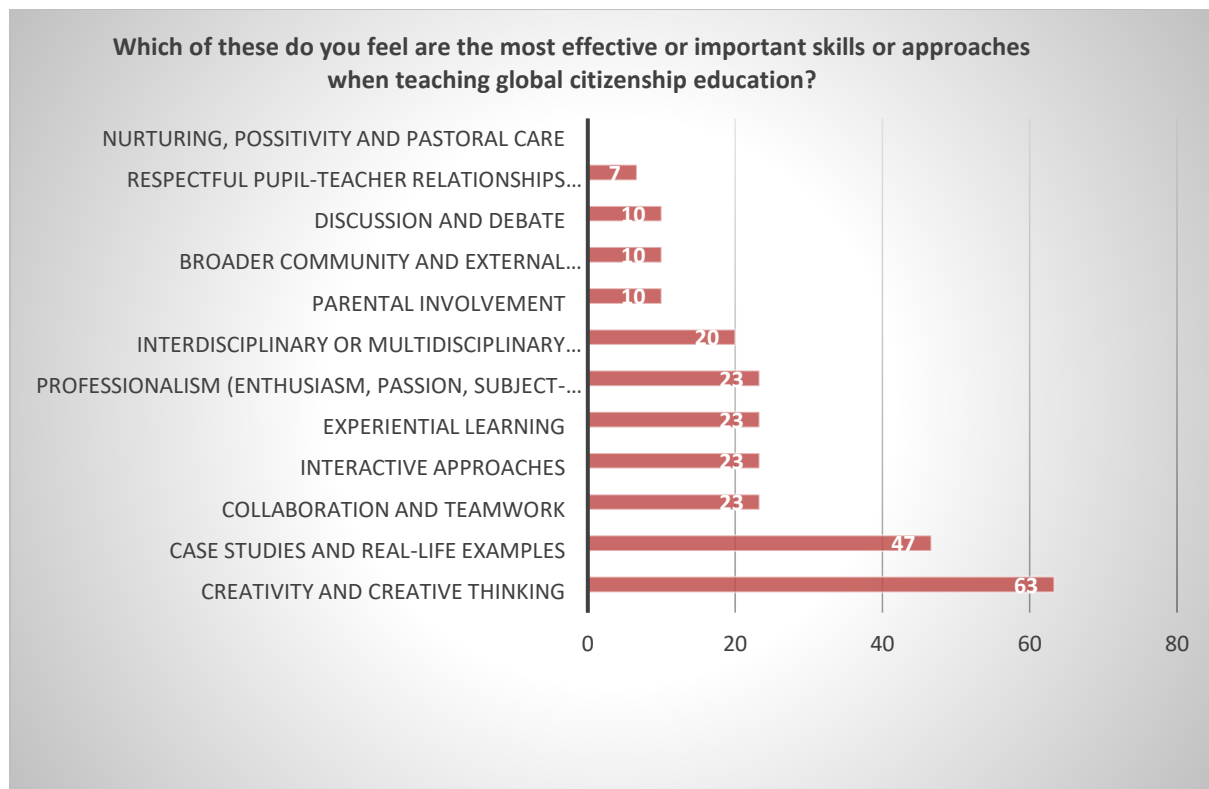
According to the bar chart presented below, 57% of the participants suggest that “Critical thinking and ethical evaluation” should be covered by global citizenship education, followed by “Environmental protection and sustainability” that was marked by 53% of the participants. It is worth noticing that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



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

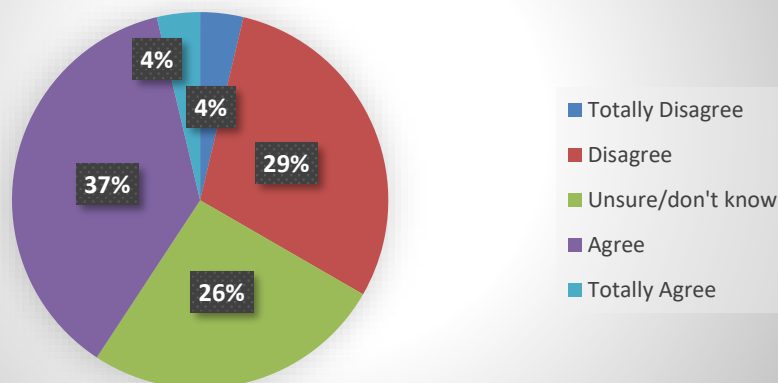
According to the bar chart shown below, the participants felt that the most effective or important skills or approaches when teaching Global Citizenship Education are “Creativity and creative thinking” (63%) followed by “Case studies and real-life examples” (47%). “Collaboration and teamwork”, “Interactive 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.



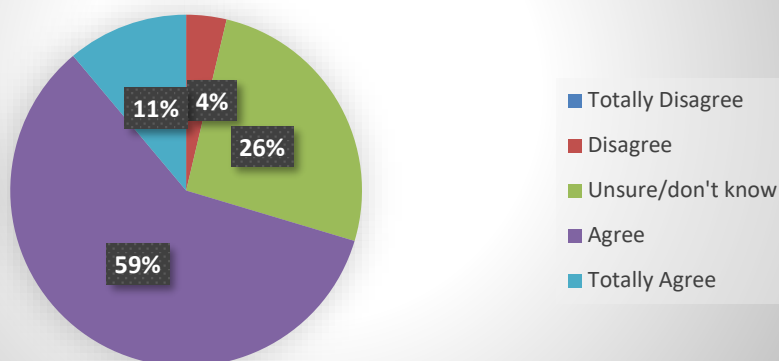
4.1.14 Please rate the following statements based on whether you agree or disagree

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



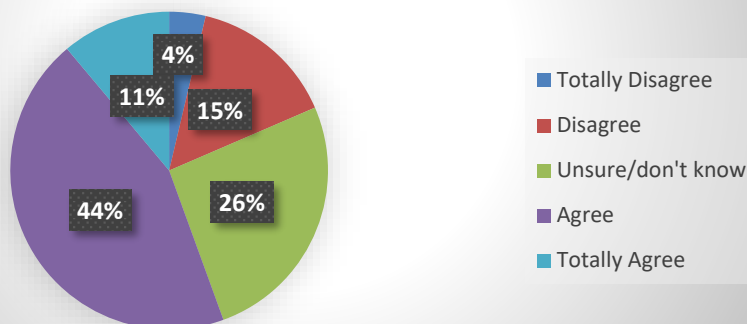
The second statement aimed to examine whether the participants feel confident and well-equipped to support or teach Global Citizenship Education or not. The pie chart presented above shows that the majority of them (70%) felt confident and well-equipped and only 4% of them didn't. It is worth mentioning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



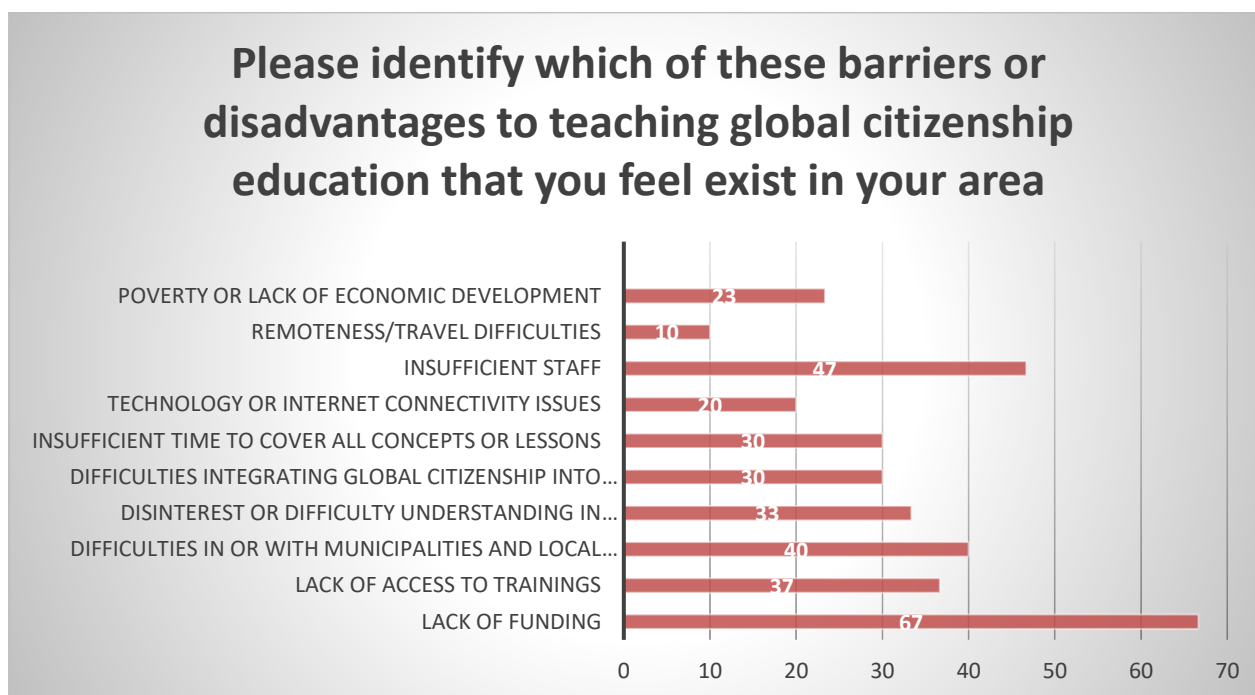
The fourth statement aimed to examine the participants' view on whether some Global Citizenship Education issues are more understood or respected than others in the rural areas in which they work or live or not. The pie chart presented above shows that more than half of the participants (55%) agreed 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*

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

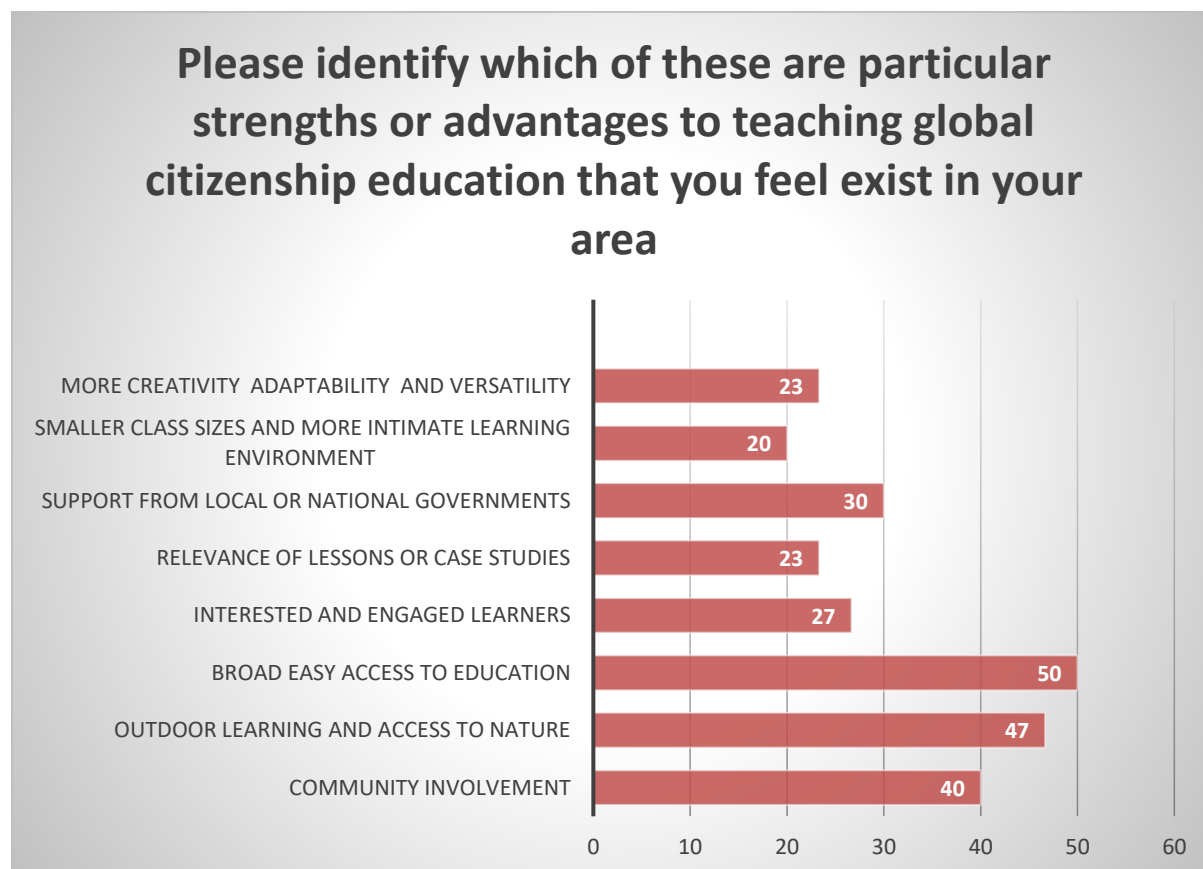
This question aimed to identify the barriers or disadvantages to teaching GCE that may exist in the rural areas in which the participants work or live. According to the following chart, “lack of funding” was the most important barrier/disadvantage considered by the participants (67%), followed by “insufficient 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%).



4.1.16 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.



4.1.17 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*

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.