IO1/A3 – National reports

Template for National Report

Greece
IDEC

February 2020

Table of Contents

1. Introduction

1.1 Objective and scope of the research

Describe briefly the objective of the research (referring to the project) and its scope

Media Literacy is the ability to recognize all types of media available and to realize the clear - and yet sometimes not so clear - message they are sending. MeLi (Media Literacy for parents) project aims to bridge this gap and develop media literacy skills and competences for parents through a training programme, a web application and a parents' guide.

1.2 Methodology

Describe briefly the methods used to collect data:
- *Desk research: how did you collect data? Which tools did you use to find and select data? When and where did you do the research? What sort of materials / information did you search for?*

The desk research was conducted during December 2019, based on online resources by Institutions and NGOs that deal with Cyber Security and Safe Internet, such as CSIi, ESET etc as well as articles from newspapers and several experts that have expressed mostly their academic point of view. Although the technological evolution happened really fast and smart devices flooded the market around the world, in Greece people were not well prepared to deal with such enormous development and the information related to those topics came rather late.
What we discovered in bibliography and online resources is that it is quite common to use Media and Digital literacy as almost the same terms, probably because one term includes the other.

- *Questionnaires: when, where and how did you collect answers? What sort of media / channels did you use to promote the survey? How many replies have you collected?*

IDEC has collected the data from the questionnaire, that has been uploaded via a Google form in Greek. In this way, it was easier for parents to have access to the questionnaires and for IDEC to collect their answers. The research started in 14th of January 2020 until 17th of February 2020 and in total 122 responds were collected.

- *Focus group interview: how did you organize the meeting? How did you choose participants? How many people participate? When was it and how long did it take? What tools / methods did you use during the interview?*

The focus group took place in IDEC's premises in Piraeus, Greece. It took around 3 hours to ask the questions and discuss about common worries and problems.

The main questions asked were the following ones:

- What is your name, profession, short job description?

- How many kids do you have and what is their age?

- Are you aware of the term Media Literacy?

- What are the most common worries about raising a child in the digital era?

- What are the most common problems that you face with your children (over) exposure to the Web and Social Media?

- What kind of solutions you think are more appropriate for parents in order to keep the balance with their kids' digital footprint?

Parents answered the questions and it was obvious that they were really worried about their children's exposure to media. They were also sharing their thoughts about the development of the Intellectual Outputs, which was a useful feedback for the successful implementation of the project.

2. Desk research results

Present the results of the desk research that has been done. Make sure to answer the following questions:
- *What is the current policy framework and government's strategy on media literacy (including -if found - in Digital policy, education policy, youth policy, children policy etc).*

While we were conducting our research we discovered that there is a delay in the implementation of the European Regulation 679/2016 in Greece, regarding access to social networks by children up to 16 years old.

In Greece there is not a governmental organization that deals with issues, like Media Literacy. However, there are some stakeholders that are involved in building awareness about Media, mainly to children and secondly to parents. There has been some actions though, that indicate the emergency on cyber security, safe access to the world wide web and especially Social Media.

Promoting Media Literacy *in education* is the most relevant initiative that governments took during the last decade. Its delay came up mostly due to the economic crisis. However, some guidelines have been suggested, trying to be in line with the European ones.

The term "Media literacy" in Greek first appeared in 2001'[1], in a publication by Dr Ntavou Mpettina (original title in Greek "Ο Αλφαβητισμός στα ΜΜΕ"). From that time, several seminars, trainings and meetings occurred, trying to engage adults mostly, teachers and then parents. A program by UNESCO, named "Curriculum for Teachers[2], was helpful enough for the additional reason that it redirected to a "Handbook for parents" (2006) under the framework of *Media Education: A kit for teachers, Students, Parents, Professionals*.

Teachers around Greece have attended trainings and seminars about Media Literacy, in order to be as involved as possible to this topic.

---

[1] Ντάβου, Μπ. (2001). *Ο Αλφαβητισμός στα ΜΜΕ και η Σχέση Δασκάλου-Μαθητή*. Στο Π. Χαραμής (επιμ.) Η Αξιοποίηση των ΜΜΕ στο Σχολείο: Δυνατότητες, Όρια Προοπτικές, Αθήνα, Έκδοσεις της Σχολής Ι.Μ.Παναγιωτόπουλος, Αθήνα, σς. 35-45.

[2] Οδηγός Σπουδών των Εκπαιδευτικών - Παιδεία στα Μέσα και την Πληροφορία: https://unesdoc.unesco.org/ark:/48223/pf0000192971_gre

Recently, a Digital Academy for Parents has been established by the Cyber Security Institute, providing educational programs as well as technical and psychological support to parents[3]. Another initiative was from Saferinternet4kids.gr , the official representative of *Expert Group, INSAFE and INHOPE* in Greece, working along with the Greek Institution for Technology and Research and the Institution of Informatics. On the website there is material available, also approved by the Greek ministry of Education[4].

Private companies, like ESET (famous for developing software and anti-virus systems) has issued online guidelines for the appropriate and secure use of the internet and the Social Media[5]

Last but not least, Media Institute and Media Literacy Institute are both the most suitable online resources for this topic while Cultural Institutions organize many seminars and conferences related to Media Literacy.

A survey was conducted last year (2019) on a sample of 1,100 internet users, around Greece. The majority of responses came from women, 74.67%, aged 36-60 years, at tertiary level. The survey also illustrates the parents' confidence that social media influences or even shapes their child's character, and the specific answers suggest that they can lead to addictive behaviors. Regarding the issue of cyberbullying, most responded with confidence that their child has never been a bullying victim, but there is also a respectable 7% who does not know if this has actually happened. In general, very rarely (only 20%) children ask their parents for help with a problem they encounter on social media, while very high (35%) are those who do not know or respond negatively to the question whether their children protect their personal data online Education[6].

There is a delay in the implementation of the European Regulation 679/2016 in Greece, regarding access to social networks by children up to 16 years old.

- *Who (both people and institutions) deals with "media literacy" in your country: we need a list of stakeholders with information, what they do, what they offer to different target groups (do they have a special offer for parents?); the following table will be useful:*

Name of an expert / institution dealing with media literacy	Contact data (a website address / contact person)	Offer (what can they deliver – trainings? Articles? Applications ? Etc.) What is their speciality? Which	Target group(s) – to whom do they address?	Other comments / additional information (for example: innovations? Impact? Transferability?

---

[3] https://www.csii.gr/%cf%88%ce%b7%cf%86%ce%b9%ce%b1%ce%ba%ce%ae-%ce%b1%ce%ba%ce%b1%ce%b4%ce%b7%ce%bc%ce%af%ce%b1-%ce%b3%ce%bf%ce%bd%ce%ad%cf%89%ce%bd/

[4] https://saferinternet4kids.gr/sid/sid-2020/afisa-ereyna-2020/

[5] https://www.eset.com/gr/about/newsroom/press-releases-gr/odigies-apo-tin-eset-pros-goneis-gia-thn-kaliteri-prostasia-twn-paidiwn-sta-social-media/

[6] https://akappatou.gr/newsite/index.php/2016-12-21-21-06-48/themata-ekpaidefsis/17067-paidia-kai-social-media-sta-koinonika-diktya-prin-kleisoun-ta-13-tous-xronia

		methods do they use?		
CSIi (Cyber Security International Institute)	Website: https://www.csii.gr/	Digital Academy for parents (E-learning seminars, twice every week, composed by 4 units)	parents	Technical and psychological support , precautious measurements
Greek Safer Internet Centre	Saferinternet4kids.gr	Webinars about cyber bullying, sexting, illegal content etc	Children and Parents	
UNESCO DIGITAL LIBRARY	https://unesdoc.unesco.org/ark:/48223/pf0000192971_gre	A guide for teachers about Media literacy	Educators, Postgraduate students on pedadogical studies (parents)	There is extra information about parents. There is a link that redirects them to a Handbook.

- *"Media literacy" in my country – an overall view and conclusions from the desk research Please, be analytical! Compare the existing offers and choose the most interesting ones. Is there any offer in media literacy for parents?*

Please find below some examples of Media Literacy events and campaigns, that took place during the past years in Greece:

- *First Greek Media Literacy week, 4-10 December 2017, an initiative by MLI (Media Literacy Institute) in Greece and its newsroom Journalists About Journalism (JAJ) was supported and complemented by the Peace Journalism Lab of the Department of Journalism and Mass Media, Aristotle University of Thessaloniki. Communication sponsors were Athens 9.84 radio station, the Information and Communications Society of Thessaloniki (Fm100, TV100) and the Association of Journalists of Thessaloniki[7]. The event was about building awareness on people from different ages and about them realizing their rights on the world wide web and discovering their ability of discovering the digital era.*
- *Fake News: How we react? On the 20th of April 2018, in the cities of Thessaloniki & Kavala, Greece. The Secretary – General of the European Federation of Journalists, Ricardo Guttierez shared his thoughts about misinformation types and the role of fake news in our everyday information. Representatives of Media Literacy Institute expressed their opinion[8] and many local stakeholders took part on this discussion.*

---

[7] https://medialiteracyinstitute.gr/actions/actions-participations-and-partnerships-of-our-organization/

[8] https://medialiteracyinstitute.gr/actions/actions-participations-and-partnerships-of-our-organization/

- *An open event for the definition of the term "Media Literacy" on the occasion of a book presentation about Media Literacy and under the framework of "Global Media and Information Literacy Week 2019". It took place on the 31st of October 2019 , at the Bookshop of IANOS, Athens. The main target group was Teachers, trainers and readers as well as many stakeholders interested in the specific topic[9].*

3. Questionnaires' results

Present the results of the questionnaires – how many people replied? Each question from the questionnaire should be presented with a simple graphic / table and a short comment about the result.

122 participants responded to our questionnaire, from which 30 responses were given by men and the rest 92 were women. The age of the respondents were mostly between 41-50 (46,7%) and secondly parents between 31- 40 (29,5%) and thirdly parents at the age of 50+ (22,1%) while the smallest part was from young parents between 20-30 years old (1,7%).
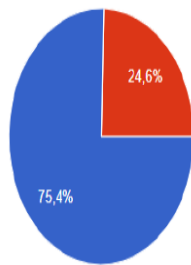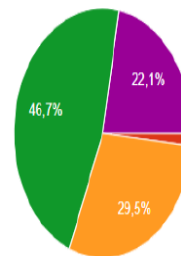
Chart I: Sex of participants   **Chart II: Age of participants**

The survey was divided into 2 parts: (1) Demographic information and (2) Education in Media Literacy.

(1) Demographic Information

Figure I: Age of participants' children

---

[9] https://paideia-news.com/anoikto-panepistimio/2019/10/18/apky-%C2%ABeggrammatismos-sta-mesa-media-literacy-se-anazitisi-tis-ennoias-tis%C2%BB-peri-tinos-prokeitai;/

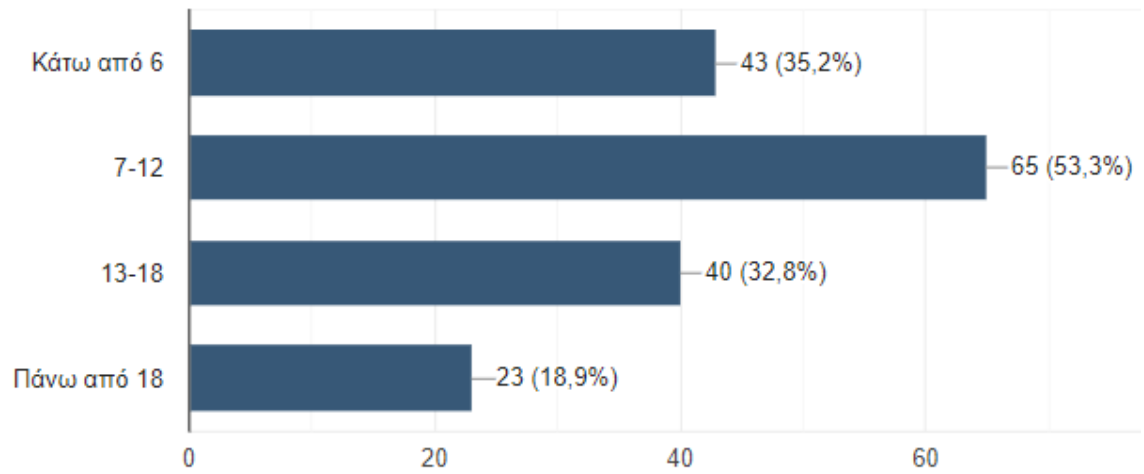Έχω παιδιά των ακόλουθων ηλικιακών ομάδων:

122 απαντήσεις

Figure I shows the age of the children of the responders. Most of the parents who participated in the survey have children between 7 and 12 years old while the rest of percentage is divided between ages of 13-18 and below 6 years old.

Chart III: Place of living

Τόπος κατοικίας:

122 απαντήσεις

- Αγροτική περιοχή
- Μικρή πόλη (μέχρι 20 000 άτομα)
- Μεσαία πόλη (από 20 000 έως 100 000 κατοίκους)
- Μεγάλη πόλη (πάνω από 100 000 κατοίκους)

34.4% of the participants declared that they live in a big city while 29.5% in a city less than 100.000 inhabitants. 19.7% of the responders live in a small city and 16.4% live in rural areas of Greece.

Chart IV: Academic level of participants:

Επίπεδο εκπαίδευσης:

122 απαντήσεις

- ● Πρωτοβάθμια
- ● Δευτεροβάθμια
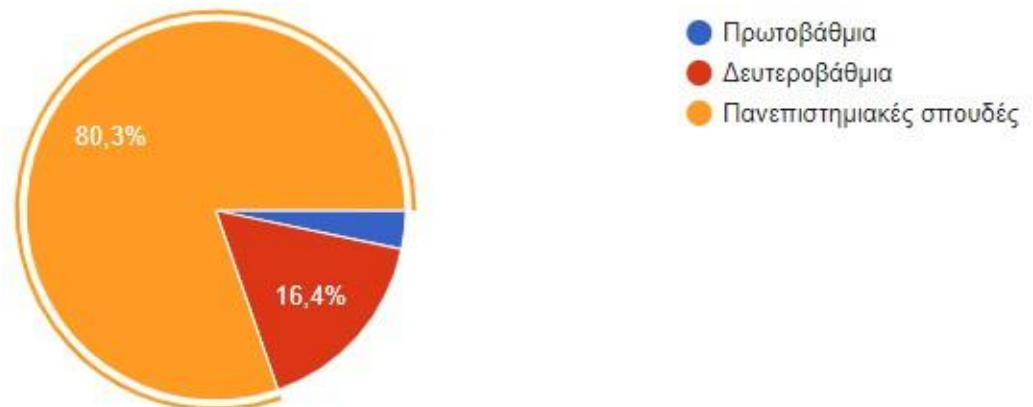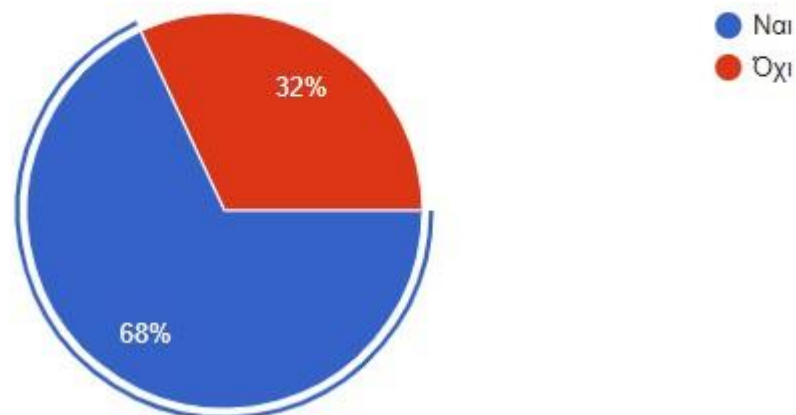- ● Πανεπιστημιακές σπουδές

Chart IV shows that most of the responders -specifically 80.3%- have completed university studies. 3.3% of the responders have completed primary education and 16.4% are graduates of secondary education.

Chart V: Media Literacy Knowledge

Έχετε ακούσει τον όρο «εκπαίδευση στα μέσα επικοινωνίας και ενημέρωσης »;
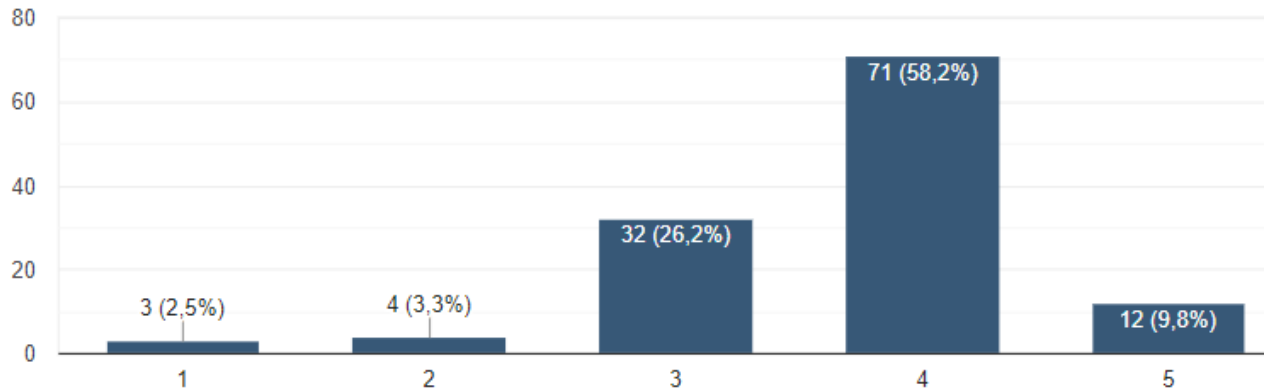
122 απαντήσεις

- ● Ναι
- ● Όχι

The above chart shows the acquaintance of parents with the term of Media Literacy. Most of the participants answered that have heard of the term while the rest of 32% was not aware of it.

2. Education level in Media Literacy

Figure II: Level of education of participants in Media Literacy

122 απαντήσεις

The figure above shows the level of education of the participants in Media Literacy. 58.2% of the respondents have declared their proficiency in using digital media is in Level 4 and the second high percentage was of the 26.2% saying that their level of education in this topic is 3. Another 9.8% has efficient knowledge in Media Literacy. A small percentage said that their skills are low, 5,8 % in total.

Figure III: Media channels/platforms participants use

Ποια παραδοσιακά μέσα επικοινωνίας και ενημέρωσης χρησιμοποιείτε πιο συχνά?
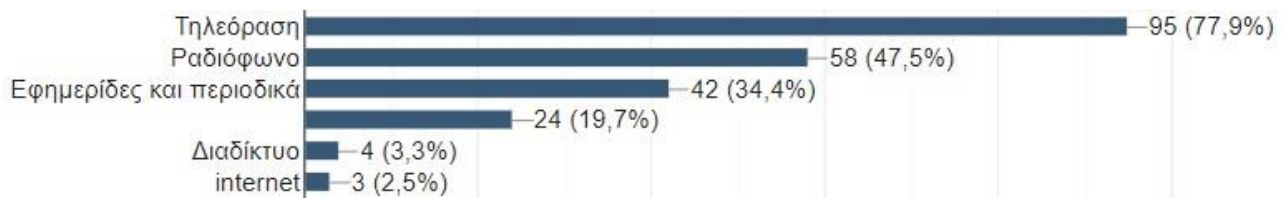
122 απαντήσεις

Figure III demonstrates the media platforms that the participants use on a daily basis. 77.9% are TV viewers while their second choice is the radio (47.5%). Their next choice is newspapers and magazines (34,4%) and the 19.7% is informed by leaflets and advertisements. It's obvious that a small percentage (between 3.3 and 2.5%) is informed via digital means and online platforms (Internet, Social Media, Facebook)

Figure IV: Sources participants use to gain knoweldge on digital media

Από που αντλείτε γνώση σχετικά με τα ψηφιακά μέσα επικοινωνίας και ενημέρωσης;
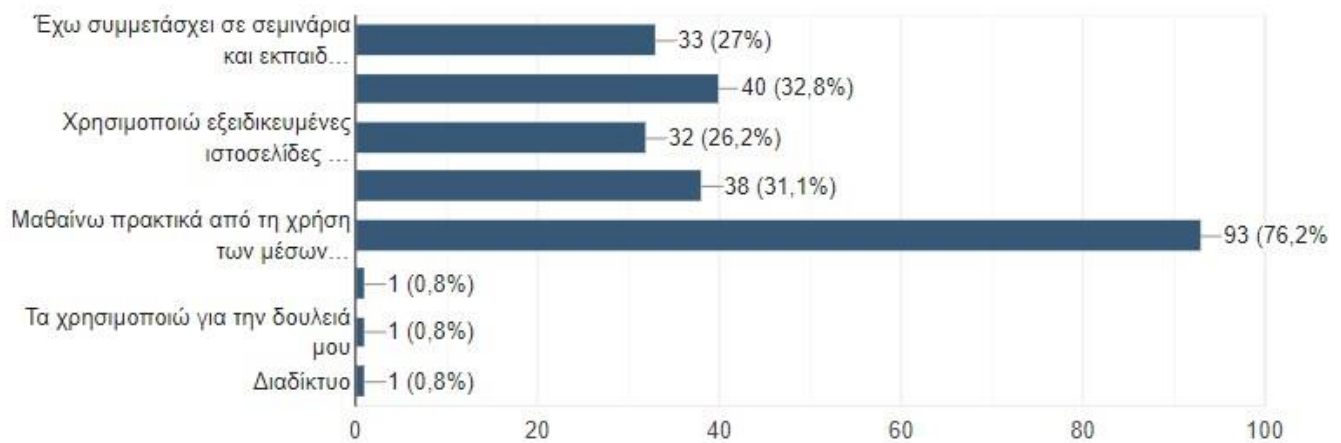
122 απαντήσεις

Figure IV shows the sources that the participants have been using to get knowledge via social media.

Most of the participants 76.2% have responded that they use digital platforms to learn by experience about digital media issues. 32.8% read scientific articles about this issue and another 31.1% takes feedback from friends and family. There is an equal percentage between 26-27% that is splitted between trainings/seminars and using (mobile) apps for practical usage of Social Media. The rest of the respondents (around 1%) are just users that deal with Social Media because their job requires them to do so or are unwilling to deal with Social Media.

Figure V: Digital channels parents use

Ποια ψηφιακά μέσα επικοινωνίας και ενημέρωσης χρησιμοποιείτε;
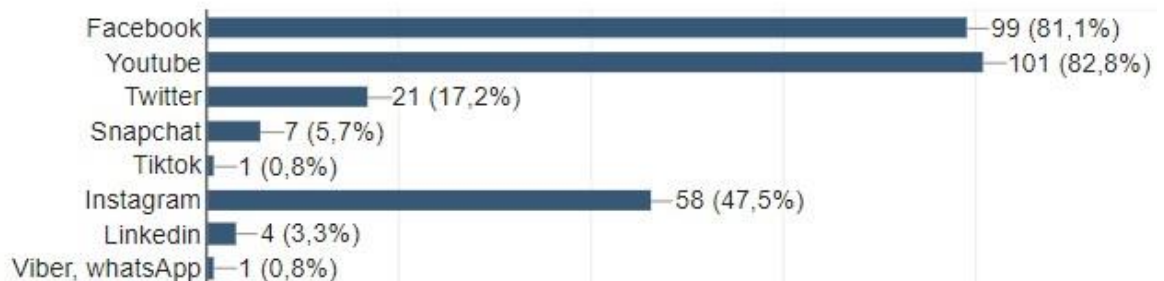
122 απαντήσεις

Figure V, presents that parents in Greece use mostly Youtube and Facebook in a very high percentage, almost 83%. Half of the people questioned use Instagram (47.5 %) and then follows Twitter (17.2%) , Snapchat (5.7%) and Linkedin (3.3%). Viber is hardly used among the responders (0.8%)

Figure VI: Reason parents use digital or other media

Για ποιο λόγο χρησιμοποιείτε τα κοινωνικά μέσα δικτύωσης ή άλλες εφαρμογές επικοινωνίας και ενημέρωσης;

122 απαντήσεις

Figure VI shows the reasons that parents use digital or other media. Almost all of them mentioned that they do it for reading the news (82.8%) . 73.8% of people questioned declared that they do it for communicating with family and friends. Another 62.3 % stated that they use it for fun and pleasure. 55.7% said that they use digital media for professional reasons. A small percentage, less than 1% is using it on the spot, to learn something that is of their interest in a particular moment.

Chart VI: Parents' awareness on their children's use of Media

Γνωρίζετε ποιες εφαρμογές- εργαλεία ψηφιακών μέσων επικοινωνίας και ενημέρωσης χρησιμοποιούν τα παιδιά σας;

122 απαντήσεις
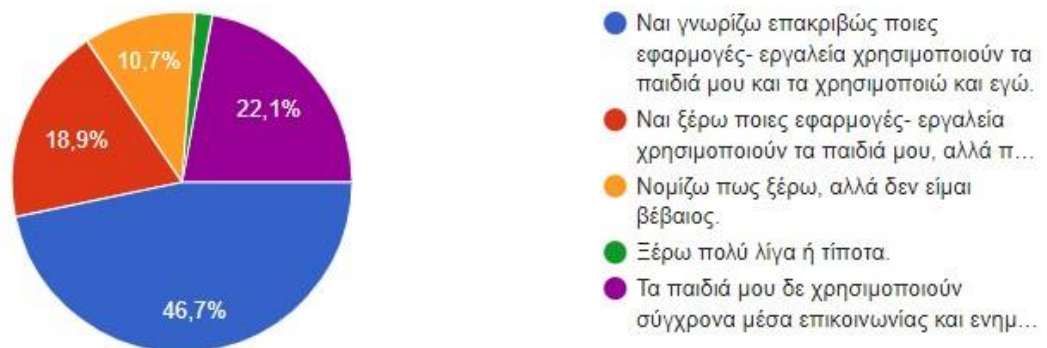
The above chart reflects parents' awareness on their children's use of Media. Almost half of them (46,7%) knows exactly the tools and the apps that their children use. 22.1% declares that their children are not using

social media. 18.9% of the people questioned said that they are aware of the apps and tools used by their children but parents themselves do not actually use in their everyday life. 10.7% of them is not sure that they know the media that their kids are using while 1.6% knows almost nothing about the topic.

Chart VII: Parents perception on their children involvement on social media

Ποιες από τις παρακάτω προτάσεις σας περιγράφει καλύτερα;

122 απαντήσεις

- Δεν χρησιμοποιώ κοινωνικά μέσα δικτύωσης και δεν επιτρέπω και στα π...
- Δεν χρησιμοποιώ κοινωνικά μέσα δικτύωσης, αλλά αισθάνομαι πως πρέ...
- Χρησιμοποιώ κοινωνικά μέσα δικτύωσης, αλλά προς το παρόν δεν ε...
- Χρησιμοποιώ κοινωνικά μέσα δικτύωσης και τα παιδιά μου επίσης. Συζητάμε σχ...
- Χρησιμοποιώ κοινωνικά μέσα δικτύωσης και τα παιδιά μου επίσης, αλλά χρησιμ...

The chart pie above indicates what parents in Greece think about their kids' involvement in social media. There is an equal percentage that describes 2 different perceptions: The first one is about parents and their children both using social media and discuss about it. The second one describes parents using social media but do not give permission to their children to access social media and create accounts. 8.2% of the people asked said that they know their kids are using social media but they would definitely like to know more about this use. The rest 6.6% is using different social media than the ones their children have access to and as a result there is a gap in digital knowledge between them; Parents need to learn more about the new trends on social media.

**Chart VIII: Parents' interest on attending the MeLi course related to Media Literacy**

122 απαντήσεις

- Σίγουρα ναι
- Πιθανά ναι
- Πιθανά όχι
- Σίγουρα όχι
- Δύσκολο να απαντήσω
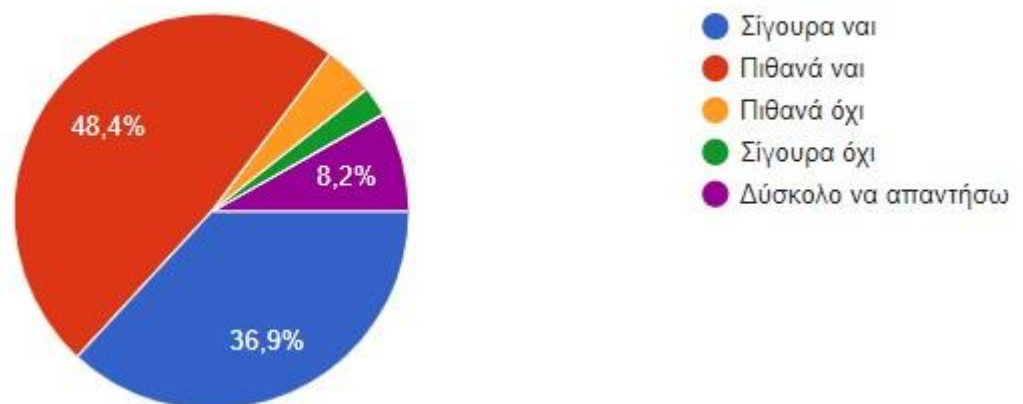
In this chart, 48.4% of the participants answered that most probably they would be interested in attending a training/seminar related to media literacy. 36.9% said that they will surely be interested. Also, 8.2%

13

responded that it is hard for them to answer in this question. Almost 5% said that it is likely for them not to participate and the rest of the people asked (1.5%) were negative in attending a course about media literacy.

Figure VII: Parents' perception on the topics to be included in the training course
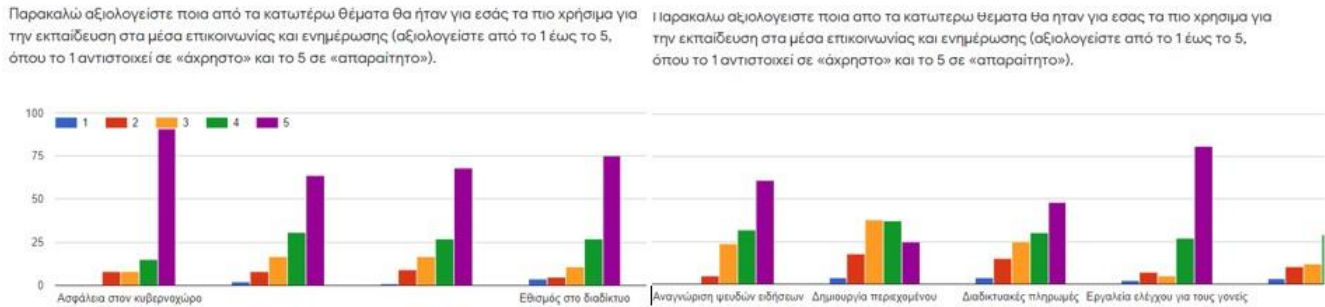
This particular figure describes parents' most common needs in terms of cyber security, internet addiction, and digital control tools for parents. The code of conduct is also important for parents, privacy terms and family rules and habits too. Awareness about disinformation types, digital footprint, content development, and e-banking services are topics that worry parents less, but still are very important for them to deal with.

Figure VIII: Parents' opinion on the training content and methods to be used
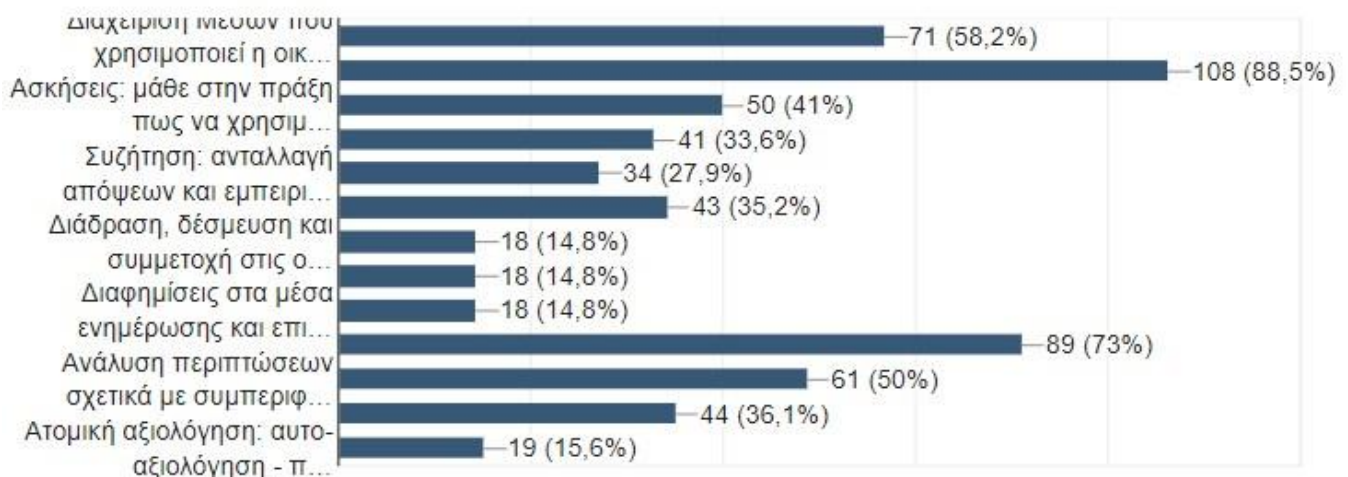

The Figure above indicates the training methods that parents would be more interested in using.
The priority is about Cyber security, 108 out of 122 participants said so and that they need as much different training methods as possible. Privacy terms and protection in an advanced level through exercises is also a priority for 89 responders while 71 parents stated that would like to know more about the use of social media, and the most effective way to protect themselves and their children from digital threats. 61 people said that they could use some case studies that could support them to speak about social media to their kids, about the attitude that children should develop in order to create the right digital footprint. Almost half of the people questioned said that they need to be digitally trained with practical tips, so as to feel confident

enough to deal with the social media. Self-assessment is a claim for 44 people and is related to the way parents can criticise new digital tools and if they feel confident enough to use these tools properly. Interaction and ownership is also important for parents, i.e 43 out of 122 were positive to this kind of training content. Discussing with peers is something that 34 parents suggested that they would like to do; they can raise awareness by sharing their experiences. The rest of the parents (around 18- 19 people) asked, were choosing answers like deconstructing print media or recognizing different types of advertisements and feel that they have efficient knowledge about this process.

Chart IX: Interest in the practical application of the training course

Αν αποφασίσετε να συμμετέχετε στην εκπαίδευση, θεωρείτε πως θα μπορέσετε να κάνετε πρακτική εξάσκηση μεταξύ των μαθημάτων (π.χ. δοκιμή εργαλείων, εισαγωγή οικογενειακών συνηθειών κτλ);

122 απαντήσεις

- Ναι
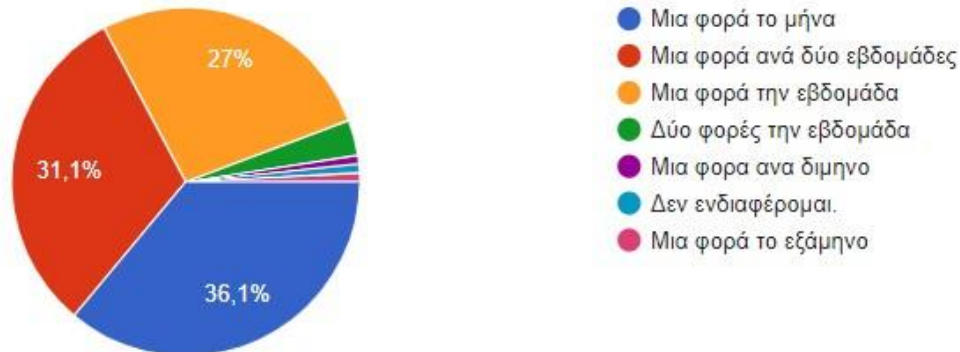- Όχι
- Δύσκολο να απαντήσω

30,3%

67,2%
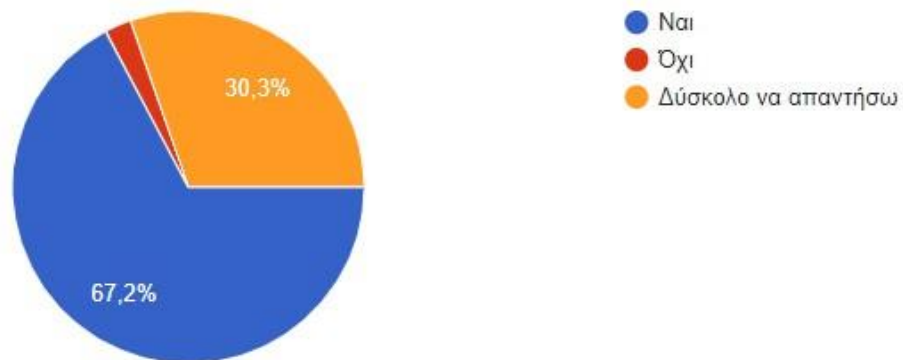
67.2% of parents asked stated that they feel confident enough to support the training after its implementation and relate it to their everyday habits. 30.3% of parents participating in this particular survey responded that it is quite hard for them to answer whether they would feel ready to disseminate the content or the impact of the training to their family and friends. 2.5% is negative in attending any training.

Chart X: Parents' interest in attending the training course

Αν ενδιαφέρεστε να συμμετέχετε στο δωρεάν σεμινάριο, πόσο συχνά θα θέλατε να πραγματοποιείται η δίωρη εκπαίδευση;

122 απαντήσεις

Legend:
- Μια φορά το μήνα
- Μια φορά ανά δύο εβδομάδες
- Μια φορά την εβδομάδα
- Δύο φορές την εβδομάδα
- Μια φορα ανα διμηνο
- Δεν ενδιαφέρομαι.
- Μια φορά το εξάμηνο

The chart above shows that there are many different opinions regarding the frequency of a training about media literacy. Most of the answers prove the need of attending a training once (36.1%) or twice a month (31.1%) while 27% of parents asked, would like to have a training once a week. Around 10% said that would like to have a training more often, like twice a week and the rest of the parents are either not interested or maybe would attend a training once every 2 months.

Chart XI: Parents' interest in the development of a web platform related to media literacy skills development

Θα σας ενδιέφερε η χρήση μιας καινοτόμας διαδικτυακής εφαρμογής ειδικά για γονείς με επιπλέον πληροφορίες για την εκπαίδευση στα μέσα ενημέρωσης και επικοινωνίας.

122 απαντήσεις

Legend:
- Σίγουρα ναι
- Πιθανά ναι
- Πιθανά όχι
- Σίγουρα όχι
- Δύσκολο να απαντήσω
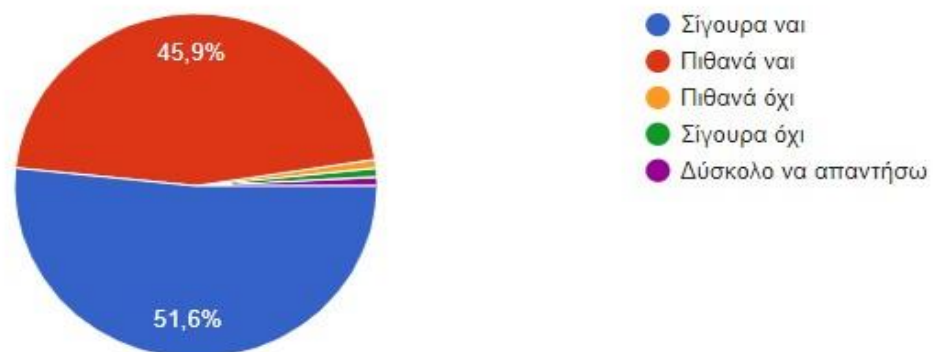
This final Chart shows parents' opinion on the development of a web platform which will be educating them in Media Literacy. 51.6% would definitely want this initiative to be implemented while the rest of the people asked are more likely to be interested in using this platform. Only a few are not sure about this answer or won't be engaged at all.

A short paragraph resuming the main conclusions should be added at the end of this chapter:
- *What are the main characteristics of the responding people?*
- *What are their main needs / expectations / interests?*

- *How many people showed their interest to the project (i.e. gave one's e-mail address)?*

- In general, most of the parents that participated in this questionnaire were women between 31 and 50 years old while their children are mostly between 7 and 12 years old. Most of them live in a big city and the level of their education is high – the have graduated from the university. A high percentage stated that they are aware of the term Media Literacy and they consider themselves το have almost excellent digital skills (level 4). Most of parents in Greece watch Television or listen to the radio in order to be informed and less of the half people asked said that they chose newspapers and magazines for reading the news. Their digital knowledge comes from the practical use of social media while their most common choice is YouTube, Facebook and Instagram. They use them for reading everyday news or for communicating with family and friends.

- Half of the Parents asked stated that are absolutely aware of the tools and the apps their children are using while the rest of them felt quite insecure about their kid's digital footprint. About their kid's use of social media, parents answered that either they do not allow their children to create accounts in social media or that they discuss with them about media literacy, but they would still like to learn more. That is why parents welcomed the idea of participating in a free training about Media Literacy, since they are really worried about cyber security, internet addiction and especially learning how to use digital control tools. As a result, parents being trained about the use of specific apps or participating in practical seminars (in order to learn by experience) could be important for them. Disseminating or using the training content in their everyday life is something they feel confident about and they would be interested in participating in Media Literacy training either once or twice a week. They would also like to use an innovative digital app in order to gain awareness about media literacy.

4. Focus group interview

Briefly present the interviewees, their backgrounds, experiences and expertise

	Name	Profession	Organization	Information (No of children, Age)
1	Eirini Gkotsi	Educator	In a private educational Institute	1 daughter, 10 years old
2	Elena Karle	chartered accountant	In a multinational company	2 sons, 10 and 8 years old
3	Eleni Manoukian	Public servant	Director of a department in Ministry of Health	1 son, 10 years old
4	Lambros Chagialas	Mechanical Engineer	In a multinational company	1 daughter, 10 years old

| 5 | Koralia Tsagkaratou | Communication Consultant | Manager in the PR department in publications | 2 sons, 10 and 13 years old |

Describe the collected results, in particular,
- *Describe the main issues that you wanted to clarify / understand / deepen during the interview (taking into account the results of the questionnaires)*
- *Describe the main conclusions from the discussion*

The following table might be useful:

Issue / Problem	Answer / conclusion
- Screen addiction - Cyber security	- Proper methods to educate children when they use social media - Controlling tools for parents - Spend more time outdoors - Spend more time with friends and family
- Owning a mobile phone in an early age - Screen addiction	- Control tools for parents (setting time and content rules for my boys) - Other motivation about technology , like steam, robotics etc
- Screen addiction - Cyber security - Too much time on YouTube	- Control tools for parents - Children's Education and training about social media
- Owning a mobile phone in an early age - Screen addiction - Cyber security	- Discussing with kids about cyber threats - Setting rules about overexposure in social media - Parents being trained about control tools
- Obsession about YouTube - Too much influence from fashion icons	- Customized access for kids visiting YouTube - Spend more time with friends, family and pets

3. Conclusions and recommendations

Comment the collected results and provide recommendations at national level, especially present your reflections and suggestions concerning the training programme.

Through this specific desk research we have received some important knowledge about Media Literacy in Greece. Firstly, it is quite obvious that there is low education and information about this topic,

especially resources coming from responsible ministries and sectors. Most initiatives come either from the private sector or stakeholders that actually worry or care about children's cyber security. All people that filled in the questionnaires or participated in the focus groups were more or less aware of the fact that there are many dangers in the digital world, but felt really dissapointed when realising that no specific state actions were made to prevent things from getting worse.

Training is something very important for them, and not only for parents but for children too. Sometimes parents feel helpless when discussing about social media with their children and setting rules about this particular usage.

Things are not that encouraging when it comes to school environment and the kids' engagement in media literacy. Neither teachers nor students are aware of how to protect themselves efficiently from digital exposure or of how to deal effectively with threats that come from the web.

As a result, MeLi Project is something inspiring and brings a chance for them to feel more involved and receive a free training and exchange good practices.

Attachments:
Please, attach the full Excel sheet with the data collected through the questionnaire (raw data exported from the Google form that you used)