



ΑΑΔΕ

Ανεξάρτητη Αρχή
Δημοσίων Εσόδων

TAX EDUCATION PROJECT SURVEY

Δ | Φ | Σ ΔΙΕΥΘΥΝΣΗ
ΦΟΡΟΛΟΓΙΚΗΣ
ΣΥΜΜΟΡΦΩΣΗΣ

greece 2016[©]

SCOPE & GOALS

OF THE
EDUCATIONAL
SURVEY



attitudes and opinions

connection between tax and social consciousness

connection between tax consciousness and educational system

attitude towards the introduction of the programme

how to proceed: suggestions

appropriate educational level

appropriate educational means

way of implementation in curriculum

success factors

technical infrastructure

educator's specialty

educator's personality and interests

involvement

educator's willingness to participate in programme

educator's willingness to be trained

content proposals

survey TIMELINE



EDUCATIONAL SURVEY ELEMENTS

2 0 1 6

PARTICIPATION

355

REQUIRED
SAMPLE OF
PRIMARY
SCHOOLS

1028

ANSWERS

387

ANSWERS

315

REQUIRED
SAMPLE OF
JUNIOR
HIGH
SCHOOLS

303

REQUIRED
SAMPLE OF
HIGH
SCHOOLS

456

ANSWERS

TOTAL AMOUNT OF QUESTIONNAIRES COLLECTED

1871

almost twice
as much as the
required sample

EDUCATORS'S ATTITUDES & OPINIONS

IN ALL EDUCATIONAL LEVELS



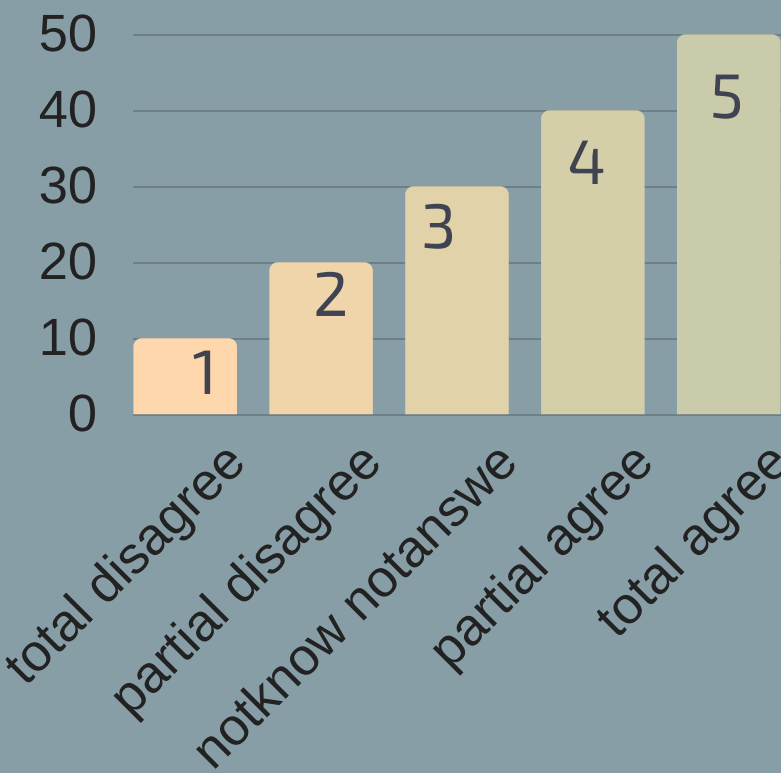
TAX
CONSCIOUSNESS
IS A MATTER OF
EDUCATION



TAX CONSCIOUSNESS
NEEDS SUPPORT
BY THE EDUCATIONAL
SYSTEM

TAX
CONSCIOUSNESS
IS LINKED TO
SOCIAL
CONSCIOUSNESS

AVERAGE:
4,754%



THE INTRODUCTION OF THE SUGGESTED PROGRAMMA FOR DEVELOPING TAX CONSCIOUSNESS

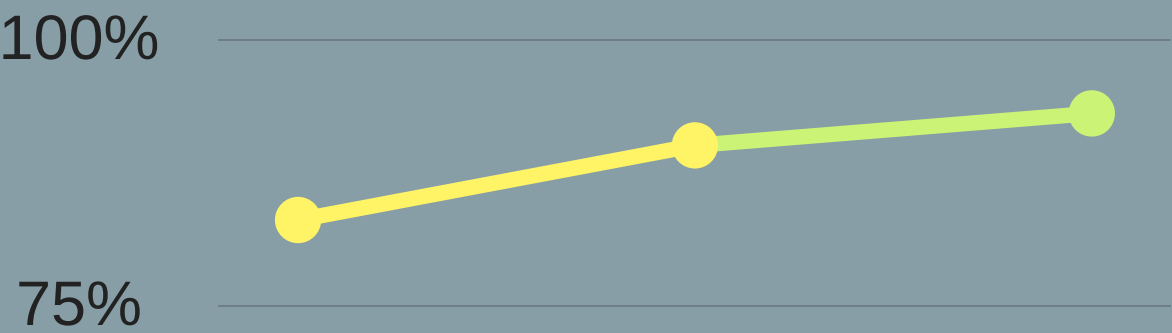
has positive
contribution



is a
positive
initiative



lays future
foundation



EDUCATIONAL LEVEL

.....

CLASSES

ALL EDUCATIONAL LEVELS
ARE APPROPRIATE

yes

62%

PRIMARY SCHOOL

*most appropriate
classes
E' and F '*

JUNIOR HIGH
SCHOOL

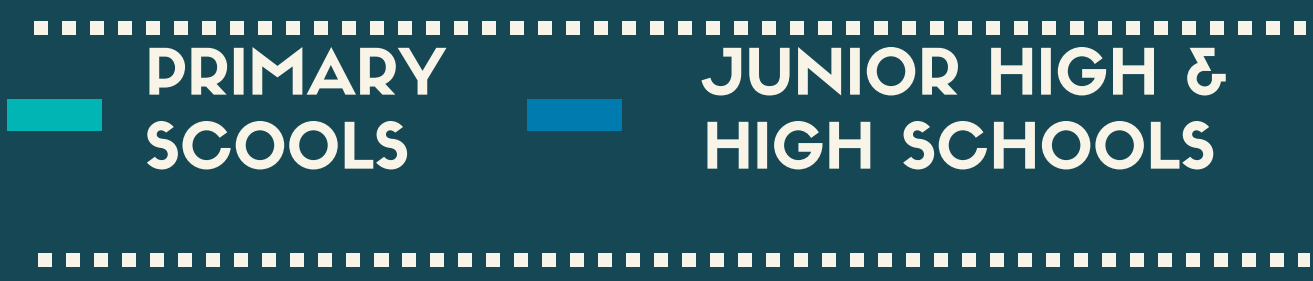
*all classes
most appropriate:
C' Class*

HIGH SCHOOL

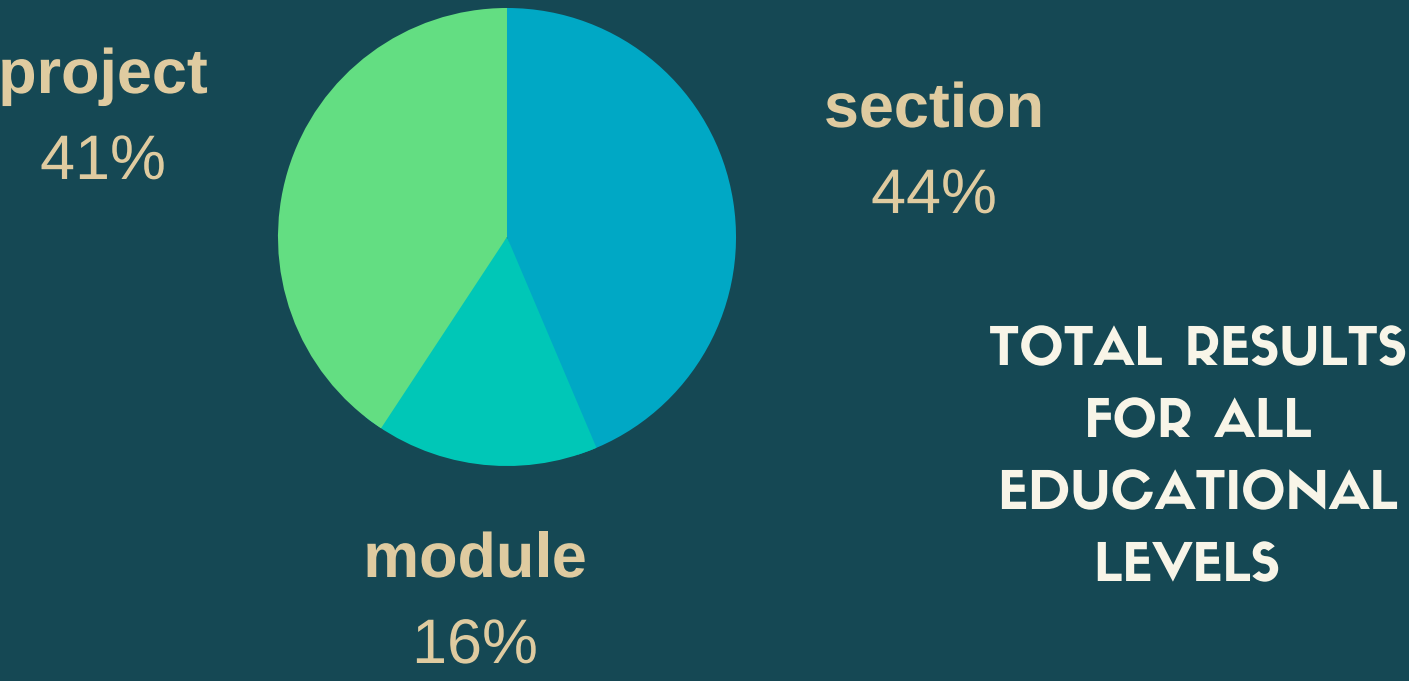
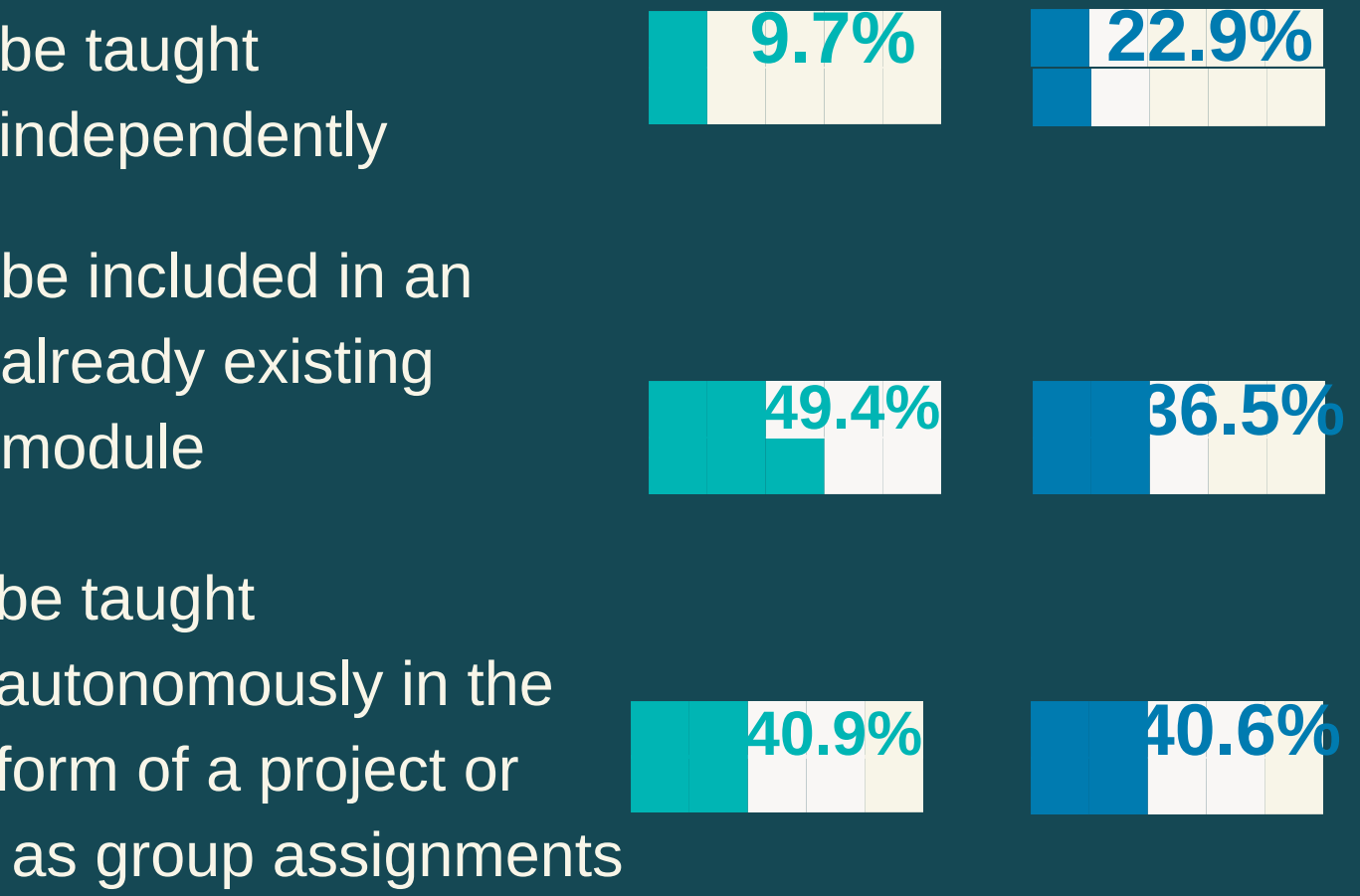
all classes

*have concerns
regarding
the C' Class*

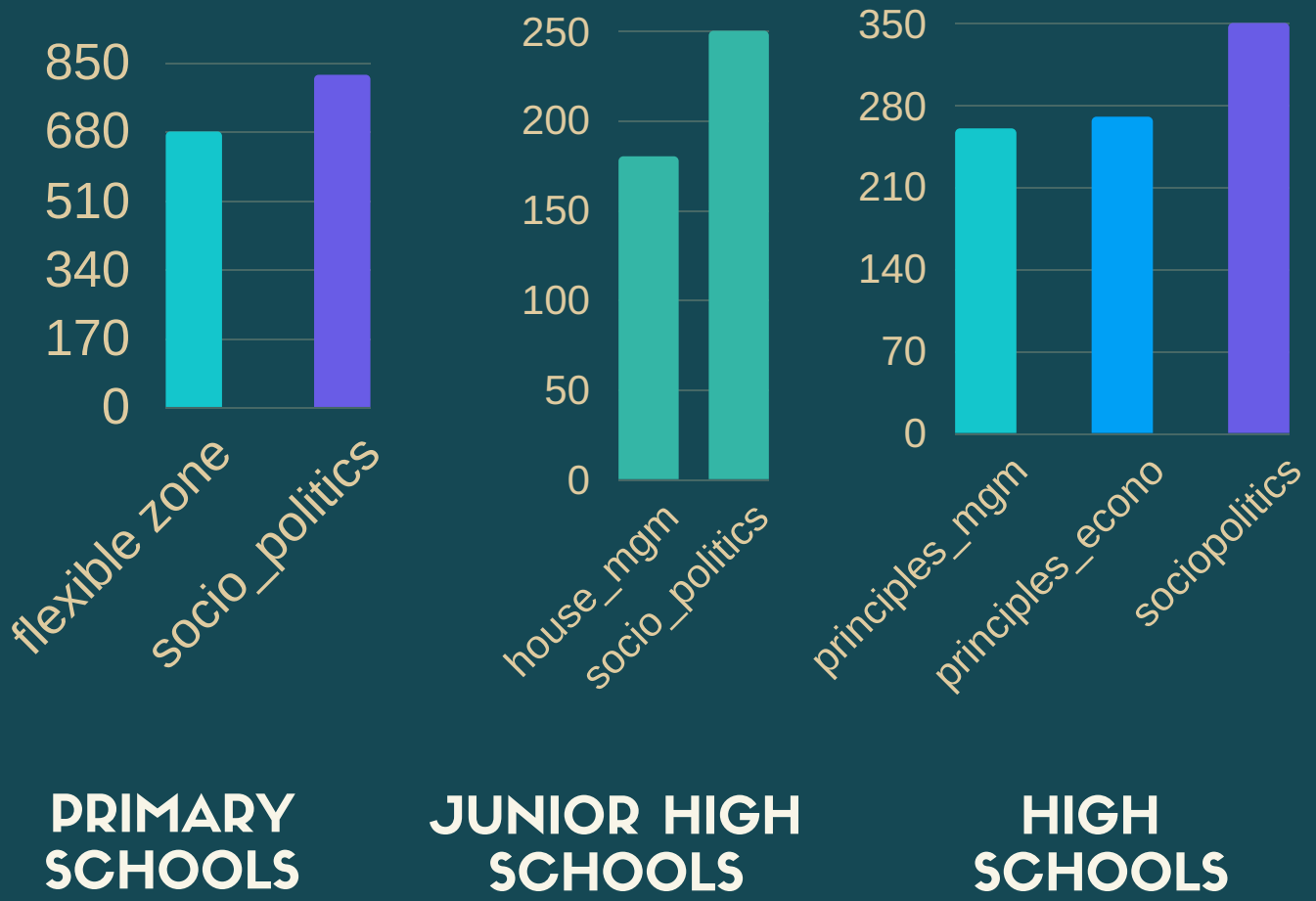
CORRELATION WITH THE EDUCATIONAL CURRICULUM



THE TAX EDUCATION PROGRAMME IS SUGGESTED TO:



RELEVANT MODULES




EDUCATIONAL MEANS

SUGGESTED & REJECTED

PRIMARY SCHOOLS

A, B CLASS



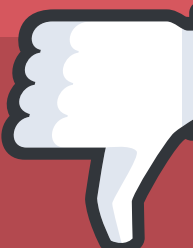
CARTOONS

INTERACTIVE PC GAMES

ROLE PLAYING GAMES

COMICS

THEATRICAL ACTIVITIES



EDUCATIONAL VISITS


TALKS

ON THE JOB TRAINING

PRESENTATIONS

BRAINSTORMING

C, D CLASS



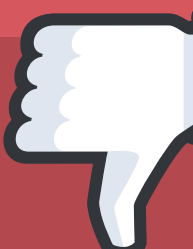
INTERACTIVE PC GAMES

RPG

CARTOONS

THEATRICAL ACTIVITIES

COMICS



EDUCATIONAL VISITS


TALKS

ON THE JOB TRAINING

BRAINSTORMING

WEB2

E, F CLASS



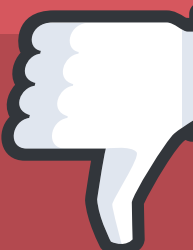
INTERACTIVE PC GAMES

RPG

THEATRICAL ACTIVITIES

LABS

PRESENTATIONS



CARTOONS

COMICS

EDUCATIONAL VISITS

TALKS



ON THE JOB TRAINING

EDUCATIONAL MEANS



SUGGESTED & REJECTED

JUNIOR HIGH SCHOOLS



A CLASS

	INTERACTIVE PC GAMES	EDUCATIONAL VISITS	
	RPG	TALKS	
	CARTOONS	PROJECT	
	LABS	BRAINSTORMING	
	PRESENTATIONS	MOVIES	

B CLASS

	INTERACTIVE PC GAMES	EDUCATIONAL VISITS	
	RPG	TALKS	
	LABS	COMICS	
	PRESENTATIONS	MOVIES	
	THEATRICAL ACTIVITIES	PROJECT	

C CLASS



	RPG	CARTOONS	
	LABS	COMICS	
	INTERACTIVE PC GAMES	MOVIES	
	ON THE JOB TRAINING	EDUCATIONAL VISITS	
	PRESENTATIONS	PROJECT	

EDUCATIONAL MEANS



SUGGESTED & REJECTED

HIGH SCHOOLS



A CLASS

	INTERACTIVE PC GAMES	COMICS	
	RPG	CARTOONS	
	LABS	MOVIES	
	ON THE JOB TRAINING	THEATRICAL ACTIVITIES	
	PRESENTATIONS	EDUCATIONAL VISITS	

B CLASS

	ON THE JOB TRAINING	COMICS	
	LABS	CARTOONS	
	INTERACTIVE PC GAMES	MOVIES	
	TALKS	THEATRICAL ACTIVITIES	
	PRESENTATIONS	PROJECT	
	RPG		

C CLASS

	ON THE JOB TRAINING	COMICS	
	TALKS	CARTOONS	
	LABS	PROJECT	
	PRESENTATIONS	THEATRICAL ACTIVITIES	
	EDUCATIONAL VISITS	INTERACTIVE PC GAMES	

CONTENT SUGGESTIONS

primary schools
junior high schools
high schools

1

FOCUS ON IDEALS & VALUES
(E.G. JUSTICE, CITIZEN'S
RESPONSIBILITY, STATE'S
RESPONSIBILITY)

87,2%

I AGREE

5,5%

I DON'T KNOW/
I WON'T ANSWER

27,3%

I DISAGREE

2

FOCUS ON TECHNO-
ECONOMICAL ISSUES

I AGREE

44%

I DON'T KNOW/
I WON'T ANSWER

12%

I DISAGREE

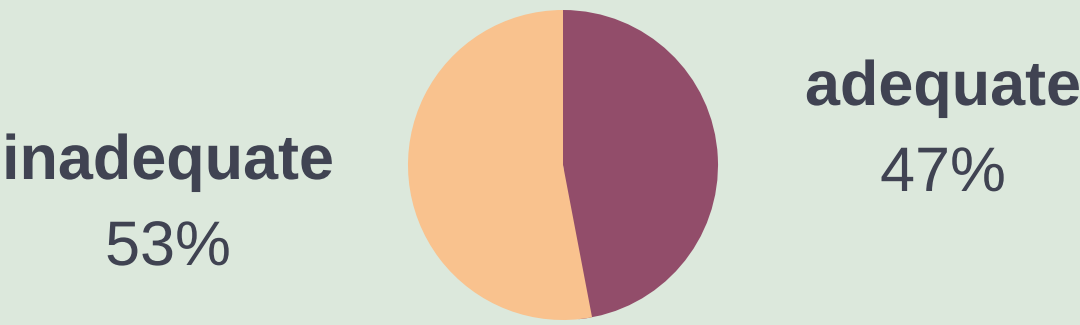
44%

SUCCESS FACTORS

for the suggested programme

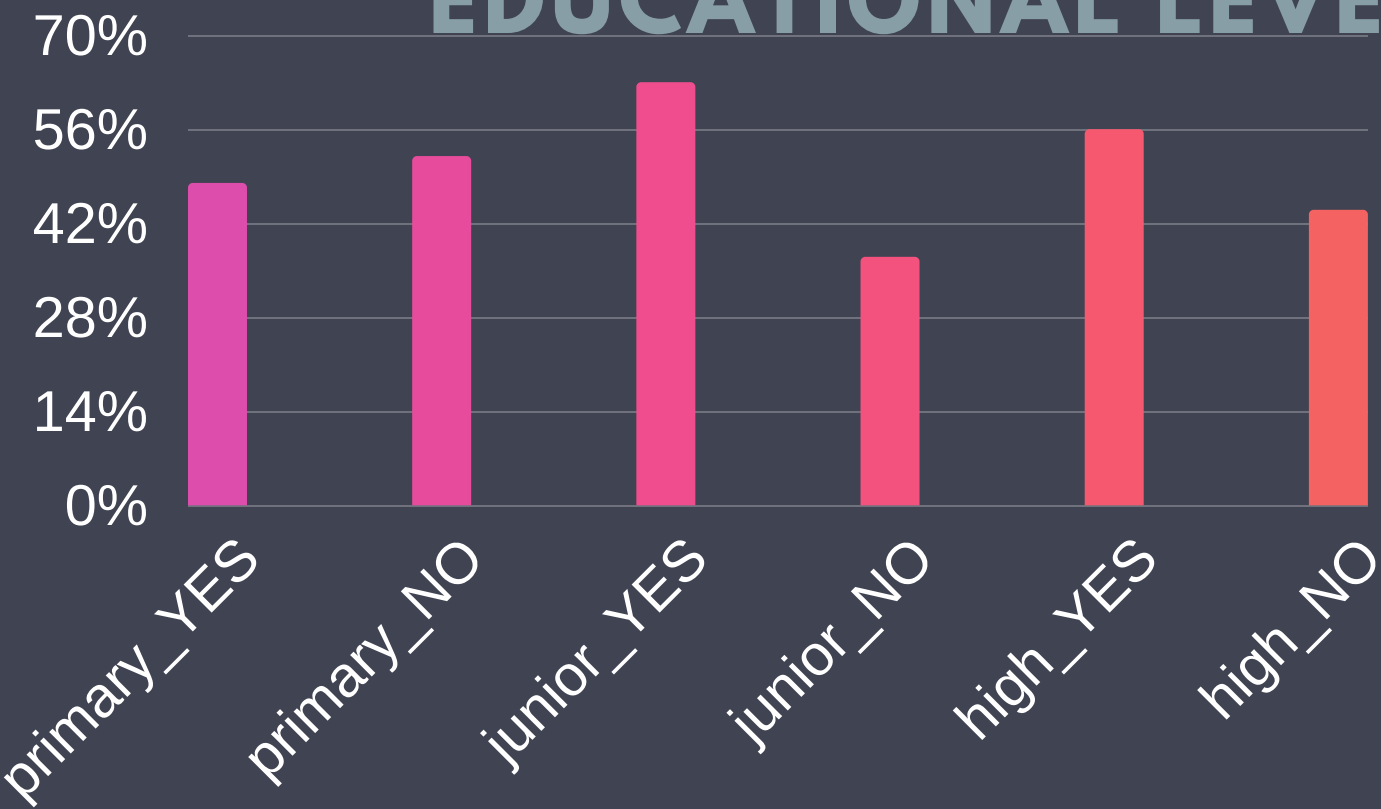
TECHNICAL INFRASTRUCTURE

TOTAL

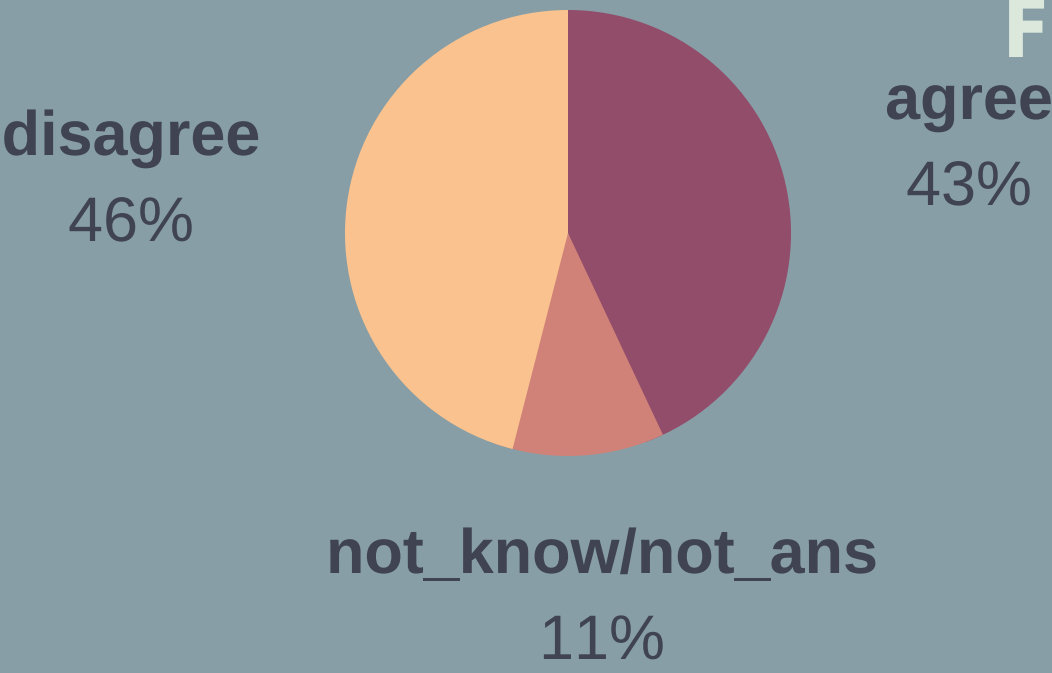


PER

EDUCATIONAL LEVEL



NECESSITY FOR PC



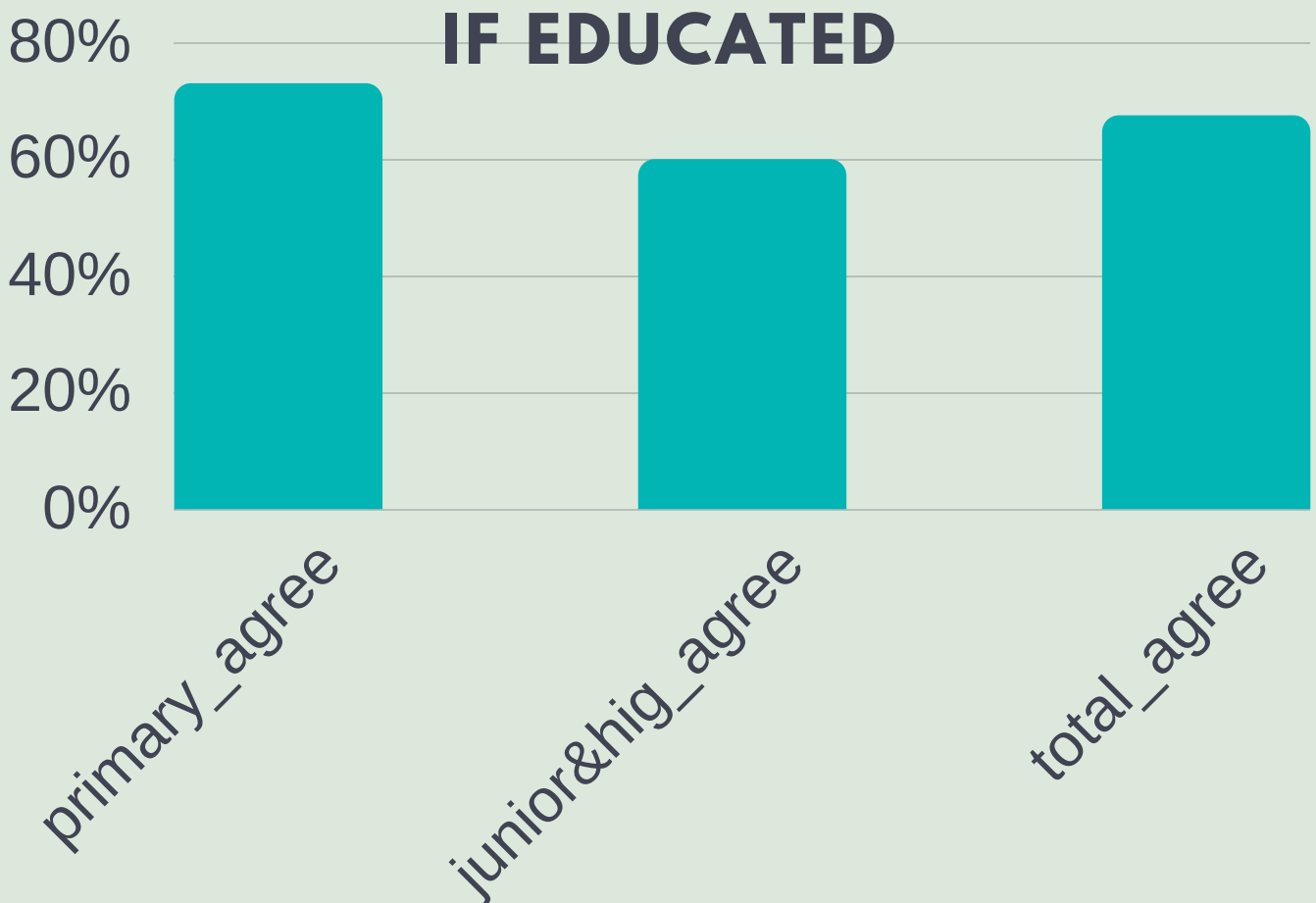
the effectiveness of the suggested
programme does not seem to be
significantly influenced
by the technical infrastructure in schools

SUCCESS FACTORS

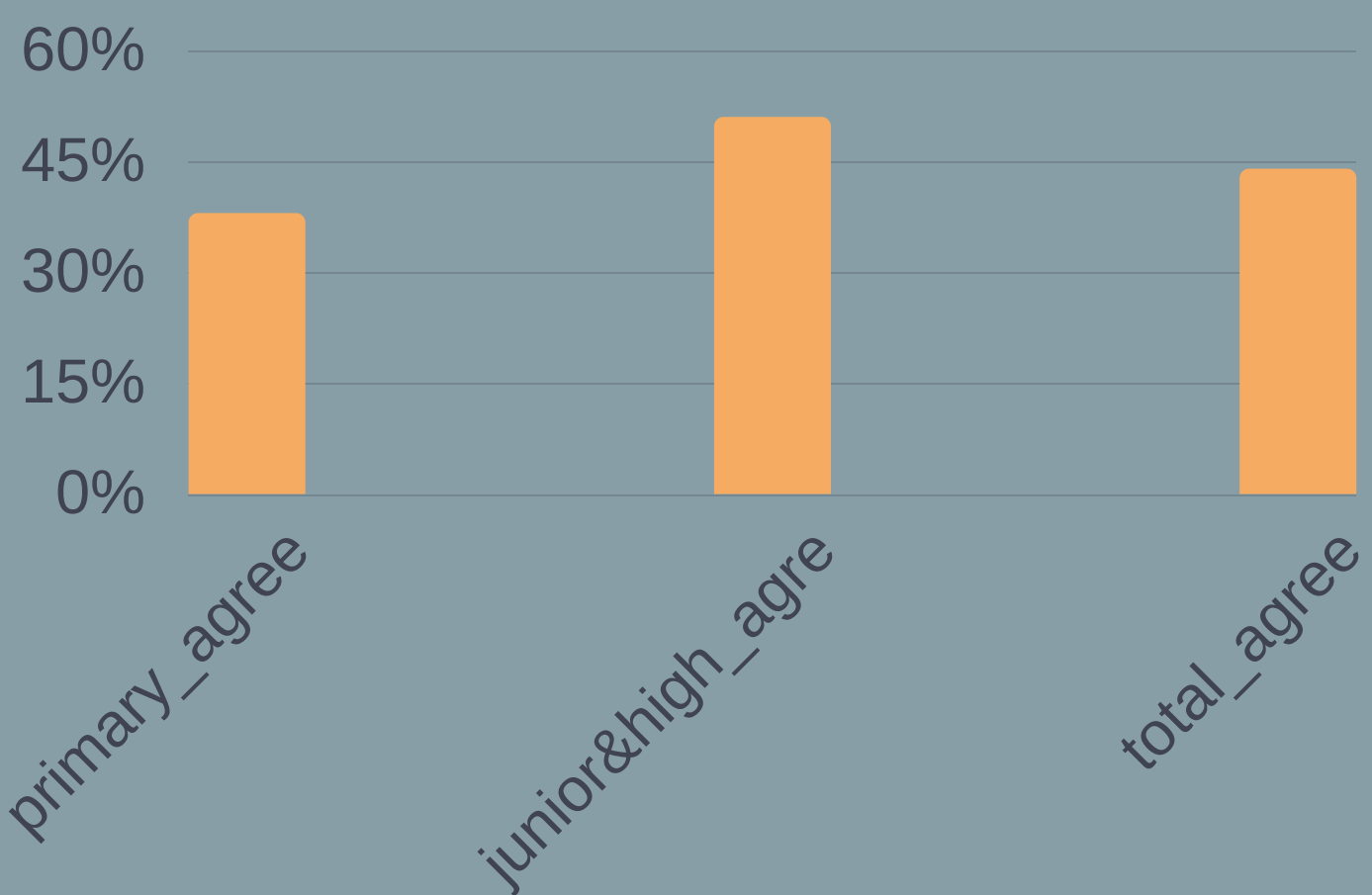
for the suggested programme

SPECIALTY EDUCATOR

ALL SPECIALTIES ARE CAPABLE OF SUPPORTING THE TAX PROGRAMME IF EDUCATED



THE PROGRAMME CAN ONLY BE SUPPORTED BY SPECIFIC SPECIALTIES



the educator's specialty
is more crucial a factor
in secondary schools
(junior high and high schools)
rather than in primary schools

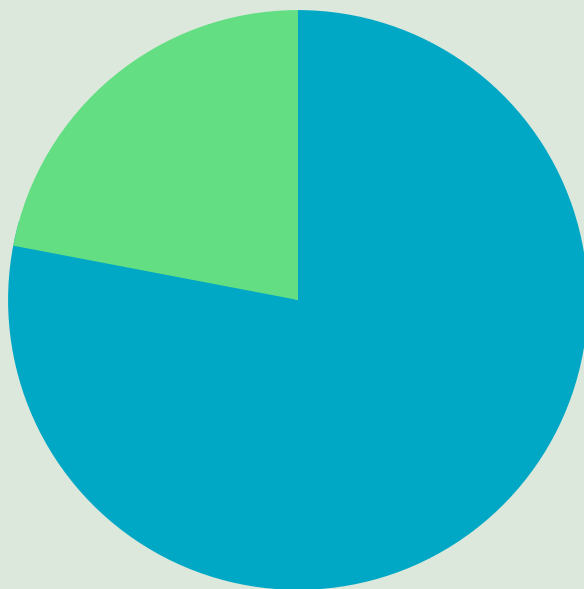
SUCCESS FACTORS

for the suggested programme

EDUCATOR'S PERSONALITY

NOT_MATTER

22%



OF_IMPORTANCE

78%

EDUCATOR'S INTEREST ON THE TOPIC

NOT_MATTER

12%



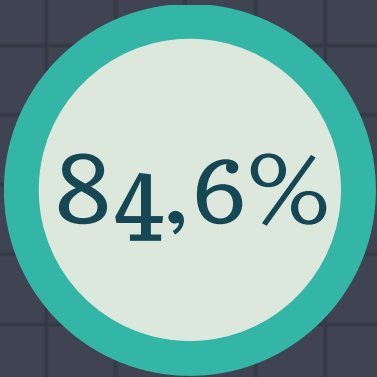
OF_IMPORTANCE

88%

8 out of 10 questionned believe that the programme's effectiveness depends on the educator's personality, while 9 out of 10 consider the programme's success dependable on the educator's interest in the topic



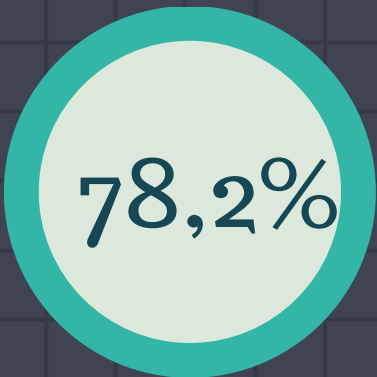
INTEREST IN PROGRAMME PARTICIPATION



ARE INTERESTED IN
PARTICIPATING IN
THE PROGRAMME



4
out of
5



ARE WILLING TO BE
EDUCATED FOR THE
PROGRAMME



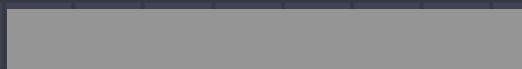
PRIMARY SCHOOLS

participation



74%

seminars



71%



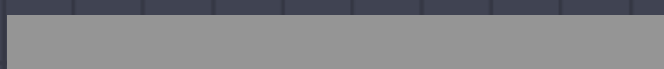
JUNIOR HIGH SCHOOLS & HIGH SCHOOLS

participation



85%

seminars

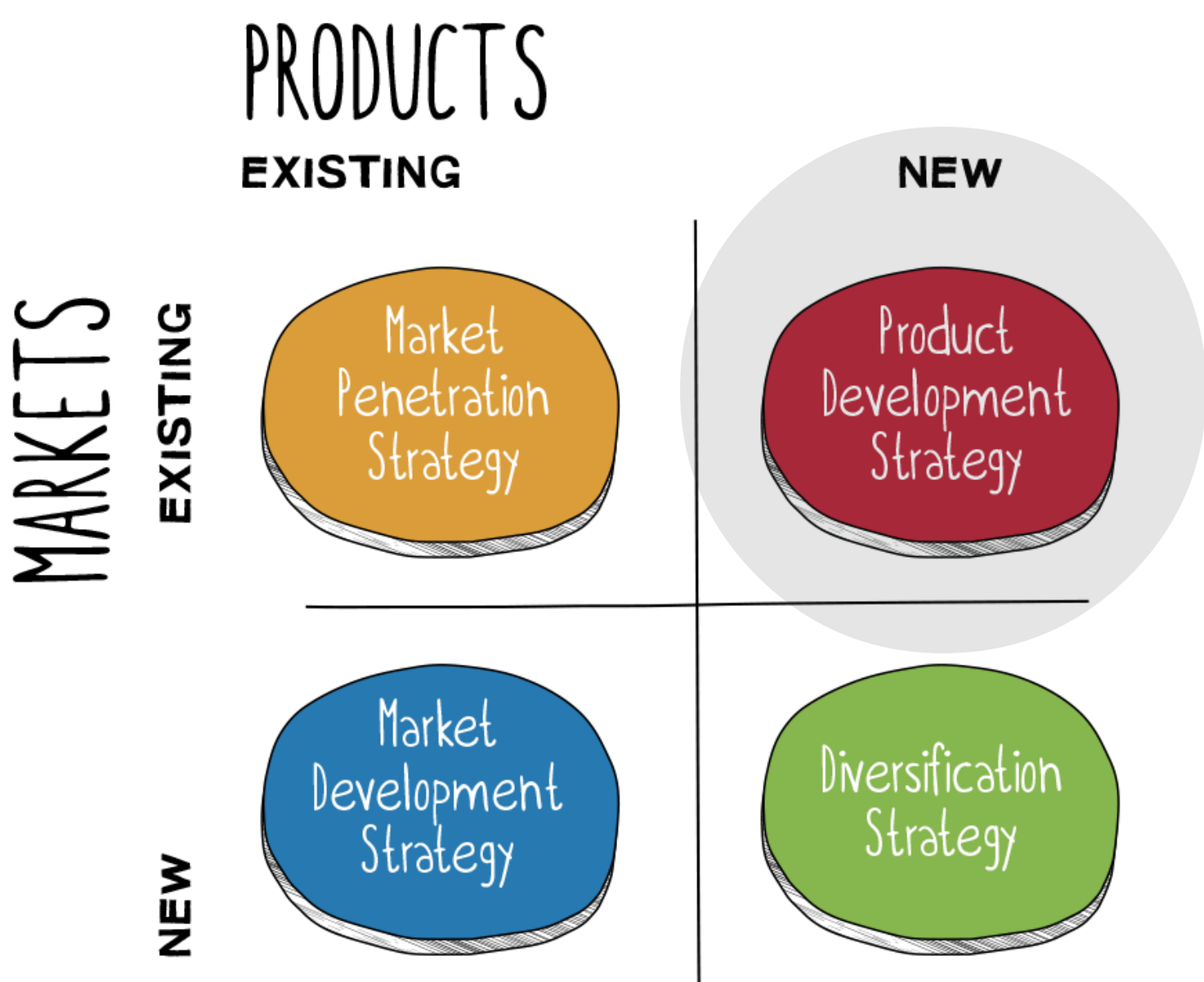


78%



NEXT STEPS

THE ANSOFF MATRIX



1 RESEARCH AND DEVELOPMENT

run pilot programme in suggested classes with appropriate means

educators' seminars

pupils survey

2 CONTENT DEVELOPMENT

develop content for pilot programme in collaboration with educators for each class

3 PROGRAM BRANDING

create logo and moto

communicate programme to the publics of interest

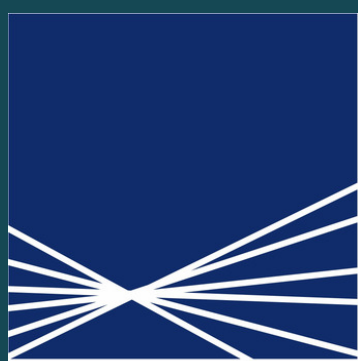
4

COLLABORATIONS

Ministry of Education

Institute of Educational Policies

PICS



ΑΑΔΕ

Ανεξάρτητη Αρχή
Δημοσίων Εσόδων

INDEPENDENT AUTHORITY
OF PUBLIC REVENUE

TAX COMPLIANCE DIRECTORATE



Δ | Φ | Σ ΔΙΕΥΘΥΝΣΗ
ΦΟΡΟΛΟΓΙΚΗΣ
ΣΥΜΜΟΡΦΩΣΗΣ

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