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**EDUKINO Project:**  
2020-1-FR01-KA227-SCH-095474

# INTERSECTORAL COOPERATION METHODOLOGY FOR IMAGE EDUCATION



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# INTERSECTORAL COOPERATION METHODOLOGY FOR IMAGE EDUCATION

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*EDUKINO: Promote image education as a tool for the inclusion  
of children in precarious and migratory situations*



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## Section 1: Introduction to EDUKINO and Image Education

### WHAT IS EDUKINO?

EDUKINO is an Erasmus+ funded resource to provide the framework for delivering Image Education to children and young people in vulnerable/migratory circumstances. The EDUKINO project brings together experts in their various fields to co-produce and co-develop on a European level, allowing the resource to be transversal and useable in a variety of delivery settings and circumstances.

The project was initiated due to the ongoing migration crisis which is facing Europe. As the crisis continued, gaps in educational provisions have become evident, and this includes education in Image Education. Whilst this is the backdrop to why EDUKINO came into being, the information and guidance available within this resource can be applied to many different circumstances.

The purpose of the resource is to both improve the provision of Image Education to children in vulnerable circumstances, as well as to upskill those professionals who work in the field. In order to do this, this resource is broken down into three distinct sections:

1. Introduction to EDUKINO and Image Education
2. Skills and Recommendations
3. Intersectoral Co-operation and EDUKINO



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## WHAT IS IMAGE EDUCATION?

Image Education is the critical analysis of any audio-visual medium, and is taught as an academic discipline with insights being garnered around the production, meaning, and motivations of images and media. 'Image Education' is a European term, it is recognised by different names in different countries and cultural contexts, with the term Media Studies being better recognised in the UK.

Image Education, as the term applies in EDUKINO, will focus on building competencies around cinema and audio-visual production, with a scope including television, theatre and any form of image production. EDUKINO will aim to increase access to, and understanding of, artistic provisions; the building of discourse around image; and the nurturing of critical analysis of images.



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## WHAT THIS OUTPUT WILL DO

The EDUKINO resource package has been created through co-development and co-production on a European level, with young people in precarious or migratory situations, educators, artistic practitioners and stakeholders alike, and from the results of piloting in a variety of education settings.

This particular resource will provide the user with support and guidance in how to implement successful and effective image education to those in precarious or vulnerable situations. EDUKINO can be implemented within a variety of formal and non-formal educational settings, with educators of wide-ranging experience and expertise, for children and young people with a variety of complex needs. Therefore, to reflect the EDUKINO methodology, this resource is not prescriptive. Rather, it will provide recommendations to the user on how to engage vulnerable young people, to recognise issues they might be going through, and how to not let those issues become a barrier.

Although this resource has been developed within the context of EDUKINO and image education learning, much of this guidance could also be adapted and utilized more widely to support educators to foster the inclusion of young people at risk of marginalization, from a wide spectrum of backgrounds, in learning programs generally.

As this resource has been codeveloped on a European scale, reflecting European practice, it will not detail specific safeguarding procedure.

We stress the importance of educators adhering to their specific country guidelines in this matter.

This resource can be utilised and re-visited at any stage of the EDUKINO process, however we recommend familiarising yourself with it in the preliminary planning stages, before you begin implementing the Image Education program.



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## Section 2: Skills and Recommendations

### ATTRIBUTES NEEDED FOR THE FACILITATOR:

This chapter of the resource will focus on the skills needed for the EDUKINO program. The three skills we have highlighted here have been chosen due to EDUKINO being an Image Education program as well as designed for children in difficult circumstances. We have expanded on how to incorporate these skills into the teaching of EDUKINO, but this must not be seen as a definitive set of rules but a guide to overcoming certain barriers to engagement.

It is at this point that we suggest you may want to utilise the Baseline Assessment for Professionals (Annex II), or, use your institution's own assessment template, if one is available. This will highlight what skills you need to develop as a professional and give you further insight into what are your strengths.

### Empathy

This is not a passive attitude but rather an active process which should be included in your teaching. Starting with building a rapport with each student, developing strategies to build confidence and engagement of the pupil, and creating a free exchange of ideas for the more creative sectors of the curriculum.

Some basic methods to aid in this include:

- If possible, seek out advice from other members of staff who know the children
- Welcome all the pupils individually as they enter the classroom, and register their mood and level of engagement.
- Use ice breaker games to help students introduce themselves to you and the group. As this is an Image Education course, an example could be every pupil introduce themselves, their favourite film, and why they enjoy it.
- Respond to the rhythms of the participants. For instance, if there was particularly low engagement one day, begin the session with a high energy group starter-The game 'Splat' is a good example. In this game students are stood in a circle facing inward, the facilitator starts the game by pointing at one of the students and saying 'splat' that pupil then ducks and points at someone else and say 'splat' and the chain





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continues. If a pupil fails to duck this student is out, and the facilitator starts again until all but one child is out-This child is then the winner.<sup>1</sup>

- This is an internet generation flooded by images and media, your interpretation of an image can be different from theirs. Perhaps a good starting point would be to analyse an image they are familiar with or suggest themselves, this might be a piece of media you are not familiar with yourself.
- Keep notes on each pupil- these notes should reflect the mood of the child, the frequency and form of their contributions, and what you see as their level of engagement. These notes should be taken as soon as the lesson ends so they best reflect your immediate impressions, the notes can then be used to track the progress **of the child.**

### Innovation/Responsiveness

EDUKINO is a program designed to be used for children under considerable pressures due to their circumstances, and how this can affect the learning experience means your normal methods might not be effective. This is also a generation where media is constant and rapidly changing-this must be kept in mind. For this reason, it is essential the practitioner is able to modify the way they communicate the curriculum as well as how they engage the pupils in classroom activities.

Some alternative strategies include:

- Communicate in an informal manner as well as open new and informal avenues of communication where appropriate, such as a WhatsApp group chat for the class. Although it is important to make sure that this falls within your institution's guidelines.
- Develop your lesson around the piece of media first, this can prove more engaging and is a good method to start group discussions
- Break into small groups and assign an aspect of the media (the writing, visual presentation, music, editing), each group can discuss this aspect before reporting their feelings to the class
- If poor literacy is an issue, limit the amount of written work required with a stronger focus on images
- If individuals are struggling with a task, turn it into a group exercise so you can pool the talents from across the classroom.
- Allow students time to put forth their own ideas, you should be open to including their ideas but, when necessary, explain why some material might not be appropriate or not practical

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<sup>1</sup> [SCRIPT - SCRIPT \(scripteu.com\)](http://SCRIPT - SCRIPT (scripteu.com))



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- It is also important to take time to reflect on what worked and what did not after every session

## Patience

It is important to remember to take time to reflect and to ensure you are able to sustain your own levels of engagement, enthusiasm, and professionalism. EDUKINO is designed for children going through extremely difficult circumstances and patience is needed to ensure you treat them with dignity and respect, particularly when things become difficult.

Here are a few hints of where patience could inform your teaching:

- Even if a particular exercise is not engaging the students, it is important you finish it. If you abandon an activity half way through you undermine the importance of the other activities and give the impression that work can be pushed aside.
- It is important to reflect upon any progress that is made and documented in your notes to both revive your own enthusiasm and to be able to see what methods have worked and which ones have failed.
- Respect each student's own abilities and try to allow them to take roles they feel most suitable fulfilling.
- Language and a difference of culture might be a barrier, particularly working with migrant children. For this reason, it is important to take time to build a dialogue around respecting different cultures and the opportunities it can bring creatively and personally.
- Enthusiasm and the ambitions of the children might exceed the abilities of your institution, such as a desire to use computer effects in the creation of media. You should express support and appreciation of their imagination, before explaining the technical difficulties before trying to find a different approach.



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## MAIN CHALLENGES AND TIPS:

All educational programs/environments require structures in place to identify challenges students may be a barrier to fully engaging with the curriculum. Since EDUKINO is primarily designed for those teaching students in precarious or migratory circumstances, these issues have been a significant point of focus in the development of EDUKINO. Our recommendations will also address challenges which are specific to engaging with Image Education.

We recommend you conduct an assessment of the child, such as Baseline Assessment for Young People (Annex I), or using your own template if one is available. This assessment will give you insights into the needs of the young person, and what challenges they might be facing.

Challenges fall into two distinct categories: internal challenges to the pupil, such as self-confidence or literacy issues; and challenges which are external to the pupil and to the delivery setting, these include poverty, being a migrant or difficult family situation.

### Internal Challenges

Internal challenges, such as self-confidence issues, can be difficult to identify and address, as students often hide them out of fears of being stigmatised by others. Researchers found that most practitioners felt the identification of these problems were best done organically by spending some time with each student, and making themselves available for any to come and speak to them privately.

Listed below are methods to address internal challenges which are cross-curricula, such as poor confidence:

- Repeating certain exercises and activities each session will give children the chance to improve and thus gain confidence
- Poor literacy is a difficult issue, but our research suggests that taking children out of the class to receive extra support may single them out for stigmatisation. Instead, we suggest giving them extra support in the classroom; or, as this is an Image Education course, limiting written work and focusing on images.
- For those children with high levels of anxiety, one method is to let them act out hypothetical situations so they have the chance to rehearse their responses and become more comfortable in various situations.



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- Children today are often saturated with media and images, this can cause a detachment between them and media. It is important to show them the link between the media they consume everyday through their devices and the technical production that went into that media.

## External Challenges

EDUKINO, focusing greatly on the experiences of migrant children, and recognises that language or cultural differences can be a barrier to integrate the group, as well as limit the engagement of students who do not feel confident. Socio-economic deprivation can cause rifts between the pupils of different economic classes, or deprive students of resources needed to fully engage. Successful techniques to tackle these issues address them rather than simply pretending they did not exist.

Examples of these techniques include:

- Having a multilingual dialogue amongst the class
- Discuss the different traditions and cultures present within the class without singling out any particular students.
- Informal teaching experiences, including sessions outside of the classroom such as a trip to the cinema. This will amplify the social aspect of the lessons and give students an opportunity to see each other as friends as well as classmates.
- Where possible the school should be a safe space for wider community gatherings
- Make the school a place where people can access government services, or foodbanks.
- As some pupils would not have access to the internet it was important to allow these resources to be available to them in the classroom or after the sessions so they would not miss out.
- If you, or your institution, have felt that these issues would be better addressed by working with outside agencies or services please look at the Model Process for Establishing, And Implementing an Intersectoral Cooperation Framework found in this resource.



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## SUSTAINING LONG TERM ENGAGEMENT:

This chapter of the resource will analyse how to evaluate the engagement level of students and share best practices on how to sustain or improve them. The recommendations here can only be a guide and would need to be tailored to the group and individuals you are teaching. The three key features for retaining engagement are communication, encouragement and motivation. Below you will find methods on Evaluating and sustaining engagement.

### Evaluating engagement

Evaluation of engagement informs the methods you use, and ensures the quality of the delivery of EDUKINO. The EDUKINO team found that most practitioners did not support consistent testing or formal worksheets. Instead, we recommend:

- Observation on the pupil's mood and frequency of their contributions
- Make sure that you have clearly stated you are available after class for pupils who wish to talk about any issues they have been having.
- Spend time during the lessons circulating to check in on students individually
- If students help each other and aid others their education, this shows they are truly invested in the course
- Hold group feedback sessions where students can contribute ideas and discuss how they would wish lessons to change
- Make sure you read back over the notes you have taken; this will show the progress students are making and help you to identify a pattern.

### Methods to Sustain Engagement

- The very first session should involve establishing a 'classroom agreement'. This will act as a set of rules of behaviour co-produced with the students, so they know what is expected of them and to create a sense of duty to the class.
- Avoid overly complex explanations and create a personal link between the media and what matters to the participants
- Scheduling sessions not too far apart will help to retain attendance rates. This will help create a sense of momentum and cohesion
- Keep the media you are discussing relevant to the students
- Find what a student's strengths are and allow them to harness them, this can be done through your distribution of roles and tasks in group exercises



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- Activities should include all students, if a student is not involved, they will become disengaged and it will be very difficult to win back their attention
- Small rewards, not money, can be included but this should be for everyone so no student feels dejected- an example could be sweets, or stickers
- Have an event planned from the very beginning of the course where the student will showcase their work and celebrate what they have accomplished. This will give them motivation beyond only learning.



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## Section 3: Intersectoral Co-operation and EDUKINO

### WHAT IS INTERSECTORIAL COOPERATION AND WHY IS IT NEEDED IN EDUKINO?

Intersectoral co-operation is the collaboration of two or more stakeholders in order to achieve a greater result. This normally will occur when one interested partner believes that it is necessary to bring in outside expertise or resources to achieve desired goals; and is regularly necessary for those working with children or anyone who is perceived as vulnerable.

In the context of EDUKINO, this cooperation could take the form of educators bringing in audio-visual specialist, or other artistic intervention, into the classroom. Other examples, could be contacting government services or charities if it is believed a child was at risk, or sourcing resources, such as sound equipment. During the research and piloting stages of the EDUKINO project, we have found by its very nature it is a multidisciplinary program which requires multiple focuses and expertise; whether that be education, media studies, different artistic forms, and, of course, addressing the complex social and emotional needs of vulnerable children.

Intersectoral co-operation is necessary for the delivery of EDUKINO for three identifiable reasons:

1. The gathering and inclusion of practical resources unavailable if acting on your own
2. The creation of a richer learning experience
3. The safeguarding of those who are vulnerable



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## WHERE IS INTERSECTORAL COOPERATION NECESSARY IN EDUKINO?

### Practical Support

This will be your first consideration – “Do I have the practical resources needed to deliver the learning program for my young learners?” Some examples of these could be:

- Sufficient space/room to deliver the sessions
- Equipment needed – pens, paper, specific technology (e.g laptop, camera etc)
- The time needed to prepare and deliver the sessions
- The communication skills required (if young people participating do not speak your native language, have additional communication issues)
- Access to the young people you are targeting (if not in a formal educational setting)

This list is not exhaustive, and will depend upon the young people you are engaging with, your delivery setting, your experience, and the logistical support offered by your organisation. However, if you are lacking in one or more of these areas, cooperating with an additional, relevant organisation may be able to provide you with the support and practical resources you are looking for.

In order to assess this, we recommend completing the Baseline Assessment for Professionals (Annex II) when planning your sessions, and then follow the suggested Model Process within this resource.

### Enhancement Of Practice

Through the research and piloting stages of the EDUKINO project, many professionals found it necessary to engage in a multidisciplinary approach, in order to bring greater expertise into the fold and to improve the learning experience for the pupils. It was also established that many educators felt that cooperation would help improve their own confidence in delivering an Image Education program and the EDUKINO program as a whole. An example of this would be if an instructor was inexperienced discussing or producing cinema and wished to collaborate with a local cinema, this would aid in the delivery of the program but would also contribute to the educator’s own understanding and competencies.

In regards to using intersectoral cooperation to enhance the learning experience, there are certain questions that should be asked regarding what skills you lack which are needed to





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be brought in; how to establish a workable cooperation agreement and structure; and how effective is this co-operation/partnership in delivering the EDUKINO program. This is not an exhaustive list by any means, but merely an example of some of the things which should improve the process.

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We encourage you to engage with the Model Process for cooperation which can be found in Chapter Six of this resource and utilizes the Baseline Assessment for Professionals (Annex II).

### Further emotional/physical support and safeguarding

EDUKINO seeks to support and engage young people in precarious or migratory situations in image education learning. These young people may be experiencing a variety of complex emotional, physical and educational issues. This may mean that they need additional support both within and/or away from the learning sessions to effectively participate. Additionally, it may also mean that it will affect and inform the way you need to deliver the session to nurture and encourage their learning.

Educators from across France, Romania, Portugal and the UK were asked what the main challenges that the EDUKINO target children and young people faced.

The 3 main internal challenges identified were:

- 1)** Poor self-confidence and self-belief. This is exasperated with the EDUKINO target young people, who are refugees or migrants, with feelings of insecurity and instability because they are in a foreign country, in an unfamiliar, foreign environment.
- 2)** Difficulties with communication, including poor literacy and social skills. Within the EDUKINO target young people, there is often a language barrier and difficulties in exchanging intercultural dialogue.
- 3)** Poor mental wellbeing. Covid lockdowns have increased isolation and loneliness of many marginalised young people. Refugee and migrant young people often experience huge sadness at being so far away from their friends, family and home country.

The 3 main external challenges identified were –

- 1)** Poverty. With poor access to basic needs such a sufficient food, clothing, materials to learn, it is extremely difficult for them to thrive under such hardship due to economic struggle.
- 2)** Lack of stable social circle. This includes potential negative peer pressure, and negative homelife, with a lack of involvement and positive encouragement from parents/primary care givers. This, again, is magnified for young people who are migrants or refugees, as they have been removed from their established social circle and support system within their native countries.



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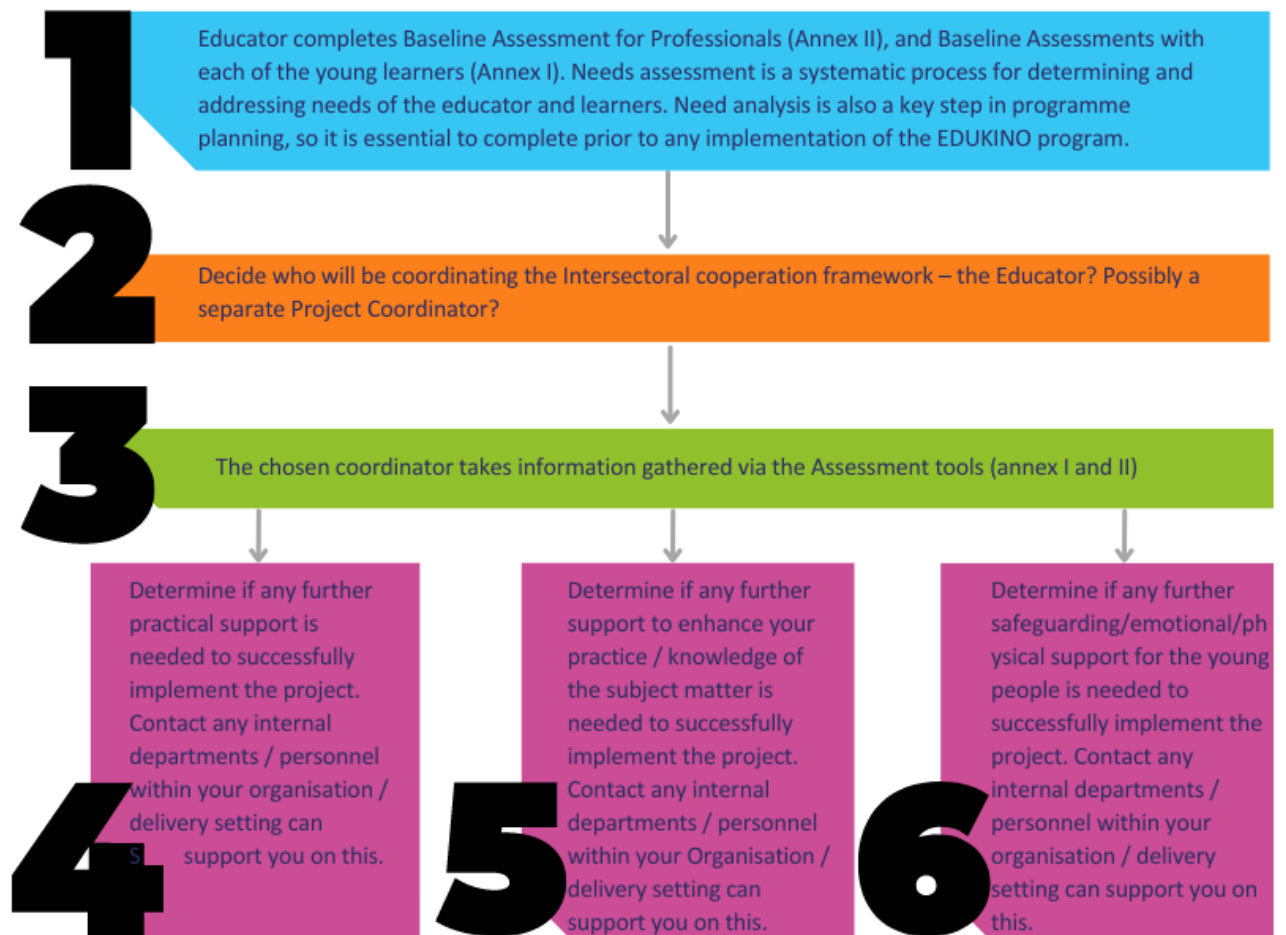
**3)** Limited access to technology. This includes laptops, computers, smart phones and internet.

Practitioners should complete a baseline needs assessment with every participant at the beginning of the process as to gain a better understanding of any needs their particular young people may have that could affect their engagement levels, relationships between the participants within the group, and establish any further support they may need.

A Baseline Needs Assessment for Learners has been annexed to this resource (Annex I). We recommend following the suggested Model Process for establishing successful intersectoral cooperation.

Practitioners also need to consider unexpected incidents that may happen within the session (eg a safeguarding issue or disclosure). A clear Safeguarding Strategy should be in place with clear lines of communication to ensure the safety of young people participating. Please remember to follow your own Safeguarding procedures within your own organisations, deliver settings and countries.

## MODEL PROCESS FOR ESTABLISHING AND IMPLEMENTING AN INTERSECTORAL COOPERATION FRAMEWORK



**7** Identify if you need to seek outside support from other organisations. If you do, what organisations could provide this? When approaching them be clear about what the project is, and what you would need from them, from the very beginning. i.e what resources you will need (e.g equipment, venue, staff time, expertise, further safeguarding support etc) and the duration of the support needed – Is it for a one-off project, or on a longer term basis? If your organisation cannot pay for this support, it is often helpful if you can offer other benefits instead. Possibly promote the partner organisation and/or one of their projects amongst your contact database? Offer an exchange of expertise / resources? A strong relationship works both ways, and deciding upon this now will further cement the cooperation between your organisations, and be more likely to produce an effective, stable framework.

**8** Initial meeting of all players within the Intersectoral Cooperation Framework. This should take place before you begin your project. In this meeting, set out again what each party will be contributing/the support they will be providing. Set out a clear communication strategy, including communication channels, frequency of meetings between the framework etc. If it helps, draw up a 'Cooperation Agreement' (See suggested Model Agreement – Annex IV), to set in writing the exchange between yourself and other organisations.

**9** Project Implementation. During this stage regular communication/meetings should take place between the framework as set out in the initial meeting. This is to check on the progress of the project, the effectiveness of the framework, as well as respond to any shifts in needs of the educator or young people which the framework may be able to support.

**10** Evaluation (using the Evaluation Tool (Annex III)). Following this, you may want to have a debrief meeting with your organisation and/or members of the Cooperation Framework to discuss any changes which need to be made, and any future action in order to further support the learning of your young people who are at risk of marginalisation, in particular for EDUKINO, those in precarious and migratory situations



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## EVALUATION

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An evaluation assessment of the Intersectoral Cooperation Framework is the means of measuring the effectiveness of its activities and judging the significance of changes brought about by those activities.

Evaluation assessment is intimately linked to mission or purpose of the Framework (i.e., in the case of EDUKINO, to further support young people in precarious and migratory situations in their learning), and, in that sense, also ripples through the organization implementing and coordinating it.

Being able to assess and articulate its effectiveness is a powerful way of communicating, internally and externally, the contribution of Framework to the aims of the project and learners it is supporting.

An impact evaluation aims to determine if the Framework has succeeded in some way and therefore deserves expansion within the setting. In the context of EDUKINO, the impact should be seen as the contribution of the Framework to the overall goal of the EDUKINO programme.

There is no set time to conduct evaluation assessments, as it depends largely upon the parties within your Framework, and the specific roles and support that it provides. We do recommend regular SWOT analysis of the Framework at regular intervals throughout its duration in order to respond to any shifts in needs, exploit opportunities for further, stronger collaboration, and counteract and mitigate any risks.

**S** – Consider the STRENGTHS or positives and what positive changes entailed for all actors involved.

**W** – Consider the WEAKNESS or areas for improvement.

**O** – Consider the OPPORTUNITIES – what resources do you have available to support you and what strategies/actions could you put in place in order to maintain and improve the implementation of the Framework?

**T** - THINGS TO CONSIDER – Is there anything which could negatively impact a future implementation of the Framework? Is there any further action you need to take in order to be prepared?

We do recommend completing the Evaluation Questionnaire (Annex III) at the end of the project.



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You may also want to carry out a a de-brief session with all parties of the Cooperation Framework. During this, it may be useful as a group to reflect and consider the following:

- The effectiveness of the programme in supporting the inclusion and learning of young people in precarious and migratory situations.
- Areas of improvement for the coordination and implementation of the Framework
- Prospects for the future implementation of the Framework, and its impact at all involved levels (i.e., young people, educators, organisations).



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**Annex I:**

**Erasmus+ KA2 Strategic Partnership EDUKINO  
Baseline Assessment for Young Person (Annex I)**

Organisation Name			
Participants Name			
<b>Area</b>	<b>Needs</b>		
		Yes	No
Personal and Social Skills	I struggle to find the words to say how I feel		
	I feel comfortable expressing myself with people on a one-to-one basis		
	I like being a part of the group and feel able to express myself		
	I am enthusiastic and excited when it comes to taking part in projects like this		
	I am able to listen to other people and don't mind when		



	people disagree with me.		
Knowledge, understanding and experience of my own learning needs and skills	I am aware of my own skills and understand how I can use them		
	I struggle to learn new skills or get involved in things where there are lots of reading and writing.		
	I like to learn through listening to trainers and other people		
	I like to learn by having something written down which I can take away		
	I like to learn by doing activities (i.e., on my own and in a group)		
	I find it hard to show what I have learned or done after the activities		





	I get stressed about learning and when people ask me what I have learnt		
Personal Circumstances	I have a disability or health condition which might affect me taking part in the project		
	I get stressed in some situations and this has stopped me from completing things in the past.		
	I sometimes feel down, sad, or angry and this affects how I am with other people		
	I'm concerned that money could affect my participation in this experience and/or my learning		
	Things that happen at home might affect me taking part in the project.		

Is there anything else you would like to tell us or you think we should know?



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**Section 3: How do you feel?**

On a scale of 1-5 (where 1 represents “I am not confident at all”, and 5 is “I am fully confident”) how confident do you feel about the following?

	1	2	3	4	5
Taking part in Edukino					
Gaining new skills as part of Edukino					
Being able to work with my peers on the Edukino project					

	1	2	3	4	5
How confident do you feel about Edukino being a positive project which will help you in the long run?					

<b>Client Signature:</b>	<b>Completion Date:</b>
<b>Client Name:</b>	

<b>Trainer/Educator Signature:</b>	<b>Date:</b>
<b>Trainer / Educator Name</b>	



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**Edukino is committed to providing equality of access to all its services and data collected on this form is a contractual requirement to enable support to be provided by this ERASMUS+ project. We ask all participants to complete the following information so that we can check that we are supporting people effectively. The Edukino Partnership is compliant with current Data Protection Legislation. This information will only be shared with other organisations, such as our funders for statistical and research purposes, never sold or traded with other businesses for marketing purposes. However, occasionally our funders may want to contact clients to ask questions about service provision, they will adhere to the GDPR (General Data Protection Regulation). You have the right to view and amend this information at any time. Our full Data Management Policy is available for you to view by emailing [assoc@assoc.ro](mailto:assoc@assoc.ro)**



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**Annex II:**

**Erasmus+ KA2 Strategic Partnership EDUKINO**

**Baseline Assessment for Professionals (Annex II)**

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**Organisation:**

**Educators Name:**

**Date:**

Based on your available resources, please rate from 1 to 5 (1 being “not at all” and 5 being “very”), how suitable they are for implementing the program.

	1	2	3	4	5
<b>Suitability of the space/room/venue to deliver the program</b>					
<b>Availability of the equipment needed to deliver the program</b>					
<b>Time to prepare the program sessions</b>					
<b>Time to deliver the program sessions</b>					
<b>Access to the learners for the duration of the program</b>					
<b>Sufficient and clear safeguarding procedures to support the learners and educators.</b>					
<b>Sufficient language skills to communicate with the learners</b>					
<b>Understanding of the methodology of the program</b>					
<b>Confidence to implement the program effectively.</b>					
<b>Confidence to use any technology/equipment needed effectively.</b>					
<b>Support from your organisation to deliver the program effectively</b>					

If any item scored 3 or below –

What internal departments within your Organisation/delivery setting can support you on this?

What outside support do you need to seek? And what organisations could provide this?



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Any further things to consider?

Next steps



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**Annex III:**

**Erasmus+ KA2 Strategic Partnership EDUKINO**

**Intersectoral Cooperation Framework Evaluation Questionnaire (Annex III)**

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**Organisation:**

**Educators Name:**

**Date:**

**Please rate from 1 to 5 (1 being “very poor” and 5 being “Very good”)**

	1	2	3	4	5
How would you rate the effectiveness in communication between the different parties of the framework?					
How would you rate the frequency of the meetings of the framework, is it sufficient for the effective coordination?					
How would you rate the relevance of expertise of the parties involved?					
How would you rate the ability of the framework to provide effective practical support?					
How would you rate the ability of the framework to provide effective safeguarding support?					
How would you rate the ability of the framework to provide further emotional/physical/learning support to the young people?					
How would you rate the ability of the framework to enhance your practice to deliver the program effectively?					
How would you rate your ability to maintain the framework within your organisation?					
How do you rate the ability of the framework to identify any further actions that might be needed?					
How would you rate your confidence in setting up future intersectoral cooperation frameworks within your Organisation/for the delivery of a specific project?					
How do you rate the positive impact of the framework on the young people?					
How do you rate the positive impact of the framework on your organisation?					
How do you rate the positive impact on you as a practitioner as a result of implementing the framework?					
How would you rate the overall effectiveness of the intersectoral cooperation framework?					

Any further things to consider?



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### Next steps



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**Annex IV:**

**Erasmus+ KA2 Strategic Partnership EDUKINO**

**Model Cooperation Agreement (Annex IV)**

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Party 'A' Name :

Party 'A' Address :

Party 'A' ID no:

Party 'A' hereinafter referred to as :

Party 'B' Name :

Party 'B' Address :

Party 'B' ID no:

Party 'B' hereinafter referred to as :

(Individually a "Party" and collectively the "Parties")

Concerning the cooperation on [DESCRIBE PURPOSE OF COOPERATION]

1. Background and purpose

1.1 A is [DESCRIBE A'S COMPANY PURPOSE].

1.2 B is [DESCRIBE B'S COMPANY PURPOSE].

1.3 The Parties have therefore agreed that [DESCRIBE THE NATURE OF THE COOPERATION].

1.4 This is a voluntary collaboration between the Parties as individual companies and not a joint company, joint venture or other legal entity, and each Party shall continue to bear responsibility for each Party's own business and may not legally commit or bind the other Party without further agreement.

1.5 The Parties have therefore concluded the following Cooperation Agreement (the "Agreement").





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## 2. Duties

2.1 The Parties must each be loyal to the other Party and seek a healthy cooperation.

2.2 A will: [DESCRIBE OBLIGATIONS]

2.3 B will: [DESCRIBE OBLIGATIONS]

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## 3. Payment

3.1 In respect of the cooperation, the Parties have agreed that [DESCRIBE PAYMENT STRUCTURE, IF RELEVANT].

3.2 Payments to be made [E.G. EVERY MONTH ACCORDING TO INVOICE, IF RELEVANT]

## 4. Term and Termination

4.1 The Agreement is concluded for [INSERT TERMINATION DATE/ STATE 'UNLIMITED PERIOD'], but the Parties may terminate the Agreement with [X MONTHS NOTICE] to the end of a month.

4.2 If one of the Parties is in material breach of this Agreement, the Agreement may be terminated immediately by the non-breaching Party.

## 5. Liability

5.1 Each Party shall be liable for any damage they may make or liability they might incur.

## 6. Insurance

6.1 The Parties are required to have taken out professional indemnity insurance with a recognized insurance firm.

6.2 A Party may demand to see documentation to that effect by the other Party.

## 7. Confidentiality

7.1 Commercial information which the Parties may obtain or possess concerning the other Party, shall be considered confidential and shall not be disclosed to third parties without the relevant Party's prior written consent.

7.2 The above prohibitions shall not apply to information, i) which is publicly available, ii) as a Part comes into possession of good faith from a third party, iii) as a Party is required to disclose under the law.

## 8. Other provisions

8.1 The Parties act as independent entities and are not entitled to conclude agreements on the other Party's behalf, or otherwise to bind the other Party.



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8.2 The Parties are not entitled to transfer rights or obligations under this Agreement to others.

8.3 Changes or additions to this Agreement requires consensus among the Parties, and changes or addition attached this Agreement as a supplement, and this supplement is signed by both Parties.

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8.4 Each Party will bear its own costs in connection with the conclusion of this Agreement.

8.5 The Agreement is subject to the law of [INSERT COUNTRY]

8.6 Any dispute arising out of or in connection with this Agreement shall be settled by the court of [INSERT CITY]

#### Signatures

Signed on behalf of [ INSERT COMPANY A]

REPRESENTATIVE TITLE:

REPRESENTATIVE NAME

REPRESENTATIVE SIGNATURE:

Date:

Signed on behalf of [ INSERT COMPANY B]

REPRESENTATIVE TITLE:

REPRESENTATIVE NAME

REPRESENTATIVE SIGNATURE:

Date:



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## **Annex V:**

### **Further Reading: Other Image Education Programs:**

Image Education involves both theoretical analyse of media as well as discussions around the practical and technical production. These are often new subjects for teachers and practitioners and therefore we recommend that you familiarise yourself with other Image Education programs to enrich your own understanding. Please be aware that, unlike EDUKINO, many of these programs have not been developed with vulnerable children in mind.

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For further reading and other Image Education programs please see:

- <https://www.cnc.fr/cinema/education-a-l-image>
- <https://www.transmettrelecinema.com>
- <https://ciclic.fr/ressources>
- <https://www.education.gouv.fr/l-education-l-image-au-cinema-et-l-audiovisuel-9587>
- <https://www.acap-cinema.com/index.php/2020/01/22/education-aux-images-2-0/>
- <https://www.cnc.fr/cinema/education-a-l-image/les-poles-regionaux-d-education-auximages>
- Film debates. Film clubs, programming committees: image brokers organized during school time or outside of school time everywhere in France
- The organization Passeurs d'images : resource centre and networking of operators who coordinate image education programs at the national level
- <https://www.passeursdimages.fr/>
- The CNC's House of Awareness of Serial Writing
- <http://demonsaumonde.free.fr/>
- <https://www.reseau-canope.fr/mission-arts-culture-de-reseau-canope-en-hauts-de-france.html/>
- L'accompagnement des élèves en migration - Réseau Canopé (reseau-canope.fr)
- LABO 148 / <https://www.labo148.com>
- Cinéligue / <https://www.cineligue-hdf.org/>
- La Baraque / <https://www.facebook.com/Labaraquelille/>
- Carmen / <https://association-carmen.fr/>
- De la suite dans les images / <https://www.delasuitedanslesimages.org/>
- CAPV / <https://www.lille.fr/Centre-d-Arts-plastiques-et-visuels>
- Institut pour la photographie / <https://www.institut-photo.com/>
- SCRIPT - SCRIPT (scripteu.com)



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**You can find all the deliverables  
produced during the project on our  
website: [edukino.assoc.ro](http://edukino.assoc.ro) (“Results”)**