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METHODOLOGY FOR IMAGE EDUCATION FOR INCLUSION OF VULNERABLE YOUTH



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METHODOLOGY FOR IMAGE EDUCATION FOR INCLUSION OF VULNERABLE YOUTH

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



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Introduction

- Edukino initiative

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

The idea of the project itself came from observing that children in situation of precarity, migration, hosted in specific structures, etc. tended to face more barriers in accessing programs that are, paradoxically, aiming at increasing skills to face the issues such as the ones that lockdown exacerbated:

- Difficult access to digital tools, to the internet;
- Few tutoring capacities at home: illiteracy, difficulties in accessing the language, digital illiteracy, promiscuity, parents with little or no schooling in the past;
- Little access to cultural and artistic life: little knowledge of the places and activities available, prioritization of needs, difficulties in presenting oneself in certain places (fear of judgment, rejection, fear that it will be a paid event).

Further, the need to be able to be critical about news, media, and about the images at large is crucial. It is also important for youngsters to be aware of the implications of the representation of themselves in public spheres.

EduKino has, thus, been designed to respond to the identified needs, and aids in the development of other related skills for this target-group. Intersectoral and transnational cooperation is a key to ensuring the success of the project because all project partners bring their experience in reaching the audience, and it is only collectively that they can address the entanglement of issues these children are facing.

- IO2- Image education program

Image education appears nowadays as a necessary action when working with a young audience, as they are more and more confronted with the production and diffusion of images that are produced not only of professionals, but also by individuals on a daily basis. It is then necessary to sensitise them to image production, to the construction of discourses through images, to be critical toward image production, to understand how and who make these images, etc.

Image education can be a fun and useful way to seek integration of more vulnerable groups (like the migrant population) in the host society. The present resource will look into providing professionals, that work directly with children from migrant backgrounds, tools to implement image education in their professional practice. Capacitating pupils with image production related skills will benefit their integration by giving them essential tools to be proactive actors in their integration process. These skills enable them to have a voice and communicate their journey, by raising

awareness to these precarious situations. Additionally, this program will create a safe space for sharing of experiences, which, in itself, will be a support for children from migrant background.

As social and educational workers, or as image education professionals, we observe that audiences, such as young people in precarity or migration, are facing more technical and social barriers to access the tools allowing them to be active in image production and in the representation of self in public spheres. Programs are usually built to fit a broad range of population. The mechanical outcome is that the people that are already “outsiders” do not find the answers to their issues in these programs. On the other hand, the people that implement these programs face difficulties in reaching these audiences and adapt to their context: little use/knowledge of internet and numerical tools, illiteracy sometimes, promiscuity at home, difficulties to maintain continuous education, etc.

Our goal is therefore to develop an approach of image education that is modelled to the issues faced by young people in vulnerability. This comes with a methodology that is thought considering the technical barriers of that audience, but also through a content and a format that will have meaning and purpose for the young people in their day-to-day life. Additionally, this methodology can work as a mechanism of awareness raising in teachers and other scholar and communitarian actors, who play an important role in the children’s development process. Empowering these actors and providing them with tools to implement image education programs, with their children and young people, is a way of promoting a more inclusive attitude in school and in communities.

- To whom and what is this methodology intended for?

This guide is intended to support professionals that work directly with children that come from vulnerable backgrounds (e.g., migrant children), to support them in their practice of implementing the image education program in their curriculum.

Education can be a gateway to a better inclusion and integration in the host society. The Edukino consortium sees the image education as a bridge to inclusiveness for its pupils.

Social integration is hardly resolved by integration policies alone. The role of educators, mediators, and other professionals that work directly with the target-group, is crucial.

This method has been designed to provide guidance to professionals from the Education sector (I.e., teachers, mediators, academic counsellors, coordinators); Socio-medical sector (I.e., social workers, mediators, educators, coordinators); Cultural sector (I.e., mediators, animators, coordinators, artists); and other professionals that work directly with children in precarity or migratory situations, on how to plan and implement Edukino’s Image Education’s activities. It was designed considering the existing literature and good practices.

This methodology is a tool to compliment the implementation process of Edukino’s Image Education Program. Therefore, it is important, before using this tool, to make an initial assessment of the available resources (materials; knowledge; professionals) for the successful application of this program.



Methodology

- How to use this guide

This methodology is split into **5 steps**:

- **Step 1: Understand** the context of the educational institution
- **Step 2: Design and Plan** (resources assessment)
- **Step 3: Mobilize** the learning community (meeting with other professionals to assist in the implementation of the program)
- **Step 4 Implementation** (Image Education Program)
- **Step 5 Evaluate** (Impact assessment)

These chapters are steps to take before the implementation of the program. The program was structured to be easily integrated in the school curriculum. Nevertheless, it is important to take notes of a few requirements, and assess the available resources for its successful implementation.

Step 1: Understand

The first step of this methodology is to identify the needs of the children in terms of audio-visual resources to foster inclusion, by evaluating their particular needs, characteristics and assessing their skills level in the audio-visual world. Next, you will have at your disposal a tool to help you understand what kind of audio-visual tools the professionals already use in a day-to-day basis in order to foster inclusion. To achieve this, start by identifying those tools as well as the reason of considering those tools appropriate. Next, we invite you to reflect on the tools that you would consider useful to use but don't have access to and discuss the possible stakeholders and contacts that you could mobilize to have access to those resources. The aim here is to foster a reflection around cross sectoral cooperation between the key actors that could offer you support (e.g. museums, schools, theatre associations, qualified art teachers, etc).

1. Needs ID

In this tool we propose to identify the main characteristics and needs of the children that you work with, as well as their overall audio-visual skills. If you have difficulties generalizing use this tool several times for different children. Check the box that better match the access of lack of access that children in your context have to technology and audio-visual tools and explain why you checked a particular box.






AUDIO-VISUAL SKILLS

| | | |
|------------------------------|--|--|
| | <p>Not skilled Very skilled</p> <p>0 25 50 75 100</p> | |
| Main characteristics: | Main needs: | Access to technology and audio-visual tools: <small>(Check the box that better reflects the level of access)</small> |
| | | <input type="checkbox"/> What tools children use the most? <input type="checkbox"/> What tools they don't feel comfortable using? <input type="checkbox"/> What is missing to start using the tools? |

2. Image Education Mapping exercise

To better understand you context, fill this table by identifying the image education tools that you already use to foster inclusion, along with its main purpose. After this, indicate in which occasions you usually use it (e.g.: in classroom to teach something) and (e.g.: to put into practice theoretical knowledge in a visual way/ to attend to the children that learn better with visual cues).

IMAGE EDUCATION MAPPING EXERCISE

|  Identify the Image Education tools that you already use |  Main objectives |  When? |  Why? |  What is missing? |
|--|--|--|--|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

3. Matching and mobilizing resources

Having already established the resources that you already have and how and in what occasions you use them, it's time to identify what tools and resources you are currently missing and that you would like to have access to promote the inclusion of children. After this, match the resources that you need with contacts and stakeholders that you have previously cooperated or would like to cooperate that could provide you access to these resources.

MATCHING NEEDS

| What resources are we missing? | What contacts can we mobilize to have access to these resources? | Previous Cooperation? | |
|-------------------------------------|--|-----------------------|----|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | Yes | No |
| | | Yes | No |
| | | Yes | No |
| | | Yes | No |
| | | Yes | No |

Step 2: Design and plan

In this step, you will be able to design your action and plan the work ahead, using tools that allow to define roles and responsibilities within the programme, build a SMART action plan and understand you baseline.

4. SMART Action Plan

An action plan is a tool that outlines the steps or tasks you need to achieve in order to achieve the intersectoral cooperation to have access to more audio-visual tools. This document is an essential part of the strategic planning, and plays a critical role in project management since it supports teams work together and communicate effectively. A SMART action plan combines 5 characteristics of a goal, it should be:

- Specific (simple, sensible, significant);
- Measurable (meaningful, motivating);
- Achievable (agreed, attainable);
- Relevant (reasonable, realistic and resourced, results-based);

- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

Having in mind the 5 characteristics of a SMART action, fill the tool with what you want to accomplish in terms of using audio-visual tools to foster inclusion, who will be responsible for each of the goals, when you intend to accomplish it and what resources you need to do so. Identify possible barriers to accomplish these actions.

SMART Action Plan

| What do we need to accomplish? | Who is leading the action? <small>Name of the responsible</small> | When will it be accomplished? <small>The deadline</small> | Priority <small>What is the level of priority?</small> | Status <small>How is the action proceeding?</small> |
|---------------------------------------|---|---|--|---|
| Activity 1 | | L | | |
| Activity 2 | ● | | | |
| Activity 3 | | | ● | |
| Activity 4 | | | | |

Legends' Priority: L Low N Normal H High

Legends' Status: ● Unassigned ● Check ● Pending ● In progress ● Completed

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5. Decision and Responsibility Chart

Despite the implementation of the programme requiring very few resources, it is still important to assess what and who to count on for assistance. Therefore, before the start of the activities, the educator should analyse his/her environment, and make an estimation of who can help during this process.

The implementation of this program should follow the institution's protocol, and it should be authorized by the people in charge of the curriculum.

To organize the people responsible more efficiently for specific tasks, the educator can fill the "Decision and Responsibility Chart".

RESPONSIBILITY CHART

| Responsibilities within the curriculum | Person A | Person B | Person C | Person D | Person E | Person F |
|--|--|--|--|--|--|--|
| | <i>Name, role in the curriculum, main responsibilities</i> | <i>Name, role in the curriculum, main responsibilities</i> | <i>Name, role in the curriculum, main responsibilities</i> | <i>Name, role in the curriculum, main responsibilities</i> | <i>Name, role in the curriculum, main responsibilities</i> | <i>Name, role in the curriculum, main responsibilities</i> |
| #Responsibility 1 | | | | | | |
| #Responsibility 2 | | | | | | |
| #Responsibility 3 | | | | | | |



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6. Baseline Assessment for Professionals

After structuring the people responsible for the necessary tasks, it is important to organize the small goals with the implementation of the Image Education program.

Firstly, you should assess the available resources for the correct implementation of this program. For that, we advise you to consult **Baseline Assessment for Professionals (Annex II)** from the IO1 result.

With this tool educators are able to assess if they are able and capable of implementing an Image Education in their classroom.

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 |
|--|---|---|---|---|---|
| Suitability of the space/room/venue to deliver the program | | | | | |
| Availability of the equipment needed to deliver the program | | | | | |
| Time to prepare the program sessions | | | | | |
| Time to deliver the program sessions | | | | | |
| Access to the learners for the duration of the program | | | | | |



| | | | | | |
|--|--|--|--|--|--|
| Sufficient and clear safeguarding procedures to support the learners and educators. | | | | | |
| Sufficient language skills to communicate with the learners | | | | | |
| Understanding of the methodology of the program | | | | | |
| Confidence to implement the program effectively. | | | | | |
| Confidence to use any technology/equipment needed effectively. | | | | | |
| Support from your organisation to deliver the program effectively | | | | | |

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?

Any further things to consider?

Next steps

Step 3: Mobilize the learning community

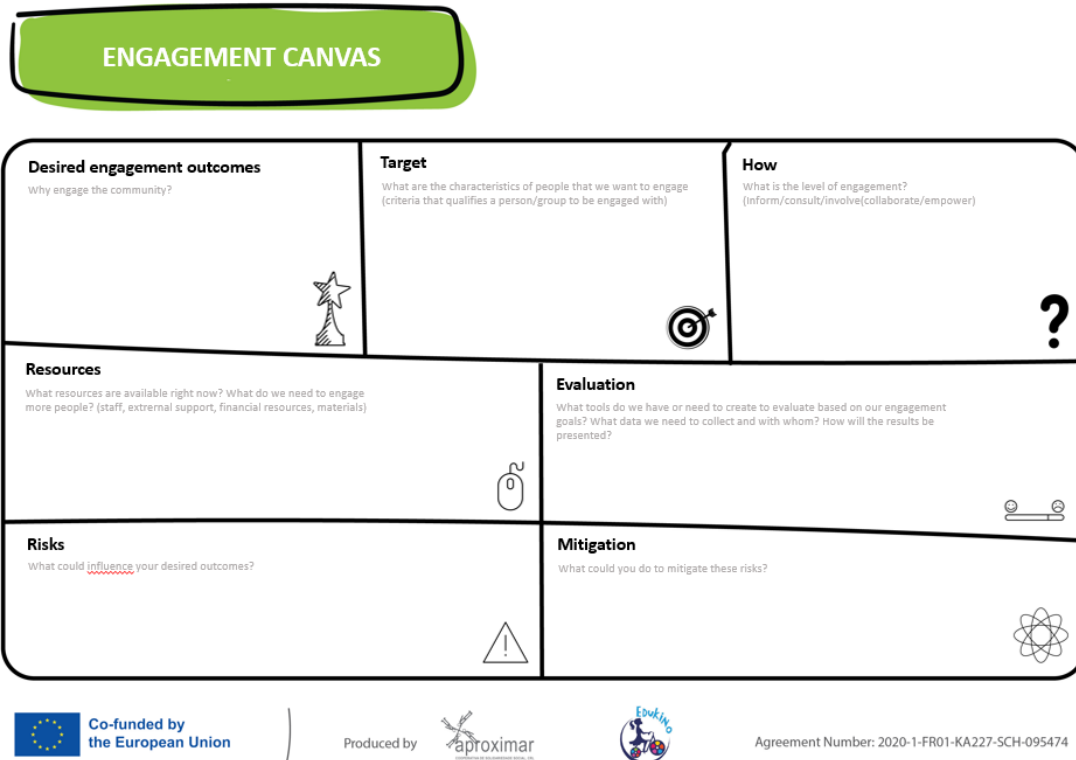
7. CANVAS general assessment

After understanding the different roles for all the professionals directly or indirectly involved, you should make a global assessment of this implementation. A general analysis includes understanding:

- What are the “desired outcomes”,
- Who is your target group,
- How will you engage your target group in the Image Education Program,
- What resources are available to you (based on the previous steps of this methodology),
- Ways to evaluate the process (cleared in the last section of this methodology),

- Make an evaluation of potential risks,
- Measures to mitigate these risks.

This table is based on the Canvas Business Model, and it is mainly used by organizations when starting off a new project. Nonetheless, this can also be adapted and used in a smaller more personal scale too.



8. Learn about the parents

As a final task before implementing the Image Education Program, the professional responsible should mobilize the students' parents. This is done to assure that they agree with the content of the program, and to inform them about the curriculum. This can be a good way to involve them in the projects too and increase their participation in school activities.

With this said, it is important to create an opportunity to meet with the parents and clarify the scheduled activities of the program. This meeting can also be used as a chance to learn about the parents, and their knowledge and skills about Image Education. Their contribution could also be beneficial during this process.

The agenda of this meeting could follow the given schedule:

| Duration | Topic |
|-----------------|---|
| 10 mins | Icebreaker*- Get to know the parents of the children |
| 40 mins | Present the Image Education Program curriculum, and summarize some activities |
| 10 mins | Feedback, Q&As |

***Example:**

“My N.A.M.E” can increase empathy by facilitating open discussion among the mentor and the mentees. This can help them relate and increase their empathy and motivation to collaborate. The mentor gives the mentees 3 to 5 minutes to think of an interesting fact that corresponds to the letters of their individual first name. The mentor will do the same for his/her name. At the end they will share the results. An example: Hi, I’m Heather. “H” is for horses, my favourite animal. “E” is for eating, my favourite activity. “A” is for Australia, the country I am currently traveling to. “T” is for television because I like to watch it in the evenings. “H” is for holidays, something I like to do more than once a year.

Step 4: Implementation of the Image Education Program

In this stage, you will implement the Image Education Program according to the instructions provided in the Edukino program.

Nevertheless, these instructions should be followed with flexibility and according to the students' needs. The program should be adapted to the students and should be seen as a baseline for your practice as a professional.

The general aim of this program is to enable professionals (with or without image education experience) to implement and image education program, to not only equip their pupils with the essential skills to analyse and interpret image related content, but also to express themselves through the production of images. This will indirectly not only give them with hard skills, but also promote their self-esteem and a positive image of themselves.

Therefore, Edukino's image education program will:

- Support pupils in acquiring new sets of skills such as the use of video, audio, numerical tools.
- Improve their abilities to manage and understand image production and issues related to the representation of self.
- Reinforce a positive image of self among them.
- Build a sense of belonging to their surrounding community as well as European.
- Be able to transfer the skills acquired onto other fields linked to their social, professional, or educational life.
- Stimulate their interest in other related fields such as: education to media, numerical literacy and tools, arts, and culture life in their surroundings.
- Initiate among them an intellectual work around image and its production.
- Open them to a field they know little about, but crucial to their citizen life.
- Strengthen their self-confidence by leading them to value and share their knowledge and skills through playful workshops.
- Give voice to children, who later in life can become leaders of their community.
- Seek a more inclusive classroom, by promoting and creating opportunities to learn about different cultures.
- Create opportunities for intercultural dialogue; promote empathy; and work towards a multicultural education.
- Seek to promote a sense of belonging and integration in migrant children.
- Engage children from vulnerable groups to speak their realities and share their experience



Therefore, it is important for the program to include activities, promote discussions and debates on migratory topics, promote cultural engagement, reinforce a positive image of themselves, and consequently strengthen their self-confidence.

Complementary tools to the educational programme to use with children/youngsters


9. Storytelling - My Script

The aim of this tool is for the youngsters to tell their stories as it was a movie, highlighting their most significant moments and reflecting on what went good and what went wrong. In the end they must reflect on the moral of their story. This tool will help them developing skills of scripting that is important in the field of theatre or performative arts.

Description: Please share the pivotal moments in your journey to help others understand your experience. Share whatever is relevant to you. **Tip:** Start by describing a current or recent situation in box 5 and work your way backward.

Help us understand your journey....

MY SCRIPT



Help us understand your journey...

Describe the last four steps you took that got you here.

1

>

2

>

3

>

Start here and work backwards

What actually happened? Describe your experience (What went well? What went wrong)?

+

>

2

>

3

>

4

-

>

>

Moral of the story: What did you learn with this experience?



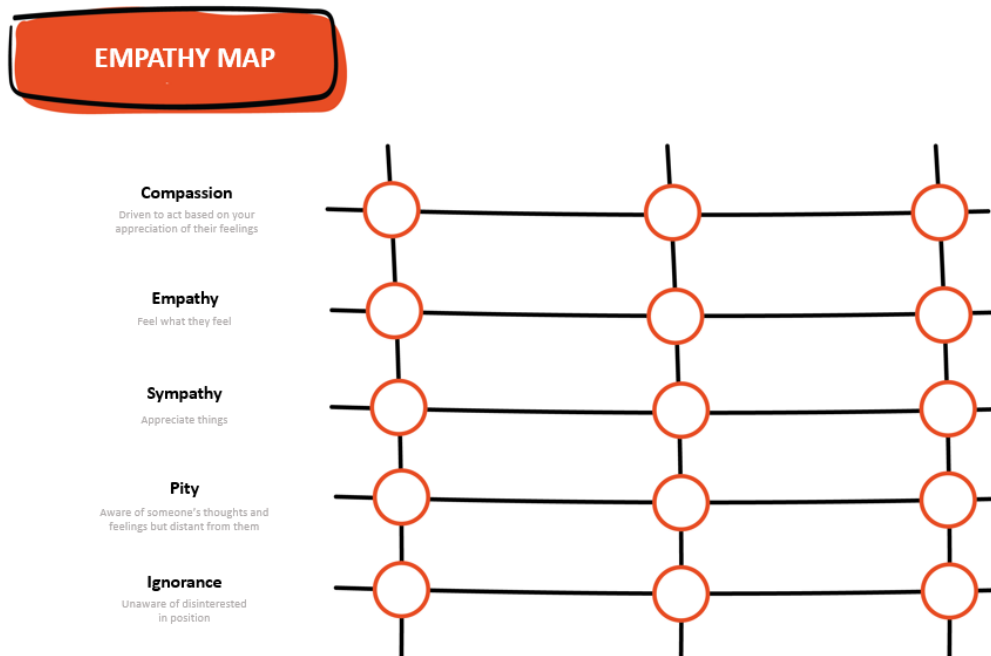
10. Brainstorm

Organize a brainstorming activity with youngsters to discuss strategies on how to use image education tools to improve their learning process and how these tools can be used to be more inclusive, in order to be used by all.



11. Empathy Map


Watch a movie or a documentary that focus on diversity and inclusion. After the visualisation ask youngsters to fill this empathy map considering their level of empathy for the main 3 characters. Discuss the results together.




12. Self-Image Media Map

Promote a discussion with the youngsters about social media and how it affects the self-image, especially when it comes on how the different outlets share news regarding minorities and ethnic groups. Ask youngsters to select a journalistic report/video from the news/podcast that reflects on how the news can be reported in a bias way towards several social groups and ask them to place it in the map according to the presented scale. Discuss about other media platforms that they are familiar with (tv channels, podcasts, radio stations and ask them to discuss in groups where these channels belong to the map and around positive social media vs toxic social media. Reinforce that channels that were placed in the right part of the tool means that those social media platforms report news in a toxic way, grounded on prejudice-based beliefs.

Self Image Media Bias



😊☹️



Positive Social Media Toxic Social Media

Social Media platforms

TV Channels

Radio Stations

Podcasts



Other

13. Interactive film idea

Discuss an idea for a short film. Think of a story that can be told in less than ten minutes. Focus on a single, simple idea so that the movie doesn't get too complex. Ask youngster to be inspired by a personal experience to write the script. Fill the interactive script to explore the characteristics of the short film as well as to promote a discussion on the need to be more inclusive when writing/scripting.

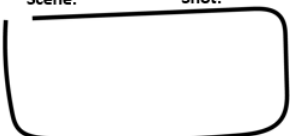
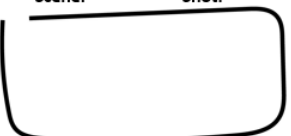
















Additional activity: challenge youngsters to shoot the short film scene by scene and edit it, to train their editing and image education skills.

INTERACTIVE SCRIPT

| | | |
|--|---|--|
| Emotional state <small>(what emotions do you want to trigger in the audience during the movie?)</small> | Environment <small>(what locations will you use during the film?)</small> | Visualize the central scene of the movie  |
| Genre <small>(horror, drama, comedy, etc)</small> | Characters <small>(who will be the main characters in the movie?)</small> | |
| Look for inclusion <small>(how will you make the movie more inclusive? E.g.: for people with hearing impairment)</small> | |  |

Explain youngsters that storyboarding is a useful technique and that is a type of comic book. It helps to illustrate everything that will happen in the film, scene by scene. Ask them to take the idea explored in the previous tool. Reinforce that drawings don't have to be artistically perfect, but they should give a clear idea of what will occur in each scene. Explain that creating a storyboard helps save time while recording the film, eliminating the need to decide what to do at the last minute. Remind youngsters the script of a short film is divided into three acts: beginning, middle and end.

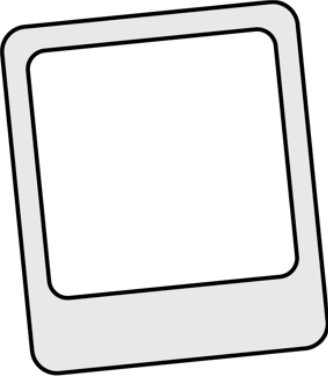
STORYBOARD

| | Scene: | Shot: | Scene: | Shot: | Scene: | Shot: |
|--------|---|--|---|--|---|---|
| Act #1 |  |  |  |  |  |  |
| Act #2 |  |  |  |  |  |  |
| Act #3 |  |  |  |  |  |  |

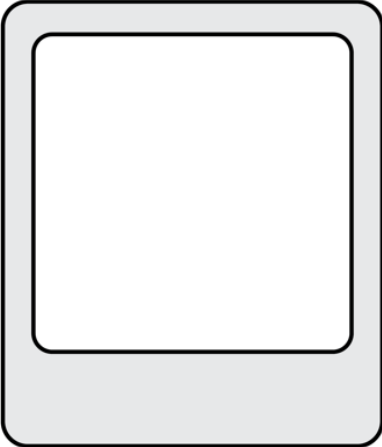
15. Photography canvas

Ask youngsters to choose a theme (e.g.: multiculturality; inclusion; civic engagement) and ask them to take photos depicting this issue using different camera shots (medium-shot, close-up, detail, etc). Explain that this activity will be an opportunity to work on the photography skills. Suggest them to build a canvas with the photos and compare the different perspectives. Make an exposition with the canvas.


PHOTOGRAPHY CANVAS



Theme: _____
Author(s): _____



Theme: _____
Author(s): _____



Theme: _____
Author(s): _____



Step 5: Evaluate (Impact assessment)

By the end of the program implementation, the professional should conduct a final evaluation to assess the impact of the program on the before mentioned skills. This is crucial not only to understand if the program was successful in promoting the development of skills, but also to collect feedback for future improvements.

To better estimate the impact of the program, professionals should conduct a pre and post-test.

Pre-Implementation

The pre-test is baseline survey. It is done to understand the context of the implementation, from the professionals' side, as well as the students' side.

Educator's survey (Annex I)

Student's survey (available in Annex II)

After the implementation phase, professionals should conduct another survey phase. This phase is to better assess if there were any improvements on the mentioned fields, both from the students' perception, as well as educators' perception.

Post-implementation

Educator's survey (Annex I)

Student's survey (Available in Annex III)

Satisfaction survey

Another survey to be filled out at the end of the program is the satisfaction survey, where participants and professionals will be given the opportunity to provide feedback from the Image Education Program.

[Educator's survey](#) (Annex IV)

Students' survey (available in Annex V)



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[Interaction personas: why, what, and how | by Mattia Compagnucci | UX Collective \(uxdesign.cc\)](https://uxdesign.cc)



Annexes

Annex I

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

Self-Assessment for professionals (before/after the pilot) Image Education Program

Name: _____ Age: _____

Occupation: _____ Date: ____/____/____ Country: _____

I am filling this survey...

Before the training _____

After the training _____

Knowledge & Competencies

Please answer to the following questions in order to help Edukino's partner to identify if you are aware of Image Education as a tool to promote a more inclusive, multicultural and empathic way of working with children.

How much do you agree with the following sentences:

| | Answer | | | | |
|--|---------------------|----------|---------|-------|------------------|
| | Completely disagree | Disagree | Neutral | Agree | Completely agree |
| 1. I am familiar with the concept of image education | | | | | |
| 2. I see myself giving classes on image production | | | | | |
| 3. I am confident in implementing an image education program | | | | | |
| 4. I am aware of the issues related to children in precarity or migratory situations | | | | | |
| 5. I am able to recognize my pupils' needs inside the classroom | | | | | |
| 6. I see image education as a plausible tool to support inclusion inside the classroom | | | | | |



| | | | | | |
|---|--|--|--|--|--|
| 7. I feel like the different cultures are accurately represented in standard classroom activities | | | | | |
| 8. I am able to promote empathy inside the classroom | | | | | |
| 9. I feel that this can program help me create empathy with my pupils | | | | | |
| 10. I am able to promote intercultural dialogue inside the classroom | | | | | |
| 11. I create situations inside the classroom where students were able to express themselves | | | | | |
| 12. My pupils have a sense of security and belonging in school | | | | | |
| 13. My students have a good image of themselves | | | | | |

Would you like to add any information?
Please clarify below

Thank you very much for your contribution!



Annex II

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

Baseline survey for the pupils Image Education Program

Date: ___/___/___ Age: _____ Country: _____

Please, fill with an 'x' your answer.

| | Your Answer | | | | |
|---|-------------|--|--|--|--|
| | | | | | |
| 1. Have you ever heard about image education? | | | | | |
| 2. How well can you use a camera to take photos? | | | | | |
| 3. How well can you use a camera to make videos? | | | | | |
| 4. How well do you know how to record a message and share it with your friends and family? | | | | | |
| 5. Do you feel supported in the school? | | | | | |
| 6. Do you feel like you can connect with people in school? | | | | | |
| 7. Do you understand your friends' fears and problems? | | | | | |
| 8. At school, do you feel like children and adults are different? | | | | | |
| 9. Do you usually want to know more about the culture and religion of your friends and teachers? | | | | | |
| 10. Do you feel like you can talk about yourself? | | | | | |
| 11. Can you express your thoughts in school? | | | | | |
| 12. Do you learn about other cultures in school? | | | | | |
| 13. Do you feel included in the classes? | | | | | |
| 14. Do you find people from different religions, countries, cultures in the social media (tv, radio, internet)? | | | | | |



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| | | | | | |
|---|--|--|--|--|--|
| 15. Do you think we can use social media (tv, radio, internet) to know more about different people, cultures, religions, countries? | | | | | |
| 16. Do you know how to use social media to learn about different people, cultures, religions, countries? | | | | | |

If yes (to 16), explain why, please:

Thank you!



Annex III



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Promote image education as a tool for the inclusion of children in precarious and migratory situations
Impact survey for the pupils
Image Education Program

Date: ___/___/___ Age: _____ Country: _____

Please, fill with an 'x' your answer.

| | Your Answer | | | | |
|---|-------------|--|--|--|--|
| | | | | | |
| 1. Have you ever heard about image education? | | | | | |
| 2. How well can you use a camera to take photos? | | | | | |
| 3. How well can you use a camera to make videos? | | | | | |
| 4. How well do you know to record a message and share it with your friends and family? | | | | | |
| | | | | | |
| 5. Do you feel supported in the school? | | | | | |
| 6. Do you feel like you can connect with people in school? | | | | | |
| 7. Do you understand the fears and problems of your friends? | | | | | |
| 8. At your school, children and adults, are they different? | | | | | |
| 9. Do you usually want to know more about your friends, teachers... about their culture, their religion? | | | | | |
| 10. Do you feel like you can talk about yourself? | | | | | |
| 11. Can you express your thoughts in school? | | | | | |
| 12. Do you learn about other cultures in school? | | | | | |
| 13. Do you feel included in the classes? | | | | | |
| | | | | | |
| 14. Do you find people from different religions, countries, cultures in the social media (tv, radio, internet)? | | | | | |
| 15. Do you think we can use social media (tv, radio, internet) to know more about different people, cultures, religions, countries? | | | | | |



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| | | | | | |
|---------------------------------|--|--|--|--|--|
| 16. Do you know how to do that? | | | | | |
|---------------------------------|--|--|--|--|--|

If yes (to 16), explain why, please:

Thank you!



Annex IV



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

**Satisfaction survey for the professionals
Image Education Program**

Date: ____/____/____ Country: _____

1. Contents of the Image Education Program.

Considering the contents of the Image Education Program, how do you rate the following aspects:

| | Answer | | | | |
|---|---------------|----------|----------|----------|---------------|
| | Very poor (1) | Poor (2) | Fair (3) | Good (4) | Excellent (5) |
| 1. Adequacy in relation to the established objectives | | | | | |
| 2. Appropriate to the learners' needs | | | | | |
| 3. Usefulness for your professional practice | | | | | |
| 4. Applicability to your work context | | | | | |

If you have rated any of the above indicators with 1 or 2, please indicate the main reasons for your assessment:

2. Global Assessment.

Overall, how do you evaluate the Program considering the following aspects:

| | Answer | | | | |
|---|---------------|----------|----------|----------|---------------|
| | Very poor (1) | Poor (2) | Fair (3) | Good (4) | Excellent (5) |
| 1. Fulfilment of expectations | | | | | |
| 2. Suitability of the topics covered to your pupils' level of knowledge | | | | | |
| 3. Pupils' acquisition of new knowledge and skills | | | | | |
| 4. Global satisfaction | | | | | |

If you have rated any of the above indicators with 1 or 2, please indicate the main reasons for your assessment:



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2. Would you recommend this program to other professionals in the field?

| Yes | No | Maybe |
|-----|----|-------|
| | | |








Annex V

Promote image education as a tool for the inclusion of children in precarious and migratory situations Satisfaction survey for the pupils Image Education Program

Date: ___/___/___ Age: _____ Country: _____

Please, fill with an 'x' your answer.

| | Your Answer | | | | |
|--|---|---|---|---|---|
| |  |  |  |  |  |
| 1. Did you like the activities? | | | | | |
| 2. Was it easy for you to participate in the activities? | | | | | |
| 3. Did you learn something from the activities? | | | | | |
| 4. Would you like to do the activities again? | | | | | |
| 5. Would you recommend it to your friends? | | | | | |
| | | | | | |
| 6. What was your favourite activity? | | | | | |
| Explain why: | | | | | |

Thank you!