



QUESTIONNAIRE 1 - FINAL REPORT

NUMBER OF PARTICIPANTS:

EXPLORA (Italy):	68
IMAGINOSITY (Ireland):	106
PARKMINIATUR (Poland):	108
TECHNOPOLIS (Belgium):	91
ARTLAND (Bulgary):	100
TOTAL:	473

PROTOCOL NUMBERS:

The 'protocol procedure' worked very well, and it proved very useful for the evaluation. The teachers had been asked to divide the files in groups according to each class, and to write a numeric code on each questionnaire. Some of them, however, added letters to the codes, which were not taken into consideration.

EXPLORA (Italy)	A (100, 200, 300, 400)
IMAGINOSITY (Ireland):	B (100, 200, 300, 400)
PARKMINIATUR (Poland):	C (100, 200, 300, 400)
TECHNOPOLIS (Belgium):	D (100, 200, 300, 400)
ART LAND (Bulgary):	E (100, 200, 300, 400, 500)

with the support of





SUBMISSION METHODOLOGY:

As suggested with the general guidelines, sent to all the partners by EXPLORA staff, questionnaires were submitted without general introductions to the two main topics (Cartoons and Energy). Explora, for example, told children about the project only at the end of the questionnaire. However, some of Belgian surveys (two classes in particular) were influenced by teachers' statements: they told children to draw a cartoon character related to energy, instead of a regular cartoon character.

ABSENT CHILDREN:

In case of absent children during the drawing and description session ¹, FORM C data have been registered, when children were present during the focus group session. Teachers have been asked to send the missing files – FORMS A – later. In some cases this was not done. Ireland, instead, chose not to send incomplete surveys (missing either Form A or C). Find below the number of missing forms:

- EXPLORA (Italy) missing forms A: number 2
- PARKMINIATUR (Poland) missing forms A: number 13
- TECHNOPOLIS (Belgium) missing forms A: number 11

SUGGESTIONS FOR FUTURE SIMILAR OCCASIONS:

In case of absent children during FORM C like sessions, each partner in a final report shall register the exact number of missing files.

¹ FORM A, to be held in class before session for FORM C.



COMMENTS, PROBLEMS AND SUGGESTIONS:

1. BULGARY

FORM A, CARTOON DESCRIPTION: the description given by children looks very schematic. It looks like they are answering to questions like:

- What's your character's name?
- Where does s/he live?
- What does s/he like to do?
- Who are his/her friends?
- What's his/favourite colour?
- What are his/her skills?

Children were given guidelines before the description session.

CHARACTER: in the description of the character drawn often children start: 'My favourite character is...', following with the mentioned scheme above. The subject of most Bulgarian children is a character from a popular cartoon, which is not what had been suggested in the guidelines for teachers and staff.

FAVOURITE COLOUR: there might have been a translation mistake from English into Bulgarian. Children replied to question number 15 'What's your favourite colour?' giving the names of their favourite characters.

CHILDREN AGE: we have received questionnaires filled in by 9/10 year old children.

2. IRELAND

TRANSCRIPTIONS: due to children early age, the five countries involved had been asked to work on children tests, checking mistakes and spelling errors. Ireland – who didn't have to fill in the FORM E for translation into English – posted the original files, filled in by children. Although IMAGINOSITY director herself – Orla Kennedy - went through each test, just few corrections were added and just few descriptions were typed. Children tended to use a phonetic English instead of the standard one, and that made evaluation quite harder than usual.

3. DRAWINGS – FORM A





‘FAMILIAR’ RATHER THAN ‘UNFAMILIAR’: as reported by staff and verified on questionnaires, many of the children involved wanted to draw and write about their favourite TV cartoons and it was difficult to dissuade them otherwise. The children usually leaned towards the ‘familiar’ (Tom and Jerry, Sponge Bob etc...) than ‘engage’ with the ‘unfamiliar’.

Not so many as above, instead, referred to the made up character in question 1 of FORM C. In that case they had to answer to specific questions about their favourite TV cartoon and not about the non-existing one.

4. FAVOURITE CARTOONS

MOVIES INSTEAD OF CARTOONS: many children associated their favourite cartoon to a serial, like ‘Hannah Montana’ and High School Musical’.

5. CHILDREN SUPERVISION

MORE THAN ONE OPTION: children often chose more than one option when they were asked to choose one. For instance, they listed more than one favourite animal in question 15 in FORM C and more than one skill in question 14 in FORM C. For the evaluation, it was decided to choose the first option given, as the first thought by children.

SUGGESTIONS FOR FUTURE SIMILAR OCCASIONS:

Supervision on children shall be increased.

6. ENERGY – QUESTION 6 FORM C

DIFFICULTY: it revealed to be a hard question for children. They didn’t know the exact meaning and use of many of the objects listed, like: ‘windmill’ and ‘mill’. They also matched ‘child’ to ‘water’ and not to ‘ice-cream’, with the final result of incorrect associations. They showed awareness of the final incorrect matches, but they were not able to find out their mistake. This question was quite hard for children especially because of the way it was formulated. This is the reason why it will be hard to get useful data from it.

7. ENERGY – QUESTIONS 1 AND 14 FORM C

INFLUENCE: answers to these questions were influenced by the context in which children live and by their lifestyle. For instance:



- Irish and Polish children usually link their idea of energy to sport and electrical objects, whereas Italian children link it to fights and to strength. In this case they might have been influenced by the previous questions about cartoon animations.
- Irish children used the LUAS – an electric urban train – as their interpretation train in the pictures of the transports options. Most Irish and Polish children chose it as less pollutive mean of transport, whereas most Italian children chose car.

To be considered in the analysis of the evaluation data.

8. EVALUATION

TIMETABLE: evaluation took more hours than planned.

TOTAL HOURS: 147

SUGGESTIONS FOR FUTURE SIMILAR OCCASIONS:

Needed from 15 to 18 working days, instead of 7 as previously planned.

9. GENERAL AND FINAL OBSERVATIONS

QUESTIONNAIRE: the test proved to be too detailed and structured. Too many open answers were chosen. For this reason, children got often confused and tired. Moreover evaluation took more days than planned.

SUGGESTIONS FOR FUTURE SIMILAR OCCASIONS:

The questionnaire shall be shorter and shall be focused more on multiple choice questions rather than on open answers. For instance it proved useless to ask children (quest 14 a, b, c) ‘what are his/her qualities?’, ‘what does s/he like to do?’ and ‘what are his/her special powers?’. In many cases children get confused and give the same answer to different but similar questions.

TRANSLATIONS:

Translations from Poland proved very detailed. Translators provided very useful information like international names of movies or cartoons. For instance: Polish name for Hannah Montana is Dominika.





SUGGESTIONS FOR FUTURE SIMILAR OCCASIONS:

Translations shall be posted and sent via e-mail in order to make the evaluation process faster.

GUIDELINES FOR THE EVALUATION FORM COMMENTS:

COMMON WORDS USED AND THEIR MEANING:

UNSURE: to be found in question 1 FORM C, meaning that it proved hard to understand if the child is referring to a local cartoon or an invented one.

UNREADABLE: having several meanings. Unintelligible (Ireland, phonetic English), not making sense in the translation or according to the question.



YES – QUESTIONNAIRE 1

FINAL REPORT

Descriptions from FORM A have been copied in a list attached herewith.

FORM C: both multiple-choice answers and open answers data are readable in the evaluation form attached.

PART I – CARTOON

Question N. 1

WHAT'S THE NAME OF YOUR FAVOURITE CHARACTER IN THE CARTOON ANIMATION YOU LIKE THE MOST?

8,7% of children gives their preference to Spongebob, 7,2% to Tom and Jerry and 4,2% to Spiderman. There's a wide range of choices, both local and international cartoons.

Question N. 2

DOES S/HE HAVE ANY POWERS?

YES 59%

NO 40%

NO ANSWER 1%

Question N. 3

IF SO, WHICH ONES?



8,25% of children prefers characters with flying powers, 7,17% prefers powers regarding 'running' and 'race' and 6,45% 'sticky' powers. In particular, as reported in the evaluation (file xls), there are several powers related to energy (*energetic wave, fire, light*). Beside the listed answers, there is a wide range of choices that can be analysed in the evaluation form.

Question N. 4

WHERE DOES S/HE LIVE?

Most favourite characters live in a house (32,1%), even if there are a lot of interesting answers regarding different kinds of places (for example imaginative countries or towns, woods, islands, mountains, etc.)

Question N. 5

DOES S/HE HAVE ANY PARTICULAR PHYSICAL QUALITY?

Most children didn't give any special preference. 8,9% of children gives answer related to colours. Strong and muscular characters are those preferred by boys, beautiful and thin ladies by girls. There are just few answers about physical qualities, describing tail, beak, long hands, wigs, etc...

Question N. 6

WHAT ARE HIS/HER SPECIAL SKILLS?

8,8% of children made choices related to speed factors. Unfortunately many children (especially boys) prefer violent characters, that is those who kill/beat people. Sometimes, when they prefer good characters, they reveal to be interested in them because they fight against someone or something. Characters with artistic skills are preferred by 5,4% of participants, while 4,8% of children give heir preference to flying skills.



Question N. 7

DO YOU WATCH CARTOONS WITH YOUR FRIENDS?

YES 61%
NO 38%
NO ANSWER 1%

Question N. 8

DO YOU WATCH CARTOONS WITH YOUR PARENTS?

YES 59%
NO 39%
NO ANSWER 2%

Question N. 9

DO YOU WATCH CARTOONS WITH YOUR BROTHERS/SISTERS?

YES 74%
NO 10%
NO BROTHERS/SISTERS 15%
NO ANSWER 1%

Question N. 10

WOULD YOU LIKE TO WATCH CARTOONS IN SCHOOL?

YES 89%



NO 10%
NO ANSWER 1%

Question N. 11

WHAT DID YOU LEARN FROM CARTOONS?

28,3% of participants has not a specific idea on this topic. Like in question n. 6, children consider cartoons a way to learn special and strong powers, in order to fight (5,7%), but also a way to achieve positive messages, like 'to be good, nice and friendly' (5,4%). There is also a wide range of singular answers about friendship and similar values.

Question N. 12

IF YOU LIKE A PROGRAMME, DO YOU GO TO THE SHOW'S WEBSITE?

YES 48%
NO 28%
NO INTERNET 11%
NO WEB SITE 11%
NO ANSWER 2%

Question N. 13

IF IT WAS A REALLY GOOD WEBSITE, WHO WOULD YOU SHOW IT TO?

FRIENDS 30%
PARENTS 18%
BOTH 33%
NO INTERNET 15%





NO ANSWER 4%

Question N. 14

MAKE UP YOUR OWN CARTOON CHARACTER:

- a. WHAT ARE HIS/HER QUALITIES? Even if children prefer strength, fighting skills etc, when they have to invent a character, they prefer goodness, heroes who rescue people and save earth and positive values in general (10,5%). They also like characters that fly (6,9%).
- b. WHERE DOES S/HE LIVE? 22,8% of the characters chosen by children live in houses of several types and kinds. 8,8% of participants give their preference to towns and 8,2% to underwater lands and spaces.
- c. WHAT DOES S/HE LIKE TO DO? 8,7% of participants invented a character whose preferred activity is playing with friends. The same percentage chose activities related to fights and violence. As said above, most children (especially boys) like violent characters, so they invented cartoons that kill/beat people. Sometimes, when they prefer good characters, they reveal to be interested in them because they fight against someone or something. 6,5% of characters chosen by children love to spend their time eating all sort of things (*mice, carrots, pizza, bottles*).
- d. WHAT ARE HIS/HER SPECIAL POWERS? Even if they often write about characters with no special powers (36,8%), the most favourite ones are related to any kind of flying skills (8,6%) and to fire (5,2%).
- e. WHAT COLOUR IS S/HE? 13,5% of children gives to 'yellow' their preference. The same percentage of participants (10,8%) chose 'brown' and 'multicolour' shade. 'Multicolour' was the option chosen by the evaluator even when children gave their preference to a couple of colours (i.e. red and blue, brown and yellow, etc...).

with the support of





Question N. 15

WHAT IS YOUR FAVOURITE ANIMAL?

27% of participants gives their preference to dogs, followed by cats (11,8%) and horses (8,6%).

with the support of

Intelligent Energy  **Europe**



PART 2 – ENERGY

Question N. 1

WHAT'S ENERGY?

Children link the idea of energy to several and different topics. Energy is a special power for 20,5% of participants, while 16,3% of children relates their concept of energy to movement and sport in general. In other cases they know that energy is electricity or something similar (12,2%), not forgetting strength and muscles (11,2%).

Question N. 3

WHEN DO YOU USE ENERGY?

They know (20,5%) that they use energy when plug in something, play on PC/ Playstation, watch TV etc. However most of participants associate this idea to sports and movement (31,5%). A relevant group of them (7,8%) think that energy is something necessary to fight, to defeat evil. They link the idea of energy to their state of mind (getting angry with somebody, etc...).

Question N. 4

HOW DO YOU USE ENERGY?

Most children confuse “how” with “when”, so evaluation was quite difficult in this case. Results are similar to the former question (movement 29,8% and Pc, TV and similar 16,7%). However, limbs in general are relevant in this question as they were chosen by 5,4% of participants.



Question N. 5

WHERE DOES THE ENERGY COME FROM?

Most of participants answer that energy comes out of our body (16,6%), maybe because the link the idea of energy to the idea of strength. 8,2% thinks that sun is the main energy source, while 7,8% links their idea of energy source to food and drink.

Question N. 6

MATCH (WITH AN ARROW) WHERE THE ENERGY YOU USE COMES FROM:

- | | |
|---------------|--------------|
| 1. Windmill | a) Petrol |
| 2. Car | b) Sun |
| 3. Stove | c) Ice cream |
| 4. Locomotive | d) Water |
| 5. Child | e) Wind |
| 6. Mill | f) Coal |
| 7. Flower | g) Gas |

It revealed to be a hard question for children. They didn't know the exact meaning and use of many of the objects listed, like: 'windmill' and 'mill'. They also matched 'child' to 'water' and not to 'ice-cream', with the final result of incorrect associations. They showed awareness of the incorrect match, but they were not able to find out the mistake. This question was quite hard for children especially because of the way it was formulated. This is the reason why it will be hard to get useful data from it.

1 – e 98,7%

2 – a 72,9%



3 – g 58,1%

4 – f 57,2%

5 – c 74,2%

6 – d 77,3%

7 – b 30,9%

AT LEAST ONE COMBINATION MISTAKE 62,3%

Question N. 7

TICK (WITH A “X”) WHICH ENERGIES ARE CLEAN:

PETROL 9,3%

ICE-CREAM 87,7%

COAL 15,6%

WIND 93,8%

SUN 87,9%

GAS 11,3%

WATER 89,4%

Question N. 8

WHAT FINISHES AND WHAT DOESN'T?

8.a. COAL YES 63,6% NO 29,2% NO ANSWER 7,18%

8.b SUN YES 29,1% NO 66,8% NO ANSWER 4%

8.c WIND YES 31,5% NO 63,8% NO ANSWER 4,6%

8.d GAS YES 58,9% NO 34% NO ANSWER 6,5%

8.e WATER YES 39,5% NO 55,3% NO ANSWER 5%

8.f PETROL YES 64,4% NO 28,1% NO ANSWER 7,3%

with the support of

Intelligent Energy  **Europe**



Question N. 9

DO CARS CAUSE ENVIRONMENT POLLUTION?

YES	91,1%
NO	7,8%
NO ANSWER	1,1%

Question N. 10

IF YES, WHY?

Petrol is the cause of cars pollution: this is the most common answer. They know that smoke causes pollution.

Question N. 11

WHICH ONE OF THESE MEANS OF TRANSPORT IS LESS POLLUTIVE? (CHOOSE ONLY ONE OPTION)

CAR	9,7%
BUS	5,7%
TRAIN	83,7%
NO ANSWER	0,9%



Question N. 12

WHY?

As evaluated in question n. 11, 83% thinks that train is less pollutive. 10% of children gives their preference to cars and 6% to bus. 87% of participants who answered question number 12 chose train. 23% of participants thinks that train is less pollutive than other means of transport, because of less gas and smoke release

Question N. 13

HOW WOULD YOU LIKE GOING TO SCHOOL? (Tick only one option)

BY BIKE	28%
BY BUS	2,7%
WALKING	16,3%
BY SCHOOLBUS	5,8%
BY FRIEND'S CAR	9,9%
BY ROLLERBLADES	11%
BY SKATEBOARD	4,8%
BY SCOOTER	14,3%
BY PARENTS' CAR	5,7%
NO ANSWER	1,5%

Rome, 19/01/2009

Explora - Museo dei Bambini SCS Onlus

The views expressed in this Report are purely the authors' own and do not reflect the views of the European Commission.

