Evaluation Package for SHARMED-like projects

1. **What is essential and what is possible in evaluation of SHARMED-like projects**

This evaluation package includes all the tools for evaluation that were used in the SHARMED project and that could be used in any SHARMED-like project. The package is composed of two parts. In the first part, essential explanations and suggestions are provided for each of these tools. The second part (appendix) includes the templates of the tools that were used in SHARMED. These templates are not intended as the only possible tools, but rather as examples that can inspire other options and can be improved. The package also includes some advices about possible variations that can be applied in SHARMED-like projects. Finally, this package provides a classification of the tools according to three categories:

1. Tools that are warmly recommended in any project (T1)
2. Tools that could be used without particular efforts (T2)
3. Tools that require more effort, though they are useful, their use is not recommended in lack of adequate resources (T3).

The package supports the adaptation of evaluation to different purposes and resources. It is integrated with the Guidelines, which can be retrieved from the SHARMED website (ref.).

2. **Background questionnaire (T3)**

Research on the children's and their parents' social and cultural background is useful to understand the conditions in which the activities are planned. It is particularly important if there are doubts about the classes or the groups to include in the activities but also if possible problems and/or conflicts in the classroom and/or with some parents may be foreseen. The templates of possible questionnaires for both children and parents are included in the Appendix (Templates 1 and 2).

This type of research is much less important if the facilitator has some direct knowledge of the chosen classroom. This is the case, for instance, when the facilitator is a teacher working in the school attended by the target children.

The background research may be rather challenging because it requires time to prepare the questionnaire and elaborate the results and some sociological competence in analysis. For this reason, the background research is not suggested if there are not some additional (human and/or financial) resources for the project (e.g. a small contract with external researchers or a university department).

Design. The questionnaire for children is designed to investigate some general data (sex, age, spoken language, geographical origins were permitted) and to understand the children's views regarding:

1. Competence in speaking the national (or regional) language.
2. Relationships and feelings about classmates and teachers.
3. Level of enjoyment and possible problems in relationships with relevant interlocutors in daily life.
4. Communication on and sharing of personal matters with relevant interlocutors in everyday life.
5. Assessments of peers and adults' behaviours.
6. Level of agreement with some statements on gender differences and different habits.

7. Possible disagreements with relevant interlocutors in everyday life and management of this disagreement.
8. Overall assessment of dialogue in the classroom, with classmates and teachers (feelings and positive/negative aspects).

Similarly to the questionnaire for children, the questionnaire for parents, is designed to investigate some general data about the children (sex, age, spoken language, geographical origins were permitted). Moreover, it investigates the following aspects:

1. Competence in speaking the national (or regional) language.
2. Feelings about settlement in the local community and school (relationships with other parents and teachers)
3. Positive and negative features of relationships in the local community and school
4. Feeling about involvement in the school community

Collection. The questionnaires are administered in anonymous form, directly at school for what concerns children, and through children's delivery or school meetings for what concerns parents. The questionnaires are collected in boxes, where they are put by the children and, where the parents think it is better, by parents. The questionnaires are administered several weeks before the beginning of the activities, to have time to analyse them and use them for the activities.

Analysis. The elaboration can be kept simple: general percentages are sufficient; some elaboration of the impact of general variables such as gender and spoken language can be useful. However, the analysis requires some sociological competence in explaining the data, above all for what concerns the specific interpretation of positive/negative feelings and relationships.

3. Questionnaire for training evaluation (T1)

It may be very useful to know if the training of teachers, educators and facilitators (see Guidelines) is successful. It is also useful to understand the possibkle probles that the trainees might experience. Therefore, a questionnaire for training evaluation is important. The questionnaire may concern both the face-to-face training and the MOOC, on the basis of the combination of these two forms of training (see Guidelines).

Design. The evaluation questionnaire is designed to measure trainees' satisfaction about the most important aspects of the training. It includes questions regarding:

1. Gender, Age, Level (where useful) of school.
2. Degree of satisfaction about all the important aspects of the training, including quality, organisation, active participation, relations developed during the training, future potential use in educational activities.
3. Perception of the support the training can give to the trainees in their work in school, classroom or other types of groups of children.
4. Perception of the increase of knowledge for what concerns the objectives of the training.

5. Development of interest in the objectives after the training.
6. General evaluation of the training.
7. Perception of problems about the training.

Collection. The questionnaires can be collected immediately at the end of the face-to-face training and/or at the end of the MOOC, depending on the choice made locally about the organisation of the training. An electronic system of administration (google forms) is directly provided in the MOOC.

Analysis. The analysis is simple. The small number of trainees allows for manual counting of the answers and their transformation in percentages. The electronic system can provide an automatic elaboration.

4. Pre-test questionnaire (T2)

The pre-test questionnaire can be administered immediately before the classroom/group activities in order to understand the relational situation and the attitudes of the children, in particular in relation to the specific objectives of SHARMED, i.e. conditions in which facilitation is applied, use of photographs and development of narratives. This questionnaire may be useful independently from the knowledge about the classroom/group, as it investigates aspects that are probably unknown to teachers, educators and facilitators.

Design. Some preliminary questions overlap with the background questionnaire. They are included when the background questionnaire is not administered. These questions have been shown in Section 2. In the Appendix, they are numbered as questions 1-6. The questions from 7 to the end are specific of the pre-test questionnaire. The questions deal with the following aspects:

1. Topics and form of children's routine classroom/group communication, concerning storytelling and children's attitude towards taking pictures.
2. Perceptions of classmates' reactions to self-expression.
3. Personal reactions to classmates' storytelling.
4. Identity of children's narratives of memory's the addressees
5. Positive/negative assessment towards expressions of diversity.
6. Meaning of photographs.

Collection. The questionnaires are administered in anonymous form. They are collected in boxes, where they are put by the children. The questionnaires are administered before the beginning of the activities.

Analysis. The elaboration can be kept simple: general percentages are sufficient; some elaboration of the impact of general variables such as gender and spoken language can be useful. The analysis requires some competence in explaining the data, for what concerns the specific interpretation of positive/negative feelings and relationships.

5. Post-test questionnaire (T3)

The post-test questionnaire may be useful to compare the results of the pre-test about the objective of the project with the final results after the activities and, from here, to ascertain if there have been changes. However, this type of comparison presents several limitations. First, its success depends on the length and the impact of the project. After the experience of SHARMED, we do not suggest to use the post-test questionnaire in short interventions, because their impact may be very low. Probably, longer and systematic interventions can be better tested. Second, some answers in the post-test can be conditioned by other variables, as they are not explicitly linked to the activities. After the SHARMED experience, however, it may be suggested to create this link for all questions, so that the post-test is clearly associated with the activities. Third, it is important to clarify very well what the objective of the post-test is, because children can be confused when being invited to answer questions that are very similar to those in the pre-test.

Design. The questions are the same of the pre-test, but changed in the grammatical form and prefaced by "during the activities" or "after the activities" (see above the warning for this second formulation).

Collection. The questionnaires are administered in anonymous form. They are collected in boxes, where they are put by the children. The questionnaires are administered immediately after the conclusion of the activities, as they are used for a short term evaluation.

Analysis. In general, see the pre-test. There is however an additional requirement for the comparative analysis, which increases the level of difficulty.

6. **Questionnaire assessing the activities (T1)**

The assessment of the activities is very important and can be secured through a simple questionnaire administered to the children. The administration of this questionnaire is warmly recommended. If the choice is to administer the post-test too, this questionnaire can be administered in the same meeting, possibly as a second part of a unique questionnaire.

Design. The questionnaire is designed to provide basic information about the way in which the children have experienced the activities, regarding three aspects: types of activities, relations with the classmates and relations with the facilitator. In more details:

1. Level of enjoyment of the different activities done during the project.
2. Feelings experienced during the activities.
3. Quality of the relationships with the classmates during the activities.
4. Definition of the role-identity of the facilitator.
5. Quality of the relationship with the facilitator.
6. Perception of the value of self-expression and difference of opinions.
7. General evaluation of the activities.

Collection. The questionnaires are administered in anonymous form. They are collected in boxes, where they are put by the children. The questionnaires are administered immediately after the conclusion of the activities.

Analysis. The elaboration can be kept simple: general percentages are sufficient. Some elaboration of the impact of general variables such as gender and spoken language might be useful, but not necessary. The analysis does not require particular competence in explaining the data, but it requires knowledge of the project and its expected outcomes.

7. Focus group with children (T1)

The focus group with the participating children is useful to discuss the results of the questionnaires assessing the activities and (if post-test is used), to discuss the results of the comparison between pre and post-test. It is not advisable to replace the questionnaire (Section 6) with the focus group, as the reduced level of anonymity can have negative effects on the answers during the focus group. The best (and suggested) option is combining the two tools.

Design. There is no template, as the focus group is based on the presentation of some simplified tables from the questionnaire, which can enhance questions about the children's previous quantitative evaluation, addressed to the whole classroom. It is possible to write down the answers on a board asking students to express themselves by raising their hands, thus obtaining a new quantitative outcome. However, the most important aspect of the focus group is collecting further comments about the outcomes of questionnaires. The focus group does not aim to reassess the quantitative data; rather, the questionnaire aims to collect further comments and explanations about them. It is not necessary, and probably not useful, to record the focus group, because this could suggest some form of control.

Collection. The focus group is administered immediately after the analysis of the questionnaire for assessment has been completed, and as soon as possible. The focus group should not be led by the facilitator, but by another person who is not considered by the children as someone who could potentially reveal the contents of the focus group.

Analysis. The analysis may be simple, as the outcomes from the children can be written on a sheet and then put together. However, it is also possible to enhance a more complex format by recording more detailed information, for instance through the presence of a second conductor who can write down what has been said in more details. The alternative of recording the focus group is not excluded, although this is riskier, as it can be perceived as a form of control. This option should be evaluated on the basis of the direct experience of the children's possible feeling.

8. Interviews to expert adults (T2)

Interviews can be administered both to the class' teachers (or educators) and to facilitators. Interviews aim to understand how experts have perceived the activities, their level of success and the possible problems related to the activities. Interviews can be used to improve innovation through a reflection on the way of working with the children and the children's reactions to this way of working. These interviews should be audio-recorded; the most important part of the interviews might be transcribed to have some direct data for evaluation.

Design. The interviews are designed to investigate the meaning assigned to, as well as the opinion on, the activities. The questions focus on methodology (and its difference from the usual ones adopted in the classroom), children's acceptance and level of participation, children's degree of autonomy, relations among children and their expression of different opinions, observation of problems and conflicts, general assessment of the impact and degree of success of the activities.

Collection. The interviews can be individual or they can involve small groups of interviewees, depending on the situation and the time the interviewees have. It is however important to distinguish the interview(s) with the teachers/educators and the one with the facilitator(s), because their perspective are different. The interviews should be done as soon as possible after the conclusion of the activities as they do not regard long-term effects of the activities, but the direct observation of them.

Analysis. The analysis can be either simple or more complex. A simple analysis collects the main themes and opinions, without any further elaboration. This is suggested when time and resources are scarce. The more complex analysis requires an expertise in interpreting and contextualising the answers in the education system and in the system of facilitation, providing an explanation linked to some theoretical background.

9. Report (T1/T3)

As the previous sections have shown, the chosen instruments of analysis may lead to a more or less complex amount of data and analyses. Data and analyses can be collated to write a report regarding the whole project. This report, however, is time-consuming and not easy to write, as it does not simply require the juxtaposition of different texts, but the construction of a new order of discourse, based on the connections among the parts. In particular, the report should include the following important aspects:

1. A selection of materials, so that the report is on both adequately integrated and respectful of the variety of research results.
2. Comments on selected materials outlining the most important parts and their importance for the project and for future improvements.
3. Briefs to summarise the most important aspects of content and methodology, so that a short version of the report can be available for all interested interlocutors and stakeholders, in particular for policy-makers who have not time for longer readings.
4. An introduction explaining the project, and a conclusion summarising its strong and weak aspects.

Appendix

Template 1 (Background research, questionnaire for children)

1. I am ☐ M ☐ F

2. I am _____ years old

3. My native language(s) is/are:
☐ (National language)
☐ _____
☐ _____

4. I speak (National language)
☐ very well
☐ well
☐ not so well yet

There is no right or wrong answer.
If you don't find the answer you would give, choose the one that comes closer.

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5. I consider friends...
(choose ONE answer only)

☐   all of my classmates
☐   some of my classmates
☐   none of my classmates

6. With my classmates, I usually feel...
(choose ONE answer only)

☐   very happy
☐   happy
☐   neither happy nor unhappy
☐   unhappy
☐   very unhappy

7. I have good relationships with...
(choose ONE answer only)

☐   all teachers
☐   the majority of teachers
☐   with some teachers
☐   with none of the teachers

8. With my teachers, I usually feel...
(choose ONE answer only)

☐   very happy
☐   happy
☐   neither happy nor unhappy
☐   unhappy
☐   very unhappy

9.I have had some problems with...
(you can choose MORE answers)

☐ a schoolmate
☐ a friend
☐ a teacher
☐ a parent
☐ _____ *(please tell us with who, without using his/her name. For example: "my neighbour" instead of "John Smith")*
☐ I have never had problems with anybody

10. I like the most to talk with...
(*choose ONE answer only*)

☐   schoolmates
☐   friends
☐   teachers
☐   parents
☐   _____ *(please tell us with who, using the category, i.e. neighbours)*

11. I like the least to talk with...
(*choose ONE answer only*)

☐   schoolmates
☐   friends
☐   teachers
☐   parents
☐   _____ *(please tell us with who, using the category, i.e. neighbours)*

12. I like to talk about personal matters with...
(you can choose MORE answers)

☐   schoolmates

☐   friends

☐   teachers

☐   parents

☐   _____ *(please tell us who, using the category, i.e. neighbours)*

☐   nobody

13. I think that most children of my age are...
(choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. funny	☐	☐	☐	☐
2. nice	☐	☐	☐	☐
3. helpful	☐	☐	☐	☐
4. friendly	☐	☐	☐	☐
5. boring	☐	☐	☐	☐
6. nasty	☐	☐	☐	☐
7. annoying	☐	☐	☐	☐
8. aggressive	☐	☐	☐	☐

14. I think that most adults are ...
(choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. funny	☐	☐	☐	☐
2. nice	☐	☐	☐	☐
3. helpful	☐	☐	☐	☐
4. friendly	☐	☐	☐	☐
5. boring	☐	☐	☐	☐
6. nasty	☐	☐	☐	☐
7. annoying	☐	☐	☐	☐
8. aggressive	☐	☐	☐	☐

15. I think that in the way in which I get along with other people, the following aspects are…
(provide ONE answer for each line)

	Not important	Positive	Negative
1. difference between males and females	☐	☐	☐
2. different country where people were born	☐	☐	☐
3. difference between cultural habits	☐	☐	☐

16. I disagree more often with….
(choose ONE answer only)

☐ schoolmates

☐ friends

☐ teachers

☐ parents

☐ _____ *(please tell us who, using the category, i.e. neighbours)*

☐ I don't usually disagree with people

17. When I disagree with someone I…
(choose ONE answer only)

☐ try to convince the other about my opinion

☐ try to understand the opinion of the other and explaining mine

☐ use humour

☐ look for help of someone to support me

☐ look for help of someone to work out the different viewpoints

18. I believe that it is necessary to force my opinion on others...
(you can choose MORE answers)

☐ when they don't understand my point
☐ when they are not careful
☐ when they blame and criticise me
☐ when they do not do the right thing
☐ when _____
☐ never

19. Talking about myself and sharing personal matters at school is ...
(choose ONE answer only)

☐ embarrassing

☐ helpful

☐ impossible

☐ funny

☐ a waste of time

☐ strange

☐ normal

☐ _____

20. In my class ...

(choose ONE answer for EACH cloud)

☐ All of my classmates have the same chance to express their opinion.
☐ Some of my classmates have more chances than others.

When I talk with my teachers,
☐ I usually have the same chance to express my opinion as they have.
☐ they have more chances than me.

☐ I say first what I think, and then I listen to my classmates.
☐ I listen to my classmates first, and then I say what I think.

☐ I say first what I think, and then I listen to my teachers.
☐ I listen to my teachers first, and then I say what I think.

☐ I speak calmly, so my classmates are more willing to listen to me.
☐ I speak loudly to convince my classmates.

☐ I speak calmly, so people are more willing to listen to me.
☐ I speak loudly to convince others.

When I comment what my classmates have said, I use to point out:
☐ drawbacks
☐ positive aspects

When I comment what my teachers have said, I use to point out:
☐ drawbacks
☐ positive aspects

When my classmates speak to me about their thoughts and feelings,
☐ I believe them.
☐ I do not believe them.

When my teachers speak to me about their thoughts and feelings,
☐ I believe them.
☐ I do not believe them.

2

☐ I worry
☐ I don't worry
about the consequences of my words/actions for my classmates

☐ I worry
☐ I don't worry
about the consequences of my words/actions for my teachers

When I listen to my classmates, I usually
☐ think I understood what they mean.
☐ make sure that I understood what they mean, asking for confirmation or reformulation.

When I listen to my teachers, I usually
☐ think I understood what they mean.
☐ make sure that I understood what they mean, asking for confirmation or reformulation.

☐ I use to ask my classmates what they feel rather than saying what I feel.
☐ I use to say what I feel rather than asking my classmates what they feel.

☐ I use to ask my teachers what they feel rather than saying what I feel.
☐ I use to say what I feel rather than asking my teachers what they feel.

☐ I try to understand why my classmates have different opinions.
☐ I try to influence my classmates' opinions.

☐ I try to understand why my teachers have different opinions.
☐ I try to influence my teachers' opinions.

☐ I respect my classmates' opinions, even if I disagree.
☐ If I disagree, I do not respect my classmates'

☐ I respect my teachers' opinions, even if I disagree.
☐ If I disagree, I do not

2

☐ I do not judge my classmates on the basis of what they do or say.
☐ I judge my classmates on the basis of what they

☐ I do not judge my teachers on the basis of what they do or say.
☐ I judge my teachers on the basis of what they do

☐ In case of disagreement with my classmates, I try to find a shared solution.
☐ If I disagree with my classmates, I try to understand whether it is better to impose my opinion or accept what they

☐ In case of disagreement with my teachers, I try to find a shared solution.
☐ If I disagree with my teachers, I try to understand whether it is better to impose my opinion or accept what they say.

21. In my relationship with my CLASSMATES there is more:

(choose ONE answer for EACH cloud)

☐ fun
☐ boredom

☐ trust
☐ mistrust

☐ interest
☐ indifference
☐ exclusion

☐ collaboration
☐ competition

☐ peace
☐ violence

☐ rules
☐ freedom

☐ recognition of my abilities
☐ ignorance of my abilities

☐ calmness
☐ worries

☐ respect
☐ lack of respect

□ friendship
□ lack of friendship

□ agreement
□ disagreement
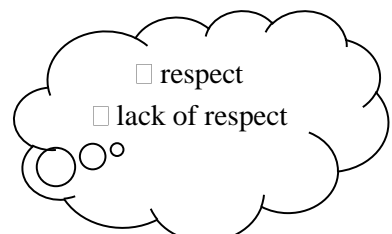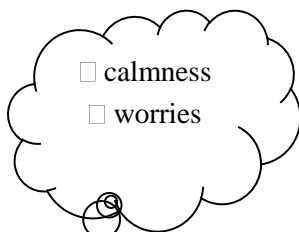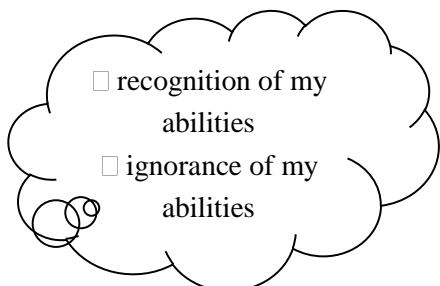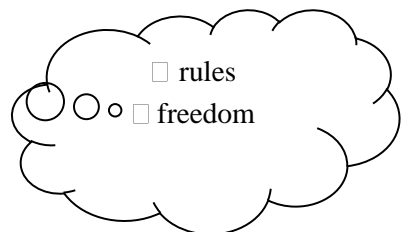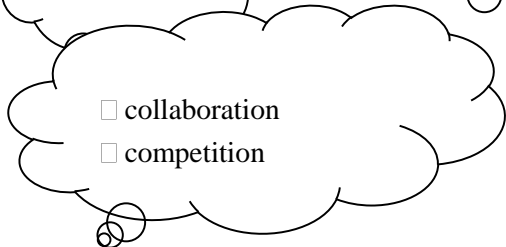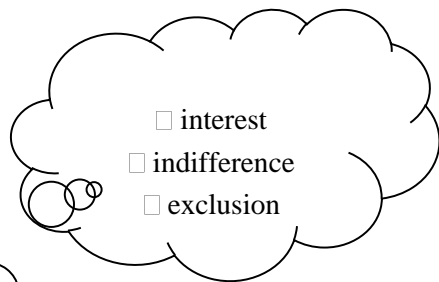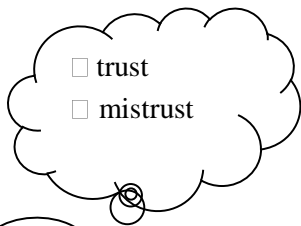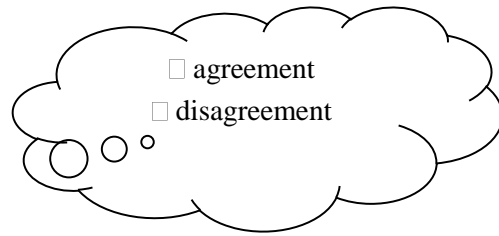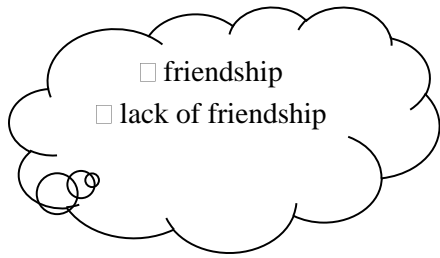
22. What makes me feel WORSE in my relationships with classmates:

(You can choose between 1 and 3 answers)

□   mistrust

□   boredom

□   competition

□   indifference

□   exclusion

□   presence of rules

□   lack of rules

□   lack of friendship

□   lack of recognition of my abilities

□   worries

□   lack of respect

□   disagreement

□   violence

23. What makes me feel BETTER in my relationships with classmates:

(You can choose between 1 and 3 answers)

□   trust

□   fun

□   collaboration

□   interest

□   freedom to act

□   friendship

□   recognition of my abilities

□   calmness

□   respect

□   sharing opinions

□   peace

□   presence of rules

□   lack of rules

24. In my relationship with my TEACHERS there is more:

(choose ONE answer for EACH cloud)

☐ fun
☐ boredom

☐ trust
☐ mistrust

☐ interest
☐ indifference
☐ exclusion

☐ collaboration
☐ competition

☐ peace
☐ violence

☐ rules
☐ freedom

☐ recognition of my abilities
☐ ignorance of my abilities

☐ calmness
☐ worries

☐ respect
☐ lack of respect

☐ frienship
☐ lack of frienship

☐ agreement
☐ disagreement
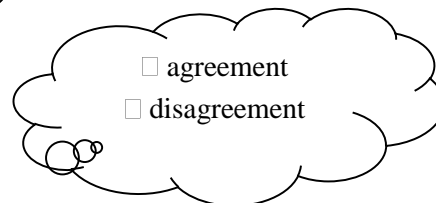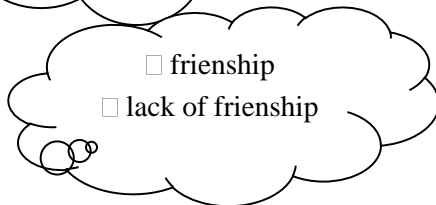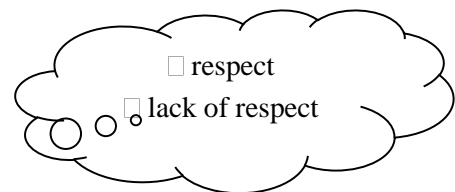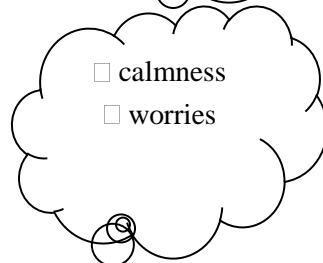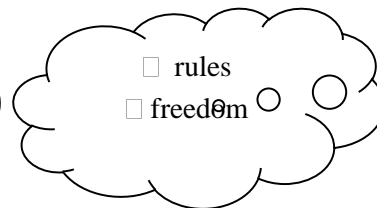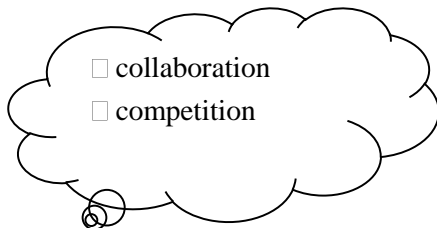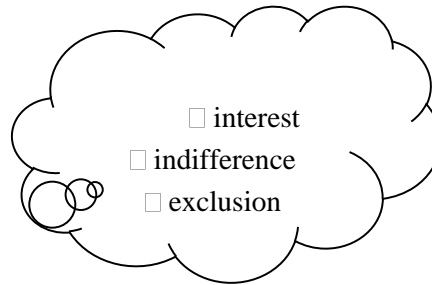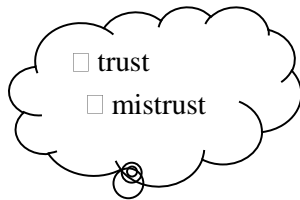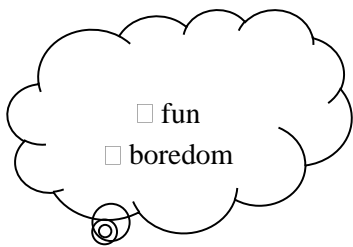
25.What makes me feel worse in relationships with my teachers:

(you can choose up to 3 answers)

☐   mistrust
☐   boredom
☐   indifference
☐   exclusion
☐   presence of rules
☐   lack of rules
☐   lack of friendship
☐   ignorance of my abilities
☐   judgement
☐   worries

- ☐ lack of respect
- ☐ disagreement
- ☐ violence

26. What makes me feel better in my relationships with teachers:
(you can choose up to 3 answers)

- ☐ trust
- ☐ fun
- ☐ collaboration
- ☐ interest
- ☐ agreement
- ☐ freedom to act
- ☐ intimacy
- ☐ recognition of my abilities
- ☐ calmness
- ☐ respect
- ☐ presence of rules
- ☐ lack of rules
- ☐ peace

Thank you very much for your trust and collaboration

Template 2 (Background research, questionnaire for parents)

1. I am ❑ M ❑ F

2. I am _____ years old

3. My native language(s) is/are:
❑ (National Language)
❑_____
❑_____

4. I speak (National language)
❑ very well
❑ well
❑ not so well yet

There is no right or wrong answer.
If you don't find the answer you would give, choose the one that comes closer.

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5. I feel settled in London/Modena/ec..
(choose ONE answer only)

☐   I strongly agree

☐   I agree

☐   I disagree

☐   I strongly disagree

6. I feel comfortable to talk with...
(choose ONE answer for EACH line)

all	some	a few	no	
☐	☐	☐	☐	neighbours
☐	☐	☐	☐	other children's parents
☐	☐	☐	☐	teachers

7. In my relationships with my neighbours there is mainly...

(choose ONE answer for EACH box)

Trust ❑	Interest ❑
Mistrust ❑	Indifference ❑
	Exclusion ❑

Understanding ❑	Appreciation ❑
Misunderstanding ❑	Lack of appreciation ❑

Harmony ❑	Respect ❑
Tension ❑	Lack of respect ❑

Agreement ❑	Friendship ❑
Disagreement ❑	Lack of friendship ❑

8. In my relationship with my children's teachers there is mainly...

(*choose ONE answer for EACH box*)

Trust ❑	Interest ❑
Mistrust ❑	Indifference ❑
	Exclusion ❑

Understanding ❑	Appreciation ❑
Misunderstanding ❑	Lack of appreciation ❑

Harmony ❑	Respect ❑
Tension ❑	Lack of respect ❑

Agreement ❑
Disagreement ❑

9. In my relationships with other children's parents mainly is more...

(choose ONE answer for EACH box)

Trust ❑	Interest ❑
Mistrust ❑	Indifference ❑
	Exclusion ❑

Understanding ❑	Respect ❑
Misunderstanding ❑	Lack of respect ❑

Harmony	❑		Appreciation	❑
Tension	❑		Lack of appreciation	❑
Agreement	❑		Friendship	❑
Disagreement	❑		Lack of friendship	❑

10. I feel involved in the school community (afterschool clubs, breakfast clubs, school committees, fundraising, community projects)...

(choose ONE answer only)

❑ I strongly agree
❑ I agree
❑ Not sure
❑ I disagree
❑ I strongly disagree

Thank you very much for your trust and collaboration!

Template 3 (questionnaire for training evaluation)

Gender

☐ Male
☐ Female
☐ Other

What is your age?

☐ 0-30
☐ 31-40
☐ 41-50
☐ 51-60
☐ 60 +

Level of your schools

☐ (to be selected according to the local definition)
☐
☐

1. **Please select the number below that best represents how satisfied you are with your recent training. 'I am satisfied with…..'**

	Strongly agree	Agree	not sure	Disagree	Strongly Disagree
Trainers' competence and preparation	1	2	3	4	5
Organisation of training	1	2	3	4	5
New knowledge I have developed	1	2	3	4	5
New skills I have developed	1	2	3	4	5
Learning materials	1	2	3	4	5
On line training and activities	1	2	3	4	5
Being part of a group of people sharing the same interests	1	2	3	4	5
My active participation	1	2	3	4	5
The interaction with other trainees	1	2	3	4	5
The interaction with trainers	1	2	3	4	5
The potential use of training for my classroom work	1	2	3	4	5

2. **Please select the number below that best represents how you feel about each statement. 'The training will help me in….**

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Understanding aims and roles	1	2	3	4	5
Doing activities in the classroom	1	2	3	4	5
Working with colleagues	1	2	3	4	5
Managing problems in the classroom	1	2	3	4	5
Communicating better in the classroom	1	2	3	4	5
Acquire professional competences	1	2	3	4	5

3. **After completion of the training, please select the number below that best represents how you feel about each statement. 'I have developed knowledge about….**

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Facilitation in the classroom	1	2	3	4	5
Using photographs in teaching	1	2	3	4	5
Narratives and memory	1	2	3	4	5
Interaction in the classroom	1	2	3	4	5
Use of technologies	1	2	3	4	5
Communication with students	1	2	3	4	5
Equal opportunities for active participation	1	2	3	4	5
Group dynamics between students	1	2	3	4	5
Intercultural communication	1	2	3	4	5
Activities Planning	1	2	3	4	5

4. **After completion of the training, please select the number below that best represents how you feel about each statement. 'I am interested in….**

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Facilitation in the classroom	1	2	3	4	5
Using photographs in teaching	1	2	3	4	5
Narratives and memory	1	2	3	4	5
Interaction in the classroom	1	2	3	4	5
Use of technologies	1	2	3	4	5
Communication with students	1	2	3	4	5
Equal opportunities for active participation	1	2	3	4	5

Group dynamics between students	1	2	3	4	5
Intercultural communication	1	2	3	4	5
Activities Planning	1	2	3	4	5

5. Please select the number below that best represents how you feel about the following statement

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Overall, I found the training interesting	1	2	3	4	5

6. Please select the number below that best represents how you feel about each statement that concern POSSIBLE problems you might have encountered

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Trainers were not competent and prepared	1	2	3	4	5
Training was not well organised	1	2	3	4	5
I have not developed new knowledge	1	2	3	4	5
I have not developed new skills	1	2	3	4	5
Learning materials were not adequate	1	2	3	4	5
Learning activities were not sufficient	1	2	3	4	5
Not enough time to do training and activities	1	2	3	4	5
Training and activities assuming knowledge that I did not have	1	2	3	4	5
Limited support to active participation	1	2	3	4	5
Limited interaction with other trainees	1	2	3	4	5
Limited interaction with trainers	1	2	3	4	5
Limited relevance of training for classroom work	1	2	3	4	5

Template 4 (pre-test questionnaire)

This questionnaire is part of the (name) project.

The questionnaire is **anonymous;** therefore, it will not include your name or other information that identify you. Please **do not write your name** on the questionnaire.

Participation is voluntary. If you think that, for any reason, you do not want to answer to some questions, you are not obliged to answer.

There are no right or wrong answers. If you don't find the exact answer you would like to provide in the list, please choose the closest one.

We hope you will find the questionnaire interesting. Thank you for your collaboration.

1. I am ☐ M ☐ F

2. My native language(s) is/are:

☐ (national language)

☐ _____

☐ _____

3. My classmates and I:
(choose ONE answer for EACH line)

	Always	**Often**	**Rarely**	**Never**
1. Get along well	☐	☐	☐	☐
2. Have some problems	☐	☐	☐	☐
3. Like to talk	☐	☐	☐	☐
4. Share personal matters	☐	☐	☐	☐
5. Tell each other stories	☐	☐	☐	☐
6. Have different opinions	☐	☐	☐	☐
6. Learn from each other	☐	☐	☐	☐

4. In my class:
(choose ONE answer for EACH line)

	Always	**Often**	**Rarely**	**Never**
1. We all have the same chance to express ourselves	☐	☐	☐	☐
2. We express different points of view	☐	☐	☐	☐
3. We share our opinions and experiences	☐	☐	☐	☐
4. We share our feelings	☐	☐	☐	☐

5. I am interested in what my classmates:

(choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. Think	☐	☐	☐
2. Feel	☐	☐	☐
3. Know	☐	☐	☐
4. Experience	☐	☐	☐

6. My classmates are interested in what I:

(choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. Think	☐	☐	☐
2. Feel	☐	☐	☐
3. Know	☐	☐	☐
4. Experience	☐	☐	☐

7. With my classmates:

(choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. I tell stories about me	☐	☐	☐	☐
2. I tell stories about my family	☐	☐	☐	☐
3. I talk about my cultural habits	☐	☐	☐	☐
4. I show them my favourite photos/videos	☐	☐	☐	☐
5. I take photos/ make videos of them	☐	☐	☐	☐
6. I talk of the place where I was born or I used to live	☐	☐	☐	☐
7. I talk about the places that are important to the story of my family				

8. If I tell something that is important for me, my classmates:

(choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. Respect what I am saying	☐	☐	☐	☐
2. Try to understand what I am saying	☐	☐	☐	☐

3. Try to point out the positives of what I am saying	☐	☐	☐	☐
4. Try to convince me about the importance of what they have to say	☐	☐	☐	☐
5. Look for shared stories	☐	☐	☐	☐
6. Judge me negatively for what I am saying	☐	☐	☐	☐
7. Mock what I am saying	☐	☐	☐	☐
8. Get aggressive	☐	☐	☐	☐

9. When my classmates tell me stories:
(choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. I find that nice	☐	☐	☐	☐
2. I get bored	☐	☐	☐	☐
3. I am amused	☐	☐	☐	☐
4. I mock their stories	☐	☐	☐	☐
5. I ask questions about their stories	☐	☐	☐	☐
6. I tell my story too	☐	☐	☐	☐
7. I feel annoyed	☐	☐	☐	☐
8. I find their stories interesting	☐	☐	☐	☐
9. I believe them	☐	☐	☐	☐
10. I join them in the storytelling	☐	☐	☐	☐

10. **I talk about my memories..**
   (choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. With my family	☐	☐	☐
2. With my friends	☐	☐	☐
3. With my classmates	☐	☐	☐
4. With my teachers	☐	☐	☐
5. With other_____ (please tell us with who, using the category and not the Name i.e. my cousin)	☐	☐	☐

11. Expressing different perspectives is:
              (choose ONE answer)

☐₁　　Always positive

☐₂　　Sometimes positive, sometimes negative

☐₃　　Always negative

12. For me, photography is a way to:
(choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. Remember and tell my memories	☐	☐	☐
2. Show my emotions	☐	☐	☐
3. Record what I see around me			
4. Capture interesting moments of my life	☐	☐	☐
5. Tell stories about my personal experiences			
6. Relate to other people	☐	☐	☐
7. Be creative	☐	☐	☐

Thank you very much for your trust and collaboration!

Template 5 (post-test questionnaire)

This questionnaire is part of the (name) project.
The questionnaire is **anonymous;** therefore, it will not include your name or other information that identify you. Please **do not write your name** on the questionnaire.
Participation is voluntary. If you think that, for any reason, you do not want to answer to some questions, you are not obliged to answer.
There are no right or wrong answers. If you don't find the exact answer you would like to provide in the list, please choose the closest one.
We hope you will find the questionnaire interesting. Thank you for your collaboration.

1. I am ☐ M ☐ F

2. My native language(s) is/are:
☐ (national language)
☐ _____
☐ _____

NB: the term "activities" refers to the project

3. You have participated to various SHARMED-workshops.

How much did you enjoy...

   (choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. Choosing a picture	☐	☐	☐
2. Producing a picture	☐	☐	☐
3. Presenting your picture	☐	☐	☐
4. Looking at the pictures of your classmates	☐	☐	☐
5. Telling my story	☐	☐	☐
6. Listening to the stories of your classmates	☐	☐	☐
7. Exchanging ideas and information with your classmates	☐	☐	☐

4. During the activities, with my classmates:

   (choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. I had good relationships	☐	☐	☐	☐
2. I had some problems	☐	☐	☐	☐
3. I liked to talk	☐	☐	☐	☐

	Always	Often	Rarely	Never
4. I talked of personal matters	☐	☐	☐	☐
5. I liked to tell stories	☐	☐	☐	☐
6. I disagreed	☐	☐	☐	☐

5. When I talked with my classmates during the activities:
   (choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. Everyone had the same chance as others to express their opinion	☐	☐	☐	☐
2. I listened to my classmates' points of view	☐	☐	☐	☐
3. I spoke calmly, so my classmates were more willing to listen to me	☐	☐	☐	☐
4. I tried to understand why my classmates had different opinions	☐	☐	☐	☐
5. I respected my classmates' opinions, even if I disagreed	☐	☐	☐	☐
6. I used to point out positive aspects of my classmates' opinions	☐	☐	☐	☐
7. I did not judge my classmates on the basis of what they did or said	☐	☐	☐	☐
8. I used to ask my classmates to confirm or reformulate what they were saying, just to be sure I understood well	☐	☐	☐	☐
9. I used to ask my classmates what they felt	☐	☐	☐	☐
10. When my classmates spoke to me about their thoughts and feelings, I believed them	☐	☐	☐	☐
11. In case of disagreement with my classmates, I tried to find a shared solution.	☐	☐	☐	☐

6. During the activities, with my classmates:
   (choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. I have told stories about myself	☐	☐	☐	☐
2. I have told stories about my family	☐	☐	☐	☐
3. I have talked about my cultural habits	☐	☐	☐	☐
4. I have shown my favourite photos/videos	☐	☐	☐	☐

5. I have made photos/videos	☐	☐	☐	☐
6. I have talked of the place in which I was born/I lived in the past	☐	☐	☐	☐

7. In this period, I have talked of my memories..
(choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. with my family	☐	☐	☐
2. with my friends	☐	☐	☐
3. in my classroom	☐	☐	☐
4. with other people	☐	☐	☐

8. During the activities, when I told stories, I:
(choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. tried to convince others about my opinion	☐	☐	☐	☐
2. tried to understand their opinion	☐	☐	☐	☐
3. looked for the help of someone who sides with me	☐	☐	☐	☐
4. looked for the help of someone who works out different viewpoints	☐	☐	☐	☐

9. During the activities, when I told stories, my classmates:
(choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. understood my point	☐	☐	☐	☐
2. blamed and criticized me	☐	☐	☐	☐
3. reacted telling their stories	☐	☐	☐	☐

10. During the activities, when I told stories, my classmates were:
(choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. amused	☐	☐	☐	☐
2. nice	☐	☐	☐	☐
3. helpful	☐	☐	☐	☐

4. friendly	☐	☐	☐	☐
5. bored	☐	☐	☐	☐
6. nasty	☐	☐	☐	☐
7. annoying	☐	☐	☐	☐
8. aggressive	☐	☐	☐	☐

11. During the activities, when I told stories, my classmates showed:
(choose ONE answer for EACH line)

	Always	Often	Rarely	Never
1. trust	☐	☐	☐	☐
2. fun	☐	☐	☐	☐
3. collaboration	☐	☐	☐	☐
4. interest	☐	☐	☐	☐
5. friendship	☐	☐	☐	☐
6. respect	☐	☐	☐	☐
7. agreement	☐	☐	☐	☐

12. After this activity, I think that photography is a way to:
(choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. remember and narrate my memories	☐	☐	☐
2. express my emotions	☐	☐	☐
3. represent the real things that I see around me	☐	☐	☐
4. capture and record interesting moments of my life	☐	☐	☐
5. tell stories about my personal experiences	☐	☐	☐
6. relate to other people	☐	☐	☐
7. be creative	☐	☐	☐

Thank you very much for your trust and collaboration!

Template 6 (questionnaire of assessment)

This questionnaire is part of the (name) project.
The questionnaire is **anonymous;** therefore, it will not include your name or other information that identify you. Please **do not write your name** on the questionnaire.
Participation is voluntary. If you think that, for any reason, you do not want to answer to some questions, you are not obliged to answer.
There are no right or wrong answers. If you don't find the exact answer you would like to provide in the list, please choose the closest one.
We hope you will find the questionnaire interesting. Thank you for your collaboration.

1. I am ❑ M ❑ F

2. My native language(s) is/are:
❑ (national language)
❑ _____
❑ _____

3. You have participated to various workshops. How much did you enjoy...
   (choose ONE answer for EACH line)

	Very much	**Not so much**	**Not at all**
1. Choosing a picture	❑	❑	❑
2. Producing a picture	❑	❑	❑
3. Presenting your picture	❑	❑	❑
4. Looking at the pictures of your classmates	❑	❑	❑
5. Telling my story	❑	❑	❑
6. Listening to the stories of your classmates	❑	❑	❑
7. Exchanging ideas and information with your classmates	❑	❑	❑

4. During the activities:
   (choose ONE answer for EACH line)

	yes	**No**
1. I did something new	❑	❑
2. I had fun	❑	❑
3. I learned new things	❑	❑
4. I felt important	❑	❑
5. I felt appreciated	❑	❑
6. I felt respected	❑	❑

7. I felt that I have much to share with others	❑	❑
8. I discovered new things about others	❑	❑
9. I discovered new things about myself	❑	❑
10. It was easy to get involved	❑	❑
11.	❑	❑

_____

_____

(Other things? Please specify here)

5. How did you feel with (name of the facilitator):
(choose only ONE answer)

❑   very comfortable

❑   comfortable

❑   neither comfortable nor uncomfortable

❑   uncomfortable

❑   very uncomfortable

6. How would you define (name of the facilitator)?
(choose only ONE answer)

❑ A friend

❑ A teacher

❑ A moderator

❑ An authoritative person

❑ A person who is open to children's interests and feelings

❑ I cannot find a definition

❑ I would define her/him in another way:

_____

     (Please specify here)

7. During the activities
   (choose ONE answer for EACH line)

	Very much	**Not so much**	**Not at all**
1. I had the chance to express my opinions	❑	❑	❑
2. I could express my feelings	❑	❑	❑
3. I had fun	❑	❑	❑

8. During the activities

(choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. My classmates were interested in what I was telling	❏	❏	❏
2. My classmates tried to understand me	❏	❏	❏
3. My classmates respected my opinions	❏	❏	❏
4. My classmates judged me	❏	❏	❏
5. My classmates believed me	❏	❏	❏

9. During the activities (name of the facilitator)

(choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. helped me to talk about my memories	❏	❏	❏
1. was interested in what I was telling	❏	❏	❏
2. tried to understand me	❏	❏	❏
3. respected my opinions	❏	❏	❏
4. judged me	❏	❏	❏
5. believed me	❏	❏	❏
6. Helped me to talk about what I am interested in	❏	❏	❏
7. Helped me to get along well with my classmates	❏	❏	❏

10. During the activities, different opinions...

(choose ONE answer for EACH line)

	Very much	Not so much	Not at all
1. Were appreciated	❏	❏	❏
2. Were a reason for conflicts	❏	❏	❏
3. Helped me to see other things	❏	❏	❏
4. Lead us to find shared solutions	❏	❏	❏
5. No different opinions were expressed	❏	❏	❏
6. _____	❏	❏	❏

(Other ideas? Please write !)

11. How would you define your relationship with your classmate during these activities?
(choose only ONE answer)

❑ Positive

❑ Negative

❑ Neither positive nor negative

12. How would you define your experience during these activities?
(choose only ONE answer)

❑ Positive

❑ Negative

❑ Neither positive nor negative

Thank you very much for your trust and collaboration!

Template 7 (interview with teachers/facilitators)

1. What do you think of the activities that have been proposed by (name) for the (name) project?
2. Can you talk about the methodologies and techniques that were used?
3. In your opinion, these activities can be defined educational or not? Why? Do you see some differences from usual classroom activities? Why?
4. Did the children accept the proposals made by you? Did they introduce their own ideas, points of view, preferences? In which situations?
5. How do you asses the children's level of participation?
6. Do you think that, during the activities, the children have been more autonomous or dependent on you? Why?
7. Did you observe some differences in the way in which the children have acted or related each other? If yes, what type of differences?
8. Did you observe problems and/or conflicts between the children? If yes, what was their origin? How did you manage them?
9. Did you observe problems and/or conflicts between the children and you? If yes, what was their origin? How did you manage them?
10. In general, how were the relations between you and the children?
11. For all aspects that we have discussed, did the children show different behaviours or opinions? In which ways? For what aspects prevalently?
12. Were these differences linked to any particular aspect? If yes, what aspect(s)?
13. In your opinion, did the activities some influence on the relations with and among the children? If yes, what influence? If not, why?
14. In your opinion, were the activities successful, were there problems o did they fail? Why?