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FINAL REPORT 1st Questionnaire

Place and dates of completion of the questionnaire

Italy: Istituto Comprensivo *Karol Woytjla*, Rome – 12th-13th-17th March 2009

Belgium: Vrije Basisschool Ursulinen, Mechelen – 6th March 2009

Poland:

- Primary school number 111, Łódź – 10th March 2009
- Primary school im. Kosciuszko's Infantry Division, Łódź – 12th March 2009

Ireland: Willow Park Schools (Boys National Schools), Dublin – 9th March 2009

Bulgaria: "Sveti Ivan Rilski" Sofia – 9th March 2009

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NUMBER OF PARTICIPANTS

In total 484 children composed the Focus Group

EXPLORA (Italy):	108 (boys 55, girls 53)
IMAGINOSITY (Ireland):	92 (92 boys)
PARKMINIATUR (Poland):	88 (boys 45, girls 43)
TECHNOPOLIS (Belgium):	91 (boys 42, girls 49)
ARTLAND (Bulgaria):	105 (boys 51, girls 54)
TOTAL:	484

PROTOCOL NUMBERS

The ‘protocol procedure’ worked very well, and it proved to be 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. This can help to review the entire documentation which is available on request.

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 (Bulgaria):	E (100, 200, 300, 400, 500)

AVERAGE AGE of FOCUS GROUP

The average age of the Focus Group is 7.5

EXPLORA (Italy)	7.5
IMAGINOSITY (Ireland):	7
PARKMINIATUR (Poland):	7
TECHNOPOLIS (Belgium):	8.3
ART LAND (Bulgaria):	8

SUBMISSION METHODOLOGY

As suggested in the general guidelines, sent to all the partners by EXPLORA, the 1st Questionnaire was submitted without general introduction to the two main topics (animations and water). EXPLORA, for example, told children about the project only at the end of the Questionnaire.

MAIN ISSUES BEFORE THE FOCUS GROUP

ITALY

Time delay in communication with the school: the school required staff meetings before accepting to take on a new initiative. Moreover focus group meetings took place in a very busy period for the school. It is always difficult to coordinate external project timetable with schools calendars. 4 days were not enough for the organization of activities that involve 100 children. This caused co-ordination problems.

IRELAND

Time delays due to school staff meetings. Imaginosity decided to select an all boy school to balance the selection of an all girl school for another project. The required number (100 children) was lessened due to boys being out sick on the day of completion of the questionnaire.

POLAND

Difficulties in securing the schools. Polish teachers would have liked to carry out more hands-on activities.

BELGIUM

The questionnaire was entered before the recommended week in order to fit with the school calendar.

BULGARIA

No major issues raised, children and teachers enjoyed the activity and being directly involved in the making of the cartoon.

MAIN ISSUES DURING THE FOCUS GROUP

ITALY

Teachers would have liked to receive didactic material on the main topic before entering the Questionnaire. However, it was the decision of the PEC and content partners not to circulate information material before the focus group in order to get fresher and more genuine feedback from children. EXPLORA discussed with WWF the use of the information material on the occasion of the 2nd Questionnaire.

IRELAND

Some of the questions had to be read out in different manners (questions 3, 4 and 5).

POLAND

Integration problems were encountered, due to the participation of mentally challenged children. 10 out of 88 children in total could not write. They successfully managed to carry out the project thanks to mutual understanding with teachers.

BELGIUM

Multiple choice questionnaire helped children to fill in the Questionnaire, even if they had some difficulties in understanding some answers, especially those related to water waste.

BULGARIA

No major issue was raised.



MAIN ISSUES AFTER THE FOCUS GROUP

Collection and analysis of results have been rather timely and efficient despite the fact that one of the museums involved, Imaginosity, did not respect the guidelines and sent the filled Questionnaire via ordinary mail while it was requested to retype the Questionnaire on C Form. This required more unexpected effort from EXPLORA to deliver this report on time.

EXPLORA and the partnership will discuss how we can reward the groups of children involved for their precious contribution to the development of the project.

FINAL QUANTITATIVE EVALUATION OF ANSWERS

The entire documentation including Form A for teachers, Form B for children, Form C for translation as well as the Guidelines is available upon request.

1) People are responsible for making water.

- TRUE 32%
- FALSE 67%
- No answer 1%

2) Men, animals and plants need water to live.

- TRUE 98%
- FALSE 1,5%
- No answer 0,5%

3) Water is needed to make things like cars and clothes.

- TRUE 23%
- FALSE 77%

4) Tick how much water:

a) YOU USE TO DRINK

- little 12%
- enough 59%
- much 28%
- no answer 1%

b) YOUR PARENTS USE TO COOK

- little 28%
- enough 49%
- much 21%
- no answer 2%

c) YOU USE TO WASH YOURSELF

- little 11%
- enough 39%
- much 48%
- no answer 2%

d) YOUR PARENTS USE TO WATER PLANTS/GARDEN

- little 27%
- enough 53%
- much 18%
- no answer 2%

e) YOU USE TO FLUSH THE TOILET

little	31%
enough	42%
much	25%
no answer	2%

f) YOUR PARENTS USE TO WASH THE CAR

little	9%
enough	27%
much	58%
no answer	6%

5) How much water do you think you save for each one of these actions?

a) TURN OFF SHOWER TAP /BATHTUB TAP AFTER YOU APPLY SOAP AND SHAMPOO

little	22%
enough	50%
much	28%

b) CLOSE TAP WHEN YOU WASH YOUR TEETH

little	35%
enough	33%
much	32%

c) USE RAIN-WATER TO WATER PLANTS

little	13%
enough	23%
much	63%
no answer	1%

6) When water is polluted, environment and men are in danger. Which one of these situations is the most serious to you? (Tick ONLY ONE choice)

- | | |
|--|-----|
| <input type="checkbox"/> Water is not clear | 11% |
| <input type="checkbox"/> Water smells | 1% |
| <input type="checkbox"/> I can't drink water anymore | 45% |
| <input type="checkbox"/> Fish die | 12% |
| <input type="checkbox"/> Plants die | 12% |
| <input type="checkbox"/> Rivers get polluted | 19% |

7) Do you watch cartoons with your friends?

- YES 69%
- NO 51%

8) Do you watch cartoons with your parents?

- YES 49%
- NO 51%

9) Do you watch cartoons with your siblings?

- YES 69%
- NO 11%
- I HAVE NO SIBLINGS 20%

FINAL PEDAGOGIC EVALUATION OF ANSWERS

The number of participants and the fact that children come from 5 European countries with different cultures and backgrounds – in Bulgaria school group included Bulgarians, Gypsies, Chinese, Armenian and Hebrew – allow us to consider significant the results of the 1st Questionnaire: there is a common trend that nullifies some anomalous answers. It is important to note that each child answered individually to the Questionnaire.

The part of the 1st Questionnaire on the topic “water” consisted of two parts:

- The first part was a survey on the children’s knowledge of the topic to understand children’s awareness on the importance of water as resource for our everyday life and also for the life of all living creatures. Another aim was to comprehend children’s awareness about their own use of water in their own lives to understand how much water children think they use for their everyday actions.

There were also questions to survey children’s awareness on the use of water by other people, for instance the use of water to cook that refers to an action made by their parents.

- The second part of the questionnaire dealt with ecological topics like water waste, conscious and responsible use of water, and water pollution;

The third part of the questionnaire consisted of questions about cartoon animations.

Children’s perception of water as a natural resource

- The majority of children know that water is something natural and know that water has its own natural laws that people cannot control. However, one third of the children interviewed think that water is made by people and not by nature. In our view this is the result of a children idea that water refers to their daily lives -- water for children is the one they drink, the one they buy at the supermarket, the one that comes from the tap. The same third does not associate water to natural elements like lakes and rivers. As most of the children interviewed live in towns, they perhaps identify with difficulty some natural elements and phenomenon, and in particular the water cycle.

- The majority of children consider water as part of a big ecosystem that involves all living creatures: in fact 98% of children think that human beings, animals and plants need water to live. This knowledge might depend on information on the topic acquired by children at school.

Indeed, in regards to information on the topic ‘water’, teachers consider water a ‘social tool’, and do not consider it an element of the ecosystem. In fact teachers let children play with water (so it becomes a social tool), but they do not deal with it as a topic to study at school.

- Despite of 98% of children thinking that all living creatures need water to live, 77% of children do not know that almost every object in our lives need water to be produced. In our view this is related to the knowledge of this age group of complex processes and concepts like weaving process, industrial farming, or other industrial production processes, etc.

Children’s awareness on their own use of water

- Question 4 aimed to test the direct experience that children have with water: it analyses common and daily actions like drinking, cooking, washing, watering plants, washing the car.

The children’s answers showed that they think they use water in a proper way. The majority of them think that they use water as much as they really need, so they do not consider that they could save water. Only in relation to the idea of washing themselves, because this is perhaps strongly linked to the concept of personal care, they are aware of using a lot of water.

Moreover, in their opinion, the car washing as well requires *much* water since children consider the car like a thing of their everyday life.

- From question number 5, the questionnaire addressed the topic of the conscious use of water. The questions imply that if people use irrationally water, the ecosystem and the quality of life are compromised.

Interestingly, although children think that they use *water in a proper way*, they think they save *enough* and *much* water when they apply soap and shampoo with the shower tap/bathtub tap turned off.

At question 5c) 63% of children think they save *much* water using rainwater to water plants: maybe children link the idea of water saving to the idea that people work less to water the plants, thanks to the rain. It means that maybe children link the idea of water saving to the idea of work saving.

- Finally, regarding water pollution, almost half of the children (45% for the answer *I can’t drink anymore*) consider damages of water pollution on human beings as being the worst. Only a few children consider water pollution as a problem which is not only related to their lives but can impact on other



leaving creatures. In our view this might be read in conjunction with our previous comments on children which do not perceive the link between water and wider natural geological phenomenon.

Children and cartoon animations

Questions numbers 7-8-9 were about the relation that children have with animations: as we foresaw, the majority of the children are used to watch animations with their friends, parents and siblings. This confirms that animations could be a good tool to address important issues like water conservation.

Conclusion

The results of this 1st Questionnaire highlight the fact that children are interested in the topic as well as in solutions such as little actions they could take to use water wisely. All children know that freshwater is a precious good but they should be helped to understand that people must preserve this fundamental natural resource. In that respect, edutainment can be an effective tool to:

- a) promote a better understanding of water as part of the ecosystem, as an element of a more complex and wider system and not only as a “tool” children need in their individual own lives. This understanding will possibly help children to comprehend the impact and the consequences that we can have on the planet if we do not manage well this resource.
- b) increase the awareness among children, who are conscious of their use of water, that through little actions they can contribute to change.