



THROUGH THE LENS: CAPTURING INCLUSION



Photo Outdoor piloting report



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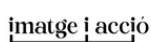


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SUMMARY

[THRULENS - Through the Lens: capturing inclusion](#) is an Erasmus+ project that uses outdoor photography as a tool to promote the empowerment, participation, and inclusion of adults with intellectual disabilities. Through accessible photography activities in natural and urban environments, the project develops practical approaches that foster self-expression, active participation, and social inclusion. The project is coordinated by [ASD Trekkify APS](#) (Italy), in partnership with [VIVA](#) (Italy), [Imatge i Acció](#) (Spain) and the [Latvian Autism Association](#) (LAA). The partnership combines expertise in outdoor education, photography, and the social inclusion of adults with intellectual disabilities.

This report documents the implementation and results of the **THRULENS piloting activities** (*Activity A3 - Photo Outdoor Actions*) carried out in the partner countries (Italy, Spain, Latvia) in 2026, between April and August.

The main **objective** of the piloting was to **test the THRULENS methodology** in practice and assess how outdoor photography can be used as an inclusive learning tool to foster technical skills, creativity, self-expression, social interaction, and engagement with the natural and local environment among people with intellectual disabilities (PIDs). Building on the activities and resources developed in the [THRULENS Toolkit](#) during the previous phase of the project, the piloting applied an integrated approach combining photography, outdoor experiences, observation, creativity and self-expression. The activities were designed to support participants' empowerment, self-confidence, social interaction and active participation in their communities, while providing an opportunity to explore and capture their surrounding natural and local environments through photography.

The piloting directly contributed to the project's specific objectives of **promoting social inclusion** through **photography** and **outdoor experiences**, creating opportunities for **self-expression**, and encouraging the **active participation** of PIDs in community life. Participants were given opportunities to develop basic photography skills, use photography to communicate their perspectives, explore their local environments and natural heritage, and develop their own photographic portfolios. The project application explicitly envisaged the piloting as a participatory process in which PIDs would both create photographs and contribute to the selection of images for the project's photographic compilation.

Across the three partner countries, the methodology was implemented in natural, urban and mixed environments. Activities included nature observation, portrait photography, photographic scavenger hunts, photo stories, instant photography and portfolio development. Each national pilot adapted the Toolkit to participants' abilities and support needs, as well as to the local context, available equipment and selected environments. The involvement of local organisations also supported participant recruitment and contributed relevant expertise to the implementation and subsequent dissemination and transferability of the methodology.

The piloting was designed to generate a set of concrete project outputs, as defined in the project application. These included at least 20 hours of outdoor photography activities in each country, 12 participant portfolios per country, a collection of outdoor photographs, and an evaluation of the pilot activities. The project application further specifies that each participant should develop a personal **outdoor photography portfolio**, with at least 5 photographs per portfolio, and that at least 15 photographs should be collected in each country for inclusion in the THRULENS photographic compilation.

More specifically, the piloting was expected to - and successfully did - produce the following tangible results:

- A minimum of 12 **outdoor photography portfolios**, with one portfolio developed by each participant and containing at least 5 photographs. View the participants' photography portfolios:

[Portfolio Gallery - Italy](#)

[Portfolio Gallery - Spain](#)

[Portfolio Gallery - Latvia](#)

The photographs produced during the piloting also constituted the basis for the project's final exhibitions (*Activity A4 - Photo Events*). As foreseen in the project design, participants were involved in selecting the images to be included in the THRULENS photographic compilation, ensuring that their preferences were represented in the final selection. The selected images were then intended to be printed and presented during the three final photographic exhibitions organised in Italy, Spain and Latvia. The exhibitions therefore represent the direct continuation of the piloting process: the photographs created during the learning activities were transformed into a public-facing project output, enabling participants' creative work and perspectives to be shared with the wider community. The application

specifically links these exhibitions to raising awareness of social inclusion and highlighting PIDs as storytellers within their communities.

- The **project's final video** produced using footage collected by each partner during the piloting activities documenting the implementation of the outdoor photography activities across the three countries and including short interviews with participants. ASD Trekkify APS produced an [extended version](#) of the final video, available with subtitles in English, Italian, Spanish, and Latvian, as well as a [shorter version](#) for social media.
- A documented **evaluation** of the pilot activities, capturing the implementation experience and feedback from participants and educators (Annex I).
- To ensure a systematic assessment of the piloting experience, the Consortium developed three evaluation tools before implementation:
 - [Piloting Evaluation template for Educators](#)
 - [Piloting Evaluation template for PIDs](#)
 - [National Piloting Report Template for Project Managers](#).

The findings presented in this report draw on these evaluation tools, together with the national piloting reports, participant materials and supporting documentation provided by the partner organisations. Where quantitative data were available, these are reported based on the documented evidence; qualitative observations and facilitator feedback are presented separately where aggregate quantitative data were not available.

Photo Outdoor Actions in a nutshell

3	68	38	9	19
Countries	Training hours	PIDs	Educators	Sessions



1.

PURPOSE, SCOPE AND METHODOLOGY

1.1 Purpose of the piloting

The piloting phase provided an opportunity to examine the **practical application** of the [THRULENS Toolkit](#) across different national and organisational contexts. Attention was given to how the proposed activities worked with participants with **different levels of autonomy, communication abilities, support needs** and previous experience with photography.

The piloting also made it possible to identify the conditions that facilitated or constrained participation, including the role of educators, the organisation of activities, the accessibility of environments, the use of different photographic devices and the level of support required during the sessions. The findings therefore provide both an **assessment** of the implementation experience and **practical insights** for the further use and **transferability** of the THRULENS methodology.

1.2 Evidence base

The analysis draws on the **documentation** collected during the national implementation of the piloting activities. This includes the national piloting reports submitted by [VIVA](#), in cooperation with [ASD Trekkify APS](#) (Italy), [Imatge i Acció](#) (Spain) and the [Latvian Autism Association](#) (LAA), together with educator evaluation forms and summaries, participant feedback materials, session records, photographs and portfolios, and available video and interview material.

The evidence was reviewed with a focus on identifying **both common patterns** across the three countries and **context-specific experiences**. Attention was paid to participants' engagement, the accessibility and adaptability of the activities, educator support, group dynamics and perceived changes in confidence, communication and self-expression.

Where evidence was available only through qualitative observations, these findings are presented as such. Quantitative results are reported only where they are directly supported by the available evaluation data; no percentages or aggregated findings have been extrapolated from incomplete datasets.

1.3 Comparative overview

The implementation varied across the three countries in terms of duration, number of sessions, locations and activities, reflecting the flexibility built into the THRULENS approach.

Country	Piloting partner	Duration/ Sessions	Nr. of participants	Setting	Main delivery features
Italy	VIVA, with the support of Trekkify	28 hours; 7 sessions	12 PIDs, 3 Educators	Parks, farms, botanical garden, riding centre, protected area, indoor review.	Nature exploration, portraits, Polaroid, scavenger hunt, biodiversity, review and interviews.
Spain	Imatge i Acció	20 hours; 5 sessions	12 PIDs, 4 Educators	Natural and urban sites in Valencia; APAMI headquarters.	Toolkit exercises, observation, portfolios, reflection, interviews and final celebration.
Latvia	LAA	20 hours; 7 meetings	14 PIDs, 2 Educators	Day centre, forest, botanical garden, creative urban site, Mežaparks.	Tablet skills, colour search, photo bingo, photo stories, Polaroid and disposable cameras.

According to the project application, the piloting was expected to involve 36 PIDs (12 per country) and 6 educators (2 per country). The actual participation **exceeded** these targets, with a total of **38 PIDs** and **9 educators** involved across the three countries.

1.4 Common implementation principles

This **diversity of implementation contexts** is relevant to the **assessment of the methodology**, as it shows how the Toolkit was used under different organisational, environmental and participant-support conditions.

Despite the **differences** between the national piloting, several **common principles** emerged from the implementation. Activities were generally delivered through a **person-centred** and **flexible approach**, with educators adjusting instructions, pacing and levels of assistance according to participants' individual needs. The **practical nature of the**

sessions allowed participants to learn through direct experience, while opportunities to review and discuss photographs created space for reflection and personal choice.

The **educator** played a **central facilitation role** throughout the process. Beyond providing technical guidance, educators supported participants in navigating the environment, understanding tasks, communicating their preferences and engaging with peers. Maintaining a relaxed and non-competitive atmosphere was particularly important in enabling participants to participate at their own pace.

The implementation also confirmed the value of using **photography** as a process of **exploration and communication** rather than solely as a technical skill. The emphasis placed on observation, choice and personal expression allowed participants with different levels of experience to engage meaningfully with the activities. In this respect, the **flexibility** of the Toolkit was an important feature, enabling educators to adapt exercises without losing their underlying educational purpose.

Finally, the piloting activities in Italy, Spain and Latvia highlighted the importance of considering **accessibility** as an integral part of activity design. Appropriate support, clear and manageable instructions, sufficient time and suitable environments were key factors in enabling participation. The different national experiences provide useful evidence of how these conditions can be adjusted according to **participants' profiles** and **support requirements**.



2.

ITALY: PILOTING ACTIVITIES AND KEY FINDINGS

2.1 Participant recruitment and stakeholder collaboration

ASD VIVA and ASD Trekkify delivered 28 hours of activities across seven sessions between 30 April and 2 July 2026. The pilot activities took place across a variety of **outdoor and mixed environments**, including parks, natural areas, an educational farm, a horse-riding centre, the Medieval Botanical Garden of the University of Perugia, and the protected Laghi Spada area. Indoor sessions at the VIVA Cooperative headquarters complemented the outdoor activities, providing opportunities for photograph selection, reflection and video interviews for the final project video. The variety of settings offered participants different photographic and learning experiences while fostering engagement with nature and the local community.

The core participant group consisted of 12 adults with intellectual disabilities, with catch-up opportunities provided for participants who were unable to attend individual sessions. Two additional participants joined selected activities. Participants were recruited primarily from adults already engaged in VIVA's activities, while participation was also encouraged among people who did not regularly attend all activities organised by the cooperative. The recruitment process considered participants' age, interest in photography and willingness to take part. Families and educators were informed through VIVA's established communication channels and were involved in supporting participation throughout the pilot. Family members also attended selected sessions, contributing to the inclusive and participatory nature of the activities.

Local stakeholders also contributed specialist environments, expertise and complementary experiences, strengthening the community dimension of the piloting and enriching participants' learning through outdoor education and community engagement. The piloting enabled the Italian partners to establish and strengthen collaborations with several local organisations, including the [Agrarian Foundation of the University of Perugia](#), [Fattoria Il Bruco Educational Farm](#), the [San Biagio Horse Riding Centre](#) and [La Rondine](#). Each stakeholder contributed specific expertise, facilities or activities to the programme. The Agrarian Foundation of the University of Perugia supported a session at the Medieval Botanical Garden, combining a guided visit with photography activities. Fattoria Il Bruco connected photography with social farming, nature exploration and farm life, while the San Biagio Horse Riding Centre combined photography with horse riding and archery, supported by its professional staff. At Laghi Spada, La Rondine introduced participants to biodiversity and an inclusive tourism initiative, providing an additional opportunity to connect photography with accessibility, participation and the valorisation of local natural heritage. Together, these collaborations provided participants with varied opportunities to explore different environments, develop photographic skills and engage with local organisations and communities.

A particularly relevant example of stakeholder collaboration was the session held at Lake Spada, where the group was welcomed by La Rondine, a social cooperative working with people with intellectual disabilities. In 2021 La Rondine had implemented a [local project](#) aimed at promoting the natural heritage of the Lake Spada area through the development of accessible brochures using Augmentative and Alternative Communication (AAC). During the session at Lake Spada, five participants and four educators from Cooperativa Sociale La Rondine joined the THRULENS group, creating valuable opportunities for social interaction, networking and exchange between participants and organisations. Accompanied by educators and by other people with intellectual disabilities who had contributed to the development of accessible materials for the area, the THRULENS participants explored the lakes and the surrounding natural environment. The session thus provided an opportunity to engage with a local initiative promoting accessibility, participation and the valorisation of natural heritage, while encouraging exchange between people with shared interests and experiences.

2.2 Schedule and duration

Date	Hours	Location
30 April	3	VIVA headquarters, Perugia
7 May	4	Fronte Gardens and Botanical Garden, Perugia
14 May	4.5	San Biagio Horse Riding Centre, Perugia
28 May	4.5	Il Bruco, Educational farm. Perugia
11 June	4.5	Spada lake, Città di Castello
19 June	4.5	VIVA headquarters, Perugia

Date	Hours	Location
02 July	3	VIVA headquarters, Perugia
Total	28	

2.3 Activities

The photography activities were based on the THRULENS Toolkit, with selected exercises adapted to participants' needs and abilities. Sessions were jointly facilitated by VIVA educators and outdoor educators from ASD Trekkify.

The first session introduced the project and equipment through creative exercises such as Paper Eyes, Understanding Framing and Three Ways to See a Place, followed by group photo review and reflection. The second session, at Frontone Gardens and the Medieval Botanical Garden of the University of Perugia, focused on portraiture, perspective, composition and nature photography, followed by photography of architectural and artistic details at the Basilica of San Pietro. At the San Biagio Horse Riding Centre, photography was combined with horse riding, archery, Polaroid photography and a photographic scavenger hunt. At Il Bruco Education Farm, participants connected photography with social farming, nature and farm life, and created personalised photographic portraits using colours, words and drawings. At Laghi Spada, participants explored biodiversity, landscapes and wildlife through photography and birdwatching, while learning about an inclusive tourism initiative developed by people with disabilities.

The final two sessions at VIVA focused on reviewing and selecting photographs, further experimentation with DSLR cameras and framing techniques, and recording interviews for the project's final video.

Throughout the pilot, participants mainly used their own smartphones, complemented by Polaroid and instant cameras provided by the cooperative. During two sessions, they also experimented with a professional DSLR camera, gaining practical experience with different equipment and photographic techniques under the guidance of educators.

2.4 Experience and results

The Italian pilot generated an overall **highly positive experience**, with participants demonstrating enthusiasm, curiosity and motivation throughout the seven sessions. The variety of settings and photographic activities helped sustain engagement by offering new experiences and sources of inspiration at each meeting. Photography proved to be an accessible means of communication, enabling participants to express their personalities, emotions and individual perspectives while encouraging creativity and observation.

The activities also had a positive impact on **group interaction** and **cooperation**. Participants increasingly engaged with one another, often collaborating spontaneously during photographic exercises and exchanging positive feedback on each other's work. Group dynamics remained positive throughout the pilot, with no significant conflicts or oppositional behaviours observed. Activities such as portrait photography, creative self-portrait work and nature photography provided opportunities to **interact**, support peers and share **personal choices**, contributing to confidence and **group cohesion**.

A further strength was the combination of **photography** with meaningful **outdoor experiences**. Integrating photographic activities with nature exploration, social farming, horse riding, archery and guided visits made the learning process more varied and engaging. Collaboration with local organisations also expanded participants' opportunities to interact with different environments, professionals and community settings.

The pilot benefited from the involvement of **professionals** with complementary expertise, including educators, outdoor instructors, photographers, guides, volunteers and communication professionals. This multidisciplinary approach supported the delivery of activities and allowed participants to experience photography from different perspectives.

The main **strengths** identified were the flexibility and accessibility of photography, the variety of outdoor experiences and the strong involvement of local stakeholders. The combination of practical photography with creative and experiential activities supported observation, self-expression, cooperation and social interaction. Participants were also able to progressively develop greater autonomy as they became familiar with the activities and equipment.

No major weaknesses emerged during the implementation. However, some activities required additional **individual support and adaptation** to accommodate differences in abilities and learning styles. Once instructions were clearly explained, participants generally became more autonomous. Activities requiring sustained attention and observation,

such as the photographic scavenger hunt, were somewhat more demanding for some participants and required closer guidance from educators. Similarly, introducing participants who were not previously familiar with the group required additional facilitation during the initial stages to support integration and interaction.

2.4 Educators' feedback

According to the educators who completed the evaluation, the Italian piloting was assessed very **positively**. All respondents rated the overall THRULENS experience as “excellent”, while the methodology was considered easy to implement. The photographic activities were also rated as highly suitable for participants with intellectual disabilities, with three respondents rating them “very suitable” and one “suitable”.

Educators particularly valued activities involving nature observation, photographing environmental stimuli, photographing one another and creative work with participants' own images. These activities were perceived as effective in encouraging observation, creativity, self-expression and interaction.

The feedback also highlighted **improvements** in observation of nature, creative expression, self-confidence and interaction with others, with all four educators identifying these areas as positively supported by the pilot. They also reported that photography provided participants with a way to communicate their personal perspectives and emotions, while the review of their photographs and preparation of the final exhibition contributed to a sense of achievement and increased awareness of their own abilities.

From the educators' perspective, the main strengths were the high level of **participant engagement**, the combination of **photography and outdoor experiences**, and the positive **group dynamics**. The pilot was described as fostering cooperation and interaction, with no significant conflicts reported. The collaboration between VIVA and Trekkify, together with the contribution of professionals from different fields, was also identified as an important factor in the successful implementation.

Only **limited challenges** were identified. Some activities required additional individual support and adaptation, particularly where participants had different support needs, while maintaining attention during the photographic scavenger hunt was more demanding for some participants. Educators also mentioned some organisational and time-management challenges, although the planned activities were ultimately completed within the available time.

Finally, all educators indicated that they would use the THRULENS methodology in their future work, highlighting its potential for **replication in other contexts** such as social farming, tourism and theatre. Recommendations included expanding the range of activities and, where useful, holding a short coordination meeting among educators before implementation to tailor activities more closely to participants' characteristics and support needs.

2.5 Participants' feedback

The feedback collected through the participant questionnaires indicates a strongly **positive experience**. Participants generally expressed appreciation for the photography activities, taking photographs and spending time outdoors in nature. Most respondents also reported **learning something new**, including how to use a professional camera or a Polaroid camera, improve focusing and explore new ways of taking photographs.

The feedback highlights the importance of the **social dimension** of the training activities. Participants generally enjoyed carrying out the activities with others and sharing their photographs. Several described group activities and spending time with friends as among their favourite aspects of the experience, while others particularly appreciated discovering new places together and engaging with animals and nature.

Participants also reported positive emotional experiences during the sessions, describing themselves as happy, calm, enthusiastic or generally feeling well. The responses suggest that **the combination of photography, outdoor environments and group participation** created a comfortable and enjoyable **learning experience**.

The questionnaires further show that participants were willing to continue engaging in photography activities. All of the reviewed responses to the question on future participation indicate an interest in taking part again.

At the same time, the feedback shows that ease of taking photographs varied among participants. Some found photography easy, while others described it as “a little” difficult and benefited from support from educators when needed. This is consistent with the need for flexible assistance and adaptation to individual abilities during the pilot.

Overall, participant feedback confirms the value of **photography** as a **practical, enjoyable and socially engaging activity**, particularly when combined with **outdoor exploration** and opportunities to learn, create and share with others. The responses also underline the importance of educator support in enabling participants with different levels of autonomy to participate successfully.

According to the educators involved in the piloting, the activities made a significant contribution to **participants' creative, personal and social development**. Photography provided an effective means of creative expression, enabling participants to communicate emotions, interests and personal perspectives in a largely non-verbal way.

The activities also strengthened **observation skills**, encouraging participants to notice details, colours, light and elements of the surrounding environment that they might otherwise overlook. **Communication** and **social interaction** developed throughout the pilot, as participants photographed one another, shared and discussed their images, and collaborated during group activities, contributing to a cohesive and supportive group dynamic.

The **outdoor settings** further encouraged participants to connect with **nature** and develop greater appreciation of landscapes, plants, animals and local biodiversity. At the same time, participants acquired practical skills in using **photographic equipment** and became progressively more autonomous in taking photographs.

Finally, reviewing and selecting their own images and contributing to the preparation of the final exhibition provided participants with a strong **sense of achievement**, supporting their self-confidence, self-esteem and recognition of their own abilities.

2.6 Lesson learned

The Italian pilot highlighted the value of combining photography with varied outdoor and community-based experiences. The positive response from participants suggests that similar activities could be continued and further developed, with future initiatives exploring a broader range of contexts, such as tourism, agriculture, theatre and cultural heritage, while involving new participants and consolidating existing community partnerships.

The experience also showed that, although the Toolkit provides sufficient flexibility to accommodate different participant profiles, early coordination among educators can further support its adaptation. An initial planning meeting before the start of the activities could help educators anticipate participants' individual characteristics, identify specific support needs and agree on appropriate adaptations to the planned exercises.

Finally, the pilot demonstrated the added value of collaboration among educators, project partners and local stakeholders. Maintaining and expanding these partnerships could facilitate the transfer of the methodology to new contexts and strengthen the use of photography and outdoor learning as tools for participation, creativity and social inclusion.



3.

SPAIN: PILOTING ACTIVITIES AND KEY FINDINGS

3.1 Participant recruitment and stakeholder collaboration

The Spanish partner, Imatge i Acció, delivered a total of 20 hours of piloting activities across five sessions held between 16 May and 27 June 2026. The activities were implemented in a variety of **outdoor and urban settings**, including parks, natural areas and urban public spaces. The sessions took place at Jardines de Viveros, the City of Arts and Sciences, Parque Central, APAMI headquarters and Estación del Norte, providing participants with diverse environments in which to explore and apply the THRULENS methodology.

The piloting was coordinated by Imatge i Acció in collaboration with [APAMI Catarroja](#) (an association supporting people with disabilities, promoting personal development and social inclusion through leisure and recreational activities) and [ASPRONA](#) (Association of Families Supporting People with Intellectual Disabilities), organisations specialised in supporting people with disabilities and intellectual disabilities. Imatge i Acció was responsible for coordinating the participant selection process, providing educational support and organising the logistical aspects of the activities, ensuring the smooth implementation of the piloting. The recruitment of participants was carried out in cooperation with two external organisations, APAMI Catarroja and ASPRONA, which have long-standing partnerships with Imatge i Acció in the field of inclusive education, particularly in projects combining creativity and photography. Through these organisations, adults with intellectual disabilities who expressed an interest in photography, creative activities and experiences in nature were identified and invited to participate in the piloting activities. The selection process aimed to create a diverse group of participants with different levels of autonomy, interests and support needs. This diversity enabled the team to assess the adaptability and flexibility of the THRULENS methodology across a range of participant profiles and to test its application in an inclusive educational context.

Throughout the piloting, Spanish participants were supported by educators familiar with their individual needs and profiles. Where appropriate, family members also provided additional assistance. This support framework facilitated meaningful participation while allowing the team to assess how the methodology could be adapted to different levels of autonomy and individual needs within an inclusive educational context.

3.2 Schedule and duration

Date	Hours	Location
16 May	5	Jardines de Viveros, Valencia
23 May	4	City of Arts and Sciences, Valencia
30 May	4	Parque central, Valencia
10 June	3	APAMI headquarters, Valencia
27 June	4	Estación del Norte, Valencia
Total	20	

3.3 Activities

The Spanish program followed the THRULENS Toolkit while encouraging **adaptations** inspired by the materials. In natural and urban settings, participants completed photography tasks centred on observation, movement, creativity and personal expression. Examples highlighted in the educator evaluation included Nature's Eyes, Leaf Collection, Find a Hidden Detail and My Favourite Place. These activities invited participants to notice faces or eye-like shapes in nature, compare leaf forms and textures, discover easily overlooked details and photograph a place associated with calm or happiness.

Group reflection, image review and individual portfolio preparation were integrated into delivery. A final celebration with music allowed participants to present their work, practise presentation skills, record interviews and prepare the exhibition. The emphasis remained on personal observation and choice rather than technical perfection.

3.4 Experience and results

The piloting experience in Spain was **highly positive**, demonstrating the potential of the THRULENS methodology to promote social inclusion, personal development and emotional well-being among people with intellectual disabilities. The **combination of photography, nature and experiential learning** generated high levels of **motivation and participation**, while **encouraging creativity, observation, personal expression and communication**.

A particularly relevant result was the **development of social relationships**. Participants who initially knew little about each other gradually developed meaningful connections and, in some cases, friendships that continued beyond the project. Families also reported positive effects, including greater relaxation, improved mood and increased motivation to participate in outdoor activities.

The piloting also supported the **development of observation, attention, creativity, decision-making, autonomy, communication and cooperation skills**. Each participant produced an individual photographic portfolio, while the final activities provided opportunities to present and share their work.

Overall, the experience confirmed that THRULENS goes beyond photography training and can be used as a **flexible educational and psychosocial approach** combining creativity, nature and participation.

3.5 Educators' feedback

The Spanish educators' feedback was consistently **positive**. All four respondents rated the implementation of the THRULENS methodology as "Very easy", while the photography activities were considered suitable or very suitable for participants with intellectual disabilities. The overall THRULENS experience was rated "Excellent" by all respondents, and participant engagement was assessed as very high.

Evaluators particularly appreciated the **simplicity, flexibility and accessibility** of the THRULENS Toolkit. They highlighted the effectiveness of activities combining observation, nature, movement, creativity and personal expression, as well as the possibility of adapting activities to different abilities and contexts.

The piloting was also seen as beneficial for participants' **creativity, observation skills, self-confidence, autonomy, communication and social interaction**, with all four evaluators identifying improvements in each of these areas.

From the educators' perspective, the pilot contributed significantly to their **professional development**, strengthening their facilitation skills and their ability to adapt activities to participants' needs. All respondents rated the Toolkit as "Extremely useful" for supporting implementation.

No major **weaknesses** were identified. The main challenges concerned **adapting the pace of activities**, ensuring accessibility for participants with different support needs, and finding suitable natural environments in urban settings. Evaluators suggested adding more optional activities with different levels of difficulty, more examples for urban environments and different participant profiles, and additional audiovisual and downloadable resources.

Importantly, all evaluators stated that they would use the THRULENS methodology in their future work, confirming its perceived **practical value** and **transferability** to different educational and social inclusion contexts.

3.6 Participants feedback'

Feedback from the participants with intellectual disabilities was **overwhelmingly positive**. All participants reported enjoying the photography activities, taking photographs and spending time outdoors in nature. They also found the activities easy to carry out and indicated that the support provided by educators was helpful when needed. All participants stated that they had learned something new during the experience.

The activities were associated with positive emotions, with participants mainly describing themselves as happy and/or calm during the sessions. They also expressed appreciation for carrying out activities together and sharing their photographs with others.

Participants highlighted several learning experiences, including discovering new ways of taking photographs, observing nature more closely, exploring different perspectives and becoming more confident in using the camera. Some also mentioned discovering new places and enjoying the experience with friends and family.

Importantly, all participants expressed a willingness to take part in photography activities again. Their preferred activities varied, but included photography in general, photographing nature, exploring and observing the environment, outdoor

activities and group-based exercises. Overall, the feedback confirms that the THRULENS activities were perceived as **enjoyable, accessible and engaging**, while supporting learning, social interaction and personal expression.

According to the educators involved in the piloting activities, photography helped participants strengthen their **observation skills** and **awareness** of their surroundings, encouraging them to pay closer attention to details of **nature** and to express their individual ways of seeing and interpreting the world. The methodology also fostered **creativity** and **personal expression**, as participants were encouraged to make their own choices about what to photograph and how to capture it. This supported greater autonomy, decision-making and awareness of their own abilities.

The process also contributed to participants' **self-confidence** and **self-esteem**. Educators observed that reviewing and sharing their photographs, and seeing their own work developed throughout the sessions, gave participants a sense of achievement and satisfaction.

From a social perspective, the activities encouraged **communication, cooperation** and **interaction** among participants. Photographing one another, working in pairs and sharing images created opportunities for mutual exchange and helped strengthen group cohesion. Educators described the group as increasingly cohesive and supportive, with positive interactions throughout the pilot.

The outdoor dimension further contributed to participants' **engagement with nature** and appreciation of their surroundings, while the practical use of photographic equipment allowed them to develop **new technical and hands-on skills**. Overall, educators considered the pilot an enriching experience that supported participants' personal development, creative expression, social interaction and confidence.

3.7 Lesson learned

The piloting confirmed that the **simplicity, clarity and flexibility** of the THRULENS methodology are key strengths, allowing activities to be adapted to different contexts, abilities and levels of autonomy. At the same time, successful implementation depends strongly on the **preparation** and **involvement** of **educators**. Educators should have a thorough **understanding** of the Toolkit and its objectives, while creating a supportive atmosphere based on trust, encouragement and respect for individual learning paces.

The **experience** also highlighted the importance of **person-centred adaptation**. Participants with higher support needs may require assistance from educators, family members or support professionals, particularly when using photographic equipment. Such support should facilitate, rather than replace, participants' active decision-making and autonomy.

For future implementations, the Toolkit could be further strengthened by providing more **optional activities, different levels of difficulty**, examples from a **wider range of natural and urban environments**, and specific guidance for participants requiring higher levels of support.

Disseminating participants' photographic work through exhibitions and community activities can further reinforce their visibility, confidence and social participation.



4.

LATVIA: PILOTING ACTIVITIES AND KEY FINDINGS

4.1 Participant recruitment and stakeholder collaboration

The Latvian pilot was coordinated by LAA in cooperation with the association Kopā, a day-service organization supporting adults with intellectual disabilities. The collaboration ensured that the activities were delivered in a mixed environment where the participants were known and their individual communication, learning and support needs could be considered. The activities were coordinated by the LAA, while a range of **external locations** provided diverse settings for photography and practical learning. These included the Botanical Garden and Provodņiks, offering natural, cultural and urban environments, as well as public outdoor spaces such as Biķernieki Forest and Mežaparks, which were used for nature photography and exploration.

According to the project timeline, the piloting activities were expected to be completed by July 2026. In Latvia, the implementation was extended until August 2026 due to adverse weather conditions and organisational constraints. This slight extension did not affect the overall implementation of the activity, and all planned piloting activities were successfully completed.

The main **stakeholder** involved in the Latvian piloting was the association “Kopā”, which provides day services and ongoing support to adults with intellectual disabilities. Participation was open to all interested service users, and 14 adults with intellectual disabilities took part, exceeding the project requirement of 12 participants. This approach enabled the pilot to involve people with different abilities, interests and levels of previous experience. Kopā supported participant recruitment, communication, accessibility and practical arrangements, provided its premises for the introductory sessions, and accompanied participants during the outdoor activities. Its educators, Lāsma Paleja and Maksims Zasurecevs, provided continuous individual support throughout the piloting. Their familiarity with the participants contributed to a safe and supportive learning environment and enabled activities to be adapted to individual needs and abilities.

Most participants had no previous experience of photography or using touch-screen devices for creative activities. They therefore benefited from continuous guidance, repeated demonstrations and individual assistance.

This provided an opportunity to test the THRULENS methodology with participants requiring a higher level of support and demonstrated how photography activities can remain meaningful and inclusive when the learning process is appropriately facilitated.

4.2 Schedule and duration

Date	Hours	Session and focus
11 May	1	Association “Kopā”, Riga
4 June	2	Association “Kopā”, Riga
11 June	2	Association “Kopā”, Riga
2 July	3	Biķernieki Forest, Riga
9 July	4	University of Latvia Botanical Garde, Riga
23 July	5	Provodņiks Quarter, Riga
20 August	3	Mežaparks , Riga
Total	20	

4.3 Activities

The Latvian pilot followed a **gradual learning process**, beginning in the familiar environment of the day center before moving into different natural, cultural and urban settings. This structure allowed participants to develop basic skills and become familiar with the activity format before taking part in more complex outdoor experiences.

The first meetings introduced the THRULENS project and the basic use of tablets for photography. A color-finding exercise gave participants a clear and concrete visual task while they practiced operating the devices and observing their surroundings.

During the following session, participants reviewed their photographs, selected their favorite images and created five-frame photo stories. Using googly eyes as a playful visual prompt, they developed a simple scenario, photographed its sequence and shared the complete story with the group. The activity combined photography with imagination, sequencing, decision-making and communication.

The outdoor sessions introduced new environments and photographic subjects. In Biķernieki Forest, participants explored nature through photography and focused on plants, colors, textures and other details in their surroundings. At the Botanical Garden, the Latvian team implemented a locally developed photo bingo activity in which participants searched for and photographed specific visual elements. Butterfly photography added an opportunity to observe movement and practice patience and attention.

The “Graffiti Meets Nature” session at Provodņiks connected nature photography with urban art and creative participation. Participants photographed plants and graffiti, experimented with a Polaroid camera, created their own graffiti drawings, visited an installation exhibition and explored the surrounding park.

During the final session in Mežaparks, participants used disposable cameras. As the photographs could not be viewed immediately, this activity introduced a different pace and encouraged participants to make more deliberate choices before taking each photograph.

Tablets were the main devices used during the introductory and practical training sessions. The program began with basic activities that allowed participants to become familiar with touch screens, camera functions and the process of framing and taking photographs. The same skills were practiced repeatedly through increasingly varied creative exercises and outdoor activities.

The participants received **ongoing assistance** with operating the devices, understanding the tasks, framing images and maintaining attention during multi-step activities. Rather than limiting participation, this support allowed each person to remain actively involved, make choices and create their own photographs.

Different photographic formats were introduced throughout the program. A Polaroid camera was used during the session at Provodņiks, giving participants an immediate physical result, while disposable analogue cameras were used in Mežaparks. The variety of devices helped participants experience different ways of creating photographs and made it possible to identify which formats generated the strongest interest and engagement.

The use of **clear demonstrations, concrete visual tasks, repetition and individual guidance** was essential to the accessibility of the program. Activities were adapted according to the participants’ attention spans, technical experience and support needs while preserving opportunities for personal choice and creative expression.

4.4 Experience and results

Overall, the Latvian pilot demonstrated that the THRULENS methodology can **be successfully adapted** for adults with intellectual disabilities who have little or no previous experience of photography and require substantial support. The combination of familiar introductory sessions, concrete visual tasks, outdoor learning and different photographic formats helped sustain interest and provided varied opportunities for creative participation.

Participants developed basic **photography and digital skills**, including using tablets, framing images and selecting their favourite photographs. They strengthened their observation skills by searching for colours, plants, butterflies, graffiti and other visual details in their surroundings. Creative exercises supported **imagination** and **self-expression**, while photographing one another and sharing images created opportunities for communication and social interaction.

The main **learning challenges** were related to limited experience with touch-screen devices and photography, short attention spans and the practical difficulties created when devices changed hands between participants. Activities involving several consecutive steps required repeated demonstrations and close educator guidance. Participants did not become fully independent users during the pilot, but they developed greater familiarity with the devices and increased confidence in taking part in photography activities.

Outdoor implementation required **flexibility**. Weather conditions, schedule changes and the demands of travelling to unfamiliar environments occasionally required activities to be adjusted at short notice. These experiences highlighted

the importance of **preparing alternative plans**, allowing sufficient time for orientation and ensuring continuity of support from educators who already know the participants.

The pilot also showed that introductory **skill-building** and **familiarization** should be given sufficient time before outdoor visits. For participants with higher support needs, the safest and most familiar environment provides the strongest starting point for learning. Once participants understand the basic activity format, the methodology can be gradually extended to forests, parks, botanical gardens and cultural or urban settings.

Despite the practical challenges, the overall experience was **positive**. Participants produced individual photographic work, experimented with several types of cameras, explored new environments and took part in creative and social activities. The strongest **engagement** was observed when **photography** became **tangible, shareable** and connected to **interaction** with other people. This confirms the value of including instant photographs, printed images, peer photography and collective image review as central elements of similar

4.5 Educators' feedback

Educators assessed the Latvian pilot positively, highlighting the **flexibility, practical nature** and **adaptability** of the THRULENS methodology. The Toolkit was considered easy to understand and use, while the activities were generally suitable for participants with different abilities and support needs. The overall experience was rated "Excellent", and the Toolkit was considered "Extremely useful" for implementing the activities.

Educators particularly valued activities that produced **tangible results**, such as those using Polaroid cameras, as well as creative activities that allowed participants to express themselves. The feedback showed that participants were generally highly engaged, with the relaxed atmosphere supporting creativity, interaction and participation.

The pilot also supported **participants' observation, creativity, self-expression, confidence and social interaction**. Participants gradually became more confident in using photographic and digital devices, making choices, completing tasks and presenting their work. Educators also observed cooperation and mutual support within the group.

The main **challenges** concerned participants' initially **limited digital skills**, the need to **simplify or shorten some activities**, and the **time required** to build familiarity and trust within the group. Open-ended activities requiring participants to independently decide what to photograph were more demanding for some, while changing weather conditions occasionally required adjustments to the programme.

Educators recommended allowing more time at the beginning for participants to become familiar with the trainers, group and equipment, introducing outdoor activities progressively from a familiar and safe environment. They also suggested including more activities focused on **basic photography and digital skills**, together with additional **examples and visual instructions** for participants requiring greater support.

4.6 Participants' feedback

Participants engaged positively with the activities, particularly when the tasks were concrete, visually clear and connected to an immediate result. Although **individual support** remained necessary throughout the program, participants became increasingly familiar with the devices and the overall process of taking, reviewing and selecting photographs.

Activities involving physical photographs generated especially **strong interest**. Participants responded enthusiastically to Polaroid images and other photographs that they could immediately see, hold and share. **Photographing one another** was also particularly successful. Participants enjoyed showing their photographs to their peers, looking at the results together and responding to one another's work. These interactions created **natural opportunities for communication, shared enjoyment** and **positive social engagement**.

The five-frame photo-story activity demonstrated that a simple visual prompt and clear structure could support narrative expression. Participants made decisions about the sequence of images and presented their stories to the group. Selecting favorite photographs similarly encouraged personal choice and a sense of ownership over the work produced.

The group atmosphere remained friendly and supportive. Photography offered different ways of participating: some participants focused primarily on taking photographs, while others were especially interested in viewing, holding or discussing the images. This flexibility enabled participants to engage according to their abilities and preferences.

4.7 Lesson learned

The Latvian pilot highlighted the importance of **progressive familiarisation** and **careful preparation** before introducing participants to unfamiliar environments. Future activities could allow more time for participants to become familiar with the educators, photographic devices and activity format before moving to new outdoor locations. Initial sessions would benefit from taking place in a familiar and safe setting, with a focus on basic photography and touchscreen skills.

The methodology could also be strengthened by including short, concrete and clearly structured **step-by-step activities**, particularly for participants with shorter attention spans or higher support needs. Activities should remain sufficiently flexible to allow individual adaptations, supported by an adequate number of educators to provide one-to-one assistance when required.

The use of physical and **instant photographs** should be further encouraged. Participants showed motivation when they could immediately see, hold and share the photographs they had taken, making tangible outputs a valuable element of the learning experience.

Finally, outdoor sessions should be planned with **flexible schedules** and **alternative options**, allowing educators to respond effectively to changing weather conditions or participants' individual needs.



5.

CROSS-COUNTRY FINDINGS AND TRANSFERABILITY

5.1 Adaptability across contexts

The three piloting experiences confirm that the **THRULENS methodology** can operate across a **wide range of settings**. Italy integrated photography with structured community experiences, specialist venues and professional outdoor support. Spain used prominent natural and urban locations to combine mindful observation with group development. Latvia began with highly supported device learning and progressively introduced forest, botanical, cultural and recreational environments. The methodology remained recognisable across all three models because its core elements - **observation, choice, image-making, reflection and sharing** - were preserved.

5.2 The role of support

The **level of assistance** differed considerably. Some participants in Italy and Spain became more autonomous once the activities had been explained, while the Latvian participants required continuous support. This difference demonstrates that the **methodology can effectively engage people with higher support needs** when activities are supported by adequate staffing, individualised prompting, repeated practice, and concrete, hands-on tasks. In this context, **autonomy** should be understood as supported choice and active involvement, rather than only as the ability to operate devices independently.

5.3 What generated engagement

Several patterns were consistent across countries. Participants responded well to photograph environmental details, plants, animals and one another. Tasks worked best when the objective was **concrete** and **visually understandable**. Scavenger hunts, photo bingo and hidden-detail activities transformed observation into purposeful search. Portraits and peer photography created immediate opportunities for interaction. Image review and portfolio selection gave value to the photographs after the moment of capture.

Physical photographs were especially motivating in Latvia, while creative portrait decoration was successful in Italy. These findings suggest that **printing, instant photography** and **tangible display** should be treated as **central learning components** rather than optional dissemination products. A physical image can reduce abstraction, make achievement visible and support conversation.

5.4 Nature, urban space and well-being

Nature was an important stimulus but not the only successful environment. Botanical gardens, forests, parks and protected areas supported calm observation and attention to detail. Urban and mixed settings added architecture, graffiti, installations and public space. The strongest programmes used the environment as an active part of the task rather than as a passive backdrop.

Spanish families reported greater calm and satisfaction after sessions, while educators across the pilot's observed curiosity, motivation and positive interaction. These observations support the project's assumption that photography and outdoor learning can contribute to well-being.



6.

LEARNING OUTCOMES

6.1 Outcomes for participants

Creative expression was the clearest shared outcome. Participants made **decisions** about subjects, framing and favourite images, allowing them to communicate interests and personal perspectives with limited reliance on verbal language. Photo stories, decorated portraits and photographs of meaningful places extended this expression into narrative, identity and emotional association.

Observation skills developed through repeated attention to colours, light, textures, plants, animals, architecture and small details. Activities such as photo bingo and hidden-detail searches provided a clear reason to slow down and look carefully. Where sustained attention was difficult, educators shortened tasks, repeated instructions and provided closer guidance.

Social learning emerged through photographing one another, comparing images, collaborating during searches and presenting work. Italy reported a cohesive and supportive group; Spain observed friendships that continued after the pilot; and Latvia saw strong enjoyment when participants showed physical photographs and peer portraits to one another. These outcomes indicate that photography can serve as a shared social object around which communication becomes easier.

Technical learning varies according to prior experience and support needs. Participants gained exposure to smartphones, tablets, DSLR cameras, Polaroid or instant cameras and disposable cameras. Progress should be assessed relative to each person's starting point. In Latvia, improved familiarity with tablets was meaningful even though continuous support remained necessary.

6.2 Outcomes for educators

Educators strengthened their ability **to use photography as an inclusive educational and communication tool**. The pilots required them to translate broad creative exercises into accessible steps, adjust difficulty and decide when to demonstrate, prompt or allow exploration. They also gained experience **combining photography with outdoor education**, cultural visits and community partnerships.

The educator evaluations from Italy and Spain show strong perceived **usability** and **suitability**. All respondents across the two countries rated implementation as easy. In each country, most respondents rated the activities very suitable for PIDs, and one rated them suitable. Open responses **stressed creativity, environmental observation, peer photography and concrete objectives**.

The Latvian experience adds an important professional learning point: a simple activity may still require **intensive facilitation**. Device accessibility, attention, transport, weather and emotional safety must be planned together. Educator continuity and knowledge of participants can be as important as photographic expertise.



7.

PRACTICAL LESSONS FOR FUTURE IMPLEMENTATION

7.1 Main strengths

The piloting experience demonstrates that the THRULENS methodology is **clear, flexible, and transferable** across different contexts and participant needs.

Photography provides an accessible route to **participation** because an image can communicate without requiring complex verbal explanation. **Outdoor and community environments** offer varied stimuli, while the Toolkit can be **adapted** to different learning paces and support needs. The pilots also created opportunities for **partnerships** with day services, farms, botanical gardens, protected areas, cultural spaces and specialist organisations.

A further strength is the **connection** between **process** and **visible outcome**. Reviewing, printing, selecting and exhibiting photographs increases the significance of each session. Participants are not only completing exercises; they are creating work that can be shared with **peers, families and the wider community**.

7.2 Main weaknesses and implementation risks

The methodology is not automatically accessible simply because photography is visual. Touch screens, camera handling, multi-step instructions and abstract prompts may create **barriers**. Some participants need constant assistance, and longer observation tasks can exceed available attention. Outdoor delivery introduces weather, transport and schedule risks. New environments and unfamiliar people may also increase **anxiety** or **reduce participation**.

Portfolio preparation requires significant work after the sessions. Photographs must be assigned to participants, consent must be checked, signature lists maintained, questionnaires scanned and outputs uploaded. These tasks should be built into the implementation schedule rather than postponed until the end.

7.3 Recommendations for future implementation

- *Preparation:* educators should **review** the Toolkit together before delivery, agree the purpose of each exercise and identify likely adaptations. The first sessions should take place in the participants' safest and most familiar environment. Time should be reserved for getting to know one another and practising the devices before outdoor trips.
- *Activity design:* offer more exercises at **different difficulty levels** and prioritise clear, concrete prompts. Short visual searches, colour tasks, photo bingo and peer portraits can provide early success. For people with higher support needs, break the task into one action at a time and maintain consistent educator support.
- *Equipment:* choose devices according to **participant needs** rather than novelty. Touch-screen practice may require repetition. Instant and printed photographs should be included because tangible results can increase understanding, motivation and social sharing. Analogue disposable cameras can add variety but require preparation for delayed feedback.
- *Outdoor planning:* **prepare alternatives** for poor weather and transport changes. Use shorter activity blocks, predictable pauses and accessible routes. When entering a new environment, begin with orientation and a simple familiar task.
- *Documentation:* assign responsibility for consent, image storage, portfolios and evaluation before the first session. File photographs by participant throughout delivery.



8.

CONCLUSION

Overall, the THRULENS piloting provided positive evidence of the **potential of the methodology** as an **inclusive approach to adult learning through outdoor photography**. Across Italy, Spain and Latvia, participants engaged in photography activities **combining observation, creativity, outdoor experiences, self-expression and social interaction**. The piloting also demonstrated that the THRULENS Toolkit can be **adapted** to different organisational settings, environments, levels of previous experience and participant support needs.

The piloting showed that **photography** can provide an **accessible means for adults with intellectual disabilities** to express personal interests and perspectives, make choices and participate in shared creative activities. Activities such as nature photography, portraits, photo stories, photographic searches and image review created opportunities to develop observation and practical photography skills while encouraging communication and interaction with others. The **combination of outdoor environments and photography** also provided participants with opportunities to explore new places, engage with nature and participate in community-based experiences.

A **key finding** across the three countries was the importance of **person-centred support** and **flexibility**. The level and type of assistance varied according to participants' previous experience, autonomy and individual needs. In particular, the Latvian pilot demonstrated that participants requiring substantial support can engage meaningfully in photography activities when educators provide clear instructions, repeated demonstrations, individual assistance and sufficient time for familiarisation. This reinforces the importance of understanding **autonomy** as **active participation and supported choice**, rather than only independent use of photographic equipment.

The piloting activities also highlighted the value of using **different environments** and **photographic formats**. Natural, urban, cultural and community settings provided varied stimuli and learning opportunities, while smartphones, tablets, DSLR, Polaroid and disposable cameras allowed participants to experience different ways of taking and sharing photographs. **Instant photographs** were particularly appreciated in the Latvian pilot, while creative portrait activities and community-based experiences were important features of the Italian implementation. These experiences suggest that **tangible** and **visually accessible outputs** can play a useful role in supporting motivation, reflection and social sharing.

The piloting also provided useful evidence for the further development and **transferability** of the THRULENS Toolkit. Educators highlighted the importance of **preparation, progressive familiarisation**, appropriate activity difficulty, sufficient **support** and **adaptation** to participants' profiles. Recommendations emerging from the pilots include providing activities at different levels of difficulty, using clear and concrete instructions, allowing time for participants to become familiar with educators and equipment, planning alternatives for outdoor activities affected by weather or transport, and integrating documentation and consent procedures into the implementation process.

The results should be interpreted primarily as qualitative evidence from the three national pilot experiences, rather than as a measure of the general effectiveness of the methodology. Participant and educator feedback, together with observations collected during implementation, indicate positive experiences and identify the conditions that supported meaningful participation. The findings therefore provide practical evidence for applying the THRULENS approach in future educational, social and community-based contexts.

The piloting phase achieved its central purpose of testing the THRULENS methodology in three different national contexts. All three countries completed at least the required 20 hours of piloting, while the overall participation exceeded the targets established in the project application, with 38 PIDs and 9 educators involved compared with the expected 36 PIDs and 6 educators. The different national experiences demonstrate the **flexibility** of the Toolkit and provide a practical basis for its **further use, adaptation** and **transfer** to other inclusive adult-learning and community contexts.



ANNEXES



ANNEX 1

PILOTING EVALUATION FOR EDUCATORS – COMPLETED QUESTIONNAIRES

THRULENS - Valutazione delle attività di sperimentazione

Lo scopo di questo questionario è documentare le attività di sperimentazione (A3) e raccogliere il feedback degli educatori che hanno partecipato alla fase di piloting, inclusi professionisti operanti nei settori dell'inclusione sociale, dell'educazione all'aperto e della fotografia.

Le informazioni raccolte supporteranno la valutazione delle attività realizzate e contribuiranno alla preparazione del report di progetto. Inoltre, aiuteranno a migliorare le future iniziative volte a promuovere l'inclusione sociale attraverso la fotografia in ambiente outdoor.

Tutti i dati raccolti saranno utilizzati esclusivamente nell'ambito del progetto THRULENS.

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1.Nome e cognome *

Sabrina

2.Organizzazione *

☒ VIVA

☐ LAA

☐ Imatge i Acció

☐ Altro:

3. Se avete selezionato altro, specificate

.....

4. Profilo

*

Si prega di selezionare la propria area di competenza.

- ☒ Educatore di persone con disabilità intellettiva (PID)
- ☐ Educatore attivo nel campo dell'educazione all'aperto
- ☐ Educatore attivo nel campo della fotografia
- ☐ Altro:

5. Se avete selezionato altro, specificate

.....

6. Quanto è stato facile o difficile implementare la metodologia THRULENS?

*

Scala di valutazione

1 = Molto difficile · 2 = Difficile · 3 = Abbastanza facile · 4 = Facile · 5 = Molto facile.

1	2	3	4	5
☐	☐	☐	☒	☐

7.Quanto erano adatte le attività fotografiche per i partecipanti con disabilità intellettive? ***Scala di valutazione**

1 = Non adatte · 2 = Poco adatte · 3 = Abbastanza adatte · 4 = Adatte · 5 = Molto adatte

1	2	3	4	5
☐	☐	☐	☐	☒

8.Qualì attività hanno funzionato meglio con i partecipanti? *Ricerca di stimoli nell'ambiente che li circonda, fotografarsi a Vicenda, colorare le loro stesse immagini**9.Ci sono state attività difficili da implementare? ***No**10. La sperimentazione ha contribuito al miglioramento delle mie competenze professionali. *****Scala di valutazione**

1 = Per nulla · 2 = Leggermente · 3 = Moderatamente · 4 = Molto · 5 = Estremamente

1	2	3	4	5
☐	☐	☐	☐	☒

11. Si prega di motivare la propria risposta. *Si

12. Quanto sono stati utili il Toolkit e le sue attività nel supportare l'implementazione delle attività di sperimentazione? (Ad esempio: Attività con gli occhi adesivi; attività con le polaroid; attività della caccia al tesoro) *

Scala di valutazione

1 = Per nulla · 2 = Leggermente · 3 = Moderatamente · 4 = Molto · 5 = Estremamente

1	2	3	4	5
☐	☐	☐	☐	☒

13. Cosa ti è piaciuto di più della fase di sperimentazione (piloting)?

L'interazione e la cooperazione fra i vari partecipanti

14. Quali aspetti del processo di sperimentazione (piloting) hai trovato più difficili o meno piacevoli?

Nessuna

15. Come valuteresti l'esperienza THRULens? *

Scala di valutazione

1 = Scarso · 2 = Discreto · 3 = Buono · 4 = Molto buono · 5 = Eccellente.

1	2	3	4	5
☐	☐	☐	☐	☒

16. Quanto erano coinvolti i partecipanti durante le sessioni di fotografia? ***Scala di valutazione**

1 = Per nulla coinvolti · 2 = Poco coinvolti · 3 = Moderatamente coinvolti · 4 = Molto coinvolti ·
5 = Estremamente coinvolti.

1	2	3	4	5
☐	☐	☐	☐	☒

17. Analisi dell'esperienza *

Analizzare l'esperienza complessiva dell'implementazione delle attività di sperimentazione. Riflettere sull'organizzazione delle sessioni, sul coinvolgimento dei partecipanti e sulle dinamiche generali osservate durante le attività.

Ogni giornata è stata progettata per far coinvolgere maggiormente ogni partecipante ciò ha permesso di aumentare l'entusiasmo comune in ogni sessione, in quanto ogni sessione era contraddistinta da stimoli differenti. Le attività hanno accresciuto la comunicazione individuale attraverso la comunicazione con la fotografia nel modo in cui interpretano la realtà esterna e la cooperazione di gruppo che ha reso tutto più piacevole.

18. Secondo la tua opinione, le attività hanno aiutato i partecipanti a: *

- ☒ Migliorare l'osservazione della natura
- ☒ Esprimersi attraverso la fotografia
- ☒ Sviluppare la creatività
- ☒ Aumentare la fiducia in se stessi
- ☒ Interagire con gli altri

19. Risultati di apprendimento

*

Secondo la tua opinione, la sperimentazione ha sostenuto l'empowerment delle persone con disabilità intellettive? Se sì, descrivi le principali abilità, conoscenze e competenze sviluppate dalle persone con disabilità intellettive durante le attività di piloting. Queste possono includere espressione creativa, capacità di osservazione, comunicazione, fiducia in sé stessi e interazione con la natura.

Sì, ho notato fra i vari partecipanti l'accrescere della competenza comunicativa, una maggiore interazione (un esempio è nel fotografarsi a Vicenda), attraverso la visione delle immagini fatte durante tutti gli incontri questo ha permesso di ricevere un feedback così da accrescere la fiducia in se stessi e autostima.

20. Si prega di spiegare la propria risposta e fornire esempi concreti.

*

Già motivato nella precedente

21. Punti di forza e criticità

*

Si prega di identificare e descrivere i principali punti di forza e le principali criticità osservate durante la sperimentazione.

Un punto di forza è che il progetto ha permesso di sviluppare una realtà in cui tutti i partecipanti potessero esprimere il proprio modo di vedere ciò che li circonda in una realtà più protetta. Non ho notato delle criticità.

22. Utilizzeresti la metodologia THRULENS nel tuo lavoro in futuro?

*



Sì



No



Forse

23. Si prega di motivare la propria risposta. *

L'ho trovata molto istruttiva e ha accresciuto le mie competenze.

24. Raccomandazioni *

Si prega di fornire suggerimenti per migliorare la metodologia e per implementare attività simili in futuro.

Implementazioni di più attività

25. Commenti aggiuntivi / feedback

Questo modulo è stato creato all'interno di Base3.

Google Moduli

THRULENS - Valutazione delle attività di sperimentazione

Lo scopo di questo questionario è documentare le attività di sperimentazione (A3) e raccogliere il feedback degli educatori che hanno partecipato alla fase di piloting, inclusi professionisti operanti nei settori dell'inclusione sociale, dell'educazione all'aperto e della fotografia.

Le informazioni raccolte supporteranno la valutazione delle attività realizzate e contribuiranno alla preparazione del report di progetto. Inoltre, aiuteranno a migliorare le future iniziative volte a promuovere l'inclusione sociale attraverso la fotografia in ambiente outdoor.

Tutti i dati raccolti saranno utilizzati esclusivamente nell'ambito del progetto THRULENS.

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1.Nome e cognome *

Eva

2.Organizzazione *

☒ VIVA

☐ LAA

☐ Imatge i Acció

☐ Altro:

3. Se avete selezionato altro, specificate

.....

4. Profilo

*

Si prega di selezionare la propria area di competenza.

- ☒ Educatore di persone con disabilità intellettiva (PID)
- ☐ Educatore attivo nel campo dell'educazione all'aperto
- ☐ Educatore attivo nel campo della fotografia
- ☐ Altro:

5. Se avete selezionato altro, specificate

.....

6. Quanto è stato facile o difficile implementare la metodologia THRULENS?

*

Scala di valutazione

1 = Molto difficile · 2 = Difficile · 3 = Abbastanza facile · 4 = Facile · 5 = Molto facile.

1	2	3	4	5
☐	☐	☐	☒	☐

7.Quanto erano adatte le attività fotografiche per i partecipanti con disabilità intellettive? ***Scala di valutazione**

1 = Non adatte · 2 = Poco adatte · 3 = Abbastanza adatte · 4 = Adatte · 5 = Molto adatte

1	2	3	4	5
☐	☐	☐	☒	☐

8.Qualì attività hanno funzionato meglio con i partecipanti? *

Foto im coppia e laboratorio

9.Ci sono state attività difficili da implementare? *

Capacità di osservazione e mantenimento dell'attenzione (soprattutto nella caccia al tesoro)

10. La sperimentazione ha contribuito al miglioramento delle mie competenze professionali. ***Scala di valutazione**

1 = Per nulla · 2 = Leggermente · 3 = Moderatamente · 4 = Molto · 5 = Estremamente

1	2	3	4	5
☐	☐	☒	☐	☐

11. Si prega di motivare la propria risposta. *

Operare in contestti differenti mi ha permesso di osservare e affrontare dinamiche nuove. Ho apprezzato constatare che l'utilizzo della fotografia è un mezzo facilitante e di espressione per le persone con disabilità. .

12. Quanto sono stati utili il Toolkit e le sue attività nel supportare l'implementazione delle attività di sperimentazione? (Ad esempio: Attività con gli occhi adesivi; attività con le polaroid; attività della caccia al tesoro) *

Scala di valutazione

1 = Per nulla · 2 = Leggermente · 3 = Moderatamente · 4 = Molto · 5 = Estremamente

1	2	3	4	5
☐	☐	☒	☐	☐

13. Cosa ti è piaciuto di più della fase di sperimentazione (piloting)?

L'interesse attivo dei partecipanti

14. Quali aspetti del processo di sperimentazione (piloting) hai trovato più difficili o meno piacevoli?

Difficoltà organizzative

15. Come valuteresti l'esperienza THRULens? *

Scala di valutazione

1 = Scarso · 2 = Discreto · 3 = Buono · 4 = Molto buono · 5 = Eccellente.

1	2	3	4	5
☐	☐	☐	☐	☒

16. Quanto erano coinvolti i partecipanti durante le sessioni di fotografia? ***Scala di valutazione**

1 = Per nulla coinvolti · 2 = Poco coinvolti · 3 = Moderatamente coinvolti · 4 = Molto coinvolti · 5 = Estremamente coinvolti.

1	2	3	4	5
☐	☐	☐	☒	☐

17. Analisi dell'esperienza *

Analizzare l'esperienza complessiva dell'implementazione delle attività di sperimentazione. Riflettere sull'organizzazione delle sessioni, sul coinvolgimento dei partecipanti e sulle dinamiche generali osservate durante le attività.

È stata un'esperienza molto positiva, che ha coinvolto i/le partecipanti in modo interessato, positivo e divertito. Le varie attività hanno tenuto il gruppo unito e non ci sono state dinamiche conflittuali o particolarmente oppostive.

18. Secondo la tua opinione, le attività hanno aiutato i partecipanti a: *

- ☒ Migliorare l'osservazione della natura
- ☒ Esprimersi attraverso la fotografia
- ☒ Sviluppare la creatività
- ☒ Aumentare la fiducia in se stessi
- ☒ Interagire con gli altri

19. Risultati di apprendimento



Secondo la tua opinione, la sperimentazione ha sostenuto l'empowerment delle persone con disabilità intellettive? Se sì, descrivi le principali abilità, conoscenze e competenze sviluppate dalle persone con disabilità intellettive durante le attività di piloting. Queste possono includere espressione creativa, capacità di osservazione, comunicazione, fiducia in sé stessi e interazione con la natura.

Capacità di osservazione, utilizzo di strumentazioni e tecnologie, interazione con la natura e apprezzamento di elementi paesaggistici, condivisione con gli altri.

20. Si prega di spiegare la propria risposta e fornire esempi concreti.



Attraverso la sperimentazione, con il supporto di figure di sostegno e educatori, ma anche in autonomia, secondo la propria espressività, i/le partecipanti hanno sviluppato una maggiore attenzione e capacità di captare elementi altrimenti inosservati. L'utilizzo della strumentazione ha permesso di sperimentare la manualità fine.

21. Punti di forza e criticità



Si prega di identificare e descrivere i principali punti di forza e le principali criticità osservate durante la sperimentazione.

Punti di forza. Esperienza all'aperto, sensibilizzazione relativamente alla natura. Criticità: difficoltà di inserimento di persone non conoscenti del gruppo.

22. Utilizzeresti la metodologia THRULENS nel tuo lavoro in futuro?



☒ Sì

☐ No

☐ Forse

*

23. Si prega di motivare la propria risposta.

Ho visto che è stata un'esperienza positiva e replicabile anche in altri contesti.

*

24. Raccomandazioni

Si prega di fornire suggerimenti per migliorare la metodologia e per implementare attività simili in futuro.

Potrebbe esserci una riunione con gli operatori prima di avviare la sperimentazione con i/le partecipanti per programmare le attività in base alle loro caratteristiche, ma non è comunque una necessità fondamentale.

25. Commenti aggiuntivi / feedback

Questo modulo è stato creato all'interno di Base3.

Google Moduli

THRULENS - Valutazione delle attività di sperimentazione

Lo scopo di questo questionario è documentare le attività di sperimentazione (A3) e raccogliere il feedback degli educatori che hanno partecipato alla fase di piloting, inclusi professionisti operanti nei settori dell'inclusione sociale, dell'educazione all'aperto e della fotografia.

Le informazioni raccolte supporteranno la valutazione delle attività realizzate e contribuiranno alla preparazione del report di progetto. Inoltre, aiuteranno a migliorare le future iniziative volte a promuovere l'inclusione sociale attraverso la fotografia in ambiente outdoor.

Tutti i dati raccolti saranno utilizzati esclusivamente nell'ambito del progetto THRULENS.

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1.Nome e cognome *

Giorgio Gabriele

2.Organizzazione *

☒ VIVA

☐ LAA

☐ Imatge i Acció

☐ Altro:

3. Se avete selezionato altro, specificate

.....

4. Profilo

*

Si prega di selezionare la propria area di competenza.

- ☒ Educatore di persone con disabilità intellettiva (PID)
- ☐ Educatore attivo nel campo dell'educazione all'aperto
- ☐ Educatore attivo nel campo della fotografia
- ☐ Altro:

5. Se avete selezionato altro, specificate

.....

6. Quanto è stato facile o difficile implementare la metodologia THRULENS?

*

Scala di valutazione

1 = Molto difficile · 2 = Difficile · 3 = Abbastanza facile · 4 = Facile · 5 = Molto facile.

1	2	3	4	5
☐	☐	☐	☒	☐

7.Quanto erano adatte le attività fotografiche per i partecipanti con disabilità intellettive? ***Scala di valutazione**

1 = Non adatte · 2 = Poco adatte · 3 = Abbastanza adatte · 4 = Adatte · 5 = Molto adatte

1	2	3	4	5
☐	☐	☐	☐	☒

8.Qualì attività hanno funzionato meglio con i partecipanti? *

tutte le attività all'aperto con foto rivolte alla natura (piante,fiori,animali)

9.Ci sono state attività difficili da implementare? *

no

10. La sperimentazione ha contribuito al miglioramento delle mie competenze professionali. ***Scala di valutazione**

1 = Per nulla · 2 = Leggermente · 3 = Moderatamente · 4 = Molto · 5 = Estremamente

1	2	3	4	5
☐	☐	☐	☒	☐

11. Si prega di motivare la propria risposta. *

Ha contribuito in quanto tecnicamente ho imparato a gestire una macchina fotografica professionale ma soprattutto ho visto come la fotografia possa essere uno strumento facilitatore per le persone a prescindere dalla condizione cognitiva. La fotografia permette di esprimere le proprie emozioni , stati d'animo ed è stato interessante da educatore vedere i vari i soggetti ripresi dalle persone con disabilità con la possibilità di lavorare su questi aspetti

12. Quanto sono stati utili il Toolkit e le sue attività nel supportare l'implementazione delle attività di sperimentazione? (Ad esempio: Attività con gli occhi adesivi; attività con le polaroid; attività della caccia al tesoro) *

Scala di valutazione

1 = Per nulla · 2 = Leggermente · 3 = Moderatamente · 4 = Molto · 5 = Estremamente

1	2	3	4	5
☐	☐	☐	☐	☒

13. Cosa ti è piaciuto di più della fase di sperimentazione (piloting)?

Oltre l'attività degli scatti fotografici, le persone coinvolte hanno creato un vero gruppo di amici coeso, trascorrendo delle giornate serenamente prevalentemente in situazioni di compagnia, migliorando il loro stato d'animo e il loro benessere e qualità di vita.

14. Quali aspetti del processo di sperimentazione (piloting) hai trovato più difficili o meno piacevoli?

Sono stati tutti interessanti dalla fase formativa a quella finale

15. Come valuteresti l'esperienza THRULens? *

Scala di valutazione

1 = Scarso · 2 = Discreto · 3 = Buono · 4 = Molto buono · 5 = Eccellente.

1	2	3	4	5
☐	☐	☐	☐	☒

16. Quanto erano coinvolti i partecipanti durante le sessioni di fotografia? ***Scala di valutazione**

1 = Per nulla coinvolti · 2 = Poco coinvolti · 3 = Moderatamente coinvolti · 4 = Molto coinvolti · 5 = Estremamente coinvolti.

1	2	3	4	5
☐	☐	☐	☐	☒

17. Analisi dell'esperienza *

Analizzare l'esperienza complessiva dell'implementazione delle attività di sperimentazione. Riflettere sull'organizzazione delle sessioni, sul coinvolgimento dei partecipanti e sulle dinamiche generali osservate durante le attività.

L'esperienza , oltre alle persone con disabilità, è stata completa dalla fase di formazione fino alle attività pratiche. Abbiamo lavorato con professionisti di vari ambiti, educatori, fotografi professionisti, guide, social media manager e tutti hanno contribuito alla riuscita del progetto.

18. Secondo la tua opinione, le attività hanno aiutato i partecipanti a: *

- ☒ Migliorare l'osservazione della natura
- ☒ Esprimersi attraverso la fotografia
- ☒ Sviluppare la creatività
- ☒ Aumentare la fiducia in se stessi
- ☒ Interagire con gli altri

19. Risultati di apprendimento



Secondo la tua opinione, la sperimentazione ha sostenuto l'empowerment delle persone con disabilità intellettive? Se sì, descrivi le principali abilità, conoscenze e competenze sviluppate dalle persone con disabilità intellettive durante le attività di piloting. Queste possono includere espressione creativa, capacità di osservazione, comunicazione, fiducia in sé stessi e interazione con la natura.

la sperimentazione sicuramente ha sostenute l'empowerment delle persone con disabilità. Le persone sono stata lasciata libera la loro capacità di osservazione e sono nate foto creative e originali che esprimono le varie personalità dei partecipanti. Sicuramente le attività con la restituzione delle foto e della mostra finale servono per avere una gratificazione personale e aumentare la fiducia inelle proprie capacità e in se stessi.

20. Si prega di spiegare la propria risposta e fornire esempi concreti.



il coinvolgimento delle persone con disabilità in prima persona valorizzando le capacità di ciascuno. Sono stati loro i veri protagonisti del progetto. Una volta capito il meccanismo fotografico hanno scattato autonomamente le foto con grande piacere, partecipazione, entusiasmo fino alla soddisfazione personale di vedere realizzate le loro opere.

21. Punti di forza e criticità



Si prega di identificare e descrivere i principali punti di forza e le principali criticità osservate durante la sperimentazione.

Il punto di forza è stata la collaborazione proficua con tutti i partner del progetto in particolare c'è stata una sinergia tra trekkify e la Viva cooperativa che ha consentito il successo dell'iniziativa in Italia.

22. Utilizzeresti la metodologia THRULENS nel tuo lavoro in futuro?



Sì



No



Forse

*

23. Si prega di motivare la propria risposta.

Certamente in quanto per le attività future (fattoria sociale, turismo, teatro..) le persone coinvolte in questo progetto continueranno a utilizzare le foto come mezzo per catturare le attività ed esprimere i propri talenti

*

24. Raccomandazioni

Si prega di fornire suggerimenti per migliorare la metodologia e per implementare attività simili in futuro.

Vista l'ottima riuscita del progetto e l'esperienza acquisita dai partner pensare ad un progetto di follow up per continuare le attività fotografiche in altri contesti quali turismo, agricoltura, teatro, coinvolgendo anche nuovi partecipanti.

25. Commenti aggiuntivi / feedback

Questo modulo è stato creato all'interno di Base3.

Google Moduli

THRULENS - Piloting Evaluation

The purpose of this report is to document the piloting activities (A3) and collect feedback from the educators who participated in the piloting, including professionals working in the fields of social inclusion, outdoor education, and photography.

The information collected will support the **evaluation of the activities and the preparation of the project report**, as well as help improve future initiatives promoting social inclusion through outdoor photography.

The collected data will be used exclusively for purposes within the framework of the THRULENS project.

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Piloting report

1. Name and surname *

Lāsmā

2. Organization *

- ☐ VIVA
- ☒ LAA
- ☐ Imatge i Acció
- ☐ Other

3. If you selected "OTHER" please specify

.....

4. Profile

*

Please select your area of expertise.

- ☒ Educator of PIDs
- ☐ Educator active in the field of outdoor education
- ☐ Educator active in the field of photography
- ☐ Other

5. If you selected "OTHER" please specify

.....

6. How easy or difficult was it to implement the THRULENS methodology?

*

Rating scale 1 = Very difficult · 2 = Difficult · 3 = Somewhat easy · 4 = Easy · 5 = Very easy.

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| ☐ | ☐ | ☐ | ☐ | ☒ |

7. How suitable were the photography activities for participants with intellectual disabilities? *

Rating scale 1 = Not suitable · 2 = Slightly suitable · 3 = Somewhat suitable · 4 = Suitable · 5 = Very suitable

1	2	3	4	5
☐	☐	☐	☒	☐

8. Which activities worked best with the participants? *

Every activity where they got tangible results at the end, like the ones with polaroid camera.

9. Were there any activities that were difficult to implement? *

The ones based in focusing on objects as technical skills of our group where low

10. The piloting contributed to the improvement of my professional skills. *

Rating scale 1 = Not at all · 2 = Slightly · 3 = Moderately · 4 = Very much · 5 = Extremely

1	2	3	4	5
☐	☐	☐	☐	☒

11. Please motivate your answer *

The piloting gave me an opportunity to test different approaches in practice, strengthen my skills in engaging educators, discover new talents among participants, and improve my ability to facilitate effective teamwork.

12. How useful were the Toolkit and its activities in supporting the implementation of the piloting activities? *

Rating scale 1 = Not at all useful · 2 = Slightly useful · 3 = Moderately useful · 4 = Very useful · 5 = Extremely useful

1	2	3	4	5
☐	☐	☐	☐	☒

13. What did you like most about the Piloting?

What I liked most was meeting new people and seeing the joy they experienced during the activities. It was inspiring to see how engaged, curious, and interested they were, as well as how enthusiastically their support persons participated alongside them.

14. What aspects of the Piloting process did you find most challenging or least enjoyable?

The most challenging aspect was adapting to changing weather conditions, which sometimes required us to adjust our plans at short notice and quickly find suitable alternative solutions.

15. How would you rate the THRULens experience? *

Rating scale 1 = Poor · 2 = Fair · 3 = Good · 4 = Very Good · 5 = Excellent.

1	2	3	4	5
☐	☐	☐	☐	☒

16. How engaged were the participants during the photography sessions? ★

Rating scale 1 = Not engaged · 2 = Slightly engaged · 3 = Moderately engaged · 4 = Very engaged · 5 = Extremely engaged.

1	2	3	4	5
☐	☐	☐	☐	☒

17. Analysis of Experience ★

Analyse the overall experience of implementing the pilot activities. Reflect on the organisation of the sessions, participant engagement, and the general dynamics observed during the activities.

The overall experience of implementing the pilot activities was both challenging and highly rewarding. We had to adapt many of the planned activities and tasks to match the participants' abilities and support needs. In particular, their digital and technological skills were significantly lower than we had initially expected. This meant that we had to simplify instructions, provide more individual support, and adjust the pace of the sessions. We also shortened some of the planned activities to make them more accessible and manageable.

However, the participants' ability to remain engaged was a very positive surprise, especially for their support persons. During other activities, they are often able to concentrate for only 40–60 minutes, whereas in our workshops many participants remained focused and actively involved for more than two hours. Their interest, enjoyment, and willingness to participate showed that, when activities are meaningful and appropriately adapted, they can sustain attention for much longer than expected.

The involvement of the support persons also developed considerably throughout the piloting process. At the beginning, some of them appeared tired or possibly burnt out, and they seemed hesitant to participate directly in the activities. As the workshop cycle progressed, however, they became increasingly engaged and began to genuinely enjoy working alongside the participants. By the end, it was clear how much they valued the opportunity to create, explore, and collaborate together.

The group needed some time to become familiar with us and feel comfortable in the workshop environment. Once trust had developed, the overall dynamics became very warm and supportive. Participants were friendly towards one another, offered encouragement and assistance, and were happy to work in teams. This gradual development of trust, engagement, and cooperation was one of the most valuable outcomes of the piloting experience.

18. In your opinion, the activities helped participants: *

- ☒ Improve their observation of nature
- ☒ Express themselves through photography
- ☒ Develop creativity
- ☒ Increase self-confidence
- ☒ Interact with others

19. Learning Outcomes

*

In your opinion, did the piloting support the empowerment of persons with intellectual disabilities? If yes, please describe the main skills, knowledge, and competences developed by PIDs during the pilot activities. These may include creative expression, observation skills, communication, confidence, and interaction with nature.

encouraging environment in which they could explore their abilities, make choices, and express themselves creatively. Photography provided an accessible way for participants to communicate their interests and perspectives, including for those who found verbal communication more challenging.

Throughout the activities, participants developed their observation skills by noticing details, colours, shapes, light, and changes in the natural environment. They also improved their ability to use cameras and other digital tools, follow instructions, complete tasks, and experiment with different creative approaches.

The activities supported communication and social interaction, as participants shared ideas, worked in teams, helped one another, and discussed their photographs. Over time, many became more confident in making independent decisions and presenting their work. Being outdoors also encouraged curiosity, sensory exploration, and a stronger connection with nature.

Most importantly, participants experienced a sense of achievement and recognition. Their photographs and ideas were treated as meaningful creative contributions, helping them see themselves not only as participants receiving support, but as capable individuals with their own talents, preferences, and perspectives.

20. Please explain your answer and provide concrete examples. *

At the beginning of the piloting, very few participants had previous experience using tablets. During the sessions, however, their skills gradually improved. They became more confident in handling the devices, taking photographs, reviewing images, and completing tasks with less support.

Photo Bingo was received with particular enthusiasm. The activity used visual instructions, which made it accessible because literacy levels within the group were generally very low. The participants were able to understand the task, search for the required objects or details, and make independent creative choices.

Creating photo stories was another important example. Participants selected and arranged photographs to communicate their own experiences, perspectives, and ideas. They were encouraged to explain and stand up for their creative choices, which supported self-expression, decision-making, and confidence.

The participants also regularly helped one another. They shared ideas, provided practical assistance with the tablets, and supported their teammates in completing tasks. This strengthened cooperation, communication, and the sense that every participant could contribute something valuable to the group.

21. Strengths and weaknesses

*

Please identify and describe the main strengths and weaknesses observed during the piloting.

The main strengths were the flexibility of the activities, the strong engagement of participants and support persons, and our self-developed Photo Bingo, which made the tasks accessible despite low literacy levels. The activities encouraged creativity, confidence, teamwork, and mutual support.

The main challenges were participants' initially limited digital skills, the need to shorten and simplify some activities, changing weather conditions, and the time needed to build trust within the group.

22. Would you use the THRULENS methodology in your work in the future? *

☒ Yes

☐ No

☐ Maybe

23. Please motivate your answer *

The THRULENS methodology is well designed, offers a wide variety of practical materials and activities, and is easy to understand and use. It can also be adapted to participants with different abilities, needs, and levels of experience.

24. Recommendations

*

Provide suggestions for improving the methodology and implementing similar activities in the future.

More time should be allocated for participants to become familiar with the trainers, the group, and the equipment. The methodology could also include more activities specifically focused on developing basic photography and digital skills.

As going outdoors with unfamiliar people can be challenging, initial introductions and skill-building activities should take place in a familiar and safe environment. Outdoor activities can then be introduced gradually once participants feel more confident and comfortable.

25. Additional comments/feedback

Questo modulo è stato creato all'interno di Base3.

Google Moduli

THRULENS - Piloting Evaluation

The purpose of this report is to document the piloting activities (A3) and collect feedback from the educators who participated in the piloting, including professionals working in the fields of social inclusion, outdoor education, and photography.

The information collected will support the **evaluation of the activities and the preparation of the project report**, as well as help improve future initiatives promoting social inclusion through outdoor photography.

The collected data will be used exclusively for purposes within the framework of the THRULENS project.

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Piloting report

1. Name and surname *

Maksims ;

2. Organization *

- ☐ VIVA
- ☒ LAA
- ☐ Imatge i Acció
- ☐ Other

3. If you selected "OTHER" please specify

.....

4. Profile

*

Please select your area of expertise.

- ☒ Educator of PIDs
- ☐ Educator active in the field of outdoor education
- ☐ Educator active in the field of photography
- ☐ Other

5. If you selected "OTHER" please specify

.....

6. How easy or difficult was it to implement the THRULENS methodology?

*

Rating scale 1 = Very difficult · 2 = Difficult · 3 = Somewhat easy · 4 = Easy · 5 = Very easy.

- | | | | | |
|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| ☐ | ☐ | ☐ | ☒ | ☐ |

7. How suitable were the photography activities for participants with intellectual disabilities? *

Rating scale 1 = Not suitable · 2 = Slightly suitable · 3 = Somewhat suitable · 4 = Suitable · 5 = Very suitable

1	2	3	4	5
☐	☐	☐	☐	☒

8. Which activities worked best with the participants? *

The activity that worked best was the one where participants freely photographed different objects and added eyes to them. It was a fun and creative activity that encouraged participants to use their imagination and see everyday objects from a different perspective.

9. Were there any activities that were difficult to implement? *

The activity where participants had to independently choose what to photograph in the forest was more difficult for some participants. Many found it challenging to focus on one subject or decide what they wanted to photograph, so some photos were taken quite randomly without a clear idea. However, there were also participants who understood the task immediately and completed it very successfully.

10. The piloting contributed to the improvement of my professional skills. *

Rating scale 1 = Not at all · 2 = Slightly · 3 = Moderately · 4 = Very much · 5 = Extremely

1	2	3	4	5
☐	☐	☐	☐	☒

11. Please motivate your answer *

The piloting helped me improve my communication skills and learn new ways to engage and support participants during creative activities.

12. How useful were the Toolkit and its activities in supporting the implementation of the piloting activities? *

Rating scale 1 = Not at all useful · 2 = Slightly useful · 3 = Moderately useful · 4 = Very useful · 5 = Extremely useful

1	2	3	4	5
☐	☐	☐	☐	☒

13. What did you like most about the Piloting?

I liked the creative and practical approach of the activities and the opportunity to see how differently each participant expressed themselves through photography.

14. What aspects of the Piloting process did you find most challenging or least enjoyable?**15. How would you rate the THRULens experience? ***

Rating scale 1 = Poor · 2 = Fair · 3 = Good · 4 = Very Good · 5 = Excellent.

1	2	3	4	5
☐	☐	☐	☐	☒

16. How engaged were the participants during the photography sessions? *

Rating scale 1 = Not engaged · 2 = Slightly engaged · 3 = Moderately engaged · 4 = Very engaged · 5 = Extremely engaged.

1	2	3	4	5
☐	☐	☐	☒	☐

17. Analysis of Experience *

Analyse the overall experience of implementing the pilot activities. Reflect on the organisation of the sessions, participant engagement, and the general dynamics observed during the activities.

Overall, the piloting experience was positive. The sessions were well organised, and the activities were easy to adapt to the needs of different participants. Most participants were interested and actively involved, although some needed more guidance and support to stay focused or make choices. The atmosphere was friendly and relaxed, and participants had the opportunity to express themselves creatively through photography.

18. In your opinion, the activities helped participants: *

- ☒ Improve their observation of nature
- ☒ Express themselves through photography
- ☒ Develop creativity
- ☒ Increase self-confidence
- ☒ Interact with others

19. Learning Outcomes ★

In your opinion, did the piloting support the empowerment of persons with intellectual disabilities? If yes, please describe the main skills, knowledge, and competences developed by PIDs during the pilot activities. These may include creative expression, observation skills, communication, confidence, and interaction with nature.

Yes, the piloting supported the empowerment of persons with intellectual disabilities. Participants developed their creativity and observation skills through photography and learned to express their ideas in a visual way. The activities also encouraged communication, decision-making, self-confidence, and interaction with others. Outdoor activities helped participants explore nature and notice details in their surroundings.

20. Please explain your answer and provide concrete examples. ★

For example, during the photography activities, participants had to choose what they wanted to photograph and make their own creative decisions. Some participants needed support at first, but gradually became more confident and independent. The activity with adding eyes to different objects was especially engaging and encouraged creativity, communication, and sharing ideas with others.

21. Strengths and weaknesses ★

Please identify and describe the main strengths and weaknesses observed during the piloting.

The main strengths were the creative and practical activities, the relaxed atmosphere, and the possibility for participants to express themselves freely through photography. The activities were engaging and could be adapted to different abilities. A weakness was that some participants found open-ended tasks difficult and needed additional guidance to choose what to photograph and stay focused.

22. Would you use the THRULENS methodology in your work in the future? *

- ☒ Yes
- ☐ No
- ☐ Maybe

23. Please motivate your answer *

Yes, because the methodology is creative, practical, and easy to adapt to participants with different abilities. Photography can be a useful tool for encouraging self-expression, communication, creativity, and participation. I could use similar activities in my future work.

24. Recommendations *

Provide suggestions for improving the methodology and implementing similar activities in the future.

I would recommend providing more examples and visual instructions for participants who need additional support. It would also be useful to start with simple and clearly structured tasks before moving to more open and independent photography activities.

25. Additional comments/feedback

Questo modulo è stato creato all'interno di Base3.

Google Moduli

THRULENS - Piloting Evaluation

The purpose of this report is to document the piloting activities (A3) and collect feedback from the educators who participated in the piloting, including professionals working in the fields of social inclusion, outdoor education, and photography.

The information collected will support the **evaluation of the activities and the preparation of the project report**, as well as help improve future initiatives promoting social inclusion through outdoor photography.

The collected data will be used exclusively for purposes within the framework of the THRULENS project.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Erasmus+ National Agency INDIRE. Neither the European Union nor INDIRE can be held responsible for them. Project: Through the Lens: capturing inclusion - Empowering people with intellectual disability through outdoor photography: Nr.2025-1-IT02-KA210-ADU-000350455.

Piloting report

1. Name and surname *

Javier Sancho

2. Organization *

- ☐ VIVA
- ☐ LAA
- ☒ Imatge i Acció
- ☐ Other

3. If you selected "OTHER" please specify

.....

4. Profile

*

Please select your area of expertise.

- ☐ Educator of PIDs
- ☐ Educator active in the field of outdoor education
- ☒ Educator active in the field of photography
- ☐ Other

5. If you selected "OTHER" please specify

.....

6. How easy or difficult was it to implement the THRULENS methodology?

*

Rating scale 1 = Very difficult · 2 = Difficult · 3 = Somewhat easy · 4 = Easy · 5 = Very easy.

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| ☐ | ☐ | ☐ | ☐ | ☒ |

7. How suitable were the photography activities for participants with intellectual disabilities? *

Rating scale 1 = Not suitable · 2 = Slightly suitable · 3 = Somewhat suitable · 4 = Suitable · 5 = Very suitable

1	2	3	4	5
☐	☐	☐	☐	☒

8. Which activities worked best with the participants? *

The activities that received the most positive responses were those that combined observation, movement, and creativity, allowing participants to express themselves without relying heavily on verbal communication. In particular, the following activities were especially successful:

"Nature's Eyes", where participants searched for natural elements that resembled eyes or faces, such as tree knots, stones, leaves, flowers, or bark patterns. This activity sparked curiosity, encouraged careful observation, and generated meaningful conversations about the different interpretations of each image.

"Leaf Collection", in which participants photographed leaves with different shapes, colours, and textures. Afterwards, they shared their favourite images with the group and explained why they had chosen them. The activity promoted exploration, personal choice, and self-expression.

"Find a Hidden Detail", a photography challenge focused on discovering small elements in nature that often go unnoticed, such as water droplets, moss, insects, tree bark, or shadows. Participants particularly enjoyed seeing how an ordinary detail could become an interesting photograph.

"My Favourite Place", where each participant selected a place in the natural environment that made them feel calm or happy, photographed it, and later shared why it was meaningful to them. This activity encouraged reflection, communication, and the sharing of personal experiences within the group.

Overall, the most successful activities were those that focused on observation, creativity, autonomy, and personal expression rather than on taking the "perfect" photograph.

9. Were there any activities that were difficult to implement? *

No. Overall, all the activities were easy to implement and well adapted to the participants' abilities. The instructions were clear, the materials required were simple and easily accessible, and the exercises could be adapted to different outdoor environments. The flexible structure of the activities also allowed educators to adjust the pace and level of support according to the needs of each participant, making the implementation smooth and enjoyable for everyone.

10. The piloting contributed to the improvement of my professional skills.

*

Rating scale 1 = Not at all · 2 = Slightly · 3 = Moderately · 4 = Very much · 5 = Extremely

1	2	3	4	5
☐	☐	☐	☐	☒

11. Please motivate your answer *

The piloting provided a valuable opportunity to put the THRULens methodology into practice with real participants in an outdoor environment. It helped me develop new facilitation skills, improve my ability to adapt activities to different participants' needs, and gain confidence in using photography as a tool for inclusion, communication, and self-expression. It also allowed me to observe the positive impact of the activities on participants' engagement, creativity, and social interaction, making it a highly valuable contribution to my professional development.

12. How useful were the Toolkit and its activities in supporting the implementation of the piloting activities?

*

Rating scale 1 = Not at all useful · 2 = Slightly useful · 3 = Moderately useful · 4 = Very useful · 5 = Extremely useful

1	2	3	4	5
☐	☐	☐	☐	☒

13. What did you like most about the Piloting?

What I liked most about the Toolkit was the wide variety of activities and how easy they were to implement in different contexts. The exercises are practical, flexible, and require only simple materials, making them accessible for both educators and participants. I also especially appreciated the psychological approach behind the methodology, which places great importance on personal expression, autonomy, emotional well-being, and self-esteem. The combination of photography, nature, and reflective activities creates a meaningful learning experience that promotes both inclusion and personal development.

14. What aspects of the Piloting process did you find most challenging or least enjoyable?

Overall, I did not find the Toolkit difficult to use. The activities were well structured, clear, and easy to adapt to the participants' needs. If I had to mention one challenge, it would be adapting the pace of some activities to ensure that every participant had enough time to observe, explore, and express themselves comfortably. However, this flexibility is one of the strengths of the Toolkit and allowed the sessions to remain enjoyable and inclusive for everyone.

15. How would you rate the THRULens experience? *

Rating scale 1 = Poor · 2 = Fair · 3 = Good · 4 = Very Good · 5 = Excellent.

1	2	3	4	5
☐	☐	☐	☐	☒

16. How engaged were the participants during the photography sessions? *

Rating scale 1 = Not engaged · 2 = Slightly engaged · 3 = Moderately engaged · 4 = Very engaged · 5 = Extremely engaged.

1	2	3	4	5
☐	☐	☐	☐	☒

17. Analysis of Experience ★

Analyse the overall experience of implementing the pilot activities. Reflect on the organisation of the sessions, participant engagement, and the general dynamics observed during the activities.

Overall, the experience of implementing the pilot activities was very positive. The sessions were well organised, and the Toolkit provided a clear and practical structure that made the activities easy to facilitate. Participants were highly engaged throughout the process, showing enthusiasm, curiosity, and increasing confidence as the sessions progressed. The group dynamics were very positive, encouraging collaboration, communication, and mutual support. The outdoor environment and the photography activities created a relaxed and inclusive atmosphere that promoted active participation, creativity, and personal expression. Overall, the pilot confirmed that the THRULens methodology is both effective and accessible for working with people with intellectual disabilities.

18. In your opinion, the activities helped participants: ★

- ☒ Improve their observation of nature
- ☒ Express themselves through photography
- ☒ Develop creativity
- ☒ Increase self-confidence
- ☒ Interact with others

19. Learning Outcomes ★

In your opinion, did the piloting support the empowerment of persons with intellectual disabilities? If yes, please describe the main skills, knowledge, and competences developed by PIDs during the pilot activities. These may include creative expression, observation skills, communication, confidence, and interaction with nature.

Yes. In my opinion, the pilot activities clearly supported the empowerment of people with intellectual disabilities. Throughout the sessions, participants developed stronger observation skills by learning to pay attention to details in the natural environment and express their own perspective through photography. They also strengthened their creativity, self-confidence, and autonomy by making decisions about what to photograph and how to capture it.

The activities also encouraged communication and social interaction, as participants shared their photographs, explained their choices, and listened to each other's perspectives in a respectful and inclusive environment. Spending time in nature promoted emotional well-being, curiosity, and a deeper connection with the environment. Overall, the experience helped participants develop personal, social, and creative competences, increasing their active participation and sense of achievement.

20. Please explain your answer and provide concrete examples. ★

The pilot activities provided many opportunities for participants to develop new skills and gain confidence through meaningful experiences.

For example, Severino found new opportunities for communication during the "Nature's Eyes" and "Leaf Collection" activities. These exercises encouraged him to share his observations, explain his choices, and interact more with the rest of the group.

David showed a strong sense of cooperation by helping other participants complete different tasks during the sessions. His willingness to support others strengthened the group dynamic and promoted teamwork.

Sandra learned how to use the camera with increasing confidence and gradually developed the ability to choose her favourite places and subjects to photograph, showing greater autonomy and personal expression.

Antonella actively collaborated with her peers during the preparation of activities and while posing as a model for different photography exercises. Her positive attitude encouraged participation and cooperation within the group.

Finally, Luis became highly motivated by the experience and expressed his wish to become a photographer in the future. His enthusiasm demonstrated the positive impact that the activities had on his self-confidence, aspirations, and engagement.

21. Strengths and weaknesses *

Please identify and describe the main strengths and weaknesses observed during the piloting.

Strengths: The main strengths of the pilot were the simplicity and flexibility of the Toolkit activities, which were easy to implement and adapt to the different needs of the participants. The combination of photography and nature encouraged high levels of motivation, creativity, communication, and active participation. The methodology also promoted autonomy, self-expression, and positive social interaction in an inclusive and supportive environment.

Weaknesses: No major weaknesses were identified during the pilot. The only aspect to consider is that some participants required more time to complete certain activities, so educators needed to adapt the pace of the sessions accordingly. However, the flexible design of the Toolkit made these adjustments easy to implement without affecting the overall experience.

22. Would you use the THRULENS methodology in your work in the future? *

- ☒ Yes
- ☐ No
- ☐ Maybe

23. Please motivate your answer *

Yes. I would definitely use the THRULENS methodology in my future work because it is practical, flexible, and easy to adapt to different groups and educational contexts. It combines photography, nature, and personal expression in a meaningful way, promoting inclusion, creativity, autonomy, and emotional well-being. The positive response from the participants confirmed that this approach is both engaging and effective, and I believe it can be successfully integrated into future educational and social inclusion activities.

24. Recommendations



Provide suggestions for improving the methodology and implementing similar activities in the future.

The THRULENS methodology is already well designed and easy to implement. As a recommendation, it could be useful to include a few additional optional activities with different levels of difficulty, allowing educators to further adapt the programme to participants with diverse abilities and interests. It would also be beneficial to expand the collection of practical examples and photographic challenges that can be used in different outdoor environments and throughout the different seasons of the year. Overall, the methodology is clear, flexible, and highly effective, requiring only minor additions rather than substantial changes.

25. Additional comments/feedback

Overall, the experience with the THRULENS methodology was highly positive. The Toolkit is practical, accessible, and easy to use, offering meaningful activities that promote inclusion, creativity, communication, and personal development. The combination of photography and nature proved to be highly motivating for the participants and created a positive, supportive learning environment. Congratulations to the entire consortium for developing such a valuable educational resource, which has great potential to be used in many different educational and social inclusion contexts.

Questo modulo è stato creato all'interno di Base3.

Google Moduli

THRULENS - Piloting Evaluation

The purpose of this report is to document the piloting activities (A3) and collect feedback from the educators who participated in the piloting, including professionals working in the fields of social inclusion, outdoor education, and photography.

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Piloting report

1. Name and surname *

Amparo

2. Organization *

- ☐ VIVA
- ☐ LAA
- ☒ Imatge i Acció
- ☐ Other

3. If you selected "OTHER" please specify

.....

4. Profile

*

Please select your area of expertise.

- ☐ Educator of PIDs
- ☐ Educator active in the field of outdoor education
- ☒ Educator active in the field of photography
- ☐ Other

5. If you selected "OTHER" please specify

.....

6. How easy or difficult was it to implement the THRULENS methodology?

*

Rating scale 1 = Very difficult · 2 = Difficult · 3 = Somewhat easy · 4 = Easy · 5 = Very easy.

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| ☐ | ☐ | ☐ | ☐ | ☒ |

7. How suitable were the photography activities for participants with intellectual disabilities? *

Rating scale 1 = Not suitable · 2 = Slightly suitable · 3 = Somewhat suitable · 4 = Suitable · 5 = Very suitable

1	2	3	4	5
☐	☐	☐	☐	☒

8. Which activities worked best with the participants? *

All the activities were easy and accessible, as they were explained appropriately to all users.

9. Were there any activities that were difficult to implement? *

No activity was difficult to implement.

10. The piloting contributed to the improvement of my professional skills. *

Rating scale 1 = Not at all · 2 = Slightly · 3 = Moderately · 4 = Very much · 5 = Extremely

1	2	3	4	5
☐	☐	☐	☐	☒

11. Please motivate your answer *

Working with people with intellectual disabilities has enabled me to integrate theoretical content with practical learning, enhance my ability to create new training strategies, and improve work methodologies.

12. How useful were the Toolkit and its activities in supporting the implementation of the piloting activities? *

Rating scale 1 = Not at all useful · 2 = Slightly useful · 3 = Moderately useful · 4 = Very useful · 5 = Extremely useful

1	2	3	4	5
☐	☐	☐	☐	☒

13. What did you like most about the Piloting?

The manual strongly advocates for 20 hours or more of training and encourages the incorporation of new creative tools that emerge from the group being worked with. The pilot phase has enabled the creation of new activities.

14. What aspects of the Piloting process did you find most challenging or least enjoyable?

Living in the city makes it difficult to find spaces for long walks in nature.

It was also challenging for the entire group to participate in every activity every day, as the content had to be adapted to their needs due to accessibility and medical considerations.

15. How would you rate the THRULens experience? *

Rating scale 1 = Poor · 2 = Fair · 3 = Good · 4 = Very Good · 5 = Excellent.

1	2	3	4	5
☐	☐	☐	☐	☒

16. How engaged were the participants during the photography sessions? *

Rating scale 1 = Not engaged · 2 = Slightly engaged · 3 = Moderately engaged · 4 = Very engaged · 5 = Extremely engaged.

1	2	3	4	5
☐	☐	☐	☐	☒

17. Analysis of Experience *

Analyse the overall experience of implementing the pilot activities. Reflect on the organisation of the sessions, participant engagement, and the general dynamics observed during the activities.

The overall experience was very positive. The sessions were well organized, and the methodology proved flexible enough to adapt to the characteristics and needs of the participants. The group showed a high level of motivation and engagement, particularly during the activities related to nature observation and photographic expression. The group dynamics encouraged participation, communication, and mutual support, creating a safe environment in which everyone could express themselves at their own pace. The experience was meaningful for all participants and, in some cases, also extended to the family members who accompanied them.

18. In your opinion, the activities helped participants: *

- ☒ Improve their observation of nature
- ☒ Express themselves through photography
- ☒ Develop creativity
- ☒ Increase self-confidence
- ☒ Interact with others

19. Learning Outcomes ★

In your opinion, did the piloting support the empowerment of persons with intellectual disabilities? If yes, please describe the main skills, knowledge, and competences developed by PIDs during the pilot activities. These may include creative expression, observation skills, communication, confidence, and interaction with nature.

Yes, I believe the pilot programme contributed to the empowerment of people with intellectual disabilities. Throughout the activities, they developed observation skills, creativity, and personal expression through photography. They also gained confidence in sharing their images and opinions, strengthened their communication and social interaction skills, and developed a deeper connection with nature. The methodology encouraged decision-making, autonomy, and recognition of their own abilities. In the case of Imatge i Acció, participants also had the opportunity to practise verbal expression by presenting their photographs according to each person's communication abilities.

20. Please explain your answer and provide concrete examples. ★

For example, some participants who were initially insecure gradually gained the confidence to explain the meaning of their photographs to the rest of the group. One participant even said they would like to become a professional photographer. Others began exploring different perspectives and making more independent decisions about what they wanted to photograph and why. The activities in nature sparked their curiosity and helped them notice details they had previously overlooked, encouraging mindfulness and the sharing of experiences with others. The decision-making process involved in photography also promoted self-awareness, giving participants greater confidence in expressing their own needs.

21. Strengths and weaknesses ★

Please identify and describe the main strengths and weaknesses observed during the piloting.

Among the main strengths are the flexibility of the methodology, its inclusive approach, and the use of photography as a tool for expression, creativity, and personal development. The activities can be easily adapted to different participant profiles and encourage the active involvement of everyone in the group. The manual also inspires and supports the expansion of the methodology through the creation of new activities. As for weaknesses, some activities require easy access to natural environments, which can be difficult in urban settings. In addition, the timing and pace of the sessions need to be adapted to the specific needs of participants, particularly when health or accessibility limitations are involved.

22. Would you use the THRULENS methodology in your work in the future? *

- ☒ Yes
- ☐ No
- ☐ Maybe

23. Please motivate your answer *

Yes. I would use the THRULENS methodology in my future work because it has proven to be an effective tool for promoting inclusion, creativity, emotional well-being, and active participation. Furthermore, it is a flexible methodology that can be adapted to different target groups and intervention contexts, enriching professional practice in many fields.

24. Recommendations *

Provide suggestions for improving the methodology and implementing similar activities in the future.

It would be valuable to include more practical examples of how to adapt the activities for different types of disabilities and settings. It would also be useful to incorporate a wider range of activities designed for urban environments, as well as audiovisual resources and downloadable materials to support professionals implementing the methodology. Sharing experiences and good practices among the different organisations using the toolkit would also further enrich the programme.

25. Additional comments/feedback

The pilot experience has confirmed the great potential of photography as a tool for personal development, social inclusion, and connection with nature. The THRULENS methodology provides a strong foundation that could continue to grow through the sharing of experiences, including: • Videos showcasing activities carried out in the different participating countries. • New activities developed through practical experience with different participant groups.

Questo modulo è stato creato all'interno di Base3.

THRULENS - Piloting Evaluation

The purpose of this report is to document the piloting activities (A3) and collect feedback from the educators who participated in the piloting, including professionals working in the fields of social inclusion, outdoor education, and photography.

The information collected will support the **evaluation of the activities and the preparation of the project report**, as well as help improve future initiatives promoting social inclusion through outdoor photography.

The collected data will be used exclusively for purposes within the framework of the THRULENS project.

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Piloting report

1. Name and surname *

Javi

2. Organization *

- ☐ VIVA
- ☐ LAA
- ☐ Imatge i Acció
- ☒ Other

3. If you selected "OTHER" please specify

Mos Teatre

4. Profile

*

Please select your area of expertise.

- ☐ Educator of PIDs
- ☒ Educator active in the field of outdoor education
- ☐ Educator active in the field of photography
- ☐ Other

5. If you selected "OTHER" please specify**6. How easy or difficult was it to implement the THRULENS methodology?**

*

Rating scale 1 = Very difficult · 2 = Difficult · 3 = Somewhat easy · 4 = Easy · 5 = Very easy.

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| ☐ | ☐ | ☐ | ☐ | ☒ |

7. How suitable were the photography activities for participants with intellectual disabilities? *

Rating scale 1 = Not suitable · 2 = Slightly suitable · 3 = Somewhat suitable · 4 = Suitable · 5 = Very suitable

1	2	3	4	5
☐	☐	☐	☐	☒

8. Which activities worked best with the participants? *

Las actividades relacionadas con desarrollar su creatividad y mirada artística

9. Were there any activities that were difficult to implement? *

No.

10. The piloting contributed to the improvement of my professional skills. *

Rating scale 1 = Not at all · 2 = Slightly · 3 = Moderately · 4 = Very much · 5 = Extremely

1	2	3	4	5
☐	☐	☐	☒	☐

11. Please motivate your answer *

Participar en este proceso ha sido altamente beneficioso y me ha enriquecido como profesional.

12. How useful were the Toolkit and its activities in supporting the implementation of the piloting activities? *

Rating scale 1 = Not at all useful · 2 = Slightly useful · 3 = Moderately useful · 4 = Very useful · 5 = Extremely useful

1	2	3	4	5
☐	☐	☐	☐	☒

13. What did you like most about the Piloting?

La cercanía con los y las participantes y formar parte de su formación.

14. What aspects of the Piloting process did you find most challenging or least enjoyable?

Ninguno.

15. How would you rate the THRULens experience? *

Rating scale 1 = Poor · 2 = Fair · 3 = Good · 4 = Very Good · 5 = Excellent.

1	2	3	4	5
☐	☐	☐	☐	☒

16. How engaged were the participants during the photography sessions? *

Rating scale 1 = Not engaged · 2 = Slightly engaged · 3 = Moderately engaged · 4 = Very engaged · 5 = Extremely engaged.

1	2	3	4	5
☐	☐	☐	☐	☒

17. Analysis of Experience *

Analyse the overall experience of implementing the pilot activities. Reflect on the organisation of the sessions, participant engagement, and the general dynamics observed during the activities.

Como educador en esta experiencia, he valorado principalmente la oportunidad de llevar a cabo actividades que permiten potenciar y visibilizar la sensibilidad del participante. El contacto con la naturaleza y la conexión con la fotografía ha sido el marco perfecto para acercarse a trabajos personales y llenos de belleza.

18. In your opinion, the activities helped participants: *

- ☒ Improve their observation of nature
- ☒ Express themselves through photography
- ☒ Develop creativity
- ☒ Increase self-confidence
- ☒ Interact with others

19. Learning Outcomes *

In your opinion, did the piloting support the empowerment of persons with intellectual disabilities? If yes, please describe the main skills, knowledge, and competences developed by PIDs during the pilot activities. These may include creative expression, observation skills, communication, confidence, and interaction with nature.

Sí, estoy de acuerdo con la afirmación y coincido con las competencias que describe el enunciado para definir el aprendizaje del grupo.

20. Please explain your answer and provide concrete examples. *

Con cada ejercicio, los participantes se iban acercando al medio fotográfico realizando nuevas e interesantes propuestas. Algunas personas, en los primeros ejercicios hacían tímidas incursiones, pero conforme avanzaban las sesiones, ganaban confianza y buscaban nuevas formas de expresión. En los casos en los que había mayores dificultades, los y las acompañantes jugaron un papel fundamental como puente entre la actividad y la sensibilidad del participante.

21. Strengths and weaknesses *

Please identify and describe the main strengths and weaknesses observed during the piloting.

Fortalezas: la creatividad mostrada, el trabajo en grupo, la iniciativa personal de cada participante.
Debilidades: en alguna ocasión pudo surgir alguna duda o tropiezo puntual, pero con ayuda de los y las educadoras y colaboradoras/es, los participantes transformaron la situación a su favor con resultados muy positivos.

22. Would you use the THRULENS methodology in your work in the future? *

- ☒ Yes
- ☐ No
- ☐ Maybe

23. Please motivate your answer *

Es una metodología práctica, cercana y según he comprobado, efectiva. Seguro que me resulta muy útil en mi profesión.

24. Recommendations

*

Provide suggestions for improving the methodology and implementing similar activities in the future.

Más experiencias como ésta seguro que ayudan a continuar desarrollando el proyecto y la metodología.

25. Additional comments/feedback

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Google Moduli

THRULENS - Piloting Evaluation

The purpose of this report is to document the piloting activities (A3) and collect feedback from the educators who participated in the piloting, including professionals working in the fields of social inclusion, outdoor education, and photography.

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Piloting report

1. Name and surname *

Maria Josep

2. Organization *

- ☐ VIVA
- ☐ LAA
- ☐ Imatge i Acció
- ☒ Other

3. If you selected "OTHER" please specify

Mos Teatre

4. Profile

*

Please select your area of expertise.

- ☐ Educator of PIDs
- ☒ Educator active in the field of outdoor education
- ☐ Educator active in the field of photography
- ☐ Other

5. If you selected "OTHER" please specify**6. How easy or difficult was it to implement the THRULENS methodology?**

*

Rating scale 1 = Very difficult · 2 = Difficult · 3 = Somewhat easy · 4 = Easy · 5 = Very easy.

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| ☐ | ☐ | ☐ | ☐ | ☒ |

7. How suitable were the photography activities for participants with intellectual disabilities? *

Rating scale 1 = Not suitable · 2 = Slightly suitable · 3 = Somewhat suitable · 4 = Suitable · 5 = Very suitable

1	2	3	4	5
☐	☐	☐	☒	☐

8. Which activities worked best with the participants? *

Las que tenían unos objetivos menos abstractos.

9. Were there any activities that were difficult to implement? *

No

10. The piloting contributed to the improvement of my professional skills. *

Rating scale 1 = Not at all · 2 = Slightly · 3 = Moderately · 4 = Very much · 5 = Extremely

1	2	3	4	5
☐	☐	☐	☒	☐

11. Please motivate your answer *

Los recursos ofrecían la posibilidad de modificar cualquier actividad según la situación. Eso daba mucho margen y ayudaba en la dirección de los ejercicios.

12. How useful were the Toolkit and its activities in supporting the implementation of the piloting activities? *

Rating scale 1 = Not at all useful · 2 = Slightly useful · 3 = Moderately useful · 4 = Very useful · 5 = Extremely useful

1	2	3	4	5
☐	☐	☐	☐	☒

13. What did you like most about the Piloting?

El poder acompañar a los/as participantes durante el proceso.

14. What aspects of the Piloting process did you find most challenging or least enjoyable?

15. How would you rate the THRULens experience? *

Rating scale 1 = Poor · 2 = Fair · 3 = Good · 4 = Very Good · 5 = Excellent.

1	2	3	4	5
☐	☐	☐	☐	☒

16. How engaged were the participants during the photography sessions? *

Rating scale 1 = Not engaged · 2 = Slightly engaged · 3 = Moderately engaged · 4 = Very engaged · 5 = Extremely engaged.

1	2	3	4	5
☐	☐	☐	☒	☐

17. Analysis of Experience *

Analyse the overall experience of implementing the pilot activities. Reflect on the organisation of the sessions, participant engagement, and the general dynamics observed during the activities.

Las actividades involucraban a los/as participantes de una forma directa en la fotografía, pero sobretodo en la naturaleza y en su propia mirada como espectadores /as. Creo que disfrutaron mucho de la experiencia, saliendo de la cotidianidad para parar y observar.

18. In your opinion, the activities helped participants: *

- ☒ Improve their observation of nature
- ☒ Express themselves through photography
- ☒ Develop creativity
- ☒ Increase self-confidence
- ☒ Interact with others

19. Learning Outcomes *

In your opinion, did the piloting support the empowerment of persons with intellectual disabilities? If yes, please describe the main skills, knowledge, and competences developed by PIDs during the pilot activities. These may include creative expression, observation skills, communication, confidence, and interaction with nature.

Sí. Desarrollando una mirada más cercana a lo que los/as rodea. Compartiendo y ganando confianza en aquello que disfrutan.

20. Please explain your answer and provide concrete examples. *

Las personas con diversidad intelectual descubrieron rincones y lugares a los que fotografiar, con calma sólo por el disfrute. Les hizo muy enriquecedora la experiencia poder compartirlo con amigos y familiares que ayudaron a fortalecer vínculos y vivir nuevas experiencias.

21. Strengths and weaknesses *

Please identify and describe the main strengths and weaknesses observed during the piloting.

Fortalezas: Descubrir y observar el entorno desde la calma. Vivir la experiencia grupal afianzando y creando vínculos. Desinhibir la mirada.

Debilidades: La abstracción en algunos momentos.

22. Would you use the THRULENS methodology in your work in the future? *

☒ Yes

☐ No

☐ Maybe

23. Please motivate your answer *

Favorece en muchos aspectos el aprendizaje y el conocimiento

24. Recommendations

*

Provide suggestions for improving the methodology and implementing similar activities in the future.

.

25. Additional comments/feedback

Questo modulo è stato creato all'interno di Base3.

Google Moduli



ANNEX 2

PILOTING EVALUATION FOR PIDS –
COMPLETED QUESTIONNAIRES



Progetto THRULENS

Valutazione della fase pilota

Introduzione

Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS. Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

FEDERICO

2. Quanti anni hai?

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì☐ Un po'☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì☐ Un po'☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì☐ Un po'☐ No



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the European Union

3. Cosa hai imparato

6. È stato facile scattare fotografie?

☒ Sì

☐ Un po'

☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

☒ Sì

☐ No

8. Hai imparato qualcosa di nuovo?

☒ Yes

☐ No

Se sì, che cosa hai imparato?

FARE FOTO ORIZZONTALI

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

☒ Felice

☐ Calmo/a

☐ Entusiasta

☐ Stanco/a

☐ Altro: _____



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the European Union

5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

- ☒ Sì
- ☐ Un po'
- ☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

- ☒ Sì
- ☐ Un po'
- ☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

- ☒ Sì
- ☐ Forse
- ☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

Grazie mille!



Progetto THRULENS

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Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami? NAUSICAA

2. Quanti anni hai? 29 ANNI

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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the European Union

3. Cosa hai imparato

6. È stato facile scattare fotografie?

☒ Sì

☐ Un po'

☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

☐ Sì

☒ No

8. Hai imparato qualcosa di nuovo?

☒ Yes

☐ No

Se sì, che cosa hai imparato?

A SCATTARE LE FOTO CON IL
TELEFONO.

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

☐ Felice

☐ Calmo/a

☒ Entusiasta

☐ Stanco/a

☐ Altro: _____



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5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

☒ Sì

☐ Un po'

☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

☒ Sì

☐ Un po'

☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

☒ Sì

☐ Forse

☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

SCATARE LE FOTO SIMILI
ALTRE TUTTE BELLE ALTRE
ALCUNE SONO EMOZIONANTI
GIOIOSE. CON TUTTE.

Grazie mille!



Progetto THRULENS

Valutazione della fase pilota

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Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS. Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

ADRIANO

2. Quanti anni hai?

24

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

☒ Sì

☐ Un po'

☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

☒ Sì

☐ No

8. Hai imparato qualcosa di nuovo?

☒ Yes

☐ No

Se sì, che cosa hai imparato?

~~MI SONO~~ MI SONO PIACUTE

LOTTO

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

☒ Felice

☐ Calmo/a

☐ Entusiasta

☐ Stanco/a

☐ Altro: _____



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5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

☒ Sì

☐ Un po'

☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

☒ Sì

☐ Un po'

☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

☒ Sì

☐ Forse

☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

~~NIENTE~~ MI PIACIUTTE TUTTE AVANTE

Grazie mille!



Progetto THRULENS

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Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

DILCTOC

2. Quanti anni hai?

24

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

- ☒ Sì (con questo ho fatto un corso di fotografia)
- ☐ Un po'
- ☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

- ☒ Sì
- ☐ No

8. Hai imparato qualcosa di nuovo?

- ☒ Yes
- ☐ No

Se sì, che cosa hai imparato?

A vedere cose nuove

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

- ☒ Felice
- ☒ Calmo/a
- ☐ Entusiasta
- ☐ Stanco/a

☒ Altro: un bel momento



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5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

☒ Sì

☐ Un po'

☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

☒ Sì

☐ Un po'

☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

☒ Sì

☐ Forse

☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

AVER POTUTO FARE LE FOTO CON IL CAMERELLO

Grazie mille!



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Valutazione della fase pilota

Introduzione

Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS. Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

DESIREE

2. Quanti anni hai?

26

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

☒ Sì

☐ Un po'

☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

☒ Sì

☐ No

8. Hai imparato qualcosa di nuovo?

☒ Yes

☐ No

Se sì, che cosa hai imparato?

SCATTI DIVERSE

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

☒ Felice

☐ Calmo/a

☐ Entusiasta

☐ Stanco/a

☐ Altro: _____



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5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

☒ Sì

☐ Un po'

☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

☒ Sì

☐ Un po'

☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

☒ Sì

☐ Forse

☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

STARE INSIEME DA ALTRE PERSONE MEZZA LA NATURA

DESIRE È
GRAZIE DI TUTTO

Grazie mille!



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Progetto THRULENS

Valutazione della fase pilota

Introduzione

Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS.
Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

AARON

2. Quanti anni hai?

29

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

☒ Sì

☐ Un po'

☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

☐ Sì

☒ No

8. Hai imparato qualcosa di nuovo?

☒ Yes

☐ No

Se sì, che cosa hai imparato?

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

☐ Felice

☒ Calmo/a

☐ Entusiasta

☐ Stanco/a

☐ Altro: _____



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5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

☐ Sì

☒ Un po'

☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

☒ Sì

☐ Un po'

☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

☒ Sì

☐ Forse

☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

Grazie mille!



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Progetto THRULENS

Valutazione della fase pilota

Introduzione

Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS. Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami? **MANDALENA**

2. Quanti anni hai? **19**

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

☒ Sì

☐ Un po'

☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

☒ Sì

☐ No

8. Hai imparato qualcosa di nuovo?

☒ Yes

☐ No

Se sì, che cosa hai imparato? *AIUTARE LE PIANTE AD ANNAFFIARE*

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

☒ Felice

☐ Calmo/a

☐ Entusiasta

☐ Stanco/a

☐ Altro: _____



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5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

- ☒ Sì
☐ Un po'
☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

- ☒ Sì
☐ Un po'
☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

- ☒ Sì
☐ Forse
☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività? AMMAFFIARE LE PIANTE

Grazie mille!



Progetto THRULENS

Valutazione della fase pilota

Introduzione

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Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami? NICOLA

2. Quanti anni hai? 32

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

☒ Sì

☐ Un po'

☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

☒ Sì

☐ No

8. Hai imparato qualcosa di nuovo?

☒ Yes

☐ No

Se sì, che cosa hai imparato?

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

☒ Felice

☐ Calmo/a

☐ Entusiasta

☐ Stanco/a

☐ Altro: _____



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5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

☒ Sì

☐ Un po'

☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

☒ Sì

☐ Un po'

☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

☒ Sì

☐ Forse

☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

STARE CON TUTTI VOI
E STARE ANCHE
CON LA MIA BENNY GIRELLI
A FARE LE FOTO
E IN PIÙ FARE LE FOTO CON ELENA E EVA
Grazie mille!



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Progetto THRULENS

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Introduzione

Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS. Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

ASIA

2. Quanti anni hai?

24

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

- ☐ Sì
- ☒ Un po'
- ☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

- ☒ Sì
- ☐ No

8. Hai imparato qualcosa di nuovo?

- ☒ Sì
- ☐ No

Se sì, che cosa hai imparato?

HO FATTO LE FOTO ANCHE ALLE PIANTE, HO USATO LA MACCHINA
FOTOGRAFICA PROFESSIONALE E LA POLAROID

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

- ☐ Felice
- ☒ Calmo/a



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- ☐ Entusiasta
- ☐ Stanco/a
- ☐ Altro: _____GENTILE_____

5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

- ☒ Sì
- ☐ Un po'
- ☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

- ☒ Sì
- ☐ Un po'
- ☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

- ☒ Sì
- ☐ Forse
- ☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

MI E' PIACIUTO FARE LE FOTO E SONO STATA CON I MIEI AMICI TUTTI INSIEME



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Grazie mille!



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Progetto THRULENS

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Introduzione

Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS. Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

Luca

2. Quanti anni hai?

28

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

☒ Sì

☐ Un po'

☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

☒ Sì

☐ No

8. Hai imparato qualcosa di nuovo?

☒ Sì

☐ No

Se sì, che cosa hai imparato?

SCATTARE FOTO CON MACCHINA PROFESSIONALE

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

☐ Felice



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- ☐ Calmo/a
- ☐ Entusiasta
- ☐ Stanco/a
- ☐ Altro: BENE

5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

- ☒ Sì
- ☐ Un po'
- ☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

- ☒ Sì
- ☐ Un po'
- ☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

- ☒ Sì
- ☐ Forse
- ☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

L'ATTIVITA' FATTA IN GRUPPO



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Grazie mille!



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Progetto THRULENS

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Introduzione

Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS. Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

FRANCESCA

2. Quanti anni hai? 27

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☐ Sì

☒ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☐ Sì

☒ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

- ☒ Sì
- ☐ Un po'
- ☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

- ☒ Sì
- ☐ No

8. Hai imparato qualcosa di nuovo?

- ☒ Sì
- ☐ No

Se sì, che cosa hai imparato?

HO IMPARATO A METTERE A FUOCO L'OGGETTO O LA PERSONA DA FOTOGRAFARE

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

- ☐ Felice
- ☒ Calmo/a



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- ☐ Entusiasta
- ☐ Stanco/a
- ☐ Altro: _____

5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

- ☐ Sì
- ☒ Un po'
- ☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

- ☒ Sì
- ☐ Un po'
- ☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

- ☒ Sì
- ☐ Forse
- ☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

SCOPRIRE POSTI NUOVI CON I COMPAGNI



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Grazie mille!



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Progetto THRULENS

Valutazione della fase pilota

Introduzione

Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS. Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

YANA

2. Quanti anni hai?

22

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



3. Cosa hai imparato

6. È stato facile scattare fotografie?

- ☒ Sì
- ☐ Un po'
- ☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

- ☒ Sì
- ☐ No

8. Hai imparato qualcosa di nuovo?

- ☒ Sì
- ☐ No

Se sì, che cosa hai imparato?

DISEGNARE SUL FOGLIO TRASPARENTE CON I COLORI

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

- ☐ Felice
- ☐ Calmo/a
- ☐ Entusiasta



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☐ Stanco/a

☐ Altro: _____ BENE _____

5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

☒ Sì

☐ Un po'

☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

☒ Sì

☐ Un po'

☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

☒ Sì

☐ Forse

☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

AL BRUCO E AL MANEGGIO CON GLI ANIMALI



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Grazie mille!



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Progetto THRULENS

Valutazione della fase pilota

Introduzione

Ciao! Grazie per aver partecipato alle attività fotografiche del progetto THRULENS. Vorremmo sapere come ti sei sentito/a durante le attività.

Per favore, rispondi a queste domande.

1. Informazioni su di te

1. Come ti chiami?

Benedetta

2. Quanti anni hai?

20

2. La tua esperienza

3. Ti sono piaciute le attività fotografiche?

☒ Sì

☐ Un po'

☐ No

4. Ti è piaciuto scattare fotografie?

☒ Sì

☐ Un po'

☐ No

5. Ti è piaciuto stare all'aperto nella natura?

☒ Sì

☐ Un po'

☐ No



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3. Cosa hai imparato

6. È stato facile scattare fotografie?

☐ Sì

☒ Un po'

☐ No

7. Gli operatori ti hanno aiutato quando ne avevi bisogno?

☒ Sì

☐ No

8. Hai imparato qualcosa di nuovo?

☒ Sì

☐ No

Se sì, che cosa hai imparato?

SCATTARE FOTO CON MACCHINA PROFESSIONALE

4. Le tue emozioni

9. Come ti sei sentito/a durante le attività?

☐ Felice



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☐ Calmo/a

☒ Entusiasta

☐ Stanco/a

☐ Altro: _____

5. Esperienza sociale

10. Ti è piaciuto svolgere le attività con altre persone?

☒ Sì

☐ Un po'

☐ No

11. Ti è piaciuto condividere le tue fotografie con gli altri?

☒ Sì

☐ Un po'

☐ No

6. Attività future

Ti piacerebbe partecipare di nuovo ad attività fotografiche?

☒ Sì

☐ Forse

☐ No

7. Domanda finale

13. Qual è stata la tua parte preferita delle attività?

FARE L'ATTIVITA' CON GLI ALTRI



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Grazie mille!



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? Soué Sergio
2. ¿Cuántos años tienes? 67

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

- ☒ Si ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

- ☒ Si ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

- ☒ Si ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

- ☒ Si ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

- ☒ Si ☐ No

8. ¿Aprendiste algo nuevo?

- ☒ Si Si es así, ¿qué aprendiste??

- ☐ No Muchas cosas preciosas



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

- ☒ Feliz
- ☐ En calma
- ☐ Con emoción
- ☐ Con cansancio
- ☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

- ☒ Si ☐ Un poco ☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

- ☒ Si ☐ Un poco ☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

- ☒ Si
- ☐ Quizás
- ☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita?

La fotografía

¡Gracias!



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? Julia

2. ¿Cuántos años tienes? 62

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Si ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Si ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Si ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Si ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Si ☐ No

8. ¿Aprendiste algo nuevo?

☒ Si Si es así, ¿qué aprendiste??

☐ No

A reconocer las cosas bonitas
que hay en la naturaleza



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

☒ Feliz

☒ En calma

☒ Con emoción

☐ Con cansancio

☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

☒ Si

☐ Un poco

☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

☒ Si

☐ Un poco

☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

☒ Si

☐ Quizás

☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita?

todas fueron positivas y bonitas.

¡Gracias!



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? JOSE _____ , _____
2. ¿Cuántos años tienes? 65 _____

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

- ☒ Si MUCHO ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

- ☒ Si MUCHO ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

- ☒ Si MUCHO ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

- ☒ Si APRENDI A VER LO QUE NO VEIA ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

- ☒ Si NOS ENSEÑARON A VER EN 3D ☐ No

8. ¿Aprendiste algo nuevo?

- ☒ Si Si es así, ¿qué aprendiste??

☐ No

A VER EL MASHAYI
A ENTENDER Y DISFRUTAR
EL ENTORNO



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

- ☒ Feliz y ver a mi hijo feliz, comunicativo y haciendo de relaciones públicas
- ☐ En calma
- ☐ Con emoción
- ☐ Con cansancio
- ☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

- ☒ Si ERA UNA DE LAS
COSAS BONITAS DE ESTA ACTIVIDAD
- ☐ Un poco
- ☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

- ☒ Si NO HAY COSAS FEAS NI BUENAS DEPENDE DE OJO CON EL QUE MIRAS
- ☐ Un poco
- ☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

- ☒ Si AUNQUE PUEDO OPINAR MUCHO PERO FUE UNOS
DÍAS PERFECTOS
- ☐ Quizás
- ☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita?

DESDE EL DIA DE ANTES Y LA ILUSION QUE TENIA QUE IR A UNA
EXCURSION A LO DESCONOCIDO Y
VER LO BIEN QUE LO PASO TODA LA ACTIVIDAD FUE
MUY ESPECIAL. PARA VOLVER A HACERLO

¡Gracias!

LOS ALMUERZOS NO PUEDO DECIR NADA PORQUE
TAMBIEN FUE UNA EXPERIENCIA SUPER.



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? M^a Carmen

2. ¿Cuántos años tienes? 61

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Sí ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Sí ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Sí ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Sí ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Sí ☐ No

8. ¿Aprendiste algo nuevo?

☒ Sí

☐ No

Si es así, ¿qué aprendiste?? pues a tomar las fotos desde otra perspectiva y tecnica que no sabia, estuvo genial.



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

- ☒ Feliz
- ☒ En calma
- ☐ Con emoción
- ☐ Con cansancio
- ☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

- ☒ Si
- ☐ Un poco
- ☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

- ☒ Si
- ☐ Un poco
- ☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

- ☒ Si
- ☐ Quizás
- ☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita?

Hacer fotos y disfrutar del paisaje (premier)

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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? Sandra

2. ¿Cuántos años tienes? 50

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Sí ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Sí ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Sí ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Sí ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Sí ☐ No

8. ¿Aprendiste algo nuevo?

☒ Sí

☐ No

Si es así, ¿qué aprendiste??

hacer fotos diferentes a la naturaleza



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

- ☒ Feliz
- ☐ En calma
- ☐ Con emoción
- ☐ Con cansancio
- ☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

- ☒ Si
- ☐ Un poco
- ☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

- ☒ Si
- ☐ Un poco
- ☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

- ☒ Si
- ☐ Quizás
- ☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita?

Todas en general

¡Gracias!



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? IRIS VAZQUEZ

2. ¿Cuántos años tienes? 26

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Sí ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Sí ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Sí ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Sí ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Sí ☐ No

8. ¿Aprendiste algo nuevo?

☒ Sí Si es así, ¿qué aprendiste?? todo

☐ No



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

- ☒ Feliz
- ☐ En calma
- ☐ Con emoción
- ☐ Con cansancio
- ☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

- ☒ Si ☐ Un poco ☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

- ☒ Si ☐ Un poco ☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

- ☒ Si
- ☐ Quizás
- ☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita?

perseguir y jugar con mis amigos, grabar el video

¡Gracias!



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? JAVIERA

2. ¿Cuántos años tienes? 27 años

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Sí ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Sí ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Sí ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Sí ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Sí ☐ No

8. ¿Aprendiste algo nuevo?

☒ Sí Si es así, ¿qué aprendiste??

☐ No



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

- ☒ Feliz
- ☐ En calma
- ☐ Con emoción
- ☐ Con cansancio
- ☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

- ☒ Sí ☐ Un poco ☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

- ☒ Sí ☐ Un poco ☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

- ☒ Sí
- ☐ Quizás
- ☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita?

Hacer fotos en la naturaleza, lleva desde 2018 haciendo
fotos y le encantó. Le ayudaron mucho los formadores.
¡Gracias!



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? ANTONELLA

2. ¿Cuántos años tienes? 22 años

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Sí ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Sí ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Sí ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Sí ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Sí ☐ No

8. ¿Aprendiste algo nuevo?

☒ Sí Si es así, ¿qué aprendiste??

☐ No

Pasear y tomar fotos.



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? MELINA

2. ¿Cuántos años tienes? _____

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Sí ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Sí ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Sí ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Sí ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Sí ☐ No

8. ¿Aprendiste algo nuevo?

☒ Sí Si es así, ¿qué aprendiste??

☐ No

a tomar fotos más despacio



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

- ☒ Feliz
☒ En calma

- ☐ Con emoción
☐ Con cansancio
☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

- ☒ Si ☐ Un poco ☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

- ☒ Si ☐ Un poco ☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

- ☒ Si
☐ Quizás
☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita? Todas

¡Gracias!



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? VÍCENTE

2. ¿Cuántos años tienes? 30 años

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Sí ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Sí ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Sí ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Sí ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Sí bastante! ☐ No

8. ¿Aprendiste algo nuevo?

☒ Sí Si es así, ¿qué aprendiste??

☐ No

Funciones cámara



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

- ☒ Feliz
- ☐ En calma
- ☐ Con emoción
- ☐ Con cansancio
- ☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

- ☒ Si
- ☐ Un poco
- ☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

- ☒ Si
- ☐ Un poco
- ☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

- ☒ Si
- ☐ Quizás
- ☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita?

Ejercicios técnicos y trabajo en grupo

¡Gracias!



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? Jorge

2. ¿Cuántos años tienes? 15

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Sí ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Sí ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Sí ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Sí ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Sí ☐ No

8. ¿Aprendiste algo nuevo?

☒ Sí Si es así, ¿qué aprendiste?? Hacer fotos

☐ No



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Proyecto THRULENS - Evaluación

Introducción

¡Hola!

Gracias por participar en las actividades de fotografía de THRULENS.

Nos gustaría saber cómo te has sentido durante las actividades.

Por favor, responde a estas preguntas.

1. Sobre ti

1. ¿Cómo te llamas? LUIS VILA

2. ¿Cuántos años tienes? 25

2. Tu experiencia

3. ¿Te gustaron las actividades de fotografía?

☒ Si ☐ Un poco ☐ No

4. ¿Disfrutaste tomando fotografías?

☒ Si ☐ Un poco ☐ No

5. ¿Disfrutaste estando al aire libre en la naturaleza?

☒ Si ☐ Un poco ☐ No

3. Aprendizaje

6. ¿Fue fácil hacer fotos?

☒ Si ☐ Un poco ☐ No

7. ¿Las personas formadoras te ayudaron cuando lo necesitabas?

☒ Si ☐ No

8. ¿Aprendiste algo nuevo?

☒ Si Si es así, ¿qué aprendiste??

☐ No Quiero ser fotógrafo



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4. Emociones

9. ¿Cómo te sentiste durante las actividades?

- ☒ Feliz
☐ En calma
☒ Con emoción
☐ Con cansancio
☐ Otra

5. Experiencia Social

10. Te gustó hacer las actividades con otras personas?

- ☒ Sí ☐ Un poco ☐ No

11. ¿Te gustó compartir tus fotos con otras personas?

- ☒ Sí ☐ Un poco ☐ No

6. Actividades futuras

12. ¿Te gustaría participar de nuevo en actividades de fotografía?

- ☒ Sí
☐ Quizás
☐ No

7. Pregunta final

13. ¿Cuál fue tu actividad favorita? *Todas. Me gustó cada ejercicio y compartir y enseñar mis fotos.*

¡Gracias!

THRULENS Project

Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Raitis

2. Cik jums ir gadu?

27

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☒ Jā

☐ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☐ Jā

☒ Mazliet

☐ Nē

7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

Foto

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☐ Priecīgi
☐ Mierīgi
☒ Interesēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☒ Jā
☐ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☒ Jā
☐ Mazliet
☐ Nē



6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

- ☒ Jā
☐ Varbūt
☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

Visas

Paldies!



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THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Ruslans

2. Cik jums ir gadu?

32

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☒ Jā

☐ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☐ Jā

☒ Mazliet

☐ Nē

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7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

PIRMO REIZI FOTOGRAFĒJU VIŠPAR

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☒ Priecīgi
☐ Mierīgi
☐ Ieinteresēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☒ Jā
☐ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☒ Jā
☐ Mazliet
☐ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

- ☒ Jā
☐ Varbūt
☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

KOLĀŽA

Paldies!



THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Didsis

2. Cik jums ir gadu?

28

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☒ Jā

☐ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☐ Jā

☐ Mazliet

☒ Nē

7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

F2TQ

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☒ Priecīgi
☐ Mierīgi
☐ Ieinteresēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☒ Jā
☐ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☒ Jā
☐ Mazliet
☐ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

☒ Jā

☐ Varbūt

☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

MEZS

Paldies!



THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Niklāvs

2. Cik jums ir gadu?

28

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☒ Jā

☐ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☒ Jā

☐ Mazliet

☐ Nē



7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☐ Jā
☒ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☐ Priecīgi
☒ Mierīgi
☐ Ieinteresēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☒ Jā
☐ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☒ Jā
☐ Mazliet
☐ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

- ☒ Jā
☐ Varbūt
☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

Man patika vis.

Paldies!



THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Andrejs

2. Cik jums ir gadu?

33

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☒ Jā

☐ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☒ Jā

☐ Mazliet

☐ Nē



7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

PLANSETI

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☒ Priecīgi
☐ Mierīgi
☐ Interesēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☒ Jā
☐ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☒ Jā
☐ Mazliet
☐ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

- ☒ Jā
☐ Varbūt
☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

BILDES

Paldies!



THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Renāte

2. Cik jums ir gadu?

27

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☒ Jā

☐ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☐ Jā

☒ Mazliet

☐ Nē



7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

atvērt prātu bērniem

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☒ Priecīgi
☐ Mierīgi
☐ Ieinteresēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☐ Jā
☒ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☐ Jā
☒ Mazliet
☐ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

☒ Jā

☐ Varbūt

☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

Būt ārā.

Paldies!



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THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Awa

2. Cik jums ir gadu?

25

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☒ Jā

☐ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☒ Jā

☐ Mazliet

☐ Nē

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7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

Salint parīzēn krāsas kadrē.

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☒ Priecīgi
☐ Mierīgi
☐ Ieinteresēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☒ Jā
☐ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☒ Jā
☐ Mazliet
☐ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

- ☒ Jā
☐ Varbūt
☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

Man ļoti patika viņu process kopā.

Paldies!



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THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Aleksejs

2. Cik jums ir gadu?

45

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☐ Jā

☒ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☐ Jā

☒ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☒ Jā

☐ Mazliet

☐ Nē

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7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

☒ Jā

☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

☒ Jā

☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

Visu

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

☒ Priecīgi

☒ Mierīgi

☐ Ieinteresēti un aizrautīgi

☐ Noguruši

☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

☒ Jā

☐ Mazliet

☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

☐ Jā

☒ Mazliet

☐ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

- ☒ Jā
- ☐ Varbūt
- ☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

Vīnas

Paldies!



THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Ilona

2. Cik jums ir gadu?

39

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☒ Jā

☐ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☐ Jā

☒ Mazliet

☐ Nē



7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

KOLĀLA

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☐ Priecīgi
☒ Mierīgi
☐ Ieinteresēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☐ Jā
☒ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☐ Jā
☒ Mazliet
☐ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

- ☐ Jā
☒ Varbūt
☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

KOLĀ A

Paldies!



THRULENS Project

Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Jrina

2. Cik jums ir gadu?

29

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

- ☐ Jā
- ☒ Mazliet
- ☐ Nē

4. Vai jums patika fotografēt?

- ☐ Jā
- ☒ Mazliet
- ☐ Nē

5. Vai jums patika atrasties ārā, dabā?

- ☐ Jā
- ☒ Mazliet
- ☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

- ☐ Jā
- ☒ Mazliet
- ☐ Nē



7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

☒ Jā

☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

☐ Jā

☒ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

☐ Priecīgi

☐ Mierīgi

☐ Interesēti un aizrautīgi

☒ Noguruši

☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

☐ Jā

☒ Mazliet

☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

☐ Jā

☒ Mazliet

☐ Nē



6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

- ☐ Jā
- ☒ Varbūt
- ☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

Man bija grūti.

Paldies!



THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Jana

2. Cik jums ir gadu?

42

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☒ Jā

☐ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☐ Jā

☒ Mazliet

☐ Nē

7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

FOTOGRAFĒT AR TELEFONU

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☒ Priecīgi
☒ Mierīgi
☒ Ieinteresēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☒ Jā
☐ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☒ Jā
☐ Mazliet
☐ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

- ☒ Jā
☐ Varbūt
☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

Visi

Paldies!



THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Jelena

2. Cik jums ir gadu?

26

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☐ Jā

☐ Mazliet

☒ Nē

4. Vai jums patika fotografēt?

☐ Jā

☐ Mazliet

☒ Nē

5. Vai jums patika atrasties ārā, dabā?

☐ Jā

☒ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☐ Jā

☐ Mazliet

☒ Nē

7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☐ Jā
☒ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☐ Priecīgi
☐ Mierīgi
☐ Ieinteresēti un aizrautīgi
☒ Noguruši
☐ Citādi: _____

5. Aktivitātes kopā ar citiem

10. Vai jums patika piedalīties aktivitātēs kopā ar citiem cilvēkiem?

- ☐ Jā
☐ Mazliet
☒ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☐ Jā
☐ Mazliet
☒ Nē



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6. Aktivitātes nākotnē

12. Vai jūs vēlētos vēlreiz piedalīties fotografēšanas aktivitātēs?

☐ Jā

☐ Varbūt

☒ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

Sapratu ka tas nav mans.

Paldies!



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7. Vai aktivitāšu vadītāji jums palīdzēja, kad bija nepieciešama palīdzība?

- ☒ Jā
☐ Nē

8. Vai jūs iemācījāties kaut ko jaunu?

- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

Fotogrāfija

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☒ Priecīgi
☐ Mierīgi
☒ Interesēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

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☐ Mazliet
☐ Nē

11. Vai jums patika rādīt savas fotogrāfijas citiem?

- ☒ Jā
☐ Mazliet
☐ Nē



THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Mihails

2. Cik jums ir gadu?

42

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

☒ Jā

☐ Mazliet

☐ Nē

4. Vai jums patika fotografēt?

☒ Jā

☐ Mazliet

☐ Nē

5. Vai jums patika atrasties ārā, dabā?

☐ Jā

☒ Mazliet

☐ Nē

3. Mācīšanās

6. Vai fotografēt bija viegli?

☐ Jā

☐ Mazliet

☒ Nē



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6. Aktivitātes nākotnē

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☒ Jā

☐ Varbūt

☐ Nē

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Paldies!



THRULENS Project Piloting Evaluation

1. Par jums

1. Kā jūs sauc?

Andrejs

2. Cik jums ir gadu?

33

2. Jūsu pieredze

3. Vai jums patika fotografēšanas aktivitātes?

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☐ Mazliet

☐ Nē

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☐ Nē

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- ☒ Jā
☐ Nē

Ja atbildējāt "Jā", ko jūs iemācījāties?

PLANSETI

4. Sajūtas

9. Kā jūs jutāties aktivitāšu laikā?

- ☒ Priecīgi
☐ Mierīgi
☐ Interesēti un aizrautīgi
☐ Noguruši
☐ Citādi: _____

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☐ Mazliet
☐ Nē

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☐ Mazliet
☐ Nē



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6. Aktivitātes nākotnē

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- ☒ Jā
☐ Varbūt
☐ Nē

7. Noslēguma jautājums

13. Kura aktivitāšu daļa jums patika vislabāk?

BILDES

Paldies!



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