

Evaluation of Questionnaire Results

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Introduction

One of the ways in which the progress of the UK schools *Makutano Junction* (MJ) scheme is being monitored and evaluated is through a questionnaire which pupils are asked to complete before and after conducting MJ activities. This report presents an evaluation of the results of this questionnaire, focussing on the use of different MJ activities, the effectiveness of MJ activities and pupils' own assessment of the MJ activities. This report concludes with a summary of the main findings.

Methodology

Before and after completing the MJ activities, teachers involved in the MJ project were requested to ask their pupils to complete a brief, online questionnaire about their knowledge, beliefs and understandings relating to Kenya and Africa. A comparison between the results of pupils who had and who had not completed MJ activities should help to reveal the impact of the MJ activities. The results presented below are divided into those who have not done any MJ activities at all (55%) and those who completed at least one MJ activity (45%) or who had completed one particular activity.

In total, the questionnaire was completed 825 times by pupils largely from years 7 to 9. Twelve different schools have so far taken part and responses have been made between 5/1/2008 and 5/04/2009. A copy of the questionnaire is included in the appendix. After the questionnaire had been completed 318 times, minor alterations were made to existing questions and three further questions were added. While this does mean that not all of the results presented below are taken from the full sample of 825 responses, the alterations did allow for the results to be broken down by the responses of pupils who had completed specific activities, which was not possible before.

There are several qualifications about the method that should be made. Firstly, while any differences in response can not prove that it was the MJ activities which caused the change (particularly since it is not possible to compare changes in the responses of individual pupils), because the questionnaires are completed twice, over a short period of time, it does help to isolate the MJ activities as the cause of change. Secondly, while it is possible that pupils may give the answers that they think are expected of them, there is little evidence of this in their responses and the questionnaire was made anonymous to help prevent this. Thirdly, the nature of the questionnaire only allows for simple responses to specific questions and so does not allow for a detailed evaluation of the range of learning outcomes that MJ might have produced. The questionnaire also does not provide evidence to show the long term impact of the MJ activities.

Use of Makutano Junction activities

The results gained from the responses to questions 3 and 4 showed that 97% of pupils who had completed the MJ activities had watched at least one episode of MJ and that 94% of pupils who had watched at least one episode of MJ had also completed at least one of the MJ activities in class. These results show that in almost all cases, the MJ activities and the MJ episodes are being used alongside each other, as is intended.

The results of question 5, given in Table 1, show clear differences in rates of use of different activities. While four activities had been completed by at least 39% of all pupils, (*Exploring Kenya*, *Living with HIV/AIDS*, *Rights or wrongs* and *MDGs and me*), equally there were four activities which were used relatively very little (*Sexual Harassment and Consent*, *Grow your own*, *Intergenerational Issues* and *Adolescent Male Issues*). Further research is needed to find out why there is such a disparity between the use of different activities and what the implications might be for the design and promotion of activities in the future.

Table 1: Relative use of different MJ activities

MJ activity	Percentage of pupils claiming to have done the activity
Exploring Kenya	61%
Living with HIV/AIDS	57%
Rights or wrongs	45%
MDGs and me	39%
Money and livelihoods	30%
Democracy for all?	23%
Soaps and stereotypes	16%
Structure of soaps	12%
Alcohol	9%
Sexual Harassment and Consent	3%
Grow your own	2%
Intergenerational Issues	1%
Adolescent Male Issues	0%

Effectiveness of MJ activities in general and individual MJ activities

Question 7

Select 10 words or phrases from the list below that you most associate with Kenya

Table 2: Associations with Kenya before and after MJ activities

Answer Options	Not done any MJ activities	Done any MJ activities	Difference
Nairobi	25%	48%	23%
Farming	59%	74%	15%
Democracy	13%	23%	10%
Safari	74%	83%	9%
Happiness	15%	23%	8%
Beauty	21%	27%	6%
People	62%	65%	3%
Tribes	75%	77%	2%
Kilimanjaro	22%	24%	2%
Wealth	10%	11%	2%
Colonialism	6%	5%	-1%
Beaches	12%	11%	-1%
Sky scrapers	4%	3%	-2%
Harmony	9%	6%	-2%
Tourism	40%	37%	-2%
Ngugi Wa Thiongo	5%	1%	-4%
Mud huts	78%	75%	-4%
Chinua Achebe	4%	1%	-4%
Kampala	6%	2%	-4%
Genocide	7%	3%	-4%
Athletes	17%	13%	-4%
Floods	32%	28%	-4%
Desert	54%	49%	-5%
Insects	60%	54%	-5%
Poverty	78%	73%	-5%
Hippos	44%	38%	-6%
Drought	61%	51%	-9%
Violence	40%	25%	-15%
Misery	50%	33%	-17%

The results in Table 2 show that the words and phrases with the greatest increase in associations were Nairobi (+23%), Farming (+15%), Democracy (+10%) and Safari (+9%). Pupils who had completed the 'Democracy for All' activity were twice as likely to associated Kenya with 'democracy' than average, which suggests that the MJ activities have a significant impact on the associations pupils make with Kenya.

Table 2 also shows that the words and phrases with the greatest decrease in associations were Misery (-17%), Violence (-15%), Drought (-9%), Hippos (-6%) and Poverty (-5%). Aside from 'Hippos', these words could be associated with a more negative portrayal of Kenya and so this suggests that the MJ activities are successful in helping to create a more 'positive' impression of Kenya, even though this isn't something which any of the activities specifically address. What further supports this claim is that the words Happiness (+8%) and Beauty (+6%) showed amongst the highest increases in association.

Table 2 also shows a decrease in associations with wildlife: 'insects' decreased by 5% and 'Hippos' by 6%. This supports the conclusion of a previous evaluation that the MJ activities help to reduce the dominance of wildlife as an association.

Question 8

Which of these actions do you take to make a difference in the world?

Table 3: A comparison between the 'differences made to the world' by pupils who have and who have not done any MJ activities

	Not done any MJ activities			Done any MJ activities			Difference		
	Never	Sometimes	Often/ Always	Never	Sometimes	Often/ Always	Never	Sometimes	Often/ Always
Recycling	3%	20%	77%	1%	20%	79%	-2%	0%	2%
Composting	32%	29%	39%	30%	33%	37%	-2%	4%	-2%
Raise money for charity	9%	42%	49%	3%	44%	53%	-6%	2%	4%
Save electricity	7%	24%	69%	8%	19%	73%	1%	-5%	4%
Write letters to politicians	79%	15%	6%	76%	16%	8%	-3%	1%	2%
Talk to people about important issues	26%	48%	26%	22%	42%	36%	-4%	-6%	10%
Buy Fairtrade	15%	42%	43%	10%	44%	46%	-5%	2%	3%
Cycle or walk when possible	6%	27%	67%	4%	28%	68%	-2%	1%	1%
Use public transport	12%	39%	49%	10%	38%	52%	-2%	-1%	3%

Table 3 shows the frequency which pupils undertake certain activities for those who had and who had not done the MJ activities. The final column in Table 3 shows any difference in frequency for each of the activities. In general, the results show a decline in the percentage of pupils who 'never' take part in activities, for all but one of the activities and an increase in the percentage of pupils who sometimes, often or always take part in these activities. For example, the percentage of pupils who never raise money for charity or buy Fairtrade decreases by 6% and 5% respectively, while the percentage who always or often takes part in these activities increases. However, these changes are only slight and by themselves can only give a suggestion that the MJ have a positive impact on pupil's behaviour.

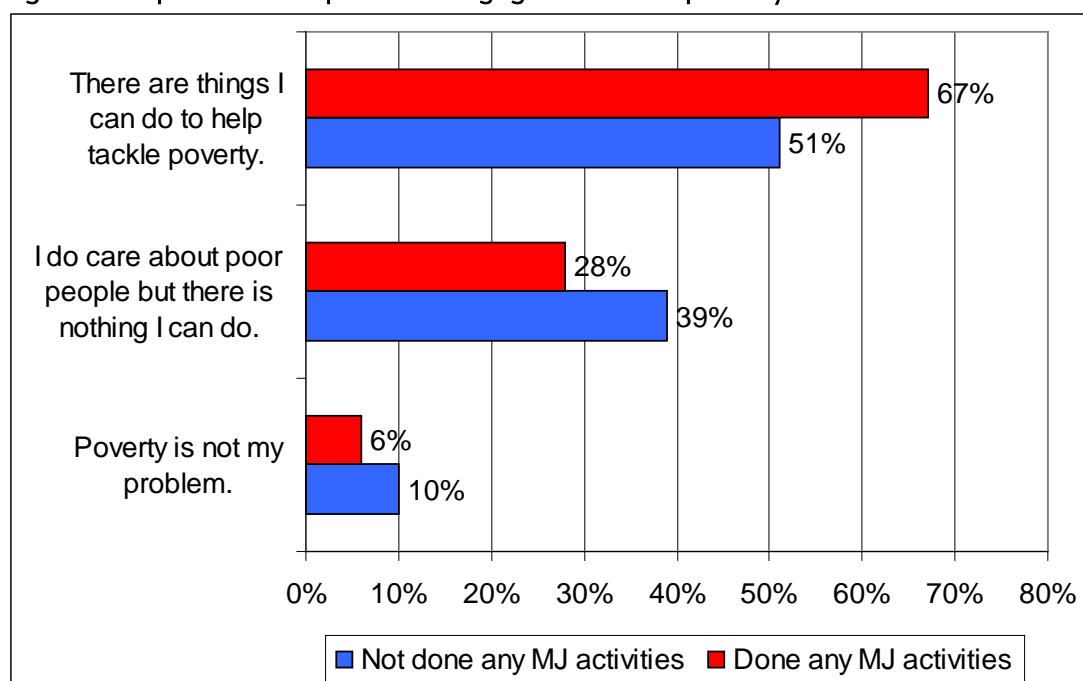
While the activity 'Grow your own' was completed by just 2% of all pupils, 8% of pupils who 'often' compost had completed this activity. This suggests that this particular MJ activity may have encouraged pupils to change their behaviour.

The one activity for which there is a significant difference is for 'talking to people about significant issues'. The amount of pupils doing this often or always is 10% higher for those who have seen or done MJ activities. While it may be difficult to use the evidence to suggest a positive impact on behaviour, these results do suggest that MJ has the effect of encouraging pupils to talk about 'important issues'.

Question 9

Tick the statement that you most agree with (regarding your attitudes towards poverty)

Figure 1: Pupils levels of personal engagement with poverty



The results in Figure 1 clearly show that those pupils who have done the MJ activities are less likely than those who have not to think either that 'poverty is not my problem' or that 'I do care about poor people but there is nothing I can do'. Remarkably 16% more pupils who had done the activities agreed that 'there are things I can do to tackle poverty' than those who had not done the activities. This strongly suggests that the MJ activities encourage pupils to see that they 'can take action to make a difference and reduce poverty' which is one of the three learning outcomes of the MJ project. This finding is particularly striking given that the first evaluation of the questionnaire results actually showed that 4% less pupils who had done the MJ activities thought that 'there are things I can do to help tackle poverty'.

Question 10

What do you think the Millennium Development Goals are?

Figure 2: Responses to the question, 'What do you think the Millennium Development Goals are?'

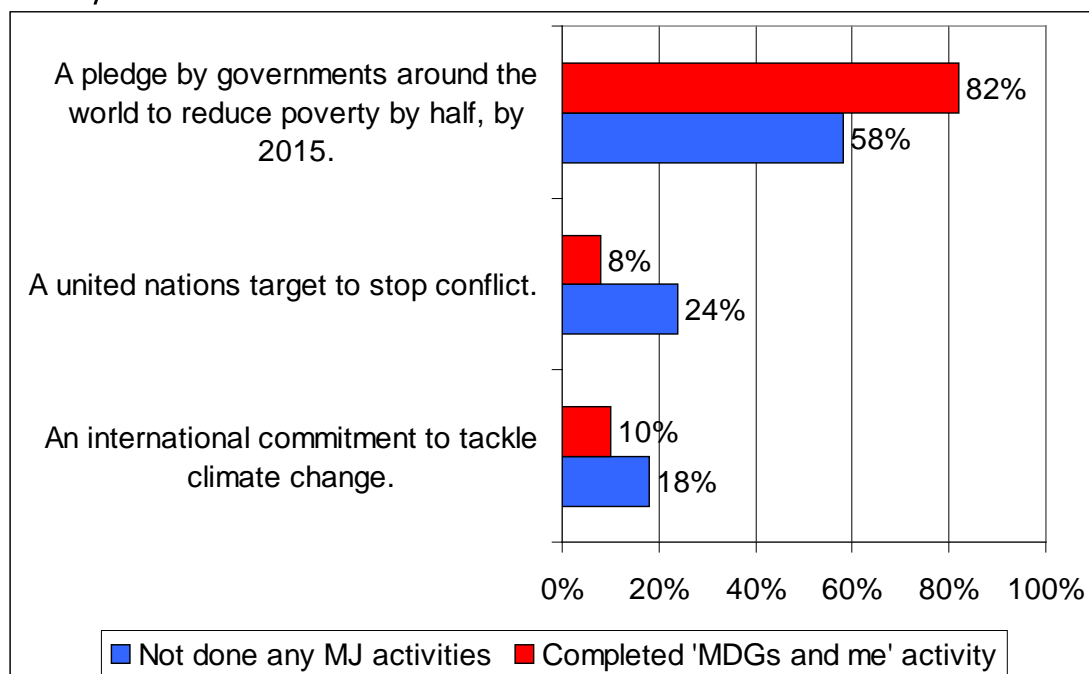


Figure 2 compares the responses to question 10 of pupils who had completed the 'MDGs and me' activity with those who had not completed any activities. As with the results for question 9, the results in Figure 2 indicate that the MJ activities can have a significant positive impact on pupils' knowledge and attitude. In this case, the results in Figure 2 show that the percentage of pupils who knew what the MDGs were increased from 58% to 82% after completing 'MDGs and me', or an increase of 24%. This is a particularly welcome finding as one of the key aims and objectives of the MJ project is to 'raise awareness and increase understanding of the Millennium Development Goals'.

Question 11

Which of these statements about HIV/AIDS do you think are true? You can select more than one

Figure 3: Beliefs and attitudes towards HIV/AIDS

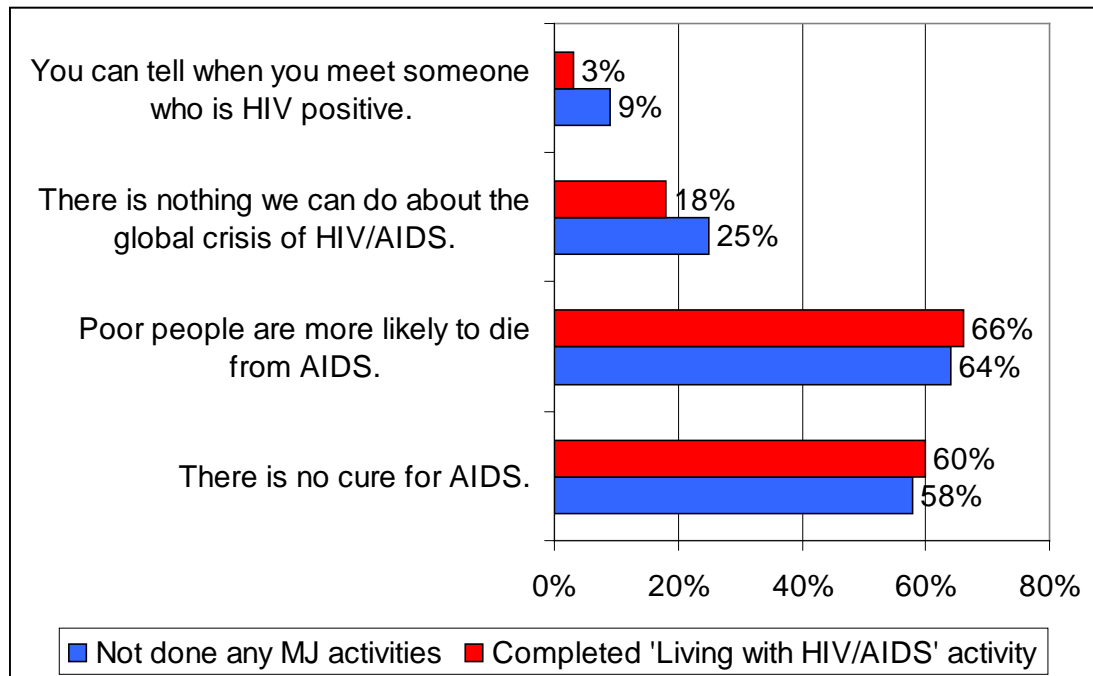
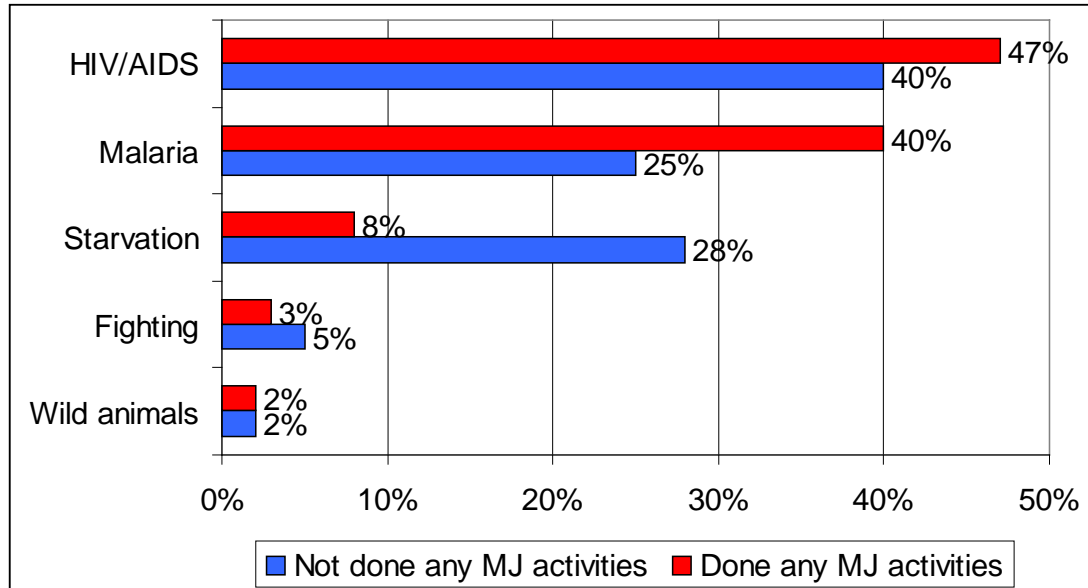


Figure 3 compares the responses to question 11 of pupils who had completed the 'Living with HIV/AIDS' activity with those who had not completed any activities. While there is only a 2% increase in the percentage of pupils who agree with the statements 'there is no cure for AIDS' and 'poor people are more likely to die from AIDS', there is a much greater difference in response for the other two questions. Indeed, the percentage of pupils agreeing that 'there is nothing we can do about the global HIV/AIDS crisis' reduced by 6% to just 18% and even more encouragingly, the percentage of pupils who agreed that 'you can tell when you meet someone who is HIV positive' reduced by two thirds to just 3%. This shows that the MJ activities have impacts on both pupil's knowledge and sense of efficacy. These findings are also particularly encouraging since the evaluation of the first set of questionnaire results showed that in some cases the MJ activities were having no effect or even a slightly negative effect on attitudes towards HIV/AIDS.

Question 12

What do you think is the biggest killer in Africa?

Figure 4: Pupil's views on the biggest killer in Africa



None of the MJ activities or episodes dealt directly with the issue of causes of death in Africa and pupils are unlikely to know the correct answer to question 12. Therefore, pupils' responses to the question are likely to be based on their impressions of Africa in general and any differences between pupils who had and had not done MJ activities is likely to be a result of the general impression of Africa that pupils would have learnt from MJ.

Figure 4 provides strong evidence to support the claim that not only does watching MJ and taking part in the MJ activities provide knowledge about certain aspects of life in Africa but it also helps to reduce the stereotypes that pupils hold about Africa. In particular, the percentage of pupils citing HIV/AIDS and malaria as the biggest causes of death in Africa rose by 7% and 15% respectively but most dramatically, the percentage of pupils believing starvation was the biggest cause of death dropped from 28% to just 8%. Once again, these findings are particularly encouraging since the previous evaluation of the questionnaire results actually saw a slight increase in the percentage of pupils believing that starvation (+0.9%) and fighting (+1%) were the biggest causes of death in Africa.

Question 13

Which of these statements are the rights of every child?

Figure 5: Pupils views on the rights of children

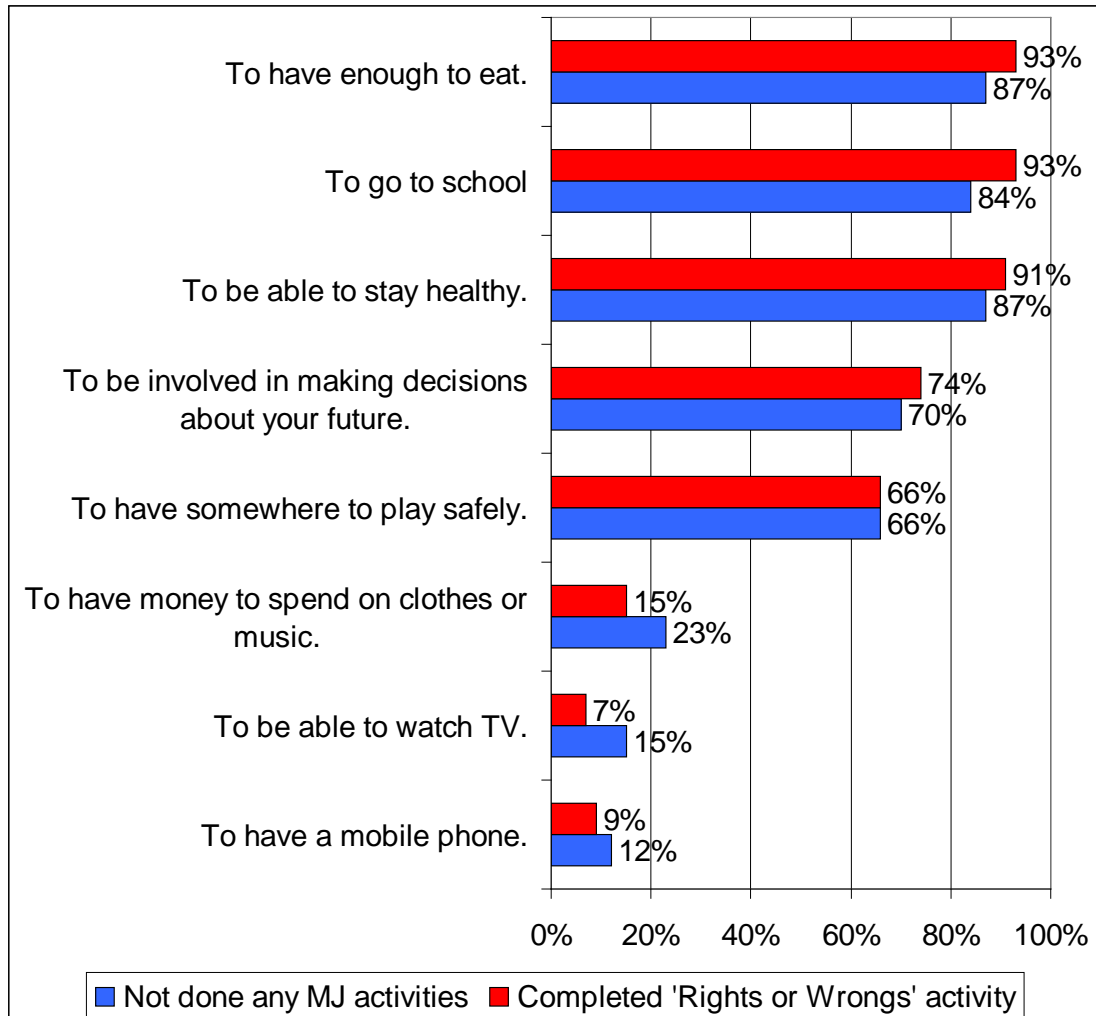
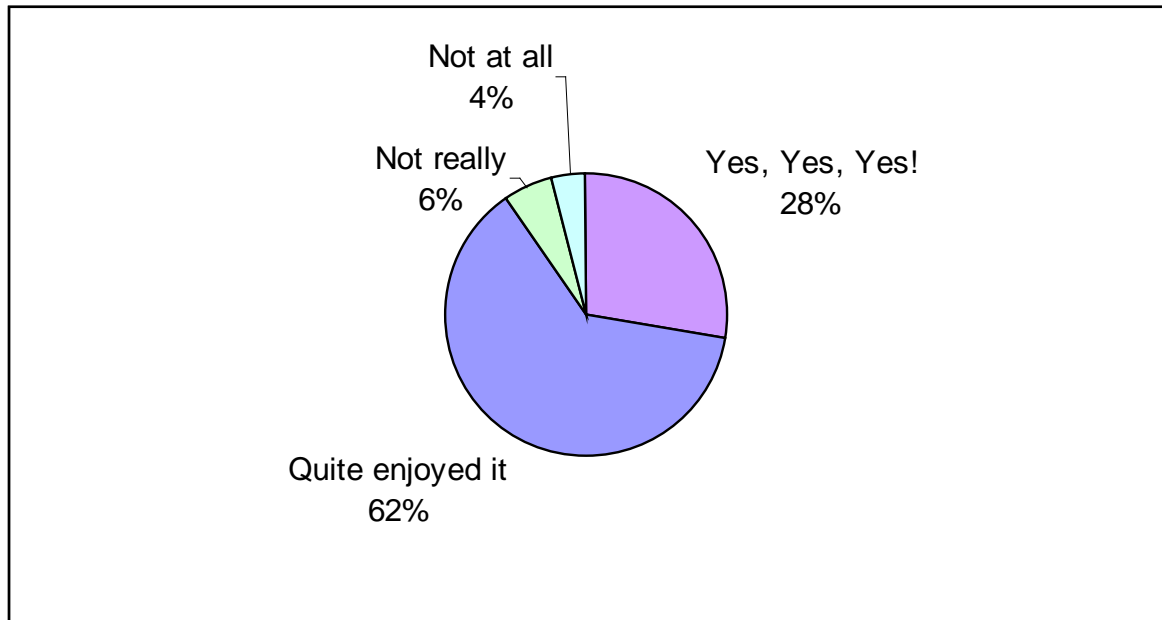


Figure 5 compares the responses to question 13 of pupils who had completed the 'rights and wrongs' activity with those who had not completed any MJ activities. Although it is unlikely that the pupils completing this questionnaire will have known what the rights of children were, the results in Figure 5 show that pupils were largely able to guess them correctly even without completing any of the activities. However, Figure 5 also shows that those pupils who had completed the 'rights and wrongs' activity were even more likely to be able to name the rights correctly, in almost all cases. For example, pupils who had done the 'rights and wrongs' activity were 9% more likely to identify 'to go to school' as one of the rights of a child. These results, therefore suggest that this activity has strengthened pupil's perceptions of what the rights of every child are likely to be.

Pupil's assessment of the MJ activities

Figure 5: Responses to the question: *If you have worked with Makutano Junction, did you enjoy it?*



The results in Figure 5 show that 90% of pupils at least 'quite enjoyed' the MJ activities and only 4% admitted to not enjoying them at all. These are particularly remarkable findings given that many Key Stage 3 pupils do not regularly enjoy lessons and may not always admit to enjoying lessons when completing an online questionnaire.

Question 15 of the questionnaire asked pupils to name any one thing that they had learned from MJ or the MJ activities. While the responses to such an open question present problems for analysing and characterising, it is possible to identify four key findings from their responses. Firstly, comments about either malaria or HIV/AIDS made up 41% of all responses. Although this may, to some extent, have been expected because 'Living with HIV/AIDS' and 'Malaria Matters' were amongst the most popular activities, these issues still appear to be relatively very popular with the pupils and the pupils learn a lot from these activities in particular. Typical comments about what they had learned about malaria and HIV/AIDS included 'I learned that everyone, or the most vulnerable, in a family should have a mosquito net to sleep under in Kenya, to prevent malaria' and 'I've learnt that malaria is a severe killer in Africa and poverty affects what type of medicine you get'.

Secondly, comments about the lives of the pupils themselves were the third most frequent, behind comments about malaria and HIV/AIDS. These included comments such as 'their lives are very similar to ours but they can get many diseases like malaria and how lucky we actually are' and 'there are people in the world that don't need what we want'. There were also several comments about how MJ and the MJ activities had improved the pupil's sense of efficacy. Typical comments included 'people suffer all over the world and we can always do something to help them' and 'there are a whole range of problems in Africa which can be prevented'. As these were responses to an open question it is particularly striking that a relatively large number of pupils gave responses which went beyond the specific learning objectives of individual MJ activities. Indeed, these responses show that the MJ project is meeting two of its overall learning outcomes; 'for

pupils to understand that there are similarities and differences between our lives and those of people in this particular area of Kenya' and 'for pupils to understand that development initiatives have a real impact on people's lives, and we can take action to make a difference and reduce poverty'.

Thirdly, there were several comments that indicated that the MJ activities had improved pupils' media literacy. For example, 'it shows people that Africa isn't all bad'. This suggests that pupils are also meeting the third overall learning outcome of the MJ project; 'to understand how images of ourselves and others are constructed influences the way we are seen and see others'. Most of the pupils who made these comments had undertaken the activity 'soaps and stereotypes'.

Fourthly, there were numerous observations made about 'normal' life in Kenya and Africa about how MJ had changed their perception of Kenya. Typical comments included 'Africa isn't actually poor and all mud huts, it is actually quite modern' and 'they are not always sad they are mostly happy and do as much as they can with their life'. These observations had not come directly from the activities but from the incidental content of the MJ episodes and although this is difficult to measure, it is important to acknowledge that MJ has impacts outside of the specific learning outcomes of the activities.

Question 16 of the questionnaire asked pupils if they had any other comments about MJ. Of the 42 substantial comments made, 39 were positive, none were negative and there were two suggestions. The two suggestions were 'the website needs to be improved a bit more' and 'they should make more of the activities but make it more realistic and more understandable'. Typical positive comments included, 'I liked it because it was quite similar to English soaps' and 'I think we can do a bit more to help'. It should be stressed that for any activity to receive such a wide range of positive comments from what can be a very critical audience, demonstrates just how popular MJ is with pupils.

Conclusions

Despite the limitations of evaluating a project using a questionnaire which were mentioned in the methodology, the results presented in this evaluation provide a firm base for concluding that the MJ activities are well used, popular and have a significant impact on pupils' associations, knowledge and sense of efficacy. The results of the questionnaire also provided evidence to show that the three learning objectives of the MJ project are being met.

These findings are particularly encouraging since the evaluation of the first set of questionnaire results showed that in some cases the MJ activities were having no effect or even a slightly negative effect on pupils' knowledge and attitudes. The changes that have been made to the original activities and the website and the addition of several more activities appears to have helped to improve the effectiveness of the MJ project.

Summary of findings

Use of MJ activities

- In almost all cases, the MJ activities and the MJ episodes are being used alongside each other, as is intended
- While some activities are relatively very popular, equally there are some which are used relatively very little.

Impact of MJ activities in general

- **Change associations:** the words and phrases with the greatest decrease in associations were Misery (-17%), Violence (-15%), Drought (-9%), Hippos (-6%) and Poverty (-5%).
- **Reduced stereotypes:** The percentage of pupils believing starvation was the biggest cause of death dropped from 28% to just 8%.
- **Increased sense of efficacy:** 16% more pupils who had done the activities agreed that 'there are things I can do to tackle poverty'.
- **Changed behaviour:** The amount of pupils who often or always 'talk to people about significant issues' is 10% higher for those who have seen or done MJ activities. There was also some suggestion that the MJ have a positive impact on pupil's behaviour (buying Fairtrade, raising money for charity and composting).

Impact of individual MJ activities

- **Increased knowledge:** The percentage of pupils who knew what the MDGs were increased by 24% after having completed the 'MDGs and me' activity.
- **Increased efficacy:** The percentage of pupils agreeing that 'there is nothing we can do about the global HIV/AIDS crisis' reduced by 6% to just 18%.

Pupil's assessment of the MJ activities

- **Popularity:** 90% of pupils admitted to having at least 'quite enjoyed' the MJ activities and only 4% admitted to not enjoying them at all. 'Living with HIV/AIDS' and 'Malaria Matters' were the most popular activities.

Appendix

This brief survey is to help us find out how the Makutano Junction activities are being used and how useful they are. There are some questions to find out what you know or think about Kenya, Africa and some global issues. This is to see if there is any difference in what you know and think before and after you have done the activities. It is not a test so you don't need to spend too much time thinking about the answers! Please have a go at the questions now, and return to the link and do it again after you have used the Makutano Junction activities in school. Thanks!

*

1. Please tell us the name and location of your school.

Please tell us the name and location of your school.

*

2. Which class are you in?

Which class are you in?

*

3. Have you watched Makutano Junction?

- Have you watched Makutano Junction? Yes - several episodes
- Yes - an episode
- Just a few minutes
- No

*

4. Have you done any of the Makutano Junction activities in class?

- Have you done any of the Makutano Junction activities in class?
Yes
- No

5. If you answered yes to question 4, please indicate which activities:

- If you answered yes to question 4, please indicate which activities: None
- Living with HIV/AIDS
- Money and livelihoods
- Rights or wrongs
- MDGs and me

- Grow your own
- Soaps and stereotypes
- Structure of soaps
- Exploring Kenya
- Alcohol
- Intergenerational Issues
- Adolescent Male Issues
- Sexual Harrassment and Consent
- Democracy for all?

Other (please specify)

*

6. Quickly list five words that come in to your head when you think of Africa:

Quickly list five words that come in to your head when you think of Africa:

*

7. Select 10 words or phrases from the list below that you most associate with Kenya.

- | | | |
|--|--|--|
| <input type="checkbox"/> Select 10 words or phrases from the list below that you most associate with Kenya.
<input type="checkbox"/> Nairobi
<input type="checkbox"/> Kampala
<input type="checkbox"/> Kilimanjaro
<input type="checkbox"/> Safari
<input type="checkbox"/> Tourism
<input type="checkbox"/> Ngugi Wa Thiongo
<input type="checkbox"/> Chinua Achebe
<input type="checkbox"/> Democracy
<input type="checkbox"/> Poverty
<input type="checkbox"/> Hippos | <input type="checkbox"/> Beauty
<input type="checkbox"/> Sky scrapers
<input type="checkbox"/> Mud huts
<input type="checkbox"/> Happiness
<input type="checkbox"/> Misery
<input type="checkbox"/> Wealth
<input type="checkbox"/> Tribes
<input type="checkbox"/> Violence
<input type="checkbox"/> Genocide
<input type="checkbox"/> Colonialism | <input type="checkbox"/> Harmony
<input type="checkbox"/> Drought
<input type="checkbox"/> Floods
<input type="checkbox"/> Insects
<input type="checkbox"/> Farming
<input type="checkbox"/> People
<input type="checkbox"/> Desert
<input type="checkbox"/> Athletes
<input type="checkbox"/> Beaches
<input type="checkbox"/> Schools |
|--|--|--|

*

8. Which of these actions do you take to make a difference in the world?

	Always	Often	Sometimes	Never
Recycling	<input checked="" type="checkbox"/> Which of these actions do you take to make a difference in the world? Recycling Always	<input checked="" type="checkbox"/> Often	<input checked="" type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Never
Composting	<input checked="" type="checkbox"/> Composting Always	<input checked="" type="checkbox"/> Often	<input checked="" type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Never
Raising money for charity	<input checked="" type="checkbox"/> Raising money for charity Always	<input checked="" type="checkbox"/> Often	<input checked="" type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Never
Saving electricity	<input checked="" type="checkbox"/> Saving electricity Always	<input checked="" type="checkbox"/> Often	<input checked="" type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Never
Writing letters to politicians	<input checked="" type="checkbox"/> Writing letters to politicians Always	<input checked="" type="checkbox"/> Often	<input checked="" type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Never
Talking to people about important issues	<input checked="" type="checkbox"/> Talking to people about important issues Always	<input checked="" type="checkbox"/> Often	<input checked="" type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Never
Buying fair trade products	<input checked="" type="checkbox"/> Buying fair trade products Always	<input checked="" type="checkbox"/> Often	<input checked="" type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Never
Cycling or walking when possible	<input checked="" type="checkbox"/> Cycling or walking when possible Always	<input checked="" type="checkbox"/> Often	<input checked="" type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Never
Using public transport	<input checked="" type="checkbox"/> Using public transport Always	<input checked="" type="checkbox"/> Often	<input checked="" type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Never

Other (please specify)

*

9. Tick the statement that you most agree with.

- Tick the statement that you most agree with. Poverty is not my problem.
- I do care about poor people but there is nothing I can do.
- There are things I can do to help tackle poverty.

*

10. What do you think the Millennium Development Goals are?

- What do you think the Millennium Development Goals are? A pledge by governments around the world to reduce poverty by half, by 2015.
- A united nations target to stop conflict.
- An international commitment to tackle climate change.

*

11. Which of these statements about HIV/AIDS do you think are true? You can select more than one.

- Which of these statements about HIV/AIDS do you think are true? You can select more than one. There is no cure for AIDS.
- Poor people are more likely to die from AIDS.
- You can tell when you meet someone who is HIV positive.
- There is nothing we can do about the global crisis of HIV/AIDS.

*

12. What do you think is the biggest killer in Africa?

- What do you think is the biggest killer in Africa? Wild animals
- Malaria
- HIV/AIDS
- Fighting
- Starvation

*

13. Which of these statements are the rights of every child?

- Which of these statements are the rights of every child? To have enough to eat.
- To be able to watch TV.

- To be involved in making decisions about your future.
- To have somewhere to play safely.
- To go to school.
- To have a mobile phone.
- To be able to stay healthy.
- To have money to spend on clothes or music.

14. If you have worked with Makutano Junction, did you enjoy it?

- If you have worked with Makutano Junction, did you enjoy it?
Yes, Yes, Yes!
- Quite enjoyed it
- Not really
- Not at all

15. If you have watched Makutano Junction and done some of the activities, please tell us one thing you learned....

If you have watched Makutano Junction and done some of the activities, please tell us one thing you learned....

16. Any other comments you would like to make about Makutano Junction?

Any other comments you would like to make about Makutano Junction?