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## 3<sup>rd</sup> NEWSLETTER

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This 3<sup>rd</sup> Newsletter is going to present the testing experience, based on the 4 video regarding **parallel lives**, 6 video about the **second chance** and 6 video about **apprenticeships and jobs most in demand**, prepared by each partners, during the two years of the RAPPOR project

All the videos can be found in the project website [www.rapport-project.eu](http://www.rapport-project.eu) and also on Youtube <http://goo.gl/qMOTz0>

Each partner has organized a testing event in their countries, involving teachers, students, policy-makers, etc. The testing has pointed out the positive influence of the videos on the youthful, because the situations described were very close to them, to their own situations.

Videos have been considered a successful tool to prevent and combat ESL as well an invitation for students to reflect and to think in their own situation and their own decision on how they would like to arrange their life, their future

### HUNGARY

In July the Hungarian project team organized two separate testing events. The first event was organized on the premises of the Hungarian partner and ten participants, predominantly teachers and trainers were shown 15 films selected from different countries representing the three major areas covered. The parallel lives, the second chance stories and the apprenticeship spots were screened in a series. Following each film a short discussion and time for written evaluation was provided so that participants could prepare themselves for the next films. A few days later another event was organized in a shelter for drop outs where social workers, teachers and students were invited to see mainly the same sample of short movies.

Feedback from participants was generally very good, many asked for the availability of the films (the official website was offered). The most welcome were the parallel lives, while participants in both groups questioned the usefulness of the apprenticeship movies. Interestingly, the students who were just about coming back to second chance education were the most critical. They must have been just too close to the stories and were not prepared to face situations so much reminding them of their own.

### ITALY

On 11 September 2014 ERIFO organized in Rome the testing event titled: OER open day.

The aim of the event was to present the multimedia products, made by ERIFO and its partners for the Rapport project, in order to get feedback on these results and to improve our products following the promptings obtained by the tester.

The event was attended by 20 testers including students, teachers, trainers, voluntary organizations and entrepreneurs.

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After a presentation of the project and the methods adopted, the testers attended the projection of the Rapport videos, in the ERIFO's computer class, and at the conclusion they filled the evaluation forms by offering important suggestions for a better use of video in schools as a tool to prevent and combat ESL.

The tester especially appreciated the ability of the video to get emotions, Importance guidance for the Final Message and communication skills of the testimonial. Testimonial I have identified as the only weak point of the length of the video but the feedbacks from Participants Generally was very good.

#### **GREECE**

On Wednesday 3 of September 2014 Regional Directorate of Primary and Secondary Education of Crete organized in Heraklion the first phase of the testing event.

Testing group was composed by 20 persons between students, parents, teachers, trainers policy makers, entrepreneurs and members voluntary organizations.

During this meeting a brief description of the multimedia products (videos) of the project was made and the testing goals were explained. Also the questionnaires were given to the testers with the appropriate guidelines for their completion. Besides to the printed version of the questionnaires, we created a Google form for the electronic entry of the results <http://goo.gl/xUCtMV> The time given to the testers to watch the appropriate videos was 10 days and a new meeting appointed for Friday 14 of September.

During the second meeting, a group debriefing made in which, evaluations and ideas were collected and suggestions for a better use of the videos in schools as a tool to prevent early school leaving.





## SPAIN

The testing was made at **Stucom College**, on July 2014

First, participants were informed about the project and later they proceeded to the evaluation process

Ten students ages were from 16 the youngest till 56 the oldest. The main target group took part in the testing, the participation of 5 Teachers, 3 trainers was important too as they will be the ones that need to know what affect and how affect learners during the process of learning and, finally, 2 parents as responsible of education at home.

### **The main conclusions were:**

- These videos are really very appealing to generate motivation as they show in an appealing way problems that youth face at all steps of their lives that can change the attitude towards learning during all steps of their lives.
- The length of the videos should be shorter; the stories were really appealing for them
- As the videos show the vision of this idea in different countries they give a real European Dimension to the project and participants can see that no matter the country they live, they culture they have, they have to face and overcome similar problems

## SWITZERLAND

On 15th September 2014 seed association gathered a group of students, parents, teachers, trainers, volunteers of organisations involved in the field of education, and policy makers, in order to test Rapport's final products.

The main outcome of the project is a set of video interviews showing real life experience of people with diverse background: some of them completed a whole training path; some other dropped it and finished it afterwards, and some of them just dropped it.

The aim of such videos is delivering strong, emotional messages and suggestions to students who are approaching the end of compulsory school, in order to motivate them and increase their perception of the importance of education and training.

Participants to the events were shown a sample group of interviews and were asked to provide feedback about them. Staff members of Seed association were particularly curious to know whether they think students can be interested in watching the videos, and if in their opinion it is likely for students to grasp interviews' core messages.

Moreover, testers were asked whether they consider it feasible to integrate Rapport's outcomes in the ordinary activities they implement with youngsters and student. Would they show them at school while teaching? Would they add them to the already available tools to implement orientation activities? Would they take them into account while designing new school systems and policy?



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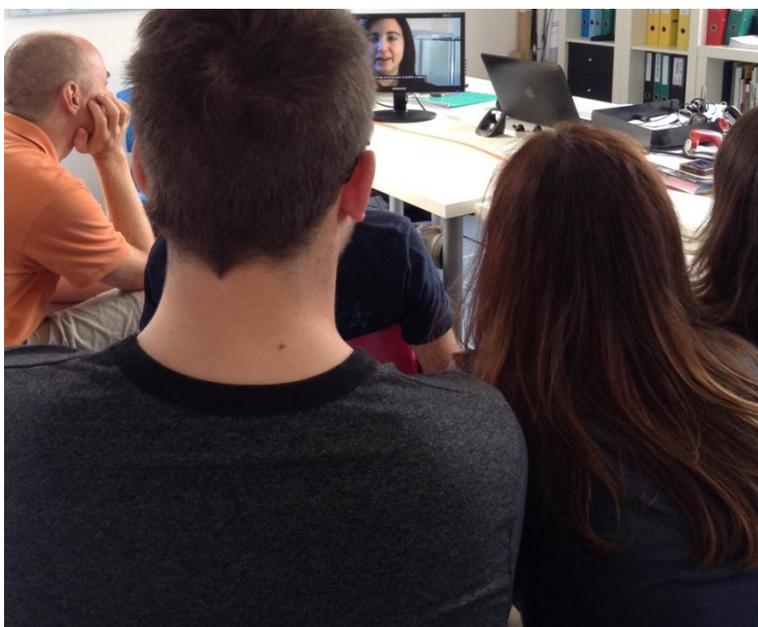
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The answers to such questions highlight the interviews' emotional charge as their main strength, able to deliver strong and clear message to students, provided that they succeed in identifying themselves with the interviewees. It is thus extremely important to choose videos that show experiences and features which can be shared with the audience.

Staff members of Seed association are extremely happy of having hosted such event; of having discussed with a group of project's stakeholders, and having received such precious comments and feedback.

We hope from now on we will all work together to promote the project and make it beneficial to as many students, schools and institutions as possible.



## UNITED KINGDOM

The testing phase took place in three sessions, on 2<sup>nd</sup>, 16<sup>th</sup> and 17<sup>th</sup> September 2014.

The first was held in Superact's offices with trainers from Probation Superact works with. The second was at South Devon College, with teachers and students. The third one was held at the offices of Imayla, a Bristol based organisation that gathered parents, students as well voluntary associations.

The overall result from this testing phase was positive; people appreciated a new tool to help young people make important life decisions. It was particularly appreciated that the Rapport products feature real life stories by people who 'have been there'. The identification factor plays a significant role here. Teachers and trainers interested in integrating Rapport's outcomes in their ordinary activities expressed the view that the greatest advantage of the interviews is their capacity to deliver a clear message to the audience, thanks to their



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emotional content; to the interviewees' expressive skills, and to the focus on real life experiences.

The most relevant risk highlighted during testing activities is a potential lack of identification with the interviewees, which would result in the audience failing to listen in a meaningful way to messages and suggestions. This result was expected however, and it is here of utmost importance for teachers, parents and trainers who wish to show the interviews to students and youngsters, to choose the videos carefully: certain videos engage certain age groups and not others. Therefore, these trainers need to familiarise themselves quite well with the contents of all the films on offer. The extremely wide range of videos was here felt as both an advantage (wide choice) and a disadvantage (time consuming).

## **POLAND**

Test meeting was held on the 6th of August 2014, in Warsaw (in the registered office of the Polish Chamber of Commerce, ul. Trębacka 4, 00-074 Warszawa). At the meeting were present 20 people representing individual groups such as: students, teachers, trainers, parents, voluntary associations, policy makers, entrepreneurs / representatives of business associations.

The meeting consisted of the following points:

1. the first step was a group activity and was finalized to explain the validation objectives about the products.
2. the second step was an individual activity and during this phase each tester has watched:
  - For the WP4: 3 national video and, to one's choice, 1 video realized by each partner: overall 10 video;
  - For the WP5: 3 national video and, to one's choice, 1 video realized by each partner: overall 10 video;
  - For the WP6: 3 national video and, to one's choice, 1 video realized by each partner: overall 10 video.

After the visualisation of every types of video, the participants filled the customer satisfaction questionnaire.

3. the third step was a group activity and during this phase it was realized a guided discussion - using the SWOT approach - in order to highlight the strengths, weaknesses, opportunities and threats related to the dissemination and exploitation of the RAPPORT products.

During the meeting a discussion has ensued: about the responsibility for the control over young people and the responsibility for their way of the education – whether it is on the side of parents, or rather teachers - everyone stated that the responsibility lay on both sides and



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they should cooperate with themselves. During SWOT discussion testers showed as the threat ways of films distribution and emphasized that one should see that they find a way to right person.

Films prepared by us were assessed very positively - testers underlined very good fitting of persons acting in films to the target group of the project. A naturalness of persons acting in films was also emphasized - they used the colloquial language and were very natural - told what they thought, not what somebody told them to say. Testers also praised the diversity of people chosen for the participation in films - the different age, the different sex, interests and home/family conditions.

#### **IRELAND**

The testing of the Rapport project videos were held at the Mayo Education centre, Westport Road, Castlebar, Co. Mayo over 2 days; the 16<sup>th</sup> of October which was for the students and the 22<sup>nd</sup> of October for all the other members. The testing event on the 22<sup>nd</sup> was attended by parents, teachers, and trainers, members from voluntary associations, entrepreneurs and policy makers.

The evaluators were given a short description of the project and were introduced to the project website, which they found interesting. They were briefed about the testing process and the surveys. Each individual was given the choice of watching videos of their choice, as per the test structure.

The overall feedback of the testing process was positive. The videos in WP5 and WP6 were found to be very interesting by all members. They also liked the fact that real life stories were used to create the videos. For most of the videos they had to depend on the subtitles to understand the story but still they enjoyed every bit and also appreciated the work done. The length of the videos was found to be just right to deliver the message and the technical quality was well appreciated. They felt that the videos would be able to capture the attention of the viewers and leave a positive impact.

There were a few negative remarks which mainly included videos from WP4. They believed this set might not interest the targeted audience. They had to buckle down to watch the 30 videos. The videos on introduction to apprenticeship were found to be too technical.

The surveys were done after every work piece and submitted online. The survey results and the comments would be considered while creating the final report.