



<http://rapport-llp.eu/>

This 4th Newsletter provides details of the benefits for the users, teachers and student, during the two years of RAPPOR project

All the information and outputs can be found in the project website www.rapport-project.eu and also on Youtube <http://goo.gl/qM0Tz0>

ITALY

The first impact evaluation of RAPPOR shows that ERIFO is very proud of this project.

We have realized - thanks to the support of a collaborative and effective partnership - an multilateral kit, that has registered more than 7.000 YouTube visualizations.

In Italy, we have reached around 500 organizations and we have met directly around 100 institutions, through dissemination and exploitation events, involving more than 150 people, to which we have presented the realized products.

The dissemination's target is large: students, teachers, trainers, voluntary organizations and entrepreneurs, association, schools, Vet.

The project's sustainability is easy because some schools have already asked to activate educational laboratories for the training of the schools staff for the use of the mentioned Kit RAPPOR.

Moreover, the video sessions dedicated to the second chance and to the apprenticeship are now new educational and re-motivational tools of youth involved in the youth programmes, for whom Erifo is an accredited VET provider.

Today, 80 youth involved in the project have completed a motivational orientation based on RAPPOR products.

GREECE

Promote a better understanding of ESL in initial education and continuous professional development for all school staff, especially teachers. Enable staff to provide differentiated learning support for pupils in an inclusive and individualised way.

Strengthen guidance to ensure young people are aware of the different study options and employment prospects available to them. Ensure counselling systems provide young people with both emotional and practical support.

Reinforce accessibility to second chance schemes for all young people. Make second chance schemes distinctive and ensure they provide a positive learning experience. Support teachers who work in second chance schemes in their specific role.

HUNGARY

The benefits of the Rapport project in Hungary are multifaceted. Starting with the project team those who participated in the making of the videos with the selected young people we have learned a lot how difficult it is sometimes to find the key to these youngsters to talk about their lives. They have stories but when it comes to real hard issues like have they ever regretted their decision to leave school - they are searching for words.

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It was an educating experience to see that youngsters (or sometimes grown adults) are facing very similar difficult situations let them live in the UK or Greece, Italy, Poland, Switzerland, Spain or Hungary. Some life patterns are similar.

When some of the videos, the foreign ones with subtitles were shown to professionals we had the best response from teachers. Many of them thought that these short films are excellent tools for initiating discussions with their students. Many of the almost 90 movies are controversial. In some of them the interviewed young people who left school early are more eloquent than those who graduated from high school. Sometimes they live a better and more satisfying life. Yet, one young lady from the UK worded it perfectly: If you really know what you want to do and it does not need formal schooling - leave school. But if you are unsure, like I was, the best is to finish school and you will still have time and opportunities.

We, the Hungarian team, are convinced that there are no one-size-fits-all solutions for living a successful life. But you can live it only once and make the right decision. These videos provide several examples and excellent food for thought when talking to students who arrive to the dangerous years of between 14 and 17. We are also sure that the use of these films will help teachers, social workers or even parents to understand what school, dropping out of school means to young people and become aware of their paramount responsibility.

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POLAND

Early school leaving is a quite common in Europe and its rate can vary between 10% and 30% of students attending primary or lower secondary school. Early school leaving is a common problem in Poland too.

The Rapport project deals with early school leaving in Poland by adopting an innovative approach, whose pivotal element is the relationship between schools and people with different experiences with respect to possible educational paths. Videos and interviews make it possible to bring the experience of these people into schools, in order to develop an innovative, visual language, which can engage and influence young students.

Our meetings were attended by many groups that have real impact on changing the situation in Poland. Public authorities, decision makers and policy makers know more about the project after our meetings.

All materials and resources produced by the Rapport project in Poland are uploaded and available at our website (www.iped.pl) and Facebook website.

Teachers and trainers will thus have another tool to be added to their teaching methods and integrated in their teaching programmes. We have created a national debate about the early school leaving problem in target groups and mass media.

SPAIN

Rapport Project has been an excellent experience in Spain.



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The social-economic situation has had a clear incidence into the young generation. When there was a good economy and easy access to work ('90), in that case to receive a salary, young people decided to leave the school; during the economical crisis, reflected in a high rate of unemployment, then they decided to come back to school as an option to find a work placement.

Even though, the college need to made a great effort to keep the students and encourage then to continue their studies.

The videos have been a great tool for teachers and student mainly because they are based on the real histories, real cases, which are much close to them.

Rapport will continue being a useful tool to prevent and combat early school leaving.

At the same time, the Spanish Central Government passed the Organic Act for the improvement of Educational Quality (LOMCE, Spanish acronym). One of the most important measures of this act is the creation of Basic level VET programmes. They are aimed to reduce the Early School Leavers rates and they allow students to complete their skills for lifelong learning and acquire the necessary training to obtain a professional qualification level 1 of the National Catalogue of Vocational Qualifications. A right implementation of the Basic level VET programmes can be an effective tool against dropout students.

UNITED KINGDOM

The present document reports the activities implemented by Superact in

order to test Rapport's final products, following the coordinators' instructions and guidelines.

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 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).

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