

**PROGETTO E.V.A.
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COMPARATIVE REPORT ON THE RESULTS OF THE EXPERIMENTATION ACTIVITY (MILESTONE 8)

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INTRODUCTION

This report is based on the results of the experimentation activity carried out in all the E.V.A. partner countries, in the frame of WP 5.

The experimentation of the Video-CV prototypical Model has been carried out:

- 1) In Italy, with the involvement of five Centres for the Employment (CPI): CPI Porta Futuro; CPI Pomezia; CPI Cinecittà; CPI Tiburtino; CPI Monerotondo.
- 2) In Great Britain, with the active contribution of the Enterprise MadLab (Manchester Digital Laboratory), to deliver the filming of the Video-CVs and the associated training.
- 3) In Greece, at the IEKEP's seat.
- 4) In Spain, with the participation of the Provincial Government of Granada. Training for Employment Section; the Mancomunidad de Municipios de la Comarca de Huéscar; the Mancomunidad de Municipios de la Costa Tropical de Granada; the Red Cross of Granada.

The “Kit of training guidance materials” (Milestone 6) available in all the languages of Partners, has been exploited as an educational tool on the occasion of the experimentation.

Before the experimentation, a common grid as been pointed out, in order to facilitate the data collection and the preparation of a report, so as to make data easily comparable; so, partners have been requested to explain/analyse the following aspects: where, when, how the experimentation took place and how many people participated; the evaluation of the Video-CV Model; the potential effectiveness of the Model in helping the matching between job demand and supply; any problems and criticalities in the Video-CV process; any suggestion to further improve/adapt the Model proposed.

As a result of the experimentation activity, on the whole 32 Employment Centres employees and consultants, plus other professionals not directly involved in the recording activity, participated in the experimentation in the partner countries.

Concerning the users involved, they were 17; so, it has been possible to record 17 Video-CV samples, respect to the 8 samples expected, according to the Project approved.

This was possible thanks to the high commitment of the Project staff involved, as well as due to the very positive answer received by the users/job seekers involved in each country.

The experimentation activity allowed to validate the “Integrated Model”.



1. EVALUATION OF THE VIDEO-CV MODEL

The general evaluation of the E.V.A Video-CV Model after its experimentation was very positive.

The experimentation itself has been regarded as a great and productive chance both for the job seekers and for partners of the Project.

The feedback received by participants to the experimentation about Video-CV model, as described during the piloting procedure highlighted that it is a nice way to “sum up” job seekers’ professional profile; a practical tool to reach potential employers; a tool completing the traditional, written CV.

According to the experimentation results, the Model tested emphasises basic and distinctive aspects such as personal skills as well as other skills necessary to show specific behaviors of people in certain situations.

The three main sections (“Who I am”, “What I can do” and “Me in the future”) show that the Model structure prioritizes the personal aspects as well as the applicant's skills and goals in comparison to the traditional CV, which is more focused on training aspects and work

experience. This is a key element for the adaptation to the new demands of the employers, who are starting to give more importance to the personal skills of their future employees. It provides an opportunity to show all the competences of an applicant through the visual language during the job-seeking process.

Furthermore, the Model tested seems to evaluators like a tool allowing personal and professional self-knowledge.

2. POTENTIAL EFFECTIVENESS OF THE MODEL PROPOSED IN HELPING THE MATCHING BETWEEN JOB DEMAND AND SUPPLY

The experimentation results give evidence to the fact that the Model provides the opportunity to a better and deeper evaluation of applicants, who can express themselves through the body language, make hear their voices and their way they express verbally, all elements that cannot be evaluated in a written CV.

Of course the number of participants to the experimentation was not that indicative to give us results about Project's effectiveness, nevertheless beneficiaries' self-esteem, their willingness to promote their new Video-CV to potential employers, and the commitment of all the other participants to create a Video-CV show that this tool will help them to gain and to achieve their professional goals from the very beginning.

A point that needs to be stressed is that the experimentation showed that the Model could be effective in helping users to find a job, but at present this opportunity may be limited to a few professional sectors.

3. PROBLEMS AND CRITICALITIES IN THE VIDEO-CV PROCESS

There were no big issue aroused during the Video-CV implementation. One critical aspect concerns the counselors'/ Employment Centres employees' need to do practice. In fact, in the majority of cases these professionals were not used to such practice, and had no concrete experience in filming other people while "narrating" their profile. This caused

during the experimentation a lack of time. In many cases, the recording sessions were very long-lasting, while not much time was available for the post-production phase.

Such lack of preparation will have to be filled by adopting on-field training during the realisation of the missing 96 Video-CVs in all the Partner countries, concretely exploiting the Kit of training guidance materials prepared.

Another very common problem was related to the degree of the job seekers' involvement in the experience, and their "fear" and shameless in front of the camera. Counselling has to be focused very intensively on facilitation to overcome these kinds of obstacles, and to create a Video-CV that it looks more practical and more connected with the real life. Concerning this aspect, it is mandatory that every partner organization makes a careful need's diagnosis of its beneficiary, in order to select those who really can take advantage from having a Video-CV recorded, from the point of view of personal motivation, experience, and ability to effectively express in front of the camera.

4. SUGGESTIONS TO FURTHER IMPROVE THE MODEL PROPOSED

Although the basic Model has been evaluated as appropriate, however it will have to be flexible enough to be adapted to the single people recording the Video-CV while respecting the effective scheme pointed out.

As known, the Video-CV is a very recent tool which may turn out extremely helpful during the job-seeking process, since applicants can use it to "sell" their own professional competences and skills, while the employers are offered more information. This results in easier filtering processes as well as in time and cost reductions.

Special attention has to be paid to job seekers preparation, in order to avoid a too long post-production activity or to record several scenes, filmed separately, that could have to be edited afterwards. It is recommended to properly train applicants in view of the filming sessions, and to create a kind of "script-board" that they will narrate during the shootings.

Some partners suggested to use a musical background (music carpet) inside the Video-CVs; very important is, finally, the possibility to film the job seekers at a real workplace (or similar to a real workplace), so that they can show and make visible their skills and abilities.

In conclusion, particular focus will have to be on the Video-CV promotion: with regard to that, the social networks as well as all the new and digital technologies and facilities (such as TV channel, dedicated online platforms) will have to be exploited.



ANNEX 1

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ITALIAN EXPERIMENTATION REPORT

In Italia, la sperimentazione si è concretizzata con la realizzazione di 11 Video-CVs con la seguente organizzazione:

CPI Porta Futuro:

- 2 Operatori presenti e Direttrice. 1 Operatore già sapeva usare le attrezzature, perché hanno già realizzato molti Video-CV in passato e già lo strumento è inserito nelle normali procedure, ma solo come strumento di Pre-Selezione.
- 2 Utenti filmati, di età inferiore a 24 anni di media scolarizzazione, cioè con diploma.

CPI Pomezia

- 6 Operatori presenti per la fase teorica, insieme alla Direttrice del CPI
- 3 Utenti filmati di età inferiore ai 35 anni, laureati

CPI Cinecittà

- 1 Operatore con Tirocinante presenti
- 2 Utenti presenti, entrambi laureati, ma 1 utente con obiettivi di lavoro più manuali

CPI Tiburtino

- 2 Operatori presenti
- 1 Utente, età inferiore ai 24 anni, diplomato geometra

CPI Monterotondo

- 1 Operatore presente
- 3 Utenti di età inferiore ai 35 anni, laureate a pieni voti e con lode

1. YOUR EXPERIENCE: EVALUATION OF THE VIDEO-CV MODEL



A seguito delle riprese e della formazione nei singoli CPI, abbiamo riscontrato che seguire il Modello di Video-CV ha creato delle difficoltà tecniche, perchè non ci sono CPI in Italia che possono permettersi quelle attrezzature inserite nel KIT e soprattutto non ci sono operatori con quelle competenze. Il modello suggerito ancora non si inserisce nella routine delle attività degli operatori, probabilmente perchè gli operatori non hanno competenze di orientatori e non svolgono orientamento come attività lavorativa per gli utenti, perchè questo servizio è svolto da altri enti. Inoltre seguire il modello non adeguatamente sostenuto da allenamento e preparazione degli operatori con gli utenti, comporta un allungamento dei tempi di realizzazione. Perchè tutti gli utenti si bloccavano o inceppavano nell'esprimersi. Abbiamo preferito non fare tagli durante l'esposizione ma far ricominciare l'utente da capo, per dare una continuità all'eloquio, facendo sembrare meno finta la situazione e perchè non tutti gli operatori sono in grado di fare montaggio video e soprattutto in soli due CPI esisteva il programma funzionante di montaggio video.

2. POTENTIAL EFFECTIVENESS OF THE MODEL PROPOSED IN HELPING THE MATCHING BETWEEN JOB DEMAND AND SUPPLY

Il modello proposto aiuta l'incrocio domanda offerta perchè mostra il candidato prima di vederlo a colloquio, alzando le probabilità di aver convocato a colloquio la persona giusta e quindi di aver investito bene il proprio tempo. Inoltre in video il candidato usa il linguaggio del corpo e la voce che sono ulteriori indizi e informazioni preziose per valutarlo oltre il semplice CV. Il modello è utile anche nel momento in cui viene presentata una lista di link di Video-CV, divisa per categorie lavorative alle aziende del territorio. Infine se il video fosse realizzato in forma di intervista potrebbe mettere maggiormente a proprio agio l'utente, dando uno spaccato di un'intervista di selezione a chi guarda. In effetti è più realista un'intervista che un'autopresentazione del candidato.

3. PROBLEMS AND CRITICALITIES IN THE VIDEO-CV PROCESS

Preparazione - Invito

Le modalità per coinvolgere gli Utenti, sono state carenti, perchè in molti casi si è avuto Forfait di tutti gli utenti prenotati per le registrazioni, fa preoccupare soprattutto laddove il CPI di Porta Futuro vanta esperienza di oltre 2 anni sullo strumento Video-CV, sia per metodologia tecnica ma anche di comunicazione dell'efficacia per gli utenti. Come mai non si sono presentati tutti e 5 gli utenti scelti e che avevano confermato l'adesione alle riprese? Probabilmente la metodologia creata e affinata fino ad ora dagli operatori del CPI si basa troppo sull'attendere una richiesta delle Aziende per cui si svolge Pre-selezione, cioè gli utenti sono abituati al video curriculum solo se l'azienda lo richiede, invece secondo il progetto EVA, il Video-CV deve essere sempre proposto nei colloqui di orientamento perché è uno strumento valido a prescindere di una pre-selezione in atto, anche considerato il ridotto numero di aziende con cui il CPI Porta Futuro è a contatto. Infatti l'efficacia delle indicazioni del KIT sta nel fatto che laddove gli Operatori hanno introdotto lo strumento come prassi nel colloquio di orientamento, alla giornata di registrazione Video-CV si sono presentati tutti gli utenti che si erano prenotati, invece laddove è stato solo indicato che c'è questo strumento e i vantaggi che ne può dare con una comunicazione via mail o fuori dal contesto consulenza individuale, i risultati sono stati scadenti, cioè assenteismo.

Registrazione Contenuti

Gli operatori non hanno preparato gli utenti già con delle simulazioni, ma si sono limitati a fornire la scaletta dei punti da trattare e dando qualche suggerimento rispetto al contenuto e questo ha allungato i tempi di ripresa, perchè gli utenti si bloccavano, si sbagliavano e non si ricordavano mai i vari passaggi. In media abbiamo registrato il filmato 15 volte prima del definitivo.

Il risultato quindi della mancata preparazione anche nella simulazione senza telecamera si è espresso in Difficoltà nel ricordarsi il copione e tempi lunghi di realizzazione. In effetti di solito nei CPI per un utente non c'è molto tempo a disposizione e per realizzare un solo

filmato abbiamo impiegato un'ora a testa. La Difficoltà a ricordarsi il testo, è perché la situazione non è naturale e non rispecchia nemmeno una possibile situazione futura, perché in nessun colloquio la persona parla dall'inizio alla fine ad una macchina, senza interrompersi o senza essere mai interrotta.

Inoltre l'utente nel ricordarsi il testo e i passaggi risulta molto rigido nel presentarsi, anche dimenticando di usare il linguaggio del corpo. Infatti gli utenti sembrano sempre molto rigidi e questo è un peccato, perché il Video-CV esiste per dar visibilità e voce oltre il cv e prima di un colloquio reale.

Note Tecniche

Quando le riprese avvenivano con l'operatore non in linea con lo sguardo dell'utente e linguaggio del corpo dell'utente risultava troppo rigido e occorreva ripetere più volte le riprese. L'utente era seduto troppo in alto su quello sgabello, in stile provino, che quindi a mio parere condizionava in negativo ancora di più la sua tranquillità. Chi va disteso e rilassato ad un provino? Nessuno. Quindi se si crea il setting noto di un provino, si innescano condizionamenti psicologici che aumentano la tensione emotiva già presente in una ripresa con telecamera. La realizzazione del Video-CV non deve essere così, deve essere un momento in cui l'utente si presenta in modo naturale come se parlasse a qualcuno. Quindi meglio se seduto, anche con un tavolo davanti che permette di poggiare le mani sul tavolo e ricreare il setting del colloquio. Utile per allenamento al colloquio vero e proprio. Infine il fatto che l'operatore sia in linea con lo sguardo dell'utente vs la telecamera permette di sostenere con lo sguardo l'utente anche annuendo rispetto a quello che dice. Invece avere davanti una persona altrettanto rigida e ferma, anche per l'esistenza dei neuroni a specchio (Rizzolatti 1996), influenza evidentemente la rigidità dell'utente e quindi porta come risultato finale un filmato poco realistico, artificioso e non valorizzante.

Post Produzione

Abbiamo notato che a causa della dilatata necessità di tempo in fase di registrazione, si vanno ad assottigliare le tempistiche per montaggio e pubblicazione sul web e nel sito dedicato del filmato, creando così dispersione e inutilizzo dello strumento.

Anche nel montaggio abbiamo notato difficoltà tecniche e di competenze tecniche, perchè solo a Porta Futuro e Pomezia c'erano software e persone competenti su montaggio video e uso del web. La mancanza dei codec di Movie Maker compatibili per il formato del file da telecamera ha appesantito e allungato i tempi di tutto il processo. Purtroppo Movie maker non è più presente sui software windows e occorre aggiornare i codec.

4. SUGGESTIONS FOR IMPROVING THE MODEL PROPOSED

I suggerimenti riguardano la comunicazione dello strumento a imprese e aziende, magari con un vademecum o dei pdf standard da poter inoltrare, ma soprattutto suggeriamo una comunicazione più aperta sullo Strumento con seminari sul tema del Personal Branding cioè come fare marketing di se stessi usando il web e new media, fra questi ovviamente mettere in primo piano lo strumento Video-CV, portando come evidenze di efficacia il fatto che ci siano alcune aziende che già lo richiedono (grosse realtà come Costa Crociere/BNL) e quanti hanno ottenuto un colloquio dopo aver inviato un video curriculum. Inoltre come previsto dal KIT di EVA ad ogni colloquio individuale è necessario già presentare lo strumento secondo le indicazioni sopra espresse, cioè farlo diventare una routine presentarlo e informare della sua utilità.

E' necessario approfondire la formazione degli operatori sulle tecniche di montaggio video, in modo tale da poter proseguire nelle riprese anche dopo un errore dell'utente e di conseguenza per poter accelerare i tempi di ripresa.

Un'interazione con l'operatore potrebbe rendere più naturale la situazione, come fosse una conversazione, che serve all'utente a recuperare le informazioni rispetto ai 3 punti del KIT, ma anche all'operatore di aiutare, sostenere e guidare l'utente laddove perda il filo. E questa modalità di conversazione sarebbe sicuramente utile anche per i colloqui. In ottica selezionatore, vedere una persona che parla seguendo un copione, con molta rigidità, per

le difficoltà della situazione, credo sia poco utile, perché non offre in effetti uno spaccato del reale comportamento dell'utente, ma riporta una situazione artificiale, che ha in comune con il colloquio vero e proprio soltanto la tensione emotiva. Poter guardare un video di una persona che si presenta in modo naturale in una conversazione, fornisce spunti più vicini al colloquio e quindi più veritieri ed utili.

Infine suggerisco di dedicare del tempo all'utilizzo dello strumento, perché il più delle volte l'utente si aspetta che una volta realizzato il Video-CV, questo sia un presupposto passivo per essere contattati e quindi si dimenticano di averlo fatto. Insieme all'operatore, l'utente deve essere guidato nelle varie modalità di utilizzo e di caricamento nel portale del progetto. Con due modalità di utilizzo del video. Il CPI invia una newsletter periodica con il link da questo sito e però anche all'utente deve essere fornito lo stesso link in modo tale che possa in autonomia indicarlo sempre e sistematicamente sia tramite social che mail di presentazione.

ANNEX II

BRITISH EXPERIMENTATION REPORT

INTRODUCTION

For the experimentation phase Manchester City Council (MCC) commissioned the services of MadLab (Manchester Digital Laboratory) to deliver the filming of the Video-CVs and the associated training. MadLab deliver a range of tech, digital media and creative workshops in Manchester's Northern Quarter and have significant experience in video production and editing. Their Director, Rachael Turner, has previously worked for the Al-Jazeera TV network, while their camera operator recently won an Emmy award for excellence in television. As such there is a wealth of experience for service users and future operators to draw upon.

The reasons for our decision to subcontract this work out to MadLab are largely due to the nature of public sector reform in the UK. In the system in which we are now working, Local Authorities are increasingly expected to commission services externally rather than deliver them in-house. This is a trend that is expected to continue for the foreseeable future. In addition, the scale of job-losses at local authorities such as Manchester City Council means that it would be impossible to recruit staff to deliver the project, and the nature of continuing reforms would mean that this would likely be unsustainable anyway.

As technology has advanced somewhat over the duration of the project, and certainly since the V.I.D.E.O. project several years ago, we have focused on the Video-CV model as a tool that can compliment a job-seeker's existing portfolio rather than something that will be useful in isolation. The cheap (or free) and easy to use tools that are available to users and ease in which video can be created and shared on the internet has been a major influence in this. As research has shown, a job seekers' whole online presence, including video, can have a positive or indeed negative impact on their employability.

In response, MadLab have developed workshops that focus on Video-CVs in relation to various social media platforms, including FaceBook, Twitter, Vine and more. In these workshops the young people are heavily involved in the design of their own Video-CV.

The first part of the training is held at MadLab's office and is delivered by MadLab staff and colleagues from local digital companies. It is attended by the young people and members of staff from their organisations, who are taken through a day long workshop looking at social media. They are introduced to the concept of Video-CVs and are shown some examples, and are then encouraged to give feedback on what they liked and didn't like and think about these examples when making their own Video-CVs.

The second day of the workshop runs through how to use the equipment, how to plan the shooting and the filming of the Video-CV itself. Participants are encouraged to film at least some of their CV in places where they are comfortable and in places where they can demonstrate the skills and attributes that they are trying to get across in their video. They also bring in any photos and videos that they already have that they would like to incorporate into the film, and shoot some pieces to camera in an interview style. This gives them a range of footage that can be edited down to a final Video-CV that is more dynamic and engaging than just talking to the camera. Again, this day is attended by the future operators from the providers involved.

The equipment used included:

- High quality but consumer grade video cameras
- Tripod
- Simple lighting
- Projector (optional – to provide background when filming interview style sequences)
- Sound kit (microphone etc)

A third workshop is planned for the operators from all centres once the filming of the CVs is complete. This will likely be split into 2 parts; filming and editing, and will aim to equip the operators to produce CVs at the same or a similar level of quality as those produced by MadLab.

For the test CVs we recruited two young people through Manchester Connexions, an organisation that offers information, advice and guidance to young people to help them make positive choices and to succeed in education, employment or training. Both have attended college and have some qualifications and both were looking for employment or training. Neither have any special needs or disability, although one of the two has a mild speech impediment.

The two test sessions were carried out towards the end of December 2014. The resulting Video-CVs have been uploaded onto Vimeo (link and password previously circulated). In Manchester we continued to follow the project timeline that we had been given at the start of the project that scheduled work package 6 (transferring the video-CV tool) to begin in January 2014. We had therefore already started rolling out the project to other centres before this report was written, and have included our experiences from the initial roll out in addition to our experiences from the testing phase.

1. YOUR EXPERIENCE: EVALUATION OF THE VIDEO-CV MODEL

The two initial tests were very successful. Both the participants and their provider (Connexions) were very happy with the service and the quality of the CVs was outstanding. The Video-CV model was effective in a number of ways, some of which had not been anticipated, and some of which were more relevant for some users than others.

The most obvious benefits for the young people we have been working with centred on the improvements to their own self esteem and confidence when trying to articulate their skills and attributes. While they had traditional paper CVs they were not necessarily confident in talking about themselves positively in a clear and concise manner. The initial stages of the Video-CV workshops allowed them to really think through how they wanted to present themselves, and all of the things that they could say when trying to make an impression on the viewer.

This has been especially evident for young people with fewer qualifications or direct work experience who struggle to come across positively on paper. These young people have been able to demonstrate softer skills through their video-CVs that show that they are able and ready for work or training.

Feedback from the providers taking part was very good, including comments such as “The work you do is fantastic, and the young people loved it.” Feedback from other organisations was also highly positive and justified the more dynamic approach taken.

2. POTENTIAL EFFECTIVENESS OF THE MODEL PROPOSED IN HELPING THE MATCHING BETWEEN JOB DEMAND AND SUPPLY

The effectiveness of the model in matching individuals to jobs is not something that we have been able to test properly yet, but is something the MCC is highly interested in exploring over the remaining duration of the project.

Our test CVs showed that the model can be effective at helping match the user to a job, but at present this may be limited to a few industries and sectors. One of the participants in the test phase was interested in technology and video game design, and his Video-CV really showed off his passion for these subjects. MadLab were able to promote his video through their network of digital, technology and media companies who immediately gave

positive feedback and within a few weeks the user had been offered and apprenticeship supported by a well known games publisher and developer.

In other industries, anecdotal evidence suggests that the Video-CV model will be more useful in supporting more traditional applications for work or training. Current systems and processes do not always allow for applications to be made through non-traditional means. There is more work to do on evaluating this and is something we hope to explore further in Manchester in the future.

3. PROBLEMS AND CRITICALITIES IN THE VIDEO-CV PROCESS

Following the experimentation phase, a variety of stakeholders have had the opportunity to view and comment on the initial Video-CVs. While the feedback on the CVs themselves was overwhelming positive there were several valid issues raised about the model.

Firstly, when using a traditional paper based CV, it is now expected that you would tailor your CV and application to individually match any application that you make base on the requirements for the specific position. This is much harder to achieve with the Video-CV model where once the Video-CV has been produced it is likely to remain static.

Secondly, and related to the first point, it is more difficult to update a Video-CV following a change of circumstances. Young people in particular are likely to be rapidly adding skills, experience and qualifications to their CV as they make their first steps onto the career ladder. On a traditional CV changes or additions can be made in a few minutes; however with the Video-CV model this would be more difficult. The problem that this creates is that Video-CVs are likely to become rapidly out of date, and given the ease with which video can be copied and circulated online this could disadvantage the user should their video be removed from their control.

Thirdly, the quality of the Video-CVs is heavily dependent on the quality of their editing. While filming and production can be relatively simply with some basic training and good quality equipment, the editing process is less easy to learn and takes more time and practice to get right. The risk is that with bad quality editing the finished CV may be more of a hindrance than a help.

The only other problems that were experienced were a consequence of the nature of the young people involved. This included things like arriving for the workshop late or not turning up at all, causing problems for the subcontractor who had already booked staff and equipment. However this risk could be experienced by almost any work with young people and is not directly attributable to the Video-CV model.

4. SUGGESTIONS FOR IMPROVING THE MODEL PROPOSED

Our experience of the first phases of this project and the feedback we have been given so far highlight how useful free, existing online resources can be to the Video VC project. It is suggested that the model be updated to take this into account. For example, people are able to upload their Video-CV onto a website of their choice, e.g. YouTube or Vimeo, making the file private and controlling access with a password. This means that the Video-CV remains completely in their control and that they themselves can remove or update it when they think it is appropriate. It also means that their video will be hosted on a free and easily accessible platform. As discussed above, if the video is hosted on the EVA website and is out of their control, any change in circumstances would make it out of date and potentially have a negative impact on their employment prospects.

While the Kit of materials is useful, this should not be too prescriptive. It should be presented as a guide, or one of many options, in how to go about filming a Video-CV. The circumstances in each country, of each participating provider, and each individual will be different and therefore there should be a higher degree of flexibility in the model.

ANNEX III

GREEK EXPERIMENTATION REPORT

INTRODUCTION

Experimentation face for Video-CV project took place at IEKEP premises, and it was implemented in three stages, all took place during January – February 2014:

1st: Informative/ Selection stage

2nd: Counselling Stage

3rd: Filming Stage

More specifically, these three stages can be presented as below:

1st stage:

IEKEP has started to real disseminate the goals and the aims of the projects, but focused on this specific target group: unemployed youngsters, graduated from tertiary level institutes. This target group was easily to be found in-between IEKEP's students and beneficiaries, which had already participate in training programs.

Dissemination channels for this phase was:

- Communication through telephone
- Mailing list
- Open call from IEKEP's site
- Personal networks

At the end of this stage, and after screening procedure, we choose two representatives for the pilot filming of Video-CV's and 8 others as the first line of filming after Granada's meeting and form's validation by all partners.

It is also very important to highlight here, that through this procedure, we also found our film-maker / editor directly from beneficiaries: One young girl, graduated from School of Directors and still unemployed, took the advantage to help us with the filming and editing procedure. Her involvement with the project was a real added value for IEKEP, as:

- Level of the products – Video-CV's was more professional, but not that much professional (so easy adaptable from other organizations that they don't have budget/resources to hire a real director)
- She is well connected with the target group as a member of it, so she could easily understand special needs of our beneficiaries and adapt Video-CV's in their reality.
- She has the opportunity to find a professional solution by this project, at the middle of its implementation.
- As youngster, she creates trendy and useful Video – Cv's, in the sense of marketing.

2nd stage:

During counseling procedure, IEKEP's training manager used his Psychologist ID in order to facilitate these two beneficiaries to understand the Video – Cv's value, to create a schedule for the filming phase, and to realize in which kind/ type of organizations they will address their Video-CV's.

We applied several techniques that we use in Vocational Orientation process, especially those who are developed in European Frameworks (Competence Coach, Video – CV, TIPEIL etc). Very helpful was also for the procedure the partial use of Holland's Vocational Orientation test.

Our editor participated actively in this stage of the project, facilitates our beneficiaries in their final decisions.

3rd stage:

This phase was the last one, and came as natural conclusion of the previous counselling procedure:

These two beneficiaries (Maria & Dimitris) came together with us and director, in order to produce their Video-CV's. The whole procedure lasted for 3 hours per each Video – Cv.

The main conclusions are following.

1. OUR EXPERIENCE: EVALUATION OF THE VIDEO-CV MODEL IN GREECE

These two months of actual implementation in the framework of EVA project, was really a great and productive chance for our beneficiaries, but also for our institution, in order to facilitate them inside their vocational orientation, and to help them realize the usefulness of a Video-CV.

As the number of participants in this phase of the program is not particularly high, the conclusions of the possible participation cannot be taken into consideration as indicators of the overall performance of the project. But they offer a good overview of the progress of the project, and give an opportunity to plan effectively and in a better way the next phase, namely the development of twenty-five biographical videos.

General comments from our ten participants (+ director) about Video-CV model, as described during the piloting procedure are:

- It's a nice way to "sum up" your professional ID
- It's a practical tool to reach potential employers
- You can advertise yourself through this
- You can use it as complementary element for a professional appliance
- Elements in – paper seems to be necessary

From IEKEP's point of view, the whole procedure was really interesting. Through several counseling techniques and methodologies, we achieve the highest level of commitment from our beneficiaries, in order to participate in Counseling procedure, and then, two of them as a start, to film their Video-Cvs.

The whole action was running very intensively during these two months. The cooperation between different parts (beneficiaries – director – counselor) was also very efficient.

2. POTENTIAL EFFECTIVENESS OF THE MODEL PROPOSED IN HELPING THE MATCHING BETWEEN JOB DEMAND AND SUPPLY

As we already mentioned here, the number of participants was not that indicative to give us results about project's effectiveness. But beneficiaries' self-esteem, their willingness to spread their new Video-CV to potential employers, and the commitment of all the other participants to create also a Video-CV, shows that this project will help them to gain and to achieve their professional goals from the very beginning.

3. PROBLEMS AND CRITICALITIES IN THE VIDEO-CV PROCESS

There were no big issue aroused during the Video-CV implementation. One of the first rules that every organization has to keep, is the careful need's diagnosis of its beneficiary in order to select those who really have an interest in the program and they will be involved with the highest degree of commitment during the implementation phase.

Another issue is very common to all Video-CV's project that we had implemented with several target groups: The exposure fear. Counselling has to be focused very intensively on facilitation to overcome these kind of obstacles, and to create a Video-CV that it looks more "physical" and more connected with the real life.

4. SUGGESTIONS FOR IMPROVING THE MODEL PROPOSED

Some useful suggestions according to our experience are:

- It's very important to have a Video-CV created not only by one scene, but filmed in different places and with different techniques (i.e. narrative parts)
- It's useful to use a musical background (music carpet) inside Video-CVs. In our case, we left this carpet in our beneficiaries' choice.
- You can use different angles inside filming. Also its efficient and more "catchy" to implement different scenes with movement, gestures and captures of real workplace that beneficiaries can show their skills and abilities.

ANNEX IV

SPANISH EXPERIMENTATION REPORT

INTRODUCTION

The Training for Employment Section of the Provincial Government of Granada (Diputación) developed the training action "Drafting, Shooting and Editing a Video-CV" on February 20, 26 and 27 and March 13 within the framework of the E.V.A. Project (Enhancing Competences Through the Video-CV Aid). This project belongs to the Lifelong Learning Program, Leonardo Da Vinci Subprogram, of the European Commission. Its main goal is to improve the competences of the technical employment and guidance staff working at the partner entities within the National Network in the countries involved (Spain, Greece, Italy and United Kingdom) for drafting, shooting and editing a Video-CV.

Aimed at:

14 Employment and Guidance Employees of the partner entities of the E.V.A. Project of the Province of Granada.

- Provincial Government of Granada. Training for Employment Section.
- Mancomunidad de Municipios de la Comarca de Huéscar.
- Mancomunidad de Municipios de la Costa Tropical de Granada.
- Red Cross of Granada.

Place and dates of the experimentation

CIE Building of the Provincial Government of Granada. Avda de Andalucía s/n, 1st Floor. Aula Online, Granada. February 20, 26 and 27 and March 13, 2014. Time: from 9 am to 2 pm.

Teaching staff

Employee with over fifteen years of experience in the audiovisual field - in all phases of the production, from the development of the idea and the script, pre-production, production and post-production. He established his own production company in Colombia and another one in Spain, Chévere Estudio Audiovisual, where he undertakes the responsibilities of producer and director.

Methodology

Each session consisted of a theoretical presentation supported by visual and audiovisual material. The students participated actively in several practical exercises which will later lead to the creation of 2 Video-CV.

The exercises will be done in pairs or groups and will cover all the phases of the development of a Video-CV.

Material

The sessions were supported by the presentation of the teaching staff and by the kit of guidelines and training guidance materials to create a Video-CV within the framework of the E.V.A. Project.

Equipment

Desktop computers and laptops, video-cameras with microphone connection, microphones, lights, reflectors, tripods, card readers, USB sticks, video editing software Windows Movie Maker and Lightworks, Internet connection, projector and TV screen.

Working sessions

February 20

1. Basic audiovisual concepts. How to write the script of a Video-CV.
 - 1.1. The audiovisual language.
 - 1.2. The concept of time from an audiovisual perspective.
 - 1.3. The literary, technical and graphic script.

- 1.3.1. The Video-CV. Development of the idea.
- 1.3.2. Creative Video-CV vs formal Video-CV.
- 1.4. Examples.
- 1.5. Workshops on Video-CV ideas. Writing a Video-CV.

February 26

2. Types of shot. Framings. Technical competences.
3. Audiovisual technology. The camera.
 - 3.1. Basic functions of a digital video-camera.
 - 3.2. Video recording on mobile devices.
4. 3-point lighting basic theory.
 - 4.1. Knowledge on the lighting equipment.
 - 4.2. Artificial lighting and lighting with domestic elements.
 - 4.3. Practice: Shooting a Video-CV.
 - 4.4. Practice: Shooting a Video-CV on a mobile device.

February 27 and March 13

5. Basic theory of edition. Cuts, transitions and conceptual edition.
 - 5.1. Shot order, narrative thread and raccord. Shot association. Proportional leap cut (movement). Movement directions. Camera axis.
 - 5.2. Video editing software. Basic functions of mass-market software such as Windows Movie Maker, Apple iMovie and mobile devices applications.
 - 5.3. Video-CV editing practice using Windows Movie Maker.
 - 5.4. Video-CV editing using a video editing application.
6. Skills for domestic audiovisuals.
7. How to upload videos to websites, social networks and knowledge on the promotion of a Video-CV.

After the training sessions, two of the involved entities presented examples of experimental Video-CV: the Red Cross of Granada and the Provincial Government of Granada.

1. YOUR EXPERIENCE: EVALUATION OF THE VIDEO-CV MODEL

Overall, we consider this Video-CV model to be a very innovative and different tool for the job-seeking process. This model emphasizes basic and distinctive aspects such as personal skills as well as other skills necessary to show specific behaviors of people in certain situations. The suggested model is an outstanding starting point for the shooting of a Video-CV.

The three main sections ("who I am", "what I can do" and "Me in the future") show that the model structure prioritizes the personal aspects as well as the applicant's skills and goals in comparison to the traditional CV, which is more focused on training aspects and work experience. This is a key element for the adaptation to the new demands of the employers, who are starting to give more importance to the personal skills of their future employees. It provides an opportunity to show all the competences of an applicant through the visual language during the job-seeking process.

Personal and professional self-knowledge. As the model sets forth, it is highly important for the technical staff and the applicant to work in conjunction on achievements, skills, competences, etc. which may involve the applicant in the development of the script and the achievement of the goals set. This way, the responsibility will not be entirely taken on by the counselor throughout the first stage.

The basic model is appropriate. However, it does not have to be followed strictly, but it should be adapted to the person recording the Video-CV. One of its main advantages is the possibility of innovating and developing other Video-CV models which may be more effective for the employers.

2. POTENTIAL EFFECTIVENESS OF THE MODEL PROPOSED IN CONTRIBUTING TO THE BALANCE BETWEEN JOB OFFER AND DEMAND

As we have already mentioned, the Video-CV is a very recent tool which may turn out extremely helpful during the job-seeking process, since applicants can use it to sell their own professional competences and skills, while the employers are offered more information. This results in easier filtering processes as well as in time and cost reductions. It allows to include aspects which cannot be showed in the traditional on-paper CV. The Video-CV should emphasize the applicant's competences which are directly related to the position.

This allows the employees to show their training, experience, competences, etc. in a quick way. It is therefore a very useful tool for labor intermediation. The employer can obtain specific personal information about the applicant as well as information about their career, companies and occupations.

The Video-CV is a tool which allows the unemployed to stand out from the rest of applicants. The social networks and the Internet have become an extremely powerful tool for the dissemination of the Video-CV. The Video-CV can be easily uploaded online, which enables a modern and updated job search.

It is necessary to adapt the Video-CV to the position applied for. If the Video-CV is uploaded to social networks, YouTube, Facebook, etc., it should be easily accessible, and not necessarily found as a response to a specific job offer. The pre-selection possibilities are enhanced this way.

3. PROBLEMS AND DISADVANTAGES IN THE VIDEO-CV PROCESS

- The technical staff is required to have a certain degree of specialized training on video edition and creation. The Project included an appropriate training, but it would be necessary to expand it so that the technical staff can have the tools and competences necessary to deal with the shooting of a Video-CV in the right way. In the future it will be necessary, special sessions for update the knowledge of the operators about how to recording Video-CVs.
- Not all profiles are suitable for a Video-CV, as they can have the opposite effect for the employer.

- We very often work with applicants who face serious challenges in accessing the digital world. They may not have the means necessary to carry out such an activity.
- The applicant may also find it difficult to show their own competences and include them in a Video-CV. The time devoted to the preparation before the shooting may be excessive.
- Difficulty to summarize very important aspects in only one and a half minute.
- Excessive dedication (tests and preparation) as to the time required for the creation of a suitable and effective Video-CV.
- Stage fright, sense of the ridiculous and lack of creativity to create a differentiating and quality project.
- Need for appropriate technical means to create a quality product.

4. SUGGESTIONS FOR IMPROVING THE MODEL PROPOSED

- Creativity: Importance of creativity to come up with a differentiating and effective Video-CV.
- Intermediation of the Video-CV: Although an online platform was developed to host the Video-CV of the project, to which the employers have direct access and the applicants can send their Video-CV according to their profiles, it would be necessary to implement such tools at the national level. The promotion of the initiative through different measures - for instance, some job offers could only be applied for through Video-CV.
- Training for the technical staff: When planning the training, it would be convenient to set longer intervals between sessions in order to take in the knowledge acquired and put it into practice in the following session.
- Importance of the audiovisual language: Written language is quite different from audiovisual language. It is therefore necessary to have some knowledge in order to put the written script into pictures and to convey the message to the target recipients appropriately (shots, sequences, sequence connections, framings, time references - present, past and future -, how it is specified who is talking in the video, etc.).
- Video editing software: Windows Movie Maker was used to develop the training. Throughout the training, several questions arose as to the video edition process. Said

questions could not be solved through this video editing software, which resulted in the inclusion of a different video editing tool which did actually respond to these questions. Lightworks is also free software, but it offers more professional quality.

- Better video editing programs: The programs used were aimed at non-professional users and are not convenient for the creation of a suitable Video-CV.
- Background: Instead of using a white or black background, a sort of stage can be set up which would be similar to a work environment, a leisure place, etc. Key elements related to the main aspects to be highlighted could be included as well.
- Equipment: Use of mobile phones and tablets: As far as the materials, we have used those specified in the project, but we have also referred to recording the Video-CV using mobile phones and tablets. These devices offer a wide range of possibilities and are accessible by many. In addition, they offer a great product quality.

5. SUGGESTIONS AND COMMENTS

We have been dealing with a brand new tool which must be continuously updated in order to respond to the developments of both the labor market and the technical equipment used.

It is important to consider the employers' opinion in order to adapt the Video-CV to the different goals and specific profiles.