



## Synthesis of the reports on testing phase by referents

### 1

The role of the post test session was to make it possible to evaluate the level of comprehension and integration of the RM method of development of the decision-making process interview. But, also, to take evaluate the implementation of the tools inspired by the ITEP tools to fight against school or social dropout in the structures partners.

#### **A) About the atmosphere of the post test, its duration, the number of the participants, materials used, etc ...**

In the various counties, the average of the post test session was 6 hours over one day. On the whole, all the partners speak about a positive atmosphere and a good cooperation of the trainees.

#### **B) Pedagogical organization, observations and results of the Post test session**

The post test session must be considered as an additional element included in the testing phase, about twelve weeks after the session 8. That's why most referents began the post test session by asking for a feedback of the trainees about the distributed tools (video, writing documents and ITEP tools) of the other sessions.

In general, students said that they were satisfied with the implementation of the method.

Most of them had used the method during the previous weeks in the context of their work. But, in some country, some trainees could not apply the method because they were not working directly with people in dropout situation.

After the feedback of what happened since the last session, referent 1 organized the post test in three parts: The introductory questionnaire (to evaluate the level of understanding of the trainees regarding the method); the competence sheet evaluation (testing interviews using the method); and students presentations of their project including the method and using ITEP Tools model.

### **1) What show the results of the introductory questionnaire?**

The questionnaires show that the trainees understood the interest to use the tools proposed.

The results show a very satisfactory level of comprehension of the method: principles, different steps and their objectives. Only some no suitable answers were collected, certain trainees making of confusions between the concepts of perceptions and “important”. As a whole, the results are in conformity with the most optimistic forecasts that the referents had made. These results show that the choices which were done to transmit this method were overall relevant. The good level of cooperation on behalf of the trainees is also to notice. It arises from the questionnaires indicated by the trainees at this ultimate session, as of the observations made by the trainers of the various countries that only some adjustments will have to be made in order to make even more dynamic the module of formation (less time devoted to the simplest phases of the interview and more time for the more complex steps ....

A great homogeneity of the responses is to be observed on the whole of the countries partners.

## 2) **The competence sheet evaluation:**

At the beginning of the interviews, the referents 1 observed that their presence, the evaluation, could generate a small apprehension for the trainees. But after a short time, trainees could show their knowledge and for some their integration of the method.

It was easy to locate the various stages of the interviews. The evaluation grid of the training Kit made it possible to note the level of each trainee objectively.

This form of evaluation gave satisfaction.

## 3) **Concerning the experimentation of the projects directly inspired by the approach and the tools developed by ITEP:**

The report is also very positive in the whole of the countries. Many projects were concretely set up successfully, in spite of certain difficulties to find the practical ways of a good implementation. Some exemples here:

### a) **In Spain:** Example of the center: "Poble Nou"

Three of the trainees work in a center where children come to improve their academic progress and because they are at risk of social exclusion.

Their main difficulty, when they try to work with children through games and activities, is that children do not respect the rules. They fight with each other and two of them usually leave the class to draw attention.

They created a new game with strict rules which goal is to teach children how to play and work in pairs and how to achieve a common goal: finish the whole game.

Each time when a rule was not respected the trainees stopped the game and applied the method on the group.

If only one student had been stopped they applied the method also individually after the class.

The idea is that they have to achieve the goal together. Until now they have done 6 sessions and they have seen that peer pressure occurs when one of them is thinking about leaving the class in order to win.

Also they believe that the intrapersonal relations and the interpersonal relations have improved in these 3 months.

**b) In France:**

- Temporary educational assistance for pupils in school dropout situation: Interviews in the school center by an external person trained to apply the method.
- Pedagogical mediations: Lipdub (video clip) ; film using the stop motion; chemical experiments; molecular kitchen; light painting ... All this by using the method to help the young people to understand the effects of their micro-decisions during the activities.

**c) In Iceland:**

- A group of students made a short film where they wrote a script, made recordings, edited and finished a short film. The script was based on their experience. They then showed the short film to a group of interested people and got very good reviews. The experience, according to the participants was positive and the method useful. The objective was to introduce new skills and for the group of students to experience making something from scratch.
- A group of students wrote a short essay about themselves as a part of self-confidence course. Then the students gave presentations to the teacher describing themselves and their goals. The objective was to help the students discover their own strength and advantages.

All in all, the returns of the various national and international partners collected in Iceland a few weeks ago, indicate that the tools provided by the ITEP to help with the development of the projects were considered to be relevant and useful.

**d) General account of the achievement of the testing phase:**

The tasting phase shows that the pedagogical choices we have made to transmit the method are overall relevant.

An important level of cooperation with the trainees was observed throughout the tasting phase.

Also all the students that have applied the method said that they want to continue applying it because they see it as an useful tool. It has been a good opportunity to improve the transfer and testing phase with their recommendations like the high value they put on the pedagogical tools (video), the need to improve the theoretical presentations, etc.

Referents 1 noticed that we focused the sessions in discovering and applying the method and trainees know better how to apply it than being familiar with the concepts or theoretical statements in a strict way.

The role-plays made it possible to obtain a homogeneous level of understanding.

The document used to give an account of the projects set up seems well adapted.

Some details could be improved:

- Spend less time to the easiest steps (1 and 2)
- Devoted more time to discovery and comprehension of the step 4.

**e) What remains to be achieved before the final event of the 6th of November 2015?**

To analyze thoroughly the evaluations which were made of the whole testing phase.

To finalize and validate definitively the pedagogical kit, and to supplement it while adding some writings bound for the trainers in order to help them transmit with more effectiveness the developed tools.

To give an account of the whole Capwin project and to define the possible continuations and applications locally, on a regional level, nationally and at the European level.