

Solution by Inclusion

WP6 – Test & Validation Plan

Classroom and online testing

Consolidation report

CONSOLIDATION REPORT FOR PILOT TESTING AND VALIDATION WITH TARGET GROUPS

Partners involved: GEM16+, Tradium, IAL FVG

Number of people reached through Classroom + Online testing

Students: 2226

Educators: 237

Parents: 300

Introduction

This consolidation report is meant to examine the results of the Classroom and Online testing performed at GEM16+, Tradium and IAL FVG with regards to the Solution By Inclusion Combined and Expanded Toolbox. The report summarizes some basic information, (such as the target groups involved in the activities and the organization of testing) and it provides for an overview on the feedback and comment collected with the implementation of the activities.

CLASSROOM TESTING

1. DESCRIPTION OF THE TARGET GROUP

In all 3 organizations, an average of 2 teachers were involved in the implementation of the sessions.

Regarding the number of students, the minimum were groups of 8 people, while the maximum was a class of 29 (Tradium)

The students' ages ranged from 14 years old to late 30s.

2. HOW WAS THE TESTING ORGANIZED

In all three organizations, the sessions started with an initial preparation of the teachers involved. They ³ all studied the materials (Combined Toolbox) and slightly adapted the sessions according to their target groups.

Some exercises, which were defined as repetitive, were removed.

The sessions with students lasted around one or two hours, depending on the exercises to be implemented.



3. SUMMARY OF FEEDBACK

○ Clarity of the activities' objectives, as perceived by participants.

Generally speaking, objectives of the activities were quite clear, although they required thorough explanation, and most of the times it was necessary to create customised presentations to cater for the students.

Tradium in particular reports that most students in one class were quite confused concerning the objectives of the activities, and they also had a hard time figuring out the purpose of the activities in general.

○ Overall clarity of tools/methods, as perceived by participants.

The clarity of tools and methods was overall perceived in a positive way by participants, although some tools were regarded as easier than others, for examples:

“Diversity & stereotypes”: clear

“Solution 6 - Using music, art, drama as teaching methods”: not clear

“Solution 1 – Real Assignments”: not clear

Furthermore, some tools were perceived as a bit repetitive, as the same exercises are suggested in different tools.

○ Comprehension of instructions

Generally, instructions were found clear, although some grammatical errors were spotted. With this regard, it is suggested another proof-reading of the material, in order to correct the eventual errors.

Teachers adapted the tools according to the classes they were going to do the activities with. They mostly had to simplify the activities.

○ Correct time management

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At GEM16+, one particular tool, Educator's Manual to LINK Rituals – 3. Loneliness, took quite long, more than 1 session. As for the other tested tools, since they had to be adapted for students and remove repetitive activities, the sessions were shorter than anticipated in the provided packs.

At TRADIUM, teachers concluded that some of the activities had too much material to be carried out in time, while others had too little material to match the time interval. Thus, the relationship between proportion and content was not balanced.

On the other hand, at IAL FVG no particular issues raised with regards to time management.

○ Level of perceived tools' usefulness in improving relationships and social inclusion within the school environment.

Students mostly agrees that some activities could be useful in improving relationship and social inclusion, although it also depends very much on the teachers, since some of them are more sensitive and already attentive to this kind of issues.

The sessions facilitated the discussion of topics that are prevalent, especially among teenagers, thus, also helping them to get to know each other better in an informal setting. Students found the activities to be fun and engaging, and one could observe this during every session, particularly the more active ones, ex. The Work on Topic (Peer Learning) in the Second Solution – Outdoor activities and training in nature.

The students enjoyed working with the video production activity presented in "Extracurricular activities (e.g. music, dance, art, crafts etc.)". They also responded positively to "Solution B: Strengthening teacher-student relationships", as they had a chance to speak freely and to be heard.

On the other hand, some students stated that none of the activities had had an impact on improving relationships within the school environment.

The teachers who attended the "The Dialogue & Interview Guide" responded that they appreciated socializing with the students outside the classroom in which they gained useful information about the students' well-being.

○ Level of perceived tools' usefulness in improving the students' well-being within the school environment.

Some students in did not perceive the tools to improve their well-being. They actually experienced a feeling of confusion and had a hard time connecting the tools to the intended advancement of wellbeing. At the same time, some students had a very positive perception of the usefulness of the tools.

Both students as well as teachers feel the tools are quite useful, although it was not possible to foresee⁵ the development in the long run.



○ Perceived impact in terms of communication

Some of the students in stated they have improved their communication with their peers and their teachers. At the same time, other students did not share the same perception.

Teachers who attended the “The Dialogue & Interview Guide” concluded that the session improved the communication between teachers and students.

○ Interest in undergoing Solution By Inclusion activities regularly, possibility to embed them within the learning programme.

Some students would like to undergo Solution By Inclusion activities regularly. Other students concluded that they are not interested in undergoing further activities on a regular basis.

Teachers who attended the “The Dialogue & Interview Guide” would like to undergo the same activity a few times a year, as they saw a relevance in creating an intimate space for dialogue between teachers and students. In smaller groups, the students seem to dare sharing their inner thoughts and feelings, and the teachers have a chance to gain knowledge about the individual student’s well-being.

A couple of teachers reported they felt a bit uncomfortable performing an exercise with the students, the “Curl and throw”. According to their perception, there is no need to facilitate this kind of informal behaviour by encouraging the students to throw paper balls at the teacher. This activity was perceived by two teachers as crossing personal and professional boundaries. They felt that the majority of modern teachers today, are fully capable of balancing a formal and an informal atmosphere in the classroom, as this simply happens organically/authentically.

ONLINE TESTING



SUMMARY OF FEEDBACK

○ Level of interest generated by videos

In some cases (GEM16+, IAL FVG), the use of videos played a significant role in aiding the testing of classroom tools in terms of facilitating a comprehensive understanding of the selected tools. Overall, the use of videos in the different sessions, was found to be useful in enhancing the meaning of the selected session theme/s. These impacted the various sessions and generated further discussion during the sessions. Using visual tools helped to make the sessions feel varied in terms of students' engagement.

At Tradium, the level of interested generated by the video was quite low.

○ Comments on the relevance of the Toolbox to enhance the mental well-being and social inclusion of students in the school environment

Some students expressed mild opinions regarding the relevance of the Toolbox to enhance the mental well-being and social inclusion of students in the school environment.

On the other hand, other students and teachers think the Toolbox can play a vital role in enhancing students' mental well-being and social inclusion in the school environment. Through these sessions, further exploration was possible into relevant topics, such as loneliness, friendship, and mental wellbeing which can promote the well-being of students in various aspects of their lives. The latter include academic and personal elements in their lives. Such interventions create proactive measures that address issues before they escalate and foster a positive and inclusive school environment for all students.

○ Level of interest for a potential implementation of the tools in the respondents' institutions

The implementation of the tools in the respondents' institutions has been generally perceived as a potential option to be explored, or to integrate some already existing activities.