



„IN ITINERE. Access to work, go to work safe (INIT)”

EVALUATION – RAPORT
Stowarzyszenie Na Rzecz Osób
Niepełnosprawnych „Radość Życia”



VIDEO NAME

VIDEO 1	<u>Road accidents and commuting accidents</u>
VIDEO 2	<u>On foot to work</u>
VIDEO 3	<u>Going by bus</u>
VIDEO 4	<u>Displacement by Tram</u>
VIDEO 5	<u>Take Metro</u>
VIDEO 6	<u>Going by bike</u>
VIDEO 7	<u>They drive me by car</u>
VIDEO 8	<u>Going to work I am safe</u>



I. The objectives of the output are:

VIDEO 1

- An indication the dangers of moving car, bike, etc.
- An indication of the threats that we face on the road as drivers and pedestrians
- Present the scale of accidents that take place on the way to and from work
- Present the benefits of using public transportation (subway, bus)

VIDEO 2

- An indication the dangers of travel on the road on foot
- An indication of the threats that we face on a pedestrian crossing with traffic lights and without
- Presentation of the risks of using cell phones while passing through the street
- Knowledge of the road traffic rules

I. The objectives of the output are:

VIDEO 3

- An indication of the dangers of moving by bus
- An indication of the threats that we face on the road as a bus user
- Presentation of correct and incorrect behavior when using public transport
- An indication of the dangers of improper behavior on the bus

VIDEO 4

- An indication of the dangers of moving by Tram
- An indication of the threats that we face on the road as a Tram user
- Presentation of correct and incorrect behavior when using public transport
- An indication of the dangers of improper behavior on the Tram
- Dangers that can appear during get in and get off of the Tram

I. The objectives of the output are:

VIDEO 5	<ul style="list-style-type: none">- Presentation of the rules of safe behavior on the road as a pedestrian- Presentation of the principles of safe get in and get out the Metro- Presentation of the basic rules of social intercourse when using the Metro- Showing the risks associated with the movement of Metro- Showing the benefits of using the Metro as a means of transport
VIDEO 6	<ul style="list-style-type: none">- Showing the proper and improper behavior when moving by bicycle.- Showing the risks associated with riding a bicycle on public roads

I. The objectives of the output are:

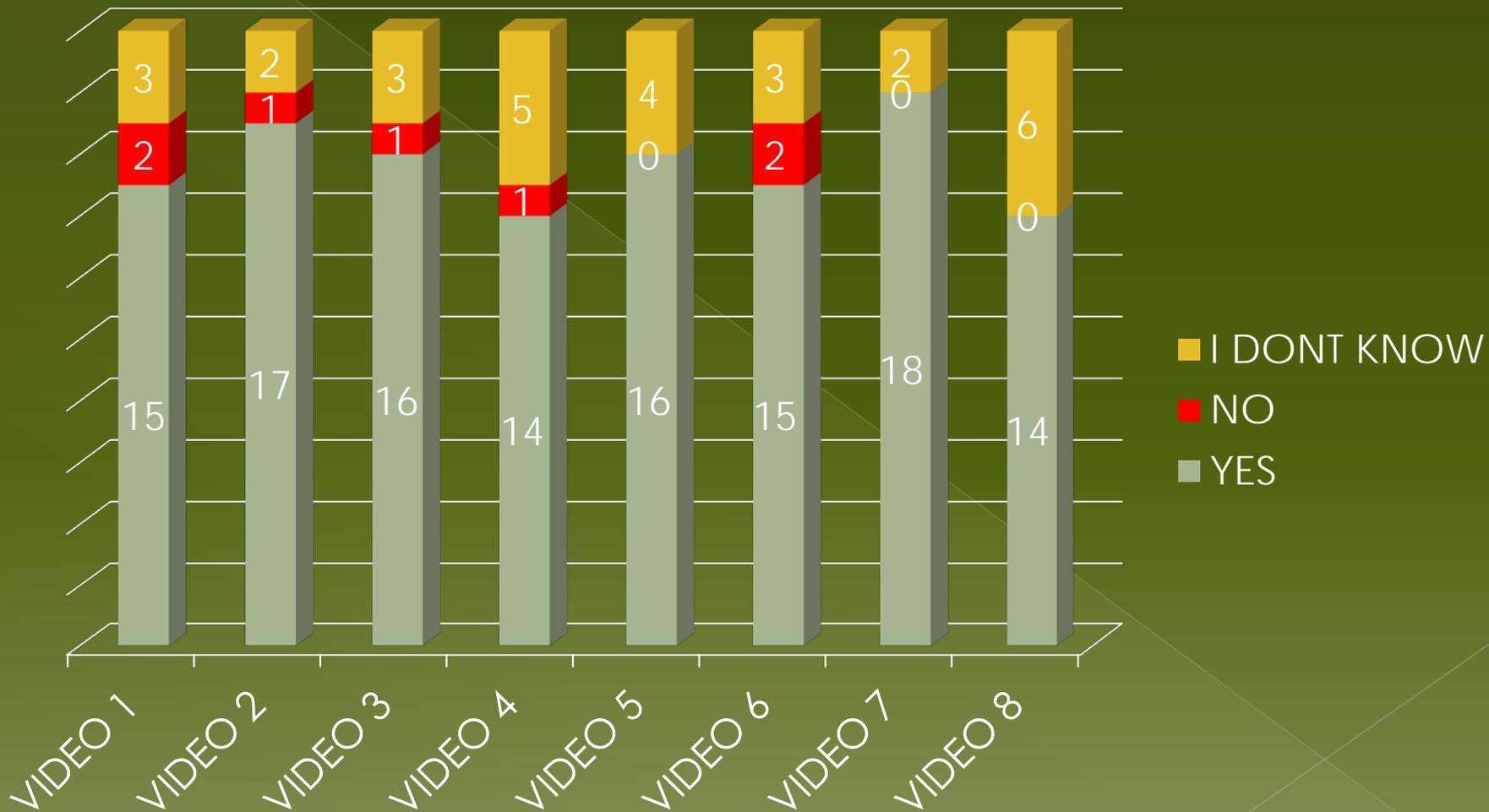
VIDEO 7

- Showing the proper and improper behavior while travel by car
- Indication of incorrect behavior when getting into the car
- Indication of incorrect behavior when you get out of the car
- Indication of correct behavior in social relations while travel by car

VIDEO 8

- Identify appearing threats on the way to work
- Indication of appropriate behaviors in different means of transport, such as: bus, bicycle, car, metro, bike, tram and on foot

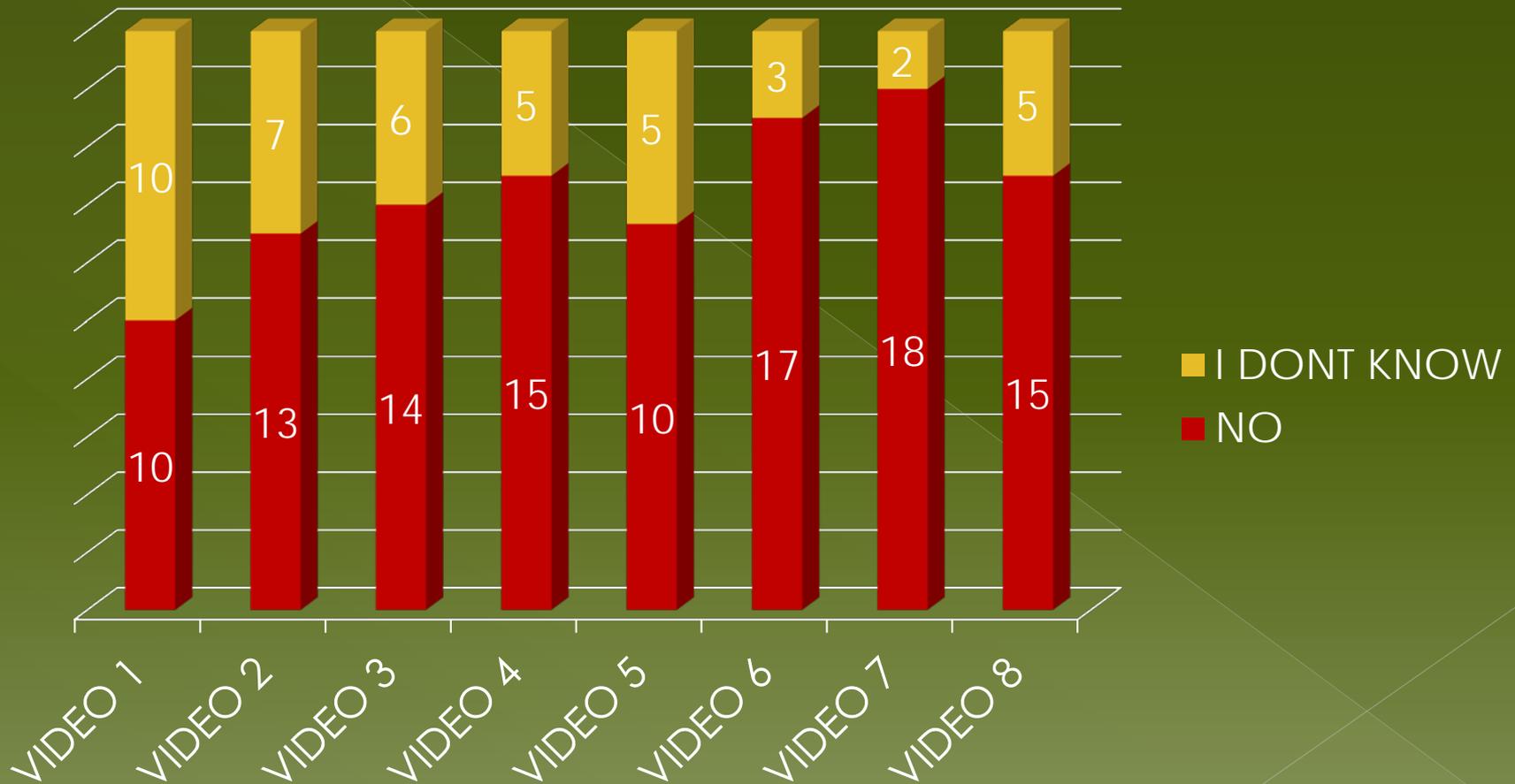
I. 1. Do you think the result is coherent with them?



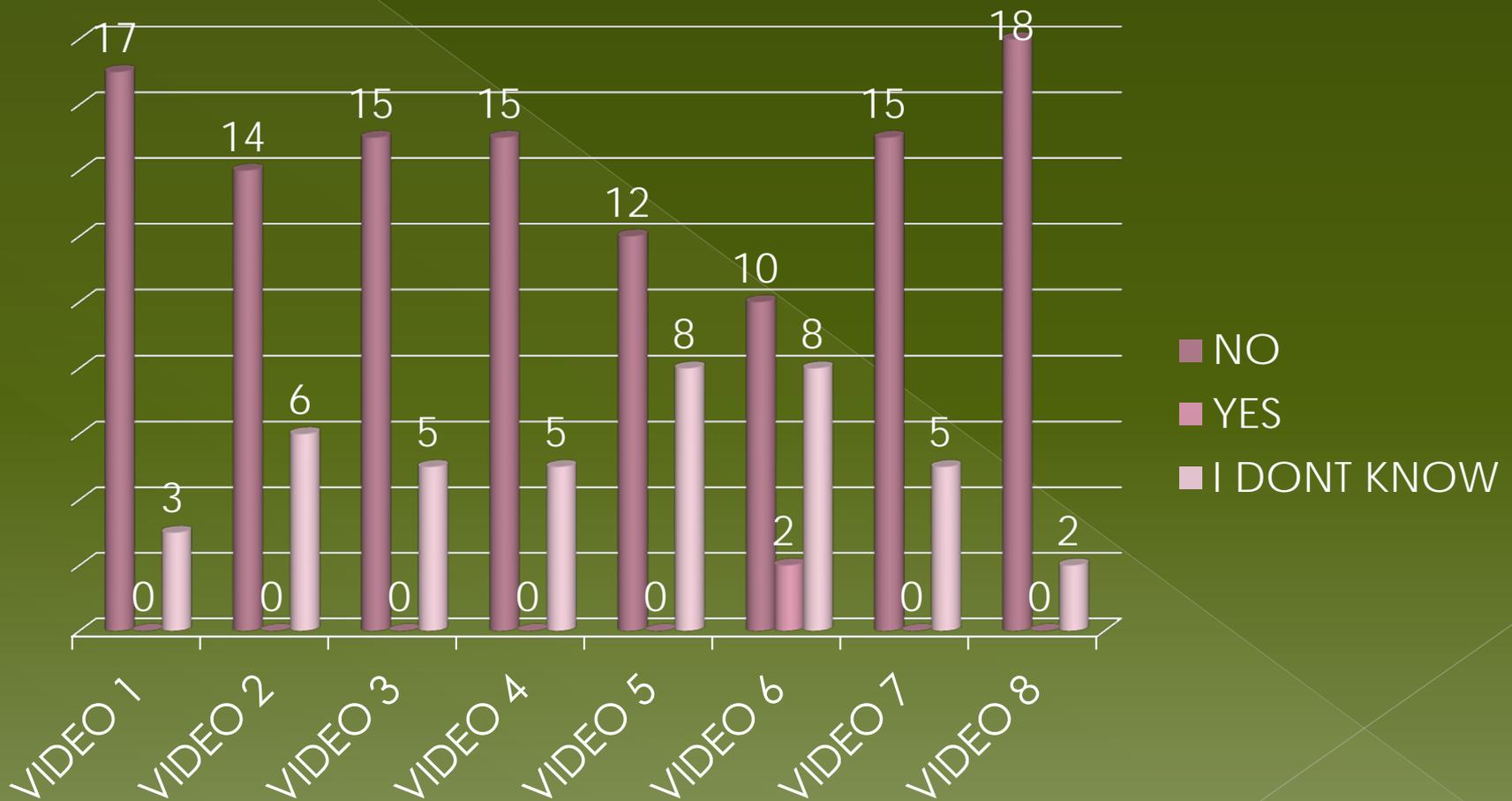
I. 2. Do you think they are duly covered?



I. 3. Has any of the foreseen objectives not been tackled?



I. 4. Would you add any objective?



II . Characteristics of the target group:

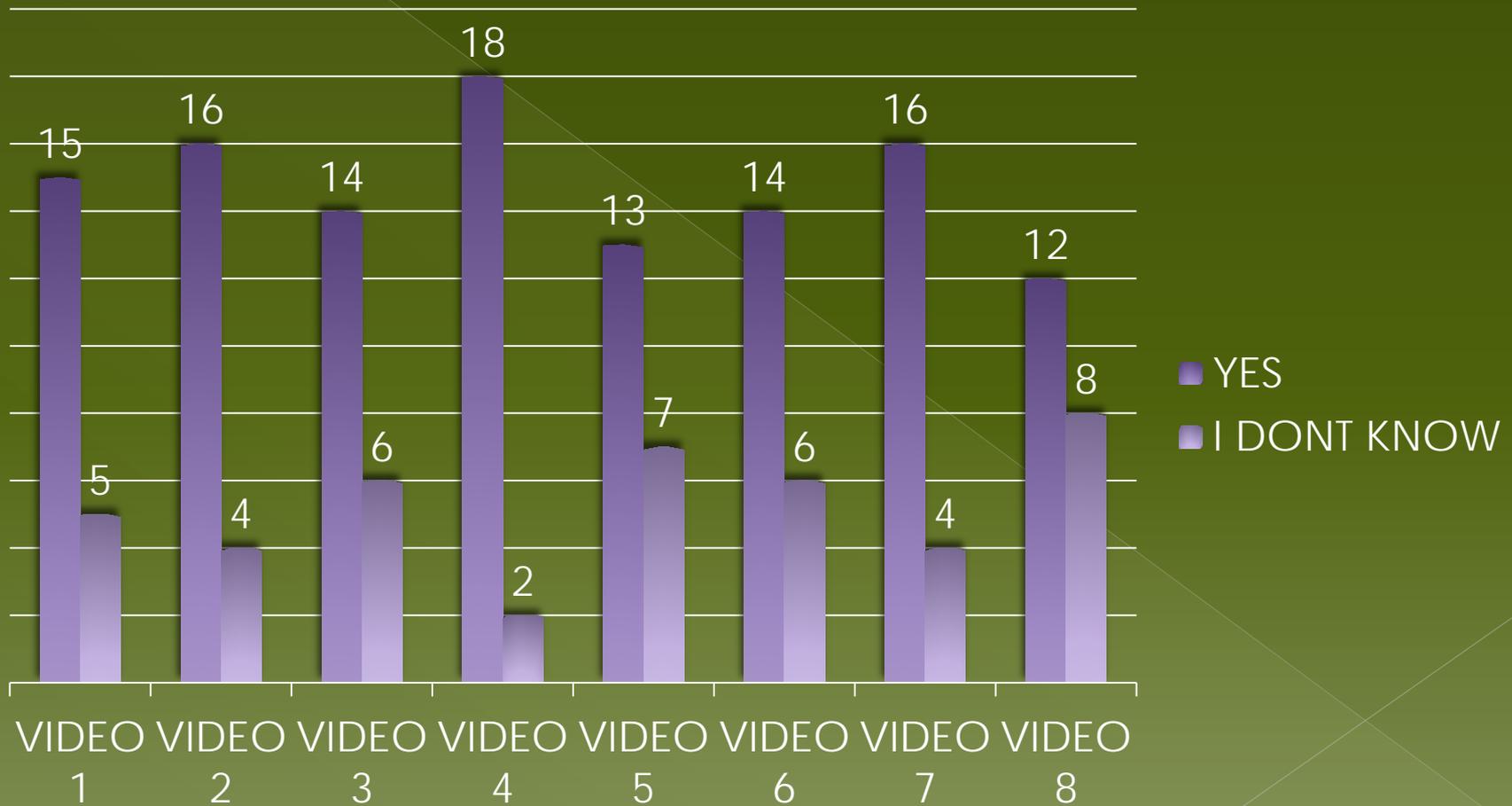
- ◎ Target group 20 people with intellectual disabilities
- ◎ 5 women
- ◎ 15 men
- ◎ At the age of 18 - 46 years
- ◎ 11 people moderate degree of disability
- ◎ 9 people with considerable disability

II. 1. Do you think it is a correct proposal for this target group with regard to image?

VIDEO 1, 2, 3,
4, 5, 6, 7, 8

The questionnaire responses showed that in the majority understand the goals and outcome of the film. Well interpreted the next stage, when discussing the film in the most correct answers to those questions - can be inferred that this is the right choice for the study group

II. 1. Do you think it is a correct proposal for this target group with regard to image?



II. 2. Kind of activities?

VIDEO 1	The film was properly interpreted by listeners. The scene depicted the goals
VIDEO 2	The film was properly interpreted by listeners. The scene depicted the goals
VIDEO 3	<p>The activities respectively depicted the goals and results of the film. The respondents interpret well the next scene.</p> <p>The most common comments</p> <ul style="list-style-type: none">- Not bored- Well that there is no letters and inscriptions- Quickly changes everything

II. 2. Kind of activities?

VIDEO 4

The activities respectively depicted the goals and results of the film. The respondents interpret well the next scene.

The most common comments

- Not bored
- Quickly changes everything
- Nice that someone reads subtitles

VIDEO 5

The activities respectively depicted the goals and results of the film. The respondents interpret well the next scene.

The most common comments

- Not bored
- Quickly changes everything
- A lot of information and you can learn a lot
- Cool story and wise

II. 2. Kind of activities?

VIDEO 6	<p>The activities respectively depicted the goals and results of the film. The respondents interpret well the next scene. The most common comments</p> <ul style="list-style-type: none">- Short and cool- It's nice done- Very simple
VIDEO 7	<p>The most common comments</p> <ul style="list-style-type: none">- Interestingly done- Cool actors- Funny video- Do not smoke in the car- No need to scream in the car- We don't drink a beer in a car and don't offer it to the driver
VIDEO 8	<p>The activities respectively depicted the goals and results of the film. The respondents interpret well the next scene. The most common comments</p> <ul style="list-style-type: none">- A lot of information- A good reminder of all movies- A good summary of all the information

II. 3. Level of concepts?

VIDEO 1

The concept adequately reflects the aims and objectives of the product. Figuratively and easily shows the risks of moving on the road as a driver and as a pedestrian

Common answers of respondents:

- Cool video
- a good idea
- Nice to watch and I understand everything
- Fun to watch

VIDEO 2

The concept adequately reflects the aims and objectives of the product. Graphically and simply shows the risks of moving on the road as a pedestrian

The most common finding surveyed:

- Short and cool
- You can see again
- Cool idea with these lights and cyclist
- I'll remember not to walk the red

II. 3. Level of concepts?

VIDEO 3

The concept adequately reflects the aims and objectives of the product. Figuratively and easily shows the risks of moving on the road as a passengers of the bus

Common answers of respondents:

- A good game of actors
- Cool idea
- Cool video
- Easy to remember

VIDEO 4

From conversations with participants indicate that the film is interesting and curiously were presented assumptions of the film. Participants often said:

- interesting film
- nice to watch
- a lot has happened and a lot can be learned

II. 3. Level of concepts?

VIDEO 5

The film has been rated as a story with a lot of the information you need in life. Respondents repeated that the scenes are very realistic and easily memorable.

The most common comments:

- Interestingly done
- Lots going on
- A lot of information
- A nice gentleman
- Cool music

VIDEO 6

The respondents assessed the film well. The majority (87%) responded that they like this movie. The most common comments:

- Cool story
- Cool music
- Funny bike and guy

II. 3. Level of concepts?

VIDEO 7

The respondents assessed the film very well. The majority (92%) responded that they liked the film. The most common comments:

- Fun played
- Cool music
- Cheerful film
- You know what not to do while traveling by car

VIDEO 8

The respondents assessed the film well. The majority (95%) responded that they liked the film. The most common comments:

- Cool video
- Cool summary
- Well to remember those rules

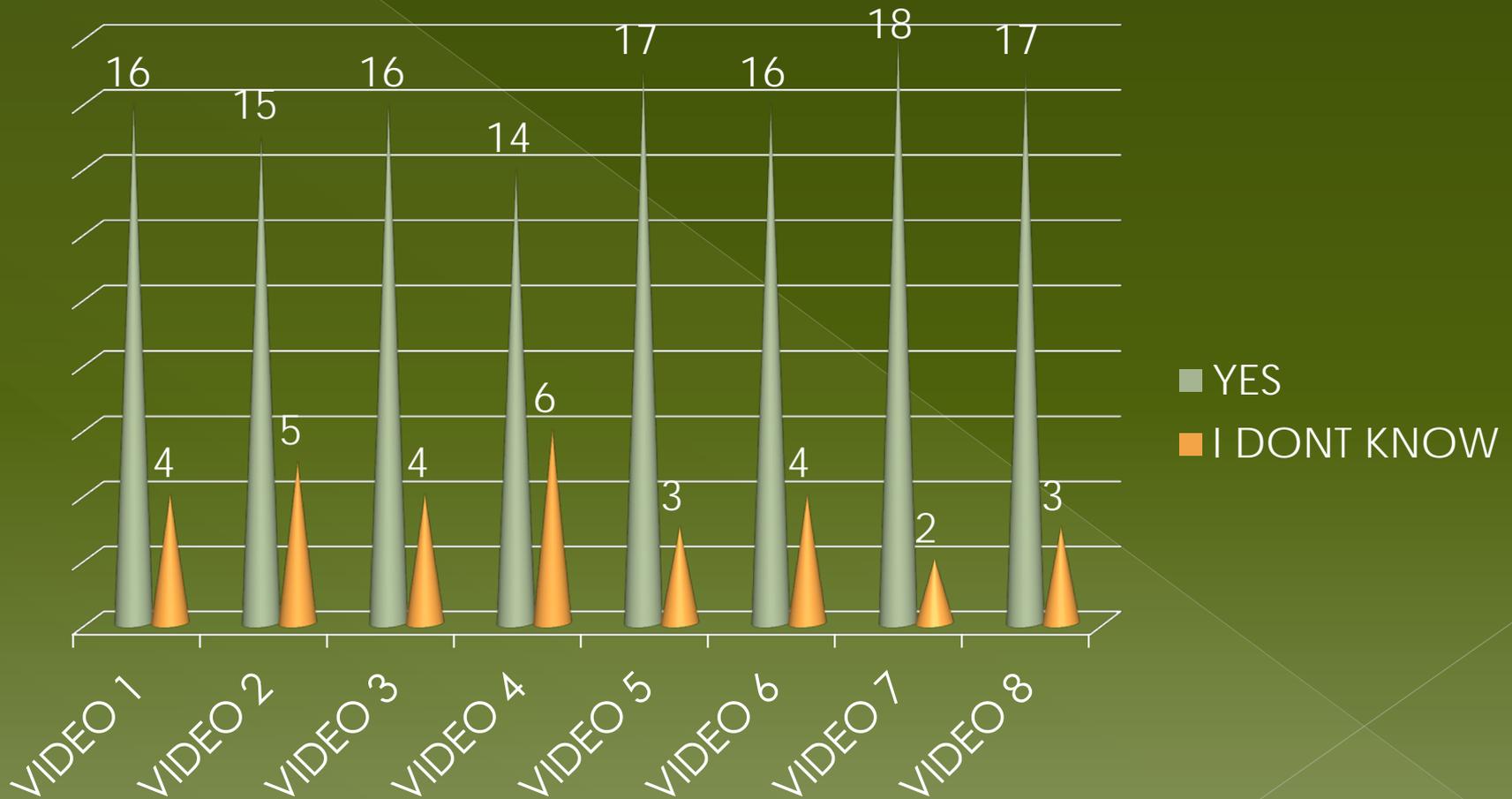
III. The output is designed to be used by :

VIDEO 1.	In working with people with disabilities when discussing the topic of safe travel on the roads as drivers and as pedestrians
VIDEO 2	In working with people with disabilities when discussing the topic of safe travel on the roads as pedestrians
VIDEO 3	In working with people with disabilities when discussing the topic of safe travel on the roads as pedestrians and by bus
VIDEO 4	In working with people with disabilities when discussing the topic of safe travel on the roads as pedestrians and by Tram

III. The output is designed to be used by :

VIDEO 5	In working with people with disabilities when discussing the topic of safe travel on the roads as pedestrians and by Metro
VIDEO 6	In working with people with disabilities when discussing the topic of safe travel on the roads as pedestrians and by Bike
VIDEO 7	In working with people with disabilities, when discussing the rules of safe and comfortable traveling by car as a passenger
VIDEO 8	In working with people with disabilities, when discussing the rules of safe and comfortable travel to work

III. 1. Do you think the material is suitable for its foreseen usage?



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VIDEO 1	After talking with listeners it found that the material is adequately prepared to work with the disabled. The majority of respondents (83%) understood the message of the film, well responded to the audit questions regarding the content and its understanding. For the rest of the respondents were unclear single scene.
VIDEO 2	After talking with listeners it found that the material is adequately prepared to work with the disabled. The majority of respondents (92%) understood the message of the film, well responded to the audit questions regarding the content and its understanding.

III. 1. Do you think the material is suitable for its foreseen usage?

VIDEO 3

Based on an interview conducted among listeners it found that the video is suitable for working with people with disabilities. The majority of respondents (88%) understood the message of the film, well responded to the audit questions regarding the content and its understanding. The most caught the attention of warning signs and graphics used in the material. The big advantage of the film is that there are disabled actors.

III. 1. Do you think the material is suitable for its foreseen usage?

VIDEO 4

Yes. From conversations with the participants indicates that for the majority (90%) content of the film was understandable.

They answered the questions and commented while watching the movie. When we asked them what did they remember from the movie, the most common answers:

- You can learn how to delete a ticket or card
- I know that you can not pushing when get on the tram
- You can find out what do not have to do on a tram
- I know I can not go on the tracks just stand at the bus stop
- You have to walk carefully talking on the phone

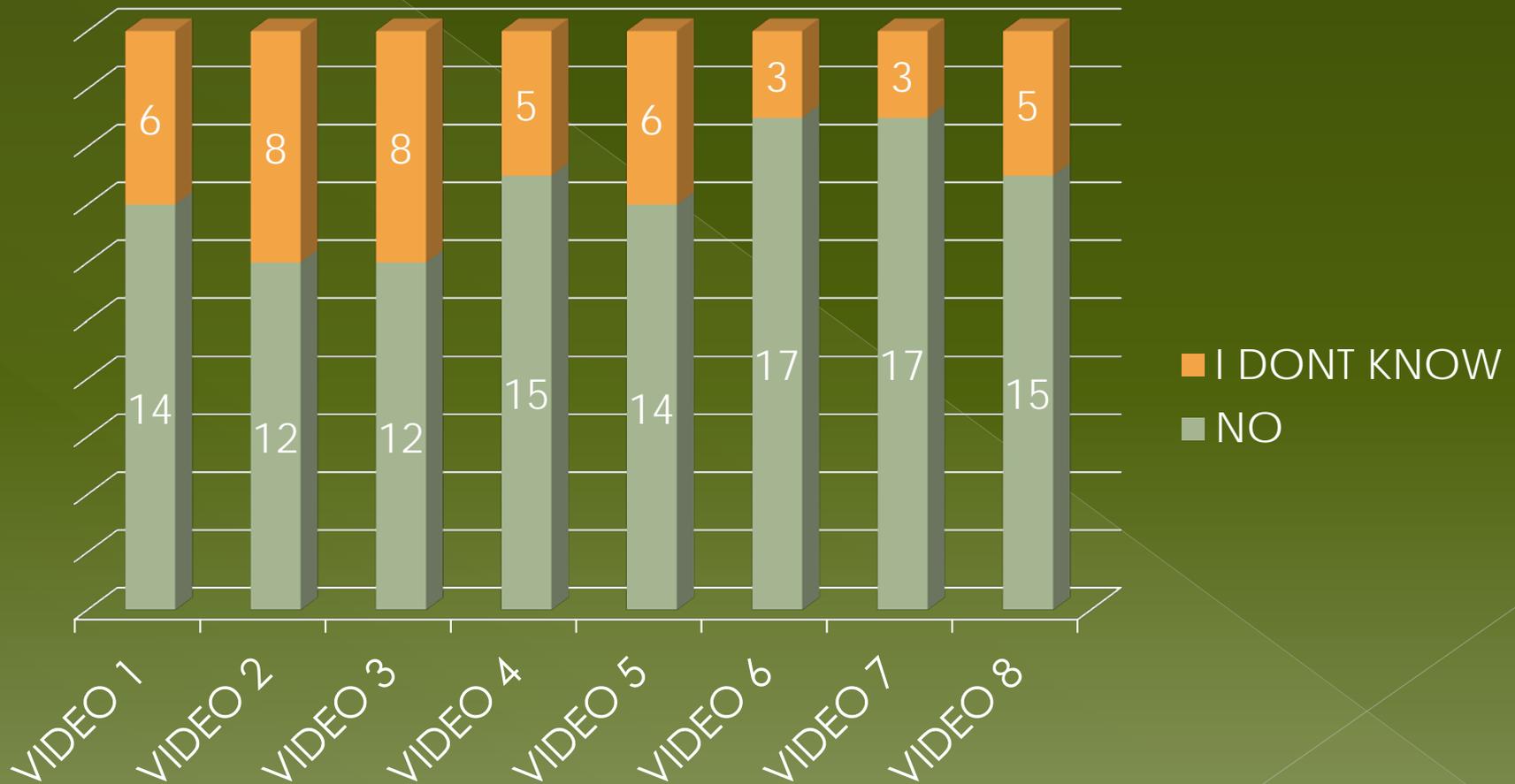
VIDEO 5

From conversations with respondents indicate that presented the film is suitable for use in working with people with disabilities. The respondents watched it with interest. Some people asked to repeat the scene.

III. 1. Do you think the material is suitable for its foreseen usage?

VIDEO 6	From conversations with respondents indicate that presented the film is suitable for use in working with people with disabilities. The respondents watched it with interest. Some people asked to repeat the scene.
VIDEO 7	From conversations with respondents indicate that presented the film is suitable for use in working with people with disabilities. The respondents watched it with interest. Most wanted to watch the movie again.
VIDEO 8	From conversations with respondents indicate that presented the film is suitable for use in working with people with disabilities. The respondents watched it with interest.

III. 2. Is there any technical aspect (typography, drawing, writing) you would change?



III. 2. Is there any technical aspect (typography, drawing, writing) you would change?

VIDEO 1	Part of the respondents can't read so unnecessary seem subtitles. More than half of respondents (62%) did not understand the scene of the fall: people and statistics.
VIDEO 2	-
VIDEO 3	A bit too quickly changing scenes, some students asked to repeat the display some parts of the film.
VIDEO 4	A lot of inscriptions which obscure the image. Sometimes the participants said that they do not see what the actor is doing
VIDEO 5	Most often respondents drew attention to the subtitles (the majority of participants can't reading)
VIDEO 6,7,8	-

III. 3. What is your appreciation of the contents scientific quality?

VIDEO 1

From conversations with the target group We know that the product has a high educational value. It can be used in work with disabled people when discussing:

- Safety on the road,
- The benefits of the public transport as well as
- Risks in traffic
- Unlawful behavior of drivers and pedestrians

From conversations with listeners we know that most scenes are understood and properly interpreted. Students in most gave correct answers to these questions and were able to tell the content of the film.

III. 3. What is your appreciation of the contents scientific quality?

VIDEO 2

From conversations with the target group we know that the product has a high educational value. It can be used in work with disabled people when discussing:

- Risks in traffic
- Unlawful behavior of pedestrians

From conversations with listeners we know that most scenes are understood and properly interpreted. Students in most gave correct answers to these questions and were able to tell the content of the film.

III. 3. What is your appreciation of the contents scientific quality?

VIDEO 3

From conversations with the target group we know that the product has a high educational value. It can be used in work with disabled people when discussing:

- Safety on the road,
- Risks arising from the incorrect behavior on the bus,
- To visualize the risks associated with movement by bus
- To visualize the correct behavior when using the bus

After the screening a discussion was held with listeners, it makes clear that the film was properly interpreted, most listeners correctly answered questions and were able to mention correct and incorrect behavior on the bus.

III. 3. What is your appreciation of the contents scientific quality?

VIDEO 4

After discussions with participants, we can conclude that the film meets the educational function. On the question about the video majority (87%) corresponded correctly. Some of the participants (8) unable to say 5 negative behavior in the tram. Participants were curious about its contents, some asked for a replay. The film can be used in work with disabled people when discussing the rules of safe travel on the road as a pedestrian and as a passenger of the tram with maintaining of the social rules.

III. 3. What is your appreciation of the contents scientific quality?

VIDEO 5

After the screening, questions were asked about its content, the majority (78%) correctly answered to them, which means that it meets the educational function. Respondents will remember that traveling by metro is much safer than by car or bus. Some people (12) were able to say the 8 positive behavior in Metro. The rest after the first showing of the film could say 4,5 these behaviors.

VIDEO 6

After the film questions were asked about its content, the majority (86%) correctly answered to them, which means that it meets the educational function. Respondents will remember that if riding a bike you need to have the lights on at night, and is not allowed to talk on the phone. 18 people learned until 4 bad behavior on the bike.

III. 3. What is your appreciation of the contents scientific quality?

VIDEO 7

After the film questions were asked about its content, the majority (92%) correctly answered to them, which means that it meets the educational function. Respondents 89% remembered that you can't get in and get out of the car anywhere, to smoke cigarettes and drink alcohol in the car. 87% remembered also that you can't shout during travel by car, you need to fasten your seat belts and get out at permitted place.

III. 3. What is your appreciation of the contents scientific quality?

VIDEO 8

After the film questions were asked about its content, the majority (96%) correctly answered to them, which means that it meets the educational function. Most of the information respondents remembered from previous videos. The present film well summarizes and organizes knowledge about safe behavior on public transport and private. It recalls and highlights the main and basic principles of the use of the bus, bicycle, tram, metro, car and on foot

THE END

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