



**Marcella's
Interview
Monitoring
and Evaluation**
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Most Significant Change stories technique

The Most Significant Change (MSC) stories technique is a qualitative methodology for monitoring and evaluation first developed by Dart and Davies (2003). It involves the collection of stories of 'significant change', sharing these stories, and providing feedback on the significance of change they represent (Davis & Dart cited in Major & Swaffield, 2014). The MSC technique is used to measure changes in attitudes, behaviours, and beliefs. This project collected stories from participants to analyse their changes in attitudes, engagement, and knowledge and to gain a greater understanding of what aspects of the project were significant to the participants.

Adapting the Methodology

Future Connect implemented the Most Significant Change (MSC) stories technique in their project for the first time. This report is designed to follow the original MSC process as closely as possible, making changes only where necessary for the method to be successful in the context of Workability SWL Video Project. The MSC stories in the report aims to [collect qualitative impact data from the SWL video project's youth beneficiaries to reflect on the program's impact and to gather information to inform future programming.](#)

Of the eight headlines that were collected from the four schools, Melton Specialist School, Keilor Downs College, Lakeview Senior College, Jackson school and our partner, five were selected to be turned into stories. Through implementing the MSC, this report sought to answer and validate the following questions:

1. What has been the most significant change in the lives of participants since joining the project?
2. What were the enabling factors that lead to the change?

Once all the stories were collected and collated, voting occurred to see which story showcased the most significant change. For this, the selection panel, which included all Future Connect staff, used blind voting to choose which story had the biggest impact based on the project's original goals.

Participant 1

Participant 1 is a student at Jackson School. Before participating in this video shooting project, participant 1 was a quiet and not very engaged student in the school class because of her lack of self-confidence. Participant 1 always imagined that other people would reject her, and people would dislike or hate her ideas. Fearful rejection kept participant 1 from taking risks and sharing her thoughts with friends.

Midway through the video project, participant 1 had the opportunity to work as a sound crew and played a kitchen helper role on the video. She and her friends were trained in equipment use and control, creative planning, and they also learned the skills of effective communication and mobilisation. Mutual trust and respect between the students had deepened and youth's participant and involvement in the project discussion had increased. Participant 1 started working in a group and actively participated in group discussions.

Since then, participant 1 has gradually built confidence in herself. This is a significant change to participant 1 because she learned to take time to listen to other people's views and acknowledge them and to also be confident to express her own. Participant 1 realised the need to share her thoughts with her group members and be open to the opinions of others, while also being positive when receiving feedback. With her confidence growing, participant 1 has now become an active participant in the project and in her class, someone who acts independently to share opinions and encourage others to talk. Participant 1 enjoys sharing her thoughts with others, but also understands that rejection is a part of communication. Participant 1 has now become more confident in participating in issues that are important to her.

Selection Criteria	Domain of Change
<ul style="list-style-type: none"> • Self- confidence • Tangible Change • Communicating • Self-belief • Engagement • Social skills 	<ul style="list-style-type: none"> • Personal

Participant 2

Participant 2 is a student from Lakeview Senior College. He was doing his second work placement with Future Connect in this video shooting project. In an interview about the most significant changes he experienced with Future Connect, participant 2 said that he thought he enjoyed a lot about his first work placement in gaming, which required him to have a little interaction with other

people even though he doesn't like to sit on a chair all day. For participant 2, that's a good thing, as his past bullying experiences has made him a bit resistant to interacting and cooperating with others.

At each stage, students were given a voice in the video's development decision-making, which built up their confidence and encouraged their continued participation. Early in the video project, participant 2 started teaming up with others to plan the video's storyline. Participant 2 came up with the idea of making a dream sequence for the video, which he said was the part he enjoyed the most. Other students embraced his idea, and he could put all his creativity into the project. Participant 2 was then given an opportunity to be an assistant director for the video. He worked closely with the director, managed the camera, made sure the sound was working, and assisted around the set to help others if needed. As he began to put these skills and behaviours into practice, participant 2 gradually developed good relationships with his team members and other students and became increasingly committed to project development. Since the project included students with disabilities, participant 2 believed this created a good feeling and a sense of inclusion among the students. Because of this, participant 2 realised he could work confidently and comfortably in this environment because he was not considered the only one with mental health issues.

Participant 2 realised the positive changes within himself. He recognised that he, in fact, enjoys working and interacting with others and making friends. Participant 2 can see his ability to use his actual sense of being part of the team and offer help without constantly asking or being told what he has to do. This significant change has allowed participant 2 to consider doing work involving teamwork for his third work placement next year.

Selection Criteria	Domain of Change
<ul style="list-style-type: none"> • Behaviour change • Self- confidence • Technology Literacy • Collaborating • Motivation • Creativity 	<ul style="list-style-type: none"> • Personal

Participant 3

Participant 3 is a student at Melton Specialist School. He described himself as an 'emo' kid with nothing to care about before getting involved in the project.

During the first week of the project, participant 3 and other students were divided into five different groups to discuss and brainstorm about making videos to improve employers' understanding of the attributes of young people with

disabilities. After several discussions between students and facilitators, the idea of participant 3 and his team creating a video to help all employers understand what a disability feels like during a job interview was chosen.

For participant 3, personal development is the most significant change he had throughout the project. He gradually built confidence in himself during the project. Participant 3 realised he needed to be a team player to accomplish the video shooting. He wanted to contribute and help other students, although he didn't know how to control the shooting equipment and editing. Therefore, participant 3 volunteered to play the main character, Marcela, in the video.

While the filming was tiring because he had to repeat the same movements and sentences many times, participant 3 found this experience was vital to him. This reflection came from a time when he was frustrated and upset by not being able to say long paragraphs correctly. After taking advice from one of the coordinators of the SWL video project, participant 3 shortened the paragraphs while preserving the meaning of the content. Participant 3 considered this change significant to him because it made him believe in the old tribute to focusing on doing one thing and exerting your effort to accomplish the task even if you encounter hurdles. Participant 3 plans to learn more about how to better express his ideas to others in the future.

Selection Criteria	Domain of Change
<ul style="list-style-type: none"> • Motivation • Investing time • Behaviour change • Personal responsibility • Collaborating • Self-confidence 	<ul style="list-style-type: none"> • Personal

Participant 4

Participant 4 is a student from Keilor Downs College, and she was selected to be one of the main characters in the video. Participant 4 described her experience with Future Connect in the SWL video project as rewarding as she went through many changes and developed both personally and professionally.

Participant 4 worked closely with other students during the shoot, and she felt a sense of social connection through her participation.

'I was able to meet new people and make friends with people who shared my interests and goals, especially with participant 3. Participant 3 was a very good friend of mine. We shared our experiences and dream about the future, and during classes, we chatted. This connection was unparalleled.'

Participant 4 recognised that she gained critical networking and communications skills from the project, an experience that made her more ambitious for her future. Participant 4 has always been interested in acting before working on the SWL video project. The most significant change for her is that she has more confidence in acting and performing in front of people and cameras. Participant 4 said that she spent a lot of time at home practising her actions, memorising dialogues, understanding the character's emotions and connecting herself to the character so she can excel in the video project.

'I can now speak in front of people with confidence. This has helped me better prepare for the acting dreams I will pursue in the future. I am now more expressive and feel comfortable in front of people.'

Selection Criteria	Domain of Change
<ul style="list-style-type: none"> • Increase in experience • Investing time • Self confidence • Self-development • Networking • Friendship 	<ul style="list-style-type: none"> • Personal • Professional

Participant 5

Participant 5 is a filmmaker from Cinespace who has worked in community filmmaking and education for over 18 years. He was the filmmaking facilitator for the SWL Video Project. Participant 5 considered it an extraordinary experience because he and the students had spent some time learning about the barriers to employment that people with disabilities can face.

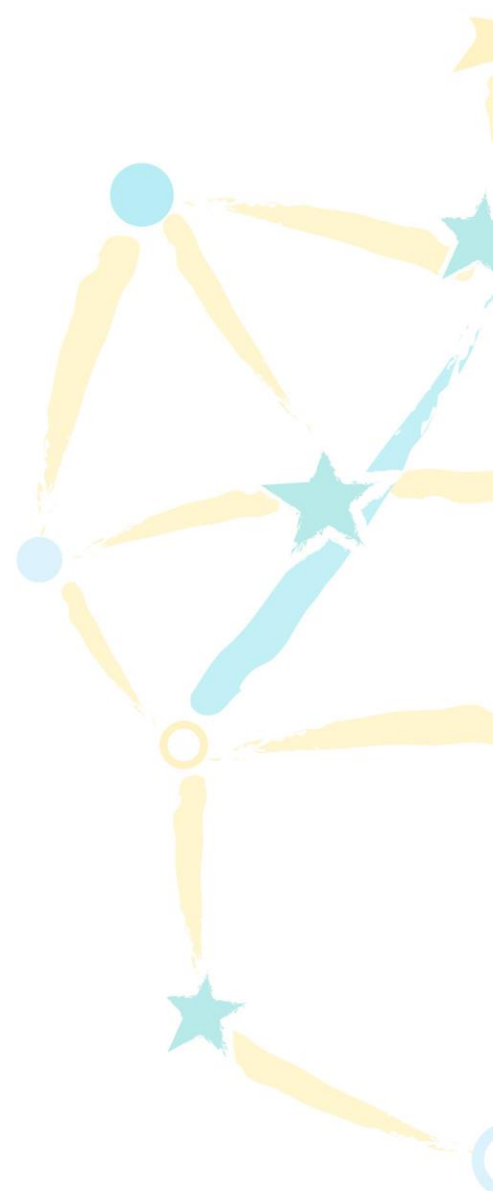
Participant 5 found that students were willing to try different things and be a part of the team during the project. To his surprise, disagreements often arise in collaborations that didn't happen. Since most of the students were interested in different roles in the project, such as editing, directing, and acting, the whole project went smoothly.

Participant 5 felt that his most significant change as part of the project was becoming more aware of his understanding of other people in the new project. Participant 5 admitted that every time in a new project, he might have some biases and preconceptions about what people can do. Participant 5 agreed that as a facilitator, sometimes he thinks he needs to take care of every participant and guide them through everything. Participant 5 was amazed to see what the students were capable of in this project.

'On a personal level, I realised that it is necessary to hand over the reins and let the students do things on their own. They will come to me if they need me.'

Participant 5 concluded that his experience with Future Connect would benefit him when delivering similar projects in the future. Participant 5 learnt that having one-on-one or group discussions with students is essential to give them a sense of their chosen roles. This can give students more flexibility to experiment with different roles and give them a stronger sense of ownership in their projects.

Selection Criteria	Domain of Change
<ul style="list-style-type: none"> • Increase in knowledge & experience • Change of ideology • Self-awareness 	<ul style="list-style-type: none"> • Personal • Professional



Analysis

Question 1: Most Significant Change

After the stories were collected, the Future Connect team discussed and voted to choose which story had the biggest impact based on the SWL Video Project's goals. Of the various MSC stories collected, **Participant 1's** story, highlighted at the start of this report, received the most votes as the story of the most significant change reflective of the goals of the SWL Video project. Specifically, it was recognised by the Future Connect team that her story:

- Had a significant change
- Emphasised the importance of this learning environment to the students
- Reflected that the student acquired 21st century skills set needed in this information age
- Referred to a greater increase in social participation
- Positivity
- Demonstrated behaviour change

Alongside the voting of the MSC stories, the Future Connect team further analysed all five stories by looking at each selection criteria to better understand the results revealed in the selected stories, identify overarching themes and draw information from the domain of change. The Future Connect teams agreed that the most significant change students had demonstrated the impact of the project and how the project helps students further develop their 21st century skills. These skills are recognised by the [Australian Curriculum](#) as way of thinking, working and living and are listed below:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Domain of Change

Following the review and sorting of the stories, the Future Connect team also established two domains of change (DoC) or common themes seen throughout the stories. The agreed-upon DoCs were **personal** and **professional** development. The team agreed that the most identified DoC was Personal Development. All five of the most significant change stories exhibited personal transformations, highlighting this type of change as crucial for youth entering the world of work.

1. Personal Change

The Future Connect team discussed and agreed that all MSC stories above demonstrate personal change. These changes include increased self-confidence and self-awareness; development of new soft skills such as collaboration, networking, interpersonal communication, and creative thinking skills; increased willingness to take the initiative and personal responsibility. In almost all of the stories, young people admitted to more significant growth in their self-confidence after participating in the SWL video project. They agreed that they have further built a 21st-century skill set that is critical in preparing them to enter the workforce. Their MSC stories tell of impressive personal transformation.

For example, participant 1 of Jackson School mentioned that her self-confidence and communication skills had grown markedly through her involvement in the SWL video project. One of the interviewees, a teacher at Jackson School, also confirmed that participant 1 had made tangible changes in the school since joining the project. As her self-confidence has grown, participant 1 is now an active participant in the classroom, confidently communicating with others and acting independently to share opinions and encourage others to talk. In addition, participant 2 from Lakeview Senior College also expressed similar changes. Previously, participant 2 was a passive person who refused to work in teams due to what he describes as his unsociable nature and his past bullying experiences. After working on the SWL video project, participant 2 finally believed in himself and considered collaborating on his third work placement.

It is worth mentioning that personal changes are often juxtaposed with social changes, and these personal changes are often the driving force behind other changes in the lives of young people. This type of social change includes enhanced participation in the project and classrooms, encouraging young people to take the initiative and make connections. While the result may be social change, the young people in this project have repeatedly

suggested improving self-confidence and communication skills as their key to active participation in the program/classroom. This change leads them to contribute to their team and be more ambitious about their future career. Participant 4's story is a good illustration. Not only did she gain acting experience in the project, but she also improved her communication skills, which she believes has built her self-confidence.

2. Professional Change

The second coded domain was a professional change, adding technical skills, professional experience, and learning new things. Participant 5's story details that although he was a facilitator of the SWL video project, he learned specific knowledge and methods. Participant 5 believed he now better understands the barriers to employment that people with disabilities may face. Participant 5 learned, unlearned and re-learned different approaches during the project, and this experience would benefit him greatly when delivering similar projects in the future. In addition, participant 4 also mentioned that her experience with Future Connect helped her better prepare for her acting dream.

Notably, while participant 3's story doesn't fall into one of the areas of professional change, his most significant changes include his drive to learn more about how better to express his ideas to others in the future. Likewise, participant 2 developed some technical skills during the video shoot. Participant 2 knew how to manage and control the cameras, which he mentioned was one of the things that made him proud of himself. Participant 2 and 3 have developed professional skills in this program that will help them better prepare for college, career and life.

Question 2: Enablers of Change

The Future Connect team also examined crucial enablers of change to understand better which elements contributed to the identified changes. The team considered the main driver of change (factors contributing to change) was the SWL video project environment. The students cited several project features identified as contributing factors, such as safe and welcoming spaces, the SWL video's approach to youth engagement, and Future Connect's commitment to positive youth development principles. The students acknowledged that this environment and approach allowed them to express their ideas easily. They felt that their opinions were generally respected and accepted and were involved in the decision-making process.

This is evidenced by an interview with Participant 1. Participant 1 said, "We were asked and involved in decisions by the facilitator during storyboarding and filming. Participant 1 further explained that this interaction made her feel respected and heard. As a result, participant 1 was more motivated and engaged in the class and felt more confident in herself. Participant 2 also indicated that he could work confidently and comfortably in this project as the project included people with disability (including neurodivergence and mental health issues). This inclusive environment provided him with more courage to participate in the project. This statement was agreed upon by a teacher from Jackson school, noting that he personally witnessed many changes in the students at their school. Specifically, the he said the project had improved students' communication skills and collaboration. Other changes the teacher saw were behaviour changes- such as greater participation in the classroom and willingness to take the initiative.



ANNEX

As mentioned above, out of eight headlines from four different schools, five were selected as stories and shared in detail above. Four other stories were deemed significant but did not fully meet the criteria for the MSC process, which are presented in the summary below.

Participant 6	
<p>Participant 6 of the Jackson School was the director of the video project. This was his first time as a director, learning how to make a short video. It was a rewarding experience for participant 6 as he learned to be a leader and oversee projects. While this wasn't participant 6 first time working on a team, he found his teamwork experience on this project more appealing. Participant 6 reiterated that this is because the teamwork in the project incorporates physical movement, which allows him to move around and interact more with other students. Participant 6 believed he had acquired teamwork, leadership and technical skills that would benefit him in the future.</p>	
Selection Criteria	Domain of Change
<ul style="list-style-type: none"> • Collaborating • Leadership • Technical skills 	<ul style="list-style-type: none"> • Personal
Participant 7	
<p>Participant 7 from Jackson School was the director behind the scenes for the SWL video project. Participant 7 said his experience with the project was exciting and fulfilling because he learned how to set up a camera to shoot video. Participant 7's personality has changed significantly, and he and those around him have noticed it. Before, participant 7 was shy and others could barely hear his voice when he spoke. However, now he can relate to others more than ever.</p>	
Selection Criteria	Domain of Change
<ul style="list-style-type: none"> • Notable change • Communicating • Technical skills 	<ul style="list-style-type: none"> • Personal
Participant 8	
<p>Participant 8 is a student at Jackson School. The SWL video shooting project exposed her to a new skill she never expected: working with a camera. Thanks to her active involvement in the project, Participant 8 was able to come up</p>	

with ideas and initiatives in terms of camera angles. For Participant 8, her most significant change was her ability to develop her personality by overcoming her fears during the project to actively engage and form new relationships.

Selection Criteria	Domain of Change
<ul style="list-style-type: none"> • Technical skills • Friendship • Overcome fears 	<ul style="list-style-type: none"> • Personal

You can find those videos here:

- Marcella's Interview - <https://www.youtube.com/watch?v=6FdJCYNf004>
- The Making of Marcella's Interview - <https://youtu.be/JmJSA2CQ53E>
- Bloopers reel - <https://youtu.be/sSz0Po3ffSc>

