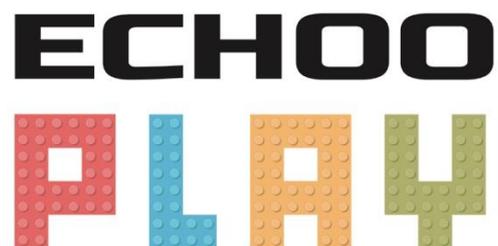


Good Practice examples



Project no. 2020-1-IS01-KA202-065802

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About the project

ECHOO PLAY is a project funded with support from the European Commission under Erasmus+ Programme - Key action 2 – Strategic Partnerships for Vocational Education and Training.

CONTEXT

As declared by OECD, it is more and more important the learning systems could provide opportunities to acquire skills that are in demand in the labour market. But this is challenging in the context of constantly changing skill needs.

At European level, EC has detected that:

- many in Europe cannot find a job because they do not have the right skills or they are working in jobs that do not match their talents. Indeed, 30% of higher education graduates are working in jobs which do not need a university qualification.
- at the same time, 40% of employers cannot find people with the right skills to fill their vacancies, and too few people have the preparation, mindsets and competences to set up their own businesses or look for new opportunities.

REASON FOR THE PROPOSAL

ECHOO PLAY project would like to develop, test, adapt and implement a brand-new methodology that could support educators to direct learners to careers and foster their guidance roles.

The proposal is based on the introduction of strong innovation, creative and disruptive approaches and methodologies in the Vocational Education system thanks to the intensive use of gamification elements via an educational play with LEGO® bricks and a board-game in order to create a cutting-edge novel system aimed at a more effective career identification and to empower the occupational orientation.

It is about the development of some innovative outputs ready to be used by teachers, trainers, VET providers, occupational staff, employment centres, educational system etc.

OUTCOMES/OUTPUTS

The PROJECT PARTNERSHIP will:

- INTRODUCE and SPREAD THE KNOWLEDGE the concept of Gamification, Creativity and Educational Play
- Create an EVIDENCE-GATHERING GUIDE by exploring and detecting the needs for better employability to be used then in the building of tailored approaches of educational play and gamification
- Provide a TOOLKIT and METHODOLOGY GUIDE about LEGO® bricks for CAREER Identification as an effective approach to FACILITATE and UNLOCK the “open mind” trainers’ skills useful to identify and select a career pathway for each learner
- Design and deliver a brand-new BOARD GAME for OCCUPATIONAL ORIENTATION tailored on the learners’ adaptation in accordance with the market and employment real needs
- Validate the methodology thanks to a RESEARCH PAPER about the methodological and pedagogical approach used during the project implementation

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- Built-up a NETWORK OF EXPERTS and creating a brand-new PROFESSIONAL PROFILE for project partners' staff as "European Career and Orientation PLAY Facilitator and Trainer" recognised under the ECVET and EUROPASS systems
- Launch a WEBSITE integrated with Blog and Social Networks containing a DATABASE OF MATERIALS TRANSLATED in different languages to promote and encourage extensive exploitation and dissemination
- Arrange a series of MULTIPLIER EVENTS involving a large number of stakeholders to foster exploitation and dissemination of PROJECT Intellectual Outputs

IMPACT ENVISAGED

The partnership will bring together partners coming from several countries and their stakeholders, both academic and private, with the synergic power to reach a very large and diverse audience.

The double-route to follow in the project is:

- Transfer innovative and disruptive methodologies/approaches ready to be implemented in VET classes and courses but also in other contexts (VET, University, adult learners, employment centres, students, Youth, teachers, enterprises, formal education system etc.)
- Recognise and validate the knowledge within partner staff thanks to the ECVET system and a Memorandum of Understanding to create a "European Career and Occupational Orientation PLAY Facilitator and Trainer" profile.

PARTNERS

- MIDSTOD SIMENNTUNAR A SUDURNESJUM, Iceland
- EURO-NET, Italy
- UNIVERSITY OF TURKU, Finland
- KELJE PRODUCTION, France
- STUDIODOMINO SRL, Italy

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Document background

The document contains the result of the Good practice (GP) research under the project lifetime.

The research about good practice examples is about successful cases of innovation in career guidance and effective occupational orientation in Europe.

It is composed by the Best example (selected by project partners) from each country with the following focus: innovative and alternative approaches for unemployed and students carried out by educators in order to increase their employability

CRITERIA used to select GPs:

- Transformative (i.e. in terms of change in career guidance and effective occupational orientation and therefore the creation of more chances for students and unemployed to be employed)
 - Transferability (i.e. being replicable)
 - Sustainability (i.e. capable of enduring)
-

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GP 1 – JobFit – The employability game

How it works

JobFit was developed as a way to show the students what employability skills they have, why they matter, and how they can develop them.

JobFit tells players where their strong and weak areas lie. This self-insight is then combined with an targeted Action Plan: an easy-to-follow template to move the student towards their identified goals in the previous steps.

JobFit is an employability skills tool for schools, colleges and universities. JobFit measures the skills and competencies that students will rely on to succeed in the world of work. JobFit is a work simulation game. Just like real work, the player has a boss, colleagues and customers to keep happy – all while getting their tasks done as the pressure increases.

A strength of JobFit is the high level of customization. For instance every participant or enrolled can receive a set of individualised reports which show them their strengths and weaknesses, make locally-tailored suggestions for development activities, and prepare them for interviews.

Moreover, JobFit is consistent with two of eight Gatsby Benchmarks, number 3 and 8 (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>): addressing the needs of each pupil and personal guidance. The first one (3) is satisfied by the Job Virtual Report (full personalized) and the second one (8) is reached by the Action Plan template which builds on the self-insight achieved in the Virtual Job Report and the advice provided in the Development

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Geographical Area:

UK

Criteria:

Transformative

What:

JobFit reveals students' strengths, weaknesses and people/task balance.

Implementation:

International

Reasons for Success:

High customization level, serious game mood, offering of personalized Action Plan

Links:

<https://www.jobfit.me.uk>

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Guide. The Action Plan helps them choose specific, actionable steps which are relevant to their chosen goals and their development needs.

Source of the materials:

Official web site, <https://www.jobfit.me.uk/>

Photos, pictures, logos

Job report



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GP 2 – Unlock Project Management

How it works

Designed to encourage players to think like Project Managers, Unlock Project Management is developed in 6 levels plus a Assessment/Feedback final step.

Below is the course breakdown: six level

Level 1: Define the plan, the player must gather and understand stakeholder needs and requirements, perform risk assessments and complete a project definition.

Level 2: Set up, the player must establish the team, manage deliverables and overcome the problems that they face. Things don't always go to plan. Can they handle the pressure?

Level 3: Perform the plan, relocation of the village is underway and progress is being reviewed. The player will regularly perform quality assurance and react to an increase in scope while overcoming a variety of realistic issues.

Level 4: Perform the plan, things never go perfectly to plan. The player must take in all problems and work out the best solution. Will they overcome the problems and still produce quality deliverables?

Level 5: Perform the plan, the situation evolves. The player must revert back to stakeholder research and information to check the project priorities.

Level 6: Project handover & review, the player will review the final progress of the plan. Their success will be assessed and stakeholder satisfaction will be measured.

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Geographical Area:

UK

Criteria:

Transformative

What:

Designed to encourage players to think like Project Managers

Implementation:

International

Reasons for Success:

Focused on a specific methodology: project management

Links:

<https://www.totemlearn.org.com/onlinetrainingcourses/projectmanagementskills>

Each level is scored and offers feedback on the learner's progress. In-game characters give feedback and there is opportunity for self-assessment. Accompanying material provides further insight into successful project management.

The game covers the main topics of PM: deal with stakeholders, project scope, planning, issue management, risk management, reporting and balancing. The game is set on an island where you must provide low-cost sheltering for the affected population.

Moreover, it covers the core project management skills needed to undertake a project management role.

It doesn't take much time to be complete it (around 2 hours) and it is designed for a single game player.

Source of the materials:

Official web site,

<https://www.totemlearning.com/onlinetrainingcourses/projectmanagementskills>

Photos, pictures, logos

Character of game



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GP3 – Job Labyrinth

How it works

The game promotes youth inclusive education and transition to work through game-based approaches integrating both active employment and web-based guidance.

Overall Objective: to foster inclusive education, training and youth employability in Europe through an enhanced access to training, and to more efficient and integrated guidance, public and private employment services particularly by disadvantaged youth.

The project has 3 main operational objectives:

1. To develop learner-centred game-based e-solutions to raise youth awareness on ALMPs (Active Labour Market Policies) measures, on policies undertaken, and attract in particular NEETs and vulnerable youth.
2. To increase cooperation between VET, employment and guidance in education, building staff capacities to deliver skills assessment, counselling, and qualification through "tailored services".
3. To mainstream in formal and non-formal settings (VET, education, youth work, public-private JPOs) e-services guidance, moving from EU-funded best practices, integrating them into the JOB Labyrinth game and Community of Practices to enable beneficiaries' skills as active job seekers.

In order to achieve the operational objectives, the Job Labyrinth project will develop, using gamification methodologies, an interactive game with which the user will be able to create his own avatar and begin a path to acquire skills and information about the local labour



Geographical Area:

Erasmus + project

Criteria:

Transferability

What:

Promote inclusive education and transition to work through game-based approaches

Implementation:

International

Reasons for Success:

Using the gamification as a channel to develop the skills as active job seekers.

Links: <http://joblab.cnos-fap.it/en>

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market and the bodies providing services to meet his working needs (public/private employment services, youth centres...).

In addition, through the game the beneficiary will receive support to write a successful CV and create his personal profile.

Also a network among public and private employment centres, VET, youth centres will be created in order to reach more young people, especially the most disadvantaged ones.

Source of the materials:

Project web site, <http://joblab.cnos-fap.it/en>

Photos, pictures, logos

Project LOGO



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GP 4 – “52 carte consiglio”

How it works

The “52 TIP CARDS” can involve 1 to 100 people and can last 10 minutes or 52 weeks.

They allow participants to compare themselves with the different advice, to reflect individually or in a group on their content, to obtain the maximum benefit both in the job and in your personal life.

The approach is a training approach that allows participants to analyze and deepen a large number of practical ideas, to reflect individually or in groups, to create new advice ... and then translate them into theoretical concepts, after experiencing them.

There are 23 different game "moods" that involve discussion, analysis, comparison, evaluation, classification, selection, application or modification of these tips.

The “52 carte consiglio” is a game related with a family of “frame games”. With frame games many areas can be addressed and often in an integrated way. In the field of education and training, for example, you can use the frame games to:

- memorize facts or contents
- learn to work together
- involve all learners more
- evaluate knowledge/skills
- present a new idea or introduce yourself
- clustering ideas in order of importance



Geographical Area:

Italy

Criteria:

Transferability

What:

The cards help the participants to explore news practice solutions both for them and the team

Implementation:

National

Reasons for Success:

Familiarity with cards game; useful for job and for individual life as well.

Links:

<https://www.learningbydoing.fr/it/frame-games/>

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Source of the materials:

Learning by doing website, <https://www.learningbydoing.fr/it/frame-games/>

Photos, pictures, logos

Cards



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GP 5 - SKILLGAME

How it works

The game is playable over the internet. It can be integrated into the company website. It has developed database questions for several areas (i.e. Problem Solving, Marketing, Human Resources, new technologies, etc.).

After test completion, the candidate views the ranking for global and thematic areas.

The interface has 6 main features:

- it is played online
- thematic areas: the questions are selected in a random way from a huge database; the thematic areas can be defined by the business company
- there is a time limit to answer each question
- the test complexity is determined by the company defining the number of questions for each thematic area and its degree of difficulty
- skillgame generates a score for each thematic area that helps to define the player competencies
- the score can be shared on the main social network (Linkedin, Facebook, Twitter, Google+, Pinterest, ect.)

A great added value, declared by Skillgame, is saving both costs and timing of the overall process of assessment. Indeed, they say that "it is as the ideal solution for the business company that starts recruitment and employer branding on a large scale and on a specific profiling".



Geographical Area:

Italy

Criteria:

Transferability

What: Skillgame is a web-based system for competency evaluation that allows, in a simple and quick way, to achieve hard-skill competency rating based on specific thematic areas of business interest.

Implementation:

International

Reasons for Success:

Customization, internet based and feedback available

Links:

<https://www.artemat.it/en/prodotti-2/skillgame-2.html>

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Source of the materials:

Company web site, <https://www.artemat.it/en/prodotti-2/skillgame-2.html>

Photos, pictures, logos

Interface and report



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GP 6 – Laborplay, Play your box

How it works

The catalog presents games adapted and validated to be used as tools for measuring transversal skills. The tools lend themselves to a focused user and the observation of transversal skills during games is as objective as possible, thanks to the presence of a behavioral indicators sheet relating to each observed skill.

There are 6 Boxes:

- Betray: focused on problem solving
- Empatyre: focused on emotional intelligence
- Hungry Hourse: focused on commercial abilities
- Optilab: focused on negotiation and communication skills
- Save cern: focused on team working (LEGO bricks based)
- E non finisce qui...: focused on soft skills

Each "Box" contains everything necessary to prepare and manage the activities: the game material - boards, dice, cards, software - and the Manual, with useful information to obtain maximum effectiveness and objectivity.

Each Manual consists of 5 sections:

- clear instructions to prepare the game setting and to explain the context
- rules to the participants
- observable soft skills
- set of indicators with specific behaviors that define them
- inputs to facilitate a rich and stimulating debriefing.



Geographical Area:

Italy

Criteria:

Transformative

What: Tools developed to detect your soft skills

Implementation:

National

Reasons for Success:

Many tools are available in digital version; every box is supported by a Manual that ensure an autonomous use.

Links:

<https://www.laborplay.com/play-your-box/>

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All this to support the assessor throughout his work and leave nothing to chance.

Source of the materials:

Official web site, <https://www.laborplay.com/play-your-box/>

Photos, pictures, logos

One of six boxes



SAVE CERN 

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Credits



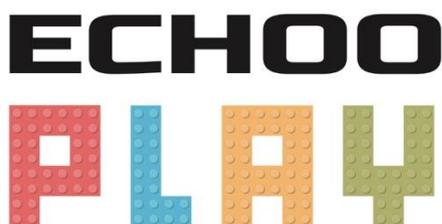
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