



*Fostering youth inclusive education
and transition to work through game-based approaches
integrating active employment and web-based guidance in Europe”
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**ANALYSIS AND SELECTION OF EXISTING GOOD
PRACTICES AND ATTRACTIVE ICT AND GAME-
BASED E-TOOLS TO STIMULATE ACTIVE
EMPLOYMENT, AND DELIVER EFFECTIVE
GUIDANCE AND EMPLOYMENT SERVICES**

ANALYSIS AND SELECTION OF EXISTING GOOD PRACTICES AND ATTRACTIVE ICT AND GAME-BASED E-TOOLS TO STIMULATE ACTIVE EMPLOYMENT, AND DELIVER EFFECTIVE GUIDANCE AND EMPLOYMENT SERVICES

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OUTPUT 1

Job Labyrinth project endorses a consistent strategy to impact on expected objectives and realize a wide range of activities, events and outputs.

In particular, the project involves the realization of seven outputs, each of them is coordinated by a leader who, in cooperation with the other partners contributes to achieve the project objectives.

The first Output concerns the analysis and selection of good practices and attractive ICT and game-based tools to stimulate active employment and deliver effective guidance and employment services.

Throughout the first Output of the project a comparative analysis will gather all best practices, methodological approaches and tools successfully implemented in Europe.

The output produced will enable partners to build up the backbone framework of the Job Labyrinth Game and blended learning technological environment including:

- Analysis and selection of the most relevant web/based guidance tool and of European and national database matching labour market demand and offer
- Technological and pedagogical guidelines for practitioners to mainstream e-tools in guidance and employment oriented services
- Study on gamification and prospects of gamification approaches applied to guidance and employment oriented services: best practices of gamification solutions for active learning and on their potential impact on stimulating marginalized youth active employment
- Capitalization of best practices and approaches selected in the project, including suggestions and technological solution to mainstream gamification approaches and web-based tools for the development of the Job Labyrinth game and Community of Practices.

INTRODUCTION

It has now become evident that the development of ICT services has changed our way of living and working.

The increasing globalization of trade and production systems requires a continuous updating of individuals and their skills in order to adapt to foreseen or needed changes.

Moreover, despite the current uncertain political climate about the state of the Union which is affecting the European countries, the programmes of recent years have increased the potential for mobility between States in education, training and working sector, thus laying the foundations for the development of career paths in a wider geographical context.

Also due to the economic crisis which began in 2009 and whose effects can now be considered as structural, the life of young people will be characterized by multiple transitions during their working life; from school to VET system, from higher education to employment; from employment to unemployment and vice versa.

In this situation, the guidelines of the European Council of 2008 “Council on resolution on better integration of lifelong guidance in lifelong strategies” were very clear, which invited the member states to:

- Strengthen the role of lifelong guidance within national lifelong learning strategies in line with the Lisbon Strategy and with the strategic framework for European cooperation in education and training.
- Where appropriate, carry out reviews of guidance policies and practices at national level.
- Encourage the lifelong acquisition of career management skills.
- Facilitate access by all citizens to guidance services.
- Develop the quality assurance of guidance provision.
- Encourage coordination and cooperation among the various national, regional and local stakeholders.

These strategic objectives are even more up-to-date and necessary in the light of the economic development plans of the various states which have made available funds for businesses that will undertake a series of initiatives aimed at enhancing the integration of new technologies and ICT services in production processes by connecting physical and digital systems. Processes which actually define the 4th Industrial Revolution, the “Industry 4.0”¹.

¹ http://www.sviluppoeconomico.gov.it/images/stories/documenti/Industria_40%20conferenza_21_9

To orient oneself in this background is difficult and many people are likely to be in a situation of “educational confusion”; it is also perceived the need to use the new knowledge which does not find correspondence in an educational system traditionally structured on the rigidity of labour supply and with the difficulty to filter the information of job market demands.

The informational “confusion” due to the variety and heterogeneity of communication sources is not a secondary issue. The difficulty in finding a common thread which could help people to get oriented in the wide world of media, old and new, is well expressed by the Italian sociologist Ferrarotti in his book *“Un popolo di frenetici informatissimi idiotic”* (“A nation of well-informed frantic idiots”). The meaning of the word “idiot” does not have a negative connotation but recalls its etymological sense, from the ancient Greek: inexperienced, incompetent; this term highlights the paradox of a continuous connection to new ICT tools and a simultaneous difficulty in understanding the contents.

In short, the complex reality of today’s labour market, emerging from Eurostat surveys, highlights a rather paradoxical situation. While in many countries there is a lack of qualified staff, unemployment rates remain high. The most affected groups seem to be young people and mid-career professionals which struggle to reverse the negative trend begun in 2009. According to Eurostat surveys of 2013, the rate of NEETs is 20% or more in one third of the member states..

These figures are confirmed in the latest reports as emerges by the Cedefop Country statistical overviews of 2016².

NEETs are at greater risk of long-term unemployment, irregular carrer paths, poverty and social exclusion. Economic inactivity can have profound and persistent consequences on the person, compromising his/her career outcomes and identity: it is the so-called “scarring effect”.

Early school dropout particularly affects young migrants who achieve worse results in terms of learning and in the labor market³.

The need to upgrade own skills or to acquire totally new ones had never been so frequent. This highlights a new horizon of training and lifelong learning, which shifts the focus from passive support policies to active ones, thus involving the subject as actor of its own development.

² On the way to 2020: data for vocational education and training policy, Country statistical overviews – 2016 update, Cedefop.

³ Informative Note, December 2014, Cedefop.

This need for continuous updating requires a continuous re-orientation which, in the European perspective, has a learning value which plays a strategic role in the whole lifelong learning system.

In the face of this radical change, it is necessary to create a strong synergy between professionals working in the field of orientation and those working in the VET sector.

If these are the critical issues of those who are starting a career path, those in transition and those who have difficulty in following the evolution of technology because unable to access new ICT tools or simply because discouraged in the use of new tools, it is appropriate to reflect on the means available to VET operators.

Majumdar declares that we are witnessing a shifting paradigm, from facilitating access to self-help tools and raw information, to an active relation between client and counsellor, as well as the establishment of communities for clients with similar interests⁴.

In this perspective, many studies focus on the analysis of the demand for new means aimed at improving the effectiveness of training and guidance paths, but also making them more attractive for target groups, beginning to explore the potential of game-based learning.

At the same time, the adoption of advanced ICT tools is an element to facilitate and enrich the work of VET providers, and there are many research focusing on the definition of basic digital skills for professional development.

The introduction of these tools is a new resource in guidance, assessment, analysis and self-analysis, information and communication, training and research, administration and management of the orientation process and its actions.

In 2010 a number of strategic objectives to be achieved by 2020 in the VET sector have been defined:

- making initial VET an attractive learning option with high relevance to labour market needs and pathways to higher education;
- easily accessible continuing VET for people in different life situations simplifying skill development and career changes;
- widening accessibility to VET, making it more inclusive;
- flexible systems based on recognition of learning outcomes, including diplomas and supporting individual learning pathways;

⁴ Majumdar, Sh., (2009) The pedagogical framework for on-line learning, in International Handbook of Education for the changing world, Maclean&Wilson (eds.), Unevoc & Springer.

- supporting permeability and making it easier to move between different parts of the education and training system;
- cross-border mobility as an integral part of VET practice;
- skill development;
- strengthening key competences (European Parliament and Council of the European Union; 2006), including language learning (l) and entrepreneurship;
- promoting work-based learning;
- improving VET quality, including professional development of VET teachers, trainers and mentors and the use of quality assurance mechanisms;
- encouraging investment in VET;
- technological innovation.⁵

The purpose of this project is in line with the above-mentioned EU Council indications, namely to make “initial VET an attractive learning option with high relevance to labour market” by creating a game which fosters individual engagement and motivates the search for the right information to build your own personal project according to the pedagogical principle ADVP (“Activation de développement vocationnel et personnel”).

The intent is to use gaming techniques to connect a series of operational tools identified by the project partners through a meta-search of EU-funded projects, like “job tribu”, and a survey which has been addressed to partners’ networks.

The different tools which have been taken into account are listed below in four different categories, referring to the same taxonomy used in Progress Job Tribu project:

- self-promotion tools;
- career matching tools;
- online resource centers;
- communication tools.

⁵ On the way to 2020: data for vocational education and training policies Country statistical overviews; 2016 update, Cedefop.

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GOOD PRACTICES IN THE USE OF ICT

Self-promotion tools

E-portfolio CIOFS-FP Piemonte

www.eportfoliobilco.it

<http://www.eportfoliobilco.it/>

The *C.I.O.F.S.-FP – Centro Italiano Opere Femminili Salesiane* – is a non-profit organisation operating in 13 Italian Regions which provides vocational education and training, vocational guidance, internships, employment services, exchange projects with other European countries aimed at people in different working conditions.

In the employment services sector, the organization has developed an e-portfolio tool which has been used as part of good practice of the “Job Tribu” project.

The user, guided by a series of open questions, has the possibility to create his personal skills portfolio.

The estimated compilation time is about two hours, after that the user can make periodic updates which take about an hour.

The tool has no license fees and it is aimed at supporting the guidance and balance of competences paths which the user starts thanks to the support of trained and qualified operators.

Target: young people, unemployed, migrants, disadvantaged people, people involved in mobility projects, adults who need professional update.

Languages: Italian, French and English.

COMP-PASS e-portfolio

www.comp-pass.org

Comp-pass has been created within the European project “Erasmus+” thanks to the international cooperation of 4 NGOs of Poland, Germany, Czech Republic and Romania.

The tool is like an interactive CV. The user can access the platform free of charge and create his own portfolio. During the compilation, which takes about 45 minutes, the user

carries out a self-assessment starting from the four categories of skills; personal, social, management and practical.

Each category presents several items consisting of a five-level Likert response scale –each level represents how much the user masters the skills, abilities and attitudes related to a given category and is provided with a detailed description.

Level 1 indicates a basic competence, level 5 indicates an expert and specialized competence in a field.

Particular attention is paid to Non Formal Education and Soft Skills.

The user can share within the portfolio: videos, photos, images, documents, and everything that can be useful to deepen the knowledge of the person and can also decide to what extent external users can access the information he shared in order to adapt the portfolio to the laws of different countries (cookies, privacy).

Target: young people in training or job seekers, NEETs.

Languages: German, English, Spanish, French, Italian, Latvian, Hungarian, Portuguese, Slovenian, Bulgarian.

Europass

www.europass.cedefop.europa.eu

Europass is a new initiative of the Directorate-General for Education and Culture of the EU which aims to help people make their skills and qualifications clearly and easily understood in Europe, thus facilitating the mobility of both learners and workers.

Europass consists of a portfolio of five documents: two documents which individuals can complete independently, Europass Curriculum Vitae (CV) and Europass Language Passport, and three documents which are completed by the competent organisation on behalf of the individual, Europass Mobility, Europass Certificate Supplement and Europass Diploma Supplement.

These five documents are free of charge. During compilation the user provides his/her personal information about the obtained qualifications. There are self-evaluation forms consisting in three-level Likert response scales: from basic to advanced, each level is accompanied by a detailed description.

The final documents provide a general overview of the user's skills.

Target: young people and adults in education, employers, education and training institutions.

Languages: All languages of the European partnership.

CoRobim

www.corobim.sk

CoRobim is a Slovakian body, headquartered in Bratislava, which deals with vocational guidance for students and recruitment services for companies that need to effectively regulate the influx of workforce and want to employ people of the region where they operate. CoRobim uses the so-called “Career Stories” for orientation, a useful tool for performing a Job profiles repository and for evaluating behavioural and motivational skills.

The tool consists in a preliminary questionnaire with multiple choice items which is useful for the balance of competences and interests of the candidate. In the following stage a video presentation lasting about ten minutes is created, during which the candidate introduces himself and describes his/her profession and abilities (so far about seventy professions have been identified).

Once completed, the video is shared on the various social networks or directly sent to different employers.

The tool is available free of charge, no certification is required for administration.

Target: Young people aged 16-30 in vocational guidance

Language: Slovakian

Podporme remeslá

www.podpomeremesla.eu

Podporme remeslá has been created at the end of a three-year project which was launched by the Slovak State Institute for Vocational Education (SIOV) with the aim of improving the level of vocational education.

It is a video database where VET students or those who have completed a course in a secondary vocational school, describe their professional project. The videos last about 4 minutes, during which the users describe their training path and the characteristics of their job.

Videos are available for the students who are still in training to orient them in future choices and guide them in their first professional experiences.

The database is open and accessible to employers and organizations looking for specific professionals.

Target: Students in the career guidance process

Language: Slovakian

ISTP

istp.sk/informacie-o-istp

ISTP is a site managed by the Slovakian state authorities and is based on a project sponsored by the Ministry of Labour, Social Affairs and Family of the Slovakian Republic which was created to fight unemployment.

The portal offers information and counselling tools supporting young people and unemployed people during orientation in the labour market.

On the website there is a database containing detailed descriptions of various professions, divided by field and level of education. Only for some professions there are descriptive videos.

Users can access the website free of charge and, in the “Working Compass” section, can create their own profile, insert their level of education and previous work experience in the field where they want to be oriented. The compilation takes about 30 minutes. The required fields and information have been established through a collaboration with a team of experts that determined the qualification requirements, personal conditions, and health restrictions related to the performance of each job.

The ISTP website then generates a national database of all personal profiles of candidates. Also companies and employers can publish job advertisements on the platform, related to specific professional figures needed.

Candidate profiles and job offers are then matched and put in contact.

Target: Young people in job placement and unemployed.

Language: Slovakian

CV ONE

www.gocvone.com

It is a platform to create video CV.

On the website it is possible to upload up to 5 videos directly from own computer and to attach other information documents,

There is also a descriptive part where the user can enter the previous work and/or training experience.

The tool then generates a video CV providing an overview on the competences of the user.

The final work can be shared directly from the platform through the various networks.

Target: Young people looking for employment and adults in re-orientation path.

Languages: the user can choose to fill CVOne in English to make it suitable to an international audience, or in his own language to reach a national audience.

Youthpass

www.youthpass.eu

Youthpass is a tool to document and recognise learning outcomes from youth work activities. It is available for projects funded by Erasmus+: Youth in Action (2014-2020) and Youth in Action (2007-2013) programmes. It is a part of the European Commission's strategy to foster the recognition of non-formal learning.

While creating their Youthpass certificate together with a support person, project participants are given the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes.

Youthpass also aims at supporting the employability of young people and of youth workers by raising their awareness of and helping to describe their competences, and by documenting their acquisition of key competences on a certificate.

The Youthpass certificate is divided into three sections.

The first page confirms the participation in a given project and lists the main facts about the project. It also provides background information about the general context and value of the activity.

The second section informs about the project in more detail. The organisations in charge are mentioned, the aims, activities, and results of the project described.

In the third section, participants reflect upon their learning and the outcomes. They are encouraged to describe what they have learnt in the course of the project, adhering to the eight key competences for lifelong learning. There is neither a limitation to how much the participants are allowed to write, nor do they have to include every single competence.

Through the Youthpass process, reflection on learning becomes more structured and the educational value of the project is strengthened. It makes the learning of the participants more conscious. Being more aware of their competences, it gets easier for the participants to make use of them in the future.

It can be used by job service operators for the following activities:

European Voluntary Service; Mobility of Young Workers; Transnational Cooperation Activities (TCA) of National Agencies.

Target: all young people, regardless of their social, educational or cultural background.

Languages: 27 languages available

Carrer Matching

Sorprendo

www.sorprendo.it

The software *SORPRENDO* is a database of professional profiles which can be used as a tool for guidance and support during job and career orientation in schools and vocational training institutions.

The platform contains information on more than 400 professions described on the basis of 117 features. Combining these data with the skills and preferences of the user, *SORPRENDO* identifies his/her “professional DNA”.

The user makes a personal assessment on the individual characteristics proposed by the system allowing the tool to select the most suitable professions.

If the user changes his preferences he can modify them by improving the matching with the most interesting and relevant profiles during a re-evaluation and reflection process.

With the resulting data of this analysis it is possible to create own professional project by identifying goals and deadlines.

From the results of this analysis you can build your own professional project by identifying goals and deadlines.

There is an annual or biennial license for schools and institutions.

Target: Students, young job seekers and adults looking for a new employment.

Language: Italian

Emplea+

<https://www.accenture.com>

The *Emplea+* programme is part of the Erasmus+ project and proposes several solutions with different components for measuring and developing employability of the most vulnerable people.

It can be accessed online from any device through the Accenture cloud using username and password.

Within the platform there are:

- An assessment application allowing operators to evaluate job seekers and identify any gap between the user's skills and the goal set.
- A self-assessment application allowing the applicant to self-evaluate his/her skills.
- On-line training material allowing the user to develop the needed skills for the job required.

All the process is based on a unique methodology based on a vocabulary of skills.

The use of the platform is restricted to operators who will attend a 14-hour training course.

Target: Young people, NEETs, disadvantaged people, people involved in mobility projects, adults who need professional update.

Language: Spanish

Observatorio de Empleo de los más vulnerables.

juntos-por-el-empleo-de-los-mas-vulnerables.newsletter.accenture.com

This is a website where NGOs can access information about the current and expected situation of the labour market and new employment opportunities for vulnerable groups, through the observation of 10 values.

NGOs can register on the portal for free and access the graphics on the labour market trends and job advertisements aimed at disabled or disadvantaged groups.

The *Observatorio* therefore offers 4 services:

- calculation and presentation of indicators of the labour market;

- analysis of the current situation of the labour market;
- calculation and interpretation of future trends;
- content management of the *Observatorio*.

Information are divided by geographical area, type of employment, qualification, etc ...

Currently the Observatorio provides an evaluation form with labour market indicators and the ratio between demand and supply.

The evaluation form collects public information and data from organizations and working groups which have already accessed the website.

The platform contains: anonymous information provided by 350,000 people, more than 100,000 job offers and more than 37,000 contracts signed. These data continue to grow every three months with the new information presented by the organizations involved.

Target: NGOs dealing with disadvantaged and disabled people.

Language: Spanish

I can work.hu'

<http://dolgoz6ok.hu/cimlap>

It has been designed to create and develop sustainable jobs for people with disabilities or belonging to disadvantaged categories, paying attention to the needs of the labour market.

The aim is to raise public awareness on the social value of people with disabilities.

Users can access the website for free to receive information about job advertisements and to provide useful information about their skills and degree of education.

Their profiles are then matched with the profiles required by the employers, thanks to a logistic diagnosis of the organizations involved, and the job placement process is implemented in order to encourage personal and professional development.

Target: people aged 18 and over, disabled, disadvantaged or unemployed.

Language: Hungarian

JOBMETOO

<http://www.jobmetoo.com/>

Jobmetoo facilitates the matching of candidates with disabilities and belonging to protected categories with the labour market.

The user can create his own profile free of charge, providing information about his level of education, previous work experience and can make a self-assessment of his soft skills through the evaluation forms proposed by the tool.

The platform is also accessible to companies that can register by providing a description of their mission, their commitment to disability and the professional profiles they require.

Candidates can search among the various job advertisements, and *Jobmetoo* also shows the percentage of compatibility between the profile of the user and that of the job advertisement displayed.

Target: People with disabilities or disadvantaged people and companies looking for professional figures.

Language: Italian

Online resource centers

Educa web

www.educaweb.it

Educa web is the Italian portal aimed at training and orientation created by the multi-year collaboration between the well-known Spanish portal Educaweb.com and the Pluriversum company of Siena, specialised in educational and professional orientation.

It is a free search engine managing a database of courses, master courses, seminars and other training courses, both in classroom and online.

Research with Educa web gives you access to pages dedicated to each type of course, specific topics and different levels of education.

There are detailed descriptions about courses and various training centres, schools or universities. It is possible to request additional information to the institutions about the courses offered.

The services offered by the search engine are many: it allows the user to see on the map where the course takes place, automatically identify any similar courses and compare them in order to evaluate which one best meets the needs, time and budget availability of the user.

Target: Young people and adults who must be guided towards educational, training or working path.

Language: Italian

WeRentrepreneur

<http://www.werentrepreneur.com/>

WeRentrepreneur is a platform that the evaluation tool “PerformanSe” provides for evaluating entrepreneurial skills.

The user can access the website free of charge and fill the proposed questionnaire made up of 70 questions.

Once completed the questionnaire, the tool develops a descriptive report about the level of entrepreneurship of the user which is useful to understand the behaviour related to the three key areas supporting acting in entrepreneurial practice: strategy, organisation and human relationships.

Target: Young people and adults who want to start a business or a profession

Languages: French, English, Spanish, Italian, Polish, Portuguese, German, Hungarian, Slovenian, Slovak, Czech, Dutch, Finnish, Bulgarian, Arabic, Russian, Romanian.

PerformanSe ECHO/ORIENTE

<http://www.performanse.com/>

PerformanSe is the leading French provider of tools for assessing behavioural and motivational skills.

The proposed tools are applied both in the business sector and in the employment services and orientation sector, where it has signed an operational agreement for research with the Cnam of Paris (Conservatoire National des Arts et Métiers).

For guidance and support to individual skills analysis PerformanSe has developed two tools: Perf Echo e Perf Oriente.

Perf Echo is designed as a web-based system aimed at assessing behavioural skills and motivations.

The questionnaire consists in 70 questions and proposes two levels of language to help users with low level of schooling.

The compilation time is about 15 minutes and the results are immediately available. The report for the beneficiary is in narrative form, while the version for employment services operators has also a graphic part useful for analysis.

Perf Oriente is designed to facilitate orientation.

Using the information provided by the questionnaire Perf Echo it elaborates a narrative report which gives a profile on 8 macro areas: administering, arguing, designing, creating, exchanging, focusing, managing and making.

The report highlights the strengths and what has to be developed for each macro area.

The pedagogical approach of PerformanSe is help understanding the correlation between the personal profile emerged and the jobs in which the person is more likely to succeed; with the support of the employment services operator it encourages the development of a professional project.

Target: young job seekers and adults looking for a new employment.

Languages: French, English, Spanish, Italian, Polish, Portuguese, German, Hungarian, Slovenian, Slovak, Czech, Dutch, Finnish, Bulgarian, Arabic, Russian, Romanian.

RIASEC- Creer Choicer

<http://www.careerchoicer.com/>

Carrier Choicer is a platform where it is possible to fill a RIASEC test.

The RIASEC or Holland Codes is often used in psychology of personality, the basic assumption is that every person is unique and his own features can be used to describe his personality and the choice of a fitting work environment for the future.

The test consists in 10 separate sections, each of these is made up of multiple-choice questions; compiling takes about 20 minutes.

The resulting report is not available for free, but it is necessary to pay a fee and register to the website.

Holland's theory of orientation is based on a close relationship between personality and context (or psychological environment) and states that the personality can be investigated starting from the professional interests by identifying six personality types: Realistic, Investigative, Artistic, Social, Enterprising, Conventional (hence the acronym RIASEC).

These six types can be put together in order to create a “Personality Code”.

Target: young job seekers and adults looking for a new employment.

Languages: Slovak, Czech, English.

KomposYT

<https://www.komposyt.sk/o-projekte/ciele-projektu>

KomposyT.sk is a platform designed as an on-line website. The platform is one of the projects proposed by VÚDPaP, a Slovakian institution that has been working in the field of education and training since 1964.

The website is made up of two sections, one public and one internal, which can be accessed upon registration.

The public part contains about 170 contributions, links, websites, information and articles about the guidance and counselling system. Electronic versions of the articles are also available, both for employment services operators and for public use.

The internal section of *KomposyT.sk* is designed exclusively for professionals and it is available upon registration, it contains: diagnostic tools, techniques and methodologies. The information system acts as a platform for sharing technical contributions and good practices in educational counselling and allows experts to manage the digital versions of the available diagnostic tools.

Target: Professionals, parents, students and young people in vocational guidance.

Languages: Slovak, Hungarian, Romanian.

Institute of Entrepreneurship Development (iED)

<http://ied.eu/>

The Institute of Entrepreneurship Development (iED) is an organization committed to promoting innovation and enhancing entrepreneurship.

The website contains different products and projects which are useful to strengthen the corporate culture and provide solutions to the problems and challenges related to business activities.

The platform can be used free of charge, while the products and the paths offered are not free.

IED vision is to create the conditions needed for the construction of the suitable environment to foster entrepreneurship, social cohesion, economy and development.

Target: Businesses, self-employed and freelancers, NGOs, vulnerable groups (unemployed, disabled NEETs), volunteers and young job seekers.

Languages: Greek and English.

The Who Am I? game board

<http://careers.yorku.ca/the-who-am-i-self-assessment-game/>

The *Who Am I? Self-Assessment Game* was developed by the York University Career Centre in 2007 to provide a fun and interactive method of self-assessment for students wishing to explore their career options.

The purpose of the game is for players to gain insights into their desires, interests, abilities, and personality as they relate to career decision making.

These insights are recorded on Career Profiles that each player develops during the Who Am I? game to assist them in better understanding who they are and what they want in the world of work.

The Who Am I? Self-Assessment Game is played in groups of 4-5 people per game board and includes a Career Profile where participants record their insights.

Players utilize the insights they obtain while playing the game, to create a Career Statement which assists them in articulating who they are and what they want for themselves in the world of work.

It may be used as:

- a complement to existing career development workshops, programs and/or services;
- a tool to prepare people for individual career counselling appointments;
- an alternative or in addition to conventional assessment tools;
- a means to engage and/or train company employees for professional development purposes.

The Game was initially developed for post-secondary students and has been revamped for additional use by high school and by training and development professionals for public and private sector organizations.

- It provides means of self-assessment in a fun, interactive and engaging environment, which is intended to alleviate career related anxieties;
- emphasizes the value of self-assessment in the career decision making process;

- provides players with support and inspiration through group interaction;
- encourages players to become more aware of both internal and external influences that may be influencing career decision making;
- reassures players that there are many career options available to them;
- informs players that the most important factor to consider when making a career decision is who they are.

Target: experienced career counsellors, guidance counsellors or training/organizational development professionals.

Language: English

TRUITY

<https://www.truity.com/personality-test/1012/test-results/4220809>

Truity is a web-based platform where it is possible to find a set of evaluation tools, personality type tests, career tests (especially the Holland model), Big five questionnaire and Behavior Inventory.

The website is divided into sections according to the type of test you are interested in. After compilation, the user receives a descriptive report which provides a personal budget of his/her characteristics by highlighting the areas in which the user has a better chance of success.

Target: young job seekers and adults looking for a new employment.

Language: English.

123 Test

<https://www.123test.com/career-test/index.php>

123 test is a private company dealing with the creation and publication of on-line tests. On the website it is possible to find, whether free of charge or for a fee, a series of evaluation tools: career tests (Holland Code), personality type tests, IQ tests, team roles and vocational and educational guidance tests.

The report provides scientifically reliable psychometric results, allowing the validation of competences, personality traits and abilities.

Target: young job seekers and adults looking for a new employment.

Languages: Spanish, German, French and Dutch.

Communication tools

World of Work

www.world-of-work.eu

The platform *World of work* has been developed by the publisher “Dr. Josef Raabe Slovensko, s.r.o.” and financed with the support of the European Programme for Education, Training, Youth and Sport - Erasmus+.

The goal is to reduce the significant gap between what students learn in class and the real world. It has been realized that part of the problem is the fact that teachers have limited access to the material for the after-school orientation and that most curricula are designed only to pass tests and to meet educational standards.

The project combines the efforts of seven organisations from three European countries (Slovakia, Czech Republic and Germany) that committed in the creation of innovative methodological materials and in the development of an on-line platform.

The website contains also information videos, CV template, information and job search techniques.

The project focuses on:

- improving the quality and relevance of the training and educational offer by developing a new and innovative approach to teach subjects related to the labour market.
- fostering the provision of key competences, including transversal competences, related to the “labour market” educational area.
- Increasing the relevance of the labour market in the training offer and strengthening the links between education and training with the world of work.

Target: young job seekers, NEETs

Languages: Slovak, Czech, German and English.

LinkedIn

www.linkedin.com

LinkedIn is a free social network (with optional fee-based services), mainly used for the development of professional contacts. The network has reached more than 200 countries and 400 million users in recent years.

After registration, the user can create a personal profile including level of education, previous jobs, soft skills, etc.

It allows to share and implement information articles, promote activities, create a list of contacts considered reliable in the professional sector. These contacts are part of the social network and the user can increase the number of these connections by inviting other users.

The social network gives also the opportunity to find job offers and business opportunities with the support of the contacts of the list or the network.

Employers can post job advertisements and search potential candidates among available profiles.

Target: the social network is open to everyone, especially to job seekers and employers.

Languages: 24 languages available.

Youth Guarantee Programme

<http://www.garanziagiovani.gov.it>

Youth Guarantee Programme is the European Plan to fight against youth unemployment. With this objective, funding has been provided for Member States experiencing youth unemployment rates above 25%, which will be invested in guidance, education and training and job placement policies in support of NEETs.

Young people can apply for the programme at the nearest Youth Guarantee office (all information are available on the website).

The user is then guided in an orientation path and personal profiling is created taking into account the gap between his/her training and the world of work and his/her personal information in order to customize the actions.

For all the young people below the age of 30 it will be provided job offer, continuation of studies, apprenticeships or internships, within four months from the beginning of unemployment or the exit from the formal education system.

Target: young people ages 15-29 – NEETs legally resident foreign (extra UE) or EU citizens.

Languages: All the languages of the European Partnership.

Incorpora

<http://www.incorpora.hu/rolunk>

Incorpora is a platform designed to give disabled people a more equal chance of employment.

The person concerned can access the website and receive the information needed to take part in the programme. While employers can register and become members of *Incorpora*.

The stages of the job insertion process are:

- analysis of recruitment needs.
- defining work profiles according to the needs of the company.
- support in screening and selection.
- support during the insertion process.
- monitoring.

Target: Young people and adults with disabilities or belonging to disadvantaged categories.

Eurodesk

<https://eurodesk.eu/>

Eurodesk is a non-profit international association created as an organization to support the Erasmus+ programme.

The website contains free information about:

- mobility opportunities within the European Community for the international learning of young people;
- scholarships;
- training courses;
- internships;
- international tenders.

The Eurodesk network involves 34 countries and more than a thousand operators.

Target: Young people in career guidance.

Language: 24 different languages.

Euro-guidance

<http://ec.europa.eu/ploteus>.

Euroguidance is a European network of resource and information centres and it is promoted by the European Commission - DG Education and Culture and the national authorities in each country.

The network has the dual aim of:

- promoting mobility for education and training throughout Europe, supporting Vocational Guidance Counsellors and users by providing information and offers about studying, training and job opportunities across Europe;
- developing a European dimension of orientation.

Centres located throughout Europe, through networking, influence and promote the collection, production and circulation of education and training opportunities, mobility opportunities, national education and training systems, qualifications and diplomas, orientation systems.

The network is made up of about 65 specialist centres located in 34 European countries. There are Euroguidance Centres in all EU/EEA Member States and pre-accession countries, as well as in Switzerland.

Euroguidance is also responsible for the Ploteus portal, which is the Portal on Learning Opportunities throughout the European Space.

Target: VET system operators

Languages: Most of the documents are available in English but there are also documents in all the languages of the European Partnership

European Voluntary Service

<http://serviziovolontarioeuropeo.it/>

The European Voluntary Service (EVS) funded by the European Commission within the Erasmus+ programme aims to boost young people's skills.

It provides an international long-term volunteering experience abroad, up to 12 months, in a non-profit organization.

It is an opportunity for young people to develop transversal competences through non-formal learning activities, to confront each other in an international environment enabling them to become active players in their societies.

The voluntary activities are carried out in different fields depending on the activities of non-profit organizations: assistance to sick, disabled persons and older people, adolescents or young people, ecology and sustainable development, culture and arts, music and theatre, etc.

On the website there are also information about internships, work abroad and other opportunities for international mobility (scholarships, call for tenders, work camps).

Target: all young people aged 17-30.

Languages: All the languages of the European Partnership.

RESEARCH ON ICT TOOLS FOR CAREER GUIDANCE

The purpose of the research was to provide an overview on e-tools for career guidance, particularly aimed at young people (disadvantaged or not), and to identify which one among them could be included in the Job Labyrinth project.

Most of the tools and methodologies (good practices) used in guidance and job placement have been monitored. In particular, we have taken into account all those tools addressed to young and disadvantaged people, which could become operational tools in the development of a personal path but also a support for employment services operators working in VET centres.

The research has been carried out on two levels: through a survey which has involved all the partners of the project and their network and through a direct research using various sources, including on-line documents.

Among the sources consulted we have included the report of the European project Job Tribu from which we have taken some instruments and the division into different typological categories.

We have then divided the identified instruments according to the four proposed categories: self-promotion tools, career matching tools, online resources centre and communication tools.

With respect to the conclusions and proposals of the Job Tribu project, we have tried to deepen an area that in our opinion was lacking in operational proposals, that of on-line resources tools.

We have then included in the proposal several tools for self-assessment of competences, attitudes and entrepreneurial skills.

In fact, the tools to support entrepreneurial skills analysis have not been considered before, while they are actually very important to promote youth self-entrepreneurship and start-ups.

Different criteria have been used in the selection of tools to be included in the framework of the Job Labyrinth game. Among these criteria there are: the recurrence of the answers to our survey, their being translated into different languages making them accessible in several countries, the “exportability” of good practices or the already proven diffusion in the European context.

Self-promotion tools

Although the focus is on ICT tools, we have found it useful to consider Europass as a support in compiling own paper CV, an instrument which is still considered valid today.

Two tools have been selected for the creation of the individual skills portfolio: the Eportfoliobilco and Compass. The first one is part of the tools highlighted in the Job Tribu project and it has been mentioned also in the answers of our survey. The second one has been selected for the feedback we received through our international survey.

Then we have selected CV ONE , www.gocvone.com, a very simple and intuitive platform allowing the creation of video CV.

The selection of these tools enables to provide operational tools to collect the information for the development of a professional project (Portfolio), and to encode them into a curriculum in both written and video form.

Career matching tools

In this category several tools proposing a database of professional profiles have been analysed. These tools, which are useful in the context of orientation since they allow, particularly young people, to know which competences are required by different professions, often present a critical element. Over time jobs tend to change, in some cases emerge new trades while others disappear.

It is therefore necessary that the creator or the manager of the database has the organizational and structural features that will allow him to invest resources in the constant observation of the labour market and in the updating of tools.

Through the good practices of the project partners and according to the results of our survey, the most interesting experiences according to us are Emplea + and Sorprendo.

On line Resources Centres

In this section we have included and evaluated several tools for self-assessment of behavioural skills that are intended to help the person in understanding, in particular, his/her transversal skills, which are considered to be key competences for employability.

The elements to pay attention to when selecting such tools are different. First of all, the owner of the tool has to provide validation of the offered instrument, but this has not always been clear. The pedagogical approach is equally important because, during orientation paths, the understanding of the results of self-assessment, also supported by a VET operator, can become an incentive element for personal empowerment: self-evaluation gives the person the awareness of his/her strengths and weaknesses to be developed and to work on.

PerformanSe Echo, PerfofmanSe Oriente and WeRentrepreneur have been included in the framework of the Job Labyrinth project for their international dissemination, their being used by partners, their possibility of providing the beneficiary with detailed and easy-to-use reports.

Communication Tools

In this area the sources of information are many and varied. In addition to the websites where it is possible to get information about the Youth Guarantee, EVS - European Voluntary Service, Euro-guidance and Euro Desk, it has been considered worthwhile to include also LinkedIn.

This instrument, or service, has spread worldwide and deserves to be involved among the available tools.

THE PEDAGOGICAL APPROACH ADVP

The pedagogical approach ADVP (Activation Developement Vocationelle et Professionelle) has the purpose of enabling the beneficiaries of orientation activities to understand and acquire the decision-making ability through a rational path aimed at:

- considering the goal of the choice as a problem to be solved;
- evaluating the alternatives;
- take informative data on each of them;
- considering all the consequences of the various possible decisions:
- assessing the moral convenience of each alternative;
- making the choice provisionally;
- checking the validity of the choice made in the light of the objectives formulated.

The ADVP model has been developed by a team of researchers, Pelletier, Noiseaux, Bujold, of the University of Laval in Quebec (Canada) and spread throughout Europe around 70s. “It starts from the assumption that the professional choice is achieved through various development stages which have different vocational tasks. The individual has to face and successfully pass the different stages in order to complete its development path”.

The importance of understanding the guidance path as a sequence of events including a critical reflection on progress and individual errors for personal self-assessment has been taken by Lewin's idea of action-research.

The career choices are taken along a development process marked by stages and tasks which the beneficiary has to perform in order to make satisfactory choices, through a sequence of actions aimed at vocational guidance.

The ADVP model is based on Tiedeman's and O'Hara's decision-making theory, on the D. Super's vocational development model, and the Guilford model which links developmental processes and cognitive processes.

The principles at the basis of ADVP can be summarized as follows:

- The experiential principle, consisting in gaining experience, developing skills (knowing how to do) and personal inclinations (knowing how to be). In this situation, through the observation of the most important moments of your own existence it is possible to acquire awareness of the strong experiences concerning the whole of the person. There is the transition from abstract to concrete.
- The heuristic principle (re-elaboration of experience), consists in solving the problem thanks to the involvement of the subject in the research.

The career decision process is located by Tiedeman and O'Hara in the context of personality development, the two phases of “anticipation and realization” define the choice criterion.

The anticipation phase is divided into:

- *Exploration*, where different paths can be considered;
- *Crystallization*, in which the person defines his/her values and lists the solutions which may or may not be considered;
- *Choice*, which is the stage of the decision;
- *Clarification*, where the person dispels any doubts about the correctness of his/her professional choice.

The implementation phase is divided into:

- induction stage, in which the person is engaged in studies or in a new job and learns to identify with the new environment;
- reformation stage, in which the person, although affected by the new environment, tries to influence it according to his/her goals;
- Integration stage, in which the person stabilises.

The individual organises his professional development based on the image one has of oneself in the different development phases. This allows him/her to acquire the professional maturity which is necessary to formulate a synthesis of the various experiences leading him/her to translate the self-image into professional terms.

The originality of ADVP method consists in having identified the skills behind the tasks which make possible the implementation of the project and in having proposed practical ways to activate them.

By activating the mental abilities of creative, categorical, evaluative, and implicit thinking, the development of the evolutionary process of discovery, classification, evaluation and experimentation leading to the choice is promoted.

The tasks that the subject is called to accomplish will allow the maturation and development of the person.

In this way, exploration is an awareness and a research on the self and on the opportunities offered by the context. It represents an opening of information and experiences in relation to oneself and to your future.

The crystallization phase allows to organize the information collected during the previous phase, in large categories and concepts, in order to define the field of research and identify the general sectors and the possible solutions.

The moment of specification represents the conclusion of the previous phases. It is a time of research and solutions, of projects starting from a wider exploration and a rich conceptualization.

It means to accept to lose, to risk, to commit, to relate probabilities and desires considering the multiplicity of factors.

Within this pedagogical approach, educational games and tests are operational tools which can be used in orientation or counseling contexts and help to recognize and promote motivations, interests, personal skills in order to identify strengths and weaknesses and develop decision-making skills.

Exercises and educational games consist in simulated situations allowing, by assuming specific roles, to step into new realities, increase knowledge of economic aspects and develop skills in terms of communicative effectiveness, negotiation and autonomy, search of needed information to meet the needs recognized through the engagement of the subject.

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GAMIFICATION METHODOLOGY

Why a Digital Game?

Marc Prensky explains that the emergence of digital game-based learning came in the “last decades of the 20th century,” when there was a global technology boom. The recent generations have lived their entire lives with access to technology, using different applications and digital tools are the part of their daily life. Because of this access to technology, Prensky argues that today’s students “think and process information fundamentally differently than their predecessors.” Teachers, or what Prensky calls “digital immigrants” now have to adapt to the language and learning styles of “digital natives,” a term he uses to describe young generation who have always been surrounded by technology.

The institutions and educational organisations should adapt their instruction in order to meet the needs of millennials, they can implement computer or digital-based games as learning tools in order to reach and train them. These games can be used in various subject areas and in a variety of ways. Beside the institutes, companies are also using game technology to train their workers, to recruit staff and to motivate their workers. Game based learning is a new learning era not only for the millennials but also for all institutions and corporates which work for young generations.

According to Patricia Deubel, digital game-based learning has the potential to engage and motivate young people while promoting long-term memory and providing practical experience. Young people can effectively engage by use of game-based learning, the serious games that facilitate cognitive learning, planning and problem-solving are the great instruments to reach the young people and motivate them to learn.

The digital games provide a great tool for conducting educational research. Beside the digital games have “great diversity,” while attracting young people of various demographic backgrounds which can be potential tool to reach both NEET and other young people. Games also help youth to set and work towards achievement of goals, provide helpful feedback, and maintain records for measurement purposes. Furthermore the interactive nature of video games stimulates learning and encourages participants to challenge new topics or knowledge. The digital games can help young people to develop computer skills that they may need in a society that continues to develop technologically. The games can guide young people to discover their self and possible support measures

around of them such as job offices and the most important part is games can be the most effective way to reach NEET and other disadvantaged young people.

The Purpose of The Game

To support NEET developing their competencies to find a job as well as inform them about the institutions which guide young people for employability such as job offices.

Learning objectives of the game

- To analyze situation of NEET young people for the job offices data process
- To inform them about Job Offices and other support measures
- To support their capacity building on soft skill competences
- To motivate them to develop their self and discover European opportunities around them.
- To develop competencies based on strategic thinking, following goals and planning.

The Pedagogy of The Game

The most important part of the game is the motivational frame, NEET are the group of young people whom hard to reach and train. Their motivation is very low to go to job office and join to the trainings. The game will provide them information and training in a non-educational environment. They won't feel under stress or afraid to play the game, they can also do it in any time that they want to which gives them freedom of space and time.

Game will also provide them self-directed learning opportunity with a real life engagement such as information of job offices nearby, participating to the training stage of the game when they need. The different opportunities through the game will also empower users (NEETs) to discover potentials in real life since the game has real life connection.

The empowerment is important element of the game pedagogy, there isn't any authority or a teacher in the job labyrinth game, young people are the director of their own decisions and they learn from their own experiences. They have a self-decision whether to take a support of job councilors or not but the game helps them to understand the relevance of job councilors.

The users choose an avatar to engage the game more and the avatar moves around the labyrinth like a real young people who is moving around the life. The game has lots of elements symbolizing the life of a NEET, even the game users have the remote of the game

such as their life, they need support and hints to direct their way to the right corridor into the labyrinth which is very similar like their real life where they need support to train, develop their competencies and find a job.

The game has invisible learning elements, the educative elements will be provided by game based learning and game mechanics. Even though the game has grading and power mechanics such as gaining some power and point in each level, in the end of the game user will value the personal growth more than the other mechanics, those mechanics will be used to motivate and engage the young people to the game stages. The story of the game and the levels of the game designed base on the learning needs of NEET.