

IMPACT ASSESSMENT AND FINAL RECOMMENDATIONS

Output 7

JOB LABYRINTH - Fostering youth inclusive education and transition to work through game-based approaches integrating active employment and web-based guidance in Europe

2018

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Introduction

Job Labyrinth project moves from the assumption that there is a direct link between Unemployment, Poverty and Social Exclusion and it moves from a deep analysis led at EU and national levels which revealed how Italy, Spain, Hungary and Slovakia scored highest and persistent long-term unemployment.

The project involves multi-actor core partners with complementary expertise, including regional policy actors, educational providers in 3 different settings, body providing assistance to policy actors in Active Labour Market Policies, and experts of guidance, e-services and game-based learning environments.

It built a comprehensive framework integrating active ALMPs, PES and guidance e-services in multiple settings as main-keys to enhance vulnerable youth access, participation and performance to inclusive education, training and youth, and to facilitate their transition to work and activation as job seekers.

Moreover, Job Labyrinth enabled the potential of gamification to improve attractiveness of mainstreamed services and to foster youth engagement as active learners and job seekers, endorsing a multipronged strategy aiming to develop learner-centered and game-based e-solutions (the JOB LABYRINTH GAME) to raise youth awareness on ALMPs measures, attract and activate in particular NEETs, disadvantaged and vulnerable youth.

The report includes a presentation of the results achieved by the project: *JOB LABYRINTH - Fostering youth inclusive education and transition to work through game-based approaches integrating active employment and web-based guidance in Europe*.

It is divided in two main sectors: impact evaluation (§ 1) and final recommendations (§ 2).

The first part explains throughout monitored data the improved efficiency and effectiveness of the services connected, and on the value added by e-services and web-based guidance tools disseminated on the effectiveness of the services delivered. So it's estimated the quality assessment on advantages achieved by the gamification approach mainstreamed to ALMPs initiatives and services in terms of their improved capacity to intercept vulnerable youth, and to guide and facilitate their meaningful participation to build their own professional path.

The second part concern final recommendations, that are mainly addressed to key policy actors (EU, regional and national bodies and networks), in order to raise their awareness on the relevance and impact of the proposed integrated approach to ALMPs and on the effectiveness of the tools provided to intercept vulnerable youth and to foster their social inclusion and active employment.

In order to achieve the project objectives, data concerning users registered to the Job Labyrinth online gaming platform has been monitored. About them were tracked and collected information on numbers, age and nationality. In this way, it was possible to have an immediate and secure response to the European wide dissemination of the game, which is freely available online since its earlier development (http://joblab.cnos-fap.it/).

In addition, it was conducted an internal monitoring that involved project's partners. In fact, they organized trial sessions of the game, involving young people: through event, occurred mainly from May to July 2018, it was possible to test the game with different targets in situations controlled by operators supervising the test performance.

To the young students and pupils were distributed two online questionnaires that permitted to survey both game's and connected information's impact to young users.

Moreover, the trainers involved by each partner were able to express their opinion about the game and, more generally, to the e-guidance tools for student orientation and training.

The table below provides a summary of the main numbers of trial's phase.

Country	Students	Trainers/Teachers
Italy	54	5
Spain	96	7
Hungary	178	9
Slovakia	-	5
Total	**328**	**26**

Table 1 - Numbers of students and trainers

1. Impact evaluation

1.1 JobLab game registered user

From May 2017 until September 2018 user's registrations on the web-based Job Labyrinth game were monitored.
The registered users include young people who participated at the test phase organized by the partners and those who have independently reached and tried the game through other communication channels. Adding these users the number of young players involved increase significantly through different european countries, as illustrated by the table and the map below.

Country	User	Medium age
Albania	1	18
Croatia	2	31
Hungary	485	18
Italy	868	29
Luxembourg	1	47
Monaco	1	23
Poland	3	48
Romania	2	26
Slovakia	37	32
Spain	95	25
Total	**1.498**	**25**

Table 2 - Users' Countries and ages



Figure 1 - Users' map

1.2 Students' questionnaires

The young people who took part in the trials were obliged to answer to two questionnaires, validated and shared with the partners.

The questionnaire was constructed according to a temporal scheme: in fact, they should complete it before and after they played the game. Each user should evaluate how much he/she believes to agree with a proposed sentence about the contents of the game. As an evaluation scale was used a number (from 1 to 4) corresponding to: disagree (1), partially disagree (2), agree (3), really agree (4).

The first one was needed to assess how much the user thinks to know about topics explained in the game. The same questionnaire was filled after they played the game: so, comparing the different answers "before and after", could be evaluated the growth of knowledge and the effectiveness of the game.

The questionnaire allows to perform a self-assessment of how much you think you know about game's theme and how much you think you have learned after playing it.

n.		1/disagree	2/partially disagree	3/agree	4/really agree
1.	I know about the local Job Service Offices.				
2.	I know about the Youth Guarantee Programme and its main actions				
3.	I feel ready to look for a job.				
4.	I know the best way to find a job.				
5.	I know who to ask for information and career guidance				
6.	I know how to behave during a job interview				
7.	I know how to write a successful CV				
8.	I know about these types of services:				
	a. Balance of competences				
	b. VET courses				
	c. Apprenticeship				
	d. Training				
	e. Job opportunities				

Were proposed two types of statements:

- from 1 to 7, statements concern some issues explained into the game;
- the eighth sentence, declined in 5 additional themes, lists five services that characterize the ordinary activities of the partners and that are deepened within the game.

For some countries it was possible to monitor and to collect type, number and age of players, thanks to the implementation of test phases conducted under the guidance of operators.

1.2.1 Italy – Federazione CNOS-FAP

In Italy the trials were performed in 4 VET providers of CNOS-FAP partner. Students who took part in the test were 54, 18 of whom do not have Italian citizenship. Some of the nationalities recognized are: Macedonia, Albania, Morocco.

	Number		Age group	Medium
	Italian	Foreigner		
Agenzia Piemonte Lavoro	5	-	18-23	20,2
CFP Alessandria	2	3	-	-
CFP Perugia	7	3	16-18	17
CFP Roma	15	5	13-15	14
CFP Catania	7	7	16-20	18
Total	**36**	**18**		

1.2.2 Spain - Federación de Plataformas Sociales Pinardi

The young people played the game during two phases of testing that took place in July 2018. There was a total of 96 players, of whom 25.26% were migrants (24).

Nationality	Number	Age group	Medium age
Foreigner	24	18-25	21,5
Spanish	72		
Total	96		

Below are listed the nationalities of young foreigners who tested the game.

Nationality	Numbers
Afghan	3
Colombian	3
Dominican	3
Ecuadorian	3
Honduran	1
Moroccan	6
Peruvian	1
Russian	1
Russian & Spanish	1
Syrian	1
Venezuelan	1
Total	**24**

1.2.3 Hungary - SZÁMALK-Szalézi Szakgimnázium

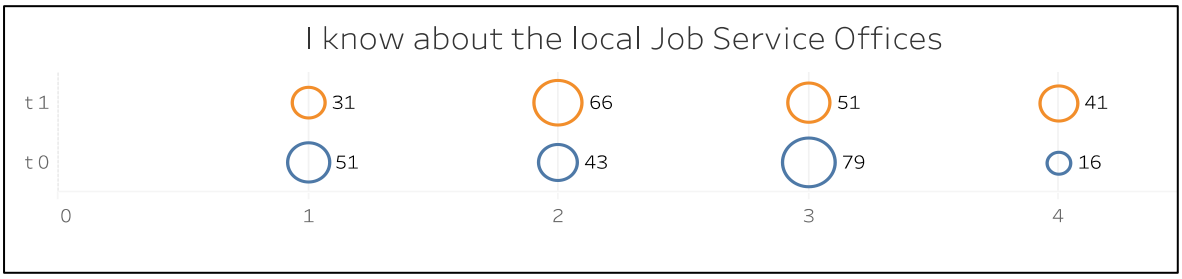
Szamak has organized a comprehensive test phase, involving young disadvantaged pupils and with disadvantage social background.

Nationality	Number	Age group	Medium age
Hungarian	178	15-19	17

1.2.4 Trial's outcomes

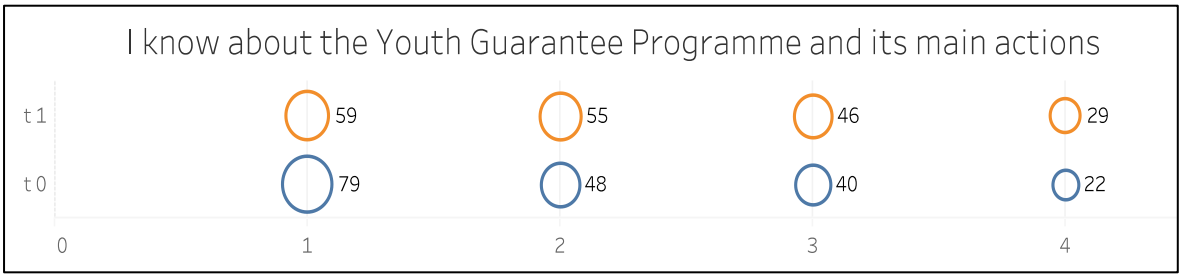
The data about the results have been normalized. In total, the young people who answered the questionnaire were 328. However, in order to the results, some answers were removed because of: compilation's errors, failure to complete the questionnaires and, in particular, taking into account how many students completed the game before answering the second questionnaire. According to these limitations, the answers shown below are 189 in the first group, while in the second group they are variables, for reasons that will be specified.

On average in all the answers can be recognized an improvement in the level of agreement with the proposed statements. The symbol t_0 correspond to the first questionnaire, instead t_1 coincide with the second one.



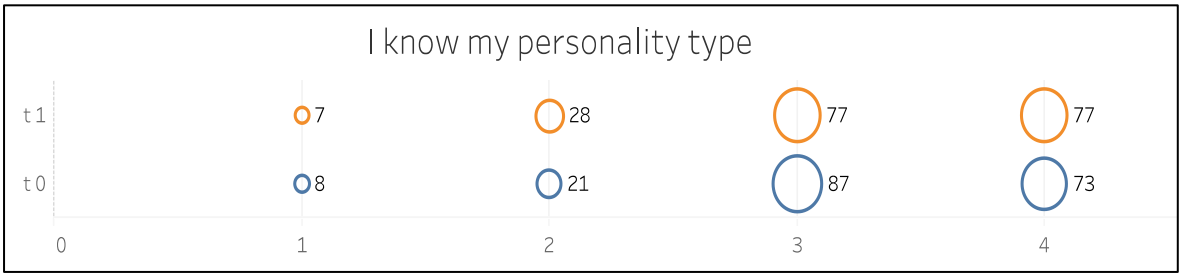
Grafic 2 - Local Job Service Offices (n. 1)

Negative responses (1) decreased significantly, while positive ones (4) increased, from 16 to 41.

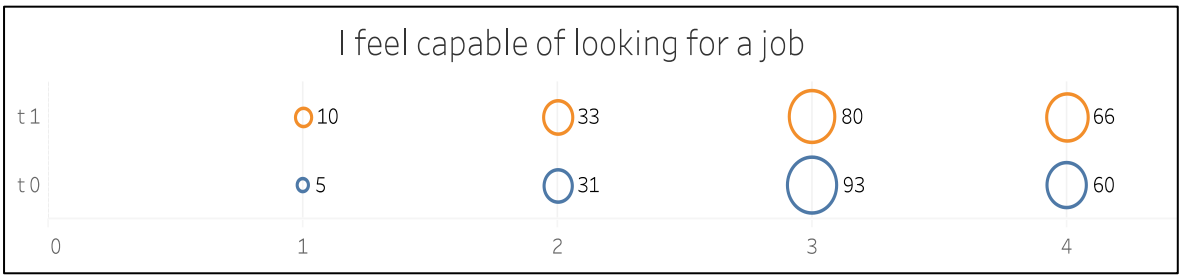


Grafic 3 - Youth Guarantee (n. 2)

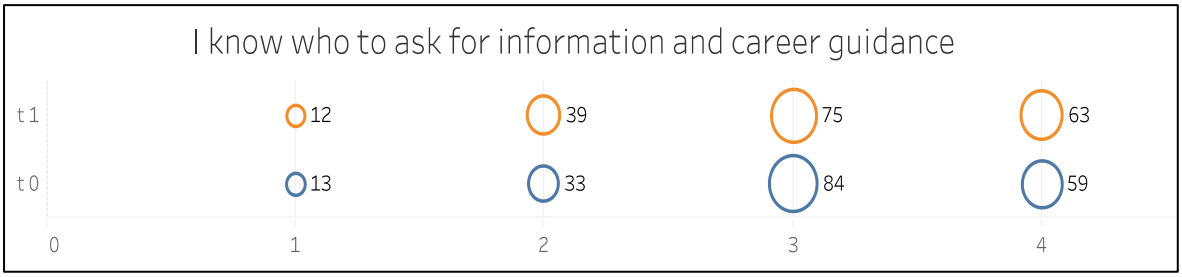
Negative responses (1) decrease, while the overall degree of satisfaction increases.



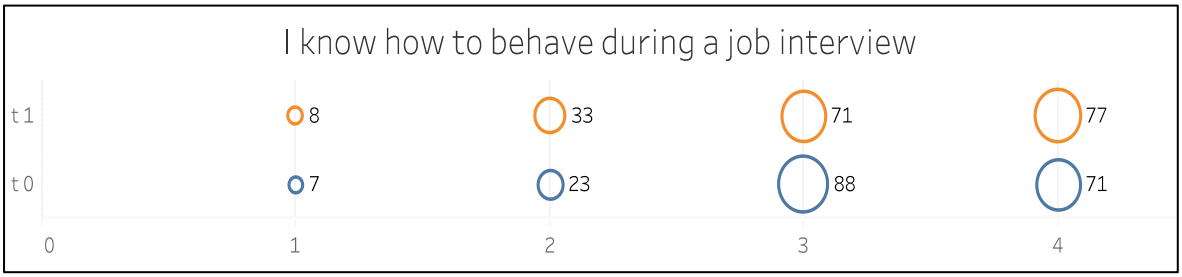
Grafic 4 - Personality type (n. 3)



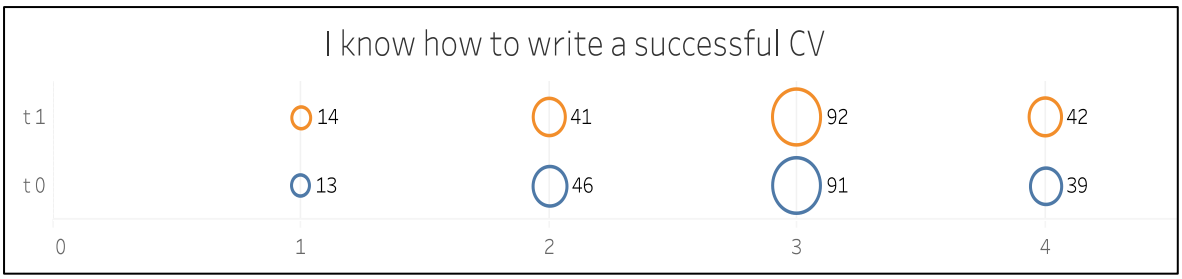
Grafic 5 - Looking for a Job (n. 4)



Grafic 6 - Career guidance (n. 5)

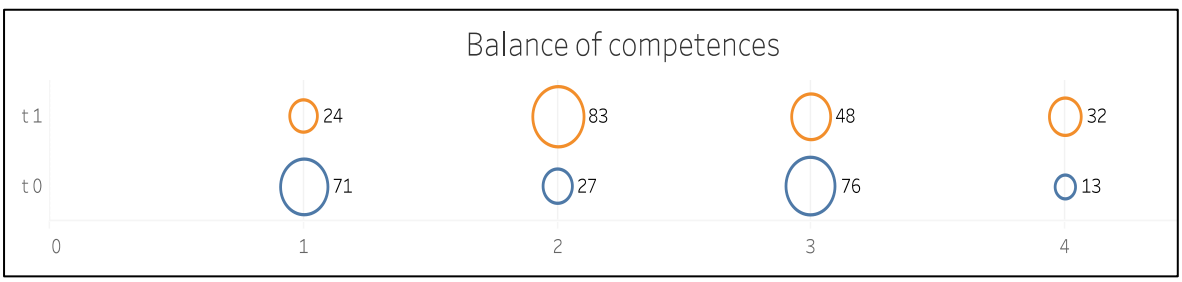


Grafic 7 - Job interview (n. 6)

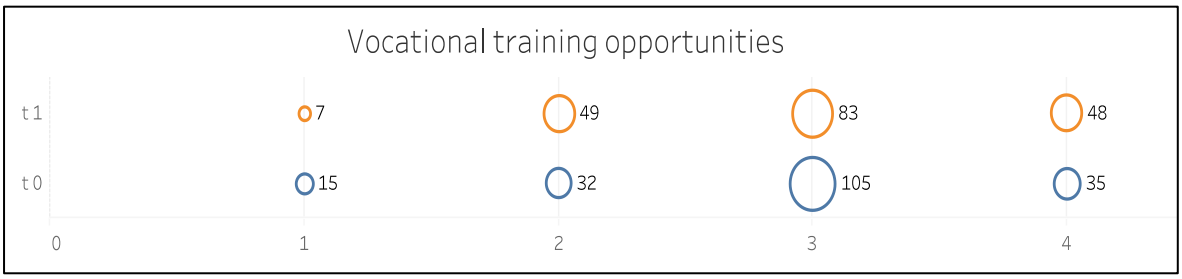


Grafic 8 - Successful CV (n. 7)

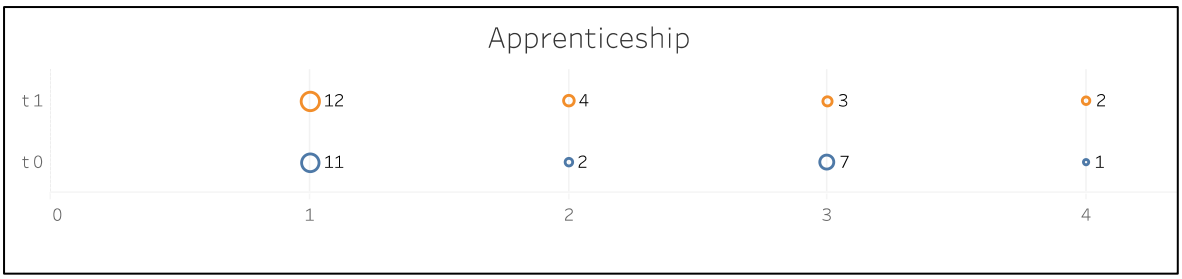
A slight improvement in the level of agreement can also be noted for the statements concerning services (statement n. 8).



Grafic 9 - Balance of competences (n. 8a)

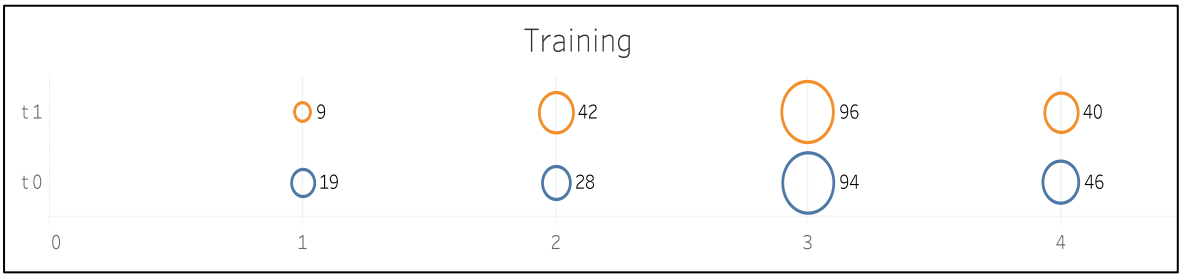


Grafic 10 - Vocational training (n. 8b)

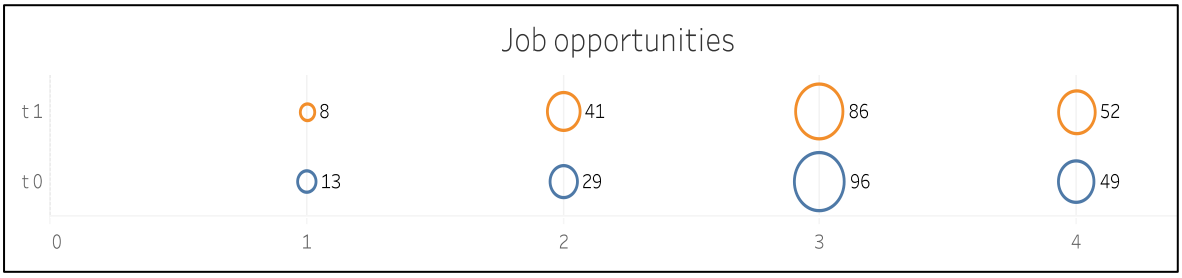


Grafic 11 – Apprenticeship (n. 8c)

The answers on the topic of apprenticeship are very low because of the different national contexts. In particular, in Hungary there is no distinction between apprenticeships and traineeships, then Hungarian users have not answered the question.



Grafic 12 – Training (n. 8d)



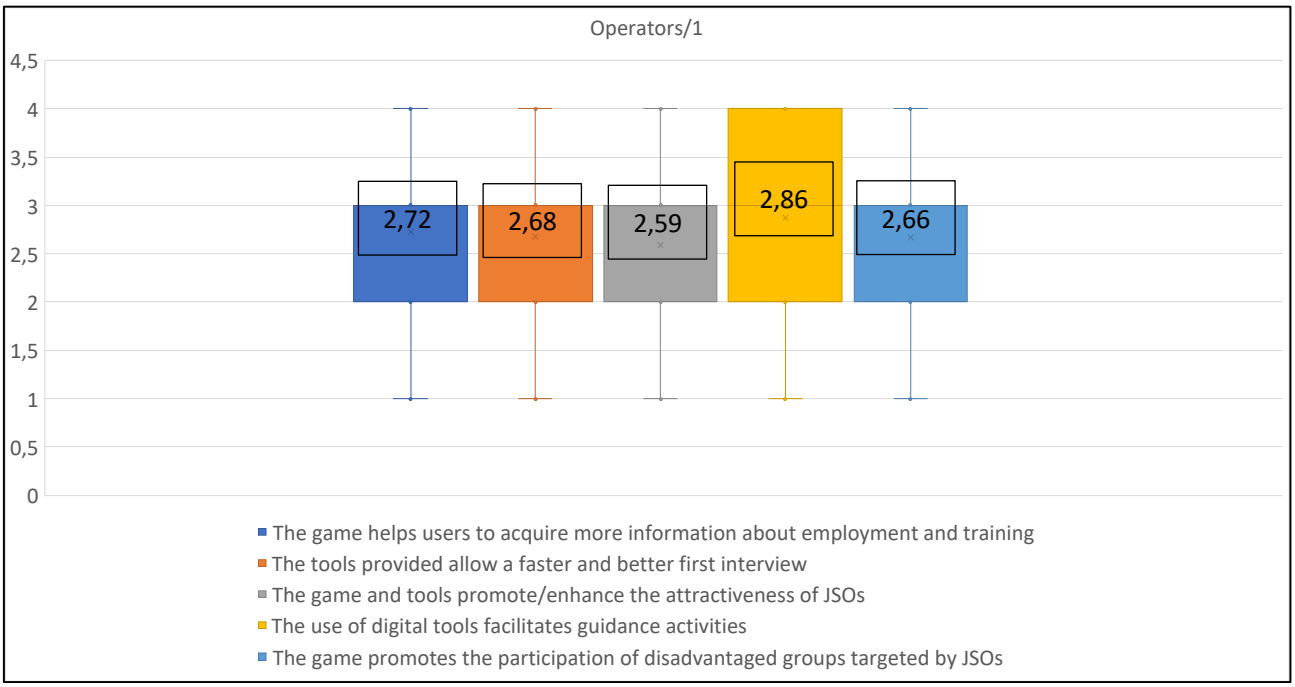
Grafic 13 - Job opportunities (n. 8e)

1.3 Questionnaire for Operators

Addressed to trainers and teachers who tried the game was set another questionnaire (shared and validated across the partners), that can only be completed after they played JobLab game. The propositions aim to evaluate the effectiveness and usefulness of the game.
The questionnaire is composed of 11 propositions; each operator could express an opinion of agreement from one to four (from disagree to really agree). The propositions concern not only the themes and services regarding the game, but also more generally the usefulness and sustainability of digital and innovative tools in the construction of training and orientation paths.

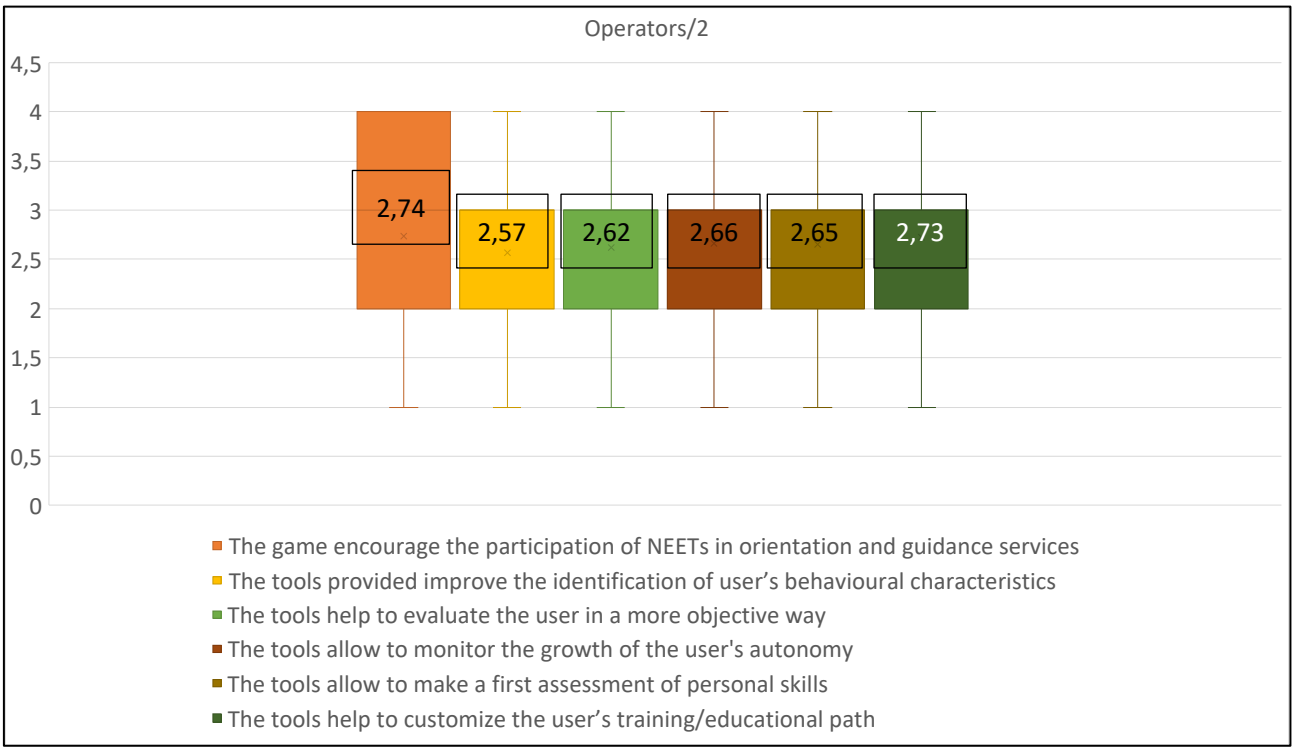
n.		1/disagree	2/partially disagree	3/agree	4/really agree
1.	The game helps users to acquire more information about employment and training				
2.	The tools provided allow a faster and better first interview				
3.	The game and tools promote/enhance the attractiveness of JSOs				
4.	The use of digital tools facilitates guidance activities				
5.	The game promotes the participation of disadvantaged groups targeted by JSOs				
6.	The game encourages the participation of NEETs in orientation and guidance services				
7.	The tools provided improve the identification of user's behavioural characteristics				
8.	The tools help to evaluate the user in a more objective way				
9.	The tools allow to monitor the growth of the user's autonomy				
10	The tools allow to make a first assessment of personal skills				
11.	The tools help to customize the user's training/educational path				

A total of 18 operators from four different countries (Italy, Spain, Hungary and Slovakia) answered the questionnaire.
The following graph collects the answers: the colored rectangles show where answers are most frequently placed, while the number at the center is the arithmetic medium of the answers. The most frequent recorded frequency concerns answers 2 and 3 (partially disagree and agree).
Furthermore, it should be noted that the statement (n. 4) concerning the use of digital tools to facilitate guidance activities reaches the highest level of agreement among the operators involved.



Graphic 14 - Operators pt.1

Even if the medium is similar, the first rectangle (orange), concerning the affirmation "the game encourages the participation of NEETs in orientation and guidance services", manifests a much wider range of responses (from 2 to 4) than the last rectangle ("the tools help to customize the user's training / educational path"), where, on the other hand, the answers focus mainly on 3.



Graphic 15 - Operators pt.2

It should be underlined how the proposition n. 4 and n. 6, concerning respectively the usefulness of the digital tools for guidance activities and the involvement of young NEETs through the game, are those who have on average a higher level of agreement. Therefore trainers and teachers show a good interest in the use of digital instruments, e-guidance and e-tools in order to facilitate the orientation of young people. Moreover, they tend to individuate in the JobLab game a good tool to involve a wider target of young NEET.

Also the proposition number 11 has a good impact with an average of responses which stands at 2.73. However, in this case, the greater frequency of responses is around 3. In any case it can be recognized a good predisposition towards the tools offered by the game to customize the educational and educational path of the students.

Propositions	1	2	3	4	5	6	7	8	9	10	11
Medium	2,72	2,68	2,59	2,86	2,66	2,74	2,57	2,65	2,66	2,65	2,73

2. Final Recommendations

Final Recommendations are addressed to scale-up the Job Labyrinth project's approach towards integrated employment services and Active Labour Market Policies, advocating on the added values reached by implementing the results achieved by the partnership.

The recommendations are divided into 4 categories: digital tools; networking and cooperation; trainers; communications. The tags are referred to the outputs where the theme are mostly implemented.

1. Digital tools

*tag: **Output 1** - Report; **Output 3** - Training Modules; **Output 4** - JobLab Game*

- Enhance quality standards and innovation in employment and training services
- Updating and maintenance of the platform / partner sites etc.
- Promote integration of innovative and traditional e-guidance tools
- Encourage non-formal approaches to vocational guidance and training
- Promote the use of digital tools to enhance soft skills and located learning (language, basic knowledge, orientation)
- Monitoring the application of e-guidance tools
- Implement external assessment validation system
- Promote the use of tools that facilitate the establishment of a positive relationships between the users and operators, understanding the importance of emotional support and accompaniment vulnerable young people need to successfully develop (both professionally and personally) and many times lack.

2. Networking and cooperation

*tag: **Output 2** - ALMP's report; **Output 5** - Community of practice; **Output 6** - E-toolkit*

- Encourage the adoption of a legal statute of the network
- Develop regular and clear dynamics of entry, exit and management of the network
- Encouraging mutual learning activities, working groups, sharing good practices and bench learning within the network
- Improve peer-to-peer support within the Network in order to receive assistance or advice from other members
- Establish shared quality standards about cooperation, training and support
- Promote network's enlargement in a lifelong learning perspective involving PES, companies, Youth Agencies, social partners etc.
- Stipulate territorial, regional and national agreements between community members or between JobLab Spot and other territorial actors aimed at exploitation of the game

3. Trainers

*tag: **Output 3** - Training Modules; **Output 7** - Impact assessment*

- Promote the presence of personnel dedicated to the Job Lab, trained to use the tool

- Organize capacity building paths, recognized through certificates, addressed to the operators/trainers, regarding: training and ALMP updating, new communication and digital skills
- Develop a framework for VET teachers / trainers standards
- Coordinate a work group on training trainers among the network partners
- Establish a study group and broader consultative process to investigate standards for VET teachers / trainers

4. Communication

*tag: **Output 4** - JobLab Game; **Output 7** - Impact assessment*

- Promote the engagement of communication experts to make the game more attractive for young users
- Improve internal game's communication: develop an educational, pedagogical language tailored to disadvantage target users
- Promote external game's communication through the integration with new media and social media
- Improve user's satisfaction monitoring and survey