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1. Introduction

The main aim and result of the Play Your Skills project is the development, testing and mainstreaming of a mobile gaming app which has the following core tasks:

- Motivate NEETs (young people who are not in education or training) also people with fewer opportunities to take part in vocational education (at least to get in contact with guidance and counselling services from VET providers).
- Raise their self-esteem and self-awareness in an immediate and prompt way.
- Raise their confidence in the competences they already have, even though they have dropped out of the education and VET systems.
- Inform them about their vocational opportunities and bridging to VET counselling services in the local area of the target group members.

1.1 Play our Skills Research Study

In order to obtain concrete and current data on the NEET target group, the project conducted a survey on two levels with different stakeholders during the research phase. Our goal was to learn more about the habits of young people at risk from their smartphone use. We wanted to find out how they use electronic devices, which applications are particularly appealing to them at the moment and what the parameters of an app suitable for the target group must have. We were interested in their approach to advertisements in gaming apps, as a basis for the development work in IO 2. In this way, we will have a better understanding of the motivational factors of the target group.

The Play Your Skills project partners also approached VET professionals to get their views on smartphone use by young people at risk. In particular, we turned to adult educators, trainers, youth workers, street workers and educational and career counsellors who work with our target group or are in contact with them. We wanted to learn more about their approach towards our project and proposed tool and their assessment of how helpful an app can be for our target group.

The survey method chosen for the project was an online survey developed during the first project meeting in November 2019. As a result of this development, two different surveys for NEETs and VET professionals were created.

The skills of young people needs to be match by the demands of the labour market. The project’s research took this fact into account and interviewed labour market experts about the requirements and their assessment of a successful entry into the work-place for young people. Desk-based research: Parallel to the empirical research, Play Your Skills also performed a desk-based research about existing apps and mini games that could be relevant for each of the defined key competences. On the basis of a developed investigation matrix, partners identified existing games and apps both for Android and iOS, tested these apps and evaluated them against predefined criteria to be able to choose a selection of mini apps that could possibly also be included in the PLAY YOUR SKILLS mobile gaming app.
2. NEETs Survey

The smartphone use of our target group is a very important starting point for our project plan. In order to prioritise the needs of our target group, we asked young people at risk, how they use their smartphones. We collected data regarding the importance of understanding NEETs in all our 6 project partner countries by compiling a comprehensive survey. The results of this survey are summarized in this chapter.

2.1 Introduction to the questionnaire

The project partners have decided to conduct this survey online. A short introduction gives the participants information about the project plan and the use of the collected data. We have also pointed out to the participants that their answers will be treated anonymously and that we take the issue of data protection very seriously. The 18 questions of the survey were divided into two large blocks. We were interested in the app usage of our target group as a basis for the activities in IO 2. We asked for the most popular apps in general and especially the most popular gaming apps. We also asked about the use of educational and learning apps, which may have a relation to the requirements of the labour market. The second block was dedicated to the demographic data of our survey participants. Questions regarding:

Gender, age, highest educational level, professional goals for the future, or barriers in achieving these goals were asked in the survey.

At the end of the survey, the participants were able to provide us with their contact details so that we could include them in IO 2 in the testing of the app.

2.2 Survey results

In this section, the survey results will be discussed and explained in more detail.

2.2.1 Personal data

A total of 253 people from all 6 partner countries took part in the survey, 75 persons did not provide information about their gender. The gender distribution among the persons who provided information was as follows: 53.42% female, 44.72% male, 1.86% other. The average age of the respondents in our survey was 21.16 years.
As mentioned above, 253 people participated in the survey, 152 people filled it in completely, but 62 people did not complete the survey. The project also sees this as a special characteristic of the target group, a lack of self-confidence and low frustration tolerance that prevents getting tasks done.

Regarding the educational level of the participants, a clear picture emerged. We received 126 answers to the question about the highest educational level. 9.52% said they had no degree, 38.89% specified EQF level 2 and 30.95% EQF level 3-4, which means that 79.36% (100 out of 126 respondents) are at level 4 or below.

According to their statements in the survey, the people interviewed have a very clear educational or professional goals. 30.36% of the respondents see themselves in work in one years’ time, 24.42% see themselves in further education. With 303 responses, this is more than half of the answers. This certainly shows the strong desire for education and entry into the labour market. The travel wishes of the participants are also worth mentioning. 20.46% see themselves travelling in the next year.
The barriers that prevent respondents from achieving their objectives are indicated as follows: Fewer opportunities in my town/city (18.28%), not knowing what I want to be (17.91%), lack of self-esteem (12.31%). 16.79% stated that they did not see any barriers.
The question about their current situation is answered differently by the people surveyed, so their starting positions are diverse. Most of the people did not find the right answer among the answers we suggested and gave "other" (32.31%). The second most common response was that the people who completed the survey have recently left Education and are looking for work (16.67%), closely followed by recently left Education and are looking for more training (14.49%).

Figure 5: NEETs survey – situation

### 2.2.2 App usage

When asked about app usage, it turns out that our target group mainly use apps in four categories. The following four apps categories are by far the most rated apps among the survey participants: The clear number one of the asked categories are social media apps (22.20%), followed by music & audio (19.40%), in third place is the use of entertainment apps (15.84%) and in fourth place gaming apps (13.69%).
When asked about the most popular categories within gaming apps, a more balanced result is shown. The most popular is the use of strategy games on smartphones, 10.48% of respondents said they used this category. Other popular and frequently mentioned categories are action games (9.35%), music, (8.71%), adventure, arcade and word games (7.26% each), followed by trivia games (7.10%).

A total of 142 different apps were named, a total of 631 entries were submitted. There is a clear leader in terms of the most popular apps. Instagram was by far the most frequently mentioned, at 24.25%. It was followed by WhatsApp with 15.85% and YouTube with 8.40%. A very interesting aspect in this category seems to be that 106 different apps were mentioned only once. This would suggest that the target group is very colourful and diversified in its interests.

The eight most popular apps:

1. Instagram: 24,25%
2. WhatsApp: 15,85%
3. YouTube: 8,40%
4. Spotify: 6,50%
5. Facebook: 5,10%
6. TikTok: 3,33%
7. Netflix: 3,17%
8. Snapchat: 2,70%
Figure 8: NEETs survey – most popular Apps
Gaming apps are very popular with our target group. Most of the answers to the question about the most popular gaming category received was strategy games coming in as the most popular at (10.48%). action games (9.35%) ranked second, music games (8.41%) are in third place. The average time consumption of gaming apps is 30 minutes per day. Overall, the participants in the survey stated that they use their smartphone for an average of 180 minutes a day.

Figure 9: NEETs survey – gaming Apps categories total
According to our target group, the most popular gaming apps are Clash Royale and Clash of Clans, followed by Call of Duty and Candy Crush.
2.2.3 Education and Labour market

135 participants stated that they had used educational apps before. That is 53.36% of the answers. This suggests that our target groups are quite familiar with using these kind of apps. Interesting in this category of questions is the fact that the educational apps are found by the participants in the App store or the play store itself. Recommendations from friends come in second place, in-app advertisements were mentioned in third place, and recommendations from teachers and trainers were mentioned only in fourth place.

We asked the survey participants about the learning apps they use. 16.50% of the answers were related to learning for the driver’s license. 13.40% of the answers related to language learning apps. The quizlet app got 8.25% of the answers. Math apps were not mentioned very often with 3.10%. In a country-specific comparison it is striking that 71.79% of the German speaking and 64.04% of the Italian speaking participants stated that they had already used learning apps. This is significantly higher than the average of the survey (53.36%).

![Figure 10: NEETs survey – educational Apps](image)

An important issue for the development of the Play Your Skills app in IO 2 was the rating of in-app advertisements. The result shows that the target group mostly do not follow the in-app advertisements or find them unpleasant. We received 172 responses, 85.47% of the respondents never or very rarely follow the advertisements.
2.2.4 Conclusion

In summary, the analysis of the responses to our survey shows that the NEETs target group was well reached. In total 253 people participated in the survey, 152 people filled it in completely, but 62 people did not complete the survey. The project also sees this as a special characteristic of the target group, where a lack of self-confidence and low frustration tolerance can prevent them from getting tasks done. Our respondents are very ambitious in their goals. More than three quarters of the respondents see themselves in employment, in further education or travelling in the coming year. So, there is a very clear idea of changing and improving their current life situation. This is a very positive aspect for us. When it comes to barriers that prevent people from achieving their educational or career aspirations, "fewer opportunities in my town/city" or "not knowing what I want to be" were mentioned most frequently.

The results of the survey showed that the smartphone is a permanent, daily companion for young people. They use it intensively and carry it with them permanently. The most frequently used apps fall into four categories. Social media apps are used most frequently, followed by music & audio, entertainment and gaming apps. Instagram and WhatsApp are by far the most commonly used social media platforms of the respondents. Young people also use their smartphone to a large extent as a gaming device. The preferred gaming categories are strategy games, followed by action games and music games. Only 0.32% of the respondents stated that they do not use gaming apps.

It is striking that by far the most frequently mentioned games are so-called "Massively Multiplayer Online Games" (MMOG or MMO). This refers to a type of computer game that offers players a virtual persistent world and can be played by very many (often several thousand) players simultaneously via the Internet. Typically, the players interact and communicate with each other and thus jointly shape the progression in the virtual world. In contrast to single-player games, the interaction of as many players as possible with each other is one of the central themes and goals of MMOGs. The games are therefore designed in such a way that some goals can (almost) only be achieved with coordinated actions. Many players therefore form groups (called e.g. clans / tribes / alliances / guilds / parties or...
squad), which in turn support or fight each other. This can result in extremely complex organizational structures and hierarchies. In order to maintain such an organization, intensive communication between the players is of particular importance. This combined with the sometimes very time-consuming game play, results in highly distinctive and independent online communities. The added value of these games therefore clearly consists of the networked, global use, communication with each other and playing in teams.

Relevant for our project is the fact that more than half of the respondents said they were familiar with learning apps or had already used such apps. Here there is a clear line of the answers. Apps that support the respondents in preparing for their driver’s license were named the most. These apps combine education with some concrete, direct benefit to achieve a goal. This benefit is clearly recognized by the target group, is highly valued and is therefore also applied. Mobility is an important independence factor for young people. It is interesting to note that language learning was mentioned in second place. Communication is therefore also a very important topic for our target group, the global (gaming) world is very important for our respondents. In-app advertisements are rejected by the vast majority or are considered a necessary evil. Only 14.53% watch these ads often, almost always, or always. This is a clear mandate for the project to adapt these ads briefly and as much as possible to the interests of the target group.
3. VET Professionals – Survey

To get a comprehensive picture of the smartphone usage of our target group, we also asked VET professionals for their expertise. This group of people are in contact with NEETs and can provide important information for our project plans. The questions about the use of Apps in professional dealings with the target group also provide information about whether the use of Apps is part of the everyday training routine.

3.1 Introduction to the questionnaire

The project also decided to use an online questionnaires in the second survey. The target group for the survey in this case were people who work professionally with NEETs or who are in contact with this difficult to reach group of people (VET professionals). A short introduction gives the participants information about the project plan and the use of the collected data. We have also pointed out to the participants that their answers will be treated anonymously and that we take the issue of data protection very seriously.

The survey consisted of 13 questions that were designed to give us an overview of the VET professionals’ assessment of the smartphone use of young people at risk. We were also very interested in the use of apps for professional use, for example in further education or training. We asked the participants for their assessment of our plans for app development in the Play Your Skills project and how useful these developments can be for the improvement of the key competences we defined. We also asked them for demographic data such as age, gender, highest educational level, work area, or whether they themselves use apps in dealing with our target group. At the end of the survey, we asked the VET professionals for their contact details to inform them about the further activities and results of the project.

3.2 Survey results

In this section, the survey results will be discussed and explained in more detail.

3.2.1 Personal data

In total, we have reached 197 VET professionals, 56.85% of the respondents also work professionally with NEETs. The majority of the people interviewed work as teachers/trainers in the VET sector. Altogether, more than half of all participants in the survey (57.01%) gave us this answer. 18.69% work as employment advisers, followed by 16.82% who work as counsellors and 7.48% as social workers. The survey reached more women (58.33%) than men (41.67%), the average age of the respondents was 42.40 years. In terms of the highest level of education, 25.38% of our respondents said they had achieved EQF Level 5 – 6. Another 21.83% achieved EQF Level 7 – 8 and 48.73% did not give us an answer to this question. The results of the answers given clearly show that VET professionals all have higher educational qualifications.
Figure 12: VET survey – professional area

Figure 13: VET survey – highest educational level
3.2.2 App usage

When asked about the use of learning apps by VET professionals, one can see country-specific differences. 72.00% of the Spanish speaking VET professionals stated that they also use learning apps in their work. This is significantly higher than the average value of the received answers (42.13%). In total, the "yes" and "no" answers almost balance each other out (42.13% to 40.10). Learning apps are not a complete unknown to professionals, but they are rarely used in trainings.
Looking at the categories of app usage, it becomes clear that Education apps are the most popular with usage of 24.23%. 19.59% of the answers were related to the use of Social Media apps, 11.86% to the use of Music & Audio apps. 15.98% of the respondents stated that they do not use apps in their work.

![Figure 16: VET survey – professional app usage](image)

### 3.2.3 Key competences

Very relevant for our project work is the assessment of the importance of key competences for the VET professionals. The predefined choices ranged from "Totally Unuseful (1)" to "Totally Useful (5)". Each one of the 8 specified competencies were rated by the respondents as being of above-average importance (> as 3). A closer look at the individual results shows that 7 of the 8 proposed competences achieved a value above 4 ("Useful"). Only the competence "Spatial awareness" remains just below this value at 3.91. The key competence "Logical thinking" is by far the best rated with an average of 4.43. This is followed by "Literacy", "Coping with stress", "Numeracy", "Attention to details", "Memory" and "Strategic planning". These 6 competencies are very close together in the rating.
The question of the assessment of the key competences for the labour market resulted in the following result: By far the most important competence rated was communications skills with 13.06% of all answers. In second place came the problem-solving competences (8.81%) and in third place the social skills (8.30%). It is noticeable that all of the predefined competences are given importance; apart from the communication skills, all other competences are closely related. Not surprisingly, the English language answers have hardly given any importance to the foreign language skills.
3.2.4 Barriers

The assessment of the main barriers preventing NEETs from reaching their potential was given by the VET professionals as follows. From the graph below we can see that 34.71% of the participants answered that the number one barrier in their progression was not knowing what they want to be. Low self-esteem followed in second place with 17.06%. In third place the answers given was lack of technical skills with 12.06%. Compared to the answers of the NEETs survey, both surveyed groups agree on two of the three categories. Not knowing what I want to be, and lack of self-esteem are among the top two barriers in both surveys. Fewer opportunities in my town/city and lack of technical skills are rated differently. While the NEETs rated the fewer opportunities as the biggest barrier, the VET professionals rated this barrier only in 6th place. Lack of technical skills was seen by the professionals as the third biggest barrier, while the NEETs themselves ranked this category only in 8th place.

Figure 19: VET survey – main barriers

Barriers to use a gaming app

In the survey, we asked the VET professionals to name the barriers they found using a gaming app in an open question (question 6). In summary, it can be said that the VET professionals are quite positive about the use of a gaming app. 36.56% said that they did not see any barriers in using it, many of them gave a very positive feedback to this idea. The concerns that were mentioned can be roughly divided into two categories:
Lack of resources: VET professionals pointed out that some young people do not own a smartphone or have too little data credit available. Some mentioned that not all young people have access to the Internet. When used in class, it is also not possible to ensure that each participant is provided with his or her own device.

The smartphone as a disruptive factor: Some VET professionals stated that the smartphone easily distracts young people from learning. The temptation to get out of the learning app and use the smartphone for other things is high. Some VET professionals reject learning with the smartphone because they believe that it leads to social isolation.

In the survey, we also asked the VET professionals whether they themselves have received further training in the use of educational apps. 16.24% answered this question with "yes", 56.85% with "no", 26.90% gave no answer. The result shows that the use of learning apps in adult education is not yet standardised and that there is a need for train the trainers courses offered in this area.
4. Interviews Labour Market Experts

In order to get a clear picture of the skills needed to enter the labour market, we interviewed labour market experts. Our aim was to establish the level of expertise and understanding from people who know the local and regional labour market in the partner countries well and also know our target group (NEETs.) These interviews were short and had a clear focus on the view of the competences required by the labour market. We were also interested in the existing skills gaps that do not match the requirements of the labour market. What are the obstacles for young people at risk to enter the labour market? How could these obstacles best be overcome? Of course, we also asked the experts for an assessment of our app. In total, we reached 51 stakeholders in the interviews.

4.1 Introduction to the interviews

IO 1 Interview stakeholders

1. We identified the following key competences:

Literacy, Coping with Stress, Numeracy, Logical thinking, Spatial awareness, Memory, Attention to details, Strategic planning

Do you think they are relevant? Do you have anything to add?

2. What are the main gaps between the needs of the world of work and the competences of NEETs?

3. What in your experience would be the best way to engage young people within the labour Market?

4. Could you envisage a gaming app to reconnect young people at risk with the world of work?
4.2 Results of the interviews

In this section, the survey results will be discussed and explained in more detail.

4.2.1 Question 1

We identified the following key competences: Literacy, Coping with Stress, Numeracy, Logical thinking, Spatial awareness, Memory, Attention to details, Strategic planning. Do you think they are relevant? Do you have anything to add?

68.63% of the interviewed stakeholders think that our listing of key competences are all relevant for the entry into the labour market. 50.98% of respondents have explicitly stated that sufficient knowledge in basic skills (Literacy, Numeracy, ICT skills) is very important for entering the labour market. These basic skills may lead to a placement into the labour market.

The interviewees also added important skills from their perspective. The following skills were mentioned:

Communication skills

- Active listening; meaning paying close attention to the person who is speaking to you.
- Adapting the communication style to the situation; Don´t talk to your boss the same way you talk to a friend.
- Giving and receiving feedback; Feedback should answer questions and provide solutions.
- Respect; Allowing others to speak without interruption.

Critical / logical thinking

The second most frequently mentioned additional skill is critical / logical thinking including the skills of decision making and problem solving. One of the interviewees stated on the subject of critical thinking: “Someone with critical thinking skills can be trusted to make decisions independently and will not need constant handholding”.

Emotional skills

Emotional skills were also mentioned by the interviewees, such as self-awareness, self-control, self-motivation, empathy, effective interpersonal relationship.

Flexibility

Learning flexibility and adaptability to new contexts were mentioned.

Stress management
One interviewee responded that only stress management and strategic planning are competencies. The rest are aptitudes for the development of other skills that, with proper training and application, can be improved.

One person disagreed with the skills presented. “I would only focus on 6 skills that I call soft skills, because hard skills are those that will have to be acquired and developed in a school / academic environment and subsequently validated by the business market”.

4.2.2 Question 2
What are the main gaps between the needs of the world of work and the competences of NEETs?

The respondents gave us very different reasons from their respective perspectives.

Companies demand work experience
Respondents told us that the biggest gap between young people who are looking for work and the companies they engage with is the demand for experience the companies require before they start and the amount of time it takes to train the young trainees. The world of work needs excellent performance but does not know how to build it, nor does it admit to investing time to build that performance. NEETs do not have skills and excellence and companies do not know or do not want to invest to build it.

Education system does not match the needs of the labour market
The discrepancy begins in the education system itself, which does not prepare children and young people for the real needs of the world of work, due to an excessively tight compartmentalization that both the business community and the self-education system have imposed on themselves for many years. This means that many young people did not fit into the existing curricular models, as well as there was not, in the same way, the necessary framework for school, namely in terms of vocational accompaniment and management of students’ motivations, but also in terms of the family fabric, in order to understand the reasons for the general and apathetic disinterest in the education system and the business environment, thus losing more than future professionals, fully-fledged citizens, active and engaged in constant learning.

Commitment from both sides
One gap identified was to do with commitment. Young people often do not know if they are welcome in a company. The companies are not sure if the trainees are committed to their company’s vision. Companies choose their employees very carefully. They invest, so to speak, in the individual skills of their staff. In return, employers expect reliability and loyalty from their employees. The search for an immediate reward from NEETS is not suited to the traditional progression in a company. On the other hand, young people need to develop self – esteem and a feeling of being needed. If this mutual trust grows, there is a good chance that the young people will commit themselves to their tasks in the companies.
Persistence and motivation
The life story of many NEETs is marked by many setbacks and frustrations. Many still do not know what they would like to do professionally. If there is a contact person in the company who accompanies them and helps to settle them in and who also praises them for successful work, the young trainees can build up confidence in their abilities. This confidence helps them in smaller crises and makes them survive these crises. On the other hand, if there is no understanding of their tasks and responsibilities, there will inevitably be motivation and attitudinal problems.

Lack of personal and social skills
The respondents told us that a main discrepancy resides in personal and social skills. Technical skills tend to be developed in a formative and / or academic plan of easy design and execution. The great challenge is to provide this audience with hope, motivation, purpose, self-efficacy beliefs, etc.

Importance of flexibility
In the world of work, we need increased doses of adaptation to change and flexibility (cognitive and behavioural). We work in organisations that are experiencing intense processes of change and transformation. If we don't learn to learn, always learn, have flexibility and look at problems through different lenses, our employability and “competitive value” are compromised.

4.2.3 Question 3
What in your experience would be the best way to engage young people within the labour Market?

Mentoring and support
Our interviewees responded that career and guidance counsellors (both from private services and public employment services) or in general labour stakeholders should explain to the NEETs who are the major sectors in demand of self-confidence, that they should indicate the best ways (shorter but complete) to be trained in that field. Providing them with experiences that allows them to know different work realities. The development of mentoring programs with experienced elements in work contexts of interest to these young people could be an example as well.

Job shadowing / on the job training
Respondents thought that on- the -job training experiences in its various forms (internship, extra-curricular internship in a company, school-work alternation pathways) could be a good opportunity to bring learners and young people closer to the world of work. This would involve NEETs working with another employee who might have a different job in hand, have something to teach, or be able to help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviours or competences. This can be an effective tool for learning and integration into the world of work.
Creation of a competency model

Creation of a competency model and train young people for excellence can be a way to engage young people within the labour market. NEETs will learn how the labour market works and the path they must take in order to be attractive in that same market.

Encourage to make degrees

In the world of work it is always advantageous to have completed training or degrees. An important task of the educational system is to encourage young people to finish vocational training.

Stronger linking of educational systems and the world of work

It is necessary to join efforts between schools and the community, to strengthen contact between schools and companies as well as between schools and training centres in order to be able to reach young people more easily. Those still in the education system and those who are not, for which different strategies must be devised, always considering their individual profiles of mobilization and motivation.

Improve communication skills and language skills

Communication skills and language skills should be adapted to a more updated reality, to improve communication with young people and enhance their motivation to the proposed objectives and, very importantly, to be able to ensure their motivation for the job market and make it happen.

Training and individual support

NEETs need punctual support because although they have qualifications, they are passive and need some assistance and coaching when looking for work. It could be also the case that they need more specific support because they lack qualifications and lack training or are included in professional internship programs. It is likely that there are also many people with special and/or permanent follow-up needs, with greater difficulties in professional integration.

4.2.4 Question 4

Could you envisage a gaming app to reconnect young people at risk with the world of work?

The answer to this question was a resounding "yes" for the majority of respondents. Some interviewees expressed concern that this app could also distract young people. How interesting such an app can be was shown by the fact that the interviewed experts immediately thought about how this app could look like. According to the respondents, it is very important that this gaming app allows them to progressively develop skills and increase their self-confidence.
The proposals of the labour market experts:

- Train and practise practical things (communication skills, knowledge about different branches, etc.)
- Basic Numeracy, literacy and digital competences
- Estimation skills
- Orientation on entrance tests of companies
- Take on different professional profiles or roles such as butcher, hairdresser or salesperson. Performing these activities into the game would allow players to get scores and, step by step to reach the desired profile
- It will only work if it is a very good game, that is, attractive to young people and also bridges with the other guidance and employability entities and employers, so that integration takes place.
- Involve companies when building the app. This way, one can have a more accurate view of what the job market wants and the young NEETs themselves realise that it is more "reliable", realistic and updated information

4.3 Conclusion

Applying gamification in a school context, as in any other area, will require progress, constant updates, changes in situations of monotony, renewal through ideas creation. It is something in constant construction and transformation, because, if this is not considered, monotony students will lose interest in any game.

It is a common place for students to enjoy new experiences that allow them to escape the massifying routines of the school. The integration of the principles of gamification can clearly be an asset in the school and should not be neglected in the initial and continuous training of teachers.

Also, paying attention to the need for game programming skills in an educational environment, to have worked together, between students, teachers and programmers, and students' participation in this process should be encouraged, namely those that stand out as an example to follow before their peers.

The use of games to identify NEETs is a good idea, as long as they are properly disseminated through institutional means, online marketing and influencers / youth marketers.
5. Desktop Research

Desktop research, the project researched various existing apps. The matrix for the desk-based research was developed at the first transnational partners meeting in Ireland in November 2019. The project partners familiarised themselves in these apps according to the 8 defined key competences: 1. literacy 2. coping with stress 3. numeracy 4. logical thinking 5. spatial awareness 6. memory 7. attention to details 8. strategic planning. This matrix contains further relevant information for the project. Besides the competences covered there is also a short description of the app contents. Furthermore, a reason for the selection of this app can be confirmed. A further category in this matrix is dedicated to the reference to the project plans of the Play Your Skills project. This consists of a description that is considered in the app development. Since the app to be developed will be available in 5 languages, one column of the matrix is dedicated to the available languages. Basically, the project was looking for free downloadable apps (at least in the basic version).

5.1 Matrix

<table>
<thead>
<tr>
<th>Name of the app</th>
<th>Competences covered</th>
<th>Game category</th>
<th>Short description</th>
<th>Justification for inclusion</th>
<th>Useful details for our app</th>
<th>Languages available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra Maze</td>
<td>Numeracy, Logical thinking</td>
<td>Puzzle Games</td>
<td>Algebra Maze Game is a novel math game for any person to have fun solving a maze while unknowingly learn and master algebra.</td>
<td>It works on mathematical skills, which can be important in some specific jobs; as well as logical thinking and problem-solving, which is included in the above-mentioned competencies.</td>
<td>It combines puzzle solving with maths and is suitable for everyone aged 6 and above.</td>
<td>English</td>
</tr>
<tr>
<td><strong>Brain Challenge</strong></td>
<td>Memory, Numeracy, Logical thinking, Attention to details</td>
<td>Educational</td>
<td>Brain Challenge offers the brain training. Memory, focus, logic and reaction skills are trained in challenging games. There are special workouts as well that are changing every day.</td>
<td>Brain challenge is fast to play, catching for young people. It’s an educational game, but does not remind at school too much</td>
<td>Fun to play, easy to hide advertisements between the levels.</td>
<td>English, Catalan, Czech, Danish, Dutch, Finnish, French, German, Greek, Hebrew, Hungarian, Indonesian, Italian, Japanese, Korean, Norwegian Bokmål, Polish, Portuguese, Romanian, Russian, Simplified Chinese, Slovak, Spanish, Swedish, Traditional Chinese, Turkish</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Brain it on!</strong></td>
<td>Logical thinking, Attention to details</td>
<td>Puzzle</td>
<td>It is a game where you have to solve small riddles by drawing shapes. With the help of these shapes, balls have to be moved from one part of the screen to another. The challenge is to draw as few shapes as possible and to stay within a limited time frame.</td>
<td>Teaches basics skills in physics. You learn without realising. Improvement of special thinking and imagination.</td>
<td>You can watch videos in order to get hints.</td>
<td>29 languages</td>
</tr>
</tbody>
</table>

<p>| <strong>Play Your Skills</strong> | | | | | | |
| Brain Training | Memory, Attention to details | Puzzle? | Games for memory and attention training. By playing simple games you will not only have a lot of fun, but also gradually improve your memory, attention and concentration. | Different (short) mini challenges | Needs a Google Play ID, Achievements and Microtransactions, Calendar Function with &quot;Experience Points&quot;, Multiplayer (Leader boards) | German |
| Bubble Ball | Logical thinking, Spatial awareness, Attention to details | Strategy, Puzzle | Bubble Ball is a 156-level puzzle game with puzzles ranging from very simple to really challenging. On each level you are given a range of tools and pieces before you hit the Start button. In addition to planks and ramps that can be created with a set of geometric pieces, there are catapults, accelerators and gravity inverters, which must be carefully positioned to make sure your ball gets to the finish goal. | Bubble Ball is simple, challenging and easy to understand. It’s not too complicated to programme. | simple, short, easy to understand, online and offline available | English |
| Clockwork Brain | Logical thinking, memory, attention to details, | Stimulatio n / Puzzle | A series of fun and challenging games, specifically created to test cognitive skills in areas of: Memory, Attention, Reasoning, Dexterity, and | It’s very engaging. Variety of games makes it very interesting. | A personalised training motivates you to train every day. By collecting Tokens, you are able to open special games. You | English, Spanish, Russian, Portuguese, German, French, |</p>
<table>
<thead>
<tr>
<th>App</th>
<th>Category</th>
<th>Description</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystal</td>
<td>Personality traits</td>
<td>Crystal analyses millions of online data points to accurately identify a person’s personality type, motivations, communication style, and other behavioural traits. Thousands of professionals globally use Crystal to communicate more effectively, write more persuasively, and build trust faster with new people.</td>
<td>It is also important, for a complete analysis of the person, to learn about his/her personality type. Crystal helps identify it, and even enables professionals to work more effectively. It is useful to understand not only about a person’s competencies, but about personality traits, which can affect certain soft skills. This way, this app permits a fast and free personality test for the person to learn more about himself and others.</td>
</tr>
<tr>
<td>Duolingo</td>
<td>Literacy (in foreign language)</td>
<td>Practice with fun lessons and develop reading, writing, speaking, listening and conversation skills</td>
<td>It’s a famous linguistic app that helps foreign language learning (a competency proven to be useful in nowadays multicultural labour market). It’s appealing, with the use of bright colours, and helps in reading, writing, speaking, listening and conversations skills. The use of short 10 mins lessons is important to maintain attention and focus on the task.</td>
</tr>
<tr>
<td><strong>Elevate</strong></td>
<td><strong>Literacy, Coping with Stress, Numeracy, Logical thinking, Memory, Strategic planning, Attention to details</strong></td>
<td><strong>Education Stimulation / Puzzle</strong></td>
<td><strong>It's a brain training app designed to improve focus, speaking abilities, processing speed, reading and writing, memory, math skills, and more. Each person is provided with a personalized training program that adjusts over time to maximize results. FEATURES</strong>&lt;br&gt;• 35+ games for critical cognitive skills like focus, memory, processing, math, precision, and comprehension&lt;br&gt;• Detailed performance tracking&lt;br&gt;• Personalized daily workouts that include the skills you need most&lt;br&gt;• Adaptive difficulty progression to ensure your experience is challenging&lt;br&gt;• Workout calendar to help you track your streaks and stay motivated. Elevate is more an&lt;br&gt;</td>
</tr>
</tbody>
</table>
app or a programme than a game but it is designed to train brain functions such as focus, speaking abilities, processing speed, memory, math skills, and more. Each person is provided with a personalized training program that adjusts over time to maximize results. The app contains a series of brain twister games.

<table>
<thead>
<tr>
<th><strong>Hangman</strong></th>
<th><strong>Literacy</strong></th>
<th><strong>Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hangman is based on the popular word guessing game Hangman. The player guesses letters in order to uncover the hidden word. But be careful, you only have a few guesses before you’re hanged! Ideal game to develop language skills. Available 2 Player mode.</td>
<td>Simple game and very popular all over Eu</td>
<td>It is a good way to develop vocabulary and spelling but if we decide to include such a game in our app more instructions should be given to the player at the beginning, e.g. the category of word could be given, for instance &quot;food&quot; and then the solution is &quot;cheese&quot;. Otherwise it’s too vague and you don’t know where to start.</td>
</tr>
<tr>
<td>Happify: for Stress &amp; Worry</td>
<td>Coping with stress</td>
<td>Stimulaton</td>
</tr>
<tr>
<td>Home Design Makeover</td>
<td>Attention to details, Strategic planning, Spatial awareness</td>
<td>Adventure, Simulation (+Puzzle)</td>
</tr>
<tr>
<td>Interlocked (v1.3)</td>
<td>Logical thinking, Spatial awareness, Strategic planning</td>
<td>Puzzle</td>
</tr>
<tr>
<td><strong>Knack App</strong></td>
<td><strong>Attention to details, Coping with stress, Strategic planning, Memory</strong></td>
<td><strong>Social Game</strong></td>
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</tr>
<tr>
<td><strong>Lumosity</strong></td>
<td><strong>Memory, Problem-solving</strong></td>
<td><strong>Education</strong></td>
</tr>
<tr>
<td>Lumosity</td>
<td>All</td>
<td>Education</td>
</tr>
</tbody>
</table>
researchers, and then adapt them into easy-to-learn brain games.

<p>| Make it True | Logical thinking, Strategic planning | Puzzle | Story driven pure logic game, where you need to alter inputs on logical circuits to make the output true. | Very simple game. Logical training in its purest form. | Ads can be disabled for 1.29$. Very focused on what it does, distraction free black and white design | Russian, English, Magyar, Portuguese |
| Mind Games | Literacy, Attention to details, Memory | Education app | Mind Games is a great collection of games based in part on principles derived from cognitive tasks to help you practice different mental skills | The competency list on this app is extensive, with countless benefits to the cognitive functions. If proven to work on the given skills, this app alone can be useful for this project | This app is not backed up by empirical research, so deeper analysis would be important to check its validity and competence testing. | English, Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Portuguese, Russian, Spanish, Turkish |
| Mind Games | Literacy, Coping with Stress, Numeracy, Logical thinking, Memory, | Stimulatio n, Education, Puzzle | It is a collection of games that helps to practice different mental skills e.g. attention, anticipation, memory etc. All games include score history and graph of progress. The games list shows a summary Developed most of indicated competences. | Various types of games. Some types of games described here: <a href="https://play.google.com/store/Apps/details?id=mindware.mindgames&amp;hl=en">https://play.google.com/store/Apps/details?id=mindware.mindgames&amp;hl=en</a> | Various types of games. Some types of games described here: <a href="https://play.google.com/store/Apps/details?id=mindware.mindgames&amp;hl=en">https://play.google.com/store/Apps/details?id=mindware.mindgames&amp;hl=en</a> | English, Portuguese, Spanish, French, German, Arabic, Russian, Japanese |</p>
<table>
<thead>
<tr>
<th>Play Your Skills</th>
<th>Neuro Nation</th>
<th>Attention to details</th>
<th>today’s scores on all games so that you can see where you need work and excel.</th>
<th>Improves attention span. Teaches a variety of skills. Analysis of strengths and weaknesses and creates a training plan for the brain.</th>
<th>Variation of games according to game level.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Puzzle</td>
<td></td>
<td>This is a train your brain game. The game has various strength and weakness tests with different levels which, for example, measure your attention. It has 20 exercises on 250 levels and offers a progress analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peak</td>
<td>All</td>
<td>Education</td>
<td>Reach Peak performance with over 40 games, each one developed by neuroscientists and game experts to challenge your cognitive skills and push you further. Use Coach, the personal trainer for your brain, to find the right workout for you at the right time. Choose from Coach’s best recommendations to push your skills to the max. Or take contextual workouts like Coffee Break if you’re short on</td>
<td>Designed in collaboration with experts in neuroscience, cognitive science, and education. It was chosen as Best App 2014 in over 24 countries around the world according to the Apple Store. We can get inspiration and ideas for our Play Your Skills games.</td>
<td>We can get ideas from many games, the mechanism is often similar in the various apps. It’s also useful to have, after each game played, a rank list of one’s own achievements in that specific game (visualised in a graph or in a list) and a comparison with other players of the same level. Peak categorises players to different levels</td>
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</tbody>
</table>

German, English, French, Italian, Portuguese, Russian, Spanish

Italian, simplified Chinese, traditional Chinese, Korean, French, Danish, Japanese, English, Norwegian, Dutch, Portuguese, Spanish, Swedish, German
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>time. Coach will help you track</strong></td>
<td><strong>Features: Free games that challenge your Memory,</strong></td>
<td><strong>that can be reached by improving one's own score.</strong></td>
<td><strong>Plague Inc</strong></td>
</tr>
</tbody>
</table>

Play Your Skills
<p>| Power Vocab | Literacy, Memory | Education, word | The key features of this app are: Learn words, Challenge quiz, and Search words. The app is based on games with words. It contains detailed definitions, multiple example sentences, and phonetic pronunciation of words. It aims to develop users vocabulary, speaking and reading skills. In addition, a dictionary like list is available for searching word definitions and sample sentences. It supports memory. | It's perfect for improving literacy skills. | quizzes, word searches, definitions; it's possible to choose difficulty level; possibility to review the words that you missed or gave not correct answer | English |
|---|---|---|---|---|---|
| Scrabble | Literacy (in own language) | Word app | Word game in which two to four players score points by placing tiles bearing a single letter onto a board divided into a 15×15 grid of squares. The tiles must form words that, in crossword fashion, read left to right in rows or downward in columns, and be included in a standard dictionary or lexicon. | It's a fun challenging game, already proven to be appealing for users. Focuses on word recognition and remembering. | In the end of each level, suggestions of solutions can be included, with the respective synonyms. This way, word learning can also be included in this game. | English, French, German, Italian, Portuguese, Spanish |
| <strong>Stardew Valley</strong> | Coping with Stress, Attention to details, Strategic planning | Simulation / Role-Playing | Stardew Valley is a simulation role-playing video game where players take the role of a character who, to get away from the hustle of the city, takes over their deceased grandfather's dilapidated farm in a place known as Stardew Valley. The game is open-ended, allowing players to take on several activities such as growing crops, raising livestock, crafting goods, mining for ores, selling produce, and socializing with the townsfolk, including marriage and having children. The game also allows up to three other players to play together online. | Game which keeps you engaged with basically chores (running a farm) | Also not a game for learning but manages to engage a &quot;just one more thing&quot; mentality. | lots |
| Sudoku | Logical thinking | Puzzle Games | A sudoku puzzle initially displays a partially filled grid. The aim of the game is to fill each square with a number from 1 - 9. Each number can only appear once in the same row, column or 3 x 3 box. | It’s a fun game, already famously known for being challenging and exciting. Since it helps on some competencies useful for the labour market, this game should be included. | The gamer can choose the difficulty level, which can be useful to monitor how challenging the gamer wants the game to be. | English, Arabic, French, German, Italian, Japanese, Korean, Polish, Portuguese, Russian, Simplified Chinese, Spanish, Thai, |</p>
<table>
<thead>
<tr>
<th>Game</th>
<th>Category</th>
<th>Description</th>
<th>Additional Information</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trivia Crack</strong></td>
<td>Literacy, Coping with Stress</td>
<td>Games</td>
<td>Have fun challenging your friends and enemies in the hottest trivia game! Select which questions you’ll answer from six different categories. Be the first to get the six crowns to win but watch out for the rematch!</td>
<td>You can learn something new and improve your literacy skills while having fun. Quiz-questions on general culture (in the fields of sports, arts, history, geography, sciences, etc.). There are too many advertisements and the app is too chaotic. It's a good idea to include such games in in our app but in a clearer way and with less advertisement.</td>
</tr>
<tr>
<td><strong>Unfoldit</strong></td>
<td>Spatial awareness</td>
<td>Puzzle game</td>
<td>Unfoldit features packs of levels that require you to determine the resultant state of paper after folds &amp; hole punches are performed.</td>
<td>Although it requires the purchase of more advanced levels, it claims to focus on spatial awareness training, backed up by cognitive tests used in academic assessments, medical</td>
</tr>
<tr>
<td><strong>Word Brain</strong></td>
<td>Literacy, Coping with Stress, Numeracy, Logical thinking, Spatial awareness, Memory, Attention to details, Strategic planning</td>
<td><strong>Game</strong></td>
<td>This is a word puzzle. It starts out very easy but gets challenging quickly. Exercise your brain and find hidden words, slide your finger over them, and see the letters collapse. Do it all in the correct order and you will be able to clear the grid. The WordBrain features 15 languages, but currently, it is available in English language only. There are 580 levels per language available for you to go through.</td>
<td>The WordBrain app activates the part of your brain that deals with word finding and language, and keeps the brain intellectually engaged. The problem is that the app doesn't give you any idea about what kind of word you have to type in. There could be several words with the same letters but just 1 solution is accepted which is quite frustrating. There are too many advertisements either. If we decide to use this kind of game the word category should be given (or an image connected to the word) and more solutions should be accepted.</td>
</tr>
</tbody>
</table>
Annex 1: NEET Survey

Available online at: https://limesurvey.ovgu.de/index.php/443971?lang=en

Introduction
Dear participants,
We would really value your contributions to our short research about APPS, Gaming & Skills. The results of the evaluation of this questionnaire will be used to identify requirements for the development of a mobile gaming App in the Erasmus+ Play Your Skills Project.
The data collected during the survey will be anonymous and stored in a database at the Otto-von-Guericke-University (Magdeburg, Germany). We will not collect any data (e.g. your IP-address etc.) that allow for personal identification.
Thank you for your answers and your time.
There are 18 questions in this survey.

The questions

Challenges
1. What kinds of APPS do you use?
   (Check all that Apply)
   - Entertainment
   - Business and Finance Apps
   - Lifestyle Apps
   - Education Apps
   - Music & Audio
   - Tool Apps
   - Shopping Apps
   - Social Media
   - Games

Challenges
2. Please give the name of your 3 favourite Apps.
   Option 1
   
   Option 2
   
   Option 3
Challenges

3. What kinds of Gaming APPS do you use, if any?
   (Check all that Apply)
   - Action
   - Adventure
   - Arcade
   - Board
   - Card
   - Casino
   - Casual
   - Educational
   - Music
   - Puzzle
   - Racing
   - Role Playing
   - Simulation
   - Sports
   - Strategy
   - Trivia
   - Word
   - I do not use game Apps

Challenges

4. Please give the name of your favourite 3 Gaming Apps.

Option 1

Option 2

Option 3

Challenges

5. Have you ever used any Educational games or APPS?

   YES / NO

Challenges

6. Please give the name of the Educational game or APP.
   [only visible if q5.NAOK = “Yes”]
Challenges
7. How did you discover the Educational game or APP?
   (Check all that Apply)
   [only visible if q5.NAOK = “Yes”]
   - Teachers / Trainers
   - Friends / Acquaintances
   - In-App Advertisements
   - Other Advertisements e.g. Cinema, TV, Newspaper or Magazine etc
   - Family / Parents
   - Social Media e.g. YouTube, Facebook
   - Google Play / Apps Store / Other APP store ____________________________

Challenges
8. Name the top three Social Media platforms you use the most. e.g. Facebook, Instagram etc.
   Option 1
   __________________________________________
   Option 2
   __________________________________________
   Option 3
   __________________________________________

Challenges
9. How many minutes per day do you spend using your Smartphone?
   __________________________________________

Challenges
10. Approximately, how many minutes per day do you spend using gaming APPS?
    __________________________________________

Challenges
11. Regarding Advertisements in the APPS you use – How often do you follow up on them?
    (Sliding Scale 1 – 5?)
    - Never
    - Very Occasionally or Rarely
    - Often
    - Almost Always
    - Always
Challenges

12. Where would you like to see yourself in one year from now?

- Working
- Studying
- Same as now
- Volunteering
- Travelling
- Not sure
- Other:

Challenges

13. If any, what do you feel are the main barriers for you to get there?
   (Check all that Apply)

- Not knowing what I want to do/be
- Lack of useful information about Careers / Jobs
- Fewer Opportunities in my town/city
- Lack of technical skills
- Low self esteem
- Caring for family members
- Not enough educational / training opportunities
- I do not see any barrier
- Other:

Challenges

14. What best describes your situation right now?
   (Choose one of the following answers)

- Recently left Education and looking for a job
- Recently left Education and looking for more training / educational opportunities
- Gap Year following formal education not looking for training, education or a job
- Recently made redundant and looking for more training / educational opportunities
- Recently made redundant and looking for a job
- Volunteering but not in paid work
- Not looking for work
- Other:

- No answer
Demographics
15. What is your highest educational level?
(Choose one of the following answers)

☐ Basic Junior Certificate, EQF Level 2
☐ Middle Leaving Certificate, EQF Level 3-4
☐ High Bachelor’s Degree, Hons or Higher or Advanced Certificate, EQF Level 5-6
☐ Post Graduate, EQF Level 7-8
☐ No degree
☐ No answer

Demographics
16. Gender

☐ Male
☐ Female
☐ Other
☐ No answer

Demographics
17. Age


Demographics
18. If you are interested in working with us, testing the App or finding out more about our project please provide your e-mail address


Thank you for your participation in this survey. If you want to find out more about the Erasmus+ Play Your Skills Project visit www.playyourskills.eu or contact alfred.berndl@jaw.or.at for more information and to see how your contribution will shape the materials and outcomes.
Annex 2: VET Professionals

Available online at: https://limesurvey.ovgu.de/index.php/516323?lang=en

Introduction

Dear participants,

We would really value your contributions to our short research about APPS, Gaming & Skills. The results of the evaluation of this questionnaire will be used to identify requirements for the development of a mobile gaming App in the Erasmus+ Play Your Skills Project. The data collected during the survey will be anonymous and stored in a database at the Otto-von-Guericke-University (Magdeburg, Germany). We will not collect any data (e.g. your IP-address etc.) that allow for personal identification.

Thank you for your answers and your time.

There are 13 questions in this survey.

The questions

Difficulties

1. Are you professionally working with NEETS?
   Yes / No

Difficulties

2. Have you ever used any Educational Apps in your work?
   □ Yes
   □ No
   □ No answer

Difficulties

3. In your professional work with NEETs (Young People Not in Education, Employment or Training) what kinds of APPS do you use?
   □ Entertainment
   □ Business and Finance Apps
   □ Lifestyle Apps
   □ Education Apps
   □ Music & Audio
   □ Tool Apps
   □ Shopping Apps
   □ Social Media
   □ I do not use Apps
Difficulties

4. We are planning a Gaming App with mini games covering the following key competences. How useful would these be for your work?

<table>
<thead>
<tr>
<th>Competence</th>
<th>Totally Unuseful</th>
<th>Un-useful</th>
<th>Not Unuseful or Useful</th>
<th>Useful</th>
<th>Totally Useful</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td></td>
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<tr>
<td>Spatial awareness</td>
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</tr>
<tr>
<td>Memory</td>
<td></td>
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</tr>
<tr>
<td>Logical thinking</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Coping with Stress
- Totally Unuseful
- Unuseful
- Not Unuseful or Useful
- Useful
- Totally Useful
- No answer

Strategic planning
- Totally Unuseful
- Unuseful
- Not Unuseful or Useful
- Useful
- Totally Useful
- No answer

Attention to details
- Totally Unuseful
- Unuseful
- Not Unuseful or Useful
- Useful
- Totally Useful
- No answer

Difficulties
5. Have you ever received training in using Educational Apps?
   - Yes
   - No
   - No answer

Difficulties
6. In your work can you foresee any barriers to using a gaming App? Please give details
Difficulties

7. What are in general the key competences for the labour market?

<table>
<thead>
<tr>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills (active listening, Speaking, Reading)</td>
</tr>
<tr>
<td>Foreign Language Skills</td>
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<tr>
<td>IT Skills</td>
</tr>
<tr>
<td>Ability to learn</td>
</tr>
<tr>
<td>Problem Solving</td>
</tr>
<tr>
<td>Social Skills (Work in teams, Conflict Resolution, Interpersonal Skills,)</td>
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<tr>
<td>Entrepreneurship Skills</td>
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<tr>
<td>Time Management</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Cognitive flexibility</td>
</tr>
<tr>
<td>Literacy</td>
</tr>
<tr>
<td>Coping with Stress</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>Logical thinking</td>
</tr>
<tr>
<td>Spatial awareness</td>
</tr>
<tr>
<td>Memory</td>
</tr>
<tr>
<td>Attention to details</td>
</tr>
<tr>
<td>Strategic planning</td>
</tr>
<tr>
<td>If you want to add another key competence, please name it:</td>
</tr>
</tbody>
</table>

Difficulties

8. In your professional work what do you perceive to be the main barriers stopping NEETs achieving their full potential?

- Not knowing what they want to do/be
- Lack of useful information about Careers / Jobs
- Fewer Opportunities in their town/city
- Lack of technical skills
- Low self esteem
- Caring for family members
- Not enough educational / training opportunities
- Other

Demographic Data

9. What is your highest educational level?

- Basic Junior Certificate, EQF Level 2
- Middle Leaving Certificate, EQF Level 3-4
- High Bachelor’s Degree, Hons or Higher or Advanced Certificate, Level 5-6
- Post Graduate, EQF Level 7-8
- No degree
- No answer
Demographic Data

10. Gender
   - Male
   - Female
   - Other
   - No answer

Demographic Data

11. Age

Demographic Data

12. What is your professional area?
   - Teacher/trainer
   - Counsellor
   - Social worker
   - Employment adviser
   - No answer

Demographic Data

13. If you are interested in testing the App please give us your e-mail address

Thank you for your participation in this survey. If you want to find out more about the Erasmus+ Play Your Skills Project visit www.playyourskills.eu or contact Alfred.berndl@jaw.or.at for more information and to see how your contribution will shape the materials and outcomes.
Annex 3: Labour Market Interviews

Introduction

IO 1 Interview stakeholders

1. Description of the project

Play Your Skills

Duration: 01. 10. 2019 – 30.09. 2021

Target group: NEETs (Not in Education, Employment or Training) at the age of 18 to 34 years

Applicant Organisation: Jugend am Werk Steiermark Austria (Graz)

Partners:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO&amp;SO</td>
<td>Italy (Florence)</td>
</tr>
<tr>
<td>FUTURE IN PERSPECTIVE LIMITED</td>
<td>Ireland (Virginia)</td>
</tr>
<tr>
<td>CENTRO DE FORMACIÓN SOMORROSTRO</td>
<td>Spain (Muskiz)</td>
</tr>
<tr>
<td>E.N.T.E.R. GMBH Austria</td>
<td>Austria (Graz)</td>
</tr>
<tr>
<td>OTTO-VON-GUERICKEUNIVERSITAET MAGDEBURG</td>
<td>Germany (Magdeburg)</td>
</tr>
<tr>
<td>FACTOR SOCIAL</td>
<td>Portugal (Lisbon)</td>
</tr>
</tbody>
</table>

Goals:

- Motivate persons with fewer opportunities to take part in vocational education
- Get in contact with guidance and counselling services from VET providers
- Raise self-esteem and self-awareness of NEETs in an immediate and prompt way
- Raise NEETs confidence in the competences they already have, even if they have dropped out of education and VET systems (competence portfolio)
- Inform NEETs about their vocational opportunities and bridging to VET counselling services in the local area of the target group members

Main products:

- Research report
- Gaming app incl. in-app advertisements
- VET guidelines / LTTA
- Stakeholder conference
- Quality management handbook, dissemination report, exploitation plan, interim report, final report
- 4 newsletters, website, social media, Logo, posters, folders
Content: 3 Intellectual Outputs (IO)

IO 1: Research study (10/2019 – 02/2020)
IO 2: Programming the app (02 2020 – 06 2021)
IO 3: Guidelines VET Staff (08 2020 – 07 2021)

1. We identified following key competences:

Literacy, Coping with Stress, Numeracy, Logical thinking, Spatial awareness, Memory, Attention to details, Strategic planning.
Do you think they are relevant? Do you have anything to add?

2. What are the main gaps between the needs of the world of work and the competences of NEETs?

3. What in your experience would be the best way to engage young people within the labour Market?

4. Could you envisage a gaming App to reconnect young people at risk with the world of work?