

GLC; EMPLOYABILITY



Co-funded by
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Romanian
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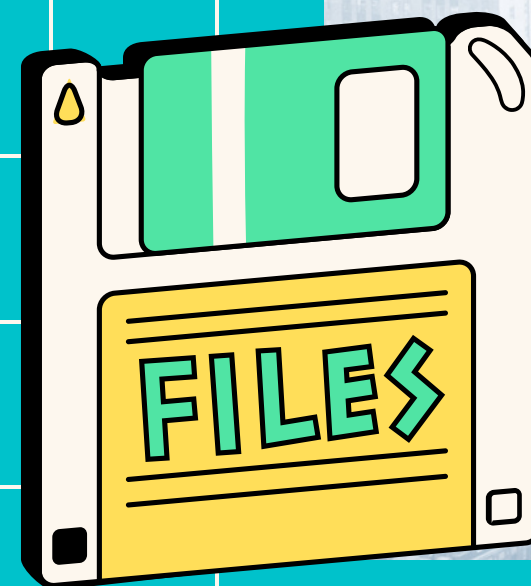
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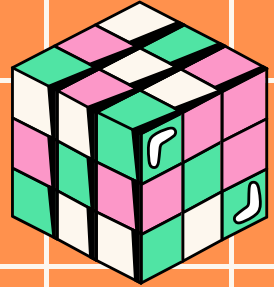
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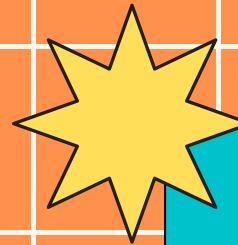
Produções Fixe
Formação / Co-criação
Criação de Jogos Educativos

BLUE
ROOM
INNOVATION





KEY COMPETENCES



CREATIVITY



**CRITICAL
THINKING**

DIVERSITY

EMPATHY

EMPLOYABILITY

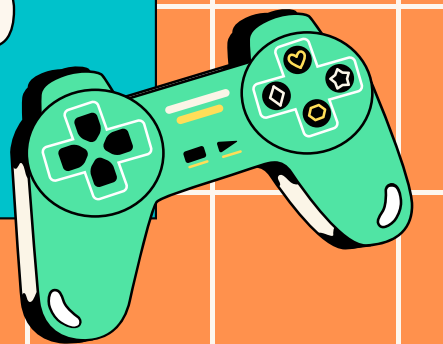
GREEN

LEARNING

**MENTAL
HEALTH**

**TEAM
WORK**

VALUES



THE PROJECT GAMED

This series of 10 educational and thematic booklets is one of the 4 tangible intellectual outputs that resulted from an international partnership forged between 6 partners from 3 European countries (Portugal, Romania, Spain). A cross sectoral consortium combining different educational sectors was the base for the creation of different rich educational multi-layered interventions.

While working with young people, we identified the lack of efficient and adequate tools to support our learner-centred educational approach, particularly in the domain of adequate key competences in today's reality.

The 10 thematic booklets with Gamified Learning Content (GLC), aim to introduce, support and develop the capacity of professionals working with youth in non-formal and formal education contexts. They have a clear focus on improving the quality of educational programs which aim at the development of key competencies leading to a successful life and in the same time instill in youth core values of fairness, social justice, non-discrimination and involvement in the community.

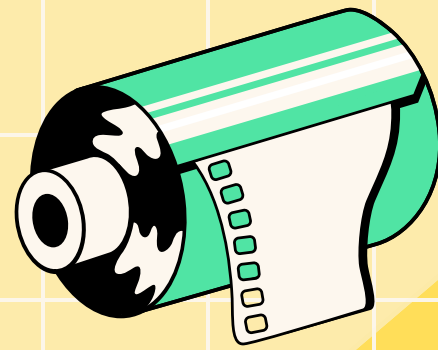
Each GLC booklet stands on itself, yet they are all interlinked in order to create the opportunity and possibility to easily transfer them to the different realities the young people find themselves in. The GLC booklets can be easily used in all the different spheres the young people are active within: youth work, education, families and peer groups.

The educational activities are aimed at young people from 13 years to 30 years. Clearly, it is beneficial and desirable to adjust the emphasis and complexity level of the exercises towards the age group you engage with.

The 10 different educational booklets follow the same philosophy, a similar structure and a consistent visual image. Each booklet also contains valuable links and references for further thematic deepening.

We hope this booklet and its content will inspire you to explore further.

‘gamED: Gamification for Developing Essential Competences in Youth Work’ is a Key Action 2 project co-funded by the Erasmus+ Youth in Action Programme of the European Union under reference number 2020-3-RO01-KA205-095067. The content does not obligatory reflect the vision and opinion of the European Commission.

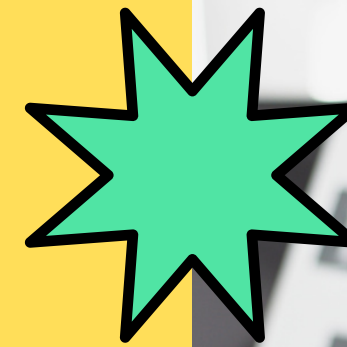
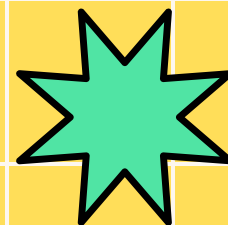


EMPLOYABILITY

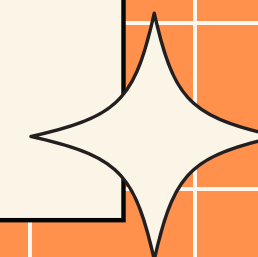
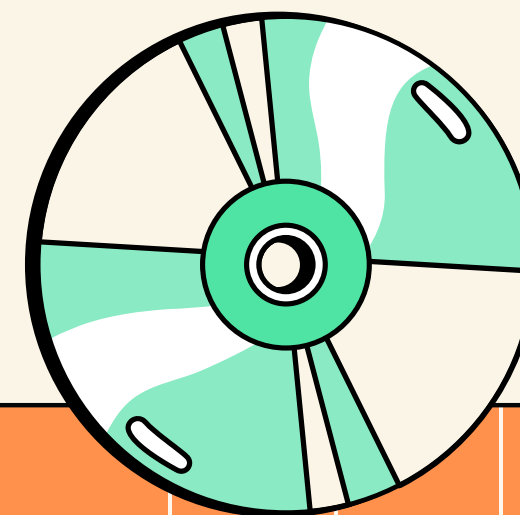
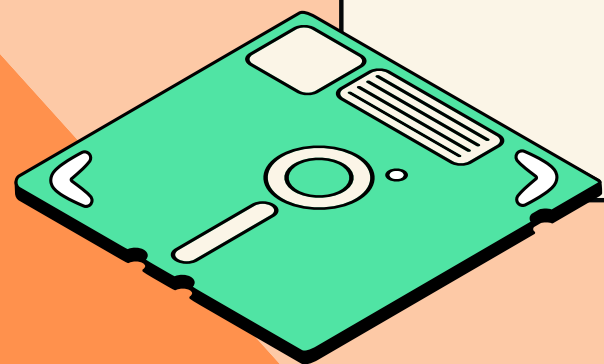
In this Gamified Learning Content booklet, employability is the central topic. More specifically, the value of employability in education and learning.

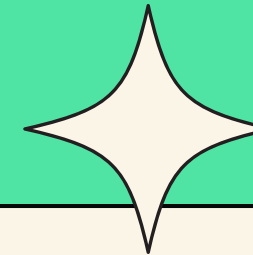
We consider employability not as a "product" but as a process of learning, where "gain, maintain, obtain" of employment is a central given. Employability is more than a simple fact. It is part of a holistic view towards being a critical reflective citizen. Employability is a continuous process of learning, and not only in the dimension of 'learning to learn', but also in terms of creating empowering opportunities towards becoming a more critical and reflective citizen.

When mentioning employability, we consciously also include the concept of freelancer and entrepreneurship.



Nowadays, access to the labour market (through employment and other means) is a key requisite for personal wellbeing, fulfilment, satisfaction and to be fully able to exercise citizenship. Especially for young people, this is a demanding challenge. High levels of youth unemployment are a transversal challenge in Europe. In today's globalised world, the labour market dynamics are increasingly more diverse and can even be unpredictable. A job is no longer for life. Change is an ever-present reality: in today's world of work, change has become the only predictable factor. The majority of tomorrow's jobs do not exist yet or are still unknown to us. In this uncertain scenario, it is a certainty - for those who intervene in promoting employability - that a number of tools and competences will make the difference in supporting the entrance to and remaining within work. Employability is currently one dimension in life that requires constant updating and a conscious investment by an individual throughout her/his/their working life. Essential competences (personal and social competences) are especially useful and valued in current work environments. These competences are characteristics, knowledge, attitudes and behaviours that promote performance, good relations and interaction within work settings or other contexts. Lifelong learning, with special focus now given to previously often under-valued non- formal and informal learning, plays a key role in developing these Employability competences. This educational booklet and its proposed activities are a contribution to that, and we hope they will lead to more discovery.





For more background reading and further framing, check out following references:

- <https://www.ed.ac.uk/employability/staff/what-why-employability-important/what-is-employability>
- <http://youthcenters.fitt.ro/wp-content/uploads/2019/09/Handbook-for-efficient-correlation-between-Youth-Centres%E2%80%99-activities-and-the-labour-market.pdf>

Additional educational tools can be freely downloaded from
<https://employ.eu/>



EMPLOYABILITY ACTIVITIES

★
**CREATE YOUR
MICRO MARKET**

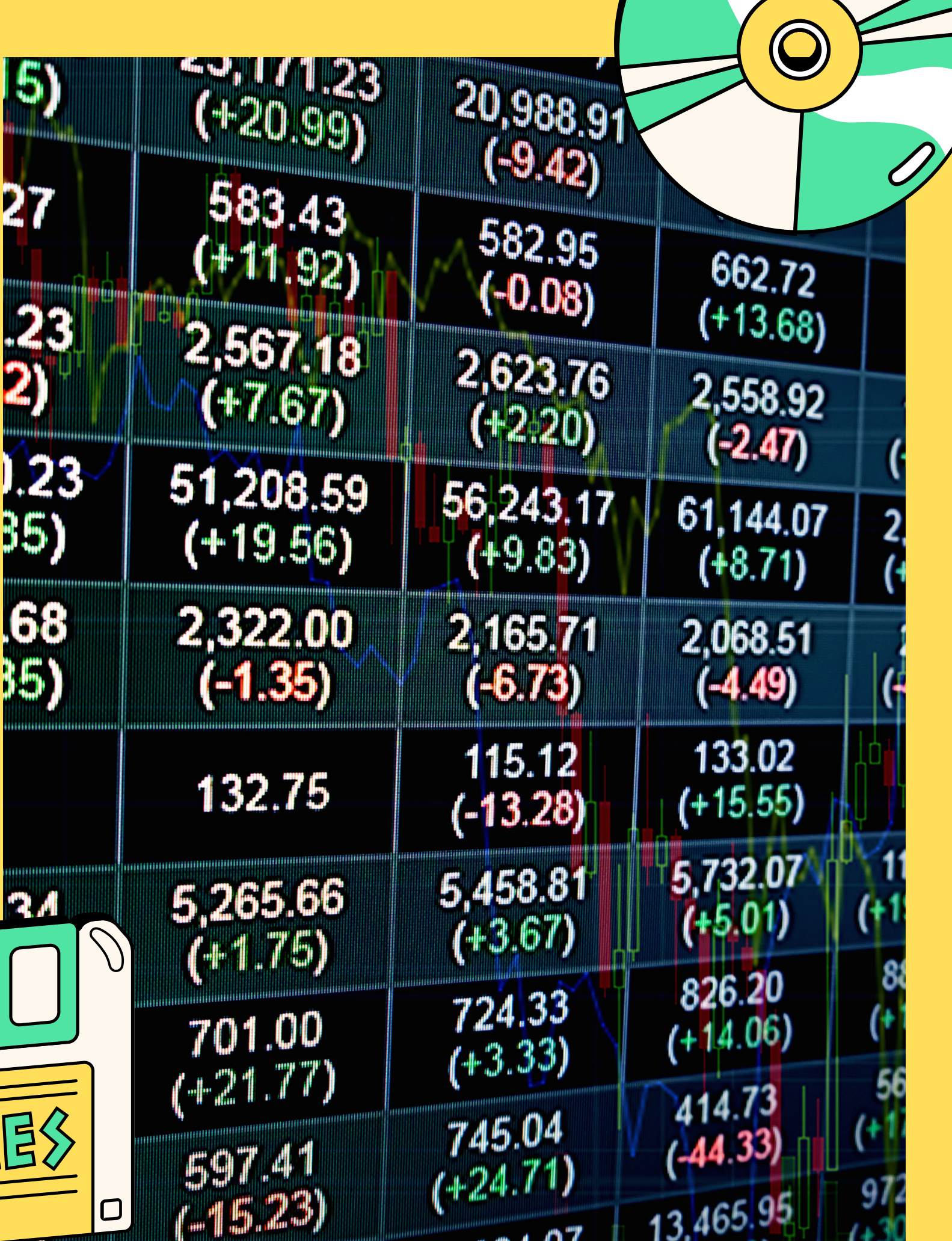
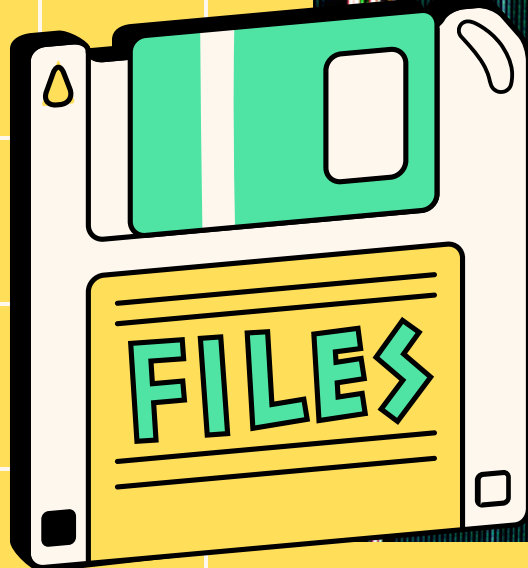


★
CAFÉ EMPLOY



CREATE YOUR MICRO MARKET

From resources to product





DURATION

15 to 40 minutes

GROUPSIZE

Between 6 and 12 (larger groups can be subdivided)

COMPLEXITY LEVEL

Medium



OVERVIEW

A varied set of different resources (products and services) is spread among the different players. In small groups they create relationships and connections between all these resources towards a creative, yet logic chain.



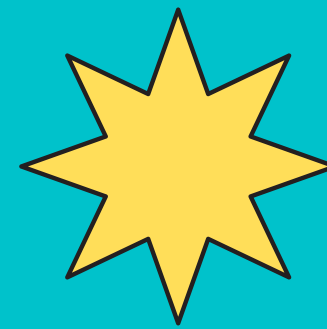
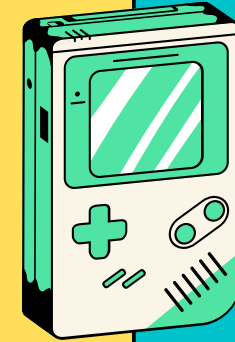
OBJECTIVE

As youthworker, you can use this activity to

Introducing different concepts which relate to types of work and types of work organisation.

A better understanding of a (current) market economy based upon exchange, and how work/employability is part of this economical circuit.

Discovering the richness of employability opportunities.



MATERIALS

PRINT OUT THE DOCUMENT 'RESOURCES' AND CUT THEM IN SEPARATE PAPER SLIPS. (IN CASE POSSIBLE, HAVING SEVERAL OF THE RESOURCES IN 'REAL', ADDS TO THE REALISM OF THE EXERCISE AND THE FUN EXPERIENCE.). HAVE 1 SET OF RESOURCES FOR EACH SUBGROUP.



A BIG PAPER (SIZE FLIPCHART) AND MARKERS FOR EACH SUBGROUP.



STEP BY STEP

1

When smaller groups are created, ask each group to sit around a big paper with several markers. This can be at a table or on the floor.

2

Distribute the resources among the players.

3

Challenge the groups to create a chain which connects all the different resources: products and services. All the resources must be part of the chain. The groups have between 10 to 15 minutes the time to do this.

4

Tell the groups that they have to display all the resources on the big paper, and use the markers to connect and comment on the relationship between the resources.

5

Your role as facilitator is here to raise questions, not to guide or judge connections made. E.g. which type of organisation will you create: a NGO, a cooperative, a company, freelance base,...

6

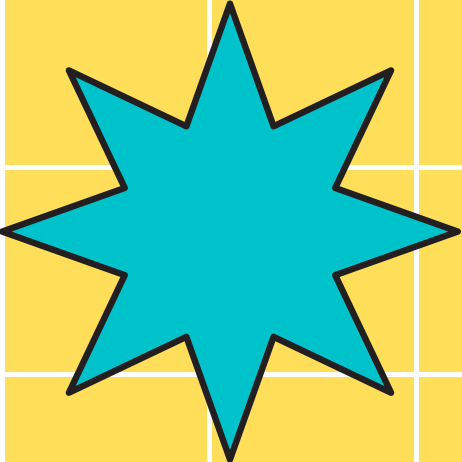
When the time is finished, or the groups indicate the task is fulfilled, ask each group to explain their created chain, with a particular focus on the relationship between the resources.

7

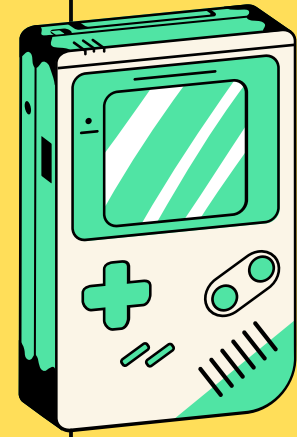
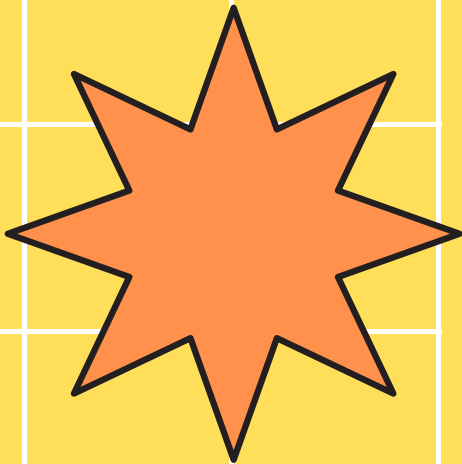
Give time for feedback, questions and suggestions from the other groups.

8

Start the debriefing.



DEBRIEFING EVALUATION



FOLLOWING QUESTIONS CAN BE ASKED
IN THE SUGGESTED ORDER.

How did you feel about this activity? At the start and now?

Which were the most challenging connections? What reasons made them challenging?

Which were the most obvious connections you made?

If so, were there surprising and unexpected connections you created or discovered?

How realistic is the chain you created?

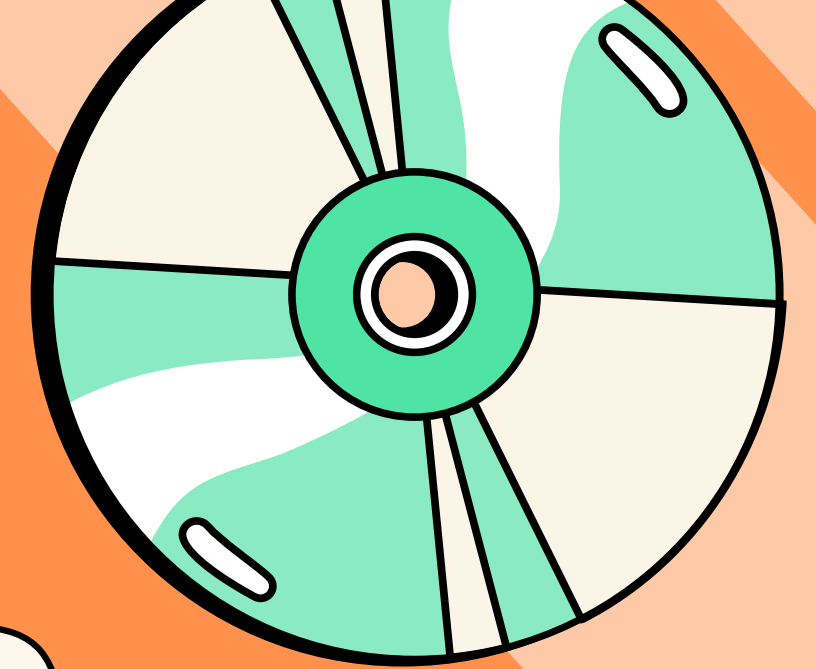
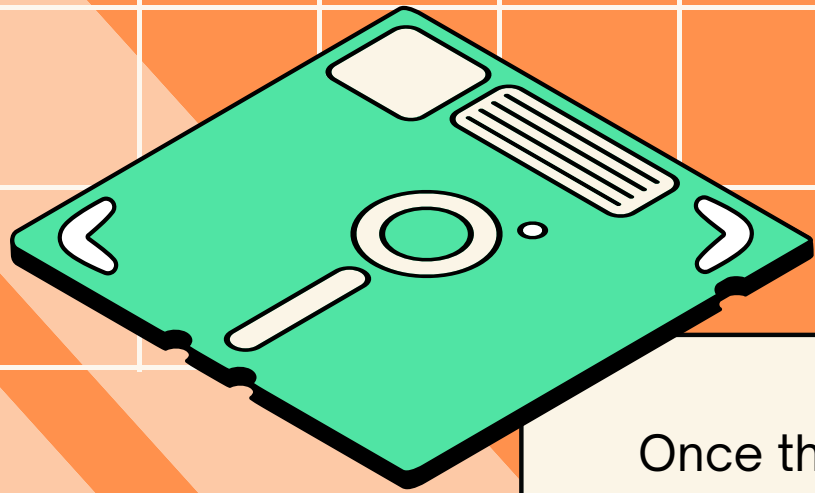
According to you, what was the objective of this activity?

How would you link the chain you created to employability?

If relevant, how resilient and sustainable is your chain?

What aspects do you take out of this activity for yourself?

POSSIBLE ADAPTATIONS



Once the group(s) have reached their result, you can introduce surprising new happenings to spice up the activity, and at the same time challenge the groups to focus on the sustainability and the resilience of their created product/service chain. Introduce a random happening yourself or have the different groups choose one. Groups can also challenge each other with a self thought off new element.

E.g.

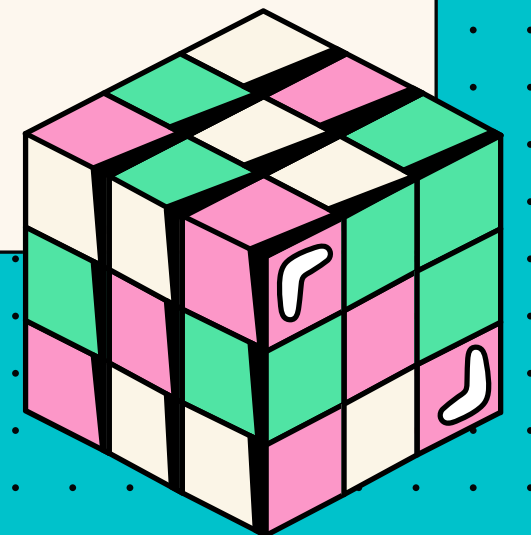
- A sudden earthquake has damaged the structure of the neighbours' old empty shop.
- A multinational decided to offer the same product, at a strongly reduced price.
- Due to an epidemic outbreak, the population is in a local lockdown for 3 months.

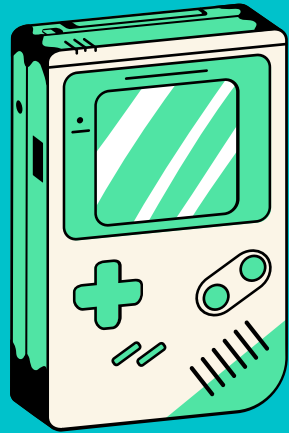
If you have less people than 'resource' slips, give more than 1 slip to people (up to 2 or 3). At the end, it is a group exercise where everything is shared.

The process is more important than the eventual result. This activity stimulates creative thinking and promotes interaction between the players which makes the topic of employability more tangible, realistic and concrete.

Make sure that the group can form their own opinions and connections. Avoid interfering with the choices made but rather ask questions which invite to explore alternative connections.

TIPS FOR FACILITATOR





SUGGESTIONS FOR FOLLOW UP

The both exercises presented in the GLC booklet ‘Creativity’ work greatly as either preparation towards this exercise, or as a follow up activity. They support creative and critical thinking processes.

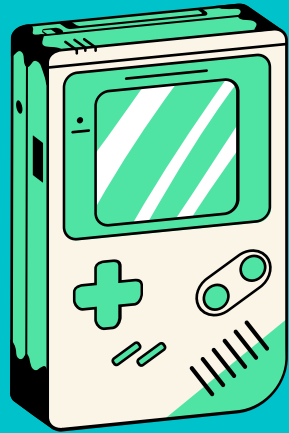
To create the different subgroups, you might use the exercise ‘Little Papers’ from the GLC booklet ‘Diversity’. It supports the focus on similarities and connections.

IDEAS FOR ACTION

Explore with the group which competences and resources are present inside the group itself. It might lead to exciting new ideas of concrete entrepreneurship, where great connections are made.

Look ‘with different glasses’ to the objects and services which are available in the organisation you are a member of (e.g. NGO, school, ...). New and creative connections can be made that lead to surprising activities and actions.





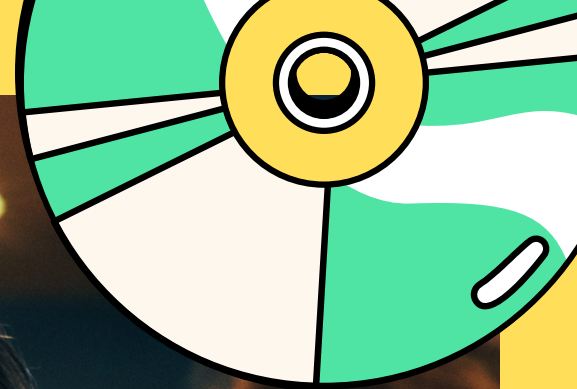
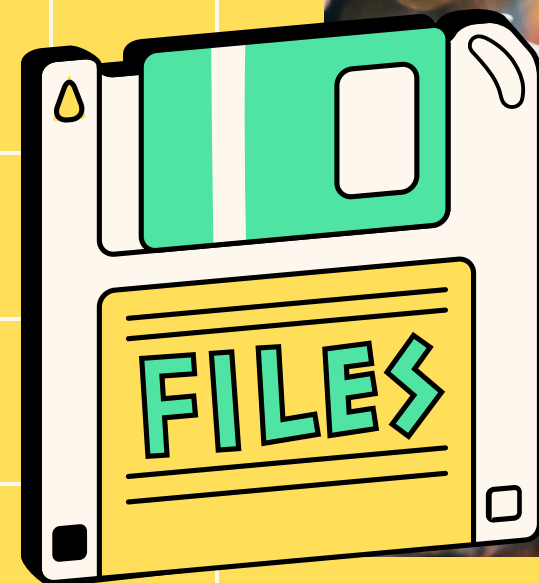
HANDOUT 'RESOURCES' (PRINT & CUT)

Cabbage.	Honey.
Sugar flour.	Apples.
A role of curtain fabric.	Butter.
A bunch of carton cups.	Old wooden furniture.
I know design and publicity techniques.	I know how to do accountancy.
I want to have my own business.	I speak several languages.
I am a passionate cook.	I have several chickens.
I have a scooter.	I can use my neighbours' old empty shop.



CAFÉ EMPLOY

Exploring visions and opinions,
and sharing feelings





DURATION

45 minutes (can be prolonged)

GROUPSIZE

12 and more (subgroups of 4 to 5 people)

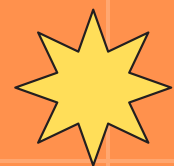
COMPLEXITY LEVEL

Low



OVERVIEW

This activity is a combining variation of the methodic ‘World Café’ ([www.http://theworldcafe.com](http://theworldcafe.com)) and a statement exercise. Participants are divided over smaller groups and engage in discussions based upon given statements, related to employability. After all the subgroups have discussed the different available statements, a summary of the main findings is made in plenary.



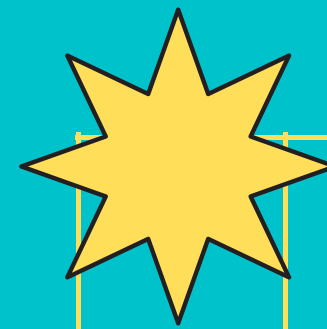
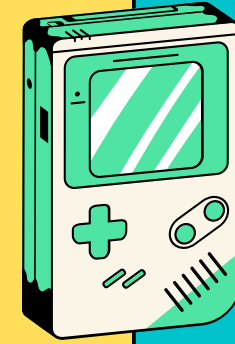
OBJECTIVE

As youthworker, you can use this activity to

To explore different perceptions and visions on the topic of employability.

To provoke a deeper conscious understanding of the concept of employability.

To create more awareness of the holistic concept of employability.



MATERIALS



1 FLIPCHART (OR A3) WITH A STATEMENT (WRITTEN BY HAND OR PRINTED ON A SMALLER PIECE OF PAPER)



MARKERS IN DIFFERENT COLOURS

SETTING: FOR EACH CREATED SUBGROUP: A TABLE WITH 4 TO 5 CHAIRS. PLACE ON EACH TABLE A DIFFERENT STATEMENT AND A FEW PENCILS.

STEP BY STEP

1 Invite the group to take place around the different tables. The created subgroups are randomly formed, according to the number of chairs around each table.

2 Tell the group: “Each table has a different statement in relation to the concept ‘Employability’.
After reading the statement, engage in a discussion upon how much you agree or disagree. Make notes of the highlights of the discussion on the flipchart. After 10 minutes, your group will move to another statement table and we repeat the same. However, each time you move to another table, 1 member of your group remains on the previous table. That person will summarise the previous findings to the next group.”

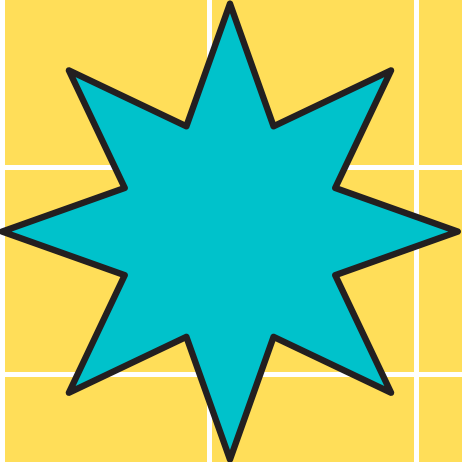
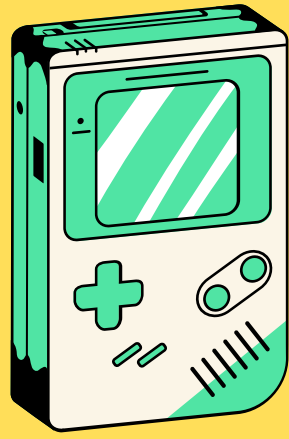
3 After several rounds (defined by the total time you take for this activity), ask the different groups to prepare a short presentation of the highlights towards the statement where they are at that moment. Invite the different groups to share in plenary.

4 Start the debriefing.

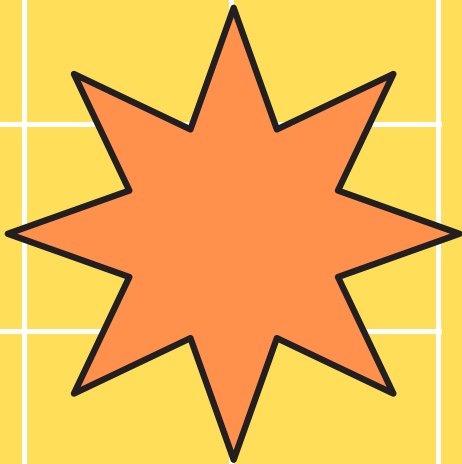
STATEMENTS RANGE

The following statements range from easy to more challenging. Choose the ones most relevant for your sessions, or create other ones.

- Being employed is crucial for one's well being.
- Being self-employed is a clear sign of the incapacity to follow given orders.
- Being employed is losing your freedom in life.
- Employability is simply about getting a job.
- Employability is a list of competences that can be 'taught'.
- There are no jobs for life, only employability for life.



DEBRIEFING EVALUATION



**FOLLOWING QUESTIONS CAN BE
ASKED IN THE SUGGESTED ORDER.**

How did you feel about this activity? At the start and now?

What are the biggest benefits, and the biggest downsides of
this activity for you?

What do you think about the different statements?

Which statement created the biggest discussions?

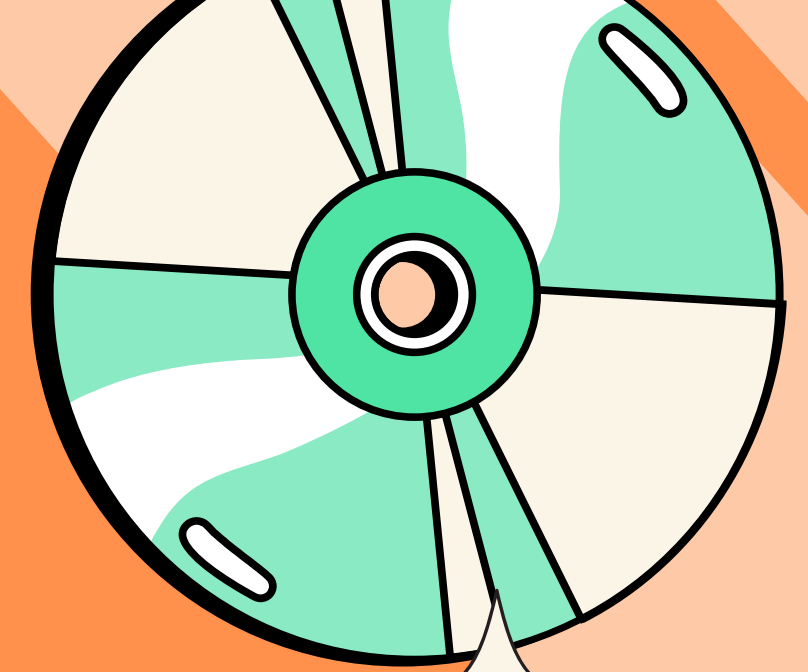
Did you reach a consensus in opinion upon certain statements?
Were there any collective 'discoveries'?

If so, were there any surprising moments during the activity?
Which ones?

If you discovered new insights, which ones are the most
significant for you?

According to you, what was the objective of this activity?
What aspects do you take out of this activity for yourself?

POSSIBLE ADAPTATIONS



In order to spice up the discussions, several ‘secret roles’ can be given to the participants. These roles can be kept during the whole duration of the activity for the different statements, or simply a set of roles which is handed out at the start of each round/table. If you engage in this, prepare small paper slips with the role descriptions. The same role can be used several times at the same table.

Examples of roles:

- You fully agree with the statement.
- You fully disagree with the statement.
- You question critically each opinion which is shared. E.g. What concrete reasons and/or facts do you have which support your opinion? How realistic is your opinion? How objective and/or universal is that opinion?
- You always try to find a compromise between opposite opinions.
- You have no secret role, and simply remain yourself with your own opinion.

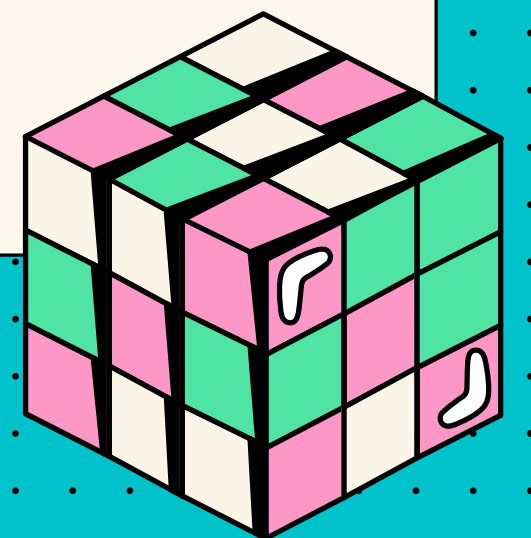
It is beneficial to organise a fixed order between the different discussion tables. This can be easily done by giving numbers to the different tables. The groups will then move logically to the next number.

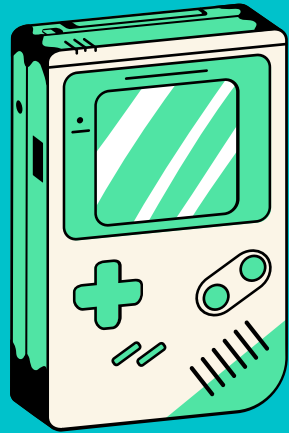
Agree with the groups at start, that each time a different group member remains at the table to brief the next group. This to guarantee that someone does not remain all the time at the same table.

Invite the groups also to support their writing with drawings.

For more background reading on part of the methodology:
<http://www.theworldcafe.com/>

TIPS FOR FACILITATOR





SUGGESTIONS FOR FOLLOW UP

You can freely download valuable educational materials to explore in different ways the concept of employability. On www.emplay.eu you will find 3 additional different and engaging tools: a Planner, a Handbook and an eEducational board game.

IDEAS FOR ACTION

Invite the participants to make a little research into employment offers, and particularly which aspects are mostly highlighted in these offer-announcements. This might lead to a different reading of such offers. Some highlight financial gain, while others might highlight more the social context offered.

