



Entrepreneurial Competences for Youth

Report on Technical Needs

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WP leader: EUROFORTIS



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WP2. Technical Needs

This report includes the first ideas to face WP2. It is the result of the discussion of the Promoter and the WP leader, based on the experience of the methodology intended to be transferred and the results obtained in WP1.

The following points summarises the key challenges:

Raising the interest of the Target Group.

The first finding is that there should be some main character in the game that youth can relate to. This will attract more people to try out the game and also help partners in creation of the scenarios. Young people should be given opportunity to learn and understand entrepreneurship at the early stage so they can choose whether to follow path of employment or starting own business, but game should focus on situations that are align with a reality and daily life of young people, so they can understand that along the way of their daily activities many competences needed for entrepreneurship can be developed.

The first proposal is to chose a MAIN character from which perspective the game is created. One example for the definition and description of the character-in-context is the following one:

A 19 years old boy, name of whom will be given specific to the country when the game will be translated. In Latvia, for instance, it can be Toms, who has just moved from his home town for studies in capital city. He shares flat with some friends/study mates or lives in a campus. To be able to cover newly arisen expenses he works as a waiter in a pizzeria 2 evenings per week and also one full day during the weekends, but the working schedule is quite flexible and he can adapt it to his studies. It is very challenging for him to fit the work around the studies, but he is trying to pursue also his personal interests – social commitments with his friends and family, as well us hobbies. He likes geocaching, active lifestyle and he writes his own blog about his new experiences in the city. Of course integral part of his daily life is time he spends with his friends.

All partners are requested to think whether this character would adapt their reality. If so, that would be fine to proceed with the definition of the scenarios. Otherwise, a second contextualised character can be defined. For instance a young girl, with a number of circumstances in a similar way they are defined above.

Tackling the Competences via recreation of daily-life scenarios

Having the main character(s) in mind we should create different scenarios for approaching competences from a perspective that reflects issues or situations youth encounters and are dealing with in their daily life. This way the users will want to continue the game for longer without necessarily be blocked by the concepts of the competences that will be tested by each situation. Each competence should have 2 scenes – one easier level and another one already a bit more advanced. Of course some scaling system should be there so at the end of the game everyone can evaluate what they seem to be good at and what should still be improved.

At present, we are not sure if we need a deeper story under it, i.e. a conclusion after all like improving a job or setting up the own business. The starting point of the proposal was to promote entrepreneurial competences. We hesitate whether to put the game "a nice-end" or to follow a "process" approach, meaning that the game will just suggest valid options for future personal decisions of the "gamers".

Visual aspects of the scenarios

We would like to suggest avoiding too many texts and use more visualisations, just because that way target group will perceive game differently, not as something academic, but with game elements more subtly aiming at learning by reflection and experience. This idea is consistent with the proposal. Previous game was created for a "normative" reality (occupational safety standards), whereas the new one tackles a more "informal" reality.

A first approach to each scenario could be done like this:

1. 3-second introduction to the place main character is located – campus, work, open-air activity, auditorium and shown visually (not described in text).
2. Then it moves to the task. Character cannot be seen himself and it doesn't move, but it feels like a person who is playing sees the task, exercise or activity through the eyes of the main character. For example, if the scene is in auditorium, then first 3 seconds player can see around where is he and then it focuses on a blackboard where the task is described. Or if a person is in the kitchen, then kitchen is being shown and then through his eyes player can see the task – for example products that has to be chosen for cooking something creative etc.

This approach reduces the animation of the character, which is the most difficult and costly part and allows us to integrate elements found in WP1 and discussed in the kick-off (for instance, the focus is passed to a video embedded with the necessary permission, a test, or whatever the partner in charge may deem relevant. It is much simpler to integrate external elements than to develop them). This would respond better to the spirit of this action and the approved application.

3. Each partner will have to develop 2 scenarios for one chosen competences. The first step is to start thinking of the scenarios and putting in written some key information. We have prepared the following template, collecting the first choices taken in the kick-off meeting. (Please mind also the explanatory notes below the table).

Partners having decided overlapping competences should commonly decide who does what. If anyone can voluntarily cooperate with Eurofortis and Tempo on the competences they chose that would be helpful. Otherwise CIFESAL will do.

Please note that we are just "designing" the WP2. It might come out that some competence is very difficult to implement or that some competence results more prioritary than the others. We will have a workshop in September to discuss the final version of the script of the game. For the moment we just need the "brain" of the partners, to conceptualise the approach to each of the competences with the methodology we are describing in this document. Each partner is requested to explain its approach in Riga.

Lastly, please use WP1 result as a resource. There is lot of relevant information and existing resources there. You can get inspired with them.

EUROFORTIS AND CIFESAL

11/07/2013

Propensity to risk (<i>easier level</i>)	CIFESAL+ UPTACLM								
Propensity to risk (<i>advanced level</i>)	CIFESAL+ UPTACLM								
Global vision (<i>easier level</i>)	AGERFORM + CIFESAL								
Global vision (<i>advanced level</i>)	AGERFORM + CIFESAL								
Social skills (<i>easier level</i>)	AGEFORM								
Social skills (<i>advanced level</i>)	AGEFORM								

Notes

Scenario No.- Each partner will define 2 scenarios for the game (one simple and one advanced). Each couple of scenarios will correspond to a particular competence of the ones defined in WP1. Each scenario should reflect issues and situations that youth encounters in the everyday life. The scenarios will put the two Main Characters of the game in the relevant context to use some of the intended competences.

Title of the scenario.- The title should describe reasably the situation. (at_the_job, at_home, etc)

Description of the scenario.- (where the character is, how the place looks like, which are surroundings). This is needed for the technical designers to visualize the scene and to draw it. The scene has to be based on the character`s daily activities, for example, in the school, at home, with friends out.

Script for the scenario (it should be the sequential steps for some activity, exercise, task that has to be accomplished for each competence). Scenes must be based on current issues youth is dealing with, for example how to fit work around the studies. Character will see it through his eyes, for example, learning auditorium or working place. It will not move itself.

Here is where we will integrate the (adapted) resources of WP1.

For instance: (i) if the task decided is based on a decision making on a situation recreated with a video, the video would be externally plugged to the game. Once the video finishes, the game would prompt the user to interact (clicking for instance); (ii) if the task is to answer a brief questionnaire as a reaction to a static drawing recreating the scenario, the user would be prompted to fill in the questionnaire).

Explanation: This part is very important ! It will explain how the particular task in each scenarios provides a learning insight to the competence intended to be developed with chosen methodology. This information will be contained as an external resource to the game.

TEXT.- This is the part in the game that a technical designer will work with in the different languages to be integrated in the game. Text should be kept rather restrictive as translations and adaptations take normally long time.

voice / background noises/ sounds.- If any of the textual information has to be transformed in voices, it should be indicated here. Please note that sound files are rather heavy. We should restrict ourselves to what is strictly necessary.

Graphical visualization for the activity (not the environment where it will take place).- if any of the external resources needs additional treatment, for instance the screen prompting the user to act, this must be foreseen in advance. Much of the work in our previous project was devoted to the "accessory" screens, not the key ones.

Other suggestions.- Please do not hesitate to instruct/ suggest us anything you deem useful for the inclusion in the game.