



Co-funded by the
Erasmus+ Programme
of the European Union

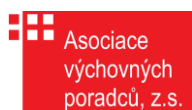


Project Career guidance game in a city full of occupations No 2019-1-CZ01-KA201-061204

C-Game Bulgarian pilot report

C-Game project, 03-11

Prague, October 2022



Contents

1	Involved facilitators and pupils	3
2	Facilitators opinions on C-Game	3
2.1	Game logic	3
2.2	User friendliness	3
2.3	C-Game graphics	4
2.4	Facilitator's back office	4
2.5	Pupils' progress observation.....	4
2.6	Is the game suitable for 12-14 y.o.	4
2.7	Are you going to use the game with other groups of pupils	5
2.8	Will you recommend the game	5
2.9	Do you think pupils learned more about occupations	5
2.10	Summary, comments and recommendations	5
3	Pupils opinions on C-Game	6
3.1	C-Game logic	7
3.2	User friendliness	7
3.3	C-Game graphics	7
3.4	Missions	7
3.5	Achievements	7
3.6	Did you like the game enough to keep coming back to it and continue playing?	8
3.7	Do you think you have a better view of the world of work after the game?	8
3.8	Will you recommend the game to friends.....	8
3.9	Did the game help you navigate the economic life of the city?	8
3.10	Influence of parents on pupils future	9
3.11	Pupils' own plans for the future	9
3.12	Discussion future in school	9
3.13	Discussion on future with a counsellor	10
3.14	Talks with friends	10
3.15	Talks with parents.....	10
3.16	Life in 10 year.....	11
3.17	Choice of secondary school	11
4	Conclusions from C-Game piloting in Bulgaria.....	13

1 Involved facilitators and pupils

Number of facilitators involved	11
Number of pupils involved	32
Period of piloting	November 2021 – Sept 2022

In Bulgaria, the game is evaluated externally through the use of facilitators previously trained on the game's changing capabilities. The role of facilitators was played by school staff - class teachers, careers advisors and psychologists as well as parents. We believe that their participation was unbiased and did not influence the results.

For better visual effect, the results are in the form of graphs, with explanatory text below each graph.

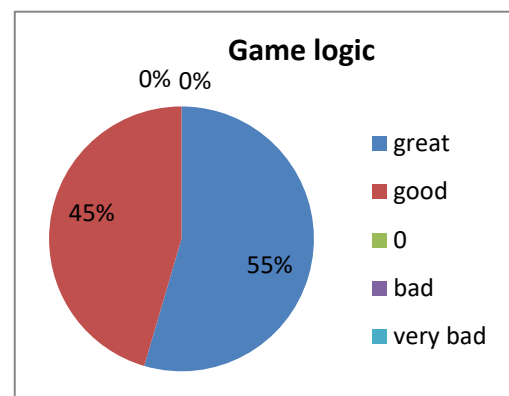
Pupils used a simplified form in Bulgarian, which was filled in manually with the help of a facilitator in case of difficulty in answering. Two questionnaires were completed, one before and one after the game, with the mandatory condition of passing the first level and knowing the results of the RIASEC test to identify the areas of interest.

All data are summarised in tables which are annexed to the report.

2 Facilitators opinions on C-Game

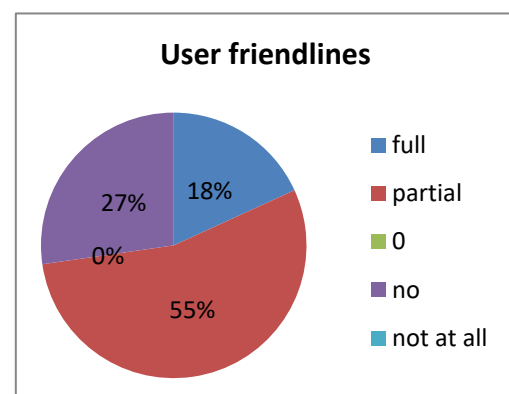
2.1 Game logic

The game logic was evaluated by all facilitators as great (55%) and good (45%).



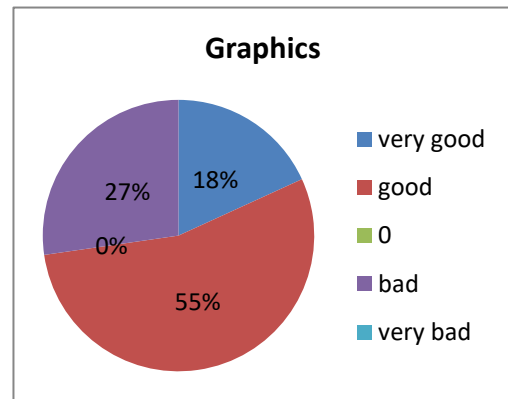
2.2 User friendliness

User friendliness most of the facilitators see positively as full friendliness (18%), partial (55%) but there were also some with some caveats (27%) that are mentioned below.



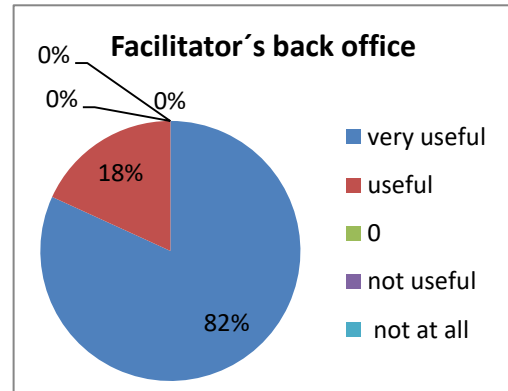
2.3 C-Game graphics

C-Game graphics facilitators evaluated see positively as full friendliness (18%), partial (55%) but there were also some with some caveats (27%) that are mentioned below.



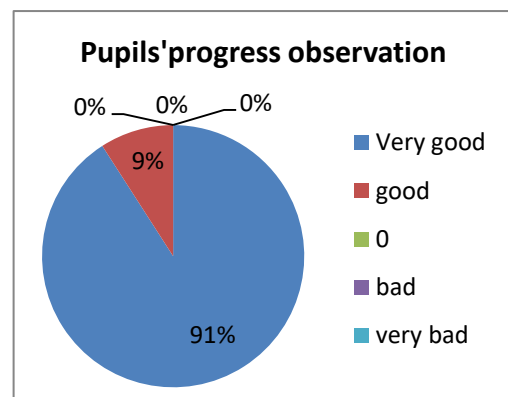
2.4 Facilitator's back office

Facilitators appreciated the possibility to have a back office as very useful (82%) and useful (18%).



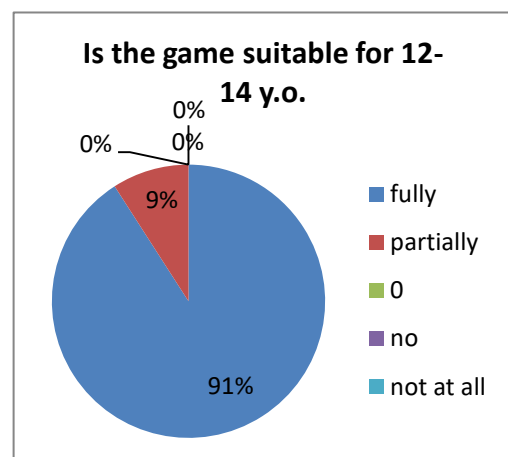
2.5 Pupils' progress observation

Facilitators consider the option to follow pupils game progress as very good (91%) and good (9%).



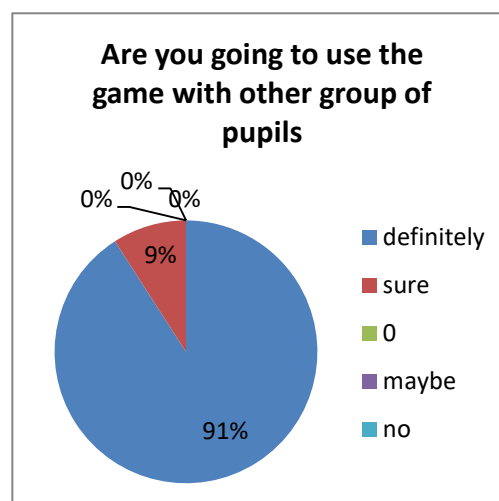
2.6 Is the game suitable for 12-14 y.o.

Facilitators assess the suitability of the game for pupils aged 12-14 as very good (91%) and good (9%).



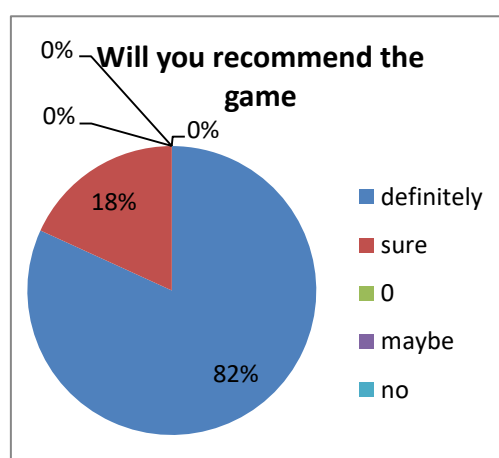
2.7 Are you going to use the game with other groups of pupils

On the question of whether they will use the game with other groups of pupils, the vacillators expressed themselves very positively - definitely (91%) and definitely (9%).



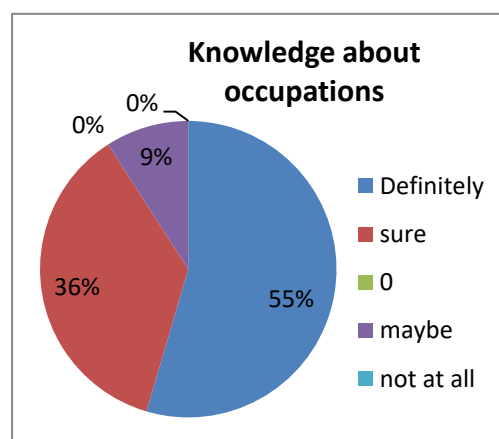
2.8 Will you recommend the game

All facilitators expressed that they would recommend the game to colleagues and others who work with youth and provide them with career guidance (82% definitely, 18% sure).



2.9 Do you think pupils learned more about occupations

The majority of the facilitators spoke positively about the fact that the pupils became more familiar with the professions during the game (55% definitely 36% sure). Only 9% slightly doubt it.



2.10 Summary, comments and recommendations

The last question was open-ended with the possibility to express opinions not affected by the questions in the questionnaire. It should also be noted that due to the fact that the piloting of the game took place at different stages of the game's development (no missions, no RIASEC test), some of the comments are not included in this report as they have been added and many minor bugs and bugs fixed. Answers on the same topic are merged for a complete picture.

- „Missing dynamics in the game – both visual and sound“ - there are many important and interesting elements in the game, but achieving them somehow goes unnoticed - for example, reaching the first level, which gives access to the results of the RIASEC test.
- Some missions are too difficult - they need to be distributed among the levels, i.e. the player needs to gain knowledge in certain professions and then he/she can tackle them.
- Lacking detailed instructions, if it weren't for the facilitator training, it would be quite difficult to keep up with all the elements of the game that matter - the achievements, the satisfaction, the ads, the missions, the areas etc.
- When playing on a small-format device there are a lot of problems with reading the text, dragging the answers, searching on the map.
- A static map quickly bores players, rudimentary moving objects would be useful - even dimming the map related to the time of day, lighting on the streets. Same goes for sounds, which could duplicate the guide messages.
- The mathematics in the calculation of the RIASEC game test should be checked, as it shows significant differences when the picture test or the full Holland test when implemented by career counsellors.

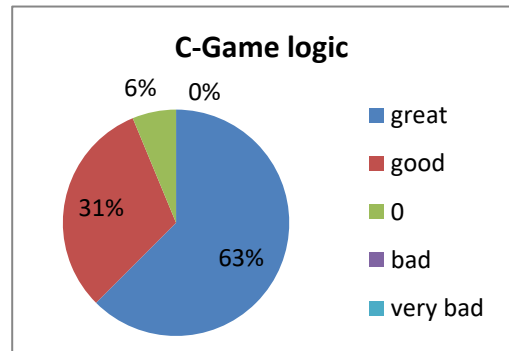
3 Pupils opinions on C-Game

The pupils were given three tests, one before and one after the completion of level one. It should be noted that for some of the participants the range between the two tests was quite large and for others too short, which may have affected the aggregated results. The third one is with questions almost similar to the facilitators' one. As with the facilitators, piloting was at different phases of game development. This part of the report compares the indicators from the first two themes of the questionnaire related to general information about the participants. Practice has shown that completing the knowledge and skills questionnaire is firstly time consuming and secondly quite subjective, especially if done in a group without constant supervision from the facilitator.

The questionnaire is based on statements to which participants respond.

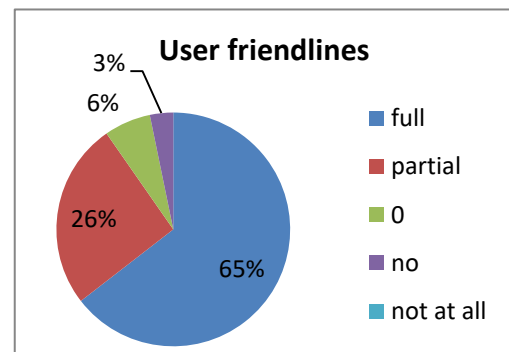
3.1 C-Game logic

Pupils' opinion on the C-Game logic is mostly positive (63% great, 31% good). Only 6% did not have any opinion.



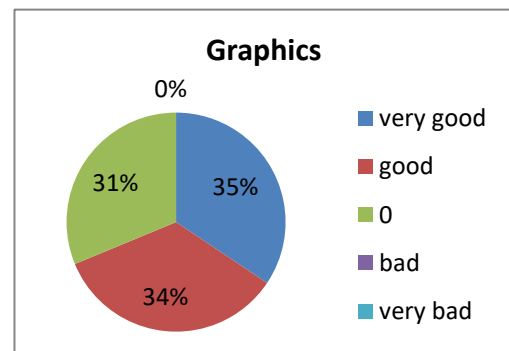
3.2 User friendliness

User friendliness for most pupils is fine (65% full, 26% partial). 6% of pupils leave this as I do not know and 3% evaluated user friendliness as not good.



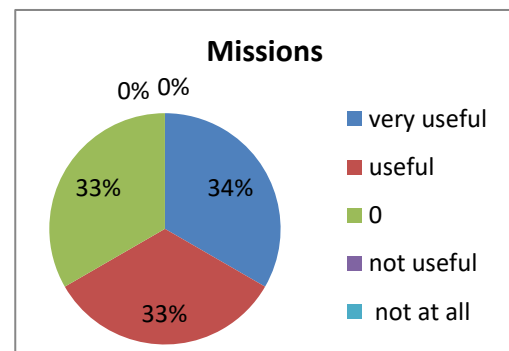
3.3 C-Game graphics

Most of the pupils liked the C-Game graphics (35% very good, 34% good) and 31% left it as I do not know.



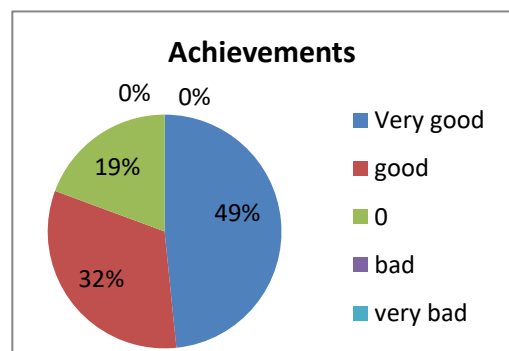
3.4 Missions

Most of the pupils liked the missions (34% very good, 33% good) and 33% left it as I do not know as they probably did not reach them.



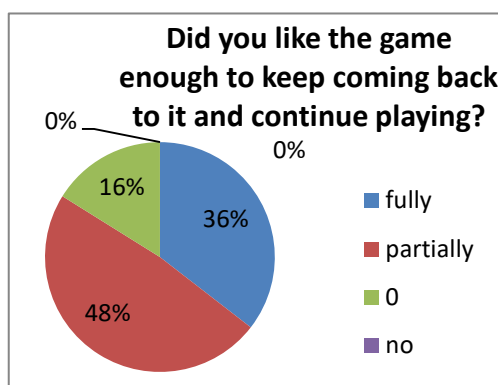
3.5 Achievements

Most of the pupils liked the achievements (49% very good, 32% good) and one third (33%) left it as I do not know as they probably did not reach them.



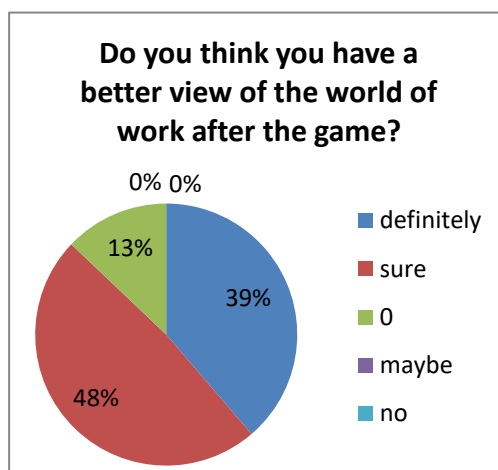
3.6 Did you like the game enough to keep coming back to it and continue playing?

More than one third of the pupils will return to the course (36%), slightly more said that they probably will (48%) and 16% either did not answer or did not know for the time being. The positive thing is that none of the pupils spoke negatively about not returning to the game.



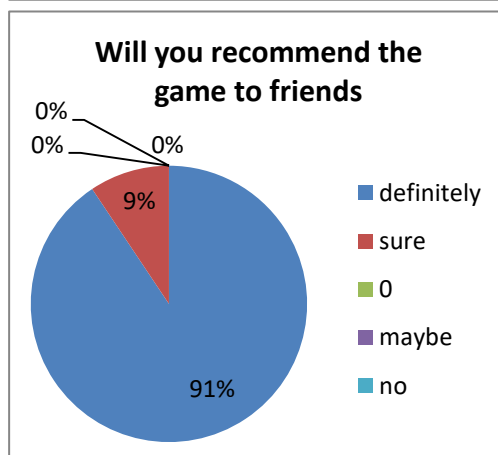
3.7 Do you think you have a better view of the world of work after the game?

Most pupils believe that they have a better view of the world of work after the game (39% definitely, 48% sure). 13% of pupils either did not answer or did not know for the time being.



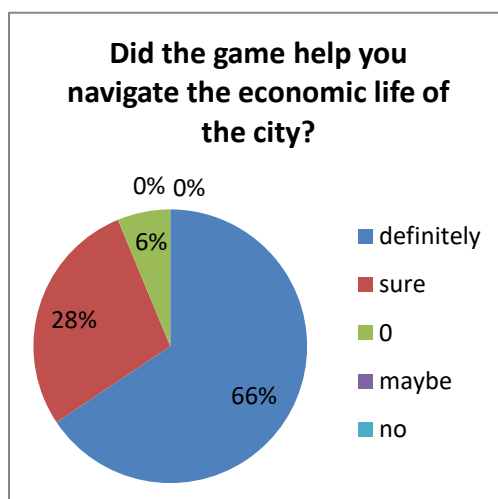
3.8 Will you recommend the game to friends

All students expressed that they would recommend the game to their friends and classmates (91% definitely, 9% sure).



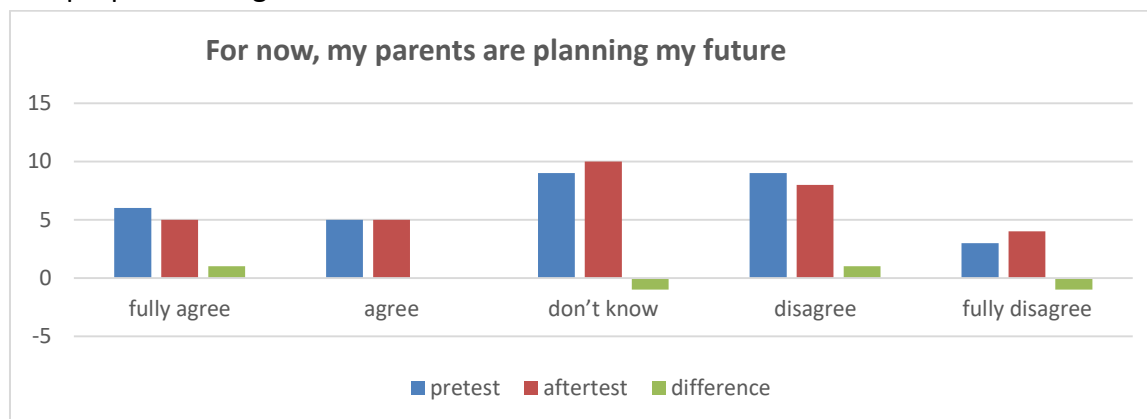
3.9 Did the game help you navigate the economic life of the city?

The majority of the pupils expressed themselves in the sense that they got closer to the economic life of the city during the game (66% definitely, 28% sure). 6% of pupils either did not answer or did not know for the time being.



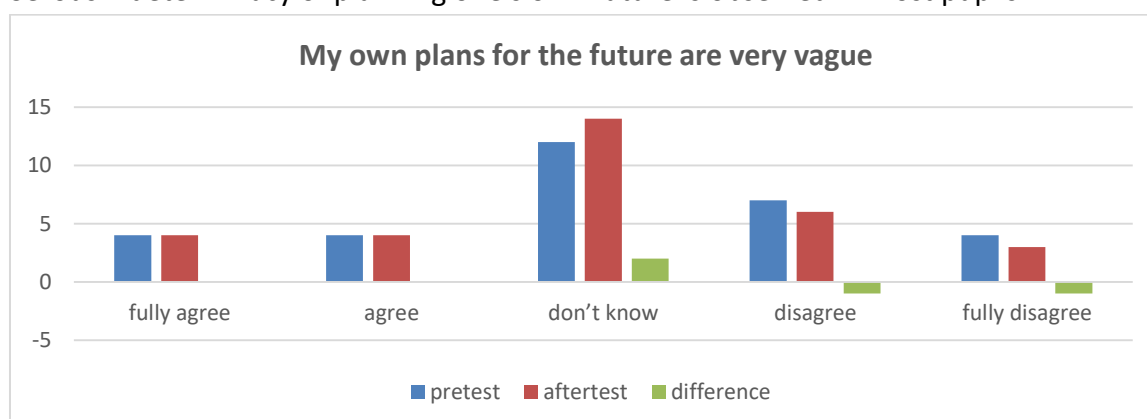
3.10 Influence of parents on pupils future

The influence of parents and the environment in general has always played a significant role in the choice of further education. Unfortunately in many cases wrongly. The answers to this question confirm this thesis and the need for timely identification of pupils' areas of interest and proper career guidance.



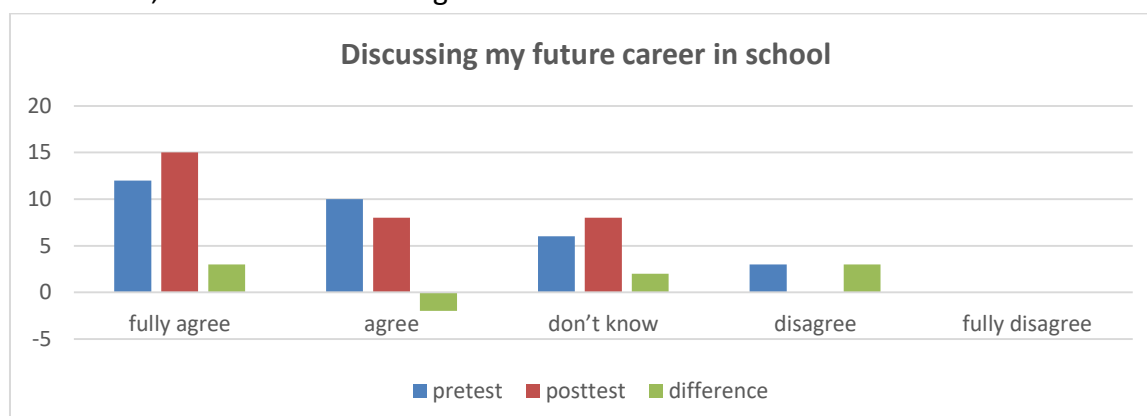
3.11 Pupils' own plans for the future

Serous indeterminacy of planning one's own future is observed in most pupils.



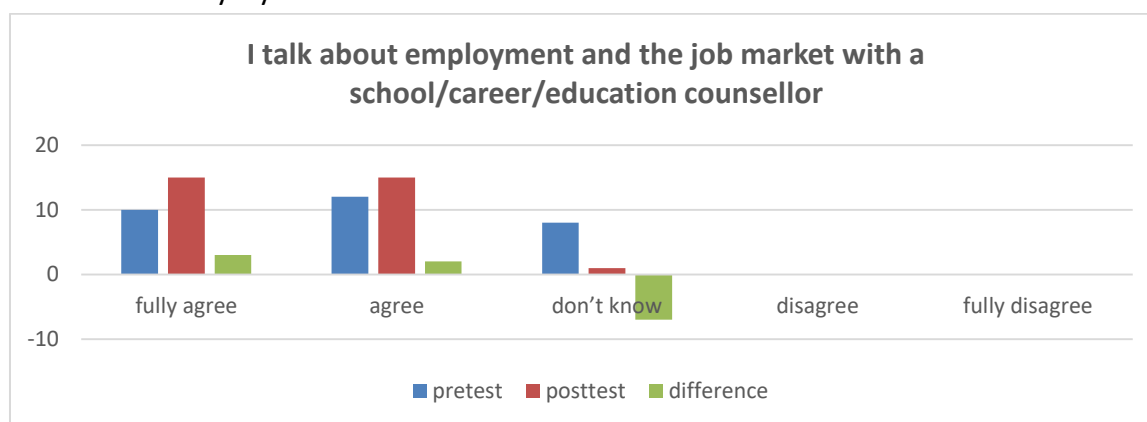
3.12 Discussion future in school

Pupils' answers show that school is one of the important and correct places for communication about the future vocational direction of pupils not only with friends and classmates, but also with career guidance counsellors.



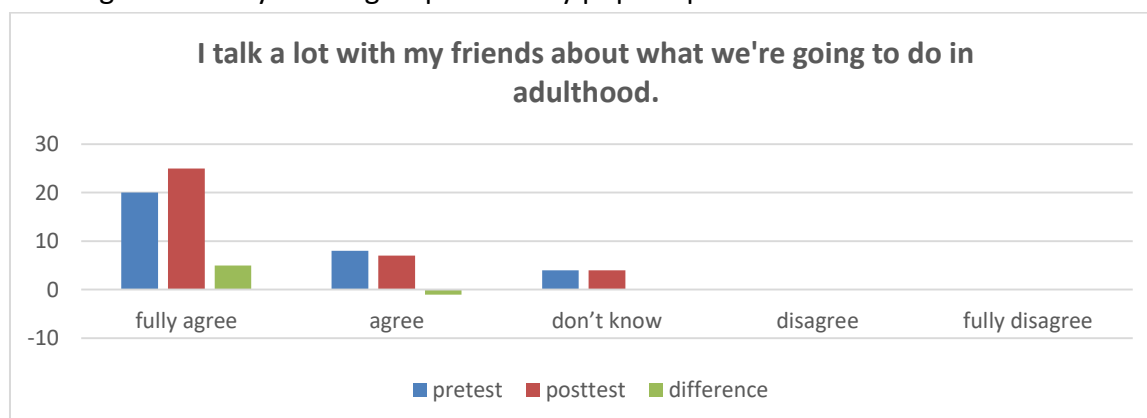
3.13 Discussion on future with a counsellor

Clearly the work of the careers guidance counsellors, even at such short notice, has convinced the pupils of the usefulness of identifying areas of interest early. It remains to convince the naysayers.



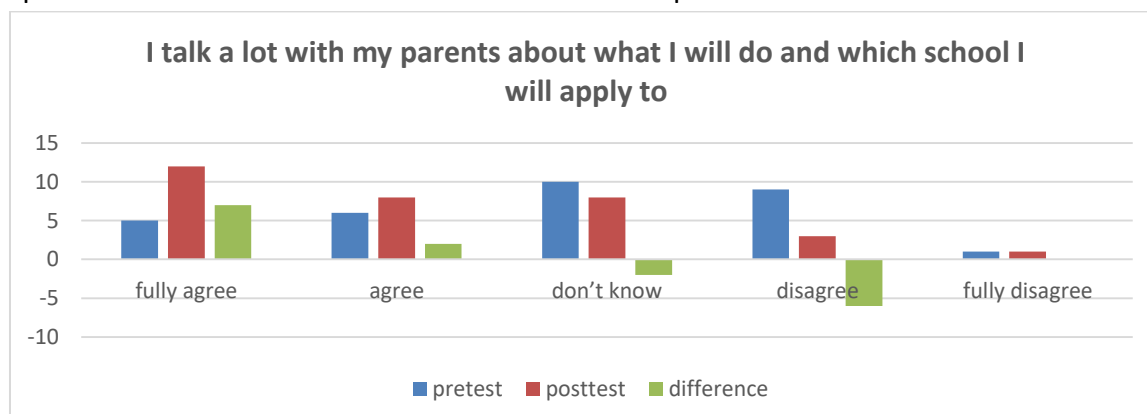
3.14 Talks with friends

This can be an impulse and reflection topic for facilitators to create groups of interest, working individually and in groups to clarify pupils' specific vocational inclinations.



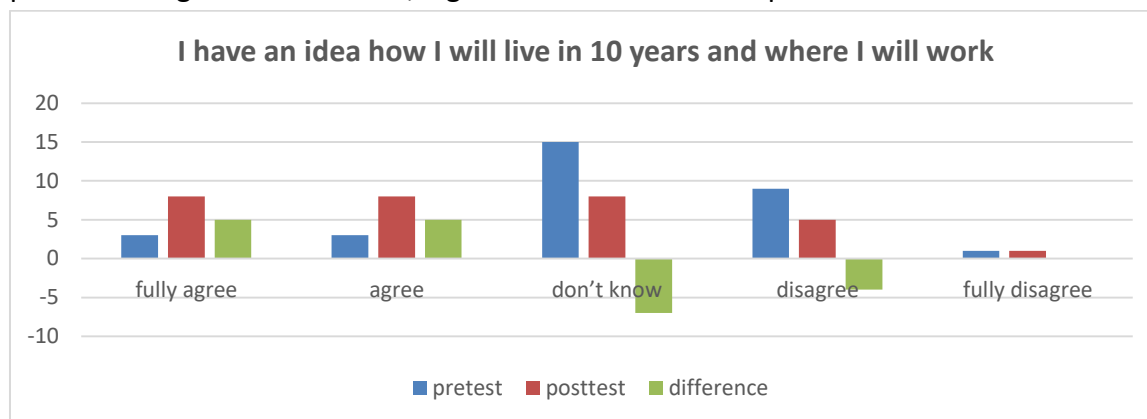
3.15 Talks with parents

As it was said at the beginning, parents and the family environment very often play a decisive role in the choice of further education, but the evident changes in pupils' opinions speak of a new self-awareness in them about their professional orientation.



3.16 Life in 10 year

A relatively big change occurred among the pupils who, before the game, gave a neutral answer to the question of whether they had an idea of how they would live and where they would work in 10 years. At least for some of them, a life plan with certain educational and professional goals was created, a good stimulus for development.

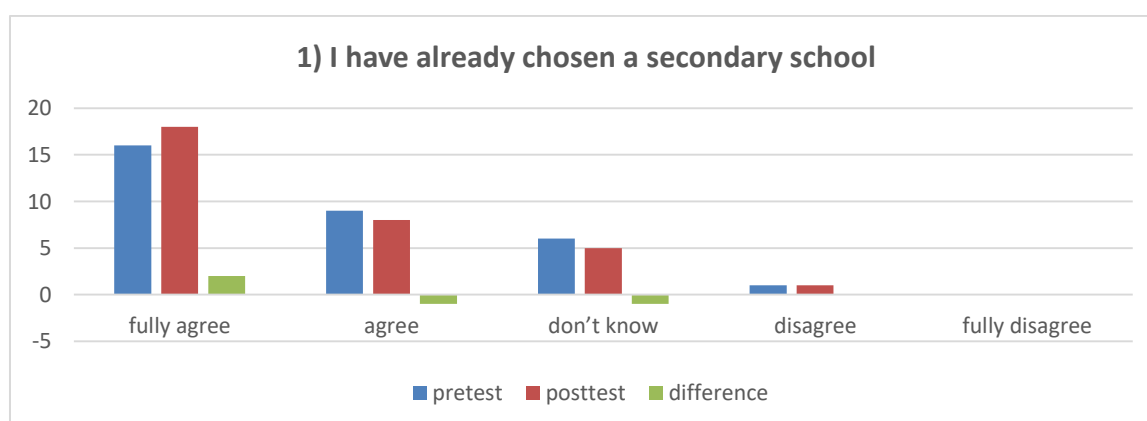


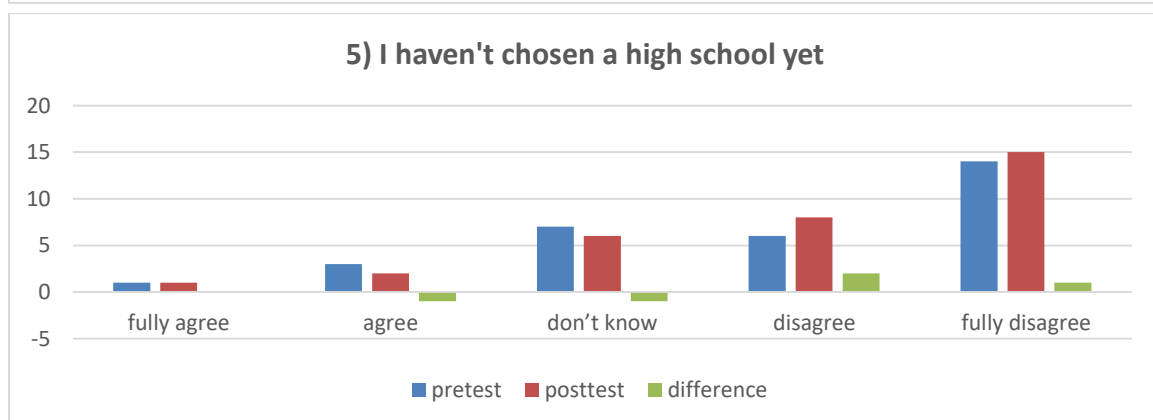
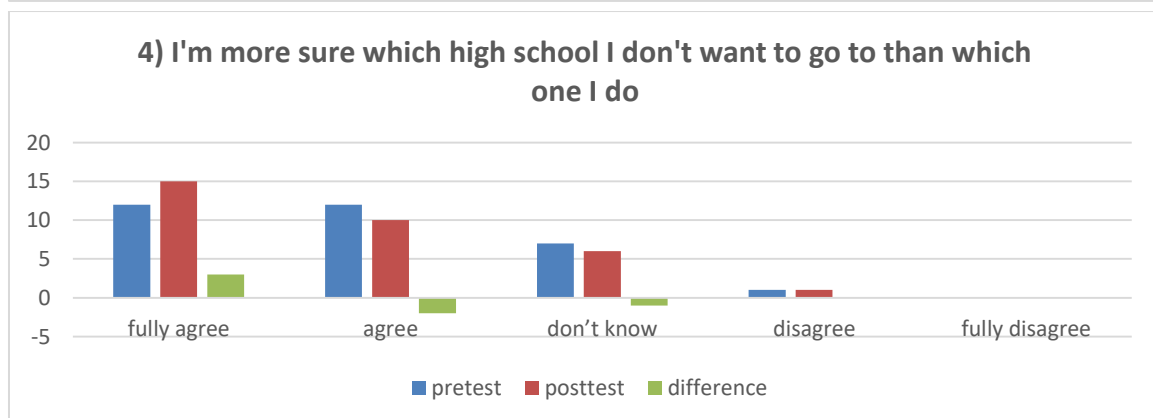
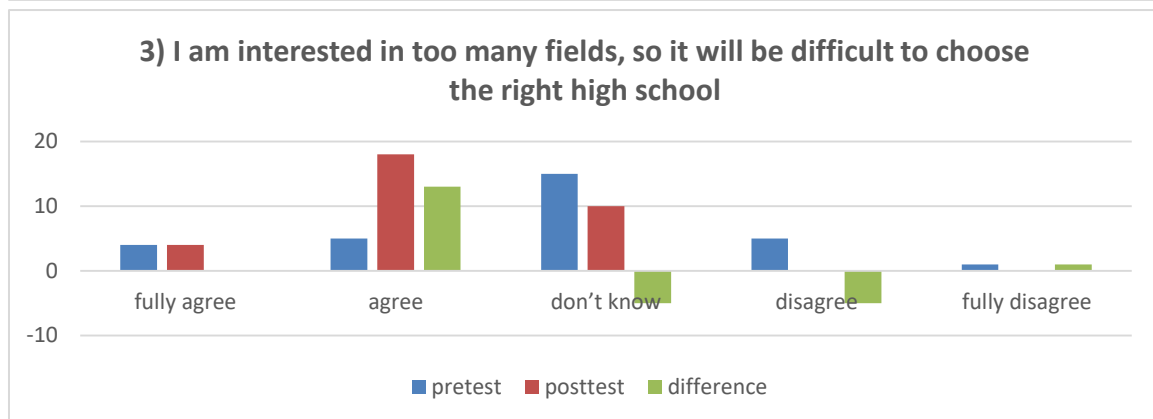
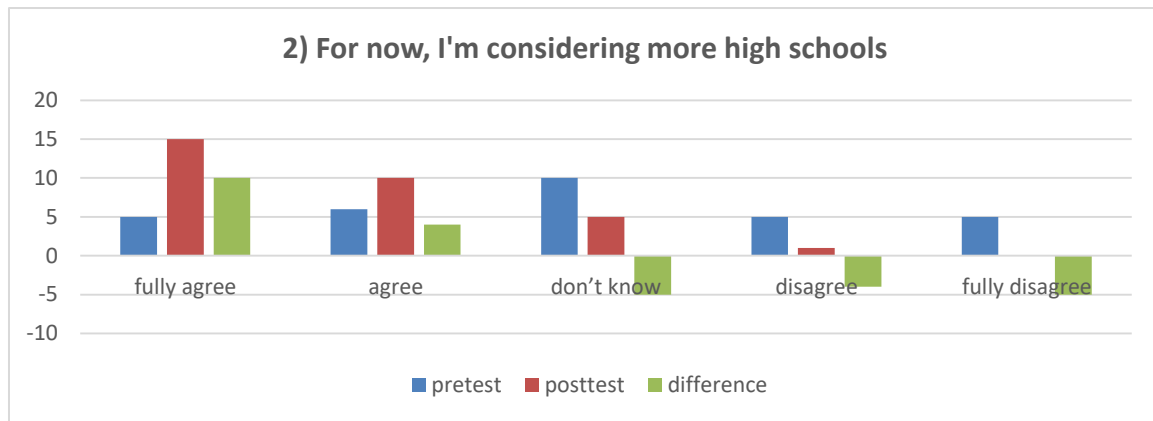
3.17 Choice of secondary school

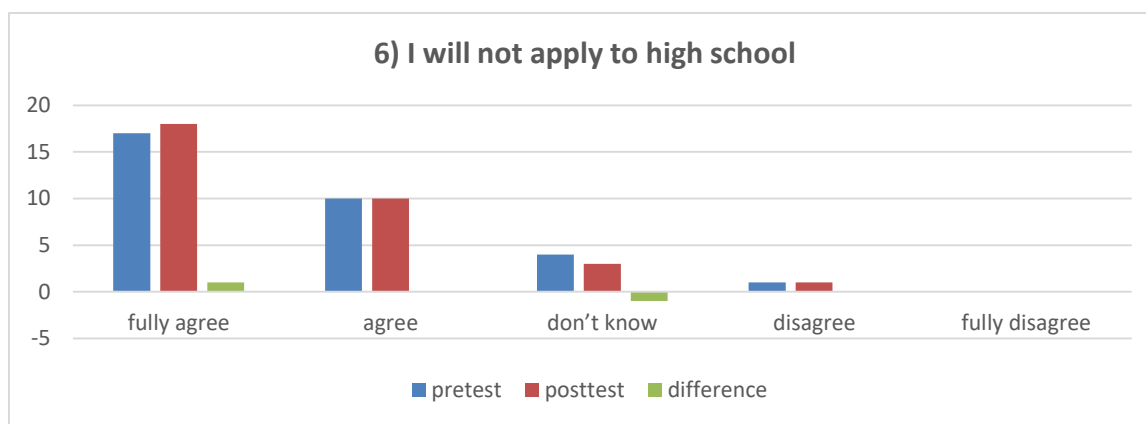
In this section pupils had to select one statement from six ones that corresponds to their current situation as much as possible. It clearly follows from the answers that even during the short period of playing the C-Game there was a positive shift in choosing a high school.

However, according to the facilitators, there is a serious discrepancy between the choices already made and the results of the game, both from the integrated test and the one with the pictures. In face-to-face conversations, many children said that their choices had been influenced and also doubted their correctness.

Similar results in more than one of the interests under Holland are the reason for these significant differences before and after piloting. For career counsellors, there is a lot of work to be done.







4 Conclusions from C-Game piloting in Bulgaria

Here we have tried to collect all the comments and recommendations from both the facilitators and the direct users - the students. The shortcomings we have already corrected we saw no point in describing. These impressions and recommendations come from the answers to the questionnaires as well as from the informal communication during the game sessions themselves, afterwards, during the dissemination activities of the project's results. Here are also the recommendations from the parents, received in an informal setting mainly from the students in the Know and Can daily care center.

Translated with www.DeepL.com/Translator (free version)

- 1) Sound background and sound announcement for various events, achievements, moving to the next level, etc.
- 2) Map dynamics - moving vehicles, people, animals, changing lighting - if played at night, streets are dark - there are street lights, changing seasons - for realism and attachment to the real situation outside.
- 3) Compulsory (not optional) primary training, where in addition to the basic elements of the game, a description of the levels, the objectives in them (first level to determine the areas of interest in HONEST answers), second level to expand knowledge about the professions.
- 4) Temporary suspension of an occupation for more than two - possibly three incorrect answers. Otherwise the game loses its educational effect.
- 5) More realistic and moving scenery - lighthouse glowing at night game mode, beaches and/or cliffs, mountains where the natural place of wind farms would be, birds flying over (as in point 1), trains/ships entering and leaving the station/port, planes taking off/landing at the airport, etc.

C-Game Bulgarian pilot report

Project	C-Game: Career guidance game in the city full of occupations No 2019-1-CZ01-KA201-061204
Output	O3-11
Financed from	ERASMUS+ program, 2019-2022
Partners	Asociace výchovných poradců, ČR Národní vzdělávací fond, ČR K.A.B.A. Slovakia, SK TeCeMko, SK Znam i Moga, BG ISON, GR
Date	October 2022
Citation record	DIMITROV, I. (2022) <i>C-Game Bulgarian pilot report</i> . Output O3, 3-11. Project ERASMUS+. C-Game: Career guidance game in the city full of occupations. Znam i Moga. Sofia.

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."