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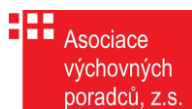
Project Career guidance game in a city full of occupations No 2019-1-CZ01-KA201-061204

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# C-Game dissemination report

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November 2022



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## 1 C-Game project dissemination activities

This document was created as part of the ERASMUS+ project called “C-Game: Career guidance game in a city full of occupation” implemented in 2019-2022. The main output of the project is a publicly available, free online game intended for pupils aged 12-14 and usable in career guidance and career education. The C-Game is available at <https://play.c-game.eu/>. Main goal of the C-Game is to familiarize students with different occupations, which should help them with professional orientation and future career choice. The core of the game uses Holland's theory of personality and work environment.

The game is primarily intended for school environment and play under the guidance of a teacher or careers advisor, but it can also be used at home or anywhere else. C-Game is recommended to be played on a PC or laptop with a fast and stable internet connection and equipped with Google Chrome.

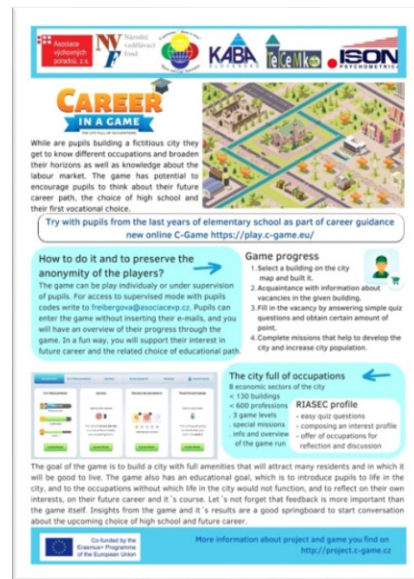
To disseminate information on C-Game & C-Game project, the project partnership used various means, such as the project website, the website of the partner institutions and their social networks, e-mail, etc. In addition, at the end of the project, online and face-to-face dissemination events, including dissemination conferences, were carried out. For promotional purposes, we created 3 newsletters in all 5 languages. The newsletters in proper language version were sent to those interested in our events as well as to potential C-Game users & players. The last one was used in most cases.



Newsletter No1



Newsletter No 2



Newsletter No 3

The feedback to our dissemination and promotion campaign was very good. We think that it is mainly because there is not such educational game that is focused on career guidance; it is

publicly available, free of charge, and unique, contributing to the motivation of pupils to deal with the choice of profession and subsequent studies. The project partnership is very appreciative that C-Game has been awarded two **National Awards for Career Guidance** in Slovakia and the Czech Republic. These awards are granted by the national centres of the European Euroguidance network and such an award is given to exceptionally deserving career guidance products.

Representative of KABA Slovensko, Martin Kubiš took the National Career Guidance Award, Bratislava, 11.10.2022



Representative of both Czech partners, Zuzana Freibergová took the National Career Guidance Award (NCGA), Prague, 30.11.2022

The NCGA award ceremony took place within international conference organised by the



Euroguidance network “MEETING THE FUTURE TODAY: Competence development for the European guidance community” at the Czech University of Life Sciences in Prague with attendance of more than 150 participants in the hall and more than 300 online, most of them career guidance counsellors from European countries.

This report intentionally lists only the dates of the main dissemination conferences. Their content is described in more detail in the Mobility tool+.

## 1.1 Czech Republic, Association of Educational Counsellors, National Training Fund

The Association of Educational Counsellors and the National Training Fund cooperated very closely on project dissemination & promotion and participated in activities with a joint work. Their dissemination / promotion tool were following webpages and social media:

<http://www.nvf.cz/c-game-career-guidance-game-in-the-city-full-of-occupations>

<http://www.asociacevp.cz/c-game/>

<https://sites.google.com/view/c-game-career-guidance-game/home>

<https://www.facebook.com/groups/asociacevp>

<https://www.facebook.com/groups/karieroviporadci>

<https://www.facebook.com/narodni.vzdelavaci.fond>

<http://www.vaseprofese.cz/>

<https://www.euroguidance.cz/novinky/2022/oceneni2022.html>

<https://www.facebook.com/Euroguidance/>

Printed means with C-Game promotion:

<http://project.c-game.cz/wp-content/uploads/2022/11/Ucitelske-noviny-2022.pdf>

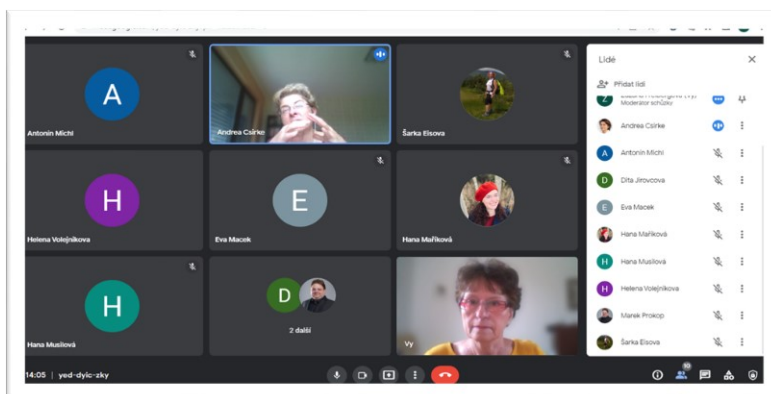
[http://project.c-game.cz/wp-content/uploads/2022/11/Ucitelsky-mesicnik\\_2022\\_11\\_ZF.pdf](http://project.c-game.cz/wp-content/uploads/2022/11/Ucitelsky-mesicnik_2022_11_ZF.pdf)

[https://www.msmt.cz/uploads/231/NPF/25\\_usneseni\\_NPF\\_2021.pdf](https://www.msmt.cz/uploads/231/NPF/25_usneseni_NPF_2021.pdf)

We promoted the C-Game in all our seminars and workshop as well as during personal face-to-face meetings. Association of Educational Counsellors informed about the project and the game its members regularly via e-mails and association web pages.

### Main events:

- 6.6.2022 Seminar at NAEP, approx. 20 participants
- 7.6.2022 Webinar, 23 participants





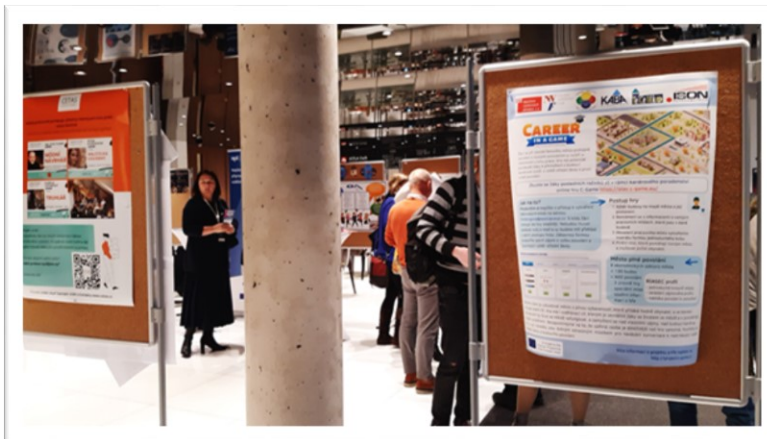
- 21.9.2022, Introduction of the C-Game to guidance methodologists and practitioners of the Information and Guidance Centres of the Czech Labour Office, 23 participants
- 6.-7.10.2022, C-Game dissemination event for educational and career guidance counsellors from elementary schools, 141 participants



- 20.10.2022 C-Game dissemination conference, 21 participants



- 30.11.2022, International Euroguidance conference & National Career Guidance Award, presentation & poster



### **Feedback from promotion**

From the feedback, we did not notice any negative reactions, only positive reactions. Teachers and career guidance counsellors were interested in the game and often asked when it would be possible to play the game with the students. Their interest continues and they send requests to make the facilitator's back office available.

### **Describe the impact of C-Game on your institution:**

Very positive. Our members appreciate that we were able to acquire the project, implement it and prepare a game that they can use in the career education of pupils in the last years of primary schools.

### **Describe the impact of C-Game on pupils:**

From the attached reactions of the facilitators, we conclude that C-Game impact on pupils was (and will be) very positive.

*"They were concentrating on the game and were quiet, the communication took place more in questions about number of reached residents, and whether they have already occupied a specific position in the game. Some did not know how to control the game, so they asked about specific procedures."*

*"They took it seriously, everyone played for themselves. Only if they came across an occupation they didn't know, they discussed among themselves for a while."*

*"They were engaged and they enjoyed it."*

### **Describe the impact of C-Game on schools:**

Although C-Game is not and cannot be a substitute for a career advisor, it is a tool that will help motivate children to think about their future path and which, if appropriately incorporated by the school into the school curriculum, can be a very valuable source of information about occupations and a basis for sending pupils to secondary school. We emphasize to educators and educational / career counsellors that **they must provide feedback to students after the game**, because it will give them much more than the game itself.

### **Describe the impact of the C-Game on other stakeholders:**

We did not conduct a survey among the parents of the students and other stakeholders, so we have no idea.

### **Describe the impact of the C-Game at the local level:**

We did not conduct a survey at local level, so we have no idea.

### **Describe the impact of the C-Game on a national level:**

We did not conduct a survey on a national level, so we have no idea.

**Describe the impact of C-Game at the European level:**

We did not conduct a survey on European level, so we have no idea.

**Describe the impact of the C-Game internationally:**

We did not conduct a survey on international level, so we have no idea.

**How will your organization contribute to C-Game sustainability?**

Active promotion, mainly among educational and career counsellors at primary schools in the city, region and the whole country. Given that we have an accredited Youth Career Guidance Support program, we will pass this method on to participants, partners and clients of our activities.

**Comments on C-Game future and sustainability:**

The Association of Educational Counsellors (Avp) with help of National Training Fund (NVF) invested in the game countless hours on job descriptions, job activities, job items, etc., on their translation into English, negotiation & communication with partners, with schools, on graphic, game mechanics, programming, etc. Hours and hours of work done may not be completely obvious at first glance, but they are embodied in the game itself and hidden in its database which contains more than 330 standard pages of text in five language versions.

The Czech project partners (Avp and NVF) were responsible not only for the Czech version of everything the database contains, but also the English version, for C-Game design & programming.

Avp will ensure the operation and proper functionality of C-Game, pay for its operation and any small costs for ensuring operation and maintenance for a period of at least 5 years and then until the time when:

- a) the C-Game software will be able to operate online,
- b) most information about occupations will correspond to reality.

## **1.2 Slovakia, TeCeMko**

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**Main dissemination tools**

Main dissemination / promotion tool were following webpages and social media:

<https://www.tecemko.sk/c-game-2019-2022/>

<https://www.facebook.com/tecemko/>

<https://www.instagram.com/tecemko/>

<https://www.turieonline.sk/spravy/clanok/4978-v-martine-sa-uskutocnil-seminar-pre-karierovych-poradcov-k-online-hre-c-game-mesto-plne-povolani>



Main events: Events in Slovakia have been organized together by both Slovak partners.

**Feedback from promotion**

The feedback was very positive. Not only educational counsellors at schools, but also parents of students were interested in the game. Career counsellors have shown great interest in the game mainly because there are very few such career guidance tools.

Very positive, interest in game is growing, we have always few requests for facilitator's account right after the event ends and then during next days

**Describe the impact of C-Game on your institution:**

Very positive as we cooperated in the creation and thus obtained a new method for our work with youth in informal education - an online game in career guidance.

**Describe the impact of C-Game on pupils:**

Pupils showed enthusiasm for the playful method in the career guidance process. They appreciated the way of receiving new information and also that they do not have to take tests in the form of pen and paper, but they can learn about Holland's typology and different professions by playing.

**Describe the impact of C-Game on schools:**

For schools, the c-game is an excellent tool for career/educational counsellors, mainly due to the lack of methods, techniques, etc. that are accessible to them in the career guidance process.

**Describe the impact of the C-Game on other stakeholders:**

The students' parents very positively welcomed the opportunity to play the game at home. Thanks to the game, they have the opportunity to encourage their children to talk about choosing their future profession.

**Describe the impact of the C-Game at the local level:**

Through C-Game, we brought a stimulating and interesting online game to the community and our region, which aroused the interest of the actors of formal education to use engaging methods in the career guidance process in their educational process.

**Describe the impact of the C-Game on a national level:**

It is probably the first online game, the form of which is very interesting for 12-14-year-old pupils as part of career guidance and has a very positive response throughout Slovakia.

**Describe the impact of C-Game at the European level:**

We had the opportunity to compare how career guidance works in the participating countries and thereby also enrich and transfer experience in the career guidance process.

**Describe the impact of the C-Game internationally:**

Since the game is in different languages, it can be used by different nations and can therefore be a very interesting and stimulating tool for other countries as well.

**How will your organization contribute to C-Game sustainability?**

Active promotion, mainly among educational and career counsellors at primary schools in the city, region and the whole country. Given that we have an accredited Youth Career Guidance Support program, we will pass this method on to participants, partners and clients of our activities.

**Comments on C-Game future and sustainability:**

Since C-Game has maintenance guaranteed for at least 8 years, its sustainability is highly probable, the information contained will not change too much, and the principle of Holland's typology is a proven method in career guidance for years. Its future and sustainability is very positive from our point of view. Overall, the game has great potential for various other expansions.

In order to apply the game in practice, career and educational counsellors need to undergo certain training, as we have found that in practice they do not know Holland's typology and the process of career guidance has not been completed. A supporting process of communication with the future facilitators of the game is necessary for the transfer of the game, as reflection with the student is very necessary and necessary. The game offers facilitators great potential for improving the career process for students aged 12-14 and can have a very positive impact on the decision-making process in their choice of the right profession. We are very grateful for the opportunity to participate in the project and participate in the creation of the game. We received a lot of new ideas and information in our common topic of career guidance thanks to the youth. Also thanks to networking, we greatly value the creation and deepening of partnerships.

### **1.3 Slovakia, KABA**

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**Main dissemination tools**

Main dissemination / promotion tool were following webpages and social media:

<https://www.kabaslovensko.sk/projekty/c-game/?portfolioCats=68>

<https://www.facebook.com/kaba.slovensko/>

<https://www.euroguidance.sk/nckp/ocenenia-2022/>

<https://www.minedu.sk/spoznali-sme-vitazov-sutaze-narodna-cena-karieroveho-poradenstva-2022/>

We disseminated project and its outputs at following events:

- August 2022 – presented to directors of VET schools, during training on strategic management in Valtice, Czech republic, around 20 people
- October 2022 – Presentation on Euroguidance event: National prize for career guidance 2022, that we won award for this game. Around 100 participants, career guidance counsellors, stakeholders, national agency, labour office employees
- 13.10.2022 –C-Game multiplier event for educational and career guidance counsellors from elementary schools in Trenčín, Slovakia, 19 persons who are neither employed or members of TeCeMko and KABA



- 18.10.2022 C-Game multiplier event for educational and career guidance counsellors from elementary schools in Martin, Slovakia, 46 persons who are neither employed or members of K.A.B.A.



- December 2022 – Presentation of game on Winter school of Career guidance in Velky Meder, Slovakia, 30 people, Members of Slovak association of career guidance counsellors (ZKPRK), teachers, employees of labour office, ministry of education etc.

**Describe another ways of promotion and dissemination of C-Game:**

Online by mailing our contacts from schools, small articles on our web and small media.

**Describe feedback from your promotion and dissemination activities:**

Very positive, interest in game is growing, we have always few requests for facilitator's account right after the event ends and then during next days.

**Describe the impact of C-Game on your institution:**

We finally have tool that we can offer for students of elementary schools, we have now better position in contacting the schools and offering them the game, this helps us to provide new services for our local partners and clients, and will be useful even as collecting contacts on the right people from our country in long term.

We have more experience in digital world, especially development of educational game focussed on career guidance.

**Describe the impact of C-Game on pupils:**

It is too short to have long term impact, but from the piloting the game is a success. It makes children interested in playing, and keep them longer to play, the students like the play part of the game. However they are not very happy with "reading so much" but that is necessary for their life.

**Describe the impact of C-Game on schools:**

There is growing interest at schools for this game, those that tried are interested into using the game more.

**Describe the impact of the C-Game on other stakeholders:**

The game was positively acknowledged by Slovak National agency, especially Euroguidance, that gave us award "**National Prize for career guidance 2022**", and meanwhile the event was attended by people from Ministry of Labour and Ministry of Education and other stakeholders.

Also it was noticed by CPPaP centres for prevention of psychological problems that has members from the career and behavioural counsellors. The positive name of game is being spread and we expect to disseminate it more in the near future.

**Describe the impact of the C-Game at the local level:**

The schools involved in piloting are playing the game and we are going to prepare event with our city (founder of schools in region)

**Describe the impact of the C-Game on a national level:**

I think we managed quite a lot, given short timeframe and even as relatively small NGO we made the outputs being heard loud and clear to quite a lot of parts of Slovakia. Thanks to involvement of 2 Slovak partners this was much better in making multiplier events and dissemination events. Exploiting ZKPRK network of guidance counsellors and members we spread the info across Slovakia and thus have impact in all regions, we have requests for facilitator's access from all parts of Slovakia.

**Describe the impact of C-Game at the European level:**

There are already 2 new countries (partners) that are interested in translating the game. It is being disseminated in our networks InnMain (12 EU partners) and FECBOP (another 10+ partners) and among our previous and current project partners via our website and social networks.

**Describe the impact of the C-Game internationally:**

At the moment EU and internationally overlap. I am not aware of interest beyond EU, but we have reach to some partners and when the capacity will allow and game will be 100% ready we might inform them also and see future impact out of EU as well.

## 1.4 Bulgaria, Znam i Moga

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**Main dissemination tools**

Main dissemination / promotion tool were following webpages and social media:

<http://www.knowandcan.com/en/projects/school-2/c-game.html>

[https://issuu.com/new\\_ideas\\_new\\_goals/docs/new\\_ideas\\_new\\_goals\\_4\\_nov\\_2022\\_magazine\\_/8](https://issuu.com/new_ideas_new_goals/docs/new_ideas_new_goals_4_nov_2022_magazine_/8)

We promoted C-Game to our Daily care centre, parents organisations in associated schools.

Main dissemination events:

- 13.-14.9.2022, Dissemination event for facilitators, 19 participants



- 27.9.2022, Dissemination event for stakeholders, 42 participants



**Describe another ways of promotion and dissemination of C-Game:**

EN version promoted at other Erasmus project and will to be translated in TR and PT languages

**Describe feedback from your promotion and dissemination activities:**

Mostly positive as rare game approach to career guidance

**Describe the impact of C-Game on your institution:**

Good addition to the career guidance section of the company – other approach for these age target group in defining spheres of interest

**Describe the impact of C-Game on pupils:**

Many kids for the first time heard about assessment of spheres of interest and can justify their choice in secondary school

**Describe the impact of C-Game on schools:**

A big instrument in the hands of teachers to know more about their students and support them in their choice in secondary education

**Describe the impact of the C-Game on other stakeholders:**

Maybe parents are the most affected group – as often their interest in continuation of education does not fit with the pupil's spheres of interest and confront proper development of the kid.

**Describe the impact of the C-Game at the local level:**

Other career advisors will use in informal school environment

**Describe the impact of the C-Game on a national level:**

The dissemination ME was with broad national audience



**Describe the impact of C-Game at the European level:**

The will of other countries for translation of the game is a good sign of international impact including Turkey

**Describe the impact of the C-Game internationally:**

The will of other countries for translation of the game is a good sign of international impact

## 1.5 Greece, ISON Psychometrica

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**Main dissemination tools**

Main dissemination / promotion tool were following webpages and social media:

<https://ison.gr/c-game-project-eng/>

<https://ison.gr/c-game-project-gr/>

<https://www.facebook.com/497447036982599/photos/a.504524636274839/5687634664630451/>

<https://www.facebook.com/IsonPsychometrica/photos/a.504524636274839/2983042578423020/?type=3&theater>

[https://www.facebook.com/permalink.php?story\\_fbid=pfbid01ArXF53JFtnLj1XGRMx8DAjeZ93sYdMqdrh953kfVuUWthfGu1RfNaKR5Y3jW8gnl&id=497447036982599](https://www.facebook.com/permalink.php?story_fbid=pfbid01ArXF53JFtnLj1XGRMx8DAjeZ93sYdMqdrh953kfVuUWthfGu1RfNaKR5Y3jW8gnl&id=497447036982599)

[https://www.facebook.com/permalink.php?story\\_fbid=pfbid02Uktbou86XYSQRTWqXKhfL7zD4pFk36kdQ4TW6Mmkkk7EDgKkRuC9pZY5Q4by7vURI&id=497447036982599](https://www.facebook.com/permalink.php?story_fbid=pfbid02Uktbou86XYSQRTWqXKhfL7zD4pFk36kdQ4TW6Mmkkk7EDgKkRuC9pZY5Q4by7vURI&id=497447036982599)

<https://www.facebook.com/plugins/post.php?href=https%3A%2F%2Fwww.facebook.com%2FIsonPsychometrica%2Fposts%2F3293832150677393>

<https://www.linkedin.com/company/ison-psychometrica/posts/?feedView=all>

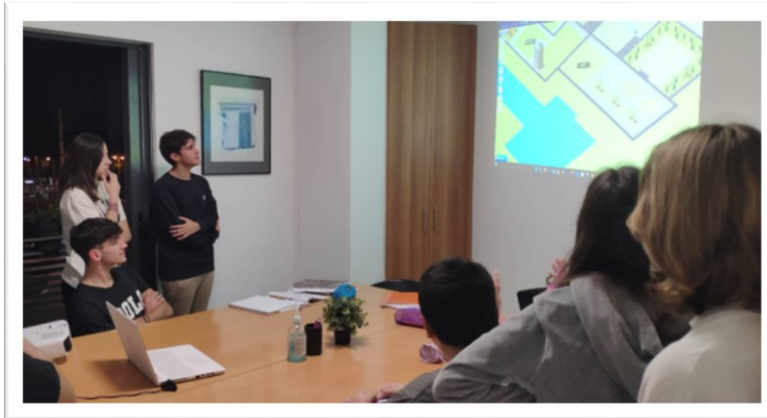
<https://www.linkedin.com/feed/update/urn:li:activity:6638798198003519488>

Main dissemination events:

- 15/10/22, Online meeting via ZOOM (4 hour), 10 participants. We promoted the c-game by doing a brief presentation to the participants of our career guidance Seminar.
- 24.10.2022, Event space of IEK SVIE Kaningos Square, 30 participants



- 26.10.2022, Tutoring Center "Synchrono" Peristeri - ISON Psychometrica, 20 participants



The dissemination and promotion of the game was also done through blog posts on our website, speaking about the project during our events and seminars as well as during face to face conversations.

**Describe feedback from your promotion and dissemination activities:**

In general, the feedback was quite good. A lot of people asked for more details about this project and when it will be available to play the final form of the game.

**Describe the impact of C-Game on your institution:**

For ISON, c-game project had a huge impact. It helped us to bring career guidance and career orientation to more students and people by implementing this project.

**Describe the impact of C-Game on pupils:**

During the testing of the game, we saw that a lot of students enjoyed the game. That was because they liked the idea of learning about different kind of jobs by playing a unique game and in the end, they had an automated report about their career preferences.

**Describe the impact of C-Game on schools:**

During the piloting testing in the school that collaborated with us, the facilitator expressed his happiness that the game helped a lot of students to understand a lot more about occupations and skills.

**Describe the impact of the C-Game on other stakeholders:**

A lot of stakeholders expressed their opinion about bringing the game into more schools in the future.

**Describe the impact of the C-Game at the local level:**

At a local level, c-game had managed to inform a lot of young people about numerous jobs while it was possible to have a report about your career preferences.

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## 2 Conclusions

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Another important part of the C-Game project was the efforts of the partners to promote the project and its results. The so-called dissemination activities were carried out during the implementation of the project and with greater commitment at its conclusion, when there was already something to show. Dissemination activities usually used methods such as websites, newsletters, local workshops, participation in conferences, personal meetings, etc.

In the C-Game project, the personal level during meetings and local workshops was confirmed as the most successful form of communication. A higher possibility of interaction brought better results in finding partners for pilot events and generating ideas for future cooperation. Another way to reach target groups and key persons/institutions is to present at events that have attractive supporting topics such as innovation, competitiveness, reducing the digital divide, etc. These events differ from the above-mentioned workshops in terms of size and a larger scope of knowledge that are given to the participants in a broader context of similar topics.

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