

iter



improving transitions
enabling results

NEWSLETTER 4

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www.iter-project.info

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Focus on: IO4 The Pilot Study

Setting the Context

ITER project partners have worked in collaboration to ensure the creation of an online Young Person-friendly and exciting interactive platform whilst adapting gamification methodology that contributes to the assessment of the needs and barriers that a NEET Young Person experiences. The project addresses those barriers through targeted actions and supports improved transitions for previously NEET Young People to mainstream vocational education and training, reducing dropout/withdrawal and increasing completion and achievement rates for vocational education and training.

Key considerations in designing the ITER platform included the precise determination of how best to adapt the existing CO-MENT collaborative mentoring model, to create a clear vision of the Young Person's journey as well as reaching a clear understanding of the touchpoints they would reach along the way. We also had to consider how best to design all the assessment and reporting templates and build this into an online game format.

The game (the platform) design had to hold a Young Person's interest and, at the same time, support them to develop the skills they need for learning and work and, equally importantly, support their successful transition from NEET to mainstream vocational education and training/college.

The partnership worked together to 'storyboard' the game, the architecture and the integration of functions such as assessment, action planning and review, in a way that would keep things interesting for the Young Person (the player). We also had to consider how best to assist their Mentor (guide) to help them to navigate and progress.

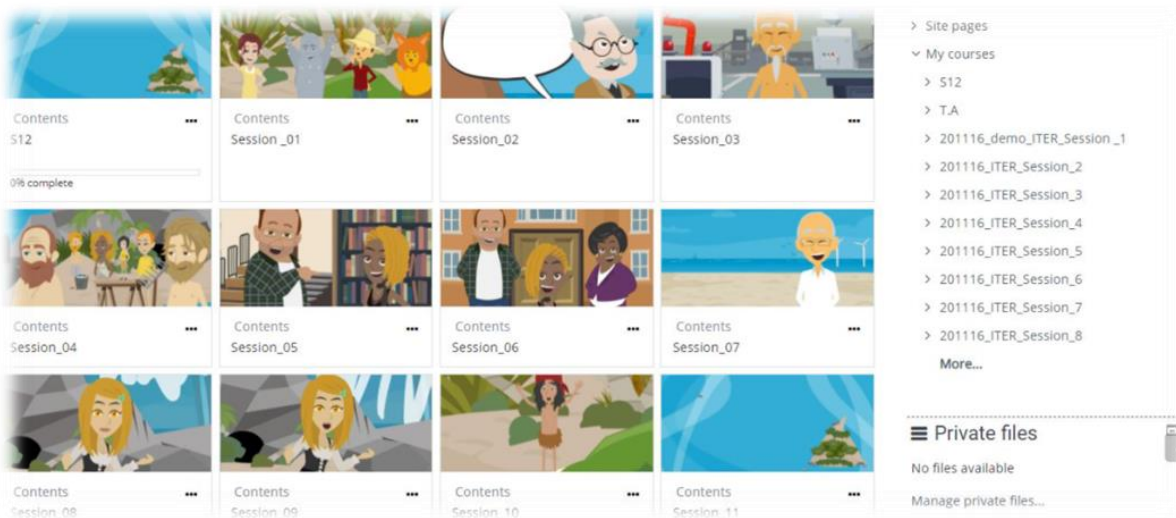
We developed an archipelago of 5 islands - **Learning, Life, Leisure, Work and Transitions** which would see the player move between islands carrying out tasks and earning 'rewards'. Writing the scripts (and translating these into Romanian, Italian,



Portuguese and Hungarian) was aligned to the main storyline and included all the dialogue between the player and the characters they meet during the game.

The game and its storyline was designed to reflect recognisable but non-human characters – this was to ensure players could immerse themselves in the game without any possibility of the scenarios and characters reflecting a real life situation or person. This is because many Young People will bring some adverse life experiences to the mentoring process that may be triggered by scenarios that are too close to real life. See below – a snapshot of the Platform animations/islands. The ITER platform can be further viewed at

<https://iter.lmsformazione.it/>



The ITER project has the potential for transfer to other European countries and the potential for adoption as a model for use by public employment services, NGOs¹ and VET organisations. The ITER model also has the potential to transfer to other settings, for example, youth justice provision, as the model's 4 zones are applicable to a much wider application.

¹ Non-Governmental Organisations



The overall aim of the ITER Pilot Study Report is to test the developed ITER platform, interface, and tools with NEET experienced Young People, supported by an IAG Practitioner/Mentor, within a bounded and controlled environment, before the ITER platform is sanctioned for broader use.

Once completed the Pilot Evaluation Report and recommendations will inform the design of the final ITER platform, interface, tools and resources, which will be published and available in English, Italian, Portuguese, Romanian and Hungarian.

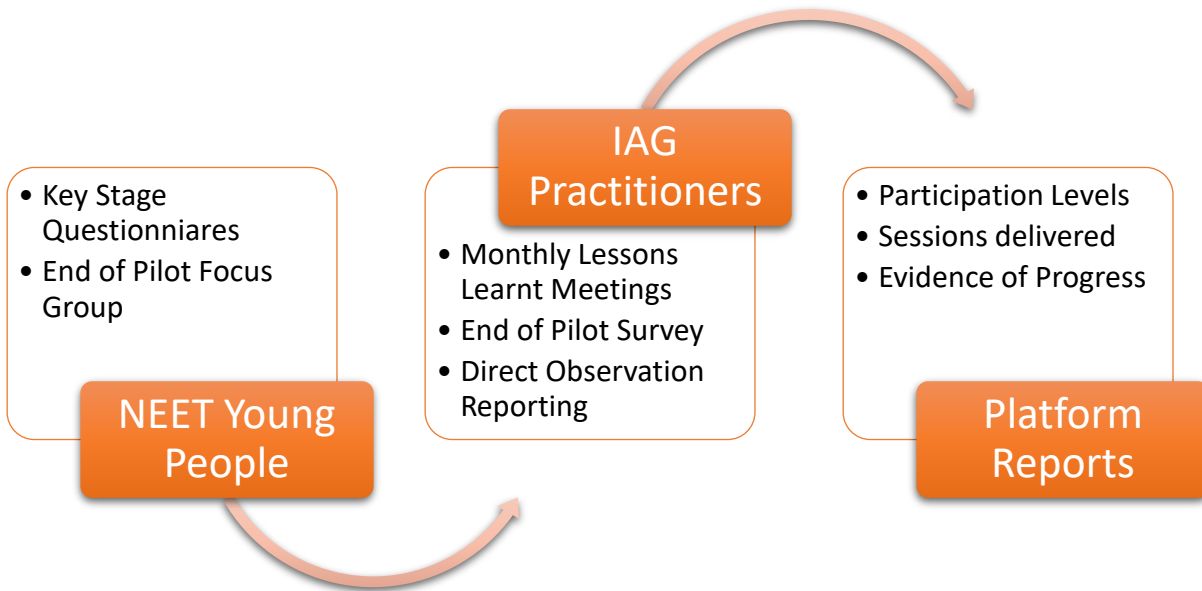
The key deliverable is to identify the experience of the Young Person and the IAG Practitioner/Mentor. All partners were involved in the evaluation of the ITER Pilot results - implementing questionnaires and focus groups with pilot participants and monthly 'lessons learned' meetings with all IAG practitioners/Mentors involved in pilot delivery to get feedback on the ITER platform and delivery model; what worked well and what didn't work well; ideas for improving the ITER platform, interface, suite of tools and transitions.

PILOT STUDY PARTICIPANTS

UK	ITALY	ROMANIA	PORTUGAL	HUNGARY
<ul style="list-style-type: none"> • 6 IAG Practitioners working with • 30 NEET Young People 	<ul style="list-style-type: none"> • 2 IAG Practitioners working with • 30 NEET Young People 	<ul style="list-style-type: none"> • 2 IAG Practitioners Working with • 10 NEET Young People 	<ul style="list-style-type: none"> • 2 IAG Practitioners working with • 10 NEET Young People 	<ul style="list-style-type: none"> • 3 IAG Practitioners working with • 10 NEET Young People

EVALUATION FRAMEWORK

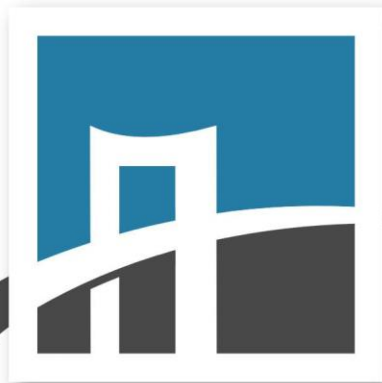
The methodology for pilot study evaluation was established by drawing on a combination of the following sources of information. A key consideration of this framework was the enabling of real-time evaluation with participants (players) and the IAG Practitioners using questioning and observation techniques alongside the data derived from the ITER platform reporting function.



Coming Soon....

In our next newsletter we will report on the findings of the Pilot Study and our first face-to-face partnership meeting to be held in Guimarães , Portugal in April 2022.

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