Learning Through Game Playing (LTG) – Habilitas!

Date of creation
2020

Description

This project was written at the beginning of COVID-19 pandemic when in all countries, it was felt there was a lack of qualified staff in the care sector. At the same time, the VET school partners involved in this partnership had/have learners with special needs or learning difficulties who did not fit in the formal learning approach but also needed to be prepared to integrate into the labour market and get their needs met. It is and has always been the mission of VET schools to ensure this bridge between school and work by preparing all learners without exception for the current employment needs. Working with elderly people demands not only qualified people but especially caring and dedicated staff. So, this partnership was created: learners with special needs or learning difficulties were given the possibility to successfully enter the labour market as a result of enhancing their skills and becoming able to meet the needs of Day/Elderly Centres; thus, project contributed to their social and professional inclusion.

Beneficiaries

Young people with disabilities and/or special educational needs (SEN)

Additional beneficiaries: elderly.

Target groups:
VET Schools, teachers or trainers who work with students with SEN in the care sector.
Day/Elderly Centres who host interns with SEN or low qualified staff that can be re or up-skilled.

Countries

Greece   Poland   Portugal   Spain

United
Kingdom

Education level and sector

Lower secondary vocational education and training (work-based learning)

Type of policy/initiative

Prevention   Intervention   Compensation

Level of implementation / Scope

Local level   **Regional level**   **National level**   **European level**

Since the beginning of the project, 2020 and still going.

Aims of policy/initiative

The main objectives of this project are:

- help transform socially and economically disadvantaged groups of people (students with SEN and/or learning difficulties) into autonomous, skilful people by providing them with a full range of innovative, appropriate and accessible personal care assistance/geriatrics education resources that could also be easily used in e-learning approaches; and
- promote social inclusion and employability, and meet the needs of the care sector.

Features and types of activities implemented

The following resources were developed to help students with SEN learn how to care for the elderly: a suite of appropriate learning resources that build literacy and technical competences related to the sector of personal caregivers in 4 main areas: diet & nutrition; basic health care; community and social intervention; animation activities - for VET students with SEN or/and learning difficulties. These include: an e-handbook containing the whole curriculum and learning units; 34 micro learning units; 24 tutorial videos, 25 webquests and a gamification platform in 6 languages (English, Portuguese, Spanish, Basque, Greek and Polish).

Resources

Erasmus+ funded project in the VET sector (project 2020-1-PT01-KA202-078758 –)
https://habilitas.aeva.eu/

Evaluation of the measure

The project final report has been evaluated with a score of 88/100.

Evidence of effectiveness of the measure

This project has introduced a different way of teaching students with learning disabilities in

a professional sector where the interest among young people is not very high and leads, often, to drop out from this programme. The fact that the students were also very much involved in many of the activities also brought higher motivation and interest for the learning process in the care sector.

Success factors

To date, very few initiatives have taken place in the EU that harness the full potential the digital era offers to support geriatrics/caregivers' literacy and competences to the benefit of the identified target group by using on-line technology for information and contents provision, education & training.

LTG integrated gamification principles into the development of its curriculum and microlearning courses, a novel approach in the field of geriatric care education. The project's utilisation of gamified learning modules not only helped increase engagement of students but also facilitated a deeper understanding of complex geriatric topics.

The approach to use a combination of micro-learning with a gamification strategy, tutorial videos and webquest challenges for youth with SEN or learning difficulties/disabilities still represents an innovation to raise the interest in the care sector and the development of competences and skills in the identified target group so that they can be integrated into the labour market, in a sector where there is lack of qualified staff, as already mentioned. Although gamified micro-learning is not a new digital learning strategy, it is still rarely used in schools to engage those learners who do not fit in the traditional formal education. On the other hand, video-based micro-learning modules can be gamified, too, by showing learners explainer videos about the skill or task they have to perform and then having them play a mini-game where they have to perform the task in the same way as it was shown in the video. The fact that the students were involved themselves, where this was possible, in the videos together with the elderly, allowed them to also learn, at the same time, the skills needed to work in specific routines in the care centres.

There are other projects that include webquests as a learning approach, but there were not found any related to young individuals with SEN or learners with learning difficulties, nor related to the micro-learning methodology with gamification strategy for the same target group.

Matching two marginalised groups to make them useful for each other is a very innovative and practical idea. Thanks to this project, young people with learning difficulties who, after finishing school, very often struggle with finding a job can, can now fill vacancies in the care sector in all partner countries. Thus, they will support older people in need and have stable employment at the same time. Building learning units is also far from traditional. Micro-learning helps to focus on the most important learning outcomes and divides learning content into chunks. It is up to the student to decide how much he/she will learn at once or how many breaks he/she will take.

Furthermore, this project presented an innovative approach to geriatric care education, aligning closely with the partners' ongoing commitment to empower individuals through skill development and active participation. It followed a logical learning process, including reinforcing learning: start with learning from the micro units, then reinforce that leaning via the videos, the webquests and the platform with the questions. The process was also fun and appealing to teenagers.

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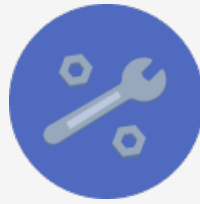**Contact website**
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Related intervention approaches

Comprehensive support to tackle complex needs

Work-based learning and simulations

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