



RIGHT
RIGHT SKILLS FOR
THE RIGHT FUTURE

RIGHT PILOT REPORT

Port introduction game + Port
Pro/Port Academy

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1. Introduction

This document reports on the results, findings, outcomes and learnings of the pilot 'Port introduction game + Port Pro/Port Academy) in Work package 4 of the Right project ('Bridging the skills gap with pilots').

A pilot report for each pilot in the Right project is a project deliverable, targeted at a number of readers.

All pilots of the Right project use a standard format. The template is set out in a way that tries to show the connectivity (**green line**) between the work packages, how pilots are linked to skills gaps and SSS. It also aims to show learnings and results of the pilot activity and how this can shape a discussion on policy outputs for work package 5. Each pilot report will act as a key input into Work package 5.

In addition to this, the pilot reports will also provide the basis for communications activity for work package 2. Some or all of the pilot reports will be transferred into stories and presented at events and through media channels.

The key objective of the report is to demonstrate project results and outcomes but another key objective is to tell the story of what each pilot has done. The reports could also be used to validate research and learnings, as input into policy discussions or as proof of concept for ongoing sustainability of the pilot.

2. Regional/ Strategic Context

There is a mismatch in the Antwerp port region between job opportunities and the available workforce or with the important group of unemployed young people in the Port of Antwerp area.

There is a need to inform, sensitise and enthuse young people to strengthen local support for the port area (maritime, logistics, industry) and spark their interest. To be kept in mind: a balance between the economic development of the area and the social wellbeing of the employee.

Havencentrum is the Port Centre of Antwerp, that brings young people to the unknown and overwhelming world of the port of Antwerp. It takes them to places and companies they never come to and brings them into contact with people who work in the port. It inspires them with stories and challenges tailored to their needs and shows them the possibilities for the future in the Antwerp world port. By giving young people an experience of the port in real life, it builds a bridge between choice of study and employment.

A qualitative research, conducted by IPSOS (2019) with youngsters between 17 and 26 years of age, shows that youngsters associate working in the port with working in a noisy, dangerous, rude, industrial environment and doing dirty physical work. Considering a job in one of the companies of the port of Antwerp is highly dependent on the knowledge about the port of Antwerp and the jobs they can do there. Informing youngsters about the job possibilities positively affects the choice of study and of employment.

With the pilot Port introduction game + Port Pro/Port Academy we will raise the awareness of the youngsters about

- their competencies , including the 21st century skills
- possible study fields they never heard of
- possible job opportunities for those who leave school and enter the labour market
- company culture and specific job needs.

3. About the pilot

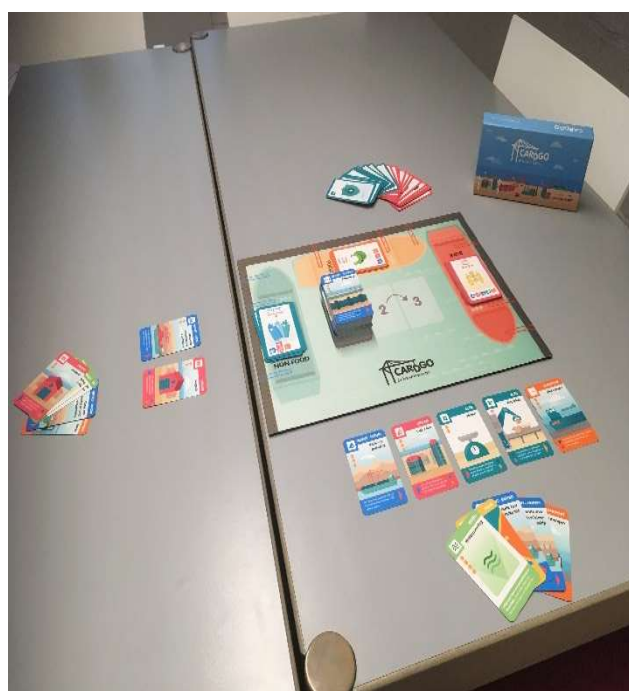
3.1 DESCRIPTION

We developed an introduction card game Cardgo to create awareness of the function of the port in the daily life of youngsters. It is a simple, economic game that lets them feel how different sectors work together in a port and which jobs in the port are connected to which skills and companies.

Port Pro and Port Academy are thematic visits to port companies (Port Pro for youngsters who are looking for a professional challenge, Port Academy for youngsters who aim at higher education). The visits include a guided tour in the company and a theme-related activity.

3.2 METHODOLOGY

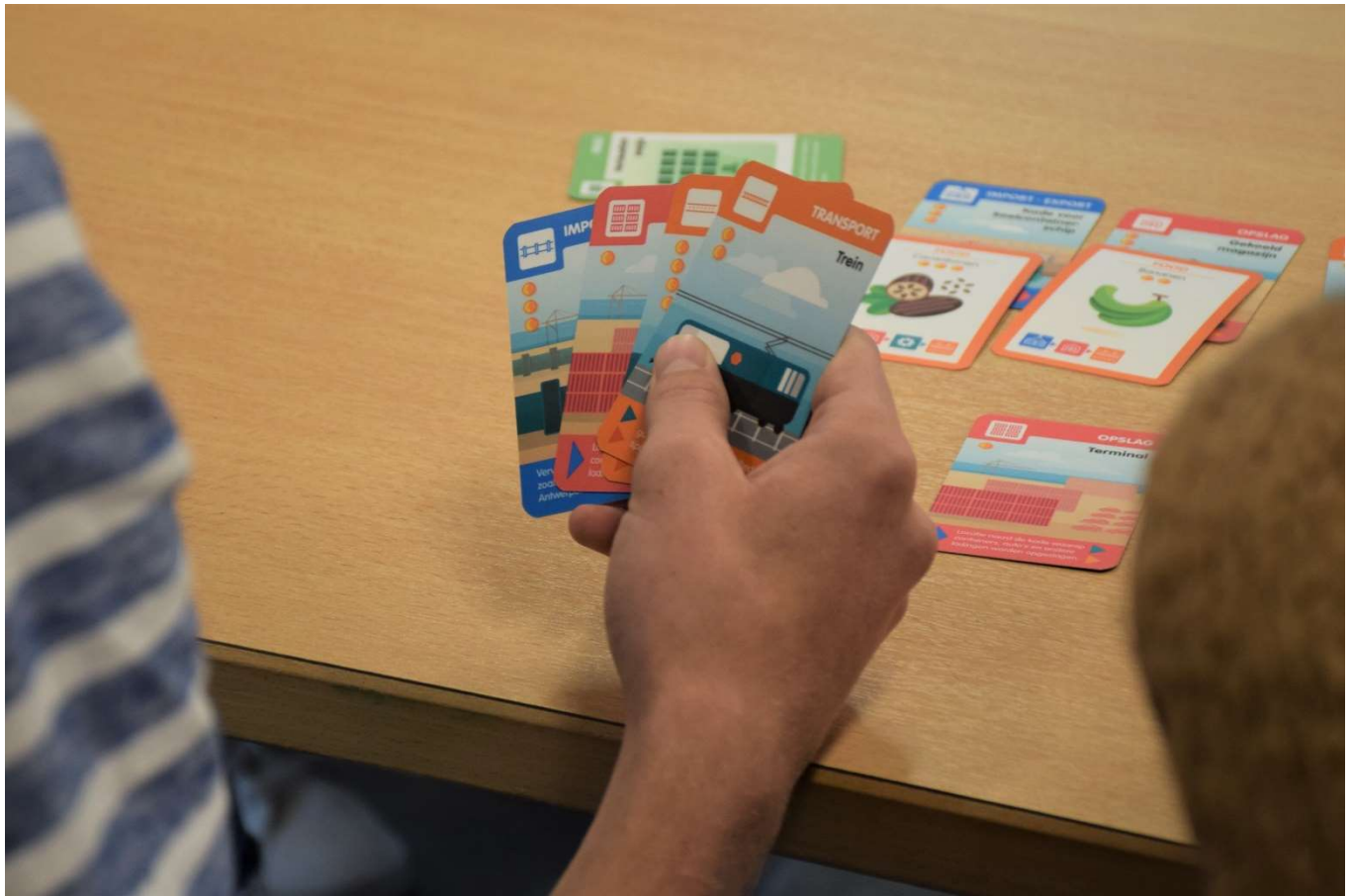
CARDGO



This newly developed game, is played by pupils and their teacher before an actual port visit, It lets them discover the path of products they use in their daily lives, like sport shoes, cars, food and smart phones. From raw materials to production over logistics to their living room. This game combines the cards from the game with a web based application on a tablet or computer.



Using the cards of this game, pupils build their own port. It is a simple, economic game that lets them feel how different sectors work together in a port.



We have created a linked job-association game that focuses on the jobs in the port, based on the other exercises. Which jobs do the things that need to be done in the flows of the first exercise, or perform the actions in the second? Skill based they make a selection and get to know the jobs, in connection to the different sectors and companies.



A website was created www.cardgo.be with teacher's instructions on how to play the game and how to make use of the material in the lessons/curriculum. A web based application was made to make the supply chain-game and the association games easier to play: <http://spel.cardgo.be>

Additional video material was developed to clarify game instructions for teachers and pupils: <https://www.youtube.com/playlist?list=PLJn95Z17GFeHO7tfpUU4GCXrRxur6tadr>

PORT PRO/ PORT ACADEMY

Port Pro/Port Academy is a new, thematic visit to port companies for 3rd grade classes (16-18 years old). Based on the choice of a theme (industry, global trading, logistics, STEM (Science – Technology – Engineering – Mathematics) and depending on the fact if the pupils are aiming to continue their studies (Port Academy) or are planning to search for a job (Port Pro), they get a tailor made visit to one company.

During this visit, they are guided by a young employee of the company (=edu-coach). The visit will focus on both the companies' identity and future vision and the jobs in relation to the chosen theme.

Second part of the visit will consist of a theme-related activity. All this to make young people acquainted with certain jobs and sectors, not by listening to a guide, but by their own experiences.

3.3 STAKEHOLDERS

- Schools: local schools in the port of Antwerp area specifically for port pro/port academy; all schools in Belgium considering Cardgo.
- Companies: all companies in the port of Antwerp area with an interest in their possible employees of the future.

- young people (ages 16-18 years)

3.4 RESULTS/OUTPUTS

The pilot consist of the development and implementation of a Port introduction game, called **Cardgo**, a bridging **interactive presentation** and thematic visits **Port Pro/Port Academy**.

These activities started April 2019, are ongoing and will finish May 2022.

3.4.1. Cardgo

In the first half of the RIGHT project, we went in search of a suitable preliminary trajectory for all young people in the third grade of secondary education, together with external partner Curious Cats. This was realized in the card game Cardgo and the accompanying online application.

Cardgo can be played in 3 ways: as a flow builder, in which young people themselves reconstruct the worldwide flow of recognizable products, as an economic game, in which they build their own port and import, treat and export recognizable products, and finally as professional game, where they gain more insight into different professions that are present in the port by playing various smaller association games. This game has been fully and thoroughly tested with the target group, finished and produced. A number of instructional videos were developed to further lower the threshold for both teachers and students.

Cardgo was launched on November 19, 2020, accompanied by a short marcom campaign mainly aimed at schools and to a lesser extent at the stakeholders. Where Cardgo was (and is) mainly intended as an introductory lesson package prior to the excursion, given the circumstances at the time, it was also an excellent alternative to a port visit in stricter corona times.

We do notice that despite the many videos, manuals and other barrier-reducing resources, there is still a barrier for teachers to get started with Cardgo in the classroom. A number of targeted actions are planned for this in 2022, such as workshops for teachers and also having Cardgo introduced in the classroom by supervisors for a number of schools that participate in the pilots for Port Xpert industry (see below). Cardgo is currently being distributed to all schools that book an excursion for the third grade of secondary education at the Port Centre.

3.4.2. Interactive presentation

In order to bridge the gap between the card game Cardgo, the thematic activity and the company visit in the afternoon during the excursion day itself, an interactive presentation was developed in collaboration with partner Echtgoed. This should provide more insight into the role played by each profession in the flow of goods within the port.

This has now been completed, and has already been taught to our supervisors. Since we have still not been able to conduct physical pilots due to Covid-19, we have not yet been able to test this introduction with the target group. These tests are scheduled for October-November 2021.

3.4.3. Port pro/academy industry

3.4.3.1. Thematic activity

Before going to the company, young people participate in a thematic activity to get acquainted with the sector, the activities on the companies' site and an insight in some of the jobs. For the industry-theme, we partnered up with ACTA vzw, a training center for the industrial companies active in the Antwerp port area and Soulmade, a virtual reality development company. They developed a virtual industrial environment, where students in teams can perform actions to get the company working. Important themes as safety and security, maintenance are well implemented in the game, as well as important skills as working together and logic. Through VR-goggles they are sent to the virtual site, while the other team members coach the participant to perform their tasks as fast and safe as possible.

The game is fully developed and installed at the port center. Early October we are training our coaches. We hope to finally be able to test this with young people in October-November 2021.

3.4.3.2 Company visit

In order to tailor the company visits to young people, the stories of the first six participating companies were captured by copywriting agency Impact, and transformed into a concept of company visit tailored to the target group. These stories and concepts were elaborated and delivered.

Steps that still need to be taken here are training the employees of companies that will receive and show the young people around, and the Port Center's own supervisors. We can then schedule try outs at the companies. These were planned for March, April and May 2020 respectively, but could not take place due to the prevailing measures regarding Covid 19. We have already taken several steps:

- Selection of supervisors internally
- Cardgo training has been given
- Training Interactive presentation has been given
- An external trainer was hired for training company employees. Training is planned at the end of October.

When these are completed, we can start planning pilots together with the schools.


3.4.4. Port Pro/Academy Shipping

The Port pro/academy concept was always meant to be developed in different themes. The original plan, piloting the industry-theme and then tackling other themes, was put away in the period where Covid-19 prevented us from further developing the industry-theme, since try-outs with young people were impossible. Therefore, we decided to start earlier with development of a second theme being Shipping, that focusses on the activities of forwarders and shipping agents. We develop this team in

cooperation with local professional associations of forwarders and shipping agents: FORWARD, the Belgian Freight Forwarding association, and ASV, the Antwerp Shipping Federation.

3.4.4.1. Thematic activity

In order to develop an activity that fits well with the real life professions of forwarders and shipping agents, and in a way that the activity is relevant for schools, we started collecting input in Autumn of 2020. Through two brainstorming sessions with young forwarders and shipping agents, we gathered input about the professions and the reality on the work floor. Through individual interviews with teachers, we gathered information on how an activity can fit well with relevant school subjects such as Economics, Applied Economics, Trade & Commerce and Languages. As a third pillar for input, we analysed existing logistics games.



Beroep
 Hoe beroep niet voorstellen? Welke fout niet maken?

ASV

- Geen vakjargon gebruiken, ook naam agentuur is vakjargon zegt jongeren niets
- Job of activiteit niet te groot maken
- Concretiseren met logistieke flow van goederen die dicht bij hun leefwereld aansluiten
- Cijfers verminderen
- Weeblijven van te saai of ouderwetse kantooropstellingen en bureauuilen die jongeren afschrikken

FORWARD

- Documenten overtypen, nutteloze administratie, manuele input documenten, documententlow
- Niet enkel **forwarders** profielen afhandeling goederenstroom, ook sales, IT, analisten, ...
- Expeditie als weinig toegevoegde waarde: wordt soms voorgesteld als doorgeefluik of postbus, dat even goed kan vervangen worden door redenen, maar is niet zo
- Dat België zoveel traffic kwijt speelt aan Rotterdam, omwille van betere spoorinfrastructuur in Rotterdam. Maar Antwerpen is ook sterk uitgebouwd op vlak van **baaiing** en treintransport

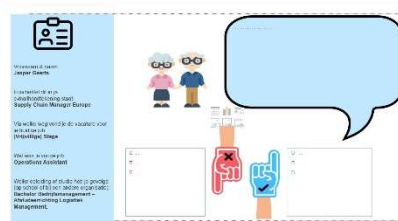
Hoe beroep wel voorstellen:

ASV

- Werkomgeving **modern** voorstellen
- nadruk leggen dat in veel bedrijven tegenwoordig ook flexibel kan gewerkt worden, standing desks, grote **meetingrooms**, thuiswerk
- **internationale contacten** maken job interessant, wereldwijd contacten met collega-kantoren en klanten
- Verschillende talen kunnen spreken
- Heel wat bedrijven zijn bezig met welzijn werknemers, zijn betrokken met personeel
- Als brugfunctie

FORWARD

- **Digitaliserings**proces is bezig in sector, gaat administratie deels verlichten
- **intermodale** aspect van goederenflow goed onder aandacht brengen: hoe gaat container of goed van origine naar vertrekhaven, en van bestemmingshaven naar klant of eindbestemming
- **Groot voordeel is meermaliteit: nopen en directe communicatie, iets waar veel bedrijven fier op**



Stap 1: Van klantvraag naar routeplan

Mogelijke spelelementen:

- Puzzelen
- Raadsels, kraak de code
- Werken met verschillende rondes, waarin extra informatie wordt toegevoegd waardoor je dingen kan aanpassen
- Spelers krijgen verschillende rollen, informatie en onderdelen, je kan met elkaar onderhandelen of samenwerken

Inspiratie:

- **Tactis**: blokjes om je container te vullen
- **Saboteur**: met kaartjes leg je een route, via verschillende rondes vormt zich een weg
- **Mastermind**: kleurtjes en pinnetjes helpen je om code te kraken
- **Kolonisten**: grondstoffen (kaarten) verzamelen om een route te bouwen + tastbare straten, dorpen, steden
- Risk: opdrachtkaarten, leger verspreid op kaart (=vervoersmiddelen)

Stap 2: De reis van klant naar eindbestemming

Uitdagingen of obstakels onderweg:

- Controle van douane
- Ongeluk onder de baan
- Port **congestions**: wachttijden omwille van vertraging
- **Hacking & cyber security**
- Belang van op tijd leveren:
- Free time
- Piraterij
- Weersomstandigheden en stormen
- Internationale feestdagen: Chinees Nieuwjaar
- Staking in de haven
- Klanten tevredenheid
- Belangrijke vaardigheden:
- Beslissingen nemen en prioriteiten stellen gezien vraag klant
- Alternatieven zoeken
- Omgaan met onvoorziene omstandigheden (toevallig factor)
- **Multitasken** en overzicht bewaren

Stap 2: De reis van klant naar eindbestemming

Belangrijke vaardigheden:

- Beslissingen nemen en prioriteiten stellen gezien vraag klant
- Alternatieven zoeken
- Omgaan met onvoorziene omstandigheden (toevallig factor)
- **Multitasken** en overzicht bewaren

Spelelementen:

- Prijskaartje & klantentevredenheid als parameter
- Er komen obstakels op de route waar je beslissingen in moet nemen of soms ook gewoon pech hebt
- Dobbelstenen gooien (toeval)
- Rad waar je kan draaien (onvoorziene omstandigheden)
- Wereldkaart waarop je route kan volgen

Interviewleidraad leerkrachten

Om op te warmen en te connecteren:

A1. Heb je al eens een excursie gedaan bij **havencentrum**?

A2. Zo ja, welke? En hoe kijk je daar op terug?

B1. Wat is voor jou de meerwaarde om een buitenschoolse activiteit te organiseren?

B2. Waar hou je allemaal rekening mee wanneer je een buitenschoolse activiteit zoekt?

C1. Hoe zoek je een activiteit? Welke kanalen gebruik je?

Over logistiek als flow van goederen en internationale handel als thema:

A1. Hoe komt het thema logistieke flow en internationale handel vandaag aanbod in jouw lessen?

A2. Welke link zie jij tussen de haven en jouw vak?

A3. Hoe sluit dit aan bij jouw leerdoelstellingen?

A4. Welke vakken zou je nog verbinden met dit thema?

A4. Wat ontbreekt er om logistieke flow en internationale handel over te brengen in je lessen? Hoe kan het **havencentrum** jou hierin ondersteunen?

A5. Is het mogelijk om lesmateriaal te kunnen krijgen? Zodat we een inzicht krijgen in wat leerlingen leren.

B1. Welk beeld wil je graag meegeven aan jouw leerlingen als het gaat over internationale handel en logistieke flow?

B2. Hoe kijken jouw leerlingen, vanuit jouw ervaring/inzicht, naar logistiek?

B3. Wat zou versterkend kunnen werken?

Date

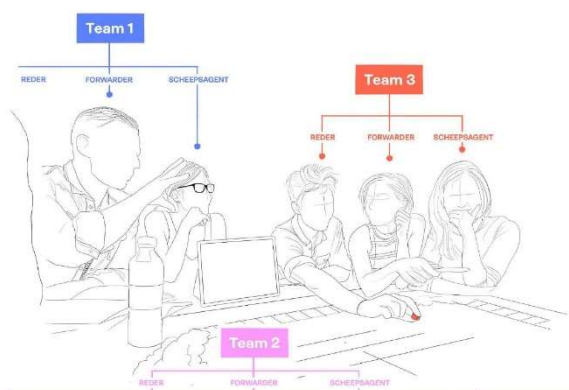
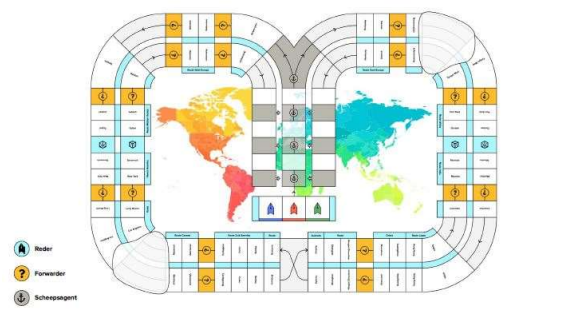
Xpert Shipping:
 <Intro over het spel>

A1. Op een schaal van 0 tot 10, hoe waarschijnlijk is het dat je Xpert Shipping zou boeken?

A2. Wat maakt dat je deze score geeft?

[Footer]

During Spring of 2021, we started working with 2 creative partners, with experience in developing educational games. We asked them both to develop a concept idea based on the acquired input: a game concept that is interactive, tailored to the target group 16-18 years, and that sufficiently allows youngsters to discover the challenges of both professions. The creative partners were appointed through a framework contract that the Port Center has for these types of assignments.

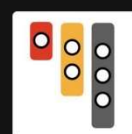


STRESS-FREE GUIDANCE

Digital Game-Master

Het concept

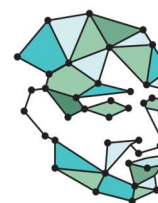
De attributen
Een opdracht
Opdracht van de klant

De wereldkaart
Vaarroutes & bestemmingen

Schepen
Snelle dure of traag goedkoop transport & types.

Het concept

De attributen
Gebeurtenissen
Stormen - Moevallers

Vaardigheden
*Talenknobbel - Goeie planner
 Legal expert - Onderhandelaar*



In Summer of 2021, we have selected one concept from both proposed concept ideas. The concept from developer Bits of Love appealed to us the most because it brings the professions into play most realistically, with enough focus on the skills you need in each profession. It will be a hybrid activity with a board game and a digital companion app, where you have to use skills to complete shipping assignments, despite unexpected events that your transport experiences along the way (all based on real life examples from the field).

This chosen concept will now be further developed in the Q4 of 2021 and we will be able to test it in a pilot version in Q1 and Q2 of 2022.



3.4.4.2. Company visit

The development of this part is planned for Q1 and Q2 of 2022.

3.5 DISCUSSION OF FINDINGS

At the end of a regular project, you hope to write down the effects of your pilots for your companies, schools and young people all together.

We were able to deliver and finish Cardgo, which was a huge win during Corona-crisis. This is a lesson we as well as companies and schools have learned. We will adapt to this line further in the future. We have learned there is a lot of enthusiasm inside the companies to participate in these kind of programs. The lack of skill to present themselves in a good way to young people is the main reason. This is something we will aim at in the future.

We were able to design and develop Pro Port and Pro Academy (for the theme industry and extra: started the development of the theme shipping); however, because of Covid, it could not be tested with a real audience (pupils in schools) and supervisor trainings were postponed.

So Covid-19 prevented us from findings and effects, but everything is developed, is there to try out, plan pilots with schools, adjust and launch as soon as possible.

3.6 CASE STUDIES/EXAMPLES/STORIES

Again, we were hoping to tell lots of stories here, but covid-19 made it impossible for us to pilot our programs with young people. Only Cardgo was thoroughly tested with large groups of young people.

There are nice stories to be told about Cardgo, though. In one case, a group was playing the economical port building game so tense that they were looking for ways to bend the rules to be able to win the game. During the evaluation afterwards, participants testified that they no longer felt they were in the classroom, they were in the game and just wanted their goods to leave the port on time – exactly where we want them.

Another perfect example is a comment another group made after playing the Cardgo association games. "The whole time we were associating the symbols with the job descriptions. It never felt like I was really thinking about the jobs, but I was, the game made me do it!" That's the effect we want to reach with these games.

4. Conclusions

4.1 CHALLENGES

- Cardgo: keep convincing teachers to implement Cardgo in their curriculum
- Port Pro/academy: getting the themes Industry and Shipping operational in 2022

4.2 OPPORTUNITIES

- Using Cardgo as a stand alone program in post-covid times
- Connecting to companies with the know-how how to reach young people the right way
- Young people appreciate the diverse ways to get to know companies, their jobs and their activities

4.3 RECOMMENDATIONS

Teachers feel the urge to inform their pupils on professions and related skills in a realistic way. Companies can explain which skills are really needed on the workplace. The USP of the Port Center is to bring these 2 worlds together in our educational offer. Ensuring to remain in touch with the need of teachers and the real life on the work floor is a recommendation we can make to every educational center.

4.4 NEXT STEPS

- Port Pro/academy: getting the themes operational in 2022
 - o Port Pro / academy Shipping:
 - Q4 2021: Develop the chosen concept idea for the activity
 - Q1 & Q2 2022: pilot the activity in game test lab, test groups and real life class groups
 - Q1 & Q2 2022: develop company visits for the Shipping program
 - Q3 & Q4 2022: pilot the operational program combining the 3 parts: interactive introduction about the port (same as theme Industry), activity and company visit
- Cardgo: several initiatives, workshops etc. to get Cardgo in the classrooms

5. Outputs for new strategy and policy for Skills education and SME innovation

Too early in these pilots to conclude anything. Conclusions made in our other pilot Port Chances can be made here too.

6. Potential for upscaling/learning Transfer/Internationalization

We believe that the Port pro/academy concept is universal, so can be applied anywhere. The professions we work on in the different Port pro/academy are also universal and can be found in every industry and every international port. This ensures that not only can the program concept be transferred to other regions, but that content transfer is also possible

The mechanics of the cardgame Cardgo are universal too. Considering the content, this is very much developed with the Port of Antwerp in mind, but this is the easiest part of the game to adjust.