



# **Introducing gamification in vocational education and training for professionals and social workers in the field of migrant children protection and support**

GVETS Adaptation and Policy Making Package

*-Final Version-*

Partner: IASIS NGO

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## 1. Introduction

IASIS within the support of the consortium developed the GVETS Adaptation and Policy Making Package, which includes methods of Modules' adaptation to stakeholders' activities, presentation of accreditation and certification methods and pedagogical approaches. Moreover, there is a special section with suggestions for policy makers on how to improve the efficiency, the attraction and the impact of the VET policies and initiatives, based on the professional experiences of stakeholders.

Thus, the objectives of the Output are:

1. To enable the GVETS project to achieve the planned impact by providing comprehensive and well researched evidence which will enable stakeholders to use the training activities provided and be able to integrate the GVETS modules inside their own training methodologies.
2. To enable the partnership to communicate effectively with practitioners, stakeholders and policy makers, towards the end of the project and beyond. Until now, through the Multiplier Events the partners involved a wider spectrum of audience and expanded their network, by reaching out to external stakeholders.

The design of the GVETS Adaptation and Policy Making Package, includes 2 main chapters:

- Presentation of accreditation and certification methods and pedagogical approaches.
- Section with suggestions to policy makers on how to improve the efficiency, the attraction and the impact of the VET policies and initiatives. Demonstration of tips and methods for the adaptation of GVETS modules to stakeholders' activities.

## 2. Executive Summary of the main findings

Concerning Intellectual Output 5 “GVETS Adaptation and Policy Making Package”, IASIS NGO, as leading organization, selected all the data from all the partner organizations and concluded the following recommendations as the most common ones to represent the general ideas related to 3 main thematic areas:

- Adaptation methods and techniques of GVETS modules to stakeholders’ activities.
- Suggestions to policy makers on how to improve the efficiency, the attraction and the impact of the VET policies and initiatives.
- Collected data for enriching the knowledge regarding the technique gamification, the advantages and disadvantages of this learning process.

These thematic areas discussed and analyzed during the Multiplier Events that all the partners organized on their National contexts. In total, the number of the stakeholders, who participate in these Events, exceeds 140 people, given the fact that each one of them, according to the preconditions, had to involve 10-20 individuals minimum.

Proceeding to the analysis of the collected data and maintaining the findings for each of the respective thematic areas, the main recommendations regarding the Adaptation methods are:

- The vast majority of the involved participants agreed that GVETS Modules have extraordinary adaptation potential for professionals working in the field of migration, and for those working with other vulnerable groups as well.
- The stakeholders could use the activities selectively based on their training, professional or personal needs.
- After the finalization of the Platform, (included the translations and its general functionality) it will be a very useful tool for professionals working with young migrants. Also, in many cases they recommended that the Platform can be applied to face to face trainings.
- By providing certification to the users of the Platform, we are taking the advantage of professional formation, in order to attract more users and possible stakeholders.
- Dissemination and exploitation activities (such as events, seminars or trainings, etc.) were recommended that could be undertaken by organizations, associations and possible stakeholders, in order to ensure the sustainability and the adaptability of the GVETS Modules.

The main recommendations gathered from all partners’ contributions, regarding the policies improvement are:

-There is a very big need for the existence of effective, reliable platforms and on-line educational tools for professionals who work in the field of migration, in order to develop their soft skills and digital competencies.

-Excepting the requirements for the acknowledging of the existence of educational tools, there is need of promoting non-formal education to a wider spectrum of communities and institutions (such as Universities, public bodies, schools, etc.) that are able to promote the importance and necessity of non-formal education.

-The linguistic barriers and the lack of translated modules and tools were referred, in many cases, as the main obstacle for professionals, who are aware of relevant methodologies and initiatives, but are unable to use them, due to the unavailability of translated versions.

-There is a need for exchange of good practices and initiatives between the organizations and associations, in National and International contexts. One suggestion was the creation of a chat space that all the stakeholders around Europe could share knowledge, like pedagogical resources, investigations, successful initiatives, needs, requirements, related to the objectives of GVETS project.

The most crucial recommendations collected by the consortium concerning the gamification, as a learning process, are:

-There is a general ignorance related to the exact definition and use of gamification as an education tool. That is why, the GVETS Platform can be considered as an innovative initiative, due to the combination of an interactive and pedagogic character. This is the main reason why it is a very attractive tool with many exploitation potentials. In additional, the technique gamification as a pedagogical approach can engage both, professionals and young people, who interested in the field.

-The majority of participants agreed that they understand the importance of the existing theoretical framework, but it would be better if the Platform approached a more playful environment in order to attract and engage the young audience.

-Although the Platform is free to access and it is user-friendly, there is still a general difficulty on approaching the digital world for educational purposes.

**NOTE:** You can find the translated versions of the Executive Summary in “Annex” section, as following:

- Greek Translation on page 43
- Hungarian Translation on page 45
- Lithuanian Translation on page 47
- Italian Translation on page 48
- Spanish Translation on page 50
- Portuguese Translation on page 52

### 3. Presentation of accreditation and certification methods and pedagogical approaches

For the collection of the “Presentation of accreditation and certification methods and pedagogical approaches”, all partner organizations contributed by researching the accreditation and certification methods implemented in their countries (Greece, Cyprus, Portugal, Spain, Lithuania, Italy, Hungary), according to the NQF (National qualification Framework) and by mentioning good practices/ pedagogical approaches that are applied to their national contexts aimed at enhancing intercultural competencies to social workers, who work with young migrants.

#### Introduction to ECVET

ECVET (European Credit system for Vocational Education and Training) aims to support apprentices (youths and adults) on enhancing and learning paths to a recognized vocational qualification, through transfer and accumulation of their assessed learning outcomes acquired in different national, cultural, educational and training contexts. Also, the ECVET credit system supports the mobility of European citizens by ensuring better transparency and recognition of informal learning. By recognizing these selected points, vocational education and training can be more attractive for various groups.

The logic behind the ECVET credit system is that the qualifications that a beneficiary will get after his/her involvement with the Project, should be described in Units of Learning Outcomes as the main concepts of ECVET principles, with associated points for each of these Units.

Thus, with GVETS Project, we ensure the recognition of the beneficiaries' qualifications by creating a compatible training with the ECVET system. The project partners have identified Learning Objectives of competences for the Units and Modules of the GVETS training path, with ECVET points to feed into the developed curriculum, which are tested during the pilot testing period. The GVETS Platform aims to certify with ECVET points the learners who make use of the training material in an online training setting. The training material includes all the Modules, the Units and the thematic areas in the way they are defined in the guidelines of ECVET in Europe (2015).

References: Cedefop (2016). ECVET in Europe: monitoring report 2015. Luxembourg: Publications Office. Cedefop research paper; No 56. <http://dx.doi.org/10.2801/946187>

Following are listed the partners' contributions, divided in to sections:

### 3.1. Partner Contribution: IASIS NGO, Greece

#### a) Accreditation and certification methods according to the NQF

Accreditation and certification methods implemented to each partner country.

##### **Hellenic Accreditation System**

The Hellenic Accreditation System (ESYD) is established by the Law 4468/2017; a non-profit legal entity of private law with the purpose of the implementation and management of the National Accreditation System, has administrative and financial autonomy and is supervised by the Minister of Economy and Development.

The Hellenic Accreditation System (ESYD) has been appointed as the National Accreditation Body of Greece according to the requirements of Article 4 of the Regulation (EC) No 765/2008 according to which each Member State shall appoint a single national accreditation body.

ESYD employs external assessors and experts. The assessors are selected and trained according to strictly defined criteria and procedures and they must comply with specific regulations concerning their independence, integrity and confidentiality.

For granting accreditation certificate, an on-site assessment is carried out of the candidate conformity assessment body by a team of assessors and possibly experts, whose members have in-depth knowledge of the relevant technical subject and experience in the assessment of quality management systems.

Retrieved from: <http://www.esyd.gr/portal/p/esyd/en/esyd.jsp>

##### **National Qualifications Framework (NQF) & Certification of Qualification**

EOPPEP is the statutory body for the development and implementation of the Hellenic Qualifications Framework (NQF) in correspondence with the European Qualifications Framework (EQF). EOPPEP develops the regulatory framework for the certification of qualifications, i.e. the learning outcomes of non-formal education and informal learning, in response to labor market needs and priorities and in liaison with the accreditation of inputs, i.e. providers, trainers, occupational profiles and curricula standards.

Additionally, EOPPEP is the National Coordination Point for EQF in Greece (NCP).

#### b) Education or training methods aimed at enhance intercultural competencies to social workers

- During these recent years, the need for raising awareness regarding immigration as a psychosocial phenomenon is becoming bigger and bigger. That is why, the situation in Greece, due to the fact that hosts a big number of migrants, refugees and asylum seekers, is becoming more demanding and the requirements related to professions that deal with this target group, is a reality that needs qualified and certified professionals, who can cope with migrants and can assist them to integrate smoothly to their new society.

For this kind of training methods (that is used for GVETS Project), it is important to have a degree in any Social-Anthropology science, in order to belong to the level 6 of European Qualification Framework. Also, a necessary condition is that the beneficiaries should have the desire to work with migrants, or even better, they have already been working with the target group. The gamification as a technique can be applied to different kind of ages or target group, but the contents of the Platform acquires a more advanced level of competencies.

Non-formal education, as a learning style can be applied to all the EQF levels (professionals or non-professionals), but the contents and the objectives of the educational programs is differentiating related to the level of the qualifications of the beneficiaries.

Especially in Greece, there is a huge variety of Training methods, Projects and Good Practices addressed to migration and aimed to enhance and empower the intercultural competencies of the Professionals and migrants, respectively. Specifically, IASIS NGO since 2005 has participated in more than 15 European Projects related to migration field (youth exchanges, mobility, educational Projects-VET-, etc.). In parallel, there are many public or private services for migrants and asylum seekers, for example IASIS NGO, in cooperation with NOSTOS NGO, since December 2011 is functioning a shelter for asylum seekers, with a capacity of 70 people. In general, there are a lot of services that aim to enhance and empower the intercultural competencies of the Professionals who work or interested in the migration field.

### 3.2. Partner Contribution: MENEDEK, Hungary

#### a) Accreditation and certification methods according to the NQF

Since 2010 the National Vocational Qualifications Register (OKJ) is published through a government decree every year, containing all training and certification attainable within the formal VET structure. (Derényi et al., 2015; European Commission, 2015). Trainings within the OKJ system are rated through NQF (HuQF) levels (that are matched with the 8 EQF levels). However, trainings that are provided outside the OKJ system, both accredited and informal, are not yet ranked into HuQF levels. Such trainings are planned

to be integrated into the HuQF system at a later stage of the development of VET structures. These trainings can therefore signal the level of learning outcomes they intend to achieve, however no central accreditation system approves their validity.

Postgraduate specialization programmes (building on bachelor and master qualifications) and other (sectoral) further trainings, learning outcomes gained in non-formal settings, international qualifications, and companies' internal trainings are to be linked to the HuQF levels at a later stage of development as well as the validation of informal learning and its link to the HuQF.

Thus, trainings that are the most relevant to GVETS target groups and the ones to which the GVETS training could be connected at the moment cannot be integrated into the European VET structures through centrally recognized channels.

#### **b) Education or training methods aimed at enhance intercultural competencies to social workers**

There is a gap in the Higher Education and VET courses for helping professionals in general: several professionals and professional sub-groups can only learn competences through work experience and trainings provided by NGOs. In training programs for helping professionals on a wider scale, there is a significant gap in courses focusing on intercultural skills and children in a migration environment. Most of the trainings existing to enhance intercultural competencies of professionals are project-based courses provided by NGOs, thus they are not available permanently.

There is no explicit VET training aiming at the target group, however there are or have been accredited trainings provided by NGOs that targeted a wide range of professionals who meet migrant children during their everyday work. Several of them offered credits within the further education structure for social workers or educators.

1. Migrant children in child protection (Menedék Association for Migrants)
2. Intercultural Competences Development for Educators (Menedék Association for Migrants)
3. Migrant Children in the Kindergarten – Intercultural Competence Development (Menedék Association for Migrants)
4. Intercultural Skills Development in a School Environment (Artemisszió Foundation)

### **3.3. Partner Contribution: ITAINNOVA, Spain**

### a) Accreditation and certification methods according to the NQF

In **Spain**, the EQF, or MEC (Acronym in Spanish) is aimed at students, workers, employers, entities that provide training and, in general, all citizens, to promote the understanding of the national qualifications system.

It consists of 8 levels covering general and adult education, vocational education and training, and higher education. MEC is based on learning outcomes and uses 8 reference levels based on these learning outcomes; defined in terms of knowledge, skills and competences

MEC does not give accreditations, it only describes the qualification levels according to the learning results. The accreditation of qualifications will continue to correspond to the competent authorities.

The MEC is fully compatible with the qualifications framework for higher education developed in the framework of the Bologna Process. In particular, MECU descriptors in levels 5-8 correspond to the descriptors of higher education agreed in the Bologna Process.

The Qualifications Framework for lifelong learning covers all types of learning: formal, non-formal and informal.

The National Coordination Point (NCP) was created in accordance with the Recommendation of the European Parliament and the Council of 23 April 2008 on the creation of the European Qualifications Framework for Lifelong Learning, which is expected to countries:

"To designate national coordination points linked to the structures and criteria of the individual Member States with the mission of supporting and, in partnership with other relevant national authorities, to guide the relationship between national qualifications systems and the European Qualifications Framework, with to promote the quality and transparency of this relationship. "

Organic Law 5/2002, of June 19, on Qualifications and Vocational Training, establishes the National Qualifications and Vocational Training System, providing it with the necessary instruments to achieve the objectives set by the European Union, promoting lifelong learning and facilitating the recognition and accreditation of professional competences acquired both through training processes and work experience.

The National System of Qualifications and Vocational Training is, therefore, the set of instruments that allow the identification, acquisition, recognition and evaluation of professional competences.

To understand the National System of Qualifications and Vocational Training, it is convenient to stop at the definition, given by the Law, of two key concepts:

- **Competence:** A set of knowledge and skills that allow the exercise of professional activity in accordance with the demands of production and employment.

- **Qualification:** Set of professional competences with significance for employment that can be acquired through modular training or other types of training and through experience.

A professional qualification is composed of several units of competence. The National Qualifications and Vocational Training System is based on the following pillars:

- The National Catalogue of Professional Qualifications, which orders professional qualifications, susceptible to recognition and accreditation, identified in the productive system based on the appropriate competencies for professional practice.
- A procedure for the recognition, evaluation, accreditation and registration of professional qualifications.
- Information and guidance on vocational training and employment.
- The evaluation and improvement of the quality of the National System of Qualifications and Vocational Training, to provide timely information on its operation and its suitability to the individual training needs and those of the production system.

The National Catalogue of Professional Qualifications constitutes the fundamental axis of the System, it includes the most significant professional qualifications of the Spanish productive system, organized in 26 professional families and 5 levels of qualification.

#### **b) Education or training methods aimed at enhance intercultural competencies to social workers**

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In **Spain** there is a growing interest in intercultural competences and discipline for immigration, but a specific preparation is necessary to address the intervention with this group from the keys of interculturality. This is mainly due to the presence of cultural differences in the professional assistance relationship. To avoid that the interpretation of them entails a negative assessment of immigrants, it is necessary to be aware of their own identity and also of otherness. At present, the social work study plans do not respond to this question adequately, so it is necessary to delve into the elements that make up the intercultural competence but avoiding reducing it to a list of skills or standardized knowledge.

The objectives of training in intercultural competences should also place the professional as a central element in the development of the same. Not only because it comes into direct contact with immigrants, but fundamentally because the acquisition of it requires their participation: get knowledge about the other and about oneself, think about their own cultural practices and put them in relation with those of immigrants.

There are several doctoral programs where there are specific courses and programs focused on interculturality and immigration, and on young immigrants and minors

In the subjects of sociology and social anthropology, content related to immigration and the provision of services to this group are studied. However, they are not content addressed in depth and specifically in competencies since they are developed in the set of a more generic subject.

Social professionals are not sufficiently trained in intercultural competences, and they are not very expert in working with immigrants, a matter of logical principle because the population explosion of immigration is also relatively recent.

The intercultural competences acquired in university education are basic. The vast majority of professionals know the meaning of interculturality and intercultural education, as well as the work philosophy that they imply, but it does not translate into a deep understanding or proper practices. Complementary training is required through courses, seminars, practical advice or working groups.

The professionals have a great attitude and sensitivity to interculturality, but they consider that in the intervention projects with people and immigrant minors that are being carried out, a sufficient level of collaboration among all the professionals involved is not achieved, due to the lack of multi teams. - professionals committed.

Graduates in Social Education and Pedagogy complain about the scarce presence of professionals trained in the world of education with immigrants

### 3.4. Partner Contribution: AIDGLOBAL, Portugal

#### a) Accreditation and certification methods according to the NQF (ALL PARTNERS)

The comprehensive system of Vocational Education and Training (VET) in Portugal comprises three “levels”: lower secondary level (Education and training programmes for young people – CEF), upper secondary level (Professional programmes; Apprenticeship programmes and Specialized art programmes) and post-secondary level (Technological specialization programmes and Higher professional technical programmes).

There are also some VET programmes for adults: Education and training programmes/courses for adults (EFA) and Certified modular training.

All of the above programmes will be further detailed below.

In Portugal, there has been a gradual and significant increase of students attending professional courses. Accordingly to the newspaper “Público”, citing

data from General-Direction for Science of Statistics and Education (Direção-Geral de Estatísticas da Educação e Ciência, DGEEC), the percentage of students attending this type of education was, in the 2015/2016 school year, 40,3 %.

Compulsory education (up to the age of 18) is structured in basic education and secondary education. Basic Education comprises three sequential and progressive cycles, beginning at the age of five/six and ending at the age of 13/14 (without loss of year). Secondary education lasts for three years (without loss of year), comprises a single cycle and begins at the age of 14/15.

The Ministry of Education is responsible for defining, coordinating, implementing and assessing national policy related to the education system. Ministry of Science, Technology and Higher Education has the mission to define, implement and assess the development of policies in the area of science, technology and higher education.

The Ministry of Labor, through the Institute for Employment and Vocational Training (IEFP), is responsible for training through apprenticeship programmes, continuing vocational training, active labor market measures implementation and vocational training policies.

The National Agency for Qualification and Vocational Education (ANQEP) is the public body responsible for coordinating and implementing vocational education and training policies for youth and adults.

The National System of Qualifications (SNQ), established by Decree-Law no. 396/2007, aims to promote the organization of vocational training within the education system and the labour market by increasing the qualification of the Portuguese working population, notably through the extension of dual qualification and through the recognition, validation and certification of learning skills. The SNQ framework is based on the articulation between VET within the educational system and VET in the labor market. It adopts a governance model that is coordinated by ANQEP and comprises the main VET stakeholders.

At the level of compulsory education, the VET system has two levels: VET in basic education and VET in secondary education.

Although VET measures are generally aimed at those who are over 15 years of age, in 2014 were launched the Education and training programmes for young people (*cursos de educação e formação de jovens* – CEF) targeting those who were under 15 years old at risk of early leaving. These are school-based course and include a work-based learning, with the involvement of enterprises. There is a diagnostic evaluation that includes vocational guidance at the beginning of each programme to assess the prior knowledge of the learners, their needs and interests.

At the secondary level VET programs include Professional programmes (*cursos profissionais*), Apprenticeship programmes (*cursos de aprendizagem*), and Specialized arts programmes.

The first aim to provide learners with the required vocational education and training to develop personal and professional skills to perform a job and to pursue further studies and/or training (at post-secondary or higher education). These

“Professional programmes” include three training components: sociocultural, scientific and technical.

Seconds (Apprenticeship programmes) are for students aged 15-24 who have reached at least 9th year of schooling but have not completed secondary education. They are specifically designed to help young people, providing them with the necessary skills and knowledge, to enter the labor market.

Finally, the Specialized arts programmes aim at providing learners with the specific vocational education and training they need to enter a career in the artistic field of their choice by developing their capacities and talent or to take further studies/training in one of the fields.

All this programmes grant to successful learners both a secondary level education certificate and an occupational qualification at European Qualification Framework (EQF) level 4.

At the post-secondary non tertiary education, there are two courses: Technological specialization programmes ( *cursos de especialização tecnológica*) and Higher professional technical programmes ( *cursos técnicos superiores profissionais*). The first ones are characterized by a combination of general, scientific and technological components in school with work-based learning. They last approximately one year and grant a technological specialization diploma corresponding to level 5 of the European Qualifications Framework. The latter run for four academic semesters, with 120 ECTS and award a diploma of higher professional technicians and are provided by the Polytechnic Institutes.

There are also vocational education and training programmes especially for adults.

Education and training courses for adults ( *cursos de educação e formação para adultos - EFA*) are available for people over the age of 18 who wish to complete basic or secondary education. They are organized in a lifelong learning perspective and in training paths, defined through an initial diagnosis assessment. These courses can confer a double certification (school and professional).

Certified Modular Training courses are available for people over 18 years of age who have not completed elementary and/or secondary education and allow students to create flexible and variable length courses according to their own needs. The duration of a modular training course may range from 25 to 600 hours. Upon successful completion of each module, and assessment by a technical committee, a final certificate and diploma are issued (EQF levels 2-4).

Although all the above mentioned VET courses can be attended by any people, thus also by migrant children, there are certain programmes specifically addressed to immigrants, for example:

- [Português para Todos](#) (Portuguese for all): Courses for immigrants over 18 years old with legal residence in the country. They aim to enable the student with the necessary skills to communicate and understand the Portuguese language, as well as gain knowledge of basic rights of citizenship for their integration into the Portuguese society. This

programme, managed by the High Commission for Migration, is a joint initiative between the Presidency of the Council of Ministers, the Ministry of Labor, Solidarity and Social Security and the Ministry of Education and Science.

For most of these courses there is state financial support for those who wish to attend them, such as training grant, meal allowance and transportation allowance.

#### **b) Education or training methods aimed at enhance intercultural competencies to social workers**

There is no VET training about specific competencies and skills to deal with migrant children.

There are professional programmes, such as child support technician or community support technician, which develop students' skills for direct work with children, but without targeting the special needs of migrant children. They are, therefore, comprehensive courses about Migrations, Refugees, Human Rights, Children at Risk.

##### *Non-formal and Informal training in VET framework*

In 2017, the Government created "Passe Jovem", which aims to register the participation, recognize and validate the learning outcomes by young people in processes and activities, outside the school context, in the field of non-formal education. This instrument is for young people between 12 and 18 years old.

Entities that wish to see their activities recognized must submit a profile proposal of the learning outcomes of those activities to the Portuguese Institute of Sport and Youth, which will assess and validate it. The recognition and validation of learning outcomes takes into account the following benchmark competences: competence in the mother tongue, communication in one or more languages, mathematics and science skills, digital skills, "learning to learn", social and civic competence and cultural awareness. Young people who carry out a minimum of 25 hours of activities per year are awarded the Youth Pass certificate.

There are good practices (mentioned above) aimed to promote the integration of immigrants, but they do not focus exclusively on children. However, a considerable part of their target are children/youngsters. For example:

- **Programa Escolhas**: is a national government program created in 2001, promoted by the Presidency of the Council of Ministers and integrated in the High Commissioner for Migration. It's mission is to promote the social inclusion of children and young people from vulnerable social economical contexts, aiming equal opportunities and social cohesion reinforcement (Website: <http://www.programaescolhas.pt/>).

- **Partis - Artistic Practices for Social Inclusion** (until 2018): developed by the Calouste Gulbenkian Foundation, this program supports projects that privilege art as a means of social intervention among vulnerable groups/communities. One of the projects supported by this program is:

- **IbiscoDE**, which uses theatre to work on the self-esteem, motivation and concentration of children from vulnerable neighborhoods.

The High Commission for Migration promotes the **Mentoring for Migrants program**. This is an initiative that, through volunteers, promotes the exchange of experiences, support and help between Portuguese citizens and immigrants. The Mentor, among other functions, will help the immigrant citizen to practice the Portuguese language, to know the Portuguese culture and customs (Website: <http://www.acm.gov.pt/-/programa-de-mentores-para-imigrantes>)

### 3.5. Partner Contribution: CSI, Cyprus

#### a) Accreditation and certification methods according to the NQF

KY.S.A.T.S. is considered to be the competent authority of Cyprus for the recognition of higher education qualifications, for Degrees and jointed Degrees. The general competences and skills of these professionals are in relation to their profession as well as with their job position inside their working environment.

Regarding their training needs, most of the professionals who took part in the survey of the GVETS project mentioned that there is no specific VET education for professionals in relation to assisting people/children with different cultural backgrounds. Most of the professionals who work with children with migrant background rely on internal, non-formal trainings provided by their Organizations.

The Organizations and Public Bodies that provide training courses to people who work with migrants are the following:

- 1) Ministry of Education and Culture
- 2) Ministry of Interior
- 3) CARDET

- 4) "Hope for Children" CRC Policy center
- 5) Municipalities
- 6) UNHCR Cyprus
- 7) KISA (Action for Equality Support and Antiracism)
- 8) Cyprus Council for Refugees
- 9) European Funds Unit (Ministry of Interior)
- 10) CSI
- 11) Pedagogical Institute

The training courses mentioned above belong to non-formal education and in many cases provide accreditation in the framework of the Human Resource Development Authority (AN.A.D.) – see below.

#### **b) Education or training methods aimed at enhance intercultural competencies to social workers**

The Human Resource Development Authority (AN.A.D.) offers evaluation and certification of professional qualifications in order to help professionals develop their skills and competences in several sectors. The identification and documentation of the learning outcomes of the candidates, taking into account their previous formal, non-formal and informal learning, is carried out by the HRDA-approved Qualification Assessment Centers. The CAPs, which also undertake the evaluation of candidates' professional qualifications, are Certified Vocational Training Centers (VET) and have or have concluded an agreement with one or more Vocational Training Structures (VETs) specializing in VET related fields in which they are active in the evaluation of qualifications.

The qualification is done by the HRDA on the basis of Qualification Evaluation Reports. The Certificates of Qualifications awarded to successful candidates are incorporated in the Cyprus Qualifications Framework (CyQF), which is associated with the European Qualifications Framework (EQF); therefore, the certificates include credible and valid career qualifications, facilitating the staff mobility of European citizens.

As mentioned in the national report which was written for GVETS project, in Cyprus there is "SC-IRIE": Integrating minority, migrant & refugee children at European schools & society – ShipCon. ShipCon provides Erasmus+ courses that are created to meet the personal and professional needs of all the people who are working at Universities, teachers at primary and secondary education, trainers, and VET staff. They are delivered by top quality trainers in outstanding locations across Europe, such as Limassol (Cyprus), Palermo, Prague, Barcelona, London, among others.

One of the courses they provide is the course which is ideal for School principals and directors (primary and secondary), teachers (primary and secondary), educational advisors, community leaders, community workers, social workers, NGO's working with minority groups, migrants and refugees, and civil organisation staff. The participants will have the opportunity through theory, practice and hands on experience, and reflection to acquire the following competences:

- Deal with cultural differences inside the classroom and make the most out of cultural diversity
- Embrace cultural diversity and best practices for integration
- Develop and implement desegregation policies
- Understand the importance of national language acquisition for integration of minority groups and migrants
- Implement best diversity policies and take affirmative actions

However, according to the professionals who took part in the GVETS research, a more systemic and holistic approach is needed in relation to supporting and training professionals working with children from migrant background, which will include both online and offline learning material, as well as both theoretical and practical skills and competences.

### 3.6. Partner Contribution: Diversity Development Group (DDG), Lithuania

#### a) Accreditation and certification methods according to the NQF

Like the European Qualifications Framework (EQF), the Lithuanian Qualifications Framework (LTQF) has 8 qualification levels. Levels of qualifications are arranged hierarchically, in accordance with the criteria defining qualifications' levels: complexity, autonomy and a range of activities which a person with certain qualifications can be expected to carry out. The LTQF includes qualifications for working and learning, the main purpose of which is to prepare a person for further learning. Such qualifications are acquired upon completion of general lower or upper secondary education programmes.

VET qualifications are attributed to the first five levels of the LTQF in the Lithuanian qualifications system. Qualifications at levels 1-4 are acquired by completing vocational education and/or general education programmes, whereas qualifications at level 5 are acquired by completing training programmes intended for people with a vocational qualification and professional experience, higher education programmes not leading to a degree, and/or through professional experience and independent study.

Level 6 qualifications are acquired by completing cycle one of university or college studies and, in cases and according to the procedure specified in legislation, by completing study or requalification programmes not leading to a degree.

Level 7 qualifications are acquired by completing cycle two of university studies or integrated study programmes, in cases and according to the procedure specified in legislation, by completing study or requalification programmes not leading to a degree.

Level 8 qualifications are acquired by completing doctoral studies. In addition, qualifications at all levels may be acquired by gaining professional experience or by independent study.

Social workers are required to improve their qualification at least once a year, at least 16 hours per year. Supervision of qualification and its improvement is under the responsibility of the Department of Supervision of Social Services under the Ministry of Social Security and Labour. It approves training courses and their providers. There were 166 different training programs approved in 2017. None of them was about intercultural work or work with people from migratory environments (Qualifications and Vocational Education and Training Development Centre).

Respectively training courses and programs for other professions (psychologists, teachers and etc.) are approved by corresponding authorities in that field. There is no one single body approving all the training courses and trainers.

Non-formal CVET for the self-employed and training for employees, initiated by employers, is organised in various settings. Some companies have their own training units and qualifications frameworks or apply internationally-recognised sectoral qualifications and programmes. Social partners have the right to initiate new qualifications, standards and VET programmes. Employer representatives participate in designing and assessing VET programmes according to labour market needs. They are also involved in organising training and may participate in the management of VET institutions and become their shareholders. Currently, social partners, enterprises and municipal authorities participate directly in managing self-governing IVET providers, which comprise a quarter of all VET institutions (Qualifications and Vocational Education and Training Development Centre).

#### **b) Education or training methods aimed at enhance intercultural competencies to social workers**

There are no systematic and constant training available for specialists working with migrant children. Some trainings take place on one-time basis, they were prepared and carried out as part of a project and by NGO.

There are no specific VET training programs for specialists working with migrant children in formal VET system. There are though training courses for social workers that are aimed at developing general competences that are needed also for work with migrant children and their families, for example: Analysis of social situation of client and decision making; Self-motivation and supporting self-capacity in social activities; Improvement of social work with client skills (solution oriented consulting); Juridical aspects in activities of social workers; Role of social worker in solving juridical problems of vulnerable groups on social and health issues; Personal empowerment (client involvement into decision making, their empowerment, development of client responsibility and so on. These courses and institutions providing them are accredited by the Department of Supervision of Social Services under the Ministry of Social Security and Labour.

There are no specific training methods/ programs/ good practices specifically aimed at enhancing intercultural competencies to social workers who collaborate with migrant children in Lithuania. There is a specific program developed by NGO Diversity Development Group for training of intercultural competences, but it is not specifically aimed at migrant children's needs, it is of a more general character.

### 3.7. Partner Contribution: OXFAM, Italy

#### a) Accreditation and certification methods according to the NQF

The Italian Education and Training System, endorsed in Law 53/2003 is divided into:

- Pre-primary education (three years)
- The first cycle of education, which includes primary education (five years) and lower secondary education (three years)
- The second cycle of education, which includes: upper secondary education (five years) - Lyceums, technical and vocational schools - and the Vocational Education and Training system.

The Vocational Education and Training system falls under the competence of Regions and provides the following training offer:

- Three-year courses leading to a Professional operator certificate
- Four-year courses leading to a Professional technician diploma. At the end of these courses, students obtain a qualification released under the regional system and acknowledged at national level.

National Register of qualifications awarded in the VET system was created in 2011. After obtaining a Professional technician diploma, students can continue in the Higher Education and in the Higher Technical Education and Training system, after completing an additional year and after passing a State exam.

In addition to Vocational Education and Training courses, the competence of Regions and Autonomous Provinces in the field of vocational training extends to other training activities for young people and adults.

**b) Education or training methods aimed at enhance intercultural competencies to social workers.**

- During these recent years, the need for raising awareness regarding migration is becoming bigger and bigger. That is why, the situation in Italy, due to the fact that hosts a big number of migrants, refugees and asylum seekers, is becoming more demanding and the requirements related to professions that deal with this target group, is a reality that needs qualified and certified professionals, who can cope with migrants and can assist them to integrate smoothly to their new society.

For this kind of training methods (that is used for GVETS Project), it is important organize qualified training for all operators in the childcare system, but the main critical aspect for Italian context is that the qualification system is regional, so quite different and heterogeneous.

The gamification as a technique can be applied to different kind of ages or target group, but the contents of the Platform acquires a more advanced level of competencies.

The stakeholders said that there is a huge need for this kind of Projects and initiatives, but is very important to be supported by public bodies and the governments, as there is a big gap in this area.

- Are there any training methods/ programs/ good practices specifically aimed at enhancing intercultural competencies to social workers who collaborate with migrant children?

Especially in Italy, there is a huge variety of Training methods, Projects and Good Practices addressed to migration and aimed to enhance and empower the intercultural competencies of the Professionals and migrants. Specifically, Oxfam since 2011 has participated in many European and National Projects related to migration field (youth exchanges, mobility, health, educational, reception system, research, etc.). In parallel, there are many public or private training provision provided by Universities, voluntary associations, cultural associations, social cooperatives, NGOs (non-governmental organizations), foundations.

In general, there are a lot of services that aim to enhance and empower the intercultural competencies of the Professionals who work or interested in the migration field.

## 4. Policy Recommendations

### 4.1. Partner Contribution: IASIS NGO, Greece

#### Adaptation of GVETS Modules to stakeholders' activities.

-The majority of the participants have already visited and registered in the Platform and what they all agreed is that the contents are well-organized and are related to each of the Module's objectives.

-One adaptation method that recommended by the participants is that they can use the Platform and the activities included, during their workshops with their beneficiaries.

-Also, what they suggested is to adapt this Platform to their training needs, so they can use separately the different Modules in different sections or Workshops.

- What they discussed is that the Platform's contents can be applied also to other professionals, who work with different or similar target groups (for example youngsters), in order to strengthen their competencies related to migration field.

-They all agreed that except from the training needs that could be covered, they can use the Platform for future planning. For example, for those who work in the Research or in the Project writing field, they suggested that this Platform could be a thematic basis for future European pedagogical related to either the gamification as a technique or either as a good Practice, which could be included in other European Projects.

The majority of the respondents agreed that all the Modules respond directly to crucial issues connected to the training needs and requirements of the Professionals. Also, they responded that due to the fact that there are already many other training tools and Projects that focused on the professionals' needs related to migration, the GVETS Platform compares the modern world of gamification within the theoretical and the practical approach of immigration. Except from the training needs and the educational perspective of this Project, it is really important that through GVETS, the involved beneficiaries had the chance to discover the "gamification world" in a deeper and clearer way.

The sustainability actions that could be undertaken by the involved stakeholders and these ones that were suggested during the Multiplier Event are:

-Dissemination activities through all the available Social Media –in Professional sites and Facebook Pages of the Associations that the stakeholders working for.

-Through workshops and lectures that could be organized by the involved Professionals, either if these events are addressed to migrants and refugees, either if they will promote the Project’s Platform to other professionals or associations, who collaborate with.

-The adaptation of the Platform, especially when the National/translated editions will be finalized, to their working environments.

#### **Main recommendations gathered from the stakeholders about policies improvement.**

-Regarding this question, what the stakeholders answered is, that there is a huge need for this kind of Projects and initiatives, but is very important to be supported by public bodies and the governments, as there is a big gap in this area. It is very important to promote and to disseminate the deliverables and the products of these Projects, which have a European impact. There is still lack of information regarding research and educational programs, but they really expressed the need to inform themselves and to raise their awareness concerning the benefits of these Programs. Thus, their active participation through these activities and Projects could be a good starting point for the improvement of policies, because as they said, *“the more knowledge you have and the more skilled you become, you can affect even more the system around you”*

-Excepting the fact that there is a lack of information regarding the non-formal educational techniques –especially in the informal mentors or for those who are not professionals-, there is a big motivation and effort by associations and organizations who are working in this field, to promote and to disseminate this learning type as much they can. All the stakeholders that took place during the Multiplier Event agreed that all the organizations that they know or they are working with, they have already participated as a partner or organized Educational Programs that aim to enhance the competencies of the beneficiaries, through relevant training curriculums and materials that directly respond to their needs and requirements.

-The majority of the participants discussed that the best way to improve the policies around the educational system and its services is the active participation. As example, they referred to Erasmus+ Projects and the Networking of organizations that work in the research and development departments (who already create a huge variety of Learning Programs and methodologies). Also, they mentioned that it is very important to expand even more their impact, through dissemination and exploitation activities. The collaboration and the efficient coordination between different associations or organizations with common purposes, could expand their opportunities of exchanging good practices and initiatives that could create, on their turn, new policies.

#### **Main recommendations gathered from the stakeholders about the technique gamification**

The most recommended advantages are:

- Gamification as a technique can approach easier the youngsters, as it gives to the trainings a more funny perspective.
- Gamification has a free and an easy access to those, who do not have the knowledge but either the ability to participate in different kind of trainings in order to empower their competencies.
- The Platform includes a wider spectrum of different information and tools that are shaped in a gamified way, which was the initial –main- objective of the Program.

The most recommended disadvantages are:

- Gamification as a technique, due to the fact that is an online type of training education, it is difficult for the Project's partners to supervise the time and the meaningful work that each of the members dedicate to its contents.
- The Modules of the Platform and their contents are really well done worked and organized, but they are not so flexible, by meaning that the activities are directly connected and created in a way that included parts of the theory that they had to read them. So, due to the fact that the meaning of Gamification is related to a different learning perspective, the participants were a little bit confused about the logic behind the step by step procedure that they need to cover in order to complete the one Module and to proceed with the next ones.
- The linguistic variable was the main issue referred as a difficulty, so they needed to see all the Modules translated in order to have access even those, who do not know the English language.
- The logic of the platform, was a little bit confusing, when they had a first sight to the Platform, so they needed to browse a little bit more, in order to facilitate and understand the process.
- Some of them recommended that the theoretical part is overload and the information included is too much. Thus, sometimes the participants get tired of this theory and they wanted to spend more time with the activities/tools.

Examples of other European Projects are:

- European Project: “Games as a tool for social change” (Key Action 2, Youth)
- Kahoot application
- Mentimeter application

#### 4.2. Partner Contribution: MENEDEK, Hungary

##### **Adaptation of GVETS Modules to stakeholders' activities.**

According to the participants, GVETS Modules are very useful both for their professional development and for their educational activities. They agreed that this training should be included in the various social studies BA curricula, and also offered to professionals working on the field for many years. They highlighted the no-cost side of the course, and that there is no time and space restriction when somebody is taking the course.

Another shared opinion was that there is common deficiency among stakeholders on migration related topics, and not just on basic cultural, geographical and legal knowledge, but also on basic competencies on working with migrant children. The following competencies were listed that can be developed by the GVETS Modules: tolerance, empathy, self-reflection, cross-cultural information, openness, emotional intelligence, objectivity, intercultural communication.

Participants suggested that GVETS could be best implemented as part of a curriculum rather than a standalone course: both HE courses and other trainings are specialized for certain target groups (social workers, teachers, border security officers, etc.), and GVETS is a valuable addition to those courses, sections selected based on the specific group.

Stakeholders appreciated the opportunity of an online tool that broadens the variety for additional resources and pedagogical tools that they can utilize in their classrooms. The GVETS modules are especially useful for trainers as preparatory work, homework and introductory materials in certain topics of a course.

Some stakeholders from HE expressed their need for train the trainer course for GVETS in the future. Overall they all agreed to implement the Modules / parts of the Modules in their everyday activities.

##### **Main recommendations gathered from the stakeholders about policies improvement.**

Migrant-specific curricula are scarce in the trainings for helping professionals in Hungary.

According to stakeholders, online tools such as the GVETS training must be implemented within a wider training context: due to the sensitive nature of the topic, it is important to combine the online learning with contact hours with experienced trainers. The online training component can be utilized by trainees

who would like to gain additional knowledge in the field, however for deeper understanding, consultation is necessary.

There is a common understanding in the field that it is necessary to include intercultural, migrant-specific, child protection-focused modules in the training of helping professionals. Therefore, in accordance with Hungarian policy recommendations, topics covered by GVETS should be an integral part of such trainings. Apart from the wide implementation of GVETS, relevant topics should appear in the official curricula of HE programs.

### **Main recommendations gathered from the stakeholders about the technique gamification**

A distinction had to be made between e-learning and gamification. The terms were not well-known among the participants. All participants agreed that gamification as an interactive method and motivational tool is very important and useful in 21st century education. The means of delivering gamified content through e-learning is rather controversial according to participants:

As an advantage: it is widely reachable among those who can use digital tools, and have Internet. It can be more attractive for young people but beyond content it needs a playful design in order to engage learners.

On the other hand, the level of digital skills is not developed enough in certain groups of professionals to handle and navigate an online platform.

As migration is a sensitive topic, and awareness raising is an important aspect of it, a skilled trainer is needed, who can bring new aspects or considerations in a discussion. Gamification as a pedagogical method can be highly useful for the involvement of learners, which can result in more interactive discussions and enhance understanding through critical approaches.

### **4.3. Partner Contribution: ITAINNOVA, Spain**

#### **Adaptation of GVETS Modules to stakeholders' activities.**

All agreed with the idea of enabling spaces for collaboration, communication and training of work teams to solve ideas and doubts among teachers, experts, professionals and students with less experience, but interested in these issues

It could also create a space of doubts, or of CF, that allows to solve in an agile way the most repeated questions.

Another way to improve and adapt the contents could be including one or two face-to-face sessions where you can practice with social skills techniques or

transversal competencies.

The contents should be open to social work with the environment and families of the minor to develop a more inclusive, global and more ecological impact work.

Everyone comments that one of the weakest aspects of the course is the platform itself where usability is not very pleasant and Gamification is scarce.

They also appreciated the idea that the contents and exercises with the model responses were in a downloadable format.

They miss a downloadable course handbook that can guide you on the itinerary, objectives and contents.

Some of them have difficulties to understand deeply and they would like to have all modules in Spanish to spread and disseminate to stakeholders; technicians, and other professionals.

With some new situations, new legislation and rules, it must necessary to up-to-date activities and some information regarding the framework of social work and legal issues.

#### **Main recommendations gathered from the stakeholders about the technique gamification.**

They are aware that there are NGOs and associations at the regional level that promote policy improvement measures working on publicly funded projects that promote integration and reception measures.

There is a lot of volunteering and NGOs that are the first to promote initiatives and projects with social impact, but still need more will to be sustainable and durable over time, and can reach all populations and regions in the same way.

The lack of specific training has been a gap in the knowledge of this population and their particular needs.

They ask for more inclusive policies and projects that involve the whole society and community, as well as incorporate training, information and non-formal education campaigns in schools and children's leisure centers.

They also need more formal and professional training for all sectors that work with these groups, promoting the creation of networks, associations, work groups and communities that exchange their experiences for improvement and training.

Other recommendations for the improvement of policies is the increase in funding for a greater number of programs with an impact on these social groups and more resources for training.

### Main recommendations gathered from the stakeholders about the technique gamification.

Regarding the course, they consider that it must be improved with more games and competition, adding game rules, prizes, rewards and some gratifications (messages, icons, images of challenges and goals)

The exercises are very simple, and it should be funnier. even playing against other player.

About the technique, they think that it very attractive and it improves the motivation for learning, and helps for the interactivity among students and teachers.

Playing is good for the brain, and it's necessary to enjoy for the process of teaching-learning in kids and adults too.

Some professionals did not know this technique in online format, and others knew some techniques for face-to-face training, where role play, group dynamics, team games and challenges were the closest they understood to be part of Gamification.

The majority associated these game techniques or the same concept of gamification with the techniques of education for children and not so much their use for the formation of adults; So it has been very interesting for all of them.

#### 4.4. Partner Contribution: AIDGLOBAL, Portugal

### Adaptation of GVETS Modules to stakeholders' activities.

#### Regarding the Platform adaptation to the needs of the professionals:

There was not enough time to explore the platform in depth (it was sent an email with the connection to the platform so the students could log in and explore the platform).

- **TRAINEES.** The general opinion of the trainees was positive, considering the theoretical and practical content that was explored during the Multiplier Event.
- **STAKEHOLDERS.** In general, the adaptation suggestions were built on the question "how to improve the platform according to stakeholder's needs, so it's possible to bring the stakeholders to the platform?" Taking this into consideration, we present the bullet points that were chosen in the Multiplier Event:

### Adaptation suggestions:

- **An adaption of the platform and the gamification to people with specific needs** (for example: deafness and blindness).
- **Conversation/interaction platforms: the creation of a space for comments** (in the platform) and also a **doubt forum**, that allows the interaction between users. Regarding the forum, there was more than one group that presented this idea. One of them presented also the idea to create two separated forums: one that was managed by the **teacher (doubt forum, more theoretical to discuss content)** and one **“cyber coffee” (to talk and to network, more informal, where people can network and share ideas, information and discuss politics)**.
- **Module about empathy/to create awareness:** to add a **module to create awareness for stereotypes**, for example, to inform about how to be professional and respectful in client services, without judging the costumers.
- **To allow to take the course in groups**, offline and online, since taking courses in groups is benefic; the course should **be part of the organization Chronogram**, if the course is realized in group; to create group dynamics, in teams (like a contest); to capacitate a wider range of people, the target group is too specific. Also to work with associations that already work on these topics and that could use the tools offline, in their work.
- **Listen to the children** (create a time and space to talk about the children needs, wishes, objectives – how do they feel? (at the moment)) **and after that, include their opinion in the event/activities** with social workers.
- **To create a bilateral research laboratory**, bringing children into the process (of the continuous development of the content of the platform, including the e-learning course).
- **Improve the gamification aspect and create a Guide on “how to apply the resources and the content of GVETS offline”:** create a **“multi-player” option** to play the game; **create mini-games by event** (themed, for example, that are connected to holidays or to an International Day like the Children’s Rights Day); **offline tools** (that could be used offline), to reach to a wider public and **indications on how to use the instruments on the platform with different groups:** how many hours are necessary to pass the content? How to know if the content could be passed?
- There is a need for time and space to develop and improve what we already have (this was the first step, the prototype) - **to continue with the project.**
- **Suggestions box:** to create a forum so users talk directly to the platform developers, so they could give improvement directly to the developers.

### To guarantee the Sustainability of the Project

#### **ENGAGEMENT ON THE PLATFORM**

- **Development of new courses** or/and **different levels of difficulty** to give the sense of evolution inside the platform;

- **Certificate the hours of the professionals that contribute to the development and sustainability of the platform;**
- Create **meetings of the users of the platform** (but offline) – for networking; to share experiences, problems, needs; for professional formation; dissemination in social networks to gain new users;
- **Professional Network** – joining the professionals that created the platform, new professionals that could have interest in collaborating to continue develop the platform, professionals that have the “know how”/knowledge.

#### DISSEMINATION

- Disseminate the platform through intermediaries as **training for municipal technicians.**
- In **conferences** about this themes (for professionals and students of the areas), to also connect money for the project.
- **Events to present the platform to big companies**, in terms of bringing awareness to their role regarding social responsibility.

#### PARTICIPATION - DOUBT/DEBATE FORUM:

- **Create a debate/sharing forum**, so the users could help each other, share doubts, etc;
- **Create a debate circle** with different associations, municipalities that know the project and that are willing to disseminate it – “Network of Social Workers who Work with Migrants”.
- **Volunteering and internships** to create **fundraising for the platform.**
- **Have the possibility to edit the information** – the administrator would review and approve new information/actualization of knowledge; online seminars with the network to review the content;

#### HOW TO FINANCE?

- **Ask for donations to big companies;**
- **Publicity on social networks; Sell the trainings** to companies related to the work with children that could sponsor them;
- **Modules with more specific content that are charged** (example: 20€).

#### PARTNERSHIP

- **Search for partners** (other than NGO: business companies, municipalities ...) who want to support the project;
- **Create a partnership** with entities that work with migrants so the sustainability of the platform could be a **mandatory instrument for the self-formation of the workers.**
- To create a **partnership with a University**, so the sustainability of the platform/project is made through a young target (students), which will develop the activities. E.g.: a project that is part of a course unit.

**OFFLINE USE:** Create a solution to make the offline utilization possible, for those who don't have computers or access to the internet.

## Main recommendations gathered from the stakeholders about policies improvement.

### To the government (policies improvement):

The only measure pointed as “relevant improvement” was the **Formation Program in Portugal of “Unities of Formation of Short Duration”**, however it was pointed the need for a bigger diffusion and dissemination, considering that there is lack of affluence in this program.

The majority of “relevant” improvement is caused by the action of NGO’s and entities from the civil society (entities like: [Casa do Brasil](#)). The IOM (International Organization for Migration) was also referenced as a good example of an inter-governmental organization. An example is the Project “[Renovar a Mouraria](#)” (an organization that works for the inclusion of migrants in Lisbon - supported by the 3<sup>rd</sup> sector, the municipality and parish council (local government), after it was created.

The social workers feel that there is an “opening” to give support, but there are no concrete measures coming from the government (“there is no concern”) to create this kind of initiatives. Normally, the first steps are taken by the “individual” or by the organization. There is no accompaniment of the projects to support them and to guarantee their sustainability. From a wider point of view, there is not a big dissemination, made by the government, about the integration policies that come from the EU.

### MORE TOLERANT AND INCLUSIVE POLICIES:

- The group recognized the importance of creating new public policies that consider transversal **topics like gender, ethnicity, nationality**, etc., that are connected to migration and Human Rights.
- The necessity to “Humanize the services”, in a sense of deconstructing deep-rooted stigmas and prejudices and, also, preparing professionals in terms of emotional intelligence and to be able to give the adequate and empathic response, to the people they work with.
- The need for more Non Formal Education methods in the Formal Education.
- To create a **more active school**, in a way that children are treated as equals.
- Integration of the **theme of migration as a discipline in training courses** for professionals who will work with the population concerned.
- **Promotion of training on the theme and investment in more financing of these training.**
- Information on these policies may not be widely disseminated – **invest in dissemination**, so the information achieves the professionals that this subject concerns.
- **Financing for equipment acquisition** (computers and other that are necessary for capacitation).
- **Increase the salaries of social workers.**

### WORK WITH THE COMMUNITY:

- It's needed an improvement in the education policies **in articulation with the community, considering their specific needs. For that, it was proposed to** use the Stories of their Life's as resources and their experiences as a basis; to create groups of discussion, to collaborate
- To capacitate both parts – the professionals but also the children (to be able to be independent and self-aware (for e.g.: emotional intelligence, skills to have a job (hard skills), soft skills, ... );
- **Actions to create awareness and to capacitate people** about obligations of the State and about inclusion measures (social works and also children/young adults).

**CREATION OF A NETWORK (gathering professionals that work/want to work/are interested in this area):**

- To motivate and include the society, one of the functionalities could be to identify and to encourage the best initiatives (in one community, which topics are being worked, by whom? Maybe we have two organizations working on the same topic that don't know about it and that could work together to enhance their projects);
- The creation of a website to share good practices;
- To compel the State to be alert and to encourage the creation of an "Informative Network", a place to share knowledge and experiences with everybody.

**Measures that could be adapted by national partners:**

**TRAINING/EDUCATION**

- Better access to training/university courses: courses are too expensive.
- To create possibilities for volunteering experience, so the trainees and stakeholders can have a direct experience (to know better the reality).
- Facilitating of access to job opportunities (the 1<sup>st</sup> job, for e.g.).
- Create curricular units that approach this topics in a deeper way.
- To include migrant in the capacitation process of the professionals/education – to arrange meetings, talks, and others, that allow the migrants to talk about the experiences that they had.
- Recognize the importance of new of learning.
- More training for the professionals.
- More international opportunities for the social workers: international conferences (to allow professionals to have a wider vision of their profession's reality in other countries).
- Visits to know more about realities of those who work with children with migratory history.

**PARTNERSHIPS**

- To create partnerships with international entities, so it's possible to exchange good practices.

**DISSEMINATION**

- Disseminate in a more efficient way the events about the capacitation of social workers – include the media (like TV and radio).

### Recommendations for the improvement of policies:

#### EDUCATION/TRAINING:

- To create internships for each year of bachelor (create more practical courses) and allow them to know different areas, inside the social work.
- More fieldwork.
- More Erasmus scholarships – enable students to know different places, people and perspectives.
- Lack of curricular units that talk about this subject – how to work with migrant children?

#### FINANCING

- Invest in more financing for practical training.
- More funding for the 3rd sector entities, so they don't have to live at the expense of volunteer work
- Investment in the implementation of methods that evaluate the habits and verify the results obtained through the implemented public policies.
- Invest in Non-Formal Education.

#### PARTNERSHIPS

- Facilitate partnership networks and contact networks.

#### WORK ON THE FIELD

- Guarantee intergenerationality (to ask not only to professionals, but also to children and young people).
- Multidisciplinary intervention (to have professionals with different backgrounds and areas of knowledge to obtain a broader focus).
- Create an **observatory of good practices**.
- **To know the communities and to understand “what are their needs and their resources?”** To create a map of the communities and the local partners, underlining their needs and what they are doing (What projects? Who is working with whom?). **To the Education Ministry:** to invest in the training of teachers (awareness about how to work with migrant children and young people; to have and to teach about respect regarding other cultures, intercultural dialogue (mandatory in Europe “White Paper on Intercultural Dialogue”)).

### Main recommendations gathered from the stakeholders about the technique gamification.

#### Advantages

- **The language:** is direct; it breaks personal barriers and helps to avoid conflict, because there is an opening to new forms of communication between

participants (when there is the possibility to have that in a gamification platform).

- **As a method:** attractive and facilitates learning; interactive; quick answers; stimulation; facilitates integration; more democratic; motivates people to work and to learn by playing; the compensation method is good for the brain; the learning rhythm can be decided by yourself (learner), so it helps the person to gain interest in other teams at the same time; It's inclusive to all personalities, including that people that are more introvert and had problems sharing questions or doubts in class\* (see disadvantages); interaction with other people through chat, allowing to share experiences, to help each other during the process, to develop new relationships and to meet other people.
- **The learning aspect:** the content and the structure ("gamification is the content, and not a simple game"); playful – gamification makes it lighter; It's easier to come in touch with new contents; practical; it reaches more people, because it's online.
- **Range:** it allows more people to have access to it (so, easier access to knowledge and education tools).
- **Digital aspect:** Captivates more / creates more motivation for the fact that is something digital and interactive; the feedback is immediate; closer to the youth world (something that is familiar to them).

### Disadvantages

#### CONTROL OF THE WORK

- Does not control the accomplishment of the task (who does and what does).

#### HUMAN INTERACTION

- Human interaction remains key to making the game meaningful and engaging the participant. And here we cut it.
- We may be contributing to the exaggerated use of digital tools, so criticized for diminishing and conditioning human relations.
- \*In the other side, we may be contributing to the exaggerated use of digital tools, so criticized for diminishing and conditioning human relations.
- There is no human contact.
- People could be misled by others (catfishing).
- Gamification is more suitable for children. And, for this reason, when utilized with social workers (adults), they could be reluctant and prefer more formal methods of learning.
- In GVETS case, the platform doesn't allow interaction with other users.
- It takes away the "thinking" function of children/adults.

#### ADDICTION

- It can become addictive. Considering that young people spend a lot of time using technology, it could further reduce the space of direct contact with others.
- To feed an addiction. When you do everything using technology, you could be to "close in your own world".

- Could lead to inactivity/sedentariness if the “community” aspect is not present in the platform.

#### DIGITAL

- Hackers.
- To access the platform and the resources you can only do that online - **To be mandatory to have internet.**
- Those who have never used these features may not **appreciate and are afraid to use.**
- To overlap to impose to other practices – it has to be guaranteed the balance between the online and offline activities.

#### OTHERS

- **Could lead to disorganization.** It leaves them very free to organize their own “study” routine, sometimes it is difficult for young people to be able to self-organize in this sense;
- It’s not flexible, because not everybody responds to the same form of stimulation (e.g. visual, audio ...).
- It shouldn’t be the “end” (objective), but the instrument.
- The construction of the game presents limitations.
- Saturated market: it’s easy to change to other game, activity, since there is a lot of competition.
- Budget challenge. There are high costs to create and develop a platform in a way that is attractive.

#### Difficulties

- **Ensure access to digital tools** (internet, equipment, ...).
- The **suitability of the games regarding the level of stimulation to which they are accustomed** (the stimulus level is very high, as for example in war games, weapons, etc.) so it is challenging to surprise and satisfy this “stimulus thirst” with teaching elements by e-learning).
- The **influence of current “internet influencers”** is strong and, in many cases, counter-learning. This energy and impact should be channeled into this content.
- The **variety of contents**; the fact that they are challenging / rewarding and recognizing (how to do that?).
- Because the existence of many games, of different types, makes it **difficult to highlight this one** (GVETS) – dissemination to make it appealing.
- To guarantee the easy access to everyone – computers, tablets, connection to internet.
- **Sustainability cost**: you have to pay to somebody (institution) to continue with the development of this platform.
- **Getting familiar with new ways of learning**, for those you have never worked with computers or this kind of platform, can be difficult and fearful.

- **Different forms of learning** (which changes from child to child – visual, auditory, written, ...).
- To **captivate people from different ages**.
- The **lack of information about this kind of resources**.
- **If there isn't a good theoretical basis to support the gaming**.
- **Comprehension of language and mental schemes** (regarding to their diversity).
- The **necessity to have social and cultural capital**; the content cannot be translated literally, it's important to understand the context.
- To understand common points between different realities can be a difficulty, so a solution would be to address a certain reality to something more specific.
- Lack of connection and informatics knowledge could prevent the professionals to see it as a real tool.

### Examples

General note from the participants: Many companies have these platforms has a integration method to learn a new language, to help you to enter the job market, or about waste separation, games that have to purpose to create awareness (about depression, migration, etc.), interaction games.

- [KAHOOT](#)
- [MEMRISE](#)
- Scouts Platform (didn't remembered the name)
- [Escola Virtual](#) (Virtual School)
- [Perguntados](#)
- [Moodle](#)
- Roleplay, such as "[Dados da Paz](#)" ("Dices of Peace") e o "[Viva os ODS](#)" ("Go Goals!").
- Apps like Duolingo and Kahoot.
- Table game regarding the Promotion of Gender such as [Coolkit](#) (it's in Portuguese).
- [Aga Khan online academy](#) (in Portuguese,).
- App [Huni Kuin](#).

#### 4.5. Partner Contribution: CSI, Cyprus

##### Adaptation of GVETS Modules to stakeholders' activities.

First of all, the presentation of the online learning platform was very successful, and all participants expressed their interest in the project in general and in the platform in particular (see attendance list).

Their first suggestion was that they use the platform themselves, in order to find out how useful it is and motivate other people to use it. For this reason, they received a

detailed email for registration to the platform and guidelines for using the training activities.

Based on the comments received, they could use the activities selectively, according to the needs of their workshops and their target group. A suggestion made by some young people in the audience was that the platform can be used by people who do not necessarily work with migrants already, but might be interested in working with them in the future, or might have a general interest in the topic in general.

Finally, some teachers suggested that they could use the platform in the classroom, in order for students to learn about human rights in an interesting and playful way.

According to the participants, it is obvious that the units included in the learning platform have been designed to cover the needs of professionals working with migrant children, as well as volunteers who help migrants in different ways.

Furthermore, they liked the fact that the theoretical parts are rather small and do not make the users tired or bored.

Apart from that, they liked the case studies, films etc. included in the training material, as well as the quizzes.

The overall impression given during the multiplier event was that the GVETS project was just the beginning of a general effort to train people who work with migrants on different skills, which will make them work more effectively.

According to the comments received, despite the fact that the online learning platform still has some dysfunctions and needs some final amendments, the content is valuable and adaptable to many different settings, and they believe that in the future the platform will be a very useful tool in the hands of professionals.

### **Main recommendations gathered from the stakeholders about policies improvement.**

During the multiplier it was noted that in Cyprus most initiatives for educating professionals who work with vulnerable groups, such as migrants, are taken by NGOs and associations, while there should be a more systematic effort by public bodies as well.

One suggestion was that Universities and schools should be informed about the project and encourage professors and students to enroll in the training platform, while another suggestion was that representatives from the government should also be involved in the training process.

There are several similar efforts for informing people and training professionals who work with migrants, in the framework of EU funded projects, usually under the Erasmus+ program. Special attention is given to educating people who work with migrant women and/ or children.

According to the participants, there should be further and more organized dissemination of such policies on the social media. In fact, one participant suggested

the creation of a collective website/ platform/ facebook page, which will include all initiatives, projects and activities related to migrant-related work and training.

#### **Main recommendations gathered from the stakeholders about the technique gamification.**

In general the audience supported that gamification is an innovative and useful technique that can be utilized in informal learning and unconventional learning settings.

Young participants were particularly interested in this aspect of learning and showed their interest in getting involved.

One of the main comments regarding the gamification aspect of the GVETS project in particular was that the topic of the training is quite sensitive and serious, and therefore the training should not be perceived as a game. In other words, the participants supported that the gaming elements of the platform should not be 'childish' or 'too funny', so that the trainees take the whole experience 'seriously' and 'professionally'.

In general, there were no negative comments regarding the gamification aspect of the project; just a remark that there should be balance between the learning and the gaming aspect of the training material (see previous question).

Gamification is not very widely known in Cyprus. Some people from the audience were familiar with applications like Kahoot, which can be used for educational purposes.

#### **4.6. Partner Contribution: Diversity Development Group (DDG), Lithuania**

##### **Adaptation of GVETS Modules to stakeholders' activities.**

There are always children in Lithuanian Foreigner registration centre, so such modules are indeed useful and needed.

It is possible to adapt and use GVETS modules in the stakeholders' activities, but in order to do that, translation to Lithuanian language of all modules is needed. In some cases clarification of some tasks might be needed, so the possibility to ask the author of the module would be useful and also his/hers consultation on possible amendments.

Also It would be needed to update the modules regularly, so information in them is up to date.

Useful feature would be adaptation of the platform for people with special needs – with poor vision and etc.

Another feature that would be useful is a possibility for those studying to communicate in between and cooperate.

What a lot of participant inquired about is certification – official recognition of the gained qualifications would be desired by students.

#### **Main recommendations gathered from the stakeholders about policies improvement.**

One of the main, basic things that is needed, is state financed VET programs on this topic. It should replace now existing cacophony of ad hoc trainings that exist now in Lithuania. There is a big need for very clear and obligatory system for those who are working in the field, that would involve different modules spread over the certain time.

Trainings should be conducted by trainers paid by state and would use training material approved by state. It should be something similar to qualification keeping requirements that other professions (social work, sailors and etc.) have – one working in the field is obliged to renew his/her qualifications over time.

Professionals working in the fields come from very different backgrounds (lawyers, social workers, public administration specialist and etc.) and they all need to have common ground/understanding provided by specific trainings in order to work in a cooperative manner.

Another thing is learning languages. It should not be obligatory, but at the same training structures there should be an opportunity to study languages needed for work with migrants.

There is a huge lack of training materials in Lithuanian language. So translations are desperately needed or original materials could be created.

#### **Main recommendations gathered from the stakeholders about the technique gamification.**

The vast majority of the multiplier events participants were not familiar with gamification as a technique and did not know what it was. So in Lithuania it is a very new concept, new method and the biggest challenge at this moment is to introduce it into any kind of trainings in general. Trainers do not know the methodology, they do not use it and do not have recommendations for its application.

So training on the method itself (gamification) potentially could be very appropriate in Lithuania.

Participants have considered, that the maybe the difficulty might be that not all people like to play games and for those who do not, this technique would not be appropriate. As the advantage of the methodology participants have considered the creativity, which is required then playing games.

One of the examples that was mentioned, was “Sensory box”, a specific tool box to work with children using their different senses – eyesight, touch, hearing and so on.

#### 4.7. Partner Contribution: OXFAM, Italy

##### **Adaptation of GVETS Modules to stakeholders’ activities.**

- To integrate the modules into face to face in-service trainings proposed by local authorities for social workers and educators as the distant learning component. They said “mixed training is better: online platform and traditional use in a class”.
- To collaborate with Universities implementing Masters degrees on migration and social inclusion in order to integrate the modules as seminars introducing field activities;
- To test some of the field activities proposed in the modules in social workers’ daily practice.
- To use the Platform and the activities included during their workshop with their beneficiaries
- They appreciated the platform, more attractive, but for some of them it seems difficult to have only one Unit in Italian language. They said “The platform is excellent because it integrates the traditional tools of social intervention”. Some of the participants were enthusiastic about the content proposed, that give the opportunity to reflect on ideas and expectation in new, fresh manners.

Participants seemed strongly motivated to know about the GVETS project and products. Indeed, the main positive aspect was the possibility for the participants to meet together and discuss the topic, comparing their experience. They share their contacts at the end of the day in order to meet again and discuss about potential synergies.

They all agreed that they could disseminate the Platform to other Italian partners with which they work.

In Italy, the main focus of the Reception system is on unaccompanied minors, as shared in module 4.

According to the social workers participating to the multiplier events all modules are relevant for their practice, as they provide a reference to self-assess their ways of working, reflect on their priorities when they are responsible for the present and the future of unaccompanied minors, learn new approaches and practices.

It has been highlighted as especially relevant the focus on civic education and intercultural communication.

The modules will be integrated into a training package that Oxfam Italy proposes to local authorities, NGOs and Academia.

The sustainability actions that could be undertaken by the involved stakeholders and these ones that were suggested during the Multiplier Event are:

Dissemination activities through all the available Social Media –in Professional sites and Facebook Pages of the Associations that the stakeholders working for.

Could be organised by professionals a day of training within the degree course and could be included by public bodies a self-training courses.

### **Main recommendations gathered from the stakeholders about policies improvement**

The main critical aspect for Italian context is that the qualification system is regional, so quite different and heterogeneous. Furthermore, the ECVET system has not been widely taken as a reference for training and job placement.

It is very important to promote and to disseminate the deliverables and the products of these Projects, which have a European impact.

It is crucial organise qualified training for all operators in the childcare system.

There is a gap of information regarding the non-formal educational techniques. The majority of the stakeholders that took place during the two Multiplier Event agreed that there is a need of training in this field but there are few training opportunities, especially in the Southern Italy.

In Italy there is a gap among Region in term of needs and relevant training curriculums. They said “relevant improvement policies?, no, there aren’t”

-The participants argued that the best way to improve is the collaboration and the coordination among different associations or organizations with common purposes could expand their opportunities of exchanging good practices and initiatives.

-The participants highlight the need to make vocational training obligatory in public bodies.

-The participants highlight the need to make vocational training obligatory in public bodies.

### **Main recommendations gathered from the stakeholders about the technique gamification**

The most recommended advantages are:

- Distant learning allows professionals to participate in training activities any time anywhere. Gamification as a methodology gives the possibility to “learn by testing” therefore keep the level of attention high and focused.

--Gamification has a free and an easy access

-The Platform includes many different information and tools that are shaped in a gamified way.

The most recommended disadvantages are:

-Gamification as a technique, due to the fact that is an online type of training education, it is difficult for the Project's partners to supervise. In addition, it could be happen that people registered, begun, but didn't complete the course because the time dedicated to its contents extends over time.

-The linguistic variable was the main issue referred as a difficulty for the people do not know the English language.

-The logic of the platform was a little bit unclear.

## 5. Annex

### 5.1. Executive Summary: Greek Translation

#### «Σύνοψη των κύριων ευρημάτων»

Σχετικά με την 5η Πνευματική παραγωγή Η ΑμΚΕ ΙΑΣΙΣ, ως ο συντονιστής οργανισμός, συνέλεξε όλα τα δεδομένα όλων των οργανισμών εταίρων και κατέληξε στις πιο συνηθισμένες συστάσεις για τις γενικές ιδέες που σχετίζονται με 3 βασικούς θεματικούς τομείς :

- Μέθοδοι και τεχνικές προσαρμογής των ενοτήτων του προγράμματος GVETS στις δραστηριότητες των ενδιαφερομένων.

- Συμβουλές στους διαμορφωτές πολιτικής σχετικά με τον τρόπο βελτίωσης της αποτελεσματικότητας, της προσέλκυσης και του αντικτύπου των πολιτικών και των πρωτοβουλιών ΕΕΚ.

- Επιλεγμένα δεδομένα για εμπλουτισμό των γνώσεων σχετικά με την τεχνική παιχνιδιοποίηση (gamification), τα πλεονεκτήματα και τα μειονεκτήματα αυτής της μαθησιακής διαδικασίας.

Αυτοί οι θεματικοί τομείς συζητήθηκαν και αναλύθηκαν κατά τη διάρκεια των εκδηλώσεων πολλαπλασιασμού που όλοι οι εταίροι οργάνωσαν στα εθνικά τους πλαίσια. Συνολικά, ο αριθμός των ενδιαφερομένων, που συμμετείχαν σε αυτές τις εκδηλώσεις υπερβαίνει τα 140 άτομα, δεδομένου ότι ο καθένας από αυτούς, σύμφωνα με τις προϋποθέσεις, έπρεπε να περιλαμβάνει τουλάχιστον 10-20 άτομα.

Συνεχίζοντας την ανάλυση των συλλεγόμενων δεδομένων και τη διατήρηση των πορισμάτων για καθένα από τους αντίστοιχους θεματικούς τομείς, οι κύριες συστάσεις σχετικά με τις μεθόδους προσαρμογής είναι:

Η συντριπτική πλειοψηφία των εμπλεκόμενων συμμετεχόντων συμφώνησε ότι οι ενότητες του προγράμματος GVETS διαθέτουν εξαιρετικό δυναμικό προσαρμογής για επαγγελματίες που εργάζονται στον τομέα της μετανάστευσης και για όσους εργάζονται με άλλες ευάλωτες ομάδες.

- Οι ενδιαφερόμενοι θα μπορούσαν να χρησιμοποιήσουν τις δραστηριότητες επιλεκτικά με βάση τις εκπαιδευτικές, επαγγελματικές ή προσωπικές τους ανάγκες.

- Μετά την οριστικοποίηση της πλατφόρμας (συμπεριλαμβανόμενων των μεταφράσεων και της γενικής λειτουργικότητας), θα είναι ένα πολύ χρήσιμο εργαλείο για τους επαγγελματίες που εργάζονται με νέους μετανάστες. Επίσης, σε πολλές περιπτώσεις συνέστησαν να εφαρμοστεί η Πλατφόρμα σε εκπαιδύσεις πρόσωπο με πρόσωπο.

- Με την παροχή πιστοποίησης στους χρήστες της πλατφόρμας, εκμεταλλευόμαστε το επαγγελματικό σχηματισμό, προκειμένου να προσελκύσουμε περισσότερους χρήστες και πιθανούς ενδιαφερόμενους.

Δραστηριότητες διάδοσης (όπως εκδηλώσεις, σεμινάρια ή εκπαιδύσεις, κ.λπ.) προτάθηκαν, οι οποίες θα μπορούσαν να αναληφθούν από οργανώσεις, ενώσεις και πιθανούς ενδιαφερόμενους, προκειμένου να

διασφαλιστεί η βιωσιμότητα και η προσαρμοστικότητα των ενοτήτων του προγράμματος GVETS

Οι κύριες συστάσεις που συγκεντρώθηκαν από τις συνεισφορές όλων των εταίρων σχετικά με τη βελτίωση των πολιτικών είναι:

-Υπάρχει πολύ μεγάλη ανάγκη για την ύπαρξη αποτελεσματικών, αξιόπιστων πλατφόρμων και διαδικτυακών εκπαιδευτικών εργαλείων για επαγγελματίες που εργάζονται στον τομέα της μετανάστευσης, προκειμένου να αναπτύξουν τις μαλακές δεξιότητές τους και τις ψηφιακές ικανότητές τους.

- Εκτός από τις απαιτήσεις αναγνώρισης της ύπαρξης εκπαιδευτικών εργαλείων, υπάρχει ανάγκη προώθησης της ανεπίσημης εκπαίδευσης σε ένα ευρύτερο φάσμα κοινοτήτων και ιδρυμάτων (όπως πανεπιστήμια, δημόσιοι φορείς, σχολεία κ.λπ.) που μπορούν να προωθήσουν τη σημασία και την αναγκαιότητα της άτυπης εκπαίδευσης.

- Τα γλωσσικά εμπόδια και η έλλειψη μεταφρασμένων ενοτήτων και εργαλείων παραπέμπουν σε πολλές περιπτώσεις ως το κύριο εμπόδιο για τους επαγγελματίες που γνωρίζουν σχετικές μεθοδολογίες και πρωτοβουλίες αλλά δεν μπορούν να τις χρησιμοποιήσουν λόγω της έλλειψης μεταφρασμένων εκδόσεων.

- Υπάρχει ανάγκη ανταλλαγής ορθών πρακτικών και πρωτοβουλιών μεταξύ οργανώσεων και των ενώσεων σε εθνικό και διεθνές πλαίσιο. Μια πρόταση ήταν η δημιουργία ενός χώρου συνομιλίας, στο οποίο όλοι οι ενδιαφερόμενοι από την Ευρώπη θα μπορούσαν να μοιραστούν τη γνώση, όπως οι παιδαγωγικοί πόροι, οι έρευνες, οι επιτυχείς πρωτοβουλίες, οι ανάγκες, οι απαιτήσεις που σχετίζονται με τους στόχους του προγράμματος GVETS.

Οι πιο σημαντικές συστάσεις που συλλέγει η κοινοπραξία σχετικά με την παιχνιδοποίηση (gamification), ως διαδικασία εκμάθησης, είναι:

-Υπάρχει μια γενική άγνοια που σχετίζεται με τον ακριβή ορισμό και χρήση της παιχνιδοποίησης (gamification) ως εργαλείο εκπαίδευσης. Αυτός είναι ο λόγος για τον οποίο η πλατφόρμα GVETS μπορεί να θεωρηθεί καινοτόμος πρωτοβουλία λόγω του συνδυασμού ενός διαδραστικού και παιδαγωγικού χαρακτήρα. Αυτός είναι ο κύριος λόγος για τον οποίο είναι ένα πολύ ελκυστικό εργαλείο με πολλές δυνατότητες εκμετάλλευσης. Επιπλέον, η τεχνική παιχνιδοποίησης (gamification) ως παιδαγωγική προσέγγιση μπορεί να εμπλέξει τόσο επαγγελματίες όσο και νέους ανθρώπους που ενδιαφέρονται για τον τομέα.

-Η πλειοψηφία των συμμετεχόντων συμφώνησε ότι κατανοούν τη σημασία του υπάρχοντος θεωρητικού πλαισίου, αλλά θα ήταν καλύτερο εάν η πλατφόρμα προσέγγιζε ένα πιο παιχνιδιάρικο περιβάλλον για να προσελκύσει και να εμπλέξει το νέο κοινό.

-Αν και η πλατφόρμα είναι ελεύθερα προσβάσιμη και είναι φιλική προς τον χρήστη, εξακολουθεί να υπάρχει μια γενική δυσκολία προσέγγισης του ψηφιακού κόσμου για εκπαιδευτικούς σκοπούς.

## 5.2. Executive Summary: Hungarian Translation

### “Vezetői Összefoglaló”

Az 5. Szellemi Termék létrehozásához az IASIS NGO, mint vezető partner összegyűjtött minden adatot a partnerektől és ezek alapján a következő megállapításokra jutott, melyek lefedik a leggyakrabban megjelenő ajánlásokat 3 téma szerint csoportosítva:

- A GVETS modulok felhasználásának módszerei intézmények és szervezetek számára.
- Szakpolitikai ajánlások arra vonatkozóan, hogy hogyan lehet a szakképzési döntéseket és kezdeményezéseket hatékonyabbá, vonzóbbá és hatásosabbá tenni.
- Tapasztalatok a játékosítás módszeréről, annak előnyeiről és hátrányairól.

Ezt a három témát minden partner részletesen átbeszélte a Multiplikációs Rendezvények résztvevőivel. Összesen több, mint 140-en vettek részt ezeken az eseményeken, mivel minden partner legalább 20 résztvevőt hívott meg.

A GVETS tréning felhasználására vonatkozóan a következő ajánlásokat gyűjtöttük össze:

- A résztvevők nagy többsége egyetértett, hogy a GVETS modulok nagyon hasznosak lehetnek a migráció területén dolgozó szakembereknek, és másoknak is akik érzékeny csoportokkal foglalkoznak.
- Az érintett intézmények különböző részeit tudják majd hasznosítani a GVETS anyagoknak, a meglévő képzéseik, valamint a helyi szakemberek szükségleteinek függvényében.
- A Platform elkészültével (a fordításokkal és az általános működés alapfeltételeivel) egy különösen hasznos eszköz áll rendelkezésre olyan szakembereknek, akik fiatal migránsokkal foglalkoznak. A résztvevők abban is egyetértettek, hogy a Platform jól használható offline képzési helyzetekben is.
- Azáltal, hogy a GVETS Platform igazolást ad a felhasználóknak a képzés elvégzéséről, közelebb kerülünk a szakmai továbbképzés struktúrájához, amivel további felhasználókat és intézményeket érhetünk el.
- A résztvevők további disszeminációs tevékenységeket (események, szemináriumok, képzések, stb.) javasoltak, amelyeket mind a partnerszervezetek, mind pedig más szervezetek, intézmények szerveznének, és ami növelné a GVETS Modulok fenntarthatóságát és alkalmazási lehetőségeit.

A szakképzéssel kapcsolatban a következő szakpolitikai ajánlásokat gyűjtöttük össze:

- Nagyon nagy szükség van hatékony és megbízható felületekre és online képzési anyagokra a szakemberek számára, akik a migráció területén

dolgoznak, hogy fejleszthessék szakmai és általános készségeiket valamint digitális kompetenciáikat.

- A meglévő oktatási eszközökre vonatkozó követelmények mellett szükség van a non-formális oktatás terjesztésére szélesebb közösségek és intézmények számára (úgy mint egyetemek, közintézmények, iskolák, stb.), amik népszerűsíteni tudják a non-formális tanulás fontosságát és szükségességét.
- Problémát jelentenek a nyelvi korlátok és az anyanyelvre fordított tananyagok hiánya, sok esetben ez jelenti a legnagyobb akadályt a fejlődni kívánó szakemberek számára: tisztában vannak a releváns módszertani ajánlásokkal és kezdeményezésekkel, de nem tudják használni őket, lefordított verziók hiányában.
- Szükség van a tudásmegosztásra az intézmények és szervezetek között, nemzeti és nemzetközi szinten egyaránt. Az egyik felvetés egy chat felület kialakítása, ahol tudást, tananyagokat, kutatásokat, jó gyakorlatokat és igényeket oszthatnak meg egymással szakemberek Európa-szerte, a GVETS projekt céljaihoz kapcsolódóan.

A játékosítás módszerével kapcsolatos legfontosabb ajánlások:

- Általánosan jellemző, hogy a résztvevők nincsenek tisztában a játékosítás (=gamifikáció) definíciójával és az oktatásban való alkalmazásával. A GVETS emiatt tekinthető innovatív kezdeményezésnek, mivel egyesíti az interaktív online elemeket a pedagógiai céllal. Ennek köszönhető a GVETS képzés vonzó ereje és a széles körűen kiaknázható potenciálja. Emellett a játékosítás mint pedagógiai eszköz alkalmas arra, hogy mind a terület iránt érdeklődő fiatalokat, mind pedig már a területen dolgozó szakembereket bevonja és tanulásra buzdítsa.
- A résztvevők többsége egyetértett, hogy a platformon elérhető tudásanyag fontos és szükséges, azonban egy még játékosabb tanulási környezet segítene a tanulókat megszólítani és motiválni.
- Bár a GVETS platform ingyenesen és könnyen elérhető, általános akadályt jelent a gyakorlat hiánya a digitális eszközök tanulási célra való használatában.

### 5.3. Executive Summary: Lithuanian Translation

#### “Pagrindinių rezultatų santrauka”

Rengiant 5-tąjį intelektinį produktą “GVETS Adaptavimo ir politikos formavimo paketas” IASIS NGO, kaip šios veiklos lyderiai, surinko duomenis ir informaciją iš visų projekto partnerių ir parengė apibendrinančias rekomendacijas, kurios apima 3 pagrindines temas:

- Metodus ir technikas susijusias su GVETS modulių adaptavimu suinteresuotųjų pusių veikloms;
- Pasiūlymus politikos formuotojams, kaip padidinti profesinio mokymo ir kvalifikacijos kėlimo politikos ir iniciatyvų efektyvumą, patrauklumą ir poveikį;
- Duomenis, kurie leidžia praturtinti žinias apie sužaidybimo metodiką bei jos naudojimo mokymo procese privalumus ir trūkumus.

Šios temos buvo aptartos ir išanalizuotos Sklaidos Renginiuose, kuriuos visi partneriai organizavo atsižvelgdami į savo nacionalinius kontekstus. Bendrai projekto rėmuose šiuose renginiuose dalyvavo daugiau nei 140 suinteresuotųjų pusių atstovų, kiekviename renginyje po minimum 10-20 asmenų.

Taigi atsižvelgiant į surinktus duomenis galima pateikti tokias rekomendacijas kiekvienai iš įvardintų temų, pradedant Adaptavimo metodais:

- Absoliuti dauguma renginių dalyvių teigė, jog GVETS moduliai turi didelį potencialą adaptavimui darbu su migrantų populiacija, tačiau gali būti naudojami ir darbu su kitomis pažeidžiamomis grupėmis.
- Suinteresuotųjų pusių atstovai gali selektyviai naudoti pasirinktus modulių elementus savo mokymosi programose, profesiniams ar asmeniniams poreikiams.
- Išbaigta mokymų platforma (įskaitant vertimus, bendrąjį funkcionalumą), bus labai naudinga įrankiu profesionalams, dirbantiems su vaikais migrantais. Daugeliu atveju buvo siūloma, jog ji gali būti naudojama ir be tarpiškiams mokymams.
- Platformos modulių akreditavimas ir sertifikavimas, leistų juos naudoti kvalifikacijos kėlimui, tuo pritraukiant ir daugiau vartotojų ir suinteresuotųjų pusių atstovų.
- Siekiant užtikrinti GVETS modulių tvarumą ir pritaikomumą, turėtų būti vykdomos sklaidos ir panaudojimo veiklos (įvairūs renginiai, seminarai, mokymai ir t.t.).

Pagrindinės rekomendacijos, paremtos partnerių surinkta informacija, susijusia su politikos tobulinimu:

- Yra didelis poreikis efektyvių ir patikimų platformų ir internetinio mokymosi įrankių profesionalams, dirbantiems migracijos lauke, tam, kad jie galėtų patobulinti savo minkštuosius įgūdžius ir skaitmenines kompetencijas.
- Atsižvelgiant į reikalavimus egzistuojantiems edukaciniams įrankiams, yra poreikis skatinti neformalaus mokymosi plėtrą platesniame bendruomenių ir institucijų rate (tokių kaip universitetai, valstybinės institucijos, mokyklos ir t.t.), kurios galėtų sustiprinti ne formalaus ugdymo svarbą ir prasmę.
- Pagrindiniai barjerai, kurie neleidžia profesionalams pasinaudoti jiems žinomais šaltiniais ir metodikomis, yra kalbiniai, kai trūksta medžiagos, įrankių, tekstų vertimų.

- Yra poreikis keistis gerosiomis praktikomis ir iniciatyvomis tarp organizacijų ir asociacijų, nacionaliniuose ir tarptautiniuose kontekstuose. Vienas iš pasiūlymų buvo sukurti pokalbių erdvę platformoje, kuri leistų suinteresuotiems asmenims iš bet kurios Europos šalies dalintis žiniomis, pedagoginiais, įrankiais, tyrimais, sėkmingomis iniciatyvomis, poreikiais, reikalavimais, viskuo, kas siejasi su GVETS projektu.

Svarbiausios rekomendacijos surinktos nacionaliniuose kontekstuose, susijusios su sužaidybinimo metodikos panaudojimu, yra:

- Yra didelė žinių, apie sužaidybinimo metodiką ir jos panaudojimo galimybes, stoka. Todėl GVETS platforma gali būti laikoma viena iš iniciatyvų, supažindinančių su šia metodika. Dėl to ji taip pat yra patraukliu naudoti įrankiu, turinčiu daug perspektyvų. Sužaidybinimo metodika, kaip edukacinė prieiga, gali įtraukti tiek profesionalus tiek jaunus žmones, besidominčius migracijos lauku.
- Dauguma dalyvių suprato egzistuojančio teorinio pagrindo svarbą, tačiau būtų gerai labiau sužaidybinti aplinką, kad ji taptų patrauklesne jaunoms auditorijoms.
- Nors platforma yra nemokama ir draugiška vartotojui, vis tiek yra tam tikrų prieinamumo sunkumų, susijusių su skaitmenine erdve.

#### 5.4. Executive Summary: Italian Translation

##### “Riepilogo Operativo delle principali conclusioni”

Per quanto concerne la Produzione Intellettuale 5 “Pacchetto GVETS di Adeguamento e Policy Making”, la ONG IASIS, nella veste di organizzazione leader, si è occupata di selezionare tutti i dati provenienti dalle organizzazioni partner ed è arrivata a formulare le seguenti raccomandazioni che rappresentano al meglio il fulcro delle 3 aree tematiche principali:

- Meccanismi e tecniche di Adeguamento dei moduli GVETS alle attività degli stakeholder.
- Suggerimenti ai policy maker su come migliorare l’efficienza, l’attrattiva e l’impatto delle politiche e iniziative IFP.
- Raccolta di dati al fine di ampliare la conoscenza relativa alla tecnica della gamification, ai vantaggi e agli svantaggi di questo processo di apprendimento.

Queste aree tematiche sono state analizzate e dibattute durante i Multiplier Event organizzati da tutti i partner nei loro contesti nazionali. Il numero degli stakeholder che hanno partecipato a questi eventi, eccede in totale di 140 persone, in quanto, stando ai prerequisiti, ognuno di loro doveva coinvolgere almeno 10-20 persone.

Passando all'analisi dei dati raccolti e tenendo ferme le conclusioni per ognuna delle rispettive aree tematiche, le principali raccomandazioni riguardo i meccanismi di Adeguamento sono le seguenti:

-La maggior parte dei partecipanti è stata d'accordo nel sostenere che i Moduli GVETS hanno uno straordinario potenziale di adattamento per i professionisti che lavorano nel campo della migrazione e per coloro che si occupano di gruppi a rischio.

-Gli stakeholder hanno potuto usufruire di attività mirate a seconda della loro formazione e dei loro bisogni professionali e personali.

- Una volta ultimata, la Piattaforma (comprese le sue traduzioni e il suo generale funzionamento) diventerà uno strumento molto utile per i professionisti che si occupano di minori con background migratorio. In molti ne hanno inoltre raccomandato l'utilizzo durante i corsi face-to-face.

-Poiché agli utenti della Piattaforma viene rilasciata una certificazione, il suo utilizzo vale come formazione professionale, cosa che permette di attrarre un maggior numero di utenti e di possibili stakeholder.

-È stato suggerito a organizzazioni, associazioni e possibili stakeholder di intraprendere attività di divulgazione e valorizzazione (come eventi, seminari o corsi di formazione, ecc.) al fine di assicurare la sostenibilità e la flessibilità dei Moduli GVET.

I principali suggerimenti dei partner riguardanti il miglioramento delle politiche sono i seguenti:

-C'è un grande bisogno di piattaforme e strumenti di apprendimento online efficienti e affidabili per i professionisti del campo delle migrazioni, che permettano loro di migliorare le proprie soft skill e competenze digitali.

-Eccezion fatta per i requisiti necessari al riconoscimento dell'esistenza di strumenti educativi, occorre promuovere l'istruzione non formale a un più ampio spettro di comunità e istituzioni (università, enti pubblici, scuole, ecc.) che siano in grado di renderne nota l'importanza e la necessità.

-Le barriere linguistiche e l'assenza di moduli tradotti sono stati indicati, in molti casi, come l'ostacolo principale per quei professionisti che sono al corrente di metodologie e iniziative rilevanti ma non possono usufruirne a causa dell'indisponibilità di versioni tradotte.

-C'è bisogno di uno scambio di buone pratiche e iniziative tra organizzazioni e associazioni, sia nel contesto nazionale che in quello internazionale. È stata suggerita la creazione di una chat in cui tutti gli stakeholder in Europa possano condividere conoscenze come risorse pedagogiche, ricerche, iniziative di successo, bisogni, requisiti relativi agli obiettivi del progetto GVETS.

Di seguito le raccomandazioni più importanti raccolte dal consorzio in merito alla gamification come processo di apprendimento:

-Si registra un'ignoranza generalizzata in merito all'esatta definizione e all'uso della gamification come strumento educativo. La Piattaforma GVETS può essere considerata un'iniziativa innovativa grazie alla sua duplice natura: interattiva e pedagogica. Questo è il motivo principale del suo essere uno strumento accattivante e dotato di molteplici possibilità di sfruttamento. Inoltre, la gamification come approccio pedagogico può coinvolgere sia professionisti che giovani interessati a quest'ambito.

-La maggioranza dei partecipanti ha convenuto che, ferma restando l'importanza dell'impianto teorico esistente, sarebbe preferibile che la Piattaforma abbracciasse un approccio più giocoso in modo da attrarre il pubblico giovane.

-Nonostante la Piattaforma sia liberamente accessibile e user-friendly, permane una difficoltà generalizzata nell'avvicinarsi al mondo digitale per scopi educativi.

## 5.5. Executive Summary: Spanish Translation

### “Resumen Ejecutivo de los Hallazgos principales”

Con respecto al resultado del producto intelectual 5: “Paquete de adaptación y formulación de políticas de GVETS”, la ONG IASIS, como organización coordinadora, aglutinó todos los datos de todas las organizaciones socias y obtuvo a modo de resumen las siguientes recomendaciones como las más comunes para representar las ideas de estas 3 áreas temáticas principales :

-Métodos de adaptación y técnicas de módulos GVETS a las actividades de los interesados.

-Sugerencias a los formuladores de políticas sobre cómo mejorar la eficiencia, la atracción y el impacto de las políticas e iniciativas de Formación Profesional.

-Recopilación de datos para enriquecer el conocimiento sobre la técnica de gamificación: las ventajas y desventajas de este proceso de aprendizaje.

Estas áreas temáticas se discutieron y analizaron durante los eventos multiplicadores que todos los socios organizaron en sus contextos nacionales. En total, el número de participantes interesados, que participan en estos eventos, supera las 140 personas, dado que cada una de ellas, de acuerdo con las condiciones previas, tenía que involucrar un mínimo de 10-20 personas.

Continuando con el análisis de los datos recopilados y manteniendo los resultados para cada una de las áreas temáticas respectivas, las principales recomendaciones con respecto a los métodos de adaptación son:

-La gran mayoría de los participantes involucrados coincidieron en que los módulos GVETS tienen un potencial de adaptación extraordinario para los profesionales que trabajan en el campo de la migración, y también para aquellos que trabajan con otros grupos vulnerables.

-Los interesados podrían utilizar las actividades de forma selectiva en función de sus necesidades formativas, profesionales o personales.

-Después de la finalización de la Plataforma, (incluidas las traducciones y su funcionalidad general), será una herramienta muy útil para los profesionales que trabajan con jóvenes migrantes. Además, en muchos casos recomendaron que la Plataforma se pueda aplicar a la formación presencial o eventos divulgadores.

- Al proporcionar certificación a los usuarios de la Plataforma, estamos aprovechando la formación profesional para atraer a más usuarios y posibles interesados.

-Se recomendaron actividades de difusión y explotación (como eventos, seminarios o formación, etc.) que podrían ser realizadas por organizaciones, asociaciones y posibles partes interesadas, a fin de garantizar la sostenibilidad y la adaptabilidad de los módulos GVETS.

Las principales recomendaciones recopiladas de las contribuciones de todos los socios, con respecto a la mejora de las políticas son:

-Existe una gran necesidad de la existencia de plataformas eficaces y confiables y herramientas educativas on line para los profesionales que trabajan en el campo de la migración, con el fin de desarrollar sus habilidades sociales y sus competencias digitales.

-Excepto los requisitos para el reconocimiento de la existencia de herramientas educativas, es necesario promover la educación no formal a un espectro más amplio de comunidades e instituciones (tales como universidades, organismos públicos, escuelas, etc.) que puedan promover la importancia y necesidad de la educación no formal.

-Las barreras lingüísticas y la falta de módulos y herramientas traducidas se mencionaron, en muchos casos, como el principal obstáculo para los profesionales, que conocen las metodologías e iniciativas relevantes, pero no pueden utilizarlas, debido a la falta de disponibilidad de versiones traducidas.

-Hay que intercambiar buenas prácticas e iniciativas entre las organizaciones y asociaciones, en contextos nacionales e internacionales. Una sugerencia fue la creación de un espacio de chat /foros de debate en el que todas las partes interesadas de Europa pudieran compartir conocimientos, como recursos pedagógicos, investigaciones, iniciativas y casos exitosos, necesidades, requisitos relacionados con los objetivos del proyecto GVETS.

Las recomendaciones más importantes recopiladas por el consorcio con respecto a la gamificación, como proceso de aprendizaje, son:

-Hay una ignorancia general relacionada con la definición exacta y el uso de la gamificación como herramienta educativa. Por eso, la Plataforma GVETS puede considerarse una iniciativa innovadora, debido a la combinación de un carácter interactivo y pedagógico. Esta es la razón principal por la cual es una

herramienta muy atractiva con muchos potenciales de explotación. Además, la técnica de gamificación como enfoque pedagógico puede involucrar tanto a profesionales como a jóvenes interesados en el campo.

-La mayoría de los participantes estuvo de acuerdo en que entienden la importancia del marco teórico existente, pero sería mejor si la Plataforma se acercara a un entorno más lúdico para atraer y motivar a la audiencia joven.

- Aunque la plataforma es de acceso gratuito y fácil de usar, todavía existe una dificultad general para acercarse al mundo digital con fines educativos.

## 5.6. Executive Summary: Portuguese Translation

### “Sumário Executivo das principais conclusões”

Relativamente ao Resultado 5 “Pacote GVETS de Adaptação e Elaboração de Políticas”, a ONG IASIS, enquanto organização que o liderou, selecionou toda a informação das organizações parceiras e concluiu que as recomendações apresentadas, de seguida, são as mais relevantes, em termos de representação das ideias gerais, no âmbito das 3 principais áreas temáticas:

-Métodos de adaptação e técnicas dos módulos do GVETS em atividades dos stakeholders (profissionais da área social que trabalham com crianças migrantes).

-Sugestões para os decisores políticos sobre como melhorar a eficiência, o interesse e o impacto das iniciativas e das políticas VET.

-Dados recolhidos para aprofundar o conhecimento relativamente às técnicas de gamificação, as suas vantagens e desvantagens no processo de aprendizagem.

Estas áreas temáticas foram debatidas e analisadas durante os Eventos Multiplicadores (Multiplier Events) que todos os parceiros organizaram no seu contexto nacional. No total, o número de stakeholders que participou nestes Eventos excedeu os 140, devido ao facto de que cada um dos parceiros do consórcio, de acordo com as pré-condições, tinha de envolver, no mínimo, 10-20 elementos.

Prosseguindo com a análise dos dados recolhidos e mantendo as conclusões tiradas dentro de cada área temática, as recomendações principais relativamente aos Métodos de Adaptação são:

-A grande maioria dos participantes concordou que os Módulos GVETS têm um imenso potencial de adaptação para profissionais que trabalham na área da migração e, também, para aqueles que trabalham com outros grupos vulneráveis.

-Os stakeholders poderão utilizar as atividades seletivamente, com base na sua formação e necessidades profissionais ou pessoais.

-Após a finalização da Plataforma (incluindo as traduções e a sua funcionalidade global) será uma ferramenta muito útil para os profissionais que trabalham com jovens migrantes. Além disso, em muitos casos, recomendam que a Plataforma possa ser utilizada em formações presenciais.

- Ao certificarem-se os utilizadores da Plataforma, está-se a aproveitar a formação profissional para atrair mais utilizadores e possíveis stakeholders.

- Exploração de possíveis atividades de divulgação (como eventos, seminários, formações, etc.) foram recomendadas, como forma de as organizações, associações e prováveis stakeholders garantirem a sustentabilidade e adaptabilidade dos Módulos GVETS.

As principais recomendações recolhidas a partir dos contributos de todos os parceiros relativamente à melhoria de políticas são:

-Há uma grande necessidade de existirem plataformas online com ferramentas educacionais eficazes e confiáveis, para profissionais que trabalham na área das migrações, de forma a contribuírem para o desenvolvimento das suas competências interpessoais e competências digitais.

-Para além das solicitações para indicar a existência de ferramentas educacionais, é necessário promover a educação não-formal a um espectro mais amplo de comunidades e instituições (tais como universidades, órgãos públicos, escolas, etc.) que sejam capazes de divulgar a importância e a necessidade dessa educação não-formal.

-As barreiras linguísticas e a falta de módulos e ferramentas traduzidos em todas as línguas foram referidas, em muitos casos, como o principal obstáculo para os profissionais, que estão cientes das metodologias e iniciativas relevantes, mas não são capazes de utilizá-las, por não estarem disponíveis versões traduzidas.

-Há necessidade de partilhar boas práticas e iniciativas entre organizações e associações, em contextos Nacionais e Internacionais. Uma sugestão foi a criação de um espaço para dialogar (chat), onde todos os stakeholders, em toda a Europa, possam partilhar conhecimento, nomeadamente recursos pedagógicos, investigações, iniciativas de sucesso, necessidades, requisitos, relacionados com os objetivos do projeto GVETS.

As recomendações mais relevantes recolhidas pelo consórcio, relativamente ao tema da gamificação, enquanto ferramenta de aprendizagem:

-Há uma ignorância geral relacionada com a definição exata e o uso da gamificação enquanto ferramenta de educação. E, por esse motivo, a Plataforma GVETS pode ser considerada como uma iniciativa inovadora, devido à combinação do seu carácter interativo e pedagógico. Esta é a principal razão por que é considerada uma ferramenta muito atrativa, uma vez que tem muito potencial a ser explorado. Além disso, a técnica da gamificação como abordagem pedagógica pode envolver tanto profissionais como jovens que tenham interesse na área.

-A maioria dos participantes concordou com a importância da existência de um enquadramento teórico, porém, seria melhor se a Plataforma tivesse uma abordagem mais lúdica, de forma a atrair e envolver uma audiência mais jovem.

-Apesar de a Plataforma ser de acesso gratuito e de fácil utilização, existe, ainda, uma dificuldade geral em relação à aproximação ao mundo digital para fins educacionais.