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

Skills Ecosystem and Methodological Framework

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Introduction

Launched in November 2017, the GVETS project aims to develop an online interdisciplinary capacity building programme through gamification for new professionals working with children in migration environments.

The project takes upon the goal to design and implement effective strategies for enhancing basic skills for professionals and increasing incentives for adult training by providing an engaging learning environment.

This e-book contains analysis on the state of art in the 7 consortium countries and on the EU level regarding training opportunities, methodologies and practices directed to professionals working with children in a migration environment. Analysis is based on the information provided by each project partner in the National Country Reports.

A detailed analysis of the situation in each project country (Country and EU reports) is provided in the Annexes of the e-book.

In the framework of this project term "migrant children" is used in a widest scope, covering unaccompanied migrant children, migrant children with family members, asylum seekers, refugees, 1st and 2nd generation migrants and others.

1. Setting the scene: migration, existing support and training resources available

1.1 Integration policy and practices

1.1.1 *Legislation*

On the international level all of the countries have ratified the Convention on the Rights of the Child adopted by the United Nation in 1989 (hereafter: UNCRC). It follows therefore, that all actions, legislative and otherwise, follow the instructions and guidelines laid down by the international legislative framework and that is embedded in the national frameworks.

The European Commission adopted an EU Agenda for the rights of the child in February 2011. The EU Agenda recalled that the standards and principles of the United Nations Convention on the rights of the child must continue to guide EU policies and actions that have an impact on the rights of the child. Under general principles, the EU Agenda underlined that the EU's commitment to the rights of the child requires a coherent approach across all relevant EU actions using the Treaties, the Charter of Fundamental Rights (2000) and the UNCRC as a common basis for all EU action

relevant to children. Furthermore, the "child rights perspective" must be taken into account in all EU measures affecting children (Charter of Fundamental Rights of the European Union, 2000, p. 29).

The EU and its Member States share competence in the area of immigration. There are certain common immigration rules valid across the EU, while other aspects are determined by each EU country. This means that immigration rules are not identical in different EU countries and are the responsibility of national authorities. EU-wide immigration and visa rules are set out in the Treaty on the Functioning of the European Union (2007).

All project countries are member states of the European Union, therefore they operate according to the EU legislation policies. Italy is the only country that has a specific national law related to the rights of the child, with a focus on children from a migrant background: Law No 47-2017: a new item of legislation regarding the Provisions of Protection for Unaccompanied Minors. Cyprus, Lithuania, Greece, Spain, Hungary and Portugal do not have specific national legal acts regarding migrant children.

However, in most cases a minor is considered a part of family unit in all countries, and is treated according to the particular laws of the country: for example, children receive the same legal status as their parents. The areas of regulation include:

- International protection of family and/or unaccompanied minors.
- Provision of Human Rights.
- Asylum granting procedures and reception system.
- Legal status.

Policy papers and programmes

The situation concerning policy papers and programmes differs from one project country to another. There are no specific migrant integration strategies in **Hungary, Greece** or **Cyprus**, none of these countries have mentioned any programmes regarding migrant children integration. **Hungary** has a Migration Strategy which was published in 2013 and where strategies concerning migrant children are involved. The Migration Strategy calls for the development of a specific Integration Strategy, albeit there is no apparent intention for its development since, and the Cyprus Ministry of Interior is expected to issue a Strategic Plan on Migration in the near future. There might not be any specifications for migrant children, but it does not mean migrant children do not receive any support at all – they can receive some services (for example shelter, education) that are provided to all children in that country.

Portugal has a Strategic Plan for Migration 2015-2020 with provisions for migrant children in it, but no exclusive strategy dedicated only to the integration of migrant children. Also, some local Municipalities have Strategic Plans for Migrant`s Inclusion.

Lithuania does not have any specific integration programmes or strategies for migrant children, it only has one measure specifically aimed at pupils (not all children) in the 2015–2017 Action Plan for the Implementation of the Policy for the Integration of Foreigners, which is to provide more learning support for pupils from foreign countries. However, no financial resources were allocated for this measure and there are no new provisions as at 2018.

Spain has various policy provisions regarding social and labour integration of migrants:

- Programmes of integral reception for the attention of the basic necessities and of support to the insertion of immigrants.
- Programmes to fight against discrimination.
- Programmes for the integration of third-country nationals, such as: introductory comprehensive care, programmes for the first attention, guidance and counselling, extracurricular education.
- Comprehensive intervention programmes in neighbourhoods.

Italy also has policy provisions and programmes regarding social and labour integration of migrants:

- 17 Integrated regional Plans prepared by the Directorate General of Migration and Integration Policies in 2015.
- Giovani 2G – Una nuova generazione di opportunità: a fund for young migrant entrepreneurs.
- Projects: *Percorsi*: 960 integrated pathways for socio-occupational integration of unaccompanied minors (UAMs); INSIDE: socio-occupational integration for refugees and asylum seekers in 2nd reception (SPRAR); and some others.

The ministry with overall responsibility for integration

In **Greece**, the Ministry of Migration Policy has the overall responsibility for migrant integration. In other countries, this responsibility is carried out by the Ministry of Interior, and there are cases in which migration policies are transversal to several Ministries.

All of the ministries listed below have general responsibilities corresponding their primary area of responsibility but they also have some kind of experience in working with migrants and have something to do with the implementation of the migration policy. Though the names of ministries in different countries vary, in general these

are the ministries responsible for education, social affairs, foreign affairs, culture, health and justice.

Agencies and organizations implementing integration programmes

The formation and implementation of any policy cannot be carried out by the central government on its own. In case of migration, some countries have governmental programmes, some rely on work of local and international NGOs and Municipalities.

Portugal has the High Commission for Migration, a public institution which has the mission of collaborating on determining, executing and assessing the policies concerning migration that are relevant for the integration of immigrants and ethnic groups. This institution has developed a national governmental programme for promoting inclusion of vulnerable children (migrants as well) into schools, other projects aimed at school integration and prevention of dropouts.

In **Italy**, one of the most important integration tools is the Migrants' Integration Portal: a website established with the purpose of fostering foreign nationals' integration in the Italian society. Also, the National Programme AMIF tries to achieve a set of specific objectives: upgrading the Italian school system with a service approach focusing on the foreign user and the qualification of the unaccompanied minors' reception system.

In **Cyprus**, migrant children integration programmes encompass specialised shelters for unaccompanied children offering rehabilitation services, language courses, a day care (educational and recreational) programme for children, a cultural and social integration programme, social skills programmes.

In **Spain**, the Directorate General of Migration convenes annually to mull grants to non-profit social entities aimed at financing programmes that promote the social and labour integration of the group of immigrants and cover various aspects.

In **Lithuania**, the government allocates financing mainly to 2 NGOs (Caritas and Red Cross) to implement a migrant integration programme under an individual mentoring approach. Some other NGOs are involved in integration activities on project basis, irregularly (such as Centre Plus).

Hungary and **Greece** do not have clear and constant provisions in this area and rely on projects and NGO work. In Hungary, despite the absence of specific provisions for migrant children, they are still receiving support based on their "children" status, as their case is included both in the Child Protection Act and in the National Programme of AMIF.

1.1.2 *Statistics*

According to Eurostat as of 05/02/2018, there were 604,680 first-time asylum applicants in EU 28 MS in 2017, of which 31% were children (188,930, ages 0–17).

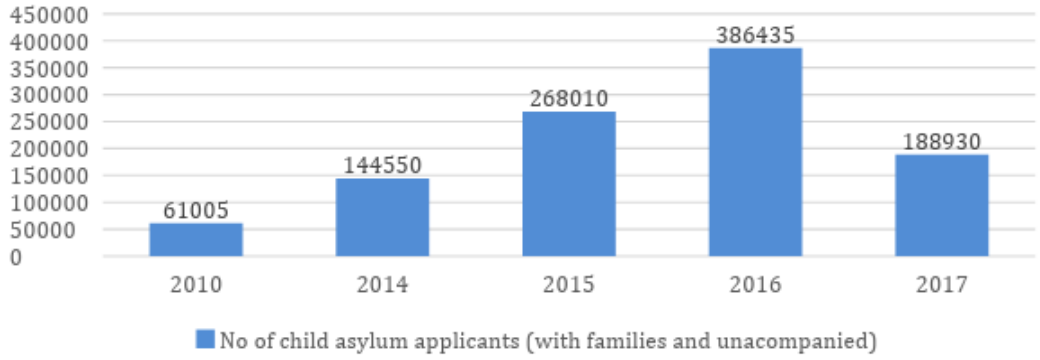

Chart 1. The dynamics of the number of child asylum applicants in the EU 2010–2014–2015–2016–2017 (first-time applicants). As of 05/02/2018. Source: Eurostat, 2018a

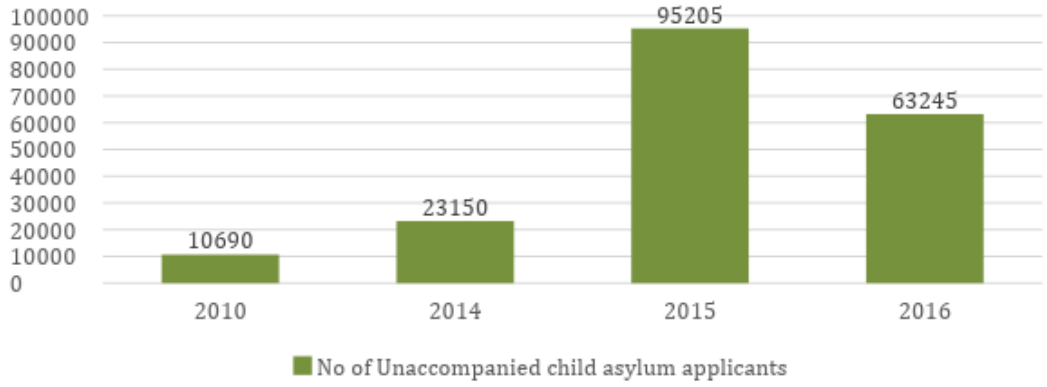

Chart 2. The dynamics of the number of unaccompanied child asylum applicants' in 2010-2015 as of 05/02/2018. Source: Eurostat, 2018b

As there are no standardised data collection patterns regarding children from migration environments in every country, its education system and so on, it is not possible to make reliable observations on this issue. So the data presented in Table 1 below are more of an illustrative nature and give at least some view on available information regarding the situation in different countries.

Table 1. Statistics of children in migration available in project countries

Country	Total number of children from migratory background	Share of minor migrants in comparison to total number of immigrants	Number of unaccompanied children	Data by age share of entire migrant population
Italy	1,038,046 (2017)	20.6% of total (2017)	18,303 (2017)	0–5 years old 39.8% 6–11 years old 34.1% 12–17 years old 25.9% (2017)
Portugal	6,182 (2016)	21% of total (2016)	57 (2015)	9.2% are between 0-14 years old (2016)
Hungary	20,939 (2016)	14% of total (2016)	8,805 (2015) 1,220 (2016)	0–19 years old 14% (2016)
Lithuania	1,380 (2014)	n/a	3 (2015) 1 (2016)	n/a
Greece	19,790 (2017)	n/a	2,275 (2017)	n/a
Cyprus	12,715 (2015) 8,947 (6.4% EU migrant children aged 0-15 in 2015)	9.1% migrant children aged 0-15 in 2015	Approx. 200 (2017)	n/a
Spain	22,655 (2016)	14.3% of total (2016)	580 (2016)	0–4 years old: 8,923 5–9 years old: 6,721 10–14 years old: 7,011 (2016)

Source: National Country Reports, that can be found in the annexes of this e-book

1.1.3 *Policies and practices*

Overview of the integration programmes

It should be mentioned, that migrant integration is not a European Union level policy, it is left for member states internal regulation and the EU has very restricted opportunities to harmonize national policies.

The Asylum, Migration and Integration Fund (AMIF) was set up for the period 2014-20, with a total of EUR 3.137 billion for the seven years. It promotes the efficient management of migration flows and the implementation, strengthening and development of a common Union approach to asylum and immigration. Special financial incentives for EU States have been built into the AMIF to support the Union Resettlement Programme, including with focus on common Union priorities (Regulation No 516/2014 of the European Parliament and of the Council, 2014).

The European Union has a few important policy documents regarding children migration and protection. One of them is the June 2016 *Action Plan on the Integration of Third Country Nationals*. The Plan provides a comprehensive framework to support the Member States' efforts in developing and strengthening their migrant integration policies, and describes the concrete policy, operational and financial measures the Commission will implement (The European web site on integration, 2017).

Another important document is the *Action Plan on Unaccompanied Minors* (2010–2014). It has been instrumental in raising awareness about the protection needs of unaccompanied children in migration, and in promoting protective action.

The *European Agenda on Migration* (2015) and the *Communication on the State of play of its Implementation* (2016) have most recently addressed the protection of children in migration. The Commission Recommendations *Investing in Children: Breaking the Cycle of Disadvantage* (2013) has provided guidance with a view to reducing child poverty and improving child well-being, through mainstream and targeted measures (Progress across Europe in the Implementation of the 2013 EU Recommendation on Investing in children: Breaking the Cycle of Disadvantage, 2017).

The European Commission has also proposed 10 principles for integrated child protection systems, which provide a framework for the protection of children in migration (Coordination and Cooperation in Integrated Child Protection Systems, 2015).

In the project countries, there are not many integration programmes specifically geared towards migrant children and youth. In **Portugal**, there is *Programa Escolhas*, its central mission being the promotion of social inclusion for children and youngsters (ages 6–30) from vulnerable social, economic contexts, providing equal

opportunities and ensuring social cohesion reinforcement. Although it is not a programme exclusively focused on migrant children, there is a large percentage of them, with data from the external report of the 5th generation (Programa Escolhas, 2014) indicating that 17.5% of the young participants were born in foreign countries (mainly Portuguese-speaking African countries); the same can be said about 34.9% of the fathers and 38.7% of the mothers.

In **Italy**, the programme AMIF is the programming document elaborated to define strategic goals and measures to carry out in Italy.

Specific Objective No 2 foresees, among other things, the upgrading of the Italian school system under a service approach focusing on the foreign user and the qualification of the non-accompanying minor's reception system.

In other countries, the problem of migrant children integration lacks attention from the government. There are no specific programmes in **Lithuania, Greece, Cyprus** or **Spain**.

In 2004, the **Hungarian** Ministry of Education issued a directive concerning non-national children's intercultural education in kindergarten and school. However, in practice there are very few options for migrant children to integrate in the Hungarian school system.

Financial resources allocated in euros per year for integration

According to the information provided by the Directorate-General of Migration and Home Affairs of the European Commission, the following basic allocations to countries for integration of migrants by AMIF were allocated for the period 2014–2020:

Portugal: €32,776,377.00; **Lithuania:** €9,632,277.00; **Italy**: €310,355,777.00; **Hungary**: €23,713,477.00 (most of the funding is suspended indefinitely by the government since January 2018); **Spain** €257,101,877.00; **Greece**: €259,348,877.00; **Cyprus**: €32,308,677.00 (Financial Support to Member States under the Asylum, Migration and Integration Fund and the Internal Security Fund, 2017).

Also, **Hungary** provided EUR 343,146/year Integration fund for Refugees and People under Subsidiary Protection. However, this source was eliminated in June 2016 (Immigration and Asylum Office, 2018).

In **Portugal**, the State budget (2017) for the High Commission for Migration, an agency involved in the implementation of public policies on migration, among them on integration, was €6,701,703 (Decreto-lei nº 42 de 28 de dezembro, 2016).

The government of **Italy** is also involved in funding migrant integration. These are the financial resources provided:

Ministry of Interior, 2011–2014: €25,012,000.00;

Ministry of Labour and Social Policies, DG Immigration and Integration Policy, 2009–2013: €200,373,567;

Ministry of Education, University and Research, PON (*Programma operativo nazionale*), 2014–2020, in January 2017: €840,000,000 for integration and social inclusion projects.

Migrant children in the education system

All of the countries point out that they attend to the needs of integration and education of migrant minors. However, access to educational system is limited for those living in reception centres. There is also a risk that migrant children will not receive high quality education because of the language barrier and the lack of support from educators.

Data on migrant children in educations systems in different countries are scattered and refer to very different periods, so it is impossible to make data-based observations. The following are only some trends:

Portugal. The share of immigrant children in educational system was, according to the data provided by the OECD in the PISA programme in 2012, 3.6% for the first generation and 3.5% for the second generation.

The total number of foreign students enrolled in primary and secondary education in the academic year 2015/2016 was 51,128, according to the Direção-Geral de Estatísticas da Educação e da Ciência (DGEEC, 2017).

Italy. Pupils with foreign citizenship, year 2016/2017: 826,091 (9.4% of the pupils total). Almost 60% of foreign pupils are 2nd generation. There is a continuous increase in children who were born in Italy but have a foreign citizenship, from 334,300 (School year 2011/2012) to 479,000 (School year 2015/2016), indicating a 43.2% growth.

Hungary. Among 15-year-old PISA test-takers in 2012, only 0.8% were foreign-born and 1.0% were born in Hungary to foreign-born parents.

Cyprus. The total number of foreign-born students in Cyprus found in public education in 2015–2016 was 7,433 (3,837 boys and 3,596 girls). With private schools, the number is 2,234 (1,112 boys and 1,222 girls). In total, the number reaches 9,667 (4,949 boys and 4,718 girls) for both sectors. Based on the information of the Cyprus Statistical Service, the five countries where most foreign pupils come from are Georgia, Romania, Greece, Bulgaria, and Syria.

Greece. There were 13% of 15-year-old pupils in the education system in 2012, according to the data provided by the OECD in the PISA programme in 2012.

Spain. Foreign pupils enrolled in all courses totalled 721,028 in 2016.

Lithuania. In 2016, there were 1,182 foreign pupils in the education system (ages 6 to 18). Hardly any pupils are 1st (<1%) or 2nd generation (1.5%).

1.1.4 *Identified needs of children in migration environments*

According to the European Commission (The Protection of Children in Migration, 2017) and the Special Representative of the Secretary General on Migration and Refugees of the Council of Europe (Thematic Report on Migrant and Refugee Children, 2017), the biggest challenges the children face are in these areas:

1. Identification and age assessment.
2. Registration and guardianship.
3. Inadequate reception.
4. Access to basic services:
    a. Alternatives to detention for families and suitable alternative care arrangements for unaccompanied and separated children.
    b. Accurate information, quality legal aid and access to child-friendly procedures.
    c. Access to health services.
5. Separated family reunification and transfer procedures:
    a. Relocation and resettlement.
    b. Family reunification.
6. Support for victims of abuse.
7. Education and integration measures.
8. Transition to adulthood.

UNICEF's six-point *Agenda for Action that Puts Children at the Heart of the Global Compacts for Refugees and Migration (Unicef, 2017)* is relevant to all the project countries. It considers the need to eliminate such problems as violence and exploitation; detention; separation of families; poor access to education, health and other services; underlining the causes of large-scale migration; promoting measures to combat xenophobia, discrimination and marginalization in countries of transit and destination.

Meanwhile, **Cyprus**, **Spain**, and **Portugal** also focus on the experience of the organizations and agencies working in the field on the national level. All of them emphasise the need to narrow the cultural gaps, provide the possibility for comprehensive social integration, which can only be achieved through cooperation between public agencies and NGOs.

1.2 The state of the art: support professionals' skills ecosystem

1.2.1 *Profiles of professionals*

In different EU countries, different professionals provide services to migrant children. Generally, in each country the following professionals are the *most common*: Social Workers, Teachers/Educators, Psychologists, Lawyers, Guardians and Intercultural Mediators. These professionals are usually trained/educated according to the specifics of the national education system. The Member States themselves are responsible for the content of the education, the organization of the education systems, including the content of the VET training and its organisation. The EU education policy is designed to support national action and help address common challenges. The European Commission only formulates common goals of EU education systems, common indicators and standards.

Social Workers (with a relevant degree and a certificate of professional competence). The structure and legislative framework of the welfare states in European countries shapes the size, composition and regulation of the social services workforce. Whilst the Bologna process has harmonised social work academic qualifications to an extent, social care professions are still very much country-specific with regulation and required qualifications being formalised in some countries but not in others. Social workers generally (but not universally) require university training since the Bologna Reform. However, the exact activities, training requirements and settings for delivering this work vary significantly across Europe (Hussein, 2011).

Research on social work in Europe proves that in general, the roles of social workers and other professionals working in social services revolve around assessment, multi-agency working and liaising with other professionals, reducing and managing social risks for individuals and families, and case management (Moriarty et al, 2015).

Social workers in general can be classified into at least 2 broad categories:

a. Professional workers who in general require accredited qualifications in areas such as social work or comparable formal programmes.
b. Less-qualified workers who provide personal assistance and care in different settings for which they may be required to undertake vocational training, short training courses or only on-the-job training (Montero et al, 2017).

The term **Social Worker**, in the majority of countries, comprises a variety of professions, some of them listed below.

In 5 of the project countries, social workers have an academic background; Portugal and Hungary do not have any requirement to have at least a Bachelor degree, and a person can be a social worker there if he/she has a Bachelor degree in any discipline or has finished vocational courses.

Psychologists (with a relevant university degree and a certificate of professional competence). There are different types of psychologists such as community psychologist or social psychologist mentioned in country reports, but psychologist practitioners need a master degree and also, in some cases, professional experience. They all carry out similar functions.

In general, they provide psychological support on an individual or in-group level and facilitate the integration pathway along with all other professionals, their role in integration of minors is very important.

Lawyers (with a relevant university degree and a certificate of professional competence). They provide legal support, but usually work with a family as a unit, and not a child alone (unless it is an unaccompanied minor).

Teachers (with a relevant higher education degree and a certificate of professional competence). In most cases, they provide lessons as preliminary language courses and private or group courses for the ones who are in need of support before entering regular school or during the period of adaptation. They also do teaching at schools of all levels, from kindergarten to higher secondary.

Caregivers/legal guardians/guardians (no specific profession or requirements needed but, in some cases, need vocational training with a certificate of professional competence). They provide general daily-routine services to young migrants.

Intercultural mediators are present in some of the project countries. They carry out mediation activities between immigrant and local society by removing linguistic and cultural barriers, by identifying needs and resources of the beneficiaries and by facilitating the access to public services.

He/she can work with public and nonprofit structures that offer services to immigrant, general public services, schools, hospitals, counselling centres, police headquarters, courts, unaccompanied minor reception centres, community homes. According to the field of action, the job requires a strong knowledge of legal, educational, healthcare or administrative sector.

In some of the project countries it is a professional qualification, in others it is not and person can become one thru practise or/and attendance of special (very often informal) courses.

1.2.2 *Formal VET institutional structure*

The vocational training principles of the EU level are described in Article 166 of the Treaty on the Functioning of European Union (The Treaty on the Functioning of the European Union, 2007). The Member States have their own responsibility for their Vocational Education Training (hereafter: VET) systems.

VET in Europe covers diverse national systems rooted in their specific economic and social environments. VET consists of two parts: Initial Vocational Education and Training (IVET) and Continuing Vocational Education and Training (CVET).

IVET is normally a part of higher secondary education but also includes tertiary level (called *Fachhochschulen*, universities of applied sciences, or vocational colleges in many countries). CVET includes a range of vocation-oriented training provided by a variety of trainers. IVET takes place within relatively regulated frameworks while CVET is often unregulated (A New Impetus for European Cooperation in Vocational Education and Training to Support the Europe 2020 Strategy, 2010).

In 2008, the Recommendation on the European Qualifications Framework for Lifelong Learning was adopted by the European Parliament and the Council (On the Establishment of the European Qualifications Framework for Lifelong Learning, 2008). The European Qualifications Framework (EQF) is a common European reference framework, its purpose being to make qualifications more readable and understandable across different countries and systems. Qualifications are increasingly being defined and written based on a learning outcomes approach, which best expresses what the qualification holder is expected to know, be able to do and understand. Learning outcomes are also the "glue" holding together the common EU tools and principles that lead to higher consistency in employment, education and training policy across Europe (Understanding Qualifications, 2018).

The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process. Countries develop their own national qualifications frameworks (NQFs) to implement the EQF (European Qualifications Framework (EQF), 2018).

All the project countries have a compulsory education system for children aged between 5–7 and 15–18. It may have 3–4 levels depending on a country. Formal VET is designed for people with different education levels, from primary to post-secondary. It lasts from 1 up to 4 years.

There are no specific formal VET courses in any project country related to professionals or social workers working with children from migrant backgrounds addressing migrant children' specific needs. There are some VET trainings that develop students' skills for direct work with children or trainings focusing on

intercultural values, but without targeting the special needs of migrant children. Vocational training is designed for learners who want to improve a qualification they have, acquire a new one but it can also be aimed at young people who have already obtained a qualification but would like to acquire more specific professional competencies in order to increase their opportunities in the labour market.

1.2.3 *Non-formal and informal training in the VET framework*

Non-formal and informal learning can be validated in European VET systems. For this purpose, European guidelines for validating non-formal and informal learning were created (European Guidelines for Validating Non-formal and Informal Learning, 2016). These tools and principles are designed to help people progress through education and training at any age, change careers or move abroad for work or further education. In addition, the terminology developed through ESCO, the European terminology on Skills, Competences, Qualifications and Occupations, supports linking the labour market with education and training.

Informal vocational training can be funded with public or private resources. It depends on who is the provider of the training.

In some project countries, governmental institutions carry the responsibility for regulation of informal VET training. In **Italy**, there is a system of accreditation for providers of VET. It includes strict and specific requirements that must be obtained in order to get accreditation.

On the other hand, there are no national standards to be followed, every region can decide on how to conduct training of future specialists. However, an important discussion on the definition of standards for learners is going on at the moment. Reform 53/2003 has introduced the basics of performance measurement.

Lithuania's social system, education system, etc. have their own accreditation procedures, a unified system does not exist.

The system of vocational education in **Greece** is also regulated by the state. The Ministry of Education decides what kind of education is needed in accordance to the national and local economy. It is also responsible for safeguarding quality of non-formal education, evaluating its providers and monitoring their operation.

In **Cyprus**, vocational training is also supported by the government, but it targets specific groups: follow-up training for the employed; training for the unemployed; training for other groups at risk of exclusion from the labour market; training for adults in general.

In **Portugal**, the non-formal and informal learning validation is carried out through the National System of Recognition, Validation and Certification of Competences

(RVCC) and through the accreditation of learning in higher education institutions." (EACEA National Policies Platform, 2017).

1.2.4 *Resources available: a list and overview of VET training programmes*

The situation is very similar in **Lithuania, Portugal**, and **Hungary**. All of these countries highlighted that there are no systematic and constant trainings available for specialists working with migrant children. All three countries mentioned that there are trainings provided by NGOs and/or by higher education institutions. These trainings took place on one-time basis in the case of Lithuania and offered credits within the further education structure for social workers or educators in the case of Hungary. In Portugal, trainings were on the subject of the Inclusion of Refugees in which the problem of Unaccompanied Minors is referred. Also there are some Erasmus+ initiatives to train volunteers and professionals in host and inclusion of refugees and migrants.

In **Cyprus** and **Greece**, most training programmes and methodologies belong to specific European project frameworks, such as Erasmus+, EEA Grants, Justice, etc.

In **Spain**, training is strongly linked to the school and education system. A few of the many programmes are described below in the *Good practices* section.

Italy has also provided a list of training programmes which can be considered as directly related to the wellbeing of migrant minors. Examples are presented in section 1.2.5 (*Good practices and identified gaps*).

1.2.5 *Good practices and identified gaps*

The main gap is that although good practices aim to promote the integration of immigrants, not all of them focus exclusively on children. However, those focusing on them are the following:

In Spain:

1. An intercultural classroom, by Movimiento Contra la Intolerancia. It is a meeting place for training, study and debate on intercultural social intervention that provides monitors, volunteers and educators with the analytical tools for effective action.
2. Promoción educativa y cultural de niños, jóvenes y adultos. By Andalucia acoge. For children and young people, whether schooled or not. It covers the following areas:
    - Maintenance and reinforcement of ties of origin: integration supporting the identity of origin, non-traumatic adaptations;

- Encouragement to school success: basic and compensatory education (Spanish classes; integration curriculum);
- Sensitization in intercultural coexistence (relational and affective integration);
- Mediation between parents and the education system;
- Mediation with centres and teachers, guidance and advice: coordination with entities and educational centres.

3. *Inmigración en el aula*. By MPDL. Education and awareness of all of the youngest and children in the classroom to avoid a rise of racist and xenophobic acts and achieve an inclusive, peaceful and supportive coexistence.

In Italy:

1. Volunteer legal guardian's training organised by the Italian Childhood and Adolescence Authority with EASO support. A 27-hour course for citizens that have answered the call for the volunteer legal guardian for unaccompanied minors. Volunteers learned how to respect minor's rights and to provide protection considering their specific vulnerability due to their young age and their rough journey of migration.
2. A free course for volunteer legal guardians for UAMs organised by Centro Mediterraneo di studi e formazione Giorgio la Pira in collaboration with ASGI and Fondazione Migrantes. Catania, May 2017. A training course on the guardian's duties and legal procedures scheduled for UAMs support.
3. A foreign minor's legal protection course for public employees in social and educational services (social assistants, educators, psychologists, third sector operators) and migrant information points. By the province of Monza Brianza, 2013. The European Fund for the Integration of Third-country Nationals.
4. UAMs Rights, an online training course offered by Melting Pot Europa, an independent communication project that provides online training courses on demand for associations, lawyers, third-sector operators, teachers, and everyone working in services for immigrant people.

In Portugal:

1. *Programa Escolhas*: as previously mentioned, it is a national government programme created in 2001. Its mission is to promote the social inclusion of children and young people from vulnerable social economical contexts, offer equal opportunities, and ensure social cohesion reinforcement.
2. *Partis* – Artistic Practices for Social Inclusion: developed by the Calouste Gulbenkian Foundation, this programme supports projects that prioritise art as a means of social intervention among vulnerable groups/communities.

3. *Português para Todos* (Portuguese for all): courses for immigrants aged 18 and above with legal residence in the country. They aim to enable the student with the necessary skills to communicate in and understand the Portuguese language, as well as gain knowledge of the basic rights of citizenship for their integration into the Portuguese society. This programme, which is managed by the High Commission for Migration, is a joint initiative between the Presidency of the Council of Ministers, the Ministry of Labour, Solidarity and Social Security and the Ministry of Education and Science.

In Lithuania:

1. Trainings provided by the International Organization for Migration (IOM) aimed at building the intercultural competence among the specialists of Lithuanian state institutions and strengthening the ability to fulfil their functions while working with third-country nationals and mixed families. It was implemented as a part of the project Assistance to Children and their Families: Building Specialists' Intercultural Competence II (The International Organization for Migration).
2. The IOM has also prepared 6 interactive remote learning web-based modules for building intercultural competences for personnel of the police system that are providing public services and dealing with third-country nationals. The modules are: Raising Juridical Intercultural Competencies; Islam; Caucasus; Africa; China; India and Oceania (The International Organization for Migration).
3. Trainings carried out by the DDG in 2016–2017 under the Methodology of the Training Programme: the Concept of Migration and Intercultural Competence in Work with Asylum Seekers: Sociological, Juridical and Cultural Dimensions. The target group were specialists working with persons who are granted asylum in Lithuania. Trainings were aimed at improving their qualifications needed for direct work.

In Hungary:

1. Migrant Children in Child Protection: a training by Menedék for professionals working with migrant children. The training provides knowledge on social and psychological background of migration; the Hungarian child protection system with specifications for migrants; the institutional structure of child and family protection; development of intercultural competences and tools for the professionals; professional self-awareness.
2. Several books have been published with the aim of closing the gaps in the higher education and formal training structure for professionals working with migrant children. One example is Helping differently – But how?, which is based on case studies drawing learners closer to real-life experiences in

connection with migrants (Bognár et al., 2008). Another example, On Immigrants, a Manual for Helping Professionals practically serves as a ready Q&A database for professionals working with migrants, sorting questions and answers into different groups of situations a professional might face during their work. (Mészáros, Lastofka, & Soltis, 2009)

3. The Hazai és európai jó gyakorlatok az interkulturális pedagógia és a migráns gyerekek integrációja területén is a collection of best practices in intercultural education and the integration of migrant children (László, 2012).

In Greece:

Mythwork, by IASIS. The key aim of the project is to provide innovative techniques for reaching out to migrant youth and young asylum seekers and refugees. The first priority of the project is the high quality of youth work initiatives that involve the aforementioned groups.

In Cyprus:

1 SC-IRIE, integrating minority, migrant & refugee children at European schools & society. Provided by ShipCon, that provides Erasmus+ courses that are designed 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. One of the courses they provide is a course which is ideal for (primary and secondary) school principals and directors, (primary and secondary) school teachers, educational advisors, community leaders, community workers, social workers, NGOs working with minority groups, migrants and refugees, and civil organisation staff. The participants will have an opportunity to acquire the following competences through theory, practice and hands-on experience, and reflection:

- Dealing with cultural differences inside the classroom and make the most out of cultural diversity.
- Embracing cultural diversity and best practices for integration.
- Developing and implementing desegregation policies.
- Understanding the importance of national language acquisition for the integration of minority groups and migrants.
- Implementing best diversity policies and taking affirmative actions.

***Greece** and **Cyprus** have also mentioned the following:*

The *Lighthouse* Erasmus+ project (2014–2016) by Centre for Social Innovation and IASIS: inspired by the combination of two successful frameworks, the Austrian model LOT-House (learning, orienting, trying-doing) and the well-established French system for the recognition of non-formal and informal learning, the project established an

innovative model and tools for providing lifelong learning and career paths for migrants through tailored counselling and recognition of prior learning to improve skills, employability and mobility (The *Lighthouse* Erasmus+ project (2014–2016)).

2. Researching practice and needs: results of online survey and focus groups

2.1 Mapping skills of professionals working with children from migration environments

Research to map skills and training needs of professionals was conducted in February–May 2018 and consisted of two stages. The first stage was two focus groups in each project country – one of professionals working with migrant children. The ***aim of this focus group*** was to identify the skills and competences needed for work with children in migration environments and explore the possibilities to use the gamification method in providing training for those skills and competencies. The second focus group was with VET system stakeholders. The ***aim of this focus group*** was to explore existing training programmes and possibilities of the usage of gamification in social work VET. On the EU level, interviews with 5 experts aware of the situation of the training possibilities for professionals working with migrant children were conducted.

Gamification in the framework of this project is described as the use of game elements in a non-game context. It can take a variety of forms, including the use of narratives to change the context around a typical activity, the creation of social competition, and the incentivizing of behaviour through badge and reward systems (an aspect of gamification known as pointification) (Hanus, Fox, 2015, p. 152).

Each project country had conducted a focus group at least twice and it involved a different number of professionals in total (11 in Portugal; 10 in Lithuania; 12 in Cyprus; 10 in Greece; 12 in Spain; 13 in Italy; 15 in Hungary).

The second stage of the research was an online survey aimed at professionals delivering services to migrant children. The questionnaire was based on the results of the focus groups. The ***aim of the questionnaire*** was to gather information about the skills these professionals use in their work and to assess the possibility to use ICT and gamification as a tool/method for filling in gaps of training. Questionnaires were filled in by at least 20 professionals working with migrant children in each country and

by 10 professionals from countries other than the project partners (Malta, Latvia, Slovakia, United Kingdom, Sweden, Romania, Germany, Estonia, Bulgaria).

2.1.1 *Children's needs and skills to help them*

Focus groups to support professionals' data. First of all, participants in the focus groups pointed that trainings were more needed for those who do not yet meet/work with migrants every day. Those who work with them on a daily basis, have quite a lot of knowledge and skills already.

The participants emphasised the importance of establishing a connection, relationship with clients. That can be very complicated with a child who does not speak that country's language. This is where the role of the school, teacher and education becomes crucial. Summing up children's needs named by focus groups participants:

- Lack of official documents (e.g. social security number) that may lead to situations where children can´t have access to education, healthcare, etc.
- Difficulties in learning the language of the country that they are in.
- Lacking tools to evaluate the child's knowledge and education level.
- Lack of specific school programmes to integrate migrant children.
- Lack of material/information/tools to address issues concerning migrant children.
- Lack of social and psychological support, especially for traumatized children.
- A relational need, seeking a privileged relationship with an adult who represents a role model.
- At psychological level, the need to evaluate and redefine themselves. There is a great need to have a clear personal path, a life project.
- Support needed for accessing local services, especially health services, education services.

From a more practical point of view, the participants in the focus groups stated that the skills and competencies they needed when working with children in migration environments involved soft skills: empathy, communication skills, behavioural interpretation, problem-solving and conflict resolution, also the professional's personal self-care. They also need to have first aid training, legislation training, general training of professionals about their roles and those of other professionals, and how to cooperate with each other in a more beneficial and effective way.

One important issue that came up in the interview with each expert from non-project countries was the need of professionals working with migrant children for networking among themselves and among representatives of different structures (for example, teachers and policemen, social workers, psychologists, etc.).

Networking would also create an opportunity of informal learning from best practices.

Survey results. Most used skills (ranked according to how often they are used) according to all countries respondents:

1. Communication;	6. Intercultural sensitivity and knowledge;	11. Flexibility /individualised approach;
2. Empathy;	7. Cooperation;	12. Reduction of prejudice;
3. Identification of child needs;	8. Sensitivity;	13. Conflict resolution;
4. Non-verbal communication skills;	9. Problem-solving;	14. Coordination.
5. Acceptance and non-judging;	10. Creativity (esp. in overcoming language barriers);	

To sum up, survey results itemise focus groups findings: soft skills are generally used most often in helping children. Some respondents also mentioned that ICT skills were important and they were using social media skills, ICT skills (basic ICT, platforms, digital storytelling, apps, OERs). Other topics that were mentioned were keeping them away from delinquent behaviours, job counselling, cultural, sexual education and ways to set specific rules and behavioural patterns.

2.1.2 *Need for trainings*

Focus groups to support professionals' data. Professionals who participated in the focus groups mentioned an array of skills that required training or improvement in their opinion. The online survey was based on focus group information, so it allowed to rank skills identified and to add new skills, if needed. Summarizing focus groups information, the following skills should be mentioned: intercultural sensitivity and knowledge, also transcultural intervention tools, knowledge of the legal base regarding migrants and migration as constantly updated, skills and tools of fostering integration into community helping both sides – migrants and communities, empathy, communication (verbal, nonverbal, etc.) skills, the self-care skills of professionals in order not to lose motivation and not to burn out, helping different groups prone to vulnerabilities (PTSD, human trafficking, sexual abuse, unaccompanied minors), reduction of prejudice and awareness raising.

Survey results. The skills that needed improvement the most were as follows (ranked according to the aggregated country data):

1. Communication;
2. Conflict resolution;
3. Problem-solving;
4. Intercultural sensitivity and knowledge;
5. Resiliency;
6. Integration into local communities' practices and tools;
7. Critical thinking;
8. Coordination;
9. Contextualization and transferability of knowledge in to the field;
10. Non-formal education methods and techniques;
11. Non-verbal communication skills;
12. Finding and Organizing Information (on legal acts, procedures rights and/or similar);
13. Client involvement/empowerment into the help process;
14. Self-awareness/ reflectivity

Professionals working with migrant children were also asked about other aspects of skills training that are important in the whole process. It is important to stress that, in the opinion of the participants in focus groups, the most effective way to train and to gain skills in the field of migration is to do it face-to-face, informally and through participation, with active involvement of participants.

In the online survey, the following aspects/elements were chosen by the professionals as being important and very important in the provision of a training course (ranked according to the aggregated country data):

1. Practical situation solving activities;
2. Case studies;
3. Exercising the practical component;
4. Face-to-face interaction between professionals during training;
5. Videos, stories used during training;
6. Knowledge of the local context where work is done;
7. Blended learning;
8. Sharing experiences with other learners;
9. Training tailored to specific learners and their clients' needs;
10. Face-to-face learning/training;
11. Theatre/drama-education tools;
12. Workspace training;
13. Trainer/co-trainer with a migrant background;
14. Available online at any suitable time;
15. Classroom training;
16. Specific apps for learning/training.

2.1.3 *Gaps in the existing training system*

In all countries, the most important gap in the existing training system is the lack of experience in field work with migrants in the system as a whole. This issue arises from the limited involvement and support of governments in creating policies and an environment suitable for such trainings. In order to ensure constant improvement of professional skills, non-mandatory training courses should be replaced with compulsory ones.

The difference between what they learn in school/training courses and what they find when they do fieldwork was considered as an important gap. There is a missing link between theory and practice.

2.1.4 *Good examples of usage of ICT and gamification in trainings*

In almost every country, *focus group* participants stated that they had not experienced learning through ICT and/or gamification, or the experience was very poor. Yet some of them use ICT tools in their work. So it would be critical not to set a technological level of the training platform that could not be reached by most of the project target groups because of the very limited experience in using ICT and gamification in general.

A good example of the usage of ICT for training purposes is this MOOC (Massive Open Online Courses) on Digital Storytelling: *In general MOOCs with videos, short but interesting readings and a lot of practical inputs.*

Another example of training using ICT and gamification BUT on a different topic (social entrepreneurship) is called ENTRINNO (http://entrinno.org/). It is an app aimed to develop entrepreneurship skills by playing a game.

An example in Hungary: *Cigánylabirintus - KJK* (2009), where the user can follow the life of a Gipsy boy, making decisions for him, choosing his route and taking chances for him, getting to know the consequences of the decisions, understanding the challenges he faces as member of a minority.

The majority of *survey respondents* said that they would like to participate in trainings, using ICT and/or gamification, for acquiring and/or developing skills needed to work with children from migrant environments.

2.2 Mapping the training system

2.2.1 *Training resources available and good examples*

Countries specified the organisations providing training to specialists working with children or in the field of migration, including universities, local community service providers, international organisations, but none of the organisations focuses specifically on work/competencies for the skills to work specifically with migrant children.

Some stakeholder representatives said that their institutions did not see/feel the demand for such specific trainings or competencies or skills, but if such a need was declared they would be willing to prepare and include them into their curriculum.

However, a few examples of training courses regarding precisely migrant children can be highlighted.

In Italy:

Centro di Salute Globale (Global Health Centre, a regional coordination facility) in Tuscany Region provides training and coordinates operators working with foreign minors in the health sector.

The *Intersos* project financed by UNICEF to raise reception standards in Sicily for unaccompanied minors. *Intersos* provides non-formal education training and on-the-job-training to workers at the reception centres and to the various stakeholders such as social workers and institutions on various topics: quality standards in reception, minors' engagement, intercultural skills, legal and psychological aspects, vulnerability, life project and personalised education plan.

Save the Children has been working in the territories near the Italian southern border (Puglia, Calabria, Sicilia) since 2008. There is a specific project for minor protection where training support and capacity building activities are offered to third-sector stakeholders who deal with migrant children's reception. The project also offers a training course for institutions (prefectures, central police stations, social assistants, public employees).

Melting Pot Europa is a communication project whose main task is to analyse and report on the national and European regulatory framework about immigration. In collaboration with the Association for Juridical Studies on Immigration (ASGI) it provides legal trainings on UAMs and asylum seeking minors for lawyers, legal and social workers.

In Hungary:

30h training for educators (theory and practical training) - by Menedék Association: knowledge of basic terms concerning migrant children, background information

that gives a wider understanding of individual situations. Knowledge of how to support migrant families amidst the Hungarian bureaucracy.

Artemisszió Foundation: intercultural competence development in a school environment.

HE Social Work programme: children's rights approach; empathy.

In Cyprus:

The Police Academy of Cyprus: forensic interview training in relation to children who experienced sexual abuse.

L2M: Mothers & Children in Second Language (CARDET).

CRC Policy Centre: the resource centre Hope for Children.

In Spain:

The platform of Meridianos, and their programme named MENA: UAFM: Unaccompanied Foreign Minors. Trainings: *Advanced Coaching for Specific Intervention with Minors. Training of Immigrant Minors*: training for professionals in the sector to have permanent tutoring resources and achieve maximum efficiency in the training process of minors in their resocialization; *Training in Family Therapy with Children*: training to assist families and parents in the great challenge of educating their children, in general, minors in situations of need or social risk due to immigration or other risks.

Intervention Social. Trainings: Social Intervention with Immigrants: Intercultural Action for Minors as a Factor of Development.

Esneca. Trainings: *Social Intervention*: training in the organisation, methodology and techniques of social intervention to help people at risk of exclusion to be an active part of the social fabric that surrounds them. One of the topics: management in the educational and labour orientation of minors, youth, immigrants or handicapped.

Autonomous Communities and their Social Services Ministries offer free courses Design of the Intervention with Minors Who Experience a Lack of Protection or are Submitted to Judicial measures: Personalised Educational Projects (PEI), Personalised Judicial Measure Execution Programmes (PIEM) and Models Personalised Intervention (MII) Immigration.

Socio-educational intervention in the protection of minors: design of personalised educational projects (PEI); socio-educational intervention in criminal responsibility of minors.

In Portugal:

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

Refúgio e Arte: Dormem mil cores nos meus dedos, developed by the Portuguese Refugee Council. This project involves 40 unaccompanied refugee children and intends to promote their social inclusion and their knowledge of the Portuguese language through art, such as painting and pottery.

In Slovenia:

Only with Others Are We. A total of 10,000 expert workers and supervisors in the fields of preschool education, primary school education, primary musical education, vocational and technical education, general secondary education, education of children and youth with special needs, education in student dormitories and adult education will be trained in 5 years. Trainings are delivered in individual schools. Financed by the state.

On the EU level:

The European Asylum Support Office has a training curriculum, including courses such as *Interviewing Techniques with Children* (more can be found at the European Asylum Support Office website).

2.2.2 *Gaps and shortages of the system*

In general, there are not many specific trainings for work with migrant minors, and no systematic training and clear training system. On the other hand, every social worker, both in the public and in the private sector, should have minimum standard knowledge and awareness of the topic, especially when we refer to minors. It would be important to have the government's support by providing formal education and training in this specific field, and a structured system that every professional can follow and rely on.

Institutions of formal education recognise the need to update the curricula and their contents and to use more attractive media in training.

Finally, it is very important for all relevant professionals and organisations to have common approaches in relation to this particular field and to be open to cooperate with each other.

2.2.3 *ICT and gamification used in the training process: good examples and possibilities for a wider application*

First of all, the respondents emphasise the lack of experience working with ITC and gamification, not everybody has ICT literacy to be able use the resources, which must be kept in mind when developing trainings.

Also, it is very important to understand that online training cannot replace real-life experience. Part of the specialists are rather sceptical about the idea of gamification and see online usage in courses only as a theoretical part of learning.

Others have a more positive attitude towards gamification: they show interest in using it but also believe that it must be combined with human interaction.

There were opinions that blended courses are possible, when trainings are delivered partly in physical meetings and then by providing further opportunities for in-depth learning, or covering certain content digitally; offering online training material combined with self-assessment on the acquisition of the tool with a segment dedicated to field work. Online training could also be a good tool to keep participants updated (after training in presence).

The benefits of gamification can be seen. It can be used in a way of making training more interesting, fun, engaging, etc. But a system of evaluation of the knowledge and skills gained by using online resources should be created to ensure the efficiency.

In the opinion of interviewed experts, the following aspects are very important and should be considered for delivering training by gamification:

- the use of gamification should focus on a specific target group. It is crucial to clearly define this target group in advance, in order to understand their needs, if they like to play games (this is the root for all the gamification processes) and what kind of games they like to play;
- what will be the content of the game;
- how user friendly it will be;
- how realistic;
- striking a very fine balance between being realistic and not being too easy or being too complicated either.

Even the instructions how to play in the game have to be very clear.

Experts also thought that ICT tools could provide the much-needed networking possibility and could be used for that purpose, as it is a thing that all the professionals in all the countries miss a lot.

3. Conclusions

1. It is clear from the data covered in this report that there is no explicit and holistic policy on the integration of migrant children in any of the countries covered. It was only in 2017 that the European Commission proposed a set of 10 principles for integrated child protection systems, which provide a framework for the protection of children in migration, but it is the Member States who are responsible for their own national arrangements. Migrant children are in general considered as a part of the family unit and are ignored in terms of services and needs.
2. A more systemic and holistic approach is needed in relation to supporting and training professionals working with children with a migrant background. Integrated training strategies have to be developed, including improvement of the quality of resources of education and new methodologies for this capacitation aimed at professionals working in this field.
3. Empirical research has shown that there are good examples of training organised for professionals working with migrant children in the EU countries, but the problem is that often they are project-based and their continuity is uncertain after the financing of the project ends. This applies both to the "old" and "new" EU Member States. This financing mechanism does not allow for creation of a clear training network and no such clear and stable network was identified in any country that the research was conducted in.
4. The experts and online survey respondents were unambiguously more supportive of face-to-face training/learning on migration issues than of e-learning and consider face-to-face trainings the most suitable in migration issues. The use of ICT is seen as an auxiliary tool to enrich the offer but not as a substitute for face-to-face training.
5. Professionals would like to be trained in relational/soft skills like communication skills, conflict resolution/problem solving, intercultural sensitivity and knowledge, identification of child needs, and more practical skills like non-formal education methods and techniques, integration into local communities' practices and tools the most. Also, the aspect of self-care training was mentioned as important, highlighting the need for resiliency, self-awareness/reflectivity.
6. Professionals are willing to participate in training using gamification and ICT for acquiring and developing skills. But it is important not to forget that not all professionals have the level of ICT skills needed to attend online training. Other important prerequisites are easy and non-stop access to technologies

and an environment that is generally supportive/positive towards the use of technologies.

7. The gamification process must be rigorous and almost tailor-made for the end users. The end user must be clearly identified, the content, instructions have to be user-friendly and have a clear relation to objective reality. Only by doing so will it be possible to develop training with concrete goals and objectives.
8. An important issue that could possibly be addressed with ICT tools is the possibility of networking for different professionals. There is currently no such possibility despite the strong demand from specialists located in separate institutions, regions, and so on.
9. Another important issue that could be at least partly answered with ICT tools and gamification is the possibility for self-care, or at least self-assessment in terms of the mental state of professionals working with migrant children in order to detect burn-outs. The need for training of self-awareness/reflectivity was noted as one of the skills that need training.

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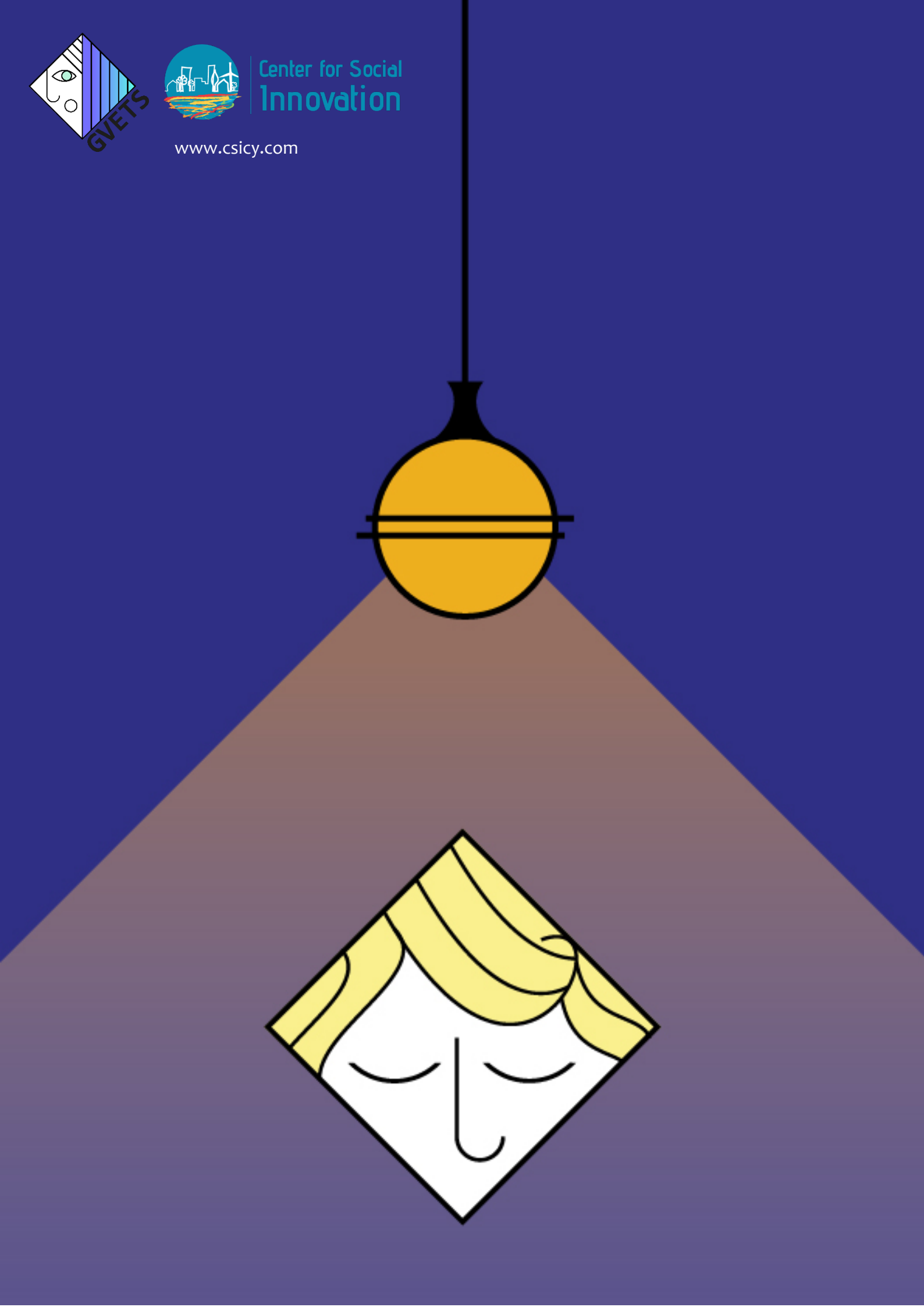

ANNEX No. 1

Cypriot National Report

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

Centre for Social Innovation Ltd.

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Introduction

For immigrants and asylum seekers who wish to migrate to northern Europe, Cyprus is a pretty attractive destination.

According to Alecou A. & Mavrou J. (2017), the literature reporting on the integration of asylum seekers and immigrants in Cyprus is too small. Despite the rising of the international trends foreign children born or raised in Cyprus are missing their entitlement to citizenship.

In terms of policy level the whole attitude towards immigration policy must break away from the "control" ideology and head towards an approach towards immigrants and immigration more positively and proactively. Integration necessitates a serious change in the whole way in which migrants are perceived and are structurally placed in the Cypriot society (Trimikliniotis N. & Demetriou C., 2011).

1. Setting the scene: migration, existing support and training resources available

1.1 Integration policy and practices

1.1.1 *Legislation*

Overall the Republic of Cyprus (RoC), given that they are a member state of the EU, follows the EU framework in relation to children and all other matters related to legislative regulation. Moreover, the RoC has signed and ratified a number of international instruments related to children's rights, most notably the Convention on the Rights of the Child. It follows therefore, that all actions, legislative and otherwise, follow the instructions and guidelines laid down by the international legislative framework as that is embedded in the national framework.

The key national legislative instruments in the RoC that are directly related to the rights of the child, with a focus on children with a migrant background, are the following:

The Refugee Law (L. 6(I) 2000) regulates all matters related to applicants of international protection. It should be noted that children who arrive and are considered members of a family unit, are dependents of their parents and as such do not go through the process themselves but their parents do. Similarly, if their

parents receive a form of protective status then, the children as dependents receive the same status (The Refugee Law).

This is not the same for children who arrive and are identified on the RoC as unaccompanied children. Unaccompanied children are again covered under the provisions of the refugee law of 2000. Details related to the procedures followed for unaccompanied children can be found in article 10 of the law. This includes, guardianship, accommodation, age assessment, best interest etc.

NB: Children arriving on the RoC as unaccompanied are fed through the asylum framework, since the general migration law and policy does not offer any other possibility to regularise their stay. Plus, unaccompanied children, are by default considered vulnerable given the lack of a parental authority.

For children who arrive in the RoC accompanied by family members, or who are born on the RoC, and who are not affected by the asylum framework, the legislation that directly affects their status is the Aliens and Immigration Law (CAP 105). This legislation includes provisions for EU nationals exercising their right to freedom of movements in a different member's state, unqualified TCNs with an employment permit, qualified TCNs, volunteers and researchers (The Aliens and Immigration Law).

The legal statuses a child can possess are the following:

- Recognized refugee (as a dependent of a recognized refugee adult)
- Subsidiary protection (as a dependent of a recognized refugee adult)
- Recognized refugee (as an unaccompanied)
- Subsidiary protection (as an unaccompanied)
- Victim of trafficking
- Visitor
- EU national
- Dependent of a migrant work with a fixed term residency permit
- Dependent of a TCN with a long term residency permit
- Family member of an EU national who is not a national themselves

The national agency responsible for the issuing of the residency permit is the Civil Registry and Migration Department, which institutionally falls under the directorship of the Ministry of Interior.

However, the statuses related to international protection granted by the Asylum Service (under the directorship of the Ministry of Interior), and that of a victim of trafficking by a special unit of the police designated to identify victims of trafficking, children included (under the Ministry of Justice and Public Order).

Policy papers or programmes

Integration of migrants, whether falling under the asylum framework or general migration law, was one of the main areas of concern of the Ministry of Interior. In the Strategic Plan of the Ministry for the period 2014-2016, migration, regulation of migratory flows and integration composed one of the chapters of the Strategic Plan. The plan for 2014-2016 has reached its term, and it is expected that a new strategic plan will be issued by the Ministry.

Apart from the above, a number of other stakeholders have at times issued policy papers related to integration, which however, where focused on their area of expertise (ie. UNHCR on the integration of refugees and asylum seekers).

Ministry with overall responsibility for integration

Ministry of Interior is the ministry with overall responsibility for integration.

Other ministries/authorities involved

Ministry of Education and Culture, in respect to the issues of integration touching upon and in direct link with education.

Asylum Service, which has a certain involvement in the integration of refugees (though as mentioned above falls under the directorship of the Ministry of Interior).

Agencies and organizations implementing integration programs

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)

1.1.2 *Statistics*

"Migrant Integration Policy Index" (MIPEX), indicates that Cyprus is below average and positions second to last among the 37 surveyed countries. In terms of mobility in the labour market it has less favourable policies and access is very difficult. Migrants that wish family reunification come across very restrictive eligibility criteria. In relation to the degree of integration of immigrants Cyprus seems to be in a "slightly unfavourable" situation (Migrant Integration Policy Index, 2014).

Statistics on international protection applicants and statuses are issued by the Asylum Service. However, they are not disaggregated on age. It is therefore impossible to understand how many of these are children, unaccompanied or not (Asylum Service of Cyprus). Informal communication with the Social Welfare Services of the RoC, the Guardian of the unaccompanied minors in the RoC, indicates that currently there are approximately 200 unaccompanied children in the territory of the RoC. Of there, the majority reside in specialised shelters, and a smaller number in foster families.

For children falling under the migration framework, unfortunately there is no data available at the moment. The public agency responsible for issuing residency permits for this, the Civil Registry and Migration Department, does not issue statistical data.

Total number of children from migratory background

12,715 (9.1%) migrant children 0-15 years old in 2015 (Janta, B. & Harte, E., 2016).

8,947 (6.4%) EU migrant children 0-15 years old in 2015 (Janta, B. & Harte, E., 2016).

Share of minor migrants in comparison to total number of immigrants

N/A

Data by country of origin (top ten)

The only statistical data related to asylum seekers, are composed by the asylum service. It should be noted however, that they are not disaggregated by age but by country of origin.

Asylum Service 2017:

- Syria, 37%
- India, 11%
- Vietnam, 8%
- Bangladesh, 7%

- Egypt, 4%
- Pakistan, 4%
- Somalia, 4%
- Cameroon, 3%
- Sri Lanka, 3%
- Other, 17%

Data by age

The last census was performed by the Statistical Service of Cyprus in 2011 and indicates the number of residents with a migrant background on the RoC. The data is disaggregated by gender and thus it is not possible to identify how many children, and under which status they reside on the RoC (Statistical Service of Cyprus).

1.1.3 *Policy and practices*

Overview of integration programmes

Integration programmes are identified throughout the RoC. Such are:

- Specialised shelters for unaccompanied children offering rehabilitation services (among others)
- Language courses
- Day care (educational and recreational) programme for children
- Cultural and Social integration programme
- Social Skills programmes

Migrant children in education system

Children in the RoC have access to free secondary education. This applies to local children and children of migrant background. The initial registration at the public schools is screened and performed according to the age of the child and the class that, based, on their age they should be following. From then onwards, each child is assessed based on their educational needs and may be placed in a special education class, given a tutor or support officer or extra supplementary classes.

Unaccompanied children upon their arrival and registration in school are registered in a special preparatory curriculum in specific schools. The aim of this is for the unaccompanied to learn the language and then be transferred in the mainstream classes.

The total number of the student population in Cyprus in public education (primary and secondary) for 2015-2016 is 110,003. The total number of foreign born students

in Cyprus for 2015-2016 found in public education is 7,433 (boys 3,837 and girls 3,596). In the private schools the number reaches to 2,234 (boys 1,112 and girls 1,222). In total, for both sectors the number reaches to 9,667 (4,949 boys and 4,718 girls). Based on the information of the Cyprus Statistical Service, the five countries where most foreign pupils come from are: Georgia, Romania, Greece, Bulgaria and Syria (Statistical Service of Cyprus, 2016).

1.1.4 *Identifying needs of children in migration environments*

The European Commission focuses on the following priority areas in terms of migrant children's protection and best interest of their needs (European Commission – Press release):

- Swift identification and protection upon arrival
- Adequate reception conditions for children
- Swift status determination and effective guardianship
- Durable solutions and early integration measures
- Addressing root causes and protecting children along migrant routes outside the EU

1.2 The state of the art: support professionals' skills ecosystem

1.2.1 *Profile of professionals*

In Cyprus there are five main categories of specialists working with children with migrant backgrounds:

- **Psychologists** (with relevant degree from any university approved by KY.S.A.T.S. and certificate of professional competence): They provide psychological support on an individual or in group level and facilitate in their integration pathway along with all the other professionals.
- **Social Workers** (with relevant degree from any university approved by KY.S.A.T.S. and certificate of professional competence): They provide all the support with their recognition process, together with lawyers, and represent them in the court for any issue that appears.
- **Teachers** (with relevant degree from any university approved by KY.S.A.T.S. and certificate of professional competence): They provide lessons usually as preliminary language courses and private or group courses for the ones who enter regular school and are in need of support.

- **Lawyers** (with relevant degree from any university approved by KY.S.A.T.S. and certificate of professional competence): They provide legal support.
- **Caregivers** (no specific profession needed but approval from the Social Welfare Services of Cyprus): They provide to young migrants general services according to their everyday routine.

KY.S.A.T.S. is considered to be the competent authority of the RoC for the recognition of higher education qualifications, for Degrees and jointed Degrees (KY.S.A.T.S.).

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. There is no specific VET education for them in relation to assisting people/children with different cultural backgrounds. They organize their own educational and integration programs.

"Home for Hope" is a shelter that accommodates unaccompanied minors. It operates with the approval and close collaboration of the Social Welfare Services of the Ministry of Labour, Welfare and Social Insurance. This shelter operates under the humanitarian NGO organization ''Hope for Children'' CRC Policy Center and it is staffed with specialized officers in the fields of psychology, social work, law and education. The unaccompanied minors are under the legal guardianship of the Director of the Social Welfare Services and provides multi-disciplinary and holistic services.

The services that are provided in the shelter are the following (HFC):

- **Rehabilitation services:** 1) Intake of social history, 2) Assisting in the procedure of age assessment, 3) Legal and social counselling services, 4) Psychological support / counselling and therapy (when needed).
- **Integration services:** 1) Legal and social counselling services, 2) Psychological support, 3) Language classes, 4) Afternoon educational classes and entertainment activities, 4) Assisting access to public and/or private education.
- **Durable solution services:** 1) Family tracing and assessment, possibility of voluntary return within the framework of family reunification to other member states and/or of return to the country of origin, 2) Investigation of possibility for placement in foster care, 3) Legal and social counselling services, 4) Psychological support, 5) Support during the transition to adulthood and integration to the society.

1.2.2 *Formal VET institutional structure*

VET is considered to be an important and prominent part of the Cyprus lifelong learning strategy referred as CyLLS. In the education and training system of Cyprus, there are VET qualifications that can be obtained and certified (CETEFOP, 2016). They are legitimized by the Council of Ministers and/or Acts, approved by the House of Representatives. Upper secondary level at the technical schools, including the evening technical schools, is considered to be the earliest level at which VET is available in Cyprus. In both the theoretical direction and the practical direction, the VET programmes are offered free of charge by the MoEC (Ministry of Education and Culture). The certificate acquired after completion has the same status legally as the certificate acquired by the upper secondary general education, unified lyceum and mainstream technical schools. VET is also available through the apprenticeship system, which accepts students who leave formal education between grades eight and ten. According to the VET in Europe report in Cyprus (2016) vocational training is widely available for people who are unemployed, employed, for other groups that are in risk of exclusion from the labour market and for adults in general. Public and private provision such as colleges, training institutions, consultancy firms and enterprises can provide training to these people. The Department of STVE of the MoEC offers three-year programmes that are provided in the setting of afternoon and evening classes in technical schools. They are at limited fees and help employed and unemployed adults re-integrate in areas in the workforce where there is lack of skilled workers. They also help them to respond more efficiently to the contemporary demands of the labour market.

According to this research there are no specific formal VET courses in Cyprus related to professionals or social workers working with children from migrant backgrounds.

In Cyprus education is available from the pre-primary to the postgraduate levels. It is compulsory until the student reaches the age of fifteen (CETEFOP, 2016). According to MoEC and European University Cyprus (European University Cyprus), the education system in Cyprus consists of the following stages:

- **Pre-Primary education:** It is obligatory for all children between four years and eight months to five years and eight months of age. Children are also accepted over the age of three.
- **Primary Education:** It has a duration of six years and it is obligatory for all children over the age of five years and eight months.
- **Secondary Education:** It offers two three-year cycles of general education. The curriculum consists of core lessons, interdisciplinary subjects and a selection of extracurricular activities. It consists of the Gymnasio which provides lower secondary education and the Lykeio which provides upper

secondary education. It is obligatory for the pupils between the ages of twelve and eighteen. As an alternative to the Lykeio, they may select to attend Secondary Technical and Vocational Education which offers them the skills and knowledge that will prepare them to enter the labour force or continue their studies in their field that they are interested in.

- **Higher Education:** The public and private universities that currently operate in Cyprus are the following:

a. Public Universities: The University of Cyprus, The Open University of Cyprus, and The Cyprus University of Technology.
b. Private Universities: European University of Cyprus Frederick University of Cyprus, Neapolis University of Cyprus, and University of Nicosia of Cyprus.
c. State Higher Education Institutions: Their duration is one to three academic years, they do not have university status, and they offer vocational programmes of study.

Private Institutions of Higher Education: They do not have university status but they offer both academic and vocational programmes of study at the undergraduate and postgraduate levels. In Cyprus there are twenty five registered Private Institutions of Higher Education by the Ministry of Education and Culture.

1.2.3 *Non formal Informal Training in VET framework*

VET programmes in Cyprus which do not lead to formal qualifications but to professional development and help adults improve their competences and get better in specific skills are the following (CETEFOP, 2016):

- **Training for the employed:** The main bodies that are endorsing training provision for the employed are the Human Resource Development Authority of Cyprus (HRDA), the Ministry of Education and Culture (MoEC), the Ministry of Labour, Welfare and Social Insurance (MLWSI).
- **Training for the unemployed:** The main bodies that are promoting training provision for the unemployed are the HRDA in cooperation with the MLWSI and the MoEC.
- **Training for other groups at risk of exclusion from the labour market:** Groups at risk of exclusion from the labour market are considered to be asylum seekers, women who are inactive, single parents, recipients of public assistance, early school leavers and people with disabilities. The main bodies that are promoting training provision for these groups are MLWSI, the MoEC, the HRDA and other ministries. In relation to the legal immigrants, the Ministry of Interior aims to integrate them into the society under conditions of increased social cohesion. Some of the actions that the

ministry takes is in areas such as education, health, learning of the Greek language and vocational training, and information.

- **Training for adults in general:** A broad range of courses are offered to this group of people by the adult education centres of the MoEC. The aim of these courses are to assist holistically in the development of each adult's personality and the cultural, financial and social development of the society and its citizens.

1.2.4 *Resources available: list and overview of VET training programs*

Us & Them Erasmus+ project (2015-2017): provides training to educators who are working with adults to endorse tolerance and multicultural understanding of ''others''. The partner countries that participated in this project are Romania, Cyprus, Spain, Ireland, Italy, Portugal, Turkey, and United Kingdom.

Through this project adult educators have the opportunity to develop their multicultural skills, and learners living in mixed communities can have high quality learning prospects. The curriculum that was created provides the following skills (Us&Them Curriculum):

- Soft skills in socio-cultural conflict management
- Multicultural skills development to adapt the learning environment to various cultures and backgrounds
- Skills on implementing positive attitudes toward language, race, cultural & ethnic diversity
- Skills on managing learners' group diversity.

''Lighthouse'' Erasmus+ project (2014-2016): Influenced from the combination of two successful frameworks which are the Austrian model LOT-House (learning, orienting, trying-doing) and the well-established French system for the recognition of non-formal and informal learning, the project established an innovative model and tools for providing lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility (Lighthouse project). The partner countries that participated in this project are Spain, Norway, Greece, France, Cyprus and Austria.

Then following is the curriculum that was created by the Lighthouse project for the competences and skills for trainers/counsellors for facilitating migrants (Lighthouse Training Curriculum). It is divided into four zones that are distinguished from each other:

1. Recognition zone: This zone is the welcome hall of the house and assessment of prior learning.
2. Training zone: This zone is linked with lifelong learning programmes.
3. Employment zone: This zone offers vocational assessment and career guidance.
4. Mobility zone: This zone analyses the possibility of a new mobility, internal and/or externally.

"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.

2. Researching practice and needs: results of online survey and focus groups

An online survey that was made in Google forms was administered nationally, to the Cypriot target group (18 persons). The aim was to identify the needed skills, knowledge and competences of the professionals working with children in migration environments. Another important objective was to examine whether these professionals were open to use Gamification as a tool for training in this specific field.

Also two focus group were conducted, one with professionals (6 persons) and another one with stakeholders (6 persons), with the same aims and objectives as in the online survey.

Demographics

The online survey was answered by 18 participants (n=18). 17 participants were 25 to 39 years old (94.4%), and 1 participant was 40-60 years old (5.6%). 15 participants were women (83.3%) and 3 participants were men (16.7%). All participants were Cypriots. 15 participants have Master's Degree (83.3%), 1 participant has Doctorate Degree (5.6%), 1 participant has Bachelor's Degree (5.6%) and 1 participant is continuing education (5.6%). 9 participants were in the field education/training (50%), 4 participants were in the field of psychology/philosophy (22.2%), 2 participants were in the field of social work/sociology (11.1%) and 3 participants in the field of legal studies (16.7%). In relation to the years of work in this particular field 3 participants are working 5 and more years (16.7%), 3 participants 2-3 years (16.7%), 3 participants 1-2 years (16.7%), 4 participants up to 1 year (22.2%), 3 participants 3-4 years (16.7%) and 2 participants 4-5 years (11.1%).

In relation to the focus groups 6 participants took part in the first focus group and 6 participants took part in the second focus group. All participants were Cypriots and they work as professionals with teenagers with migrant background.

2.1 Mapping skills of professionals working with children from migration environments

2.1.1 *Children's needs and skills used in helping them*

In relation to the online survey these are the most frequently used skills by the professionals:

Empathy: 13 participants (72.2%) use it constantly

Communication: 13 participants (72.2%) use it constantly

Acceptance/non-judging: 12 participants (66.6%) use it constantly

Critical thinking: 12 participants (66.6%) use it constantly

Evaluation of child's education level: 11 participants use (61.1%) it constantly

Intercultural sensitivity and knowledge: 11 participants (61.1%) use it constantly

Cooperation: 11 participants (61.1%) use it constantly

Sensitivity: 11 participants (61.1%) use it constantly

Identification of child's needs: 10 participants (55.5%) use it constantly

Non-verbal communication skills: 10 participants (55.5%) use it often

Non-formal education methods and techniques: 9 participants (50%) use it often

Problem solving: 9 participants (50%) use it often

Creativity: 9 participants (50%) use it often

Conflict resolution: 8 participants (44.4%) use it constantly

Client involvement/empowerment into the helping process: 8 participants (44.4%) use it often

According to the focus groups the skills they use when working with these children are caring, empathy, cooperation with these children and other professionals, communication skills, provide support to these children and among colleagues, and legislation knowledge.

2.1.2 *Needs for trainings*

According to the online survey these are the most important professionals' needs:

Problem solving: 15 participants (83.3%) answered that they definitely need to improve this skill.

Communication: 15 participants (83.3%) answered that they definitely need to improve this skill.

Conflict resolution: 15 participants (83.3%) answered that they definitely need to improve this skill.

Intercultural sensitivity and knowledge: 14 participants (77.7%) answered that they definitely need to improve this skill.

Sensitivity: 14 participants (77.7%) answered that they definitely need to improve this skill.

Gathering and managing (personal and institutional) information: 13 participants (72.2%) answered that they definitely need to improve this skill.

Resilience: 13 participants (72.2%) answered that they definitely need to improve this skill.

Constructive letting go/terminating services: 13 participants (72.2%) answered that they definitely need to improve this skill.

Recognizing mental health issues: 13 participants (72.2%) answered that they definitely need to improve this skill.

Coordination: 13 participants (72.2%) answered that they definitely need to improve this skill.

Critical thinking: 13 participants (72.2%) answered that they definitely need to improve this skill.

Contextualization and transferability of knowledge into the field: 13 participants (72.2%) answered that they definitely need to improve this skill.

Cooperation: 13 participants (72.2%) answered that they definitely need to improve this skill.

Self-awareness/reflection: 13 participants (72.2%) answered that they definitely need to improve this skill.

Creativity: 13 participants (72.2%) answered that they definitely need to improve this skill.

Finding and organizing information: 13 participants (72.2%) answered that they definitely need to improve this skill.

Experimentation: 12 participants (66.6%) answered that they definitely need to improve this skill.

Reduction of prejudice: 12 participants (66.6%) answered that they definitely need to improve this skill.

Evaluation of child's education level: 11 participants (61.1%) answered that they definitely need to improve this skill.

Integration into local community practices and tools: 11 participants (61.1%) answered that they definitely need to improve this skill.

In relation to the focus groups the participants stated that the skills and competencies they need to improve when working with children in migration environments are soft skills, they need to have first aid training, legislation training, general training of professionals about theirs and other professionals' roles and how to cooperate with each other in a more quality and effective way, self-care training, problem solving and conflict resolution training.

2.1.3 *Gaps of existing training system*

Regarding their training needs, most of the professionals mentioned that it would be important to have formal trainings provided and supported by the government. Most of the professionals who are working with children with migrant background rely on internal, non-formal trainings provided by their organizations.

2.1.4 *Good examples of usage of ICT and gamification in trainings.*

In relation to the online survey 55.6% of the participants stated that they had no learning experience using ICT and the rest stated that they had some learning experience. 72.2% of the participants indicated that they would like to participate in trainings, using gamification for acquiring and/or developing skills needed for work with children from migrant environments.

Most of the participants of the focus groups said that although they had some ICT experience they were not aware about gamification training.

2.2 Mapping the training system

2.2.1 *Training resources available and good examples*

According to the research participants these are resources and good examples that are available:

- Red Cross of Cyprus: Psychosocial support training.
- Police academy of Cyprus: Forensic interview training in relation to children who experienced sexual abuse.
- UNHCR: Experts providing multi-perspective training.
- L2M: Mothers & Children in Second Language (CARDET)
- Training of Trainers (Musicians without Borders)
- ''Hope for Children'' CRC Policy Center - Resource Center

- Training for asylum seekers internal protection interviews: The training was dealing with the way the interview must be dealt by a professional.

2.2.2 *Gaps and shortages of the system*

According to the participants it is very important for all relevant professionals and organizations to have common approaches in relation to this particular field and to be open to cooperate between each other. To understand that they need to approach this particular area of interest in a more holistic and systemic way. It is also important for them to have the government's support by providing them formal education and trainings in this specific field, and a structured system that every professional can follow and rely on.

2.2.3 *ICT and gamification used in the training process – good examples and possibilities for wider application*

Concerning their experience in learning or training using Gamification, most of the participants said that although they had some ICT experience they were not aware about gamification training.

Both in the online survey and the focus groups most of them expressed their interest in gamification training. They feel that it would be more engaging for all as well as enjoyable and fun.

More specifically, most of the participants expressed that they would prefer to have themselves first a holistic training on the use of online games, so that they would themselves feel comfortable first with these ideas before implementing them.

According to the online survey these are the most important aspects/elements in the provision of a training course for supporting professionals working with children from migration environments:

Specific apps for learning/training: Very important: 9 persons (50%), Important: 7 persons (33.8)

Sharing experiences with other learners: Very important: 12 persons (66.6%), Important: 5 persons (27.7%)

''Tailor-made training'' corresponding to specific learners' needs and their clients: Very important: 10 persons (55.5%), Important: 7 persons (33.8)

Videos/stories used during training: Very important: 9 persons (50%), Important: 8 persons (44.4%)

Role plays/theatre methods: Very important: 10 persons (55.5%), Important: 6 persons (33.3%)

Practical situation solving activities: Very important: 7 persons (38.8%), Important: 7 persons (38.8%)

Conception of materials and strategies to intervene in specific context: Very important: 9 persons (50%), Important: 8 persons (44.4%)

Knowledge of the local context where work is done: Very important: 9 persons (50%), Important: 8 persons (44.4%)

E-learning/online training: Very important: 7 persons (38.8%), Important: 9 persons (50%)

Blended learning: Very important: 8 persons (44.4%), Important: 8 persons (44.4%)

Face to face interaction between professional during training: Very important: 9 persons (50%), Important: 6 persons (33.3%)

Exercising the practical component: Very important: 11 persons (61.1%), Important: 5 persons (27.2%)

Case studies: Very important: 10 persons (55.5%), Important: 4 persons (22.2%)

Face to face learning/training: Very important: 9 persons (50%), Important: 7 persons (38.8%)

Distance learning: Very important: 5 persons (27.2%), Important: 9 persons (50%)

Training in a class: Very important: 5 persons (27.2%), Important: 9 persons (50%)

3. Conclusions and recommendations

Concluding, and based on the information provided above, the RoC can be considered a destination country for a number of children, both accompanied and unaccompanied. In this regard, the existing protective framework identified can be a good basis to provide for the needs of the children. It should however always be taken into account that the existing framework can be improved on the institutional basis and the practical application.

In relation to education, children can access education and there is somewhat of a support structure to assist in the difficulties that might be identified (extra language courses, a counselor in the schools). The general feeling received by professional active in the field is that the framework that has been created needs improving, both in the quality and quantity of services provided.

In the asylum framework, children arriving as members of the family unit do not receive the attention, in terms of services and needs, as unaccompanied children and are thus invisible entities in the process undergone by their parents.

Generally, a level of uncertainty, long waiting periods and criteria of granting or not a residency permit that fall under a more subjective than transparent regime, are elements that have been identified as lacking and in need of improvement.

It seems that a more systemic and holistic approach is needed in relation to supporting and training professionals working with children from migrant background.

With prerequisites being basic computer skills, easy and non-stop access to technologies, and an environment that is generally supportive/positive towards the use of technologies, the participants see high possibilities in using gamification and ICT for the training of skills or competencies specifically needed for working with children in migration environments. They feel that it would be more engaging for all as well as enjoyable and fun. They also mentioned the importance of face to face interaction.

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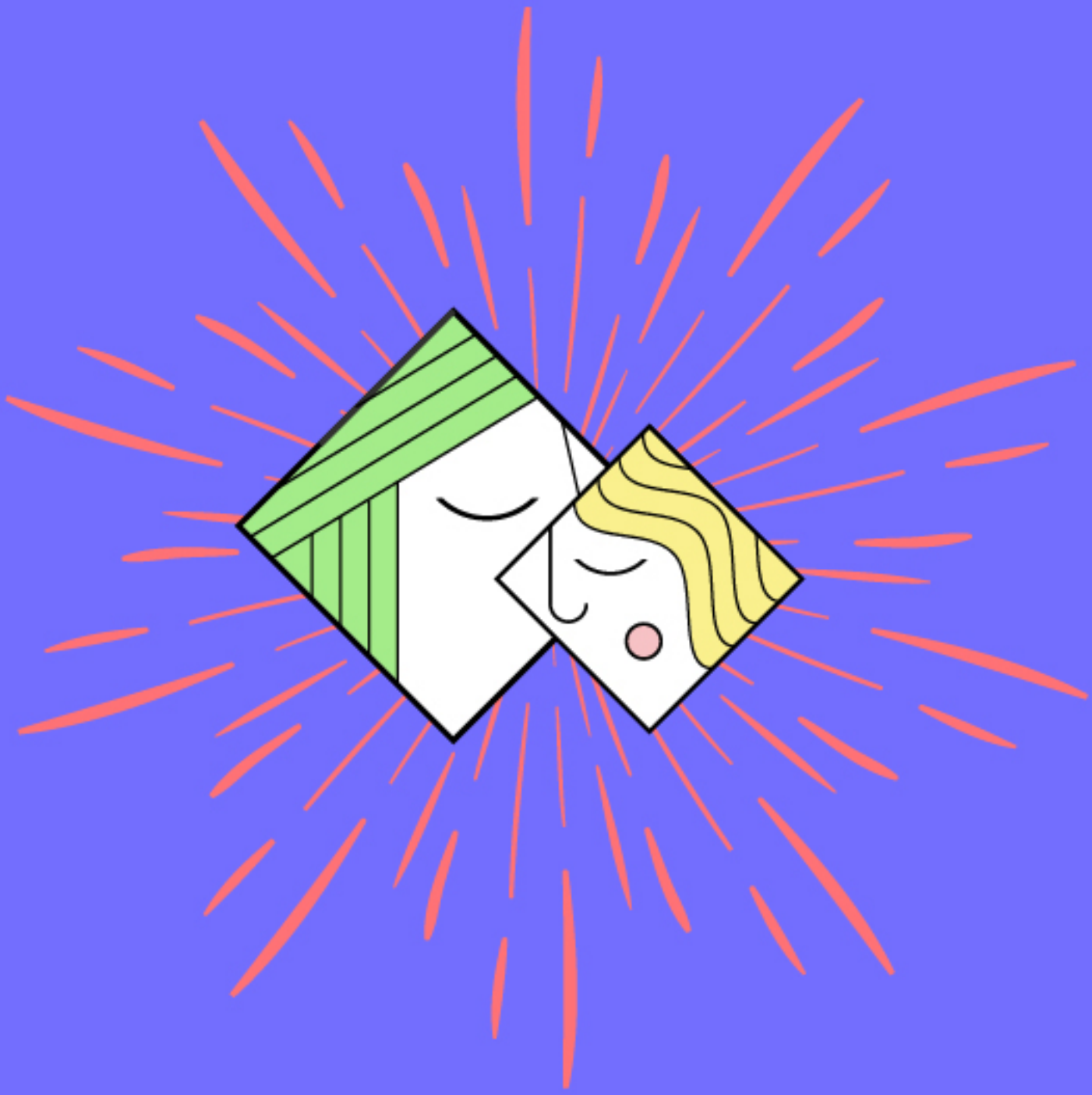

ANNEX No. 2

Greek National Report

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

IASIS NGO

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2018

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Introduction

The migration phenomenon is a challenging reality in Greece during the last 2 decades. It constitutes a live and constantly changing reality which has affected tremendously the structures of Greek society. The recent massive migration wave towards the country marks major changes in the society. Here is the Greek national report regarding to the European State of the Art Report.

1. Setting the scene: migration, existing support and training resources available

1.1 Integration policy and practices

1.1.1 *Legislation*

The legislation in Greece operates according to the EU legislation policies.

Manages issues relating with monitoring minor unaccompanied minors from third countries:

a. L. 4375/2016 (Organization and operation

Asylum Service, Appeal Authority, Host and Identification Service establishment of a General Secretariat of Reception, provisions for the work of international beneficiaries protection and other provisions)

- Article 34: Definition of unaccompanied minor and temporary and permanent guardian
- Article 45: the procedure for submitting applications for unaccompanied minors for international protection
- Article 46: Detention of applicants for international protection

b. L. 3907/2011 (Unaccompanied minors are considered as vulnerable persons (Article 18, If detected, the juvenile prosecutor or the prosecutor initial is immediately invited, who becomes temporary Commissioner and will begin the process for protecting them.)
c. Presidential Decree 113/2013 and 114/2010
d. Presidential Decree 220/2007

Asylum Service, Ministry of Migration Policy, 2017

1.1.2 *Statistics*

Unfortunately, there have inadequate statistical data for the specific profiles of migrant children and unaccompanied minors who live in Greece.

Total number of children from migratory background

Out of 64.000 children that have been identified in Greece, 21.000 are unaccompanied minors.

Share of minor migrants in comparison to total number of immigrants

Several months after the signing of an agreement between the European Union and Turkey, and besides the huge financing announced by the EEC, more than 50.000 war refugees, still live in inappropriate living conditions without suitable access in health care services. The most vulnerable people are the violence victims, people suffering from chronic diseases and mental disorders, people with physical handicaps, unaccompanied children, pregnant women, infants and newborns (MSF of Greece, 2016).

Number of children

In 2017 has been reported that 2275 unaccompanied minors requested asylum. According to the Asylum service, 252 minors received national protection (refugee status) (Asylum Service, Ministry of Migration Policy, 2017; Greek Statistical Service, 2011).

Data by country of origin (top ten)

Syria, 34%

Pakistan, 12%

Afghanistan, 11%

Iraq, 10%

Bangladesh, 3%

Iran, 3%

Georgia, 2%

Palestine, 1%

Egypt, 1%

Other, 23% (Asylum Service, Ministry of Migration Policy, 2017).

Data by age

Statistics provided by the Greek Statistical Service in 2011, reported 1.465.391 minor migrants aged 1-14 years old and 1.180.373 young migrants aged 15-24 years old (Greek Statistical Service, 2011).

How many pupils have immigrant parents? Share of 1st and 2nd generation pupils

Pupils with immigrant parents make up an important part of the school system in Greece: 13% of 15-year-olds on par with the UK, according to 2012's PISA study. 1st generation born abroad make up 7.3% of all pupils. Unlike other recent destination countries, GR also has a relatively important number of 2nd generation pupils born in GR: 5.7%. 60% of these 1st/2nd generation pupils come from families not speaking Greek at home (http://mipex.eu/greece).

1.1.3 *Policy and practices*

Overview of integration programs

Given the very small number of minors provided with the refugee status in Greece it is difficult to draw on conclusions about the integration after their recognition. Minors who have the refugee status usually remain in the accommodation hosting units in which they lived before, and the efforts towards integration and gradually becoming autonomous are led by those hosting units. To add, Greek reality, dysfunctional asylum processes and general migration policies are related with the integration policies and programs. For example, many refugees and asylum seekers minors, see Greece as an intermediate station rather than the final station of their journey. To add, the extremely high percentages of unaccompanied minors in Greece have been unmanageable for implementing successful integration policies (UNHCR, 2010).

Financial resources allocated in euros per year for integration

N/A

Human resources allocated for the implementation of integration programmes

Integration programs for children are focused in education due to needs to overcome language barriers and cultural differences. Intercultural schools and reception classrooms as well as supportive modules in regular schools are provided based on the law for intercultural education in Greece 2413/1996 (Asylum Service, Ministry of Migration Policy, 2017).

Measures put in place

In general, after the recognition of refugee status of an unaccompanied minor, the integrative measures concern: access to education and language support, access to health services, employability prospects and rights, family reunion right, travel

permissions (Asylum Service, Ministry of Migration Policy, 2017; http://mipex.eu/greece).

Services provided

Hosting units are mostly responsible for minors' integration (education, navigation, employability, cultural exchange). Additional workshops and activities might be provided under this framework. Education is provided by intercultural schools (www.asmpeiraia.blogspot.gr; www.solidaritypeiraias.gr/kathimerina-dipla-stous-prosfyges/).

Impact Assessments, Reports and Evaluations

Despite the established law for access of minors in educational settings, a huge amount of children is not integrated in education for several reasons (lack of representative, lack of teachers/educators, lack of school availability, orientation of minors towards employability rather education etc). To add, intercultural education in Greece, focuses on language learning and does not take into account the need for learning native language and culture, thus not promoting cultural exchange and dynamic integration (Asylum Service, Ministry of Migration Policy, 2017).

Migrant children in education system

Greece' s approach to immigration and diversity in the classroom offers weak support to address the needs and opportunities of the increasing number of pupils coming from immigrant families (13% of 15-year-olds in 2012). The Greek approach ranks 21st, alongside ES, IT and FR. While all pupils regardless of status can access the education system, they may not receive enough high-quality courses to learn Greek beyond their induction or learn their mother tongue/culture, with little other support on offer. Whether or not pupils are taught how to live and learn in a diverse society depends on whether the school decides to become an 'intercultural school'. Greece's rather peculiar institution of intercultural schools would need substantial improvements to not only target the specific needs of migrant pupils, but also open new opportunities and an intercultural education to all children in Greece (http://mipex.eu/greece).

1.1.4 *Identified needs of children in migration environments.*

Overview of projects, studies, reports surveys

National reports, projects and surveys regarding children needs in migration environments point towards the urgency of developing appropriate practices. These practices are based on fundamentals such as best possible outcomes, sustainability and development, equality and right for information, accuracy,

commitment and trust, collaboration of systemic organizations, respect in cultural diversity and interpretators mediation and training of professionals. Good practices that would meet, theoretically, the needs of minors, are related with arrival, reception and transitional care: arrival to services, monitoring/identification, legal representative, identification papers, age identification, exemption from detention measures, seeking family and communication, transitional care, health, education-language needs and training, social welfare, employment, decision on whether Greece is the country of staying and integration or movement, relocation or return to country of origin (Unicef, Save the Children & UNHCR (2010). Separated Children in Europe Programme. Best practices. Athens; UNHCR)

1.2 The state of the art: support professionals' skills ecosystem

1.2.1. *Profiles of professionals*

Education and professions of specialists

Usually in Greece, specialists working in several units dealing with young migrants can be divided in five main categories:

- Social Workers (with relevant degree from Greek university and certificate of professional competence)
- Psychologists (with relevant degree from Greek university and certificate of professional competence)
- Lawyers (with relevant degree from Greek university and certificate of professional competence)
- Teachers (with relevant degree from Greek university and certificate of professional competence)
- Caregivers (no specific profession or requirements needed).

Their general skills and competences are in accordance to their profession as well as with their job position inside these Units for young migrants or unaccompanied minors. Social Workers provide all the support with their recognition process, together with lawyers, and represent them in the court for any issue that appears.

Psychologists take care of their balance providing psychological support and facilitating individually or in groups their integration pathway. Teacher offer lessons usually as preliminary language courses before their entrance to regular school. Sometimes they arrange also remedial courses for children who participate already in regular school and they need some assistance.

Caregivers, as their "title" shows, provide to young migrants general services according to Unit's everyday routine: Food preparation, cleaning, ironing, supplies, goods distribution, program implementation, general administrative tasks.

All professional curricula can be found in Greek national Organization for Certification & Qualification (http://www.eoppep.gr/index.php/en/)

These experts usually they gain their intercultural competences by everyday practice! There is no specific VET education to them about how to proceed people with different cultural background. Each Unit organizes a kind of "inside" educational program, but nothing is monitoring by a central/ public level. There are some few good practices from several VET centers that offers interculturalism education for people who working inside Units, but they are total in pilot stage and for specific NGOs (i.e. a training funded by UNCHR for Nostos and Iasis Units' staff).

These professionals are working in different types of Units, monitoring by different type of administrators (NGO's, State Units). The April 2016 law has provided a legal basis for the establishment of different accommodation facilities. In addition to Reception and Identification Centres, the Ministry of Economy and Ministry of Migration Policy may, by joint decision, establish open Temporary Reception Facilities for Asylum Seekers, as well as open Temporary Accommodation Facilities for persons subject to return procedures or whose return has been suspended. Notwithstanding these provisions, most temporary accommodation centers and emergency facilities operate without a prior Ministerial Decision and the requisite legal basis.

As of January 2017, a total 1,896 places were available in 64 reception facilities mainly run by NGOs, out of which 1,312 are dedicated to unaccompanied children. More precisely this numbers includes:

a. 584 places for asylum seekers (mainly families and vulnerable asylum seekers) in 14 reception centers
b. 813 places in 28 long-term shelters for unaccompanied children; and
c. 499 places in 22 short-term ("transit") shelters for unaccompanied children

Services provided inside these Units (and/or outside of them) can be listed as follows:

- Accommodation
- Psychosocial support
- Legal assistance
- School entrance facilitation (and drop outing prevention)
- Interpretation services
- Protection of unaccompanied children (Guardianship and placement of children in foster families)

1.2.2. *Formal VET institutional structure*

Greek society has always been characterised by a strong demand for general education and university studies. VET held little appeal for young people and was associated with 'laborious' and 'inferior' manual labour; on the contrary, general education is associated with expectations of improved social standing. Today, young people continue to see vocational education as a last resort, despite unceasing efforts by the authorities to present it as an alternative of equal value with general education. The statistics show that those with technical and vocational qualifications have less trouble finding jobs than those with general education.

In Greece schooling is compulsory for all children aged 5 to 15. Compulsory education includes primary (kindergarten, one year, and primary school, six years) and lower secondary education (three years), at a day or, for working students, an evening school.

Graduation from lower secondary education completes the cycle of compulsory schooling and students can then choose whether to continue in general or vocational education. If they choose to continue in general education they will attend classes at a general upper secondary school (GEL), for three years of upper secondary education; there are also evening schools for working students, and in these the programme is four years. Students enter upper secondary school at the age of 15 and graduate at 18. In the first year the programme is general, while in the second and third years students take both general education and special orientation subjects. The choice of subjects is informed by educational or vocational guidance offered through the decentralised structures of the Ministry of Education's Vocational Orientation Guidance and Educational Activities Directorate (SEPED). Those who graduate from a general upper secondary school can sit the national examinations for admission to a tertiary education programme.

At national level (Law 3879/2010 concerning lifelong learning), formal VET leads to the acquisition of certificates recognised nationally by public authorities, and is part of the education ladder. Formal education also includes education for adults. According to the law on secondary education (Law 4186/2013), vocational education is provided by the vocational upper secondary school. These schools (public or private) are founded exclusively by the Ministry of Education and Religious Affairs and may be day or evening schools. The minimum age for enrolment in a vocational evening school is 16.

There were no significant change inside system after migration flow. As told before, some initiatives in specific context (i.e. Erasmus+) gave to Greek reality

some interesting practices working with young migrants, but those was implemented as pilots, so in a very small scale.

1.2.3. *Non-formal and Informal training in VET framework*

The Lifelong Learning Act (Law 3879/2010) defines as 'non-formal' education provided in an organised framework outside the formal education system which can lead to nationally recognised qualifications. It includes initial vocational training, continuous vocational training and adult learning. Providers of vocational training (public or private) outside the formal education system are supervised by Ministry of Education. Under the new law, the specialties offered in public vocational training and the sectors under which they are classified is determined by decision of the Minister for Education in accordance with the needs of the national and local economy and proposals of regional administrations, competent ministries and social partners. Curricula for each specialty should take into account related job profiles or required occupational qualifications. Curricula for initial vocational training are developed and overseen by the GSLL and certified by the National Accreditation Organization (EOPPEP).

Non – formal training providers in Greece are: vocational training schools, post-secondary VET schools, colleges and lifelong learning centres (KEDIVIM). The Ministry of Education, through EOPPEP, is responsible for safeguarding quality of non-formal education, evaluating these centres and monitoring their operation.

EOPPEP is the National Organisation for the Certification of Qualifications and Vocational Guidance, an all-encompassing statutory body investing on better quality and more efficient & reliable lifelong learning services in Greece. The newly established national authority, the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), corresponds to the pressing need of creating and maintaining a holistic and interrelated policy framework for the development of lifelong learning and certification of qualifications in Greece, linking with the open market and responding to the needs of the citizens, a central issue in EU policy. EOPPEP develops and implements comprehensive national systems for the accreditation of non-formal & informal learning and provides scientific and technical support in designing and implementing the vocational guidance national policy, as well as the provision of such services in Greece.

1.2.4. *Resources available: list and overview (e)VET training programmes*

As told here, there are not significant or major training initiatives in Greek reality about migration subject. Most training programs and methodologies belongs to

specific European project frameworks, such as Erasmus+, EEA Grants, Justice etc. In the next paragraph you will find some (e)VET connected programs developed under supervision of IASIS NGO that could consist an indicative list.

1.2.5. *Good practices and identified gaps.*

So following this spectrum, here is a list of programs that were implemented inside IASIS organization, under Erasmus+ Umbrella, and were dedicated to migrants or to counsellors working with them:

Lighthouse

LIGHTHOUSE has established an innovative model and tools for supporting lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility, drawn from the combination of two successful frameworks: the Austrian model LOT-House (learning, orienting, trying-doing), developed by the Austrian project partner, BEST; and the well-established French system for the recognition of non-formal and informal learning. From September 2014 till August 2017, a consortium of seven partners from Spain, Norway, Greece, France, Cyprus and Austria, with relevant know-how and expertise, was responsible for the project implementation.

Lighthouse supports lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility.

Silo

The aim of SILO project was to address issues of adult social exclusion, expounded by lack of basic competencies and lifelong learning opportunities, with a special focus in migration for Greek case. The objective is to provide pedagogy, to enable target group of practitioners to engage and support their beneficiaries i.e. socially excluded adults, to achieve validated comp Participatory Art covers the full range of art forms e.g. film-makers, musicians, writers, painters, etc. and involves an artist working with at least one other person to take part in a process that the artist has facilitated.

SILO addresses (a) the need to engage socially excluded adults in learning as well as (b) the need to utilize non formal learning and fulfill those needs by providing new pedagogy for practitioners to engage socially excluded adults in participatory

arts projects utilizing non formal learning, to develop and validate competencies, by engaging in non-formal learning via participatory arts projects.

SOSMIE

Funded by the European Union under LLL program, the project SOSMIE deals with the issue of soft skills, that is to say, the knowledge that is considered as "the key" to integration into the world of work, especially for migrants and people with different cultural background. It is the ability to work in team, to communicate, to deal with conflict resolution, empathy and other transversal skills which each employer expected from future employees. SOSMIE project's objective was thus to identify and promote tools for detecting these key skills to employers.

The partnership has identified tools on different themes selected to create a guide to "key skills" and then test it with employers and migrants. Main sectors named as deficit sectors of labor in Europe: hotels and catering, building and home services, which are major sectors for migrants.

The activities developed in directions of migrant designed to:

- Recognition of informally acquired key skills,
- Implementation of individualized training based on skills acquired,
- Knowledge of training needs and training courses to implement,
- Developing self-confidence of beneficiaries,

Mythwork

The basic aim of the project is to provide innovative techniques for reaching out to migrant youth and young asylum seekers and refugees. The first priority of the project is the high quality of youth work initiatives that involve the aforementioned groups.

The socio-economic obstacles and marginalization that young migrants face also entails difficulties for the youth workers who work with these groups. The most significant hurdle is the difficulty reaching out to them. Moreover, the educational integration of young people with a migrant background, including newly arrived migrants and refugees, is a core priority of this project in the context of social inclusion and training of all young people.

For this reason, the Strategic Partnership in the Field of Education, Training and Youth offers a specific framework to support the development, the transfer and the implementation of innovative practices and initiatives promoting cooperation, learning and exchange of experiences at European Level, increasing the capacity of operating at transnational levels in order to strengthen youth workers by

promoting across training and innovating tools to ensure a better performance in the fields of cooperation and education and a better training for young migrants, refugees and asylum seekers.

This project is innovative because it addresses the current needs of youths. The work done by schools and families seems to be ineffective in achieving the goals of integration of young immigrants (they have higher rates of social exclusion, abandonment and youth unemployment) and the objectives set by Europe 2020 for youth in general: especially the decrease in school dropout rates.

It's important to highlight here that all methodologies and material of the aforementioned projects are in our partnership's disposal.

Since IASIS was involved at these projects, they are proposed here as good practices working with migrants, which can be a basis for future work in the context of this project as they belong to experiential learning context.

Skills and competencies gained by these proposed curricula are listed below by each initiative:

Lighthouse: Skills and Competencies for trainers/ counsellors for facilitating migrants into their:

- Sociocultural integration
- Recognition of prior learning
- Training and lifelong learning guidance
- Vocational assessment and career guidance
- Mobility challenges, success factors and possibilities.

Silo: Skills and Competencies for trainers/ counsellors for organizing their work/ services providing awareness and support through participatory arts.

SOSMIE: Skills and Competencies for trainers/ counsellors and for migrants about subjects dealing with soft skills and employability, and more specifically:

- Communication
- Self-presentation
- Work ethic
- Conflict resolution
- Ability to accept criticism
- Flexibility
- Team work
- Language
- Connections with employers

Mythwork: Skills and Competencies for trainers/ counsellors to link with young migrants through innovative techniques and methodologies in the following areas:

- Prevent affective, sexual and reproductive health
- Sexual orientation
- Gender expression
- Self-esteem
- Identity
- Motivation
- Goal setting
- Urban Growing & Development
- Health promotion
- Digital skills
- Conflict transformation
- Social Community Theatre
- Breaking stereotypes
- Trust building
- Voluntary activities as a way for social involvement

2. Researching practice and needs: results of online survey and focus groups

An online survey was designed in google forms. The aim of the survey was to map social workers working with children in migration environments skills and competences needed, and to identify possibilities to use Gamification as a tool/method for filling in gaps of education/training. The questionnaire designed covering dimensions of participants' demographics, education and work experience, skills, ICT and Gamification as well as training preferences in 20 questions in total. Electronic briefing before entering the questionnaire and debriefing after completing it were also provided to all the participants. The quantitative analysis of the results was based on statistics provided by the google form. To add, a focus group was conducted with professionals. The aim was to identify skills and competences needed for work with children in migration environments and explore possibilities to use Gamification method in providing training for those skills and competencies.

Demographics

The total number of participants answered the online survey was 20 (n=20). Most participants were 25 to 39 years old (80%), another 15% was 40-60 years old and another 5% was 18-24 years old. More than half participants were women reflected on the 65% and 35% were men. Only 5% of participants were not leaving in Greece while the 95% mentioned Greece as country of residence.

The total number of participants participating gin the focus group was 10. All participants were from Athens, Greece and they work as professionals with teenagers of migrant background (social workers, psychologists, teachers/pedagogists).

2.1 Mapping skills of professionals working with children from migration environments

2.1.1 *Children's needs and skills used in helping them*

Participants were asked to name the frequency of using skills needed when working with migrant children. Most participants claimed that they use experimentation often (10), problem solving often (9), communication constantly (14), networking often (8), mediation and negotiation often (8), motivating persons and systems constantly (9), gathering and managing information constantly (9), empathy constantly (11), acceptance often (9), intercultural sensitivity and knowledge constantly (10), resiliency constantly (8), identification of child needs constantly (11). To add, close and human treatment often (9), non-formal education skills and techniques constantly (7), constantly group work tools (8), constantly cooperation skills (13), constantly sensitivity skills (9), constantly conflict resolution skills (7), often flexibility and individualized approach (7), constantly non-verbal communication skills (10), constantly self-awareness and reflectivity (9), constantly creativity skills (9) and often client involvement (8). Additionally, dance theatre techniques was mentioned as a skill that participants were using. Skills that participants would definitely like to improve were coordination (11), experimentation (15), problem solving (17), acceptance (15), integration into local communities (14) and communication (13). ICT skills (Basic ICT, platforms, digital storytelling, apps, OERs) were also mentioned.

2.1.2 *Needs for trainings*

Participants marked the importance of the following aspects/elements in the provision of a training course for supporting them when working with children from migration environments. The presence of a trainer/co-trainer with a migration

background was important (10), specific apps for learning/training were important (10), e-learning/online learning were very important (9), training in a classroom was important (11), training in the workplace was very important (11), blended learning was very important (11), face-to-face training was important (14), videos, stories and case studies during training were very important (11), practical situation solving activities were very important (13) and exercising the practical component was very important (12). Participants further mentioned good knowledge of some digital resources. Finally, participants proposed some training topics that would be interesting to them, as professionals working with children from migration environments: digital storytelling, keeping them away form delinquent behaviors, job counselling, cultural, sexual education and ways to set specific rules and boundaries.

2.1.3 *Gaps of existing training system*

Regarding the training needs, the professionals pointed out the need for vocational training of the young migrants (for example: cooks, hairdressers,

2.1.4 *Good examples of usage of ICT and gamification in trainings.*

The majority of participants, 85%, claimed that they had no learning experience using ICT and 90% would use ICT for acquiring and/or developing skills needed for work with children from migrant environments. To add, 70% had no experience in learning using gamification and 85% would like to participate in trainings, using gamification for acquiring and/or developing skills needed for work with children from migrant environments.

2.2 Mapping the training system

2.2.1. *Training resources available and good examples*

They regard coaching techniques very crucial for directing the migrants straight forward to their goals.

Regarding the training needs of the professional as mentors, they shared with the team that they need the help of interpreters and cultural mediators, as far as concerning the improvement of communication and deepen the knowledge about other cultures, so different from the European ones. Another sector is the improvement of counselling competences of the professionals, in order to help them become more aware of their needs and to facilitate them. Another dimension that was mentioned was the difficult balance to be found between the skill of

empathy (so to understand migrants' difficulties more) and the skill of avoiding the emotional burn out of themselves.

2.2.2. *Gaps and shortages of the system*

A very significant sector that the professionals pointed out is to know more about the legal environment of the migrants and counselling skills to help them accept their legal conditions and restrictions of their freedoms especially for asylum seekers. Also the need to be updated for all the law-changes would be really useful.

2.2.3. *ICT and gamifications used in the training process – good examples and possibilities for wider application*

Concerning their experience in learning or training using Gamification, the majority of professionals shared in the team that have previous experience of Gamification in the field of migrants. Thus, this experience was short and poor. They added that they need more pedagogical (books, videos) and technological tools (equipment and digital tools). The possibility of using Gamification is a training field that the professionals want to indulge more and the topics that mentioned ideal for Gamification for them is Role Playing, Team Dynamics, Brainstorming for problem solving and Flexibility.

3. Conclusions and recommendations

In conclusion, it could be stressed that there is a significant lack in two dimensions, systemic lack in policies, available practices and services and lack of trainings. For example, there is somewhat a paradox concerning integration, as a debate that is ongoing for at least the last 30 years, but "successful" integration policies are lacking. Long asylum procedures, inadequate number of services, lack for interpreters and personnel in conjunction with extreme inflows of unaccompanied minors are hindering appropriate children protection. Systemic lacks are strongly related with the training needs of professionals. Most of them had little or no experience using gamification methods although many were interested in learning more about ICT and gamification.

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ANNEX No. 3

Hungarian National Report

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

Menedék – Hungarian Association for Migrants

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Introduction

A discrepancy exists in Hungary regarding migrants and immigration. On one hand, in some contexts, especially in cases of ethnic Hungarians living in surrounding countries due to border changes after World War I., the Hungarian government introduced programs and legislation in support of immigration and naturalization. On the other hand, recent years stricter and harsher regulations and directives were introduce to deter migrants coming from Muslim majority countries from entering and integrating in Hungary.

1. Setting the scene: migration, existing support and training resources available

1.1 Integration policy and practices

1.1.1 *Legislation*

Key legislation concerning migrants, and specifically migrant children:

The Fundamental Law of Hungary (2012) constitutes rights of refugees, fundamental human rights, children‘s rights.

Act LV of 1993 on Hungarian Citizenship (1993) and Government Decree 125/1993 (IX.22.) (1993) regulates citizenship.

Act II of 2007 on the Entry and Stay of Third Country Nationals (2007) regulates rights and obligations of immigrants in Hungary, types of residence permits (including for unaccompanied minors)

Act LXXX of 2007 on Asylum (2008) and Implementing Government Decree 301/2007 (XI. 9.) (2008) regulates rights of asylum seekers and beneficiaries of international and humanitarian protection.

Act CXC of 2011 on National Public Education (2012) concerns public education that ensures the same rights to refugee minors as Hungarian nationals however does not grant the same rights to all children in a migration environment.

Act XXXI of 1997 on the Protection of Children and the Administration of Guardianship (1997) regulates protection of children and legal guardians (provisions regarding unaccompanied minors).

Act II of 2007 on the Entry and Stay of Third Country Nationals (2007) and Government Decree 114/2007 (V. 24.) (2007) concerns migrants from outside EU.

Act I of 2007 on the Entry and Stay of Persons with the Right of Free Movement and Residence (2007) and Government Decree 113/2007 (V. 24.) (2007) regulates rights of migrants from inside EU.

Act LXXXIV of 1998 on Family Support (1999) ensures family protection.

Legal statuses available:

- Asylum seeker, Refugee, Beneficiary subsidiary protection
- Non-EU-harmonised protection statuses: tolerated status, humanitarian residence permit for victims of human trafficking, humanitarian residence permit for unaccompanied minors, stateless status.
- Immigration permit, Temporary residence permit, Permanent residence permit, Citizenship (Gyulai, 2009)

The ministry with overall responsibility for integration is the Ministry of the Interior. Other Ministries and authorities involved in integration and migration policy are the Ministry of Human Capacities and the Ministry of Justice.

The most important authorities and organizations involved in migration and integration programs are the following:

- Immigration and Asylum Office (before 2017: Office of Immigration and Nationality)
- The Police
- Hungarian Civil Liberties Union
- Menedék - Hungarian Association for Migrants
- Hungarian Helsinki Committee
- International Organization for Migration, IOM Budapest Mission with Regional Functions for Central and South Eastern Europe
- United Nations High Commissioner for Refugees, Regional Representation for Central Europe
- Artemisszió Foundation
- Cordélia Foundation
- Hungarian Interchurch Aid
- Refugee Mission of the Reformed Church
- SOS Children's Villages Hungary
- Migrant Solidarity Group of Hungary
- Migrants' Help Association of Hungary
- Kalunba.

1.1.2 *Statistics*

According to the micro census in 2016, 20 939 non-nationals between the ages 0-19 lived in Hungary (KSH, 2016a). The number of non-national population is 150 125, 14% of which are minors (KSH, 2016a). The number of unaccompanied minors entering Hungary was 8 805 in 2015 and 1 220 in 2016 (Eurostat, 2017).

Data by country of origin

Country of origin	Age: -14	Total
Romania	2 394	21 738
Germany	613	19 517
Slovakia	1 860	17 051
Ukraine	542	4 966
Austria	52	4 475
Russia	200	4 408
United Kingdom	350	4 334
Poland	136	3 509
Serbia	190	3 038
Other Europe	935	22 032
Europe total	7 272	105 068
Africa	221	4 472
America	586	6 104
Asia	4 134	32 926
Australia and Oceania	46	541

(KSH, 2016b)

Data by age

Hungarian citizens born abroad	Foreign citizen born in Hungary	Foreign citizen born abroad	Age
3 463	2 516	1 434	0–4
3 888	1 710	2 450	5–9
3 917	884	3 325	10–14
5 917	924	7 696	15–19
7%	0,6	0,1	of all age groups

(KSH, 2016a)

According to the latest data, 15671 pupils have immigrant parents (Papp Z., 2017). According to the 2012 PISA data, among 15-year old test takers 0,8% are first-generation and 1% are second-generation immigrants ("Migrant Integration Policy Index/Hungary," 2015).

1.1.3 *Policy and practices*

Hungary's Migration Strategy (Ministry of Interior, 2014) is an open source policy paper by the Hungarian government on migrants, however there is no specific Integration Strategy in Hungary. Chapter VI. of the Migration Strategy deals with integration of beneficiaries of international protection. The paper calls for the development of a specific Integration Strategy. However, as the paper was published in 2013, and since then the Hungarian government openly turned against migrants, there is no apparent intent to develop a comprehensive Integration Strategy.

As a result, there are no specific integration programmes provided by the Hungarian government. NGOs provide subsidiary integration programs both to families and UAMs. There are no publicly funded integration courses, however NGOs - from EU/own funding - provide these services to all target groups. In case of EU-funded projects, the co-financing (25%) is provided by the Hungarian state budget funds (as required by EU rules).

In 2006 the Ministry of Education issued a directive concerning non-national children's intercultural education in kindergarten and schools (Ministry of Education, 2006). However, in practice there are very few options for migrant children to integrate in the Hungarian school system.

The most important source of funding for integration programs has been AMIF funds: 4 553 925 EUR/year on average for the period 2014-2020 (Hungarian Government, 2016). However, most Hungarian AMIF calls for applications were withdrawn in January, 2018 which is going to result in a significant gap of funding in the field of integration until further notice.

343 146 EUR Integration fund for refugees and beneficiaries of subsidiary protection. This integration support was provided for refugees and beneficiaries of subsidiary protection, but this source was abolished in June 2016 (Immigration and Asylum Office, 2018).

Human resources are contributed for the aims of reception – social workers and other staff in reception centres, transit zones and other state facilities, but these are not aiming specifically at integration programs. Human resources are allocated by NGOs, in some cases financed by private sponsors, in others funded by European Union funds.

Services are provided mostly by NGOs, which makes support of migrant minors fragmented. Groups of services provided:

- Social work
- Community activities
- Intercultural mediation
- Legal counselling
- Education: there are a few specific schools that focus on migrant children such as international schools (British School, American School, German School, etc.).

"Ranked 3rd from the bottom above Bulgaria and Turkey, Hungary, like most Central European countries, is home to very few immigrant children and doing slightly less than its neighbors to promote their education. National authorities do not require schools to use available support to target the few specific learning needs and new opportunities that immigration brings for both immigrant and Hungarian pupils. Schools are not required to provide equal access to immigrant pupils." ("Migrant Integration Policy Index/Hungary," 2015).

1.1.4 *Identifying needs of children in migration environments*

Following needs of children in a migration environment are recognized by organizations and agencies experienced in the field: Hungarian language skills; general knowledge and cultural competences that 1.) help with the mutual understanding and integration within their age-group 2.) facilitate a wider understanding of the society; upgrading in basic school subjects; support with narrowing the cultural gaps with peer-groups; psycho-social support; conflict

resolution; technical and organizational help with issues regarding settling in Hungary (Barcza, 2018; Ministry of Education, 2006).

1.2 The state of the art: support professionals' skills ecosystem

1.2.1. *Profile of professionals*

Education and professions of specialists, competencies and skills acquired, Intercultural element in their educational profile.

Social worker – Social Work BA and MA in 14 HE institutions. A person is allowed to work as a social worker without this specific degree.

Competencies acquired in HE: knowledge on global principles, ethics, methods of the field, focusing on children's well-being and social services, sensitivity towards social inequalities and segregation; skills to manage various human behaviors t human rights, enhance human development.

Psychologist – Psychology BA and MA in 7 HE institutions

Psychiatrist – VET (after secondary education) (Nemzeti Szakképzési és Felnőttképzési Hivatal, 2018)

Lawyer – Law BA, MA, undivided (which offers a Masters degree) in 8 HE institutions

Primary school teacher – Primary School Teaching BA in 10 HE institutions

Teacher – Teacher undivided (which offers a Masters degree) in 25 HE institutions

Intercultural mediator – no official qualification, Menedék offers training

Guardian – Accredited training but outside of school system.

In the general degree programs there is no inherent intercultural element included. As mentioned above, there are available trainings – usually provided by different NGOs – focusing on the specific needs of migrants, and in a very few cases, on migrant children.

Additionally, Social Integration MA (earlier intercultural psychology and education MA) provided by one university in Hungary focuses on skills and competences needed for intercultural interactions (Felvi.hu, 2018).

1.2.2. *Formal VET institutional structure*

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.

The VET structure includes:

- basic VET, where there are no entry requirements in terms of school qualification and is outside the school system
- VET with the entry requirement of primary school qualification, within and outside the school system
- upper secondary and higher level VET with the entry requirement of secondary school leaving examination, within or outside the school system
- VET (add-on) building on a higher education qualification (Derényi et al., 2015; European Commission, 2015).

VET institutions are collected into regional VET centers. There are altogether 380 VET institutions, which are affiliates of more than 50 regional training centers ("Szakképzési centrumok," 2018). Typical duration of programs is 2 or 3 years, but there are 1-year VET qualifications, too, and most of the VET programs are not specified by duration centrally, often only the number of training hours are defined (Nemzeti Szakképzési és Felnőttképzési Hivatal, 2018).

Relevant VET qualifications can be in a wider range, however within the formal framework, no VET program is directed to our target group. Programs such as *education and family service provider*; *social, child-protection and youth assistance administrator*; etc. are available, however these qualifications do not have a direct focus on children in a migration environment.

VET programs are concluded in a complex professional examination since 2014. Computer-based, oral, written, practical methods of assessment is used.

A so-called dual system was introduced in 2012 based on the German model. This means that certain VET programs run on two different bases: the state (earlier local governments), churches, NGOs run theoretical VET programs, which are combined with practical training, provided by companies experienced in the given profession. Practical training in an enterprise is financed by the company itself, which can spend its vocational training contribution (practically a VET tax levied on enterprises amounting to 1.5% of the total labor cost) on related costs, and can also claim further expenses from the NFA training sub fund. Approximately half of the students participating in formal VET programs are under the dual system. Companies can apply for funding both based on the number of trained students in a standard framework and for additional funding opportunities (Nemzeti Munkaügyi Hivatal, 2014).

From the perspective of the student, the first VET program is free for all, the second is only free for programs within the school system, receiving budget contribution and structured in an evening-schooling framework.

1.2.3. *Non-formal and Informal training in VET framework*

Informal training and validation of prior training (VPT) is not widespread and is not regulated on the state level. Due to lack of detailed regulations and of further supporting measures, training providers tend to use the results of prior learning assessment to inform teachers on groups' prior experience instead of recognizing applicants' achieved learning outcomes.

1.2.4. *Resources available: list and overview of VET training programs*

VET programs aimed at work with migrant children:

There is no explicit VET training aiming at the target group, however there are accredited trainings provided by NGOs. Several of them offer credits within the further education structure for social workers or educators.

1. Migrant children in child protection

Menedék - Association for Migrants

The training program provides three groups of modules: theoretical background of migration and migrant children; identifying and responding to children's needs in practice; intercultural conflict resolution and competencies.

2. Intercultural Competences Development for Educators

Menedék - Association for Migrants

The training aims at developing intercultural competences, giving tools to educators for recognizing phenomena deriving from extraordinary life circumstances of migrant children, conflict resolution in cases of intercultural differences, and teaching techniques to overcome differences in cultural, language and learning experiences.

3. Migrant Children in the Kindergarten – Intercultural Competence Development

Menedék - Association for Migrants

The training program concentrates on intercultural competence development and professional self-awareness, and the Persona Doll methodology. Persona Doll is a tool to be used with children to help them in conflict resolution and dealing with prejudices ("Képzési kínálatunk," 2018).

4. Intercultural Skills Development in a School Environment

Artemisszió Foundation

The training aims to develop key competencies of teachers to equip them for the challenges of an intercultural classroom. A binary approach tackles biases of the teachers themselves and how to work through those, as well as prejudices of children and how to help them resolve their conflicts deriving from these prejudices (Artemisszió Foundation, 2014).

European projects have focused on training target group members in previous years, however most of these programs did not continue after the expiration of the project implementation period. The following organizations and agencies implement the most of such programs: Artemisszió Foundation, Menedék Association for Migrants, Immigration and Asylum Office, Agora Foundation.

A project under the acronym name *JOKER*, implemented in 2015-2016, introduced gamification in several primary- and high-schools and VET institutions. Results proved a raised level of motivation among pupils and students, however the method has not yet gained wider interest among educators (Lippai, 2016).

1.2.5. *Good practices and identified gaps*

Artemisszió Foundation offered a training *Art, migration, adaptation* that utilized art and non-formal learning methods to train participants intercultural competencies and exchange good practices (Atremisszió Foundation, 2015).

In terms of informal training, several books have been published with the aim of supplementing for gaps in the higher education and formal training structure for professionals working with migrant children. One of these examples is *Helping differently – But how?* which is based on case studies drawing learners closer to real-life experiences in connection with migrants (Bognár et al., 2008). Another example, *On Immigrants - a manual for helping professionals* practically serves as an always available Q&A database for professionals working with migrants, sorting questions and answers into different groups of situations a professional might face during their work (Mészáros, Lastofka, & Soltis, 2009).

The *Hazai és európai jó gyakorlatok az interkulturális pedagógia és a migráns gyerekek integrációja területén* is a collection of best practices in intercultural education and the integration of migrant children. (László, 2012).

The *BABEL – Intercultural Education* project partners followed a multidimensional approach both providing direct integration support and tools to teachers for a longer-term integration: 1.) developing tools for teachers to individually support

children's integration 2.) community activities for immigrant families 3.) intercultural and methodological training for teachers in intercultural environments (Erzsébetvárosi Iskola, 2011).

Financing

Project-based funding is the most common form, most often by European Union funds, or self-funding by participants of trainings.

2 Researching practice and needs

2.1 Mapping skills of professionals working with children from migration environments

Altogether 9 professionals participated in the focus groups held for our target group and 21 professionals participated in the Hungarian online survey. 17 of all participants are between the ages of 25 and 39, 11 are between 40 and 60 years old, and 3 are 61 or above. 10 of all respondents were male and 20 of them were female. 47% are educators, teachers or mentors, 23% are social workers, 10% are intercultural mediators, and the others varied among caretaker, child protection guardian, legal counsellor, psychologist, social science researcher, institution leader and project coordinator. 20 of the 21 online survey respondents have at least one university degree, one has a VET qualification.

2.1.1. *Children's needs and skills used in helping them*

Based on the focus groups, the following needs are responded to by various professionals:

Guardian: supervise and control services of basic well-being for the children, legal representation, implementing the Hungarian Child Protection Act of 1997.

In kindergarten: form 2013 on, all kindergartens are supposed to have a section in their program directed at migrant children. However, it varies highly on which level institutions implement this directive.

Pre-enrolment: individual and group sessions preparing migrant children for school both socially and mentally.

Children's Home: reception and shelter, first step in the integration process

Lawyer: supporting social workers with family clients: welfare system, education, social rights; individual legal counselling and representation: family reunion, expulsion, hate crimes, naturalization.

Psychologist: school psychology for refugee pupils; psychological counselling for unaccompanied minors.

Social worker, community worker: Psycho-social support as a family: school bullying, family allowance, kindergarten canteen etc.; community programs for families and specifically for children; children's camp.

Group sport: A complex approach that integrates psychological insight into sport activities.

Skills and tools that are most commonly used (based on online questionnaire and focus groups)

Over 85% of online questionnaire respondents use communication, empathy, acceptance and non-judging, identification of child needs, individual approach, sensitivity and non-verbal communication skills very often or constantly. Coordination, problem solving, critical thinking, contextualization and transferability of knowledge into the field, non-formal education methods and techniques, group work tools, cooperation, conflict resolution, integration into local communities practices and tools, flexibility/individualized approach, reduction of prejudice, self-awareness/ reflectivity and creativity (esp. in overcoming language barriers) are used very often or constantly by over 65% of questionnaire respondents.

Apart from the above, focus group participants mentioned the following skills that are crucial for their work:

- creating a common "language"
- separating empathy and emotional involvement
- intercultural competencies, communication
- quick assessment of the situation, identifying children's needs
- approachableness
- knowledge of legislation and awareness of the knowledge missing
- precisely, but easily understandably explain complex situations.

Skills and tools that are most needed to be developed:

Only inter cultural sensitivity and knowledge should definitely be developed according to over 85% of online questionnaire respondents. Problem solving, communication, critical thinking, identification of child needs, non-formal education methods and techniques, conflict resolution, non-verbal communication

skills, reduction of prejudice, self-awareness/ reflectivity, creativity (esp. in overcoming language barriers) and client involvement/empowerment into the help process should definitely be developed according to over 65% of respondents. Additionally, approximately 50% of respondent thought that coordination, gathering and using information, cooperation, and constructive letting go would maybe be useful to be developed.

Apart from the above, the following skills and tools were highlighted by focus group respondents:

- knowledge of legislation
- language skills.

2.1.2. *Needs for trainings*

Content:

- training focusing on different groups of vulnerabilities (PTSD, human trafficking, sexual abuse, unaccompanied minors)
- learning about culture of origin, family structures, schools, social framework of migrant children
- cultural differences in raising children
- multicultural models
- methodologies of the helping field
- awareness-raising
- opportunities and obstacles in the integration process
- migration theory
- professional self-awareness
- sharing experiences, good practices
- beginners' language training in languages mostly used by clients
- methods for motivation.

Structure, frame:

Face-to-face training, case studies, interaction between professionals, practical case solving activities and getting to know the circumstances of local work were marked as important or very important by over 85% of online questionnaire respondents. Additionally, over 65% of respondents marked trainer from a migration environment, tailor-made training, blended learning, drama-education tools and practical training as important or very important.

Apart from the above, the following aspects were mentioned by focus group participants as important components of a training:

- cooperative techniques
- interactive methods, encouragement of proactive participation.

ICT, gamification:

Half of those asked in the field research have no experience with ICT tools and/or gamification in learning. It is a very important aspect to be considered: not to set a technical level that cannot be reached by most of our target group.

However, over 67% would be interested in using ICT tools, and over 80% in using gamification as part of a training for professionals working with children in a migration environment without any conditions, and over 90% would gladly participate in such trainings altogether.

Suggestions for using gamification and ICT tools in training:

- online resources: good practices, videos
- developmental online and offline computer games and applications
- online forum for teachers and learners
- blended learning
- other organization's websites and programs
- learn about experiences from around the world – easy access
- integrate own experiences and have an opportunity to reflect on them
- have opportunities to try placing oneself in the position of those one offers help to.

2.1.3. *Gaps of existing training system*

There is a gap in the Higher Education curriculum of educators for courses on intercultural skills and children in a migration environment.

Most competencies and skills that should be developed are ones that should be a minimum for all professionals working with migrant children, however the development of those is still needed:

- sensitization, awareness-raising
- acceptance
- curiosity
- cultural knowledge
- having first-hand experience with migrants (or programs that simulate that)
- introducing best practices of local integration

- showing similarities, connections between the professionals and the migrants to ensure empathy
- networking and a database on where to find relevant training and support
- coalition – learn to share burden
- flexibility, readiness
- legal and moral norms
- communication skills for lawyers
- help through interpreter.

2.1.4. *Good examples of usage of ICT and gamification in trainings.*

- It is especially true for these forms of learning that you benefit only as much as you invest.
- Usually, ICT tools can work the best if they are interactive, not modelling the traditional forms of training. Additionally, direct contact and feedback from the developer of the training content is useful.
- Online learning tools are often also not motivating enough to be used solely because of the motivation to learn or the challenges in gamified structures: deadlines and supervision is also a hard motivation tool.
- In gamification, keeping a balance of game elements and traditional educational methods is essential.
- In gamification, competitive tools helped motivation.
- HELP (Council of Europe) online courses
- Moodle, Coospace: good addition to traditional education forms.
- Kahoot: easy-access quizzes could be used even during classes.

An advantage is individual time-management and possibility to be more thorough, and it is a useful tool to present examples and organize content.

Disadvantages are the problem that it encourages sitting and physically passive learning exercises, and lack of human interactions.

2.2 Mapping the training system

Altogether 6 representatives of training or education institutions and organizations participated on the focus groups organized for stakeholders. Three of them were representing different faculties of higher education institutions: anthropology, social sciences (social work and social policy) and one representing an independent program at a university that aims to develop and implement programs for school integration of migrant children. The other three were representing NGOs with different scopes providing training in the field: specific

training for intercultural mediators and other professionals working with migrants; more general trainings concerning critical thinking and global learning, awareness-raising courses for teachers and pupils for inclusion of migrant children; awareness-raising courses with the tools of arts.

2.2.1 *Training resources available and good examples*

Organizations and institutions providing relevant training:

- Hungarian Charity Service of the Order of Malta
- SOS Children's villages
- The Jesuit Order
- Kalunba Nonprofit Kft.
- Trefort Ágoston Practice High-School for Eötvös Loránd University (not available any more)
- Intercultural Psychology and Education (Social Inclusion) institute at Eörvös Loránd University
- Projects implemented in the previous structure of EU funds (not available any more)
- Inclusive Education (not available anymore)
- Dokuart – Color School project
- Subjective Values Foundation
- Anthropolis
- Kék Vonal (organization that provides support for children in crises) – training for volunteers.

Specific trainings and skills/tools developed:

Artemisszió Foundation: Intercultural competence development in a school environment

Menedék Association for Migrants: Intercultural mediator training

Tandem program (University of Miskolc): Intercultural competences; cooperation skills.

Global learning training: Communication skills, sensibility; digital skills and confidence.

HE Social Work program: Children's rights approach; empathy.

Integration-oriented training: Overstepping language barriers; understanding similarities and differences – tackling stereotypes; sensitive clashes of cultures and their resolution.

Anthropology MA: Open-mindedness, interest in other cultures; tolerance (through understanding social theories); basic understanding of causes of migration.

Menedék Association: 30h training for educators (theory and practical training) - Knowledge on basic terms concerning migrant children, background information that gives a wider understanding of individual situations. Knowledge on how to support migrant families through the Hungarian bureaucracy.

Menedék Association: 88h training for professionals helping migrants - Deeper knowledge on the tightly relevant legal structure; understanding of sociocultural characteristics; intercultural competences; professional self-awareness, an opportunity to step back and see one's role as a helper from a distance.

Intercultural Psychology and Education (Social Integration): New aspects and angles were revealed, a useful basic for intercultural competences.

Training by Cordelia Foundation: Awareness raising lectures – understanding trauma, torture.

EMDR Association – trauma treatment method: Understanding trauma and its symptoms.

Hungarian Helsinki Committee (Internal training): Emotional resilience, self-protection from burnout.

2.2.2 *Gaps and shortages of the system*

- Communication: to separate skills needed to communicate with ones in a position of power (colleagues, decision-makers, authorities, etc.) and ones we offer help to (specifically children)
- Nonverbal communication skills
- Dealing with prejudices on a local level
- A wider approach to migration policy: not EU-centric awareness
- Intercultural competencies: information about the world, acknowledgement of all different experiences
- Self-awareness: meeting a traumatized child can be traumatizing for the professional, they have to be ready to resolve their own trauma to be able to help
- Critical approach: understanding of how one is seen from the eyes of the person they are interacting with
- Flexibility, individual approach
- Interculturality in verbal interactions: understanding the constructed meaning of certain words

- Resolving fears in professionals about handling migrant children in a peer group
- Skills to bridge language difficulties
- Awareness that the integration of migrant children in the community can also be enhanced by the child itself
- Skills to enhance cooperation between children
- Clearing basic misunderstandings about religions
- Practical part of training.

2.2.3 *ICT and gamifications used in the training process – good examples and possibilities for wider application*

- It is very crucial to understand the level of digital skills, and the level of access to ICT tools among the target group to define how such tools can benefit them the most. In Hungary, especially among teachers, both access and skills are generally low.
- Game-like structures where the trainee has choices at certain points to go in different directions proves to be motivating
- An e-learning platform was created with a forum, homework sharing, skills assessment tools, quiz for classroom-based trainings. However, for a shorter (60h) course (as opposed to a platform for an entire HE program) it did not prove to be utilized.
- A mobile application was developed, however it did not reach nearly as many people as it was projected. Both graphic design and the logic of the game/learning process has to be based on current trends.
- The experience is that people read less and less longer texts. On a platform, articles and studies can be provided, but if we want to catch people's attention, the main learning experience has to be comfortable, easy to process, easy to get through.
- Interactive online tool: while a course is being delivered, interrupt it with online questions about what has just been said
- tanarblog.hu: an awareness-raising blog for teachers
- the user can follow the life of a gipsy boy, having to make decisions for him, determining on what route he goes and taking chances for him, getting to know what consequences these decisions have, understanding the challenges he faces as member of a minority ("Cigánylabirintus - KJK," 2009)
- docuart: a collection of short documentary films about migration that can serve as part of trainings in the subject (Bognár, 2011)
- Hofstede: integrates people's perceptions, and through other people's perceptions, teaches about other cultures.

Advantages might be higher motivation, direct feedback on progress and a possibility to separate sections and levels of a curriculum. Thus, a possibility for higher efficiency in learning.

A disadvantage is that the tools might distract the learner from the content to be learnt.

3. Conclusions and recommendations

The formal education system does not – or only to a very low extent – provide courses concentrating on skills and competencies needed during work with children in a migration environment. However, it is not likely that such elements will appear on a wide range of curriculum of various degree programs relevant to our target group. Additionally, formal VET trainings provided by the state do not offer courses for developing needed skills, either. Although certain institutions might be willing to integrate certain elements in their curriculum, we see that there is a much higher chance to find those NGOs and private (for-profit) training providers that have experience in the specific field of migration and cooperate with them on integrating modules that are to be developed. As there are several organizations in Hungary already offering various trainings that cover some elements of the skills set apparent to be needed by professionals working with children in a migration environment, these organizations can be assisted with additional content and tools that they can utilize during their trainings.

Apart from basic communication and management skills, the most important need that appears is one for intercultural competences, understanding cultural differences and overcoming language barriers in creative ways. In a child-specific context, skills are needed to teach or explain things and resolve conflicts on the level of the child, being able to help them understand complex situations in a way that they can both comprehend and process. Additionally, skills to understand and analyze one's role in the child's life and being able to act according to that role, not stepping over lines of trust and responsibilities.

The use of ICT tools appear to be the most useful for accessing the knowledge and first-hand experiences of other professionals working in the same field, and also of the migrants themselves: to have a better understanding of unfamiliar and remote situations and cases. Both stakeholders and professionals expressed a need for face-to-face communication between teacher and learner: direct feedback, deadlines to increase motivation and an opportunity to discuss issues personally is needed. Therefore the more opportunity for blended learning is provided the better.

As gamification and ICT tools have not yet spread in Hungary, a great added value can be projected for the GVETS training platform. However, there is also a risk that our target group does not have the level of skills needed to utilize an online learning platform, therefore the learning tools to be developed have to be streamlined and easily comprehensible.

There is a pressing need within the Hungarian training structure for courses concentrating on skills and competencies needed during work with children in a migration environment. Such training is not likely to be included within the formal VET structure or HE programs. However, several institutions might be willing to integrate certain elements in their curriculum. Additionally, accredited training programs outside the school system can (and do to a certain extent) provide needed skills. Such an accredited training program can potentially offer further education credits to social workers and educators, increasing motivation for utilization. As gamification and ICT tools have not yet spread in Hungary, a great added value can be projected for the GVETS training platform.

There is a very low level of support for children with migrant background in Hungary. Recent changes in legislation and policy brought a decline in an already defected protection system. There is a very strong reliance on NGOs that provide services for migrant children, however due to legislative restrictions, their work is often obstructed.

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ANNEX No. 4

Italian National Report

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

Oxfam Italia

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2018

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Introduction

Italy has failed for many years to develop an effective migration management system. During the last 20 years has managed badly its transformation from a country of emigration into a country of immigration. Recently has also faced unique migratory challenges because it has been the target of massive inflows from North Africa.

Because of a too fast transition, the real risk is that the country adopts a restrictive position on the migration phenomenon and therefore a reduction of migrants' rights and possibilities of integration.

Italian migrants' integration system works in three levels: national, regional and local. Institutional action is integrated by third sector associations' effort.

1. Setting the scene: migration, existing support and training resources available

1.1 Integration policy and practices

1.1.1 *Legislation*

Key legislation (laws, resolutions, orders) on immigration and integration

International level: Italy has ratified in 1991 the Convention on the Rights of the Child adopted by the United Nation in 1989.

European Level: Charter of Fundamental Rights of the European Union and Directives regarding international protection.

National Level: *Testo unico* and transposition of Directives

-Legislative Decree 25.7.1998, No. 286 on 'Consolidated Act of Provisions concerning immigration and the condition of third country nationals' and subsequent amendments. It is the cornerstone of Italian immigration system. It has two main purposes: on the one hand, it tends to improve the reception, inclusion and integration conditions of regularly residing foreigners, by developing intervention measures to promote the integration of foreign citizens in all the aspects of the social, cultural, economic and working life of the country. On the other hand, it has to adopt measures to fight irregular immigration, thus guaranteeing public order and security. (Art 19 on minors).

- Law n.47 -2017: a new legislation regarding the "Provisions of protection for Unaccompanied Minors". Providing equal treatment under the law for uprooted children is essential if they are to integrate into new societies. To protect children from discrimination, attack, abuse and neglect, the Italian parliament approved the *Legge Zampa* (Provision of Protection) law in March 2017 after a two-year advocacy campaign by child rights organizations. The law creates a legislative framework to protect refugee and migrant children and is the first comprehensive act for unaccompanied children in Italy.

List of legal status types

Minors' Residence permit types:

- minority (under the age of 18)
- foster care
- family
- social protection
- asylum
- asylum's application

Policy papers and programmes

Ministry of Labour and Social Policies provisions for integration:

- *Piani integrati di intervento regionali*: 17 Integrated regional Plans prepared by the Directorate General of migration and integration policies in 2015
- *FAMI:* AMIF Asylum, migration and integration fund 2014-2020
- *Percorsi*: 960 integrated pathways for socio-occupational integration of Unaccompanied Minors (UAMs)
- INSIDE: socio-occupational integration for refugees and asylum seekers in 2nd reception (SPRAR)
- Giovani 2G - Una nuova generazione di opportunità: fund for young migrant entrepreneurs
- *Portale Integrazione Migranti - Vivere e lavorare in Italia:* Migrants' integration Portal provides information on integration services
- *Integrazione dei migranti attraverso lo sport e contrasto delle discriminazioni:* Agreement between CONI and Ministry that promotes integration through sport and fighting discriminations.

Ministry with overall responsibility for integration

Ministry of Interior – Department for Civil Liberties and Immigration and Department of Public Security; Ministry of Labour and Social Policies.

Other Ministries/authorities involved

Ministry of Education, University and Research; Ministry for International Cooperation and Integration; Ministry of Foreign Affairs.

Agencies and organizations implementing integration programmes

The UNHCR branch office is operative in Italy since 1953 and its representatives participate both to the National Commission for Asylum Right and to the Territorial Committee for Immigration.

In order to carry out its various operative programs, the Italian Government collaborates with the International Organization for Migration (IOM), which operates in Italy since its establishment, in 1951. Moreover, there is also a large network of NGOs and humanitarian associations which deal with various aspects of the migration phenomenon. Some of them are responsible for both first reception (also in terms of legal and administrative assistance) and integration measures (social insertion, as well as socio-economic and socio-cultural cohesion). As the amount of organizations involved in these activities is very significant, we hereby mention only some of them: the Italian Council for Refugees (CIR), Caritas, Arci, Acli, Migrantes Foundation and the Jesuit Centro Astalli Foundation, other ecclesiastical organizations, Trade Unions (CGIL, CISL, UIL and UGL) and Workers' Patronages (which the Ministry of Interior has charged with the task of providing assistance for the necessary practices for the granting or renewal of residence permits).

1.1.2 *Statistics*

Total number of children from migratory background

Foreign minors residing in Italy at 01/01/2017 are 1.038.046 (20,6%) (ISMU Elaborations on Istat data).

Share of minor migrants in comparison to total number of immigrants

Minor migrants are the 20,6% of total number of immigrants in Italy (ISMU Elaborations on Istat data 2017).

Number of children:

Unaccompanied foreign minors arrived by boat in 2017 were 15.779, the 13,2% of the total immigrants arrived in Italy through the Mediterranean route in 2017 (ISMU Elaborations on Istat data).

Unaccompanied foreign minors in Italy at 31/12/2017 are 18.303 (of which 1.237 female) (Eurostat Data [migr_asyunaa]).

Data by country of origin (top ten)

Foreign pupils – School Year 2015/2016

- Romania: 157.806 (19,3%)
- Albania: 111.029 (13,6%)
- Morocco: 102.179 (12,5%)
- Cina: 45.336 (5,5%)
- Filippine: 26.533 (3,2%)
- India: 25.436 (3,1%)
- Moldavia: 25.176 (3%)
- Ucraina: 19.720 (2.4%)
- Pakistan: 19.253 (2.3%)
- Tunisia: 18.122 (2.2%)

Unaccompanied foreign minors (31/12/2017)

- Gambia: 12%
- Egitto: 9,9%
- Guinea: 9,6%
- Albania: 9,2%
- Eritrea: 8%
- Costa d'avorio: 7,6%
- Nigeria: 7%
- Mali: 5,9%
- Senegal: 5,5%
- Bangladesh: 4,7%
- Somalia: 4.6%

Data by age

Percentage of foreign minors residing in Italy at 01/01/2017 by age (ISMU Elaborations on Istat data):

- 0-5 years old 39,8 %
- 6-11 years old 34,1 %
- 12-17 years old 25,9 %

Unaccompanied foreign minors (Ministry of labour and social policies, 31/12/2017)

- 60,3% are 17 years old

- 23% are 16 years old
- 9.6% are 15 years old
- 6,1% are 7-14 years old
- 0,6% are 0-6 years old

How many pupils have immigrant parents? Share of 1st and 2nd generation pupils

Pupils with foreign citizenship year 2016/2017: 826.091 (9,4% of total pupils)

Almost 60% of foreigner pupils are 2nd generation.

There is a continuous increase of children born in Italy but with foreign citizenship. From 334.300 (School year 2011/2012) to 479.000 (School year 2015/2016), growth of 43,2%.

1.1.3 *Policy and practices*

Overview of integration programmes

- **Migrants' Integration Portal:** it's a website established with the purpose of fostering foreign nationals' integration in the Italian society. The Portal has been online since 17th January 2012, and was developed through a project co-financed by the European Fund for the Integration of Third Country Nationals, under the coordination of the Ministry of Labour and Social Policy, and with the involvement of the Ministry of the Interior and the Ministry of Education, University and Research.

The network of subjects involved in the implementation of the Portal was subsequently extended, both through the collaboration of other institutional subjects, including the Ministry of Health, the Ministry of Cultural Heritage, the Regions and Municipalities (ANCI Network of Italian Municipalities) mostly involved in integration-related and immigration policies, and through the involvement of international organisations (UNHCR) as well as third-sector operators promoting and implementing integration policies, including social institutions (patronati), with over 4,200 immigration desks, whose services are mapped in the Portal.

- **FAMI:** Asylum, migration and integration Fund 2014-2020 (*Fondo asilo migrazione e integrazione* 2014-2020) is a financial instrument to promote the efficient management of migration flows.

This Fund will contribute to the achievement of four specific objectives:

1. **Asylum:** strengthening and developing the Common European Asylum System by ensuring that EU legislation in this field is efficiently and uniformly applied;
2. **Legal migration and integration:** supporting legal migration to EU States in line with the labour market needs and promoting the effective integration of non-EU nationals;
3. **Return:** enhancing fair and effective return strategies, which contribute to combating irregular migration, with an emphasis on sustainability and effectiveness of the return process;
4. **Solidarity:** making sure that EU States which are most affected by migration and asylum flows can count on solidarity from other EU States.

National Programme AMIF is the programmatic document elaborated to define strategic objectives and measures to carry out in Italy.

Specific Objective n.2 foreseen, among others, an upgrading of the Italian school system with a service approach addressed to foreigner user and a qualification of unaccompanied minors' reception system.

Actions:

- promote foreign minors' social inclusion, even 2nd generation ones
- tackled school drops out
- face academic performance gap
- promote unaccompanied minors' autonomy and qualify services' monitoring system
- qualify unaccompanied minors' reception system and age determination procedures
- Financial resources allocated in euros per year for integration
- AMIF 2014-2020: Specific Objective n.2 about integration and legal migration- 144.664.635 Euros allocated.
- FEI 2007-2013: 823 integration projects financed: € 194.107.519,43
- Ministry of Interior, 2011- 2014: € 25.012.000,00
- Ministry of Labour and Social Policies, DG Immigration and integration policy 2009-2013: € 200.373.567
- Ministry of Education, University and Research, PON (*Programma operativo nazionale*) 2014-2020, in January 2017: € 840.000.000 euros for integration and social inclusion projects.

Migrant children in education system

Over the last ten years there was a strong increase of pupils without Italian citizenship. Even if, in the last few years, there was a slowdown caused by more than one reason: a significant number of migrant children acquires Italian

nationality (In 2016: 1.350.000 Italian citizen with foreign origin and 201.591 acquisition of citizenship) (*Dossier statistico immigrazione, 2017*); only a little percentage of UAMs attends education pathways; school inscription it's not always allowed or possible during the school year, so children that arrive thanks to family reunification often have to wait the new school year to enrol.

Despite this, Italy has been always oriented to migrant pupils' full integration in school system and to intercultural education as a cross-sectoral dimension, a common background for all subjects and for all teachers, but integration of massive number of pupils with foreign origin it's a quite new challenge in comparison with other European countries.

1.1.4 *Identified needs of children in migration environments*

"Unicef calls on world leaders to embrace a six-point Agenda for Action that puts children at the heart of the global compacts for refugees and migration:

- Protect child refugees and migrants, particularly unaccompanied children, from exploitation and violence.
- End the detention of children seeking refugee status or migrating.
- Keep families together as the best way to protect children and give children legal status.
- Keep all refugee and migrant children learning and give them access to health and other quality services.
- Push for action on the underlying causes of large scale movements of refugees and migrants.
- Promote measures to combat xenophobia, discrimination and marginalization in countries of transit and destination".

1.2 The state of the art: support professionals' skills ecosystem

1.2.1 *Profiles of professionals*

Specialists working with migrant children operate in different areas, for example schools, minors' communities, public offices and services. To do this list of worker we have tried to give an overall picture but we have focused on professionals working in minors' communities and in reception facilities for UAMs.

Social Assistant

A social assistant is a professional figure operating in the organized welfare system in favour of individuals, groups and communities in order to prevent and resolve

situations of need. Fields where the social assistant's work is required by the law are for example: prisons, schools, familiar counselling centres, hospitals, community home, etc.

Social assistant's duties: management, organization and planning of social services that guarantee fundamental social needs (social security, instruction, accommodation, social inclusion).

When a minor find himself/herself in situations of difficulty the social assistant, who works for the Municipality in welfare services for minors and families where the minor resides, intervenes. If the minor is unaccompanied, intervenes the social assistant of the Municipality where he or she is at that moment.

The social assistant starts taking charge of the minor after a reporting by the school, paediatrician, relatives, neighbours, etc. What he/she has to do first is an assessment and then set an individual support programme.

Enrolment in the professional register is required Social Assistants practitioners.

The vocational training foreseen is a bachelor's degree (*Servizio Sociale* L-39), a master's degree (*Servizio Sociale e Politiche Sociali* LM-87) and then a state certification exam.

Community Psychologist

The community psychologist works in favour of and to protect social groups living on the margins of society or socially more vulnerable (for example unemployed, migrants, persons without civil rights, mental patients, minors…)

The aim is the good functioning of the community overall, the development of its psychological and social capital and the participation of all stakeholders in resolving common issues.

Different fields of action: improvement of relationship in individual and familiar microsystem or in bigger system like schools (dropout prevention), residential communities, cooperatives, public and private labour organizations, local social services, hospitals, neighbourhoods, etc.

Community Psychologists collaborate systemically with many professional figure in planning and implementing their interventions: social assistants, doctors, social and sanitary services workers, educators, teachers, etc.

Profession psychologist practitioners need a master degree (LM/51 *Psicologia*), the licence to practice (state certification exam) and the enrolment in the psychologists' register. Only who is in possess of specializations can do psychotherapeutic treatments (Psychotherapy schools/institutes: Diploma in

psychotherapy awarded at the end of a four-year course. The qualification has the same legal status as 3rd cycle qualifications in psychology and similar disciplines, awarded by Italian universities).

Competent authority: MIUR (Ministry of Education, University and Research).

Community Operator (Animatore di comunità)

He/she works in residential communities where lives in direct contact with beneficiaries, becoming an important point of reference for them.

He/she has the task of planning beneficiaries' time and activities through the realization of educational programmes established with the community team.

The community operator should have a multidisciplinary training, in particular, in minors' communities, he/she should be able to manage operative tools and methodologies to realize daily interventions aimed at repair the evolutionary and relational damage that children and teenagers experience when, for example, are taken away from their families.

He/she is recognised as qualified technician (*tecnico qualificato per l'animazione di comunità*).

Social Operator in reception facilities for refugees and asylum seekers (*Operatore dell'accoglienza*)

He/she is a social worker operating in reception facilities for refugees and asylum seekers.

Duties: to carry out daily support activities for the residents, provide help with administrative issues, help the residents accessing to public services and bureaucracies, follow up and evaluation of activities, promote social inclusion throughout integration pathway in the local community.

With other professional figures of the multidisciplinary team, works on the definition of an individual programme for every resident, stimulate their self-determination and autonomy.

There are training courses provided by third sector associations and Universities but there isn't a define curriculum.

An example of a course for operator working with UAMs: http://www.programmaintegra.it/wp/wp-content/uploads/2016/11/programmaintegra_corso_programmaA4.pdf

Professional educator

He/she is a social worker with the following duties:

- organise and manage educational intervention in order to develop individual autonomy and potential. For example, in reception facilities he/she should manage and organise language and integration courses.
- coordinate his/her activities and personal skills with other professional figures operating in social sector in different types of facilities.

National and local legislations about educators identify as the fields of intervention the socio-healthcare area, socio-educative and cultural-educative structures.

The professional educator works in the public and social private sector, public health authority, drug addicts services, prisons, mental patients centres, centres for minors, counselling centres, schools, etc.

Intercultural element in the educational profile:

- University of Bologna bachelor's degree (*Educatore sociale e culturale*): course in intercultural pedagogy.

http://www.psicologiaformazione.unibo.it/it/corsi/insegnamenti/insegnamento/2015/386803

- University of Verona, Master degree (Scienze pedagogiche): Course of Intercultural training methods 2017/2018.

http://www.dfpp.univr.it/?ent=oi&codiceCs=W70&codins=4S000569&cs=490&discr=&discrCd

- University of Florence, Master's degree (*Scienze della formazione primaria*): course of Intercultural education.

https://www.unifi.it/p-ins2-2017-374874-0.html

- University of Siena, bachelor's degree (*Scienze dell'educazione e della formazione*): course of intercultural pedagogy.

https://www.unisi.it/scegli-il-tuo-percorso/beni-culturali-formazione-lettere-lingue-storia-filosofia/scienze

Legal guardian

A minor can have a legal guardian in case he/she is an orphan or parents are not able or can't look after himself/herself, neither they can supervise over him/her nor administer his/her assets for different reasons (they are far away, fugitive, they don't have parental authority …).

Legal guardian has to take care of the minor, he/she legally represents the minor and administers the assets and have to protect the well-being of the children.

Legal guardian has to monitor reception conditions, integration pathways, education and protection provisions in coordination with responsible institutions of every aspect. Always ensuring the best interest of the minor.

The tutelary judge appoints the legal guardian that, voluntarily and for free, exercises parental responsibility (cohabitation and economic subsistence it's not necessary).

It's foreseen a specific multidisciplinary training, after which the volunteer can be included in the official list.

The selection is done by the Italian Childhood and adolescence Authority (*Garante per l'infanzia e l'adolescenza*)

Patient care technician (Operatore Socio-Sanitario OSS)

He/she is a professional figure characterized by an extreme uncertainty both in training and functions. (Every region has its own training process).

He/she provides social and healthcare assistance in hospitals, public and private social-health facilities like family houses, minors' communities, school services, etc. and at persons' home.

OSS certification is issued by ASL (Local Health Authority) and private agencies after a training course.

Italian as a foreign language Teacher

Teachers of Italian as foreign language work in reception facilities for refugees and asylum seekers, in third sectors' associations, in accredited training agencies, in CPIA (Adults' education centres under the Ministry of Education, University and Research-MIUR).

It is not nationally recognized and regulated as a professional figure so there is not a standard education training, but most of the teachers have the DITALS certification.

The DITALS (Teaching Italian as a Foreign Language) certification is issued by the DITALS Centre both in Universities and in private training schools. The aim of the exam is to assess the training and the degree of preparation (theoretical and practical) of those who aspire to work as teachers of Italian as a foreign language.

The DITALS Centres implement the training courses and administer the exam for certification.

The two main functions of certification:

- Instruments. It allows prospective teachers to acquire tools to work effectively during the language classes.
- Guarantee. It ensures that those who choose to become teachers of Italian as a foreign language have a standard of theoretical knowledge and possess basic knowledge of the main teaching techniques.

The DITALS certification is recognised in various ways by different institutions:

- **Italian Language Schools for Foreigners.** It represents a title that guarantees the competences of teachers, therefore their specific qualifications.
- **Italian Cultural Institutes Abroad.** It is recognised as a professional qualification for those who wish to teach Italian in these institutions.
- **State Schools Abroad.** The DITALS certification constitutes a cultural title for teaching Italian, however it is not valid as a teaching title (with the exception of Argentina and Venezuela where the DITALS is recognised as a teaching title).

Cultural Mediator

The cultural mediator carries out mediation activities between immigrant and local society by removing linguistic and cultural barriers, by identifying needs and resources of the beneficiaries and by facilitating the access to public services.

He/she can work with public and nonprofit structures that offer services to immigrant, general public services, schools, hospitals, counselling centres, police headquarters, courts, unaccompanied minor reception centres, community homes.

According to the field of action, the job requires a strong knowledge of legal, educational, healthcare or administrative sector. Usually a mediator is someone with a migratory background who knows linguistic and cultural codes of the population of reference.

There is not a unique route to become a cultural mediator. The easiest way is to attend a specialisation course organized by local authorities or regions (usually for free) that awards a qualification as cultural mediator. In some Italian universities there are also degree courses in “Linguistic and cultural mediation”.

Higher school for linguistic mediators - Linguistic mediator diploma.

Awarded at the end of a three-year course. The qualification has the same legal status as a *Laurea* (Bachelor's degree) in the category of Sciences of linguistic mediation.

Competent authority: MIUR (Ministry of Education, University and Research).

1.2.2 *Formal VET institutional structure*

Vocational training falls under the competence of Regions, in charge of defining annual and multi-year training programmes, of delegating competencies to Provinces and Municipalities, of distributing competencies for the implementation of initiatives to public and private entities, of providing funds, also in cooperation with the central State or the European Union. Vocational training can be addressed to young people who have already obtained a qualification but would like to acquire more specific professional competencies in order to increase their opportunities in the labour market, as well as to employed people or people looking for a new job, who would like to upgrade or improve their professional abilities (continuous training).

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. A 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. With regards to initial training activities, people who have completed the training and education pathways are

entitled to enrol in specific training courses after obtaining an Upper Secondary or a VET qualification. Post-Higher Education courses offer an opportunity for those who have completed a University course.

Beside training courses aimed at obtaining a qualification, the regional training provision also offers specific activities aimed at developing competencies. These are shorter courses (20-40 hours), generally addressed to adults and similar to the regional continuous training provision. At the end of these courses, a certification of competence is awarded.

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

Beside the Vocational Education and Training provision of the education system, the regional system and social partners, through **inter-professional funds**, a private training provision is available, provided without public resources and funded through the contributions of beneficiaries.

The multifaceted private training provision is provided by **education/training organisations.**

In addition, there is a consistent private training provision in the **third sector**, provided by free Universities or Universities for the third age, voluntary associations, cultural associations, social cooperatives, NGOs (non-governmental organisations), foundations.

In Italy, VET providers to get the accreditation need to have: at least 70 % of students obtaining a qualification, and a certain percentage of students finding an employment or going on to further training. Furthermore, at least the 60 % of beneficiaries should express a positive opinion about the course. For the learners no precise standards have been defined so far, but there are quite detailed curricula. Regions have not implemented a national certification system so far. But some Regions (like Emilia Romagna, Piedmont and Tuscany), are developing their own qualification system. These systems are about initial and continuing VET, and they are based on standard learning outcomes to work in the labour market.

To obtain a regional qualification it is important to pass a final examination that must be held in the presence of a committee consisting of an external representative and class teachers. To ensure that providers do have the conditions for accreditation self-evaluation reports and on-the-spot inspections are used. In Italy, the actors involved to define targets and standards are: Ministry of Labour, regional representatives and social partners.

- The strengths of the Italian VET system are the active involvement of stakeholders in the process and the introduction of a national evaluation and accreditation system for VET providers.
- The weakness consists in a lack of national standards and the variation between the regions.

In Italy, there are no specific targets for the system, but the European benchmarks are an important point of reference. Training providers must now respect floor targets (concerning efficiency and the effectiveness of their activities). There is also an important discussion on the definition of standards for learners' development. Furthermore, the Reform 53/2003 has introduced basic performance levels for VET which will have to be achieved by the regional authorities.

The validation of non-formal and informal learning

In Italy there is a long and consolidated social and institutional debate on this issue. The implementation of the new Law reforming the labour market (Law 92/2012) provides specific rules for *"the identification and validation of non-formal and informal learning, with reference to the National system of certification of competencies"* (Article 4, paragraph 58).

The implementation of methods and tools for the validation of non-formal and informal learning has been primarily developed at regional level. More practices, which are methodologically consistent with the 2009 Cedefop Guidelines, have been piloted at local level. The target groups of these practices are migrant workers, workers experiencing jobs crisis and recipients of active labour market policies, workers participating in training activities, young people participating in work experiences, in training course, in apprenticeship or voluntary work. The economic sectors that are mainly represented in this scenario include: construction, maintenance and services, welfare, tourism.

With regard to Higher Education, Ministerial Decree 270/2004 of the Ministry of Education and University states that "Universities can recognize as ECTS-credits, according to predetermined criteria, the professional knowledge and skills certified in accordance with the regulations in force, and other knowledge and skills gained in post-secondary education and training designed and developed by the university". Based on this provision, some universities introduced and regulated the recognition of non-formal learning.

1.2.4 *Resources available: list and overview (e)VET training programmes*

Volunteer legal guardian's training organized by Italian Childhood and adolescence authority (*Autorità garante per l'infanzia e l'adolescenza*) with EASO (European Asylum Support Office) support (Florence, 15 December 2017).

A 27 hours course for those citizens that applied to the call for Volunteer Legal Guardian for unaccompanied minors. Volunteers learned how to respect minor's rights and to provide protection considering their specific vulnerability link to their young age and their tough migratory route.

Italian Childhood and Adolescence authority was set up in 2011 in order to guarantee the full children and adolescents' rights application and respect.

Link: http://www.garanteinfanzia.org/news/nuovo-corso-di-formazione-tutori-volontari-toscana

Free Course for Volunteer legal guardians for UAMs organised by Centro Mediterraneo di studi e formazione Giorgio la Pira in collaboration with ASGI and Fondazione Migrantes. Catania, May 2017.

Training course on guardian's duties and legal procedures foreseen for UAMs support.

Link:
https://www.asgi.it/famiglia-minori/corso-formazione-tutori-volontari-msna/

Foreign minor's legal protection course directed to public employee in social and educational services (social assistants, educators, psychologists, third sector operators) and migrant information points. Province Monza Brianza, 2013.

European Fund for integration of third country citizens.

Link: http://www.provincia.mb.it/correlare/catalogo_corsi/utenti/corso.html?id=58

UAMs rights online training course offered by Melting Pot Europa, an independent communication project that provides online training courses on demand for association, lawyers, third sector operators, teachers, and everyone is working in services for immigrant people.

Link:
http://www.meltingpot.org/Formazione-on-demand-La-tutela-dei-diritti-dei-minori-soli

"Working with UAMs: reception and social inclusion theories and practices" course organized by Lumsa Master School.

The course promotes and strengthens the knowledge on models and practices of reception and integration of UAMs providing an updated framework of the phenomenon. The course recognises 12 CFU (University credits).

Contents:

- The legal framework and the reception system of UAMs;
- Building trusting support relationships based on social and intercultural pedagogy and psychology;
- Designing effective reception programmes and promoting UAMs empowerment in local communities.

Link:
http://masterschool.lumsa.it/altri_corsi_formazione_lavorare_con_minori_stranieri

Global citizenship and intercultural dialogue training course 2017 for teachers organized by *Società filosofica Italiana* (body accredited by MIUR).

Link:https://www.sfi.it/268n467/sezione-vicentina-corso-di-formazione-su-cittadinanza-globale-e-dialogo-interculturale-2017.html

Fondazione Intercultura Onlus (accredited by MIUR to provide vocational training to teachers) offers free intercultural training courses. Workshops and web seminars.

Link:

https://www.intercultura.it/scuole/formazione-e-laboratori/

Programma Integra: "Course for specialized operator working in UAMs centre" Rome, 2017.

Link:

http://www.programmaintegra.it/wp/wp-content/uploads/2016/11/programmaintegra_corso_programmaA4.pdf

Fight for children rights: Unaccompanied minors: reception and protection strategies from a legal, social and medical point of view. Milan, January 2018.

A free training course addressing:

- Students and graduates in Psychology, Education, Sociology, Social service
- Social workers: social assistants, professional educators, socio-sanitary operators
- Volunteers and Operators in Third sector associations working with UAMs
- Health workers

- Lawyers

https://www.f4crnetwork.com/eventi-e-incontri/corso-di-perfezionamento-milano-minori-stranieri-non-accompagnati-strategie-di-accoglienza-e-protezione-in-ambito-legale-sociale-e-medico/

New Participatory Teaching and Learning Methods for Effective Global Citizenship: the course is focused on global citizenship education and global learning methods that teachers, teacher trainers, and head teachers in primary and secondary schools can put into practice in their everyday teaching (Oxfam Italia, 2018).

Link:

http://edu.oxfam.it/erasmusplus/portfolio-view/globalcitizenship/

2. Research on practices and needs: results of online survey and focus groups

The results of the field research are based on: the online survey, submitted by professionals working with children and youngsters in migration environments; a focus group with professionals working with refugees and asylum seekers in a reception center for unaccompanied foreign minors in Tuscany and a Focus Group with various stakeholders.

The online survey had 20 submissions and most of the respondents were between 25 and 39 years old (70 %), while the 25 % were between 45 and 60 years old.

Gender: 60% female.

Field of education: 9 psychology/philosophy (45%); 4 political studies (20%); 3 education and training (15%); 3 socio cultural animation/social education (15%); 2 social work/sociology (10%); 1 foreign languages (5%); 1 media/culture (5%); 1 legal studies (5%); 1 linguistic mediation (5%).

The majority of the professionals work in the education field as educator and social mentor (35%), social educator (15%), non-formal educator and trainer (20%) and teacher (5%). (Psychologist 20%, Operator 20%, legal assistant/legal operator 10%)

The focus group involved professionals working with unaccompanied foreign minors in the roles of project coordinators, managers of the reception centers, operators, teachers of Italian language. (Community psychologists, professional educators, social workers, languages and international communication graduates).

2.1 Mapping skills of professionals working with children from migration environments

2.1.1 *Children's needs and skills used in helping them*

Minors' needs from the Focus group with professional:

The most important need of minors and young people (16-20 years old) hosted in reception facilities is the need for attention and presence, a relational need, they seek a privileged relationship with an adult who represents a model.

At psychological level, they need to evaluate and redefine themselves. They find themselves in a different and unknown reality, in a moment of their life when they are engaged in the full construction of their identities, so they have very few certainties. A great need is to have a clear personal path, a life project. Skills most used in helping them are: active listening skills, conflict management skills, behavioural interpretation.

From a more practical point of view, an important need is the support for accessing local services, especially health services, but also centres for adult education and public schools.

Skills most used in working with minors with migrant background from the online survey (percentage of professionals who answered "constantly"):

-communication (65%), non-verbal communication skills (50%), empathy (60%), identification of child needs (60%);

-reduction of prejudice (55%), acceptance non-judging (80%), intercultural sensitivity and knowledge (45%);

-flexibility / individualized approach (55%);

-problem solving (45%);

-conflict resolution (45%).

2.1.2 *Needs for trainings*

Needs for training: relational skills of operators, from the psychological and educational point of view, because these aspects cannot be left entirely to the operator inclination, if there is any.

Specific update on the topic of teaching Italian as a foreign language to asylum seekers and refugees (immigration, Italian reception system, condition of vulnerability experienced by minors).

Specific skills to intervene to support young people's motivation at school are lacking. It is necessary more training on skills assessment to better deal with planning individual educational plan.

The online survey underlines the need of training in the following skills when working with children from migration environments (percentage of professionals who answered "yes, definitely")

- Non-verbal communication skills (90%)
- Group work tools (75%)
- Flexibility individualised approach (70%)
- Identification of child needs (65%)
- Communication (65%)
- Resiliency (65%)
- Sensitivity (65%)
- Reduction of prejudice (65%)
- Contextualization and transferability of knowledge in to the field (65%)
- Non-formal education methods techniques (65%)
- Integration into local communities practices and tools (65%)

Other priorities relate to the acquisition of knowledge regarding the cultural codes of children with migratory background (culture and school systems of the countries of origin) and acquisition of skills and knowledge of transcultural intervention tools. Updates concerning legal issues and international protection or reunification policies that may affect migrant children themselves.

In the online survey, the following aspects/elements have been chosen by the professionals as important and very important in the provision of a training course to support professionals working with children from migration environments:

- Practical problem solving activities (60% very important – 35% important)
- Case studies (55% very important – 45% important)
- Sharing experience with other learners (45% very important – 30% important)
- Role play, theatre methods (40% very important – 35% important)
- Videos, stories used during trainings (45% very important – 35% important)
- Training in the workplace (40% very important – 40% important)
- Exercising the practical component (35% very important – 35% important)
- Theoretical component (30% very important – 40% important)
- Face-to-face interaction between professionals during training (30% very important – 60% important).

2.1.3 *Gaps of existing training system*

The Italian training system does not provide compulsory training courses aimed at acquiring those skills necessary for working with foreign minors.

There are no structured training paths, for example there isn't a mandatory training required to work in the reception field of unaccompanied foreign minors.

One-day seminars for operators are provided on specific topics (for example migrant mental health, trafficking phenomenon, legal aspects of the reception system and migration in general...) and they are organised by universities, associations, NGOs, Prefectures and so on, but they aren't very effective in the opinion of the professionals listened in the focus group. They would prefer a once-a-week training programme lasting a certain period of time, with preference for in presence trainings and trainings on-the-job.

2.1.4 *Good examples of usage of ICT and gamification in trainings*

Focus Group: Some operators did online courses but they have a minimal experience about e-learning and no experience at all with gamification.

From the online survey instead, the interest in using ICT is higher and the 45% of the participants have experiences in learning using ICT, in particular the majority (80%) would participate in trainings using gamification for acquiring and developing skills needed to work with children in migration environments, even if only the 25% have an experience in learning using gamification and the knowledge of gamification tools is very low.

A good example of usage of ICT in trainings is this MOOC (Massive Open Online Courses) on Digital Storytelling (link: https://mooc.cti.gr/login/index.php). "In general MOOCs with videos, short but interesting readings and a lot of practical inputs".

2.2 Mapping the training system

2.2.1 *Training resources available and good examples*

Examples of training courses from the stakeholders' focus group are:

Centro di Salute Globale (Global Health Center, regional coordination facility) in Tuscany Region works in two areas: international health cooperation and "Migration and health". They provide training and coordinate operators working with foreign minors in the health sector.

In collaboration with the Italian Society of Migration Medicine they have organized training session on UAMs. Currently they are training public health service workers on migration, especially on mental health.

The center is carrying out a regional training plan on the topic of migration and health that includes compulsory e-learning programmes for General Practitioners and pediatricians. Classroom-taught training is provided to people who are more sensitive about the topic, who work with migrants and who can be a reference point about this topic.

Intersos project is financed by Unicef to raise reception standards in Sicily for Unaccompanied minors. Intersos provides non-formal education trainings and training-on-the-job to the workers in the reception centers and to the various stakeholders such as social workers and institutions, on various topics: quality standards in reception, minors' higher interest, intercultural skills, legal and psychological aspects, vulnerability, life project and individualized education plan.

Save the children works in the territories of the Italian Southern border since 2008 (Puglia, Calabria, Sicilia). There is a specific project for minor protection within which training support and capacity building activities are offered to third sector stakeholders who deal with migrant children's reception. The project offers also a training course for institutions (prefectures, central police stations, social assistants, public employees). The objective is to transfer the knowledge acquired to the practice, ensuring that all the professional profiles are able to use the right vocabulary terminology and methodology.

Another project deals with the support and assistance of family centres in the national territory, with a phenomenological- juridical support and the implementation of participatory activities.

Melting Pot Europa is a communication project, whose main task is to analyse and report on the national and European regulatory framework about immigration. In collaboration with ASGI (Association for juridical Studies on Immigration) provides legal trainings on UAMs and asylum seeking minors for lawyers, legal and social workers.

2.2.2 *Gaps and shortages of the system*

Social workers working with foreign minors are often not proficient in legal aspects and legislation regarding minors.

Reception centres' operators often do not receive a specific training and due to the fact that they spend most of their time with the minors, it is more difficult to access training opportunities.

In the Italian second reception system centres (SPRAR) for example, there must be a professional educator, a social assistant and an operator, but none of them are requested to have a specific training on working with migrant minors.

Every single management body in the reception system has the freedom to decide to provide specific trainings and seminars to workers or not.

Public health employees have compulsory continuing education but they can choose what kind of training attend, so they usually participate if they are already interested in the topic.

In general, there isn't a capillary and horizontal training system on migration topic, while every social worker, both in the public and in the private sector, should have a minimum standard knowledge and awareness of the topic, especially when we refer to minors.

2.2.3 *ICT and gamifications used in the training process – good examples and possibilities for wider application*

From the stakeholder focus group emerged the little use of ICT in the training process. There is an interest in the possibility to integrate existing training programmes with the application of ICT and gamification, but always starting from the "reality".

They think that online training is good for more theoretical aspects. Classroom-taught training is much preferred because you can use case study methodology, interactive, role-playing, group work, guided consideration, …

From their experience, training-on-the-job greatly improves the result of a training. Online training could be a good tool to keep participants updated (after the training in presence).

Possibility: offer online training material combined with self-assessment on the acquisition of the instrument with a part dedicated to field work. Main targets should be educators and operators who live and work in UAMs' facilities.

3. Conclusions and recommendations

The field research results do not allow us to reach a univocal interpretation. As we can see, especially for what concerns the attitude towards e-learning and the use of ICT in training, there is a substantial difference between what comes out of the online survey and what has emerged in the focus groups.

From the survey emerged that most of the professional would participate in trainings using gamification for acquiring and developing skills. From the focus group instead emerged doubts about the use of ICT in trainings and a somewhat sceptical attitude. It's been expressed the preference for classroom-taught training, integrated by interactive moments (case studies, groups work, role play...) and a training-on-the-job path. The use of ICT is seen as an auxiliary tool, to enrich the offer but not as a substitute of a face-to-face training.

Probably the research tool itself influenced the results implementing an *a priori* selection of the reference target group. Indeed, who submitted the online survey certainly has familiarity with technology, a certain level of ICT skills and probably a good predisposition for ICT in general.

It is important not to forget that not all the professionals working with children with migrant background have the level of ICT skills needed to attend an online training.

Another difference emerged is that professionals would like to be trained about relational skills like non-verbal communication skills, communication, identification of child needs, and more practical skills like group work tools and flexible individualised approaches.

Stakeholders, instead, stressed the need for training on legal aspects regarding minors, so more technical contents.

Gamification is not so known in general and there is some curiosity around this new tool, but it is necessary to define very well the target group and the training contents.

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ANNEX No. 5

Lithuanian National Report

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

Diversity Development Group

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Introduction

Lithuania has relatively small proportion of migrants and it is one of the reasons why migration issues and integration of migrants receives little attention on all levels. There are no specific trainings for professionals working with migrant children, and even though the demand from such professionals for trainings does exist, stakeholders of formal and informal VET system do not identify it. ICT and gamification is not spread in Lithuanian VET sector, but are seen as useful tools for learning and training.

1. Setting the scene: migration, existing support and training resources available

1.1 Integration policy and practices

There were only 1,76 % of foreigners in total population living in Lithuania in 2017. There is a big public concern with both – immigration and emigration. National migration policy is still being formed, support for migrants is provided mainly by NGO's, public institutions and authorities are little involved.

1.1.1. *Legislation*

Lithuania does not have an elaborate legislation basis regarding immigration and integration and often relies on EU legislation. Key legislation is:

1. Law On the Legal Status of Aliens (2004). It is the main document regulating legal status of foreigners in Lithuania and main areas of immigration management.
2. Lithuanian Migration Policy Guidelines (2014) determines main targets and principles of migration policy, defines it's directions. There are no specific provisions regarding children in the guidelines.
3. 2015–2017 Action Plan for Implementation of the Policy for the Integration of Foreigners (2014) states main means aimed at: creating instruments to facilitate foreigners' integration into Lithuanian society; promoting public tolerance towards foreigners; improving interinstitutional cooperation in area of foreigner integration; monitoring processes of integration. It also distributes finances for implementation of specific means.

There are very limited specific provisions regarding children in key legislation regarding immigration and integration.

Foreigners in Lithuania can have different legal status types (both temporary and permanent):

- Asylum seeker, Refugee (refugee status), Person under subsidiary protection.
- Temporary residence permit, Permanent residence permit, Citizenship.

Children receive the same status as their parents.

First stop for migrants is Foreigners registration center in Pabradė where they live while waiting decision on their acceptance. Then they are moved to The Refugees Reception Center in Rukla, where general integration program starts. This center also temporary accommodates the unaccompanied minors during the processing of the application for asylum. Duration of stay in this center is up to 6 months, then migrants have to move out to municipalities to continue integration.

Municipalities have migrant integration coordinators, but assistance with integration is provided by two NGOs: Caritas Lithuania and Lithuanian Red Cross Society, that receive state financing for this activity. They provide tutoring services: provide support getting necessary means, help to rent apartment, pay out financial benefits, organize lessons of Lithuanian language, organize preschool, school attendance for children, provide consultations on all questions, help with filling in documentation and etc. (Ministry of Social Security and Labour, 2017).

1.1.2. *Statistics*

There were 49 385 foreigners in Lithuania in 2017, data is not provided by age groups. 12 810 of them were from Russia, 11 892 Ukraine, 9 229 Belarus (all together they are 68,7 % of all foreigners) (Migration department 2018).

Publicly available statistical data on children is fragmented and inconsistent. Migration Department under the Ministry of the Interior provides data on children, that received permit to live in Lithuania in 2014, but no further data is available. There were 1380 of children from migrant environments in Lithuania in 2014. 665 were from Russia, 243 from Ukraine, 227 from Belarus, 22 from Kazakhstan and less than 20 from each other country (32 countries all together).

There are a very small numbers of unaccompanied minors: 1 in 2016, 3 in 2015, 5 in 2014 (Platform for Migration Information and Cooperation, 2018).

According to data of ITC Education Management Information System in 2016 there were 1182 pupils' foreigners in Lithuanian education system (age 6 to 18) (ITC Education Management Information System).

Hardly any pupils are 1st (<1%) or 2nd generation (1.5%), given the limited and recent nature of immigration to LT (Migrant Integration Policy Index).

1.1.3. *Policy and practices*

There are no explicit policy papers or programmes on integration of migrant children in Lithuania. Some provisions regarding education are described in:

Order of minister of Education and science, that ensures education of migrant children in general education schools, states, that every child of a foreigner has to be provided with possibility to learn Lithuanian language, to study in Lithuanian, and if there are possibilities, to study their own language (Implementation of Education of Children of Foreigners, 2003).

2015–2017 *Action Plan for Implementation of the Policy for the Integration of Foreigners* has one mean specifically aimed at pupils (not all children) – to provide more learning support for pupils from foreign countries: to install different modules of general education, taking into account individual learning needs and ensuring equal opportunities in education process. No finances are allocated for this mean by this plan.

Responsible governmental bodies. Ministry of Social security and Labour has the overall responsibility for integration (of migrants too). Other Ministries / authorities involved are:

Migration Department under the Ministry of the Interior of the Republic of Lithuania. It has overall responsibility on implementation of state policy on migration, makes decisions regarding residence status of foreigners.

Ministry of Education and Science of the Republic of Lithuania is responsible for education of migrants, including children. Situation of migrant children in education system has a lot of room for improvement: "Scoring 5th from the bottom, LT schools lack much of the basic infrastructure to welcome newcomer pupils. While teachers should be trained to teach the LT language, schools do not receive systematic guidance and support to address any other specific needs or opportunities that newcomers bring to the classroom. As immigration increases, newcomers may fall behind their peers, while LT pupils may not be well-equipped to live in a diverse society." (Migrant Integration Policy Index).

Ministry of the Interior, Ministry of Foreign Affairs, Ministry of Culture, Ministry of Health Department of Supervision of Social Services under the Ministry of Social Security and Labour have general responsibilities corresponding their primary responsibility area.

There are no *specific integration programs or strategies for children* provided by the Lithuanian government. NGOs provide tutor services to facilitate integration both to families and children.

Financial recourses allocated in euros per year for integration are from AMIF funds: 1 376 039 EUR/year on average for the period 2014-2020 (Decision of European Commission 2015).

Concrete numbers of *professionals working with migrants* cannot be found. Social workers, psychologists are working at the Foreigners registration center and Refugees Reception Center. Red Cross and Caritas have social workers, psychologists, lawyers, educators.

In the Refugees Reception Center migrants can receive such *services*: social assistance, health care and legal counseling; intensive Lithuanian language courses; courses about the Lithuanian society; possibility for the preschool-aged children to attend kindergarten; possibility for the school-aged children to attend schools; psychological assistance and some other.

In municipalities services are provided by NGOs, which makes support of migrant minors fragmented. Services are analogous to the ones mentioned before.

1.1.4. *Identified needs of children in migration environments*

Very limited information can be found regarding projects or services for migrant children. Caritas and Red Cross are the main service providers, as mentioned before. Some other NGOs are also providing services: NGO "I Can" is providing psychological consulting for people with migration related issues. Community Change Center is consulting migrants on important topics. Save the Children Lithuania is providing support to migrant families in day centers (International Organization for Migration Lithuania).

Public institutions do not provide any information about needs of migrant children, no studies, researches or any sort of inquiries could be found.

1.2 The state of the art: support professionals' skills ecosystem

1.2.1. *Profiles of professionals*

Main professionals working with migrant children in Lithuania are social workers, assistant social workers, teachers, psychologists, social pedagogues. Other professionals that are working with families are lawyers, public servants.

Social workers (SW) – there are 15 Social Work BA programs in different colleges and universities in Lithuania. A person is not allowed to work as a social worker without this specific degree.

Competencies of SW are defined in "SW Study Area Description" approved by the order of Lithuanian minister of Education and Science (2015). SW higher education programs are acquired to follow IFSW (2004) and IASSW documentation, such as „Global Standards for the Education and Training of the Social Work Profession" (2005).

SW higher education programs among other are required to provide: knowledge: about SW theory and methods, theories of human behavior in society, social problems, ethics, human rights and social justice, national and international social security, social development and welfare, cross professional cooperation; social skills of communication and cooperation; personal skills: of critical evaluation and reflection, decision making, information collection; special skills: of applying SW methods and support strategies, preparation of social services plans, programs and etc., evaluate quality and effectiveness of SW, to coordinate and cooperate, systematically and critically analyze social policy models on international level, submit proposals for improvement of social policy and to apply principles of social justice, social responsibility, human rights, social work values and ethics in her/his work. There are no specific skills developed, and no such requirement, for skills specifically aimed at work with migrants. Acquired qualifications are level 6 and 7 of the European Qualifications Framework (EQF).

Assistant social worker (ASW) – there are 8 Assistant Social Worker programs in VET institutions. Assistant social worker cannot work without management and supervision of social worker and are not required to have higher education diploma.

To become ASW one needs to have secondary education and the can get 1-2 years long professional training and acquire professional training diploma. Or finish special VET course lasting approximately 200 hours. Her/his education is required to provide skills for: satisfying individual needs, creating safe environments for client, cooperation with client and environment.

Psychologist – there are 6 bachelor programs in higher education institutions and 16 master programs. Psychologists have very limited role in migrant integration process, there are more problems with availability of their services and language barriers, than with lack of their competencies or skills to work with migrant children. Competencies of psychologists are defined in "Psychology study area description" approved by the order of Lithuanian minister of Education and Science (2015). Higher education programs of psychology are acquired to follow EuroPsy - the European qualification standard for psychologists (2010).

Psychology higher education programs among other are required to provide: knowledge of mental phenomena and their processes, special skills of evaluating psychological situation of individual, group and etc., and to apply specific interventions needed, social skills of cooperation, teamwork and so on., personal skills to act ethically and others. In order to work as professional psychologist a person must have both levels degrees – bachelor and master.

Teachers and educators. There are quite a lot of pedagogical programs with different names that give professional **qualifications in pedagogy or education sciences**: Early Childhood and Pre-primary Education 3 programs, Childhood Pedagogy 3 programs, School Pedagogy 1 program, Pedagogy 4 programs, Primary Education 3 programs, Social pedagogy 8 programs, Primary school teacher 3 programs. These programs in general provide: knowledge on education science, theories of social education, process of persons socialization, social inclusion and exclusion, delinquency, resocialization, provide with skills to diagnose, interpret and evaluate socio-educational problems, to project solutions forma them and to implement them, to cooperate between institutions and other.

Lawyers – 11 programs in universities and colleges. Work with families, not children, so role is very limited and in the framework of this project detailed analysis wouldn't be appropriate.

In the general degree programs there is no inherent intercultural element included.

1.2.2. *Formal VET institutional structure*

The Ministry of Education and Science is responsible for shaping and implementing vocational education and training (VET) policy. The Ministry of Economy participates in human resources development and VET policy, and organises research on future skill needs. VET programmes are designed for learners of different ages and educational backgrounds. Initial VET (IVET) offers learners over 14 opportunities to acquire a first qualification. Continuing VET (CVET) is designed for learners who want to improve a qualification they have, acquire a new one or gain a competence needed to do specific jobs (perform functions) as specified in

regulations. Learners can acquire a vocational qualification and complete general lower or upper secondary education. Upper secondary-level VET graduates who have obtained a matura certificate may apply to be admitted to higher education.

Formal CVET is designed for people with different education attainment levels, from primary to post-secondary; in some cases, a vocational qualification or work experience is a prerequisite. Programmes last no longer than one year and lead to a vocational qualification at EQF levels 1-3, recognized by the State. Practical training comprises 60-80% of the programme, half of it preferably taking place at the enterprise.

Social workers are required to improve their qualification at least once a year, at least 16 hours per year. Supervision of qualification and it's 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).

1.2.3. *Non-formal and Informal training in VET framework*

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).

There are some informal trainings available for professionals working with migrants on irregular basis – usually provided by different NGOs – focusing on the specific needs of migrants or organizations that are providing services to them, and in a very few cases, on migrant children.

1.2.4. *Resources available: list and overview of VET training programs*

VET programs aimed at work with migrant children

There are no systematic and constant training available for specialists working with migrant children. Some trainings took place on one-time basis, they were prepared and carried out as part of a project and by NGO. Examples are presented in the "Good practices" section.

There are no specific VET training programs for specialist 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.

No specific examples of gamification for VET could be found in the publicly available sources of information.

1.2.5. *Good practices and identified gaps*

Good practices in informal training. As NGO are the main service providers for migrant children and their families, sometimes they organize trainings for their staff for the specific needs. But no publicly available information on such trainings could be found.

Good practices created as results of different projects and initiatives. One of such examples are trainings carried out by DDG in 2016-2017. Trainings were organized by of the Department of Supervision of Social Services under the Ministry of Social Security and Labour, DDG was delivering them. Trainings were carried out according to "Methodology of Training Program: Concept of Migration and Intercultural Competence in Work with Asylum Seekers: Sociological, Juridical and Cultural Dimensions". Target group were specialists, working with persons, granted asylum in Lithuania. Trainings were aimed at improving their qualifications needed for direct work. Methodology is publicly available at the website of the ministry.

Another example are trainings, provided by International Organization for Migration aimed at building the intercultural competence among the specialists of Lithuanian state institutions and strengthening the ability to fulfill their functions while working with the third country nationals and mixed families. It was

implemented as a part of the project "Assistance to Children and their Families: Building Specialists' Intercultural Competence II" (International Organization for Migration).

Also there is a good example of *e-training* available. International Organization for Migration in the framework of the project implemented in 2013-2014 has prepared 6 interactive distance learning web based modules for building intercultural competences for personnel of police system, that are providing public services and dealing with third-country nationals. Modules are: "Improvement of juridical intercultural competencies"; "Islam"; "Caucasus"; "Africa"; "China"; "India and Oceania" (International Organization for Migration).

2. Researching practice and needs: results of online survey and focus groups

2.1 Mapping skills of professionals working with children from migration environments

Research to map skills and training needs of professionals was conducted in two stages. First stage was two focus groups – of professionals working with migrant children and of VET system stakeholders. Focus groups were conducted in February 2018. Second stage was survey aimed at professionals delivering services to migrant children, it was conducted in March 2018 and questionnaire was based on the results of focus groups.

In the first focus group 5 specialists working with migrant children have participated. 4 of them were social workers and tutors of migrants working in NGOs implementing Foreigners integration program, 1 social worker from Foreigners Registration Center. All of the participants are providing case management services to migrant families.

Survey was filled in by 20 professionals working with migrant children in March/April 2018. 85 % of respondents were female, 15 % male. 55 % were of age from 40 to 60, 30 % 25-39, 10 % more than 61, 5 % 18-24. All the respondents had higher education degree, 45 % have a degree in Education, 10 % in Economics, 10% in Social Work, rest was 5% each in Law, Arts, Philology, Mathematics, Engineering, Humanitarian Sciences, Culture, Anthropology/History. Equal parts of respondents, 40% each, had more that 5 years experience of work with migrant children, and up to 1 year. 10% up to 3, 5% up to 2 and up to 5. 50% work as teacher,

15% as tutors/coordinators of integration, 15% public servants, 10% non-formal educator/trainer, 5 % social workers, 5% social pedagogues.

2.1.1 *Children's needs and skills used in helping them*

Focus group information. The biggest *problems* that children face, named by focus group 1 respondents, were related to education system in Lithuania and obligatory attendance of school for children of age form 7 till 16.

First part of the problem is the absence of Lithuanian language lessons/trainings/teaching for children (they are provided to adults only). In the first stage of integration when families are living in Foreigners Registration Centre, children attend one class regardless of their age at local school, where they are thought Lithuanian language. This stage is conditionally short (average 3 months), then they are moved to another town, The Refugees Reception Centre, where they spend on average another 6 months and children attend another school. After this period they move out to other towns, where children attend other schools, where teaching is delivered in Lithuanian only. And there is no evaluation of child's knowledge and education delivered in this period, so it is not possible for next school to objectively evaluate to what class the child has to be assigned to. This period is not enough for a child to learn Lithuanian language well enough to attend school.

The second part of the problem is, that kindergartens, schools communicate in Lithuanian language only. For a preschool age children it causes less stress, but for school age children it causes a lot of stress and as respondents named - "traumas". There are no methodologies for kindergartens and schools to teach a child who does not know Lithuanian languages, teachers are left to develop them by themselves. As classes in schools are rather big, up to 24-26 children, teacher lacks time and motivation to give special attention to such a child and as respondents named it: "she/he is pushed into the classroom and left to sink or swim". Children tend to withdraw from any communication, do not interact with other children in school, have difficulties in learning, face bullying.

For older children there are additional stress factors, as they are usually allocated at the classes for younger children, because of the lack of knowledge of Lithuanian and psychologically do not feel good being there. Sometimes cultural issues arise regarding attending school. Children tend to skip classes, because they feel stupid, as they do not understand language.

Also there is a problem of finding a placement in kindergarten and in schools. There is general lack of municipal kindergartens in Vilnius, where big part of migrants

tends to dwell. Schools do not want the burden of migrant children, so they give formal answers, that they do not have spare places.

School was named by respondents as first very harsh acquaintance with integration reality for children.

Some problems might arise in health care area, if it is unknown what vaccination the child has had and is unclear what vaccination is needed. Lack of psychological services is a problem for the whole family.

Focus group 1 respondents have also named the problem that arises not directly for children, but for their parents, what also makes influence on children too: lack of information for parents on Lithuanian cultural norms regarding raising and educating children. Without knowing cultural norms, parents are not able to help their children with integration issues and sometimes even obstruct it.

Skills. Respondents are working as case managers and solving all these issues that children and their families face and they fell that they have quite a lot of professional knowledge and skills to do it.

Survey results. Skills that were evaluated as mostly used (constantly and very often) by survey respondents are:

Cooperation and Creativity (esp. in overcoming language barriers) each by 65% of respondents, Self-awareness/reflectivity by 60%, Communication and Identification of child needs each by 55%, and 50% of respondents constantly and very often use: Reduction of prejudice, Flexibility / Individualized Approach, Sensitivity, Inter-cultural Sensitivity and Knowledge, Acceptance/non-judging, Empathy, Problem Solving.

2.1.2 *Needs for trainings*

Focus group information. Skills that are missing were named by focus group participants as:

- Balancing support and control – not always clear for how long to be supporting and understanding and when to start delivering requirements and controlling their fulfilment.
- Motivating – teachers, children, families, public servants.
- Recognizing mental health problems, including recognition of victims of torture.
- Also lack of knowledge that was mentioned:
- Knowledge with who/what institutions to consult regarding different integration issues.

- Legal knowledge of different laws on social support, health issues, education and so on.
- Deeper knowledge of cultural differences.
- Need for basic medical knowledge on infectious diseases.

Burn out was mentioned as very frequent and demand for supervisions was named as very great.

Respondents of focus group have summarized their opinion, that trainings are more needed for those, who do not meet migrants every day. Those, who are working with them on every day basis, have quite a lot of knowledge and skills already.

Survey results. 95% of survey respondents were not aware of any training aimed at specifically developing skills or competencies needed for work with children in migration environments and have not participated in any sort of such trainings in the last 3 years. 1 person (5%) knew courses organized by Vilnius Lithuanian House, school specializing in teaching children living outside the Republic of Lithuania and has participated in their course "Educating Foreigner Children".

Skills that were evaluated as mostly needing training are:

Conflict Resolution named by 75% of respondents, Constructive Letting Go / Terminating Services / Contract and Contextualization and Transferability of Knowledge In to the Field by 65%, Communication and Problem Solving each by 60%, Non-formal Education Methods and Techniques by 55%, and by 50% each: Inter Cultural Sensitivity and Knowledge, Integration Into Local Communities Practices and Tools, Client Involvement / Empowerment Into the Help Process, Finding and Organizing Information (on legal acts, procedures rights and/or similar).

Survey respondents also thought that such elements of training course or program are the most important:

100% of respondents stated that Availability online at any personally suitable time and Practical situation solving activities are important or very important. 95% thought that important or very important was: "Tailor-made" training: corresponding to specific learners needs and their clients, Face-to-face learning / training, Face-to face interaction between professionals during training, Exercising the practical component. 90% thought that Blended learning, Face-to-face learning / training, Sharing experiences with other learners, Knowledge of the local context where work is done are important or very important elements of training.

2.1.3 *Gaps of existing training system*

Focus group 1 respondents have named, that to their knowledge there are no systematic training provided for specialists working with migrant children (adults also). Some one-time trainings are organized by NGOs working in this field. The biggest gap is that there is no specific training at all – formal or informal. Training is not available, according to respondents. This was verified by survey respondents also.

2.1.4 *Good examples of usage of ICT and gamification in trainings.*

Focus group information. Focus group 1 respondents remembered that Ministry of Social Affairs and Labour has organized some trainings for specialists working in the migration field. One session was about burnout. Some trainings were organized by ministry, delivered by DDG according to "Methodology of Training Program: Concept of Migration and Intercultural Competence in Work with Asylum Seekers: Sociological, Juridical and Cultural dimensions".

As good aspects of such training was named practical character, as weakness – that they are rare, one-time basis.

Respondents did not have learning experience in ICT or gamification, could not provide any examples. They had some reservations about gamification being used for trainings for work with migrant children, because they thought that learning how to motivate people and institutions, how to cooperate cannot be learned by ICT means or gamification. ICT and gamification could be used only as part of training curriculum in their opinion.

Respondents thought, that gamification could be very useful for migrant children to learn Lithuanian language.

Survey Data. 55% or respondent stated that they have experience of learning using ICT. The advantages and disadvantages of such learning were named only by one of the respondents and they are: finding needed information, possibility to communicate with other people regarding specific topics. Disadvantages – they require a lot of time, there is no one to consult with if you do not understand something.

70% of respondents would use ITC for learning. 2 persons had concerns and would use it only if that would be a really useful tool to work with children and protection of personal data and information was secured.

Just 1 person has named that he/she has experience in learning using gamification. 85% would gladly participate in trainings arranged using gamification. Respondents were unaware of any concrete gamification elements.

2.2 Mapping the training system

5 representatives of different VET stakeholders have participated in the second focus group. 1 representative from Department of Supervision of Social Services (DSSS) under the Ministry of Social Security and Labour, that is accrediting post graduate trainings for social workers and monitoring training needs. 1 representative from Education Development Centre (EDC) under the Ministry of Education and Science, responsible for professional development of teachers, is accrediting post graduate training and improvement of qualification trainings for teachers, also is working on development, adaptation of teaching materials for children not speaking Lithuanian. 1 representative from consulting agency (BP) that has a number of accredited training programs for social workers. 1 representative from VET institution (ZLMTC) that has training programs for assistant social workers. 1 representative form Qualifications and Vocational Education and Training Development Centre (QVETDC) - responsible for VET in Lithuania, programs of VET.

2.2.1 *Training resources available and good examples*

DSSS has 165 accredited training programs for social workers but none of them is aimed at specifically work/competencies for social work with migrant children. Also social services institutions do not convey a need for such trainings. EDC, BP, ZLMTC also do not have any trainings aimed specifically at providing skills or competencies for professionals to work with migrant children. But these institutions have wider scope programs, that are providing general competencies and skills, for example diversity and intercultural understanding, work with families experiencing difficulties, case management and similar. EDC representative stated, that in the existing training programs there are trainings to improve ability to work with different contexts, different target groups, children with different needs, individualization and personalization of education, ability to recognize and understand intercultural aspects. All representatives stated, that their institutions do not see/feel the demand for such specific trainings or competencies or skills, but if such a need was declared they would be willing to prepare and include them into their training curriculum.

DSSS annually performs social workers training needs analysis, but need for such trainings was not indicated by any social services organization. EDS feels the need from teachers, especially from those schools that migrant children attend. Teachers especially feel the need for language teaching means. Other organizations do not feel the demand for such specific trainings.

2.2.2 *Gaps and shortages of the system*

Respondents have stated, that in their opinion there are plenty of qualification improvement programs that professionals working with children can attend. They are not specific to migrant children needs, but more general, needed to work with children and families.

For teachers there were two main advantages named: quite voluntary system where one can choose what is needed in their situation and variety of forms – not just trainings, but also supervisions, internships, consultations. Shortages – language barriers in accessing trainings in other than Lithuanian language, age and lack of motivation from the teachers' side.

For social workers two aspects were named. One – need for specific knowledge – about specific legislations, regulations and so on. But constant training for these topics in respondents' opinion would be redundant, it would be better to have a possibility to consult regarding these issues with municipality or other public institutions. Second one – there is a bigger demand and applicability of general competencies and skills – how to facilitate integration into community, to empower, to erase differences between "us" and "them".

The shortage is getting financing for trainings, that is not always easy. Not all social services institutions are willing to pay for specific trainings, that social worker needs, they might be more willing to organize training for the whole staff, more general.

2.2.3 *ICT and gamifications used in the training process – good examples and possibilities for wider application*

Social workers in their trainings do not use ICT. For SW it is important to share their experiences, to be in a group, so ICT cannot help here. Maybe it could be used for theoretical part of learning, but skills training should be practical, because SW work with people. Main advantage of such trainings would be that a person does not need to leave her/his job for the whole day, to travel somewhere and can do it in suitable time.

For teachers there are trainings using ICT – mooks, nuks and other distance learning courses. Not much in Lithuanian language, but there are some. Common opinion of Education Ministry is that they should be provided by universities, that have such systems and they should prepare training programs. There are a lot of courses on the internet from the wide world, but then language barrier can appear. No concrete modules/trainings was named.

Gamification is used in trainings, but usually not through ICT. Very often it is used to intrigue, engage learners and just some elements are being used (such as awards, competition). There is no any training known to respondents to be fully realised using gamification.

Gamification and ICT in respondents opinion can be used for some, but not all skills training. It can be used for more theoretical part, gaining knowledge, but respondents think it is not possible for example to learn how to engage children into education processes thought ICT means. Some case analysis, case presentations could be arranged and done in a distance way, using ICT.

The biggest advantage of using ICT in the training process is that learner can herself/himself choose time when to do it.

In general opinion was that gamification and ICT could be used in the training process, but respondents were rather skeptical that in would be enough by itself. Because of the specifics of professions (social work, teachers) face to face contact is needed in training and real practice is very important.

3. Conclusions

3. There is no clear policy on integration of migrant children in Lithuania except implicit right to the compulsory education and a very low level of support for them. NGOs are main providers of services for migrant children.
4. Biggest problems that migrant children face arise in formal education system and absence of Lithuanian language teaching in first stages of integration. It leads to psychological problems for children, no motivation to attend school, barriers to getting education. Problems are created and boosted by lack of cooperation between institutions and lack of clear strategy of integration.
5. There is no training framework for specialists working with migrants, formal or informal. Very limited, unsystematic training possibilities are provided by NGOs on one-time, project financed basis. But there are more general courses that partly can be useful for these professionals, as they provide general competencies and skills, such as: diversity and intercultural understanding.
6. As group of asylum seekers and persons under subsidiary protection in Lithuania is very small (in 2017 280 and 13 accordingly (Migration Department, 2018) and professionals providing support and services to them are also conditionally quite few, trainings aimed at specific needs of these professionals are not considered as very actual by formal education system. Institutions providing training for professionals working with migration issues do not feel the demand for specific training, is not being declared. That is except teachers, who declare need of specific tools to teach Lithuanian language.
7. Main shortages were named as financing system – professional has to find financing for trainings, language barriers when accessing online courses not in Lithuanian language, lack of motivations of professionals themselves to improve their qualifications.
8. Gamification and ICT tools are hardly used in formal and informal training in Lithuania. As they are not yet spread in Lithuania, a great added value can be projected for the GVETS training platform.
9. Professionals who participated in the research were quite confident in the skills that they have and that were acquired during their formal education and practical work. Main skills that need improvement were named as Conflict Resolution, Constructive Letting Go / Terminating Services / Contract, Contextualization and Transferability of Knowledge In to the Field, Communication, Problem Solving, Non-formal Education Methods and Techniques, Inter Cultural Sensitivity and Knowledge, Integration Into Local Communities Practices and Tools, Client Involvement / Empowerment

Into the Help Process, Finding and Organizing Information (on legal acts, procedures rights and/or similar).

10. Main requirements for trainings would be: Availability online at any personally suitable time, Practical situation solving activities, "Tailor-made" training: corresponding to specific learners needs and their clients, Face-to-face learning / training, Face-to face interaction between professionals during training, Exercising the practical component, Blended learning, Face-to-face learning / training, Sharing experiences with other learners, Knowledge of the local context.
11. ICT means and gamification is seen as only partially suitable for such trainings, but respondents did not have practical experience with it. It is considered as more suitable for gaining theoretical knowledge, and not suitable for gaining or improving practical skills.
12. Gamification is partly used in trainings. It is sees as a useful tool to engage learners. There was no course identified that would be fully conducted using gamification.

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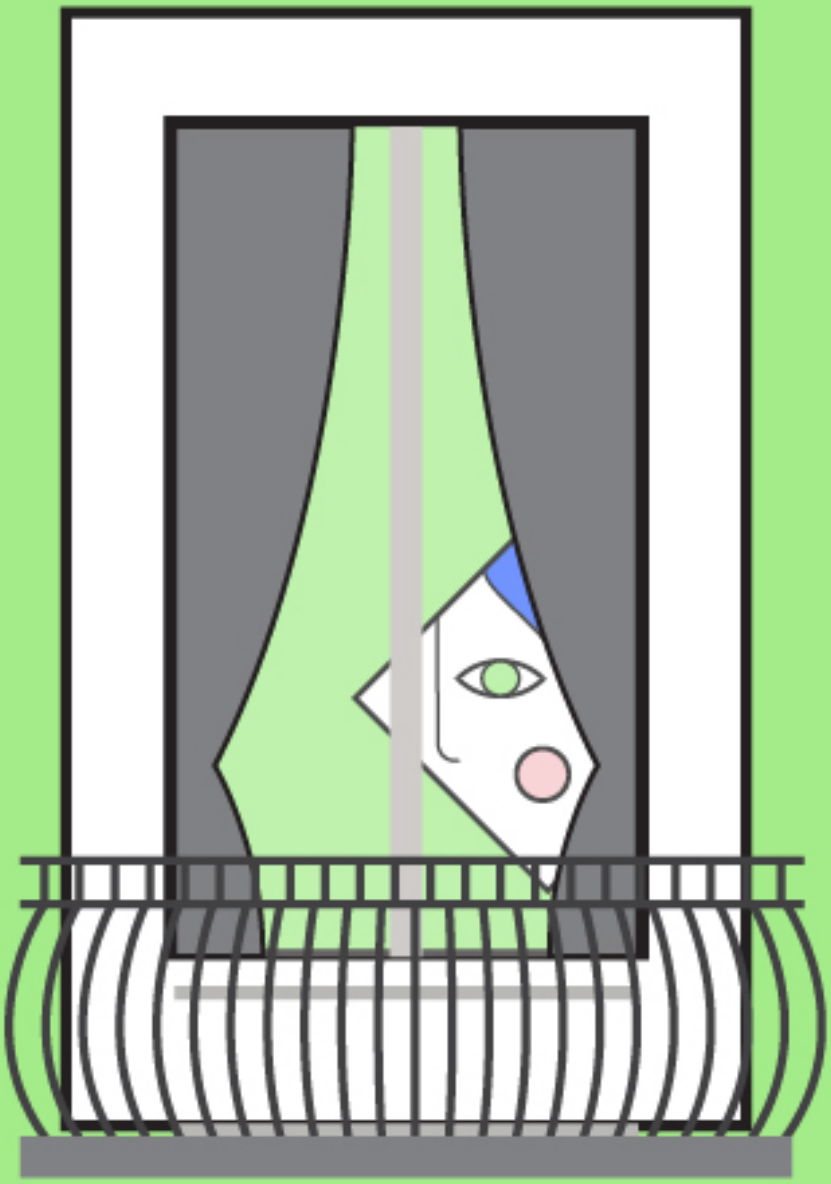

ANNEX No. 6

Portuguese National Report

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

AIDGLOBAL

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2018

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Introduction

According to The Migrant Integration Policy Index (MIPEX), Portugal ranked second (2/38) in the ranking in 2015, establishing itself as one of the best countries in terms of inclusion and integration of immigrants.

1. Setting the scene: Integration policy and practices

1.1 Integration policy and practices

1.1.1 *Legislation*

Public policies in the area of immigration and intercultural dialogue are part of the duties of the Presidency of the Council of Ministers.

The High Commission for Migration (ACM) is the public institute that carries out its duties in those areas, under the supervision of the Ministry of the Presidency and Administrative Modernization. It is responsible for the reception and integration of migrants, as well as for the development of programs that promote social inclusion. The ACM is assisted by the Council for Migration, which is an organ of consultation, support and participation with competence in the definition of migration policies.

ACM is the entity responsible for the implementation of the Strategic Plan for Migration 2015-2020, approved in March 2015. In two of these axes, references are made to measures aimed at young people and migrant children: promotion of Portuguese language education and promotion of young associations by young migrant people.

The Immigration and Borders Service (SEF) is the authority responsible for, inter alia, controlling the movement of persons at borders. It is this entity that has the responsibility to grant visas and certificates of residence authorization, as well as to recognize the right to family reunification.

There is no legal provision in the Portuguese legal system that grants visas and/or residence authorizations specially aimed at migrant children. They are therefore subject to the same rules as any other citizen, irrespective of their age. There is, however, the possibility of granting the right to family reunification to a citizen with a valid residence permit in the territory as well as the person with refugee status. For that family reunification, minor children and adopted children, among other family members, are considered in the law.

With regard to unaccompanied minors and asylum seekers, children should be housed in centers that pay particular attention to their needs.

All information regarding the types of visas and residence permits are listed in Law 23/2007, which defines the conditions and procedures for entry, stay, departure and removal of foreign citizens from Portuguese territory.

Other laws with particular relevance to the object under study are:

- Constitution of the Portuguese Republic, namely Article 13 (Principle of Equality) that prohibits any type of discrimination based on the territory of origin, and Article 15 (Foreigners, stateless persons, European citizens), which states that "foreigners and stateless persons who are or reside in Portugal enjoy the rights and are subject to the duties of the Portuguese citizen".
- Law of Nationality, instituted by Law 37/81, which grants Portuguese nationality to minors born in Portugal sons of foreigners, if at least one of the parents was born and lives in Portugal. There is also the possibility of being granted Portuguese nationality to the minor children of foreigners' parents who, although not born here, have been legally living in the country for at least five years. In this case, they must declare their willingness to be Portuguese. In order to combat statelessness, children born in Portuguese territory who have no other nationality are also considered Portuguese of origin.
- The Law on the Granting of Asylum or Subsidiary Protection (Law 27/2008) obliges the technicians involved in the analysis of applications for international protection of unaccompanied minors to be adequately trained to the specific needs of minors, taking into account the child's best interests. Under this law, the minor children of asylum seekers cannot be denied access to the educational system.
- Finally, the Law on the Protection of Children and Young People in Danger (Lei n.º 147/99), whose purpose is the promotion of the rights and protection of children and young people in danger, in order to guarantee their well-being and development, is applied to any minor living in the country, regardless of their legal status.

1.1.2 *Statistical data on population of children in migration environments*

In 2016, according to data provided by PORDATA, 29.925 people immigrated to Portugal. Of these, 4.071 were under 15 years old and 2.111 were between 15 and 19. Thus, 21% of the immigrants were children and/or youngsters.

According to the SEF Annual Report of 2016, the immigrant population legally residing in Portugal was 397.731, representing 3,8% of the total resident population in Portugal. 9,2% of the entire immigrant population is between 0-14 years old.

Data by country of origin:

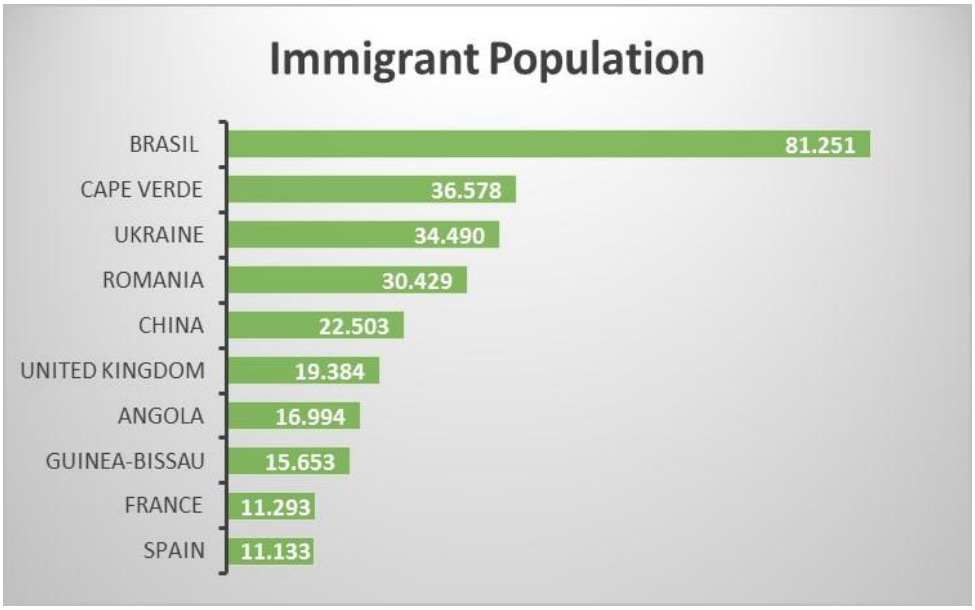


Figure 1: SEF Annual Report (2016)

The report of activities of 2015 of the Portuguese Refugee Council informs that in that year there were 57 requests for international protection filed by unaccompanied minors.

In turn, SEF counted 24 applications for asylum by unaccompanied minors in 2016 and 49 in 2015.

1.1.3 *Policy and practices*

Regarding integration programs specifically geared towards migrant children and youth, we will highlight the following:

- Programa Escolhas: A national governmental programme, created in 2001, upheld by the Presidency of the Council of Ministers and integrated in High

Commission for Migration with the central mission of promoting social inclusion for children and youngsters (6-30 years) from vulnerable social economical contexts, aiming equal opportunities and social cohesion reinforcement. Although is not a programme exclusively focused on migrant children, there is a large percentage of them, with data from the external report of the 5th generation (Programa Escolhas, 2014) indicating that 17,5% of the young participants were born in foreign countries, the same with 34,9% of parents and with 38,7% of the mothers.

Several positive impacts of this programme have been identified, not only in related to its participants, but also within their families and communities. The program has allowed a greater acquisition of autonomy and responsibility of the participants and there are also changes in attitudes towards racism and discrimination and a greater awareness of the importance of school.

It is currently in the 6th edition and will finance 88 projects in Portugal.

- SEF vai à escola: A project developed with schools in order to regularize young people, who attend public education and who do not have legal documents. In 2016 this project identified 130 students in these situations, allowing for greater integration through the prevention of social and school exclusion, safeguarding the school's academic life.
- SEF em Movimento: The project is based on cooperation between the Immigration and Borders Service and different institutions, such as NGOs, Immigrant Associations and Local Authorities, and aims to simplify the assistance and privileged monitoring of vulnerable groups of citizens, the elderly, and children, thus promoting their integration into society.
- Offer at all levels of compulsory education by the Ministry of Education, the subject "Português Língua Não Materna" aims to ensure effective integration of students in the national education system, regardless of their language, culture, social status, origin and age.

The share of immigrant children in the Portuguese educational system was, according to the data provided by the OECD in the PISA program in 2012, 3,6% for first generation and 3,5% for second generation.

The total number of foreign students enrolled in primary and secondary education in the academic year 2015/2016 was 51.128, according to Direção-Geral de Estatísticas da Educação e Ciência (DGEEC, 2017). If we add to that number the foreign students enrolled in higher education (with ages, therefore, over 18 years), we reached a total of 88.563 students (DGEEC, 2017).

1.1.4 *Identified needs of children in migration environments*

The study "Famílias Migrantes – Acolhimento e solidariedade na sociedade multicultural" states that migration may represent a risky situation and suffering for the migrant women, especially during her pregnancy, the birth and after-birth, with consequences for the mother and the child. This can lead to unharmonious mother-child interactions and psychological and somatic disorders of child. Thus, it is important to provide support to the migrant families adaptable to their needs, cultural characteristics and expectations.

In an ACM report of 2013 "Educação e imigração: a integração dos alunos imigrantes nas escolas do ensino básico do centro histórico de Lisboa" some "barriers" are identified regarding the integration of migrant students in Portuguese schools, which are split in obstacles in schools and in central administration.

For the schools, it is said that there is communication problem with migrant families, because sometimes teachers and staff do not know the language of the countries of these students. The lack of contact with the families who show no interest in the student's pathway is also a problem.

There are also some information concerning children in general (not limited to immigrant children). According to UNICEF report (2016) "The state of the World´s Children 2016", children living in Portugal are at a higher risk of monetary poverty than adults.

Finally, poverty indicators show that children in general (not only migrants) are still a vulnerable group, with an at-risk-of-poverty rate, in 2015, of 22,4% (EAPN, 2017).

1.2 The state of the art: social work skills ecosystem

1.2.1 *Profile of professionals*

The main professionals working with migrant children in Portugal are: social assistants, social educators, psychologists, teachers, social-cultural animators, child support technicians, lawyers, youth workers and intercultural mediators.

Social Assistant: A Social Assistant is professional who seeks to promote a better adaption of individuals and/or families within the social environment in which they live, helping them to solve their problems.

Social Educators: The Social Educator is an agent of social change who acts for social inclusion and in favoring autonomy and social welfare. His/her job contributes to the development of the community, involves training needs of the population in different contexts and develops the adaptation. The competencies

of a social educator are: analysis, organization and planning, communication, troubleshooting and respect for diversity and multiculturalism.

Psychologists: The Psychology course allows students to know the human mind and the behaviors resulting from individual differences, experiences and environments.

Teachers: There is a wide range of university courses that allow a person to be a teacher, depending on the area of knowledge (e.g. basic education, mathematics, geography ...). Their role is to provide lessons to students.

Social-Cultural Animators: The main activities of a Social-cultural Animator are: to plan, organize and evaluate educational, cultural, social and recreational activities, in an institutional context or in the communities of the beneficiaries, to plan and implement socio-community intervention projects and to organize activities, such as workshops, visits to museums, etc.

Child Support Technicians: The main activities of a Child Support Technician are: to collaborate in the execution of activities and daily tasks to be developed with children and young people in different contexts, to monitor, accompany and support children and young people in the development and implementation of the activities, to support children and young people in personal hygiene activities as well as to ensure the safety of the facilities where children are, and to detect and inform those who carry out parental responsibilities about possible health problems of children or young people.

Lawyer/Jurist: To become a lawyer it's needed to finish a master degree and to be approved in the Portuguese Bar Association. Their role in the work with migrant children is very limited. However, some lawyers, mainly the ones working in NGO`s/associations and in public institutions, help immigrant families with legal procedures.

Youth workers: The main activities of a youth worker (*Técnico de Juventude*) are diagnose and analyze areas of intervention with and for young people, to collaborate in the definition and management of technical, logistical, training and financial resources needed to youth activities, including human resources, equipment, space and services, to collaborate in the elaboration and implementation of intervention and development projects for young people and to develop national and/or international information and communication campaigns, related with the thematic areas of youth.

Intercultural mediators: An intercultural mediator is someone who collaborates in promoting attitudes, behaviors and social exchanges that reject cultural discrimination and develop positive relationships between cultures.

Even though in social education courses there are some disciplines focusing on multiculturalism and interculturality, there are strong training gaps, whether hard skills or soft skills, for specific work with migrant children, and there are no specific curricula subjects concerning this target groups.

As mentioned above, work in the social field is carried out by a profusion of professionals, so they can be integrated into several and diverse organizations/institutions, whether public (Ministries, City Councils, Public Institutes) or the so-called third sector (NGOs, Cooperatives, Associations, Social Enterprises, Social Charities, Child caring institutions,…).

The services provided can be as varied as their background training and can therefore provide psychosocial support, support in school settings (both in terms of adaptation and avoidance of early school leaving), education (formal and non-formal), legal support and assistance in community inclusion.

1.2.2 *Formal VET institutional structure*

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* Specialised art programmes) and post-secondary level (Technological specialisation 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 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 Labour, through the Institute for Employment and Vocational Training (IEFP), is responsible for training through apprenticeship programmes, continuing vocational training, active labour 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 labor 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 labour 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 tecncológica*) 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).

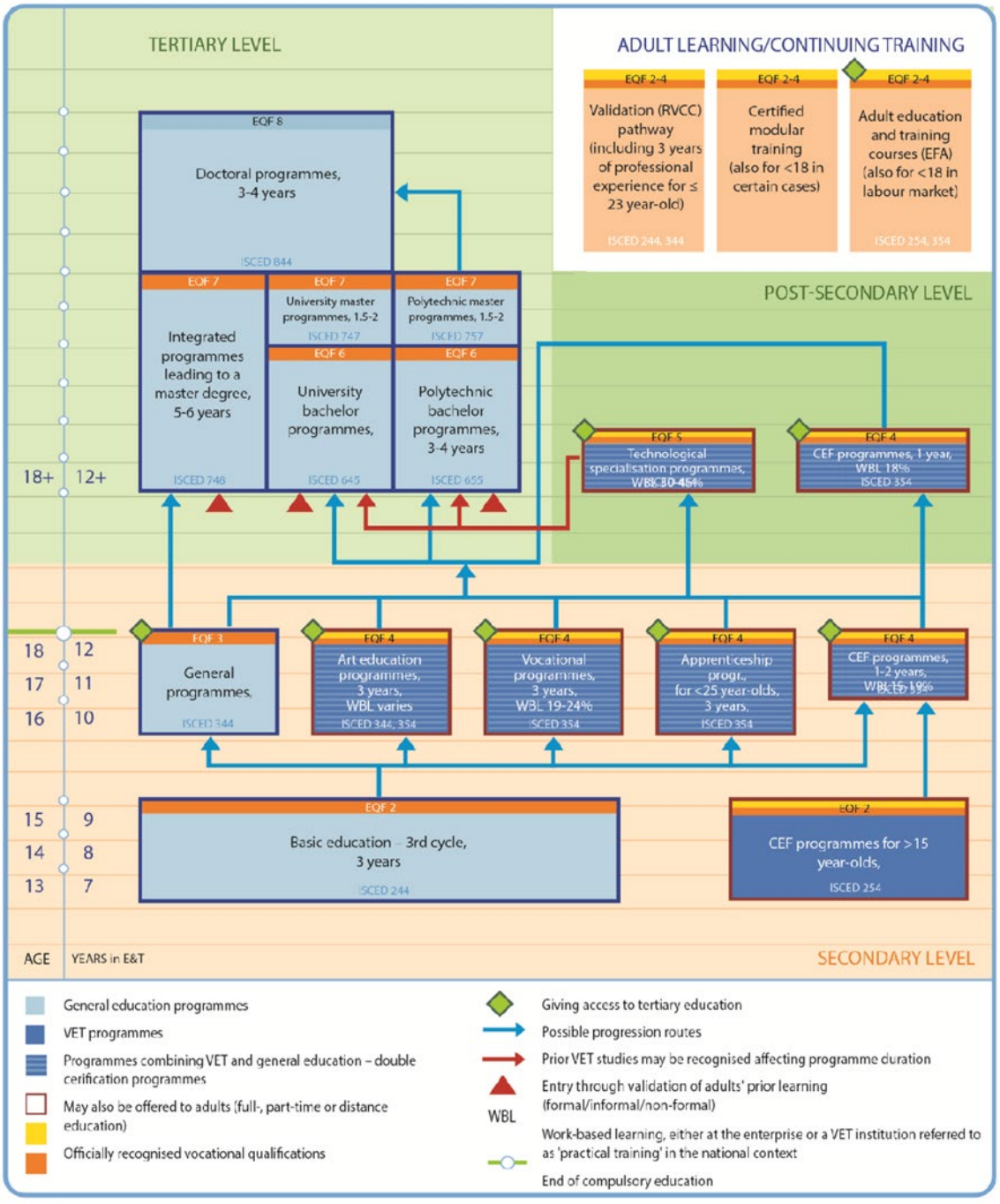
Certified Modular Training courses are available for people over 18 years of age who have not completed elementary and/or secondary education and allow students to create flexible and variable length courses according to their own needs. The duration of a modular training course may range from 25 to 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:

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 Labour, 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.



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Portugal.

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

In Portugal, "the non-formal and informal learning validation is carried out through the National System of Recognition, Validation and Certification of Competences (RVCC) and through the accreditation of learning in higher education institutions" (EACEA National Policies Platform, 2017).

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.

1.2.4 *Resources available: list and overview of VET training programmes*

There is no VET training aimed at learning the 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.

There are a few academic projects that have been studying and developing the use of Gamification in the classrooms. The project "From Games to Mobile-Learning Interactive Activities" developed several apps for students of basic and secondary education in order to test their receptivity of this method to improve their knowledge in the subjects of History, Portuguese literature and Mathematics.

1.2.5 *Collecting good practices and identifying gaps*

Although this good practices aim to promote the integration of immigrants, they do not focus exclusively on children. However, a considerable part of their target are children/youngsters.

Programa Escolhas: as previously mentioned, 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.

Partis - Artistic Practices for Social Inclusion: developed by the Calouste Gulbenkian Foundation, this program supports projects that privilege art as a means of social intervention among vulnerable groups/communities. Some of the projects supported by this program were:

- **IbiscoDE**, which uses theater to work on the self-esteem, motivation and concentration of children from vulnerable neighborhoods.
- **Refúgio e Arte: Dormem mil cores nos meus dedos**, developed by the Portuguese Refugee Council. This is a project involves 40 unaccompanied refugee children and intends to promote their social inclusion and their knowledge of Portuguese language through art, such as painting and pottery.

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.

2. Researching practice and needs: results of online survey and focus groups

The online survey made in google forms was sent to a large list of professionals working with migrant children, including teachers, social workers, and associations/NGO technicians. The aim of this questionnaire was to gather information about the skills this professionals use in their work and to assess the possibility to use ICT and gamification as a tool/method for filling in gaps of training.

In Portugal, there was 20 answers to the online survey (April 2018), 14 from women (70%) and 6 from men (30%). The majority of the participants were 25-39 years old (80%) and the other 20% were between 40-60 years old. All of them have studies in higher education, especially in Psychology and Philosophy (25%), Education (20%), Social Work and Sociology (15%) and Political Studies/Public Administration (10%).

There were two focus group held in Portugal (March 2018). The first one counted with the participation of 7 professionals that work with children of migrant background, ranging from members of NGO´s with projects aiming to improve inclusion of migrants, associations, teachers working in multicultural school environment and representatives of a public institution with the responsibility for the protection of children. Its objective was to identify skills and competences needed for the work with children and the purpose.

The second focus group was with 4 stakeholders (1 researcher in the field of gamification, 1 VET institution director, 1 university teacher in educational sciences and 1 responsible of a public institution). The purpose of this second focus group was to explore possibilities of usage of Gamification and ICT in Social Work VET.

2.1 Mapping skills of professionals working with children from migration environments

2.1.1 Children's needs and skills used in helping them

Participants of the focus group shared their views about the problems they face when working with children of migrant background, stating that one of the main problem is the lack of legal documents (e.g. social security number). They all said that this is one of the biggest issues concerning children problems. The lack of these documents may lead to situations where children can´t have access to school, hospitals, etc.

Regarding children's needs they described the problems of the children who don't speak/understand Portuguese. Even children from African Portuguese-speaking countries have some difficulties to talk Portuguese. They´re use to express themselves in other national languages and when they arrive in Portuguese schools they hardly understand Portuguese. In their opinion, this is one of the root causes of early school leaving. Associated with this they also mentioned the existence of inadequate manuals for learning Portuguese language.

Participants of the focus groups also draw attention to the lack of specific school programs to integrate migrant children, with the additional disadvantage that they also lack the material/information/tools to address some issues concerning migrant children.

When asked about the skills they use in a daily basis with these children they claimed resiliency, empathy, acceptance/non-judging.

Participants of the online survey were given a list of possible skills they use when working with migrant children (with the option to add more if they would) and they had to choose, from a set of five columns, how frequent they use them: “never”, “very rarely”, “sometimes”, “often” and “constantly”.

The answers received are as shown in the chart below:

	Never	Very Rarely	Sometimes	Often	Constantly
Coordination	4	4	1	7	4
Experimentation	3	2	9	5	1
Problem Solving	1	1	6	7	5
Communication	1	0	0	7	12
Networking	1	1	6	8	4
Critical Thinking	0	1	1	11	7
Contextualization and transferability of knowledge in to the field	2	0	3	13	2
Mediation and Negotiation	1	2	3	10	4
Motivating persons and systems	1	0	4	11	4

Gathering and managing (personal and institutional) information	5	4	0	8	3
Empathy	1	0	0	8	11
Acceptance/Non-judging	1	0	0	7	12
Evaluation of child's education level	2	3	6	6	3
Inter cultural sensitivity and knowledge	1	1	1	8	9
Resiliency	1	0	1	8	10
Identification of child needs	0	1	2	7	10
Close and humane treatment	0	2	4	7	7
Non-formal education methods and techniques	1	2	0	9	8
Group work tools	1	1	4	10	4
Cooperation	1	0	0	11	8
Sensitivity	1	0	1	7	11
Conflict resolution	1	0	1	9	9
Constructive letting go/terminating services	4	2	1	9	4
Integration into local communities practices and tools	1	3	5	7	4
Flexibility/individualized approach	1	0	2	8	9
Non-verbal communication skills	1	0	5	7	6
Reduction of prejudice	0	1	1	9	9
Self-awareness/reflectivity	1	0	1	8	10
Creativity (esp. in overcoming language barriers)	1	1	1	9	8

Client involvement/empowerment into the help process	1	1	0	9	9
Recognizing mental health issues	1	4	8	5	2
Finding and organizing information	5	1	5	7	2

From the online survey results, it´s possible to verify that the skills that social workers use more frequently are:

- Communication: "constantly" (60%) and "often" (35%);
- Acceptance/non-judging: "constantly" (60%) and "often" (35%);
- Empathy: "constantly" (55%) and "often" (40%);
- Sensitivity: "constantly" (55%) and "often" (35%);
- Resiliency: "constantly" (50%) and "often" (40%);
- Identification of child needs: "constantly" (50%) and "often" (35%);
- Self-awareness/reflectivity: "constantly" (50%) and "often" (40%);
- Cooperation: "constantly" (40%) and "often" (55%).

A reference should be made to the fact that Communication, Empathy, Acceptance/non-judging and Cooperation, with the exception of only one person, were only mentioned by the respondents as being used "constantly" or "frequently", which proves the importance of these skills in working with migrant children.

The skills that participants have most often referred to as "never" used were Gathering and managing (personal and institutional) information (25%), finding and organizing information (25%), coordination (20%) and client involvement/empowerment into the help process (20%).

Of all the skills listed, only four didn´t receive a "never" answer (critical thinking, identification of child needs, close and humane treatment and reduction of prejudice).

2.1.2 Needs for trainings

According to the online survey, the skills that most social workers claim they would "definitely" want to improve are critical thinking, resiliency and client involvement/empowerment into the help process, with each of those skills gathering a total of 16 answers (80%). Conflict resolution and Non-formal education

methods and techniques are also considered important skills to be developed, with 15 participants (75%) saying they "definitely" would like to improve and/or acquire.

Besides the skills listed, one participant said that he would like to improve and/or acquire "intercultural mediation".

In contrast, gathering and managing (personal and institutional) information was the skill which participants shown less likely to improve/acquire. Six (30%) said they don't really want to improve that skill and others six (30%) claimed "maybe".

Finally, it should be pointed out that also the skills "recognizing mental health issues" and "finding and organizing information" were the ones that participants showed less interest in improving or acquiring them, with four (20%) participants stating "not really" and only five (25%) choosing "definitely".

Regarding the importance of some aspects/elements to be taken in account in the provision of a training course, respondents clearly indicated that "knowledge of the local context where work is done" is extremely important. This element was perceived as "very important" by twelve (60%) participants and "important" by eight (40%). Another aspect, in accordance to the participants, is the possibility of "sharing experiences with other learners": eleven (55%) answers "very important" and eight (40%) "important".

Other aspects that were also highlighted as important were: "case studies" and "practical situation solving activities".

Few aspects were considered "not important at all". From the 22 aspects given in the list, the most cited were "delivered during support workers working hours", "specific apps for learning/training" and "training in the workplace", with only two votes each.

When asked to propose some training topics that they think would be interesting for them, some participants answered "challenges of migrations in Portugal", "Human Rights and cultural integration", "strategies that promote a closer approach to the community; non-formal activities to be fostered in the community" and "managing and motivation of the technicians, due to a feeling of frustration when working with this target group, which could take to a loss of being with the children 100%".

2.1.3 Gaps of existing training system

None of focus group participants have ever participated in a training aimed to develop skills or competencies to work with migrant children. The same is true when analyzing the online survey questionnaire: only two respondents answered that they were aware of any training of this kind. When asked if they had

participated in such trainings in the last 3 years, three people said they had participated, but only one provided an example: an online course given by UNHCR about refugee children.

Regarding the gaps or shortages in the existing vocational education training framework to develop skills to work with children in migration environments, the participants of the focus group said that the main "gap" is the difference between what they learn in school/training courses and what they find when they go to the fieldwork. There's a missing link between theory and practice. Other aspect they pointed out was the fact that the majority of those trainings don't involve people of who they are talking about (e.g. migrants if is a training course about migrations; children if is about children, and so on).

2.1.4 *Good examples of usage of ICT and gamification in trainings*

Albeit 11 (55%) participants of the online survey answered "no" to the question "Do you have any experience using ICT", 15 (75%) of them answered positive when asked if they would use ICT to develop their skills, and 3 (15%) said they would only use it if not the only tool and also if blended with face-to-face sessions. When asked if they have any experience in learning using gamification, almost all the participants answered no (17 answers, 85%) with only 2 (10%) saying they already used it. The benefits stated by them were the feeling of the learning process being more "intense" and "meaningful". Other participant said a benefit of using gamification was to see his learning recognized with digital badges. Most participants (90%), however, said that they would participate in trainings using gamification.

Concerning the focus group, none of the participants has ever experienced learning through ICT and/or Gamification. Yet some of them use ICT tools in their work. Only one person said to use "gamification" to promote self-esteem among migrant children.

2.2 Mapping the training system

2.2.1 *Training resources available and good examples*

During the stakeholders focus group, none of the participants referred any training course to develop specifically skills to work with migrant children.

2.2.2 *Gaps and shortages of the system*

There are some trainings to develop competences to work with children, but none is totally focused on migrant children.

A director of a VET institution said that, although there are some academic subjects in vocational education trainings aimed to train future social workers to work in specific environments, there is no specific syllabus to improve their skills to work with migrant children.

Participants believe there isn't a need to have a specific training for that target group, however they reckoned a training of that kind could be a supplement to those curricula, mainly because there is a need to update academic syllabus to the new challenges, for instance by taking into account the new migratory dynamics. Those trainings could be incorporated into the existing trainings, i.e., this kind of trainings makes sense and could be integrated in some other trainings already existing, like the one which deals to children's needs, regardless of their origin.

2.2.3 *ICT and gamifications used in the training process – good examples and possibilities for wider application*

Despite the fact of only one participant answered “yes” when asked if they have any experience in providing, organizing or assessing training programs using ICT and Gamification, they all stated that it would be a good idea to develop a training using Gamification, because they believe it would be a nice way to engage the trainees.

However there are some points that should be considered: not everybody has ICT literacy to use the resources, thus it would be very important to have this in mind when developing trainings. Second, the use of Gamification should be directed to a specific target group. It's crucial to clearly define this target group previously, in order to understand their needs, if they like to play games (this is the root for all the Gamification processes) and what kind of games they like to play.

There is a risk when trying to create a game thinking everyone will use it, because not everyone likes the same type of game. Some people will feel attached to some kind of games while others won’t.

Talking about the implementation of Gamification, and its aspects, a particular attention should be taken into account when (and if) put into effect the rewards system. They need to be built in order to promote and encourage the player to continue his path and not to give up of it.

Nonetheless, all the participants believe it´ll would be very advantageous to use gamification in a training to develop skills needed to work with children from migrant contexts.

3. Conclusions and recommendations

It's clear from the data covered by this report that there is a big gap regarding the training for skills needed to work with migrant children. None of the participants, from both the focus groups and online survey, knew any training specifically aimed to develop those skills.

The skills social workers use more frequently while engaging with migrant children are communication, empathy, acceptance/non-judging, sensitivity, resiliency, identification of child needs, self-awareness/reflectivity and cooperation.

Accordingly to the answers given in the online survey, 80% of participants would "definitely" participate in a training to develop their skills of critical thinking, resilience and children involvement/empowerment into the help process and 75% in a training to improve the skills with non-formal education methods and with conflict resolution techniques.

The skills that were less appealing to improve or acquire were gathering and managing (personal and institutional) information, with 30% of respondents saying that they do "not really" want to improve it. The evaluation of child's education level is also a skill that most participants (25%) don´t feel the need to improve and/or acquire.

With all the information gathered during the focus groups and the online survey, it's clear that the use of ICT and/or Gamification in trainings is not usual. Few participants knew about any training using ICT and/or Gamification. However, all of the participants show willingness to use it to develop their skills.

It should be noted, however, that a Gamification process must be rigorous and almost tailor-made for final users. Only doing this it will be possible to develop a training with concrete goals and objectives.

As one participant mentioned, there is also a risk of some social workers do not have digital literacy to use these kind of tools, thus it´ll be important to make a "smooth" platform as possible.

Finally, all of them said that, even though using Gamification and ICT tools to training their skills, it's always necessary to complement it with a practical component (face-to-face interactions, case studies,…).

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ANNEX No. 7

Spanish National Report

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

ITAINNOVA

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2018

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Introduction

The integration of immigrants is one of the important challenges facing Spanish society and a basic pillar of the Government's comprehensive immigration policy, together with the fight against illegal immigration, the linkage of legal immigration to the needs of the Spanish market work and development cooperation of the countries of origin.

Since the "official" start of the crisis in 2008, several studies (Unicef, FEDAIA, Red Cross, Cáritas, INE, Descat ...) have warned of the dramatic impact of the economic recession on the child population in the whole of the Spanish State. In all of them, it is confirmed and denounced that the minors are suffering the consequences of the deterioration of the working conditions of the working classes in a more serious way than any other group: poverty continues today with the face of a child.

According to the Living Conditions Survey prepared by the National Institute of Statistics, in Spain the poverty and social exclusion rate among children (in fact, the figure is relative to households with minors) has increased to 33%, figure that is ten points above the corresponding to the total of Spanish households, which is 21.8%. With respect to the whole of Spain, we know that one out of every ten children in the State - some 840,000 children - lives in a situation of chronic poverty.

1. Setting the scene: migration, existing support and training resources available

1.1 Integration policy and practices

1.1.1 *Legislation*

- Organic Law 4/2000, of January 11, on the rights and freedoms of foreigners in Spain and their social integration. (Reformed by LO 8/2000, LO 14/2003, LO 2/2009, LO 10/2011, and RDL 16/2012).
- Royal Decree 557/2011, of April 20, which approves the Regulation of the Organic Law 4/2000, on rights and freedoms of foreigners in Spain and their social integration, after its reform by Organic Law 2/2009
- Organic Law 8/2013, of December 9, for the improvement of educational quality (LOMCE).

- Order ESS / 1404/2015, of June 22, by which the selected entities are designated to cover the forums of the Forum for the Social Integration of Immigrants representing immigrant and refugee associations and social support organizations.
- Order ESS / 2533/2015, of November 20, whereby the selective process complementary to that of Order ESS / 1954/2014, of October 21, for the designation of members of the Forum for the Social Integration of Immigrants, representing immigrant and refugee associations and business organizations.

Policy papers or programmes

The Directorate General of Migration (General Secretariat of Immigration and Emigration), convenes annually the granting of subsidies to non-profit social entities aimed at financing programs that promote the social and labor integration of the group of immigrants and that cover various aspects:

Programs of integral reception for the attention of the basic necessities and of support to the insertion of immigrants.

Programs co-financed by the European Social Fund in the framework of the operational program "Fight against Discrimination".

Programs co-financed by the European Fund for the Integration of Third-Country Nationals, such as: introductory comprehensive care, programs for the first attention, guidance and counseling, extracurricular education.

Comprehensive intervention programs in neighborhoods.

These programs are also co-financed by the European Fund for the Integration of Third-Country Nationals.

The conclusion of actions to promote the integration of immigrants, asylum seekers, refugees, stateless persons, persons covered by the temporary protection regime and other subsidiary protection statutes with other ministerial departments, Autonomous Communities, local entities and public and private entities and, in particular, the management and monitoring of the Support Fund for the reception and integration of immigrants as well as for their educational reinforcement and the promotion of innovative programs in the area of reception and integration in the local environment.

The **legislation** that protects children is based on the **Spanish Constitution**, which establishes in article 39 the obligation of the public authorities to ensure the social,

economic and legal protection of the family, and especially of minors, in accordance with international agreements that ensure their rights. And it is part of **Law 26/2015, of July 28**, on the modification of the protection system for children and adolescents.

The amendments to this **Organic Law** on the Legal Protection of Minors refer, basically, to the adaptation of the principles of administrative action to the new needs presented by childhood and adolescence in Spain, such as the situation of foreign minors, which they are victims of violence and the regulation of certain rights and duties. On the other hand, a thorough review of the institutions of the system for the protection of children and adolescents is carried out.

Ministry with overall responsibility for integration

In Spain, the General Secretariat for Immigration and Emigration is the body in charge of developing the migration policy defined by the Government in terms of immigration, integration of immigrants and Spanish citizenship abroad.

And, within this entity, there is a general sub directorate responsible for the Integration of Immigrants, whose functions and responsibilities are, among others:

- The development and management of the system of integral reception and integration of immigrants, asylum seekers, refugees, stateless persons, persons covered by the temporary protection regime and other subsidiary protection statutes.
- The management of grants in the area of integration of immigrants and collaboration with public and private entities whose activities are related to the integration of the persons indicated in the previous paragraph.
- The management of initiatives, funds and action plans of the European Union on the subject.
- The development and management of programs of first attention and urgent intervention for situations of exceptional character in collaboration, where appropriate, with the Autonomous Communities, Local Entities, as well as with public and private entities.
- The development and management of programs linked to the return of immigrants, the reunification of families, and the reception and integration of immigrants with a job search visa.
- Planning, management and monitoring of immigrant temporary stay centers (CETI) and refugee assistance centers (CAR).

Agencies and organizations implementing integration programmes

Spanish Agency for International Cooperation (AECI)

Manos Unidas

Spanish Commission for Refugee Aid (CEAR).

Children's Villages

Help in Action

ACCEMM www.accem.es

Family action www.accionfamiliar.org

All the list of other NGOs that collaborate with the integration of immigrants: https://www.guiaongs.org/directorio/inmigrantes/

1.1.2 *Statistics*

POPULATION: 46.445.828 inhabitants, AREA: 505.944 km2, DENSITY: 92,5 inhabitants per km2. Source, Erostat, INE, 2015-2016

The foreign population residing in Spain stands at 4,418,157 people and is reduced by 0.8% compared to January 1, 2015. They represent 9.5% of the total.

Predominant nationalities among non-Spanish residents January 1, 2016 %

Romania 15,7

Morocco 15,4

United Kingdom 6,7

Italy 4,3

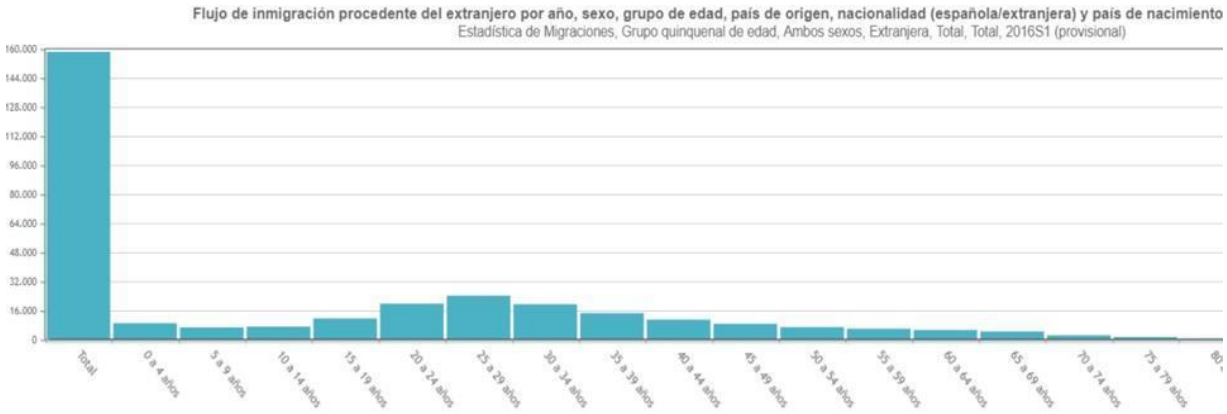
China 3,9

Ecuador 3,6

Data by Age

Immigration flow by age*

* Flow of immigration from abroad by year, sex, age group, country of origin, nationality (Spanish / foreign), and country of birth in relation to the country of origin



TOTAL: 158.278 migrants

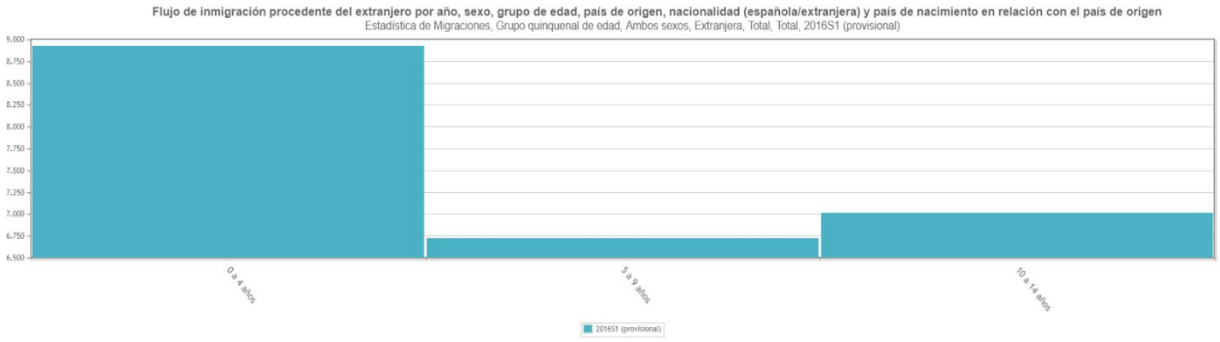
Immigration flow Minors migrants

TOTAL: 22655 minor migrants

0-4 years: 8923

5-9 years: 6721

10-14: 7011



* Flow of immigration from abroad by year, sex, age group, country of origin, nationality (Spanish / foreign), and country of birth in relation to the country of origin (under 15 years old)

Minor migrants in comparison to total number of immigrants: 22655/158278 = 14,3%

Asylum seekers: 30

Refugees: 3.754

Second generation migrants: no data

Children born with Immigrant parents: 17.62 %born children in Spain

Foreign pupils enrolled in Spain in all courses: 721.028

Number of children unaccompanied minors: 580 children. They arrived in dinghy to the Spanish coasts.

Source: INE and Eurostat

1.1.3 *Policy and practices*

Overview of integration programmes

The Directorate General of Migration (General Secretariat for Immigration and Emigration), convenes annually the granting of grants to non-profit social entities aimed at financing programs that promote the social and labor integration of the group of immigrants and that cover various aspects:

There is no data available of financial resources allocated in Euros per year for integration and human resources allocated for the implementation of integration programmes.

Measures put in place and services provided (Subsidies)

- Integration of immigrants and refugees. Subsidies for the integration of immigrants are aimed at the development of immigrant integration programs carried out by non-profit social entities.
- Subsidies of the International Protection Program (refugees). They are aimed at promoting the actions of reception and integration of the people who request and / or are beneficiaries of international protection, temporary protection and statelessness. It is part of the European strategy in this field, in accordance with EU and international legislation.
- Subsidies of the Humanitarian Attention program for immigrants. They are aimed at immigrants who arrive on Spanish coasts or are part of settlements that pose serious social and health risks, and to attend, immediately, the state of need in which they are.
- Subsidies for Voluntary Return Programs. They are aimed at facilitating the return to their countries of origin of immigrants who, fulfilling the legally established requirements, so wish.
- Management of migratory flows. Subsidies for the management of migratory flows. They are aimed at the management of migratory labor flows of seasonal agricultural migrant workers.

IMPACT assessments, reports and evaluations

According to a report by the NGO Save the Children, the growing trend is that there are more and more children in the migration process and it reminds that in 15 years, migrants under the age of four have increased by 41%.

The organization for the defense of childhood regrets that Spain "puts its immigrant status before that of minors" and gives priority, like the rest of the EU, to the protection of borders rather than to refugees, including children, breaking international legality.

There is a lack of specialized personnel in childhood capable of identifying risk situations, as well as lack of resources to attend to the specific needs of these children and "guarantee their rights",

Migrant children in education system

Foreign pupils enrolled in Spain in all courses: 721.028.

The Ministry of Education and Science (MEC) has carried out the creation of CREADE (Resource Center for the Attention to Cultural Diversity in Education) that was born to respond to the concerns of the professionals of the social and educational field in relation to cultural diversity and its implications, with the purpose of becoming a national and international reference.

Through its educational portal you can find multiple resources and infinity of information based on the teaching of Spanish as a second language. For this, different materials are compiled that each Autonomous Community is developing and developing throughout the school courses to approach intercultural education in an original and simple way.

1.1.4 *Identifying needs of children in migration environments*

The model of action developed in Spain makes the condition of minors prevail over their immigrant status, making use of the resources destined for the care of unprotected children and young people to attend adolescents who arrive from other countries without the company or guardianship of no adult.

In order to favor improvement in the intervention, more resources must be created to support the transition to youth, since there is a lack of programs in some regions and enough places in others, which places these children and adolescents in a situation of hopelessness that endangers everything the previous intervention process; and the attention to the emotional discomfort that their previous experiences and the life in a strange context can cause.

The risk of child poverty is very palpable in immigrant families (which are also more frequent families and single parents.

In addition, immigrant families are having increasing difficulties accessing public social protection mechanisms for their legal situation: there are more and more who cannot renew their residency and work permits, and they go into a situation of administrative irregularity, if that have not always been irregular immigrants.

The impact of the problems linked to the poverty of the families on the school environment: higher incidence of school failure, absenteeism and abandonment, difficulties of the parents to give support in the school tasks, urgency in the families so that the youngest ones look for a premature employment and leave the educational system, economic difficulties to have adequate clothing and school supplies, fewer possibilities to access new technologies and digital educational resources, limitations to assume the costs of extracurricular activities (sports, school reinforcement, outings ...).

1.2 The state of the art: support professionals' skills ecosystem

1.2.1 *Profile of professionals*

Education and professions of specialists

The professions and specialists working in different fields with children and younger migrants can be:

- Social, Educational and Clinic Psychologists
- Social Workers
- Pedagogue, Teachers and educational specialists
- Psychopedagogist
- Speech therapist
- School counselor
- Lawyers
- Caregivers

Competencies and skills

Psychologist: Healthcare professional. Person who has studied the 5 years of the psychology degree (now is a 4-year degree). They are dedicated to the study of the mind and behavior in a scientific way. Depending on the post-career specialization (with master's and postgraduate degrees, for example), they can specialize in different areas:

Social psychologist → Your work can be applied to the development of community projects, to the study of processes in society, etc ...

Educational Psychologist (School Psychologist) → Study teaching and learning methods and work to improve and optimize them (either with families, schools or companies). They can be counselors in the centers.

Developmental Psychology (Evolutionary) → Study the way in which human beings change throughout their life, studying the life cycle and all the physiological, behavioral, emotional and cognitive changes that occur (and their deviations). It is closely related to the work of the child and adolescent clinician.

Social worker: Those who have studied the university degree in social work (4 years). They act in population sectors that require special attention, for example they work with the elderly, with battered people, disabled people, ethnic minorities, immigrants, all those at risk of social exclusion, drug addictions, etc ... They intervene with individuals and families, in conflicts and protection services, NGOs, prisons, etc ... They work for public entities such as social services, town halls, organizations related to the services they perform, etc ...

Pedagogue: They take the degree in Pedagogy (4 years). Study the phenomenon of education, processes and capacity development. Orients educational actions in terms of method, techniques, processes, guides to plan and evaluate teaching. In general, its function is to help improve educational systems. He has psychosocial knowledge and can act on the child to instruct him, has the ability to act as a teacher. They are also responsible for the preparation of teaching materials and teacher training. They will work in child care centers, schools, entities, etc ...

Psychopedagogist: Second degree university degree (that is, it is accessed from another career such as psychology, social work, teaching, etc ...) for two years. Again intermediate between psychology and pedagogy, is responsible for attention to diversity in schools, academic guidance, prevent, identify and help in cases with learning problems. Like the previous ones, they will work in the same type of centers but they can also be found in health centers or psychology centers.

Speech therapist: Degree studies (4 years). Applied discipline that diagnoses, evaluates and rehabilitates all problems related to language, speech, voice and swallowing. Working the physiological, anatomical and psychological areas. They can work on reading-writing disorders such as Dyslexia. We find them in hospitals, specific health centers or with our own office.

School counselor: They are usually psychologists, teachers or educational psychologists. It does not exist as a study of its own, but rather it is a specialization through other careers. They will be in schools. If it is a work counselor they can also be officials for the state or work in entities dedicated to the placement for example.

Lawyers: Legal support for the procedures for obtaining legal papers, bureaucratic procedures for family repatriation, aids etc.

Caregivers: general services and support to clinical specialists and educators in collaboration of simple and routine tasks in relation to basic educational care, hygiene, cleaning, transportation and mobility, supplies, and other general clinical and administrative tasks.

Educational System in Spain:

https://www.mecd.gob.es/educacion-mecd/areas-educacion/estudiantes/portada.html

Intercultural element in their educational profile

Probably it is in **Psychology studies**, where there are more subjects that study these intercultural elements, intercultural differences and specifically childhood, as well as migratory movements.

They also focus their attention on processes of social intervention for minorities and specific communities: ethnic groups, marginalized, immigrants, etc.

These subjects are among others: "Differential Psychology", "Evolutionary and developmental psychology", "Community psychology and psychosocial intervention", then there are according to the specialty of psychological, there are subjects that focus on "Programs and techniques of early intervention in childhood", "Intercultural disorders", and "Family therapies", etc.

In the degree of **Social Work** there are elective subjects such as: "Rights of Foreigners and their social protection" focused on immigration, rights and social protection. Other electives are:

"Social work with children and young people in a situation of social Risk", "Social work with immigrants", That is, there are specialties of social work focused on the issue we work.

On the other hand, they study in a general way aspects of social intervention and development psychology: "Processes and models of individual, family and group intervention"

In **Pedagogy** degree, there is a subject in which immigration and childhood is studied, which is:

"Learning difficulties and psycho pedagogical intervention", and "Special education", but not in a profound way.

In the career of L**aw**, there are electives in which legal aspects related to the object of our study are studied, such as: "International Law of human rights".

The rest does not have specific subjects of immigration, but development and childhood.

Specific training provided for work with migrant children

The Ministry of Health, Social Services and Equality promotes training courses in this field, and a comprehensive Training Plan of the General Directorate to meet the needs of recycling and ongoing training of technical staff of the Public Social Services System that develops its work in the matter of social services of primary attention, of protection and of promotion of the families and the childhood, preferably in the Autonomous Communities and in the Local Administrations.

The whole List in each Community, and the program of each training Plan https://www.msssi.gob.es/ssi/servicios/formacion/cursosPresenciales/familiasInfancia.htm

Topics: Childhood, intervention with minors in situations of risk and / or vulnerability, immigrant minors, broken families, immigration and reception. educational processes in disadvantaged environments ...

The Ministry of Education and Science also promotes free recycling training for its teachers in this field:

https://www.mecd.gob.es/mecd/servicios-al-ciudadano-mecd/catalogo/general/educacion/201533/ficha.html

And, on the other hand, the NGOs, and other associations supporting children and immigration give training courses for their volunteers and volunteers throughout Spain.

1.2.2 *Formal VET institutional structure*

In Spain, Vocational Training is institutionally articulated in three different areas:

- Vocational Training, within the Educational Administration,
- The Occupational Training for the unemployed people, and
- Continuing Education for workers occupied within the area of Labor Administration.

With regard to Vocational Training under the responsibility of the authorities belonging to the Ministry of Education and Science, the institutions that offer this type of training are the Departments of Education of each Autonomous Community, through the Secondary Education Institutes (IES).

Occupational Vocational Training is directed by the authorities responsible for employment SPEE-INEM (Public State Employment Service - Institute of Employment) or, more appropriately by the employment departments of each Autonomous Community, being subject, in any case, to the objectives exposed in the Plan of the Ministry of Labor and Social Affairs. This training is established through the public system centers, or through the corresponding hiring program or collaboration agreement with organizations integrated into the Plan.

Continuing Education for the working population is directed by the Tripartite Foundation for Training in Employment, mainly through formation programs.

Nowadays, Vocational Training is the professional studies closest to the reality of the labor market and responds to the need for qualified personnel specialized in the different professional sectors to respond to the current demand for employment.

If we analyze their high labor insertion we can affirm that VET has already been transformed into a training that responds to the real demand for employment, now is the time of change in Spanish society.

Vocational Training offers more than 150 training cycles within 26 professional families, with theoretical and practical content suitable for various professional fields.

Within each professional family are offered:

Basic Vocational Training Cycles, which lead to the corresponding Basic Professional Degree and are compulsory and free offer courses.

Medium-level training cycles, which lead to the title of Technician and which are part of post-compulsory secondary education.

Training Cycles of Higher Degree, which lead to the title of Superior Technician that is part of higher education.

The Degrees that are obtained when taking a Formative Cycle have official character and the same academic and professional validity in all the national territory, independently of that the studies realize in an Autonomous Community or within the scope of the Ministry of Education, Culture and Sport.

Vocational Training, in addition, is in permanent contact with the different productive and economic sectors, responding to their needs, which is why it gains

recognition in all the countries of the European Union and its qualifications are increasingly demanded. This makes vocational training an attractive, quality option that adapts to the needs of each individual to improve their professional career.

Institutions providing VET

There isn't formal Vet for target group. Each university gives a Degree for the professionals above mentioned. The duration is about 4-5 years

1.2.3 *Non-formal and Informal Training in VET framework*

The main institutions that provide Informal Training and VET for this target group are:

- Save the children: https://www.savethechildren.es/donde/espana
- CARITAS: https://www.caritas.es/qhacemos_formacion.aspx
- RASINET: http://www.rasinet.org.
- MURIALDO: http://asociacionmurialdo.es/
- AECID: http://www.aecid.es/ES
- Escuela de Educadores: https://escuelaeducadores.educacion.navarra.es/
- YMCA: https://www.ymca.es/
- Intervención Social: http://www.intervencionsocial.es/formacion/
- PROADE
- MPL
- COLUMBARES
- CEPAIM
- CASIS

Each institution or center differs in the type of training it provides, as well as the financing evaluation mechanisms and qualification instruments. Many of them are financed or co-financed, others are paid by the fees of their associates and others are granted by each autonomous community and / or by the central government.

There are more extensive courses, others are face-to-face and others are online.

1.2.4 *Resources available: list and overview of VET training programmes*

The list of programs of VET training programmes are based in the next competences:

- Social Skills
- Communication skills
- Communication and emotional intelligence
- Interventions in the educational context for immigrant minors

Examples VET training programmes:

"Course of social mediator with immigrants" (PROADE Association)

This course aims to train students so they can work with minors immigrants, from non-profit entities, or from companies or public or private institutions.

The student will know better the social reality of this group, the situation in which they find themselves, and the social and economic benefits to which they are right.

Program

1. The phenomenon of migration
2. European Policies on migration
3. The Spanish Policy on immigration
4. Situation of immigration in Spain
5. The profile of immigrants in Spain
6. Main procedures with immigrants

The NIE application

The census

The health card

Family reunification

Social rooting

7. Main services for immigrants

Basic social services

Schooling

Statute of refugees

Immigration Law 2/2009

Rights and duties of those interned in the CIEs

UNHCR

The exploitation of illegals

The Foreigners Internment Centers (CIEs)

"Expert in Social Intervention with Minors Immigrants" (INEM)

1: Introduction to the Migratory phenomenon

People

Characteristics of the Types of Immigration

Countries

The politics

2: The Immigrant Minors

Origin

Social and cultural aspects

Normative aspects

Spanish constitution. At international level. Community Regulations

National Scope of each Community

3: Intervention and strategies with minor immigrants

The ages

The Migratory Objective

The family

The needs

Good practices of integration of the immigrants

- PROYECTO DIVERSA: Entity: MURCIA ACOGE

To promote an approach of the native population to the reality of immigration and the causes that cause it, in order to foster a positive attitude of welcoming the immigrant, as well as to detect daily situations in the attention to the user, and to propose new forms of attention social and cultural diversity.

- SENSIBILIZACIÓN CÍVICA PARA LA TOLERANCIA Y LA INTERCULTURALIDAD. ENTITY: Movimiento Contra la Intolerancia

School and Youth Awareness: Conferences, conferences and seminars in schools and universities that promote a culture of tolerance and solidarity, with the participation of ethnic and cultural minorities ...

Editing of Teaching Materials: realization of a collection of books and notebooks aimed at professors, students, socio-cultural animators and youth specialized in issues of intolerance.

INTERCULTURAL CLASSROOM. It is a meeting place for training, study and debate on intercultural social intervention that provides monitors, volunteers and educators with the analytical tools for effective action.

- SERVICIO DE APOYO A MENORES Y JÓVENES INMIGRANTES Entity: Asociación Paideia

Preparation of socio-cultural activities, activities and occupational workshops, the preparation of the minor for the educational field and future work, the creation of open centers for the development of activities for the social integration of minors, provides adequate means for their education and finally involve the whole society against racism and xenophobia.

- INMIGRACIÓN EN EL AULA. Entity: MPDL

Education and awareness of all of the youngest and children in the classroom to avoid the increase of racist and xenophobic acts and achieve an inclusive, peaceful and supportive coexistence.

- PROMOCIÓN EDUCATIVA Y CULTURAL DE NIÑOS, JÓVENES Y ADULTOS. ANDALUCIA ACOGE

For children and young people: schooled or not.

Maintain and reinforce ties of origin: integration supporting the identity of origin, non-traumatic adaptations

Encourage school success: basic and compensatory education (Spanish classes) (Curriculum integration)

Sensitization in intercultural coexistence (relational and affective integration)

Mediation between parents and the education system.

Mediation with centers and teachers, guidance and advice: coordination with entities and educational centers.

- PROGRAMA DE SEGUNDA GENERACIÓN Y JÓVENES INMIGRANTES. Entity: IBN BATUTA

Project of Formation of young immigrants to the New Technologies.

Arabic classes for second generation children and youth.

Theater: the theater is one of the tools to understand the experience of the immigrant, helping, also, to keep alive the roots of the immigrant with their country of origin, in addition to making their culture known. Theater as a tool for socio-educational intervention.

Participation in Free Time spaces: Every year, young people meet with children of immigrant origin from various European countries and make an exchange of experiences.

- SERVICIO DE APOYO Y REFUERZO PARA LA INTEGRACIÓN Y NORMALIZACIÓN DE MENORES INMIGRANTES. Servicios municipales

Conceives the family as a fundamental figure in education, and children as socializing agents and social integration of their family and community.

Support for the school normalization process

Prevention of school failure

Respond to the technical demand of the teachers on socio-cultural activities

Mediate and favor the inclusion of immigrant families in the school environment

Coordinate educational actions between family, school and social services by providing a comprehensive activity

- MENA (menores extranjeros no acompañados): UAFM: UnAccompanied Foreign Minors

https://www.meridianos.org/centros-menores-extranjeros-no-acompanados/

The reception centers for immigrant minors that respond to a social need derived from minors in need of shelter and a defined response upon arrival in Spanish territory.

Meridianos has the maximum capacity for design, creation and management of these centers in order to adapt them to the requirements of both the Public Administration and the Society.

1.2.5 *Good practices and identified gaps*

PROADE association offers support to the organizations of the Third Sector, and to the professionals and volunteers who work or collaborate with them.

Since 2004 they help non-profit organizations and offer them the necessary training that allows them to carry out their work in a professional and efficient manner.

These training gaps with the main objective of this organization.

Together with a group from the university, private companies and especially NGOs, they have training, research and development programs, holding conferences, teaching courses, publishing contents, etc.

The education for the development and the accompaniment to the NGO, supposes to work in the improvement and professionalization of the Third Sector, and of its professionals.

They offer a face-to-face and online training in all areas of work with immigrants and minors.

The link to all its subsidized training offer:

https://www.asociacionproade.org/formaci%C3%B3n-para-ong/

2. Researching practice and needs: results of online survey and focus groups

An online survey made in Google forms was sent to the Spanish network, including social entities, Administration, educators and professionals of this field. This questionnaire was elaborated in all languages and distributed by partnership in each country with the aim to know what skills, knowledge and competences need professionals working with children in migration environments. Other main objective was to identify possibilities to use Gamification as a tool or methodology for education/training in this field.

Google forms give statistics about results and information about dimensions of participants' demographics, education and work experience, skills, ICT and Gamification as well as training preferences in 20 questions in total.

To add, two focus group was conducted, one with professionals, and another with social institutions, with the aims to identify skills and competences needed for workers with children in migration environments and explore possibilities to use Gamification method in providing training for those skills and competencies.

DATA:

The total number of professionals of focus group was 12

The whole number of questionnaires received was 20.

They work as social workers, psychologists, teachers, and educators.

2.1 Mapping skills of professionals working with children from migration environments

2.1.1 *Children's needs and skills used in helping them*

The participating professionals come from different fields, but the needs of the children when helping them are mainly:

Social intervention and psychological support;

Cultural and social revitalization;

Training in employability for the population of cities and rural areas;

Social intervention in children with mental and physical disabilities.

The skills they use with these immigrant children and youth are mainly empathy, close and humane treatment.

In the processes of education and training with them, it is important to take into account their suggestions about the teaching process and encourage their integration into the class group through cooperative and collaborative work activities.

Sociocultural animation techniques and group work tools are necessary. The professionals would need applications and tools with current themes and good connectivity to be able to use all those tools.

They try at all times to establish relationships in the same way as with the rest of the children who participate in the activities, but sometimes they find a very low participation of the immigrant children due to the distrust of the families.

Other times they lack tools to work with families in integration, community participation and among the parents of the community.

The participating institutions do not provide specific training to work with child migration, but generic skills for social professionals.

Normally they offer training based on sociocultural animation methodologies where technology, applications and mobile devices are not used frequently.

Other competences such as ICT, languages and cultural knowledge, and others more specific such as training in games without cultural mediation, team dynamics and participatory techniques

Survey Data:

Participants in online surveys were asked to name the frequency of using skills needed when working with migrant children.

Skills that participants use more frequently are:

Communication: Often (40%), and Constantly (55%)

Empathy: Often (20%), and Constantly (75%)

Acceptance /no judging: Often (40%), Constantly (45%)

Intercultural sensitivity and knowledge: Often (40%), Constantly (45%)

Identification of child needs: Often (35%), Constantly (50%)

Close and human treatment: Often (25%), Constantly (75%)

Non-formal education skills and techniques: Often (40%), Constantly (25%)

Sensitivity skills: Often (45%), constantly (25%)

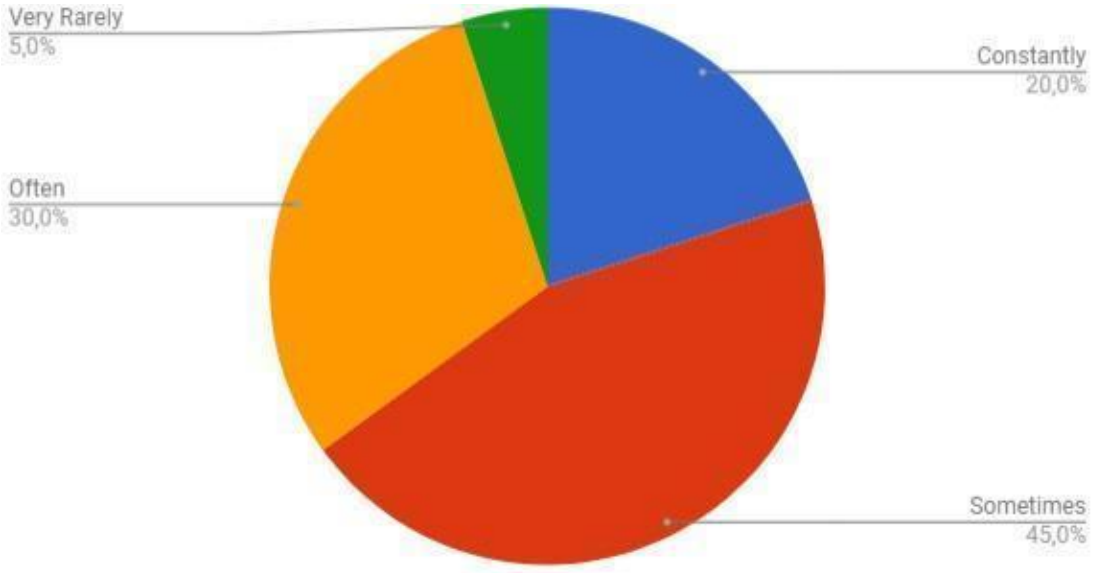
Flexibility and individualized approach: Often (50%)

Non-verbal communication skills: Often (45%), constantly (15%)

Reduction of prejudice: Often (50%), constantly (10%)

Results_Graphics_example:

Please evaluate how often do you use each named skill at work with children from migration environments _ COORDINATION



2.1.2 *Needs for trainings*

In general there is much ignorance of this type of specific training. Many of them indicate that it does not exist as such. And, therefore, they do not know examples.

Other told about mainly training of public entities such as the Aragonese Youth Institute and the Andalusian Institute for Women. In many cases there is an obsolete training and little adapted to the collective.

In rural areas there are not or they do not know.

Online and practical methodology, tools really applicable to reality and with a maximum duration of one month. Live access to conferences and talks of national community.

Blended learning.

Mixed: the face-to-face part is fundamental for inclusion and because the student is committed to their training. Online facilitates the access.

Duration / Frequency: Based on specific and segmented pills, the totality builds a much more complex training in values. For this the gamification can give a lot of play.

Methodology: apps and interaction both from the physical plane with challenges in the near environment and online developing learning at a global level.

Most students and professionals in training like to interact and compete.

Some experts consider that face-to-face training is the most effective and that it can be completed with online training through gaming and then apply these games with children, since they are very used to using technologies.

Everything that can be taught through games will be more accepted and therefore more likely to succeed in adults and children.

Data Needs for training (Skills)

Survey Data:

Participants in online surveys were asked about skills that would definitely like to improve when working with migrant children.

Coordination: Maybe (60%), Yes, definitely (30%)

Experimentation: Maybe (60%), Yes, definitely (30%)

Problem Solving: Maybe (40%), Yes, definitely (45%)

Communication: Maybe (30%), Yes, definitely (65%)

Contextualization and transferability of knowledge in to the field: Maybe (30%), Yes, definitely (60%)

Mediation and negotiation: Maybe (35%), Yes, definitely (50%)

Empathy: Maybe (50%), Yes, definitely (50%)

Inter cultural sensitivity and knowledge: Maybe (20%), Yes, definitely (80%)

Identification of child needs: Maybe (35%), Yes, definitely (65%)

Conflict resolution: Maybe (45%), Yes, definitely (50%)

Integration into local communities' practices and tools: Maybe (50%), Yes, definitely (50%)

Non-verbal communication skills: Maybe (50%), Yes, definitely (50%)

2.1.3 Gaps of existing training system

Professionals pointed out the need of languages, and culture of different countries, fundamentally the updating of contents and examples and in addition the methodology in many occasions is boring and little adapted to the collectives. There is a lack in all professions (public and private sectors) of a training plan that facilitates integration and thus facilitates the adaptation of relationships and services to children who are integrated into the rural community from another country.

2.1.4 Good examples of usage of ICT and gamification in trainings

A high percentage (90%) have experience in learning using ICT, and a higher percentage of participants, 100%, would like to use ICT for learning and for improving competencies and skills needed for work with children from migrant environments.

In addition, only a 55% have experience in learning gamification and 95% would like to participate in trainings, using gamification.

2.2 Mapping the training system

2.2.1 *Training resources available and good examples*

They told about some good examples made by the platform of **Meridianos**, and their program named MENA (menores extranjeros no acompañados): UAFM: Unaccompanied Foreign Minors

https://www.meridianos.org/centros-menores-extranjeros-no-acompanados/

"Advanced coaching for specific intervention with minors"

"Training of immigrant minors": Training in training a welcome plan for professionals in the sector to have permanent tutoring resources and achieve maximum efficiency in the training process of minors in their resocialization.

"Training in Family Therapy with children": Training to endow families and parents in the great challenge of educating their children, in general, minors in situations of need or social risk due to immigration or other risks.

The line of action is participatory, dynamic and adaptable to the needs and characteristics of each group.

The theoretical and practical content of the sessions, achieves a group work environment, in which experiences are exchanged and attitudes are worked on.

Intervention Social: http://www.intervencionsocial.es/

"Social Intervention with immigrants: intercultural action for minors as factor of development

1: The intervention of the territory, the fundamental objective of local "development"

Framework where the local "Development" is sustained.

Different views on development.

Immigration as a factor of development.

2: Intervention Strategies _ Keys to action intercultural

Intervention strategies, differences and concrete cases.

The specific actions and the positive action.

Keys to intercultural action: transversality and dual strategy.

Esneca: http://www.esneca.com/

"Social intervention": Training in the organization, methodology and techniques of social intervention to help people at risk of exclusion to be an active part of the social fabric that surrounds them.

Topics:

Personal and social autonomy abilities

social intervention of each situation: immigration, disability, drug addiction ...

Intervention in situations of educational risks: bullying, peer harassment

Preparation and development of social intervention projects and preventive, participation and volunteer programs.

Management in the educational and labor orientation of minors, youth, immigrants or handicapped.

And other public services as:

Ministry of Health, Social Services and Equality of Spain

Autonomous Communities and their Social Services Ministries offer free courses "Design of the intervention with minors in a situation of lack of protection or submitted to judicial measures: Individualized educational projects (PEI), Individualized Judicial Measure Execution Programs (PIEM) and Models Individualized Intervention (MII) Immigration"

1. Socio-educational intervention in the protection of minors:

Design of individualized educational projects (PEI). General elaboration criteria:

2. Socio-educational intervention in criminal responsibility of minors

• Design and development of the Individualized Measure Implementation Program (PIEM) and the Individualized Intervention Model (MII)

Evaluation

2.2.2 *Gaps and shortages of the system*

Experts claimed about mainly the need of updating of contents and the use of more attractive media in face-to-face training.

They ask for training in cultural aspects of the countries of origin of the immigrants . They would like capacitacion in languages, cultural mediation, as far as concerning the improvement of communication and deepen the knowledge about other cultures, so different from the European ones.

2.2.3 *ICT and gamification used in the training process – good examples and possibilities for wider application*

The majority think that they are interested in training of this type but their experience in training process using Gamification is very poor. They told about advantages. Gamification is associated with something fun and that can encourage increased motivation towards training and learning. On the other hand ICTs are the present and future. They think that you have to know how to combine technology and play with paper and pen without eliminating any of them.

In digital literacy, the experience is very good. The young people are grateful that the contents are treated with the means they usually use (Smartphone, tablet webs,).

Teachers use new technologies since students respond very well to the use of ICT; so they consider them necessary within learning, and see advantages in their use.

Everyone has positive experiences when they teach through games. In the first place with the games, it is easier to achieve as well as to maintain the attention of the students. On the other hand, with games they do not learn everything from memory, but rather by doing and it is easier for these contents to retain them.

In the rural world, online training is important, especially since they sometimes lack the time to move to the nearest city. In some teamwork almost everyone do online training unless it is a monograph of a weekend.

About disadvantages, the difficulty they have is the disconnection that occurs in online training and how boring it is. Some leave it very easily because they need direct contact with people to be able to commit themselves and motivate themselves with the training.

If the experience is very good, you keep the group connected and make the training not monotonous. Find the balance between the part of personal interaction and the part of online work.

One company use Kahoot.

In general, no so much experience in gamification training, but blended learning with Moocs, Moodle, and some interactive activities as wikis.

About disadvantage, they say that the disconnection that occurs in online training and sometimes, they think that it is boring. Some of professionals leave it very easily because they need direct contact with people to be motivated with the training. Other advantage is that Games create very positive experiences.

TRAINING PREFERENCES:

Regarding how important are some aspects/elements in the provision of a training course for support professionals working with children from migration environments, participants answered:

Training in a classroom: Important (50%), Very Important (10 %)

Blended learning: Important (45%), Very Important (5 %)

Videos, stories used during training: Important (50%),

Case studies: Important (50%), Very Important (25 %)

Face-to face interaction between professionals during training: Important (50%), Very Important (25 %)

Practical situation solving activities: Important (60%), Very Important (40 %)

Exercising the practical component: Important (55%), Very Important (30 %)

Knowledge of the local context where work is done: Important (50%), Very Important (10 %)

3. Conclusions and recommendations

Integrated training strategies with the improvement of the quality of resources of education and new methodologies for this capacitacion aimed to professionals working in this field are necessary, and it must be developed involving the local administration and social entities. In this sense, an effective way to manage the actions would be the elaboration of comprehensive plans of training that would contemplate the specifications analyzed by social sectors with minors in charge, promoting the coordination of the different agents, social, public and private involved. Also enhancing the community dynamization and the development of public-private partnerships in this continuing training.

VET training for social workers must be developed to improve the educational conditions of disadvantaged migrant children. This improvement entails a greater effort in new offers and programs, current information, global capacitation, aids, updated material, access to new technologies, professional vocational training, etc and in resources in the teaching and learning processes

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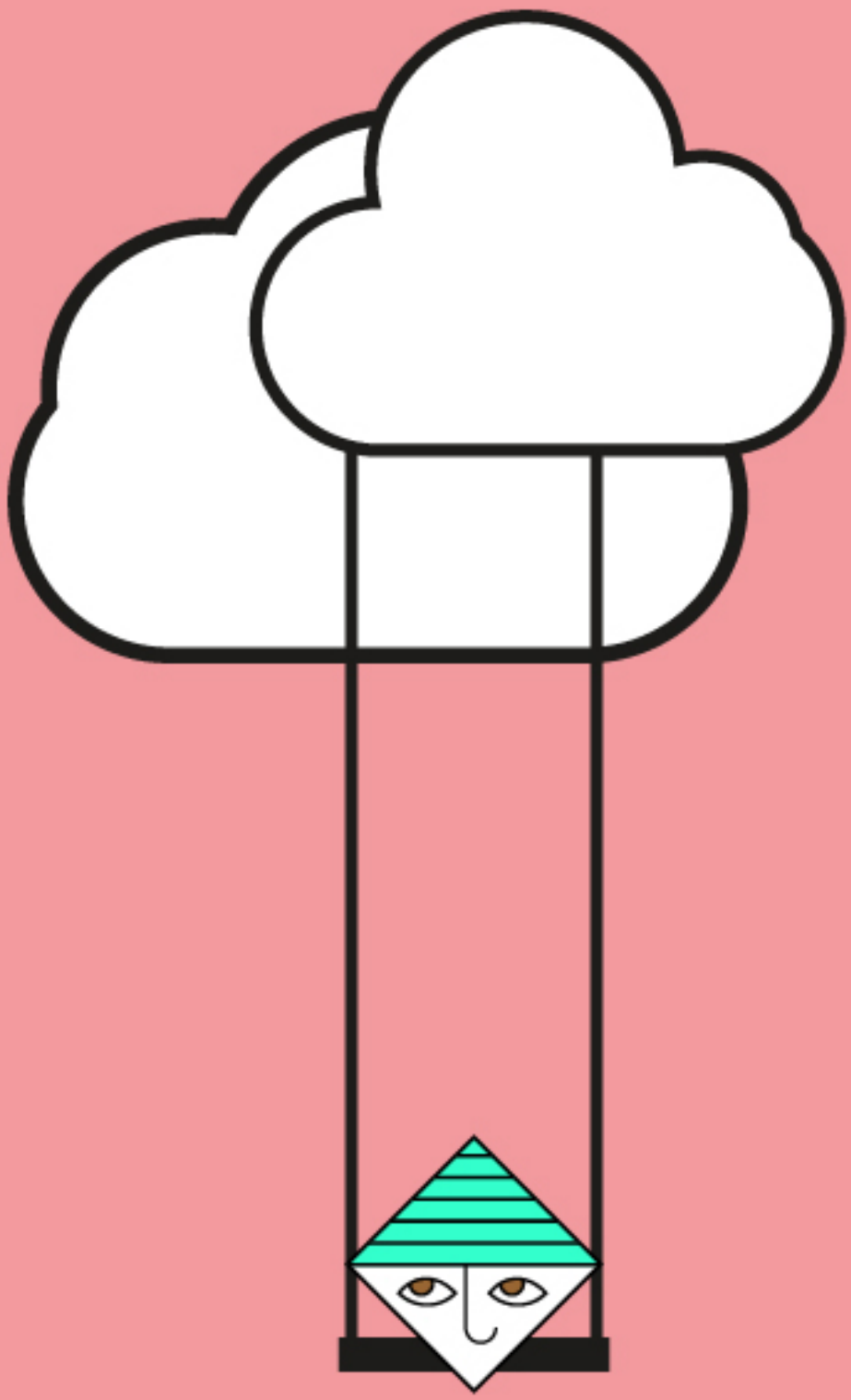

ANNEX No. 8

European Union Level Report

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

Diversity Development Group

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2018

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Introduction

One in four people seeking asylum in the EU in 2016 were children. 96,000 of them arrived unaccompanied, without their parents or other carers. Children in migration are more vulnerable than adults. They face a stronger risk of becoming victims of violence, physical or sexual abuse, exploitation and trafficking. Many also go missing or are separated from their families during the migration journey. All children in need of international protection have a right to care and protection under international and EU law. The best interest of the child should be the primary consideration in all procedures applicable to unaccompanied minors – EU legislation contains specific provisions on their protection which all Member States are obliged to comply with (European Commission, 2016).

1. Setting the scene: migration, existing support and training resources available

1.1 Integration policy and practices

1.1.1 *Legislation*

*Regarding migratio*n. The EU and its Member States share the competence in the area of immigration. There are certain common immigration rules valid across the EU, while other aspects are determined by each EU country. This means that immigration rules are not identical in different EU countries and national authorities are responsible for them.

With the Treaty of Amsterdam (1997), the integration of migrants from non-EU countries became affected by EU policies for the very first time. Since 1999, the EU has been developing a common immigration policy for Europe. EU countries have agreed that the EU should have common, or EU-wide, immigration and visa rules that will be valid all across the EU. These are set out in the Treaty on the Functioning of the European Union (2007).

Common measures to date include EU-wide rules that allow citizens of countries outside the EU:

- to work or study in an EU country.
- who are staying legally in an EU country to bring their non-EU family members to live with them and to become long-term residents.

Each EU country alone decides:

- The total number of migrants that can be admitted to the country to look for work;
- All final decisions on migrant applications;
- Rules on long-term visas – stays for periods longer than three months; and
- Conditions to obtain residence and work permits when no EU-wide rules have been adopted.

Regarding rights of the child. All the EU countries have ratified The United Nations Convention on the Rights of the Child (1989), that is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.

The promotion and protection of the rights of the child is one of the objectives of the EU on which the Treaty on European Union (notably Article 3(3)) puts further emphasis. The rights of the child are also enshrined in the Charter of Fundamental Rights of the European Union, where Article 24 of the Charter recognises that children are independent and autonomous holders of rights. Article 24 of the Charter also makes the child's best interests a primary consideration for public authorities and private institutions. (p. 28)

The European Commission adopted an EU Agenda for the rights of the child in February 2011, reaffirming the strong commitment of all EU institutions and of all EU Member States to promoting, protecting and fulfilling the rights of the child in all relevant EU policies.

The EU Agenda recalled that the standards and principles of the United Nations Convention on the rights of the child must continue to guide EU policies and actions that have an impact on the rights of the child. Under general principles, the EU Agenda underlined that the EU's commitment to the rights of the child requires a coherent approach across all relevant EU actions using the Treaties, the Charter of Fundamental Rights and the UNCRC as a common basis for all EU action relevant to children. Furthermore, the "child rights perspective" must be taken into account in all EU measures affecting children. (p. 29).

1.1.2 *Statistics*

According to Eurostat as of 05.02.2018 there were 604,680 first time asylum applicants in EU 28 MS in 2017, out of which 31% were children (188,930, age 0-17).

Table 1. Evolution in the number of child asylum applicants in the EU 2010-2014-2015-2016-2017 (first time applicants). As of 05.02.2018

Year	No of child asylum applicants (with families and unaccompanied)

2010	61 005
2014	144 550
2015	368 010
2016	386 435
2017	188 930

Source: Eurostat, 2018a

Table 2. Unaccompanied child asylum applicants' evolution 2010-2015 as of 05.02.2018

Year	No of unaccompanied child asylum applicants
2010	10 690
2014	23 150
2015	95 205
2016	63 245

Source: Eurostat, 2018b

Sea Arrivals 2017: 172,301 people arrived by sea (Mediterranean), 20% of them – were children (Refugees Operational Portal, 2018).

Nationalities of child asylum seekers remain consistent: as half of them came from just four countries: Syria (26%), Afghanistan (11%), Iraq (10%) and Eritrea (5%). Slightly over 40% of all asylum seeking children are girls.

Germany continues to be the top destination for refugee and migrant children, registering over 40% of all child asylum applications in 2017 (67,441 children). Almost 60% of them are young children between 0 and 5 years old and another 11% (7,514) are unaccompanied and separated children (UASC) (Refugees Operational Portal, 2018).

Relocations. Since the beginning of the EU relocation scheme, 33,154 beneficiaries have been relocated from Greece and Italy to 25 different countries in the European Economic Area. 70 % of individuals were relocated in 2017, a total of 23,218. 9,840 children, benefited from relocation arrangements in Greece and Italy (International Organization for Migration, 2018).[1]

[1] Limitation of available data on Children and UASC: There is no comprehensive data on arrivals (both adults and children) in Europe, especially by land and air, as such movements are largely irregular and involve smuggling networks, which are

1.1.3 *Policy and practices*

European Union has a few most important policy documents regarding children migration and protection. One of such document is the June 2016 "Action Plan on the integration of third country nationals". It is the latest goals setting document published by the European Commission. The Plan provides a comprehensive framework to support Member States' efforts in developing and strengthening their migrant integration policies, and describes the concrete policy, operational and financial measures the Commission will implement. While it targets all third country nationals in the EU, it contains actions to address the specific challenges faced by refugees (European web site on integration, 2017).

Another important document is The Action Plan on Unaccompanied Minors (2010-2014). It has been instrumental in increasing awareness about the protection needs of unaccompanied children in migration, and in promoting protective actions[2].

The „European Agenda on Migration (2015)" and the „Communication on the state of play of its implementation (2016)", have most recently addressed the protection of children in migration. The Commission Recommendation "Investing in Children: Breaking the Cycle of Disadvantage" has provided guidance with a view to reducing child poverty and improving child well-being, through mainstream and targeted measures. (European Commission Recommendation 2013/112/EU, 2013).

The European Commission has also proposed 10 principles for integrated child protection systems, which provide a framework for the protection of children in migration (Coordination and cooperation in integrated child protection systems, 2015). These principles state that the child is undebatable human rights holder, is not to be discriminated against, child protection systems must include prevention

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difficult to track. If collected, data is rarely disaggregated by nationalities, risk category, gender or age. Reliable data on the number of UASC either arriving to, or currently residing in, different European countries is often unavailable. The number of asylum applications filed by UASC is used to provide an indication of trends but does not necessarily provide an accurate picture of the caseload due to backlogs in national asylum systems, onward irregular movements or not applying for asylum at all. In addition, due to different definitions and national procedures and practices, collecting accurate data on separated children specifically is very challenging (e.g. separated children being registered as either accompanied or unaccompanied) (The Refugees Operational Portal 2018).

[2] A Staff Working Document reporting on the implementation of the Action Plan since 2012 is presented together with this Communication, SWD(2017)129.

measures, societies must be aware and supportive of the child's right to freedom from all forms of violence, child protection systems should ensure adequate care, child protection systems must have transnational and cross-border mechanisms in place, the child has support and protection of a legal guardian, existence of reporting mechanisms about violence against children. And there is a very important principle in the context of GVETS project number 9: "Training on identification of risks for children in potentially vulnerable situations is also delivered to teachers at all levels of the education system, social workers, medical doctors, nurses and other health professionals, psychologists, lawyers, judges, police, probation and prison officers, journalists, community workers, residential care givers, civil servants and public officials, asylum officers and traditional and religious leaders.".

1.1.4 *Identified needs of children in migration environments*

According to European Commission (The protection of children in migration, 2017) and the Special Representative of the Secretary General on migration and refugees of Council of Europe (Thematic Report on migrant and refugee children, 2017) biggest challenges the children face are:

1. **Identification and age assessment** - in order to access special protection and assistance measures, unaccompanied children must be identified and referred to child protection authorities. Without proper identification procedures in place, children are at risk of being treated like adults and placed in detention, as witnessed in the field.
2. **Registration and guardianship** - following identification, children and families should be registered. According to EU law unaccompanied and separated children, as well as age-disputed individuals, should have a guardian appointed as soon as possible, but children may have to wait a long time before being allocated one. Without a guardian and suitable care, such children may be exposed to serious protection risks, there is often a vacuum in terms of the child's ability to access and to enjoy protection. Also, guardians may have far too many children to take care of or may not be adequately trained (European Commission, 2017; Council of Europe, Special Representative of the Secretary General on migration and refugees, 2017).
3. **Inadequate reception** – Some reception facilities where children first find shelter are inadequate and unsafe for minors. With regard to minimum living conditions in camps, practical measures such as gender-separate sanitary facilities, better lighting and child-friendly spaces not only make a huge difference for children's well-being, but may also eliminate risks of

sexual abuse. Staff may not be qualified or trained and reception conditions may not be monitored.

4. **Access to basic services** – Children in migration often have inadequate access to health and psychosocial care, legal assistance and education.

a. Alternatives to detention for families and suitable alternative care arrangements for unaccompanied and separated children. Migrant and refugee children are detained and many are separated from a parent who is placed in immigration detention. A lack of alternatives to detention is one of the most damaging structural problems affecting children, which urgently needs to be addressed.

b. Accurate information, quality legal aid and access to child-friendly procedures. Children should receive accurate information on their rights, access to procedures that will determine their protection needs and decisions that provide them with a durable solution. Yet children are rarely provided with child-friendly information, the assistance of an interpreter or free legal aid.

c. Access to health services. Unregistered refugees and asylum seekers in some countries only have access to emergency healthcare. As with other services, the assistance of an interpreter or cultural mediator may be necessary to access and to benefit from health services. Additionally, specialised mental health services may also be necessary and such services should be better developed and resourced across Europe.

5. **Family separation reunion and transfer procedures.** Children may be separated from their families, for example when travelling in large groups of people, if borders are closed or due to deliberate actions by smugglers. There are often long delays or no access to family reunion or transfer procedures.

    a. *Relocation and resettlement* - relocation pledges remain insufficient and measures to relocate the most vulnerable, such as unaccompanied children are unsatisfactory. In practice many children fall outside their scope. There is scarcity of relocation offers, relocations takes too long.

    b. *Family reunification*. Ideally, the implementation of the Dublin III Regulation should facilitate timely family reunification within the European Union. However, procedures for such transfers have been cumbersome. They need urgent improvements to ensure a child-centred approach and to cut down on lengthy delays.

6. **Support for victims of abuse** – Many children have arrived in Europe with obvious signs of injury, trauma or physical, sexual and psychological abuse incurred on their way, sometimes including on EU territory. Child trafficking

is a concern on the migrant route to and through countries. The procedures do not always guarantee the effective identification of trafficking victims. Migrants and refugees are exposed to violence not only at the hands of smugglers and traffickers, but also as a result of state action and inaction. For example children caught vending or begging were arrested and detained. This is not an appropriate response: rather, child protection measures should be put in place.

7. **Education and integration measures.** Every child has the right to education. Yet, it was observed that many children face both systemic and practical barriers to accessing quality education. Globally, only 50% of refugee children attend primary school. In the hotspots and emergency camps, there are often very limited or no educational opportunities. In some countries children without the necessary documentation were unable to enrol in school. There is a need to provide specialised linguistic support to refugee and migrant children. Additionally, member states should take measures to support families so that children do not need to engage in child labour and, therefore, miss out on their chance for educational opportunities.
8. **Transition to adulthood**. When an unaccompanied child turns 18, he or she may suddenly be transferred to adult facilities and receive limited assistance or, in the worst case, find himself or herself living on the street without any support. A more gentle transition period for those reaching the age of majority could help better prepare them for life ahead and prevent disappearances.

1.2 The state of the art: support professionals' skills ecosystem

In different EU countries different professionals provide services to migrant children. Generally, in each country such professionals are the most common: Social Workers; Teachers/Educators; Psychologists, psychiatrists; Lawyers; Guardians; Medics; Intercultural mediators. These professionals are usually trained/educated according to national education system specifics. Member states are responsible themselves for the content of education, organization of education systems, including content of the VET training and its' organization. EU education policy is designed to support national action and help address common challenges. European Commission only formulates common goals of EU education systems, common indicators and standards.

Main principles regarding education systems in EU are laid out in the Treaty on the Functioning of the European Union (2007), title XII, article 165: "The Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity.". Vocational training principles are described in the Article 166: „The Union shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organisation of vocational training." (The Treaty on the Functioning of the European Union, 2007).

In 1999 joint declaration of the European Ministers of Education – Bologna Declaration was signed. It was a collective effort to harmonize EU education systems with 3 main goals: the introduction of the three cycle system (bachelor/master/doctorate); strengthened quality assurance and; easier recognition of qualifications and periods of study.

Widely differing education and training systems in Europe have traditionally made it hard for Europeans to use qualifications from one country to apply for a job or a course in another. Increased compatibility between education systems makes it easier for students and job seekers to move within Europe (European Commission, 2018).

One of the instruments of EU education policy is the strategic framework "Education and training 2020" (ET 2020). It is the framework for cooperation in education and training. It sets 4 common EU objectives to address challenges in education and training systems by 2020:

- Making lifelong learning and mobility a reality.
- Improving the quality and efficiency of education and training.
- Promoting equity, social cohesion, and active citizenship.
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training (European Commission, 2018)

1.2.1 *Profile of social workers*

The structure and legislative framework of the welfare states in European countries shape the size, composition and regulation of the social services workforce. Whilst the Bologna process has harmonised social work academic qualifications to an extent, social care professions are still very much country-specific with regulation and required qualifications being formalised in some countries but not in others. Social workers generally require university training since the Bologna Reform. However, the exact activities, training requirements and settings for delivering this work vary significantly across Europe (Hussein, 2011).

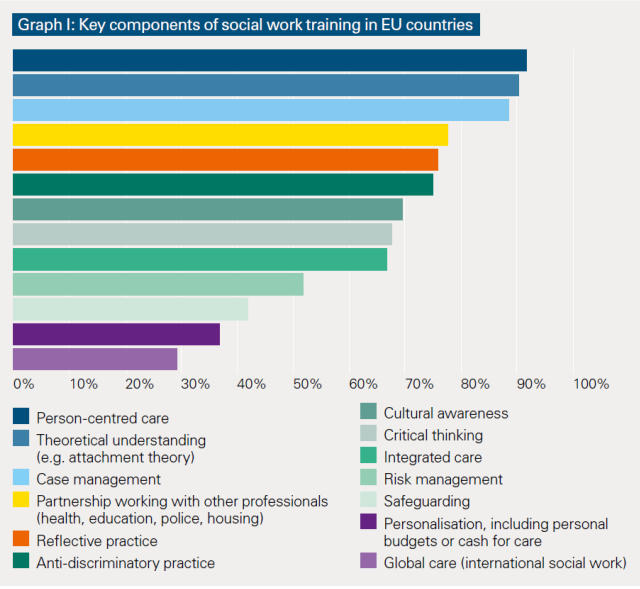
Research on social work in Europe proves that in general, the roles of social workers and other professionals working in social services revolve around assessment, multi-agency working and liaising with other professionals, reducing and managing social risks for individuals and families, and case management (Moriarty et al, 2015).

Social workers in general can be classified into at least 2 wide categories:

a. Professional workers who in general require accredited qualifications in areas, such as social work or comparable formal programmes.

b. Less-qualified workers who provide personal assistance and care in different settings for which they may be required to undertake vocational training, short training courses or only on-the-job training. (Montero et al, 2017).

According to research done by Montero et al. (2017) social work qualifications are usually generic or a mixture of specialist and generic modules (63%) (Montero et al, 2017).



Graph 1. Key components of social work training in EU countries.

Source: Montero et al, 2017, p. 21.

In 2004 the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW) set the "Global standards for the education and training of the social work profession" (General Assemblies of IASSW and IFSW, Adelaide, Australia in 2004). These standards apply at global and also EU level. Paradigm of the Social Work Profession is described in these standards as:

"Of particular current salience to professional social work education, training and practice are the following epistemological paradigms (which are not mutually exclusive), that should inform the core curricula:

- An acknowledgement and recognition of the dignity, worth and the uniqueness of all human beings.
- Recognition of the interconnectedness that exists within and across all systems at micro, mezzo and macro levels.
- An emphasis on the importance of advocacy and changes in socio-structural, political and economic conditions that disempower, marginalise and exclude people.
- A focus on capacity-building and empowerment of individuals, families, groups, organisations and communities through a human-centred developmental approach.
- Knowledge about and respect for the rights of service users.
- Problem-solving and anticipatory socialisation through an understanding of the normative developmental life cycle, and expected life tasks and crises in relation to age-related influences, with due consideration to socio-cultural expectations.
- The assumption, identification and recognition of strengths and potential of all human beings.
- An appreciation and respect for diversity in relation to 'race', culture, religion, ethnicity, linguistic origin, gender, sexual orientation and differential abilities." (IASSW, 2005).

According to these standards Social Work, as a profession, has to have:

- "A critical understanding of how socio-structural inadequacies, discrimination, oppression, and social, political and economic injustices

impact human functioning and development at all levels, including the global.

- Knowledge of human behaviour and development and of the social environment, with particular emphasis on the person-in-environment transaction, life-span development and the interaction among biological, psychological, sociostructural, economic, political, cultural and spiritual factors in shaping human development and behaviour.
- Knowledge of how traditions, culture, beliefs, religions and customs influence human functioning and development at all levels, including how these might constitute resources and/or obstacles to growth and development.
- Sufficient knowledge of related occupations and professions to facilitate interprofessional collaboration and teamwork.
- Knowledge of social welfare policies (or lack thereof), services and laws at local, national and/or regional/international levels, and the roles of social work in policy planning, implementation, evaluation and in social change processes.
- A critical understanding of how social stability, harmony, mutual respect and collective solidarity impact human functioning and development at all levels, including the global, insofar as that stability, harmony and solidarity are not used to maintain a status quo with regard to infringement of human rights." (IASSW, 2005).

Also the standards declare, that:

- "Preparation of social workers should be done within a holistic framework, with skills to enable practice in a range of contexts with diverse ethnic, cultural, 'racial' and gender groups, and other forms of diversities.
- The development of the social worker should be of the one who is able to conceptualise social work wisdom derived from different cultures, traditions and customs in various ethnic groups, insofar that culture, tradition, custom and ethnicity are not used to violate human rights.
- The development of the social worker who is able to deal with the complexities, subtleties, multi-dimensional, ethical, legal and dialogical aspects of power." (IASSW, 2005)

1.2.2 *Formal VET institutional structure*

VET in Europe covers diverse national systems, rooted in their specific economic and social environments. VET consists of two parts: Initial vocational education and training (IVET) and Continuing vocational education and training (CVET).

IVET is normally part of upper secondary education but includes also tertiary level (called 'Fachhochschulen', 'universities of applied sciences' or 'vocational colleges' in many countries). CVET includes a range of vocationally-oriented training provided by a variety of training providers. IVET takes place within relatively regulated frameworks while CVET is often unregulated (European Commission, 2010).

As it was mentioned before, vocational training principles are described in the Article 166 of the Treaty on the Functioning of European Union (The Treaty on the Functioning of the European Union, 2007). Member states have their own responsibility for their VET systems. But efforts to harmonize VET in Europe has started in 2002, when The Copenhagen Process was initiated to agree a Declaration on enhanced European cooperation in vocational education and training. The Copenhagen process is now an integrated part of the Lisbon strategy in which VET must be developed to play its active and key role in furthering lifelong learning policies and supplying the highly skilled workforce necessary to make Europe one of the most competitive and dynamic knowledge-based economies and societies in the world (European Commission, 2004). The Copenhagen process has supported the Member States in modernising VET systems. It has boosted the development of the learning outcomes approach, the lifelong learning perspective and has supported the development of common reference tools (Europass, European Qualifications Framework - EQF, European Credit System for VET – ECVET and European Quality Assurance Reference Framework for Vocational Education and Training – EQAVET).

In 2008 the Recommendation on the European Qualifications Framework for lifelong learning was adopted by the European Parliament and the Council. The European Qualifications Framework (EQF) is a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems. Covering qualifications at all levels and in all sub-systems of education and training, the EQF provides a comprehensive overview over qualifications in the 39 European countries currently involved in its implementation.

Qualifications are increasingly being defined and written based on a learning outcomes approach, which best expresses what the qualification holder is expected to know, be able to do and understand. Learning outcomes are also the "glue" holding together the common EU tools and principles that lead to higher

consistency in employment, education and training policy across Europe (European Centre for the Development of Vocational Training, 2016).

The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process. Countries develop national qualifications frameworks (NQFs) to implement the EQF (European Centre for the Development of Vocational Training, 2018).

European Commission recommends that VET providers should use experience-based learning and expose learners to non-routine work and non-typical situations. There appears to be a need to promote active learning in both work and school-based VET and give individuals the opportunity to control and develop their own learning, also through the use of innovative, creative and tailored made ICT tools, including e-learning, to improve the access to and flexibility of training (European Commission, 2010).

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

Non formal and informal learning can be validated in European VET systems. For this purpose European guidelines for validating non-formal and informal learning were created (European guidelines for validating non-formal and informal learning, 2016). They are a direct outcome of the Copenhagen process.

The European guidelines for validating non-formal and informal learning are written for individuals and institutions responsible for the initiation, development, implementation and operation of validation arrangements. The ambition of the guidelines is to clarify the conditions for implementation, highlighting the critical choices to be made by stakeholders at different stages of the process.

These tools and principles are designed to help people progress through education and training at any age, change careers or move abroad for work or for further education. In addition, the terminology developed through ESCO - the European terminology on Skills, Competences, Qualifications and Occupations, supports linking the labour market with education and training.

The 2012 Council recommendation on validation encourages Member States to put in place national arrangements for validation by 2018. These arrangements will enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities (European guidelines for validating non-formal and informal learning, 2016).

2. Researching practice and needs: results of online survey and focus groups

2.1 Mapping skills of professionals working with children from migration environments

Research to map skills and training needs of professionals was conducted in two stages. First stage was 2 focus groups in each project country and interviews with 5 experts at EU level, who knew the situation about training possibilities for professionals working with migrant children, conducted in April-May 2018.

Second stage was survey aimed at professionals delivering services to migrant children, it was conducted in March - April 2018 and questionnaire was based on the results of focus groups and expert interviews.

Interviews: 5 representatives from different organizations across EU were interviewed. Organizations were working in Malta, Slovenia, Austria and Germany. Some of them were government owned (for example in Austria), some NGO's. All the respondents themselves and their organizations are delivering trainings to support workers working with migrant children and coordinating projects on migration issues. Also organizations that they are representing participate in international networks and all have experience in international cooperation.

Survey was filled in by 10 professionals working with migrant children in March/April 2018. It was filled in by professionals from: 1 from each country Malta, Latvia, Slovakia, United Kingdom, Romania, Germany, Estonia, Bulgaria and 2 from Sweden. 80% of respondents were female, 20% male. 60% were of age from 40 to 60, 40% 25-39. 90% the respondents had higher education degree, 10% adult education/continuing education diploma. Respondents have education in law, social work, medicine - 20% each, the rest (10% each) in psychology, economics, political studies, chemistry.

60% of respondents had more than 5 years' experience of work with migrant children, 20% 2-3 years, and 10% 1-2 and 3-4 years each. 50% work as non-formal educator/trainer/youth worker, social mentor, and 10% each work as: lawyer, public employee, psychologist, intercultural mediator/child protection expert, social worker.

Restrictions of the research.

It was not possible to organize focus group as it was planned in the project proposal and individual interviews were carried out. It was impossible to find the time, suitable for all the experts at once in order to conduct focus group. Also conducting focus group by Skype or other electronic means takes longer period of time and experts did not agree to devote 2 hours or more for that. Because of these reasons each expert was interviewed individually, by Skype or phone.

Invitation to fill in online questionnaire was distributed to more than 50 organizations delivering services to migrants in EU countries that are not represented by project partners. In 7 weeks' time it was filed in only by 10 respondents. Number due in project proposal was set at 20. Since 20 would still not be representative quota and the amount of working time dedicated to collecting answers to questionnaire was becoming inadequately big, it was decided not to invest any more time and effort in collecting another 10 replies.

2.1.1 *Children's needs and skills used in helping them*

All the interviewed experts said that one of the main needs of children is *learning the language of the country that they are in* and very often professionals who are working with them need skills to teach their country's language as a second language. Another important issue that was mentioned is that children have *traumatic experiences and they lack psychological services* to deal with that. In some countries children have *problems in accessing education system/experience isolation*, because of the locations of migration centres that they are staying in.

Survey results. Skills that were evaluated as mostly used (constantly and very often) by survey respondents are: problem solving and communication 100 % each; non-verbal communication skills, creativity (esp. in overcoming language barriers) 90 % each; critical thinking, inter cultural sensitivity and knowledge, identification of child needs, cooperation 80 % each; coordination, non-formal education methods and techniques, flexibility / individualized approach 70 % each. Other skills used by respondents that were mention – social media skills (10%).

2.1.2 *Needs for trainings*

Interviewed experts marked out such needs for trainings felt from professionals working with migrant children:

- Skills to teach country's language as a second language;

- Knowledge of legal systems – of education, of social support, of asylum seeking. And knowledge how each of these systems is organized and how it works, formally and informally.
- Understanding terminology of migration, different legal statuses and what do they mean on global scale and locally, in their country. Knowledge about migration in global context – its causes and other aspects.
- Assessment of children's needs, their education level.
- Soft skills –communication, intercultural skills.

One important issue that came up in the interview with each expert was the need of professionals working with migrant children for networking in between themselves and in between representatives of different structures (for example teachers with policemen, social workers, psychologists and etc.) Networking would also create opportunity for informal learning from best practices.

Another important thing that was mentioned by experts is self-care of professionals, as the work that they do very often is very demanding, depressing and difficult. It is important for professionals to be aware of their own limits, know who could they rely on and supervisions and networking could be very useful here.

All the experts said that the need for trainings is identified in at least two ways: from the top down, when their organization as an expert sees that there is a need for specific trainings, information and contacts schools or other organizations with proposition to help. And from the bottom up, when schools, administrations of institutions, contact organizations directly as they known for their expertise in the field, and ask for consultations, trainings or services.

Survey results. Skills that were evaluated as mostly needing training by survey respondents are:

- Named by 60 % of respondents each: Coordination; Critical thinking; Inter cultural sensitivity and knowledge; Resiliency; Identification of child needs; Constructive letting go / terminating services/contact; Self-awareness/ reflectivity; Client involvement/empowerment into the help process.
- Named by 70 % of respondents each: Motivating persons and systems; Non-verbal communication skills; Creativity (esp. in overcoming language barriers).
- Named by 80 % each: Conflict resolution and Integration into local communities' practices and tools.

Other topics, that would be interesting for respondents to learn, were:

- Professionals role in the relationship between children and parents;

- Working with parents and other significant adults;
- Finding out and taking into account opinion of a child;
- Prevention of absconding;
- Interview techniques;
- Engaging the local communities in working with young migrants;
- Trauma-therapy;
- Child Protection;
- Migration and Education;
- Global migration procedures.

2.1.3 *Gaps of existing training system*

None of the interviewed experts said that there is a clear training system for the needs of professionals working with migrant children in their countries. In most cases there are some projects being implemented with such an aim, but there is no clarity what will happen after the projects and their financing ends. Trainings are organized on a project basis and as one of the experts said: "we are solving problems by projects – one project to another project, but there is no system". In Austria and Germany professionals can attend courses that they need in official higher education system, provided by universities or "Fachhochschules", but it is not obligatory in any country.

There were no trainings identified by interviewed experts in the VET systems, to their knowledge they do not exist.

2.1.4 *Good examples of usage of ICT and gamification in trainings*

ICT is not used by any *interviewed* organization for the trainings in migration issues. Some are using videos in their trainings. All the experts stated that trainings on these issues in their opinion are best delivered face-to face.

One of the experts provided a good example of trainings using ICT and gamification on another topic – social entrepreneurship, called ENTRINNO (http://entrinno.org/). It is an app aimed to develop entrepreneurship skills by playing a game.

Survey Data. 60% or respondent stated that they do not have experience of learning using ICT. 80% of respondents would use ICT for learning.

2.2 Mapping the training system

2.2.1 *Training resources available and good examples*

All the interviewed experts said that their organizations and they themselves are delivering trainings for professionals working with migrant children. Special focus in all organizations is on professionals in educations systems – from kindergarten to university level. Trainings are provided for kindergarten teachers, administration, students, teachers and administration in primary and secondary schools, some organizations are preparing special modules for university education programs.

Project being implemented in Slovenia "Only with Others Are We" can be mentioned as a good example. In the framework of this project in 5 years 10,000 expert workers and leaders in the fields of preschool education, primary school education, primary musical education, vocational and technical education, general secondary education, education of children and youth with special needs, education in student dormitories and adult education will be trained. Training are being carried out on three levels: 1) regional training across Slovenia (in all 12 statistical regions); 2) national training in the premises of the Scientific Research Centre of the Slovenian Academy of Sciences and Arts, twice a year; 3) training for complete preschool / primary school / secondary school teaching staff in individual schools. Trainings are free of charge, on five topics, 16-hour long all together. Topics are: 1) Living the Diversity: Immigrant Inclusion and Slovene Language; 2) Zero tolerance for violence: Challenges and Issues; 3) Respectful communication and Conflict Management; 4) The Challenges of modern Society in Education; 5) Intercultural Relations and Integration in Education Practice. A person with migratory background is participating in these trainings and sharing his/her experiences. Schools ask for these training themselves or are approached by project coordinator. Training is delivered face to face, schedule is flexibly adapted to the needs of school personnel.

Survey results. 60% of survey respondents were not aware of any training aimed at specifically developing skills or competencies needed for work with children in migration environments and 80 % have not participated in any sort of such trainings in the last 3 years. The trainings that respondents are aware of or have participated in are:

- European Asylum Support Office has trainings curriculum, for example one of them is "Interviewing techniques with children" (more can be found at https://www.easo.europa.eu/sites/default/files/public/BZ0413152ENC.pdf)
- The Council of Europe Youth Department organizes regularly trainings/summer schools on working with young migrants & refugees.
- Shelter E Learning Programme, organized by Universitätsklinikum ULM – Germany.

- Trainings organized by die Kinderschutzzentren – Germany (more can be found at https://www.kinderschutz-zentren.org/index.php?lang=en).
- Interkulturelle Trainings by SFBB – Germany.

2.2.2 *ICT and gamifications used in the training process – good examples and possibilities for wider application*

Gamification and ICT as it was said, no examples of ICT and gamification for training of professionals working with migrant children was identified by interviewed experts. All the experts unanimously stated, that face to face trainings are most effective in migration issues. In their opinion blended courses are possible, when trainings are delivered partly in physical meetings and then by providing further opportunities for in-depth learning, or covering certain content, in digital ways. One of the advantages of e-learning that was mentioned is that it gives more time to learn on persons own pace.

Online survey respondents thought, that for the skills training some ICT means could be used and that would be: podcasts (10%), video lessons (20%), online learning (20%), gaming (20%). Some respondents commented, that "trainings need to be face to face – e-learning has always a lack of empathy and reflection", they need client involvement and communication, so have to be organized in a physical form (classroom etc.).

The ones that have experience using ICT means in learning have named such advantages and shortages of it:

- Classical lectures can be boring, e-lectures can engage person more easily.
- E-learning can provide possibility to train the real situation in virtual space.
- It is flexible and a person doesn't really need to change hers/his schedule.
- It allows own speed of learning.
- But it is less engaging and can be difficult to keep person motivated.

80% of *online survey* respondents have no experience in using gamification in learning/training but would gladly participate in trainings by this method. One person stated that: "I am not sure, no problem as long as it is not boring and I actually learn something new, not old and obvious" – so the element of new knowledge and engaging a participant is important.

For delivering trainings by gamification in interviewed *experts' opinion* some aspects are very important and should be considered:

- what will be the content of the game;
- how user friendly it will be;
- how realistic;

- striking a very fine balance between being realistic and not being too easy or being too complicated either.

Even instructions how to proceed in the game have to be very clear.

Experts also thought that ICT means could provide very needed networking possibility and could be used for that, as it is strongly missing in all the countries for all the professionals.

The *interviewed experts* have provided their opinion on what is important when creating trainings on migration issues regardless of the form in what they are delivered. They think that most important things are:

- Not to assume, that people know something about the issue, even if it is very basic.
- In order to identify gaps in the knowledge it is important to provide trainings in informal settings.
- Trainings have to be participatory, with active involvement of participants.
- A common framework between all participants has to be established, where knowledge is somewhat grounded.
- It has to have a possibility to be easy tailored once in the process of training.
- Training has to have 3 parts: knowledge - self-reflection – improvement of practice.

Online survey respondents also thought that such elements of training course or program are the most important:

Training elements	Very important (%)	Important (%)	More or less (%)	Not important (%)	Not important at all (%)
Practical situation solving activities	80	20	0	0	0
Case studies	70	20	0	10	0
Face-to face interaction between professionals during training	60	30	0	0	10
Exercising the practical component	40	50	10	0	0

Videos, stories used during training	40	40	10	10	0
"Tailor-made" training: corresponding to specific learners needs and their clients	30	60	10	2	0
Knowledge of the local context where work is done	30	60	10	0	0
Sharing experiences with other learners	30	50	20	0	0
Trainer/co-trainer with a migrant background	30	40	30	0	0
Available online at any personally suitable time	30	40	20	10	0
Training in the workplace	30	40	10	10	10
Face-to-face learning / training	30	40	20	10	0
Specific apps for learning / training	30	30	30	10	0
Training in a classroom	20	50	10	20	0

So as it can be seen from the data in the table, the most important components for respondents in trainings are practical situation solving activities, case studies and face-to face interaction between professionals during training.

3. Conclusions

1. In 2017 nearly one third (189 thousand) of first time asylum applicants in EU were children. This is a very big and diverse group requiring all sorts of support and services and securement and protection of their rights. For that European Commission in 2017 has proposed set of 10 principles for integrated child protection systems, which provide a framework for the protection of children in migration.
2. European Commission formulates goals of EU education systems, common standards and indicators, but education systems, preparing professionals who are working with migrant children, are still very much country specific. Same principle applies to higher education systems and VET systems. These systems were partly harmonized by Bologna process and Copenhagen declaration. European standards have also been set to validate informal and non-formal learning in the framework of VET.
3. Empirical research has shown, that there are good examples of trainings organized for professionals working with migrant children in EU countries, but the problem is that most often they are project based and their continuity is uncertain after the projects financing ends. This applies to "old" and "new" EU member states. Such financing mechanism does not allow to create a clear training network and no such clear and stable network was identified in any country that the research was conducted at.
4. The skills that research respondents think mostly need training are: Conflict resolution, Integration into local communities' practices and tools, Motivating persons and systems, Non-verbal communication skills, Creativity (esp. in overcoming language barriers), Coordination, Critical thinking, Inter cultural sensitivity and knowledge, Resiliency, Identification of child needs, Constructive letting go / terminating services/contact, Self-awareness/ reflectivity, Client involvement/empowerment into the help process.
5. The experts and online survey respondents were unambiguously more supportive of face-to-face training/learning about migration issues, then of e-learning and think of face-to-face trainings as the most suitable in migration issues.
6. Gamification and ICT tools are hardly used in formal and informal training in EU. Nor interviewed experts, nor survey respondents are aware of any training arranged thru ICT using gamification on migration related issues. As they are not yet spread, a great added value can be projected for the GVETS training platform, as absolute majority of respondents would be willing to try such trainings.

7. An important issue that possibly could be covered by ICT tools is the possibility of networking for different professionals. Such possibility is lacking and is strongly needed for specialists located in separate institutions, regions and so on.
8. Another important issue that could be at least partly answered by ICT tools and gamification is possibility for self-care, or at least self-assessment of mental state of professionals working with migrant children in order to recognize burnout. The need for training of self-awareness/reflectivity was noted as one of skills that mostly needs trainings by survey respondents and mentioned as an issue by interviewed experts.
9. Important aspects that cave to be thought of when preparing training are: they have to include practical situation solving activities, case studies, have to have face-to face interaction between professionals during training and actively involve participants. It is also important to identify current level of knowledge of participants, gaps in it, set common ground and move forwards for from that starting point.

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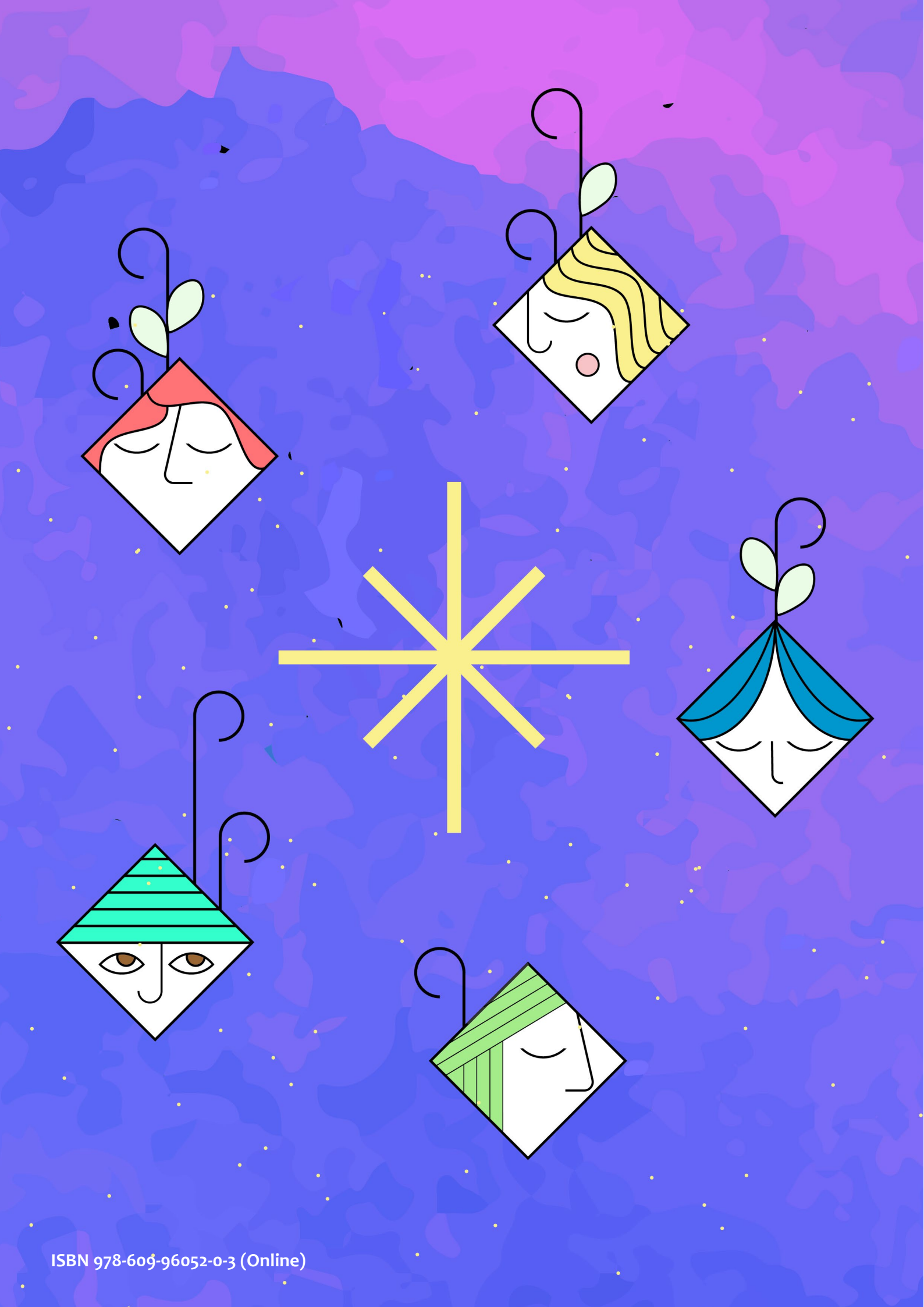

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