

Intellectual Output O1: Education Needs Analysis

Transnational Research and Needs Assessment Report

Digital education policies and practices on teaching and learning on migration issues in schools

Prepared by UPIT

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Table of Contents

	Page
Introduction	3
Part A. Findings from desk-based research (Literature Review) at national and European level	4
Part B. Findings from field-based research (Focus Groups) in partner countries	9
Conclusions	24
References	26

Introduction

This Research and Needs Assessment Report was developed in the framework of the Erasmus+ project ***“ODISSEU: Online gaming and Digital tools to promote the asylum seekers Integration and increase awareneSS amongst schools of the refugees' crisis in Europe”***, financed by the European Commission and implemented by a consortium of 6 organisations from EU countries – Italy, Germany, Ireland, Cyprus, Romania and Malta.

The goal of the ODISSEU project is to produce a holistic and inclusive Online Simulation Game to explain forced migration, which will allow broad participation across the whole school, including integration into the curriculum, provision for skills development and shifts in pedagogy and mindset by participating teachers, and a genuine involvement of asylum seekers as active agents of change throughout the project.

This Research and Needs Assessment Report was elaborated by UPIT, by centralising and analysing the main findings from the Country Specific Need Analysis Reports. The purpose of the Report is to present the research findings obtained from:

- 1) the investigation of the learning and training needs of both the teachers and the educational stakeholders in relation to the competences to engage young people in informed discussion about Migration and Asylum;
- 2) the literature review carried out on pedagogical models for fostering asylum seekers and refugee civic engagement, with the use of games in both formal and informal learning environments, to perform an in-depth analysis and evaluation of the existing games in the field of promoting civic engagement in order to decide upon their appropriateness for learning and for fostering civic engagement via role playing.

The present Research and Needs Assessment Report has two parts:

- Part A: Findings from desk-based research (Literature Review) at national and European level;
- Part B: Findings from field-based research (Focus Groups) in partner countries.

The research methodology was a combined one and consisted of: (1) a desk-based research conducted by all partner organisations through Literature Review; (2) a field-based research conducted in all partner organisations through Focus Groups.

The research objectives were to:

- understand the needs of our audience to develop effective tools for them;
- understand how our different country contexts relate to each other and transnationally across the EU, as the ODISSEU outputs must be transversally applicable;
- find common workable principles and methods based on the synthesis of identified commonalities and also contextual differences.

Part A. Findings from desk-based research (Literature Review) at national and European level

National and European policies and strategies regarding: (a) online civic engagement, (b) intercultural education and (c) online gaming to raise awareness on forced migration issues and asylum seekers' integration

In **Ireland, Italy and Malta** there are some policies, strategies and initiatives in the field of civic engagement and intercultural education. **Ireland** has in place a wide range of policies, strategies, legislation, projects and other initiatives supporting awareness raising in the field of civic engagement, intercultural education and also digital strategies supporting this process (e.g. The Action Plan for Education 2016-2019, a vision “*to provide the best education and training system in Europe*”). In **Italy**, the National Plan for Digital Education is a policy for setting up a comprehensive innovation strategy across Italy's school system to bring it into the digital age (Law 107/2015, “*The Good School Reform*”) and to improve educational outcomes. Intercultural education is a principle underpinning the whole curriculum. “*Digital Malta 2014 - 2020*”, published in **Malta**, focuses on the improvement of the wellbeing of citizens and civil society through digital literacy. The document “*A National Curriculum Framework for All 2012*” (NCF) includes both Digital Literacy and Education for Diversity among five cross curricular themes for the Junior and Secondary school cycles of education. The “*Malta National Lifelong Learning Strategy 2020*”, addresses both digital literacy and cultural diversity within its proposed programmes aimed at supporting ten educational strategies.

Despite the fact that there are no national policies and strategies in **Cyprus** regarding online civic engagement, several NGOs are working on the issue of (online) civic engagement, creating online platforms and training on civic participation. In **Romania**, people's civic awareness and engagement are improving considerably, but this increasing awareness is not the result of certain policies or national strategies. Civil society is taking action in order to introduce into national policies the idea of intercultural education. Each school has the freedom to introduce within the individual school curricula the discipline ‘Intercultural Education’. This solution comes to address the limitations of the national curricula.

Due to the federalist education system, it is not possible to present a uniformed picture of digitalisation and intercultural education in **Germany**. The topic of online civic engagement is not an integral part of teaching in German schools.

In **Cyprus and Malta**, there are no national policies and strategies on online gaming for migration and asylum seekers issues. In **Germany**, online games are not an integral part of German schools. Online games in the classroom are thus understood more as additional options and are not regarded as compulsory. Some modules show pupils how participation and co-determination work on the Internet and how they can contribute themselves. Two

key topics were identified for the field of general schools: integration of 'Competences for the digital world' in the curriculum and teaching and learning processes whose organisation is supported digitally.

In Italy, the school is seen as an open space for learning that enables students to develop skills for life where technology is an empowering tool. It encourages schools and teachers to cooperate closely with local organisations and have a pool of teachers trained on reception processes, literacy and cultural mediation, in particular in areas of high prevalence of immigrants.

The existing educational policy in **Cyprus** seeks to integrate migrant students into the Cypriot Educational System and provide effective communication by educating students through Greek language learning programmes. The **Italian** education system supports in-service training activities to raise teachers' awareness of both the academic and the social-emotional needs of students from migrant background. As indicated, teaching methodologies need to be innovated to include the use of digital technologies; strengthening digital competences in all dimensions across the curricula; promoting media education at all school levels for a critical approach towards media techniques, languages and culture.

The problem of intercultural education appeared on the **European** agenda when states faced the necessity to integrate migrant children into European schools. The EU policies recognised the need and the right to study in the mother tongue for migrants and also the right to study the native religion and culture, in order to preserve the cultural identity (Covenant on Economic, Social and Cultural Rights, 1966). At the European level, the Council of Europe's Declaration on cultural diversity (2000) promotes the coexistence and exchange of culturally different practices and addresses the provision and consumption of culturally different services and products. It states that cultural diversity cannot be affirmed without the conditions for free creative expression and freedom of information existing in all forms of cultural exchange. The European Parliament resolution of 19 January 2016 on the role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values *"calls on the Commission and the Council to adopt intercultural dialogue as a strong and committed political objective of the EU and therefore guarantee EU support through various policy measures, initiatives and funds, including intercultural dialogue with third countries, especially fragile states"*.

Legislation on the integration of asylum seekers

In **Malta**, the asylum process is regulated by the Refugee Act of 2001 and the Subsidiary legislation 420, whilst the integration of refugees and beneficiaries of protection is addressed by the Migrant Integration Strategy and the Action Plan 2020.

The main legislative acts addressing the asylum process are the Integration Act on 25 May 2016 (in **Germany**), the Decree-Law on Immigration and Security 132/2018 (in **Italy**), the Government Ordinance no. 44 / 2004 on the social integration of foreigners (in **Romania**). The central legislation on integration which includes measures focused on education and educational provision in **Ireland** is the Migrant Integration Strategy by the Department of Justice and Equality (2017 - 2020). A national migrants' integration policy in **Cyprus** is being drafted at the moment and it will be soon available for the period of 2020-2022.

In all countries, education is a crucial factor for the integration of migrants in the local society. Despite the fact that the educational system in **Cyprus** implements some integration programmes for immigrant pupils, inside and outside school, addressing also adult migrants' educational needs also still remains an urgent requirement. In **Germany**, young refugees with good prospects of staying and other persons seeking protection should receive and complete qualified vocational training as far as possible. In order to make this easier for them, the training support for them will be extended. Foreign minors in the **Italian** territory are entitled to free-of-charge compulsory education, and all the provisions in force in the area of right to education, access to educational services and participation in the school community apply to them independently from their regular presence in Italy. In **Malta**, subsidiary Legislation 420.06 establishes that asylum seeking minors *"shall have access to the education system under similar conditions as Maltese nationals"* and that such access cannot be postponed *"for more than three months from the date the application for asylum"* is presented.

The general policy objective of integrating foreigners who have obtained a form of protection in **Romania** is to help them self-support, become independent of state assistance or non-governmental organisations, and actively participate in economic, social and cultural life. From a social and economic point of view, the foreign people who have got a form of social protection have the same rights as Romanian citizens. The community has now the duty to facilitate the access to education, health services and social assistance. For **Ireland**, the longer-term vision is that thirty years from now it will be a society in which migrants and those of migrant origin play an active role in communities, workplaces and politics. It sees the guiding principles for Ireland of the future as those of solidarity and shared identity as members of Irish society.

In **Europe**, the revised Asylum Procedures Directive (Directive 2013/32/EU) aims at fairer, quicker and better asylum decisions. The revised Reception Conditions Directive (Directive 2013/33/EU) ensures that basic human reception conditions are ensured for asylum seekers across the EU and that the fundamental rights of the concerned persons are fully respected. One of the objectives of EU action in education is to promote Europe as a whole as a world centre of excellence for studies.

Needs of schools and teachers regarding online gaming-based education for civic engagement, interculturalism and awareness raise in the field of integration of asylum seekers and refugees

There are many needs of schools and teachers at European level centred on the themes of interculturalism, online gaming and civic engagement.

In **Cyprus**, any material developed on this subject will be new and very useful for Cypriot teachers. Teachers who are willing to implement intercultural education cannot do so because of the lack of appropriate training (Papamichael, 2018). In **Germany**, teachers and school directors tend to view digitalisation as yet another challenge (Bertelsmann, 2017, p. 54). Most schools lack a plan to use digital resources in teaching, and the digital transformation is not reflected as a component of their systematic school and lesson development. Teachers are usually the ones deciding whether and how to use digital. Students mainly use videos for learning outside of class, Wikipedia and other free encyclopaedias. If teachers utilise digital media, they also often use videos, Wikipedia and presentation and office software, such as PowerPoint and Word. In **Ireland**, despite the significant shortfalls of past governments and policies in Ireland (the Digital Learning Framework-DLF), there has been a renewed appetite for and commitment to investment in ICT in education. The challenge for teachers is how to integrate 21st century skills with the traditional core curriculum content. There is a wide range of printed and (non game-based) online resources available in Ireland in the field of education for civic engagement, interculturalism and awareness-raising in the field of integration of asylum seekers and refugees. Online game-based resources, VR activities as well as other online resources can be considered as more effective and more sought after by students and are also considered to be their preferable means of education in the future.

In **Italy**, the use of digital resources in the daily teaching practice is still partial. For teachers, the first 5 competences they wish to enhance in the future are: how to take care of their own continuous training; how to work in a group - professional networks; how to properly use the technologies in teaching; how to involve students in their learning; and how to organize and animate learning situations. The first 5 topics covered in the professional training workshops are: special educational needs; new technologies and education; class management and relational problems; national evaluation system; and inclusion & intercultural aspects.

In **Malta**, with regard to intercultural education specifically, the needs which emerged mostly were: to remove any language and communication barriers through the implementation and availability of language induction classes for newcomers in middle and secondary schools; more specialised training for educators on the topics; the involvement of all the students' families in school-related activities in order to foster integration and celebrate diversity; some educators expressed the need to look at diversity from a broader perspective, in order to avoid creating an "us versus them" perspective.

In **Romania**, it is important to facilitate the intercultural reconversion of teaching materials and curricula. The educational system must create the environment to empower educators to familiarise children with the understanding of exponents of other cultures, understanding, at the same time, the causes and the economic, social and political consequences of the migration phenomenon.

At European level, it is an accepted fact that there are many problems with regards to the design and implementation of successful intercultural professional development programmes. Teacher professional development should have an intercultural orientation, teachers' professional development courses which may lead to the development of teachers' intercultural competence, meaning the ability to operate effectively in culturally diverse settings (Hajisoteriu, Maniatis and Angelides, 2018; OECD, 2018). As for online gaming, nowadays technology and educational trends focus on the large use of multimedia materials in the classroom. Teachers are open to this new useful tool, the school infrastructure is continuously improving. There are still certain European states where these aspects would be improved, but the policy makers are working on it, in order to create an educational unity across Europe, suitable for an intercultural training through multimedia tools.

*In all countries there are many best practices in the field of online civic engagement and intercultural education, that fit the purpose of ODISSEU and can be valorized within the development of the other ODISSEU outputs: the projects "Greek Language Program for Minor Third-Country Nationals" and "Geia Xara" (**Cyprus**); the game "The Unstoppables – Experience and appreciate diversity" (**Germany**); the project "Transforming Shadows" (**Ireland**); the projects "Journey to be learned" and "Play in my shoes" (**Italy**); two Erasmus+ projects, titled "eCrisis" and "Create Games for Education" (**Malta**); the project "React_Ro" (**Romania**); an internet-based game, titled "Against All Odds" (developed by **UNHCR**) .*

Recommendations:

Unfortunately, there are no national and European resources on the issue of designing and developing educational material and tools to support the integration of asylum seekers and refugees through the use of online gaming and digital tools.

Content development recommendations:

- teaching materials and tools should motivate the teacher to use them; it is important to focus on added value, because teachers only use new media when the educational or didactic benefits are felt;
- a teaching unit would have to contain information about the "technical reference" and the "classification in a target group", the "formula of competences" in relation to the curriculum or core curriculum and information on the "methods" to be applied in the teaching unit; a timetable should demonstrate the individual steps; finally, the material should support the teacher and the students in developing the subject;

suitable copy templates or worksheets for pupils should be provided as the final component of a perfect teaching unit;

- the resources may contain combined approach with resources already developed with a possibility given to the educators to develop their own resources or combine them; it is important to create content based on real-life stories and existing life experience, but without being didactic;
- the instrument of cognitive autobiography is particularly useful to foreign children, due to its strong cognitive value; in fact, through the theme identified, it leads the narrator to explain and evaluate something and to perform a selection and reorganisation of his/her personal history; cognitive narration allows to reconstruct the learning path and to give meaning to each formative event, favouring empathic openness to the other;
- the content of the materials should focus, first, on the needs of migrants in the host country, in order to facilitate their social and educational integration; the content should approach the migration problem from two sides: in the migrants' point of view and the host communities' point of view;
- both the ODISSEU game as well as its complementary educational activities shall be developed taking into consideration the competences and learning outcomes outlined in the curriculum for relevant subjects;
- each resource or activity shall be age-specific;
- the game should offer the possibility of interacting with other players/students on a dedicated platform; the game should be on some levels challenging and of good quality to attract students to play;
- the game should foster the development of decentralisation skills, of proceeding by multi-interpretation of data, of recognising analogies and differences, but also of listening to the other and of finding in one's own story the moments that everyone has experienced, of feeling a "stranger" to him/herself;
- such game-based learning tools should foster empathy, and go beyond the function of providing information – the complementary activities shall be designed in a way that would encourage students to think critically and have a real-life impact;
- the game shall be made available in the same language with different entry points (i.e. different levels of language competences), possibly taking into account specific learning needs (e.g. for visually impaired students).

Part B. Findings from field-based research (Focus Groups) in partner countries

The schools' needs in terms of new technologies and innovative approaches to discuss global issues

During the ***Focus Group with students (FG1)*** from **Cyprus** and **Italy**, it was strongly mentioned that schools do not support the use of the educational technology in the daily

school curriculum, mainly because teachers lack the digital competences to fully use appropriately those instruments. The technology is used by students independently mainly during ICT classes, during the Computer lesson (**Malta**) or when they have school projects. Students use mainly Instagram, WhatsApp, Telegram, Facebook, in **Italy**. Students from **Romania** are accustomed to the new technologies that are being used in school to discuss global issues: educational games, 3D printers (used to create casts for biology, geography, computing, etc.), Internet (used for communication, documentation). Educational games were never used during school lessons, in **Cyprus**. In **Malta**, during other classes, technology is only used by the teachers to implement the lesson.

All the students would prefer using online games, tablets or VR as part of the education process and they consider this to be a more effective and enjoyable way of learning as well. In **Cyprus**, global issues are often discussed through various school subjects, such as the lessons of Greek Language, History, Art, Geography. Also, students are usually involved in school activities that aim to raise awareness on global issues.

Online (visual and audio-visual) and Face to Face activities were identified as possible effective and preferred ways of engaging students for discussing global issues, while all the printed sources (books, magazines, newspaper etc.) were discussed to be avoided in this process (**Ireland**). Students have suggested other methods and ways used to discuss global issues such as role-plays, migrant encounters, visits to asylum centres, face to face activities, in **Ireland** and **Romania**.

Teachers (FG2) not using new technologies or digital tools to approach these global issues in their teaching, as frequent as they would like to do, mainly due to the time pressure to cover the syllabus (**Cyprus** and **Ireland**). In **Malta** and **Germany**, in most cases, specific IT tools (websites, online videos, online games) are used during lessons by teachers to discuss diverse topic, including global issues in certain cases. In some schools from **Romania**, there are no supports for using new technologies, there are no laboratories or computers; teachers are interested in new technologies to discuss global issues with students. The only example for an innovative approach cited was the Betzavta method, in **Germany**.

According to teachers, students have opportunities to study topics relevant to global issues in various subject matters: Greek, Geography, History and Health Education (**Cyprus**). In **Ireland**, most commonly used tools included: interactive whiteboards, whole class presentation, tasks to find information online (WebQuests etc.), Kahoot. Teachers in second-chance education centres Youthreach (providing training and work experience programme for early school leavers aged 15 – 18 years) use, on daily basis, an online platform Workbook that includes topics on integration, refugees and asylum seekers, political situation etc. In **Italy**, teachers use on a regular basis interactive whiteboards,

tablets and mobile phones, didactic workshops; some teachers from Italy also use digital platforms: Google classroom and Google Drive, Google Sites, E-Twinning, Mymaps, Pixton.

In **Romania**, the current intercultural education manuals are arid, difficult to understand, without CD/educational games, with tasks difficult to be solved by students, due to the lack of IT skills. In **Italy**, global citizenship modules are mainly focused on fostering critical thinking, active citizenship, bullying, legality and health choices. The theme of forced migration is not high on the agenda. One teacher from **Italy** used a programme for creating a comic on the story of a Syrian refugee. In **Malta**, teachers select IT tools and online materials based on the students' academic and language skills; they also prefer online tools which stimulate creative thinking, critical skills, discussion and are interactive.

Teachers acknowledged the fact that students are very interested in digital tools and mobile devices, Kahoot, Edu, websites (**Romania, Cyprus, Ireland, Germany**), Online role-play games (**Italy**). Teachers, also, mentioned that students have a variety of other opportunities at school to engage in activities that promote global issues on a non-formal basis, such as the "Week for Volunteers", the "School Clubs", the "Student Welfare and Charity Committee" and the „Social Contribution Committee" (**Cyprus**), "School without Racism" projects, art projects, working groups, transition classes - "German as a Second Language" (**Germany**). Moreover, emphasis was drawn on the importance of students developing soft skills and being able to relate to others, through the use of methodologies such as discussions in the classroom as a form of complementary teaching when using ICT and online games (**Malta**).

The Stakeholders (FG3) mentioned that new technologies and online educational games are very important for teaching and discussing global issues, research projects on global issues, field studies and activities (**Cyprus, Ireland, Romania**). Whiteboards have been integrated in the teaching practice, but they are not always exploited to its full potential, in **Italy**. In **Romania**, even if new technologies are useful, some teachers are reluctant to use them in the classroom. There is still a lack of new technologies and innovative approaches to discuss global issues and other topics in general, in **Ireland**.

Adult educators working with asylum seekers/refugees use Facebook for dissemination of project activities and digital resources to gather work-related information (**Italy**). In **Malta**, the balance between the use of ICT and 'classic' teaching should be emphasised even more when addressing serious topics, such as forced migration. Specific difficulties were mentioned in the use of technology with children with a migrant background who have arrived in **Malta** only recently, due to their English/Maltese and digital literacy levels. Some of stakeholders mentioned the importance of organising extra-curricular and out-of-school activities for students, to engage them in discussing and raising awareness on global issues (**Cyprus, Ireland, Romania**). One of the ways how to discuss global issues would be also to bring students on trips to personally experience issues, visits, role-playing games with pupils and pupils' parents, examples of good practice in schools.

Conclusions on this topic:

- ✓ students and teachers are familiar with new technologies, which they use independently or in teaching-learning activities;
- ✓ in most cases, specific IT tools are used during lessons by teachers to discuss various topics, including global issues in certain cases (most commonly used tools included: interactive whiteboards, whole class presentation, tablets and mobile phones, didactic workshops, tasks to find information online - WebQuests, Kahoot, Edu, the online platforms Workbook, Google classroom, Google Drive, Google Sites, E-Twinning, Mymaps, Pixton);
- ✓ however, there are also teachers who use less or no new technologies, due to the lack of resources in school, the pressure of the time required to teach the content of the subject according to the curriculum, and lack of IT skills;
- ✓ all the students would prefer using online games, tablets or VR as part of the education process and they consider this to be a more effective and enjoyable way of learning as well;
- ✓ teachers, also, mentioned that students have a variety of other opportunities at school to engage in activities that promote global issues on a non-formal basis (i.e. the "Week for Volunteers", the "School Clubs", the "Student Welfare and Charity Committee", the "Social Contribution Committee", "School without Racism" projects, art projects, working groups, transition classes, "German as a Second Language");
- ✓ some of stakeholders mentioned the importance of organising extra-curricular and out-of-school activities for students, to engage them in discussing and raising awareness on global issues.

The issues related to asylum seekers in connection with civic engagement

Students (FG1) appeared to have a well-shaped understanding of what civic engagement is about and they were also aware and well informed on migration (**Cyprus**). Students from **Romania** know that migrants are those people forced to leave their country because of war, poverty, hunger, for a better life. The obstacles encountered by migrants identified by students are: language barriers, difficult adaptation, cultural differences, habits, traditions, reluctance of the local people, stereotypes, difficulty in recognising graduated studies, emotional difficulties in adapting to another environment, lack of family, friends.

Students from **Cyprus** stated that they usually learn about global issues, including migration, from various sources mainly the internet, TV programmes, school, newspapers, magazines, their parents, and various educational events and seminars. In regard to school, students said that they have more opportunities to study global issues in the subjects of Greek, Design and Technology, Geography, Biology and Physics.

Students from **Germany, Italy** and **Ireland** do not have sufficient knowledge about the topic, but are highly motivated to play such a game at the same time. Students from **Malta** declared they would like to understand the causes for refugees to come to Malta. After discussing this topic, all students from **Ireland** showed a great interest in finding out more about the Mosney Direct Provision Centre, about its facilities, conditions and this topic in general. In connection with their interest in finding out more about this topic, they expressed their interested to know more directly from the young people similar age living in the Mosney provision centre, so they can better understand what they have been through and what daily experiences and routines are they facing while living in the centre. The students from **Italy** don't feel that the issue is a priority, although they would be interested in learning more about certain information that they hear on the news.

Furthermore, young people from **Cyprus** mentioned that they have many students in their school who are migrants and as a result most of the students are aware of migration, as well as the difficulties that migrants face. Also, they were able to identify the difference between migrant, refugee and asylum seeker. After a short discussion and bringing up some examples by the facilitators, students from **Ireland** realised, that there are refugees, asylum seekers or migrants even in their classes or schools, but this topic has never been discussed or highlighted before, so they never thought about "considering their journey" or discussing their past.

All students from **Cyprus** agreed that there are no incidents of racism, hate or bullying, based on discrimination or xenophobia. However, some of the students from **Cyprus** mentioned that the older they get the less they believe in stereotypes and prejudices on migrants. A series of stereotypes about migrants were discussed by the students from **Malta**, who agreed there are a number which are addressed specifically to refugees and asylum seekers – such as the fact that refugees are all poor, or they pretend to be poor, they enter the country illegally not to pay fees, or that there are almost more foreigners than Maltese in Malta. Discrimination towards refugees was also mentioned by the participants in this context. In **Italy**, there are several prejudices about migrants, such as they are criminal and shouldn't be trusted, which young people have developed when growing up since when they were younger, they played with other neighbours without prejudice. Sport is the main channel for getting in touch with and knowing other people. In **Romania**, there are certain stereotypes and prejudices about asylum seekers, which derive from the differences between people (skin colour, different language accents, social status, poorer country origins, the idea that they are terrorists or belong to a certain minority). One Romanian student emphasized her own positive experience of migrant integration in Germany; she emphasized the fact that the school, the teachers and the student colleagues tried to help her integrate, creating the opportunity to learn a language in only one semester etc.

Regarding the ODISSEU game, all the students from **Cyprus** expressed their enthusiasm, and mentioned that such a game will be a great opportunity for all of them to get in the

shoes of refugees and experience the difficulties that they face, as well as the decisions that they have to make during this journey. In **Germany**, the theme of flight and integration in the classroom is an extremely sensitive topic. The approach of ODISSEU is therefore seen rather critically, since many refugees are represented in the classes.

Students from **Cyprus** had many interesting ideas regarding the game and its story: role playing game; user take critical decisions; the decisions affect the story; give a positive message – after all the obstacles refugees can have a better and safer life in the host country (this comment was mentioned by the migrant students). Students from **Germany** had some ideas regarding the ODISSEU game: fictionalization of the story and dissolving of the class for the protection of re-traumatisation of refugees (it is necessary to protect refugees in the classes, to include advice in the teacher's manual how to deal with refugees); a reversal of the story (starting point of flight in Europe) could also help the refugees to cope with their experience and keep distance; motivate the teachers to use ODISSEU in their teaching. Recommendations for the game, from **Ireland**: the game could include features similar to Minecraft game, where the players can build their own buildings (e.g. community centres, church, school etc.). It could be linked with Google maps to raise awareness about the facilities located in the area. Recommendations for the game, from **Romania**: must contain concrete data, stories inspired by reality; to have a realistic design, to be animated; to be complete (refer to all aspects of integration); have requirements that are easy to understand by students; to show the contrast between good and evil and to allow the choice between good and evil; to present the steps taken by an asylum seeker, critical situations, obstacles, difficulties, habits of asylum seekers; to allow the designing of the character (asylum seeker) based on a questionnaire, depending on some characteristics desired by the student (age, race, social status, etc.); to make students make choices while travelling from their native country to the destination country; to have characters (asylum seekers) who can move in their journey step by step and offer different perspectives of integration; to challenge the students to make choices during their journey from their native country; to show other characters who want good or bad things for him/her, to highlight the consequences of their choices; have real life questions, the student can answer and can compare his / her answer with the correct answer; the game can also be played by younger children who cannot read; the game can be created by age categories (for younger ages and for older students to face reality, sometimes painful); the game can be played on a laptop / mobile phone. Students should, through the ODISSEU game, learn to be empathic, put themselves in the skin of an asylum seeker. The game should not contain traumatic, violent images, avoid exaggerations, and not offend children of a particular ethnicity. In designing the game, there should be available native students and migrant students as well.

With regards to the features of the ODISSEU game, students from **Italy** suggested: to include funny/positive elements as the theme is quite sad; to be designed in 2D; to be set in a world map; to include statistical data; users should use money and make decisions along the journey which may bring the user to different scenarios. Other tools and activities that

can be used to support the participation of asylum seekers and refugees in the community include events, films, students' assemblies, listening to testimonies.

Teachers (FG2) from **Cyprus** expressed that Cypriot students do not have stereotypes and prejudices since the number of students who are refugees and asylum seekers is high and they are used to living and spending time with them. In **Ireland**, overall finding of the teachers is, that children in primary schools do not tend to make differences among each other, they are very supportive and understanding when it comes to different cultures and backgrounds. This situation changes when we talk about secondary schools' pupils, where the teachers identified a significant need to raise awareness and "fight" against often inadequate negative approach to refugees and asylum seekers, which arises most of the time from a lack of information about their background, culture and past and creating opinions based on "negative stories" heard from the news or in their home environment. In **Italy**, prejudices include refugees as being violent, stealing jobs, not wanting to work. Inclusion seems to work mainly in class, but outside the school, migrant children are less involved in activities with other Italians (migrant communities are often quite close) and less integrated in the social tissue. **Romanian** teachers consider that students are open to help asylum seeking students integrate, but the integration process is difficult. There are people in the category of asylum seekers who have integrated and who develop civic involvement (examples: Raed Arafat, SMURD creator, doctors, etc.).

However, some of the teachers from **Cyprus** do believe in stereotypes, such as students who are refugees and asylum seekers have lower educational skills or behavioural issues. However, nowadays there are no racist incidents in schools and the Cyprus educational system promotes the protection of freedom rights of all groups of Cypriot society against any racist discriminations and tendencies of social exclusion. Teachers from **Romania** consider that there are certain stereotypes regarding the race or the minorities in the Romanian society.

The language barrier seems to be the major issue when it comes to their civic engagement and integration and this applies for the students as well as for the parents.

In **Italy**, the schools have adopted procedures to welcome and include foreign students (with/without migrant background), which include teaching Italian as a second language, provision of cultural and linguistic mediators, development of individualised teaching plans. The main schools' practices from **Cyprus** (besides the working group for teaching the Greek language) regarding the inclusion of those students are: development of intercultural activities and programs within the frame of school activities; organisation of informative meetings with the families / parents; provision of interpreters to parents in order to develop better communication and improved relations with the school. In **Ireland**, all the educational institutions involved in the research offer a wide range of services supporting successful integration of refugees and asylum seekers into the community: languages support, literacy

and numeracy support, counselling services, some of the institutions offer one to one mentoring programmes, home visits and also free afternoon classes to engage and support parents. In **Malta**, some teachers have proposed initiatives ad hoc where the parents could be involved; moreover, policies related to integration of all students exist in schools, but there is the need for inclusive attitudes adopted at home as well.

Tips from **German** teachers on how to *design the game* are as listed below: simple rules that require little explanation; not too strong generalizations; the possibility of adopting different opinions (which are nevertheless based on a common system of values); playable in 45 minutes with setup; make causes of flight clear, make participation of industrial, western world clear; show connection to past refugee crisis, not only as a contemporary problem; pupil-oriented, provide Work plan (best practice), rather short, with accompanying material, entertaining and instructive, may not rely on workplan.

Answers from German teachers on how the game should be designed in order to teach students empathy towards refugees: very personalised with case studies, preferably from peers; not too tearful stories, but mainly stories of young people who also offer potential for identification; authentic without being exaggerated. Giving recommendations for everyday life; to show how the young people's own behaviour has an influence. Highlighting the causes of migration; pupil-oriented: children should be able to contribute to the design, dramatic (must not be boring).

The Stakeholders (FG3) from **Cyprus** expressed their dissatisfaction with the integration policies in Cyprus, since the processes are not always in favour of the refugees/asylum seekers. One of the most important aspects for the success of these initiatives in Cyprus is the fact that they focus on synergies between different (national and European) bodies and organisations. One of the main issues faced by asylum seekers and refugees in connection with civic engagement, in **Malta**, is the language barrier.

Compared to a few years ago, the **Italian** migration context and also the needs of the school in relation to the inclusion of migrant students have changed. From an emergency phase, in which the needs were mainly linked to the primary reception and care of the new arrivals, now the emerging needs go beyond supporting the learning of the Italian language, to include school drop-out and social and cultural integration. This is particularly evident at the upper secondary school level where most second-generation foreign students have already consolidated good language skills, but they do not always find adequate support in terms of cultural inclusion and study support. At primary and secondary school level, on the other hand, reception and intercultural processes are more integrated within the school. Since the refugee crisis in 2015, flight, integration and migration have also become a hotly debated topic in **Germany**. In some cases, this topic is viewed very critically.

Ireland would need a more robust integration policy for asylum seekers (not only for refugees). Policy development is very much at infancy stage and as such so are the implementation and support packages.

In **Italy**, language programmes are more successful if they include modules on how to access basic services (healthcare, job seeking, etc)); they are open to everyone in the community, not just newly arrived migrants (this provides opportunities for building wider relationships and getting to know people from different nationalities and backgrounds); they provide language certification. Theatre workshops, activities with local associations and meetings in schools with asylum seekers have been positively welcomed by students.

Trust and respect are very important parts of creating conditions for the civic engagement of the target groups and also to support them to speak up or share their stories. According to these findings, we can testify that the process of integration in **Ireland** could be more collaborative between policy makers and refugees and asylum seekers and refugees/asylum seekers should be empowered to become drivers of integration.

In **Ireland**, there is a significant need to increase engagement of these target groups with the communities to be able to understand the challenges the refugees faced prior to working with them, their participation could be supported by motivating them to get involved in the decision-making process and taking a lead on how and what they want to do as a priority, to be able to successfully integrated into the community.

In **Cyprus**, the main difficulty that all stakeholders face is the lack of national policy for refugees and asylum seekers integration, since the Cyprus Government is still in the process of developing the national policy report which will be implemented in 2020-2022. Other difficulties that stakeholders face are communication issues (which are usually resolved through interpreters) and cultural unawareness. Discrimination and a negative public language used to depict asylum seekers and refugees (especially through social media) were also mentioned as factors hindering integration and participation, in **Malta**. The need for role models and success stories to be shared with the public was highlighted. A number of schools are organising different activities to welcome newcomers during the school year, in a bid to involve Maltese and foreign parents and students.

In **Romania**, the main challenges are receiving student registration files in school, organising the process of learning the Romanian language, involving the school counsellor. The civic engagement of refugees / asylum seekers is influenced by the following factors: the level of integration, the number of years spent in Romania, the involvement of authorities in the integration process, the participation of NGOs. The proposed improvements to the civic engagement of refugees were: implementation of some projects concerning the capacity building of refugees, organisation of dissemination meetings / sessions; increasing the refugees' desire for integration into the Romanian society.

In Germany, the stakeholders interviewed indicated that there are already measures in their institutions and organisations that contribute to the promotion of cultural diversity and integration. The following concrete measures were mentioned here: volunteers working with refugees and asylum seekers will be helped through an innovative learning environment that provides support and training (intercultural courses will be offered), cooperation, integration courses, help, and volunteering.

Conclusions on this topic:

- ✓ some students have information about forced migration, information obtained from school, the internet, the press, family, and others have very little knowledge of this phenomenon;
- ✓ although some students have encountered pupils in their class or school, belonging to the category of refugees / asylum seekers / migrants, the issue of their "journey" to the destination country has never been discussed;
- ✓ students admit that there are stereotypes and prejudices within society about migrants in some situations, but there have been no examples of racism or hate towards migrants; in general, teachers appreciate that students do not show stereotypes and prejudices towards refugees / asylum seekers;
- ✓ students are delighted with the idea of using this online game to discuss refugee / asylum seeker issues;
- ✓ the language barrier seems to be the major issue when it comes to their civic engagement and integration and this applies for the students as well as for the parents;
- ✓ most of the time, the school is significantly involved in language learning and in the process of integrating pupils from the refugees / asylum seekers category;
- ✓ students, teachers and stakeholders have made various proposals on the content of the ODISSEU online game, useful in determining the content of the game;
- ✓ in some countries, responsible institutions and organisations contribute to the promotion of cultural diversity and the integration of refugees / asylum seekers by supporting the training of those interacting with foreigners through involvement in volunteering and cooperation;
- ✓ in some countries, the need for robust integration policies for asylum seekers, not just for refugees, has been identified.

Teachers' competences and training needs to support intercultural education

Teachers' competences and training needs were not discussed with students, in **Malta, Romania, Cyprus, Italy** and **Germany**. Students from **Ireland** would recommend developing the teacher's knowledge and skills in this field.

Teachers (FG2) from **Malta** declared they felt equipped with skills to support intercultural education, but training and capacity building in this sense were always needed. The need to

provide information and raise awareness on certain topics among all educators and school management teams was mentioned, as educators would need to understand the phenomenon better in order to be willing to get more information about forced migration.

All the teachers from **Ireland**, **Romania** and **Cyprus** agreed on the fact that there is a lack of training or education in connection with interculturalism. Teachers from **Romania** are considered to need training to cope with the challenge of teaching students belonging to the asylum seeking/refugees: insufficient knowledge of migration problem, difficulties faced by refugee/asylum seekers; lack of procedures, resources and tools in some schools; difficulties in communicating with students in multicultural classes; not knowing the integration needs of these students and the possibilities to meet these needs. The implementation of intercultural projects would help students distinguish discriminatory attitudes in society, become more aware of the phenomenon of forced migration. In **Italy**, teachers need support in managing the multicultural classes; developing activities that increase awareness of “the other” and critical thinking; learning strategies to achieve true integration and not just tolerance towards those who are different.

All teachers from **Cyprus** agreed on the fact that teacher training on intercultural education are much needed since the educational material and support that they receive from the national bodies responsible for their education is sometimes not enough. They also commented that they need to have comprehensive educational packages (with learning resources, activities, tools, good examples etc.) that can be used as a guideline for their daily teaching activities.

For **Romanian** teachers, the online game ODISSEU must be based on real life stories, present aspects of migrants' traditions, show different scenarios (the positive and negative side of integration); to allow the game to resume or to choose another way from a labyrinth of situations; the game can have characters that overcome obstacles and succeed in integration; it can have the character that helps other to integrate. Suggestions for the development of the ODISSEU game, from **Italian** teachers, include: provision of historical, cultural background information (to understand where the migrants come from and why they leave); students should be put in the shoes of the migrants (they could create an avatar so they play in first person or upload their own picture); offer multiple choices and unexpected scenarios; the game should be visually impactful, “fast”. Recommendations for the game, from **Ireland**: use graphics similar to the games they already play; option to choose from more characters from different countries/regions; use large printed text in English and native language of the character; Interactive elements with audio inputs; possibility to click on links with videos, interviews and stories during playing the game; include real images from the home country of the character, daily life routines, festivals, customs, food – contrasting the new life – to show the different perspective; include facts from the experience/journey and statistics connected with the journey.

As for the ODISSEU game, the teachers from **Cyprus** expressed their concerns regarding their ability to use an online game for educational purposes, so they were pleased to know that the project will develop a curriculum on the overall learning process of the game. They highlighted the fact that they don't have previous experience and knowledge on how to use educational online games, so partners' guidance will be very important. Teachers also suggested that the classroom-based activities should not be developed to last more than 30 minutes, in order to be able to fit in one school period.

For **Italian** teachers, the digital manual could be included in history, philosophy, English language, geography, global citizenship and linked to the Italian Constitution. Modules should be about 50 min long and should be develop according to age group/school level. The recommended length of the classroom-based activities in case of secondary school students is 40 minutes (**Ireland**). For **Romanian** teachers, the ODISSEU curriculum should be personalized to the children's level: a 20-minute, 30-minute or more scenarios. One could select an option for the ODISSEU curriculum (optional curriculum) in classes where the number of classes would allow.

All the **Stakeholders (FG3)** from **Cyprus** mentioned the importance of having synergies with different national bodies and organisations, in order to work together and tackle the issues of refugees and asylum seekers integration. They commented that we should focus on the teacher training since most of the teachers are not familiar with educational online games and they will need a lot of guidance and support on that issue. Teachers from **Romania** need to know the specifics of different nations / minorities; to have openness to interculturalism and to be tolerant.

The **Stakeholders (FG3)** from **Ireland** identified the following needs in field of development of the teacher's competences and skills in connection with intercultural education: cultural awareness trainings (to gain a better understanding of what interculturalism is and what are the best ways to fully interact and learn from each other in a mutually respectful way, to have a knowledge of the terms used in connection with migration and immigration etc.); training on how to recognise and deal with racial bullying and segregation; training on how to promote and support integration within the classroom; training (case studies) on what are the refugee/asylum seekers facing through their journeys.

For **Italian** teachers, it emerges the difficulty of upper secondary school teachers to identify the training needs of foreign students due to both a lack of cultural tools and intercultural evaluation and a traditional teaching approach that focuses mainly on learning of contents and subjects in a sectorial and not interdisciplinary perspective.

The **Stakeholders (FG3)** from **Germany** mentioned a number of needs that can be identified in terms of support for the development of inclusive schools/communities: training of teachers in the areas of trauma care, literacy, intercultural competence, increased

support by specialist staff, for example through team teaching in schools (not only by the hour), educational offers (e.g. for learning German) in schools for parents, empathy, openness, discipline and strength.

According to participants within the third focus group from **Malta**, one should move away from the idea that teachers should be the main source of information when thinking about skills needed to address intercultural education. Instead, training should focus on how to foster students' critical thinking and effective research skills in addressing the topic. Training for teachers on these issues is offered by different bodies in Malta, including the Ministry for Education and Employment and NGOs; training should ideally be recognised for teachers (e.g. through the Institute for Education), in order to create a momentum for awareness building.

Conclusions on this topic:

- ✓ some teachers have the skills and competences required to teach intercultural education, others do not; nevertheless, everyone appreciates the need for training in this field;
- ✓ teachers should be the main source of information when thinking about skills needed to address intercultural education; instead, training should focus on how to foster students' critical thinking and effective research skills in addressing the topic;
- ✓ for some teachers, it is difficult to identify the training needs of foreign students due to the lack of cultural tools and the traditional approach to education;
- ✓ it is appreciated that the ODISSEU online game should be delivered with a curriculum, a digital manual, a guide so that teachers can easily use it in intercultural education lessons.

Recommendations for the ODISSEU game:

- all stakeholders from **Cyprus** agreed that it should present the positive aspects of migration, showing that this journey can lead to a positive ending, since the target group of the game includes minors with migrant background;
- **Ireland**: the features should be realistic, visual and emotive; work with asylum seekers and refugees that are the same age as the students, which these resources will target; if students can relate to the participants in any small way, it will encourage empathy; it should challenge thinking while educating; should be eye-catching including an introduction of the character or country at the beginning of the game; the length of the game is important to keep it on the level, where it is still exciting – short and to the point; it has to be user friendly for a wider age group and also agenda sensitive; available in a variety of languages;
- **Italy**: information on the countries and places where migrants come from for those students who are interested in deepening their understanding; the game should not be “didactic”, but “immediate/catching”; it should frame the narrative around human rights and equality; it should not make students pity the migrants, but provide a constructive narrative about migration;

- **Romania:** to present a touching history with short sequences; to be animated, coloured / sound; to present the parallels between the habits of the refugees / citizens of the country of destination so that students learn from each other, present as objectively as possible the issues (both positive and negative issues), to describe the situation in the countries of origin, what actually means the asylum seekers' journey. It should not violate the principle of privacy; it should not have violent scenes;
- **Germany:** can be used offline (must not depend on Wi-fi connection), embedding in teaching sequences with best-practice examples (preparation and follow-up), indication of the danger of trauma activation, clear formulation of objectives, interesting, open access, modern, educational, entertaining; realistic - the online simulation should be realistic in any case; to find out "how an online simulation should be designed so that a differentiated picture of refugees and asylum seekers is shown that corresponds to reality?"
- **Malta:** a) both the ODISSEU game as well as its complementary educational activities shall be developed taking into consideration the competences and learning outcomes outlined in the curriculum for relevant subjects; each resource or activity shall be age-specific; b) detailed instructions on how to play the game shall be made available to both teachers and students, for the game to be useful and used; c) whenever possible, the game shall be made available in the same language with different entry points (i.e. different levels of language competences), possibly taking into account specific learning needs (e.g. for visually impaired students); there shouldn't be too much text and relevance should be given to graphics; d) the possibility of interacting with other players/students on a dedicated platform should be foreseen, in order for the students to be able to share their achievements and reflections; the game should be on some levels challenging and of good quality to attract students to play; e) the game would need to be informative and possibly reflect real-life stories, but without being didactic; f) such game-based learning tools should foster empathy, and go beyond the function of providing information – the complementary activities shall be designed in a way that would encourage students to think critically and have a real-life impact. Moreover, the Directorate for Learning and Assessment Programmes stresses the importance that games need to provide effective learning and assessment processes that can be embedded through the curriculum.

Recommendations regarding the involvement of refugees for the creation of the e-library with real-life stories:

- **Cyprus:** find one or two refugees who will act as mentors or coaches and will promote the project and motivate others to take part at the workshops and the creation of the real-life stories;
- **Ireland:** it's crucial to be able to word the questions and deliver them the way that the interviewee will feel comfortable to answer them, to try to build a positive relationship and safe environment before the discussion and sharing their story; emotional support services should be considered and available in case of uncovering sensitive issues while sharing stories (for both, the persons sharing their stories and also for the listeners);

- **Italy:** when migrants are directly involved in the activities it is important not to expect them to talk about their journey, but let them talk about what they feel comfortable with, starting from their experience of living in the host country; if they are involved a lot in such activities, it may become difficult to talk about their experience after some time, as they may feel emotionally overwhelmed;
- **Romania:** refugees could tell about their travels, only under the sign of anonymity. There are few people (5%) who are willing to become characters in these stories (they may relive trauma and they do not want it, they fear the authorities, they are looking for a destiny, for a country to accept them). They may be motivated to speak if they are told that what they say might impact others; it might appeal to family members more willing to speak;
- **Germany:** fictionalization of the story and dissolving of the class for the protection of re-traumatisation of refugees; focusing the story of the game on the causes of flight and not on the escape routes (avoidance of re-experiencing traumatic experiences); adaptation of the duration of the game and the teaching materials to a lesson (45 minutes), so that it is easier for teachers to use them in class; strong support and assistance for teachers in the application and implementation in class of the materials and products created in the project; encourage teachers to use digital media in class (with prior instruction and schools in media use).

Possible challenges creating an e-library:

- **Ireland:** lack of understanding, inability to be able to interpret what the message is; In case of real-life based stories has to be considered, what would be the support after the training, if it triggers something traumatic; bias, therefore it is very important to consider the perspectives of all the parties involved in this process to avoid prejudice;
- **Italy:** educational resources should be created taking into consideration different communication and expression methods (not just verbal communication but also other forms such as painting, drawings, theatre performances etc.);
- **Romania:** the challenges and difficulties that we might face in creating the electronic library are the following: ensuring translation, because many asylum seekers cannot express themselves without translation, and the costs are high, often the cases involve rare languages; the difficulty of responding positively to the request to present their own story. A workshop could be useful because there are many active NGOs that assist foreigners and refugees;
- **Germany:** embedding the offer in the curriculum, clear specification of time structures (as a project max. 4 hours/day, as a teaching unit max. 90 min. at a time (with preparation and follow-up of the topic).

Further questions on media:

In **Italy**, the **students** use mainly telegram, radio and some specific websites. Blogs are not used anymore. Few media reflect the truth about issues related to forced migration. YouTube should be used more to reach to young people as it is a good way to tell stories of

migration. Films can also be reliable and useful way to impact on young people. **Teachers** use newspaper, websites from authoritative sources, magazines, in-depth TV programmes, and social media (for quickly accessing info). In class they use a mix of sources (paper and digital). **The stakeholders** use a lot the web (trusted channels), Facebook, in-depth TV programmes, films and documentaries. In **Romania**, **students** have consulted media sources, the Internet, TV programmes, books, magazines, have attended visits / trips to the asylum centres to retrieve their information regarding migration, has heard the speeches of children / people who had experienced certain traumas / difficulties in life. The most visible media showing the problems of the asylum seekers are the television, the social networks. In selecting the sources of information, it is intended that the information should be accurate, reliable and comparable. The sources used by **teachers** are the Internet, the newspapers, the verified and secure sources (The Daily Telegraph, The Guardian), which also present the issue of migration. The sources of information used by **the stakeholders** are: electronic sources, but also those printed; reliable, verifiable. Some have frequent / regular migration issues: the Weekly Migration Information Bulletin (ARPS). Participants' favourite media selection criteria are the ones they have previously used, those that are accessible to students/pupils, those that correspond to the intended purpose, considered to be reputable, credible, comparable, relevant, impacting on the activity.

Conclusions

With regards to our research questions, our analysis has identified some **issues** that need to be addressed and considered:

In general, there is a lack of national policies and strategies regarding online civic engagement, lack of national policies and strategies on online gaming for migration and asylum seekers issues. Only in Ireland, Italy and Malta there are some policies, strategies and initiatives in the field of civic engagement and intercultural education. Furthermore, there are no national practices that promote the design and development of educational material and tools to efficiently support the integration of asylum seekers and refugees through the use of online gaming and digital tools.

Despite the fact that the educational system implements some integration programmes for immigrant pupils, inside and outside school, addressing adult migrants' educational needs still remains an urgent requirement, in some countries.

In general, schools do not exploit the use of technology in the daily school curriculum, excepting in ICT classes, where the students use computers solely.

In some cases, teachers are willing to implement intercultural education but they lack appropriate training to do so. Those teachers who cover global issues in class often do not use new technologies or digital tools as frequent as they would like to do due to the time pressure to cover the syllabus. In many cases, the use of online games in classroom is,

thus, understood more as an additional option and is not regarded as compulsory. Specific difficulties were mentioned in the use of technology with children with a migrant background, due to the lack of the language knowledge and digital literacy levels.

When it comes to asylum seekers and refugees' civic engagement and integration the language barrier seems to be the major issue for both students and their parents. The absence of active participation from parents in the school life limits the contact with other people.

In some countries, there are stereotypes and prejudices about migrants in schools. Students in many cases do not have sufficient knowledge about the topics of migration, asylum seekers and refugees.

Suggestions for improvements and development of educational practices:

Despite that there are no national policies and strategies regarding online civic engagement, several NGOs are working on the issue of (online) civic engagement, creating online platforms and training on civic participation. It is important for non-governmental organisations to actively participate in proposing policies and strategies on online civic engagement and intercultural education.

Schools have to increase their efforts to implement policies and practices regarding the inclusion of asylum seekers and refugees' children in the educational system; moreover, examples of good practice must be highlighted.

It is encouraged the intercultural reconversion of teaching materials and curricula. The educational system must create the environment to empower educators to increase children's understanding of other cultures, as well as the causes, the economic, social and political consequences of the migration phenomenon.

Lessons should include further opportunities to enable students to acquire and apply their knowledge and learning and to use information in creative ways. The focus shift from assessment to collaborative planning of teaching and learning.

Content for intercultural education should be created based on life stories and existing life experience. There is also a need to continue to teach intercultural education in high school to enable students to empathise with others, to know them, to respect traditions and to accept others. One way to present the issue of migration to students is to organise visits to the reception centres, which can provide a clearer picture of the role of synergies in integrating refugees / asylum seekers into the host country. To avoid creating an "us versus them" perspective it should be important to address diversity from a broad perspective.

The use of online-gaming for educational purposes is important, since this is a relatively new area in education systems. In order to make the game-based resources relevant, these shall reflect the learning objectives within the curriculum for specific subjects, thus making it easier for teachers to integrate them into their regular lessons. Moreover, any digital resource or online game shall be developed with the view to use it in classroom activities in a balanced way and with a blended approach, where the use of technology is followed by other participatory learning methodologies to strengthen the students' soft skills

The civic engagement of refugees may be facilitated by the implementation of some projects to increase the capacity and the motivation of refugees to integrate into society, as well as the organization of dissemination meetings/sessions. The need to involve all the students' families in school-related activities in order to foster integration and celebrate diversity – whilst addressing cultural differences – was also highlighted, together with examples and information about ongoing initiatives and programmes in schools that are going in this sense; some teachers have proposed initiatives *ad hoc* where the parents could be involved.

It is important to have synergies with different national bodies and organisations, in order to work together and tackle the issues of refugees and asylum seekers integration.

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