



IO5 Adaptation and Policy Package

Guidelines for stakeholders

Index

1	Introduction: Overview of the IEUME project	2
1.1	Limitations and further propositions	3
1.1.1	Limitation due to language barrier	3
1.2	Propositions for further development.....	4
1.2.1	Development of digital tools.....	4
1.2.2	Development of activities and assessment tools.....	5
2	IEUME and COVID-19	6
3	Benefits of digital education during the integration process of migrants.....	10
3.1	Benefits of Gamification in learning	10
3.2	Benefits for learners.....	11
3.3	Benefits for the EU and its citizens	12
4	Guidelines for stakeholders: Policy, pedagogical and technical guidelines for institutions, trainers, and students	13
4.1	Institutions: Recruitment, Delivery, Success.....	14
4.2	Trainers: Training, Participation, Communication	16
4.3	Students: Technology, Quality, Communication	19
5	Guidelines on the learning assessment and accreditation of the modules and students based on the ECVET	21
5.1	IEUME Skills Assessment, Validation and Recognition Tool	21
5.2	Learning assessment instruments	21
6	Annexes.....	23
7	References	24



1 Introduction: Overview of the IEUME project

The overarching aim of the IEUME project is to contribute, via innovative educational tools, in the integration of people with a migrant background (refugees, asylum seekers and economic migrants). The project provides an inclusive, interactive and user-friendly digital toolkit which also features gamified modules covering European socio-cultural, political and economic issues. In essence, the IEUME project assists individuals of migrant background to receive information and to better understand important aspects of EU-related issues as well the rights and opportunities the Union offers them. The educational resources to be developed and made available cover the fields of:

- Key principles of Democracy & Civic Engagement
- Improving Employability
- Accessing Rights in the EU
- European Culture and Heritage
- European Union's (EU) System of Governance and Institutions

Conducted through game scenarios, the gamified training programme will help young adults of migrant background to receive education on the EU in a way that facilitates their smooth integration in their host societies in the EU. The training further supports migrants to develop skills such as collaboration, engagement, information management, interpretation, problem solving and decision making which constitute basic attributes of civic education and participation.

The modules can be examined through the IEUME skills assessment, validation and recognition tools developed within the project. These tools offer means of assessment and validation to individuals participating in the IEUME training course as learners, but also to those who are delivering the course as trainers or function as facilitators to learners. A general overview of the project for learners and trainers is given in the IEUME introduction video.

Module-specific questionnaires, which reinforce repetition of learning outcomes, as well as a variety of general assessment and validation tools are available. Various tools are offered and recommended in order to provide a range of options and thus cover individual, country- and person-specific needs. To make all tools easily accessible for course participants and trainers, all IEUME-specific documents and links to the recommended online tools are available through the IEUME website and online platform.

The project further provides a description of the various European transparency and accreditation systems available, focussing on EQF, ECVET, EQAVET, and Europass, which are all relevant to the IEUME training course. These systems allow and facilitate comparison and accreditation across Europe. A guide to the specific attribution of ECVET credit points within the IEUME course and its five modules will follow further below.

1.1 Limitations and further propositions

Overall, this document is part of the IEUME Adaptation and Policy Package and is intended as a guide for stakeholders during their process of integrating the training package into their activities. It provides suggestions on how to utilize the IEUME material as an adult learning component and help accredit the modules and learning based on ECVET. However, considering the scope of the target group, some limitations apply that will be described below. Moreover, the programme is a collation of different notions of how to deliver the best learning experience to people with a migrant background which is based on the current situation within their host societies, their personal background, the *status quo* of the digital infrastructure and many aspects more. It is therefore malleable and offers the possibility to be developed further.

Thus, before elaborating on the best implementation models, some considerations are worth sharing in order to place the IEUME project and the training package it offers into its proper context.

1.1.1 Limitation due to language barrier

According to surveys conducted with several stakeholders in the early phases of the project, the major obstacle to a successful integration of immigrants in their host countries is the language barrier. Most migrants have not received any training in their country of residence, mainly due to the lack of information on the existence of such trainings. In the same study, it was also identified that part of the training obstacles is the lack of time because migrants prefer or are forced to start working as soon as they have a working permit from their respective host country. For those who work, finding time for integration trainings may be a big hurdle. For those who do not work or are not yet allowed to work, financial difficulties may lead to non-participation in the training if there is the need to pay one's own travel costs. The IEUME e-learning or b-learning methods can respond to part of this problem. Moreover, the training helps migrants to attain a better conception of their host society which is an essential element of their integration process.

Stakeholders have indicated that language is a considerable barrier to integration efforts. This appears to be the case notwithstanding the fact that most trainings which are offered in the Member States are language related. The IEUME training materials are available in English, French, Portuguese, Greek, German and Maltese. The survey also indicated that most migrants have been living in their host countries for 1 to 3 years. Thus, while some proportion within the migrant communities will not yet have acquired at least some basic understanding of the national languages, a considerable part has already acquired the necessary language skills or participates in a local language course, or may even speak one of the other languages, and can therefore carry out the training without problems. Institutions should, however, be aware that due to the language barrier some migrants may be excluded from the possibility of participation until further acquisition of language skills.



As considered above, most trainings currently available in the host countries are (or include) language courses. These guidelines are thus especially relevant and applicable to those educators who are offering such language courses. They can most effectively integrate the IEUME training in their educational offer to complement and build upon the language education they already offer. Such educators will have a sound knowledge of who within their institution may be able to carry out the IEUME training activities and benefit from the ECVET certification. These types of contexts provide an ideal opportunity to integrate the IEUME training as a blended or subsequent activity of language trainers.

1.2 Propositions for further development

1.2.1 Development of digital tools

The training has the potential for innovative, ICT based personal development. The participation of migrants in the IEUME training can enhance the constant improvement of the programme. A vibrant interaction between educators and their students is needed to bring qualitative changes to the educational spectrum overall. Existing barriers for migrants to participate in courses and attain knowledge about their host countries can be overcome by the elimination of obstacles and the increase in incentives. The IEUME project has focused entirely on the above-mentioned cut quantity. People with a migrant background who face language, financial or time issues and can therefore not or only limitedly invest their time or money for their own education.

The IEUME tools are engaging, user-friendly and easily accessible. Migrants with low language skills will attain them through the use of the IEUME training. The tools are designed to make students actively participate and learn while the games are visually appealing and tell stories which migrants can relate to. They can play the games repeatedly and smoothly improve their knowledge, comprehension and computer skills by exploring the different sections of the training. The lifelike content motivates students to continue the training because the knowledge attained assists them in their every-day life. Whatever they learn may be immediately realizable and applicable within their communities. This way migrants can also play an integral part in the further formulation and realization of innovative ideas. Through feedback, lessons learned and best practice surveys, migrants can contribute to improving the training. They can give their opinion on the navigation of the app, on the difficulty levels or on the assessment procedure. And above all, they can measure success by the improved skills and a closer collaboration with their host societies.

Barriers such as time and money are significantly reduced. Migrants can therefore take part at their own pace and learn how to manage time. The surveys showed that it differs completely from country to country how many hours and at what time of the day students may be able to participate in trainings. The IEUME project provides a training concept to which every student can adopt individually and fully exploit its potential. Students who face difficulties with the handling of the digital tools are supported by their trainers and institutions, thus, no one is left unassisted. The interaction between



the three actors enhances the personal growth of the participants and well as the improvement of the IEUME tools and helps expand its application among more institutions and migrant groups.

The IEUME training is therefore a great opportunity to create a space where all groups of stakeholders can be actively part of innovative development in digital education and social integration.

1.2.2 Development of activities and assessment tools

The language-related obstacles can also be seen an opportunity to develop the activities and means of assessment. One suggestion which may combine providing the programme to an extended number of learners in the future and simultaneously serve as an assessment tool for current students, is the translation of the training content *by* learners into their respective mother tongue. It may be created in the form of a final project by students undertaking language training either individually or if a certain number of migrants with the same native language attend the course, it may be a final group project.

While such an approach may split a diverse group into discrete nationalities or language groups, it nonetheless offers a number of advantages. Above all, it may enhance motivation among the learners to contribute to the community of immigrants and give them a feeling of involvement and engagement. Learners may further feel like they are ‘giving something back’.

If the students themselves have over time encountered difficulties due to the lack of availability of training materials in their native language, they may feel responsible to improve the situation of others within their community. As mentioned above, the surveys show that one of the reasons migrants did not take part in trainings in their host countries is due to the lack of information. When migrants are involved in the development of the programme and their own contribution may be part of the training package, there is a higher likelihood that migrants will inform others about the training and more migrants may get involved.

Furthermore, it gives the IEUME project a chance to develop further. The current training package will be limited by the six languages into which it will be translated. Ideally, other Member State languages may be added in the future. But yet, as stakeholders have already suggested in the information session, the availability in the native language of the majority’s native language would be preferable. This may give the training a malleability which is just adequate to a constantly changing and growing society and its respective needs.

Ultimately, the possibility to provide the trainers with a final project activity meet the classical demand to assess a course overall. The translation may show if content is also substantively comprehended. Certainly, the trainers will not have the necessary language skills themselves, however, volunteer translators may assist with the proof reading of the translations. The activity to translate the training package by learners themselves therefore serves many benefits and should be taken into consideration by stakeholders.

2 IEUME and COVID-19

The blended learning mode, a mixture of traditional classroom and e-learning, is described in the surveys as the most successful model of improving learners' ICT skills and deliver training content. Other examples of relevant actions such as the best practice by the French National Agency to Fight Illiteracy (ANLCI), have shown that this approach consisted of different phases in which the learners could merge individual learning and digital self-study with group discussions and reflections as a very fruitful model. This would also serve as the ideal method for the delivery of the IEUME training package and will be described in more detail below.

Although that would be the ideal method, the lack of time for the face-to-face sessions, might arise as a problem. But the materials provided by the IEUME project can be used independently by learners, they can study the curriculum and use the games by themselves. If a more structured and organized training is not possible, these training materials can be disseminated as independent materials, and can still serve their purpose of helping.

The B-learning option was also was affected by the COVID-19 global pandemic and its consequences for face-to-face learning bring huge obstacles to these best practices. In this section, the possible impact of COVID-19 on IEUME training practices will be discussed. Furthermore, the issues which educators have to take into consideration when using the training package within their institution during these times are also highlighted.

Some institutions might have already shifted entirely to online teaching. Others might be in a phase of transition or respond in an ad hoc manner to the situation in their country. As there is no reliable forecast as to when it will be safe to resume face-to-face learning outside the highly regulated official schooling contexts, this part shall focus on the integration of the IEUME training package as an entirely digital course. Therefore, all components including the ones that are usually recommended in a face-to-face setting, are described as online sessions and follow the subsequent suggestions and minimum standards.

As a first step institutions will have to provide their trainers and learners with the necessary technology. Among the most common for online teaching, conferences, and workshops there are currently Zoom, Google Meet, Microsoft Teams and Skype. Which technology to choose is completely up to the institution. The software is similar, so are problems related to them. Zoom will be taken as an example in this guide to demonstrate the elements to consider and issues to address.

The software has to be downloaded and set up on each device (personal computer/laptop/tablet). Institutions should think about how many accounts they wish to sign up for, and above all, how many they can afford. The free version of Zoom only allows 40-minute sessions and some features cannot be used. With the Zoom Pro license, there is no time limit, including up to 100 participants and many useful features for online teaching are enabled. The accounts can be used by different trainers from different devices, but only one at a time.

Trainers should be trained well on how to use the software. When using Zoom there are many different problem sources which can be prevented and quality raising factors which should be used. Digital classrooms often lack interaction and class dynamics and may lead to disengagement, long silences and a decrease in concentration levels. The advantages of a face-to-face environment are evident, however, an online class can be lively and fun for the student if the trainer is skilled in the management of the software and motivated to create an interesting learning experience.

The following tips can be used during online sessions:

- Make sure that the group size does not exceed a certain number of people in order to have control over the group and to be able to let everyone participate and interact (12-15 people are recommended).
- Use the 'share screen' feature and let participants follow your presentation on screen.
- Use Breakout Rooms to let participants collaborate in small groups and share their results or opinions in the whole group.
- Type the questions which appear in the Breakout Rooms to work on for better understanding.
- Use different periods for the Breakout Rooms. When the time has run down, participants automatically return to the group. Participants learn how to manage time when they are 'forced back' after the time is up.
- Use features such as 'polling' and 'survey' to make everyone participate and to find out more about questions of interest. The polling feature can be used in single- or multiple-choice mode and can be used for informal assessment of learning content or for checking on the level of understanding and/or mood of the participants. Through surveys, trainers can get constructive feedback. Attendance can be checked and analysed through the registration report.
- Use the chat feature to type your questions or comments in order to help comprehension. Students can also use the group chat to write comments or use the private chat to ask individual questions to the trainer without disturbing the whole group.
- Since most learners of the IEUME are non-native speakers write difficult words in the chat and let them google or translate for themselves if necessary.
- Use the feature 'writing on screen'. Trainers can use fill-in-the-gap activities or circle certain parts of their presentation. Tools like <https://padlet.com/dashboard> or the whiteboard feature of Google Meet can be of great help for you in this process
- Use photos, diagrams and video clips to support the visual and digital learning.
- Use quiz tools such as Kahoot (<https://kahoot.com/>) and QuizWitz (<https://www.quizwitz.com/en/>)
- Use brainstorming tools such as Mentimeter (<https://www.mentimeter.com/>), Padlet (<https://padlet.com/>), MURAL (<https://www.mural.co/>), and Jamboard (https://edu.google.com/intl/en_uk/products/jamboard/?modal_active=none)

Even with a well-trained trainer regarding the platform, there are obstacles which may seem to be out of the control of the trainer. However, the drawbacks related to these obstacles may be minimized

and still create a fluent and dynamic online class. The following are some of the challenges that may arise:

- The existence of an appropriate equipment (computer, tablet, smartphone)
- The internet connection and stability in the learners' homes and audio issues on their devices are completely out of control of the trainer. However, most students like to ask for support openly in the group when they face issues. This usually leads to the disturbance of the class or a great delay due to discussion. To maintain the flow and concentration of the rest of the group, the trainer should prepare a support sheet which can be send to the participants beforehand for self-help so individuals should first try to solve the problem on their own (it also enhances problem solving skills of the learners, however, support should always be provided in case a student cannot participate otherwise).
- Disruption through noise in the background can be eliminated through the 'muting' function. Students can either mute themselves and be advised to unmute whenever they want to speak, or the administrator can mute the entire group and unmute individuals manually. Which way to choose depends on the trainer and the group and should be decided and instructed accordingly.
- The name which appears below the screen of each participant can be changed. Usually the e-mail address or a username is shown. Students should be instructed on how the change the name and change it to their full name or a nickname they wish to use in class. It should not substitute the trainer's responsibility to learn their students name, however it facilitates the process, especially since the training is created for migrants whose foreign names might be difficult to remember or pronounce. Trainers are especially advised to call out students by their names more often in online sessions since eye contact is a lot harder to make. Moreover, random calling of names enhances concentration and participation among students.
- Trainers should come up with a special sign for their classes which will serve as a control sign. For example, a hand sign or thumps up. It can be used to check concentration, understanding, and strengthen group cohesion.
- Experience has shown that many students refrain from turning on their cameras in digital classrooms. Trainers should make clear that it is mandatory to turn on the cameras and show themselves 'in the classroom' to make it as similar as possible to a face-to-face training.
- A chat group may be established on a social messaging platform such as WhatsApp which students may use for a number of purposes, such as:
 - Communicate with the class if they are having problems accessing the learning platform (Zoom etc.)
 - Discuss interesting issues that arise in the class outside the class schedule
 - Support each other in case of need

The difficulties related to language barriers mentioned in the introduction will be highlighted even more in online sessions. It is therefore especially important that trainers do not assume comprehension but double check it frequently. Above all, trainers should be patient, reiterative and allow time for adaptation to the new learning environment.



Institutions which have planned face-to-face sessions because the situation allows it or where a health protocol has been approved by the competent national/regional authorities, should nevertheless be prepared to switch to digital sessions in case of emergency to avoid a possible cancellation of the entire course.

Partners



3 Benefits of digital education during the integration process of migrants

3.1 Benefits of Gamification in learning

Research shows that online games are an increasingly popular activity especially amongst young people.¹ This project seeks to leverage this aspect and the potential gamification has for education. The success factors include the capturing of the learner’s attention, challenging the learner, engaging and entertaining as well as teaching the learner. These science-based elements are the IEUME training’s foundation for its design as a gamified digital tool.² The effect and impact of gamification in education do not rely on technology but on the diverse learning environment it helps create. It leads to the increase of attendance and motivation. Students are given the opportunity to make mistakes and learn from them, especially because they are provided with immediate feedback which leads to a sense of accomplishment. This results from the authentic learning and ample problem-solving opportunities the IEUME training affords. The IEUME training is further based on the desire to expand the scope of long-established practices for both digital learning as well as integration of migrants, and expand operations across a wide array of fields which are delivered through the five different modules of the training. Further advantages of Gamification in learning are:

- It helps to enhance the effectiveness and capacity to engage, interact and motivate students
- It is continuously adapting innovative approaches to effectively interact with its learners
- It helps learners to immerse in their subject to generate interest and knowledge
- It invokes gameful experiences and therefore activates long-term memory and life-long learning
- It is continuously striving to engage its learners in an effective manner so that they can expertly capture and sustain their interest
- It helps to achieve meaningful learning and increased student success
- It increases motivation through engagement via interactive learning, real-world application, and real-time feedback
- It increases positive competition and cooperation amongst learners
- It improves knowledge absorption and boost knowledge retention by blending endorphins and the awareness of real-world benefits

¹ Gartner, Industry Research, August 2011: “By 2015, more than 50% of organizations that manage innovation processes will gamify those processes.” Gartner’s research estimated that more than 70% of Global 2000 companies would offer at least one gamified application by the end of 2014, although not all effectively. Another research suggests that “[b]y 21 years of age, many males will have spent over 10,000 hours immersed in online gaming”; McGonigal, Reality is Broken, 2010.

² Shurui Bai, Khe Foon Hew, Biyun Huang: *Does gamification improve student learning outcome? Evidence from a meta-analysis and synthesis of qualitative data in educational contexts*, Educational Research Review 30, (2020), <https://doi.org/10.1016/j.edurev.2020.100322>.

- It enhances the overall learning experience for all age groups
- It touches and impacts learners, thus leads to better learning experience, higher recall and retention, catalysing behavioural change

3.2 Benefits for learners

The IEUME training offers several other advantages to learners due to its compilation of characteristics: *inter alia* it is digital, free, offline, gamified, accessible, and possibility of accreditation. By providing the learner with the IEUME training, common barriers are removed, and the possibility of participation and successful completion increases.

- Accessibility: learners can access information and training opportunities without geographic restrictions and at their own time
- Self-paced learning: learners can pursue their learning at a pace that suits their learning needs
- Richness of resources: as digital tools can point learners to many different sources of information as well as additional learning opportunities (see for example: <http://moocs4inclusion.org/>)
- Reduced costs: the training can be carried out from anywhere, so learners do not have to pay travel costs
- Free: the training is completely free of costs
- Offline: the training can be used offline after an initial download
- Simplicity: the training is designed with clarity to be easily understood by its users
- Accreditation: the training provides the instructions to allow the possibility of being transnationally accredited which is useful for employment or additional educational opportunities
- Steady improvement: the training allows students to repeat any unsuccessful attempt and creates conditions and opportunities for them to achieve the best results
- Achievability: learning activities are specifically catered to address learners' potential and skill level so that a successful completion is realistic for everyone
- Advancement: the training consists of rising difficulty levels requiring more efforts from the learners' part
- Virtually limitless: the eLearning environment takes the risk out of learning. Learners no longer fear failure in public and are more willing test their boundaries and share new ideas
- Control: students have control over their learning experience and can customize the learning process according to their personal needs, skills, and interests
- Digital competences: through the training, students, along with the knowledge they attain on the topics covered, acquire skills in information and data literacy, communication and collaboration, digital content creation, safety, and problem solving which help to use digital technologies efficiently and critically

3.3 Benefits for the EU and its citizens

Additionally, for the EU and its citizens, the training also brings many benefits, *inter alia*:

- Increased awareness of the opportunities and enhanced skills of marginalized groups in EU, such as migrants, refugees, and asylum seekers on how to use ICT for civic participation and social inclusion
- Positive impact at the personal level (knowledge, self-confidence) and empowerment for of marginalized groups and contribute to the social cohesion of EU
- Strengthened evidence-based training and education for marginalized groups regarding lifelong skills and knowledge such as the EU's civic environment and the opportunity for participation

In conclusion, the IEUME programme compiles advantages from a wide array of fields in order to deliver the best possible learning experience and integration results. Above all, the training furthers the objective to awaken and develop strengths and skills within each learner and facilitate the transition from migrant to a future participating citizen:

'Instead of thinking about minorities and underserved groups as pupils with special needs and challenges, the most promising approaches examine the demands future citizens will face through a skills and strengths lens rather than a solely needs-focused lens'.³

³ Reference [10], p. 34.

4 Guidelines for stakeholders: Policy, pedagogical and technical guidelines for institutions, trainers, and students

The aim of the IEUME Adaptation and Policy Package is to provide stakeholders with useful guidelines on

- how to integrate the training package into their regular activities,
- how to utilize the training as an adult educational component,
- which pedagogical approach is most suitable to deliver the training to students, and
- how students can optimize their learning experience with the available support.

The different actors involved in the integration process have different tasks in order to create the ideal adaptation of the training:

- **Institutions** have to focus on their recruitment strategies, on the means of delivery and on the evaluation of the success of the training. These guidelines will therefore highlight why and how to adapt the training package into their regular training activities and how the training can be used as an adult educational component within their institutes.
- **Trainers** will be guided through the IEUME training as a teaching component, how to make learners participate and which ideal pedagogical approach should be followed to achieve the most successful outcome.
- **Students** will be guided through the technical preparation and how means of communication can be used to achieve high quality results.

4.1 Institutions: Recruitment, Delivery, Success

The IEUME training, the app, and all the open resource toolbox will be freely accessible for any institution, or individual. In particular, institutions that already offer trainings and courses for immigrants can benefit tremendously from the integration of the IEUME training into their existing curricula and trainings. The advantages for the institution as well as for the students are numerous:

- The training is online based: students can download the training, and app once when they have internet connection but use it offline. While most of the pre-existing digital training resources can only be accessed online, the IEUME training can be conducted from anywhere and at any time by the preferred device. Therefore, it offers learners a greater flexibility and resolves some of the aforementioned issues related to potentially unstable internet connections
- Since it is accessible by anyone with a computer, tablet, or smartphone, it allows a high number of students to take part in the training simultaneously instead of being limited to a specific device
- The training may be transnationally recognised and officially accredited (see below) which allows institutions to provide certification, an outcome that is greatly appreciated by students
- The training is cost effective for institutions since one trainer can train multiple students at the same time and repeatedly or can guide them to go through the training via IEUME's eLearning platform and app on their own
- The integration into the normal training activities is simple and fast. Most of the institutions have already set foundations since they are providing language or integration courses for migrants in their home countries which facilitates the incorporation process
- The open resource toolbox facilitates the implementation of the training by institutions and trainers
- The apps, the curriculum and the games can be used during the training sessions, as homework, or independently
- Through the IEUME training, institutions may help to improve immigrants' access to the labour market in their host country
- Institutions support cultural diversity by providing the training to refugees, asylum seekers, migrants, and other immigrants from any country even from outside their home country if they choose to provide a completely online learning environment
- Through the IEUME training, institutions will be supporting migrants' understanding of institutions, bodies and organizations within the EU and be assisting in accessing those needed
- Using the IEUME training, institutions will be assisting in improving immigrants' autonomy in their daily life activities
- Through IEUME, institutions will enhance independent and life-long learning

As mentioned beforehand, the integration of the IEUME training package is especially simple for those institutions that already offer related courses. However, NGOs or other educational institutions, are also capable of incorporating the training easily by following a few simple steps. The more institutions

in the partner's home countries implement the training, the process can be harmonised and simplified even further. The following recommendations should therefore already be considered as cohesion measures for EU integration:

- Recruitment strategies for learners should be developed in advance, e.g. disseminate the project by publishing on social media platforms, distribute printed materials as leaflets in training institutions and the possible collaboration of education centres in the promotion of the program.
- Institutions should be aware of the high competition regarding other free online trainings, open workshops and webinars, and open university studies. When recruiting the students for the IEUME training, institutions should have a sound knowledge of the training content and its requirements in order to specifically reach the target group.
- As mentioned above, the training package is available in English and the partners' countries languages. The students should therefore have a certain basic knowledge of one of the available languages. This requirement should be made clear to students as well as trainers to avoid high dropout rates due to frustration and failure. If a simple language testing could be implemented, it would be a plus.
- It is important to manage students' expectations. Institutions should be realistic about the learning outcomes and the practical benefits of the training (e.g., improving employability should not be advertised as a guarantee for a migrant to be given/find a job etc.).
- Institutions should develop a strategy how to measure success: the accreditation alone should not be taken as the credo for success, but rather the focus should also be on student satisfaction and sense of achievement.
- Trainers should be trained well: they should be given time to deal with the handling, demands, and content of the training and prepare themselves well for the direction of the course.
- Trainers should have adequate non-teaching time for planning and professional development.
- Institutions should adopt an iterative model of professional development where trainers can trial teaching approaches.
- Institutions should ensure that trainers and students have access to the necessary technological tools to conduct the training (also see above: requirements for online teaching e.g. via the platform Zoom).
- Institutions should strive for continuous improvement of the training delivery by conducting surveys and provide ample opportunities for student feedback.
- Institutions should collaborate with other stakeholders to constantly improve the implementation of the training through networking.
- Institutions should create a learning community or forum for all training participants.

In addition to the strategic suggestions regarding the institutions' policies, the image below visualises the components of the training as an adult educational measure. In adult education, classic modes of teaching are unlikely to be effective and rather lead to demotivation and lack of confidence and autonomy. To avoid having adult learners as passive recipients of knowledge, the chronology outlined below suggests ways of improving productiveness of learners through active participation in the

workshops, create room for discussion and let students collaborate and assess themselves and their peers.

Components of the integration of the IEUME training package

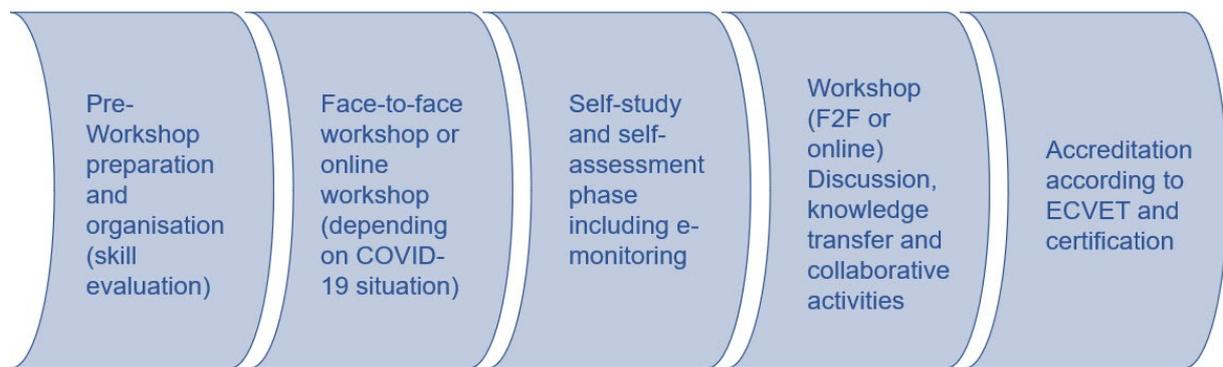


Image 1

To achieve a better flexibility and adaptability to the activities of the institutions, the availability of the students and their (computer, smartphone, tablet) literacy/language level, the workshops shall be prepared by the trainers. They can plan the hours or days needed according to the group of students, their own teaching responsibilities, and the institutions room occupancy (face-to-face) or technical capacities (online), thus optimizing the chances of success of the training.

4.2 Trainers: Training, Participation, Communication

Trainers will play the most crucial role when it comes to the implementation of the IEUME training package. In order to achieve a successful outcome through the IEUME training, trainers should be motivated to deliver the training content, handle the IEUME platform as well as the online teaching tools such as Zoom. They should also be fully seized of the need to motivate their students to participate and go through the entire course. The following suggestions are intended as a guide for trainers to help navigate through the IEUME training in terms of ideas on how to make learners participate and which ideal pedagogical approach should be followed to achieve the most successful outcome.

Before registering students for the IEUME training, it is of utmost importance to consider some preliminary elements which form the base for a successful completion of the training, and prevent high dropout rates and frustration amongst learners:

- Trainers should check the language skills of the students before starting the training to make sure that they fulfil the minimum requirements for comprehension of the training (where necessary practice literacy through building on learners' experience, the encouragement of fluent oral reading, the use of reciprocal teaching and explicit comprehension strategies, and the provision of time for active reading in class).
- Students who do not fulfil the language requirements should be advised and supported to take part in a language course so they can conduct the training at a later stage.
- Institutions that offer language courses are advised to integrate the training as a complementation to their language courses, thus trainers are responsible to evaluate the students' skill level and recommend the fitting training.
- Trainers should check the computer literacy of the students. Basic computer literacy should suffice as the IEUME training is designed to be easily comprehensible due to its gamification and storytelling components.
- Trainers should check the accessibility of their students (which devices they have or might be able to use for the period of the training).
- Trainers should promote information literacy, i.e. the ability to access, use and evaluate information from different sources in order to facilitate the entry into the learning environment, solve problems and generate new knowledge.
- Trainers should be aware that the technology is a powerful tool to enhance learners' understanding and critical thinking skills and not only as a COVID-19 measure or a temporary solution. It might not substitute the advantages or the necessity of a face-to-face learning, however it is a potent teaching and learning method.

After evaluating and determining which applicants have the required skills (technical/linguistic) to benefit from the training overall, trainers can utilize the IEUME training as they desire and as they believe best fits their students' needs and the institution's possibilities. As the above-mentioned image 1 demonstrates and describes the training outline, trainers should choose how long each component shall be based on the hours to be completed and the experience they have in delivering curricula in adult education contexts. The following recommendations regarding the pedagogical approach should be considered by the trainers and adapted to their own experiences and expertise. They gather some 'good practices' for learning in an ICT based environment, for adults and for marginalised groups:

- Check individual learning preferences and skills
- Provide instructions for the platform elaborately and provide support
- Explain the accreditation of the training and its positive consequences to enhance motivation
- Explain: what is taught (information, subject matter), why it is taught (understanding), and what competence or mastery skills are expected
- Segment the packages into smaller portions as needed by the respective group
- Conduct a testing phase face to face (see above: in the workshop, if not possible face-to-face, an online testing phase must be conducted)
- (Online) classrooms must be learner centred: trainers should use presentations and the platform, however let the students develop and acquire the knowledge themselves

- Give room for discussion and debate, provide space for individual feedback and ask for feedback after the completion of each module
- Share experiences on a regular basis face-to-face or online
- Create a virtual community/forum where students can exchange ideas and problems and where they can form a learning community
- Provide students with progress reports of their achievement and monitor the progress
- Enhance collaborative learning: create groups where students can cooperate with each other or use Breakout Rooms in Zoom (or other platform being used)
- Use self-evaluation sheets for learners and checklists for educators from IEUME website (also see below for the accreditation of the course)
- Use Kahoot (<https://kahoot.com/>) for more individual questions and AnswerGarden (<https://answergarden.ch/>) and the provided flashcards for more feedback
- Do not measure success solely by correct answers but by the progress made and knowledge obtained during the training
- Reflect on your own teaching methods and remain adaptable to the needs of the group
- Take feedback seriously and share good practices with different groups to cater future material to the mentioned issues and return feedback to foster confidence
- Promote the autonomy of the students for self-directed learning and engagement
- Create a safe space for dialogue between trainers and students

It is acknowledged that every trainer has his/her own pedagogical experience and an individual style. The above-mentioned recommendations are not intended to instruct trainers in a definitive manner on how to deliver the training. They are rather meant to assist trainers in selecting the most suitable teaching methods for ICT based training packages which are designed to appeal and engage learners from diverse backgrounds and levels of knowledge. The different levels within the modules (basic, intermediate and advanced) provide a learning platform for heterogeneous groups of students and manifold outcomes. The comments above shall therefore provide the best advice based on recent studies and teaching experience of other institutions. The training's success is, however, dependent on the students' and trainers' engagement and motivation. The suggestions are therefore intended to guide trainers through the IEUME training in the most seamless and smooth way.

4.3 Students: Technology, Quality, Communication

Every student should follow the IEUME “User Manual for the eLearning platform” attached to this guide (Annex 1).

After completing of the steps explained in the manual, students can get familiar with the platform content. Individually, in groups or with their trainer they can navigate through the different modules and spend some time on the exploration of the training. Trainers are advised to go through the platform with their students in form of a testing phase (see above). Until the preparation phase with a trainer, every student can already search, test, and examine how the platform works and note potential issues they might face. Students can already contact the institutions or trainers and give feedback about their first impression and experience with the eLearning platform.

According to the surveys, the preference of the students at what time of the day they can/want to study differs from country to country, as does the intention or possibility of hours spent per week for the training. Students should check the requirements of the training and make a realistic plan over time for themselves in order to integrate the training best into their daily activities and obligations.

Students should be aware of the benefits of the IEUME training:

- It is completely free
- It can be used offline after a first download
- It is easily accessible for anyone at any time
- It can be accessed through any device (tablet, computer, smartphone)
- Students can learn at their own pace and time
- There are limited or no travel costs (depending on e- or b- learning mode)
- Students can meet new people and create new communities in their host countries
- Students will be trained by competent trainers (if available)
- Students can learn something new, since most migrants have not yet participated in an online training
- The training enhances independent learning
- Students might gain computer skills and literacy
- The training can be transnationally recognised and accredited

To achieve high quality results and strong communication and networking opportunities, students should consider the following recommendations:

- Participate in the workshops and sessions as instructed by your trainer
- Find out what your best learning pace is and adopt accordingly
- Sign up for e-fora and working groups to discuss your concerns, ideas, and preferences with your peers
- Give feedback to the trainers
- Participate interactively and explore your skills and boundaries



- Support weaker students and learn from strong ones
- If you have doubt or you feel overwhelmed, share it with your peers and trainers to receive support
- If you have private or personal issues which could interfere with your training plan, contact your trainer individually to pause or postpone your training

The predominant goal of integration into the society of the immigrants' host countries should prevail for each student when taking part in the IEUME training. The modules are designed to be practically useful, through taking part immigrants can understand their host country's culture better, which values are the foundation of the cohabitation within in the EU, thus which values unify people from different nationalities and cultural backgrounds. Students therefore integrate easier and feel more competent to fulfil their daily obligations and access their rights in a foreign country.

In addition, the IEUME programme strengthens immigrants' personal development. Critical and creative thinking, autonomous learning, computer literacy and several other useful skills are generated.

Taking part interactively and in reciprocal support with peers and trainers is of great importance to achieve the best personal results and exploit the potential of the training.

5 Guidelines on the learning assessment and accreditation of the modules and students based on the ECVET

The following guidelines will assist institutions and educators in their assessment and accreditation process. The hours attributed to all modules are calculated based on ECVET and, upon completion, award the learners with the respective credit. Educators are required to evaluate their learners by means of the provided recognition tools. The ECVET accreditation then allows a recognition and transfer among different, transnational systems and enhances lifelong learning.

5.1 IEUME Skills Assessment, Validation and Recognition Tool

The accreditation of the training package is based on the time spent on each module. Each module consists of some units to complete, mini games to play and extra work such as exploring external links, extra research, and activities. The time calculated therefore includes the completion of the online course and the self-study time. Extra time spent, even if spent on related content, cannot be accredited.

The IEUME training should be accredited with 4 ECVET credit points and consists of 105 working hours. The modules are recognized as follows:

Module 1: Key principles of Democracy & Civic Engagement	0,5 points/15h
Module 2: Improving Employability	1 point/25h
Module 3: Accessing Rights in the EU	1 point/25h
Module 4: European Culture and Heritage	0,5 points/15h
Module 5: European Union's (EU) System of Governance and Institutions	1point/25h

The exact attribution of hours to the specific parts of the modules can be taken from the IEUME Skills Assessment, Validation and Recognition Tool (Annex 2). Educators are required to get familiar with the tool and the accreditation system.

5.2 Learning assessment instruments

In order to examine whether students have achieved the desired goals, trainers should hand out and assess the self-evaluation tools such as the “Course Overview” (Annex 2a) and Learning Outcomes for the Modules (“How much do I already know?”) (Annex 2b). These tools should be filled by the learners themselves. The educators can use the “Checklist for trainers” (Annex 2c) to assess if they have fulfilled

all requirements and considered important aspects of interaction to accompany the training as trainers.

Moreover, educators can use the “module questionnaires” (Annexes 2d-h) at the end of each module or at the end of the course as an overall assessment of their students’ success. Both methods have advantages, and it is up to the trainers to determine which mode to choose. By completing the questionnaires within the course after each module, trainers have a better overview of the achievements and possible problems while learners have the learning content more present in their memory.

An overall assessment of all modules at the end of the course, in contrast, creates the feeling of a ‘final exam’ and learners will receive their certification shortly after. This requires them to recall previous content and repeat modules which might have faded into the background. However, answering questions from all modules in one final exam is more difficult. Trainers should be familiar with different types of assessment and avoid the danger of only using summative assessment. While this assessment can be used formatively and enhance sustainable learning, the ideal assessment includes both modes of evaluation as well as self-assessment, peer assessment and collaborative work. In this way, students also learn how to develop, plan and evaluate their own assessment capacity and that of others.

In addition to the above-mentioned assessment tools, trainers are especially encouraged to consider other means of evaluation and training as described in the IEUME Skills Assessment, Validation and Recognition Tools such as the Kahoot Quiz (<https://kahoot.com/>), Answer Garden (<https://answergarden.ch/>) and Europass (<https://europa.eu/europass/en>).

Above all, the IEUME training package provides several tools for the learning assessment and the accreditation of the course. Trainers should try to maximise the use of the available instruments. Furthermore, trainers should be encouraged to develop their own strategies to oversee their students’ needs and progress. Creative projects which illustrate and celebrate the achievement of learners, are a welcome addition to the training exercises and should be integrated into the training activities.

6 Annexes

- Annex 1:** IEUME User manual for the eLearning platform
- Annex 2:** IEUME Skills Assessment, Validation and Recognition Tool
- Annex 2a:** IEUME Self-evaluation for learners: “Course overview”
- Annex 2b:** IEUME Self-evaluation for learners: Learning outcomes: “How much do I already know?”
- Annex 2c:** IEUME Course checklist for trainers
- Annex 2d:** IEUME Module 1 questionnaire: Key principles of Democracy & Civic Engagement
- Annex 2e:** IEUME Module 2 questionnaire: Improving Employability
- Annex 2f:** IEUME Module 3 questionnaire: Accessing Rights in the EU
- Annex 2g:** IEUME Module 4 questionnaire: European Culture and Heritage
- Annex 2h:** IEUME Module 5 questionnaire: European Union’s (EU) System of Governance and Institutions

7 References

- [1] IEUME - Empowering Immigrants' EU Social and Civic Participation through Innovative Media for Education, e-book.
- [2] Adult Learners in Digital Learning Environments (EAC-2013-0563), Final Report, European Commission, 2015.
- [3] Support for the work on policy guidance on basic skills for adults: Report of findings from further literature search and analysis, European Commission, 30 June 2015.
- [4] Effective E-Learning Integration with Traditional Learning in a Blended Learning Environment, European and Mediterranean Conference on Information Systems, 2008 (EMCIS2008), May 25-26, 2008, Al Bustan Rotana Hotel, Dubai.
- [5] European credit system for vocational education and training (ECVET), CEDEFOP, <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>.
- [6] Ali Allowayr A., Badii, A.; Review of Monitoring Tools for eLearning Platforms, International Journal of Computer Science & Information Technology (IJCSIT) Vol 6, No 3, June 2014.
- [7] Fernando, M., Pedagogical and E-Learning Techniques for Quality Improvement of ICT Education, 20 December 2017, DOI: 10.5772/intechopen.72203, available at: <https://www.intechopen.com/books/advanced-learning-and-teaching-environments-innovation-contents-and-methods/pedagogical-and-e-learning-techniques-for-quality-improvement-of-ict-education>.
- [8] Pappas, C.; The Top 7 eLearning Benefits For Busy Adult Learners, eLearning Industry, January 10, 2015, available at: <https://elearningindustry.com/elearning-benefits-for-busy-adult-learners>.
- [9] Pappas, C.; The Science And The Benefits of Gamification In eLearning, December 2, 2014, available at: <https://elearningindustry.com/science-benefits-gamification-elearning>.
- [10] Mulkeen, Declan; The Top 5 benefits of gamification in learning, July 2018, available at: <https://insights.learnlight.com/en/articles/5-benefits-of-gamification-in-learning/>.
- [11] Pandey, A.; Top 6 Benefits Of Gamification In eLearning, June 17, 2015, available at: <https://elearningindustry.com/top-6-benefits-of-gamification-in-elearning>.
- [12] Shurui Bai, Khe Foon Hew, Biyun Huang: *Does gamification improve student learning outcome? Evidence from a meta-analysis and synthesis of qualitative data in educational contexts*, Educational Research Review 30, (2020), <https://doi.org/10.1016/j.edurev.2020.100322>.
- [13] OECD; Innovating Education and Educating for Innovation, The Power of Digital Technologies and Skills, OECD Publishing, Paris, 2016, DOI: <https://dx.doi.org/10.1787/9789264265097-en>.



[14] Ahad, A. and Benton, M.; Main-streaming 2.0: How Europe's education systems can boost migrant inclusion, Brussels: Migration Policy Institute Europe, 2018, available at: <https://www.migrationpolicy.org/research/mainstreaming-how-europes-education-systems-can-boost-migrant-inclusion>.