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**WP2- Analysis of use of game based learning initiatives**

**NATIONAL REPORT**

**Country: Hungary**

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## 1. Introduction to the Report

The aim of the present report is to give an overall review of the utilisation of game based learning methodologies in Hungary. With this report we intend to contribute to the Analysis of Game Based Learning Initiatives of the LPMnage project.

The research was carried out as a part of the 2<sup>nd</sup> work package of the LPMnage project, to contribute to the Analysis of Game Based Learning Initiatives. The present report aims to give an overview of the current situation in Hungary regarding the usage of game based methodologies and/or tools in professional trainings.

The members of the project's target groups were approached and invited for participation and to contribute with answering either the online surveys or take active part in the interviews or group sessions.

The present report therefore contains the findings of the desk research, detailing some good practices that are used or could be used in Hungary, followed by the summary of the 5 interviews done with individuals having experience in usage of game based learning initiatives. Afterwards one can read the analysis of the questionnaires we received online, giving a general idea of how HR experts and professional trainers see this question, followed by the summary of the group session, where international project managers told us their opinion about game based educational tools, and the basic competences needed to fulfill IPM tasks. Finally the report contains the general conclusions drawn from the research activities and results, recommending some general ideas on what to focus on (regarding the material or the structure) when developing the final product, the game based learning methodology.

The Hungarian partner, Net-Mex Ltd, elaborating this report, has a long history in Lifelong Learning Projects, as well as in the development of adult educational materials in numerous topics or specialisations.

## 2. Methodological approach to elaborate the report

The methodology we used to conclude a useful and informative report was mainly established by the WP leader and partnership beforehand. The two basic ways we followed are:

- **Desk research** – collecting information about the game based learning activities in general, what sort of trainings are existing regarding international project management and how widely social games are used for educational purposes. All information was concerning the Hungarian situation of these topics. The findings on the web mostly supported the desk research outcomes.
- **Social research** – personal interviews and online questionnaires with relevant individuals belonging to the target groups of our project. These people were contacted, in order to gain specific information from them regarding their personal experiences in the topic of international project management, social game based learning methods and the connection between. We carried out personal interviews with experts of game based learning activities, and people who were/are working in the international project management field and the online questionnaires were filled out by HR experts (find details below in relevant sections).

The WP leader, provided templates (e.g. interview schemes, questions, structural tables etc.), providing a useful guide for the research and analysis. However the search was not easy, as social game based learning activities are not really common in Hungary; even if a company is using this method, the actual games or the idea behind it is not really accessible for outsiders.

According to the definition given in the methodology of the research and analysis:

*“Social game-based learning is an informal tool that allows the acquisition of competences in a recreational environment. We move from “learning by doing” for the “learning by playing”, where interpersonal learning is involved, while a social game can only be played by exchanging information, knowledge and/or items with other players.*

*Social gaming commonly refers to playing games as a way of social interaction, as opposed to playing games in solitude.*

*Note: A social game can be played online or offline. The key concept to define a social game is the social interaction among players.”*

This definition is clear and broad; however the respondent could mainly take their own experiences in consideration, e.g. the online social game developer, focused on social activities on the web, whilst a business coach, or trainer could give us more information regarding offline social game based learning activities.

### 3. Desk research

The desk research was mainly carried out using the information available on the web. The focus was on three main search topics:

- game and social game based activities and methodology
- the usage of social games for educational purposes
- international project management trainings available in Hungary (with or without the usage game based methods)

The searching resulted in the following key findings:

#### 1. **Use of games based learning initiatives in professional contexts at national level, with a particular focus on social games:**

The game based educational activities are not so common in the educational system of Hungary. Naturally in kindergarden, and first years of **primary school** games are the basic tool of education and learning, however with the ageing of children, games are left behind, and the frontal education comes forth. Of course there are certain alternative schools that implement games and social games in their everyday education (e.g. Waldorf Schools). Although there are some promising initiatives of using social games in primary school education, such as:

- The farm project (Tanya project<sup>1</sup>): it is basically about teaching farm life, and values to children, who form groups and work together, on their own farm, maintaining the fields, animals etc. They also have to do certain presentations in connection with their own farm.
- Another initiative is the School Without Walls<sup>2</sup>. This was a European Union project, in which they try to update the education to fit the 21<sup>st</sup> century's requirements, regarding information society, extensively using ICT technology to support lifelong learning. The project supported the integration of social, ICT based and mobile games into the curricula.
- There is also a complex program for students in grade 8, who are just about leaving the primary school environment<sup>3</sup>. This aim of the program is to build up the future path of these students, using group work inside and outside

classroom activities. The students will learn how to act within groups, get familiar with group dynamics, self recognition and their relations to one another. The teacher appears as a facilitator of the group sessions, not as the source of knowledge, endeavouring to create a more democratic atmosphere.

There might be also other initiatives<sup>4</sup> regarding this topic.

As for **adult education**, there is not much evidence for using games, social games in education significantly neither in VET nor in other fields. There are games of educational purpose for trainings in certain (usually larger) companies, but these are normally not available for outsiders. These games are usually played solo on PC; they are not really of social nature. The social games usually take place on team building events, e.g.: paintball, getting out of the room, and other general or specialized team games.

There are several studies regarding online social games designed both for students or adults. However those games focus on the gaming part, and not detailing the educational values, if the game has any. Other articles introduce studies and experiences about the relationship of children's development and games.

Regarding adult education, the lack of evidences of using social game based learning methods in their training at an adult educational institute or workplace suggests that this method is not really widespread in Hungary. There might be some social game based education, but it is not a trend in Hungary yet. Some examples:

- One example is the Ivetagr<sup>4</sup> methodology, which is basically an online role-play game designed for adults, using web2.0 interface. The players can gain and develop different skills, using the tools of online social media. These skills latter can be used during their search for adequate job.
- Another option is for example is an online based simulation base, focusing on leadership skills, using the Flow method<sup>5</sup>. Flow is the mental state of being when a person is fully immersed in an activity with a feeling of energized focus, full involvement, and a sense of success in the process of that activity.
- There are also other methods available for companies, to train their employees, not only online social games. One of them is a small enterprise called Background Ltd<sup>6</sup> (the managing director of this Ltd also participated in the interview). This company provides trainings, workshops, consultancy and coaching services to individuals or other companies, in order to develop the basic skills of management, leadership and business. The trainer(s) apply social game based activities to support this process of development.

It is not easy to determine the profiles of the trainers who utilize these methods in their trainings, or the sort of learners who are involved. Usually larger companies or enterprises feel the need to provide trainings to their employees and managers. Surely the smaller companies also have the demand for development; however they most likely have human resources and financial barriers.

## **2. Barriers and opportunities to implement game based learning initiatives in the development of professional competences for adults:**

There are several benefits of gaming both in professional and non professional contexts. This depends on the design and aim of the game. Regarding the professional context, more online games are developed to be played alone, and they are quite easy and simple, such as memory games, pairing etc. these mainly have soft skill, language skill or other purposes according to the training, the person has to complete.

Unlike the traditional way of learning, online and/or gaming is not only about learning something and replying, but to use the learnt information and skills to solve complex tasks and cooperate (like in the case of Ivetagr – see above).

Though the game based education has its obvious advantage, it is hard to find a good example of it in adult education or company training. On one hand the reason for that can be that the companies do not pay enough attention to the training of their employees, or the financial background of such trainings are not available. People tend not to take games, and the educational benefits of these games too seriously, usually it seems to be more a recreational activity to them, than a proper form of education.

## **3. Qualitative impact of game based learning initiatives in the development of international project management competences.**

In Hungary there are numerous small or large trainings providing opportunity to learn the basic international project management skills. These trainings will teach the basic skills to the participants such as:

- The basics of project theory
- Management of the project cycle (PCM)
- The project organisation
- The human resources management of the project
- The phases of project planning
- Project control

## Networking

### 4. Good Practices regarding the use of game based learning initiatives in the development of international project management competences, with a special focus on social games

It turned out to be not so easy to gather good practices on social game based learning initiatives and programs, as they are not so common in Hungary so far. Therefore we searched on the web to find methods, available online, and we have also questioned our experts on HR and game based training, who provided a few good ideas. Therefore due to the complexity of this matter we managed to provide 8 good practices.

1. Title of the good practice	Immigropoly <sup>7</sup>
Country	Hungary
Brief description of the good practice. Why is it worthwhile to be considered a good practice? Highlight the strong points of the good practice	<p>This game is an online based role-play game, where the player can choose a character, with a detailed background and personality, then choose a destination in the EU. The player is moving forward in a well developed virtual environment, facing different challenges, and receiving information, which they can use later on during their journey.</p> <p>During their journey the players can learn a lot about the cultural and historical background of their character, the present situation and hindrances that migrants have to face.</p>
Promoter of the initiative (person or institution that developed it)	The development of this game was funded by the European Integration Fund
	Generally anyone, who is interested in



Target group	migration issues
Type of game used to implement the initiative and its use	it looks like a board game, there is even a virtual dice to determine movements
Contents included in the game	the game contains information about migration, issues of immigrants, and general knowledge about the countries the migrants go to
Competences developed by playing the game	decision making, risk taking, problem solving
Educational and pedagogical approach	learning by playing, through the character they have chose, so it is a kind of roleplay
Number of users – players	This game is played solo
Transferability – reusability	The basic idea and structure of the game can be transferred to be used for other topics
Sustainability of the game	As long as the website is running, this is okay aswell
Impact (indicate quantitative and qualitative indicators used to assess it)	no such measures are available
Evaluation (indication the qualitative or quantitative methodologies/tools to implement it)	Not available
Improvement areas	this game should contain more possibilities to chose characters and life-lines
Further information/ Additional Comments	This can provide a good starting point, with interesting educational solutions, for a role-play based game.

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2. Title of the good practice	Honfoglaló <sup>8</sup>
Country	Hungary
Brief description of the good practice. Why is it worthwhile to be considered a good practice? Highlight the strong points of the good practice	<p>This is basically a knowledge testing game on Hungarian and European history and culture. The players have to invade the most territory of Hungary, by attacking each other. these battles take form in sets of questions and the winner of the given territory is the one who can better answer the question</p> <p>The winner of the game is the one who possesses the most territory.</p>
Promoter of the initiative (person or institution that developed it)	The game was developed by abcmill ( <a href="http://www.abcmill.com/">http://www.abcmill.com/</a> )
Target group	mainly students, and young people
Type of game used to implement the initiative and its use	It is a combination of a board game and a quiz
Contents included in the game	It contains mainly historical (Hungary and Europe) questions to be answered.
Competences developed by playing the game	quick thinking, strategy, new information, cooperation
Educational and pedagogical approach	revise known information quickly and learn new things, learning by playing
Number of users – players	Normally it is 3 players, but can also be 2 or the player can play against the

	programme
Transferability – reusability	The general idea can be placed in different contexts, not only historical ones
Sustainability of the game	The game is accessible through a Website
Impact (indicate quantitative and qualitative indicators used to assess it)	Cannot be indicated. However the players achievements are registered
Evaluation (indication the qualitative or quantitative methodologies/tools to implement it)	there is no real evaluation
Improvement areas	maybe better graphic solutions would help
Further information/ Additional Comments	This is a really good social game, requires quick thinking and broad knowledge. Originally it is not about IPM but the basic idea and structure could be used in our project

3. Title of the good practice	Ivetagr <sup>9</sup> „a szakképzés innovációja web 2.0 alapú játékokkal”.
Country	Hungary
Brief description of the good practice. Why is it worthwhile to be considered a good practice? Highlight the strong points of the good practice	Requires a mentor and a player, and acquaintances. They use a web2.0 based environment to develop their skills in mainly ICT usage, but also other basic skills, through a series of tasks and games.  The previous knowledge of the players’

	personality is advisable, so the game can be designed to fulfil the developmental needs of the player.
Promoter of the initiative (person or institution that developed it)	Motivation Foundation Hungary
Target group	the primary target group is the disabled youth, but can be used by others aswell
Type of game used to implement the initiative and its use	Web2.0 based social game
Contents included in the game	The content depends on the needs of the player, so they have to agree first with the mentor.
Competences developed by playing the game	IT competences, creativity, problem solving
Educational and pedagogical approach	project work, learning by doing,
Number of users – players	Originally it was designed for one player and one mentor.
Transferability – reusability	Not sure if allowed
Sustainability of the game	depends on the users and the mentor
Impact (indicate quantitative and qualitative indicators used to assess it)	-
Evaluation (indication the qualitative or quantitative methodologies/tools to implement it)	-
Improvement areas	Could be designed for more players together.

Further information/ Additional Comments	-
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4. Title of the good practice	FLIGBY <sup>10</sup>
Country	It is available in Hungary, but was designed in the US (led by a Hungarian professor)
Brief description of the good practice. Why is it worthwhile to be considered a good practice? Highlight the strong points of the good practice	<p>FLOW is Good Business™ („FLIGBY®”) is the ultimate leadership online simulation game in the world of serious games. The Flow program is designed for decision makers</p> <p>The simulation will help to discover Flow in simple steps: first by understanding the role of Flow, the joy and positive business outcomes it provides, then by showing you ways to facilitate it.</p> <p>The player takes on the role of the General Manager of the well-established and well known Turul Winery, in California. He needs to make not only operative, strategic decisions but must create a working environment which promotes active participation. As a result of the learning process, players will improve their skills and become more successful leaders.</p>
Promoter of the initiative (person or institution that developed it)	Professor Mihaly Csikszentmihalyi and ALEAS Simulations, Inc
Target group	Individuals in position of making decisions, managers
Type of game used to implement the	simulation, role-play game

initiative and its use	
Contents included in the game	-
Competences developed by playing the game	communication, decision making, risk taking, analysis
Educational and pedagogical approach	to learn risk taking, and basic management skills through simulation games
Number of users – players	each player plays individually
Transferability – reusability	the strategy of the game could be reused
Sustainability of the game	the user has to pay to participate
Impact (indicate quantitative and qualitative indicators used to assess it)	-
Evaluation (indication the qualitative or quantitative methodologies/tools to implement it)	The participants receive professional feedbacks
Improvement areas	should support interaction between players
Further information/ Additional Comments	-

5. Title of the good practice	Six Sigma training <sup>11</sup>
Country	It is available in Hungary, however it is an international system
Brief description of the good practice. Why is	This four-part Accelerated Learning

<p>it worthwhile to be considered a good practice? Highlight the strong points of the good practice</p>	<p>Journey prepares you to lead a nimble organization using Lean Six Sigma principles and techniques—one that blends best practices, continuous improvement and evolutionary change. The learning is designed for a mix of international course participants including team members, supervisors, project manager’s, functional and technical experts, internal and external consultants, senior executives, business leaders or sponsors from a wide variety of manufacturing, service and transactional organisational environments.</p> <p>Used properly, Six Sigma can be a powerful process improvement methodology. By using data analysis to help determine how a process works, it is then possible to apply changes to that process where they will do the most good. The ultimate aim of a Six Sigma process improvement is to modify the process to the point where it will consistently deliver a product which is of an acceptable quality.</p>
<p>Promoter of the initiative (person or institution that developed it)</p>	<p>Motorola owns the copyright of the term 'Six Sigma'</p>
<p>Target group</p>	<p>Managers</p>
<p>Type of game used to implement the initiative and its use</p>	<p>it is focusing on project work, when the participant can practice what they have learnt beforehand</p>
<p>Contents included in the game</p>	<p>Basically it gives a series of methods and processes to leaders and managers, but also to the team itself, helping to run the business smoothly, according to the guidelines all the company members understand the same.</p>

Competences developed by playing the game	focusing on key performances. strategic thinking, customer and/or market orientation, validating, organisation skills
Educational and pedagogical approach	the program provides a thorough process of business strategy, which is a well structured, understandable system for leaders and managers
Number of users – players	The participants do the training alone at least at the beginning
Transferability – reusability	Some ideas could be picked, but the whole system cannot be transferred
Sustainability of the game	the training has a well developed network of trainers and users
Impact (indicate quantitative and qualitative indicators used to assess it)	-
Evaluation (indication the qualitative or quantitative methodologies/tools to implement it)	The participants receive different ranks (belts labelled with different colours) during the training, according to their performance
Improvement areas	could include more social games
Further information/ Additional Comments	-

6. Title of the good practice	Tenegen project <sup>12</sup>
Country	It was developed by an international consortium, coordinated by a Hungarian company



Brief description of the good practice. Why is it worthwhile to be considered a good practice? Highlight the strong points of the good practice	Tenegen project is aiming to support teachers facing the challenges of the net-generation. It gives a thorough material about
Promoter of the initiative (person or institution that developed it)	Ms Mária Hartyányi
Target group	Teachers and trainers of vocational and adult education Headmasters of VET schools Staff of higher education Students of VET schools University students European e-learning providers
Type of game used to implement the initiative and its use	computer based social games
Contents included in the game	basic knowledge on e-learning
Competences developed by playing the game	networking, e-learning competences, ICT
Educational and pedagogical approach	-
Number of users – players	the teachers participate alone
Transferability – reusability	Worthy to check the structure and borrow some elements
Sustainability of the game	-
Impact (indicate quantitative and qualitative indicators used to assess it)	-
Evaluation (indication the qualitative or quantitative methodologies/tools to implement it)	-
Improvement areas	could be expanded to broader target group
Further information/ Additional Comments	-

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7. Title of the good practice	Entrepreneurs' playground <sup>6</sup>
Country	Hungary
Brief description of the good practice. Why is it worthwhile to be considered a good practice? Highlight the strong points of the good practice	This is a complex methodological game, adjusted to the given target group, to develop their general entrepreneurial skills. The games and activities are done in groups and led by a trainer or mentor, helping the participants to interpret the results of the activity.
Promoter of the initiative (person or institution that developed it)	Mr György Beck, Background Ltd.
Target group	Entrepreneurs, managers, work teams etc
Type of game used to implement the initiative and its use	The characteristics of the activities depend on the needs of the target group and the possibilities they have
Contents included in the game	general softskills
Competences developed by playing the game	Usually the general transversal skills (such as communication, time management, problem solving decision taking etc).
Educational and pedagogical approach	learning by playing
Number of users – players	depends on the size of the group and the actual game.
Transferability – reusability	not sure
Sustainability of the game	It needs a well trained mentor

Impact (indicate quantitative and qualitative indicators used to assess it)	the above mentioned transversal skill of the participants will develop
Evaluation (indication the qualitative or quantitative methodologies/tools to implement it)	the participants evaluate the result of the activities and the training together with the mentor
Improvement areas	The activities used are not really appropriate to pass over professional skills, as transferring more specified professional skills requires different knowledge from the trainers
Further information/ Additional Comments	-

8. Title of the good practice	be-novative <sup>13</sup>
Country	Hungary
Brief description of the good practice. Why is it worthwhile to be considered a good practice? Highlight the strong points of the good practice	Be-novative Inc. was founded in 2011 to enhance the efficiency of innovation with collaboration and gamification. Be-novative won the Global Impact Competition CEE&SEE of the NASA-based Singularity University in 2012. The be-novative software is being introduced also in multinational large enterprises like Telenor and GE Healthcare.
Promoter of the initiative (person or institution that developed it)	Be-novative Inc, Priscilla Várnagy and István Marfefka cofounders

Target group	Large enterprises and university students
Type of game used to implement the initiative and its use	Online social brainstorming game, an innovative serious game
Contents included in the game	All contents are provided by the brainstormers who solve challenges and evaluate the ideas together on impact and feasibility.
Competences developed by playing the game	Creativity, evaluation
Educational and pedagogical approach	Give students more creative tasks to solve problems in new ways
Number of users – players	3-unlimited
Transferability – reusability	It is possible to use with any question for which not only a definite number of good answers are possible.
Sustainability of the game	The game is on the market but will be under continuous development for years.
Impact (indicate quantitative and qualitative indicators used to assess it)	Students get reassured about their creativity
Evaluation (indication the qualitative or quantitative methodologies/tools to implement it)	They have an impact-feasibility graph for evaluating each idea on a scale of 3, where 3 is the highest.
Improvement areas	Software ergonomics and brainstorming when users are not present at the same time.
Further information/ Additional Comments	In self-organizing, collaborative and diverse brainstorming teams, people share

	<p>ideas, compete with each other developing products or methods in a playful way. Be-novative encourages them to think outside the box, creates a synergy of ideas evaluating those using behavioural science, gamification and social mechanics. This way we can harness the creativity of the crowds to motivate each other, be transparent on the goals and continuously track individual and collective progress</p>
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#### Resources for the desk research:

Apart from personal experiences, and information given by others, the following web links were used to complete the research:

N.	Author	Year of publication	Subjects approached	Education	Publisher	
1	Tanya projekt	2010	A project designed to introduce traditional village based lifestyle for kids who can interactively take part in it	N/A	<a href="http://videa.hu/videok/emberek-vlogok/a-tanya-projekt-gyerekek-hagyományok-tanulásmas-modon-fUFRVlknNxvnxvS">http://videa.hu/videok/emberek-vlogok/a-tanya-projekt-gyerekek-hagyományok-tanulásmas-modon-fUFRVlknNxvnxvS</a>	Resource available online
2	Oktatókutatató és fejlesztő Intézet	2009	An innovative approach of primary and secondary education, outside classroom activities	N/A	<a href="http://www.ofi.hu/tudastar/iskola-falak-nelkul">http://www.ofi.hu/tudastar/iskola-falak-nelkul</a>	Resource available online
3	Educatio Kht	2008	Teachers' guide to develop competences of the children.	N/A	<a href="http://www.sulinet.hu/tanar/kompetenciaterulek/5_eletpalya/03_modulok_eszkozok/1/8_ev_folyam/c_tipus/ep_8_c_tanar.pdf">http://www.sulinet.hu/tanar/kompetenciaterulek/5_eletpalya/03_modulok_eszkozok/1/8_ev_folyam/c_tipus/ep_8_c_tanar.pdf</a>	Resource available online
4	Municipal Library and Information	2012	Description of the Ivetagr methodology	N/A	<a href="http://www.gvkik.hu/nyitoldal/jatek_es_tanulas">http://www.gvkik.hu/nyitoldal/jatek_es_tanulas</a>	Resource available

	Centre of Gödöllő				<a href="#">_az ivetagr modszertan.html</a>	online
5	ALEAS Simulations, Inc., California	2012	Description of the Fligby methodology	N/A	<a href="http://www.fligby.com/game-description">http://www.fligby.com/game-description</a>	Resource available online
6	Beckground Ltd.	2013	Description of the trainings, activities, game based methodology provided by Beckground ltd	N/A	<a href="http://www.beckground.hu/">http://www.beckground.hu/</a>	Resource available online
7	Migransintegracio.hu	2012	Description and login to launch Immigropoly 2 game	N/A	<a href="http://immigropoly.ittvagyunk.eu/">http://immigropoly.ittvagyunk.eu/</a> and <a href="http://migransintegracio.hu/news/show/immigropoly-jatek-a-vandorlasrol">http://migransintegracio.hu/news/show/immigropoly-jatek-a-vandorlasrol</a>	Resource available online
8	abcmill	2010	Description and login to launch Honfoglaló game	N/A	<a href="http://www.honfoglalo.hu/">http://www.honfoglalo.hu/</a>	Resource available online
9	ivetagr.com	2013	Description of Ivetagr methodology	N/A	<a href="http://ivetagr.com/Mintajatekok/19/">http://ivetagr.com/Mintajatekok/19/</a>	Resource available online
10	ALEAS Simulations, Inc., California	2012	Description of the Fligby methodology	N/A	<a href="http://www.fligby.com/">http://www.fligby.com/</a>	Resource available online
11	isixsigma.com	N/A	Description and comments to the sixsigma methodology	N/A	<a href="http://www.isixsigma.com/new-to-six-sigma/getting-started/what-six-sigma/">http://www.isixsigma.com/new-to-six-sigma/getting-started/what-six-sigma/</a>	Resource available online
12	Tenegen consortium	2008	The Elearning Textbook for Classroom Teachers	N/A	<a href="http://www.tenegen.eu/">http://www.tenegen.eu/</a>	Resource available online
13	Be-novative.com	2013	Introduction and description of Be-novative methodology	N/A	<a href="http://www.be-novative.com">http://www.be-novative.com</a>	Resource available online

#### 4. Major findings of the interviews

All together we invited 5 experts, who work in the field of training, and participated in the development and/or usage of either online or offline game based learning activities.

Due to technical reasons, three interviews were carried out on Skype, one was implemented on the phone, and one was face to face.

##### **The professional experience and field of expertise of the respondents were:**

1. Planning and implementing trainings for skills development, communication, leadership, and negotiation etc, for individuals or companies. He carries out personal or group trainings, in which plenty of game based activities are involved, in order to deepen knowledge (either theoretical or practical)
2. The respondent is highly involved in software development, which motivates the employees to share their ideas and evaluate them. Before she was working with EU projects, managed around 7 international projects (not as promoters), development of social/serious games, online social game development which aims to enhance creativity, that can be used in education as well.
3. HR consultancy, HR training, university and NTR trainings, manager trainings
4. Mathematician, IT specialist, trainer, developing IT tools suitable for school education, e-learning developer
5. Works at a consulting company, providing skills and company development, consulting and training services. She has around 6 years of experience regarding HR, and at present she works as a psychologist, developer, consulting trainer, she has also project manager experience as international coordinator, also teacher experiences, advisory, development experiences aswell.

The summary of the respondents' answers can be found below:

##### **1. Please analyse the implementation of social games as learning methodologies in professional contexts: last trends and evolution in the past decade.**

In general social games can be associated to team building activities, however they are also good for simulation or pointing out the essence of a certain topic, or to support

problem solving etc. The respondents initially understood social games as online based activities.

This is an essential question nowadays; There is an objective within the EU to incorporate social games (mainly computer based) into education. In Hungary this trend is not spreading, and there are no signs that it will be more recognised in the future.

There are not much new ideas or methods considering the offline trainings, these are part of the trainings for long time now, not many changes are needed anyway, as the old methods are still good.

There is a strong development in this topic, there are many new serious games available recently, and more teams are working on these. Also there are plenty of games (e.g. Honfoglaló – see also in good practice) where one can test their already existing knowledge.

There is a definite need for social games and other game based activities in school, not sure if there is enough financial support for it, but the need is there from both teachers and students.

Sure these games have effects, depending on the actual game and the situation it is used in.

## **2. Assess the use of social games in the development of professional competences of adult professionals.**

There are some factors that determine this question:

- What is the game used for – the participants should know the aim of the activity, and how they could use it in their professional life.
- The trainer (if there is one) – the trainer should be well prepared, and should be able to guide the participants, and to point out the aims and goals of the activity, helping the participants to integrate the new competences in their everyday life
- The participants – regarding their age group, e.g. for 60+ people, the social games will not bring success, however, the individuals around 30, can be highly involved, and trained by online social games, as they possess the general ICT skills. Also the attitude of the participants is important; they have to take it serious.

These social game based educational tools would develop the competencies both of the trainers and of the students. The effect of the games on the students is inevitable



comparing the result that one learns from a book, or learns by an experience, getting visual signals, have to make decisions – the knowledge will become more fixed in the mind. The teacher or trainer will also develop their competences as they have to try and practice the given tool before using it in class/training.

According to other experiences, the participants can really enjoy such activities; they actively take part in the training because of these games. Also it happened not one time that after the game was finished the participants discussed the game, the outcomes and their observations regarding themselves or teamwork etc.

### **3. What pedagogical and educational approaches are being used to develop social games addressed to professional competences development?**

Using games in education is a methodology itself, so within this, there are different types of methods that can be used: introductory, role-play, simulation, project work etc. The games could be also divided into solo, for two person for small group and for large group, these are all different methodologies to approach given topic, as well as general leadership skills.

Interactivity is important in these games (conversations, decision making), to adjust the exercises to the personal needs, ensuring their personal development.

Some skills – mainly transversal – were mentioned that can be developed by social games: self-knowledge, getting to know each other, building trust, how to act according to the common rule, cooperation skills, problem solving, strategic thinking, creativity, quick thinking, active listening.

After the game, the experiences should always be shared, and the reason of the game and results should be explained, in order to help the participants understanding, and integrating the new skills in their everyday life.

### **4. What is the added value and benefits (for the companies and the professionals) of using social games as a learning methodology in professional contexts?**

In the National Training Register (OKJ), there is a project manager module for nearly all sorts of trainings, but no game based learning methods or tools are appearing in these trainings, as they are not really common in Hungary.

These games are most suitable to develop soft skills, not really for professional competences development.

Within company, the important added value is the support of team work (even if it was not the main goal of the activity), getting the employees closer to each other, creating good atmosphere in the workplace, helps people to know each other personally, and this makes the internal communication a bit easier, and the employees will know more about each others' job role and responsibilities aswell.

The knowledge that one can gain through educational games will be deeper, as they fix their knowledge through different channels, giving not only theoretical but also practical knowledge and skills development. It strengthens the connections between people, and the effectiveness of the individual and the group.

The games are personalized and should be developed, but the base is already given, so the teachers/trainers don't have to start the work from the beginning all the time.

### **5. Which professional competences can be developed through the use of social games?**

The transversal skills listed above (e.g. communication, relationship issues, stress management, cooperation, creativity and teamwork) and softskills. Regardless of the actual topic, the basic softskills and transversal skills can be developed with the use of the appropriate games.

It might be suitable for developing practical knowledge; however the actual professional skills should be learned beforehand. But also generally speaking it can develop strategic, design and time management skills.

### **6. Can you please identify success and unsuccessful factors that influence the use of social games as a learning methodology for professional competences development?**

This question could be deeper researched. In education the most important factor is motivation towards learning either for youth or adults. In case of adults, life is the motivating factor. The main motivating factor in case of social games is that the participants get instant response to their actions within the game, so they don't have to wait for their results, and they get immediate reactions.

Working together online, having interaction, stepping out from their professional borders (e.g. different level of hierarchy)

The design is essential in these games, as a great part of the information transferred will be visual. So the designs should be either cute with excellent characters, or simplified and professional with no characters at all.

Interactivity is also important, and that the participants don't have to wait for long time before receiving the answers/results etc.

It is always good if the participants can have interactions with each other, and to use the power of the group to solve the task/problem (fortunately, this approach is getting more and more common in school education too).

Considering online solution for the game, the distance will not be a problem anymore; the participants don't need to be physically in the same place

## **7. What are the most important risks or barriers identified for the implementation of social games in professional competences development?**

There are some risk factors regarding the use of social game based learning initiatives, such as:

- The trainer cannot perform the training adequately, therefore the seriousness, or the meaning of these social games get lost. Or if the participants get into embarrassing situation (for example in role-play games), in which they don't want to participate, but they are pushed to.
- This methodology of using social games in education is not recognised in the educational system of Hungary (this statement is based on a personal experience regarding one of their projects in which they had to cooperate with teachers). It needs time for teachers and trainers to accept and implement this methodology.
- The participants are not willing to act
- The participants arrive with the preconception that playing games is just waste of time, and they don't take it seriously – this depends on the corporate culture
- Sometimes it is not easy to motivate people to use their laptops, and do online tasks. On mobile they can be less controlled (of what they are doing regarding the game).
- It can be hard to arrange the participants to be online, or join the game in the same time (if such is required by the game).
- Some technical issues may occur
- It is not easy for the teacher/trainer to see the process as a whole, knowing exactly which participant is doing what, and what they should do according to the game process etc.
- The obsolete pedagogical approach which does not really “allow” games in the classroom. The methodological students should be updated, as the simple frontal education is much easier as managing a group (either online or offline) requires a well prepared trainer.
- Group dynamics that can be used.
- 

## **8. Are cultural, linguistic or technological issues barriers to expand the use of social games?**

The trainers or the developers of these social games have to measure the needs and barriers of the possible participants and target group members. The corporate culture has big influence on the characteristic of the trainings they implement.

**9. Which is the business potential of social games applied to the development of professional competences?**

The respondents could not really answer this question.

**10. How can a social game based learning initiative approach the potential buyer/user?**

This mainly depends on the needs of the future users, and the characteristic of the learning initiative (meaning is it an online software or offline activities)

**11. What measures or actions do you recommend to enhance the use of social games in professional environments?**

Those online social games that could be used for education (mainly of strategic nature) are expensive to create. As there are many different kind of social games, developing social games with educational purpose is expensive. The financial support of the development should be secured.

The teachers and trainers should be familiar with these games, so they should have the opportunity to test them, and/or to participate in the process of development (adding their ideas and comments).

It depends on the trainer mostly. If the trainer is well prepared to use these methods then it will work

It should not be mandatory. If something is mandatory, the attitude towards it will be negative for sure.

There should be an invitation function in it so one can play with their friends, colleagues, peers etc.

It should not be long, or it should be divided into smaller blocks, modules.

Use of modern technology could be useful, and can be integrated into social sites.

In the profit oriented sector these methodologies are present already regarding to some experiences.

## **12. What are the most relevant economic sectors and profiles of professionals using social games for professional competences development? Why?**

The need for such trainings depends on many factors, e.g: size of company, financial possibilities, business culture of the company or individual. All sectors would need such trainings (if the needs and expectations are measured beforehand), however not all sectors utilize them. The main concept of social game based education is that it is mainly suitable to develop transversal and soft skills. Therefore it is recommended to be used in sectors where communication and dealing with other people is highly important, such as: car industry, ICT, customer service, HR management, leadership in general, telecommunication, hospitality, energetic sector etc. In agriculture and building industry, the trainings are only available for the managers and above.

On one hand the respondents knew some initiatives used or designed for this sector, and people working in these sectors have to face and communicate with others frequently.

It is also important to highlight, that in Hungary usually the larger enterprises, multinational companies can afford to have such trainings for their employees and themselves.

Another opinion was that it is not really dependent on the sector as development of skills and competences are needed by all sectors, but to divide it into non profit oriented and profit oriented sectors, and apparently the profit oriented sector is more likely to use game based learning activities.

## **13. In the specific sector of international project management: would you be able to assess the current context? Are social games used as training resources? Why? Why not?**

It is not really used in the area of IPM. One reason for this is that the managers lack the IT knowledge and the other reason is that there is not really time for these things (especially in the preparation period of a project).

The respondents are not aware of such games that would develop the skills of IPM-s, and the managers are usually not willing to participate in such activities and/or new things.

**14. Can you please analyse the impact and potential of social games for the development of international project management competences?**

Social games have a good effect if implemented correctly, however an IPM needs a serious methodological preparation which cannot really be implemented in the form of games (except simulation).

If the game is well prepared, the participants would learn time management, to prepare the results in time, could plan more forward, would be more motivated, etc.

**15. What specific competences regarding international project management can be trained through the use of social games?**

Conflict management, communication, creativity, strategy, intercultural competences, cooperation, managing employees, so the basic transversal and soft skills that were also mentioned above, but also: getting to know the opinion of others regarding the project, assess the skills and possibilities of others to know how they can contribute to the project, financial knowledge (with simulation for example), leadership skills,

**16. Could you share any good practices regarding game based learning initiatives in professional contexts? If possible, in the international project management field.**

There are many publications regarding this topic, for example from g-press; but apart from that the respondents could not really highlight any specific initiatives of this kind.

Maybe some can be found on the serious game market website (for example peacemaker).

For some of them, the games and activities they use is their own intellectual product, designed specifically for different target groups, so it is hard to say a good practice, and they are protected for their own trainings.

**17. Can you please make some specific recommendations for the development of the LPMnager social game? (contents, pedagogical approach, etc)**

The recommendations we received from the respondents are:

- The trainers also learn how to use the training tools by testing them; therefore it is beneficial to pilot the result on a test group.

- Also the trainer should be thoroughly aware of the aim of the training, to clarify it with the customer/participant/user to know what they need, and how can they use the things they have learnt in real life.
- The trainings should always be personalised, otherwise only general skills can be learnt.
- Check the existing social game based learning initiatives before development.
- As for online application – interaction is needed and the partnership should consider the realisation of this
- The afterlife of the games online – what feedback the participant will get – what was the aim how it could be integrated in everyday life
- Design is extremely important
- It should not contain many texts to read, as people don't really like that.
- It is good if the one can see the others actions, reactions in real time.
- Use design thinking methodology to interview end users how they imagine the product (also ask them to conceptualize, draw their idea etc).
- Good practices depend on the aim and target group, therefore it is hard to say anything useful but not too general.



## 5. Major findings of the questionnaires

The questionnaire assembled by WP2 leader was available online on the following link: <http://www.e-encuesta.com/answer.do?testId=An25BrS2pxo&chk=1>

The aim of this questionnaire was to investigate the frequency of use and effectiveness of game based learning activities in Hungary. To gain reliable information on this matter, HR experts and professional trainers were approached. All together we have 30 online questionnaires filled; however not all respondents answered every question.

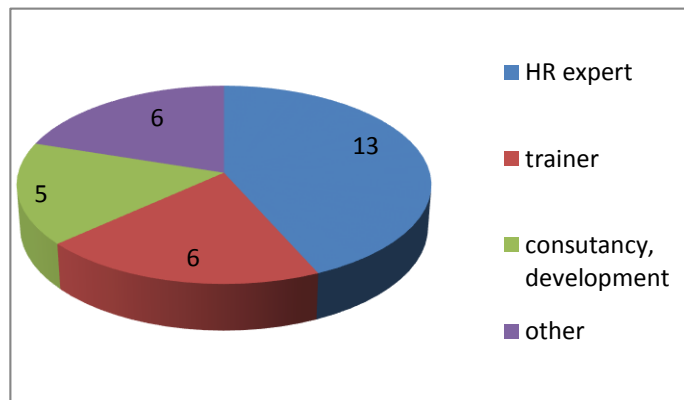
Here is the summary of the results:

### General information of the respondents:

The average age of the respondents was 36.5 years, with average 9 years of experience in the field of HR and training, all individuals wrote Hungarian as nationality. Their field of professionalism was somewhat pre-determined as we approach HR professionals and trainers to contribute.

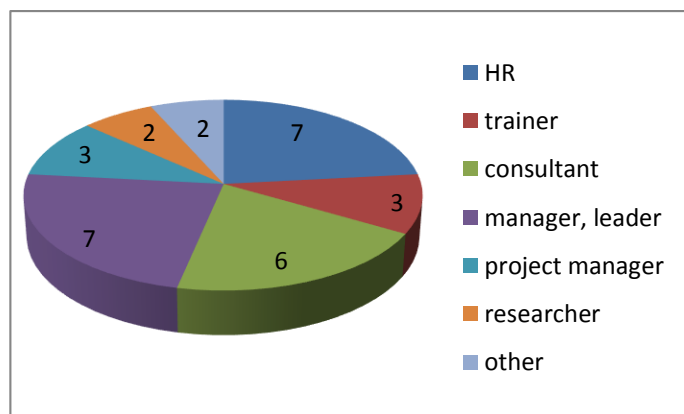
### The distribution of professionals is as follows:

19 out of 30 were strongly related to HR and/or training and the other 11 respondents were also related to the target group, due to their everyday activities at work.



### The positions at work of the respondents were:

As can be seen, the current job positions of the respondents are various, from managers and company leaders to researchers and assistants. The respondents have also described their tasks at their position. These tasks were in accordance with their

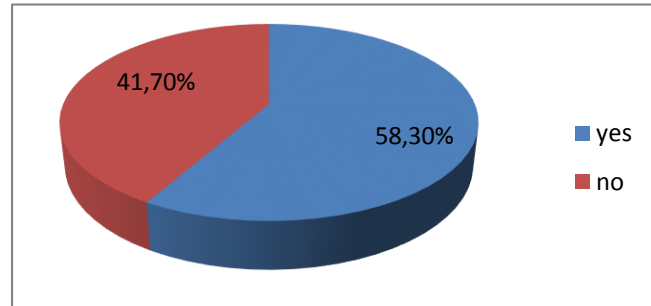


job roles.

Below the summary of the answers of the questionnaire can be found:

### 1. Are you familiarized with the concept of social game?

A little more than half of the respondents are familiar with the concept of social game; however their interpretation of social games is unclear at this point.

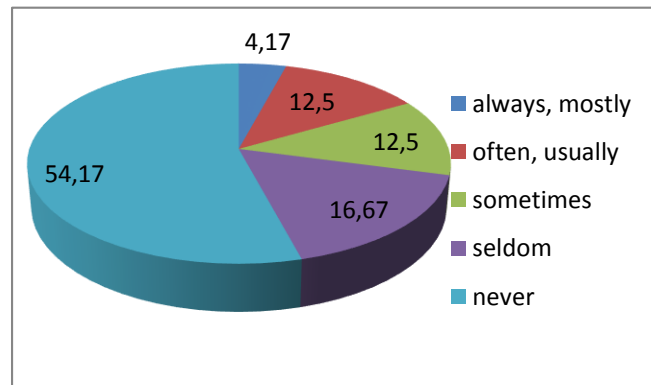


This question was answered by 24 respondents.

### 2. Do you use social games to perform your professional tasks?

More than half of the respondents never use or used social game based activities during the trainings they have performed.

This question was answered by 24 respondents.



**3. In case you answered “always”, “usually” or “sometimes” to question 2, could you please provide any examples of social game used by you? If you answered “Never”, please move to question 5.**

For this was an open end question we have received short written answers from 5 respondents. The summary of these answers are:

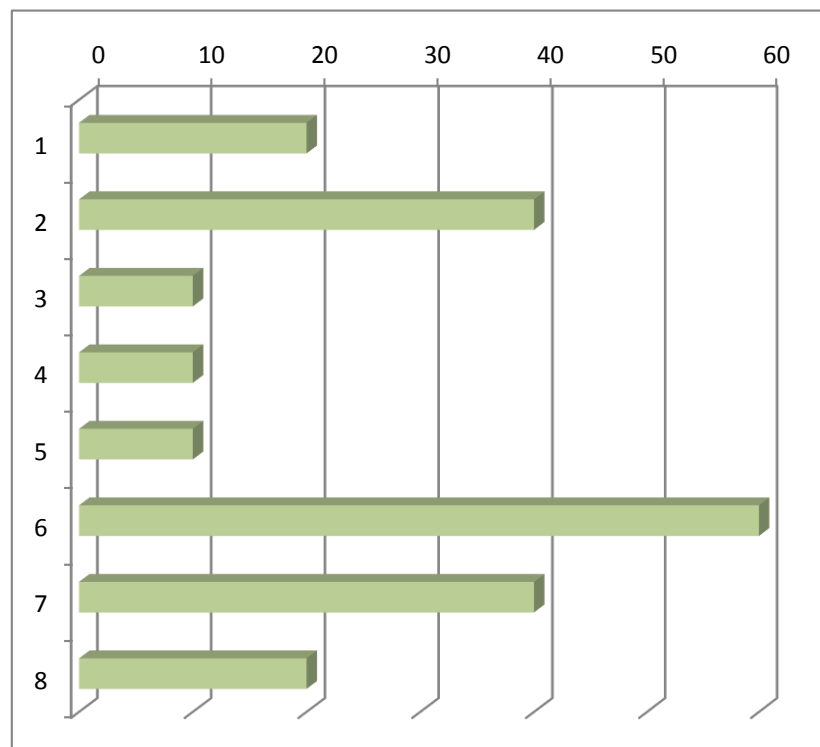
- We use social games as a warm up, or introductory to trainings or group coaching sessions. They are good to create an easy atmosphere. Also games using ball are good for easing up the mood of the participants, and to get a first glimpse of their personality.

- If we consider the social games as the situation exercises of a training, then i am using these throughout the whole training, for team building (e.g. The rope pulling), to examine leadership behaviours (role-cards, block-building etc.), support of decision making (e.g. Guessing the coin) etc.
- Using social sites, playing games on the social portals, building social companies (e.g. Generating Facebook and Linkedin groups)
- Our own life as an own process of development
- An example of Taiji (tai-chi) trainings: to teach the motions, i compare them to movements we do every day. This helps the trainees to understand and perform these movements better.
- In the field of natural medicine, where it is not easy for the participants to acquire the medical resolutions with different approach, we sometimes use a sort of serious game. For example, we form small groups of the participants, each gets the same task, to have conversations with each other, according to some pre-set criteria, to discuss their issues, problems in life. This is to examine the questioning techniques of each other, and to enhance their empathy.

#### 4. Which difficulties or barriers did you find to use social games in adult training?

(select as many options as you consider necessary)

1. Lack of interest from the professionals
2. Lack of social games that answer the training needs of professionals
3. Lack of materials in my mother tongue
4. Difficulties to integrate social games in the training programmes already established
5. I felt I didn't have the necessary competences to exploit this methodology in the best possible way



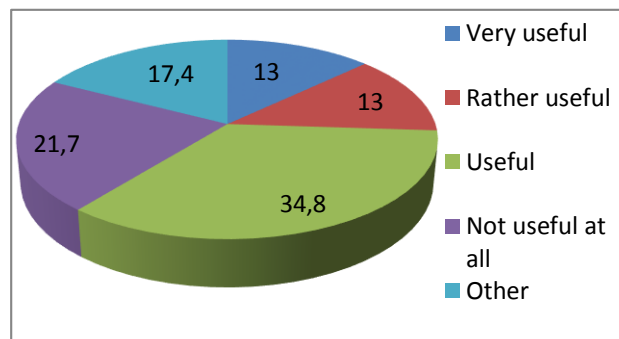
6. Difficulties to validate and get recognition of the learning achieved through the use of a social game
7. The company considered that social games are not a professional educational methodology
8. Other (please indicate it)

Unfortunately, we did not receive any further considerations from those who highlighted 'other'

On the diagram the horizontal scale represents the percentage of those who find the given option significant in this matter. As it can be seen, validation (option 6) is the most outstanding barrier, showing that at least in Hungary, evaluating one's skills highly depends on what official papers they can show up.

### 5. Please, rate the usefulness of using social games to perform your professional tasks?

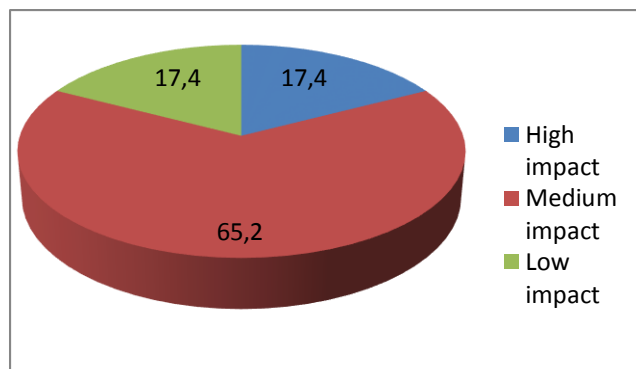
As can be seen most respondents think that the social games can be useful more or less, however considering the significant percentage of those who voted for 'not useful at all' or 'other' shows that a big part of HR specialists and trainers are not convinced. This can be due to the fact, that they never used such methods (see results of question 3.)



This question was answered by 23 respondents.

### 6. How do you assess the impact of social games in adult education?

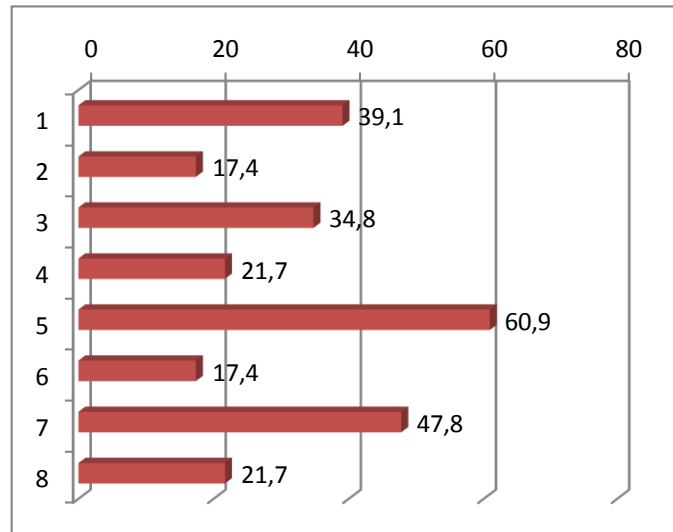
It can be clearly seen from the figure, that the experts, who believe that the social game based activities are really beneficial for the participants is relatively low. The vast majority of the respondents think that the social games are useful, but they don't have a radical effect on the training outcomes.



This question was answered by 23 respondents.

## 7. Which benefits can social games bring to the professional competences development? (select as many options as you consider necessary)

1. Enhance the participation of adult learners in further education
2. Facilitate learner's access to further education
3. Enhance more flexible and adaptable training contexts
4. Optimization of time and resources both for professionals and companies
5. Development of competences that are not approached by traditional methodologies
6. Facilitate the task trainers working in the field of professional competences development
7. Enable professional training more attractive and motivating
8. Other (please indicate it)



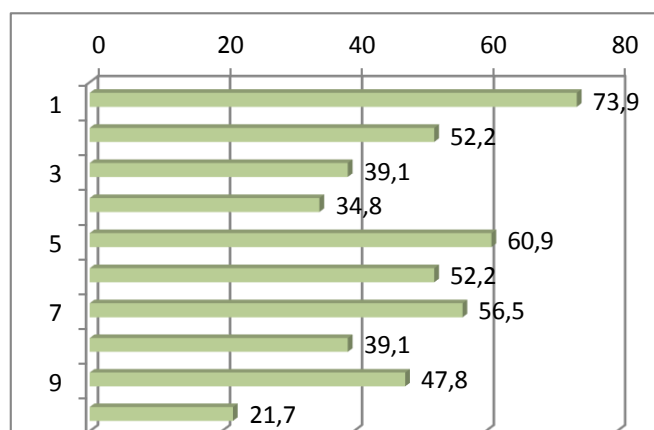
The horizontal dimension of the figure indicates that what percentage of the respondents considered the given option important.

Unfortunately, from those who highlighted other, we only received one competent comment, saying: It facilitates new aspects and personal experiences. In medical education apart from having theoretical lectures, the information can be more personalised with case reports, which is more realistic, and with the use of social games this experience can be deepened.

This question was answered by 23 respondents.

## 8. Which competences can be developed through the use of social games? (select as many options as you consider necessary)

1. Creativity
2. Leadership
3. Flexibility
4. Innovation
5. Communication competences



6. Interpersonal competences
7. Intercultural competences
8. Social competences
9. Competitiveness
10. Other (please indicate)

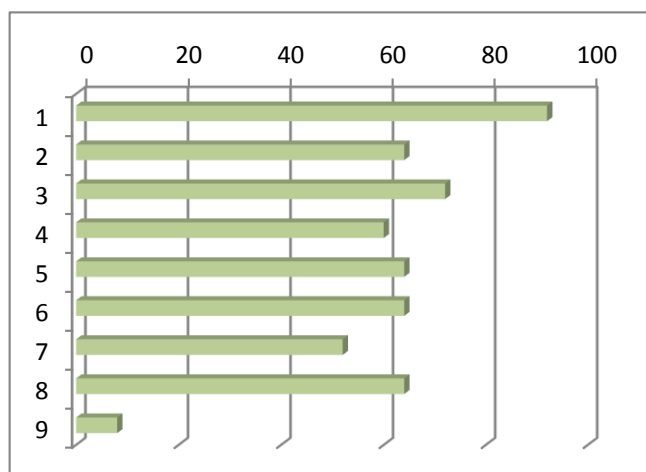
As can be seen from the figure resembling the answers the list of competences in order of importance is: creativity, communication competences, intercultural competences, leadership skills and interpersonal competences, competitiveness, flexibility and social competences.

Those who highlighted 'other' gave us a list of the following competences: ICT skills development, situation recognition, combination skills to detect any deficiencies, or basically anything that is included in the social game

This question was answered by 23 respondents.

**9. Which are the major competences needed by the professionals working in the field of international management projects? (select as many options as you consider necessary)**

1. Foreign language competences
2. Time and resources management
3. Intercultural competences
4. Leadership
5. Working under pressure
6. Adaptability
7. Cope with stress
8. Flexibility
9. Other (please indicate)



As can be seen from the figure resembling the answers the list of competences in order of importance is: foreign language competences, intercultural competences, time and resources management and working under pressure and adaptability and flexibility, leadership, cope with stress.

Those who highlighted 'other' gave us a list of the following competences: good interpersonal and analysing skills, wide scale of problem solving methods, target oriented approach combined with opened mind, good communication skills, system theory, conflict management, problem solving, communication and integration skills etc.

This question was answered by 25 respondents.

#### **10. We would very much appreciate if you could offer us some recommendations for the development of the LPMnage social game.**

The following recommendations were made by the respondents:

- Situation games: someone represents Brussels another person the national agency, another will play the company as the IPM, and some other participants could play the roles of international partners. After developing the project proposal, and then they have to role-play the whole process of the project development, starting from contacting the relevant bodies, managing the project, dissemination, exploitation etc. So it is basically a simulation of a real life project, however the circumstances can be changed, just in order to gain more experience.

- Intercultural game: how do people say it? In order to prevent miscommunication, it is reasonable to clear up the meaning of some definitions, amongst the members of the partnership, who are most likely coming from different cultural background, and most possibly English (or German or whatever the work language of the project is) is not their mother language.

- How do people understand? It is worthy to check or develop the English (or the work language) comprehension of the partners, with a game (used in the program called: Hungary, I love you), in which a story is told to people in chain (one tells it to the next while the others are not listening). The story ends up at the trainer/facilitator, who has certain words, and checks if these word appear in the last version of the story.

- Another TV program called "Beugró" (Take in) could be played with project managers from different sectors: two participants start to act in a situation described by the trainer/facilitator. Then the other, when they feel like, can replace one of the participants in action (saying STOP, to indicate their intention to interfere) and so they

continue the story with their own contribution. In an advanced level, this method can be used to “tell the story” of a project’s process and management.



## 6. Major findings of the focus groups

The group session was held on the 4<sup>th</sup> of April, 2013, with the participation of five respondents. All of them have years (3-6 years in average) experience in international and national project management, participated in several EU funded project, cooperating with international project consortium.

At the beginning of the session the participants introduced themselves, giving their names, profession, workplace and their experience in years

All participants were introduced to the project and its aims before the session

The sum of the answers, hence the major findings of the group sessions were:

### 1. Professional background of the participants.

The participants came with different backgrounds. However all of the participants are managing one or more projects in their present work, these projects are various, from Lifelong Learning, touristic, environmental, stress management, agricultural etc. - both National and European projects.

### 2. Training needs to perform their professional task.

The trainings they have participated are: financial and legal trainings

There are also trainings organised by the Hungarian National Agency and the European Commission. These trainings were mostly focusing on management issues and administration in general, taking for about half days long. Those of the Commission costs a big amount of money.

Some trainings, they would feel the need for, are: HR, time management, financial, detailing what directions to follow regarding the different type of projects, not only in theory, but also with some practical aspects, with case studies

Also trainings for proper communication are essential, as the manager or coordinator of the project should be able to project their ideas to the partners (and should also understand the partners), not only in the managers' own language but also in the project's work language.

Other ideas for useful trainings for IPMs might be: some trainings were the aims and goals of a project could be taught to the participants, to know when how and why to disseminate or exploit for example, how to fit in the project characteristics and results to the profile of the company (so the outcomes of the project will not be lost).

Also trainings for problem solving, conflict management, how to avoid typical mistakes, or how to fix them once they have happened would be useful too. Furthermore IPM-s should be taught how to organise and coordinate distance working.

A project manager needs trainings nonstop to keep their knowledge updated. A good project manager has the personality that fits this role, but this is only 20-30% of the whole. A continuous training is essential so the IPMs can keep up with the new trends and opportunities.

A thorough preparation is needed for a good IPM, but a big part of their preparation and knowledge comes with practice. It is advisable to have an experienced mentor at the beginning of the process, who is willing to answer the upcoming questions.

The Hungarian Agency (Tempus Foundation) had the initiative to create a portal, where all the project coordinators could upload all information, experiences, advices etc. However this initiative was abandoned after a while, but whilst collecting the materials it was really useful.

### **3. Most valuable competences to perform their task.**

The essential competences would be time management, distribution of tasks, having a clear overview of the project from the very beginning, to know the aims, being updated, precision, accountability, ability to keep control (over the project process), administrative skills, communication (native and foreign – at least the work language of the project), consistency. Also, organisation skills, leadership skills, flexibility, ability to take pressure, communication, stress management, adaptation, focusing on the aim, creativity.

it is also important that the project manager should also be aware of the professional part of the project topic, or at least should be dedicated to learn the professional background.

An interesting point is to make a difference between a project manager and coordinator. A coordinator has bigger responsibility, though the manager should also have a clear picture of the whole project process.

In real life the question of a good IPM is difficult, depending on how we understand it. For example in general the German IPM are really accurate, getting the partners to do everything on time etc. The question is if the good IPM is who gets everything done on time whatever it takes, or there are other measures to be considered (e.g. the quality of the material, the sustainability etc.)

### **4. Labour market demands on their professional field.**

In general the above mentioned competences should be possessed, and regarding qualification, that depends on the nature and topic of the project. So in addition to these basic competences, a successful IPM should be a good expert in the topic of the given project.

Basically the competences listed in the answer of question 3.

Also former experience (a few years at least) is important in the labour market; however it depends on the sector and the project characteristics.

### **5. Experience and use of social games for learning.**

None of them are really familiar with social game based learning methodology, but they are most curious to know how it works and try if possible. They only know such methods (e.g. learning by playing) from school, where they were used mainly for language education. Also we included here the workshop activities of certain European projects.

If offline counts as well, there are for example board game based activities (e.g. for foreign language learning) or certain psychological activities, or warm up games for instance.

These games are really useful, however it should always be interpreted afterwards to understand the point, and what could the participants learn from the experience.

In general they have some experience, but not really a lot regarding games in education.

It is interesting to point out, that there was a little confusion in what counts as a social game, some of them associated with online games. We cleared up the possible misunderstandings.

### **6. Other types of social and informal learning.**

Maybe Coursera (<https://www.coursera.org/>) could count here. But they don't have much experience in such. (one of the respondents mentioned that there is such an initiative – the person who knows more about it will be interviewed in the second session).

The other good example is Honfoglaló (see in good practices section), which gives a free form of learning history for example.

Also common project work, or using multimedia tools together, or situation practices etc.

### **7. Recognition and validation of competences in informal learning and contexts.**

We have to make differences between formal, informal and non formal education.

Unfortunately Hungary is the country of papers, if one does not have a certain paper their knowledge or competence is not recognised (in the Scandinavian region it seems to be different according to the experience of one of the respondents), there is no system for the recognition of those competences gained during alternative forms of education. In Switzerland, there is a well established system to measure these competences. It is based on questionnaires and conversations, and the competences measured with this method are taken serious later on in a job interview or further education. They would like to establish something similar in Hungary, but it is in a beginning state in the moment.

It is positive for both the participants and trainers to receive a feedback at the end of the training, this does not have to necessary be an official certificate, but an evaluation in text format, highlighting the key strengths and the weak point for further development.

In some other countries there is a system to test and evaluate certain competences of individuals and gives an official certificate in the end. It is basically a testing system, however it is not commonly considered.

The best way of validation is trying it in a simulation and/or real life.

Some of the respondents were not convinced if official papers to prove certain competences are needed, as possessing such paper is not a 100% proof. The existence or lack of competences will be realized sooner or later.

If the project activity is profit oriented, then the most accurate measure is the result itself: the rate of successfulness of the project, and the profit it makes.

At the end of the session the participants expressed their interest in the project outcome, and stated that they would definitely like to be part of the project process, as they are curious about the final outcome.

## 7. Conclusions and remarks

The various approaches of the present analysis, regarding the different methods of collecting information, and the different sources ensured to get an as thorough picture of the present state of the topic as possible.

It can be clearly seen from the answers and results, that social game based learning activities in Hungary are still in a pretty immature state. The concepts of game based learning methods are differing due to the fact, that people have different experiences regarding these methods.

For many social game means only those application that can be used online, mostly together with other users. Strategic games were the first they have associated. As for offline activities, the warm up games were mentioned mostly, or those activities used in team building with the aim to ease up, or get to know each other better. For actual education or skills development purpose, there are initiatives and well established, already available and running programs in Hungary; however these are mostly recourse by large companies and enterprises. The programs usually applied are manager trainings, transversal skills development, and team building and such. The smaller companies and SME-s don't have the financial background to afford such trainings for their employees.

It seems to be a general opinion in Hungary (at least according to the articles read and the interviews made), that game based learning initiatives are quite useful to develop soft skills and basic competences. To use games to train certain professional competences seems to be a bit strange still. The other challenge such an educational methodology/tool has to face is the question of evaluation. Nowadays in Hungary it is still important to be able to show the proper certificates of the achievement of certain training, skills etc. Actually this requirement is highly pending on the profile of the company and the personality of the HR representatives and managers.