GEM IN Impact study on the educational approach, results of the selected good practice & context analysis

CESIE

EMBRACE INTERCULTURAL EDUCATION

cesie · CARDET · INOVA+ · Liceo Classico Vittorio Emanuele II - Palermo

eu-pdede · The Grammar School Nicosia · ALDA · MULTI KULTURELL · cassadoprofessor · symplexis

INTRODUCTION

"Game for Euromed – GEM" has been 1-year project (01/09/2016 – 31/08/2017) that aimed at promoting education for intercultural citizenship through playing, co-financed by the Anna Lindh Foundation (ALF)
GEM has involved four different organisations coming from the two shores of the Mediterranean Sea: CESIE (Italy, project's coordinator), ADICE (France), JUHOUD for Community and Rural development (Palestine), Waseela for training and development (Egypt).

The main tool developed in the project framework has been a board game to be used with youngsters, so as to promote tolerance and mutual understanding of different traditions and cultures. The aim of GEM was to create an informal and amazing setting supporting youngsters to become Euro-Mediterranean citizens and encouraging reciprocal dialogue and cultural awareness

Specifically, GEM pursued the following objectives:
1. To develop educational pilot programmes on intercultural citizenship based on "learning by playing" approach, providing with skills and knowledge formal and non-formal educators.
2. To involve young people and educators in the development of a new creative resource (a board game) to be used in youth environments to promote values of tolerance and mutual understanding of different cultures and traditions.
3. To support cooperation mechanisms among different stakeholders in view of managing project's activities, exploit results and plan future cooperation.

To do that, GEM has carried out the following activities:
- Development of a catalogue of good practices using games as intercultural tools.
- 3-day online training on intercultural citizenship education involving 21 formal and non-formal educators.
- Development of a board game to promote education for intercultural citizenship which has been tested in a series of pilot workshops involving 172 youngsters.
- Dissemination actions targeting educational stakeholders, youth centres, schools, youngsters, educators and local communities.

The activities have combined different non-formal methods: learning by playing, cooperating learning, critical thinking methods, peer learning, learning by doing.
All the products are available of **www.gameforeuromed.eu** and they are ready to be used in youth environments and educational centres.

The project has fully contributed to the ALF mission of "bringing people together from across the Mediterranean to improve mutual respect between cultures and to support civil society working for a common future for the region" by developing an innovative creative resource – the GEM board game - fully in line with this aim.

EVALUATION

The evaluation of the achievement of the project's objectives has been done at different levels and thanks to the analysis of feedbacks from the different targets and stakeholders involved.

CESIE and each partner's organisation have been constantly monitored the qualitative and quantitative criteria of the planned activities in view of ensuring the achievement of the expected results. This has been done by using complementary approaches and tools especially at key phases of the project as:

- 3-day online training on intercultural citizenship education for formal and non-formal educators> *pre-training questionnaire→ it allowed trainers to have a full picture of participants' professional background and to adapt the content accordingly; *informal evaluation after each training day→ timely evaluation of the activity day taking into consideration participants' feedback allowing trainers to define the following session accordingly; *post-training evaluation questionnaire→ comparison of initial expectations with learning achievement, in-depth evaluation of each training session, assessment of methodologies used and their replicability in educators working contexts; suggestions for the development of the board game in terms of content and structure as well.
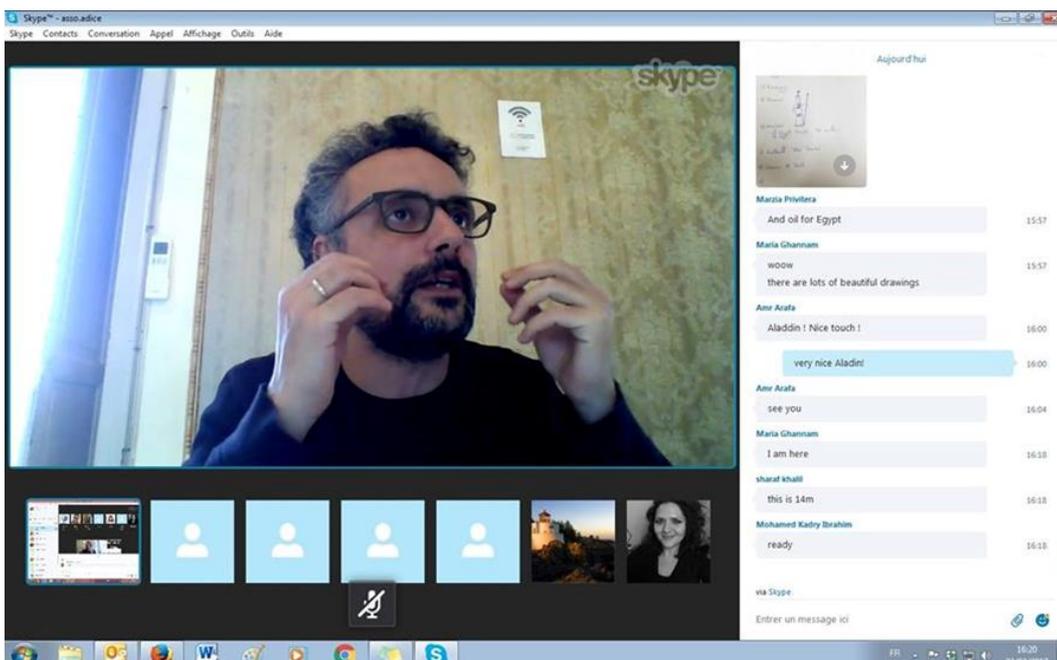
- Pilot workshops to test the board game> evaluation sheet filled out by youngsters and evaluation report provided by the educators who have managed the workshop. CESIE has carried out a detailed analysis about those documents in view of evaluate both the effectiveness of the activity (especially about the methodological approach used) as well the relevance of the educational product in development. Here below the graphs with the total average score of youngsters' evaluation:
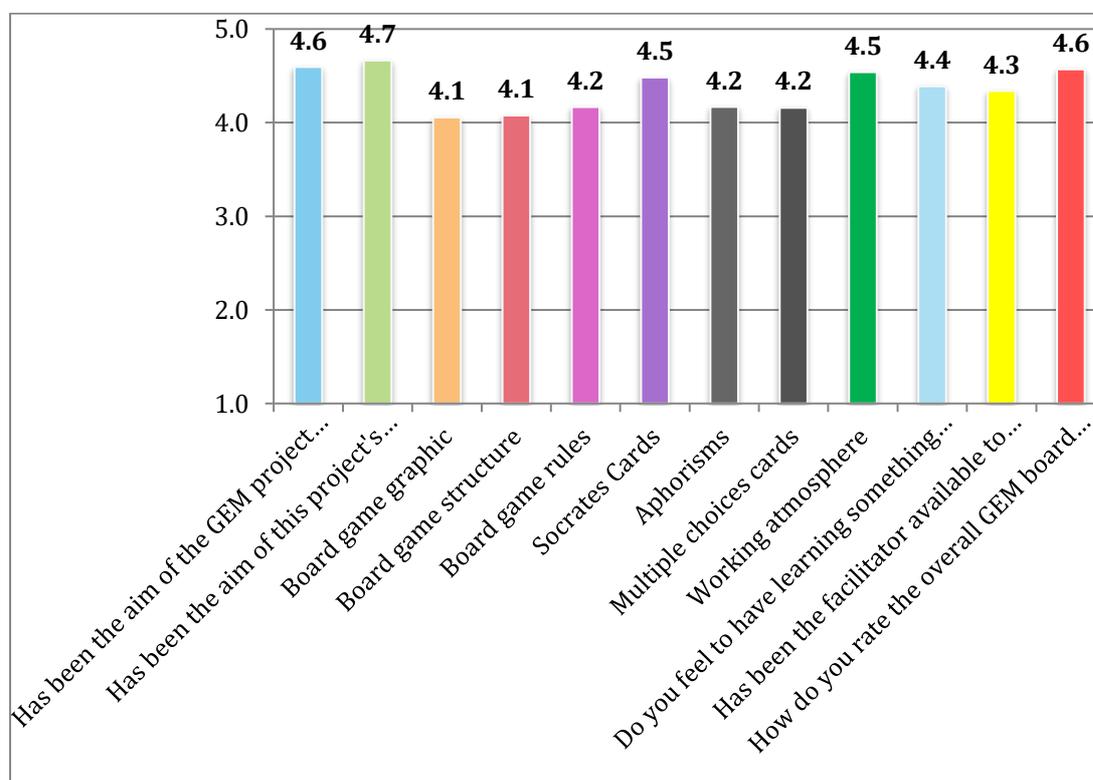
- Monitoring and evaluation report about visibility results> an evaluation report about visibility results has been elaborated by CESIE and it attests very positive achievements as:
  - GEM website> around 1600 unique visitors
  - GEM Facebook webpage> Around 1300 people reached and 292 likes
  - GEM dissemination seminars> 144 participants

- Final evaluation from projects partners and new cooperation projects> all partners have evaluated very positive the project in terms of results achieved and networks developed. The feedback received from each one of the partners shows how complete and professional have been the cooperation during the entire project.
  Moreover, the positive and effective cooperation within GEM project has supported the development of new cooperation opportunities. CESIE and all partners have exchanged the will to continue working in new projects related to intercultural dialogue and innovative education methodologies and each organisation is committed to find new cooperation opportunities.

Achievements of the project in relation to all objectives, results and indicators presented in your application

Specific objective 1: To develop educational pilot programmes on intercultural citizenship based on "learning by playing" approach, providing with skills and knowledge formal and non-formal educators.	
Expected results (*application form*)	**Actual achievement**
At least 8 good practices identified using games as intercultural tool.	CESIE, in cooperation with all partners, has developed a catalogue including 11 good practices using games as intercultural tools. This action has supported the development of the conceptual framework of the GEM board game by collecting inputs and stimuli stemming from different experiences and also to a have deep insight into games in partner countries, so as to identify useful elements to be featured in the implementation of our board game, either for its content or for its specific characteristics. In particular, the good practices included in the catalogue have been selected against the following criteria: • RELEVANCE to the project's goals and the design of the pedagogical framework for the board game; • FEASIBILITY for the target groups (youngsters aged 14 up to 20 years old); • POTENTIAL IMPACT in terms of learning outcomes as far as the education to intercultural understanding and citizenship is concerned; • ADAPTABILITY and TRANSFERABILITY to different cultural contexts. The catalogue is available on project's website at the following link: http://gameforeuromed.eu/good-practices/.
16 formal and non-formal educators actively participated to an online training for board game development.	21 educators have participated to the online training and specifically: 4 from Palestine, 6 from Italy, 5 from France, 6 from Egypt. SELECTION PROCESS A careful selection process has been undertaken consisting in the following main steps: publication of a call for participants and/or spread it within the local network. After the evaluation of CV and letter of motivation, an interview has also been carried out. As the total number of selected educators shown, important interest has been registered to participate to the online training, giving evidence to the relevance of the topic faced and the innovative way to deal with. CONTENT PREPARATION OF THE ONLINE TRAINING The online training was co-managed by two trainers - 1 from Italy and 1 from Egypt. CESIE has developed an online pre-training questionnaire in order to provide trainers with additional information about participants' profile, experiences, motivation and expectations towards the training and the project. The content of

	the training has been prepared taking into consideration participants' background and the answers provided in the pre-training questionnaire.
	3-day online training (20-23-27 February 2017)
	Day 1→ introduction of the project and of the Anna Lindh Foundation; presentation of the partners' organisation; presentation of participants and their motivations and expectations towards the project. Then, trainers started to introduce the concept of education to intercultural citizenship, mostly presenting and focusing on the developed "catalogue of good practices using games as intercultural tools".
	Day 2 → Methodology ("learning by playing" approach) and pedagogical aims/aspects to be included in the board game, after having discussed the features of the target group. Trainers have introduced participants to the creative thinking approach. Then, they have reflected and worked together on the development of:
	- the learning dimension of the board game
	- the scope of the game
	- the design (graphical part)
	- the structure
	- the elements of the game.
	Day 3 → Trainers and participants have continued to work on the development of the board game structure and agreed next steps.
	Finally, an online post-evaluation questionnaire has been sent to participants to have a detailed feedback about the online training experience.
	Follow-up activities
	CESIE has collected all the inputs from participants and partners starting to work on the actual development of the board game. Then, each organisation has started to: elaborate the questions to be included in the cards of the board game related to four jointly identified topics (culture, food, history and current events) according to a template provided by CESIE.
	CESIE has therefore developed the beta version of the board game and of the cards to be tested during the pilot workshops. The relevant partner has translated the content in the national languages (from English to Italian, French and Arabic).
Planned Indicators SO1	- Exchanged practices and knowledge increasing educators' skills on intercultural dialogue through creative ways. - Acquired new knowledge and creative skills about education for intercultural citizenship. - Collected ideas and inputs for testing digital version of the board game available. As the above description of the activities shown, all the planned indicators have been fully met.
Specific objective 2: To involve young people and educators in the development of a new creative resource (a board game) to be used in youth environments to promote values of tolerance and mutual understanding of different cultures and traditions.	

cesie CARDET INOVA+ Liceo Classico Vittorio Emanuele II-Palermo

The Grammar School Nicosia ALDA MULTI KULTURELL casadoprofessor symplexis

160 youngsters involved in the testing of the board game through interactive workshops.	172 youngsters have been involved in the testing of the board game by participating to the pilot workshops run in schools and/or educational centres. The workshops have fully allowed to test the different components of the game: the learning goal and dimension, the playing structure, type and selected topics of the questions, the duration, etc. Moreover, the workshops have promoted exchange of views among youngsters about the concept of intercultural citizenship, promoting intensive debate and intercultural dialogue. Due to the positive feedback received during the pilot phase, CESIE has applied to present and further test the board game in the framework of an important local book festival "Una Marina di libri" – www.unamarinadilibri.it – which selected "The education" as common theme to all activities (debates, seminars, workshops, performances) included in the festival. Through a multidisciplinary approach, the festival focused on the relationship between didactics and pedagogical methods, cooperation between different educational stakeholders, formal and non-formal education. GEM has been included in the programme and a workshop involving 13 youngsters have been carried out registering a great success.
The board game for intercultural citizenship is finalised.	The final version of the board game has been developed taking into considerations the feedback received during the piloting phase. However, slight modifications have been needed as: reduction of the number of questions making shorter the game, graphics of the board, etc. Moreover, in order to enhance the learning and intercultural dimension, a "Question & Answer Book" has been developed. It is also a useful support for the educators to manage the game session.
Planned Indicators SO2	• Promoted a bottom-up and final beneficiaries centred approach to test and validate the game. • Promoted intercultural citizenship in youth environment. • Available a new and creative tool to educate youngsters to intercultural citizenship in a ludic way. As the above description of the activities shown, all the planned indicators have been fully met.
Specific objective 3: To support cooperation mechanisms among different stakeholders in view of managing project's activities, exploit results and plan future cooperation.	
Promoted debate and exchange among at least 100 relevant educational stakeholders, CSO representatives, teachers, (25/partner) to promote new creative educational strategies and activities for intercultural citizenship.	Thanks to the local and international dissemination activities, 144 people among educational stakeholders, CSOs representatives, teachers etc. have been reached. The dissemination seminars have been a great opportunity to debate about the topic of intercultural citizenship education as well about innovative and non-formal educational approaches to be used, with a specific focus on "learning by playing approach". In addition, the online communication channels used (mainly project's website and social channels plus partner's website) have enlarged the "educational community" involved beyond the partners' countries.

cesie CARDET INOVA+ Liceo Classico Vittorio Emanuele II - Palermo

The Grammar School Nicosia ALDA MULTI KULTURELL casadoprofessor symplexis

Regular online management meetings have been held and project's internal and external communication has been ensured.	The project has been regularly monitored and efficient communication tools have been set up to ensure proper management and timely clarifications to partners, as the case may be. A dropbox shared folder has been created and project's documents, templates, evidences of the activities have been regularly uploaded.
Planned Indicators SO3	- Increased networking and cross-cutting cooperation to support initiatives and innovative educational programmes to prevent intolerance and understanding among different cultures. - Full understanding among partners about activities and roles and promoted cooperation on the project's topic. - Internal and external communication rules and channels set up and working to raise awareness on the project's issue.

All GEM activities have responded to the overall ALF mission, promoting exchange and intercultural dialogue between the two shores of the Mediterranean. The main product developed – the board game – is not just a game but a non-formal educational tool to promote intercultural dialogue and intercultural citizenship education. As wished in the application form, the idea of this project is just a first step to develop new projects about education on intercultural citizenship. The positive feedback received during GEM implementation, the important interest by formal and non-formal educators about the tool and the methodological approach of "learning by playing", the high number of youngsters involved, the extra dissemination activities carried out strongly support the idea to develop new projects on the topic contributing the overall ALF mission.

GEM has reached people that have not been previously involved in activities about intercultural dialogue and intercultural citizenship education. Finally, at each activity the scope and mission of the ALF have been presented promoting the knowledge of the activities and opportunities carried out by the ALF.

	Expected numbers (as in the application)	Actual numbers	male	female	0 - 13	14 - 20	21 - 35	35 +	North	South
Number of direct beneficiaries[1]	176	**206**	75	131	2	172	26	6	106	100
Number of indirect beneficiaries	400	**More than 1600**	700	900	50	1000	300	250	700	900

(*North*: *Albania, Austria, Belgium, Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Monaco, Montenegro, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, UK*)

(*South*: *Algeria, Egypt, Israel, Jordan, Lebanon, Mauritania, Morocco, Palestine, Tunisia, Turkey*)

---

[1] This number should be the exact number of participants, who already signed the participant lists.

cesie   CARDET   INOVA+   Liceo Classico Vittorio Emanuele II-Palermo

The Grammar School Nicosia   ALDA   MULTI KULTURELL   casadoprofessor   symplexis

Direct Beneficiaries

1) Formal and non-formal educators and youth workers especially those working with people from vulnerable groups and who face social obstacles (DB1) → their daily experience with youngsters has been a valuable and fundamental contribution to make the project's products effective for the envisaged audience. On the other side, the interest and the level of participation of this target to the project has confirmed their willingness and need of having a continuous update and new source of ideas to promote education for intercultural citizenship. The involvement of both formal and non-formal educators has been of particular added value as it has allowed to have educational and methodological inputs from people from different educational backgrounds and who have specific needs according to the educational environment they daily work.

2) Young people (aged between 14 and 20), including those from vulnerable groups and who face social obstacles (DB2) → the feedback gathered from the pilot workshops have confirmed the correctness of the age range selected for the features of the board game. We can confirm that this product is suitable for this target as the questions requests a certain degree of maturity in dealing with the proposed topics and develop an in-depth critical thinking towards the faced issues. In case of youngsters coming from difficult backgrounds or with specific learning needs, we suggest to include some preparatory activities to better introduce the target to the intercultural learning experience based on the board game.

The feedback from the participants of the project are very positive and constructive. Please find below some quotes (and uploaded templates for surveys) from:

*Direct Beneficiaries 1 (DB1) - formal/non-formal educators/youth workers:
- "This board game came be a unique way to explain intercultural dialogue to youngsters!"
- "My students will love it!"
- "I would like to cooperate with your organizations in the future form more project like this one"
- "The pedagogical aspects presented by the board game are important to understand the concept of being an intercultural citizen"

*Direct Beneficiaries 2 (DB2) - Young people (aged between 14 and 20), including those from vulnerable groups and who face social obstacles:
- "I found very interesting the questions about Palestine and Egypt!"
- "It has been a very positive and interesting experience"
- "I really loved the history questions"
- "I have found really interesting questions about Egypt and Palestine!"
- "Food questions have been the most interesting for me!"
- "Current events question are my favourite ones!"
- "Can I buy the game?"
- "It is a very powerful tool that can help people in understanding new cultures"

*Participants at dissemination workshops:
- "I have found very interesting the aphorisms! Could I take a picture of the cards??"
- "Where I can buy the game? I love it!"

- "I had fun during all the playing session, I would like to play again!"

Local Communities

Local communities have benefitted of the increased knowledge gained by educators and youngsters about intercultural citizenship education, as groundwork to promote more cohesive communities. During the local and international dissemination seminars, all educational path carried out through GEM has been illustrated and room has been given to questions. The idea of the board game has been particularly appreciated as it has concretely shown how it is possible to promote knowledge of other cultures and intercultural understanding while stimulating curiosity and fun, too.

Moreover, a positive cascade effect has been triggered during the workshops implementation as the entire institutions involved were aware about the piloting of the educational programme based on the testing of the board game using "learning by playing approach".

It is worth of note also the presentation of GEM and of the board game in the framework of the book festival "Una Marina di Libri" which is attended by thousands of people from Sicily (https://www.yumpu.com/it/document/view/58646317/programma-una-marina-web_pag_14). It gave an important opportunity to present the project and talk about intercultural dialogue and education to intercultural citizenship to local community.

WASEELA and JUHOUD have carried out project's activities in different cities (Damietta, Alessandria and Cairo; Jenin and Ramallah, respectively) thus widening the local impact of the projects and testing the activities in different contexts.

Moreover, GEM - Game for EuroMed has been selected among the good practices in the educational field that have been presented at the fifth edition of the Toolfair in Italian, promoted by the National Youth Agency (ANG), which has taken place in Turin from 8 to 12 October 2018.

GEM has been chosen, among all the educational tools, as one of the resources to be presented in the Toolfair workshops. The project has been evaluated as an innovative tool that stimulates creative learning to be known and experienced by youth workers working in the field of education.

The Toolfair is an event during which representatives from different European countries meet to share good practices and projects implemented with young people in education. One of the objectives of Toolfair was to introduce and present new approaches and educational tools in order to:

"Promote (self) reflexivity, the process of self-reflection on the cognitive phenomenon, on what and how we are learning and what are the motivations that drive us to learn, a process that allows us to distance ourselves, to self-observe and reflect on our mental states."

Indirect Beneficiaries

The indirect beneficiaries of the project were:

1) schools and educational stakeholders;
2) young people and educational staff other than Direct beneficiaries;
3) local communities.

Such groups have been reached thanks to joint action of project's organization and direct beneficiaries. Representatives from all groups have took part to the final dissemination seminars, having the chance to have a full presentation of the project's activities, methodological approach and product's developed (online catalogue of good practices and GEM board game).

Moreover, direct beneficiaries (both formal/non-formal educators and youngsters) had acted as multipliers within their working/living environments spread out information about project's activities and opportunities. Finally, the availability of all developed resources in the project's website are important means to constantly increase the number of indirect beneficiaries.

All the visibility and dissemination channels used have contributed and will continue to support the enlargement of the indirect audience of the project.
As far as the calculation of the number is concerned, it is an estimation/average between people reached through face-to-face activities and the ones reached by online communication channels (especially project's website - 1600 unique visitors - and Facebook page – about 1300 people reached and 292 likes - that had had a greater visibility).
GEM website> around 1600 unique visitors

GEM IN - Context Analysis

Activity 2.1
INOVA+ in collaboration with Casa do Professor
Portugal

1. General summary (min. 400 words)

In Portugal 40 experts from formal (92,5%) and non-formal (7,5%), learning contexts answered to the survey launched by the GEM IN partnership. 90% of the Portuguese respondents are women, 92,5% with more than 40 years old, 85% with, at least, a Degree and 52,5% with more than 21 years of experience in education. 95% of the Portuguese respondents are from the North region, 45% of which from Matosinhos city.

The results of the surveys reveal the interest of the educational professionals by this topic, particularly by using non-formal methods in the students' education and learning. A significant percentage of institutions already use non-formal methods in their learning contexts (45%)[2], being the most common non-formal method used by the institutions of the respondents the study visits (27,3%)[3] and the clubs[4] (15,2%).[5] Moreover, the majority of the institutions of the respondents promote several initiatives fostering the development of specific competences of students (e.g. digital, social and civic) and educational professionals competences (e.g. digital, citizenship) as well.

Globally, the Portuguese respondents consider that the use of a boardgame as a learning tool could be seen as interesting by school managers and other educational professionals and, at the same time, motivate students/young people to be more involved in their learning process and acquiring important transversal skills. The majority of the respondents also mentioned that they consider interesting to use boardgames as a learning tool, namely because this tool:

- is important to exercise and improve memory, deduction, abstraction, and logic
- can promote the acquisition and improvement of important competences such as strategy, logic reasoning, autonomy, decision-making, cooperation, self-confidence
- can be interesting to open the school to the local community by promoting local contests
- motivate the students to learn, once they will be involved in the activity
- can be aligned with the "Student Profile" and the "National Strategy for Citizenship Education"[6]

The results from the survey provide important information that can support partners in the following tasks and steps of the GEM In project.

---

[2] This percentage is particularly interesting when considering that the majority of the respondents are from formal learning contexts of education.

[3] Resulting from protocols with museums, libraries, companies, nursing homes, among others.

[4] For example science, reading, maths, English, mechatronics, programming, robotics, volunteering, Eco-Escolas, sports, art, photography, theatre).

[5] Clubs are mentioned by different professionals from different levels of education in different questions of the survey.

[6] At this level is important to mention that in 2018 was officially launched the National Strategy for Citizenship Education at national level that previewed the integration of the subject of "Citizenship and Development" (applied to lower levels of education)or the development of a transversal project related to it (applied to upper secondary education level). This strategy is also linked to the student profile when finalising the upper secondary level education.

2. Statistics about experts involved (min. 400 words)

Altogether, INOVA+ and Casa do Professor collected 40 answers from Portuguese professionals acting in formal and non-formal learning settings (see Figure 1.).
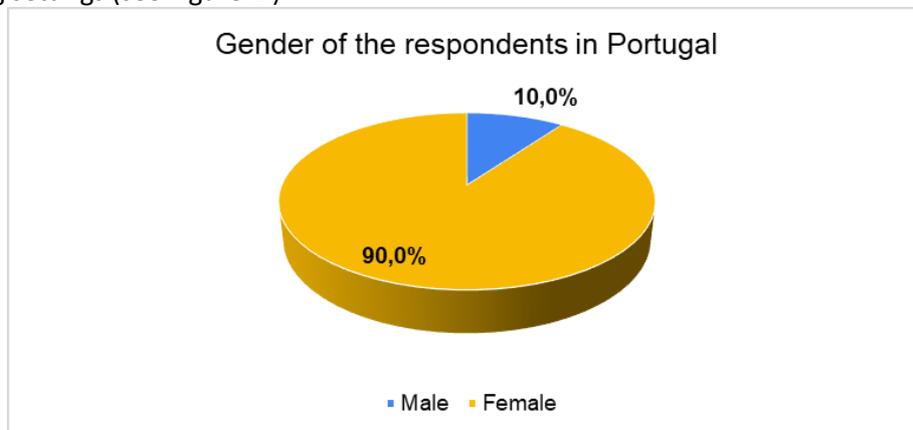

Figure 1 - Gender of the Portuguese respondents to the GEM IN survey.

90% of the respondents are female; 50% of the respondents have between 50 and 59 years old, 25% between 40 and 49 years old, 17,5% more than 60 years old and 7,5% between 30-39 years old. In general, this characterization of the experts answering the survey are aligned with the global characterisation of the professionals acting in formal and non-formal education (see Figure2.).
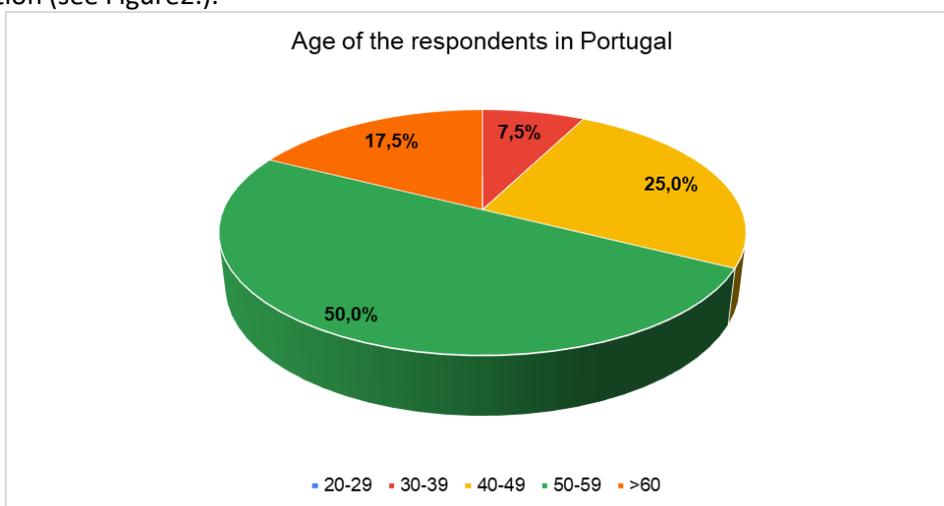
Figure 2 - Age of the Portuguese respondents to the GEM IN survey.

The majority of the respondents have a degree (57,5%), almost a quarter of the respondents have a Master (22,5%), 5% a PhD and 15% other types of qualification7 (see Figure 3.).

---

[7] One expert has a Vocational Training Degree and another one postgraduate studies.
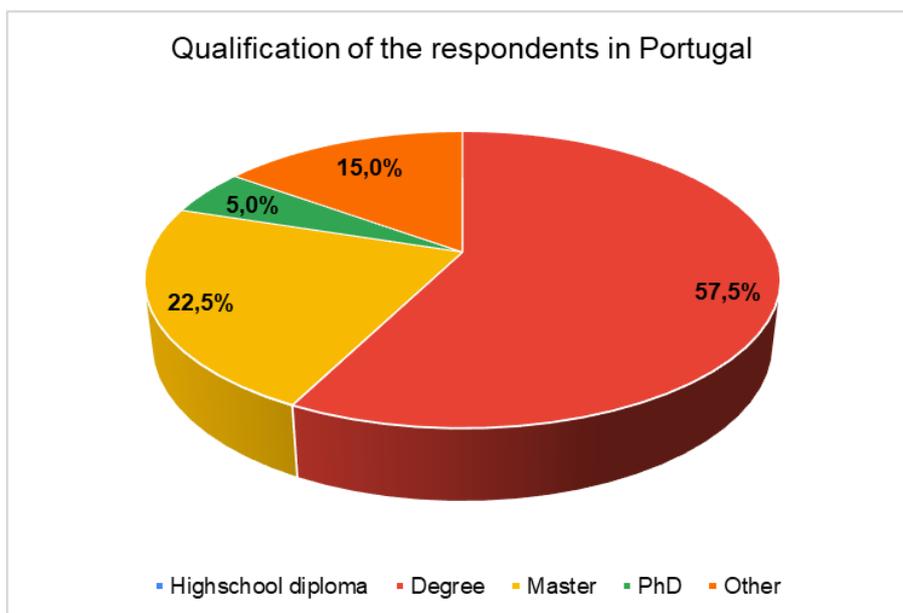
Figure 3 - Qualification of the Portuguese respondents to the GEM IN survey.

95% of the respondents are from the North region of Portugal8, 2,5% from the Center region and 2,5% from the Lisbon region (see Figure 4).
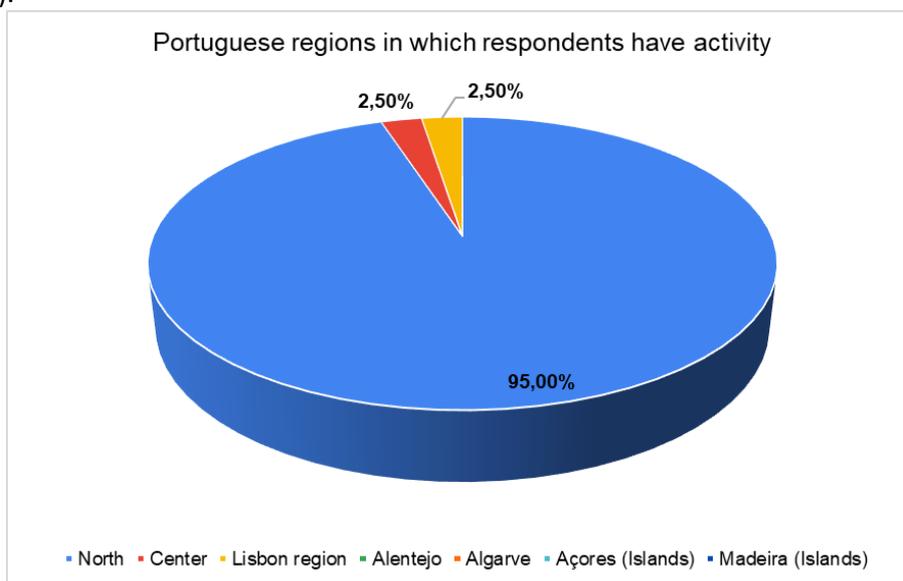
Figure 4 - Regions in which the Portuguese respondents to the GEM IN survey have activity.

Most of the Portuguese respondents work in formal learning context (a total of 92,5), 2,5% are professionals from a non-formal learning context and 5% have other activity, related to education (Psychologist (2)) (see Figure 5.).

---

8 45% of which are from Matosinhos
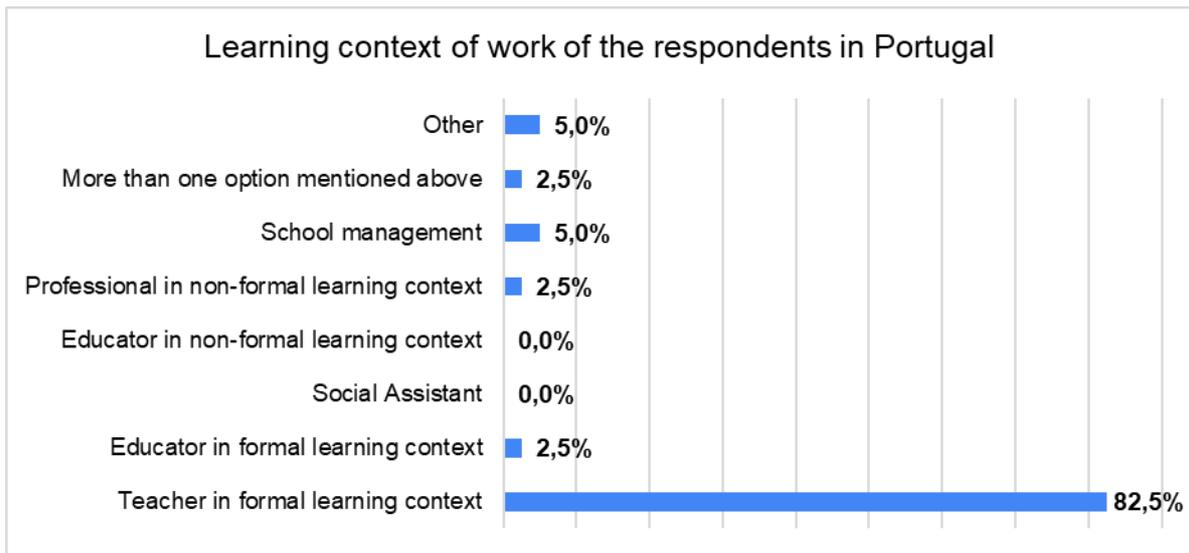
Figure 5 – Learning context of work of the respondents in Portugal.

92,5% are professionals from schools and 7,5% work in other contexts related to education9(see Figure 6).
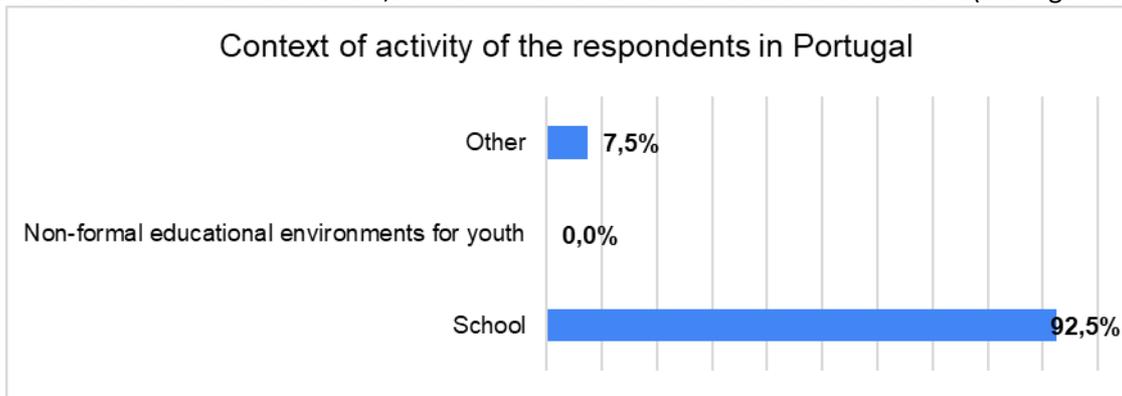
Figure 6 – Context of activity of the respondents in Portugal.

In terms of years of experience of the respondents in Portugal, 30% have more than 30 years of experience, 22,5% have between 21 and 30 years, 17,5% between 5 and 15 years, 15% less than 3 years, 10% between 16 and 20 years and 5% between 3 and 5 years of experience (see Figure 7).
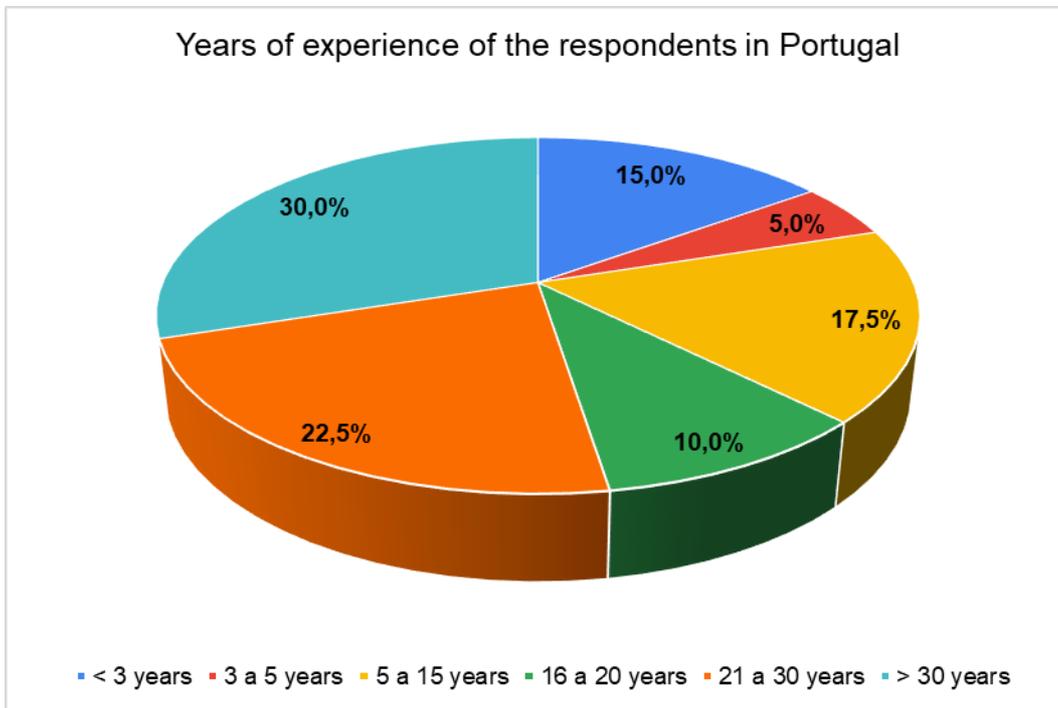
Figure 7 – Years of experience of the respondents in Portugal.

3. Analysis about methods and trainings used in the work context (min. 400 words)

Use of non-formal education methods

When questioned about the use of non-formal education methods in the institution they represent, 45% of the respondents answered that these methods were used in their institution against 55% that mentioned that these methods were not used in their institution (see Figure 8.):

Are non- formal education methods in use?

45.0%

55.0%

▪ Yes ▪ No
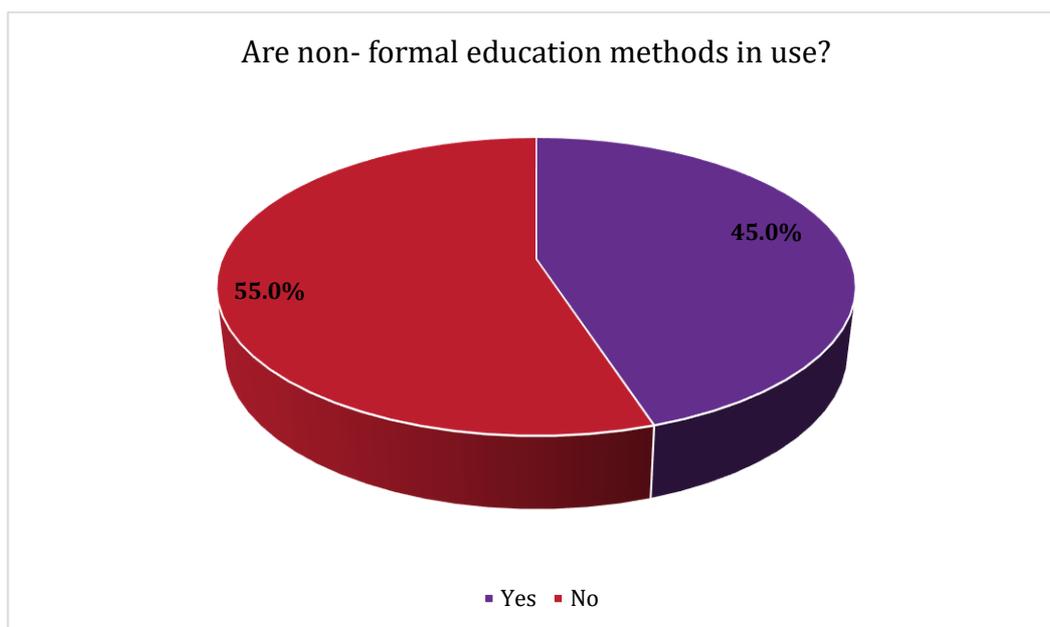
Figure 8 – Use of non-formal education methods by the Portuguese institutions of the respondents.

The most common non-formal method mentioned by the respondents are the study visits (27,3%) resulting from protocols with museums, libraries, companies, nursing homes, among others; followed by the clubs established in the educational institutions usually related to science, reading, maths, English (15,2%) and by the theatre (12,1%). Other non-formal methods were also mentioned, having a percentage under 10%: Workshops/speeches (9,1%), recognition of competences acquired in non-formal and informal contexts (6,1%), participation in contests (6,1%)[10]. (see Figure 9).

---

[10] Group dynamics, school sports, mindfulness and activities in the local community, games, summer training and exploring digital resources were also mentioned, but only by 1 respondent.

Non-formal methods identified by the respondents from Portugal

Method	Percentage
Exploring digital resources	3.0%
Summer trainings	3.0%
Games	3.0%
Activities in local community	3.0%
Mindfulness	3.0%
School Sports	3.0%
Educational Garden	3.0%
Group dynamics	3.0%
Participation in contests	6.1%
Recognition of competences acquired in non-formal and informal contexts	6.1%
Workshops/Speeches	9.1%
Theater	12.1%
Clubs	15.2%
Study visits	27.3%
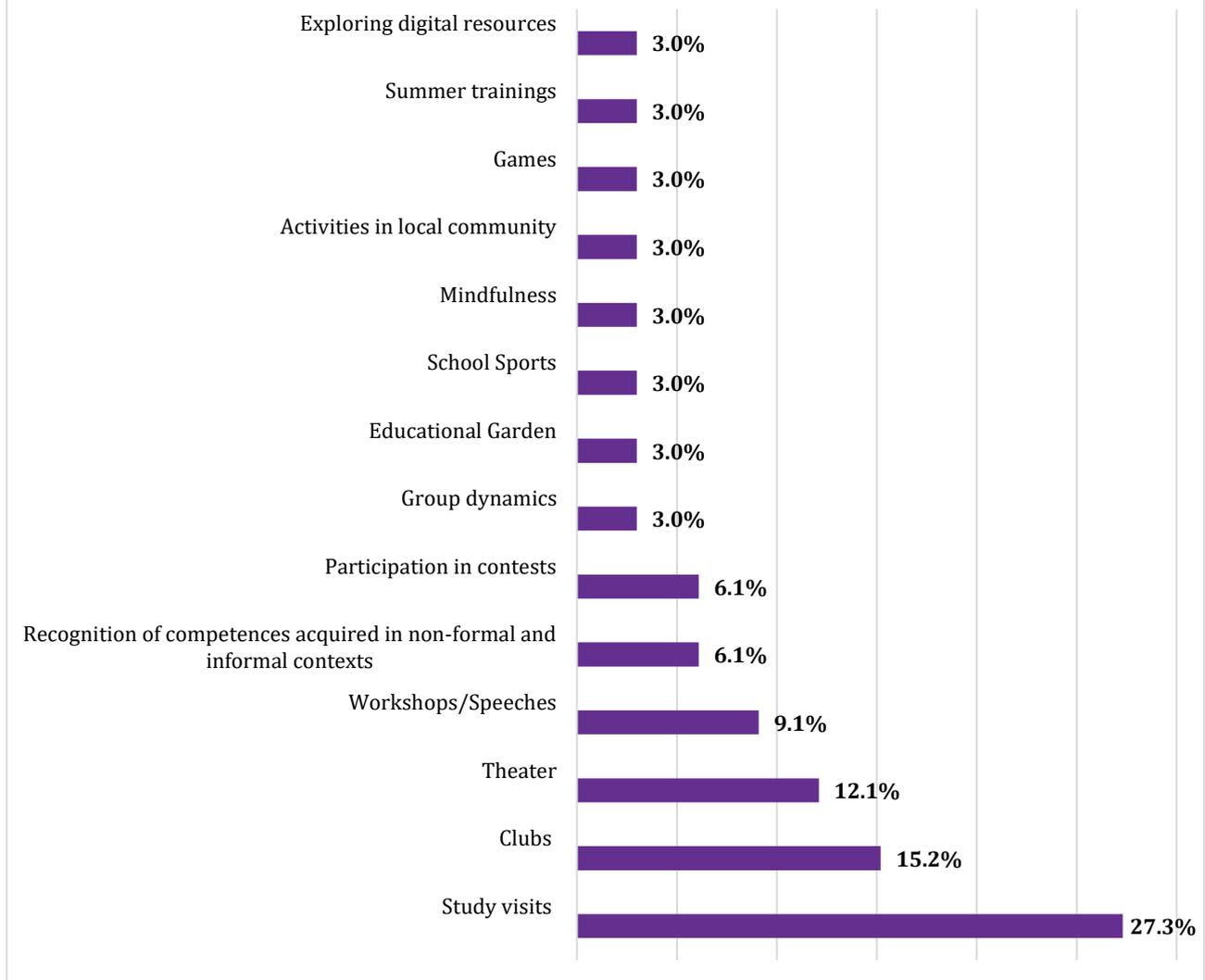
Figure 9 – Most relevant non-formal methods identified by the Portuguese respondents.

Experience of educational professionals in initiatives co-funded by the European Commission

To the question "Do you have experience with projects financed by the European Commission?" 65% of the respondents answered "yes" and 35% answered "no" (see Figure 10).
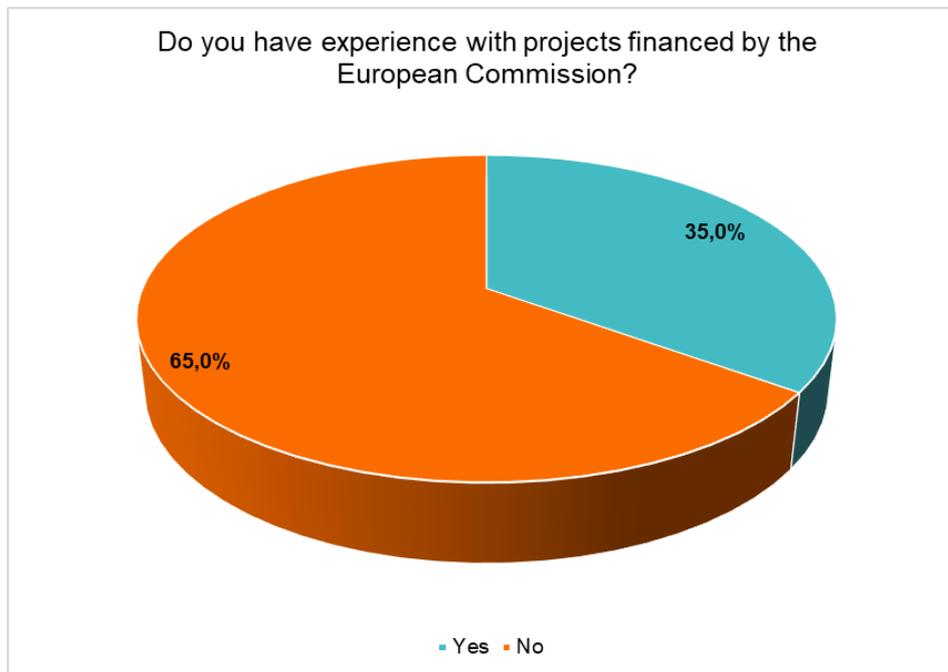
Figure 10 - Experience of the respondents from Portugal, in projects financed by the European Commission

From the respondents that answered "yes," some identified the programmes in which they were involved, the majority related to the actual Erasmus+ programme or the previous Lifelong Learning Programme. Some of the respondents specified the projects:

- Comenius: exchange of experience and improvement of practices of schools related to the environment
- Sócrates-Comenius 1 (2001-2003) – Conflict resolution to better school climate
- Sócrates-Comenius 1 (2004-06) – Multiculturalism and development of a good school climate
- Interreg IIIA Portugal-Spain (2005) – IRIS Project - Igualdade de Género - Braga Town Hall and Galicia Government
- Sócrates-Comenius 1 (2006) – Leadership in schools - UMinho and other foreign universities)
- ARION Study Visit - ICT in Education - Graz, Austria
- ARION Study Visit - Vocational and Professional Education - Weimar, Germany
- Action, Save the Planet - Comenius - environmental awareness
- Touch the Magic of Fairy Tales (2013-2016) - Erasmus+ KA2 - learn about the culture and traditions of each partner country
- The "The Changemakers" project related to volunteering
- Scientix Ambassador

Development of students' digital competences in education

Related to the question "Are there training/programs for students aiming to develop digital competences?", 55% of the respondents answered "yes" and 45% answered "no" (see Figure 11).
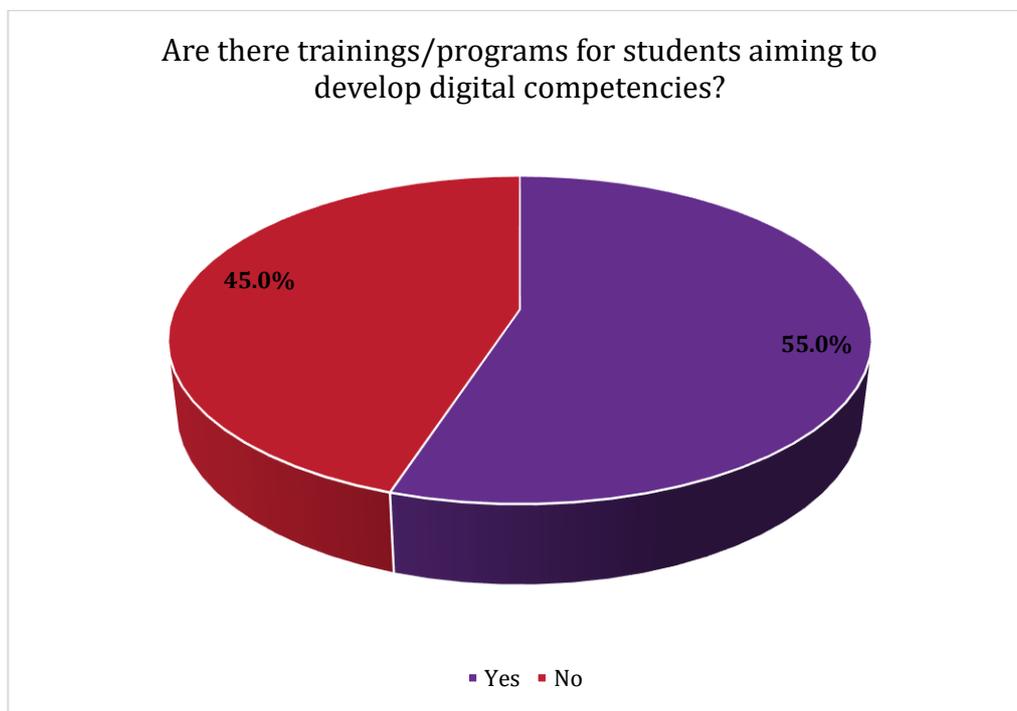
Figure 11 - Existence of training/programs for students to develop digital competences in Portugal

Depending on the cycles, is common in formal education in Portugal to have subjects in the curricula focused on the development of students' digital competences. In regular schools in the upper secondary level, there is the subject of "Information and Communication Technology", identified by 60,9% of the respondents. Some respondents also identified the existence of some clubs, such as mechatronics, programming, robotics (13%), activities that are more and more common in regular schools. Other programs focused on the promotion of students' digital competences mentioned are the:

- Use of digital platforms, including Moodle, Microsoft Teams, counting programmes and others (8,7%)[11]
- Erasmus+ projects [12](8,7%)
- Program "Escola Segura" (4,3%)[13]
- Participation in the European Code week (4,3%)

---

[11] Only 8,7% of the respondents identified these tools but that they are being implemented in all clusters of schools in Portugal.
[12] Mostly the mobilities and e-Twinning.
[13] "Escola Segura" is a national program focused on raising the awareness of children and young people on cybersecurity by the public security forces.

Training programs for the development of digital competences of students provided by Portuguese institutions

- Participation in the European Code Week — 4.3%
- Program "Escola Segura" — 4.3%
- Erasmus+ Projects — 8.7%
- Clubs — 13.0%
- Use of digital platforms — 8.7%
- Subject of "Information and communications technology" — 60.9%
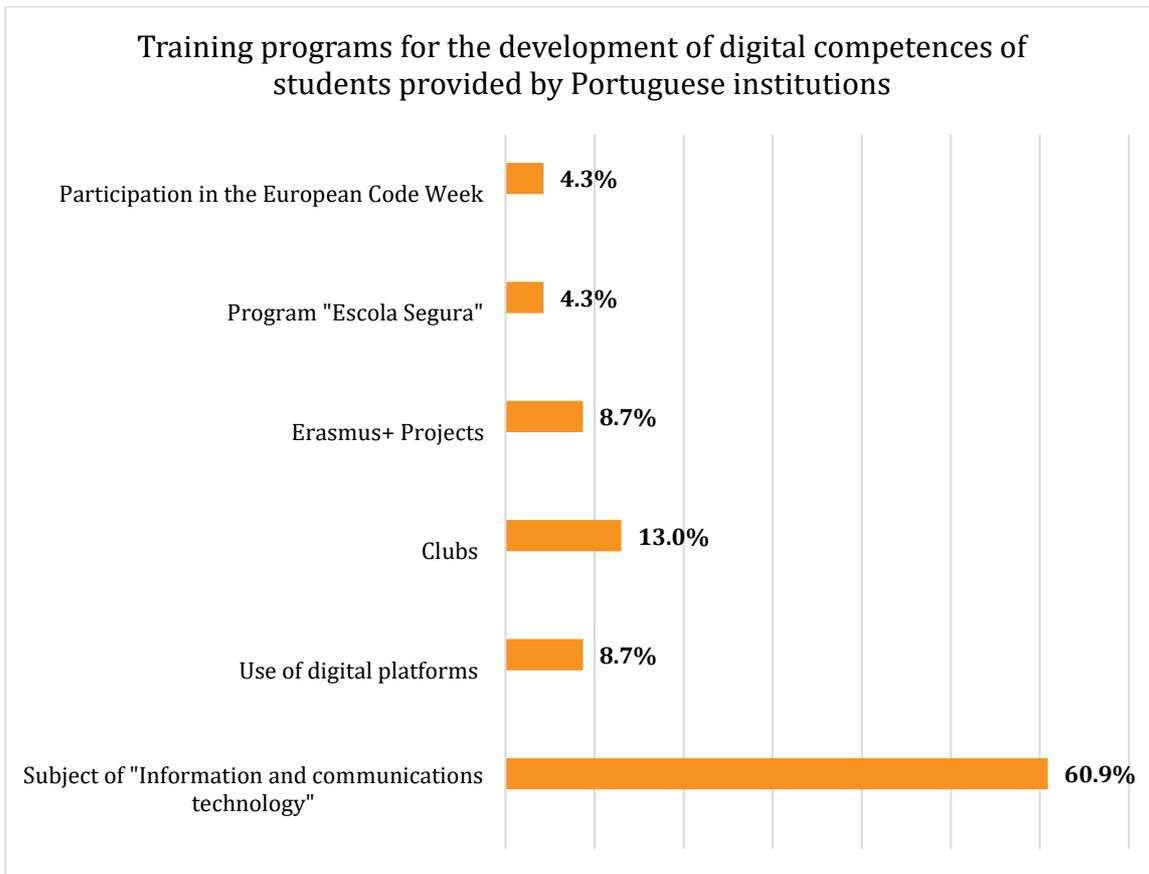
Figure 12 – Identification of training programs for the development of students' digital competences.

Development of educational professionals' digital competences

About the question "Are there training for teachers aiming to develop digital competences?", 80% of the Portuguese respondents answered yes and 20% answered no (see Figure 12).

Are there trainings for teachers aiming to develop digital competences?

- 20,0% No
- 80,0% Yes

■ Yes ■ No
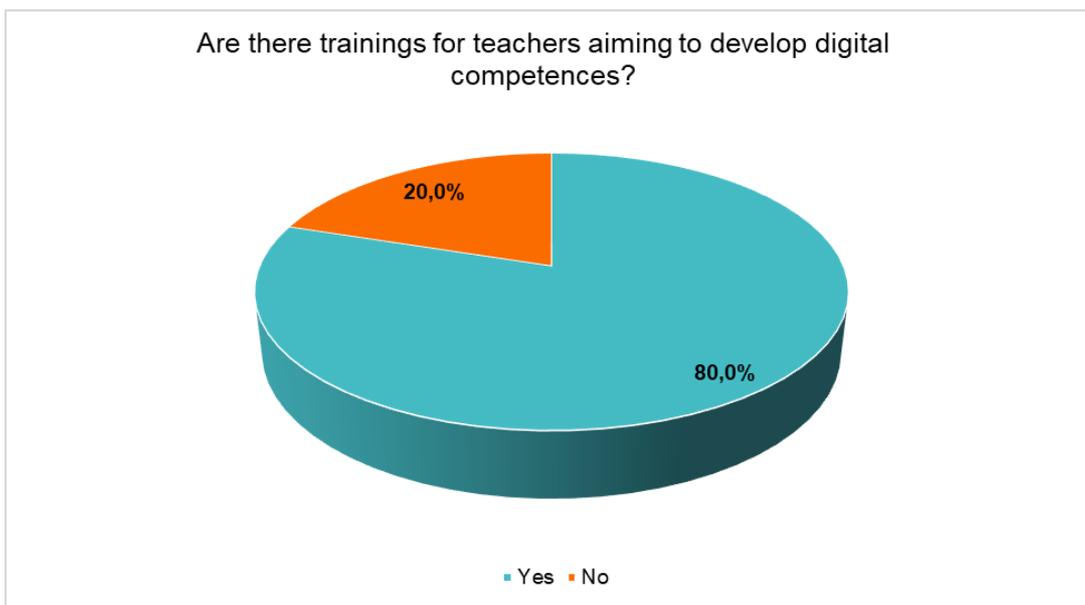
Figure 13 - Existence of training/programs for professionals to develop digital competences in Portugal

In Portugal, the continuous training of teachers (of the regular system, which is the majority of the respondents answering to this survey) is mandatory and thus, there is a training offer available to teachers. As can be seen in Figure 13., the most common is the one related to the use of the digital tool (73,7%)[14].

Training programs for the development of digital competences of professionals provided by Portuguese institutions

- Learning from mobile devices - innovative learning scenarios: **2.6%**
- Programming and Robotics: **2.6%**
- Introduction to Programming in Basic Education: **2.6%**
- Gamification: **5.3%**
- Training in Digital Tools (e.g. Excell, moodle, google classroom, Microsoft teams): **73.7%**
- Traning in "Information and communications technology": **13.2%**

Figure 14 – Identification of the areas of training addressed to educational professionals, fostering the development of their digital competences.

---

[14] This happens precisely due to the fact of all school clusters have, at least, one digital platform for communication with students, their families and the local community.

Promoting training on citizenship education for educational professionals

Concerning the question "Are there trainings for teachers regarding citizenship education methods?", the results were balanced: 50% answered "yes" and 50% answered "no" (see Figure 14).
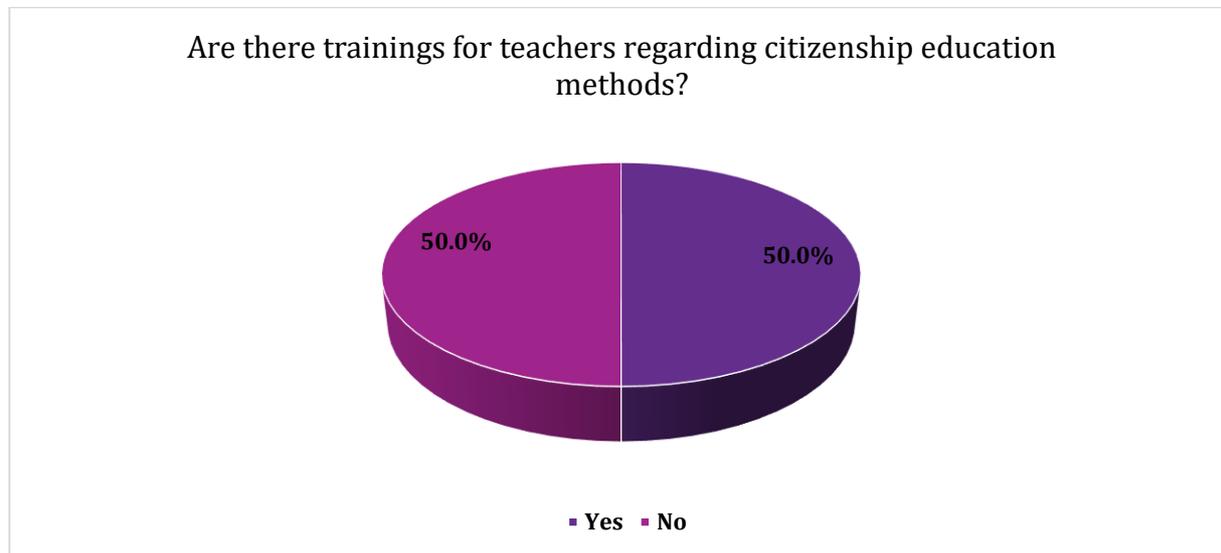
Figure 15 - Existence of training/programs for professionals regarding citizenship education in Portugal

Figure 15. shows that 55% of the respondents answering yes, mentioned the training "Education for citizenship: from the theory to practice" as an offer [15]. Another training mentioned by many of the Portuguese respondents (25%) was the inclusive education, training more addressed for professionals of pre-school education and the 1st cycle of basic education. Another training programs were mentioned by some respondents, including:

- Environment and sustainability
- Violence in dating
- Program "Escola Segura"
- Program "Eco-Escolas"

---

[15] Is important to recall that in 2018 was officially launched the National Strategy for Citizenship Education at the national level that previewed the integration of the subject of "Citizenship and Development" (applied to lower levels of education) or the development of a transversal project related to it (applied to upper secondary education level). A working group of experts started to work on this strategy in 2016, applied to all educational system, regular and VET.

Training programs for professionals regarding citizenship education provided by Portuguese institutions

- Environment and sustainability — 5.0%
- Violence in Dating — 5.0%
- Program "Escola Segura" — 5.0%
- Program "Eco-Escolas" — 5.0%
- Inclusive education — 25.0%
- Education for citizenship: from the theory to practice — 55.0%

Figure 16 – Identification of the training programs available for educational professionals on citizenship education.

Promoting activities for the development of students' social and civic competences

The last question related to methods and training programs addressed to educational professionals and students was "Are there curricular or extracurricular activities aiming at developing social and civic competences?". 92,5% of the respondents answered, "yes" against 7,5% that answered "no" (see Figure 16).

Are there curricular or extracurricular activities aiming at developing social and civic competences?

- 7.5%
- 92.5%

▪ Yes ▪ No
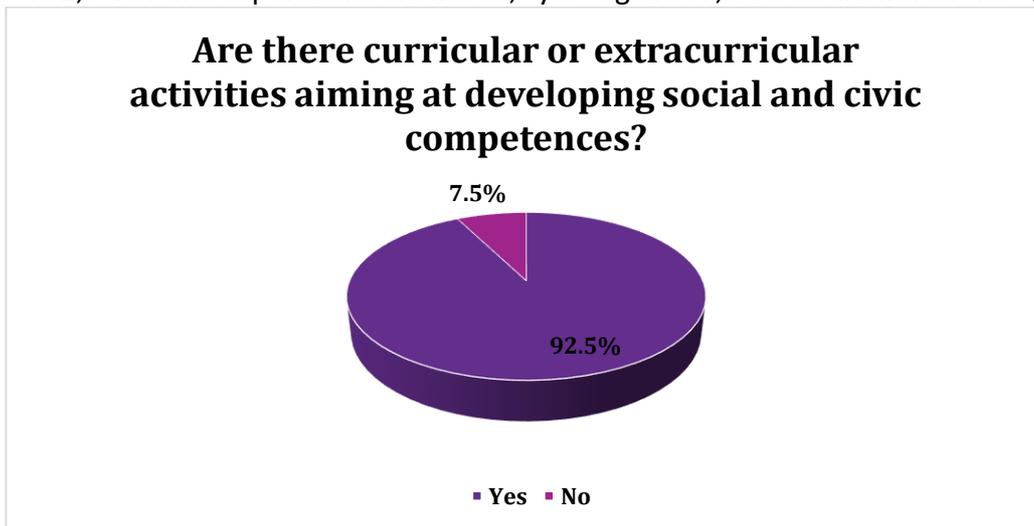
Figure 17 - Existence of curricular or extracurricular activities for students to develop social and civic competences in Portugal

25,9% of the respondents identified the existence of the subject "Citizenship and Development" as one of the programs, followed by the clubs (14,8%) (e.g. volunteering, Eco-Escolas, sports, art, photography,

theatre), debates and workshops (14,8%), articulated teaching[16] (11,1%) and activities promoted with local institutions (11%). Other activities were also identified by 18,5% of the respondents, integrating activities such as study visits, open school day, collection of goods, journal) (see Figure 17).
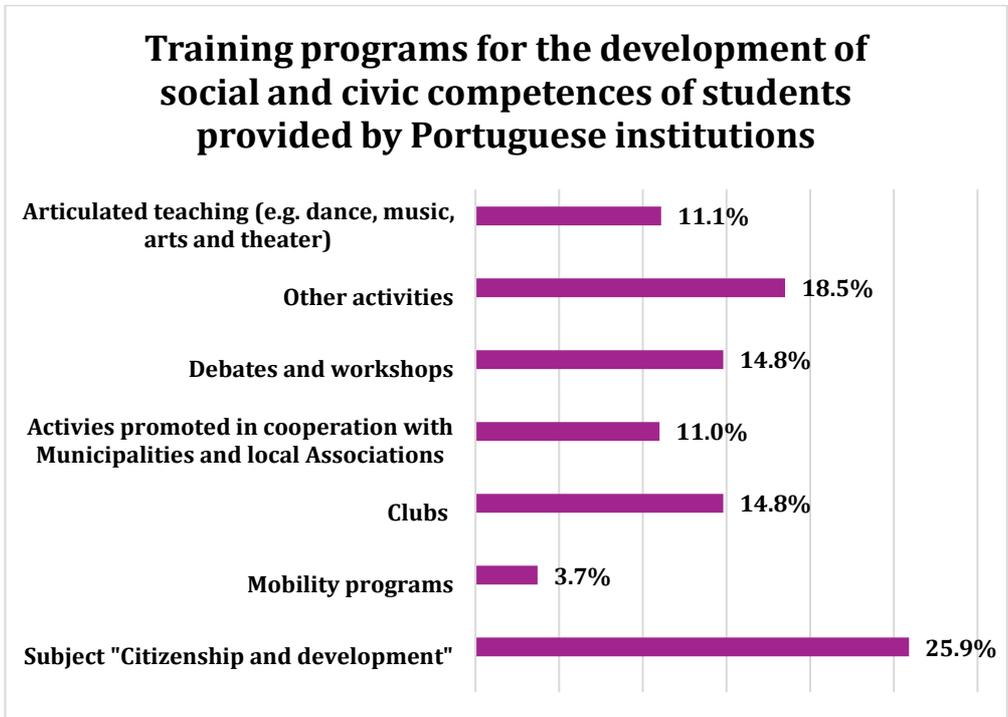
Figure 18 – Identification of activities available in educational contexts of the Portuguese respondents, fostering the development of students' social and civic competences.

---

[16] - From the 2nd cycle of the basic education, students have the opportunity to have combine the regular education (e.g. Mother tongue, mathematics, sciences,…) with an artistic area (e.g. dancing, theatre, music,..).

4. Analysis of the importance in the workplace given to different skills/tools/topics (min. 400 words)

Analysing the graphic of Figure 18 is clear that according to respondents, their institutions are generally interested in the skills/tools/topics related to the GEM IN project. However, seven of the topics were identified as more relevant:

- Promoting the acquisition of civic competences (95%)
- Using digital tools (95%)
- Promoting social inclusion (90%)
- Promoting the interculturality (90%)
- Knowing more about formal education methods (90%)
- Promoting active citizenship (87,5%)
- Promoting the learning and sharing European values (87,5%)
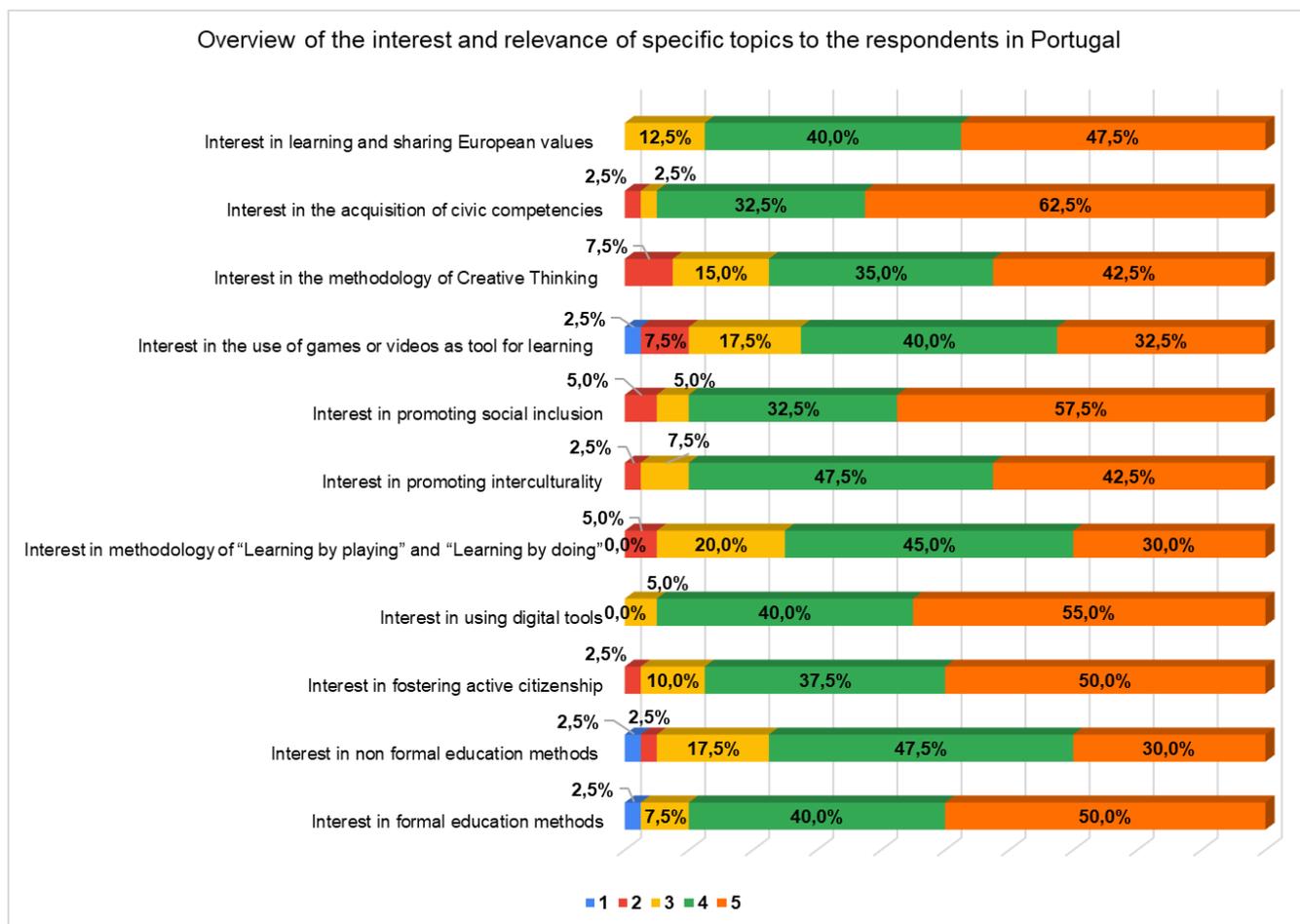
Figure 19 – Identification of the interest of respondents by some of the topics approached in the GEM IN project.

When questioned about "Do you think that the introduction and the use of a new tool, like a boardgame, would be considered interesting in your educational context by your superiors or colleagues?", 55% of the respondents answered "maybe", 42,5% answered "yes" and 2,5% answered "no" (see Figure 19).
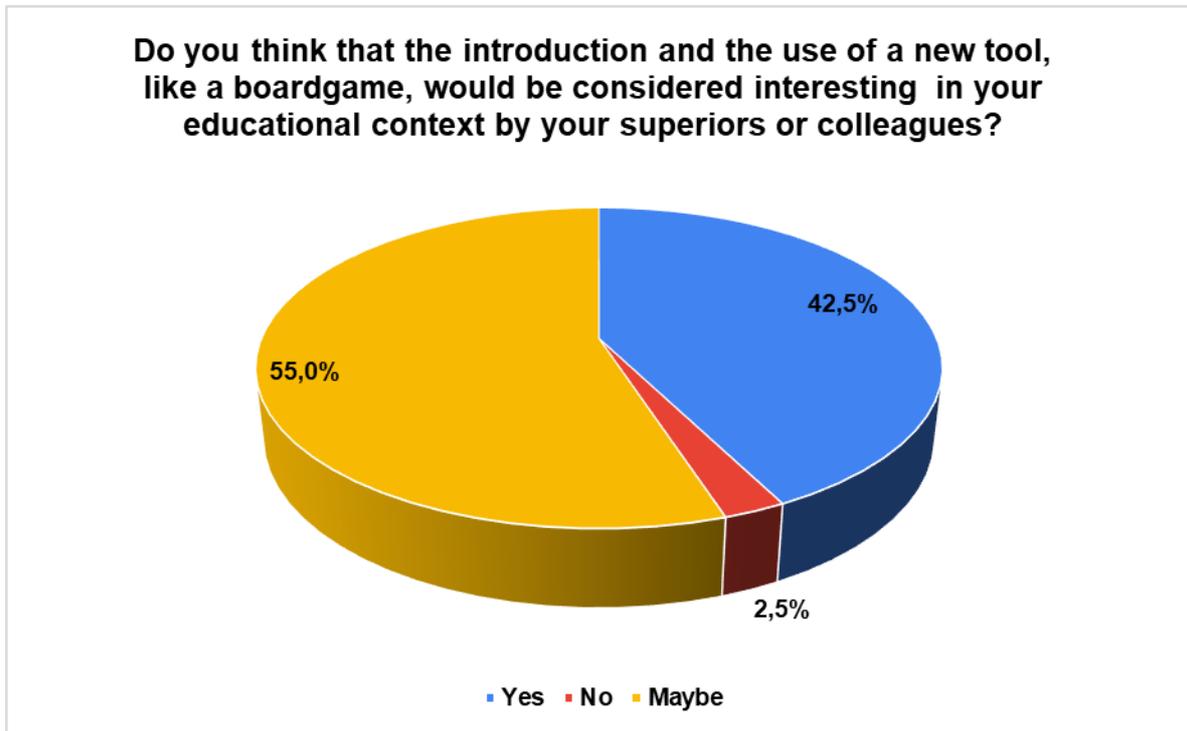
Figure 20 - Interest of educational leaders and professionals on the introduction of a boardgame in classes, in Portugal.

The respondents identified as strong aspects and possible constraints on raising the interest of educational leaders and colleagues to the use of this tool:

Strengths	Constraints
• The fact of the School Management reveal entrepreneurship and openness to the change and innovation • The need for preparing and implementing different activities to motivate students that are also opened to it • The impact of the use of the games in the intellectual, interpersonal and civic competences of students • The possibility of students develop competences such as self-awareness and evaluation, focus and concentration, strategy and problem-solving, respect for others • The positive impact that some non-formal initiatives had in students, school management and teachers (for example, the chess club)	• The ageing of the professionals and some resistance to the use of digital tools or in innovating • The "security" of the formal methods (easier to prepare, monitor and evaluate) • The game may not be applied to all subjects and classes (it depends on the goal of the game and the number of students per class)

Relate to the willing and availability of the educational professionals answering to the survey, 65% answered "yes" to the question "Would you consider the use of a boardgame as an interesting learning tool?", 32,5% answered "maybe" and 2,5% answered "no" (see Figure 20).

Co-funded by the Erasmus+ Programme of the European Union

Erasmus+ Programme 2014-2020
EACEA/21/2018 Social Inclusion and Common Values: The Contribution in the Field of Education and Training
[Project Number: 612209-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN]
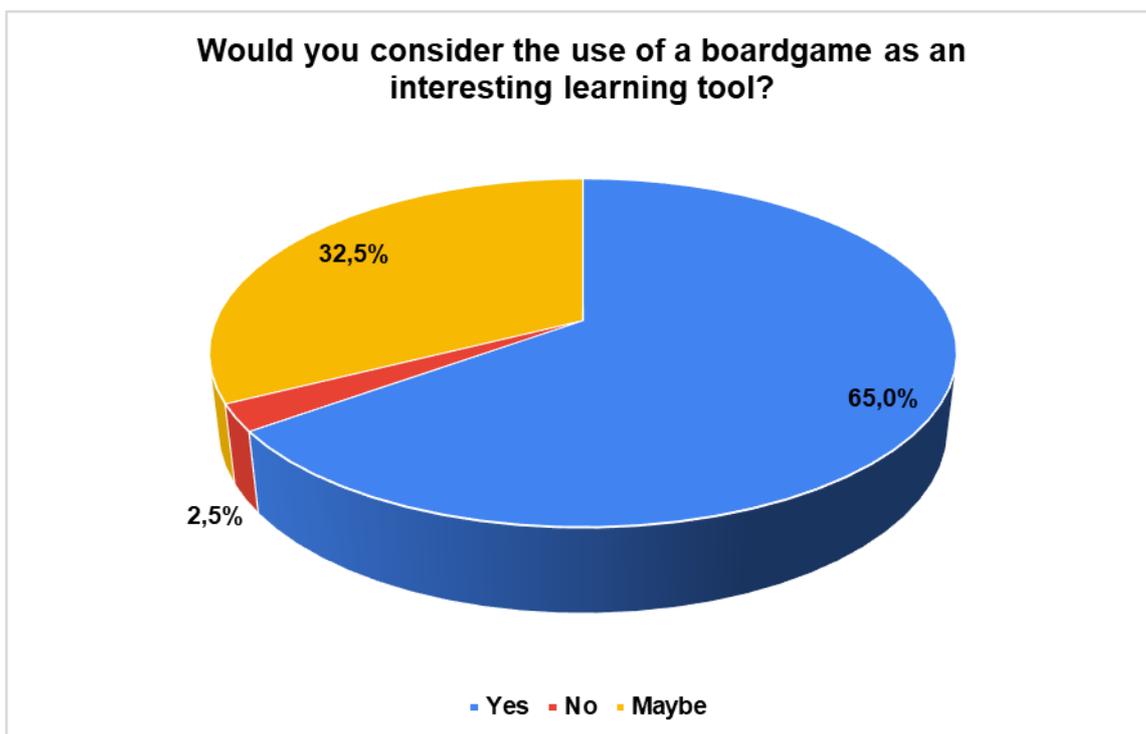
Figure 21 - Interest of the respondents in Portugal on the introduction of a boardgame in classes

Portuguese respondents identified their motivation to use these tools, mentioning some important conditions that should be considered

Motivations	Conditions to consider
• These tools are important to exercise and improve memory, deduction, abstraction, and logic • Important competences can be acquired or improved using this toll, such strategy, logic reasoning, autonomy, decision-making, cooperation, self-confidence • It can be interesting to open the school to the local community by promoting local contests • Is a tool that can motivate the student to learn, once he/she is involved in the activity • Can be aligned with the "Student Profile" and the "National Strategy for Citizenship Education"	• Important to consider the age, the class and learning context in which will be applied • Is important to carefully plan the involvement of students in the game

About the question "Do you think that a boardgame could be well accepted by the youngsters as a learning tool?", 62,9 of the respondents answered "yes" and 37,1% "maybe" (see Figure 21).

Do you think that a boardgame could be well accepted by the youngsters as learning tool?

37.1%

62.9%

■ Yes ■ No ■ Maybe
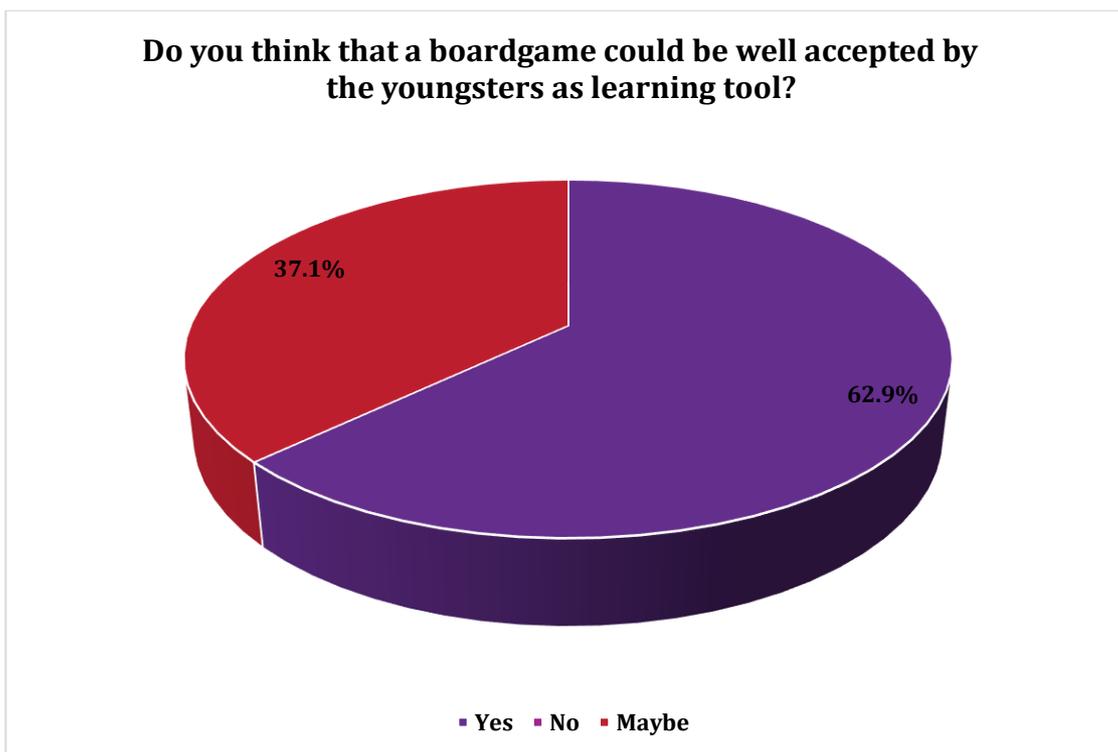
Figure 22 – Interest of students on a boardgame as a learning tool.

Strengths	Conditions to consider
• It allows the intellectual development of students in a ludic way • Is useful to promote "healthy competitiveness" between students • Can be excellent to review contents and subjects • Students usually learn better with these tools and "learning by playing" • New generations love games and are more open to innovations • In a digital era, a boardgame can be seen as innovation and motivation	• Important to consider the age, the class and learning context in which will be applied • Is important that the objective of the game is clear and aligned with the contents and subjects • Students like boardgame and usually receive it very well, but new technologies should be considered as well • The social and family context in which students are included needs to be considered as well.

5.   Conclusions for GEM IN national context analysis.

Analysing the data related to non-formal methods used and the training provided by the institutions to students and professionals, it is clear that a significant percentage of institutions use non-formal methods in their learning contexts (45%) [17] and that several initiatives fostering the development of specific competences of students (e.g. digital, social and civic) and educational professionals (e.g. digital, citizenship) are available, as well. The most common non-formal method used by the institutions of the respondents are the study visits (27,3%) resulting from protocols with museums, libraries, companies, nursing homes, among others, and clubs (e.g. science, reading, maths, English,

---

[17] This percentage is particularly interesting when considering that the majority of the respondents are from formal learning contexts of education.

mechatronics, programming, robotics, volunteering, Eco-Escolas, sports, art, photography, theatre) are also popular (15,2%).[18] 65% of the respondents have already experience with projects financed by the European Commission, the majority related to the actual Erasmus+ programme or the previous Lifelong Learning Programme.

In what concerns the training and activities to develop and deep students' basic skills, 55% of the respondents mentioned that their institution provides training aiming at developing students' digital competences, 60,9% of which identify the subject of "Information and Communication Technology" as training offer. In fact, in Portugal, this subject is part of the curricula of the upper secondary level of education of regular schools. Moreover, 92,5% of the respondents referred that their institutions promote activities (curricular or extracurricular), fostering the promotion of social and civic competences of students. 25,9% of these respondents identified the existence of the subject "Citizenship and Development" as one of the programs, followed by the clubs (14,8%).

Related to the training available to the professionals, in Portugal the continuous training of teachers is mandatory and usually promoted by the Centers of Training of Teachers or Schools. Considering this, 80% of the respondents mentioned that there is a training available to teachers to increase their digital competences, 73,7% of those mentioned the training on the use of digital tools as an offer. 50% of the respondents mentioned, as well, that there is specific training on citizenship education available for professionals, 55% of these identified the training "Education for citizenship: from the theory to practice"[19] and 25% the inclusive education as available offers.

Globally, respondents mentioned that their institutions' value and have interest on the skills, tools and topics approached by the GEM IN project, identifying the 5 most important from the 11 mentioned in the survey, which are:
1. Promoting the acquisition of civic competences by students
2. Using digital tools to strengthen the students' learning
3. Promoting social inclusion in their context of learning
4. Promoting the interculturality in their context of education
5. Knowing more about formal education methods

Finally, in the perspective of the respondents, a boardgame can be well received by school leaders and their colleagues (42,5%), can be easily used by the respondents in their classes, depending on certain conditions (65%) and can be well received by students, motivating them to learn and to be more involved in their educational path (62,9%). Despite this positive reaction, the respondents mentioned some constraints and conditions that should be considered, namely:
   • The ageing of the professionals and some resistance to the use of digital tools or in innovating
   • The "security" of the formal methods (easier to prepare, monitor and evaluate)
   • The game may not be applied to all subjects and classes (it depends on the goal of the game and the number of students per class)
   • Important to consider the age, the class and learning context in which will be applied
   • Is important to carefully plan the involvement of students in the game

---

[18] Clubs are mentioned by different professionals from different levels of education in different questions of the survey.

[19] At this level is important to mention that in 2018 was officially launched the National Strategy for Citizenship Education at national level that previewed the integration of the subject of "Citizenship and Development" (applied to lower levels of education)or the development of a transversal project related to it (applied to upper secondary education level). Actually, this training is available only to the teachers that will have the role of "School Coordinator for the National Strategy on Education for Citizenship".

• Important to consider the age, the class and learning context in which will be applied

• Is important that the objective of the game is clear and aligned with the contents and subjects

• Students like boardgame and usually receive it very well, but new technologies should be considered as well

• The social and family context in which students are included needs to be considered as well.

To conclude, the survey was well received by the educational professionals in Portugal, which, in some cases, explored with students the possibility of using boardgames in their classes and schools' activities.

GEM IN - Context Analysis

Activity 2.1
COMPASS
Austria

1.   General summary (min. 400 words)

Austria has a comprehensive approach towards education aiming to promote citizenship and civic education among the students.20 Citizenship education is taught both as a separate subject and as a cross-cultural theme. The curriculum is focusing on intercultural skills, critical thinking, flexibility, efficient interaction, and emotional awareness. The Austrian school undertake a holistic approach and view on citizenship combining it with history and social studies. Teachers are also taught in citizenship, but usually they tend to have a degree in a comprehensive progamme incorporating citizenship promotions. Furthermore, lifelong learning, adult education and non-formal ways of gaining skills are quite a prominent topic which can be seen in the significant number of educational institutions for further learning, and training centers present. 21

A particular focus on digital skills development has also been placed in the Austrians school system leaving the country in 8th place for level of digital skills among 16-74 year-olds in the EU for 20018.22

After 2012 in Austria was introduced the New Secondary School, aiming to accommodate to the diversity in the class room, in terms of background, country of origin, specific needs and interest of the students. Thus, the focus of the new educational system has been on differentiation and individualization, introducing new forms of assessment, and new ways of learning. Teachers are expected to prepare different materials according to different learning styles, interest, talents, multiple intelligence, so that students can choose from an array of tasks suitable for their learning needs and style. Learning is competence-based, rather than focusing on contents, focusing on independence, confidence and competences which can be translated in real life. Hence, Austria boasts with a particular focus on diversity in terms of teaching methods.23

Hence, a focus on teachers´ capacity-building is also prominent in Austria. The. most common forms of professional development completed by teachers have been informal dialogue, courses and workshops and professional literature. Austrian teachers demand for more professional development focused on behaviour problems and special needs of their students.24

2.   Statistics about experts involved (min. 400 words)

The questionnaires were distributed online in a Google Form survey (LINK for the survey: https://docs.google.com/forms/d/1Y46pEnVPHLCl-tPi2T8kQa3CkTkUD1oNDw5JmbZnr7g/edit?usp=sharing), among 15 teachers in schools and different educational institutions in Innsbruck and Landeck (as it is a town in Tyrol with significant migrant population). The majority of the participants are involved in teaching German to foreigners, and/or basic education classes with youngsters with migrant background. It is to be born in mind, that not all questions were answered by all respondents. Furthermore, as the survey were done online, some of the open questions were not answered, thus limiting the qualitative data and insight obtained from the respondents.

---

[20]European Commission, Education and Training Monitor, Austria, 2018
https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2018-austria_en.pdf
[21] Ibid.
[22] Ibid.
[23] Ebenberger, A., Development of the Austrian Educational System, available at: https://www.ph-online.ac.at/kphvie/voe_main2.getVollText?pDocumentNr=414003&pCurrPk=5356
[24] OECD, Creating Effective Teaching and Learning Environment, First Results from the OECS Teaching and Learning international Survey, Briefing Note for Austria, available at: https://www.oecd.org/austria/43046693.pdf

Co-funded by the Erasmus+ Programme of the European Union

Erasmus+ Programme 2014-2020
EACEA/21/2018 Social Inclusion and Common Values: The Contribution in the Field of Education and Training
[Project Number: 612209-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN]

cesie   CARDET INOVA+   Liceo Classico Vittorio Emanuele II - Palermo
eu-paideia   The Grammar School Nicosia   ALDA   MULTI KULTURELL   casadoprofessor   symplexis

The respondents are mainly females, which corresponds to the statistics in Austria, where teaching is mainly a female domain. The age span of the participants varied from 32-60 (Figure 1), with roughly 1 representative from each age group, with different working experience from 3 to 30 years of professional experience, with the majority of them having around 5 years of working experience (Figure 2). The majority of them have been working as teachers in Innsbruck (one in Landeck). The demographic range of the participants is allowing for diversification of opinions and methods used. Furthermore, this allows for obtaining points of view from different generations of teachers, who have been trained and working in different stages of the development of the Austrian educational system.

Wie alt sind Sie?

15 responses
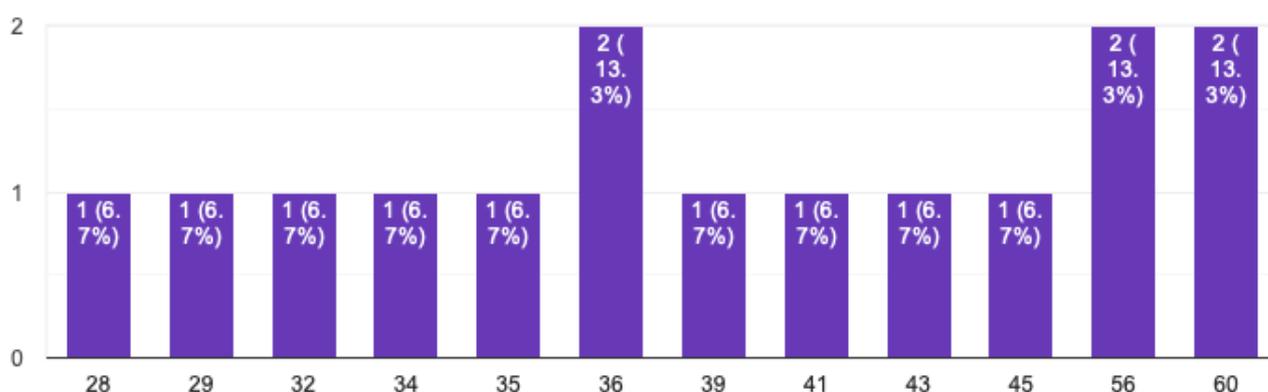
Figure 23

Wie lange ist Ihre Arbeitserfahrung in diesem Bereich (Monate oder Jahre)

14 responses
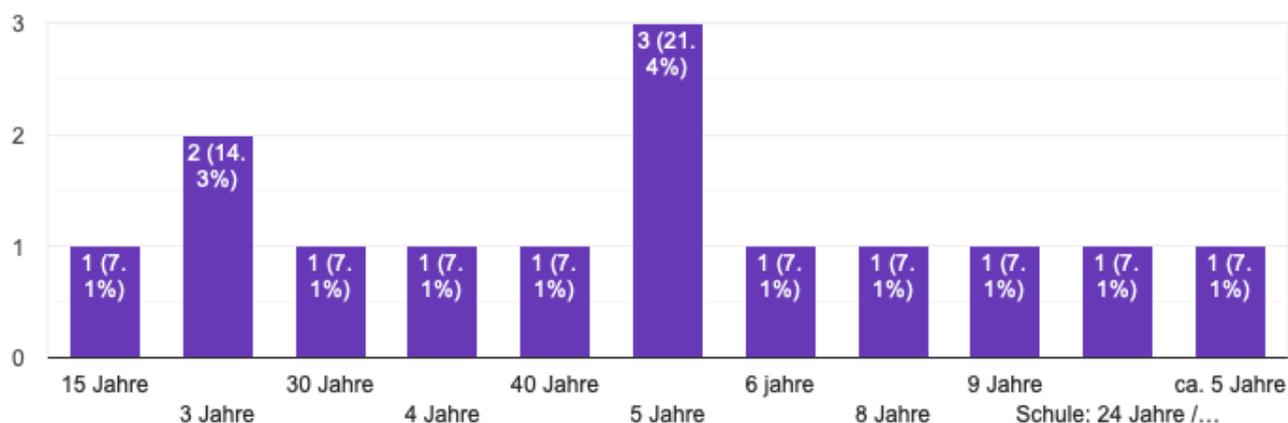
Figure 24

The majority of them have indicated to have graduated with a High School diploma, followed by teachers with a Bachelor degree. It is important to note, that in Austria it is quite common to have additional training after high school, which is professionally focused, but it is not done in a university. Moreover, in particular for teaching, there is a special

Bildungshintergrund (alle, die zutreffen):
15 responses

● Hochschulabschluss
● Bakkalaureus
● Masterabschluss
● Doktorarbeit

Figure 25

pedagogical high school, which allowed for its graduates to become teachers, without attending university. Furthermore, in Austria teachers are also obliged to upgrade their teaching with diverse courses and training, therefore some of the participants mentioned some of their additional training such as training in the Montessori approach, special training for basic education for adults, pedagogical coaching, child-youth coaching, teaching German as a foreign language, etc.

The majority of the participants are involved in teaching German to foreigners, and/or basic education classes with youngsters with migrant background. 6 have stated that they work in schools representing formal education institutions.

3. Analysis about methods and trainings used in the work context (min. 400 words)

Around 40% of the respondents are involved in formal education, and around 33% - in the informal one, which allows for good representation for the opinions of both sectors. Around 20% of the respondents have experience in both domains.

Sind Sie in der formalen oder nicht-formalen Bildung tätig?
15 responses
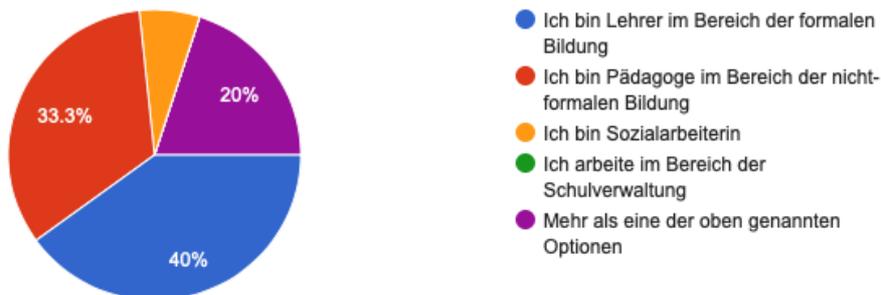
● Ich bin Lehrer im Bereich der formalen Bildung
● Ich bin Pädagoge im Bereich der nicht-formalen Bildung
● Ich bin Sozialarbeiterin
● Ich arbeite im Bereich der Schulverwaltung
● Mehr als eine der oben genannten Optionen

Figure 26

The ones in formal education are working in schools, while those in non-formal are mainly focused on working in basic education courses for youngsters with migrant background. Around 40% of the respondents

Werden nicht-formale Bildungsmethoden verwendet?

15 responses

- Nein
- Ja
- Andere

73.3%
26.7%
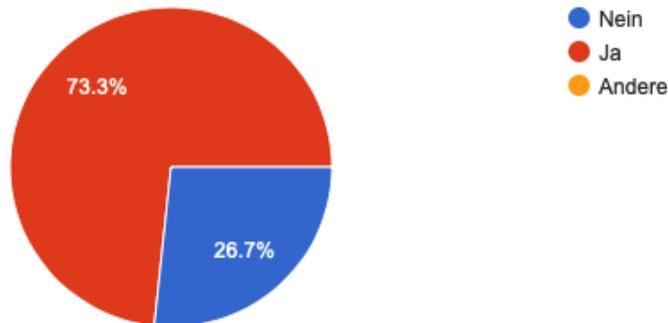
Figure 27

have experience with EU projects, which are mainly focusing on non-formal methods of education and teaching. Which also relates to the result that

around 73% of the respondents have claimed that they use non-formal methods in their work, both indicative that these tools are no utilized and present in the Austrian educational landscape.

The respondents listed an array of non-formal activities they use such as: treasure hunts, excursions, physical activities for involving all senses, haptic exercises, crafts, role plays, using different art forms to provoke creativity – music, photography, theater, games, etc. The variety of activities, with almost every participant indicating a different method that they use demonstrating diversity in methods.

Gibt es Ausbildungen/Programme für Studierende, die digitale Kompetenzen entwickeln wollen?

15 responses

Figure 28

- Ja
- Nein

26.7%
73.3%
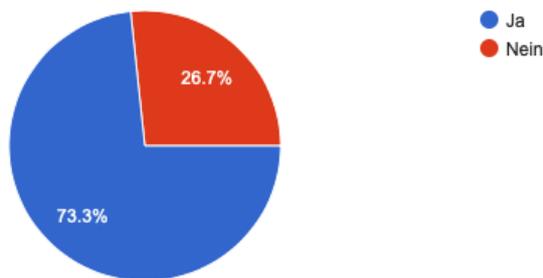
As already mentioned, digital skills development is

present in the Austrian schools supported by 73% of the respondents who claimed that there are opportunities for students to enhance their computer skills. However, it is worth mentioning that when asked for examples, the majority mention available

course in different educational institutions such as BFI25 and Volkshochschule26, project-based opportunities in different NGOs, online courses for self-learning, rather than schools themselves. It is important to be noted that while project-based course maybe free, those offered in the educational institutions tend to be costly and not affordable for everyone.

---

[25] https://www.bfi.at/home/
[26] https://www.vhs-tirol.at

Such opportunities are available for teachers too, with more than 90% of the respondents indicating that there are available learning path for teachers to upgrade their digital competences provided again by different institutions for adult learning such as Bifeb27, Wifi28, Tyrolian pedagogical school29, etc.

It is interesting to note, that even though it is citizenship training is supposed to be included in the school curriculum, hence in the teachers´ training, almost 43% of the respondents claimed th

Gibt es Schulungen für Lehrer, die digitale Kompetenzen entwickeln wollen?
15 responses

Figure 29

However, it is to be born in mind, that a number of the participants are not involved in formal education, hence have access to different type of contents and trainings compared of their peers in the formal domain. Thus, this being indicative that teachers and educators in formal and non-formal fields may have different needs and areas for support in their work with their students and learners.

Gibt es Fortbildungen für Lehrer zu Methoden der Staatsbürgerschaftserziehung?
14 responses
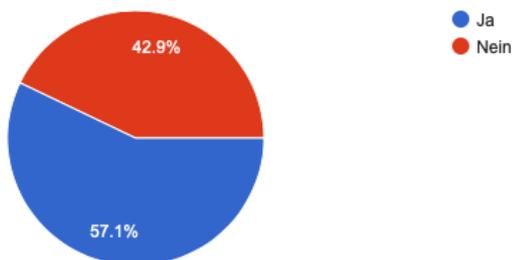
Figure 30

65% of the respondents argue that there are extracurricular activities for social and civic competences, again available in some of the already mentioned institutions for adult education – BFI, OFI30, different workshops on social topics such as political education, gender and diversity management, etc. In addition, some have mentioned that language classes for migrants, and courses for basic education also contribute to developing these skills in teachers, due to the target group with which they work. Interesting examples of such activities are also: reading nights, school trips which could be dedicated to topics such as state building, children rights, conflict management, etc, as a way to promote civil consciousness.

---

27 https://www.bifeb.at
28 https://www.wifi.at/start
29 https://ph-tirol.ac.at
30 https://www.ofi.at/english/index.php

4. Analysis of the importance in the work place given to different skills/tools/topics (min. 400 words)

Respondents tend to express clear interest in non-formal teaching methods (Figure 9) as well as in promoting active citizenship (Figure 10) and using digital tools (Figure 11).

Interesse an nicht-formalen Bildungsmethoden

15 responses
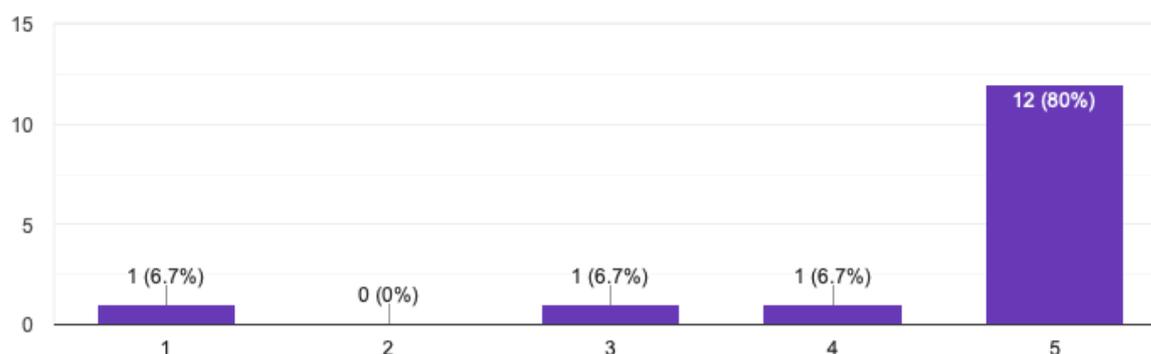
Figure 31

Interesse an der Förderung der aktiven Bürgerschaft

15 responses
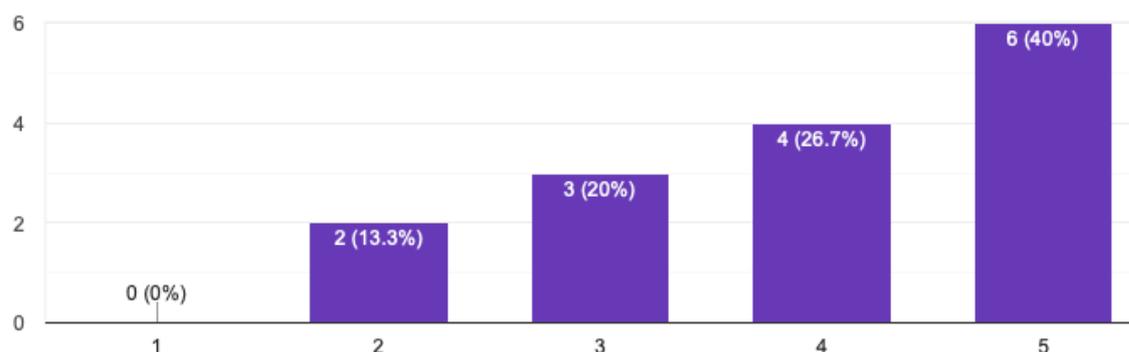
Figure 32

Interesse an der Nutzung digitaler Werkzeuge

15 responses
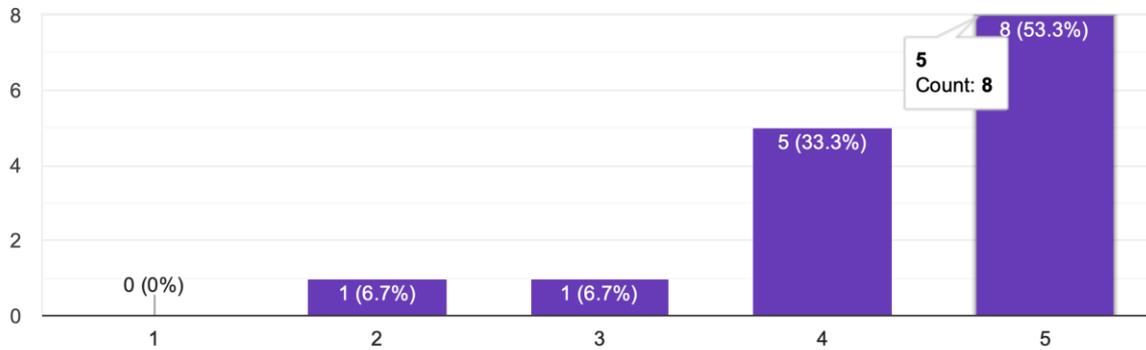
Figure 33

Learning by playing and learning by doing (Figure 13), as well as intercultural (Figure 14) and social inclusion, civic engagement (Figure 15), creative thinking (Figure 16) and sharing EU values (Figure 17) have also been indicated as interesting topics for the respondents. Moreover, around 73% have claimed that using games and videos will be interesting for them in their work. And when asked if using new tools, such as a board game int heir teaching will be interesting for them and their colleagues around 93% said "yes" (Figure 12).

Glauben Sie, dass die Einführung und der Einsatz eines neuen Instruments, wie z.B. eines Brettspiels, in Ihrem Bildungskontext von Ihren Vorgesetzten oder Kollegen als interessant angesehen würde?

14 responses
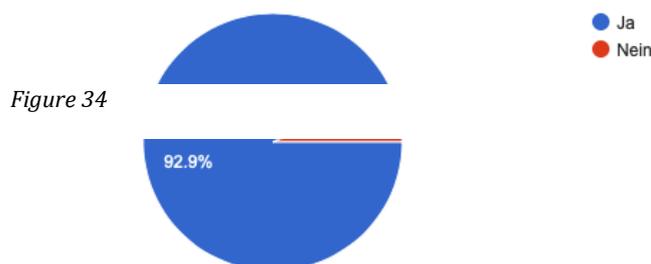
Figure 34

Interesse an der Methodik des "Spielenden Lernens" und "Handelnden Lernens".
15 responses
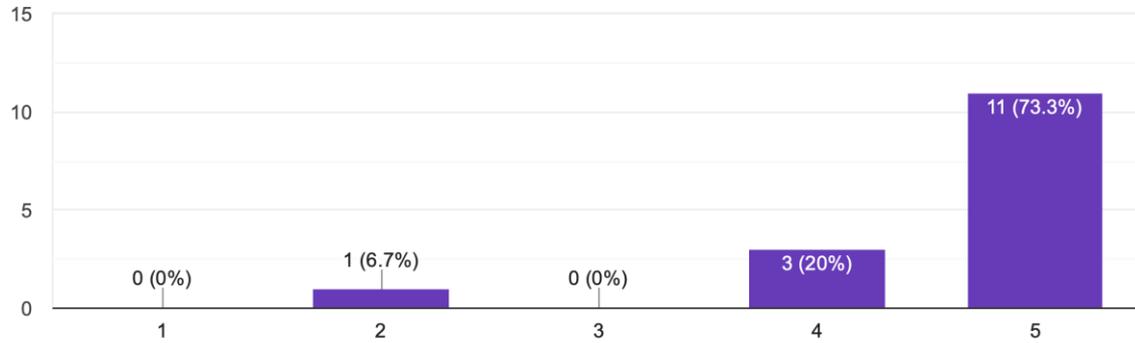
Figure 35

Interesse an der Förderung der Interkulturalität
15 responses
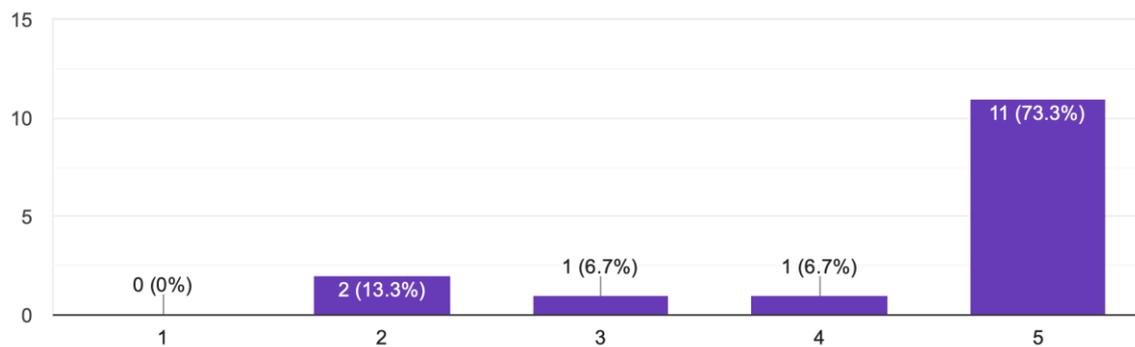
Figure 36

Interesse an der Förderung der sozialen Eingliederung

15 responses
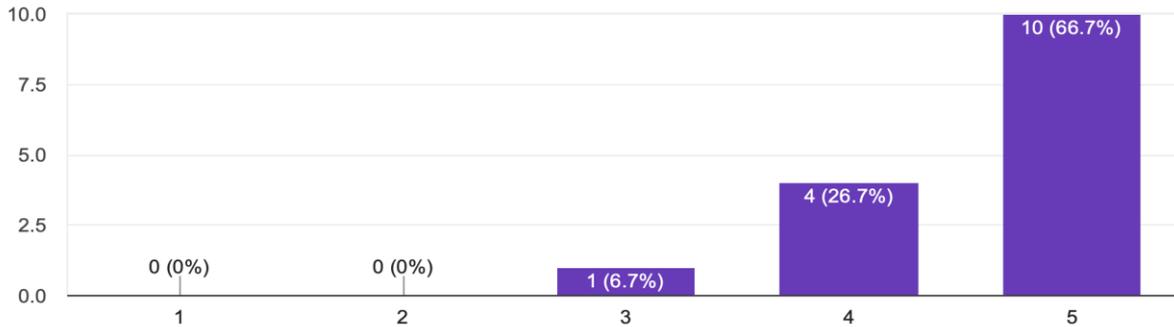
Figure 37

Interesse am Lernen und Teilen europäischer Werte

15 responses
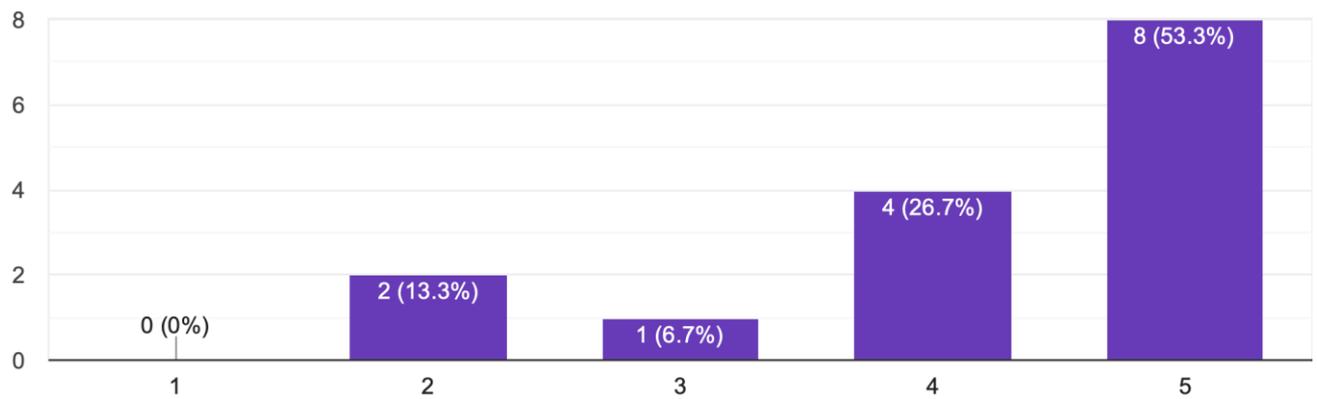
Figure 38

Interesse an der Methodik des kreativen Denkens
15 responses
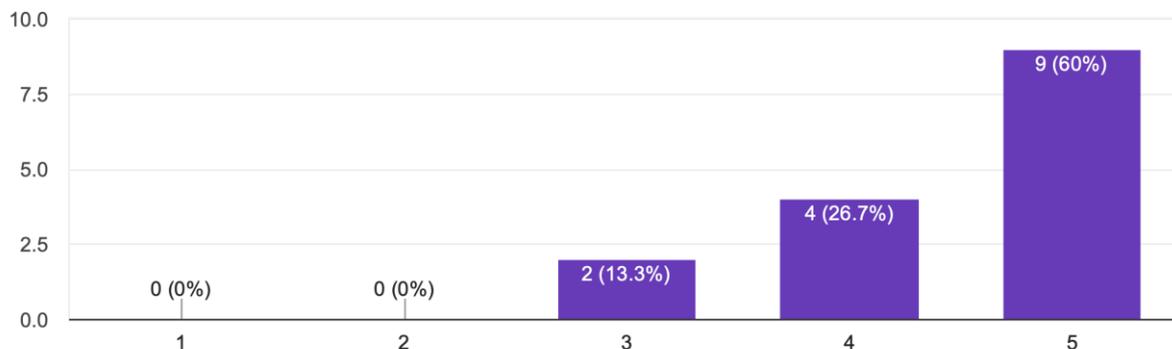
Figure 39

When elaborating further through the open questions, some teachers claimed that rather than speaking about uniform European values, it is more relevant to talk about cultural techniques, which are taught in. language courses, such as forms of addressing, standard answers, and values such as respect, punctuality, etc.

Some teachers affirmed that in their working places citizenship, intercultural communication, EU values, are already taught and conveyed, especially when working with migrants and refugees, through language courses and basic education classes. These are taught in task- oriented and game-like manner, through activities, rather than a monologue on behalf of the teachers, in order to create positive learning experience for the learners and engage them in the learning process.

"Non-formal education methods help people to get out of their comfort zone and become more creative."

"The direct social contact in various playful roles quickly overcomes milieu-specific boundaries."

" A board game can offer learners a fictional world in which actions can be tried out without being confronted with fear of loss or failure."

In general, the majority of the respondents, stated that they and their colleagues would use a board game in their work, and that schools are open to using such tools as long as they have clear goal and impact on the students and contributes to their learning and development, and it is financially feasible for the schools to implement it. Most of them agreed that using a board game as a learning tool, will boost students´ creativity, motivation and interest. Furthermore, another participant emphasized that due to the lack of life experience, a game can be helpful for youngsters to visualize a situation, or certain complex topics, and understand them better. However, it is important to mention, that one respondent claimed that board games may be considered boring for youth above 14 years old, which is a valid point considering the digital tools available to youngsters. Another one, pointed out that for this particular target group games are not perceived as educational.

" …a board game offers the possibility to try out learned knowledge in a protected environment, to promote social interaction, to make the daily teaching routine varied and to establish a connection between theory and practice."

5.   Conclusions for GEM IN national context analysis.
Which conclusions do you draw from the research?

Using different teaching methods and tools is not news for the Austrian educational system. Furthermore, there is a number of institutions, NGOs and entities which provide diverse non-formal activities to complement the formal educational practices. Teachers are also regularly trained to hone their skills with different practices, knowledge and tools, which they could implement in their work. Thus, teachers in Austria already have a solid knowledge on using non-formal tools in their work.

In addition, all participants demonstrated that the schools and educational centers they work in, are currently using different non-formal tools and methods and are open to trying out new instruments to boost their work and facilitate the development of their learners.

Citizenship education and promoting EU values, are no strangers to the Austrians school system too, which aims to encourage the pupils to be politically and socially engaged, therefore local educators and teachers have some experience in the field of promoting citizenship education.

Yet, some respondents indicated that they will need further training in the abovementioned topics, and have a particular interest in further incorporating these topics in their work.

A board game is deemed an interesting tool by the majority of the participants, however it should have clear goal, and bring explicit value to the students for teachers to be willing to implement it.

GEM IN - Context Analysis

Activity 2.1
Symplexis – Greece
(in collaboration with the Regional Directorate of Western Greece of the Greek Ministry of Education)

1. General summary

The context analysis in Greece took place between April – June 2020, in line with the instructions received by the WP2 leader of the GEM-In project, namely CESIE from Italy. Within this context, an online google form questionnaire was used and widely disseminated to highly qualified experts who live and work in Greece so as to collect their valuable feedback on the issues relevant to the upscaling process of the GEM-In project. It should be noted that in collaboration with the second Greek partner – The Regional Directorate of Western Greece of the Greek Ministry of Education – it was jointly decided not to translate the online questionnaire in Greek as all experts contacted by the two Greek partners were competent in English, hence the use of the English version of the online questionnaire was considered as the best and more efficient option, especially time wise.

In the Greek case, both country representatives were actively engaged in the involvement of experts with Symplexis focusing mostly on the engagement of social workers and representatives from the non-formal education sector due to the relevant profile and activity of the organisation, while the Regional Directorate of Western Greece focused on the involvement of education staff and other categories of representatives from the formal education field in line with their mandate and expertise field. As a result, feedback from 21 experts in total was gathered (exceeding the initially planned 15 experts) of whom the majority were representatives of the education sector with different types of responsibility and role (in line with the priorities of the GEM-In project), while the rest were social workers. It is worth mentioning though that in none of the survey questions, it was made possible to gather responses from all the participants (not referring of course to the provisional questions that did not concern all the participants; i.e. the questions that were supposed to be answered by only those who reported some kind of relevant knowledge and/or experience depending on the issue at hand), which in part might be explained by the skepticism that some teachers and educators have showcased in the past in revealing personal information in privately-led researchers (i.e. research not carried out by the Greek Ministry of Education). Yet again, this is only an assumption at this stage as there are no solid evidence to back it up. All in all, though, the responses received in the universally-relevant exceeded the initially planned target of 15 experts from Greece, which suggests that the quality of the conducted national context analysis exercise has not been jeopardized.

As we will analyse in more detail below, the Greek survey showcased that the majority of the experts who participated in the survey engage in formal education methods, yet rather high was also the percentage of the responders who appeared to engage in informal learning activities and methods. Adult education, art therapy, game-based learning

and social work proved to be the most frequently used methods of informal learning, while it is noteworthy that the majority of the participants did not have any prior experience with EU-funded projects. In the most part, the Greek experts reported that there are no training opportunities regarding digital competences either for students, nor for educators, which seems to be also the case for the civic engagement field.

Last but not least, almost all surveyed experts in Greece appeared to have an interest in the fields relevant to the GEM-In project, namely in formal education methods; in fostering active citizenship; in using digital tools; in "learning by doing" and "learning by playing" techniques; in promoting interculturality and social inclusion; in creative thinking and in the acquisition of civic competencies; in learning and sharing European values and finally in the use of games or videos as a learning tool. As a concluding remark, it is of importance to underpin that the majority of the Greek responders appeared to believe that the introduction and consequently the use of a new pedagogical tools in the form of a board game would be considered useful by their colleagues and supervisors.

All things considered, the findings of the Greek context analysis reveal that within the framework of the rather fragmented Greek education system, the introduction of more modernized game-based learning tools would be of great value in an effort to modernize primarily the formal school curriculum, but also transform learning into a more fun process, including as part of informal learning processes.

2.   Statistics about experts involved

In the Greek case, the majority of the experts who participated in the online survey were women as showcased in Graph 1. This is rather typical for Greece, as in general, women showcase more willingness to participate in research compared to men, let alone that social work is mostly a female-dominated profession in Greece, which to a large part is also true for the professionals who work in the school administration filed (e.g. secretaries).
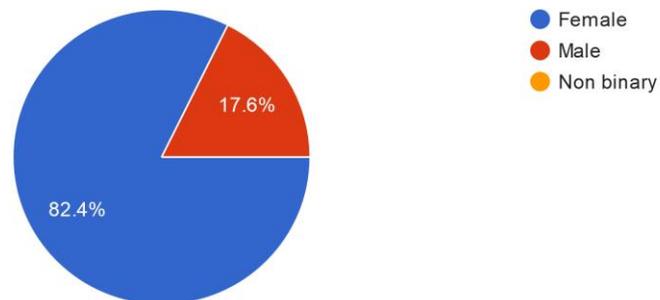
Graph 1 Gender of the Greek experts

The consulted experts in Greece represented different age groups, yet most of them belonged to the age group 30 – 40 years. Accordingly, with reference to their educational background, most of them have a Master degree or a PHD, while reportedly none of them appeared to have only a High school diploma or Bachelor degree, which in general is typical for the national standards (i.e. a Master degree is considered a must in Greece, not only in the education sector, but in general). (Graph 2).

Educational background
17 responses

- Highschool Diploma
- Bachelor
- Master
- PhD

35.3%
23.5%
41.2%
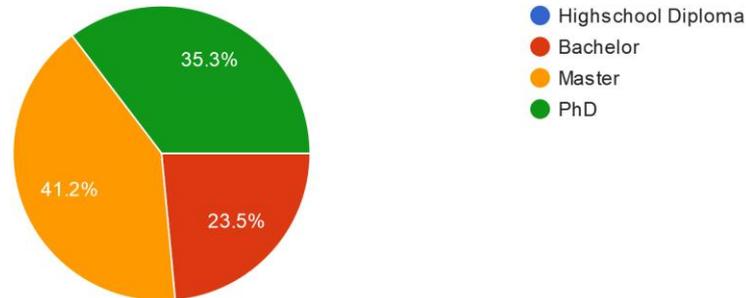
Graph 2 Educational background

All the participants work in Greece as this was considered a prerequisite for the purposes of the present analysis with the majority of them being employed in public schools in Western Greece (particularly from Patras, but also from other close areas in Western Greece like the Agrinio city and Arta), followed by representatives from various different areas in Athens and/or Greater Athens and accordingly from the Thessaly regional (i.e. Larissa and Volos). This is also partially explained by the fact that the experts were engaged one the one part by the Regional Directorate of Western Greece, and on the other from Symplexis, which is situated in Athens, hence the work location of the majority of the participants does not come as a surprise (Graph 3).

City where you work:
17 responses
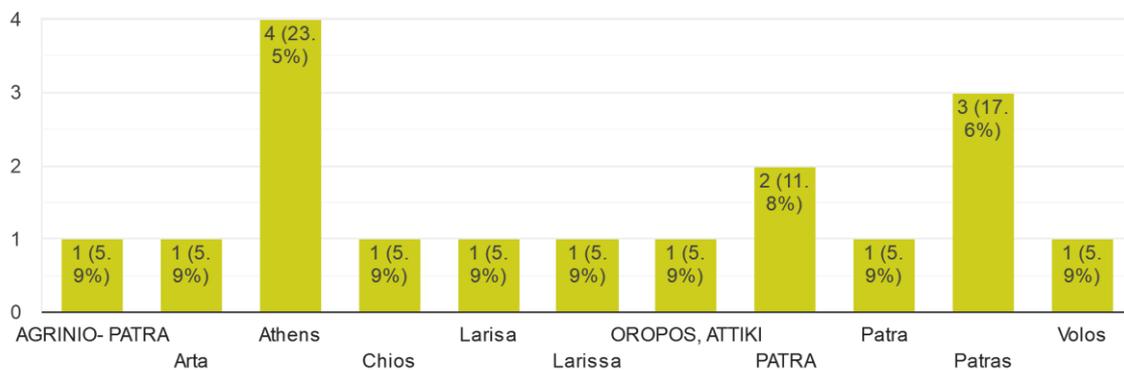
Graph 3 Greek city where the experts work

In the most part, the research participants work in the formal (public) education field, followed by the social work field and the school administration field, which is largely justified by the specialization of the involved Greek partners as explained in the introductory section of this report (Graph 4).

Do you work in formal or non-formal education?
17 responses

- I am a teacher in the field of formal education
- I am an educator in the field of non-for…
- I am a social worker
- I work in the school administration field
- More than one from the options above
- School Coordinator
- Educational Work Coordinator
- I am a volunteer in a non-formal educ…
- SECRETARY
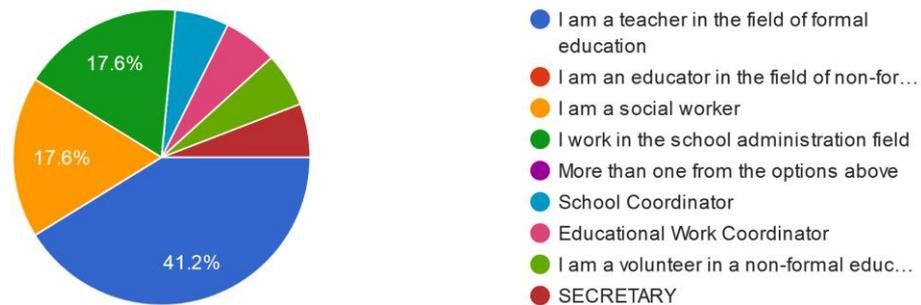
Graph 4 Type education-related sector

On the same note, the vast majority of the responders reported to work in a public school, which corroborates with the observation made above about the research sample (Graph 5).

Do you work in a…:
17 responses

- school
- non-formal educational environments f…
- Regional Center for Educational Plann…
- Regional Center for Educational Plann…
- Regional Center for Educational Plann…
- Non-formal educational environment f…
- TOWN HALL
- TEMPORARY SHELTER FOR THE M…

▲ 1/2 ▼

Graph 5 Type of organisation - institution

In more detail, the experts who participated in the research represented all different levels of formal education (elementary, primary and secondary education – in the sense of both the so-called Gymnasium and High school

regarding the latter). Likewise, local and regional administration were also represented in the sample, while it is noteworthy that a significant percentage of the responders were also from the NGO sector and especially from International Organisations like IOM and Caritas, which mostly engage in informal education activities with vulnerable groups, particularly third-country nationals and the low-skilled. This signifies a good mix of experts from whom feedback was received with varied experiences to share with on the issues relevant to the GEM-In project.

Varied responses were also recorded regarding the years of the work experience of the research participants ranging from few months (i.e. 5 months) to 34 years, which indeed can be an indication of the mixed responses received regarding their knowledge and experience as to technology/ game-based learning tools as we will explain further below in this report.

3. Analysis about methods and trainings used in the work context

The majority of the experts who participated in the Greek context analysis exercise, seems to rely typically on formal education methods, which partly relates to the fact that most of them work in the formal, public education system, which allows little room for going off course from the official school curriculum (Graph 6).

Are non-formal education methods in use?
17 responses
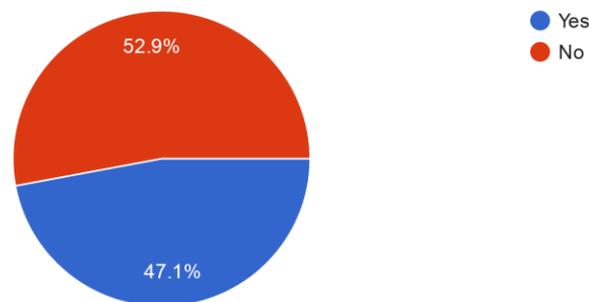
Graph 6 Education methods used

To that end, a relatively small percentage of the surveyed experts reported some kind of informal learning methods and training within their work context with most of them pointing out into the importance of the combination of formal and non-formal education methods. A significant part of the experts who reported some kind of non-formal education experience, referred to art-related activities such as "site visits, on theatres, on cinemas, on museums"; and "music therapy"; while one of the participants characteristically referred to "tutorials, games, challenges for the students to seek non-formal education in order to complete assignments", which is of interest for the GEM-IN upscaling process.

Linked to that observation is also the fact that most of the Greek experts mentioned that they do not have some kind of experience with EU-funded projects thus far, which for the Greek case is where most of the non-formal learning opportunities take place, especially when we refer to game-based and/or online/distance learning (Graph 7).

Do you have experience with projects financed by the EU?
17 responses
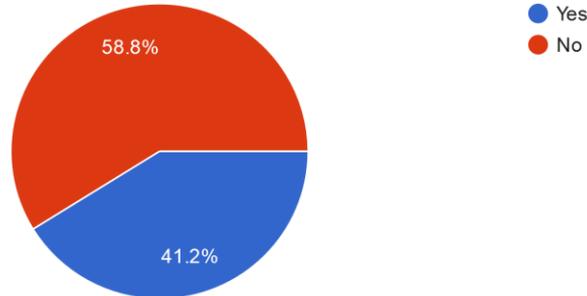
Graph 7 Experience with EU-funded projects

In the case, where such programmes exist, they seem to relate very little to the development of digital competences of either students/ youth and/or teachers (Graph 8). In fact, with regard to students, the attendance of such programmes seems to relate mostly to the acquisition of IT competency-related certificates (ECDL) that in reality prove to be more relevant for entering the public sector as a typically required certificate, while the open (private) market usually gives very little attention to them.

Are there trainings/programs for students aiming to develop digital competencies?
17 responses
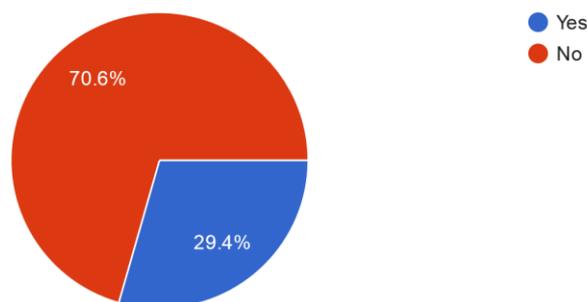
Graph 8 Existence of programmes for students regarding the development of digital competencies

Likewise, citizenship education is very limited in the Greek education system (Graph 9). Where it reportedly exists, it seems to primarily focus on environmental issues, as well as on public health issues, yet again such type of learning

methodologies do not appear to be widespread, neither available across the country. Based on empirical experience and existing literature after all, learning opportunities in Greece depend mostly on the personal interest and motivation of the teacher/ educator, hence vast inequalities exist across the country, especially as far as the remote and/or rural counties with small population are concerned.

Are there trainings for teachers regarding citizenship education methods?
17 responses
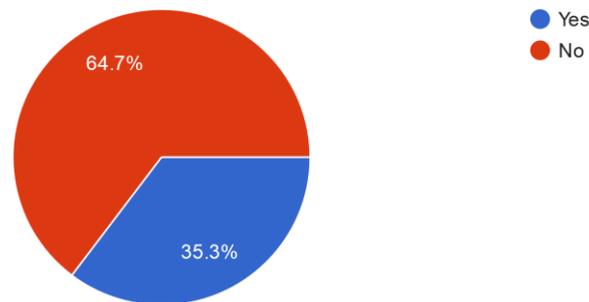
Graph 9 Existence of teacher training regarding citizenship methods

Lastly, on the same issue, less than half of the participants reported the existence of some kind of curricular or extracurricular initiative aimed at the development of social and civic competences with the majority of the responders who replied positively referring to cultural, health and environmental issues that this type of activities aim at addressing (Graph 10). As characteristically mentioned by one of the responders: "In my opinion whatever cultivates healthy behaviours (nutrition ones as well as about relationship among children and people in general) are able to develop social and civic competences useful to any future European citizen".

Are there curricular or extracurricular activities aiming to develop social and civic competences?

17 responses

● Yes
● No

47.1%

52.9%
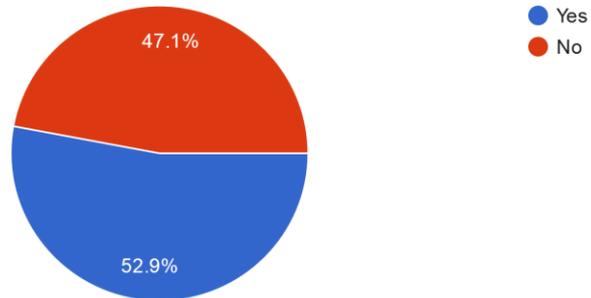
Graph 10 Curricular or extracurricular activities for the development of social and civic competencies

4. Analysis of the importance in the work place given to different skills/tools/topics

The findings of the background context analysis in Greece (secondary data) corroborate to the fact that the Greek (primarily formal) education system is rather fragmented and thus not open to new pedagogical methods and techniques. This contradicts though to the findings of the present rapid research exercise, which revealed that the Greek experts have much interest to all sorts of topics relevant to the GEM-In project. This involves both formal and informal education methods (Graph 11 & Graph 12), but also the active citizenship field (Graph 13), the use of digital tools (Graph 14), and the "learning by doing" and "learning by playing" pedagogical methods (Graph 15).

Interest in formal education methods
17 responses
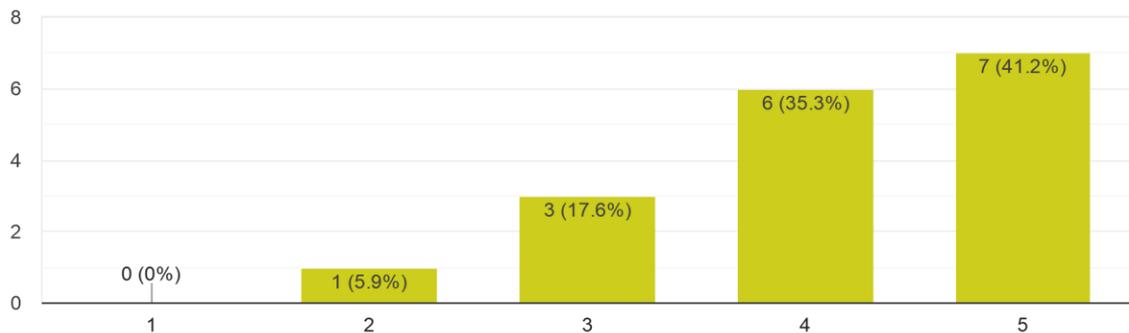
Graph 11 Interest in formal education methods

Interest in non formal education methods
17 responses
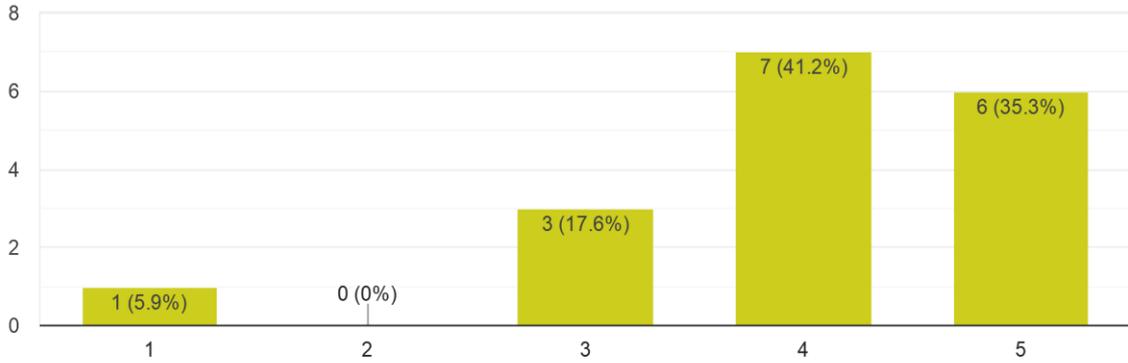
Graph 12 Interest in non-formal education methods

Interest in fostering active citizenship
17 responses
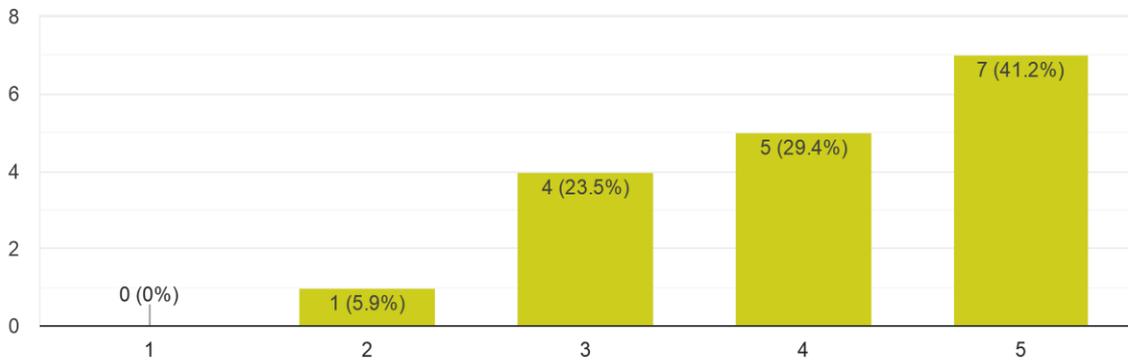
Graph 13 Interest in fostering active citizenship

Interest in using digital tools
17 responses
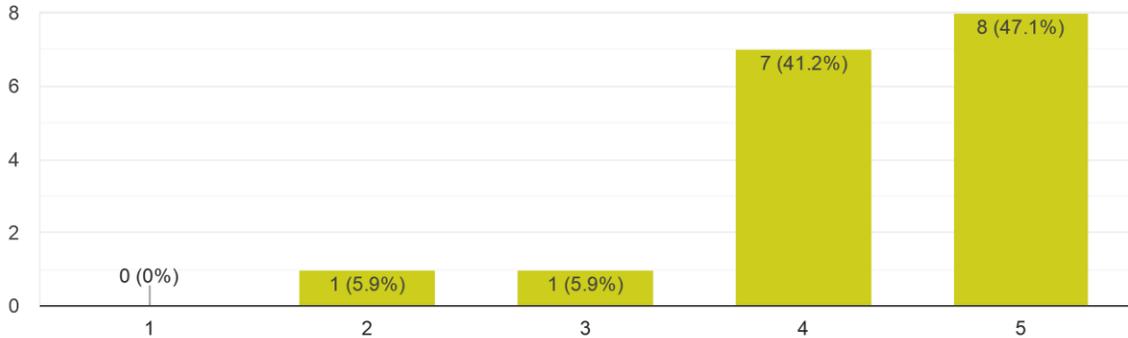
Graph 14 Interest in the use of digital tools

Interest in the methodologies of "Learning by playing" and "Learning by doing"
17 responses
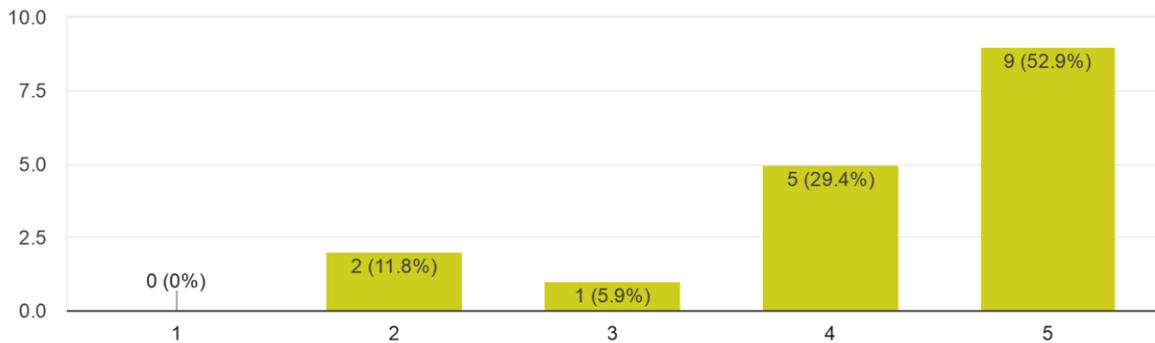
Graph 15 Interest in "learning by doing" & "learning by playing" techniques

Greek experts' expressed interest concerns equally the promotion of interculturalism (Graph 16) and social inclusion (Graph 17), the use of game-based learning (Graph 18) and civic engagement methodologies (Graph 19), including creative thinking (Graph 20) and the sharing of European values (Graph 21).

Interest in promoting interculturality

17 responses
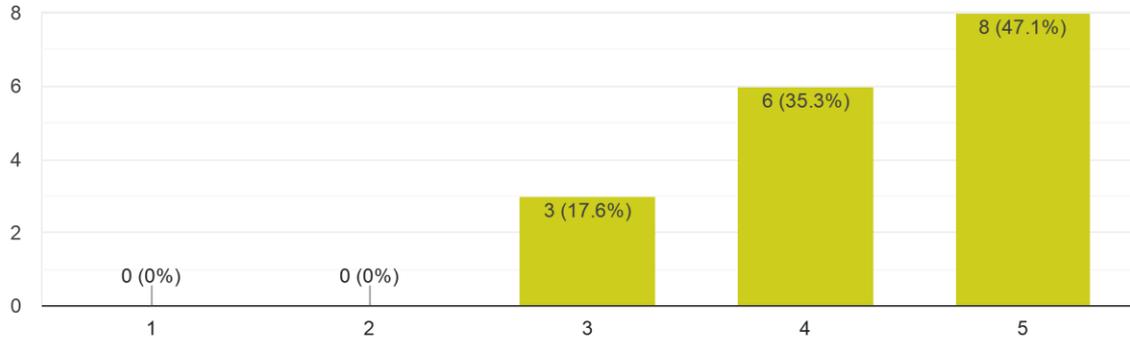
Graph 16 Interest in promoting interculturalism

Interest in promoting social inclusion

17 responses
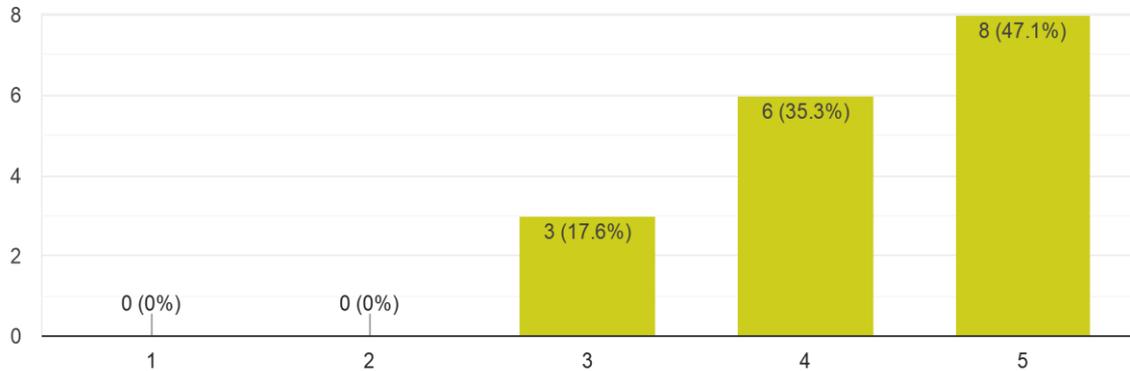
Graph 17 Interest in promoting social inclusion

Co-funded by the
Erasmus+ Programme
of the European Union

Interest in the methodology of Creative Thinking

17 responses
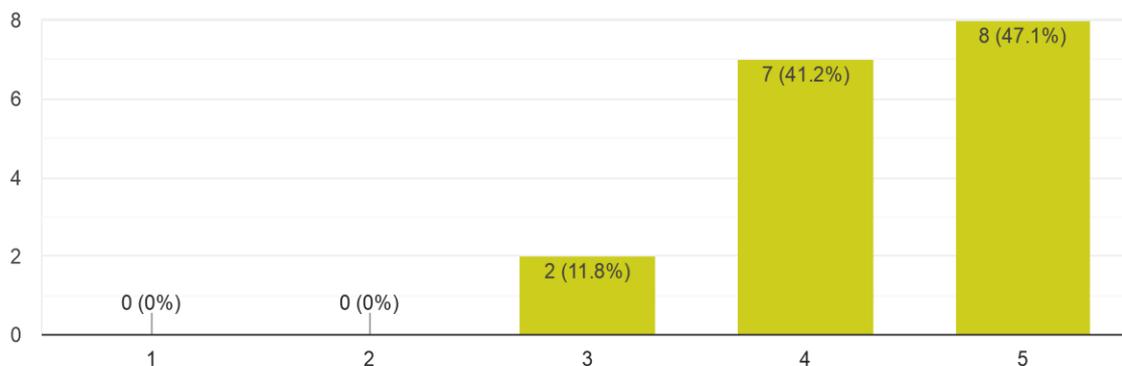
Graph 18 Interest in the methodology of creative thinking

Interest in the acquisition of civic competencies

17 responses
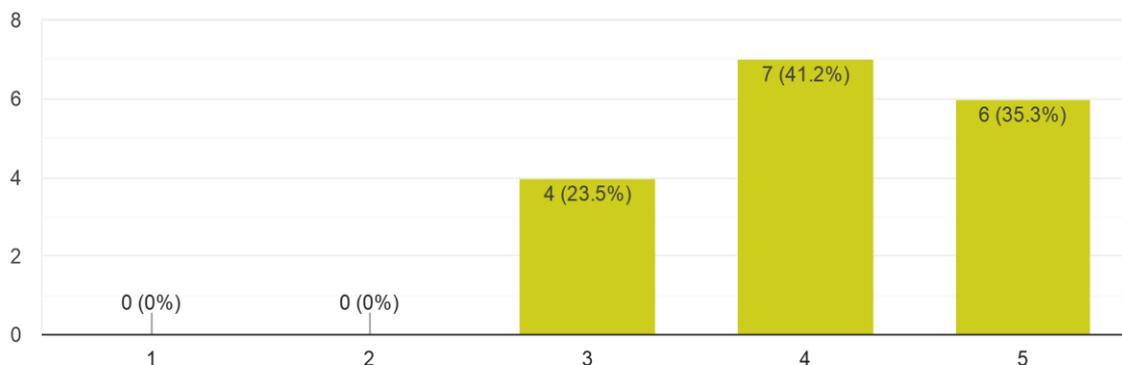
Graph 19 Interest in the acquisition of civic competencies

Interest in learning and sharing European values
17 responses
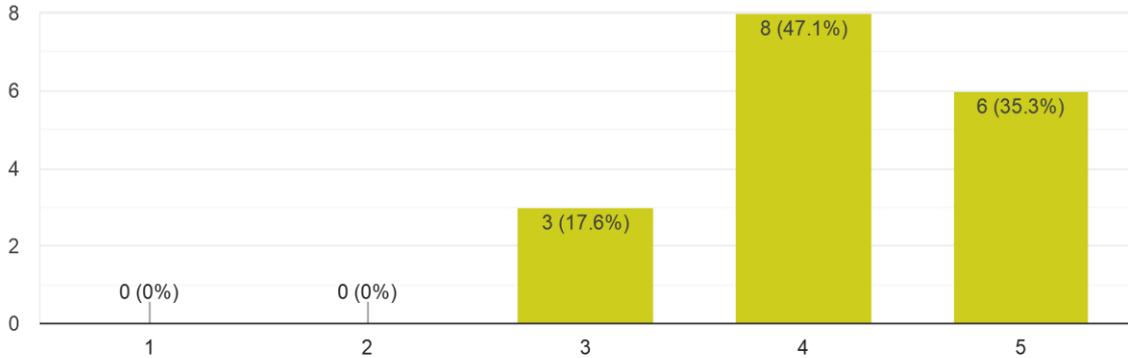
Graph 20 Interest in learning and sharing European Values

Interest in the use of games or videos as tool for learning
17 responses
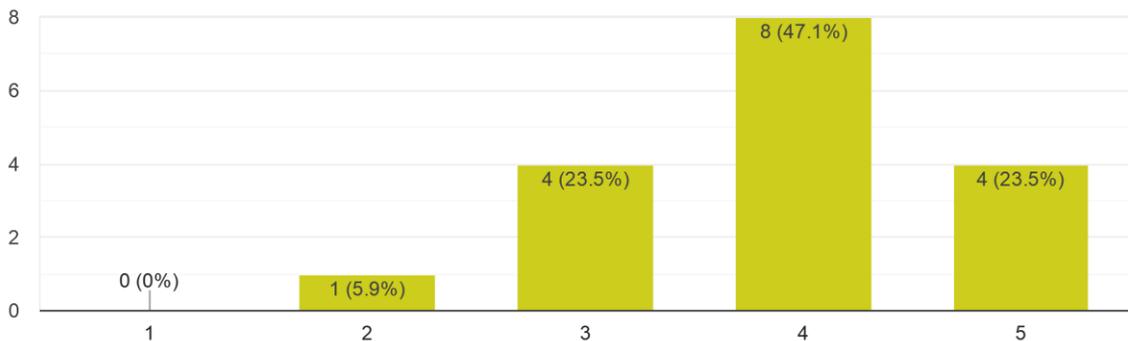
Graph 21 Interest in the use of games or videos as learning tools

Although only a relatively small percentage of the responders commented further about the importance of these issues in the last open-ended questions of the online survey tools – with the majority of those who did coming from the non-profit (private) and/or non-formal education sector- their feedback is of great value for the conclusions that we will analyse below. In more detail, we point out to the following interesting remarks: "Living in a gradually advanced multicultural society, school's interest goes towards European values, social inclusion, interculturality and fosters civic

competencies and creative thinking at schools". Similarly: "I want to elaborate on "learning by playing" and "learning by doing". During the hours of my voluntary work, we try to develop beneficiaries' communicative skills by accomplishing opinion-exchange and information-gap tasks. In addition, we deploy well known board games, such as Monopoly, to situate learning in a thematic unit, e.g. financial exchanges in everyday shopping."

It is of great importance to highlight the fact that from the feedback received, the great majority considers promising the use of new, modernised tools like a board game in their educational work. As it was characteristically reported: "I believe that by using a new tool like a board game will built an innovative playground which will challenge teachers' role and will foster a playful learning environment in teaching, studying and learning and so it would be considered as a really interesting educational idea". On the same note, it was mentioned that: "Board games in the educational context can motivate students and promote collaboration and critical thinking though moments of play and happiness".

Along the same line, the great majority of the responders appeared to believe that the use of a board game would be an interesting learning tool with some of the most characteristic feedback received in this regard captured in the following quotes: "Students and children in general like board games, but most of the times don't realise how educational a game can be"; and "it creates an alternative educational field, dear to children, close to the digital age they live and their interests"; "It is a fun way to acquire knowledge that certainly would attract students' attention".

5.   Conclusions for GEM IN national context analysis.

The analysis that the Symplexis research team conducted in Greece in collaboration with the Regional Directorate of Western Greece of the Greek Ministry of Education revealed that despite the rather fragmented formal and non-formal education system of the country, the majority of the teachers, educators and side staff, such as social workers are open-minded to the use of more modernised, technology-based pedagogical methods, like game-based tools. However, it was also recorded that most of the surveyed experts have had very little exposure to such methodologies until that moment that in some cases might lead to scepticism among the specific professional groups as to the incorporation of technology-based pedagogical tools to the formal and formal education field.

Our research showed that Greek experts are very well aware of the distinction between formal and non-formal education, yet in the most part they have very little experience in EU-funded projects in the context of which most of such initiatives usually take place in the country. It is also noteworthy that most of the online research participants were women, which signifies a certain extra sensitiveness regarding issues of social inclusion and active citizenship yet, less familiarity with gamification and the use of technology as the traditional gender roles in Greece imply.

As the online research responses revealed, the Greek experts have been exposed to a very limited degree to civic engagement initiatives. In the cases where such experience was reported, it seemed to relate mostly to environmental and public health issues. Along the same lines, European values and civic engagement have been very limitedly addressed in the Greek context, yet this does not come as a surprise if we consider that Greeks in general show very little interest in public participation, despite the fact that Greece is widely considered as the "mother" country of democracy.

The fact that the work context of the majority of the Greek participants relates to the public sector, as well as the fact that most of them have a high level of education is of note as to the findings of the present national context analysis. In fact, it is worth mentioning that a significant part of the participants acknowledges the important and great perspective of game-based tools/ board games in the formal and non-formal education field, yet from the feedback that we received we may conclude that they consider the practical application of such tools a bit unrealistic at present taking into account the lack of available infrastructure, equipment and modern technological tools, particularly in the public education field in Greece. This reality proved to be very relevant at the moment of the compiling of the present report, as due to the global Coronavirus pandemic at the start of 2020, the Greek public education system appeared to be completely unready to deal with the need of online/ distance learning as the "social distancing" requirements

demanded. On the positive side though, this new reality is expected to be a good case example and lesson for Greece that would need to rapidly adapt to the modern demands of the education section in the country and worldwide. To that end, the upscaling process of the GEM-In project could not be more relevant at the moment at national level as Greece is not only a country that urgently needs to modernise its education system, but also a country that hosts a great number of third country nationals that in the long run – especially referring to students and youth- would need to be more effectively integrated into the mainstream system in close connection with the opportunities offered to the native population and particularly to their peers (i.e. Greek youth).

GEM IN - Context Analysis

Activity 2.1
CARDET – Cyprus
(in collaboration with the Grammar School of Nicosia)

1. General summary

This report presents the findings from an online survey that created as part of the development of the Erasmus + European project "GEM IN – Game to Embrace Intercultural Education". The purpose of the project is to support intercultural education at school and in non-formal youth environment as a vehicle to foster social inclusion, cross-cultural dialogue and active citizenship by promoting European values. Overall, the project intends to provide inputs and policy recommendations for intervention strategies to promote intercultural education and active citizenship through an innovative educational framework.

The survey aims to collect feedback from different educational contexts concerning the methods, tools, interests in relation to intercultural education and citizenship. This online survey shared to the educators in all the partner countries involved in the project in order to gather quantitative and qualitative data and to obtain an insight of the present situation and on the expected impact that might follow by the use of specific educational tools promoted by the project.

In particular, in Cyprus, we shared the online survey with our mailing contacts in order to receive as many responses as possible. We collected data from 38 educators in Cyprus. Answers from all 38 educators, the majority of them are in-service teachers in formal education, revealed essential insights about the current situation in Cyprus concerning the development of citizenship, digital skills and intercultural education in general. It seems that educators in Cyprus use a lot of non-formal methods in their teaching practice in order to help students develop not only digital but also civic and social competences.

2. Statistics about experts involved

We have collected data from 38 participants in Cyprus (60.5% female and 39.5% male) as presented in the following figure 1.
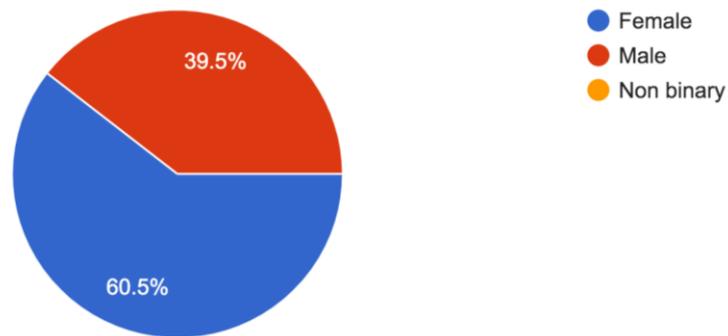
Figure 40. Participants' gender

Regarding the educational background of the participants, the majority of them (60.5%) is master's holders, while the 23.7% is bachelor's holders and the 13.2% PhD holders (see the figure 2).
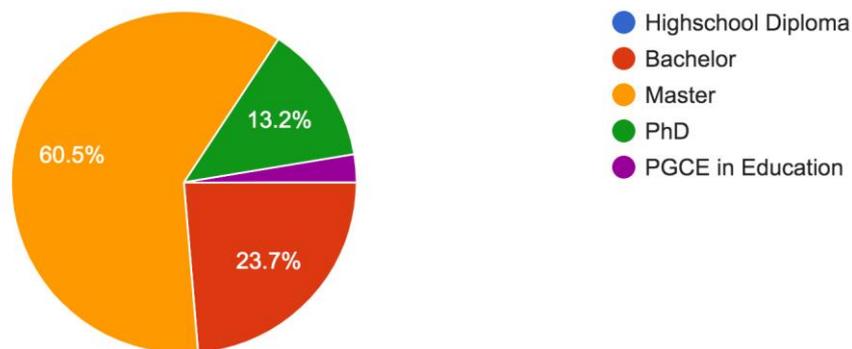

Figure 41. The educational background of the participants in Cyprus

The 92.1% of participants work in a formal education in Cyprus, as figure 3 presents.
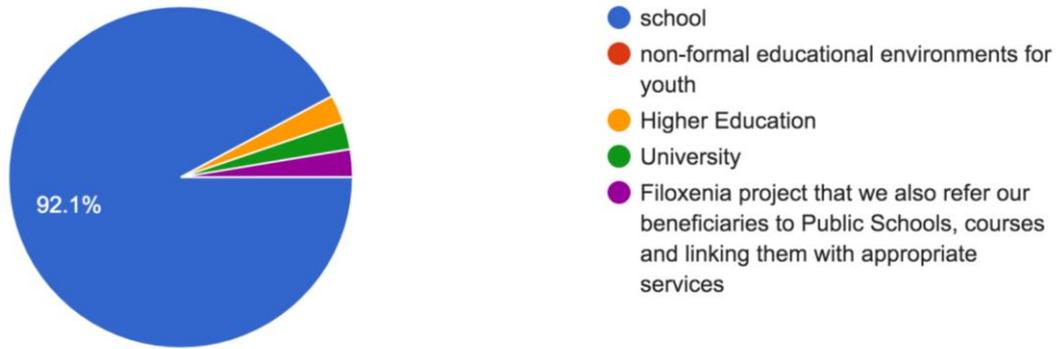
Figure 42. Where participants currently work?

Last, the following figure 4 shows the years of the participants' experience in the education field and reveals that the educators' experience varies from 1 year to 16 years.
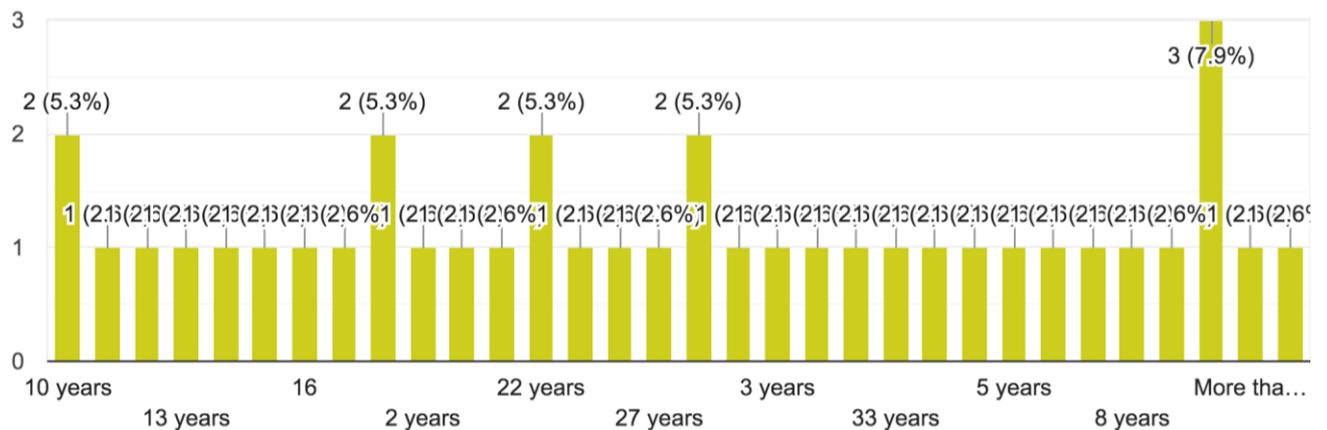
Figure 43. How long is your work experience in this field?

3. Analysis about methods and trainings used in the work context

Based on the participants' responses (see figure 5), the non- formal education tools are being used by the majority of educators (57.9%). Some of the non-formal methods and tools mentioned by the participants include the following:

o Filed trips, outdoor activities

o Afternoon educational classes are provided, also classes in the form of physical field trips, mountains lakes, museums.

o Classes outside the walls of the classroom and virtual field trips.

o Team games and Online clubs

o Through our various clubs, we encourage Volunteerism in the community, participation in after school sports and other cultural activities.

o Game Development

o Research, understanding, debating and proposing solutions of current regional or global problems related to the environment, human rights, economy, politics, sciences, education, etc. to be debated in local or international sessions/conferences.

o Lessons encouraging discussion on various current topics

o There are links with the Cyprus Mathematical Society, charity organizations
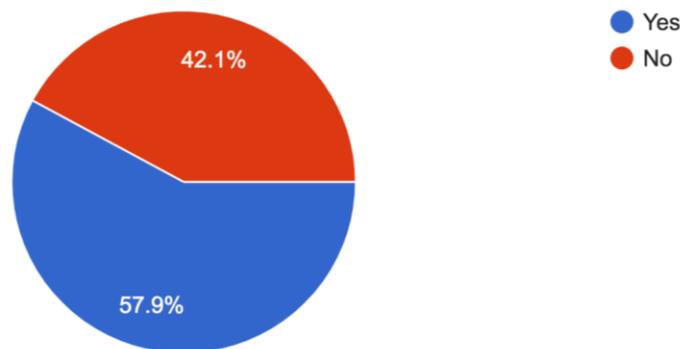
Figure 44. The use of non-formal education tools

According to the participants' responses to the question "Do you have experience with projects financed by the EU?", 52.6% answered that they don't have any experience while 47.4% answered positively concerning this (see figure 6).
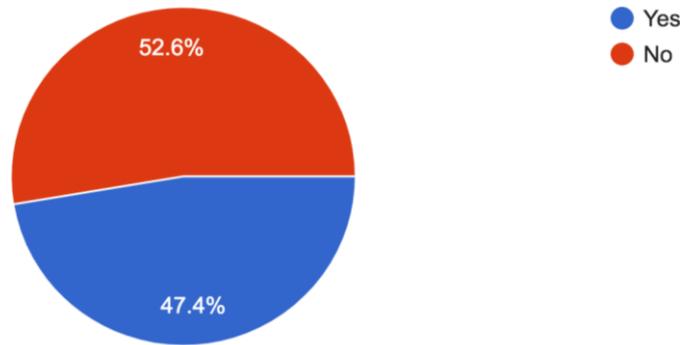
Figure 45. Participants' experience in EU funded projects

Regarding the development of digital competencies, participants claimed that there are several trainings or programs with this aim (see figure 7). According to educators, there are some fully online training programs, EU projects, virtual Field Trips by experts, Computer Clubs, STEM and Robotics courses, Safe internet training, STEM programs etc. As one educator said,

   "All students are continuously trained to use Microsoft applications, as our school is a Microsoft showcase school".
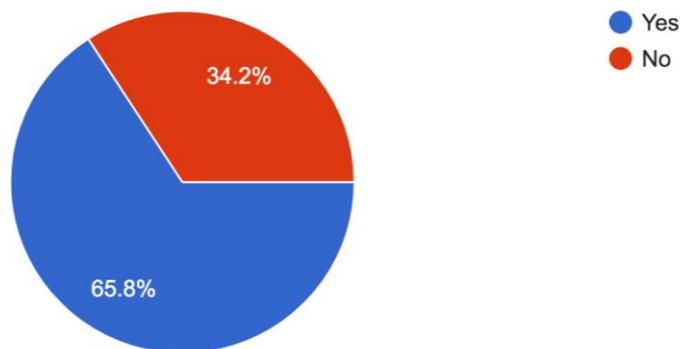
Figure 46. Trainings/programs for the development of digital competencies for students

In the same lines, according to the vast majority of the participants (86.8%) there are a lot of training programs for teachers in relation to the development of digital competencies (see figure 8). Specifically,

participants said that there are some seminars and training provided by the universities, by EU projects and by Pedagogical Institute of Cyprus. They also claimed that there are a lot of online options, Microsoft Educator Training Courses, Annual training sessions about the use of mobile applications in the classroom, many in-house trainings by computers department, remote teaching training, trainings on robotics etc.
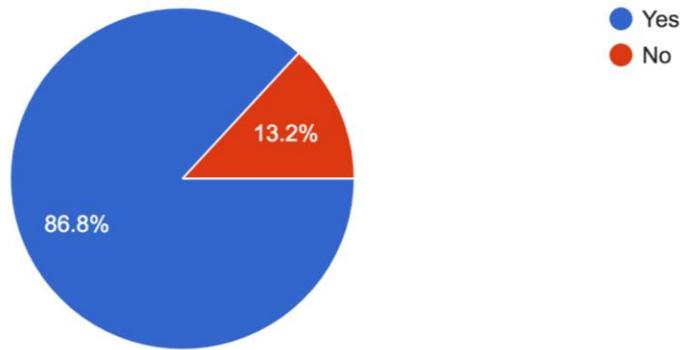

Figure 47. Trainings/programs for the development of digital competencies for teachers

In contrast, for citizenship education, 84.2% claimed that there aren't training programs, especially for that (see figure 9). The educators mentioned that there are some limited trainings provided by the pedagogical institute of Cyprus and for various education methods, as part of some Eu-funded projects, but not specifically for citizenship skills. Therefore, the vast majority of participants believe that they don't have formal training for it.
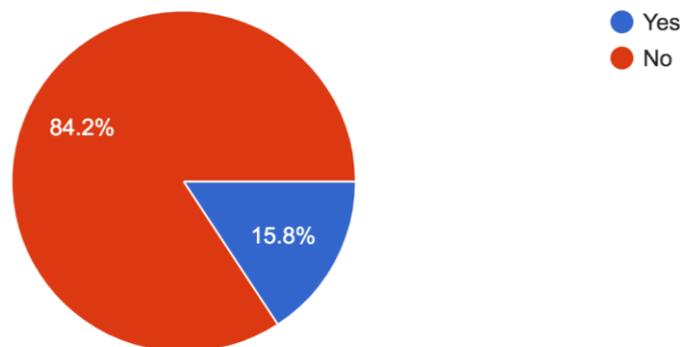
Figure 48. Any training for teachers about citizenship education?

Last, following the previous section on citizenship education, the majority of respondents (76.3%) answered that there are curricular or extracurricular activities with the aim to develop social and civic competences (see figure 9). Some of the participants went in details explaining that students and teachers can become involved in charity work as part of their clubs (afterschool activities) aimed at social and civic skills. As one teacher puts in words:

> "There are definitely many activities within the curriculum of the school that develop social and civic competences like group/pair work to write articles on social issues or current affairs for lower classes and discussions on such topics that take place regularly in upper classes. Furthermore, the school's environment promotes democracy, equality and equity through the students' president election process."

Also, some other curricular or extracurricular activities, according to the participants, include:

o The school's pastoral care program
o Research, understanding, debating and proposing solutions of current regional or global problems related to the environment, human rights, economy, politics, sciences, education, etc. to be debated in local or international sessions/conferences.
o Anti-racism week, Debating Club, European Youth Parliament, Global Social Leaders, Social work, young volunteers, etc.
o School trips, bazaars, teamwork
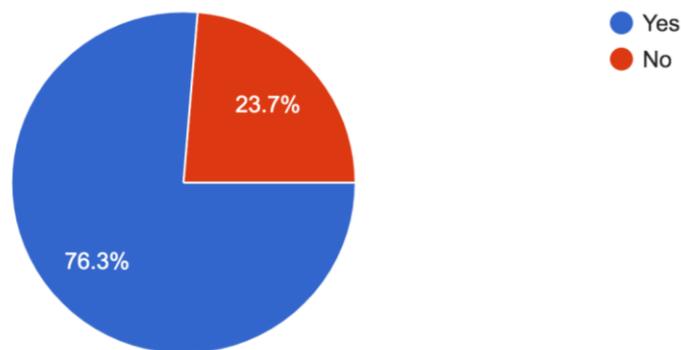
Figure 49. Curricular or extracurricular activities for social and civic competences

4. Analysis of the importance in the work place given to different skills/tools/topics

This section describes different attitudes that the school or the non-formal education environment where participants work might have toward various topics. Participants were asked to choose an option, based on the attention or the lack of it that they think the educational entity plays it toward each topic or tool. As the following figures 11 and 12 present, participants are definitely interested more in formal education methods (figure 11) with the 76.3% than in non-formal education tools where the 42.1% said that is definitely interested (figure 12).
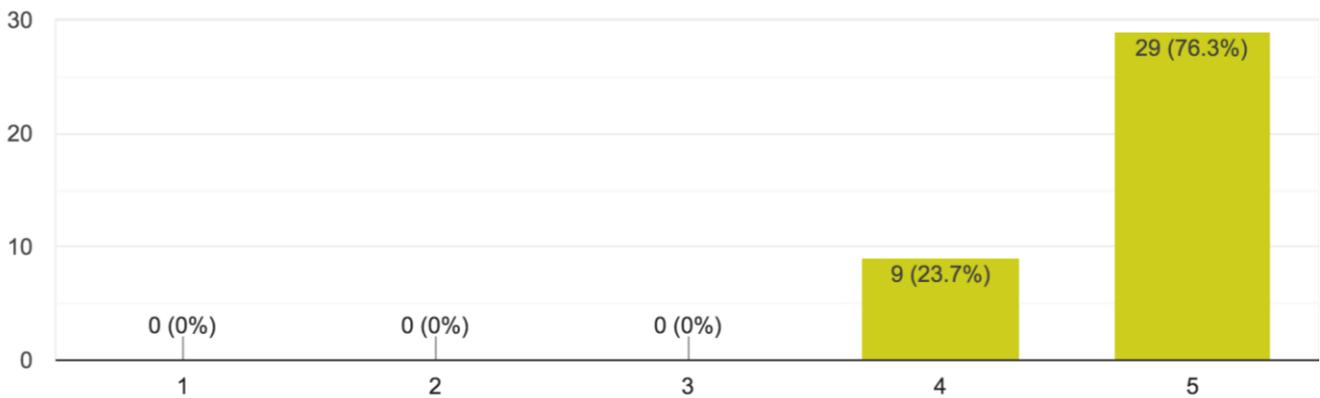
Figure 50. Participants' interest in formal education methods
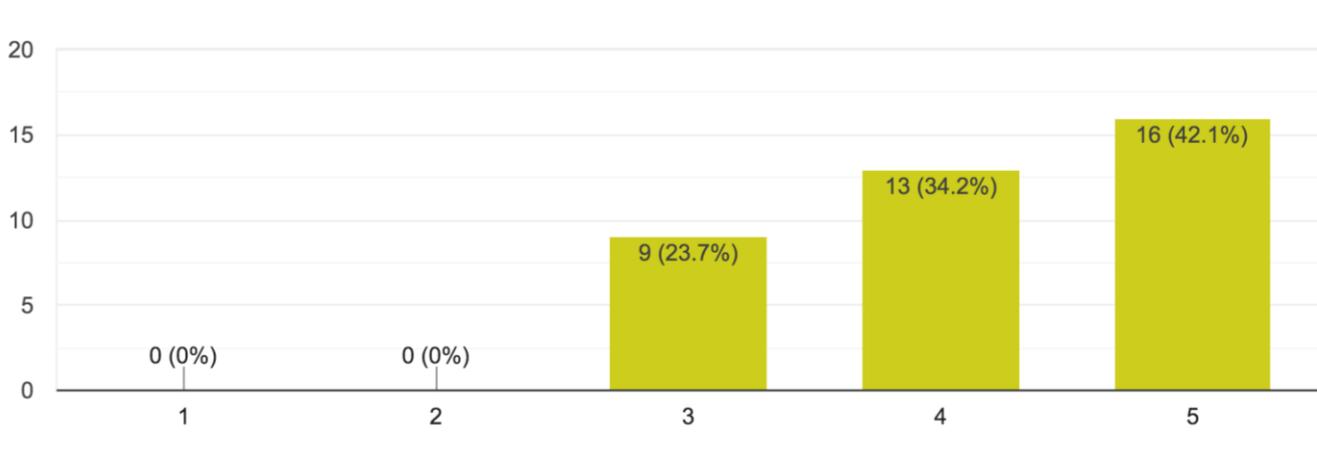
Figure 51. Participants' interest in non-formal education methods

Also, majority of participants expressed their interest in fostering active citizenship. The 44.7% is definitely interested in this topic, while 28.9% are not sure about that, and the 2.9% seems to be not interested in this (see figure 13).
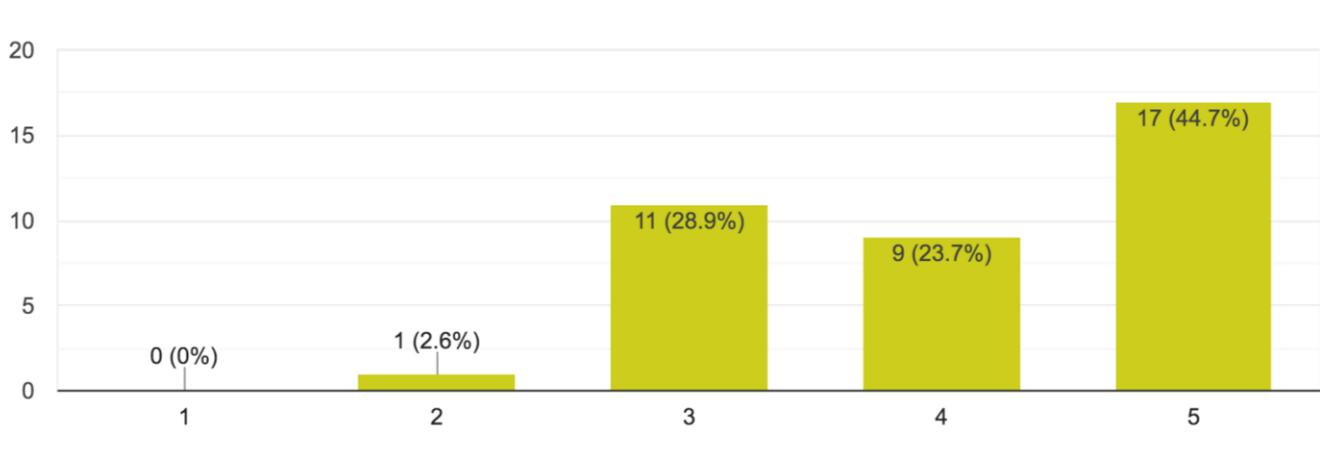

Figure 52. Interest in fostering active citizenship

As expected, most participants (76.3%) are definitely interested in using digital tools as the figure 14 shows.
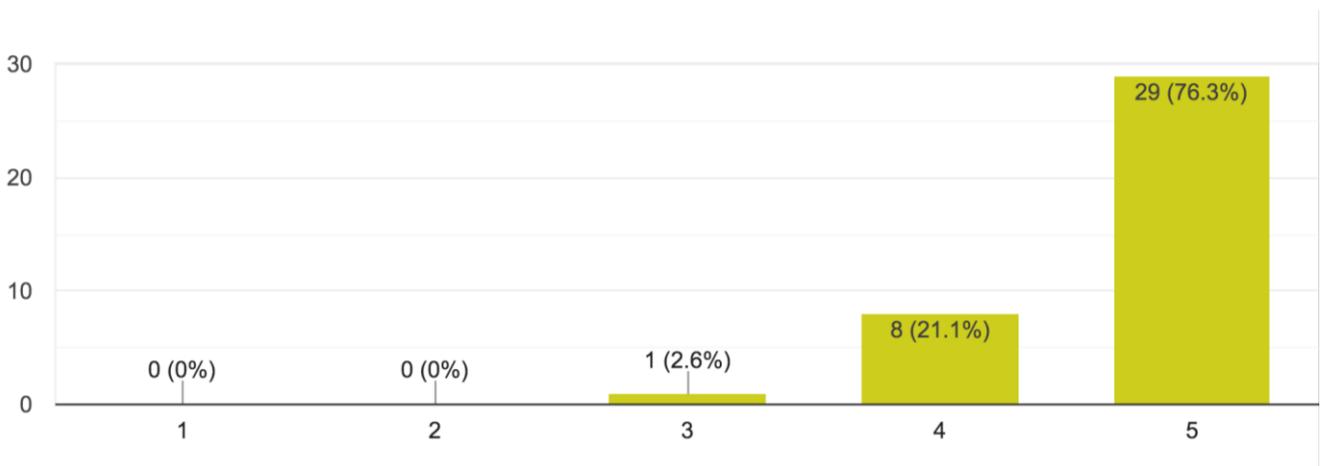

Figure 53. Teachers' interest in using digital tools

Moreover, educators are definitely interested (47.4%) in methodologies "Learning by playing" and "Learning by doing". Only 18.4% is nor sure about their interest in those methodologies (see figure 15)
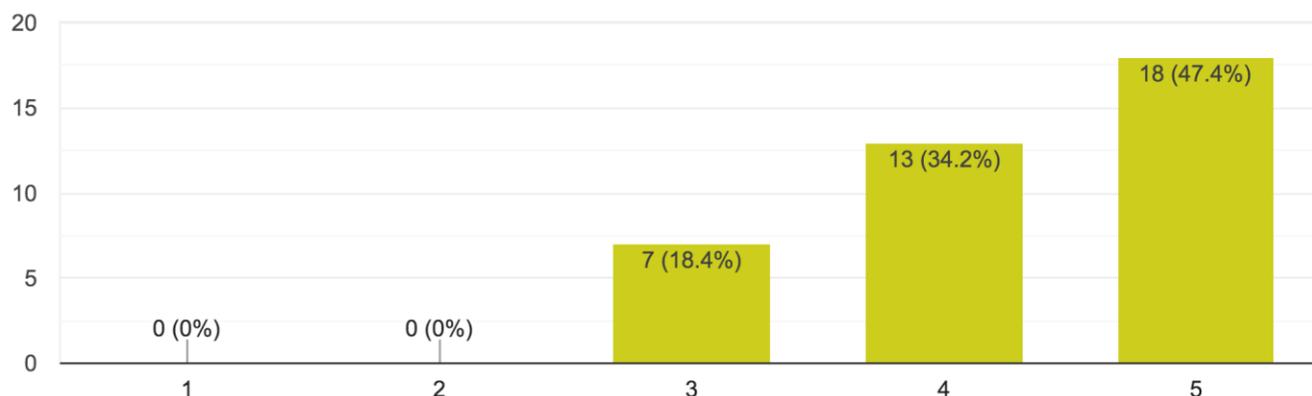
Figure 54. Interest in methodologies "Learning by playing" and "Learning by doing"

Various attitudes educators/participants have regarding the interest in promoting interculturality. As figure 16 shows, the 55.3% are definitely interested in promoting interculturality in schools, but the 5.3% of educators are not interested at the moment, and 2.6% of them are not interested at all.
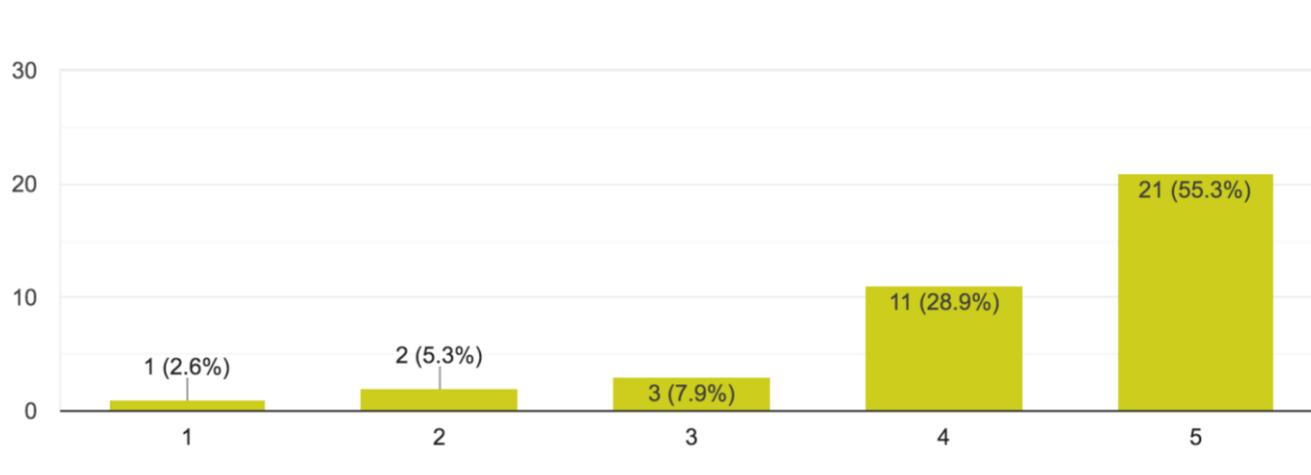

Figure 55. Interest in promoting interculturality

Almost the same opinions teachers regarding social inclusion, where 55.3% of participants are definitely interested (see figure 17). Concerning the methodology of creative thinking, the vast majority of teachers (63.2%) are definitely interested in that (figure 18)
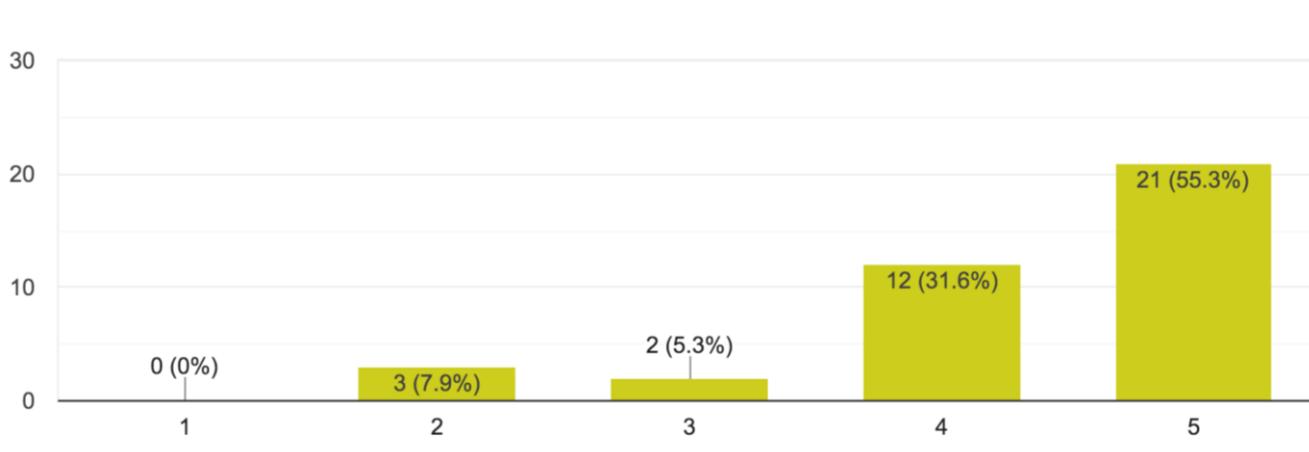
Figure 56. The interest of educators in social inclusion
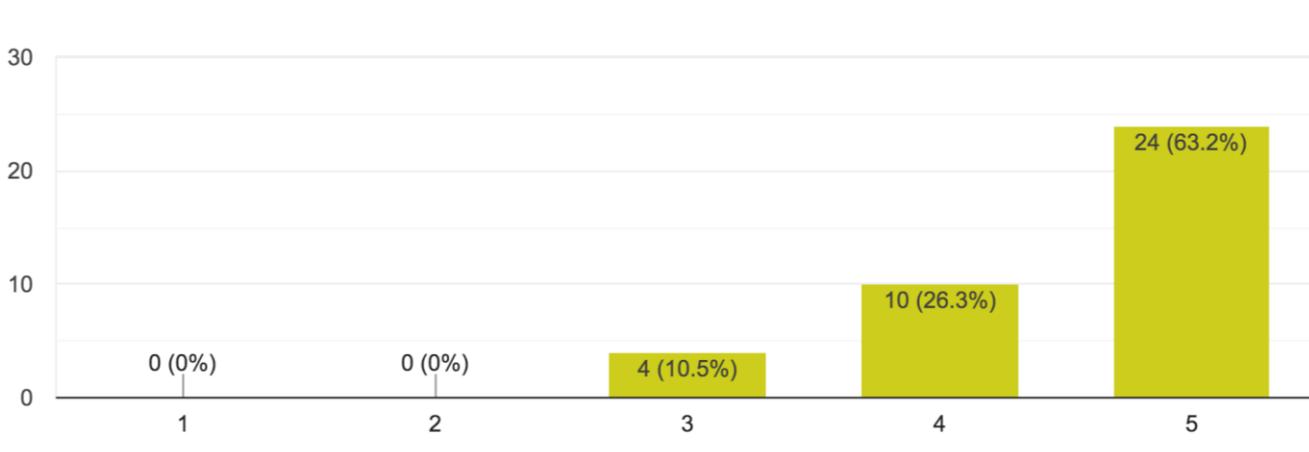

Figure 57. The methodology of Creative Thinking

As for the acquisition of civic competencies, 42.1% of educators interested in while 2.6% are not interested (see figure 19). Furthermore, regarding the interest in learning and sharing European values, answers vary. Sixteen participants (42.1%) are definitely interested, 5.3% are not interested at the moment, and 2.6% are not interested at all (see figure 20).
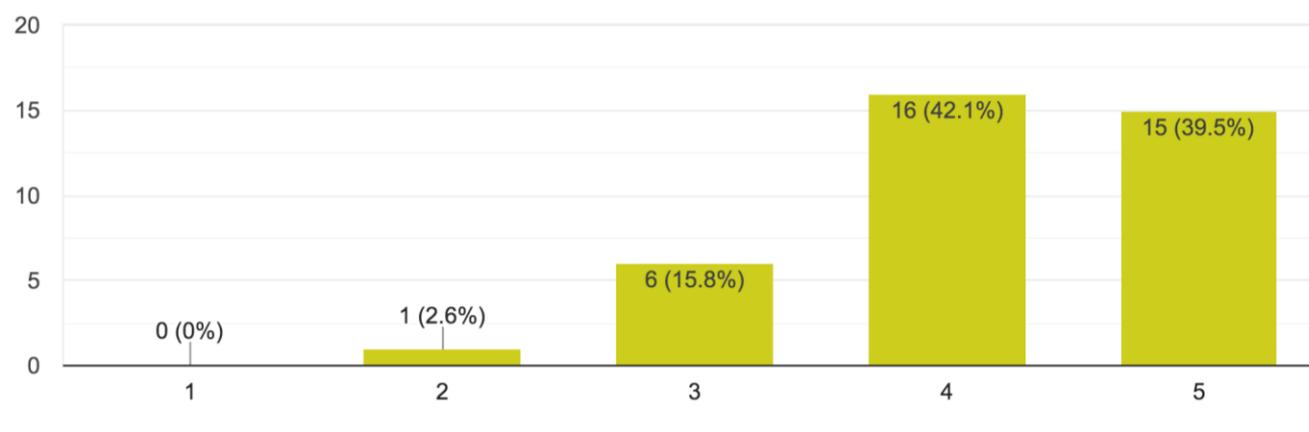

*Figure 58. Interest in the acquisition of civic competences*
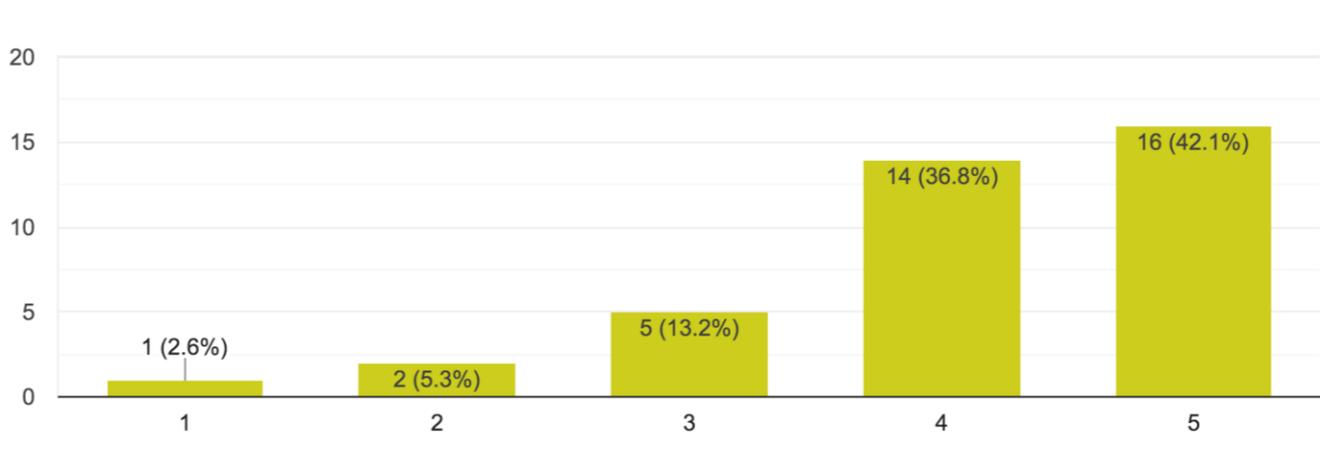
Figure 59. Interest in learning and sharing European values

One crucial aspect concerning the interest of the participants in the use of games and videos as tools for learning. Majority of respondents (48.6%) answered that are interested in these tools, and the 45.7% definitely interested (figure 21).
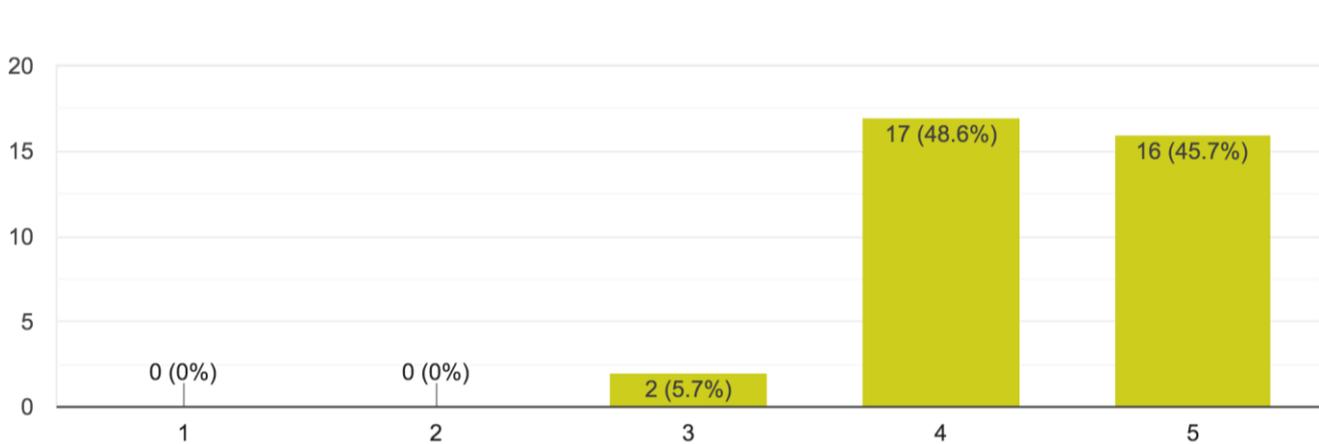

Figure 60. Games and videos as tools for learning

Some educators claimed that all of the above topics and tools (games, creative thinking, EU values) are necessary to promote/achieve better education and better citizenship for students and educators. They also said that "active citizenship is a necessity in the diverse and multicultural EU society for it to advance and prosper" and emphasized the necessity of having available tools for learning by doing and tools for more interactive lessons. As one participant stated:

"*In our school, a lot of attention is given towards making all students and staff feel welcome, no matter their race, religion, social status or gender. The culture of the school is towards including everyone*."

At the same time, as some participants said, a lot of efforts are made to provide lessons that are relevant to teenagers now. So, across all disciplines, lessons include videos, digital games, group work, internet research etc.

Participants see the introduction and the use of a new tool like a boardgame positively, as most of the students already using tablets and gaming platforms. All agreed that are always open for new methods and approaches to improve the delivery of their lessons. As for the use of boardgame, participants said that it depends on its educational content and goals, as well as from the target group it will address. It also depends on how it will be used and if it will help the teacher. One educator claimed:

"It would depend on several factors—for example, the maturity of the class and their interest. If the students are motivated, it would be successful. On the other hand, if I have a problematic class, they would misuse the time and not have a true objective."

More particularly, the majority of participants (47.4%) considered the boardgame as an interesting learning tool (see figure 22). As they said, it will be a helpful tool in order to engage or motivate students to participate in a gamified lesson. It could also enhance the collaboration between students enabling them to achieve intercultural skills and competences.

Some indicative opinions include:
- "Interesting and helpful for fostering digital literacy and interculturalism."
- "Board-games can be implemented in many lessons and subjects since it is interesting for the students, and they can support a multidisciplinary approach."
- "Would encourage students to participate in lessons."
- "A boardgame helps students interact with each other more; one board for many."
- "It may support speaking, group work or problem-solving skills."
- "It's an alternative method, close to learning by doing."
- "Boardgames are useful tools, especially for math and language lessons."
- "It is always more interesting for students to learn through games."
- "The game can be used to check the understanding of a topic."
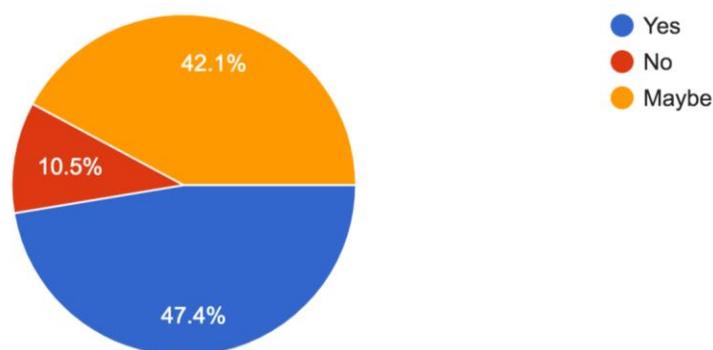
Figure 61. A boardgame as an interesting learning tool

Finally, participants believe that the students could well accept the boardgame as a learning tool. 55.3% answered yes while 39.5% maybe, as figure 23 shows.

Some opinions about that are presented below:

- o "If the boardgame will be developed digitally, I think all youngsters could accept it."
- o "Students may lose interest in lessons and homework but never from games."
- o "I expect that any youngster will find it interesting to use along/instead of, with traditional methods."
- o "Most of the students are open to new tools of learning especially in young age."
- o "They will definitely find it interesting"
- o "Youngsters are always interested in boardgames"
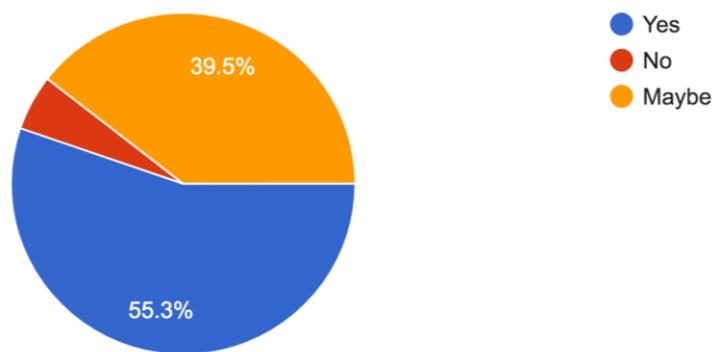
Figure 62. Do you think that the students could well accept a boardgame as learning tool?

5. Conclusions for GEM IN national context analysis

Data were collected from 38 educators in Cyprus who are in-service teachers in formal education. The data revealed essential insights about the current situation in the Cypriot educational system concerning the development of citizenship, digital skills, and intercultural education. Cypriot educators use a lot of non-formal methods (57.9%) in their teaching to enable students to develop digital, civic, and social competences.

In addition, most participants (84.2%) claimed that there are not training programs for citizenship education apart from some training courses provided as part of some Eu-funded projects. However, educators claimed that active citizenship is valuable for all students, and they are interested in participating in related trainings. They also claimed that games, creative thinking, EU values are necessary to promote/achieve better education and better citizenship for students and educators. They also said that "*active citizenship is a necessity in the diverse and multicultural EU society for it to advance and prosper*" and emphasized the necessity of having available tools for learning by doing and tools for more interactive lessons.

As for the boardgame, the majority of participants (47.4%) considered this tool as an exciting learning tool. They also believed that boardgame would be a useful tool to motivate students participating in an alternative and interactive lesson. It could also enhance the collaboration between students enabling them to achieve intercultural skills and competences. Finally, teachers believe that the boardgame could be well accepted by the students as a learning tool.