Report of the International Workshop

Conclusions and Recommendations

16-17-18/06/2020

612209-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN

CESIE

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[Project Number: 612209-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN]

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GENERAL INTRODUCTION – AIMS OF THE WORKSHOP AND PARTICIPANTS

The report summarises the conclusions and recommendations of the international workshops both in terms of exchange, debate and sharing of opinions and good practices as well as giving first information on the development of the educational programme and tools.

The aim of this international workshop was previously decided during the KOM among all the partners on DATE, and the following actions were to be taken in between in order to provide the needed materials:

A2.1: Impact study on the educational approach, results of the selected good practice & context analysis

- In order to maximize results, capitalize on the practices and share them to a wider network of stakeholders, **an impact study** was hence be carried out. The study draws from the results produced during the GEM project like **reports**, **lists of presence** and **feedback collected** in the previous project, but also from **the activities carried out** using the GEM approaches **after the end of the project** duration.
- In parallel with the impact study, **each partner has carried out an analysis of the local context**, with a view to identify features specific to each involved community needed to orient the adaptation process.

The results of the study and of the analysis will feed into the ***methodological framework*** which will represent a reference for the delivery of the pedagogical kit.

The present workshop's recommendations and conclusions are intended as the realization of the **Work Package 2.3**, which states:

The GEM IN educational framework will result from the process of sharing and discussion among partners during the international workshop.

A priori the topics of discussion have been: EU values, social and civic competences, fundamental rights, education to intercultural citizenship:

I) **EU values, social and civic competences, fundamental rights, education to intercultural citizenship: how to transmit them using the learning by playing approach** ;
II) **rationale for selecting GEM good practice and effectiveness under quantitative and qualitative terms;**
III) **adaptation of the learning practice to new target groups and features from field implementation;**
IV) **set up of strategy and methodology for its implementation**;
V) **further innovative elements to be included** (i.e. GEM IN - common values archive).

The framework will include the structure of the implementation of the GEM IN activities in school contexts and it will be the reference framework during the whole implementation of the project, and it will feed into the GEM IN educational programme together with the pedagogical kit so as to support the transferring of the educational approach beyond the project life-cycle.

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DAY 1 – 16th June 2020

10.00-10.10	Introduction to the online event: CESIE welcomes everyone and shares the agenda of the day
10.10-10:40	Check in: feedback from all the participants about the current global situation from the point of view of every organization partner
10:40-11:40	Sharing of the results of the impact study and context analysis as starting points for the set-up of a framework and implementation of intercultural citizenship education – Each partner 10 minutes presentation
11:4000-12.40	From GEM to GEM IN – PowerPoint presentation, CESIE
12.40-13.00	Questions, feedback and wrap up of the first day

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Giovanni Barbieri coordinator of the GEM IN project by CESIE, welcomed all participants. Giovanni Barbieri's email address is: giovanni.barbieri@cesie.org
Presentation of the situation in Europe regarding the sanitary emergency linked to COVID – 19 and regarding the quarantine that all the countries have faced during the previous months. This is the reason for turning the International workshop from a face-to-face meeting to an online meeting.
Presentation of CESIE participating members and of all the partners online according to the order of the application.
After the presentation of each partner, Giovanni asked all the participant to join for a small brainstorming on a website called Slido, on the question "In one word, how would you describe the past week/ month?": a way for the participants to start trying interactive methods that will be used in the next days.

NATIONAL IMPACT STUDIES

All the organizations in charge of it now had space to present the national impact study that was possible to develop through the use of a questionnaire.
The survey aimed to collect feedback from different educational contexts concerning the methods, tools, interests in relation to intercultural education and citizenship. This online survey was shared from the organizations 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.
CARDET from Cyprus presented the study: they shared the online survey with their mailing contacts in order to receive as many responses as possible. They collected data from **38 educators** in Cyprus and these datas 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. The vast majority of participants

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(84.2%) claimed that there aren't 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.

Interesting hints to discuss:

- It is interesting to see the need for intercultural education and not only a general interest;
- The need for digitalization is extremely important. To keep in mind is the difficulty with the budget to create something that is completely online, and also in the past the cooperation in presence is very important. But a good balance between online activities and activities in presence is a good objective.

INOVA + and **CASA do PROFESSOR** from Portugal also presented the result of the survey on national level:
The collected answers from **40 experts**, from formal (92,5%) and non-formal (7,5%), learning contexts. Characterization of the respondents allows to say that 90% of the Portuguese respondents are women. 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%). 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 school managers and other educational professionals could see the use of a boardgame as a learning tool as interesting 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 skills
• 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"
The results from the survey provide important information that can support partners in the following tasks and steps of the GEM In project.

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Interesting hints to discuss:

- To evaluate something non-formal is very difficult, but at the same time sometimes it's better not to evaluate and not to constrain all in grids and clusters as in formal education it is often done.

SYMPLEXIS then presented the impact study conducted in Greece through the survey. Responses were gathered from **21 experts** in total. The vast majority of the respondents were women (82,4%) . Most of them belonged to the age group 30 – 40 years All respondents work in Greece, with different Greek cities represented in our sample primarily in Western Greece, Greater Athens and Thessaly. The majority of the teachers, educators and side staff, such as social workers are open-minded to the use of more modernized, technology-based pedagogical methods, like game-based tools though most of them have very little exposure to such methodologies. 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. A significant percentage of the participants acknowledges the importance of game-based tools/ board games in the formal and non-formal education field, yet their practical application is considered rather unrealistic at present taking into account the lack of available infrastructure, equipment and modern technological tools in the public education field in Greece.

Interesting hints to discuss:

- Considering the time we are living (the pandemic situation), digitalization cannot be left behind. It is important to develop skills on new non-formal method and to foster the acquisition of digital skills also considering the possible future need of learning while social distancing.

GEM IMPACT STUDY

Finally, CESIE presented the impact study of GEM, the implemented project that GEM IN will further upscale and develop. The impact study focused on its methodological approach, best practices and impact.

Game for Euromed – GEM has been 1-year project 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.

OBJECTIVES OF GEM:

- To develop educational pilot programs on intercultural citizenship based on "learning by playing" approach, providing with skills and knowledge formal and non-formal educators.
- 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.
- To support cooperation mechanisms among different stakeholders in view of managing project's activities, exploit results and plan future cooperation.

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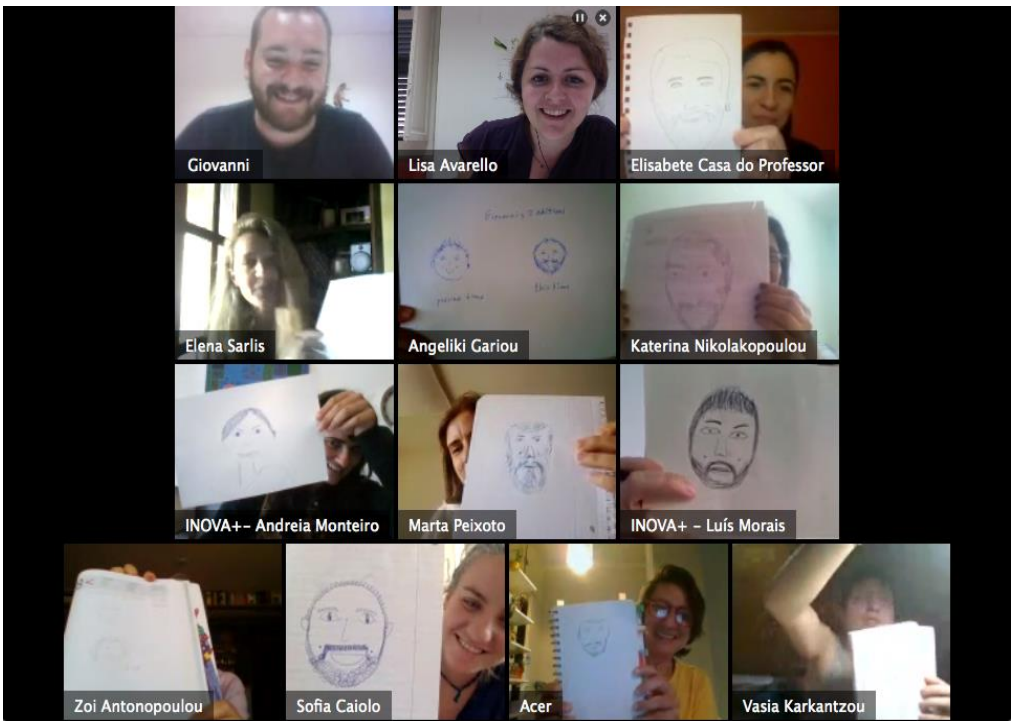
In order to explain the methodological approach, a small game has been played all together which consists in drawing the faces of Giovanni or Lisa on a piece of paper: this meant to show that adults are more reluctant than children to show their ability in creativity while children usually are less shy and it is very important to foster creative thinking in youngsters that are more capable of developing this skill.



METHODOLOGICAL APPROACH

The reasons behind the importance of creative thinking and learning by playing methods have been explained in order to update all the partners on the methodological framework already used with GEM.

Creative Thinking

Creativity is most easily considered in terms of outcomes that usually share the two common characteristics of being both **original and appropriate**.

Creative ability, as in possessing the skills to produce such outcomes, is almost universally valued, but it is often regarded as something that is purely spontaneous and less amenable to a teacher's influence than other skills such as planning, calculating and communicating.

It is often suggested that our ability to think creatively is influenced by many things, including the **environment** in which we are situated.

It is in young age that we learn to express ourselves, to explore the world, and to experiment with it. These activities, aligned with curiosity and the search for new knowledge, make schools one of the most influential environments for the development of creativity. As such, it is fundamental that schools are prepared to nurture and develop children's creativity in order to empower younger generation and prepare them for the future.

There is awareness regarding the difficulty that schools might face: they are not always equipped or it might be not easy to have a sufficient standard to work on creativity for the lack of tools, for difficult situation in the classroom among students, for economic and social reason, but this is not to be considered a limit, instead we worked on a tool that is simple, accessible, ready to use and valuable for the teachers to teach in a different and engaging way.

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Behind the game there's the belief that learning by playing is a wonderful approach, complementary to the classic, formal education we all know.
Creativity is important to students because it allows them to engage in **divergent thinking in a subjective manner**. It is important to couple critical thinking with creative thinking to prepare students for life as they go on to become independent individuals who contribute to society.
If Creativity is not part of this process, critical thinking will not be able to stand on its own.
Out of creative thinking comes innovation and reaction, which are both needed in a society that is advancing. If students are only taught to be critical, they will not have the same innovation as students who are taught to think creatively as well as critically.

> Creative thinking will invent ideas, while critical thinking will evaluate ideas. **It is imperative that the two forms of thinking be taught to students when their brains are developing in order to instill these processes into their schema**. Children will develop skills that will carry over into adulthood, changing the future generations by allowing more room for invention and growth.

Learning by playing

"Learning by playing is a term used in education and psychology to describe how a child can learn to make sense of the world around them. Through play children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments". (Human growth and the development of personality, Jack Kahn, Susan Elinor Wright)
"Play is one of the most important ways in which children gain essential knowledge and skills" (Unicef, 2018)
Humans learn best when at least one of these four pillars are present:

- Individuals take an active role in the learning environment
- They are engaged
- Information is meaningful
- Learners interact in a social context

This means that :

> "Youngsters learn well when they are mentally active, engaged, social, and can make meaningful connections to their lives, which are all characteristics of play"
> (Kathryn Hirsh-Pasek, Temple University)

The method of the "learning by playing" fosters:

- creative thinking
- problem solving
- independence
- perseverance
- Freedom of Expression

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- Emotional Development
- Reduced Stress and Anxiety
- Improves Focus and Attention
- Drive Lifelong Learning

BEST PRACTICES

A brief overview of the best practices found for developing GEM has been shown.
The developed catalogue of best practices includes 11 good practices using games and game-based activities as intercultural tool. Therefore, it describes different board games, traditional games and manuals that promote the "learning by playing" approach as tool to foster intercultural dialogue and to promote education for intercultural citizenship.
By establishing the conceptual framework of GEM, the following elements have been considered so as to identify good practices using games as a means to promote intercultural dialogue:
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.
Moreover, in this catalogue there is some board game which has proven to be useful for the implementation process of GEM board game. Indeed, these board games can be considered an important element for those who want to promote learning in a creative contest.
It is possible to consult the whole list at this link: https://cesie.org/media/GEM_catalogue-of-good-practices-using-games-as-intercultural-tools.pdf

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.
3-day online training on intercultural citizenship education for formal and non-formal educators: pre and post training questionnaires + informal evaluation after each training day
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
Monitoring and evaluation report about visibility results

- 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

QUANTITATIVE IMPACT

- 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.
  Achievement
  a) 21 educators have participated to the online training and specifically: 4 from Palestine, 6 from Italy, 5 from France, 6 from Egypt.

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b) Exchanged practices and knowledge increasing educators' skills on intercultural dialogue through creative ways.
c) Acquired new knowledge and creative skills about education for intercultural citizenship.
d) Collected ideas and inputs for testing digital version of the board game available.
e) 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.
  Achievement
  a) 172 youngsters involved in the testing of the board game by participating to the pilot workshops run in schools and/or educational centers. 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.
  b) The final version of the board game has been developed taking into considerations the feedback received during the piloting phase.
  c) Promoted a bottom-up and final beneficiaries centered approach to test and validate the game.
  d) Promoted intercultural citizenship in youth environment.
  e) Available a new and creative tool to educate youngsters to intercultural citizenship in a ludic way.
  f) All the indicators were 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.
  Achievement
  a) 144 people among educational stakeholders, CSOs representatives, teachers etc. have been reached.
  b) 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.
  c) Increased networking and crosscutting cooperation to support initiatives and innovative educational programs to prevent intolerance and understanding among different cultures.
  d) Full understanding among partners about activities and roles and promoted cooperation on the project's topic.
  e) Internal and external communication rules and channels set up and working to raise awareness on the project's issue.
  f) All the indicators were fully met.

QUALITATIVE IMPACT

Direct beneficiaries had acted as multipliers within their working/living environments spread out information about project's activities and opportunities.
Moreover, students and teachers have acknowledged also the educational value carried by the game:
students could acquire competences of different cultures, languages and places only by "playing" and teachers recognized its importance by adopting the game as an educative tool to be used in the classrooms that could provide a didactic support to the lessons.

During CESIE's presentation, Giovanni has explained the use of the boardgame in GEM, focusing on the need to upscale it for GEM IN mainly on the aspect of digitalization.

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He has explained the main topics and tools behind the game and how the boardgame is a real mean for spreading multiculturality, European values and citizenship.
For the complete explanation of the boardgame and the instructions, see the next page.

Starting from the explanation of GEM boardgame, space was left for questions from the partner and for discussing how it all can be further developed, based on the needs and the area o interest of GEM IN.

Interesting hints to discuss:

- It is important to consider various target for developing and testing the game, not only migrants and not only local students, but all the people that can be interested and interesting as target group. It is a mean to support education and learning; it creates a dynamic of interaction in a natural and playful way; it can be used as a tool for inclusion and not only integration in terms of knowledge and experiences.
- GEM had a very small budget, compared to GEM IN. The vertical upscaling could be very challenging seen that the budget might allow bigger developments, the horizontal upscaling is already in place.
- It can be an idea to involve people to create the new cards in order also to develop skills on digital tools, on how to make researches and so on.

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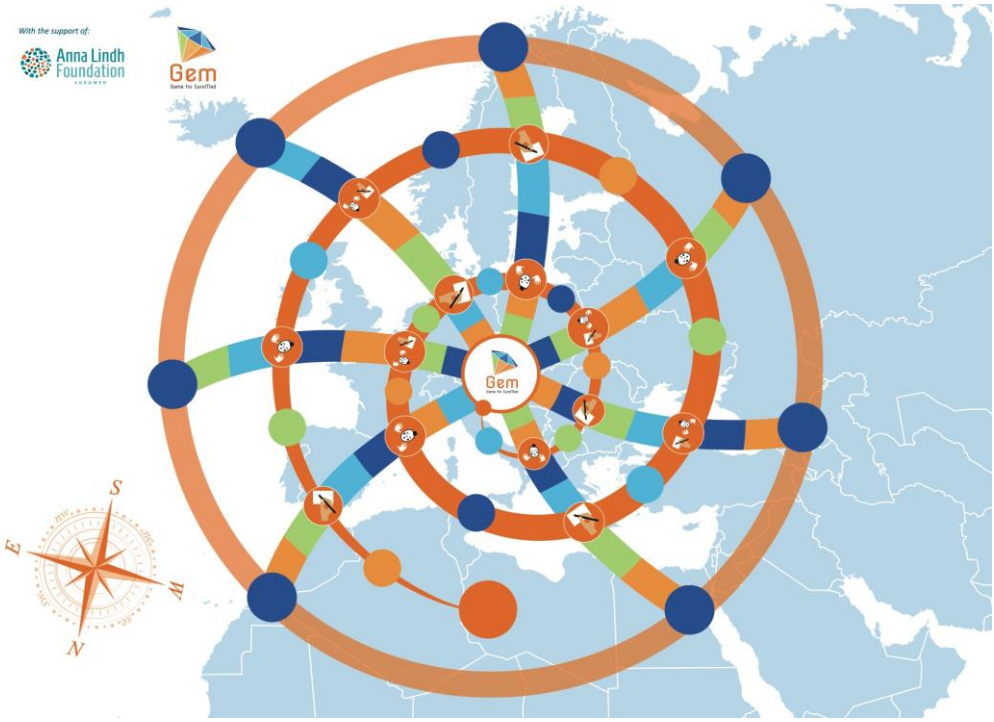
DAY 2 – 17th June 2020

10.00-10.15	Introduction to the second day, share of the agenda of the day
10.15-10:45	GEM boardgame explained
10:45-12:50	Brainstorming on MIRO
12.50-13.00	Feedbacks and wrap up of the second day

After a brief introduction, Giovanni explained better the pillars and the rules of the boardgame. These can be read at the following link, where it is possible to download a zip package with all the needed tools to set up the boardgame, according to the chosen language: https://cesie.org/risorse/gem-game/

GEM BOARDGAME



INSTRUCTIONS

- The goal of the game is to reach the "intercultural knowledge". In order to do that, the participants have to answer different questions.
- The game is designed for up to 8 players. 7 of them are "regular" players, while the 8th is the "wisest of the wise": Socrates.
- Players have to create their own pawn, or choose a small object, instead.
- The player, who plays Socrates, is selected randomly (i.e. you can play "rock paper scissors").

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- The player who starts the game is Socrates (the starting point is the big orange space), after he/she has a go, play passes to the left (clockwise).

- Socrates moves along "the path of wisdom" (the orange track), the longest one which intersects the paths of all the other players (multi-colored tracks) several times. When the path of the player crosses the path of the wisdom, he/she should answer a special question; otherwise he/she should draw one of the regular cards.

- The challenges featured in the "special" cards, the so-called "Socrates cards", are aimed at promoting cooperative learning. Therefore, according to the symbol each card bears, the players might be asked to:

a. mime or

b. draw or

c. mime and draw the action/name/object etc. written on the card.

- As for the challenges a. and b. (miming/drawing), the player has to lead another one to guess the content of the card. As for the challenge c. (miming + drawing) the player:

- a. at first draws what is written on the card for another player to guess – this second player is chosen randomly;

- b. The latter has one minute to guess the content of the card, without having the chance to speak with his/her mate, otherwise they fail to complete the challenge. After having understood the word (remembering that he/she cannot say it aloud), he/she has 1 minute to mime it for a third player (which can be chosen randomly) who has to guess it, otherwise they fail to complete the challenge.

a. Standard questions are multiple-choice questions concerning the following topics: history, traditions, food, and current events.

b. When a player lands on a space which corresponds with the "Socrates cards" (the intersection between the path of the player and the path of wisdom) before the "original" Socrates has crossed the track –

The project's goal

he/she will have the chance to become the "new" Socrates, if he/she gives a correct answer. In this case, he/she keeps playing moving along the "Path of Wisdom". There can be more than one Socrates at the same time.

The game ends when the first player lands on the GEM logo and reaches the intercultural

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knowledge. He/she picks up a “card of intercultural knowledge”, with an aphorism written on it, aimed at stimulating reflection, or featuring a suggestion about a book, a film, a song, etc. to get to know better other cultures.

Points

Standard cards questions

- If both Socrates and the other players give the correct answer, they can move one space forward.
- If both Socrates and the other players fail to give the correct answer, they must stay in the same square.

Socrates cards questions

- If the three players successfully complete the activity, they can move one space forward.
- If the three players fail to complete the activity, they stay in the same square.
- If one of the players is Socrates and he/she successfully completes the challenge, he/she will move:
- one space forward , in case of a drawing challenge
- two spaces forward , in case of a miming challenge o three spaces forward , in case of a drawing and miming challenge

Some member of the partnership bring the discussion on important suggestions:

- To be aware not to create ethnocentric cards and to avoid stereotypes in the future development of GEM IN cards.
- There are parts of the GEM game that can be left behind such as the idea of nations, of borders.
- Some questions have been considered difficult based on different targets of players.

BRAINSTORMING

For the following steps and according to the virtual nature of the workshop, Giovanni and Lisa suggested the use of the digital platform **Miro**, in order to be able to conduct a brainstorming and to facilitate the interaction.
To break the ice and to allow the partner to become confident with the new tool, a small game is proposed which is to complete the first frame of the flipchart saying “Tell us something about yourself”.
The following frames are about:

- What I like in a board game;
- What I don’t like in a boardgame
- What kinds of questions I like in a boardgame (eg. multiple choices, free answer, storytelling, etc.)
- Main topics I would like to play with in a boardgame

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The importance of the brainstorming on these topics was the need for the partners to share freely ideas and suggestion on how to develop the boardgame of GEM IN, what topics to focus on, what to avoid and the values that will be important to hold the whole structure of the game.

The following frames are the visual result of the brainstorming taken from the Miro board:

Tell us something about yourself

What I like in a boardgame

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3

What I don't like in a boardgame

What kinds of questions I like in a boardgame (eg. multiple choices, free answer, storytelling, etc.)

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Main topics I would like to play with in a boardgame

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CLUSTERING

Following the brainstorming, CESIE has taken care of the clustering in order to identify the following area of interest and be able to keep them in mind for the future development of the GEM IN boardgame:

- **Methodology**
- **Values**
- **Topics**
- **Activities**

The followings are the results of the clustering made on Miro board:

TOPICS	ACTIVITIES
Literature **Art** **Languages** **Science** **History** **Music** **Mathematic** **Logical questions** **Geography** **Common european values** **EU politics** **Media and fake news** **Health and wellbeings** **Environment - Sustainable development** **Monuments** **Financial literacy and consumption education** **Safety and peace** **Democracy and civic participation** **Human rights** **Inteculturality** **Gender equality** **Volunteering** **Self-Knowledge and development** **Sport and leisure** **Nature, animals, ecology**	**Role playing** **Multiple choice answers** **Free answers** **Storyteller** **Polymorphic questions** **Multimodal questions** **Singing** **Transnational questions of all the topics** **Forbidding words** **Miming/acting** **"if the answer is wrong, to give another trial"** **Movement with music** **Playing in teams**

METHODOLOGY	VALUES
Creative thinking **Learning by playing** **Creative cooperation** **Self-Managed knowledge** **Storytelling** **Peer to peer learning**	**Respect,** **Understanding and inclusivity** **Healthy competition,** **Curiosity,** **Social and gender equality,** **diversity,**

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	Playing in teams, **Creativity,** **Cooperation,** **Having fun** **Clarity** **Tolerance** **Humanism** **Justice** **Solidarity**

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Day 3 – 18th June 2020

10.00-10.15	Check in
10.15-11.00	Presentation of the clusters of the second day
11:00-12.00	Brainstorming on EU values, Social and Civic Competences, Fundamental Rights, Education to Intercultural Citizenship
12.00-12.30	GEM IN Digital Archive
12.30-12:50	Greetings

PRESENTATION OF THE CLUSTERS

During the third day the result of the clusters have been presented to the partners.
All the partners agreed on the Methodological Approaches, the Activities and Topics that need to be taken into account and find them appropriate and complete.

Interesting hints to discuss:
in Activities, the suggestion is to have two levels of difficulty marked in different colors, maybe on the two sides of the cards, avoiding the division for ages also for the differences on the level of educations according to national education system. Another suggestion is to divide the topics according to the level of difficulty.

On Values some lines have been added: tolerance, justice and solidarity.

BRAINSTORMING ON EU VALUES, SOCIAL AND CIVIC COMPETENCES, FUNDAMENTAL RIGHTS, EDUCATION TO INTERCULTURAL CITIZENSHIP

The second part of the workshop was intended to better and explicitly identify the following ideas, which will be the pillars of GEM IN boardgame:

- **European Values**
- **Social and Civic Competences**
- **Fundamental Rights**
- **Education to intercultural Citizenship**

This is also made through the use of Miro platform, in the form of brainstorming among all the participants.
Following, the results that emerged:

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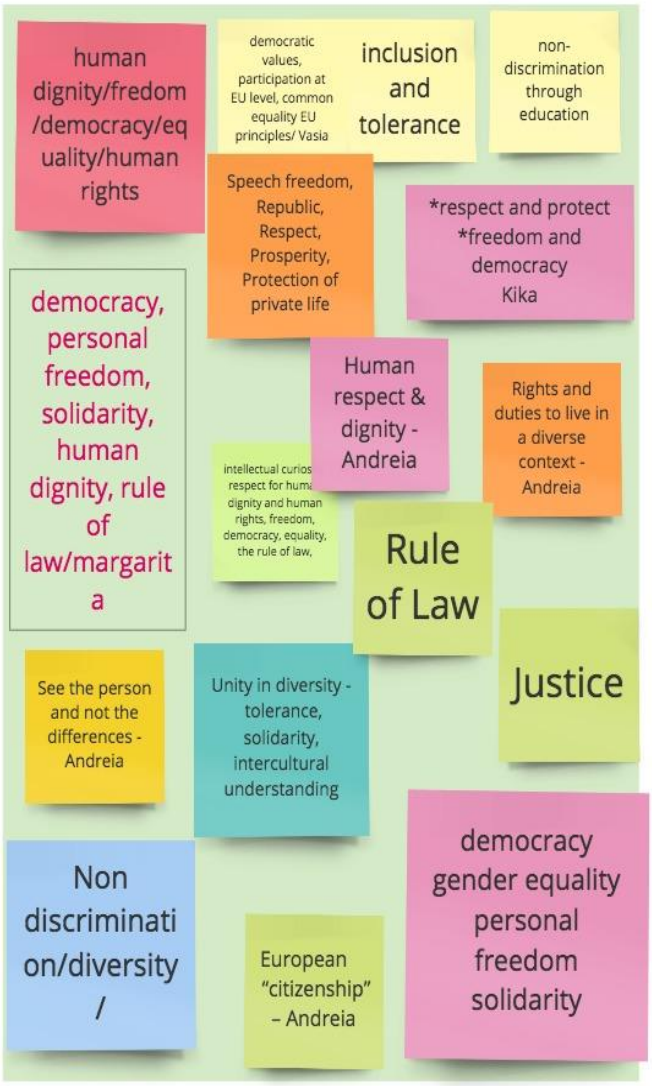
European Values



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Social and Civic Competencies

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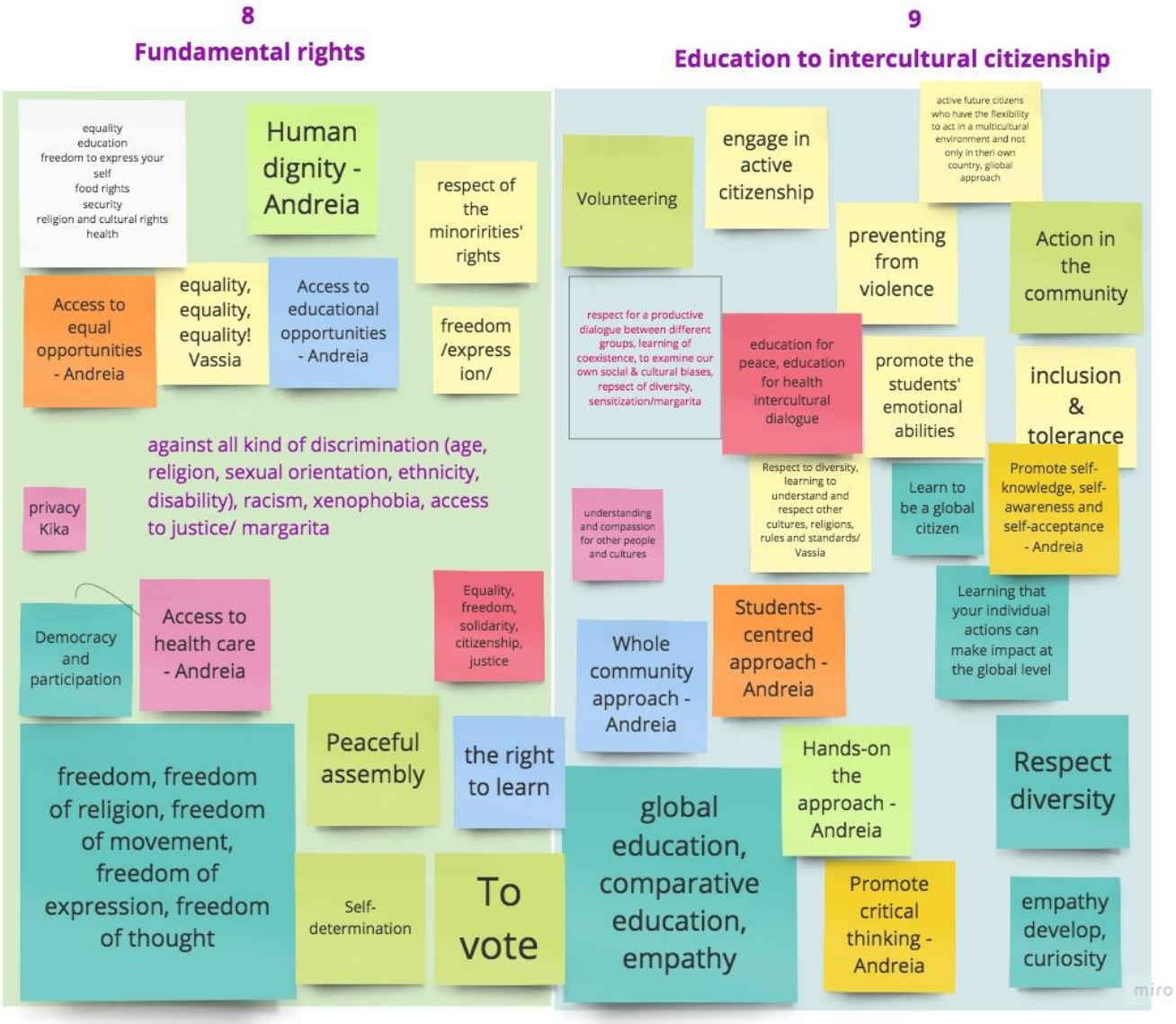

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After the brainstorming, the results have been clustered and put in other frames to be more readable and to discuss about them, but also and very important, to keep a roadmap to follow when developing the tools and the methodologies of the boardgame according to the shared and agreed pillars. The following are the results of the clustering and skimming:

EUROPEAN VALUES	SOCIAL AND CIVIC COMPETENCIES
Justice Rule of law Human respect and dignity, Inclusion Rights and duties Unite in diversity Tolerance Solidarity Intercultural understanding Democracy Gender equality Personal freedom Protection of private life Prosperity Participation at the EU level, EU citizenship Respect and protection Intellectual curiosity	Friendship Understanding Integrity Social responsibility Respect of others/of equality Understanding of codes and custom Empathy Respect for diversity Commitment Interpersonal and intercultural competencies Involvement Decision making Knowing and understanding the concepts of democracy, equality and justice Tolerance Self-assessment skills Ability to understand and express different perspectives Knowledge of contemporary and historical event Ability to engage in public conversation Self-awareness Critical thinking about social issue Knowledge on human rights and tolerance Participation on democracy

FUNDAMENTAL RIGHTS	EDUCATION TO INTERCULTURAL CITIZENSHIP
Respect for the minorities Human dignity Equality Access to educational opportunities Access to equal opportunities Privacy Democracy and participation Access to health care Freedom Solidarity Justice Self determination Right to vote	Engage in active citizenship Preventing from violence Be active in the community Inclusion and tolerance Learn to be a global citizen Respect diversity Whole community approach Volunteering Students-centered approach Comparative education Empathy Promote critical thinking Curiosity

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	Promote self-knowledge, self-awareness and self-acceptance **Promote students' emotional abilities** **Understanding other cultures, religions and rules** **Peace**

THE DIGITAL ARCHIVE

Giovanni from CESIE presented the Digital Archives of Common Values, as already mentioned in the detailed description of GEM IN project.
The aim of the Digital Archive is to create a bridge between the digitalization and the boardgame itself, that must be connected to the webpage of the project and has to address all the topics that the boardgame highlights. It will enrich the learning experience of students and young people as well as provide a further resource to support teachers and non-formal educators in promoting the acquisition of social and civic competences, fostering knowledge, understanding and ownership of values and fundamental rights.
It will be a noteworthy tool, which will embrace the European culture **promoting values of intercultural dialogue and social inclusion.**
The archive will be strictly related to the pedagogical kit through a **QR code system** that will create a bridge between the technological platform and the tools. It will be linked to questions.
A QR code (abbreviated from Quick Response code) is a type of matrix barcode (or two-dimensional barcode) that contains information about the item to which it is attached.
Also, a further important aim for the QR code is to support the explanation of the answers, to fight fake news and to provide support for the spreading of culture in an engaging and contemporary way.

Characteristics:

- Converting files to a long-term preservation format
- Describing archived information
- Ensuring long-term integrity
- Easily search information and access it faster
- Enable paperless offices and processes
- Supporting the board game
- User-friendly

Some examples:
Black Cultural Archive: https://artsandculture.google.com/project/black-cultural-archives
Internet Archive: https://archive.org/
Biodiversity Library: https://www.biodiversitylibrary.org/
Uffizi Museum (Florence, Italy): http://catalogo.uffizi.it/it/1/home
UNESCO collection: https://digital.archives.unesco.org/en/collection

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SYNTHESIS OF THE SCALING UP, FINAL THOUGHTS

The main aim of the International Workshop was to create and then to share a common view of GEM IN framework (methodological aspects, tools, values and aims) among the consortium. All the participating partners agreed fully on the topics that have been discussed and on the pillars that are intended to put in place to create GEM IN structure.
In particular the two brainstorming processes have highlighted clearly the two overarching categories that can be summarized:

1. Boardgame – structure and tools (methodologies, activities, topics, values in the game)
2. Boardgame – values, aims and topics (Eu values, Fundamental Rights, Education to Intercultural Citizenship)

Regarding **the first category**, it comprehends four other categories all interconnected to each other that will give the structure to the future development of the boardgame, because they lay its foundation.
The methodology that has been decided revolves around the creative thinking and the learning by playing approach, and it includes the storytelling, the peer-to-peer learning and the creative cooperation.
The topics to include are both general (e.g. history, math, literature) and also contemporary and technical (e.g. environment, health and wellbeing, logical questions). Regarding the activities, it has been decided a multimodal approach to the game, that will allow the interaction and the active participation.
Lastly, the values are strictly related to the values that the project itself wants to foster and they are coherent among themselves and with the objectives of the boardgame.
The second category is intended to be a memorandum to prioritize in order to develop the upscaling of the game, not forgetting what has to be included explicitly and implicitly while dealing with the next steps of the project.
The process that has been used showed that all the most important points of discussion are totally in line among the partnership and in this way totally in line with the general aims of the project. It was a fruitful collaboration and an enriching exchange.
Important to remember: the boardgame is targeted for educational environments and it has to be inclusive for everyone. It is a proper educational tool for learning about culture, languages; it is also a socially valuable tool because it promotes inclusion, friendship, citizenship, a sense of belonging.
It can be upscaled according to the budget and according to the important improvements that are planned and have been decided among the consortium during these three days workshop.
The structure of GEM has to be maintained for GEM IN, but all the rest can be improved, scaled up: this process will be step by step divided per country and the valuable resources in the consortium (teachers, experts of education, of social inclusion, of minorities, of management) will surely contribute with all the needed knowledge to build a good and useful tool.

Feedbacks and wrap up of the three days workshop.
“We shared during this workshop the same values we want to share with the game”

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