



GEM IN

Pilot Implementation Report

WP3: Implementation of the GEM IN Learning Practice & Upscaling

AUTHOR:

symplexis



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]



Table of Contents

1. Short Intro.....	4
2. Overview of Piloting Activities	6
3. GEM IN WP3 Implementation Results	8
3.1. Training of teachers and non-formal educators using the pedagogical kit (A3.2)	10
Executive summary.....	10
CYPRUS.....	10
GREECE.....	11
PORTUGAL	12
AUSTRIA	14
ITALY	16
Results of the activities taken place	16
CYPRUS.....	16
GREECE.....	18
PORTUGAL	20
AUSTRIA	21
CYPRUS.....	22
GREECE.....	22
AUSTRIA	23
ITALY	23
3.2. Piloting of the Gem In Kit to Students (A3.3.)	24
A summary of activities taken place.....	24
CYPRUS.....	24
PORTUGAL	24
GREECE.....	27

ITALY	31
AUSTRIA	33
Conclusion from the Piloting Trials.....	37
CYPRUS.....	37
AUSTRIA	38
GREECE.....	38
ITALY	41
PORTUGAL	44
4. Annexes	47
4.1 Guidelines for the implementation of the activity 3.1: Setting up national working groups of teachers and non-formal educators	47
4.2 Guidelines for the implementation of the activity 3.2: Training of teachers and non-formal educators using the pedagogical kit	48
4.3 Guidelines for the implementation of the Activity 3.3: Piloting workshops	49
4.4 Supporting Documentation and Outputs	50
4.5 Activity 3.4: Finalization of the GEM IN educational programme	51
4.6 WP3-1: Internal Reports on the GEM IN educational programme implementation	52
4.7 WP3-2: GEM IN Educational Programme	52
4.8 Internal Communication	53
4.9 Action Plan	53
4.10 Risks, corrective measures, time plan changes.....	54

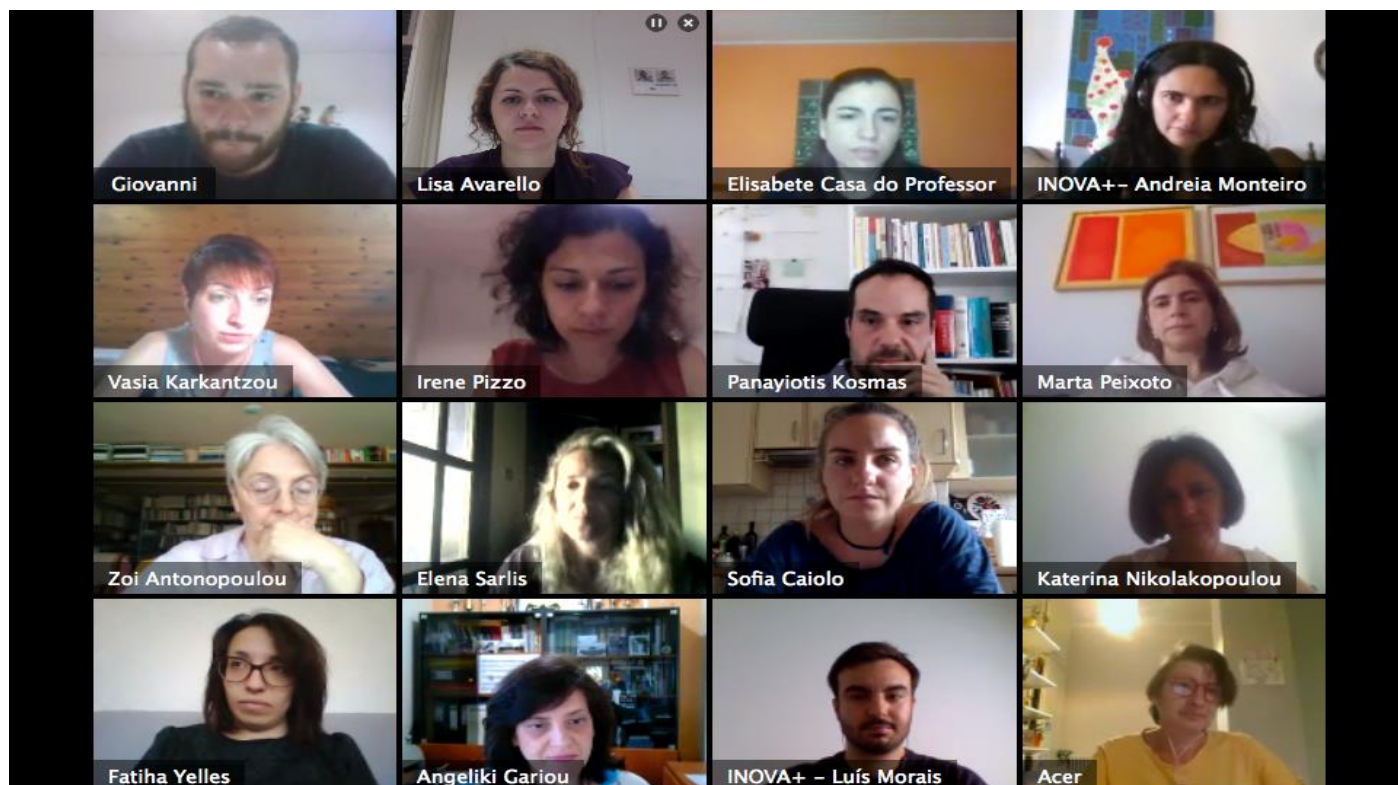
1. Short Intro

The purpose of the project **“Game to EMbrace INtercultural education – GEM IN”** is to support intercultural education at school and in non-formal youth environments as a vehicle to foster social inclusion, cross-cultural dialogue and active citizenship by promoting European values. At the same time, the project intends to provide inputs and policy recommendations for intervention strategies through an innovative educational framework.

The GEM IN project aims at scaling up a set of results and approaches developed in the framework of its predecessor: the ‘Game for EuroMed – GEM’ project. To that end, its rationale is based on the use of a board game and of a series of tested tools, practices and methodologies able to reach out and to motivate disadvantaged learners, and those at risk of social exclusion and early school leaving. Within this process, meticulous upscaling and exploitation, policy impact and follow up interventions will take place in the 6 targeted EU countries:

Italy, Austria, Cyprus, Greece, France, Portugal with the collaboration of the project partner organisations: **P1 – CESIE¹, P3 – Symplexis / P4 – PDEDE, P5 – INOVA+ / P6 Casa do Professor, P7 - CARDET / P8 – The Grammar School Nicosia, and P9 – Compass GmbH, P10 - ALDA.**

¹ P2 - Liceo Classico Vittorio Emanuele II has officially withdrawn from the GEM IN project.



2. Overview of Piloting Activities

Work Package 3 (WP3) involves the piloting phase of the board game and complementary tools (i.e. 'Casa do Professor', PDEDE, and the 'Grammar School Nicosia' - actively contributing to the project activities related to the piloting of the GEM IN tools and approaches) that was developed according to an extended timeplan in the framework of a more comprehensive education programme enabling critical reflection about multi-level and variegated concepts, such as EU common values, social and civic competences, intercultural dialogue, in favour of the target groups.

The feedback gathered through the envisaged activities was of fundamental importance for the consistency and the upscaling of the good practice identified (the methodological approach and the pedagogical tools) while finalising the renewed products.

The main activities of WP3 included, as planned, the following tasks:

- A3.1 Setting up a **national working groups** of teachers and non-formal educators, contributing to the content update of the GEM good practices
- A3.2 Training of teachers and non-formal educators using the pedagogical kit
- A3.3 Piloting phase with students
- A3.4 Finalisation of the GEM IN **Pedagogical Kit and Program.**
 - Preparatory training for teachers:
 - During the implementation of this phase each organisation has set up a national working group of 10 teachers and non-formal educators (A3.1), in view of promoting a bottom-up, shared and participatory process of tools and resources during the piloting of the pedagogical kit and the methodological approach proposed (A3.3) and took part in a preliminary training to ensure effective implementation of the GEM IN pedagogical kit in class².

² The implementation of the GEM IN pedagogical kit in (physical or virtual) class is related to the Covid-19 pandemic and its governmental measures taken in each partner country. Based on these measures the best available alternatives will be examined and followed.

- Piloting of the GEM IN pedagogical kit:
 - Training in total of 50 teachers and non-formal educators (10 / 5 implementing countries, i.e. all countries represented in the partnership except from France) took place. They have delivered the piloting sessions and provided teachers and non-formal educators with the knowledge and competences to effectively implement the piloting workshops and achieve the learning outcomes.
 - The goal was to address a total of 1000 students and young people (200/ implementing country, i.e. 5 in total) in schools and youth educational centers during piloting months to allow for the testing of the Pedagogical Kit within the intercultural education program.
- The GEM IN Educational Program supporting the piloting

The educational program to be used during the pilot implementation included the draft versions of:

- GEM IN Educational Framework (A2.3) as a tool for teachers and non-formal educators to implement the GEM IN activities in school contexts;
- Pedagogical Kit (A2.4) including 3 interconnected components:
 - 1) GEM IN **Guide**, providing also a series of instructions (e.g. lesson plans) to guide educators in the implementation of the program;
 - 2) GEM IN **Board Game**;
 - 3) GEM IN Common Values **Archive**.



3. GEM IN WP3 Implementation Results

In **5 EU countries**

620 game questions were answered

More than **40 schools** and educational institutions were involved

82 professionals /educators implemented the Kit

1146 students (aged 14-18 years old) played and learnt (506 students of them were 14-15 years old)

in-person indoor, **outdoor**, virtually, and with **hybrid method**

9 workshops for educators were organised

82 organizations in the working groups

“The Gem In game includes questions from more than just one field, makes the game inclusive for the talents of each student in different fields, giving to each one of them the opportunity to thrive”



3.1. Training of teachers and non-formal educators using the pedagogical kit (A3.2)

Executive summary

Each implementing country conducted a summary of the activities that took place during the WP3 implementation, focusing on the purpose of the activity, number, and profile of the participants, incorporating photos and screenshot(s) based on each partner's national GDPR.

CYPRUS

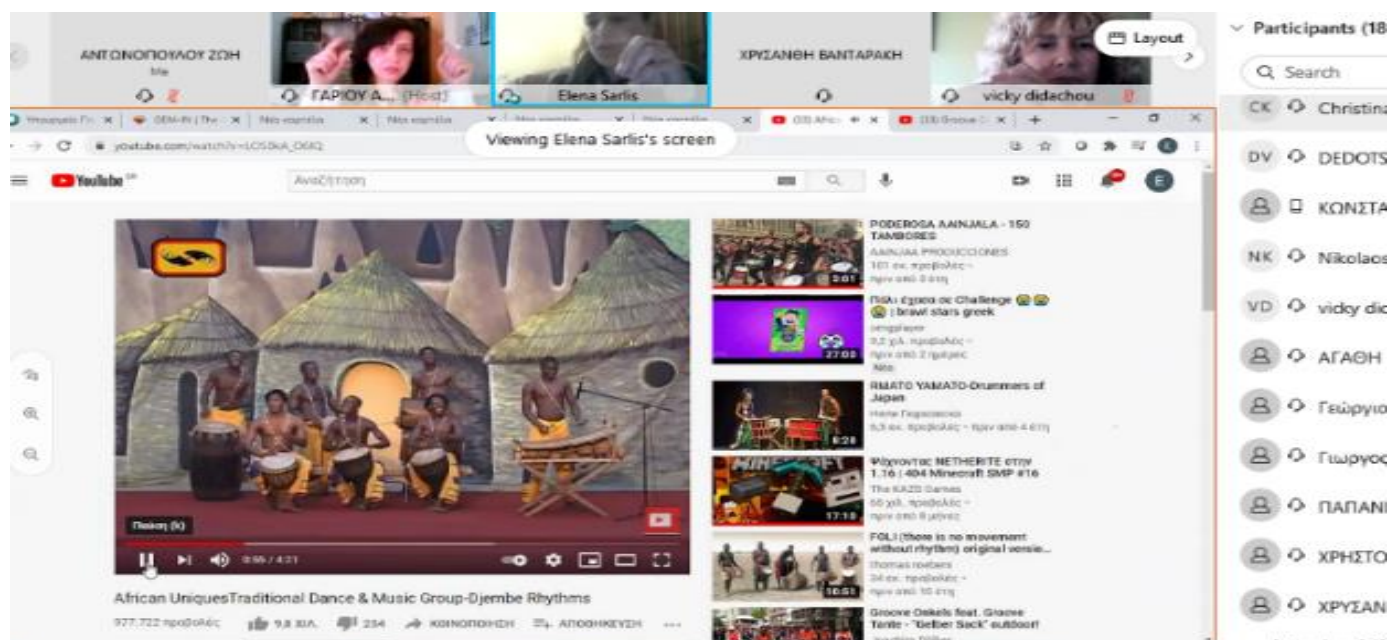
Due to COVID-19 pandemic, the training of teachers was carried out online on the 24th of March 2021. Its duration was one hour. The training was conducted by Miss Andrea Filippou and Mr Panagiotis Kosmas. **10 teachers/educators** of secondary education, from the **Grammar School in Nicosia, Cyprus**, took part in the preliminary training in order to ensure effective implementation of the GEM IN pedagogical kit in class during the piloting phase. The training provided teachers with the knowledge and competences to effectively implement the piloting workshop and achieve the learning outcomes in their classroom. During the training, teachers were familiarized with the 1) “Learning by playing” methodology, 2) the introductory activities that teachers could do with their students and 3) the GEM IN Board Game. Regarding the GEM IN Board Game, the rules of the game were explained to the teachers and then the teachers had the opportunity to play the game online to solve any enquiries about the game. Finally, teachers were informed about alternative procedures that could be done successfully online in case of COVID-19 restrictions. Overall, teachers were satisfied about the activities proposed during the training and they found the information relevant, important and easy to follow.



GREECE

Two training workshops were delivered; The 1st training was a more theoretical event, delivered 10/3/2022 virtually, where the methodology was discussed (learning by playing, collaborative learning adapted to Gem In). The second more practical workshop was carried out on the 30/03/2021 virtually for the piloting of GEM-IN. Its duration was two hours. The aim was to allow teachers to get familiar with the methodology: learning by playing and getting acquainted with the game itself and its digital version, while having a deeper understanding of the potential piloting procedures the educators could follow given the COVID-19 restrictions including an online presentation by the Regional Directorate of Education of Western Greece (PDEDE)'s scientific team on the Openboard, as well as indicative educational activities, which could be used by them in online environment. Special attention was given to the presentation of introductory hands-on activities oriented to create pleasant feelings to the students already tired by the long-term distance learning in Greece. The number of **participants was 19**. All the members of the National Working Group attended the workshop except one person. All the participants were teachers of secondary education belonging to the Region of Western Greece. Also, their schools were selected from different prefectures of our Region in order to have a larger **geographical** coverage and input from different cultural areas with students of **different social-economic or educational background**. The Coordinators of Educational Work and members of the PDEDE scientific team were present in order to support the teachers by any means during the workshop as well as the actual piloting. The training was conducted by Mrs Gariou Angeliki and

Mrs Sarli Elena and supported by all members of scientific GEM-IN's team within the Regional Directorate of Education of Western Greece.



PORTUGAL

For setting up a national working group of teachers and non-formal educators INOVA+ jointly with Casa do Professor launched, in February 2021, a national open call for the registration of teachers and non-formal educators aiming at:

- Identifying professionals interested and willing to take part in the training of teachers and educators, followed by the implementation of the pedagogical kit in the real context of learning.
- Advertising the constitution of the National Stakeholder Advisory Committee, exploring their interest in being integrated into it.

A poster was prepared to support the dissemination of the open call, made digitally through mailing sent by the two organisations and digital publications: **31 professionals** made their registration in the working group using a Google Form provided, including:

- 8 men & 23 women

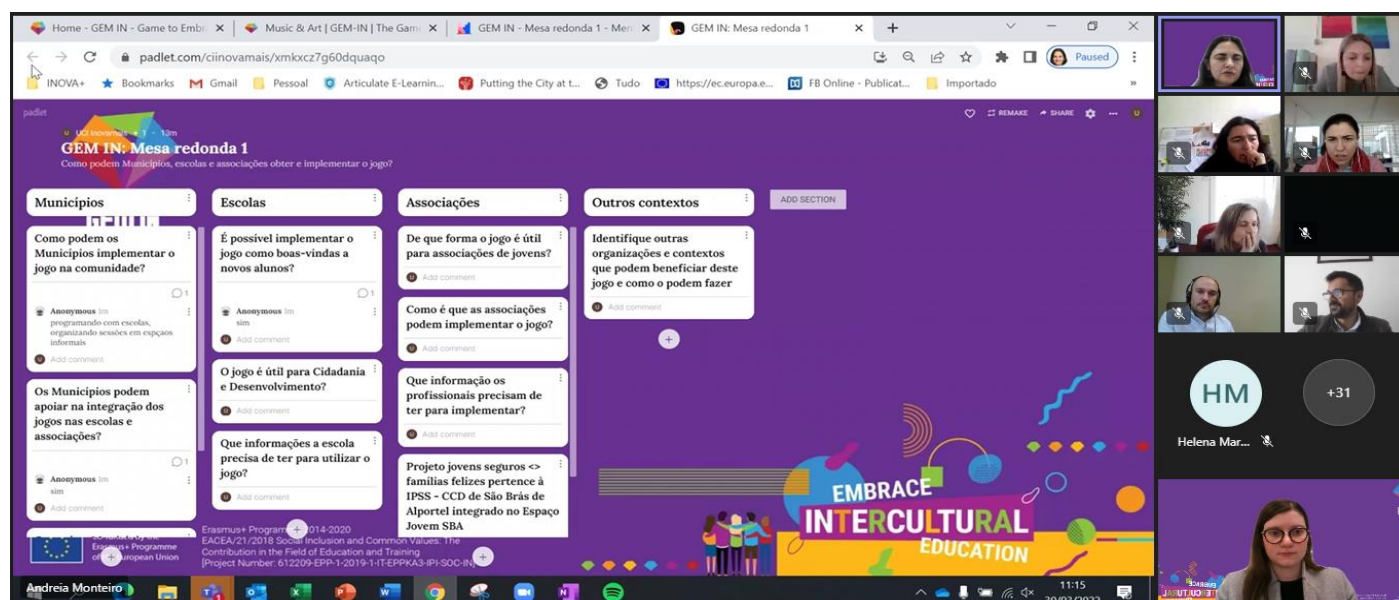
- 21 formal education & 10 non-formal
- 24 lower & upper-secondary education, 5 youth organisations and 1 higher education institute

A3.2 Training of teachers and non-formal educators

The training of teachers and non-formal educators was promoted online, due to the limitations imposed by the COVID-19 pandemic, during the Easter break. INOVA+ and Casa do Professor promoted 2 online sessions of 4h on the 9th and 16th of April 2021 focused on the:

- Introduction to the GEM IN project.
- Contextualization of the training in terms of objectives and contents.
- Presentation of the GEM IN pedagogical kit.
- Simulation of the exploring activities and the “GEM IN You Win!” game.
- Briefing on the pilot implementation of the resources in the real context of learning.

The Portuguese team prepared a PowerPoint to support the training and used a combination of different digital tools to turn the training interactive and more dynamic:



The screenshot shows a Padlet board titled "GEM IN: Mesa redonda 1" with the subtitle "Como podem Municípios, escolas e associações obter e implementar o jogo?". The board is organized into four columns: "Municípios", "Escolas", "Associações", and "Outros contextos". Each column contains discussion prompts and user comments. For example, under "Municípios", the prompt is "Como podem os Municípios implementar o jogo na comunidade?". Under "Escolas", the prompt is "É possível implementar o jogo como boas-vindas a novos alunos?". Under "Associações", the prompt is "De que forma o jogo é útil para associações de jovens?". Under "Outros contextos", the prompt is "Identifique outras organizações e contextos que podem beneficiar deste jogo e como o podem fazer". The board also features a large graphic at the bottom right that says "EMBRACE INTERCULTURAL EDUCATION". On the right side of the screen, there is a video conference overlay showing several participants in a grid layout. The bottom of the screen shows a Windows taskbar with various application icons and a system clock indicating 11:15 on 30/03/2022.

AUSTRIA

It has been challenging to organize the teachers training workshops as due to COVID-19 restrictions the schools in Austria have been operating with online classes, with some weeks of limited in-presence classes. However, the situation has been quite tolling and overwhelming for the local teachers, as they had to adjust their curricula and classes to new programs, have whole classes in quarantine, etc. This resulted in teachers being reluctant to participate in activities not related to their work activities. To be able to accommodate the schedules and availability of the participants several sessions were organized with fewer participants. In total, Compass GmbH organized 4 workshops.

- **September 2021 – 2 participants from YoungCaritas**

The session took place face-to-face at the office of Caritas, and it lasted for 2 hours. The two participants were representatives of YoungCaritas and they have been working with youth on various projects and in diverse contexts. Compass presented the GEM IN project – its objectives and activities and the methodology for learning by playing developed for GEM IN, and the board game. We also discussed with the participants what are the tools they have been using in their work and where they can implement the GEM IN board game. They have been enthusiastic about using the game in some of their workshops. They argued that this type of exercise can be useful for the workshops they organize for employers who take apprentices (usually 16-17 year old) and they provide workshops on social skills for the apprentices. However, due to schedule and program limitations they could not try out the game during these workshops.

- **October 2021 – with 3 participants from two youth centers (Youth center Thaur, Youth center Absam) face-to-face session**

The sessions took place in a face-to-face meeting at the youth center in Thaur. Two of the participants have been youth workers from the center in Thaur, and one youth worker has been working in the center in Absam (a neighbouring village). Compass presented the GEM IN project – its objectives and activities and the methodology for learning by playing developed for GEM IN, and the board game. We also discussed the activities they organise in the centers and how the board game can be used. In general, the youngsters go there and are free to do whatever they want, the youth workers do not always have planned programme for them as they want to encourage them to have safe space to just spend some time after school with other youngsters. However, they organize movie or game nights quite often. The youth workers in Thaur actually said that they have been having some issues with youngsters from Thaur and youngsters coming from a

neighboring village, as they have not been getting along well. Thus, the youth workers wanted to organise an activity for them to strengthen their teamwork. The youth workers also tried out the game by playing out a few rounds and taking a look at the questions. The youth worker from Absam argued that the game is not appropriate for the kids who attend the youth center, but the educators from Thaur used the game and tested it out later in the piloting stage. All youth workers confirmed that learning-by-playing methodology has been something they have been using quite a lot in their work, and they have had various activities and tools which they are implementing on a daily basis with their youngsters.

- **October 2021 – 3 participants from Caritas. They were all volunteers in Caritas working with youngsters with migrant background**

This session has been done online with Caritas volunteers from Vienna and some neighboring villages. In order to have a wider scope and diverse target group, Compass invited volunteers working with youth in Caritas to a workshop discussing learning-by-playing methods and the GEM IN project. The invitation was posted in Caritas monthly internal newsletter. Three participants took part in the workshop. All of them have been working with migrant and refugee youngsters, mainly supporting them in learning German. Compass presented GEM IN project – its objectives and activities and the methodology for learning by playing developed for GEM IN, and the board game. The educators enjoyed discussing different tools for learning, especially for some refugee children who have not been in formal schooling before. They argued that games and more interactive activities are more useful for them than mainstream ways of teaching. Therefore, they like the GEM IN game, however they did not find it suitable for their beneficiaries in the ongoing classes, as they argued that the language would be very difficult for them to understand (German, as a new language to learn in their host country). As all of them are actually teaching German to youngsters, they said that this game is more suitable for people who already have more knowledge of German, otherwise it will be an obstacle to understanding the questions. The educators shared some of the activities, exercises and techniques they have been using, and it was an interesting exchange for them and to learn about new tools from their peers.

- **November 2021 – 2 participants**

This session took place face-to-face. There were two participants - one teacher teaching Islam as part of the religion cycle in several high schools in Tyrol, one youth worker who is teaching traditional Serbian dances to children and youngsters with Serbian background who are living in Tyrol. Compass presented GEM IN project – its objectives and activities and the methodology for learning by playing developed for GEM IN,

and the board game. They liked the game and tested it with the youngsters they work with later on. It has been suggested that including religious questions in the game can be also interesting and promote further intercultural competences and dialogue.

The educators and the teachers were reluctant to take photos, as they did not deem it necessary. And they provided their feedback, comments, and evaluation of the game and the methodology orally, throughout the discussions.

ITALY

In Italy **11 educators participated** in Teacher Trainings virtually, get prepared to implement the piloting workshops afterwards. The participants are teachers from 3 secondary schools from Italy, dedicated to promoting intercultural education and experienced in mentoring and teaching students of different cultural backgrounds. The language of instruction was Italian.

They provided important feedback on how to make the game best fitting the targeted students across Europe. (in detail in the second part of this document).

Results of the activities taken place

CYPRUS

A questionnaire on the effectiveness of the training was distributed to the teachers to evaluate the training. The questionnaire was completed by 10 teachers of secondary education from the Grammar school, Nicosia. The questionnaire was developed online using the Google Forms software. This option offers convenience and easy access to participants, and it saves time. Every aspect of the questionnaire was analyzed in detail below.

All teachers noted that the training corresponded to their initial expectations. They found the topics covered in the training relevant and useful for their work and the content of the training well-structured and easy to follow. According to all teachers, the support materials used during the training were adequate (in terms of design, language, utility, information provided, adequacy to online training). All teachers stated that the

activities, assignments, and exercises proposed during the training were adequate to the acquisition of knowledge and competences on how to use GEM IN Board Game in real context of learning.

Regarding the feedback that we have received about the trainers, was **very positive**. All teachers agreed that the trainers were clear and efficient during the workshop, they provided the necessary support to the participants during the workshop, and they promoted the participation and involvement of participants in the workshop.

Overall, teachers were satisfied with the activities that we had proposed during the training and they found the information that we had provided relevant, important and easy to follow.

Also, a post-pilot evaluation questionnaire for teachers was created in order to evaluate the GEM IN Board Game and GEM IN Digital Archive after their implementation. The questionnaire was completed by **10 teachers**. The questionnaire was developed online using the Google Forms software. Every aspect of the questionnaires is being analyzed in detail below.

Firstly, teachers were asked whether *they found the rules and structure of GEM IN Board Game to be comprehensible and user-friendly*. 80% of the teachers answered 'yes', 10% answered 'neutral' and 10% answered 'no'.

After that, teachers were asked whether they thought that the topics and questions of the GEM IN Board Game were relevant for the youth they were working with. The majority of the teachers (70%) answered that 'some of them are relevant' and 30% of the teachers answered that 'yes, they are relevant'. Teachers were asked whether they thought that GEM IN Board Game would encourage youth to be more aware of what active citizenship, EU values and fundamental rights are. Half of the teachers answered, 'yes' to this question, 40% answered 'maybe' and 10% answered 'no'.

Then, teachers were asked whether they thought that the GEM IN Board Game would support the acquisition of intercultural competences and transversal skills among the youngsters. The results showed that 70% of the participants answered, 'yes' to this question, 20% answered 'maybe' and 10% answered 'no'. In the next question, teachers were asked whether they thought that the GEM IN Common Values Archive was interesting and informative for the youngsters. The results showed that 70% of the participants answered, 'yes' to this question, 20% answered 'maybe' and 10% answered 'no'.

Finally, teachers were asked whether they would use GEM IN Board Game in their work. Only 10% of the teachers responded negatively, followed by 40% of the teachers who answered 'maybe' and 50% of the teachers responded positively to this question.

Also, the questionnaire contained some open-ended questions which allowed participants to provide more information. The results from the questions are summarized in detail below.

On the one hand, teachers liked the fact that the board game includes different types of questions. Most of the participants stated that the variety of the questions allows the game to respond to different levels of student knowledge. Specifically, they said that **“the fact that the game includes questions from more than just one field, makes the game inclusive for the talents of each student in different fields, giving to each one of them the opportunity to thrive** by answering correctly questions of the field they were more interested in, thus, no one was left without answering even one question”. In addition, they mentioned that they liked the fact that students worked as a team after a long time and were engaged with each other. They said that a basic advantage of the game is that it promotes cooperation and interaction among the students. They said that “they observed their students to trust each other to answer questions that were not their own field and to have a healthy competition”. Finally, they liked the game because it encourages knowledge about other cultures and supports the acquisition of intercultural competences. Students enhanced their social and civic competences and their knowledge on citizenship, EU, shared values, fundamental rights, intercultural citizenship and dialogues through discussion and reflection with their teammates.

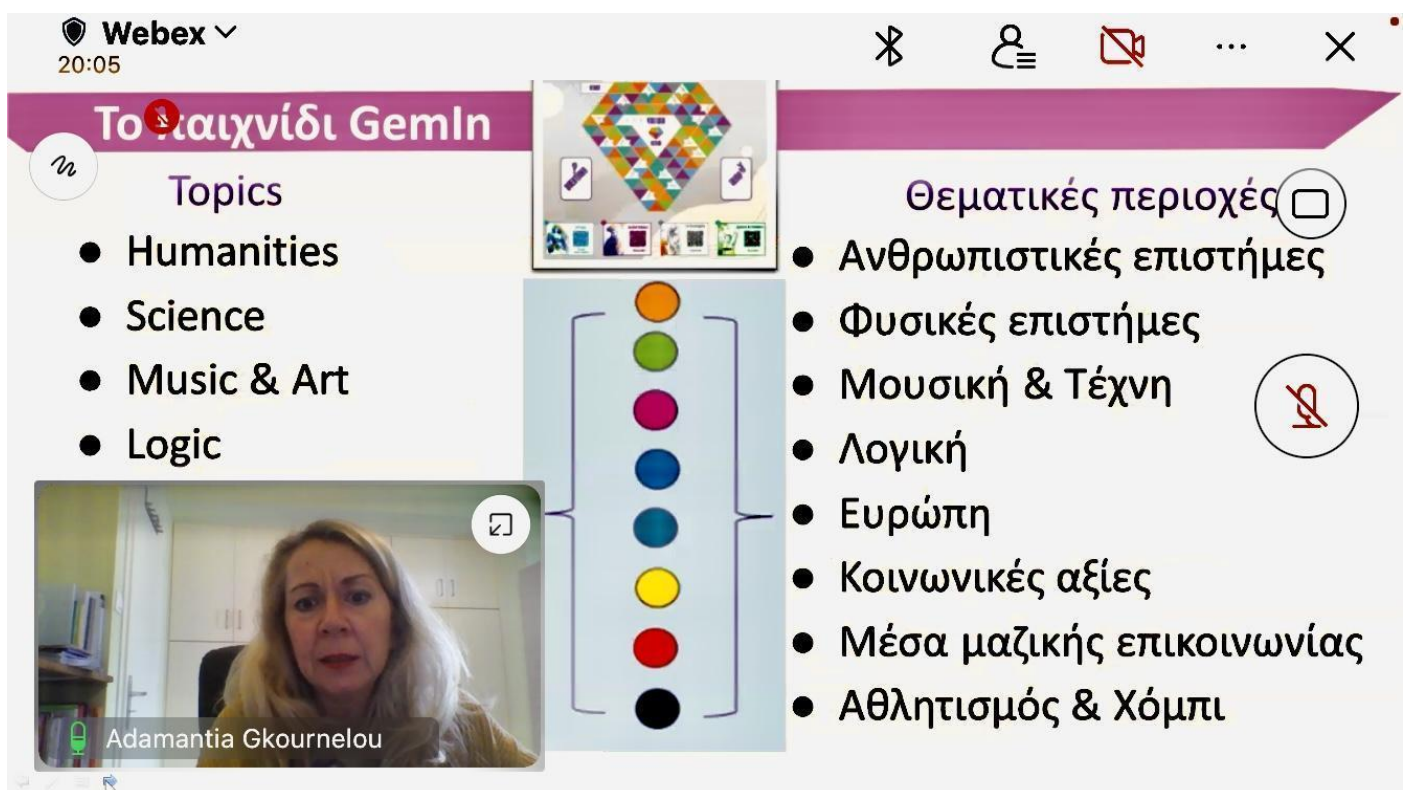
On the other hand, what teachers did not like about GEM IN Board Game and Common Values Archive was that they had to print the board game. They suggested the board game be created online, with an online dice and pawns. They mentioned that the rules were a bit complicated, specifically the instructions regarding the Jump pack cards. The instructions say that a participant or a team can use the Jump option only one time but there is no guidance what is happening the next time that a participant or a team goes to a Jump triangle. They, also, suggested letting students choose whether they will mime, draw or sing the word written on the card. Finally, they mentioned that the design of the Questions cards in the Greek version needs improvement (the pages are not correctly numbered, the correct answer is not given, and someone needs to search to find the answer etc.).

GREECE

In the beginning of the activity the participants expressed their fears and expectations of the workshop and the piloting of GEM-IN. Some of their main concerns were related to the COVID-restrictions and whether

they will be capable of actually delivering the piloting if there is a need to do it online. Also, they were reluctant because they weren't sure if the game's categories would be interesting for their students. Furthermore, they expressed their will to have lots of different approaches for the introductory activities since they were not sure if the schools would be open or closed by the time they will start piloting.

As a result, the learning by playing and learning by doing approach was explicitly analyzed, concrete hands on introductory activities were presented and actually implemented to serve as an inspiration for the teachers even if the communication with the students would be online, all members of the National Working Group and the RDEWG scientific team actually played the game by using the **Openboard**, specific technical instructions were presented regarding the use of different digital tools including the Openboard in case this need appears, a section with questions on the bureaucratic work the teachers have to do during the piloting phase which have occurred after their presentation during the first workshop and finally the workshop ended with the evaluation of the participants.



Webex 20:05

Το παιχνίδι GEM IN

Topics

- Humanities
- Science
- Music & Art
- Logic

Θεματικές περιοχές

- Ανθρωπιστικές επιστήμες
- Φυσικές επιστήμες
- Μουσική & Τέχνη
- Λογική
- Ευρώπη
- Κοινωνικές αξίες
- Μέσα μαζικής επικοινωνίας
- Αθλητισμός & Χόμπι

Adamantia Gkournelou

PORTUGAL

A3.1 Setting up a national working group of teachers and non-formal educators

The National open call launched at the beginning of 2021 allowed Portuguese partners to disseminate three main activities previewed to be done in WP3 and WP4:

- Promotion of training to teachers and non-formal educators to introduce the GEM IN project and pedagogical kit.
- Implementation of the GEM IN pedagogical kit – exploring activities, “GEM IN You Win!” game and digital archive – in formal and non-formal learning contexts.
- The establishment and promotion of meetings of the National Stakeholder Advisory Committee.

With this open call, **31 professionals** integrated the Portuguese working group and from these professionals:

- 9 attended the training of teachers & educators
- 2 engaged the organisation they represent in the piloting test
- 6 integrated the National Stakeholder Advisory Committee

A3.2 Training of teachers and non-formal educators

A total of 9 professionals, 8 teachers and 1 researcher attended the training of teachers and non-formal educators in Portugal. During the training, participants had the opportunity to learn the GEM IN pedagogical kit and a simulation of one of the activities and the game was done. As result, participants shared their first feedback related to the game:

The evaluation is extremely positive the fewer positive aspects are related to the use of the kit by professionals (“The training will be useful for my work further on”) and the acquisition of knowledge, competences and supports relevant to participants’ activities (“The activities, assignments and exercises proposed were adequate to the acquisition of knowledge and competences”). In both statements, one participant answered, “neither agree nor disagree”, because he attended the training as a researcher in the field of gamification and thus, was not planning to implement the kit in the real context of learning.

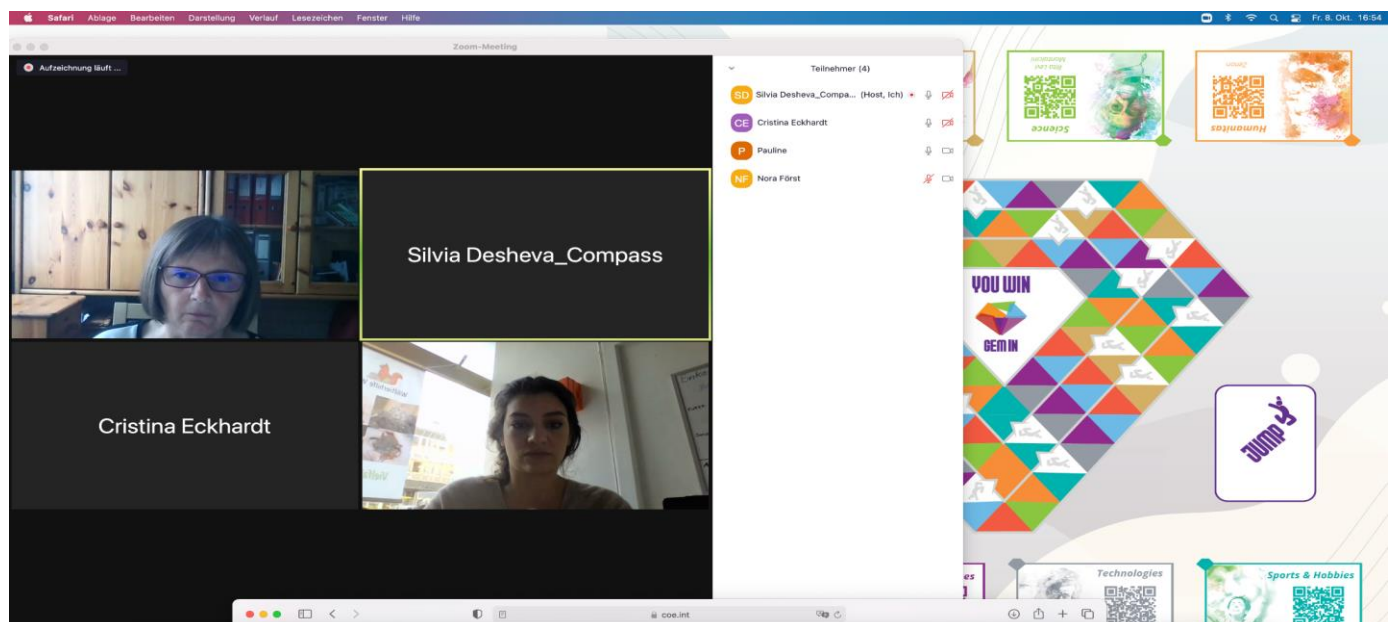
AUSTRIA

The workshops helped disseminate the GEM IN board game and introduce the methodology to teachers and educators. Some of the participants decided to proceed with testing the game with the youngsters they are working with, however some decided that the game is not suitable for the target groups they are currently working with.

The teachers gave some suggestions on how the game can be improved, such as:

- Have something to measure the time included in the pack (sand clock)
- The questions are too detailed, maybe having more general questions can be more interesting
- Questions seem to be not very relatable to the life of the youngsters (quite random)
- The rules are a bit unclear and complicated
- Have bigger boards for playing
- There is a risk of too long waiting-time for players while they wait for their turn

The discussions were quite useful, as also the educators shared their experience and insights, and exchanged tools and approaches they have been using with their target groups.



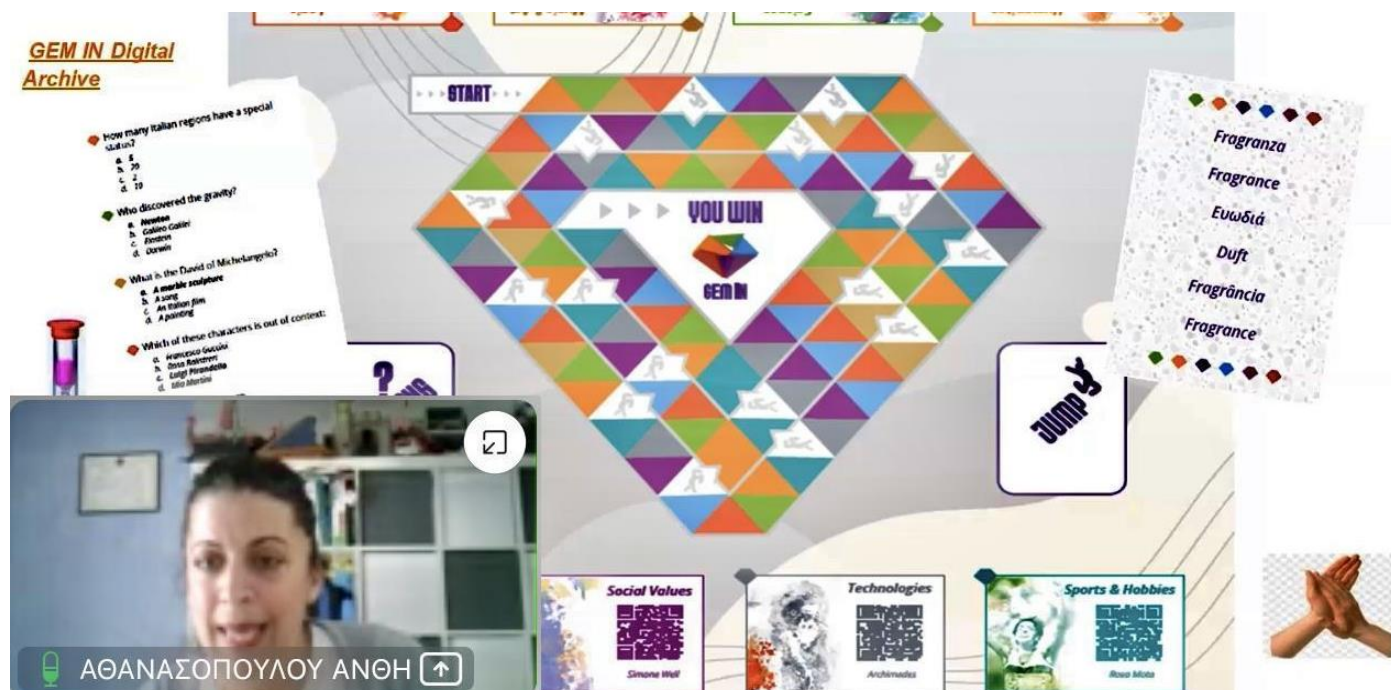
CYPRUS

Taking everything into consideration, the training for the teachers in order to efficiently implement the pedagogical kit was very successful. It was, also, useful for networking/ getting to know the teachers better and be able to collaborate, interact and support them during the piloting phase. During the training, a pilot implementation of the GEM IN Board Game was conducted and all the questions were answered to ensure that teachers understood the rules of the game in a more interactive way. Teachers expressed their positivity regarding the success of the pilot implementation, and they felt pleased, when we suggested to assist them during this process with our presence in their school.

During the pilot implementation, teachers had the opportunity to approach their lesson plan through a non-formal educational approach. Teachers realised **how valuable the learning by playing approach is** to engage their students in the educational process in a more creative way. They were satisfied about the content of the GEM IN game as well as they were pleased about their students' involvement and interaction. They said that they will try to incorporate it with their students again.

GREECE

During the two training workshops taken place, fears were overcome, questions were answered, and a central test was carried out so that teachers involved are more ready to start the pilot application. Through collaboration and interaction, the relationships in the teachers' group were strengthened. Moreover, it was understood how through fun and play we can mobilize students and lead them to knowledge. The confidence of the teachers was enhanced because by playing the game themselves they learned the rules of the game experientially and found that the game meets the needs of the students, their cognitive and psychological background. The difficulty in gathering responsible statements due to closed schools due to the corona pandemic was also discussed and difficulties were identified in answering some questions on the part of the pupils. Finally, it was believed that through Gem In students will acquire new knowledge in a pleasant way and promote cooperation and team spirit while enhancing each other's acceptance and the concept of interculturalism.



AUSTRIA

The workshops provided a framework for teachers and educators to interact with each other and discuss what methods and tools they are using in their work. Learning-by-playing is quite used among teachers and youth workers in Austria. All the participants have already been implementing interactive activities, games and different online apps in their work with the youngsters to engage them and entice their interest. In general, educators are quite interested in gamification and using games in their work. A lot of them are more interested in using online tools and games, as this is currently more interesting for the youngsters. However, they also argued that board games, and face-to-face activities are much needed, as students value the interaction they have with their friends and classmates.

ITALY

The overall opinion was extremely positive, seeing Gem In as a great tool to use in teachers' everyday life and as a tool against burn out and building relationships and bonding with the students. Teachers see the training of teachers as an opportunity for continuous education and upskilling.

3.2. Piloting of the Gem In Kit to Students (A3.3.)

A summary of activities taken place

CYPRUS

The piloting of the pedagogical kit was delivered **face to face** by **10 teachers of secondary education to 206 students (aged 12-18 years old)** in the Grammar School, Nicosia, in the Evryviadeio Gymnasium, Larnaca and in the Cyprus Camp 2021 Sustainable School. The aim was to test the pedagogical kit and its different components. During the process, teachers had the opportunity to involve their students in different activities and to play the GEM IN Board Game with them. The piloting phase was conducted with the support of Miss Andrea Filippou. Specifically, the teachers with their students explored the different components of the board game such as the graphics and the design of the game, the game rules, the questions etc. Overall, the piloting phase was completed successfully, gaining very good and focused feedback from teachers.



PORTUGAL

The pilot test in Portugal occurred between September 2021 and February 2022, a little bit later than initially previewed due to Covid-19 constraints. A total of 5 organisations from the North and Center of Portugal– 4 from formal education and 1 from non-formal education – implemented the pedagogical kit during the 6 months of implementation:

- Agrupamento de Escolas Irmãos Passos

- Agrupamento de Escolas de Ferreira do Zêzere
- Associação Social Recreativa Cultural Vai Avante
- Escola Profissional de Esposende.
- Escola Secundária Dr. Manuel Laranjeira

Considering the implementation done by these **five (5) organisations** the results were as follows:

- **20 professionals** implemented the pedagogical kit in learning settings (teachers, psychologists and social assistants);
- **206 young people** were engaged in the activities and game implemented.
- piloting workshops were promoted in the organisations.

Is important to highlight those schools and other organisations were closed in Portugal between January and April 2021 due to the Covid-19 pandemic. Additionally, after the opening of these organisations it was extremely difficult to proceed with implementation because:

- the focus of schools and teachers would be on recovering the learning of young students
- the not mandatory activities requiring interaction were suspended or postponed to the following school year

As result, INOVA+ and Casa do Professor prepared an action plan to proceed with the preparation and implementation of the pilot test, previously approved and validated by the coordinator:

Timeline	Task	Expected impact
May to June 2021	- Preparation of the pilot phase	- Printing of 10 sets of the game - Finalisation of the guidelines and support documents for the pilot and report
May to July 2021	- Follow-up of the interest to test the game in the real context of training with professionals/organisations that attended the training	- Collection of letters of interest from schools/professionals willing to participate - Settle of the dates to plan the pilot

	- Meetings with other (new) organisations/ professionals inviting them to take part in the pilot	
20/Sep to 01/Oct 2021	- Meeting with the schools/professionals that will test the game - (if needed) Reinforce the contact with other (new) organizations/ professionals	- Distribution of the sets of the game - Planning of the pilot test
04/Oct/21 to 22/Feb/22	- Pilot test of the game in the real context of learning	- Guidance and support professionals during the process - Recall of the documents to be used to report
Up to 04/Mar/22	- Analysis of the results collected	- Preparation of the report of the implementation - Suggestions of revision of the game



GREECE

204 students in sum participated and played the game

10 schools participated

13 teachers were involved in piloting (of which 3 were special educators)

40 workshops were delivered (preparatory events and playing events)

Schools involved:

- Lyceum of Patras
- Lyceum of Amaliada
- EN.E.E.GY-L Patras Special Education Vocational Gymnasium and Lyceum of Patras
- 19. Gymnasium of Patras
- Model Gymnasium of Patras
- Gymnasium of Stavrodromi
- Gymnasium of Kleitoria
- Gymnasium of Egio
- 2 Gymnasium of Agrinio
- Gymnasium of Vartholomio

These schools cover all the three regional units of the region of Western Greece and all categories of secondary schools

- Central
- Isolated
- Mountainous
- Model-Experimental
- with students with special needs
- with students at increased risk of exclusion

At two levels: Gymnasium and Lyceum

- **EN.E.E.GY-L Patras Special Education Vocational Gymnasium and Lyceum of Patras:** All students with **special educational needs and disabilities**. Included:
 - 2 students are on the autism spectrum,
 - 6 are experiencing psychosocial difficulties,
 - 1 student with Down syndrome,
 - 1 student has a mobility disability.

- Other schools also included:
 - a small number of pupils with special learning difficulties,
 - few pupils of different nationalities living in a bilingual environment,
 - few pupils with socio-emotional difficulties.

During distance learning, GEM IN was tested twice and students were particularly excited. With the reopening of the schools, the students and the teacher in charge discussed their experience and decided to try GEM IN in a different field, such as the schoolyard.

The in -person implementation of the game happened in the schoolyard and as part of a celebration of European Museum Day. Objective of the activity: to make pupils aware of the common European cultural heritage, the diversity of cultures and diversity.

The title of the action was chosen '**Europe-Culture-Game**'. It took place on 19 May 2021, with the participation of 29 students. 7 from the 1st grade, 10 from the 2nd grade and 12 from the 3rd grade. Of the 29, 13 are boys and 16 are girls, 2 students of different nationalities living in a bilingual environment and experiencing language problems, 1 student on the autism spectrum, 3 students with learning disabilities and 2 students with socio-emotional difficulties. The students played first individually and then as a team. The duration of the action was set at 3 teaching hours. The timing was considered appropriate, as the activity was an important tool of psychosocial support for students and created conditions for a smooth return and adjustment to the school. To carry out the activity, the game board was constructed in dimensions of 4 by 5 meters and the pieces were replaced by live figures. A three-member students' committee was set up 'The Committee of Wise Men', which was responsible for complying with the rules and formulating the questions of the game.

Special Education Vocational High School of Patras (EN.E.E.Gy- L PATRAS)

A total of 8 teachers and 20 students participated in GEM-IN in the Special Education Vocational High School, namely 11 boys and 9 girls. Of the total number of students, 8 belong to the first and fourth grade of high school and 12 to the first and second grade of high school.

All of them are students with **special educational needs and disabilities** (for example: 2 students are on the autism spectrum, 1 with Down's syndrome, 6 with psychosocial difficulties, 1 student has a motor disability and 10 with mental immaturity - borderline intelligence).

The process of preparing the students was deemed necessary to create a trigger for the active engagement of the students, to make them feel that they can cope, to stand on the interaction and fun part without being stressed about issues of achievement, success or failure.

The rules of the game were immediately understood by the students. Teachers read some of the multiple-choice questions to familiarize the students with the game's themes, especially those related to other countries Portugal, Austria, etc. as well as the questions to which they already knew the answers so that they could feel confident and assured about the process.

They did imitations, drew pictures, and selected songs to understand how to apply the jump cards as well. During the presentation of the game, the students' interest, and curiosity gradually increased. In each application of the game, 3 groups of three or four students participated and each group was guided by a teacher. The dice were rolled each time by a different player from the group, but the answers were given after discussion by all the members of the group even if they did not know the correct answer, resulting in the acquisition of new knowledge since the next time, someone from the group, remembered the answer)

Modifications were made to the rules to make everyone play in order, because some teams kept winning (by repeatedly giving correct answers)

When Jump Cards were played, the joy was very great because it reminded them of the TV game of rock 'n' roll, giving them the opportunity to show their talents in drawing, imitation and singing.

We didn't use the timer at all and gave the players time to communicate, share their ideas, and come up with their answer without stress.

Suggestions

- To have phonetic pronunciation of the questions, in different languages, for students who have reading difficulties or visual impairments.
- To have photographs or sketches, in questions concerning faces. Similarly, to be enriched with visual aids and other questions where possible.
- On the game board, there should be stronger delineation between the spirals as well as a different colored arrow, at the point of completion of each circle, to indicate the direction the player will take

to continue the next circle of the spiral. (The grey colored delineation made it difficult for the students to understand the correct path to take through the spiral).

Conclusion

For the educational use of the game, in Special Education, three phases are required: a) Introductory activity b) Practical preparation, and c) In-person implementation, in order for the students to see that GEM IN, besides being a means of entertainment, can become a part of the educational process.

ITALY

During the piloting phase, the GEM IN project has been presented in two different schools; the first one was Liceo Santi Savarino, a high school in Partinico, a town in the Municipality of Palermo where school dropout and unemployment rates are very high, the second one was Liceo Scientifico E.Basile, a scientific high school in Brancaccio, a disadvantaged neighbourhood of Palermo which, similarly to the Brancaccio neighbourhood, presents very high rates of school dropout and unemployment.

At Liceo Santi Savarino, the piloting phase involved **180 students** between 14 and 18 years of age and from different social backgrounds (most students were Italian, but some of them were of foreign origin) and 11 teachers. At Liceo Scientifico E.Basile, CESIE managed to involve **26 students** and 2 teachers.

List of the high schools involved and meetings schedule:

1. Liceo Santi Savarino. High school in Partinico, a small city in the Municipality of Palermo, with very high rates of school dropout.

Address: 43, Tenente Filippo Testa Street, Partinico (zip code: 90047)

Website: <https://www.liceosavarino.edu.it/>

2. Liceo Scientifico E.Basile. Scientific high school in Brancaccio, a disadvantaged neighborhood of Palermo, with very high rates of school dropout and low employment rates.

Address: 23, San Ciro Street, Palermo (zip code:90124)

Website: <https://www.liceobasile.edu.it/>

Structure and content of the piloting sessions delivered:

For the piloting phase, CESIE organized a series of 3 meetings with each class involved. Meetings were structured as follows:

- **Meeting 1:** CESIE asked students to introduce themselves and say out loud an objective they had and a place that they would like to visit. This allowed the class both to break the ice, and it provided CESIE with the basis to introduce GEM IN, its methodologies, and its objectives.
- **Meeting 2:** CESIE introduced the game, its methodologies, and its objectives; once explained the rules, the class got divided into small groups and, with the help of the professors, students were shown how to play using the GEM IN Board Game. Most of the meeting revolved around playing.
- **Meeting 3:** CESIE would collect feedback from the students and ask them to think about thematic areas that they would like to see in a Board Game.



AUSTRIA

Compass GmbH implemented the testing of the GEM IN board game in the span of September 2021 – March 2022. The activity has been implemented with a delay compared to the original timeline plan due to several reasons: due to COVID-19 restrictions all schools in Austria have been working online in the preliminary envisaged period, and teachers and students have been overwhelmed with regulations changing every day, curriculum being too cumbersome and hectic for the students, students and teachers being ill, etc. This has led to teachers being reluctant to incorporate any activities which are not part of their curricula. Also, as the classes were taking place online the teachers did not see it relevant for their classes to try out a board game. In an attempt to overcome the challenge, Compass contacted more than 90 youth centers all over Tyrol, as after May 2021 they were open for youngsters to attend in person. We sent emails and we also visited the youth centers, to show them the game. We also contacted organisations such as Caritas and Diakonie (CSO supporting refugees) as they also work with youngsters. They were interested in trying out the game, however due to their schedules they were reluctant to try out the game. Most of the youth centers were closing for the summer period, or were operating with limited capacity, hence most of them wanted to postpone testing the game for the new school year in September.

Compass agreed with several local youth centers to try out the game. In September, it was still difficult for some youth centers to incorporate the game, hence we resorted again to communicating with schools. In addition to contacting headmasters, we were also contacting high school teachers directly (we contacted over 650 teachers and headmasters via emails, in addition to phone calls and face-to-face meetings), which was a more successful approach, than communicating with the headmasters. Quite a number of teachers were interested in trying out the game, especially at the beginning of the school year, and after having worked online at the end of the previous school year. In addition, a lot of the playing sessions took place in December, as teachers were keen on including a game in their last classes before the Christmas break. Throughout the testing, some of the teachers who wanted to try out the game were ill and were in quarantine, thus additionally prolonging the piloting stage. Also, some of the classes were also in quarantine during an increased number of COVID-19 cases and postponing the testing.

10 teachers from different high schools in Tyrol implemented the game in their classes (usually, the teachers are working in more than one school, hence the game was played in total of **12 high schools in Tyrol, 2 youth clubs, 1 cultural center, 2 NGOs working with migrants**). In addition, there were 3 educators working in youth centers who tried out the game with their youngsters (1 is working mainly with Austrian youth in a village near Innsbruck, 1 is working with refugees as a part of a programme for supporting refugees, and 1

is teaching Serbian folk dance to youngsters with Serbian background in a Serbian cultural club). There were also 2 educators working with youngsters with migrant backgrounds (one as a teacher of basic education for youngsters, and one as an educator at the Alawite Club, which is working with people with Turkish background).

In total, Compass involved **15 educators and 275 youngsters** in different settings (both school and non-formal environment).

In terms of child protection regulations, no photos were allowed to be taken in the schools, as per the internal rules of the schools in Austria. In addition, no outsiders are allowed to perform activities in the schools due to COVID-19 regulations, hence all teachers tested the game on their own in their classes. The youth and cultural centers did agree to take some photos, however not all of the kids agreed to be photographed and not in all sessions.

List of Schools and youth centers:

1. Youth Center Thaur
2. Diakonie Telfs
3. Verein Pitanga
4. Alawite Verein Jenbach
5. Kud Djurdjevdan Innsbruck
6. Mittelschule Absam
7. Mittelschule Rum
8. Reithmangymnasium Innsbruck
9. KBAfEP Kettenbrücke Innsbruck
10. HAK/Business Academy and Business school in Innsbruck
11. Akademisches Gymnasium Innsbruck
12. Bundesrealgymnasium in der Au
13. Paulinum Schwaz
14. Bundesrealgymnasium Wörgl
15. HAK Schwaz
16. Polytechnische Schule St. Johann i.T.

17. Bundeshandelsakademie und Bundeshandelsschule Kitzbühel



In sum, all participants were informed that this is a testing stage for the game, so they were welcomed to provide constructive feedback on how the game can be improved, and what they liked or disliked while playing. In general, both teachers and students were quite interested in incorporating a game in their class. Teachers in Austria already have been using different interactive tools and games to engage their students, so they have been quite used to using such types of tools.

And all teachers are enthusiastic about gamification and incorporating new tools in their programmes, so the idea of having a board game has been quite well-received.

Some of the teachers quite enjoyed playing the GEM IN game, especially teachers with older students (16-18), in subjects like Geography, civil society and history. One teacher, who is having an EU class with her students, was very interested in the game, and found it very suitable for her subject. Another teacher left the game in the shared space for all teachers in the school, where they keep materials for everyone, and

said that some of her colleagues keep playing it, especially when they are substituting other colleagues. Hence, the game is a useful tool for having more interactive and ad-hoc classes with the students.

A lot of educators argued that they enjoyed the interaction youngsters had while playing the game. They noticed that they were quite competitive and creative (especially with the jump card activities). Most of the students said that they liked playing the game because it was fun, and it was interesting for them to play with their classmates. Furthermore, a lot of the teachers used the game as a way to encourage students to look for more information when they are interested in a topic. Students quite enjoyed the Digital Archive.

Younger kids (14-15) found the game questions quite challenging. High number of students have reported that the questions are too difficult, and random. One of the main concerns of both teachers and students has been that the questions are not very relatable for the youngsters.

Both teachers and students shared that having questions related to their curricula, or daily life would be more interesting for them. In addition, some have mentioned that some of the questions are too specific and thus not so interesting for them. They have requested that including more (in terms of quantity) general questions for Europe, EU, and more countries.

Some of the educators working with youth with migrant backgrounds, used the game as a way of teaching German and introducing the EU, and some of the EU countries to their students, and they found it quite suitable for their students. In addition, one of the youth centers plan to organize a play game for their youngsters, and will also play a GEM IN board game as part of their programme, because they had quite a positive experience.

Evaluation forms were distributed among the students and the teachers. We received feedback from 239 students, and 14 educators.

The general feedback from the students' questionnaires can be found in the relevant Evaluation Report in detail.

Teachers' feedback in general was also positive, they enjoyed playing and they all confirmed that the game and the questions are serving their educational purposes. However, they also suggested that the game can benefit from having more diverse questions.



Conclusion from the Piloting Trials

In all implementing countries in sum, the following statements could be done: both, teachers/educators, and students/young people consider the GEM IN pedagogical approach as being strategic to introduce, approach and discuss topics related to multiculturalism, European common values and citizenship in a dynamic and fun way. The board game was perceived to be well structured, with clear rules and suitable to be used in formal and non-formal learning settings of young people. The questions cover a large spectrum of topics related to different countries, cultures, traditions, and people, being relevant also to raise young people's interest in other cultures and about Europe.

CYPRUS

The digital archive is seen as a relevant and strategic tool to: 1) complement the information and explain the answers; 2) raise the competitiveness among young people; 3) engage young people through digital support. The activities proposed to introduce the game were identified as important icebreakers to the sessions, easily implemented and adjusted to the learning contexts.

Most teachers/educators and students/young people consider that the three resources can and should be used in the formal and non-formal learning of young people in what concerns citizenship and intercultural education. All organisations revealed interest in getting an updated version of the game that can be used and incorporated into organisations' practices and activities.

AUSTRIA

Teachers and students are very interested in using interactive tools while studying. Interaction between youngsters was always emphasized as the main positive outcome of the GEM IN testing phase. Gamification and incorporating creativity and innovation in the learning process are topics that are already being explored by the teachers in Austria, and they are open to new tools and ideas. They liked the idea of having a game and found the GEM IN board game suitable for classes such as geography, history, and social science.

Students and teachers alike were quite pleased with having more active interaction while playing, thus further getting to know each other and learning to work together, as well as compete with each other. In addition, the game provoked students to search for more information, enticing their interest in learning on their own, which was emphasized as very positive by the teachers. However, it is to be taken into account what is the workload and curricula of the teachers, as if they are overwhelmed with covering their mainstream activities, they are not interested in venturing and including new activities in their programmes.

GREECE

Online applications of the game helped students become familiar with the rules of the game and its context.

There was a brief reminder of the rules by the "Committee of Wise Men" before the 3rd implementation of the game began.

The students felt excited about the implementation of the game in the courtyard and its connection to the European Night-International Museum Day.

The role of the teacher was supportive, encouraging and the approach of declining guidance was followed. The teacher encouraged the students, offered them the right materials, assigned roles and helped them coordinate themselves.

Students with learning disabilities did not have a problem. Support from the team, interaction and mutual assistance worked positively.

It was a safe framework, in which students were freed from the limitations of reality and manifested behaviors and feelings they could not express in pandemic situations.

They preferred to play as a team and conditions of polite competition were created. Disagreements have proved to be particularly beneficial. The groups of students worked without the intervention of the teacher and it was found that, despite the differences and varied friends of the students, the work with a common goal, based on shared life experiences and the related visuals and codes developed within the small group, can be effective in the development of knowledge.



Ancient Olympia

- ✓ GEM IN → Olympic Truce Grove, a special place dedicated to the cessation of hostilities and the noble idea of peace



At the end of the game, the students felt satisfied, happy and confident.

In pandemic conditions, GEM IN helped students smile again and feel a safe environment.

1. The application of the game in the schoolyard did not present any difficulties. It increased the enthusiasm and interest of the students. It defused the players and caused cheer. The students enjoyed the process of preparation and implementation.
2. No difficulties were found in the remote application (direction to be followed).
3. The level of difficulty of the questions was considered high. In particular, some of the questions referring to specific persons or places make it particularly difficult for students. However, the enthusiasm compensated for the difficulties and the teams used their mobile phone for the relevant research.
4. Students with learning disabilities felt part of the group and expressed themselves freely and unhindered.
5. Self-regulation, cooperation, free expression, relationship management, problem solving, decision-making and self-management of situations by students have been strengthened.
6. The students put aside their self-centeredness, seemed to win and lose with dignity and reflect on their tactics.
7. GEM IN can be applied in a variety of school environments with appropriate customizations.
8. It is an important tool for students' psychosocial development and can be used either in the classroom or outside the classroom.



ITALY

General feedback from the students is very positive; the students have easily understood the Game and liked its dynamics. They have enjoyed the interaction among the players and the non-formal methodologies that the Game is based on. Moreover, they also stated to have gathered more knowledge on other countries, traditions, and cultures in a fun and creative way.

In particular:

- Almost 90% of the students think that the rules and the structure of the GEM IN Board Game are easy to understand and user-friendly. Only 1% of the students disagree, the remainder provided a neutral answer.
- Around 92% of the participants found the activities and questions to be interesting. Less than 10% provided a neutral answer, and no one provided a negative answer
- Around 87% of the students were satisfied with the interaction among players during the Game. Around 15% would have preferred more interaction; the remainder did not think there was enough interaction OR did not provide an answer.

- Around 96% of the students agreed, even partially, that GEM IN Board Game promoted their interest in EU and EU values; less than 5% disagreed with that statement.
- Around 77% of the participants agreed that GEM IN Board Game made them more curious about different cultures, countries, and peoples. 22% provided a neutral answer and less than 5% disagreed with that statement.
- More than 70% of the students thought that the GEM IN Digital Archive of Common Values was interesting to use; 30% provided a neutral answer and no one provided a negative answer.
- 85% of the participants had fun playing GEM IN Board Game; 15% had little fun, and less than 1% stated not to have had fun at all.

Please note that students may have provided more than one answer to the same question; as a result, some of the total percentages are slightly higher than 100.

Even though feedback from the students have been overall very positive, some suggestions and remarks have been made:

- Some students remarked how the triangles on the Board Game are too small, which may cause the players to get confused about where pins are positioned.
- Some students stated that the direction of the boxes on the Board is not very clear, suggesting that the lines of the boxes should be better delineated.
- Some students suggested adding more questions to each topic, so be sure to never run out of questions.
- Some students suggested including cards that could help open a discussion and sharing of opinions on a certain topic
- Some students suggested to change the QR code system; instead of it leading to the Digital Archive and to the answers to all questions, each card could have a QR code that can be scanned to see the answer to each single question. This way, there is no cheating, neither voluntary nor involuntary.
- Some students suggested to include questions on contemporary issues and topics (feminism, women's rights, environment, climate change etc.)

Feedback collected from the professors/ educators involved in the piloting phase has been very positive:

- All professors agreed that the GEM IN meetings have met their initial expectations
- Around 88% of the professors stated that the topics covered during the meetings were relevant to their work; 12% provided a neutral answer, and no one provided a negative answer.
- All professors agreed that the contents of the meetings were well-structured and easy to follow.
- All professors agreed that the material used during the meetings were appropriate (in terms of design, language, utility, provided instructions and appropriateness to the online/in presence modes).
- 88% of the professors agreed that the activities carried out during the meetings have been appropriate for the development and acquisition of competences on how to include GEM IN Board Game in a real learning context. 12% provided a neutral answer, and no one provided a negative answer.
- 75% of the professors agreed that the meetings have been useful for their work in the future; 25% were neutral and no one provided a negative answer.
- All professors agreed that CESIE provided the necessary support to the participants during the meetings.
- All professors agreed that CESIE has been clear and efficient during the meetings.
- All professors agreed that CESIE has been able to promote students' participation and involvement during the meetings.

No major suggestion has been provided by the professors/ educators. The only remark concerned the size of the boxes; as some students also noted, boxes on the GEM IN Board Game are too small and this current size may cause players to get confused on where exactly their pins are positioned. Similarly, to students, some professors suggested making the boxes slightly bigger and better delineated.



PORTUGAL

Both, professionals and young people had the opportunity of providing their feedback and opinion related to the GEM IN pedagogical kit, as presented in the table below:

Feedback from teachers and educators	Feedback from students and young people
<ul style="list-style-type: none"> rules and structure easily comprehensible and user-friendly 57% believe that all questions were relevant for young people, whereas 43% agree that only some were important all respondents state that: <ul style="list-style-type: none"> they will use or that there is the possibility to use the GEM IN board game when working with young students the GEM IN Common Values Archive is interesting and informative GEM IN approach will support the acquisition of intercultural competences and transversal skills among the youngsters and encourage youth to be 	<ul style="list-style-type: none"> Most students stated that after playing the game, they: would like to learn more about different cultures, countries and people are interested in issues related to the EU and EU values enjoyed playing the game the questions and tasks are interesting the rules and structure are user-friendly The number of interactions between players are adequate

more aware of what active citizenship, EU values and fundamental rights

- Some suggestions of improvement were made:
 - the Common Values Archive should be translated to Portuguese so that all students can understand it
 - the answers of the Common Values Archive should be removed so that it can be used as a way of learning more and not as a “shortcut” to the right answer.
 - a better explanation about how to navigate on the board is required, as the design was confusing
 - each team should play a maximum of 2 times in a row (even when they get an answer right), to allow for more dynamism in the session and enable more students to participate.

- The positive aspects pointed out more often were:
 - the questions were interesting and diversified
 - the jump cards as it promoted cooperation and interaction among colleagues
- The negative aspects mentioned were:
 - the board layout and the rules are confusing
 - the lack of translation of the Common Values Archive to Portuguese



4. Annexes

4.1 Guidelines for the implementation of the activity 3.1:

Setting up national working groups of teachers and non-formal educators

Symplexis has provided specific guidelines for partners to organise and manage the WP3 activities and tasks described herein. This involves the engagement of 10 participants per implementing country from the education sector (teachers and non-formal educators, 50 in total across the 5 implementing countries). Particularly, identification of participants will be done through:

- schools and youth centers listed in the partner list and associated partners list (this channel will be prioritized as the institutions listed have already a well-established, solid and trustful cooperation with each partner organization);
- partners' networks.
- schools with a significant presence of young people at risk of social exclusion like second generation migrants.
- Youth or non-formal education centers working with young people at risk of social exclusion.

The selection will be based on the following criteria:

- Outreach to students and young people aged 14-18
- Balanced involvement of different educational environments in terms of profile of students and young people, socio-cultural area, institutional capacity to mainstream project's results, outcomes and products.

Supplementary, P1 – CESIE³, P3 – Symplexis / P4 – PDEDE, P5 – INOVA+ / P6 Casa do Professor, P7 - CARDET / P8 – The Grammar School Nicosia, and P9 – Compass GmbH will work together to set up the national

³ P2 - Liceo Classico Vittorio Emanuele II has officially withdraw from GEM IN project. During next meeting partners should discuss possible ways to address the absence of this partner.

working group. Considering the ongoing COVID-19 pandemic, all partners are encouraged to use the following steps in order to engage the needed target group(s):

- Publication of an open call for interested teachers/educators to participate and dissemination of the call through the partners' existing networks;
- Cooperation with the project's associated partners, the institutional organizations in each country that have expressed their support during the application phase;
- Telephone/e-mail contact and online meetings in order to inform and involve the targeted participants.
- Symplexis in cooperation with COMPASS will provide the partners the respective templates for the internal reporting needs and the physical/online meetings. This stands for all the WP3 activities.

4.2 Guidelines for the implementation of the activity 3.2:

Training of teachers and non-formal educators using the pedagogical kit

The 10 teachers/educators of each country's working group will participate in a training and in the testing of the GEM IN pedagogical kit, with a view to prepare the ground for long-term embedding of the good practice into school curricula and systemic impact. However:

- Considering the ongoing COVID-19 pandemic, partners may choose to diversify the structure of the aforementioned activity by organizing virtual trainings in addition to or instead of the face-to-face activities, such as:
 - Jamboard – for getting feedback, opinion polls, etc.
 - [Padlet](#) – interactive visual board
 - [Mural](#) – interactive “whiteboard” space for collaborative work
 - [IdeaFlip](#) – online sticky notes
 - [Canvanizer](#) – a platform for collaborative work
- Increased flexibility and additional modifications, such as the organization of two trainings per country with 5 participants each or the delivery of the workshop **online** within a two-day timeframe

(e.g. after working hours), could also be explored in order to accommodate the scheduling needs of the participants.

4.3 Guidelines for the implementation of the Activity 3.3:

Piloting workshops

The piloting phase - based on the content of 3.1. and on the training of 3.2 - will be delivered by the 10 teachers and non-formal educators (TG1) to 200 students and young people (TG2) throughout the planned 5 months to test the pedagogical kit and its different components. Involved partners should take into account the following points:

- The proposed action envisages the implementation of this activity in collaboration with national schools and/or youth centres, followed by classroom style discussions where the youngsters will have the opportunity to express the thoughts generated by their interaction with the game.
- Considering the ongoing COVID-19 pandemic, partners may opt to perform this activity within the context of virtual classes or other means depending on the current operation procedures of schools in each country.
- Provided that the pilot session with the youngsters are conducted online, the testing of the board game in its entirety can be impeded. Hence, through several short online sessions (15min – 30min) with the youngsters, the teachers may test different components of the game (e.g graphics and design, game rules, questions from one category, relevance, etc.). This will allow for having focused feedback providing input for particular elements.
- During the implementation of this activity, special attention and consideration should be given to the child protection policies of each participating organization, as well as to other pertinent guidelines, regulations, and legislative documents that could be in place in each country.

Involved partner organisations, guided by Symplexis (P3) and COMPASS (P9) as lead partners of the WP3 and by P5 Inova+ as lead of evaluation, will evaluate the impact of the piloting activities through formal and non-formal activities such as:

- Pre-piloting informal session on participants' expectations asking to get answers to the following concepts: what are European values for you? How important is play in learning? Do you know the meaning of non-formal education?
- post-piloting questionnaires to test the knowledge acquired by young people through the board game and the approaches used;
- non-formal evaluation sessions during which teachers and non-formal educators will get feedbacks from students and young people;
- evaluation questionnaires for teachers and non-formal educators to measure the effectiveness of the GEM IN educational approach and potential further improvements.

4.4 Supporting Documentation and Outputs

Reporting templates and lists with the required supporting documents for this activity will be provided by COMPASS in cooperation with Symplexis. Indicatively, **in consultation with the leader and demonstrating compliance with the GDPR of each partner country**, the following supporting documents and outputs should be gathered and produced upon completion of the activity:

- Agenda of the workshop(s).
- PowerPoint presentations and other relevant materials used during the workshop(s).
- Signed attendance list(s) or in the case of virtual workshop(s) the following supporting documents should be collected instead – taking previously into consideration the expressed consent of the parents/guardians/caregivers of the youngsters who will participate:
 - Print screen/screenshot of the participants logged in during the training.
 - An extract of the participants that followed the entire online session.
 - List/report retrieved from the online platform used indicating the (a) names, emails, organizations, and function of the participants (b) the time the joined and left the event.
 - If the function and the organization to which the individual belongs is not included in the list/report produced by the virtual platform used, the relevant details should be included in the report of the event (see below).

- Online registration forms completed prior to the event will not be accepted by the EU, as verification that the participants followed the entire event is required.
 - Attendance lists with electronic signatures could be gathered in addition to the above documents.
- Completed post-training evaluation questionnaires and consent forms, if applicable. Electronic evaluation forms could be used in the case of virtual workshops.
- Signed declaration from the teacher/educator conducting the piloting with the youngsters, stating the place, the date, institution and number of participants (teachers /educators as legal representatives of the school can provide such declaration to avoid having signatures from each student)
- **Short activity report** including the following information:
 - a) an overview of the workshop(s) (e.g. dates and locations, number of participants, etc.);
 - b) an overview of the findings from the pre- and post-training questionnaires;
 - c) annexed data file (e.g. excel file) with the data collected via the pre- and post-training evaluation questionnaires; and
 - d) annexes with all the above supporting documents.

4.5 Activity 3.4: Finalization of the GEM IN educational programme

After the conclusion of the piloting phase, the consortium led by CESIE, will work to deliver the final version of the GEM IN educational programme, including the GEM IN educational framework and the pedagogical kit, making any adjustment needed, based on the results of the piloting phase. CESIE leads the finalization process in close cooperation with Symplexis and COMPASS. All other partners will provide inputs and feedback as necessary.

4.6 WP3-1: Internal Reports on the GEM IN educational programme implementation

Each partner will develop a report on the local experience regarding the piloting of the produced materials for both teachers and youngsters.

The reports will include:

- 1) main results of the evaluation questionnaires from the training of the first target group (TG1)⁴ and the piloting phase;
- 2) comments from the partner organisation on the implementation process;
- 3) challenges and related measures to overcome them during the piloting phase;
- 4) main recommendations for the improvement of the GEM IN educational approach.

4.7 WP3-2: GEM IN Educational Programme

The finalized version of the programme after the piloting phase, as a comprehensive package, includes the final version of the:

- Pedagogical framework
- Pedagogical kit:
 - Guide on methodological approach
 - Board game
 - GEM IN common values digital archive.

⁴ The first target group (TG1) will be represented by 50 teachers and non-formal educators (10 per 5 implementing countries) directly involved in the project's activities. The reason of including in TG1 both teachers and non-formal educators lies in the importance and the effectiveness of mutual cooperation between the educators from formal and non-formal sectors that has been undoubtedly recognised as one of the key steps to build inclusive learning systems, summarised in the so-called multi-level or 'whole school' approach.

4.8 Internal Communication

Given the ever-changing situation due to the COVID-19 pandemic and the subsequent measures adopted in each country to reduce the spread of the virus, continuous communication with regard to the progress of the activities is crucial for ensuring the efficient implementation of the project. Therefore, it is recommended that a short group call is organized approximately once a month or every two months to discuss the progress of the activities and address any anticipated issues that could occur affecting the timeline of WP3.

4.9 Action Plan

The table below presents a provisional action plan for the implementation of the WP3 activities over the course of the following months.

Activity	12/20	01/21	02/21	03/21	04/21	05/21	06/21	07/21	08/21
A3.1 Setting up national working group of teachers and non-formal educators									
A3.2 Training of teachers and non-formal educators using the pedagogical kit									
A3.3 Piloting phase (around 5 months)									
A3.4 Finalisation of the “GEM IN” pedagogical kit and programme									

4.10 Risks, corrective measures, time plan changes

- As previously mentioned, due to the COVID-19 pandemic, partners will have to face several challenges, possible risks and timeplan changes, such as:
- Withdrawal from a partnership (i.e. Liceo Classico Vittorio Emanuele II) and workload adjustments; Corrective measures: CESIE is searching for another school.
- Continuation of strict lockdown measures (SARS-CoV-2 mutation & 3rd coronavirus wave). Corrective measures: Vaccinations could support our efforts.
- Inability to participate or weak interest among school, youth centres and other stakeholders on the GEM IN educational programme; Corrective measures: Effective dissemination of the activities can increase the interest.
- Inability to participate or low interest/involvement by key educational stakeholders and policy-makers in project activities;
- Difficulties in ensuring timely delivery of the activities by all partners; Corrective measures: Precise time plan developed.
- Problems of online training (i.e. participants encounter technical difficulties, don't have time for online training, consider it boring etc); Corrective measures: They will receive support.
- Lack of alternatives / adjustments to timeline of specific activities in case of delays based on the availability of time and spaces during the school year; Corrective measures: Finding alternative places for the piloting such as educational centres.
- Delay in finalising the progress report 2 (M13 / 15.07.2020 – 14.01.2021; due: 31.01.2021).