



**GEM IN**

# Strategic Document – Educational Framework

WP 2.3.

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

**CESIE**



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## GENERAL INTRODUCTION TO THE EDUCATIONAL FRAMEWORK DOCUMENT

The aim of this present strategic document is intended as the realization of GEM IN Work Package 2.3. and was made possible thanks to all the previous steps that the GEM IN consortium have taken.

These are the planned steps that were needed and that have been already put into practice in order to edit the present strategic document:

### Activity 2.1: Impact study on the educational approach, results of the selected good practice & context analysis


- **An impact study** was carried out by the partners in each country involved in the project. The study draws from the results produced during the GEM project like **reports, evaluations** 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.
- At the same time, **each partner has carried out an analysis of the local context**, intending to identify features specific to each involved community needed to orient the adaptation process. The impact study has been carried out starting from a local survey that addressed professionals working in the field of education, both formal and non-formal.

### Activity 2.2.: GEM IN international workshop

- A 3-day international workshop for staff trainers (2/organisation and INOVA+ quality assurance expert) has been held online, to allow the sharing of the study results and to work together on the pedagogical framework which shall support the adaptation of the GEM practices into the pedagogical kit. This step has been essential and propaedeutical to launch the transfer and scaling up of the good practice. The workshop has been conducted in an online form due to the global situation caused by the novel Coronavirus, but all the partners cooperated well and the results of it were extremely positive and satisfying.

The results of the study, of the analysis, of the brainstorming among the partners and the feedbacks conveyed into the present **methodological framework**, which will represent a reference for the delivery of the pedagogical kit.

The present document and its conclusions are intended as the realization of the **Work Package 2.3**, which states:

1. **Activity 2.3: Development of GEM IN educational framework at European level (methodological approach & follow-up)**  Based on the conclusions and recommendations of the international workshop (A2.2) and the contribution of individual partners on each country, CESIE will lead the development and finalisation of the framework, which will be structured in the following main chapters:
2. I) EU values, social and civic competences, fundamental rights, education to intercultural citizenship: how to transmit them using the learning by playing approach
3. II) rationale for selecting GEM good practice and effectiveness under quantitative and qualitative terms
4. III) adaptation of the learning practice to new target groups and features from field implementation
5. IV) set up of strategy and methodology for its implementation;
6. V) further innovative elements to be included (i.e. GEM IN - common values archive).

The framework will include the structure of the game, the structure of the implementation of the GEM IN activities in school/educational contexts and it will be the reference framework during the whole implementation of the project, both for the educators and teachers and also for the partnerships and trainers. It will feed into the GEM IN educational program together with the pedagogical kit to support the transferring of the educational approach beyond the project life-cycle.



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## I) EU values, social and civic competences, fundamental rights, education to intercultural citizenship: how to transmit them using the learning by playing approach

The *purpose* of the project “Game to EMbrace INtercultural education” – GEM IN is to support intercultural education at school and in non-formal educational contexts as vehicle to promote social inclusion, intercultural dialogue and active citizenship by fostering European values. At the same time the project intends to provide with a support and policy recommendations for intervention strategies to promote intercultural education and active citizenship through an innovative educational framework. GEM IN will lead the participants, the beneficiaries and the educators to approach an innovative and creative way **common values and fundamental rights**, thanks to an educational path that will be mostly based on “*learning by playing*” approach, which represents one of the most valuable assets of the good practice to be scaled up. Indeed, the methodological approach and the educational framework are specifically targeting the acquisition of social and civic competences, fostering knowledge, understanding and ownership of values and fundamental rights

The relevance and the need of focusing on topics such as EU values, human rights and intercultural citizenship is to be searched for in the context of European countries and in the policies that are already in place, which want already to bolster initiatives to support EU common values. EU is already working to create that bridge and fill any possible gap and to prevent it, focusing on initiatives that have at their core the promotion of social and civic competences, civic education, active citizenship and interculturality, though the promotion of democratic values and fundamental rights.

Moreover, through the project, the target that is addressed is fundamental because it involves students, youngsters, schools and consequently educators, teachers, trainers that constitute a wide section of the society and that are capable of being the spreaders of new values.

In order to identify exactly the values that are considered of extreme importance for the whole consortium, during the International Workshop a brainstorming took place and it has seen the active participation of all the people present.

The brainstorming process brought two outcomes:

- the structure of the board game and the methodologies, the tools, the activity that need to be included to respect the previous board game “GEM” and to upscale it;
- the values, the aims and the topics that have to be considered and included as a pathway to create the content of the game and to foster all the social and civic competences above mentioned. In this cluster of brainstorming it is possible to find the results (in the form of a list, faithfully reported as in the report of the international workshop of Eu values, Fundamental Rights, Education to Intercultural Citizenship.

### European Diversity & Values

- Justice
- Human respect and dignity, Inclusion
- Rights and duties
- Unite in diversity
- Tolerance
- Solidarity
- Intercultural understanding
- Democracy
- Gender equality
- Personal freedom & Protection of private life



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- Prosperity
- Participation at the EU level, EU citizenship
- Respect

## Social and Civic Competences

- Friendship
- Understanding
- Integrity
- Social responsibility
- Respect of others/of equality
- Understanding of codes and custom
- Empathy
- Respect for diversity (Cultural, religious, ethnic, linguistic diversity)
- Commitment
- Interpersonal and intercultural competencies
- Civic engagement/ active participation
- 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
- Human rights knowledge
- Respect and tolerance
- Participation on democracy

## Fundamental Rights

- Respect for minority rights and diversity
- Human dignity
- Equality
- Access to educational opportunities
- Equal treatment and opportunities
- Privacy
- Democracy and participation
- Access to health care
- Freedom
- Solidarity
- Justice
- Self determination
- Right to vote
- Civic duties and responsibilities

## Education to Intercultural Citizenship

- Engage in active citizenship



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

The process of brainstorming brought under the spotlights a good mutual understanding among the partnership and it showed that all the most important points of discussion are shared and in line with the aims of the project.

The results will feed into the board game, in the content of the questions of the cards and in the exchange process, that will create relationships among the participants.

The selected values will the frame of the game, will set the tone and the aims.

## METHODOLOGICAL APPROACH

Another important aspect is the methodological approach of the game that is the learning by playing and the creative thinking approach.

### Creative Thinking and Learning by playing

*“Play is one of the most important ways in which children gain essential knowledge and skills”<sup>1</sup>*

Creative Thinking is usually described as a process leading to something that is original and appropriate at the same time, and as the skills that are needed to bring this particular output.

It is in young age that these skills are formed and can be further developed, when the very basis of creativity are layed down and being the environment where youngsters can develop this ability very important, as a consequence schools should be equipped to reach this objective.

It is fundamental that schools are ready to promote and to develop youngsters’ creativity in order to empower younger generation and prepare them for the future.

There is awareness regarding the difficulty that schools might face: not all the schools are sufficiently equipped or have the same situations in their classrooms, 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 the board game is a simple, inclusive, accessible, ready to use tool and it is also intended to be a valuable asset for teachers and educators to teach in an engaging way.

<sup>1</sup> Unicef, (2018).”Lego Foundation Learning through Play”, 7

<https://www.unicef.org/publications/>





Creative thinking is in this way a mean and an objective to reach in educational context because it also allows youngsters to develop critical thinking while being engaged in a fun activity.

Combining critical and creative thinking fosters innovation and reaction, thus being essential for preparing students for their future, supporting them in becoming independent individuals who will contribute to the society in their own way and nurture their own values and skills.

*“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.”<sup>2</sup>*

Creativity goes hand in hand with play, and for this reason the methodology of learning by playing is essential.

*“Youngsters learn well when they are mentally active, engaged, social, and can make meaningful connections to their lives, which are all characteristics of play”<sup>3</sup>*

The method of the “learning by playing” fosters: creative thinking, problem solving, independence, perseverance and it is important for youngsters to be able to challenge themselves and to develop new competences and soft skills while having fun. It also fosters:

- Freedom of Expression
- Effective communication skills
- Emotional Development
- Reduced Stress and Anxiety
- Improves Focus and Attention
- Drive Lifelong Learning

*Through play children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments.<sup>4</sup>*

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<sup>2</sup> Mossing Samantha, "The Importance of Creative Thinking and the Arts in Education" (2013). Honors Projects. 37  
<https://scholarworks.bgsu.edu/honorsprojects/37>

<sup>3</sup> Kathryn Hirsh-Pasek, Temple University

<sup>4</sup> Jack Kahn, Susan Elinor Wright, “Human Growth and the Development of Personality 3rd Edition”, (1980), Pergamon Press

## II) rationale for selecting GEM good practice and effectiveness under quantitative and qualitative terms

GEM IN will **upscale and transfer to new contexts selected good-practices developed in the project Game for Euromed – GEM**: it 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 organizations coming from the Mediterranean Sea area: 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**.

The choice of these good practices is based on the impact and effectiveness they already proved to have during and after the implementation of the GEM project: the project's main output, the board game, has indeed been selected by Anna Lindh Foundation as good practice at the EuroMed conference on intercultural citizenship education "Educate for Dialogue", Panel "Developing Capacity-building Schemes for Educators".

Hence, the rationale for upscaling the GEM game. The already good practice, will be further developed and enhanced through digitalization and online resources, as well as by widening the scope of countries involved with special focus on EU countries.

### 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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## BEST PRACTICES

With the support of:



**It is more than playing!**  
A catalogue of good practices  
using games as intercultural tools

For GEM one of the main output was the developed catalogue of best practices which 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);



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- **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](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

Gem quantitative impact are measurable thanks to its achievements related to its specific objectives.

- **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

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

1. Exchanged practices and knowledge increasing educators' skills on intercultural dialogue through creative ways.
2. Acquired new knowledge and creative skills about education for intercultural citizenship.
3. Collected ideas and inputs for testing digital version of the board game available.

All the planned indicators have been fully met.



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- **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

1. 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.
  2. The final version of the board game has been developed taking into considerations the feedback received during the piloting phase.
  3. Promoted a bottom-up and final beneficiaries centered approach to test and validate the game.
  4. Promoted intercultural citizenship in youth environment.
  5. Available a new and creative tool to educate youngsters to intercultural citizenship in a ludic way.
- 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

1. 144 people among educational stakeholders, CSOs representatives, teachers etc. have been reached.
  2. 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.
  3. Increased networking and crosscutting cooperation to support initiatives and innovative educational programs to prevent intolerance and understanding among different cultures.
  4. Full understanding among partners about activities and roles and promoted cooperation on the project's topic.
  5. Internal and external communication rules and channels set up and working to raise awareness on the project's issue.
- 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.



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### III) adaptation of the learning practice to new target groups and features from field implementation

All the partner organization has had the chance of submitting an online survey targeting professionals working in the education field, with the aim of building a clearer image of the needs and receptivity of the sector and of the beneficiaries.

The survey aimed to collecting 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.

#### Cyprus

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 data revealed essential insights about the current situation in Cyprus concerning the development of citizenship, digital skills and intercultural education in general.

What emerges is 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 (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.

#### Portugal

They collected answers from **40 experts**, from formal (92,5%) and non-formal (7,5%), learning contexts. Characterization of the respondents allows saying 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



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- 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”

## Greece

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.

## Austria

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

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

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

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

A board game is deemed an interesting tool by the majority of the participants, however it should have clear goal, and bring explicit value to the students for teachers to be willing to implement it. The process has seen the collection of answers from **15 experts**.

## General and shared feedbacks

Among all the partners what has emerged clearly is the shared need for intercultural education: it is not only a general interest but it has become a proper need in educational contexts due to, and thanks to, a more open European society.

After the recent events like the pandemic situation worldwide, but also thanks to the development in the job sector of the use of digital skills, digitalization cannot be left behind and schools should actively participate in the process. According to the consortium a good balance between online and offline activities in schools and in the game is to be promoted.

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 and more generally considering the high demand of valuable skills of this kind.



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## IV) set up of strategy and methodology for its implementation

The board game GEM IN foresees a strategy and methodology of implementation that is characterized by different phases and will be tested and supported by the piloting of the game.

Indeed, the board game and complementary tools are tested 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, etc.

The feedback gathered through the envisaged activities will be of fundamental importance for the consistency and the upscaling of the good practice while finalizing the renewed products.

The strategy and methodology will consist in three main actions:

### **1 - Preparatory training for teachers:**

10 teachers involved in the national working groups will be involved in a preliminary training in order to ensure effective implementation of the GEM IN pedagogical kit in class during the piloting phase.

### **2 - Piloting of the GEM IN pedagogical kit:**

- Training of 50 among teachers and non-formal educators (10 per 5 implementing countries, i.e. all countries represented in the partnership except for France) to co-manage the piloting phase.
- Piloting in schools and youth educational centres addressing a total of 1000 students and young people (200 per 5 implementing countries) to allow for the testing of the pedagogical kit within the intercultural education programme.

### **3 - Finalisation of the GEM IN educational programme that will consist of the following components:**

- GEM IN educational framework as a tool for teachers and non-formal educators to implement of the GEM IN activities in school contexts;
- Pedagogical kit including 3 interconnected components:
  - 1) GEM IN guide, providing also a series of instructions to guide educators in the implementation of the programme;
  - 2) GEM IN Board Game;
  - 3) GEM IN common values archive.

All together these tools collected in the pedagogical kit, will provide teachers and non-formal educators with a comprehensive guidance and kit of resources to discuss with students and young people about citizenship education under an intercultural perspective while strengthening their European identity, sense of belonging to the EU while encouraging acquisition of new social and civic competences and of common values through the discovery of their roots and by understanding the importance of intercultural dialogue.

The following results are envisaged:

- 50 teachers and non-formal educators have gained competences and knowledge on how to promote EU values and intercultural education; 1000 among student and young people aged 14-18 have enhanced their intercultural understanding, acquisition of social and civic competences transversal skills fostering, understanding and ownership of values and fundamental rights;
- A comprehensive programme based on the combination of the previously-developed framework and pedagogical kit to has been developed to promote EU values and intercultural education among young people



- Promoted innovative approaches to critically reflect and discuss about citizenship education under an intercultural perspective in educational contexts.

## V) further innovative elements to be included (i.e. GEM IN - common values archive).

In the process of upscaling, a big part is played by the digitalization of the game. This is an important step in order to foster an advancement of skills and of tools in line with the contemporary world.

The game will, for this reason, include two new digital elements: QR codes and a Digital Archive.

The aim of the Digital Archive is to create a bridge between the digitalization and the boardgame itself, which 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 board game and will store its content, accessible through a **QR code system** that will create a bridge between the technological platform and the tools. It will be linked to questions, that will be numbered and it will provide a deeper explanation of answers.

A QR code (short form of 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.

The Digital Archive, a tool already used by many and institution as a digital storage of information, contents, files and resources, has many characteristics that make it useful and modern. To list some of them:

- 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
- Connected to the internet limitless resources
- Multidisciplinary
- Accessible through a smartphone/tablet/pc from everywhere

To realize it, suggestions will be taken from other important examples already in place, such as:

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>

The GEM IN consortium believes that this bridge between the classic boardgame and the digital world will be essential for two reasons: it will attract youngsters, since most of them is already digitally proficient users and it will give to educators and teachers a new and eclectic tool to transmit knowledge and support critical and creative thinking in classrooms.



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## Conclusions

The development of a non-formal pedagogical tool and the resources that support it can be considered extremely important. This document tries to be a framework for all the different steps that have characterized the construction of the educational framework of the GEM IN project and the upscaling process compared to the GEM project.

Therefore, understanding the structure of the project, its origins, results, activities that have characterized it in the past, are necessary and indispensable moments to understand the educational framework that characterizes the GEM IN project.

With this document we have tried to give all the necessary information, the methodology, the steps that characterize the educational aspects of the project and constitute its main framework. This educational framework is of fundamental importance to support all those who are interested in using the GEM IN tools in the academic, educational or pedagogical field.

The educational framework's aim is to be a guide for all the teachers, educators, project managers and people using the game as an educational resource thanks to its complete explanation of all the steps that were taken to create the game and its contents, keeping in mind the values and the methodology promoted through the whole project GEM IN.

It is a framework to read for all the users of GEM IN board game and for who wants to follow its impact.

It results from intense study of the subjects, deep thinking of the rationale and of the context, warm sharing of ideas and exciting acceptance of the innovation that are important for addressing youngsters and for promoting good and healthy European values of multiculturalism, social and civic competences and respect for human rights.



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