



**GEM IN**

## Strategic Exploitation Plan

**WP4.1**



**EMBRACE  
INTERCULTURAL  
EDUCATION**



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The present exploitation plan describes how partners will make GEM IN project outcomes profitable and launch new activities after the end of the project, favouring the future of the GEM IN project beyond its geographical area and target audience.

It will briefly present the GEM IN project, define the objectives of the plan within the GEM IN outputs, share an updated timeline then focuses on the actions that are part of the Exploitation Working Packages (Strategic Plan, Stakeholder Mapping, Progress Reports, Peer-to-Peers Training, Operational Pack, and round tables).

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## Presentation

### The GEM IN Project

The GEM IN project, standing for “Game to EMbrace INtercultural education”, aims to support intercultural education through “learning by playing” among school and non-formal youth environments to *foster social inclusion, cross-cultural dialogue and active citizenship*. The core of the project is embodied in an adaptable board game and a catalogue of good practices tested during a piloting phase, and upscaled from the GEM project that are accessible online<sup>1</sup>.

GEM IN will moreover provide inputs and *policy recommendations* for intervention strategies to promote intercultural education and active citizenship through an innovative educational framework.

### Exploitation: meaning and objectives

A project *exploitation* is understood as “The utilization of results in further activities other than those covered by the action concerned, or in developing, creating, and marketing a product or process, or in creating and providing a service, or in standardization activities”<sup>2</sup>.

Exploitation focuses on the *results*, the *outputs*, to be used – *exploited* – by others after the end of the project – “creating outputs that can survive after the end of the project”<sup>3</sup>. It is to be distinguished from the dissemination that makes the results available, and communication which tells the life of the project and the result. The overall goal of exploitation is therefore to guarantee the sustainability of the project beyond its life, target groups (students, young people, educators

<sup>1</sup> [Resources - Common values archive - GEM IN - Game to Embrace Intercultural education \(gem-in.eu\)](https://www.gem-in.eu/)

<sup>2</sup> [http://ec.europa.eu/research/participants/portal/desktop/en/support/reference\\_terms.html](http://ec.europa.eu/research/participants/portal/desktop/en/support/reference_terms.html)

<sup>3</sup> Ibidem.

and policy-makers) and fields of activities (intercultural awareness and global citizenship education).

The exploitation therefore relies on the adaptability and transferability of the project's products to work beyond the life of the project among new beneficiaries, and beyond its initial geographical boundaries.

GEM IN is, for instance, born from the exploitation of the GEM project, which was composed of a game and good practices originally implemented among Israeli and Palestinian students that has been transferred to an European context.

### The adaptability of the GEM IN board game and good practices

GEM IN is a game that promotes social inclusion through its ludic methodology that translates into "Learning by doing". It is a non-formal tool that can be used in various intercultural contexts and by different actors: the only prerequisite for its use is the intention to enable an exchange between participants and the will to open a dialogue among them. The non-formality of the game makes GEM IN a tool that can easily bring young people together by lowering all those barriers due to cultural differences and the unknown that often create disparities or impede cultural communication between young people from different backgrounds.

The aim of GEM IN is to start a reflection, to get to know different stories and to find in diversity that extra element that allows us to grow and learn; GEM IN wants to write and tell new stories in which participation and sharing of experiences and knowledge trace the path to a shared European identity. The rules just described are applicable to different contexts, from the most formal to a non-formal one; from schools to educational centers, GEM IN can be a perfect key to read our multicultural society through a game between peers and on equal terms.

In a school context, the teacher will play a fundamental role by moderating the game and refraining from any kind of judgement. The educator will have to be good at stimulating

exchanges between the players with a view to learning; the questions created ad hoc for GEM IN have within them a lot of ideas that open up the discussion. In fact, in many of them it is also possible to generate learning experiences thanks to the wrong answer options. The teacher/educator will have to create a comfortable environment in which young people can feel at ease even when giving the wrong answer. In a school environment, known for its formality, introducing such a methodology would mean, among other things, giving students the ability to react positively to mistakes. The learning by playing approach is moreover something accessible and enjoyable to use, for students and also adults ready to increase their intercultural skills.

These concepts also apply when GEM IN is used in other learning contexts than school (such as youth associations, citizenship clubs, students' associations, etc..) or in contexts where there is no educator at all. Learning contexts can therefore be understood at large, such as citizenship, given the core values and universal rights GEM IN's project is defending. Any context that experiences interculturality, social or racial difference, can be an opportunity to implement such good practices to get different people, different groups of people, and different communities to get to know each other. The main idea is based on dialogue and exchange as the "learning by playing" exercise is enacted to prevent prejudices, stereotypes or even hatred that can originate from not knowing the person in front of us.

Such good practices can therefore be very useful for policy makers, teachers, social workers, educators or even parents wanting to promote intercultural citizenship. It is moreover relevant nowadays, at a period experiencing a rise in populism, nationalism and racism as a result or economic disruptions and increasing people displacement around the globe force to mix with each other.

## The pedagogical kit of GEM IN

The GEM IN project is providing teachers and educators with useful tools to implement the “learning by playing” approach and to start the reflection on cultural differences and common shared European values.

The pedagogical kit created by the project partners is composed of a board game and complementary tools in the framework of a more comprehensive education programme. It 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 toolkit was created based on outputs of the previous GEM project, an impact study on the educational approach in partner countries, results of the selected good practice & context analysis, international training and the development of GEM IN educational framework at European level.

It includes:

- 1) GEM IN guide, providing also a series of instructions (e.g. lesson plans) to guide educators in the implementation of the programme;
- 2) GEM IN Board Game;
- 3) GEM IN common values archive.

## The relevance of GEM IN for National, European policies and beyond

The project's goals are linked to national policies based on the feedback provided by each partner. Thus, it promotes the intercultural citizenship educational approach through the use of the pedagogical kit in formal and non-formal educational environments at local and national levels.

The project's objectives fit into EU recent policies in the field of education, whether it is the *European Pillar of Social rights*, the EU framework for cooperation in the areas of education and training named *Education and Training 2020* (ET 2020), or the *European Education Area* initiative. The 2017 agreement on the European Pillar of social rights<sup>4</sup> highlights the importance of the social, educational and cultural dimensions of EU policies for building a common European future. The first principle underlines that everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successful transitions in the labour market'. Promoting equity, social cohesion and active European citizenship is therefore one of the strategic objectives for cooperation in education and training at the EU-level. The Commission and the Council's 2015 joint report on implementing the ET 2020 strategy<sup>5</sup> thus established 'inclusive education, equality, equity, non-discrimination and the promotion of civic competences' as priority areas for European cooperation in the field of education and training.

As far as the *European Education Area*<sup>6</sup> is concerned, which President von der Leyen has pledged to make a reality by 2025, the GEM IN project can really help realising the expectations of such an initiative concrete. The GEM IN project can indeed fit into two of the six dimensions of the

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<sup>4</sup> European Pillar of Social Rights, [https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles_en)

<sup>5</sup> Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) — New priorities for European cooperation in education and training, 2015, [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52015XG1215\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52015XG1215(02))

<sup>6</sup> COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS on achieving the European Education Area by 2025, <https://ec.europa.eu/education/sites/default/files/document-library-docs/communication-european-education-area.pdf>



European Education Area: *'Quality'* as well as *'Inclusion and Gender Equality'*. Thanks to a diverse methodological approach based on learning by playing, experiential learning as well as cooperative learning, GEM IN seeks to support intercultural education at school and in non-formal youth environments, to enhance the acquisition of social and civic competences, to promote the ownership of shared values, and finally to promote critical reflection and innovative approaches to discuss citizenship education from an intercultural perspective.

Doing so, the project board game and complementary tools as well as the preparatory training for teachers and the GEM IN pedagogical kit contributes to the objectives of the *'Quality'* dimension by improving basic and transversal skills such as civic engagement. Furthermore, the project board game and complementary tools also support the discovery and management of cultural diversity, and finally enrich education with an European perspective encouraging understanding and critical thinking about what Europe means in regards to citizens' daily lives. Indeed, the main tool developed in the project framework is the board game to be used with youngsters, so as to promote tolerance and mutual understanding of different traditions and cultures. The board game concretely shows how it is possible to promote knowledge of other cultures and intercultural understanding while stimulating curiosity and fun. We value this board game as it provides relevant contributions and created activities aimed at enhancing the educational values highlighted in the *'Education and Training 2020'* framework, such as solidarity, common cultural values, creativity, memory, accuracy, sense of community, respect, freedom of thought / of speech / of interpretation, intercultural understanding and collaboration.

In the *European Education Area 'Quality'* pillar there is also the objective to support teachers in managing cultural diversity in school, which is a key element of the GEM IN project. For this purpose, a 3-day online training on intercultural citizenship education has been carried out, and a catalogue of 11 good practices using games as intercultural tools has been developed. The training introduced the concept of education to intercultural citizenship, mostly presenting and focusing on the developed "catalogue of good practices using games as intercultural tools". Then

the methodology (“learning by playing” and “creative thinking” approaches) as well as the pedagogical aspects included in the board game have been presented.

Moreover, the main contribution of GEM IN to the *European Education Area* is based on the implementation of the objectives of the second dimension named ‘*Inclusion and Gender Equality*’. Indeed, the project aims and objectives truly strengthen cross-border cooperation in culture by promoting non-formal learning and will foster inclusive education as well.

This project is particularly in line with the latest educational ambitions of the European Union in terms of intercultural education, as GEM IN, thanks to its board game, brings a European perspective in education and provides learners with an insight in what Europe at large and the Union in particular means in their daily life. GEM IN wanted to put forward Europe's cultural diversity as a strength that fuels creativity and innovation and set at the same time a common ground that makes up the distinct feature of the European way of life. GEM IN outputs enable young learners to know better each other across borders, experience and be aware of what ‘European values’ mean. Speaking about appreciation of Europe's rich shared cultural heritage, history, experiences, convictions and values makes this project also particularly in line with the 2018 Communication from the European Commission « Building a stronger Europe: the role of youth, education and culture policies »<sup>7</sup>.

Discovering the European Diversity unites (young) people across borders, helps promote equality between women and men and gives us a sense of belonging together.

The benefits of such a project for students do not stop there, as on a personal level the GEM IN project also allows them to foster key transversal skills such as critical thinking, creativity and civic engagement, which are key skills recognised in the *European Education Area*.

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<sup>7</sup> COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE EUROPEAN COUNCIL, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Building a stronger Europe: the role of youth, education and culture policies COM/2018/268 final, <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2018%3A268%3AFIN>

The *European Education Area* initiative has also recognised the need for more flexible and inclusive learning paths as the student population is becoming more diverse, thus the learning needs more dynamic. GEM IN has perfectly understood that statement and contributes to preserve our cultural heritage and promote cultural diversity thanks to a set of different non-formal approaches which will increase the involvement of young people in the planned activities.

The tools and methods developed by the GEM IN project are undeniable assets to improve the practice and understanding of intercultural education among young people (aged between 14 and 20), including those from vulnerable groups and who face social obstacles as well as among formal/non-formal educators/youth workers, and to fulfil the objectives set by the different European education strategies that exist today.

By ensuring sustainable and systemic impact on direct target groups (youth and educators), on indirect beneficiaries of the project (youth centres and policy-makers), as well as on the educational systems across partner countries, the exploitation and dissemination of the project contributes to the UN Agenda 2030 Sustainable Goal 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and 10 “Reduce inequality within and among countries”.

## Strategic Plan (ALDA - August 2021)

Now that the objectives and products have been described, it is time to provide the plan *per se* to all the consortium members about how to accomplish the exploitation within and beyond the project consortium and timeline. It will therefore describe the steps to follow by its partner within the following months to:

- 1) Systematize activities and outcomes of the project to ensure impact at policy-making level, also through the active involvement of different typologies of institutions in the project consortium thanks to dissemination actions based on the stakeholder mapping and useful tools such as guidelines;
- 2) Ensure sustainable and systemic impact on direct target groups (young people from 14 to 20, formal and non-formal educators and youth workers), on indirect beneficiaries of the project (schools and educational stakeholders, young people and educational staff other than Direct beneficiaries, local communities), as well as on the educational systems across partner countries involved through trainings and round-tables.

This following section will therefore be a rather practical tool defining the actions, timeline and roles of the partners in the exploitation process.

## Theoretical Time schedule for Exploitation

Please note that a timeline is provided in the next section for further clarity.

### 1. Strategic Plan (mid-August 2021)

Objectives: The overall goal of the strategic plan is to

guarantee the sustainability of the project beyond its life, target groups (youth, schools and education centres, policy-makers) and fields of activities (intercultural education and global European citizenship).

The plan will aim at:

- Ensuring the replicability and adaptability of educational programme through the use of the pedagogical kit in formal and non-formal educational environments, making them transferable to new cultural contexts;
- Tying the project action to concrete policy actions at national and EU level across the involved countries;
- Systematising activities and outcomes of the project to ensure impact at policy-making level, also through the active involvement of different typologies of institutions in the project consortium;
- Ensuring sustainable and systemic impact on direct target groups, on indirect beneficiaries of the project, as well as on the educational systems across partner countries involved.

Description: To guarantee a wider impact and visibility of the project and effectively reach a wide audience, the proposed strategy will concentrate on practical tools (Stakeholder Mapping, Progress Reports, Peer-to-Peers Training, Operational Pack, and round tables).

Role of partners: The consortium will be in charge of conducting the research at national level, with support and inputs from the rest of the partners, to fill in the database.

Templates and further steps to be taken by partners to ensure the exploitation of the project can be found in annexes (See Annex 3).



## 2. Mapping of the Educational Stakeholders and Policy Makers at Local and National Level (September 2021) and the establishment of National Stakeholder Advisory Committees (September 2021)

**Objectives:** Those actors will provide support and advice for the finalisation of the GEM IN Educational Programme. The committees will include educational stakeholders and policy-makers. The National Stakeholder Advisory Committees will be a first step for transferring the GEM IN educational approach to a policy level.

**Description:** In each partner country, a stakeholder advisory committee will be established to provide advice during the piloting and further adaptation of the GEM IN educational programme in formal and non-formal educational environments (6 Committees will be set up in total). The 6 Committees will be regularly updated by teachers and non-formal educators involved in the piloting, peer trainings on the progress of the project and on the ongoing results.

Each Committee will include 3 members (1 educational stakeholder, 1 non-formal education stakeholder and 1 stakeholder in the field of policy-making) + 1 member from the school/institutional partners involved in the piloting phase.

The committees will:

1. help define strategies for maximizing the impact of the project;
2. provide inputs and feedbacks on whether the project is reaching its objectives and results;
3. contribute to the development of future exploitation opportunities of the GEM IN educational programme;
4. provide policy recommendations for the development of the Operation Pack;
5. support partner to disseminate the project's results.

Throughout the process, they will be regularly updated by each national partner who will collect their feedback and advice.

The feedback and inputs of the stakeholder advisory committees will be collected in a Stakeholder Committees Results' Paper that will be a key contribution for the development of the GEM IN Operational Pack.

Role of partners: Partners are asked to map each share relevant stakeholder and policy makers given the policies and adaptation effort that were given in the previous sections of this plan. It shall be done in two times:

- i. Firstly, directly focus on intercultural education and global citizenship such as schools, teachers, municipalities or regions developing intercultural activities, such as cities with high rates of mixed population or border regions.
- ii. Secondly educators and more general public actors or even private companies interested in tackling intercultural questions either at school, the professional sectors, sports, in short, anywhere that can be relevant.

The mapping will be done through the redaction of a **form** to be sent out to each partner to consolidate a database that will be used for the next steps. The form will be composed of general information on the stakeholder and examples of intercultural education and global citizenship initiatives implemented by such stakeholder (see Annex 1).

Partners are asked to complete the stakeholder form, for the database, and the National Stakeholder Advisory Committee form by 17 September at the latest.

Once the mapping has been done and the database consolidated. It will be time for partners to create a progress report that acts as an evaluation questionnaire where each partner assesses GEM IN's results during the implementation phase. Such assessment will be done together with Inova+ to define the selection criteria and reporting tools for committee's engagement to further develop Stakeholder Committees Results paper.



Two progress reports need to be produced:

- One by end of October;
- One by end of November.

The progress reports will be integrated into the National reporting on the exploitation of the project by concerned partners (See Annex 7)

Templates and further steps to be taken by partners to ensure the exploitation of the project can be found in annexes (See Annexes 2 and 6).

Summary table:

| <b>ACTION</b>  | <b>PARTNERS INVOLVED</b>                       | <b>DEADLINE</b>   |
|--|--|-------------------|
| Mapping of stakeholders                                    | P1, P3, P5, P7, P9 + P10 for coordination      | 17 September 2021 |
| Establishment of a National Stakeholder Advisory Committee | P1, P3, P5, P7, P9 + P10 for coordination      | 17 September 2021 |
| Progress report 1  | All partners                                   | 30 October 2021   |
| Progress report 2  | All partners                                   | 29 November 2021  |
| Stakeholder Committees<br>Results' Paper                   | P10- based on information provided by partners | December 2021     |

### 3. Delivery of the peer-to-peer training and practice note (November 2021)

**Objectives:** A training through which teachers and non-formal educators participating in the piloting activities will disseminate the GEM IN educational resources and approach among their colleagues, both from the same educational structure or other ones. The peer-to-peer training will allow us to reach out to a greater number of representatives and similar stakeholders.

**Description:** Based on the progress reports, ALDA will develop a paper collecting the main results of the progress reports on the National Stakeholder Advisory Committees. The Stakeholder Committees Results' Paper will include:

- An introduction on the purpose of the document and how it will be used;
- Information on the National Stakeholder Advisory Committees: aim and members;
- Information on the discussion process;
- Comparative analysis of the feedback and inputs in the different countries.

The Stakeholder Committees Results' Paper will be translated in all partners national languages. It will be uploaded on the project and partners' websites.

The Practice Note for Peer Trainings will aim at developing a user-friendly tool to support educators in implementing the peer-to-peer trainings. It will be methodologically linked to the guidelines contained in the guide to ensure methodological consistency of the approach. It will include practical instructions on how to prepare, implement and evaluate peer trainings. There will be tips and advice on how to favour a welcoming learning environment and facilitate the achievement of learning outcomes.

**Role of partners:** All partner organisations will contribute to the development of the content of the practice note through their experience.

Templates and further steps to be taken by partners to ensure the exploitation of the project can be found in annexes (See Annex 5).

Summary table:

| ACTION                                   | PARTNERS INVOLVED                              | DEADLINE         |
|--|--|------------------|
| Practice Note for peer-to-peer trainings | P10- based on information provided by partners | 15 October 2021  |
| Peer-to-peer trainings                   | P1, P3, P5, P7, P9                             | 28 November 2021 |

#### 4. Delivery of the GEM IN Operational Pack for Educational Stakeholders and Policy-makers (December 2021)

Objectives: The Delivery of the GEM IN Operational Pack for Educational Stakeholders and Policy Makers aims at creating operational guidelines and recommendations on how to foster the inclusion of intercultural education as a tool to support the acquisition of civic competences and common values in both formal and non-formal educational environments. The operational Pack will be based on feedback from both partners and members of the National Stakeholders Advisory Committees.

Description: The GEM IN Operational Pack will include two main components:

- A **Road Map** on inclusion of intercultural citizenship programmes in schools and in youth educational centres: practical guidelines for school leaders and managers of youth educational centres on the steps to take for the inclusion of educational programmes and approaches to promote intercultural understanding and active citizenship in their institutions.
- **Policy recommendations** for policy makers at local and national level for intervention strategies to promote intercultural education and active citizenship through educational programmes based on EU common values.

Role of partners: All partner organisations provide inputs and contribute to the content development and to support dissemination of the operational pack to educational stakeholders and policy makers at local and national levels.

Templates and further steps to be taken by partners to ensure the exploitation of the project can be found in annexes.

Summary table:

| ACTION                                   | PARTNERS INVOLVED                              | DEADLINE         |
|--|--|------------------|
| Draft operational pack                   | P10 + P5 + inputs from all partners            | 10 November 2021 |
| Operational Pack                         | P10 + P5 + inputs from all partners            | 30 November 2021 |
| Stakeholder Committees<br>Results' Paper | P10- based on information provided by partners | December 2021    |

## 5. Delivery of round tables with policy-makers and headmasters (by January 2022 at the latest)

**Objectives:** The round tables with policy makers and headmasters are aimed at creating opportunities for dissemination and engagement of other stakeholders. Indeed, during these occasions they will be informed about the results achieved through the educational programme developed during round-tables and workshops at the end of the project when all results and experience from the piloting phase will be achieved.

**Description:** The 2 round-tables, involving overall 10 among policy-makers and headmasters of potentially interested schools, will be arranged per partner country (See Annexes).

The first round-table will be organised as soon as possible, following the creation of the stakeholders’ database, to present the Pedagogical Kit and compile feedback from the piloting phase. The second round-table will be used as a way to present and disseminate the Operational Pack.

**Role of partners:** It is expected from partners to organise those meetings before the final conference, or at latest by January 2022.

Templates and further steps to be taken by partners to ensure the exploitation of the project can be found in annexes (See Annex 4).

**Summary table:**

| ACTION       | PARTNERS INVOLVED | DEADLINE  |
|--------------|-------------------|---|
| Round-tables | All partners      | By January 2022 (dates to be decided by partners) |

## Timeline

1. Strategic Plan (ALDA - Mid-August 2021) - Guide to the partners to be sent on 16 August for feedback - Final version with complete annexes will be sent at the end of the month for implementation;
2. Mapping of the Educational Stakeholders and Policy Makers at Local and National Level (ALDA with the contribution of all partners - 17 September) → The finalised template will be sent the last week of August; partners are asked to finalise the mapping and send it back to ALDA on 17 September 2021;
3. Establishment of the National Stakeholder Advisory Committees (partners involved in the piloting phase - 17 September) → Role of the national stakeholder advisory committees explained in the Strategic plan and Annex 2. Partners are tasked with creating the Committees by mid-September and holding a first meeting as soon as possible after;
4. Progress Reports (all partners) → Partners are asked to provide progress reports by 30 October and 29 November. These reports will help with the drafting of the Operational Pack;
5. Delivery of the peer-to-peer training and practice note (partners involved in the piloting phase in collaboration with Inova Plus and ALDA - November 2021) → Based on the progress reports, ALDA will develop a paper collecting the main results to be shared with participants of the peer-to-peer trainings;
6. Operational Pack (ALDA with the contribution of all partners - December 2021) → The operational pack will be based on the feedback from partners and members of the National Stakeholders Committees. A first draft will be sent to partners for comments mid-November and the final version will be completed by 3 December;

7. By January each partner needs to implement 2 round-tables → you will find guidelines for the organisation in annexe 4.



| ACTION   | PARTNERS INVOLVED                              | DEADLINE  |
|--|--|---|
| Mapping of stakeholders                                    | P1, P3, P5, P7, P9 + P10 for coordination      | 17 September 2021                                 |
| Establishment of a National Stakeholder Advisory Committee | P1, P3, P5, P7, P9 + P10 for coordination      | 17 September 2021                                 |
| Progress report 1  | All partners                                   | 30 October 2021                                   |
| Practice Note for peer-to-peer trainings                   | P10- based on information provided by partners | 15 October 2021                                   |
| Progress report 2  | All partners                                   | 15 November 2021                                  |
| Peer-to-peer trainings                                     | P1, P3, P5, P7, P9                             | 28 November 2021                                  |
| Stakeholder Committees Results' Paper                      | P10- based on information provided by partners | December 2021                                     |
| Operational Pack   | P10 + P5 + inputs from all partners            | 3 December 2021                                   |
| Committees' meetings (2)                                   | P1, P3, P5, P7, P9                             | By mid-November 2021                              |
| Round-tables   | All partners                                   | By January 2022 (dates to be decided by partners) |



## ANNEXES

### Annex 1 – Stakeholder form

Tasks: each partner will be asked to fill in this form with relevant information on stakeholders at the national level to feed the database.

Profile of stakeholders:

- actors working in intercultural education and global citizenship such as schools, teachers, municipalities or regions developing intercultural activities;
- educators and more general public actors or even private companies interested in tackling intercultural questions.

Deadline for sending back the completed form: 17 September 2021

Template: example below and attached [Excel file](#) to be filled in by partners

| Name | Email | Profile (School, youth centre, local and regional authority, private company, etc...) | Address | Phone | Contact person | Website | Examples of intercultural education initiatives |
|------|-------|---|---------|-------|----------------|---------|---|
|      |       |   |         |       |                |         |   |
|      |       |   |         |       |                |         |   |
|      |       |   |         |       |                |         |   |

## Annex 2 - National Stakeholder Advisory Committee

Aim: the stakeholder advisory committee will be established to provide advice during the piloting and further adaptation of the GEM IN project.

### Tasks of the Committee:

1. help define strategies for maximizing the impact of the project;
2. provide inputs and feedbacks on whether the project is reaching its objectives and results;
3. contribute to the development of future exploitation opportunities of the GEM IN educational programme;
4. provide policy recommendations to be used in the future Operational Pack;
5. support partner to disseminate the project's results.

### Composition:

1. Compulsory criteria:
  - 3 members (1 educational stakeholder, 1 non-formal education stakeholder and 1 stakeholder in the field of policy-making);
  - 1 member from the school/institutional partners involved in the consortium, when applicable.
2. Suggested criteria:
  - have at least 1 stakeholder already involved in the piloting phase be part of the National Committee;
  - to include one staff member as a moderator/facilitator for each National Committee, to help collect their recommendations;
  - Geographical diversity and gender-balanced if possible.

Meetings: the National Committee will meet twice before the end of the project; the date of the meetings will be decided by the country coordinator together with members.

- The first meeting, to be organised as soon as possible, will aim to introduce the project, its toolkit and the piloting phase. Members will be asked to provide feedback and 2 or 3 recommendations on what kind of change in policy at the European level they would want to see, in accordance with the project’s objectives. Their feedback and comments will need to be shared with ALDA to be integrated into the Operational Pack;
- The second meeting will take place after the end of the piloting phase, to introduce the Operational Pack to members of the Committees and have them actively participate in the dissemination of results of the project.

Timetable for partners:

| Actions  | Deadline   |
|--|--|
| 1. Select members of the Committee, respecting selection criteria;   | 17 September 2021                                |
| 2. Inform ALDA and other partners of the composition of the Committee;   | 17 September 2021                                |
| 3. Organise the 1st meeting to present the project, its objectives, the pedagogical kit and piloting phase;  | As soon as possible after the members’ selection |
| 4. Gather feedback and recommendations of policy-changes from members using the questionnaire drafted by Inova + and ALDA and share information with ALDA; | 1 week after the 1st meeting                     |
| 5. Organise the 2nd meeting to present the Operational Pack to members.  | Before mid-November 2021                         |

### Annex 3 - National policies

Aim: The project’s exploitation depends on its relevance and connection to national and European policies. In order to draft the Operational Pack, national relevant policies must be identified and linked to the GEM IN project.

Tasks: Partners will be tasked with identifying relevant policies in their home country and provide feedback to ALDA for the drafting of the Operational Pack, including a Road Map and policy recommendations. More information on how and what to collect can be found below.

Information needed:

1. Name of the policy
2. Small description of the policy
3. Entity in charge of its application (Ministry ? State department ?) + Contact person
4. Possible links with the Project

Example:

| Name of Policy | Description (3 lines) | Entity in charge | Contact person | Links with GEM IN | Link to the official policy |
|----------------|-----------------------|------------------|----------------|-------------------|-----------------------------|
|                |                       |                  |                |                   |                             |
|                |                       |                  |                |                   |                             |

## Annex 4 - Guidelines on how to organise round-tables

Aim: creating opportunities for dissemination and engagement of other stakeholders as they will be informed about the results and experience from the piloting phase.

Description: The 2 roundtables, involving overall 10 among policymakers and headmasters of potentially interested schools, will be arranged per partner country.

Role of partners: It is expected from partners to organise those meetings before the final conference, or at latest by January 2022.

Guidelines for a successful roundtable:

- *Step 1: Define Objectives*
- *Step 2: Choose the moderators and panellists*
  - If you choose to ask someone outside your organisation to act as moderator of the roundtable, preparing a briefing document could be helpful for them to lead the discussions
- *Step 3: Organise Material*
  - Zoom or Google meet for online meeting
  - Audio/video settings for hybrid format
  - If in person, have paper/pen for participants, paperboard and other supplies as needed (projector, laptop, etc...)
- *Step 4: Plan the outline of the roundtable*
  - As any meeting, we suggest having an agenda or programme;
  - At the beginning of the event, is important to explain the evaluation procedure and how the information collected will be used and shared (make sure that the GRDP is accomplished).
  - The roundtable could be divided into smaller discussions on different topics related to the project. Please keep in mind that aspect of this task will be to present the operational pack to participants (policy-makers and headmasters).

### Evaluation:

Is important to get feedback and evaluate the roundtable at two levels:

- During the event to better understand the perception and value participants are giving to the roundtable. This can be done by asking participants what they are thinking about the roundtable, if the objectives and procedures of the event are clear or which topics they would like to approach. Make sure to register this procedure and its main results when preparing the national report of the exploitation activities (see Annex 7).
- At the end of the event, asking participants to answer a brief questionnaire related to the round table following the template provided below. A Google Form is also available to support this evaluation ([here](#)) an partners can translated directly in the form available in the folder of their country. Additionally, after collecting the questionnaires related to the event, each partner needs to fill an excel to support the analysis of the results. There are two excel files, one for the first series of roundtables and another for the second one, which are available [here](#). Each partners needs to fill in only the sheet related to its country and only the cells in grey. These results must be briefly presented in the National report of the exploitation activities (see Annex 7).

Template for the evaluation: This form was prepared to evaluate the perception of participants related to the relevance, results and organisation of the roundtables promoted in the scope of the GEM IN project.

The roundtables aim to present the results from the testing of the GEM IN pedagogical kit in real context and create opportunities to scale up the use of the game to organisations and professionals outside the partnership and not involved in the testing.

Your contribution is very important to improve and scale the use of the GEM IN pedagogical kit and we appreciate your contribution!

**Personal data**

Name

Type of organisation you represent in this event:

- School (formal education)     Youth associations/center (non-formal education)  
 Social Inclusion association/center     Municipality     Ministry  
 Other:

Function at the organisation

- Headmaster of a school (formal education)  
 Director of an organisations (non-formal education)  
 Policymaker     Teacher (formal education)     Educator (non-formal education)  
 Social Worker     Psychologist     Other:

E-mail

Country

- Italy     Greece     Portugal     Cyprus     Austria

**Evaluation of the roundtables**

- Which aspects of the roundtable were most useful?
- What other topics are you interested in discussing?
- How do you rate the overall organisation of the roundtable?

|                                | Very Poor                | Poor                     | Fair                     | Good                     | Very Good                |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Topics approached              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilities/conditions provided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilitation/moderation        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fairness and relevance         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Length and time for discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Annex 5 - Guidelines for peer-to-peer trainings

**Definition:** A peer to peer training program is usually development driven and typically involves the following activities between the trainer and trainee:

- Share knowledge
- Develop personal and professional skills
- Offer advice and tips to succeed in a given situation

It comes with several benefits, but it's critical to ensure your peer trainers are trained properly and can lead their trainees confidently.

**Aim:** The peer trainings among teachers and educators will allow to increase the network of educational institutions and actors able to use GEM IN Educational Programme.

The peer-to-peer trainings will consist of at least 3 encounters per country, which will see the involvement of overall:

- 5 teachers and educators who already participated to the piloting activities per implementing country;
- 15 additional people among teachers, school staff and educators who will learn about the GEM IN Educational Programme and approach.

**Trainer:** A peer to peer trainer is someone that has the same role as their fellow trainees and serves as a guide.



**Partners role:** Partner organisations in each of the 5 implementing countries, guided by ALDA, will support teachers and educators who participated in the piloting phase in sharing the knowledge and competences acquired with their colleagues.

**Timeline:** trainings must be completed before 28 November 2021 to allow for feedback.



**Registration of the meeting:** As part of the report of the peer-to-peer training events, partners need to assure that they are duly registered. A template is provided to collect the information related to these events and to understand the main outcomes and relevance of these meetings.

**Template for registration:**

|   |  |   |  |
|---|--|---|--|
|    |  |  Co-funded by the Erasmus+ Programme of the European Union |  |
| <b>REPORTING OF THE PEER-TO-PEER TRAINING EVENTS</b><br>(to be completed by one of the professionals supporting the implementation or implementing the kit in the organisation and on behalf of all the team involved in the testing) |  |   |  |
| Name and Surname  |  |   |  |
| Role  |  |   |  |
| Identification of the organisation  |  |   |  |
| Country:  |  | Venue and country:  |  |
| Objectives of the meeting:  |  |   |  |
| Participants (nr. and function):  |  |   |  |
| Main outcomes of the meeting:   |  |   |  |
|   |  |   |  |
| Relevance of the meeting:   |  |   |  |

Guidelines for a successful training:

- *Step 1: Define Learning Objectives*
  - based on the practice note drafted by ALDA
- *Step 2: Choose the trainers*
  - We suggest identifying and enabling subject matter experts across participants of the piloting phase to create and deliver the training in cooperation with the partner
- *Step 3: Plan the outline of the training*
  - Focus on real-world situations - ask trainers to base their trainings on their experience during the piloting phase
  - Give examples from the piloting phase
  - Identify exercises to be used
  - Identify material that will be needed (videos, presentations, etc...)
- *Step 4: Organise Material*
  - Zoom or Google meet for online meeting
  - Audio/video settings for hybrid format
  - If in person, have paper/pen for participants, paperboard and other supplies as needed (projector, laptop, etc...)
- *Step 5: Evaluation*
  - Create a review process to manage quality, participation, engagement, and relevance - based on the document that provided by Inova+
- *Step 6: Good timing*
  - When planning the training, be sure to time it right as long session can lead to losing interest in participants

## Annex 6 - Feedback questionnaire to National Stakeholder

### Advisory Committee

Aim: the National Stakeholder Advisory Committee feedback will fuel both progress reports to be drafted by the implementing partners, contribute to the development of future exploitation opportunities of the GEM IN educational programme and provide policy recommendations for the development of the Operation Pack.

Role of partners: following each meeting of the Committee, we recommend partners to gather their feedback through a questionnaire to contribute to the above-mentioned objectives.

Evaluation: At the end of each meeting, participants need to fill in a questionnaire to collect their feedback related to the event and about the exploitation potential of the GEM IN pedagogical kit. A template of the questionnaire is provided in word (see below) and is also available as Google Form [here](#). Additionally, after collecting the questionnaires related to the event, each partner needs to fill an excel to support the analysis of the results. There are two excel files, one for the first series of meetings and another for the second one, which are available [here](#). Each partners needs to fill in only the sheet related to its country and only the cells in grey.

#### Template for the evaluation:

This form was prepared to collect the feedback from each member of the National Stakeholder Advisory Committee related to the potential and opportunities of integration and continuously use the GEM IN pedagogical kit that includes:

1. GEM IN guide, providing also a series of instructions (e. g. lesson plans) to guide educators in the implementation of the programme;
2. GEM IN Board Game;
3. GEM IN common values archive.

Your contribution is very important to improve and scale the use of the GEM IN pedagogical kit and we appreciate your contribution!

## Personal data

**Name**

**Organisation**

**Function**

**E-mail**

**Country**

## Evaluation of the event

Please identify your level of agreement related to the statements below (select only one answer per statement):

|  | Totally disagree         | Disagree                 | Neither agree nor disagree | Agree                    | Totally agree            |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| The event was well organised and managed.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilities/conditions provided were adequate.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| The support materials used during the event were adequate (in terms of design, language, utility, the information provided). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| The background and presentation of the project were relevant and focused.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| The introduction and explanation of the pedagogical kit was clear and useful.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| The speakers were clear and efficient during the event.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator encouraged everyone to contribute to the discussion.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |

|   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Participants were active and participated in the discussion.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The event allowed the increase of awareness, acquisition of knowledge and/or new practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Sustainability and exploitation

Please provide your opinion related to resources of the GEM IN pedagogical kit by clicking on the boxes below (you can select more than one option):

| Pedagogical Kit              | Is relevant and useful   | Has high-quality         | It contributes to the promotion of citizenship and intercultural education. | Is aligned with regional/national policies and needs. | Is suitable to be integrated into my organisation |
|------------------------------|--------------------------|--------------------------|---|---|---|
| GEM IN guide                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/>                              | <input type="checkbox"/>                          |
| GEM IN board game            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/>                              | <input type="checkbox"/>                          |
| GEM IN common values archive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/>                              | <input type="checkbox"/>                          |

To what extent your organisation will integrate the resources of the pedagogical kit into its practices? Please identify the resources you will use and how.

Which suggestions do you have to improve the quality and potentiate the use of the resources into real contexts of learning?

In your perspective, how could the resources of the pedagogical kit be integrated in local/regional/national policies related to citizenship and intercultural education?

In case you have any additional comments or suggestions, please use the space below.

**Thank you for your contribution!**

## Annex 7 – National report on the exploitation activities

Aim: All the activities foreseen in this document to be implemented at the National level, need to be reported to the leader of the work package along the process of implementation. These national reports will feed the Stakeholder Committees Results' Paper and thus, is important to draft it and continuously update it from October 2021 and January 2022.

Template:

### Executive Summary

The executive summary should have a length of 1 page and must provide an overview of the main findings in your country report.

### Mapping of the Educational Stakeholders and Policy Makers - (please identify the country)

Brief characterization of the stakeholders and policy makers identified for the Committee adding the table provided.

### Peer-to-peer training events - (please identify the country)

Sum up of the peer-to-peer training events promoted in the country adding as annex the reports resulting from each event.

### National Stakeholder Advisory Committee Meetings - (please identify the country)

Brief presentation of the meetings promoted (in terms of objectives, participants, topics approached, date and venue and other aspects) and of the results from the questionnaires collected.

### National roundtables - (please identify the country)

Brief presentation of the roundtables promoted (in terms of objectives, participants, topics approached, date and venue and other aspects) and of the results from the questionnaires collected.

### Timeline for the development of the sections of the national report:

| <b>ACTION</b>   | <b>PARTNERS INVOLVED</b>                  | <b>DEADLINE</b>   |
|---|---|-------------------|
| Napping of the Educational Stakeholders and Policy Makers | P1, P3, P5, P7, P9 + P10 for coordination | 22 September 2021 |
| Peer-to-peer training events                              | P1, P3, P5, P7, P9 + P10 for coordination | 29 November 2021  |
| National Stakeholder Advisory Committee Meetings          | P1, P3, P5, P7, P9 + P10 for coordination | 29 October 2021   |
| National Stakeholder Advisory Committee Meetings          | P1, P3, P5, P7, P9 + P10 for coordination | 29 November 2021  |
| National roundtables                                      | P1, P3, P5, P7, P9 + P10 for coordination | January 2022      |
| Executive Summary   | P1, P3, P5, P7, P9 + P10 for coordination | January 2022      |