



Progress Reports of the National Stakeholder Advisory Committees

WP4.3



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Presentation

GEM IN project 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. This deliverable is done within the work package 4 “Exploitation” of the GEM IN project.

The work package goals are linked to sustainability and the involvement of a number of stakeholders at national level. It aims to generate an impact at systemic level enhancing awareness and visibility of activities and outputs to an effective exploitation and long-term sustainability of the GEM IN project which will be guaranteed through a set of strategic activities for its transferability and scaling up at system and policy levels, especially with the establishment of National Stakeholder Advisory Committees supporting and monitoring the implementation of the GEM IN piloting phase.

Each partner organisation developed progress reports with updates on the committees’ work and the main discussion points of their meetings. The progress reports included:

- committees’ feedbacks and inputs on the GEM IN implementation process;
- possible strategies to maximize the impact of the GEM IN project’s activities and results;
- main recommendations for a full exploitation of the results achieved;

The present document compiles the reports per country while results of each National Committees discussions have been summarized and can be found into the deliverable 4.4 “National Stakeholders Committees’ Results Paper”.

Executive summary

Most of the participants consider the GEM IN guide relevant, useful, and suitable to be integrated in the organization. Some mentioned that this resource has high-quality and consider that it contributes to the promotion of the citizenship and intercultural education, and it is aligned with national policies.

Concerning the GEM IN board game, most part of the participants consider it relevant, useful, suitable to be integrated in the organisation and that it contributes to the promotion of the citizenship and intercultural education.

About the GEM IN common values archive, most of the participants consider that is suitable to be integrated in the organisation and that it contributes to the promotion of the citizenship and intercultural education.

Austria

Mapping of the Educational Stakeholders and Policy Makers

The educational stakeholders included in the mapping are all headmasters or representatives of high schools, youth centers, cultural clubs, NGOs working with migrants and/or refugees in Tyrol. They have been contacted throughout the GEM IN project for various activities (focus groups, dissemination, piloting, roundtables, etc.) and have been informed about the project's objectives, activities and results. Furthermore, they have been invited to test out the GEM IN game, hence have elaborate information on the game and its methodology.

Peer-to-peer training events

The peer-to-peer trainings have happened quite organically. Many of the teachers and educators who tested the game in their schools, also informed their colleagues about it and some of them also took part in testing it. Furthermore, 3 of the high school teachers (who are all teaching in different schools in Innsbruck) said that they have left the set they used to test GEM IN game in the teachers' room, where teachers have materials and tools for their classes, for other teachers to use. During the evaluation many of the teachers argued that the GEM IN game is useful for classes such as geography, history and social values, and it has been liked and used by teachers in substitute classes.

One of the teachers, organized a formal session with 7 teachers in one of the high schools presenting the game and discussing its benefits. Teachers were interested in trying out the game in their classes, and many of the argued that they would likely include it in their classes in the last month of school. Some of the teachers also requested us to organize play-days in their schools after the end of the piloting involving kids from different classes.

National Stakeholder Advisory Committee Meetings

In Austria two committee meetings have been conducted (both done in May 2022). Both of them were done online via Zoom in order to facilitate the educators' participation due to their busy schedules. In total, there have been 4 (2 in each session) educators participating in the Committee (3 high school teachers, 1 youth worker in a youth center). The 4 have tested the game with the youngsters they are working with and wanted to further participate in the Committee for GEM IN. During the sessions, we discussed current mainstream

curriculum and educational policies. In addition, they discussed what tools and approaches they are using in their classrooms.

They all argued that more informal and interactive tools are needed in the mainstream education system, and quite favoured by both students and teachers. All of them confirmed that they are actively looking for innovative tools to include in their activities, and gamification is a topic of interest to them. In general, the education system in Austria allows for teachers to use new tools in their classes as long as they can justify that this is in line with their curricula. In addition, teachers shared that they have easy access to many informal tools available to them, alongside trainings and workshops for both teachers and students focused on civic and intercultural education.

Civic education is mandatory for high school students, in addition to religion classes. Teachers shared that during these classes students are more involved with intercultural education. History, geography, social science, and literature classes have also been deemed classes suitable for tackling topics such as the EU, citizenship, and multiculturalism. One of the teachers, argued that not enough time has been dedicated to intercultural education for the students, and these topics are only superficially addressed. Another teacher, shared that in terms of multiculturalism in the classroom, mainly school social workers are the ones who are dealing with diversity in the classroom rather than the teachers themselves. If a teacher considers that there is an issue or a challenge in the class environment, they would contact a social worker to discuss the ongoing difficulties with students and parents.

National roundtables

Compass GmbH organized 1 roundtable with 10 youth workers who are supporting the Alawite Club in Jenbach. They are volunteers who are mentoring and counselling youngsters with Turkish and Kurdish background as well as their parents. They help them with their homework, studying German and better understanding of how the school system in Austria works.

During the session the youth workers discussed the following topics:

- What do you think about gamification of learning and involving learning by playing activities in the classroom?
- How do you incorporate non-formal learning tools in the classroom?
- Do you think that it is useful to have games and other non-formal learning tools in the mainstream curricula of the schools?
- What tools and activities do you use in your work with the teenagers?

- Does the school curricula entail a variety of tools and methods both formal and non-formal?
- What do you think can be improved in the school curricula?
- Would you use GEM IN board game in your work?
- In which classes do you think it can be useful?

All of the agreed that, the Austrian class environment already allows and boasts with a lot of non-formal and diverse teaching methods to engage students. However, most of them also argued, that there is not a particular focus on intercultural education and the EU and the youngsters' place in the EU as a part of a larger community. This is particularly true, for youngsters with migrant background, especially if they have no been in formal schooling prior to entering the school system in Austria. They said that youngsters with migrant background need extra support first to find their space in the school, and in the local community, and the context of the EU is more or less left out and not emphasized on. Hence, they supported the idea of having games and more activities focusing on other countries and languages to further entice their interests.

They also said that teachers and youth workers are eager to try out and use new tools and approaches as long as these are made easily accessible for them. As teachers may get quite overwhelmed with their work, the more user-friendly and easily available a tool is the better. They also agreed that the GEM IN game can be best suitable for History, Geography or language classes.

Cyprus

Mapping of the Educational Stakeholders and Policy Makers

To establish the database of stakeholders in Cyprus, a list was done starting from contacts and networks known by CARDET in addition to stakeholders already involved in the piloting.

National Stakeholder Advisory Committee Meetings

A stakeholder advisory committee was established in Cyprus to provide advice during the piloting and further adaptation of the GEM IN educational programme in formal and non-formal educational environments.

A five-member Committee was formed, consisting of:

- 1 educational stakeholder
- 1 non-formal education stakeholder
- 1 stakeholder in the field of policy-making
- 2 members from the school/institutional partners involved in the piloting phase.

The first meeting of the National Committee was organised online on 17th of September due to COVID-19. The aim of the first meeting was to introduce the project, its toolkit and the piloting phase. Members were 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. Specifically, members suggested to transpose the resources to Kahoot and other online educational game platforms for sustained impact, to make the board game more digital.

Also, they mentioned that training on Global Citizenship Education and more resources are needed in order to be able to teach and enhance students' knowledge. Furthermore, stakeholders and teachers told us that they will use the resources when trying to promote a non-formal educational training for EU and to make the lessons and students' free time at school more interesting. Undoubtedly, they will use the resources during commemoration days of the EU, democracy.

The second meeting of the National Committee was organised online on 27th of April due to COVID-19. The aim of the second meeting was to introduce the Operational Pack to members of the Committees. We asked for more recommendations regarding the GEM IN Board Game. They suggested asking students from different countries to search and create their own questions based on their country of origin. Furthermore,

stakeholders and teachers told us that they will actively participate in the dissemination of results of the project.

Peer-to-peer training events

The peer to peer trainings were carried out face to face in December 2021 and March 2022. The peer-to-peer trainings consisted of 3 encounters. The duration of the trainings was one hour each. The peer trainings among teachers and educators aimed to increase the network of educational institutions and actors able to use GEM IN Educational Programme. The trainings were conducted by Mr Alexis Mikellides in the Grammar School in Nicosia, Cyprus. Mr Mikellides is an educator, and he was trained properly during the piloting phase of the GEM IN Educational Programme. His experience on the GEM IN pedagogical kit made him competent and confident to lead the trainees.

Twenty-three teachers/educators of secondary education, took part in the trainings. Specifically, 5 teachers and educators who have already participated to the piloting activities and eighteen other teachers who learned about the GEM IN Educational Programme and approach.

During the trainings, Mr Mikellides, mentioned the aim and the methodology of the GEM IN project and he explained the aim of the peer-to-peer training to the teachers. Then, he demonstrated the resources produced during the project, the GEM IN board game and the GEM IN Digital Archive. Specifically, he shared his knowledge, competences and experience from the piloting phase of these resources, gave examples from the piloting phase and he identified exercises to play. Finally, he presented the results from the piloting phase and he gave game advices and tips to the new trainers of the GEM IN Educational Programme.

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

National roundtables

The first round table was carried out face to face on 11th of March 2022, in Cyprus. The duration of the round table was two hours. The round table among teachers and educators aimed at creating opportunities for dissemination and engagement of other stakeholders.

The coordinator of the round table was Ms Andrea Filippou (Project Manager of the GEM IN project on behalf of CARDET). Ten teachers/educators of secondary education, took part in the round table.

During the round table, Miss Andrea Filippou mentioned the aim and the methodology of the GEM IN project. Then, she demonstrated the resources produced during the project, the GEM IN Pedagogical Kit. After that, she presented the results from the piloting phase and she gave game advices and tips to the teachers. At the end of the round table, teachers had the opportunity to play the game, ask questions and give feedback.

Overall, teachers were satisfied about the activities that we had proposed during the round table and they found the information that we had provided relevant, important and easy to follow. Teachers were suggested to create more multiple questions regarding other countries, or to ask students to create their own question cards based on where they come from. Also, teachers suggested to transpose the resources to an online platform.

The second round-table was carried out face to face on 11th of May 2022, in Cyprus. The duration of the round table was two hours. The round table among teachers and educators aimed at presenting and disseminating the Operational Pack.

The coordinator of the round table was again Miss Andrea Filippou (Project Manager of the GEM IN project on behalf of CARDET). The same 10 teachers/educators of secondary education took part in the second round table.

During the round table, Miss Andrea Filippou reminded participants about the aim, the methodology and the resources produced by the GEM IN project. Then, she informed the teachers about the objectives of the operation pack. After that, we read and discussed the guidelines for teachers/educators and the policy recommendations on intercultural education. Teachers agreed with all suggestions provided. Adding on, they suggested asking students from different countries to search and create their own questions based on their country of origin and play again the game with these questions in order to get to know each other better. Also, they mentioned that it would be a good idea to be able to play the game online as well. Finally, they focused on the importance of their training on intercultural education in order to be able to support students in a better way.

Overall, teachers were happy about the resources created and are looking forward to using them during their lessons. Teachers told us that they will actively participate in the dissemination of results of the project.

France

Within ALDA, a great work has been done regarding the dissemination and exploitation of the GEM IN project in France. While the peer training and roundtables were not foreseen in France, ALDA contributed to guide the partners in organising these events at national levels.

Mapping of the Educational Stakeholders and Policy Makers

ALDA having a large network, including in France, it was easy to identify using personal contacts members of the National Committee. Using connections, 3 partners were identified, namely:

- La ligue de l'enseignement – educational stakeholder
- Fédération des Pupilles de l'Enseignement (Les PEP) – non-educational federation actively involved in policymaking as advisory to French educational Councils
- Member of ALDA Governing board, Member of Leader France Governing Board and of the Fédération des Centres sociaux et socio-culturels

National Stakeholder Advisory Committee Meetings

Both National Stakeholders Committee meetings were held online to facilitate the participants of members. As there was no piloting phase in France, the first meeting was the occasion to present the project, the method and tools already developed as well as the guide on the methodology and the game itself. The meetings were held on 8 February 2022 and on 25 April 2022.

Members of the Committee were impressed by the tools and expressed their interest once it will be translated into French. The meeting was divided in 3 main points:

- Presentation of the pedagogical kit (method, game and common archive)
- Reflection on the game itself and feedback from members
- Reflection on the potential of the kit in France and how to replicate it

The second meeting presented the results of the piloting phase in the 5 implementing countries, based on the reports done by all partners and information provided. Following this presentation and the general conclusions from the piloting, a reflection on the method “learning by playing” including example used by ALDA and the members of the Committee was conducted. This resulted in a discussion on the

recommendations that were drafted in the operational pack and feedback from the members of the Committee. The meeting was concluded by inviting members to attend and participate actively in the Final Conference in Strasbourg.

Greece

Mapping of the Educational Stakeholders and Policy Makers

Symplexis and PDEDE in a joint effort, managed to reach out to 27 individuals and institutions, in order to involve and engage them in the evaluation of the program. The stakeholders mapped were informed about the project results. The listed participants' profile is greatly divided, working as school principals, university professors, representatives of the municipality, representatives of refugee organizations, ministry officials for intercultural education, officials of the education directorates for innovative programs (GEM IN Stakeholders mapping 19/10/21).

National Stakeholder Advisory Committee Meetings

The Greek National Advisory Committee was set up in October 2021, with members from all required sectors and fields, representing the formal and non formal educational and research sectors. Symplexis worked both on the establishment and delivery of tasks of the Committee, with one representative educational advisor. PDEDE had provided all other members of the Committee, professionals of the field. Two committee meetings were realized on 22/10/2021 and 15/3/2022 online, due to distance between members. All WPs were topics for discussion, recommendations for the Committee, with a special focus on the Game Board and delivery of the Gem In in schools.

Peer-to-peer training events

Four (4) peer to peer trainings were co-organized by PDEDE and Symplexis. Three (3) face-to-face and one (1) hybrid training events were delivered, covering geographically not just Western Greece and Attica but for the first time in Gem In, Northern Greece.

1st peer to peer training was delivered in the Klitoria High School/ Environmental Education Centre. The involvement of this school had a huge added value and importance: gathering educators and students from the surrounding villages isolated in mountains gave the opportunity to both sides (trainer and trainee educators) to change ideas and evaluate the game, while sending the message to the students that Gem In does not leave anybody behind.

2nd peer to peer training took place in Amaliada/ Ilia Region. As the regional schools have high participation of Roma children, alternative, game-based methodologies are of a high importance. Local teachers were

informed and trained on the Gem In game and expressed their enthusiasm on using it for eliminating the drop out of Roma children and for a more sustainable educational method for student populations at risk. Students enjoyed the play time and opened up on “not knowing something is okay”.

The 3rd peer to peer training took place in the city of Patras, with teachers interested in involving new methods in their teaching practice.

The 4th peer to peer training was organized face to face in Thessaloniki with participants joining online, too. During the hybrid event educators from the non-formal sector had the chance to try out the game on 15.04.2022. Participants involved in-person, were all educators and educational specialists, cooperating with the Greek Language Center of the University of Macedonia in Thessaloniki. They are responsible for the organization of state language exams every year and got very motivated to learn more about the Gem In, to be able to use innovative materials for preparing foreign speaking students for the language exams. Many of the students are of migrant/refugee backgrounds, therefore an interculturally sensitive material is very useful for them. With the involvement of teachers working with the Gem In, a peer to peer training was delivered, while also other educational experts participated and followed the “game procedure” virtually.

National roundtables

Two (2) events were organized on 17/3/2022 and 7/4/2022 for school directors and educational scientists active in Greek educational institutions. Both were delivered virtually and had great results in collecting valuable information and feedback on how to use the game in the Greek educational context with the maximum possible sustainable way. Both events were supported by Symplexis’ technical experts and were recorded with the consent of the participants.

Participants were the project's scientific team members, the directors of the educational institutions (PDEDE, PEKES), University professors specialized in intercultural education, the President of the Museum of Science and Technology of the University of Patras, the Head of Department of the Social Organisation of the Municipality of Patras - responsible for the children's summer camps, the Coordinator of the Patras Structure of the SOS Children's Villages of Greece, the head of the Department of Cultural Issues of the Secondary Education Directorate of Achaia, with an important role in the cultivation of intercultural education through extra-curricular programs in schools, and many directors of interested school units.

Italy

Mapping of the Educational Stakeholders and Policy Makers

In the stakeholder mapping, organisations, schools, educational centres, administrative structures in the field of education were considered.

Below is the list:

- Programma Integra
- Centro Internazionale delle culture UBUNTU
- Associazione ISI Onlus
- Comune di Palermo-
- CPIA2
- Narramondi
- Naka
- Ikenga
- Regione Sicilia - Diritto allo studio
- "Istituto ComprensivoSferracavallo-OnoratoPalermo"
- "Istituto Comprensivo Statale""Leonardo Sciascia"""
- Liceo Scientifico "Ernesto Basile"

National Stakeholder Advisory Committee Meetings

CESIE has identified three stakeholders that are now part of the Committee; ISI Onlus, Associazione Ubuntu and Programma Integra. All these members are associations working in the field of social inclusion, in particular with kids and youngsters (ISI Onlus and Associazione Ubuntu) and with migrants and multicultural contexts (Programma Integra) and one organization called Centro per lo sviluppo Creativo Danilo Dolci - CSC.

The members of the National Stakeholder Advisory Committee have been reunited online in two different occasions on September 23rd and 28th, 2021 to introduce CESIE, the GEM IN project, its methodology and the resources developed by project partners and to share with them possible ways to best implement GEM IN in educational contexts.

A second meeting as taken place on 10th of May. During this second meeting, all the objectives achieved by the project, the number of beneficiaries involved, the resources finalised and the Strasbourg conference were recounted in detail.

Peer-to-peer training events

The peer-to-peer activities took place in two schools (one in the city of Palermo and one in Partinico). A total of 28 teachers were involved, who among themselves discussed the project's activities and resources, its aims and how to integrate non-formal education into their lessons and more generally within the school.

All teachers became aware of the GEM IN project and were interested in using the pedagogical resource within their lessons.

The first peer-to-peer training event has been carried out on the month of November 2021, in the school Santi Savarino located in Partinico. Thirteen teachers were involved and all of them learnt about GEM IN resources and asked to incorporate these practices into their curriculum activities.

The second peer-to-peer training event has been carried out on December 21st 2021 by one of the teachers who participated to the implementing phase of GEM IN, and to this event 15 took part. These participants were teachers of a wide range of subjects (mathematics, physics, Italian, English, philosophy, arts), and the meeting has allowed them to discuss together on the benefits of the non-formal methodologies at the basis of GEM IN and on the ways in which the GEM IN Board Game can be included in their working environment.

National roundtables

The first round of the have taken place on January 18th, 2022 which were joined by 3 participants, 2 high school teachers and one educator. They have been an opportunity to present the GEM IN project, the methodologies at the basis of the project and the resources developed by the consortium. In particular, the GEM IN Board Game has been discussed, and at the end of the meeting, the participants have shared positive feedback and have highlighted how they strongly believe GEM IN to be a useful tool for their educational contexts. Because of the pandemic, the meetings have been held online.

The second round of the round table have been organized during on April 20th 2022. CESIE organised a meeting presenting good practices for inclusive education. To the event took part 20 among teachers, professors, educators and other people working with youth and/or in vulnerable contexts. During this event, space was given to GEM IN and the resources developed by the project, in particular the Board Game; the non-formal methodologies at the basis of the Board Game make the game very versatile and adaptable,

meaning that it can be played by people of different ages and coming from different contexts, and it can be easily adapted to the necessities of the players. Moreover, GEM IN has the potential to create a relax and trusting environment, which has also been proven during the piloting phase; the Board Game can help more isolated students (shy, or even foreign students who struggle with the new environment) by relying on different types of talents (singing, drawing, miming with the Jump Cards, but also different critical thinking abilities when answering the different categories of questions from the decks).

The event has been very interesting and allowed for an enriching exchange of opinions and practices.

Portugal

Mapping of the Educational Stakeholders and Policy Makers

INOVA+ and Casa do Professor launched at the beginning of 2021, an open call at the National level for the identification of stakeholders to integrate the National Stakeholder Advisory Committee. The dissemination of the open call was done by publishing news at partners' websites and social media and by sending e-mails to the network of contacts of both organizations. The call for the integration of stakeholders was open since then and until the end of the project, allowing different stakeholders involved in the activities of the project since the beginning to integrate the Committee.

A total of 47 professionals from 35 organizations (see Annex II), including:

- 23 Middle and High School
- 17 Municipalities
- 3 individual teachers
- 1 schools' training centre
- 1 University
- 1 Association
- 1 Library

Some of the professionals and organizations had the opportunity of being involved in the project since the very beginning and others were joining the committee along with the preparation and promotion of the events related to the policy and exploitation initiatives undertaken by partners.

National Stakeholder Advisory Committee Meetings

Two meetings of the National Stakeholder Advisory Committee were promoted in Portugal with similar objectives and topics but gathering different participants.

The meetings had the goal of giving the opportunity to teachers and educators involved in the pilot implementation of the GEM IN pedagogical kit to share their experience during the process and share their feedback about the materials with other professionals not involved in any activity of the GEM IN project. The two meetings started with a presentation of the project, the pedagogical kit and of the plan related to the

implementation taking place in Portugal, but the difference was on the organizations and professionals giving their testimony.

The Portuguese version of the GEM IN Methodological Approach was sent to all participants previously to the meeting, allowing them to read, analyse and provide feedback about it during and after the meetings.

The 1st meeting was done online on the 24th of November 2021 involving 4 participants, including:

- 1 teacher responsible for the implementation of the kit in her school cluster
- 1 new teacher from a school no involved in any previous activity
- 1 representative from a Municipality
- 1 representative from an organization expert in training of educational staff

In this meeting the testimony and sharing of experience was made by a representative from a school that supported the project since the very beginning, Escola E.B 2.3 / S. Pedro Ferreiro – Ferreira do Zêzere.

The 2nd meeting was held online as well on the 26th of January 2022 and involved 7 participants, including:

- 4 psychologists and social workers responsible for the implementation of the kit in their organizations (a school and an association)
- 2 representatives from a Municipality
- 1 researcher from a university

In this meeting the testimony and sharing of experience was made by a representative from a school and an association that supported the project: Agrupamento de Escolas Irmãos Passos and Associação SRCBF Vai Avante.

Peer-to-peer training events

Four peer-to-peer training events were promoted in Portugal between September and October 2021.

The events were held by the professionals that attended the training of teachers/educators and/or the meetings with schools from the following organizations:

- Agrupamento de Escolas de Ferreira do Zêzere
- Agrupamento de Escolas Irmãos Passos
- Associação Social Recreativa Cultural Vai Avante
- Escola Profissional de Esposende

In the case of the Agrupamento de Escolas de Ferreira do Zêzere, INOVA+ facilitated the event with the support of one of the teachers at the school. These events were planned and done before the

implementation of the pedagogical kit in these schools and the idea was to prepare or inform other teachers and professionals of the organizations to proceed or support the implementation in their classes.

INOVA+ provided a PowerPoint that teachers could use in these events and teachers would be free of using it or not in the events.

A total of 18 participants engaged in these events:

- 7 attended the training of teachers/educators or the meeting with schools
- 11 were new teachers/professionals trained by the other participants

National roundtables

Two round tables were held in Portugal aiming at exploring with different stakeholders the potential of exploitation of the GEM IN pedagogical approach, defining and sharing of some ideas to be incorporated in the operation pack for educational stakeholders and policymakers.

The participants of the two events were different, there was a common approach in the beginning of each round table, nevertheless the sharing and contributions from participants were lightly different as it can be seen in the description of each one of the sessions.

The 1st round table was promoted online on the 30th of March 2022 and counted with the participation of 41 stakeholders, including:

- 31 representatives from municipalities
- 4 teachers from schools
- 3 educators from organizations of non-formal learning

It is important to highlight that in Portugal, Municipalities play a critical and key role at the policy level, being responsible for defining and/or support specific projects and initiatives to be promoted by, within or in the schools.

From the representatives of the municipalities, three participants were attending as elements of teams involved in specific services providing support on the promotion of literacy and social inclusion, namely the: centre of culture and sport of the municipality service of support to school libraries in the municipality integrated and innovative plan of the municipality to combat school failure and drop out.

The 2nd round table was promoted online on the 13th of May 2022 and counted with the participation of 21 stakeholders, including:

- 9 representatives from municipalities
- 12 teachers from schools

From the representatives of the municipalities, three participants were attending as elements of teams involved in specific services providing support on the promotion of literacy and social inclusion, namely the:

- service of support to school libraries in the municipality
- Municipal plan for the integration of migrants

The round tables started with a brief presentation of the project and of the GEM In pedagogical kit, mostly because most of the organizations attending were not involved in the activities of the project. After presenting the kit participants had the opportunity of sharing their ideas related on how Municipalities, schools, associations and other organizations can use and benefit from the use and integration of the kit in their learning settings. This was done by using the Padlet, where participants could register their ideas and inputs.

Additionally, the participants from the first roundtable were asked to state other contexts and organizations that can benefit from the games. Regarding this, there were 7 possible beneficiaries highlighted:

- Parish councils
- Municipal and/or school libraries
- Volunteer centres
- Leisure centres
- Community centres such as Red Cross
- Scouts' groups
- Sport clubs

Indicators of the exploitation activities

Several stakeholders took part in the exploitation activities in the 6 implementing countries:

	Stakeholders Database	National stakeholders advisory Committee		Peer trainings		Roundtables	
		Number of stakeholders identified	Number of meetings	Number of participants	Number of meetings	Number of participants	Number of meetings
Austria	138	2	4	1	7	1	10
Cyprus	5	2	5	3	23	2	20
France¹	18	2	3	<i>n/a</i>		<i>n/a</i>	
Greece	27	2	5	4	85	2	33
Italy	12	2	3	2	28	2	23
Portugal	48	2	11	4	18	2	62
TOTAL	248	12	31	14	161	9	148

¹ In France, only the National Stakeholders Advisory Committee was foreseen in the application