



Stakeholder Committees Results' Paper

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Table of content

Introduction.....	3
National Stakeholder Advisory Committees	4
Committees: aim and members	4
Austria	5
Cyprus.....	5
France	6
Greece	6
Italy	7
Portugal	7
Discussion process.....	8
Austria	9
Cyprus.....	9
France	10
Greece	11
Italy.....	12
Portugal	12
Comparative analysis of the feedbacks and inputs in the different countries	14
Integration of GEM IN at national level.....	14
Improving GEM IN pedagogical kit	16
Conclusion	17

Introduction

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 online¹.

GEM IN is providing inputs and policy recommendations for intervention strategies to promote intercultural education and active citizenship through an innovative educational framework. The project is based on dialogue and exchanges, 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.

The good practices resulting from the piloting phase of GEM IN can 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 of economic disruptions and increasing people displacement around the globe force to mix with each other.

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.

1 [Resources - Common values archive - GEM IN - Game to Embrace Intercultural education \(gem-in.eu\)](#)

National Stakeholder Advisory Committees

Within the project, several stakeholders have been involved to provide support and advice for the finalisation of the GEM IN Educational Programme. The National Stakeholder Advisory Committees have been a first step for transferring the GEM IN educational approach to a policy level and included educational stakeholders and policymakers.

In each partner country, a stakeholder advisory committee was established to provide advice during the piloting and exploitation phases, and on further adaptation of the GEM IN educational programme in formal and non-formal educational environments.

The Committees have been 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 included at least three members (1 educational stakeholder, 1 non-formal education stakeholder and 1 stakeholder in the field of policymaking) and one member from the school/institutional partners involved in the piloting phase when relevant.

Committees: aim and members

The committees, established in each of the 6 implementing countries, had for objectives to:

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

Throughout the process, the Committees have been regularly updated by each national partner who collected their feedback and advice as a key contribution for the development of the GEM IN Operational Pack.

Austria

To establish the National Stakeholders Advisory Committee in Austria, partners worked on a mapping (later included in the GEM IN database) including all headmasters or representatives of high schools, youth centres, cultural clubs, NGOs working with migrants and/or refugees in Tyrol. Members of the mapping were contacted through various means and invited to test out the GEM IN game, hence have elaborate information on the game and its methodology.

In total, there have been four educators participating in the Committee representing the following institutions (3 high school teachers, 1 youth worker in a youth centre):

- Jugendtreff Thaur
- Reithmannngymnasium
- Reithmannngymnasium Innsbruck
- Mittelschule Absam

The participants all have tested the game with youngsters and wanted to further participate in the Committee for GEM IN. Furthermore, the meetings have been conducted in May 2022, online, in order to facilitate the educators' participation due to their busy schedules.

Cyprus

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:

- One educational stakeholder;

- One non-formal education stakeholder;
- One stakeholder in the field of policy-making;
- Two members from the school/institutional partners involved in the piloting phase.

Both meetings of the National Committee were held online due to the Covid-19 situation.

France

Within ALDA's network three partners were identified to establish the National Committee, namely:

- One representative of La ligue de l'enseignement – educational stakeholder
- One representative of Fédération des Pupilles de l'Enseignement (Les PEP) – Non-educational and policymaking stakeholder
- One member of ALDA Governing board – policymaking stakeholder

Each member of the Committee has several “hats” and is actively involved in other organisations in the field of non-formal education in France.

The committee gathered online two times to discuss the pedagogical kit, results of the piloting phase as well as recommendations for the Operational Pack.

Greece

To ensure a great exploitation of the project in Greece, both PDEDE and Symplexis gathered together to establish the National Committee. They identified several stakeholders and policy makers among schools, educational centers across Greece.

It is formed of representatives from Symplexis, PDEDE, Gymnasium of Kleitoria and the University of Patras:

- One EU Project Manager;
- One Secondary Education teacher;
- One school director;
- One University Professor;

- One regional school coordinator.

Italy

For the GEM IN project, CESIE had identified several stakeholders and policy makers among schools, educational centers, and municipalities across Italy, and in particular in Sicily.

In the stakeholder mapping, organisations, schools, educational centres, administrative structures in the field of education were considered and three associations have been selected to be part of the National Advisory Stakeholder Committee:

- ISI Onlus
- Associazione Ubuntu
- 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.

Portugal

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. A total of 24 professionals from 20 organizations (see Annex II) answered the call, including:

- 12 Middle and High schools
- 1 schools' training centre
- 1 University
- 1 Association
- 4 Municipalities

Some of the professionals and organisations 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.

Members of the first National Committee in Portugal were two teachers, one psychologist and one training manager from:

- Câmara Municipal de Guimarães – policy stakeholder ;
- Escola E. B. 2, 3 / S Pedro Ferreiro – educational stakeholder;
- Agrupamento de escolas dr. manuel laranjeira – educational stakeholder ;
- Mentortec – non-educational stakeholder.

The second National Committee was comprised of one teacher, two psychologists, two unit chiefs from a municipality, one project coordinator, one social assistance, representatives of:

- Agrupamento de Escolas Irmãos Passos – educational stakeholder;
- Município de Braga – policymaking stakeholder;
- Câmara Municipal de Matosinhos – policymaking stakeholder;
- Universidade do Porto – Educational stakeholder;
- Associação SRCBF Vai Avante – non-educational stakeholder.

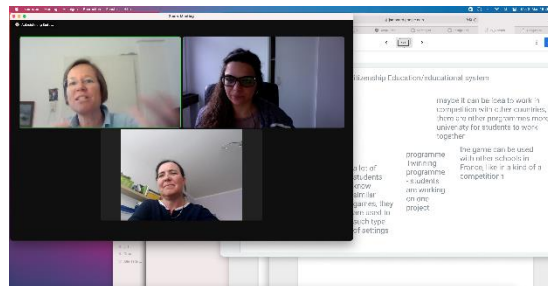
Discussion process

Once each National Stakeholder Advisory Committee was established in all six countries of the project, meetings were organised and led by each partner to gather feedback on the exploitation of the project. Due to the sanitary situation, many committees only met online but in general, all participants to the Committees meetings were actively involved in the discussion process despite the format².

² Based on the global results of the evaluation questionnaires in all 6 countries

Austria

During the sessions, was discussed the current mainstream curriculum and educational policies. In addition, they discussed what tools and approaches they are using in their classrooms.

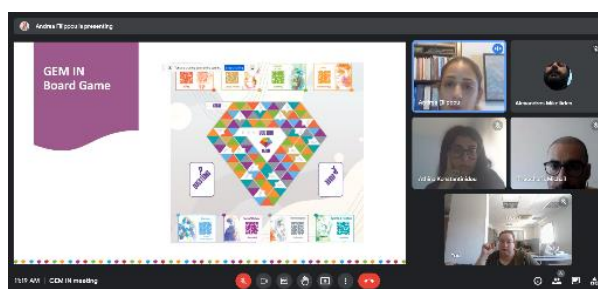


They all argued that more informal and interactive tools are needed in the mainstream education system, and quite favoured by both students and teachers. All of them confirmed that they are actively looking for innovative tools to include in their activities, and gamification is a topic of interest to 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. 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 in Austria. 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 will contact a social worker to discuss the ongoing difficulties with students and parents.

Cyprus



The first meeting of the National Committee was organised online on 17th of September 2021 with the aim 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 in digital form. 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 indicated that they would 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 was organised on 27th of April 2022 to introduce the Operational Pack to members of the Committees and ask members to provide 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.

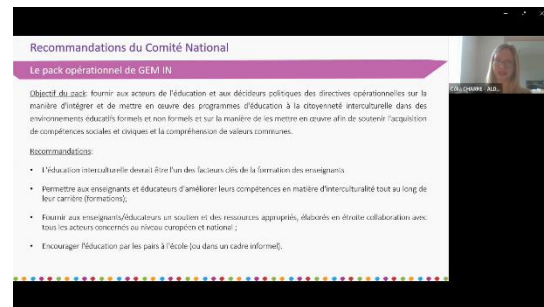
France

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. 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

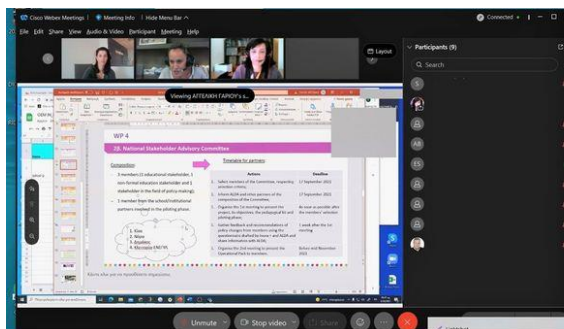
The second meeting presented the results of the piloting phase in the 5 implementing countries, based on the reports done by all partners and information provided.



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

The first meeting of the National Committee was held on 29 October 2021 while the second one was organised on 15 March 2022.



Members discussed how to integrate and utilize the resources of the pedagogical kit to a very large extent. For example, both the GEM IN board game, the instructions, the pedagogical framework "learning by playing" and the Common Values archive will be communicated to all schools of the

PDEDE, i.e. about 150 lower and 120 upper secondary schools in order to promote intercultural education, cooperation and the experience of common European values.

This will be done by members of the Committee to help with the teaching of courses (Philological courses, courses of social sciences), to be used in the students' free time, in group or individually or as an educational programme (World Europe Day - 9 May, 21 May-World Day for Cultural Diversity for Dialogue and Development). The GEM In kit can be presented in classes on school psychology as well as classes of multicultural education and psychology.

All resources can be applied to non formal educational objectives and other age and target groups' needs, such as persons of vulnerable groups (people in transition situation seeking for integration and social inclusion).

Furthermore, summer children's camps are a place where acceptance and intercultural education could be promoted with the help of GEM IN pedagogical kit. Educators would use the kit to define a goal, difficulty levels, small rewards per level and final reward. This will motivate students and know why they are playing and learning.

Italy

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.

Portugal

The national Committee in Portugal was divided into two groups following a call for interest that received many applications with the participation of members of both Inova + and Casa do Professor.



Each time, the meeting was divided in 4 main points:

- Presentation of the project and the pedagogical kit (method, game and common archive);
- Presentation of the piloting phase, its results and sharing experience;
- Reflection on the potential of the kit;
- Evaluation.

Members of the Committee indicated that the resources were already integrated in the secondary grade (in History and Geography) and will be integrated in the 9th grade (in Citizenship and Development) as they can be used to train young people and adults in many areas, promoting national and European civic conscience. Furthermore, the game can be implemented in schools or municipal activities, not only in a formal educational setting but can find use in other activities. The municipalities can create collaborations with schools and associations to promote the game among students.

Comparative analysis of the feedbacks and inputs in the different countries

The National Stakeholder Advisory Committees aimed to provide advice during the piloting and further adaptation of the GEM IN educational programme in formal and non-formal educational environments.

6 National Stakeholder Advisory Committees

2 meetings in each country

Between 3 and 7 members each

29 stakeholders actively involved

Integration of GEM IN at national level

While presenting GEM IN pedagogical kit, each National Committee was asked to provide feedback on the integration of the kit at national level, in their activities.

Stakeholders mentioned in several countries, especially Austria and France, that the resource that is GEM IN pedagogical kit is of high-quality, contributes to the promotion of the citizenship and intercultural education, and it is aligned with national policies in the 6 countries of implementation.

It appeared from the Committees that the kit is a perfect tool to use when trying to promote a non-formal educational training on the European Union and shared values. For example, as it's a game that can be easily transportable, it could be used during milestones events such as the European Week in May. Educators/teachers could play the game as a baseline and/or at the end of European Curriculum implementation in classrooms as well.

One feedback that is common to all members is that educators/teachers can use the board game during class in order to make the lesson more interesting and interactive. Or even use it during breaks at school to provide a learn tool to students while playing.

The Greek Committee indicated that the resources of the game were already integrated in the secondary grade (in History and Geography) and will be integrated in the 9th grade (in Citizenship and Development). While the Portuguese Committee members outlined the possibility to install a systemic collaboration between educational and policymaking stakeholders. This would result in the resources being promoted and used among the schools and associations within the municipality or even during some of the activities of the municipality.

Cyprus Committee in the other hand expressed their interest in rendering the kit in an online version to be easily accessible by all stakeholders, anywhere in the country without having to rely on paper. They suggested to add the game to Pedagogical Global Education Websites such as Kahoot for resources.

In Austria for example, 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. The presence of civic classes is found in France as well but in secondary schools (from 10 to 15 years old) and is usually taught by History teachers and through which interculturality is approached as well as during languages classes.

Finally, many Committees outlined the fact that the pedagogical kit and its resources can be used in a broader setting, to train young people and adults in many areas, promoting national and European civic conscience. Members from France and Cyprus even went to propose exchanges between youngsters and teachers from all countries to have the European dimension and interculturality dialogue go a step beyond.

More than 50% of the stakeholders agreed that the pedagogical kit of GEM IN contributes to the promotion of citizenship and intercultural education, and is aligned with regional/national

policies. While more than 2/3 of the stakeholders actively involved think that the pedagogical kit, especially the game in itself, is suitable to be integration into their organisations and everyday work.

Improving GEM IN pedagogical kit

One task asked to all members of each National Committee was to guide partners in improving the pedagogical kit and its use at national level in both formal and non-formal educational settings.

Stakeholders suggested to transpose the resources to Kahoot and other online educational game platforms for sustained impact, to make the board game more digital and be able to disseminate it to other stakeholders.

Moreover, all members of the Committees indicated that teachers need more training regarding global citizenship education and interculturality in order to be able to teach and enhance students' knowledge through the game. They also need more resources (projectors, markers, digital resources etc) and financial support to print the board game. The second suggestion has been taking into account by the project with the printing of a number of pedagogical kits to be made available to teachers/educators of the piloting phase as well as members of the National Committees.

Another aspect members of the Committees offered to improve, in addition to the layout of the game to make it clearer which was done directly by the project partners, was to allow and support students in creating their own multiple-choice questions. Members of the Committees highlighted that giving this possibility to the players/youngsters would create a sense of ownership of the game and boost them in sharing their experience and knowledge with their peers; thus, enhancing peer education both at school and in non-formal settings.

Conclusion

In each of the six implementing countries of the GEM IN project, the members of the National Stakeholders Advisory Committees were deeply involved in the project and giving valuable advice and inputs to ensure the sustainability of it.

All members agreed that the boardgame is targeted for educational environments, formal and non-formal, but can also apply to other target groups such as adults being inclusive for everyone. It is a proper educational tool for learning about culture, languages; it is also a socially valuable tool because it promotes inclusion, friendship, citizenship, a sense of belonging.

95% of stakeholders agree that the GEM IN board game is suitable to be integrated into their organisation³

The educational exploitation of the game requires three phases: a) preparation meeting, b) implementation and c) reflection, in order to adopt GEM IN not as a simple mean of entertainment, but as an integral part of the educational process.

Moreover, the National committees highlighted the need to provide teachers/educators with the necessary tools to promote intercultural education, such as trainings and resources as indicated in the Operational pack.

They recognise the added value of GEM IN pedagogical kit in providing the 3 necessary elements to use the method “learning by playing”:

1. A clear methodology and guidelines for educators
2. A tool – the board game
3. Resources – the common digital archives inviting participants to learn more on one topic and continue the discussion among themselves

³ Based on the global results of the evaluation questionnaires in all 6 countries