

EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.)

 Please provide one sheet per event (one event = one workpackage = one lump sum).)

PROJECT	
Participant:	Maghweb
PIC number:	935616314
Project name and acronym:	Lives in Motion – Lives in Motion

EVENT DESCRIPTION			
Event number:	2		
Event name:	National Event : Collaborative development and national testing of toolkit (Italy)		
Type:	Conference		
In situ/online:	In situ		
Location:	Palermo, Italy		
Date(s):	15/03/2025		
Website(s) (if any):	https://www.maghweb.org/testing-the-lives-in-motion-educational-tool-the-power-of-collective-learning-experiences/ - ENG https://www.maghweb.org/abbiamo-testato-un-nuovo-strumento-educativo-per-rileggere-la-storia-delle-mobilita-umane/ - ITA		
Participants			
Female:	20		
Male:	5		
Non-binary:	0		
From country 1 Italy:	25		
From country 2			
From country 3			
From country 4			
Total number of participants:	25	From total number of countries:	1
Description			
<i>Provide a short description of the event and its activities.</i>			
Following the intensive development of the Lives in Motion educational toolkit across WP2 according the work plan submitted at the end of WP1 (the design of maps documenting different forms of			

movement between Europe, Africa, North-South-East-West Europe and Europe and the Middle East across the past 500 years; the gathering, documentation, translation and editing of original testimonies and audio recording of their most striking and impactful extracts; the design of an original 6 part role play game based on the microhistories of the different testimonies; the construction of ad-hoc and game specific safe space rules, power analyses and guiding texts for the toolkit), Maghweb gathered 25 teachers and community-based educators working in civic education, history and migration awareness-raising in their local context to test the core elements of the game and measure its eventual efficacy, feasibility and impact on students' understandings of migrations in a 1-day local event at its inclusive educational hub, placing an emphasis on the decolonial potential of the toolkit and naming the event "Decoloniality and Migrations." This local testing event was carried out in synergy with the other members of the consortium who also locally tested key elements of the toolkit in their own educational communities.

During the first part of the event, following a short icebreaking activity which allowed teachers to build stronger collaborative connections with each other and other educators and create new and creative formal-non-formal teacher-educator relations, according to the transnational, common testing methodology Maghweb's team of educators and Lives in Motion toolkit developers carried out the following.

- First, they introduced an overview of the toolkit and its key learning objectives and principles recounting to its local educational community the different processes of critical reflection, mapping, testimony gathering and gamification that they had carried out across the development phases of the work package. In this overview and explanation of the tool and game's learning objectives, Maghweb placed particular emphasis on the decolonial stamp of the toolkit, explaining what is meant by decolonial thanks to a definition that has been co-created by the consortium within the toolkit that takes inspiration from decolonial thinkers like Bhabra, Achime and Adebisi and describes decoloniality in the following way: viewing people's interactions with the world and time and space with constant consideration of the effects and legacies of colonial, capitalist enslavement project and the subjugation of different countries and communities to the "European" way of living, being and thinking; reading migrations towards Europe from members of decolonised countries as necessary acts of self-determination, economic vindication and struggles against global inequality and global economic hierarchies; constructing pluriversal lens' of knowledge which in this case show the heterogeneity of migrations in terms of power, class, ethnicity, gender, age, experiences and motivation and natures of movement and resettlement. Maghweb then responded to any initial questions and comments from teachers about the overall purpose of the toolkit, clarifying that it should be treated as a multi-use resource for students' understanding of their own positions and powers within macro histories of migrations and micro, day to day histories and experiences of migration.
- Second, the larger group of teachers and educators was split into smaller groups, in which they were invited to directly participate in the role play game's different activities: the teachers and educators thus received roles and scenario moments relating to the different macro migration patterns and micro history testimonies, reproducing various scenes: for example, day to day scenes belonging to migrations of Italian families towards Libya which belong to the macro history of colonial migrations from Europe to Africa; or scenes in contemporary migrant support centres for people from Africa arriving in Europe, in particular a national from Burundi who arrives in Croatia. This interactive and participatory part of the testing allowed teachers to both experience the game in first person and continuously imagine how it would play out in their own classrooms, leading to rich and extremely useful moments of feedback and constructive criticism regarding each aspect of the scenario building part of the role play game. The following constructive criticisms emerged: students should be assigned one moment that reflects a migration experience in each of the different macro historical geographical directions that is extremely descriptive, tangible and concrete so that they can build their scene with more conviction; gender should be specified depending on the conditions of each historical period in order to continuously encourage reflection about the roles imposed on different gender identities in situations relating to the movement of people; the information that was initially planned to be provided as a helper in the execution of the role play game (historical backgrounds and maps) should in fact be the basis for teachers to build preparatory history and orientation lessons that lead up to the playing of the game. As well as receiving a role description on their motivations, emotions and objectives, it was expressed that students should receive a small scheme in which they can animate their role with their own experiences and characteristics to get even further into character.
- Third, the different groups then performed their various scenes to each other, participating directly in what a debriefing session would be like in a classroom and listening to the testimonies that are relevant to each role play activity, which had been recorded by actor's voices, as a "bonus" element of the toolkit. The live experience of watching each scene, deconstructing it and understanding the different power dynamics at play brought teachers to suggest the utility of having students fill out their own power analysis in relation to the scene they actively watch and observe, instead of being given this information at the same time as

the roles. It also enabled teachers, educators and the toolkit developers to brainstorm debrief questions that would be even more relevant in the teachers' classrooms and that would call on students to position themselves in the greater history of migrations more directly and intensively: e.g how would your family have reacted in this situation? Or how would you navigate a situation in which the people you need to get information from don't directly speak your language? These comments will eventually intensify the empathetic of the game. All of these detailed examples of feedback contribute to the project's general objective help improve young people's historical knowledge and understanding of migrations and specific objective 1, enhancing education about migrations for high school students, ensuring the user-friendliness of the tool and its relevance for today's classrooms.

- Finally, the final part of the event was dedicated to collective and individual reflection about the potential impact of the toolkit on both teachers and the students that will eventually interact with it, as well as a session in which all participants were able to summarise their feedback in written format with one recorded spokesperson, so that it could be straightforwardly shared and integrated by the transnational team of Lives in Motion toolkit developers.

The key results of the event were the concrete, constructive suggestions for the improvement of the toolkit and its different elements which have been detailed above and the strengthening of educational and collaborative connections between third sector educators, researchers, toolkit developers, youth workers and teachers working directly with high school students: the teachers participating also underlined how the testing event, beyond its direct positive impact on the efficacy of the toolkit opened up a space of open confrontation between different actors working in education that aims to change mentalities and combat discrimination, fortifying fruitful and sustainable links between third sector educators, non-formal, empathy-driven, emotive education and traditional historical and civic education when it comes to social themes and thus contributing in a rich and tangible way to the project's second specific objective: strengthen collaboration between young people's formal and non-formal educators. Beyond these results that are specifically related to the improvement and success of the toolkit, as in the other countries, the testing event in Italy showed continuous commitment to gender-sensitivity, non-discrimination and inclusive participation: with the majority of the participating teachers being women, Maghweb also ensured that the testing event was a safe space in which these participants could be celebrated and empowered regarding their tireless contributions to education. Then, the male participants reached during the testing event were of varying ages and experiences, bringing varying perspectives on the gendered aspects of teaching which also provided for fruitful discussion about how to make the implementation of the toolkit as gender equal as possible. Care was also taken throughout the event to comment on the gender identities and ethnic identities of the roles and deconstruct the stereotypes that participants may have automatically attached to them. The teachers also came from schools and organisations that work with young people from different cultural, ethnic and economic backgrounds, which meant that teachers could bring a wide and diverse range of students' needs to the tool. Finally, to ensure accessibility and respect for all genders, all participation registration forms to participate in the event and workshop included sections for pronouns and for the definition of specific needs according to a transnational inclusive, gender-mainstreaming event organisation approach so that the receiving team of toolkit developers and facilitators could meet participants' needs in the most sensitive and open way possible. Communication of the event also promoted inclusive language across the countries, and inclusive language was also actively promoted during the dialogues that took place in the events.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	29.03.2025	Initial version (new MFF).

EVENT DESCRIPTION SHEET

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PROJECT	
Participant:	WWF Portugal
PIC number:	909045783
Project name and acronym:	Lives in Motion – Lives in Motion

EVENT DESCRIPTION			
Event number:	WP3		
Event name:	Collaborative development and testing of toolkit (Portugal)		
Type:	Workshop		
In situ/online:	In-situ		
Location:	Lisbon, Portugal		
Date(s):	25-01-2025 28-02-2025 01-03-2025 07-03-2025 14-03-2025 15-03-2025		
Website(s) (if any):	https://www.natureza-portugal.org/educacao/educacao_ambiental/lives_in_motion/ - ENG and PT		
Participants			
Female:	108		
Male:	44		
Non-binary:	0		
From Portugal:	151		
From Italy:	1		
Total number of participants:	152	From total number of countries:	2

Description

Provide a short description of the event and its activities.

As in the other consortium countries, after months of intensive collaborative work on the design and elaboration of the toolkit and all its different elements (the design of maps documenting different forms of movement between Europe, Africa, North-South-East-West Europe and Europe and the Middle East across the past 500 years; the gathering, documentation, translation and editing of original testimonies and audio recording of their most striking and impactful extracts; the design of an original 6 part role play game based on the microhistories of the different testimonies; the construction of ad-hoc and game specific safe space rules, power analyses and guiding texts for the toolkit), WWF Portugal, carried out a series of six testing sessions (multiple sessions to reach its higher numerical target with quality and depth) involving around 25 non-formal educators and teachers per event. Each event was designed to evaluate and refine the migration education toolkit, its role-play game and all of its different elements mentioned above. According to the transnational testing methodology and format defined by the consortium, WWF structured each session in the following ways. It began with an introduction of the game, its learning objectives and key principles, with, as in Italy, particular attention given to the concept of decoloniality. This definition (which the consortium had built with the support of decolonial thinkers like Achiume, Twebsi and Bhambra) was deepened and enriched in the sessions thanks to the presence of Brazilian Portuguese (residents in Portugal with Brazilian origins) participants who offered their own perceptions, experiences and practices of this concept. Following this introduction, participants were invited to take an active part in all the elements of the role-play game, both as players and commentators on each element. Scenes were then performed and debriefed and following this participants were divided into small groups, breaking down each element of the toolkit to provide feedback. A critical aspect of these sessions was the small group sizes (thanks to the implementation of multiple events) which allowed participants to feel more comfortable and confident with the role-play methodology. The intimate setting encouraged active participation, open dialogue, and deeper engagement with the material. It also made it easier for facilitators to provide individual support and ensure everyone felt included. A larger group could have posed challenges, as managing too many participants in role-play activities might have hindered effective facilitation and limited opportunities for meaningful interaction. The smaller groups ensured that the sessions remained focused, interactive, and impactful and also filtered feedback in a useful and applicable way. This careful format to gather meaningful feedback actively responded to the project's general objective and specific objective 1: to help improve young people's historical knowledge and understanding of migration and enhance education about migrations for high school students.

Given that WWF is an environmental NGO, our audience is primarily connected to environmental topics. This provided a unique opportunity to introduce and connect migration with broader themes such as vulnerable communities, Sustainable Development Goals (SDGs), and civic participation. For instance, discussions highlighted how environmental degradation and climate change disproportionately affect vulnerable populations, often forcing migration. We also explored how migration intersects with SDGs like climate action (Goal 13), reduced inequalities (Goal 10), and sustainable cities and communities (Goal 11). Additionally, the sessions emphasized the importance of civic participation in addressing these interconnected challenges, encouraging educators to empower their students to take an active role in their communities. This was also a key way for WWF to contribute to the consortium's strong commitment to gender sensitivity, non-discrimination and inclusive participation, beyond its diverse selection of participants and presence in a diverse range of schools with varying backgrounds and locations in Portugal's capital. In fact, the high levels of attention paid to the realisation of SDG (Goal 10, reduced inequalities) also improved teacher's capacities and confidence in promoting gender sensitivity, critical gender reflections and non-discrimination promotion in their classrooms. Intensively high numbers of female participants also meant that the spaces of testing sessions were places where women educators and teachers could feel empowered about their intensive contributions to high school students' formations, as well as increase gendered perspectives on the efficacy of the toolkit.

The interactive nature of the testing events was another key feature. After each session, feedback was collected and used to adapt the toolkit and methodology. For example, educators suggested simplifying language, incorporating more visual aids, and adjusting the pacing of activities. These changes were then experimented with and tried out every new session, making the toolkit more accessible and user-friendly across the testing experiences. This will allow the toolkit to be significantly refined with clearer instructions, more inclusive content, and improved facilitation strategies in its finalisation phase. The outcomes of the testing events were highly positive. Participants gained hands-on experience with the toolkit and contributed to its refinement, ensuring it is adaptable to diverse educational settings. The smaller group sizes not only made the sessions more manageable but also fostered a collaborative and supportive learning environment, strengthening connections between formal and non-formal educators and inspiring both kinds of participants to think about the highly over-narrated but problematically narrated phenomenon of migrations from different national and international perspectives in their country, supporting the project's specific objective 2 to in a thorough and dynamic way. In order to implement the project's transnational inclusive approach, registration forms for testing sessions inviting

participants to state their pronouns and inform organisers about any accessibility (or other needs). Overall, the testing events successfully demonstrated the toolkit's potential while helping ensure that it will become practical, adaptable, ready and genuinely useful for its wider use in classrooms.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	29.03.2025	Initial version (new MFF).
1.1	9.04.2025	Brazil and Morocco removed as countries and numbers added to total number of participants from Portugal, since participants are residents in Portugal.

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PROJECT	
Participant:	Centre for peace studies
PIC number:	935970461
Project name and acronym:	Lives in Motion – Lives in Motion

EVENT DESCRIPTION			
Event number:	WP4		
Event name:	Collaborative development and testing of toolkit (Croatia)		
Type:	Workshop		
In situ/online:	in-situ		
Location:	Zagreb, Croatia		
Date(s):	15-03-2025 22-03-2025		
Website(s) (if any):	https://www.cms.hr/snaga-iskustava-zajednickog-ucenju/ - CR https://www.cms.hr/en/snaga-iskustava-zajednickog-ucenju/ - ENG		
Participants			
Female:	21		
Male:	4		
Non-binary:	0		
From country 1 [Croatia]:	25		
Total number of participants:	25	From total number of countries:	1
Description			
Provide a short description of the event and its activities.			
<p>Following its intensive collaborative development of the Lives in Motion toolkit with the rest of consortium (the design of maps documenting different forms of movement between Europe, Africa, North-South-East-West Europe and Europe and the Middle East across the past 500 years; the gathering, documentation, translation and editing of original testimonies and audio recording of their most striking and impactful extracts; the design of an original 6 part role play game based on the microhistories of the different testimonies; the construction of ad-hoc and game specific safe space rules, power analyses and guiding texts for the toolkit), CPS conducted two in-depth testing sessions aimed at testing, evaluating and refining the migration and role-playing education toolkit. It decided to spread its events across two sessions in order to accommodate teacher and educator availability and</p>			

intensify and improve the focus of the sessions. These sessions brought together 25 non-formal educators and teachers, creating a structured yet adaptable space for participants to engage in immersive role-play activities in a way that allowed time for detail and the sharing of a plurality of voices, opinions and insights.

The sessions followed a carefully structured approach, according to the transnational testing and feedback gathering methodology developed by the consortium, beginning with an introductory presentation on the toolkit's framework, content, objectives, and educational methodology and principles. This was followed by interactive role-play exercises, in which participants studied different roles within migration-related scenarios, both as participants, players and commentators. By embodying these roles, teachers and educators were able to experience and reflect on the social, political, and legal challenges that migrants encounter. This experiential learning method encouraged a deeper connection to the subject matter, fostering empathy and critical thinking and allowed them to experience the strengths and weaknesses of the tool head on. Following direct participation in the roleplay game, teachers and educators performed the scenes to each other and took part in in-depth debriefing sessions. Following, this one of the key components of the sessions was discussions in the small groups that took place after the role-play activities. These discussions were designed to be constructive and solution-oriented, with the primary goal of gathering feedback to improve the toolkit's structure, accessibility, and effectiveness. Participants were encouraged to reflect on their experiences, share insights, and propose practical enhancements to the role-playing exercises. Facilitators guided these discussions to ensure that feedback remained focused, actionable, and relevant. The intimate setting allowed for personalized support, enabling teachers and educators to voice their thoughts freely and collaborate in refining the toolkit. These moments also delivered a series of results in terms of the feedback gathered to enhance, solidify and finalise the educational resource. Throughout the discussions, participants highlighted various strengths of the toolkit, such as its ability to generate meaningful conversations, its adaptability for different educational settings, and its capacity to engage students in critical thinking about migration. At the same time, they provided valuable recommendations for improvement. These included suggestions for clarifying role instructions, making scenarios more inclusive, and incorporating additional background information to help participants fully understand their assigned characters. Some educators also emphasized the importance of balancing emotional engagement with factual learning, ensuring that students not only empathize with migrants' experiences but also gain a solid understanding of the legal, social, and economic aspects of migration so that they can situate their knowledge gained from the toolkit directly and effectively into the contemporary world and use this knowledge to encourage their active citizenship. All participants stated that the topic of migration is very interesting for their students and the toolkit content and approach to be innovative, interesting and highly applicable and relevant for their classrooms.

Another key aspect of the discussions was the exploration of how to integrate the toolkit into different teaching contexts. Given the diverse backgrounds of the participants—ranging from teachers of different subjects (from vocational high schools to traditional, academic high schools) to facilitators of non-formal education programs—there was a strong emphasis on making the toolkit flexible and adaptable. Participants exchanged ideas on how to modify the role-play activities based on classroom size, student age groups, and available timeframes so that they could be applied as widely and diversely as possible. They also discussed strategies for preparing students before the role-play, debriefing effectively afterward, and linking the activities to broader discussions on human rights, social justice, and global migration policies.

The testing sessions ultimately yielded highly positive results, reinforcing the toolkit's potential as a valuable educational resource and thus actively contributing to the realisation of the project's general objective and specific objective 1: help improve young people's historical knowledge and understanding of migration and enhance education about migrations for high school students. Participants not only gained practical experience in using the toolkit but also played an active role in shaping its development. The collaborative and interactive nature of the sessions fostered a sense of ownership, empowerment and improved third-public sector among educators and teachers, ensuring that the final version of the toolkit would be both practical and responsive to the needs of diverse learning environments, which in turn strongly contributed to the project's specific objective 2: strengthen collaboration between young people's formal and non-formal educators.

Beyond the results directly linked to the enhancement and improvement of the toolkit, as in the other countries and with the other members of the consortium, CPS also showed dynamic commitment to gender sensitivity, non-discrimination and inclusive participation. As in Italy and Portugal, the intimacy of the testing sessions and the majority female participation contributed to women teachers' overall sense of empowerment in relation to their role as educators and teachers and their influence on the formation of high school students. At the same time, increased reflective discussions on the influence of gender on different elements of migrations between male and female teachers further enabled members of the educational community to critically discuss gendered dynamics in a safe and supported space, an opportunity which was in fact reported by the same teachers and educators to be extremely rare in formal learning environments. Furthermore, CPS's outreach to different to teachers

from different kinds of schools who work with students with different kinds of needs, allowed for a plurality of voices and experiences to contribute to the finalisation of the toolkit, ensuring that the educational toolkit has an inclusive reach from the get-go. Registration forms for the testing sessions also followed an inclusive transnational gender-mainstreaming event organisation approach, whereby pronouns, accessibility (and or any other) needs could be expressed, in order for facilitating teams to be as accommodating as possible to diverse ranges of teachers and educators.

Moreover, these sessions demonstrated the power of role-playing as a pedagogical tool, not only for conveying information but also for fostering empathy, dialogue, and critical reflection. By providing a safe and structured environment for educators to engage with complex migration issues, the Centre for Peace Studies succeeded in creating a space where meaningful learning and constructive feedback could flourish. The insights gathered from these sessions will be instrumental in refining the toolkit, making it a more effective and impactful resource for educators seeking to address migration issues in their teaching in diverse ways on a local and transnational scale.

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VERSION	PUBLICATION DATE	CHANGE
1.0	29.03.2025	Initial version (new MFF).

EVENT DESCRIPTION SHEET

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PROJECT	
Participant:	2 - Asociatia Polylogos (POLYLOGOS)
PIC number:	895397980
Project name and acronym:	Lives in Motion — Lives in Motion

EVENT DESCRIPTION			
Event number:	5		
Event name:	National Event: Collaborative Development and National Testing of Toolkit (Romania)		
Type:	Workshop		
In situ/online:	[in-situ]		
Location:	Country: Romania Cities: Cluj-Napoca, Campia Turzii		
Date(s):	20-21 March 2025 (main foreseen events), 27, 28 March 2025 (bonus events with students)		
Website(s) (if any):	https://polylogos.eu/testing-the-lives-in-motion-educational-tool-the-power-of-collective-learning-experiences/		
Participants			
Female:	41		
Male:	29		
Non-binary:			
From country 1 [Romania]:	70		
From country 2 :			
From country 3			
...			
Total number of participants:	70	From total number of countries:	1
Description			
Provide a short description of the event and its activities.			

Just like the rest of the consortium, following the intensive, collaborative development of the toolkit and all its elements (the design of maps documenting different forms of movement between Europe, Africa, North-South-East-West Europe and Europe and the Middle East across the past 500 years; the gathering, documentation, translation and editing of original testimonies and audio recording of their most striking and impactful extracts; the design of an original 6 part role play game based on the microhistories of the different testimonies; the construction of ad-hoc and game specific safe space rules, power analyses and guiding texts for the toolkit), Polylogos carried out a pilot testing event in Romania over two days with educators and teachers—Thursday, 20th March 2025, at *Liceul Teoretic Nicolae Bălcescu* (Cluj-Napoca, a central urban area), and Friday, 21st March 2025, at *Colegiul Tehnic Victor Ungureanu* (Câmpia Turzii, an underprivileged town just beyond Cluj). Following these testing activities with teachers, Polylogos was then spontaneously invited by teachers from both schools to do a further round of testing activities—this time with students—right at the end of March 27 and 28 March 2025. These unforeseen but extremely valuable extra moments of testing provided a set of comments and feedback from students regarding the toolkit, providing bonus insights and points to improve on. Their implementation has been included in this EDS because of their obvious added value, but due to their unforeseen nature and late implementation at the end of the WP month, they are not commented on in the transnational overall dissemination of the testing experiences. The main, planned testing event with teachers was structured into two sessions in order to accommodate the availability of teachers and educators and also hear from a plurality of voices about the functionality of the kit, by testing it in different kinds of schools and areas of Polylogos's local context; within a busy school week, it was more feasible to conduct the workshops on-site at the institutions with which Polylogos had established formal collaboration protocols. To promote inclusivity and broaden the project's reach, the team prioritized participation from both central urban and more peripheral, underprivileged areas. This diversity of context, background, and perspective greatly enriched the feedback and affirmed the toolkit's relevance across different settings. Participants in the testing sessions with teachers were high school teachers from diverse disciplines, including history, social-emotional education, psychology, literature, languages, biology, physical education, and engineering. The group included at least one Roma teacher—who serves as a cultural mediator in his school—and two educators working with the *A Doua Șansă* ("Second Chance") program, which supports people who fell out of the formal education system, giving them the opportunity to go back and finish High School. As shown above, the majority of participants were women. In the bonus testing sessions with students, participants were male and female high school students (grades 9-12).

Polylogos, like the other members of the consortium, carried out the testing sessions with teachers and students according to the transnational testing and feedback gathering methodology:

- First, they introduced the Lives in Motion educational toolkit, its key learning objectives and principles, answering questions and clarifying doubts about the meaning of decoloniality, which is a relatively unfamiliar concept in Romania in comparison to Italy and Portugal, due to Romania's unknown, undocumented and marginal historical participation in the European Colonial project;
- Second, teachers and educators were invited to participate directly in the role-play game and use all of its accompanying materials both as direct players and commentators, in small groups where they assumed the different roles;
- Third, all scenes were performed to the different groups and those not performing took active roles as observers;
- Fourth, teachers and educators were guided in a comprehensive debriefing of each scene in relation to its greater relevance of macro histories and patterns of migrations and power roles within these macro histories;
- Finally, concrete feedback was gathered on each element that had been tested in small discussion groups, where teachers and educators were facilitated in commenting on every aspect of what they had experienced, what they liked about it and how they thought it could be improved.

It is important to specify that during the sessions with students, within this structure more intensive focus and attention was directed to the actual playing of the game and the way students

felt impacted by it, to test its most substantial parts, as opposed to the more deconstructive and analytical sessions carried out by teachers.

The testing sessions for the event in Romania made a meaningful contribution to the *Lives in Motion* project, both by validating the toolkit's effectiveness and by advancing the project's broader educational mission. They led to immediate learning outcomes and laid a solid foundation for sustained impact in formal education settings, transversally responding to the project's general objective: help improve young people's historical knowledge and understanding of migrations.

Short-Term Outcomes

- Teachers gained first-hand experience with the role play activities and expressed high levels of engagement and satisfaction.
- The feedback collected—both written and recorded—will be important in refining the content and usability of the toolkit.
- Teachers showed clear interest and initiative in using the toolkit in their own classrooms, immediately and spontaneously local implementation involving **at least 60 High School students (2 full classes) during the last week of March 2025, which led to the realisation of the spontaneous and unforeseen testing activities with students, at this stage.** These activities with students has led to the provision of direct student feedback for the toolkit, which will undoubtedly enhance its finalisation, as well as the reinforcement between dynamic and continuous third-public sector educational collaboration.
- Stronger ties were established between the project team and educators across diverse school contexts, fostering ongoing collaboration.
- Students already gained initial insights to complex and in-depth engagements with the issue of migrations, thanks to teacher's initiative enthusiasm about immediately trying out the toolkit in classrooms and the consequent unforeseen testing activities carried out directly with students.

Long-Term Impact and Outcomes

- By equipping educators with experiential, story-based learning tools for teaching about migration, the project supports the development of critical thinking, empathy, and historical understanding among youth, supporting the realisation of the project's specific objective 1—enhance education about migrations for high school students.
- The inclusion of educators from underrepresented communities and rural areas ensures that the toolkit contributes to reducing educational disparities.
- The commitment of participating teachers to disseminate the toolkit and apply it in their own schools ensures continued usage beyond the life of the pilot phase.
- These events are helping build a community of practice among formal and non-formal educators, aligned with the project's vision of education as a space for dialogue and inclusive historical narratives and responding to the project's specific objective 2—strengthen collaboration between young people's formal and non-formal educators.

Beyond this impact, the testing experiences in Romania demonstrated a strong commitment to gender sensitivity, non-discrimination, and inclusive participation. The majority of teachers taking part were women. This distribution reflects the gender landscape of the Romanian education sector, where women represent a significant majority of teaching professionals. The numbers between students reached in the bonus testing events with students were a more or less equal balance between male and female students. Although no participants identified as non-binary or gender-diverse in the registration process, all communication leading up to the events—including invitation letters, registration forms, and facilitator materials—used gender-sensitive and inclusive language and spaces to be informed about accessibility (and or other needs), according to a transnational inclusive, gender-mainstreaming approach to the event organisation. Care was taken to avoid assumptions or stereotypes, ensuring that all participants felt respected and welcomed, regardless of gender identity. The project also actively promoted participation from underrepresented and marginalised communities. This included:

- Outreach to educators from both urban and rural areas, ensuring socio-economic and geographic diversity

- The participation of at least one Roma teacher, who serves as a cultural mediator in his school and plays a key role in fostering inclusion.
- Engagement of teachers working with the “A Doua Şansă” (Second Chance) programme, which supports students outside the “regular” education pathway. Event venues were accessible, and the facilitation approach was inclusive and responsive to participants’ diverse needs, including scheduling constraints and different teaching backgrounds.
- Immediate and positive responses from Polylogos to teachers’ enthusiasm about the role play game in the planned testing events, with the implementation of further testing sessions with their students, upon spontaneous request.

These efforts reflect the *Lives in Motion* project’s broader commitment to equity, diversity, and the creation of safe and inclusive learning environments. By embedding gender sensitivity and non-discrimination at every stage—from planning and outreach to delivery and feedback—the project reinforces its dedication to inclusive, respectful, and rights-based educational practices.

The feedback from teachers and educators and immediate, renewed enthusiasm for this tool with their immediate proposal of it to students and continued collaboration all affirm that the role play toolkit is a timely and valuable resource for educators—and a catalyst for meaningful, up-to-date learning on migration into, out of and within Europe that teachers are eager to use.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
	29.03.2025	Initial (new MFF)