Ref. Ares(2025)1639179 - 01/03/2025

EVENT DESCRIPTION SHEET

EVENT DESCRIPTION			
Event name:	Multiplier-Led event		
Event type:	Mutual learning, awareness raising		
In situ/online:	Physical event		
Location (city, country):	Spain - Barcelona, Figueres, Sant Joan de les Abadesses Bulgaria – Sofia, Bansko Germany – Frankfurt, Mannheim / Greece - Thessaloniki Lithuania – Palanga, Vilnius, Alytus Hungary – Budapest, Erzsébervárosi Zsidó Történeti tár		
Date(s):	30.10. / 10.12. / 13.12. 2024 16.10. / 25.10 / 08.11. 2024 07.11. / 16.11. / 17.11. 2024 19.11. / 02.12. / 17.12. 2024 01.10. / 08.10. / 09.10. 2024		
Website(s) (if any):			
Participants (numbers)			
Female:	213		
Male:	205		
Non-binary:	3		
From country 1 [Spain]:	80		
From country 2 [Bulgaria]:	135		
From country 3 [Germany]:	64		
From country 4 [Lithuania]:	79		
From country 5 [Hungary]:	63		
Total number of participants:	421	Total from country:	5
Description *Provide a short description of the event and its activities.*			
During the Multiplier-led event phase partners organized a series of events in all of the GREM consortium organizations. The events varied from sessions in local secondary schools, through international trainings to community centers for continuous adult education. All partners managed to engage and collaborate with local level stakeholders as hosts of the events and/or as facilitators. Upon request, in some multiplier led-events the partner teams supported the delivery with mentoring during the game play. Overall, the events received high appreciation and level of engagement, showing the			

effectiveness of gamification in captivating diverse groups in sensitive historical topics, such as the World War II.

The educational activities in Catalonia, Spain were held in schools and education institutes. The first took place in Barcelona, with students between 13 to 14years old. The facilitators, AHEAD team members and teachers, provided extra support due to the limited knowledge of the student of key historical events, like Spanish Civil War and World War II. Teachers suggested creating additional materials to help educators and youth workers to introduce the historical context to students more easily. The second event, involved students between 16-17 years old. The group was motivated by an upcoming visit to Berlin's memory site. The students completed the missions with some assistance and reflected on the importance of human rights, liking the aftermath of the World War II and the Holocaust current issues like xenophobia and racism in Europe. Lastly, two similar events were held, with 15–16-year-old students. Despite some of the content new to them, the groups actively engaged with the material and evaluated the activity positively. Teachers at the school were planning to continue exploring the exile and concentration camps of Catalan Republicans. Overall, the activities were well-received, fostering engagement and raising awareness about historical memory and human right.

In Germany Amaro Drom held three multiplier-led events involving collaborators and members of the team. The event in Thessaloniki, Greece was a training for young Roma activitsts. They used an informal setting to present the game. The participants, including youth workers and volunteers, were surprised by the innovative approach. The feedback was positive, highlighting the engaging and adaptable nature of the game. The second activity was part of the Amaro Drom e.V's annual networking event with youth workers and young Roma individuals, who were targeted by team members of the organization. Initially, participants found the topic controversial, but later appreciated the use of gamification in the education about Holocaust period, particularly for the lesser- known topic of Roma Holocaust. The third activity was arranged with a collaborator, Bai Ganyo e.V., which is organization that works particularly with Bulgarian students in Germany. The participants reached positively, enjoying the experience and being impressed by the gamification of the Holocaust education.

Three events were held in Lithuania, in Vilnius, Palanga and Alytus, reaching 63 students. Following the dissemination of the final game package, there was a strong response from educators across Lithuania. Seven letters were received with invitations to organize the game independently or requesting online consultations and rehearsals. Several schools also expressed interest around Holocaust Remembrance Day (Jan 27th). To support these efforts, priority was given to the most promising requests, with guidance, resources, and technical assistance offered to educators. Online meetings were arranged for further support, and progress was tracked to gather feedback. Additionally, a platform will be created for educators to share experiences and best practices, fostering a network for continued improvement and educational innovation.

In Hungary JGMF found important to create an environment where students can get involved by investigating the personal story that was used to create the game. They tried to involve students with different backgrounds, from Budapest and the countryside from private school and state school from all kind of economic and social backgrounds. At the end of the "investigations" the facilitator team had a summary discussion with the participants to help them process the experience and the process of remembering. These discussions were important because the game creates a space where participants could be part of a discussion and they felt like their voice mattered in the process of common remembrance.

The multiplier-led events in Bulgaria featured three activities aimed at engaging students through non-formal education and gamification, focusing on historical topics and their relevance to current issues. The first activity took place at a private high school specializing in digital science. Eleventh-grade students participated in a game centered on the Holocaust, Bulgaria's role during the events, and related policies. The game was followed by a reflection session, where students discussed the historical truths, they had learned, providing insights that are often not covered in formal education. The second event was held with students aged 15-16 in an IB high school. Initially surprised by the escape-room-style game, students became deeply engaged as they uncovered the story of Bulgarian Jews who were not saved during World War II. The reflection phase of the game led to thoughtful discussions and curiosity about the historical topic, as many students had little prior knowledge of it.The third activity took place in Bansko with students aged 15-17, focusing on tolerance and human rights. The students explored key historical figures and events, and during the reflection phase, they discussed the connections between past and present issues, such as national and cultural purity. This allowed for a deeper understanding of tolerance and the importance of human rights in today's world.