



**gamification in non-formal
education and youth work**



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**YOUTH FOR EXCHANGE
AND UNDERSTANDING**



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About the project

In YEU we always wanted to bring non-formal education to the next level. Digitalization was always a topic to explore but no one really knew how to approach it. All youth workers and educators in non-formal education were aware that young people are online and that we are not catching up with the technology. Still, we decided to give it a try and propose developing games on the topics of European values and identity. In 2020, European Youth Foundation supported our work and gamification in youth work and human rights education through a workplan format.

In August 2018 we received the news that our project “YES! GAM-EU : Youth Engagement Strategies and Gamification in the EU” has been approved under the European Youth Together grant scheme funded through the Erasmus plus programme. Starting already in October 2018, we realised that we are entering a completely new field with a very short deadline – a game should already be ready in March 2019. Ok, now what?

GamifyEU has been a bumpy but unforgettable journey of YEU and its partner organisations on bringing closer gamification as a concept to youth organisations, youth work and non-formal education.

Something that started as a well-planned 24 months journey of bringing Europe closer to home – young people and local communities – ended up as a project that survived BREXIT and change of a partner as well as COVID19 pandemic with transition from face-to-face meetings and events to 12 months of online work.

We closed the project on March 31st, 2021, with young people developing recommendations on the future of Europe.

In the meantime, we implemented 3 training courses, 2 youth exchanges, Ideathon, Creativity Lab, talks with young Members of the European Par-

liament (MEPs), numerous local events and developed 9 different games promoting European values, identity, social cohesion and diversity.

From the 1950-ies to nowadays, we are taking players on a journey full of choices, doubts, questions and difficult decisions but also good and creative moments when you realise that everything simply depends on YOU.

Just like our GamifyEU journey was.

We know that games can be better. We know that we would probably do some things differently - take our journey as your learning and brace yourself for an incredible ride. We are proud and even if we didn't love every second of it, we would do it all again.

YEU wants to thank everyone involved - every participant, trainer, developer, expert, colleague, partner, funder - you've made this project better with every suggestion and contribution and we THANK YOU.

Teams of EACEA and European Youth Foundation - we are indefinitely grateful for trusting us and approving, every request, accepting every suggestion we had along the way. Without your flexibility, patience and trust we wouldn't have such results.

Enjoy the games and dare to try. If you can dream it, you can do it.



INTRO TO GAMIFICATION, HUMAN RIGHTS EDUCATION & YOUTHWORK

How to approach young people by using gamification as a tool

About Youth Work

As defined by Council of Europe, youth work is “a broad term covering a wide variety of activities of a **social, cultural, educational, environmental and/or political** nature by, with and for young people, in groups or individually. Youth work is delivered by **paid and volunteer youth workers** and is based on **non-formal and informal** learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people’s **active participation and inclusion in their communities and in decision making.**”

Organisations and individuals working with youth constantly search for new ways of engaging young people and communicating with them in their “language”. Today, it involves the usage of social media, digital tools, competition elements, special design and approach to online and digital solutions, development of special trainings and programmes supplemented with different icebreakers, networking and leisure activities, team works, semi-formal events and many more. Basically, gamification in the youth sector is all about supplementing any of activities with elements, which can help to engage people and maintain their interest in a topic or activity.

Here are the main points in which gamification can create synergy with the youth work approach and values:

- 1. Hands-on approach** - Instead of giving the knowledge, youth work and gamification both take a learning-by-doing approach.

2. **Simulations** - Roleplaying and simulating specific situations and conditions, create and improve skills, habits and behaviours, initiate the independent thinking process, problem solving ability and creativity, which are at the core of soft skills provided in youth work practice and also can easily be done through gamification.
3. **Creativity** - Youth work, same as the gamification model, encourages creativity, especially when it comes to problem-solving and planning. In case of young people, it eliminates the fear to express, enhances initiative and allows creativity to inspire for more.
4. **Feedback** - Different methods can be borrowed from games to give meaningful feedback on the task done and motivates us to do even better. It allows us to visualise the progress and get the sense of accomplishment.
5. **Social component** - The goals can be reached in the collaboration with others and new things learned by simply discussing in a team. Although there are many games and youth work practices that take an individual approach, it is still conditioned by some kind of interaction which then builds specific skills and attitudes in young people.

About Human Rights Education

Human Rights Education (HRE) is learning that develops the **KNOWLEDGE, SKILLS, and VALUES of human rights** with the broad goal of building a universal human rights culture. In other words, learners should be **aware of the issues, concerned by the issues, and capable of standing up for human rights**. Human rights education will move learners from understanding human rights concepts to examining their experiences from a human rights perspective and incorporating these concepts into their personal values and decision-making processes.

This is a long-term approach and a process that includes diversity of topics, methodological approaches, actors, formats and models. One of those approaches can be gamification, and it proved to bring a new added value to HRE efforts, for two main reasons. First one is the possibility to include diverse profiles of learners, gives better outreach and ability to present the complex topics of HRE in a safe environment and in a way that engages even the ones who are not already involved deeply in the HRE.

Gamification appeals to the wide range of young people and can easily spark their interest to get more involved in HRE, by associating the HRE to positive feelings that gamification provides. Second one relies on the fact that gamification purpose is to affect the change in behaviour and attitude, which goes very well with the aim of the HRE. It creates the scenarios, puts learners/players in the role and provides an experience, all which is used to reach the goals in HRE. Gamification uses emotions and behaviour patterns as drivers and thus can easily fit in the humanistic topics which are based on emotions and reactions to injustice.

How is all of this relevant for our topic, you might wonder. Very simply put, we are trying to combine the three things: youth work, human rights education and gamification in one. Youth work being the practice in which we work with young people, human rights education being the specific type of learning and goal that we care about and want to implement within youth work practice and gamification being the methodological approach or a format to do that.

In this document, we will explore the use of gamification in HRE through the youth work and youth training practice. Let's first dive into clarifying the gamification concept.

What is Gamification anyway?

Gamification is the process of **making an educational or work activity more like a game** by finding ways to make it more entertaining, engaging and rewarding. Gamified elements are typically visually engaging and offer points, rewards, and prizes based on performance and completion. Yu-Kai Chou, a leading gamification expert and author of 'Actionable Gamification', defines gamification as:

“The craft of deriving all the fun and addicting elements found in games and applying them to real-world or productive activities”

What Gamification is NOT

Let's see what we can't really call a gamification, to avoid over-simplifying and misusing the very concept of gamification and make a clear difference between gamification as an approach and ad-hoc isolated gaming mechanics that are used in a wide range of sectors, marketing, education, business.

Gamification isn't only badges.

When you say gamification, people often associate it with badges, points, and levels. While those are game mechanics you can certainly leverage inside of a learning experience, that is a very simplistic definition. Usage of badges do not provide full gamification experience to the learners or young people, although they can be useful and engaging for participants. This is more of a matter of calling the things the right name.

Gamification isn't the solution to a bad learning experience.

Part of why gamification has become so popular is that it seems to offer the promise of magically increasing engagement in anything it's applied to. And while there are many examples of where gamification has been used effectively, it's not a magic potion. If your activity is not well conceptualised nor planned, incorporating game mechanics won't make things much better.

Gamification does not necessarily mean "games."

Gamification borrows from games using tools and techniques to make non-game experiences more game-like. But it does not mean your objective is to create a full game where one doesn't exist. There is often a common misunderstanding between Gamification and Games. They are not the same thing. Games are a form of competitive play in which there are rules in place to determine skill. Gamification takes the best parts of games (being the game-like mechanics that motivate us) and applies them to non-game entities to encourage us to carry out certain behaviours. It engages us and allows us to leverage several of our natural human desires: socializing, learning, mastery, achievement, and status.

You can think of gamification on three levels. On the first level, you can use individual game mechanic purposefully or a specific isolated gamification element sporadically in your activity or approach.

On the second level you have “gamified experiences”, where you are taking either a new or existing application and including multiple game mechanics across the entire journey/activity to create a much more engaging experience.

And on the far end you have full scale games. Here, the entire experience is a game, but it’s still designed to accomplish a learning objective of some kind.

Bruder (2014), described the differences between games and gamification by defining gamification as a non-game activity, which is established via using game principles. Thus, advice is given to readers not to mix or compare real games (which have an intention only to teach it’s user to succeed only in doing something) with gamification. Gamification, also requires an effort which tries to mix many teaching/learning principles together to accomplish some complex tasks. On the other hand, game-based learning can simply be defined as learning with playing and by playing. Learners arrive at their educational targets by playing games.

The essential components of a gamification model

A well thought out gamification model has the following elements:

- **Action.** The learner is performing an activity that is directly related to the learning objectives. It is very important to create clear goals first, and then develop or associate a specific action/s to it. The action should be meaningful, well designed and related to the player’s motivation.
- **Challenge.** The learner will be given a certain mission, quest, or challenge they are expected to complete by a certain deadline. This increases the engagement and triggers the gaming spirit. Sometimes this can include a healthy competition.

- **Reward.** The learner earns a reward or feedback of some sort for successfully completing the desired activity. From points, scoreboards, prizes to immediate event feedback loops, well designed games provide real-time feedback, making sure it is well deserved.

There are, of course, many more concrete and practical (sub)elements that are used to create a gamified experience, as well as approaches to take, but this is a story for some other time.

Gaming is a serious business

Learning in general or even more specifically human rights education might not be a game, but that doesn't mean there's nothing to learn from gaming and its benefits. Merriam-Webster defines gamification as, "The process of adding games or game-like elements to something (such as a task) so as to encourage participation."

The benefits of gamification at work are found in the very reason games are so fun and in that rush we feel when we succeed. Whenever you earn a high score or unlock an achievement, your brain releases a rush of dopamine (a hormone that makes you feel good).

If you produce dopamine whenever you succeed at a task, your brain will associate winning, achievement, and triumph in the learning process with positive feelings.

Video games in particular are especially tuned to make your brain release dopamine. They show you progress bars and levels, high score charts, and rare achievements to unlock. They throw challenges in your way—such as puzzles and fights—but those difficulties are themselves fun and make the winning feel even better. By proper implementation of gamification strategy, motivation, encouragement, engagement, productivity, sense of belonging, gratification, pride and meaning, self-advancement, as well as overall behavioural change can be reached without sticking to any concrete area of actions.

By adding in things like fun badges, rewards, clear visual progress trackers, avatar creation, challenges, gamification can make learning feel less boring, more engaging, and more rewarding.





INCLUSION OF YOUNG PEOPLE - USING GAMIFICATION AS A NEW CONCEPT & TOOL


Why digital gamification of youth work – the social aspects

In recent years, there has been a growing interest in the use of digital technologies in the out-of-school learning settings. Such non-formal education programmes have a potential to recognise and address young people's digital skills and needs, which might be omitted at schools or at home. Examples of prior European youth digital inclusion programmes include coding clubs, discussion groups (e.g., focusing on issues related to online safety), hackathons, digital youth guidance centres, provision of youth information etc.

But besides the specific programs and tools, for young people in particular, the lines between online and offline life are quite blurred, as digitalisation does not refer only to the tools they use – it is their living reality. All aspects of one's life take place in the digital realm – learning, education, socialising, civic activism, health support, dating, tracking one's nutrition and sports activities.

Even taking into account the specific barriers that young people are facing to access the “digital world”, technological advancements and digitalisation have provided a new framework for young people and those who work with them. They offer marginalised young people an opportunity to engage, participate, learn, interact and influence their environment more than ever before.

Following the development technological trends, the approaches that are taken by the youth organisations are also being digitized and updated.




For any young person, and especially for the one coming from a disadvantaged area, the financial side of things can be the deciding factor about their participation. By providing digital youth work, and gamifying the learning these young people can also get the same quality services as any other youngsters. Even if it's a local youth center, there are again the financial limitations with accessing a quality meal, and covering local transport costs for spending time within it. Instead, they'll get to prepare their favorite lunch in the comfort of your own kitchen while still engaging actively with other youngsters.

Another very common barrier for disadvantaged young people to engage within youth work programs is time. By having gamified digital content, the young people can use their time more efficiently, and plan it according to their needs. Once they finish their chores, homework or part-time jobs, they can engage and follow the youth work programs. Additionally, digitalization can speed up tedious, time-consuming tasks, such as keeping track of youngsters' engagements, mapping their needs, and developing plans.

Using technology in youth work allows youth workers to experiment more in their tools and methods, and get instant feedback. Technology allows for more active learning. You can increase engagement through online polling or asking quiz questions during online workshops, with instantaneous results.

There are countless resources for enhancing the youth work practice and making the process more fun and effective. Some gamification activities include role play—where young people are asked to pose arguments following diverse roles—and introducing healthy competition. Technology can greatly aid the implementation of youth work games.

We live in a digital world, and technology is an essential life skill. Being digitally literate is more than obtaining “isolated technological skills. Rather, it's about “generating a deeper understanding of the digital environment, enabling intuitive adaptation to new contexts and co-creation of content with others.” Here, the traditional flip-charts and markers are almost extinct, while technology has never been more essential in the youth centers. Creating presentations, learning to differentiate reliable from unreliable sources on the Internet and maintaining proper online



manners are all vital skills that all young people will learn to develop through digitalization and gamification of youth work.

What can gamification do


Gamification can motivate disadvantaged youth to stay involved. Motivation most often comes from the interactivity of the experience, in the form of physical and electronic rewards, and friendships with teammates, and intrinsic, in the form of emotions such as excitement, agency, and feelings of belonging.

Games have the ability to bring various topics and information closer to youngsters everyday reality in which video games often figure prominently. Youth workers regularly observe that young people's motivation is significantly greater when computer games are integrated into the educational process.

Games can be useful for youngsters who encounter difficulties in cognitive, methodological, or social learning (slow learning, lack of organisation in work, resistance to rules and, etc.). The ways in which mistakes and different learning rhythms are managed in a game takes the drama out of learning. Games can reconcile the youngsters with the learning process, as they allow repetition, identify errors in a non-traumatising way, make rules easier to accept, and help the youngsters to understand their way of learning.

Gaming competitions (esports) have been used to engage and motivate children and young people who cannot access a place in a mainstream school or are at risk of permanent exclusion from school, and act as a positive vehicle to facilitate the development of positive personal attributes.

By merging the experience and knowledge of youth organisations on the tools, methods and approaches for social inclusion, with the various benefits and opportunities of gamification, a real impact can be done for empowering disadvantaged groups of young people. The digital gamification of youth work can have a huge impact in the efficiency and meaningfulness of youth programs. It provides accessibility for the disadvantaged youth to engage, and a sense of belonging for them to become part



of the community, and throughout the process to learn something. It combines something that they love - playing digital games, with something that they need - education, empowerment and support in understanding and engaging with the community.

Being inclusive throughout the gamification of youth work:

Using inclusive approaches in youth work is one of the main principles and values. It is very important for us to be aware of the youngsters' realities, and adjust the youth work process according to their needs and interests. However, when gamifying a youth work process, and using digital tools, being inclusive can be more difficult. The following tips & tricks can help you be inclusive when developing and implementing your gamified youth work process:

- **Incorporate less commonly heard points of view in lessons.**


Too often marginalized voices go unheard and discounted. Offer your participants a wider narrative and view of the world (and maybe even some role models that share their experience) by incorporating perceptions of people, and characters who aren't white, cisgender, straight men within your games.

- **Be cautious about participants "heritage"**

It's great to celebrate other cultures, but make sure you're not reducing them to stereotypes. The line sometimes can be thin, especially when presented online in a digital context. Make sure that you explore the narrative from different contexts and realities. Ask guest contributors who can speak to their own experiences, rather than trying to do it all yourself.

- **Educate the young people on why their language matters.**

No matter what age you're working with, in the digital world sometimes the power of words is forgotten. Help them understand that what they say can have a profound effect on others—for better or for worse. Don't ignore it when the young people use harmful lan-



guage—even when they’re not using slurs. Every few years there’s a new popular phrase that minimizes the real experience of others and causes harm, even if it’s not widely seen as a slur. When you hear youngsters throwing this around, interrupt their behavior and take advantage of the moment. Let them know that there’s a good chance someone they care about has trauma in their background, and that also the “online memes and jokes” can be hurtful. Be prepared to act as a moderator on potential online chatrooms.

- **Use Comic Sans, Ariel, or Dyslexie for your handouts.**

A simple change you can make in your classroom is to use a different font—several are easier for students with different types of disabilities like dyslexia to read. Also **young people who struggle with hearing issues** can benefit from having a written reference available to them so that they don’t miss out on critical details.

- **Within your gamified activities, plan time and spaces for your participants to share more about themselves—but don’t put them on the spot!**

Sometimes your best resource for gaining new insights can be your marginalized participants. Within your gamification process, think of potential spaces where they can share their stories, but only if they are comfortable doing so.

- **When/If the gameplay envisions creating a character, Give space for preferred pronouns, but avoid requiring students to share.**

Asking every youngsters to mandatory share their preferred pronoun at the beginning of the youth work process can force a closeted youngsters to either out themselves or misgender themselves. Neither is what you were going for. Instead, offer your pronouns as an invitation for others to share theirs, but don’t demand it if someone refrains.

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- **Keep in mind where a student is coming from when addressing issues.**

It's crucial to remember that when you are inviting a youngster to go through a process, and experience a game, that they feel safe within the process. Sometimes when working with Human Rights Education topics, and using role plays and simulations, the participants can feel closely connected to some of the cases. Keep this in mind, and provide additional support where needed, so each of the youngsters can get out of the process, reflect and learn.

- **Keep handouts for local social services readily available.**


Sometimes the young people you are working with will be going through things they'd rather not share. Ideally their parents will know what's going on and how to navigate support, but often that's not the case. While working online in a digital environment, it is much more difficult to notice changes in their behaviors, and it is more difficult for them to approach you and seek support. Have a few handouts pointing them in the right direction on visible places on the digital tools you are using.

- **If working with specific ethnic or national minorities, try to have the materials also in their native languages**

Not all youngsters speak English fluently. Sometimes it's more important that the information is received than language skills are practiced. When this happens, providing the information in the participants' primary language can avoid misunderstandings, and can be the empowering moment for them to join the youth work process.

- **Don't be “stuck” in the gamification and don't forget the basics of youth work. Help participants identify their own learning outcomes—and support them in meeting them.**

We all have our goals for our participants, and each youth work activity has its own objectives. But sometimes what we had in mind and where the young people really are are two very different matters. Work with your youngsters early and often to adjust their own goals and give them ownership over learning.



HOW TO CREATE APPLIED GAMES?

From our developers (Jacopo Zuliani and Chiara Domeneghetti)

Approach

As children we learn by playing games. Playing stimulates children's cognitive activities, is not experienced as a burdensome commitment and relieves them from stress.

The same goes for adults, but when we get older we lose the habit of playing and we also lose the chance to learn 'serious' things while stimulating our creativity.


When it comes to conveying information and involving people, video games can come in handy because of their interactive nature. This is why, starting from the need to talk about the EU to young people, applied games turned out to be the ideal format to pursue.

What are “applied games”?

Applied Games are video games with a purpose that's not uniquely to entertain but also to convey meaning, information and education. We thought that the best way to do that was not only to “gamify” the live activities YEU & partners used to do before COVID, but also to tell the stories of different people finding themselves in certain situations inside and outside the EU.

Design & Developing Process

1- Research and co-design with the Partners; the co-design part happened because we needed to understand the context in which they operate such as the target audience, their goals and the environment in which the



games should be played (live events/remotely/etc). Feedback from people who know well the target audience was mandatory to better calibrate the gameplay. Plenty of research was needed too in order to get to know better the EU processes and to tie the information up and intertwine it with storytelling


2 - We then had to do research on our own in order to better understand which technology was more efficient according to the Partners needs - i.e. browser and mobile friendly, to be embedded on an existing web platform. The best technology we could find for timing and budget was PlayCanvas a lightweight game engine that runs on browsers and allows to script in javascript. We also chose to design the games in 2D to better meet the timing and budget needs.

Best Practices

1- Keep It Bite-Sized. Applied games to be played on browsers should either be brief or played in short bursts of time. We managed to do this by developing short games (that can be completed in 10-30 minutes) except for one that is longer but it has an auto-save function so the player can come back to it anytime.

2 - Mind on Time and Budget. Developing games is a really long and pricey process, it starts with the design of the game and then all the artists must produce the game art while the programmers must code, and the storytellers must write. The type of game that can be made is strictly tied to time and budget, each section of the development has to be taken into account and also any additional services expense (for example multiplayer games require a lot of money for networking resources and moderation).

3 - Consistency. The games had to be embedded on a platform that already hosted a game (gamifyeu.org), so when adding more games to the same environment it is important to make their stories consistent. This can (and should) be achieved by relying on fantasy and not-ordinary means, the game's universe can have its own rules even if we are talking about real-life subjects. The point is: once the rules are set they have to be followed.



Challenges

1 - Creating many animated characters. Full 2D animations che be pricey and slow to design,3D characters are pricey but can be easier to animate (if the character is simple) so our solution was to blend them together, we made 3D animation of 2D characters (a solution well known in modern game industry). This way we can have smooth animation with the lowest possible production toll.

2 -The reconstruction of Europe's map for Engage in a fixed screen format that allowed the player to recognize the different Countries.

3 - The screenplay writing for the characters, their stories and storylines, the game design for puzzles and the objects to collect and use.

An example of how applied games deliver a message

For Engage we needed to say that Europe is Home for every European citizen. So after researching the many European regulations and laws we decided that the one thing that makes us think that all Europe is an extension of our Country is the Schengen Zone.

But how can we narrate all this?

We relied on one aspect of the previous game on the platform: the player for some reason managed to time travel to the future, to the past and back to the present. In our games this time travel damaged the timeline and this resulted in regulations being lost or forgotten.

The player starts in Belgium and soon discovers that they cannot travel without a passport anymore, the Schengen Zone is lost and the Euro is too. So the player embarks on a mission to help all unfortunate citizens that got stuck or lost something, putting together information about European initiatives and regulations, delivering much needed key items to help characters to fulfill their goals, ultimately receiving as rewards all the flags from the European countries.



In the end, after visiting all Europe, restoring the Euro and many other regulations, the player delivers all the flags and the last regulation that was lost, the Schengen Zone, is re-enabled.

Now all the characters will be able to feel at Home again and the player will have knowledge about many useful European facts!



RECOMMENDATIONS ON HOW TO USE ONLINE GAMES IN EDUCATION

Think big but start with a small scale project

Keep in mind that a digital game needs to serve a purpose beyond just making it fun. Same as in offline youth work, think about clear objectives you would like to achieve. Do not use games only to entertain your participants. Rather than going all-in on a high-profile gamification project, target a particular area, youth group or programme and test different approaches.

Know what your goal is


You know you want gamification, but do you know why you want it? It might be the hot ticket, but will it work for your learners? Don't jump aboard the game train until you're clear about how gamification works and what it can do for online learning.

Be clear on criteria and progression

Young people will be motivated to play only if it's clear how the game works. Try to provide clear answers on the following aspects: What tasks earn points? What do points mean? Perhaps they translate into badges or unlock new content. What's the criteria for reaching the next level or reward? What do rewards mean in reality?

Facilitate continuous learning

Think about how one could see their personal learning path. Everyone likes to be aware of their own progress. So enhance players to understand



what they have learned by playing. Look for ways to encourage learners to keep returning and improving their score and therefore, their skills and competence. This could be enhanced through adequate leaderboards, new challenges and rewards. Give your players a reason to keep coming back.

Make it challenging


Learners need frequent and easy achievements to begin with. Once they've got understanding how the things are going and have seen that effort is being rewarded, they're ready for a bigger challenge. The aim should always be for the next level to be challenging but attainable. Even better if each new challenge requires learners to draw on what they've most recently learnt.

Challenges and motivation

Challenges motivate young people to apply their knowledge by encouraging them to complete objectives even when they experience difficulty meeting their goals. Challenges should not be too difficult or too easy. If challenges are too difficult, young people are likely to feel defeated, but if they are too easy, they will get bored. While finding that balance you can increase difficulty, reduce time or add new elements: if things are going well it is good to be disruptive in activities or to change the rules.

Enhancing competitiveness

Competition can make activities more fun and social. Young people are motivated to complete tasks before or better than their peers. This element can be used to make a task more enjoyable, but could alienate some young people who are not as skillful or competitive. Therefore, competition should not be used all the time, or should be balanced to put young people on an equal playing field. For example, team-based competition can balance out skill levels. Including a variety of individual and team competitions can help make sure you are responding to everyone's preferred ways to play games.



Tracking Progress and providing feedback

Since the learning process is a continuous activity, tracking progress is highly relevant so as to show young people their achievements towards achieving a specific goal or milestone. Accomplishments should be showcased and youth workers have an important role in this process. Youth workers can design specific activities in which they present individual accomplishments and thus recognize individual successes which are great motivational boosters for further engagement.

Encouraging exploration and adventure

Exploration allows young people to explore certain topics or subject matters in a more flexible manner with a sense of fun. Youth work activities such as treasure hunts and field trips contain exploration. This way, young people have the freedom to explore certain topics as they deem relevant and engage their own curiosity.

Collect needs and ideas from young people

If you are about to develop a game, social media can be helpful in collecting ideas and inputs from young people. For instance, TikTok challenges are a great way to launch a campaign and generate new ideas. This should be kick started with a suitable hashtag and followed by a campaign which invites young people to contribute with their entries and ideas. Depending on the generated interest, the campaign can have a follow-up which calls for different approaches to the topic. Also you can collect data on youth needs by conducting a simple online questionnaire or focus group with young people with different backgrounds but also youth workers and formal educational institutions that work with young people.

Make a game with young people

Explore existing available educational platforms which are free for use, easily accessible and do not require too much technical knowledge to create games and animations. Depending on the group, participants could work in pairs on specific challenges.



Improving teamwork

Being a part of a team can have multiple benefits - young people share and help each other to learn and understand the value of teamwork as opposed to competition. Team-based competitions enable balanced skills development and promote collaboration. To encourage collaboration within teams, young people can be assigned specialized roles to make each member integral to reaching their objectives.

Create an area for community


Playing a game just isn't as much fun if there's nobody around to see how well you're doing! A gamified solution isn't nearly as powerful if it doesn't also include a social aspect. Make sure your learning platform has an area where the whole community can get together and share their experiences. If you already have a social feed, consider creating discussion groups and spaces. Here, youth workers can go to further support the learning about the topics that mean the most to the participants.

Sharing knowledge

Young people should be given a chance and space to share their knowledge, advance joint learning activities and motivate others to aspire for more. Helping others is a great motivational booster for many young people.

Group and individual problem solving

Games and gamification require a wide range of skills and abilities for completing tasks and solving specific problems. These vary from general knowledge, sporting, interpersonal, and logical to artistic and many other skills. With this in mind, tasks should be set so as to enable contribution and showcase the importance of specific skills which are often overlooked and may give some players an advantage.



Values of single-player

Do not underestimate the power and the values of single-player games. Although team play absolutely has its own dynamic and great value in learning for young people, there are certain contexts and learning goals that would profit better from a game or gamified experience that relies on the decisions and journey of only one person. There is now a generation of players who simply aren't able to devote the same amount of time to gameplay, but are still eager to pick up a controller and relax into another world. That's why single-player campaigns nowadays effectively split their stories, not into levels, but episodes. Single-player games are designed to respect individual skill levels which is sometimes necessary for our youth work programme or learning activity. It also gives us the space for young people who are more comfortable with individual learning style to go through their preferred learning experience.

Sense of ownership

Customization is essential in allowing young people to personalize their projects and experiences, overall it creates a sense of ownership. Ownership can be developed by using customized trading cards, badges, rewards, etc.

Participation in ongoing decision making

Young people should take part in deciding which activities or tasks the group shall undertake, and thus create a sense of choice and equal say in decisions. With this element, players who like influencing changes are more committed and engaged in the activities but also the group bears a sense of responsibility for the decisions made.

Encouraging creative thinking

Mix things up by allowing young people to innovate and think outside the box. This will give them a chance to challenge designs and build new ideas. An innovative platform allows young people with a disruptive player type to take control over and develop new ways of doing things. This is

about how you can change the space, move activities and games online, move outside or use music. Taking Cluedo, for example, why not suggest running it around town using different public buildings as the various rooms?

Keep it fun

Both games and youth work are meant to be fun. If your messages don't reflect this, there's a good chance that your learners will forget that they are supposed to be enjoying a fully gamified learning experience. Crank your enthusiasm up, inject some humour wherever you can and make it a fun process!



STORIES BEHIND STORIES


GamifyEU project was a perfect opportunity to step into the world of digitalisation and challenge the thinking that non-formal education needs to be offline. Everything is possible but requires a change of mindset, specifically, an open mind to merge the world of youth work and education with the world of tech and coding. It is not an easy thing to do, it requires listening, ability to accept feedback and understanding that initial ideas will probably change. And that is fine.

Bringing the European Union and wider, Europe to young people across the continent can be challenging. Many young people nowadays live in European Union that guarantees many liberties and commodities: freedom, first and foremost. Mobility and simplified traveling, free education, healthcare, roaming – feeling at home in 27 countries.

Most of young people living in Europe as a continent can only dream about it. Traveling through time was crucial to understand how important European Union is, but above all, how important human rights and abilities to exercise them freely are.

To experience the time travel, play the game called Quizzes in time: EU future, past, present. This game was developed some months before the elections for the European Parliament 2019.

The new EU Youth Strategy 2019-2027 is based on three main pillars – Engage/Connect/Empower – which were the inspiration for the games called Shattered timeline (Engage) where the player gets to know Europe and collects different items through countries; MEP for a month (connect) in which the player, after the elections becomes a member of the European Parliament and steps into their shoes for a month; Roadtrip for a change (Empower) in which the player learns how to raise one million signatures for their civic initiative and meet decision makers.



These games can be played in English, Spanish, Italian, Estonian, Bulgarian, Portuguese and French.

Both European Union and Europe are not just based on institutions and policies but on values of human rights, solidarity, freedom and inclusion.

Learning about human rights and diversity is the core of these games.

Songs for Freedom is a minigame inspired by the activity called Fighters for Freedom which can be found in Compass, publication of Council of Europe. Instead of learning about the prominent human rights activists, the player is being reminded of songs and artists that changed our societies, one way or another. Politics, culture, and history are all entwined and kept together by a substance known as music. Music has told the story of the humankind journey better than any textbook could ever hope to do so. A lot of songs and tunes are written in a moment, filled with energy and passion and if performed in the right time and the right place, they could be a very powerful tool. Some songs are standing out from the rest and have a deep and profound impact on the society in way that they changed the course of human history.

Take a step forward is essential non-formal education activity promoting the importance of equality, freedoms and social inclusion and it can be found in Compass publication. This is typically an activity with at least 10 participants, but GamifyEU is bringing a single player experience with many different characters that come together in the end. Don't be afraid to step into someone else's shoes!

Vagrant Sketchbook and This is my story are telling a story of someone that could be any of us. Many lived it and unfortunately this chapter is not closed.

Being a refugee or a migrant means having your world completely upside down with many tough decisions along the way. One is certain - life will never be the same.

These two stories/games are inspired by the storyline developed by the participants and the team of the Hero's Journey training course YEU im-



plemented in Belgium in 2017 as well as the project called JAMMIN - Joint Artistic Methodologies for Migrants' inclusion and integration.

Cultural Kitchen is based on the strong belief that food brings people together - in this game, the player is running a restaurant with a menu based on traditional dishes of different countries around Europe. The player is the restaurant manager and cooks with great pleasure for their guests.

Variety is the spice of life and it brings us together just like the player brings together the ingredients for each traditional dish. All the recipes are accurate and can be tried in a real life kitchen!

All the games can we played on www.gamifyeu.org

List of Games (and genres) developed during the GamifyEU adventure:

- EU Future, past, present (three stories)
- Engage/Shattered Timeline (point and click adventure)
- Connect/MEP for a Month (management & puzzles)
- Empower/Roadtrip for a Change (puzzles)
- Songs For Freedom (minigame)
- Take A Step Forward (minigame)
- Vagrant Sketchbook (gamebook-like)
- This Is My Story... (gamebook-like)
- Cultural Kitchen (restaurant management)



BRINGING EUROPE CLOSER TO YOUNG PEOPLE - METHODOLOGICAL APPROACH

Throughout the GamifyEU project, we had the chance to produce and implement many various learning and development activities to achieve the goals of bringing young people of Europe closer together and strengthen their relation to the Europe itself.

Due to the many challenges caused by the pandemic, we had to re-create each activity and transfer most of it online, therefore we had to be very creative and innovative to be able not only to achieve the main goals, but to keep young people on board and engaged as much as possible. We have focused on co-creation and learner-centered approach, using many relevant online platforms and digital tools to support the exchange and facilitate the learning through different digital and online methods as small group work, discussions, moving debates, stimuli and content (videos, texts, illustrations, sound) reflection and expression, drawing and writing, presentation, simulations, real life practice and various creative processes. It is important to mention that, whenever the situation and conditions allowed, we experimented and implemented the hybrid and blended types of activities, where the national teams could occasionally meet in person, and then exchange the views with their European peers online.

We have selected number of examples of such activities and methods that we believe could be useful for the readers of this publication. The exercises and methods are extracted from variety of different online activities done to inspire or showcase ways how to approach the digital transformation and gamification in working with young people on specific topics covered by this project. Some are selected because of the interesting and creative ways the digital tools and platforms are used for achieving the goals, some because of the innovative and interactive methodology

applied and some because of specific topic that they are presenting. We hope you will find the inspiration in them and try to apply them in your work, maybe build on them or even try and invent your own!

SELECTED ACTIVITIES

GamifyEU Virtual Youth Exchange

ABOUT: Youth exchange aimed at building bridges between young people in 5 countries sharing their thoughts and dreams about the future of Europe, especially in the light of COVID19 and its impact. Participants have learned about the EU, its milestones, values and principles, EU youth goals, different aspects of human rights, intercultural learning and understanding, as well as planned their follow up activities on a local level. They also played new Engage, Connect, Empower storylines and gave feedback to developers regarding potential improvements.

WHY IS IT INTERESTING: The youth exchange was imagined to be composed of activities that happened with the national groups in each partner organisation and the ones that happened online on different virtual communication platforms, where all the groups came together, exchanged their opinions and ideas, had a chance to directly communicate with each other in a facilitated way. The virtual Youth Exchange was preceded by physical or online activities on national level where groups had their preparatory activities with their organisations and team leaders, as well as got support for their participation in the activities of the European exchange.


This was one of the first activity that we have reimagined from what originally was planned. To do that, we have used 2 main platforms that served as our gathering and communication spaces. One of them being Zoom and the other Discord, the free online communication platform based on channels and mostly used by young people into gaming, that we have repurposed for our needs. We have created specified channels for each national group and channels that followed the modules of the Exchange itself that allowed fast communication, sharing different files, using of popular elements as memes, tags and emoticons etc. Of course, we had to be very creative with the digital tools and visual aspects of the exercises, to be able to motivate and really involve young people in an online part

of the activity. Interestingly enough, we also tried our best to make the virtual communication as informal and as smooth, mimicking the natural conversation that you would experience in the physical trainings.

Eu Gaming Ideathon

ABOUT: During the 48 hours event, young people entered a collaborative challenge together with their peers from all over Europe and built solutions for different challenges Europe is facing. Much like a hackathon, in this Ideathon participants engaged in a creative-thinking, solution-finding process during which they learned new things, developed an idea, prepared a pitch and competed with the other participants, all the while working as a team. The winning team, composed of young people from Bosnia and Herzegovina, Greece and Portugal, developed an idea around the topic of “How can young people fight fake news?”. The winner was voted by the participants of the event. During the event the participants also had the chance to play games created within the GamifyEU project and to explore Gather.town as an online platform which they very much enjoyed. This innovative format of an online event was evaluated very positively by the participants.

WHY IS IT INTERESTING: The idea was to offer a format different from the one young people are used to and to test the transferability of a format such as hackathon that usually involves IT experts into youth work setting. The idea was for this to be a 48h adventure in which young people take charge by entering a collaborative challenge together with their peers from all over Europe and show what the Europe of their dreams would look like and to turn their ideas into recommendations as the last outcome of the GamifyEU project. The ideathon was relying more on the development of the ideas, rather on concrete technical solutions, and using potentials of diverse group of young people from all across the Europe come up with new and fresh solutions for existing challenges. Like everything else, this was also transferred online and we used variety of digital tools and platforms to manage the work and engagement of participants in such an intense type of activity. Beside very peculiar starting times of the programme sessions (i.e 10:27h or 19:02h) in order to keep it interesting and also promote the out-of-the-box thinking energy of the event itself, we also kept the content fairly dynamic with switching it between inspiration, learning, developing and fun, as well plenary and




group work. The healthy competition aspect of it, where at the end we had voting for the best idea and a dedicated prize helped the motivation and enthusiasm.

Creativity Lab

ABOUT: As part of the GamifyEU process, YEU has organised the Creativity Lab event, consisting of five online activities within one month. Young people such as workers, youth leaders and educators, together with gamers and game enthusiasts joined in. The objective was to create a space for them to discuss and develop proposals on how different Human Rights Education activities could be gamified online. Through online tools such as Zoom and Gather.town, they explored human rights' concepts and gained knowledge on their importance. They have also gone through the gamification concept and its core drivers, and they have understood how we learn and the different learning styles of people. The participants deconstructed the games to identify the learning goals behind each storyline. They applied this new knowledge by going through the creative process of developing scenarios for new games. Within the report you can find the specific session plans that were used, the results and outcomes, as well as our reflections and comments regarding them and the overall process.

WHY IS IT INTERESTING: Within it as it was a “Creativity Lab” we made sure to provide adequate space for the participants to really get into the creative mind-set and work jointly and comfortably towards the development of the outcomes. As the Creativity Lab happened online, we used various online platforms to maximize the experience for the participants (such as Zoom, Padlet, GatherTown, Google Slides & docs, Canva, Mentimeter, youtube etc.). What also makes it interesting is the fact that in a co-creation process, on one side we had young people who have maybe never so interested in gaming world, but had an activist idea to change or improve specific challenge or situation, and on the other we had game enthusiasts, gamers, and game developers who had knowledge of gamification logic and mechanics in their hands and we made them work together during a co-creative dynamic process online. This resulted in numerous newly created game storylines that tackle specific social challenges and focus on the topics covered in this project.



SELECTED METHODS

EU & YOU

Exercise Title	EU&ME
Purpose	Facilitated discussion (through questions) about what EU means for each of the participant in terms of their life and future;
Description	<p>Preparation: For the first exercise - Where do I stand in EU? - the facilitators should ensure they copy the Jamboard and it is correctly filled with all the participants names, for each question.</p> <p>Presentation: The facilitator should present the first exercise to incentive the discussion: "What does EU means for each participant in their life and future." For that, he should share the Jamboard with the participants. For each question, participants will position the sticky note with their name between "Strongly Disagree" to "Strongly Agree" - it is a line between those 2 perspectives, which leaves space for participants to slightly agree or be neutral about the statement, as well. After each question the facilitator can ask a couple of participants with different opinions to share their views.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. EU has direct impact on avoiding climate changes. 2. Human Rights are an important part of the future EU. 3. It is important to have EU ensuring the safety of our privacy online and offline. 4. Science is highly supported nationally by EU funds. 5. EU is working to guarantee e-learning for all people, from younger ages to elderly. 6. E-government is a fundamental platform in our lives. 7. EU should have a plan to implement 5G in all rural areas. 8. Having free borders to travel within EU is very important. 9. EU has to protect our National and Local culture.
Tools used	Jamboard and Discord

Exercise Title	All Different - All Equal
Purpose	The exercise on values of diversity and potential challenges for discrimination and intolerance especially in a diverse context of EU
Description	<p>The CoE's 'Take a step forward' activity from COMPASS is adapted for online use.</p> <p>Each of the participants received a private message from the facilitators with description of a character they need to 'play' in this activity. In the common Discord channel some questions were posted in order to guide the participants to reflect and imagine the life of their characters. The second step of the activity happened on a provided Jamboard link where participants are provided with 15 statements and they will need to check how many of them apply to their character. The third step was on the second page of the same Jamboard where the participants needed to position themselves on the ladder according to the number of statements that apply to them.</p> <p>After some time, when everybody has completed the task, they were asked to get out of their roles and answer the following question in the common Discord channel:</p> <p>A.</p> <ol style="list-style-type: none"> 1. How did you feel when you could relate to the statement and climb one step of the ladder? And how did you feel when you couldn't? 2. Did anyone feel that there were moments when their basic human rights were being ignored? 3. A. Question for those who are on 6-15 level of the ladder: What do you think which characters are at the bottom of the ladder (1-5)? <p>B.</p> <p>Question for those who are on 1-6 and 11-15 level of the ladder: What do you think which characters are in the middle of the ladder (6-10)?</p> <p>C.</p> <p>Question for those who are on 1-10 level of the ladder: What do you think which characters are at the top of the ladder (11-15)?</p> <ol style="list-style-type: none"> 4. Does the exercise mirror society in some way? How? 5. What first steps could be taken to address the inequalities in society?
Tools used	Jamboard and Discord

Exercise Title	My House In Europe, Our Country In Europe
Purpose	Raise awareness about the EU policy agenda, its priorities and values EP elections, their importance and how does it all affect young people.
	<p>Part 1: Each participant gets some paper sheets, glues and markers to BUILD their own house. They can decide on the architecture of the house. In this way, their building and drawing of the house (crooked or futuristic, strong etc) can also represent their ideas on Europe. Additional ‘extensions to the house’, as well as the environment the house stands in or the ‘surrounding weather conditions’ (sunny, stormy etc) can with other associations be integrated into the picture.</p> <p>Participants should draw in their house:</p> <ul style="list-style-type: none"> - Foundations (values) - Roof (safeties) - Windows (vision) - Door (opportunities) - ... <p>For each part, they should write - according to with their perspective of Europe - their: values, safeties, vision, opportunities ...</p> <p>Brief presentation/share moment of the work done. Overall round.</p> <p>Part 2: Participants are divided by groups according to with their nationality.</p> <ul style="list-style-type: none"> - Each group should have access to the internet to check their country. information. <p>Participants BUILD with paper a “country” (map and connections-buildings and infrastructures) They can decide on the organization of the country/community.</p> <p>Their buildings and drawings represent their ideas in Europe. Additional infrastructures, as well as the environment the house stands in or the ‘surrounding weather conditions’ (sunny, stormy etc) can with other associations be integrated into “country”.</p> <p>(Maybe) They can receive some template with suggestions of infrastructures.</p>



<p>Description</p>	<p>Countries should have represented:</p> <ul style="list-style-type: none"> - population (urban + rural areas) - numbers - public main institutions - system, government - voters/abstaining percentage in 2014 elections - voters/abstaining percentage in 2014 elections among young people - main issues on public agenda - current political struggles - perception about EU - ... - where do young people fit in? <p>A facilitator is assigned to each group to do regular check-ups, feedback and support.</p>
<p>Tools used</p>	<p>Room, Tables, Flipchart papers, Post its, Markers</p>



Exercise Title	Reaching out to disadvantaged groups
Purpose	Exchange the experience and ideas on how to better map, identify needs and outreach to young, disadvantaged people.
Description	<p>The participants are in 4 small groups on four different tables each with one of the following questions. On each table they must perform a different task to answer the question. Every 15 minutes they rotate.</p> <ul style="list-style-type: none"> • WHY INVOLVE DISADVANTAGED/MARGINALIZED YOUNG PEOPLE? - Make a collage with provided to represent why. • HOW CAN DISADVANTAGED/MARGINALIZED YOUNGSTERS GET INVOLVED? - Make a 2 - 3-minute video to describe this. • WHO ARE THESE MARGINALIZED/DISADVANTAGED GROUPS IN YOUR COMMUNITY / WHO SHOULD YOU ASK TO PARTICIPATE? - Write a poem to support this. • WHAT ARE SOME POTENTIAL OBSTACLES TO THEIR PARTICIPATION? - Draw a picture to show these. <p>Presentation of the outcomes.</p> <p>Group Work (4 different groups) - share which targets groups they worked already with and how did they reach to them. Based on the poem that you made (who are the marginalized/disadvantaged groups in your community) define which tools, approaches and methods did you use/can you use to reach out to them and involve them and why is that method/tool/approach the most convenient.</p> <p>Two groups prepare a list on a flipchart with DOs' and DON'Ts ("recommendation"), and don't forget to reflect is the same approach relevant for the different groups (specify which recommendation is for which target) and two groups prepare a list of tools/methods/ approaches that can be used to reach out. Presentation of the outcome and discussion about each "recommendation" and the different good practices (within the presentations the trainers should ask questions for further clarifications, provide additional examples etc).</p>
Tools used	Room, Flipcharts, Smartphone, Markers, Color Pencils, Magazines, Glue, Scissors.

Exercise Title	EU policy affects ME
Purpose	Raise awareness about the EU policy agenda, its priorities and values EP elections, their importance and provide tools to youth workers to raise awareness and engage them in EP elections, and in overall youth participation.
Description	<p>“EU=WORD”</p> <p>Each participant gets a piece of PAPER and write in one word what is EU for them.</p> <p>A brief explanation of why they choose that word (whichever participants choose to explain).</p> <p>“MY WORD COUNTS”</p> <p>Each participant keeps the paper from the last activity, that piece of paper or post-it is their ‘vote’.</p> <p>The activities have following rules and it just this that should be shared with the participants:</p> <p>“The participants who gets more post-its by the end of one minute can set a rule for the rest of the session”. If needed the facilitator can repeat it but after they start the countdown.</p> <p>During this time the facilitator should take some notes what happen with the group After counting the papers and ask the person who has more papers to SET A RULE. Ask the group if they agree or not.</p> <p>The main goal is to transport them to their reality.</p> <p>Questions for debriefing:</p> <ul style="list-style-type: none"> - What do we do when people ask us to participate? - How do we select those who we give our vote? - Do we want to take the lead or we prefer that others have that role? - “How EU affects me and my life” - Carolina - Writing 5 things that are really important for us (individually) - https://what-europe-does-for-me.eu/en/home <p>Ask them to join and create 4 groups. Each one should share their priorities and within the group, they should select the 10 more important. The group should create a flipchart or some support to present the conclusions. Presentation of the 4 groups.</p> <p>PPT presentation with official information as what is the parliament, the commission, the council, and other relevant information related to the election.</p>
Tools used	Room, Flipchart, Post-its, Markers, Projector, PPT

Exercise Title	EU Journey
Purpose	Facilitate participant's learning about different aspects of EU in an interactive way.
Description	<p>1ST - explain the activity: explain that they will be divided in smaller groups, there will be different tables and that in each one of them there will be a task that the group should complete within 15 minutes so they can go on to the next table until they reach the 7th and last table. Facilitators will be counting the time and will put a music/sound for when it is time to change to the next table. Also explain that the tasks will be written down in each table.</p> <p>2ND - Ask if they have any questions.</p> <p>3RD - Divide the group: In order to do this, every participant will be given a sticker tag where they have to write their name and put it inside the bag that the one of the facilitators will be holding. When everyone is done writing, the facilitator will be calling 7 names 7 times and ask each time to another facilitator to take the group to one of the tables in the working room. After everyone is in one table, with the rest of the group, the facilitator will ask them to start the task in their first table. In the end, whichever materials they produced they can post on Facebook and/or give it to one of the facilitators.</p> <p>Stations:</p> <ol style="list-style-type: none"> 1. There will be a computer open on YouTube with a short video about EU history - The group will have to watch the video and draw a timeline with milestones in a paper roll. When finished they must give the result to the facilitator. (https://www.youtube.com/watch?v=GfN05WB_rYw) 2. In the table there will be a paper listing the EU goals: participants have to read the list of EU goals, discuss and put them in order from most important to them as a group. When they know the order, they need to write it down in the sheet provided and keep it with them until the end of the session. (https://europa.eu/european-union/about-eu/eu-in-brief_en) 3. EU bodies/institutions Puzzle: put the different EU bodies in the correct position and relation to each other. They should take a picture when they have all the puzzle done and post it at the end of the session in the Facebook group.



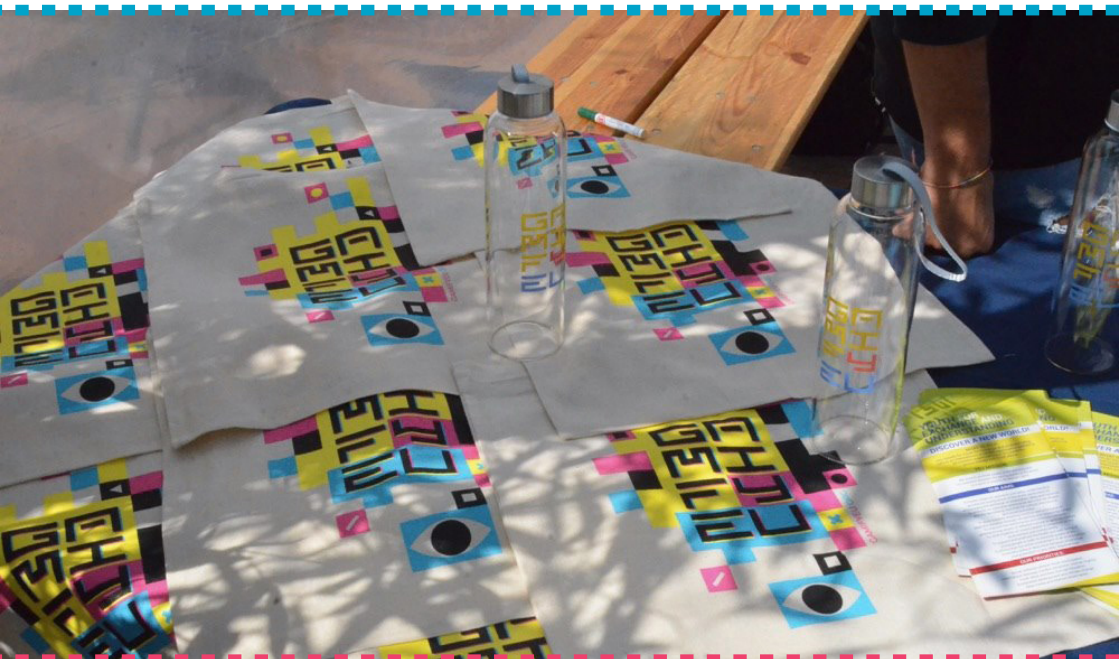
	<ol style="list-style-type: none"> 4. EU Values: There will be the title of each of values written in a paper. Participants will have to write in a paper what they think it means for them and keep it until the end of the session. 5. The group got to take photos of how they think an EU MEP looks like and upload it on the Facebook group. 6. Google station about EU elections – They need to find the basic info about the European elections and present it as for a message to aliens. They will record it or save the results for the next session (where they will present it). 7. European citizenship wall: on post-its, each member of the group has to write one word on “what it means to me to be EU citizen” and stick it on the wall.
Tools used	Room, Papers, Scissors, Tape, Marker, Printer, Flipcharts, 7 Tables, Laptop



Exercise Title	What is the EU we want?
Purpose	Provide participants with space to reflect on and express their needs within EU and to make participants understand their role in EU voting through interactive debate method.
Description	<p>WHERE DO I STAND FOR</p> <ol style="list-style-type: none"> 1. Participants get the instructions that they will hear statements regarding their future as EU citizens and they have to place themselves in accordance with the extent they agree with a statement from 'I agree' to 'I disagree'. Paper tape in put in the middle of the room on the floor to show starting point and neutral opinion. (10 min). <ul style="list-style-type: none"> The sentences are asked according to the topics: <ul style="list-style-type: none"> - education: Higher education should be mandatory. - environmental protection: Nuclear power is cheap and easy to produce but extremely harmful for environment. EU should forbid countries to produce and use it. - media: Hate speech against cultural minorities is wide spread on internet. There should be a control over everything we post on social media. - healthcare: Everyone has the right to a minimum wage per month, unconditionally. - employment: An internship in public institutions is a great once-in-lifetime opportunity to develop your career and skills. People shouldn't be paid for that. - youth mobility: Youth mobility should be mandatory in school in order to promote European common understanding. - inclusion and human rights protection: Minorities (Migrants, LGBTQI+, PWD...) should have the same mandatory representation quotas. 2. Participants listen to the statements, react accordingly and discuss their opinions. In order to ensure that participants respect each other, they raise their hands before speaking. (60 min) 3. Debriefing (10 min): <ul style="list-style-type: none"> - Which of the discussions was the most engaging for you? - Why are all of these topics important for the future of EU? Have you ever thought about them before? - How can you personally influence them?
Tools used	Room, Tape, Questions prepared



Exercise Title	What does EU mean to me?
Purpose	Support participants to identify themselves with EU and provide participants with space to express it.
Description	<p>“EU 5 Senses” Participants sat down in the circle they have been briefly introduced with the activity and what we are going to do, each of them already had prepared materials for each sense After each sense we had a question/answer on why did they choose each question and what does it means to them: - If EU was a FOOD, what would it taste like: use Mentimeter word cloud; - If EU was an IMAGE, what would it look like: draw and present. (without showing to others, then we ask them to stand up and close their eyes, we count until 3 and they can open their eyes and look at each other’s drawings) If EU was a SMELL, what would it smell like: use Mentimeter word cloud; - If you could touch EU, what would it feel like: find an object in the room - If EU was a SOUND, how would it sound?: round of sounds - EU in one WORD? In any language (+translation to English): write in a post-it</p>
Tools used	Room, Flipchart paper, A4 papers, Smartphones, Pencils, Post-its



Exercise Title	DNA of an EU Citizen
Purpose	Explore participants associations with the notion of an EU Citizen and map the complexity and the multiple perspectives of EU Citizenship in an interactive online exercise.
Description	<ol style="list-style-type: none"> 1. Using menti, give participants 1 minute to write the first maximum 3 associations (without overthinking), that come to their minds when they see/hear the words “EU CITIZEN”. When filling it in, remind them of the time limit and insist that they should not think too much but simply write down whatever comes into their minds. 2. Then share/reveal their words on menti and leave a few minutes for everyone to read what has been written. Alternatively we can quickly read out loud all the associated words. 3. Debriefing and evaluation <ul style="list-style-type: none"> - Identify relevant findings (for example, common associations or contrasting ones) or controversies coming from the group. - What do they think about those associations? - Where do they come from? - Do they mean anything in terms of ideas, values, previous experiences? - Did you discover any new ideas in relation to European Citizenship from the sharing of these associations? <p>[The purpose of this sharing is not to have deep discussions or to promote agreements. The most important is simply to map all the associations and to identify some key issues related to Global Citizenship.]</p> 4. On menti we can then share and read an “accepted/official” definition of “European Citizen” - by European Commission or another EU institution <p>Constructing our “ideal” EU Citizen</p> <ol style="list-style-type: none"> 1. Divide the group in teams of 4-5 and ask them to create their “ideal” EU Citizen. Using padlet with a human figure in the background, they are asked to come up with the values, skills and knowledge this person is expected to have and on the 2/3 sides note their main rights, responsibilities (and challenges?)! 2. Back in plenary each group presents their ideal citizen

	<p>3. Debriefing (comparing the EU citizens, discuss the main differences and similarities, factors influencing the differences/ where they may stem from (eg their cultural or other backgrounds), reflecting and sharing where they think they are in comparison to the ideal, competences they might be lacking? rights they may not be exercising, etc)</p> <p>Possible questions (need restructuring)</p> <ul style="list-style-type: none"> - How easy or difficult was it to construct a common ideal EU citizen in your groups? - Were there any common competences that people included in their figures? Any differences? - Any common rights? responsibilities? Differences? - What are today the main challenges that citizens from your background share? - How are these challenges responded to in your context and what is the role of EU citizens? How much can citizens influence European affairs or global solutions? - If there is time ask them to take a few mins to reflect where they believe they personally stand as EU citizens - in comparison to the ideal they constructed? Are there specific competences they are lacking and would like to gain/enhance? Rights they may not be exercising?
Tools used	Zoom, Mentimeter, Padlet

1 ON 1 WITH POLICY MAKERS

Exercise Title	Online Living Library – Youth influencing EU
Purpose	Familiarize young people with other youngsters working in EU institutions and learn from other people’s experiences what they can do for EU at local and european level, the obstacles, how to get involved at EU level, the importance of being involved, etc. through the newly adapted online living library method.
Description	<p>Intro:</p> <p>Participants introduce themselves:</p> <ol style="list-style-type: none"> 1 - change their name in zoom - 1st name + Country 2 - they write in the chat what’s their connection with EU (NGO/EU institution/etc) <p>Explanation of Human Library methodology + adaptation to online version</p> <p>Present the books (guests) using the name of the book by “their name” + 1’ for each book after this to present themselves.</p> <p>Participants then should choose the books they would like to “read” for both rounds - using a prepared google sheet.</p> <p>Reading:</p> <p>Division of the participants - 1st round - give a few examples of the questions/conversation topics to be addressed with the books - PLAY box rounds bell</p> <p>READING TIME (participants go to breakoutrooms of the book they selected and have a conversation on certain topic that book presents)</p> <p>Division of the participants - 2nd round - PLAY box round bell</p>

	<p>READING TIME (participants go to breakoutrooms of the book they selected and have a conversation on certain topic that book presents)</p> <ul style="list-style-type: none"> - Did you learn something new/interesting? What's your most important takeaway? - Did you get inspired in some way? How? - Did you relate in any ways to the books' paths? - Do you feel more confident in pursuing a career/path within EU institutions/orgs? - What did you think about the tool? Would you attend a physical human library or a sequel of this online one?" <p>Debriefing:</p> <ul style="list-style-type: none"> - How was the experience? for the books? for the participants? - Did all readers get a chance to ask their questions and get answers from the books? <p>Books: Do you feel that through your conversations you've opened people's eyes to new experiences/perspectives/worldviews that perhaps they were unaware of before?</p> <p>Readers: Have your eyes been opened to new experiences/perspectives/worldviews through your conversations with the books?</p> <p>"evaluation (using zoom poll) + connect with the next activity (inspired to contribute)</p> <ul style="list-style-type: none"> - Through my readings, my eyes were opened to other experiences and perspectives that I was unaware of before - These books inspired me to be more connected with European Union - Would you attend a physical human library. Or a sequel of this online one
Tools used	Zoom, Google Sheets, Prezi

Exercise Title	Coffee with MEP
Purpose	Provide space to young people for direct interaction with the Members of the European Parliament and raise knowledge and awareness of young people about the professional role and standpoints of a MEP in informal online setting.
Description	<p>Welcome and intro</p> <p>The event started with MEPs and participants. Facilitator asked participants to change their names in NAME AND COUNTRY they are coming from. Facilitators make a small introduction about the activity (Gamifyeu, YEU, team, time, structure, rules) and talk in a few words about all MEPs: Name, Surname, Where do they come from? When did they become MEP? What are they doing?</p> <p>Moderator asks MEPs to present themselves. Tell us something about yourself in this order:</p> <ol style="list-style-type: none"> 1. 3 things as MEP 2. 2 things as human being 3. 1 thing as European citizen <p>Q&A</p> <ol style="list-style-type: none"> 1. prepared intro questions: <ul style="list-style-type: none"> What made or inspire you to become MEP? <ul style="list-style-type: none"> - some questions from the registration form - general questions from participants (if you have a question right down in the chat your name) - specific questions for one of the MEPs (example from facilitator and then the participants have a chance to ask) - last short questions <p>Discussion</p> <p>Participants had the opportunity either to raise a hand and speak or write questions in the chat, if they are more comfortable this way, we will monitor this.</p> <p>We asked to include questions that participants want to discuss, in the registration form also, based on this the MEP can understand better what to address.</p>

Description	<p>TOPICS AND QUESTIONS:</p> <p>We did not concentrate on certain topics but highlight that we are interested in personal experience and professional opinions of a MEP.</p> <p>For example: What is challenging? What do they like about their job? How does it specifically affect the EU and its citizens? What is their view on youth goals? How do they work on youth issues from their position? Why is the EU important for young people? What are the main values of the EU they stand for? How do you see the EU reactions and measures in the crisis situation (with example of the pandemic)? How do these kinds of crisis responses are usually made?</p> <p>However, we pointed out the youth topic and EU response in crisis situations will be of the bigger interest, but these should not be the main topics of the Coffee.</p> <p>Sum up</p> <p>The event is finished by summing up what we heard during the discussion. We also talked about the rest of the events that happened in the frames of the project.</p> <p>Feedback Poll</p> <ol style="list-style-type: none"> 1. How did you like the activity? 2. What was the biggest discovery from today? 3. If you were MEP, what would be the first thing you do?
Tools used	Padlet, Zoom

GAMIFICATION

Exercise Title	Mission Impossible Online
Purpose	The well-known exercise for teambuilding, icebreaking at the beginning of a learning activity and getting to know each other adapted to be implemented online using simulation platform Gather Town.
Description	<p>Facilitators should prepare the Gather Town platform space/layout and invite participants to join them there. Gather Town combines video-calling with a 2D map, letting you walk around and talk to the other people right next to you, while creation tools also let you make your own custom, interactive spaces. After that, you give participants a group set of tasks to achieve until the end of the required time.</p> <p>TASKS:</p> <ol style="list-style-type: none"> 1. Find one person and go together through the presentation of the project (CreativityLAB): objectives, program, tool - prepare slides + google doc for questions 2. expectations, fear and contributions 3. Create a group photo of at least five people from at least three different countries - group chat to everyone 4. Find someone who is a student and ask them about their greatest student night. 5. Create a group of three from three countries and share a story about your city. 6. Learn to say "Hello" in at least three languages of participants from the exchange. 7. Find someone who has a pet, and ask them "why they love them". 8. Learn how to say "you are very beautiful!" in 5 languages that participants speak 9. Learn the names of at least 10 participants that are not from your country. 10. Make a list of each country participants are coming from 11. Sing a song together (at least 5 people) and record it.... - example: https://www.youtube.com/watch?v=TaAff3Px4h4 ; https://www.youtube.com/watch?v=IXRSGXCmvO4 12. Invent the group's motto for the week (and put in jamboard)! - 13. Make a painting on "gamification & youth work" Whiteboard 14. Make a "to do & not-to-do" List for the week - document it in a Google doc! 15. In 18:25 go to "secret room"
Tools used	Gather Town

Exercise Title	Gaming to Learning
Purpose	Understanding the educational logic of games and what possible methods can they use to gamify the learning experience and vice versa.
Description	<p>Introduction</p> <p>Facilitators introduced the session and provided theoretical input about learning aspects of gaming.</p> <p>Participants were then given the task to choose one game from the given list (facilitators pre-made the list of 20 popular video games), while facilitators then created groups around selected games and gave tasks to participants to identify possible learning experience from the selected game.</p> <p>Group work</p> <p>Explore the game (play if possible), reflect about elements and approaches, extract the learning aspects and complete the template, prepare presentation.</p> <p>Participants in groups had to complete a given Template containing following elements: The chosen game, Aspects of the game that are or can be educational, The type of learning activity you can develop from the game? What exact knowledge a player could gain? What skills a player could gain? What attitudes a player could change or adopt? Describe step-by-step how would you turn this game (or part of it) into a learning activity, Possible challenges and define how the game could be used as an educational activity.</p> <p>Presentation and feedbacks</p> <p>Groups then presented shortly their ideas and provided each other, together with facilitators, with feedbacks.</p>
Tools used	Zoom, Canva, Google Doc

Exercise Title	Teambuilding on/offline
Purpose	Initiate the group learning process and create a pleasant working atmosphere at the beginning of an activity. This method can and was done both online and offline.
Description	<p>Since the group is small we suggest to have this/these activity/ies in the main room with all of the participants together. Here are some suggestions what you can do:</p> <ol style="list-style-type: none"> 1. Pantomime [ask a volunteer to pantomime the word that you will tell only them in private chat, the rest of the group needs to guess - they can unmute themselves or write their guess in the chat] 2. Guess the drawing [ask a volunteer and text them privately one word that can be shown through a drawing (e.g. tree, computer, ring, EU...). The volunteer will start drawing and the other participants need to guess.] 3. Continue the sentence [In the chat make a list of the participants. Start with saying only one word and ask them to go by the order you made and continue the sentence you started. They need to repeat every word that was said before them and add their own.] 4. Counting [Ask the participants to unmute themselves and start counting all together from 1 to as much as they can reach, but there are some rules - if two or more people say the same number at the same time they need to start counting all over again, and they can not make an order who goes after whom, it has to be spontaneously]
Tools used	Zoom or in a physical space

Exercise Title	GamifyEU gaming
Purpose	Using the gamified learning experience in order to initiate discussions on different topics around EU belonging, active citizenship, decision-making and role of young people in addressing and changing the current challenges.
Description	<p>Participants and facilitators gathered on Zoom where we explained the flow of the session and we introduced Gather.town and showed how it works by sharing our screen and explaining everything to the participants so they would feel comfortable using it.</p> <p>We all moved to Gather.town where we had three rooms and we were playing one game in each room:</p> <ul style="list-style-type: none"> • Shattered island • MEP for a month • Road Trip for a change <p>In each of the rooms we had one facilitator sharing the screen and playing the game together with the participants. After that, we have made a debriefing and discussion on specific topics that games promote with the participants. We talked about concrete learnings from the game, whether in terms of facts (knowledge) or potential effects on their attitudes and created the group exchange on the game topics that supported exchanging views and opinions of young people.</p>
Tools used	Zoom, Gather town, GamifyEU Games

Exercise Title	Gamification as a method
Purpose	Bringing the gamification method closer to participants and better understanding of specific gamification elements that support the learning experience.
Description	<p>Divide the group into small groups and give them two questions to come up with in their perceptions about the topic:</p> <ul style="list-style-type: none"> - What is gamification? - What industries are using gamification? - How can we use gamification in order to reach out and engage young people? - Are there any major criticisms of Gamification with young people? <p>The power of gamification in education video: https://www.youtube.com/watch?v=mOssYTimOwM&t=799s</p> <p>Visual presentation (brief) about the concepts:</p> <ul style="list-style-type: none"> - Gamification basics (working definition: Gamification is the use of game mechanics and experience design to engage users and solve real-world problems. Oberprieler 2017) - Gamification is an approach of engagement. - Gamification is a user-centered design and psychology to tap into deep psychological and emotional needs, creating engaging and fun experiences. <p>Gamification uses:</p> <ul style="list-style-type: none"> - points; - badges; - leaderboards to reward performance; - team spirit to incentivize and reward desired behaviors. <p>Other common mechanics and dynamics include: gaining experience points; leveling up; questing; competition with other individuals and teams; chance; and receiving virtual and real rewards.</p>

	<p>Gamification in practice:</p> <p>Participants played 3 GamifyEU games and facilitators organized the debriefing about it using World Café method in 5 different categories to analyse:</p> <p>Graphic design: Is it visually appealing? Is the platform distinctive and eye-catching? Is it easy to navigate?</p> <p>Content relevance: do you learn about EU? What did you learn? Adjusted to the age? Who is the platform designed for? What age groups? Who else might like to use it and why? Do you understand the concept of the platform? Can you tell what is the idea behind the platform?</p> <p>Playability/Accessibility: What works and what do you think should be improved? Which quest or part of the quest? Sound design: If the sound is included, do the sounds help you use the app? Are they of good quality? Does it delight the user? Is it fun to use?</p> <p>Do you think it should be clearer and do you find instructions given easy to understand?</p> <p>Mechanics: Technical issues, Did you find any technical errors?</p> <p>What it makes it more appealing: suggestions as prize + suggestion to a friend? How likely would you recommend this platform to a friend?</p>
Tools used	Room, Tables, Flipchart papers, Markers, Smartphones, WiFi, Projector, Laptop

Exercise Title	Let's play some games
Purpose	Exploring the gamification elements of learning activities and vice-versa to better understand the methodology and logic behind it.
Description	<p>This exercise has several elements that helped participants understand the logic of gamification of learning and the ways it can be used in different contexts (each discussion was accompanied notetaking using digital tool Padlet):</p> <ol style="list-style-type: none"> 1. Play the GamifyEU games in 3 different groups guided by facilitators 2. Discuss the different elements of the game and the storyline 3. Identify what were the learning objectives of the game 4. Identify what gamification techniques and mechanics were used in the games 5. Discuss the context in which the games can be used
Tools used	Zoom, Gamifyeu Games, Padlet



DIGITAL TOOLS AND ONLINE LEARNING IN YOUTH WORK

Exercise Title	Me as online facilitator
Purpose	Reflect and discuss several dimensions of online sessions
Description	<p>Ask participants to find objects of three different colors (red, yellow and green). The colors should illustrate if they agree, not agree or disagree and disagree from sentences that will be shared. After sharing the sentence, they should raise the object with the color that represents their opinion. Some participants will be invited to share their perspective</p> <p>Sentences:</p> <ul style="list-style-type: none"> - Online training can never be as good as in-person training - It is difficult to do plenary sessions with big groups online - Methods for online facilitation are very limited - It is impossible to connect to each other on a more personal level online - What you are wearing and your background is very important - Participants mics should be muted all the time to avoid background noise <p>Do & Don't for online facilitators</p> <p>During 15 minutes, the group will be divided in breakout rooms (5 pax per room) and discuss some points to take into consideration when leading an online session, by identifying things that should be done (DOs) and things that shouldn't be done (DON'Ts)</p> <p>In plenary the group should present their conclusions</p> <p>Tips & Tricks</p> <p>Share several instructions to conduct and lead an online session, following the presentation</p>
Tools used	Zoom, Jamboard

Possible challenges of online learning activities identified by participants during session:






GAMIFYEU MONTH (MAY- JUNE 2020)

The GamifyEU month was organised within the scope of the GamifyEU project, upon the implementation of Europe wide lockdowns due to the COVID-19 pandemic. This initiative gathered the organisations gathered in the project - YEU International, DYPALL Network, Active Bulgarian Societies (ABS), LA Fenice and Sauga ANK - in order to organise an on-line activity inviting young people across Europe to acquire knowledge on the European Union, through gamified educational processes.

“Kicking it off” was the first activity of the GamifyEU month. During this activity there was a Kahoot, whose aim was to break the ice and set the tone of the goals and objectives of the GamifyEU month. Furthermore, various activities were done, such as “Quarantine Bingo”, KickOff Quiz” and “The Artist in (Y)EU”.

The second activity was called the “Online Living Library”. For this activity a meeting was organized with young people working or volunteering in EU institutions, platforms and organisations, in order to adapt the Human Library methodology into an online activity. The “Online Living Library” consisted in inviting different guests who, like books, have particular and unique stories to share. In this case, among the guests there was 1) a police officer from Lifelong Learning Platform (Andrew Todd), 2) a board member of the European Youth Forum (Tina Hocevar), 3) a worker of the European Parliament (Marko Boko), 4) the secretary general of JEF(Milos Ristovski) and, 5) an online communications officer at the European Commission (Antonis Stylianov). Among the diverse group of guests, the participants were allowed to choose the speaker they wished to have a more in depth conversation with about their job, their views on the EU and the issues and solutions faced by young people. This activity was very successful, paving the way for a second edition, which was the last one of the GamifyEU month and had different guests. The objectives of both editions were to 1) familiarize young people with other youngsters




working in EU institutions; 2) learn from other people's experiences what young people can do for the EU at local and European levels, the obstacles, how to get involved at EU level, the importance of being involved; 3) inspire and encourage young people to contribute to the future of EU; and 4) discover the living library (a powerful tool that can be used in other settings and/or for other topics).

The main purpose of these activities was to enable young people around Europe to learn more about the opportunities and benefits available in the EU. Therefore, another activity was based on having a conversation with young people who participated in European Programmes and the benefits of being part of the EU while being young, considering the programmes available and the process to follow in order to access them.

Another activity organized within the GamifyEU month was the "EU: Back to the Future". This didactic activity focused mostly on EU history. During this activity, the participants were split into groups where they had to chronologically order dates and facts about the EU. This allowed them to visually represent the EU timeline and understand the context and founding principles upon which it was built. Thus learning about the past to understand the present.

The biggest and most successful activity within the GamifyEU month was the Coffee with MEPs that was held at the beginning of the lockdown last April 2020. During these events, young people had the opportunity to speak with three young MEPs - Brando Benifei from the S&D group, Evin Incir from the S&D group and Niklas Nienass from the Greens -, that presented their job and answered questions from the participants in the activity. The success of this activity is intimately related to the fact that all the MEPs that were present were young themselves, thus relating more to the participants. Moreover, the guests how to address the young participants in a more youth-friendly manner, making them more at ease and motivating them to actively participate in the conversation.




Meetings with policy makers - coffee with.....

Following the success of the GamifyEU month held in May 2020, a series of 60-90 minutes-long webinars/online events called “Coffee with...” giving young Europeans an opportunity to talk directly with european policy makers was introduced. The general concept was inspired by the initiative of YEU to have weekly informal conversations with the member organisations and their young people allowing them to discuss with the YEU Board and Head Office, important matters affecting their organisations.

On this basis, “Coffee with MEPs” was launched, aiming at bringing young citizens closer to the work developed in the European institutions. The general structure that was followed during the webinars was a short presentation of the speakers followed by questions of the participants, which were either previously or directly collected during the event.

By providing an informal setting where everyone was at the same standing point and were able to speak to each other without the formal protocol found in meetings with parliamentarians, young people were given the chance to open up easier and ask questions without fear of being irrelevant. Seeing a general mistrust and scepticism growing in the european public and more specifically from young people towards european decision makers, the goal was to break that cycle by having a direct and honest conversation with the people that represent them in the european institutions and in european affairs

Through those conversations with the guest speakers being young MEP's and other young people who are active daily in european democracy, either through international non-governmental organisations or local organisations, the participants learned a lot from what they do in their day-to-day lives to better the lives of young people across Europe. In addition they gained crucial knowledge about the topics discussed in order to raise awareness and their capacities as informed democratic citizens.




More specifically, regarding the topics selected for the Coffee with webinars, there was an initial draft of around 17 engaging and current different topics that were disseminated through a questionnaire among partners so that all the young people from each organisation could vote on the topics they wanted to hear more about.

Based on the results of the questionnaire, it was decided to consolidate the topics in 4 webinars allowing the participants to cover more topics in each discussion. More specifically the most prominent issues were covered under the themes of Climate Change, Queer Refugees, Youth & the Pandemic and Fake News & Artificial Intelligence.

Climate Change

For this specific theme, 3 young climate activists were invited to explain what they do in their day-to-day lives aiming at providing information to young people about climate change and what can be done in order to have a positive impact in the future. The first guest was Jorge Sanchez Hernandez who is a sustainable development goals trainer (SDGs), then followed by Jana Carmela which is a social and climate justice activist for various grass-root movements around Europe, and lastly there was Monika Skadborg which was a member of the Executive Committee of the European Students Union possessing expertise on sustainability and internationalisation.

During the webinar in the format of an interactive dialogue both between the speakers and the participants, the struggles that young people face in regards to Climate Change and its main causes and threats were discussed. The policies of the European Union in this regard and specifically the Green New Deal that has been put forward by the current administration were also presented. On a more general note, Agenda 2030 was put forward by one of the guests specialised on this issue. Several propositions were also heard on what the EU can do further to tackle climate change, mainly focusing on the need for more sustainable international mobility. Finally, special attention was given on the youth perspective. Besides the numerous little changes that one can make in their individual habits, emphasis was put on more collective actions. INGYO's could have an impact on an international level, through their strong positions within



international institutions and smaller groups, through local sustainable initiatives.

Through this webinar, it was made clear for the participants that as climate change and environmental degradation are a current threat to Europe and the rest of the world, there is an urgent need to act on individual, local and international level.


Queer Refugees: The Untold Stories

Considering the lack of information regarding the Queer Refugees and aiming at better understanding their reality, various guests were invited to discuss this topic and explore how we can further achieve a better understanding of the issue at hand.

The first guest was Djenk Ejup, board member of the Queer Refugee Committee in Brussels, a local organisation which he opened with other LGBTQI+ refugees to advocate for queer refugee rights. Evin Incir, who is a Member of the European Parliament from the Socialists & Democrats group was also present followed by Malin Bjork also a Member of the European Parliament and Vice-President of the LGBTQI Intergroup. Petrus Theunisz, a Human Rights Expert that has worked with queer refugees from the Balkans for more than two decades was also a participant along with Haris Eloy, project manager of Newcomers Youth in Sweden and Alexandra Politidis, a lawyer and migration policy expert. It's worth noting that Djenk and Haris are both also refugees.

The participants touched upon a lot of layers that this topic covers. Most importantly testimonies were heard presenting the harsh endeavours queer refugees are facing and the need for the EU to play a crucial part for their safety and wellbeing. Responding to this, there was a direct interaction and empathetic approach from the MEPs, showing and explaining directly their work regarding asylum seeking aiming at making the EU more inclusive, especially towards the LGBTQI+ community.

On another level while talking about the actions that organisations or individuals can take in order to help this community, the issues that queer refugees are encountering when leaving their home countries and when




entering the European Union were also put forward. The difficulty of having information about persecution emanating from the private sphere of life was underlined also as a decisive factor of the conditions that queer refugees may face.

This Coffee With was a key moment for all of the parties as it gave the opportunity for the around 50 participants that attended to engage directly with practically experienced people on the matter and learn more about this pressing issue.

Youth & the Pandemic: How we coped through volunteering

The impact of the COVID 19 pandemic in young people has been colossal as over 60% of the world's learners have been affected by school and university closures and at the same time the youth has emerged as leading agents of communities' responses worldwide. For this reason it was important to organise a discussion covering the specificities of this topic. For this "Coffee With..." 3 prominent young people were invited working in the field of youth and volunteering in continental Europe. Giulia Bordin, a young project officer in the Centre for European Volunteering that focuses on volunteering at every level, from grass-root initiatives to institutional policy-making in the field provided her input on the topic along with Nami Isaki a board member of the Advisory Council on Youth of the Council of Europe and Panagiotis Chatzimichail, a board member of the European Youth Forum with more than 8 years of experience in the youth field at a local, national and international level.

The speakers, presenting their involvement with non-formal education and youth activities at a local, national and international level as well as the reaction of their organisations to the new conditions, talked about the consequences that the pandemic has had for young people, in the fields of education and social life. It was pointed out that although the functioning of youth organisations suffered a great impact from the closing of borders and the freeze of all international mobilities, inspirational activities were also taking place. Some groups of young people were doing care-packages for the elderly, others took the time to go to the countryside and clean out the trash thrown around, others opened study groups online for their



peers so they can rely on each other throughout the study sessions in the exam period, and numerous countless other initiatives from young people that helped each other get through that hard time.

This “Coffee with” showed that since the beginning of the crisis, youth did not act as mere spectators and disempowered citizens. Quite the opposite, youth reacted as front-line responders, tackling the spread of the virus and mitigating the many consequences of the pandemic.


Fake News & Artificial Intelligence

In a time where the main source of information is the web, young people are extremely vulnerable to fake news and misinformation, which can be spread by individuals or Artificial Intelligence mechanisms (AI) (e.g.: deep fakes, meaning AI conceived to create content simultaneously throughout the user’s internet search). Therefore, it is imperative to hold conversations on how to tackle misinformation and fake news, and how young people can be truly informed, develop critical thinking and contribute to a truly democratic society.

Certainly, this was one of the topics addressed during the Coffee With initiative. For this webinar, three prominent guests were invited to speak about the topic, how to deal with fake news and how artificial intelligence contributes to the problem. The guests of this webinar were Mikulas Peksa, an MEP for the Greens from the European Parliament, Giulia Dessi, the “Get the trolls out” (<https://getthetrollsout.org/>) project manager and Eline Jeane from the “Detact project” (<https://dtct.eu/>). There were, in total, about 40 participants taking part in this webinar, who were also involved in the discussion.

The approach was twofold, on the legislative level the discussion was based on what could be done to stop the propagation of fake news on the internet, and on the civil and social levels the conversation addressed what young people can do to detect fake news, report them or call them out.

During the webinar, it was made clear that there is awareness on how misinformation and fake news can change the socio-political landscape,



which can interfere with the creation of appropriate legislation that does not overlap with the freedom of press and expression. Thus, the European parliament is working on how to eliminate as many false narratives from the internet as possible. For that purpose, AI can be used to detect fake news and/or cross check information without having to use human resources. However, the risk of AI being used for nefarious purposes within the community remains.

The other two guests addressed young people's role in being informed and aware of misinformation, and how they can detect hateful and fake narratives and how to call them out. Furthermore, the guest also explained how AI can be used for good to detect these narratives quicker and more efficiently than human resources.

The participants in the webinar were an active part of the discussion, having shared some of their worries regarding the subject. Further, the participants were taught how to cross-check information on the web. Critical thinking in the digital era is crucial and young people need to be aware of which tools they have in their possession to fight it and only process the truthful information that can be found.

In most of the “Coffee With” activities that were organised, there was an average of 70 engaged participants, topping up at 90 participants in some of our events. The participation is just one aspect of the interaction of young people, another crucial aspect was their direct engagement with the guests at the event itself. That specific kind of interaction was the one that was aimed, the honest conversation, dialogue and exchange between young people from all across Europe and their representatives at the european level.



In communities

Belgium (YEU)

In Belgium, YEU has worked with young people who took part in the training course in Portimão to educate their peers in local communities, youth centres, and school events on the topics of the EU.

Several workshops were held in Singa, a local organisation that strives for social inclusion in Brussels, during the activity called Bla Bla, made for people from all backgrounds - mainly refugees, migrants and asylum seekers - to exchange, speak and play. The main venues used for the workshops were “La Serre” Centre in Ixelles and “Alléedukaai” Centre in Molenbeek throughout summer and September 2019.

The main emphasis of this series of local activities was to educate the disadvantaged youth of Brussels, mainly coming from Molenbeek, about the EU, what it stands for, what it strives for and how it improves our everyday lives at every level. The mix between the local disadvantaged community and the newly arrived refugees and migrants to discuss and learn about the different opportunities they can find in the EU was crucial to empower those communities to take part in European democracy through youth participation.

The online gaming platforms were intended to allow young people to try out different educational methodologies, making their learning more fun, interesting, and interactive, and were very successful in doing so. This was particularly important within the communities on which the activity focused, which are, generally, early school dropouts. Therefore, learning about the EU in a different way helped them to understand their role in helping with the improvement of the EU on a social level, striving for equality in all the disadvantaged areas they came from.

Italy (La Fenice)

In Italy, a series of activities were promoted and held within the scope of the GamifyEU project. The activities were promoted by La Fenice between January 2019 and March 2021 and were generally directed at young people, between the ages of 14 and 19 in the local communities.

The first activity was a survey called YES! Gam-EU Survey. This activity was carried out between January and February 2019 and included digital promotion activities, meeting with teachers and school representatives, and short activities in schools to present the project and survey.

The survey was translated in Italian by La Fenice and shared with teachers and professors in local high schools to spread the questionnaire and collect as many answers as possible from the local youth. In total, 421 young people were reached, mostly aged between 14 and 16. The questionnaire was a great way to start getting in contact with the schools and to set the ground for further workshops and interventions, raising awareness about the EU among young people with extremely different backgrounds. The survey was shared among La Fenice volunteers and among informal groups attending activities in the Youth Centre. Additionally, thanks to the collaboration with local high schools (ISIS Marconi-Carbone and Liceo Peano), La Fenice members had the chance to go class by class in order to present the project and to support students in filling in the questionnaire online.

The survey responses help determine the tendencies and thoughts of young people towards the EU, their sense of belonging to the Union, and the role they fulfil within their communities.

The survey was filled by 421 young people, of which 272 were aged between 14 and 16 years old. The average age of respondents is approximately 20 years old.

Out of the total 421 interviewees, only 15 did not define themselves as citizens of the European Union. According to their answers to the questions “Which country are you from?”, their countries of origin are China, Russia, Serbia, North Macedonia, India, Turkey, Ecuador, Albania. Many of the young people interviewed, however, are also first- or second-gener-

ation migrants (mostly from Northern Africa and the Balkans), some of them have Italian citizenship.


Most respondents (221) are living in an urban area, Tortona, a small town in the North-west of Italy with around 26.000 inhabitants (situated approximately 1 hour away from Milano and 1 hour away from Genova). Nevertheless, 200 of the respondents live in suburban and rural areas, mostly referring to the hillside and countryside outside Tortona. Some of these rural villages are up to 8km away from the main town and are little or not at all connected to Tortona by public transportation. Public services are also quite lacking in these areas.

According to the data collected, 171 have quite a neutral feeling towards the EU and their sense of belonging to it. However, results are showing a general positive attitude, with 184 respondents (43.7%) feeling enough or a lot European and only 68 respondents (16.2%) feeling either a little or not at all belonging to the EU.

Respondents gave a wide range of responses when asked to mention the first 3 things they thought when hearing the word “Europe”. Some of the most common and underlined words were “Union”, “Euro”, “Erasmus”, “Nations”, “Peace”, “Culture”.

The great majority of the respondents recognise the benefits of the EU as the possibility to work and travel abroad, in its 28 member states, but also as the possibility to access the Erasmus Plus Programme.

According to the data collected, young people from Tortona seem to have a generally neutral image of the EU. The topic to which young people agree more is the one concerning the possibility for European citizens to travel in the 28 member states. The “neutrality” shown on many of the topics proposed could also indicate a lack of sufficient knowledge on the topic itself, as some of the respondents pointed out when filling in the form. In general, it is worth pointing out that young people seem to have a positive attitude towards a) a united Europe as a strong actor in a globalised world, b) having a common currency, c) the opportunity the EU offers to travel without borders and to live and work abroad. While, quite surprisingly considering the current political situation in Italy, they do not feel like Immigration is having negative effects on the EU (not in




terms of radicalisation, nor in terms of destroying values or diminishing job opportunities).

When it comes to voting and being democratically active in society, around 36% of respondents declared they are voting (either in “real life” or at school) or would like to vote in the future. The majority of the respondents over 18 (around 68%) answered positively to this question. The level of uncertainty (young people declaring they do not know if they would vote) is still quite high (more than 11%). Being most of the respondents under 18, the most of them (almost 40%) answered negatively giving as a reason the fact that they are still minors.

The great part of young people (58%) that answered the survey considered themselves to be active in their local communities. In particular, out of the respondents who defined themselves as “active”, around 60% are active at school, while 52% are active in some sport club and 32% in the local youth centre. Political participation is very low among the young people (less than 3%), such as generic volunteering (less than 1%).

Between March and May 2019, a series of workshops on EU Citizenship, values, history and institutions were held. There were a total of ten meetings within the scope of these workshops, each lasting about two hours, and involving approximately 200 young people between the ages of 18 and 19 from ten classes in the three local high schools of Tortona. During the workshops, digital interactive tools, such as Mentimeter, were used for proposing games, quizzes, and interactive questions to spur participants’ knowledge and curiosity about the EU, its history and values, its institutions and the perceptions that young people have about the EU. This was particularly interesting considering that more than 40% of the students in the Marconi-Carbone professional high school in Tortona are of migrant background, and many of them have educational and behavioural difficulties.

The World Café on EU Citizenship happened on April 30th, 2019, at La Fenice’s Youth Centre. Approximately 30 young people aged between 14 and 19 years old took part in the activity. About 30% of these had a migrant background and 50% had educational difficulties. Lastly, about 5% of the participants had mental health issues (the World Café took place in parallel with a project on youth mental health). This activity intended




to bring youth closer to the EU values and principles and to spark the curiosity and interest of younger generations in European topics. Even though many of the young participants involved were not yet allowed to vote in the upcoming elections, this was a useful and fundamental moment to share views and address some doubts and concerns the youth had, overturning some strong and common misconceptions by providing examples and information and by allowing young people to discuss among themselves and with the youth workers.

The Workshops on testing the GamifyEU platform were held between May and June 2019. In total, there were ten meetings of two hours each, and approximately 200 students of the Marconi-Carbone professional high school in Tortona, between the ages of 18 and 19 years old, were involved in the activity.

The students that had previously attended the Workshops on EU Citizenship, values, history and institutions also had the chance to attend specific workshops where they could test the GamifyEU platform and play with their classmates. The platform was thus used and tested in all meetings. Firstly, it was introduced by the facilitator and then young people were invited to register and/or test it in small groups (depending on the tools available, internet connection, number of people, teachers' indications, etc.). This activity also allowed the students to prepare for their final exam, as from 2019 they are obliged to present essays and small research pieces on Citizenship education. Thus, thanks to the participation in the GamifyEU workshops they were able to present projects on the topic of EU, therefore helping the achievement of the project objectives on a short-term basis, but also creating a long-term effect by ensuring that young people would keep analysing and discussing these topics.


A Blue Beer for EU ("Birra Blu, per l'EU") was organized in collaboration with a local brewery and pub in Tortona, "Fermento". This activity took place on May 18th, 2019, right before the local and European Parliamentary Elections, and intended to spread knowledge and sensitize the general public to the EU values and principles, with a specific focus on the elections. Within the scope of this activity a special beer was brewed for the participants, there was live music, a GamifyEU stand with gadgets and information about the project, a live "challenge" on the Gamify platform, and other smaller activities were held. The platform was presented



on the stage by the volunteers/facilitators and there were different info/testing points where people could play individually or in small groups. This event lasted about four hours and involved approximately 100 people aged between 18 and 50 years old, from the local community. This event was particularly interesting because it reached a more diverse audience and to engage with youth outside of the schools and outside of La Fenice's usual beneficiaries.

In April 2019, La Fenice proceeded to do Digital Trainings on GamifyEU. Therefore, and considering the COVID-19 pandemic situation and related lockdown, weekly meetings were set up with approximately 12 participants - volunteers from La Fenice and young people -, who were supposed to run and facilitate local activities. During these meetings, the participants were trained on how to implement the educational sessions planned for the school and there were discussions about options and alternatives to migrate local activities online and/or to organize events during the summer (whenever possible). At this point, the platform was under revision, as such, the group was kept informed about news and insights about the new games and challenges and was asked for inputs and suggestions as well.

Between January and March 2021 Workshops on testing the GamifyEU platform were held within the scope of the GamifyEU project and promoted by La Fenice. The workshops tackled the topics of digital citizenship, European citizenship, European history and integration process, European Union values and institutions, European programs, and policies for youth, GamifyEU project and results. Each meeting lasted about 2 hours and in total 21 workshops were implemented, involving 175 young people between the ages of 15 and 19, attending the Marconi-Carbone professional high school in Tortona. The activities were run exclusively online and based on digital interactive tools such as Mentimeter, quizzes and interactive questions to spur participants' knowledge and curiosity about the EU, its history and values and the perceptions that young people have about it. The GamifyEU platform and new games were presented in all meetings by the facilitator, and then students and teachers were invited to register and play, as well as to use the game for their classes and programs on citizenship education. This not only helped the achievement of the project objectives on a short-term basis, but also created a long-term




effect by ensuring that young people would keep analysing and discussing these topics.

During the digital workshops held in schools between January and March, inputs from the young people on what they considered the major challenges for the European Union were collected. This allowed the identification of some key challenges/issues, such as 1) migrations and integration, 2) environment and sustainability, and 3) democracy and citizenship. By consulting young people, local teachers and through the creation of a working group composed of volunteers in charge of researching these topics, a “EU Library” was created and will be permanently available at the Tortona Youth Centre for schools, students, and young people to consult and get informed. Further, a QR Code sticker redirecting users to the GamifyEU platform has been placed on all the volumes of the EU Library, so that beneficiaries can be pushed to access the game and register. The content of the EU Library was not previously available at the local public library and this initiative was a way to make the project objectives sustainable over time. The official inauguration of the EU Library will be held in September 2021, due to the COVID-19 restrictions, but there are already students using the resources provided by this initiative. This initiative targeted young people aged between 14 and 30 years old, school-teachers, La Fenice volunteers and the local community.

In March 2021, there was a series of focus groups with volunteers and youth group from La Fenice (about 20 people aged between 17 and 35 years old), to brainstorm, explore, and discuss the eleven EU Youth Goals, and later worked with a local artist to create a set of images and scenes representing each of the goals. As a result, a graffiti wall was created, which will be accompanied by a plaque explaining what the EU Youth Goals and GamifyEU are. The plaque will also have a QR Code redirecting to the Gamify platform and games. It will be a very visible and tangible result of the project, reminding the local community of what the EU is doing and promoting for young people.

Lastly, in March 2021, the EU Digital Cineforum was organized. This initiative is based on the results gathered during the Digital Workshops held between January and March 2021 and involved the creation of a digital initiative to spread awareness on the topic of migration routes leading to Europe, European borders and policies on migrations, integration pro-




cesses of refugees and migrants in Europe and the role the EU is playing in this context. Specifically, the EU Digital Cineforum started as a weekly digital “documentary festival”, with ten titles available online for the participants of the event/festival. Small group viewings were also organized for La Fenice volunteers to watch the movie together and debrief afterwards. The initiative was quite successful and is currently being prolonged, with several people outside of the organization and community joining the digital screening of the documentaries. Finally, this initiative was also accompanied by a QR Code redirecting people to the GamifyEU platform, which was placed on the newsletters sent to subscribers with the links to access the documentaries online.

Bulgaria (ABS)

Chat Club is an initiative supported by Active Bulgarian Society (ABS) and was created by 5 volunteers living in Blagoevgrad aiming at integrating the local community and meeting new people. It consists of a series of events both in a face to face and online format, adapting to the Covid19 reality, taking place from August 2020 to March 2021. The ABS organised games relating to the European Union with the objective to educate the participants in a creative, multicultural and fun way. Particularly, the Chat Club event that took place online in February 2021 called “GamifyEU: Join, Learn and Play” was a follow up event to the online Youth Exchange of the GamifyEU project and especially focused on the GamifyEU project and an online platform, gamification as a concept and other Erasmus+ opportunities. Lastly, the face to face chat club event that took place in March 2021, was a 3 days initiative. During the first day of this event, ABS organized the Chat Club with some boarding games about the European Union. The second day, ABS created a Treasure Hunt and on the final day, ABS prepared a presentation about European facts while having a pizza party.

Similarly, participants playing outdoor games learned more about the EU during the “Game O’Clock” activity, organized by Mathias, a volunteer living in Blagoevgrad. The activity aimed at integrating the local community and introducing the new team of international volunteers.



The majority of the 56 participants of the activities were young people aged between 18 and 34.


Estonia (Sauga ANK)

In Estonia, a series of activities were promoted and held within the scope of the GamifyEU project. The activities were promoted by Sauga ANK between December 2019 and March 2021 and were generally directed at young people, between the ages of 14 and 28 in the local communities.

In December 2019 Sauga ANK held a Seminar about the EU involving about 13 young people aged between 14 and 18 years old from Sauga and other neighboring villages. During the seminar, the facilitator talked about Europe and the EU, about the history and why the EU was formed. In groups, the participants discussed what, in their opinion, is good about the EU. They shared their ideas and discussed together. Later, they got different EU-related topics for each group and had to discuss and write down key points to present their topic to the other groups. This approach was also taken in the Workshop about Europe and the EU held that same month, with about twenty participants aged between 14 and 17 years old from Tootsi in Parnumaa. In both activities the GamifyEU platform was introduced to the participants.

In May 2020, during the week of Europe Day (May 9th), Sauga ANK held some Online challenges about the EU for Europe Day, where prizes were given away for people participating in at least three of the five challenges. From Monday to Friday (4.-8.05.2020) there was one challenge posted on the Tori municipality young people´s Facebook page for young people to take part in. This initiative gathered about 25 participants with ages between 14 and 26 years old.

Between June and July 2020, a total of four Workshops about the EU took place in Estonia, involving a total of 38 participants, mainly aged between 14 to 19 years old, coming from Sauga, Tori, Sindi, Are or other nearby villages and municipalities in Estonia. The facilitators talked about the EU - what it is and why it is important. Then participants discussed in a group why the EU is important to them and wrote down key words about it. Later, there was an explanation about what possibilities people in the





EU have and how they can be active making the most of those opportunities, followed by an introduction of some of those opportunities, such as Erasmus+. Furthermore, there was a discussion encompassing what the participants thought about the EU, in addition to a test of their knowledge of the geographical locations of the different EU countries.

Soon After, in a workshop about the EU and Erasmus+, in July 2020, the facilitators talked, once more, about the EU and its importance, also introducing the Erasmus+ programmes and youth exchanges. In teams, participants had to place EU countries on a contour map and discuss it in teams. In this initiative, there were a total of 49 participants aged between 14 and 18 years old from different places in Parnumaa in Estonia.

In September and October 2020, a new series of workshops about the EU was held, where there were a total of 35 participants with ages between 13 and 16 years old from Sauga and Parnu town. During these workshops, the facilitator inquired young people about their knowledge of the EU, followed by a discussion of the ideas shared. Moreover, the facilitator introduced the EU in a simple way so the young people could relate with it and understand. Lastly, the facilitator discussed with the young people why the EU is needed and important, and what would be difficult to do without the EU.

In November 2020, there was a series of workshops about the EU held in Paikuse, where there were 35 participants aged between 13 and 16 years old from Paikuse and other surrounding areas in Estonia. During this workshop, the facilitator led discussion about the European Union, starting with going over the values, what everyone knows of the EU beforehand and introducing the opportunities that young people have as EU citizens. The workshop was interactive, and the youngsters were encouraged to participate by sharing their thoughts and asking questions. At the end of the workshop, the opportunities arising from the EU were emphasized and young people were called to act on their ideas and to use the tools provided to them by the EU. Lastly, during this session there was also a Kahoot game on the topic of European Union for young people. The game consisted of 10 questions about EU countries, spoken official languages and currency. After every question there was a small discussion on the question's topic.






In November 2020 there was an Eurodesk Information Event where young people and youth workers talked about their experience with Erasmus+ projects and also introduced different opportunities about Erasmus+. They talked about why people should participate in Erasmus+ and why they should also write projects and how to do them well. There were a total of 12 participants aged between 18 and 28 years old from Parnu in Estonia.

That same month (November 2020), the Paikuse Youth Centre carried out a training course on the European Union topic. This training course counted with the participation of ten young people between the ages of 14 and 16 years old, from Paikuse. Firstly, a list of European Union countries was distributed among the four groups of young people, lacking ten countries. The first task of the training was to write down the ten missing countries. The second task was to write all the countries that are in the EU on the map, which was checked first by the other groups and, secondly, by the youth worker in charge of the activity. This promoted the discussion about EU countries they have been to, what have they heard about them, what are their opinions, what is different compared to Estonia, etc.

Further, a group of nine young people, between the ages of 13 and 16, were tasked with creating a quiz about the EU, composed of fifteen questions. There were two groups of young people, leading to the creation of two quizzes. By tasking the group with the creation of the quizzes, it was possible for them to research and learn about the EU. The quizzes were made into a Kahoot game and used in the following training courses.

Another workshop series was held in November 2020 with seven participants aged between 14 and 19 years old, from the Tori municipality in Estonia. These workshops were done in preparation of the international youth exchange. There were discussions and presentations about EU history, institutions, values, and principals. Further, there was a facilitated discussion about what the EU means to the participants in terms of their lives and future. During the workshops, the participants were tasked with making two different videos on the topic of “EU and Me”, with the support of the facilitator and a media person.

In December 2020 there was a board game night in Parnu, with participants with ages between 15 and 25 years old from Parnu. During the ac-





tivity the game “Ticket to Ride: Europe” was played, allowing the players to discuss the locations of different countries’ cities, their location before the EU and why they have changed.

Furthermore, there was an Information Event about the EU in December 2020, where there were discussions about EU history, and its goals at the moment. The participants were able to examine what the EU has done and changed in Estonia. During the event, there was a Kahoot about the topics that had been discussed previously. There were a total of 5 participants, aged between 20 and 26 years old, at the information event.


The Erasmus+ opportunities and intercultural learning was held in December 2020 and counted with the participation of 9 young people with ages between 24 and 30 years old, from Viljandi and the surrounding villages. During the event, the facilitator introduced Erasmus+ and its different opportunities, and there was a discussion about intercultural learning and role-play on the topic.


In January 2021 there was a workshop about Intercultural Learning where there were a total of 12 participants aged between 14 and 17 years old from Sindi in Parnumaa in Estonia. During the workshop, the conversation revolved around stereotypes and prejudices. The participants discussed among themselves which stereotypes and prejudices they knew, and they had, for example, about people from other cultures. There was also a role-play exercise to understand the topic better.

Finally, in February 2021, there was another series of workshops on Erasmus+ opportunities and intercultural learning. There were in total three workshops about the same topic, during which the facilitator introduced Erasmus+ and its different opportunities, and the participants were able to talk about intercultural learning and role-play about the topic. Further, participants discussed stereotypes and prejudices.

Portugal (DYPALL)

The workshops “EU for you” were organized by DYPALL with students from secondary schools and universities as the main target groups. Firstly, in October 2019, within the scope of these workshops, there were meet-





ings with teachers from secondary schools and universities in order to present the project and schedule the sessions for the workshops with the students. During these meetings, the GamifyEU platform was presented as an instrument to be used in the following initiatives. The “EU for you” workshop sessions were held with about 500 students from secondary schools and universities, between November and December 2019. The sessions tackled youth participation and the impact of the EU in young people’s lives. During these sessions, the GamifyEU project was presented as a resource to fully understand the EU and its institutions.


The Ser Geração XXI initiative was a face-to-face activity held in December 2019 with local volunteers and young people. There were about 30 attendees in this activity. The local volunteers and young people shared their experiences in international projects and there was a conversation about future opportunities, such as youth exchanges and training. The GamifyEU project was presented and the extent to which the young people would be involved, explained.

In January 2020, three fairs at local High Schools were held, where it was possible to present the opportunities provided by the EU and the Erasmus+ programme. During these fairs it was possible to present the GamifyEU platform. In total, about 700 high school students participated in the fairs.

In March 2020 an Escape Room was organized for local young people. In order to escape the room, young people had to research information about the EU. For this initiative, DYPALL used some of the content that was collected for the platform, sharing it with the participants.

The EU Multipliers was a training targeted at representatives of the local youth council of Portimão. It occurred in September 2020 and involved 12 people. This activity focused on the training of young people to understand EU values and institutions, and used the GamifyEU platform as a support tool.

In October 2020 there was an Induction training for ten international volunteers. This was a training for new volunteers, during which the GamifyEU platform was presented as a resource for their volunteering work.



Lastly, between May and October 2020, there were Instagram lives, under the name CTalks, with young people who had international experiences such as training, youth exchanges or volunteering. Some of the young people who were involved in the GamifyEU activities were participating. This initiative reached about 400 young people.




SPREADING THE WORD ABOUT GAMIFYEU

Belgium (YEU)

There were various workshops held in Spawn Cyber-Centre, Charleroi where young people generally go to play games, video-games, chat and have fun! Charleroi is usually known as an industrial belgian city, where the young people there don't usually have access to all the different opportunities that other youngsters from Brussels or Antwerp for example might have. The formal education level in the schools of the area isn't great either in comparison with the rest of the country, which made GamifyEU's impact so much greater. This allowed all of the young people that participated to learn more about their capital's work in European affairs. There's an enormous gap between the opportunities that can be found in Brussels, capital of Belgium and the EU, and the outreach of the opportunities in youth mobility or intercultural programmes across the country.

The games were presented to local young people and team of local GamifyEU ambassadors had a stand at the centre where all the different young people that were usually playing other games there popped by, asked questions about the game and the EU. An open discussion with around 5-8 young people was also held post playing the game in order to review the different things they learned throughout the games.

At another instance, the team of GamifyEU ambassadors went to the 8km race organised by the "Collège Saint-Pierre" in Uccle on the 12th May 2019. The YEU group held a stand where the games were explained and played by teachers and students. The involvement of the teachers was extremely important as it allowed them to get acquainted with the platform and use it in their own classes, especially the english, geography and history teachers. Teachers were extremely interested in how gamification as a new educational methodology was going to help captivate the



interest of their students and make their learning experience more fun and engaging.


Tackling the issues found in the European Union at the moment, also needed a different target group to discuss it with. Workshops and debates with young expats present in Brussels were held during May 2019 discussing the ongoing campaigns and the frustrations caused by the rise of populism and nationalism even among young people. The group of newly arrived young workers, entrepreneurs and students got acquainted with the platform that could be used in their own professional or private spheres to promote the EU and its values, with an aim to actively oppose all sorts of nationalist and populist movements they might have been witnessing in their own spaces or their home countries.

YEU has also focused a lot on the promotion of the platform online - both in Belgium and Europe-wide together with other organisations working on the promotion of the EU elections.

Italy (La Fenice)

Interviews at the local radio and articles for local newspapers were used as a way to disseminate GamifyEU Project information, objectives and its outcomes. More specifically, Federico Bruni and Dejvi Glina had an interview with the local radio where they talked about the project and described the different steps, in particular concerning local activities and interventions in the schools. Giulia Annibaletti was also interviewed at the local radio. Giulia Annibaletti was also interviewed at the local radio. European Parliamentary Elections were discussed with the participation of 5 young italian professionals working in Brussels for European Institutions and other stakeholders relevant in shaping European policies. The engagement of the local media had as a result a total outreach of around 8000 people.

During February 2019 several face to face introductory meetings were held aiming at presenting the project, the activities foreseen and the GamifyEU platform which however was not usable yet. More specifically, around 10 teachers and headmasters of local schools were met in order to share the insights of the project and shape together the workshops and



activities to be implemented in the classes. Introductory meetings were also held with 5 Representatives of the Public Administration, namely the Youth Policies and Educational Services office, the Mayor and the “Alderman” for Youth Policies as well as with approximately 60 volunteers aged between 15 and 34 years of the National Civic Service and La Fenice. With the GamifyEU platform being later accessible, a presentation of the project to volunteers of the National Civic Service reaching out to approximately 30 young people aged between 19 and 28 years was repeated in February 2020. Another meeting with the volunteers of the new National Civic Service Volunteers was set up for May 2021. Volunteers of La Fenice were also approached again in April 2020 with a series of online training sessions. The training was focused on becoming “youth leaders” and acquiring practical skills and knowledge on several topics that could be used for peer-to-peer activities and workshops with young people. Among these, the GamifyEU platform was presented and the group was trained on using it and on addressing topics connected to European citizenship and values. La Fenice returned to schools but this time online, in May 2020 and in February 2021, as it presented the project and the platform, focusing on the importance of the gamification methodology, to the Istituto Marconi Carbone. It was first presented to 20 students during an internal activity of the school called PON and later to 10 students engaging in the shared project “YoutHelp” aimed at supporting students mostly with migrant background in their homework. Gadgets were given to all young people attending the project, to encourage them to keep following both GamifyEU and the YoutHelp initiative.

From February to April 2019, the project was also presented in other Erasmus Plus mobilities such as the Training Course “A+ Group Work” and the Youth Exchange “SHAM”, targeting young people aged between 16 and 30 years old from several European countries and reaching around 60 people. The platform was mentioned in all presentations and a small infopoint was set up to test the first version of the game.

During March to April the project was also presented to 10 representatives of the headquarters of “Stavolta Voto” (this time I’m voting) campaign in Milan, aged between 25 and 35 years old in order to obtain free gadgets and informative materials to use for stands and events in Tortona.



In summer 2019 the project was first presented at the yearly event of the local democratic party called “Festa Democratica” (Italy) where several informal meetings are held to discuss local and global issues accompanied by music, food, cultural happenings, etc. GamifyEU project was presented within an informal meeting dedicated to the EU and the perceptions of Italians, particularly of younger generations, towards the EU reaching approximately 30 representatives of the local community aged between 30 and 50 years old.

A GamifyEU stand was also set up at the “Tortona Summer Cup” organised by La Fenice youth group. More than 1000 young people attended this football event and it involved over 37 teams and 500 players. A GamifyEU stand was set in the premises of the football field providing information about the project and the EU. There was also the possibility through the 2 computers provided to test the GamifyEU platform and win one or more GamifyEU gadgets such as bags, water bottles, t-shirts, etc. Young people were also encouraged to play the games on their phones as well since the more levels players would play, the more chances they had to win. Through this initiative, approximately around 1000 young people aged between 14 and 23 were reached.

Similarly, a GamifyEU stand was set up during the Youth Centre Party held in July, contributing once more in reaching out also to people who are not necessarily already involved or engaged in topics and initiatives concerning the EU. The party was dedicated to the “creator” of Youth Policies and non-formal education projects in Tortona and around 150 people aged between 15 and 50 years old who had previously taken part in European projects and Erasmus Plus mobilities between 1990 and today were there. A computer position was also created where participants could play and challenge each other on the platform, but due to the logistics and nature of the event it was impossible to directly register people on the platform.

Following the same plan, there was also a GamifyEU stand providing information on the project and the EU, as well as the opportunity to register at the platform and play the games during the “Explosion Run” event held in September 2021. This event consists of a not-competitive race through the main streets in town till the centre of the local public park, on the top of a small hill. The stand was situated in one of the main squares, where



the departure of the race was set up, since people could visit it while waiting for the race to start. The audience reached through this stand was very diverse and it included approximately 100 young people aged between 14 and 25 and kids aged between 8 to 13, 6 refugees who also helped out with the implementation of activity and parents who were also involved in testing the platform.

In February 2020, La Fenice started setting up a European info point at the youth centre, with the support of ESC volunteers. The plan was to provide the users of the Youth Centre with constant information concerning GamifyEU as well as any mobility, job, training or learning opportunity in the EU and relevant Erasmus Plus projects implemented by La Fenice. Materials were started being collected in order to prepare the “physical” infopoint at the Youth Centre, but due to the Covid-19 pandemic the Info-Point is kept on hold.

During the 2020 summer workshops of La Fenice young people attending the activities were given GamifyEU gadgets and info sheets, inviting them to get to know more about the project and to access the platform to play the game.

In November 2020, a partner organization of La Fenice called “Cultura e Sviluppò” from Alessandria, invited La Fenice to run a series of training workshops addressed to a group of around 20 young people and volunteers aged between 17 and 30. The main topic of the training sessions were European citizenship, European institutions and the opportunities the EU offers to young people. The project was therefore presented as a best practice and the platform was underlined as a tool for young people to further explore the topics. Gadgets were also given to Cultura e Sviluppò in order to share them with the participants of the training.

As a follow up of the digital youth exchange held in November, a series of online sessions was set up aiming at further exploring the GamifyEU platform and at providing the participants who came from all over Italy with the appropriate tools and suggestions to organize small activities in their own contexts. The 12 participants aged between 18 and 25 years old also received a set of GamifyEU gadgets at home.

Bulgaria (ABS)


During February 2019, introductory meetings aiming at presenting the GamifyEU objectives and outcomes were set with the representatives of ABS and universities as well as with local volunteers. More specifically 17 young people from the South-West University and the American University in Bulgaria, local youth and participants who would attend the first training event in Portimao were reached out and familiarized with the GamifyEU project and the platform which was however still not usable. In May 2019 3 dissemination workshops were held at the university sharing the project and results of the first training event in Portimao to university students and staff reaching out in total to 52 young people aged between 16 to 29. ABS volunteers presented the project goals and platform, inviting participants to share their feedback. The ABS office is a Eurodesk Multiplier infopoint having a testing device (computer) but young people were also encouraged to play and try the platform/game on their phones as well. The more levels players would play, the more chances they had to win some of the prizes offered such as stickers, water bottles, bags, t-shirts etc.

From August 2020 to February 2021, ABS and local volunteers presented the project and the platform during 6 offline events called Chat Club. 87 participants in total, consisting of high-school and university students from 17 to 30 years old, had the chance to play the games available on the Platform and get to know the GamifyEU project better.

In March 2021, ABS organised a 5-day training event promoting the project results and the platform in an interactive way with non-formal methodologies. During the training event there was time dedicated to a special session in order for the 25 participants aged from 18 to 30 years old to go through the new quests, to test the platform and share feedback about functionalities, content and design.

Estonia (Sauga ANK)

In November 2019 there was an introductory meeting at the Sauga Youth Center in Estonia where 8 young people aged between 14 and 18 years also were introduced to the GamifyEU Project and the platform. Later that



month, during Tori county Youth Day which is meant for students from Tory county several workshops and a concert from a local young singer were held. During one of the workshops they spoke about involvement on a local and international level mentioning GamifyEU as a good practice. The around 135 students aged between 13 and 18 years old who participated in the workshops were also encouraged to have a look and play the games provided on the platform


In December 2019, another activity providing information about the GamifyEU project took place in Pärnu for the Sauga active youth group consisting of 8 people from 14 to 24 years old. The youngsters played the games of the GamifyEU platform and the facilitator of the activity presented what the upcoming will concern.


A GamifyEU stand was set up in February 2020, during a public event including a DJ battle, where young people from surrounding areas of Pärnu competed. At the stand, young people were being invited to test the platform from iPads and offered gadgets such as earphones, keychains, sunglasses, pens etc as prizes. This way, the volunteers had the chance to also present the project to the players.

In June 2020, during a public event including a ValevXLL live concert and skateboarding lessons there was a volunteer with a GamifyEU T-shirt walking around and introducing the project and platform, encouraging people to try the platform and if they did they were being offered gadgets. Around 25 young people got engaged through this initiative.

At a family day public event including a youth cafe and a night cinema, in August 2020, a GamifyEU stand was set up for the whole day where people could approach and ask information about the EU, try out the gamifyEU platform and discuss EU topics. Volunteers also introduced the project to people and what has been done with the project. On the GamifyEU stand there were Ipads people could use to try out the platform and around 80 people aged from 7 to 45 years old got engaged.

In October 2020, at the Sauga youth center there was a meeting held where around 12 young people aged between 14 and 16 years old were introduced to the project and platform and played games on the GamifyEU platform.





As a part of the dissemination activities taking place in Estonia, there was an article published in the local newspaper concerning the online International Youth Exchange where the young people from Tori municipality took part. The article presenting information about the GamifyEU project as well, had an outreach of around 2200 people from the Tori municipality.

Throughout the months of February and March 2021, the newly added games to the GamifyEU platform were introduced to around 80 young people aged between 14 and 30 years coming from Tori municipality.


On Estonian Independence Day in February 2021, there was a hike for all the members of the Tori community organised. 25 people from all ages participated and heard during the hike, amongst others, about the GamifyEU project. More specifically, before starting, the facilitator talked a bit about Estonia and its history with the EU and throughout the hike there were different checkpoints where people had to answer different questions about Estonia and the EU.

Portugal (DYPALL)

In November 2019 there was a meeting held with 50 Eurodesk Multipliers. They each presented relevant projects and results and committed to share and promote the GamifyEU platform in their future work. As one of the first dissemination activities, the FEEL Lagoa fair in February 2020 was an opportunity to promote and explain the objectives and outcomes of the GamifyEU Project.

During the mid term training taking place online at the end of April and beginning of May 2020 addressed to 25 International Volunteers, the GamifyEU Platform was presented as a useful resource to be used for those who work with young people and want to explore different dimensions of the EU. The training was repeated in October 2020 for the 10 newcomers.

In May 2020 there was an online meeting also held with 40 Teachers aiming at supporting them in order to overcome the difficulties that remote school brought. The GamifyEU was once more underlined as a tool that



can be used to keep young people captivated and engaged during this new context that the Covid19 pandemic has created.

In June 2020 an online meeting with youth workers was held where the GamifyEU Project was presented for the ANIMAR Network. The project was also brought out as a good practice in September 2020 during the on-line PBA. 30 Youth Workers participated in this activity, aiming at fostering cooperation and designing future projects under Erasmus+ projects.

In October 2020, during the training on Children rights of 30 Youth workers, educators and municipality officers aiming at understanding children rights at local, national and international level, the GamifyEU platform was pointed out as a relevant and reliable tool to work with children and young people.

Finally, in January 2021 during a series of Webinars called “To the Point” with the objective of presenting the DYPALL network projects and expertise, GamifyEU project was showcased as a good practice to the 30 members of the network that were participating.





VIDEOS, MEMES AND DREAMS

EU Glossary videos


Throughout the GamifyEU Project a series of infographic videos were created in order to innovate in educational methodologies for young people. These videos were a graphic representation with explanations of different terms used in the European Union at a political, social, economic and bureaucratic level and they were developed in all partners' languages.

The initial part of the process was to think about what kind of content would mostly engage young people in learning more about the European Union. After numerous meetings of brainstorming, it was noted that short videos on social media and the internet are a format particularly appealing for younger generations. For this reason it was decided to follow that line of thought and create a series of short infographic videos explaining the different terms used in the European Union.

In order to select the given terms that had to be better explained to young people, a series of questionnaires with a list of either abbreviations or names that are commonly used at a European level was shared among the partner organisations of the project asking for which ones they needed further information. Observing also a lack of basic knowledge regarding the functions and roles of various major European institutions, a final list of topics was created and short written explanations, appropriate for a 60-90 second short video for each of the topics, were drafted.

The explanations were then turned by an expert team of graphic designers into creative videos with graphics making it more engaging and visually appealing. After various tries and several tests of certain images or background music, a short, concise, educational and visually attractive format was chosen and the following infographics were published.

The videos and themes were the following:

- 
- Playlist for EUctionary infographics
 - What does the European Council do?
 - What does the council of the European Union do?:
 - What does the council of Europe do?
 - What does the European Parliament do?
 - What is the Eurozone?
 - What is the Schengen Area?
 - Does the Erasmus+ programme just consist in studying abroad?
 - What is the European Green Deal?

The videos were shared through the YEU YouTube account and GamifyEU instagram account. This allowed a higher outreach through two of the most-used social media and video sharing platforms. They were posted periodically every 2 weeks, leaving enough time for each video to be shared and still remain fresh in the viewers memories and social media accounts before the next ones come out. In total, the videos reached a number of 535 views. That number is the sum of engagement cross-platforms, from the YEU facebook and instagram accounts and the GamifyEU facebook page and instagram account. The geographical reach of the videos is throughout all of continental Europe.

Young people took part in the process from beginning to end. Firstly through deciding which topics they wanted to know more about; secondly through the creation of the content; thirdly through the development of the graphics; fourthly through the dissemination of the videos. They decided what to do and how to do it. With their crucial input and unique understanding of what additional educational methodologies they need, the infographic videos allowed to give light to a new way of educating through social media and the new digital era.



THE FUTURE OF EUROPE - DREAMS AND MEMES

Throughout the GamifyEU Youth Exchange there were a series of activities that developed the understanding of the young participants regarding the Future of Europe.

The groups were divided into national groups from each partner organisation that were asked to firstly write on jamboard everything that comes to mind when they think about Europe. Based on these ideas the participants were asked to create a series of 90 seconds videos and memes representing their dreams about the future of Europe.


Videos

During the Youth Exchange, the participants created short videos explaining what their ideal EU would look like in the future.

Young people called for a more inclusive Europe, where everyone can live freely regardless of their gender, ethnicity, religion or sexual orientation. In addition, the participants mentioned a more welcoming Europe for non-EU migrants and refugees entering the territory.

Some of the participants also called for more funds from the European Union towards youth mobility and educational programmes like Erasmus+, to provide more opportunities for young people and to promote interculturality.

The bureaucratic processes in the EU also seem to be a worry for young people, as they want it to be less complicated to understand and at the same time focus on important matters like youth unemployment and climate change.



The participants also mentioned the need for more unity and solidarity among member states. In addition, there was a call for a larger European Union with the inclusion of all the countries of the continent and more connections between eastern and western Europe.

The underlying issue that young people are most preoccupied with is climate change, where the European Union can become carbon neutral and more environmentally friendly.

Memes

The participants were also tasked with creating memes during the Youth Exchange. For this purpose, the groups were divided into national groups from each partner organisation that firstly had to brainstorm what they thought about the EU. Later, with the results of the brainstorming session the participants had to create creative memes related to the EU.

Each national team was able to create a variety of memes, but some common themes were Brexit, climate change and the social rights of the people. This was a chance for the participants to create funny content that raises questions about specific issues that the European Union needs to tackle in order to be more inclusive, equal and environmentally friendly in the upcoming years.



RECOMMENDATIONS ON THE FUTURE OF EUROPE

The following ideas and project recommendations were created by 40 young people aged 16-30 from all over Europe who participated in **GamifyEU Ideathon**, a 48-hour online event that took place from 26th - 28th March 2021, organised by YEU International and DYPALL Network. The participants were called through Zoom to answer this simple but with many responsibilities question: *“what if you were in charge of the EU for 48 Hours?”*

During these hours of gamification, workshops, inspiring speakers and a whole lot of fun, our participants were divided into 9 teams, each assigned a current EU topic based on the European Youth Goals for which they were guided in proposing a final project idea. With the support of facilitators, MIRO, as an interactive online tool and Discord, as a communication platform, the teams learned new things, developed an idea, prepared a pitch and competed with each other. IDEATHON constituted the last of a series of events taking place in the framework of GamifyEU.

1. Meaningful digital youth participation

Young people are underrepresented in decision-making processes which affect them although their engagement is crucial to democracy. Based on European Youth Goal 9: Space and Participation for All, **we recommend the creation of an EU Youth Platform** which will be led by young people targeting youth organisations, groups and representatives. It will constitute a youth-led open space to share content in various formats (inter alia: podcasts (linked to well-known platforms as Spotify), articles, videos, blog, visuals, gamification elements, polls, dialogues with decision-makers...) for all young people across Europe. Initially the platform will focus on the Youth Goals. One of the main purposes is to have a common tangible outcome that will survive between cycles, presidencies and EUYCs.




The people in charge of the platform will be running it independently. An elected board/steering group made up of the people creating and running the platform will follow all the content and developments involved. The main objective will be to promote Youth Participation opportunities by providing an independent space that survives time and space in between EUYD Cycles. The Platform will provide space for feedback on the actions of each cycle: Political achievements, political impact, actions by NWGs/INGYOs and it will allow to strengthen synergies between INGYOs, Youth Councils and Governmental representatives.

For the preparation of the platform, a team needs to be created that will develop the webpage, visual identity, name, sections and content of the platform. The team can be a coalition between INGYOs, NYCs, NWGs and European Institutions. Finding human resources, potential funding, identifying cooperation partners and realising a promotional campaign will be the first actions taken. Conversations will be opened through Podcast format, inviting European stakeholders throughout the presidency to discuss Youth Goal 9 at hand. In those podcasts, youth representatives can also take part and debate between them on the right approach to take on each Youth Goal. The podcasts will also be accessible through other platforms like Spotify, Apple Podcasts, Google podcasts and others through an rss feed. Ideally the podcasts will also be on video format with subtitles for people with hearing impairments. A media area will be available for all youth organisations to take part in. Young people will have the possibility to send their articles and opinions onto the platform to share with others in order to receive feedback. Throughout the platform, information and news will also be shared from European media channels through conventions or agreements beforehand. A networking area is to be expected for young people to connect between them and even with various institutions that would also like to take part in the platform.

2. Youth Unemployment

Around 2.192 million young people under 25 are currently unemployed in the EU and the consequences of the pandemic are still not fully evident. Young people are suffering from precarious and exploitative working conditions, discrimination in the labour market and the workplace and lack of information regarding job offers. Based on European Youth Goal




7: Quality Employment for All and in order to bridge the gap between the labour market and the youth, **we recommend the launch of an online job fair called “Connect,Work - Become a better version of yourself”**. The main focus of the event will be to address the unrealistic expectations of employers from young people’s skills when they try to enter the job market and the lack of the right competences / preparation offered via the formal education system.

For the preparation of the event there will be a call for sponsors and facilitators for the workshops. As a pilot of the project the event will last 3 days. The first day will include workshops and training for the sharpening of hard and soft skills needed for any individual who is looking for a job. Specialised invitations will be sent to HR managers, recruiting companies, youth organisations, universities and other relevant stakeholders that will be asked to participate in the job fair where they will have their own “online stand” through which they will be having direct communication with the interested individuals. A promotional campaign of the event will be conducted through social media with videos containing real life stories of successful youngsters and recruiting specialists presenting their experiences, giving advice and inviting the audience to the event. The utter objective is to create a website dedicated to the online job fair, containing a large database with the profiles and contact info of all the participants. By bringing together all the parts, the goal is to foster a pan-european network in order to keep connections alive between employers and potential candidates. Depending on the needs of the candidates and the feedback given by the participants the plan is to have the online job fair repeated regularly having a specialised thematic.

3. Eco-friendly Europe

9 billion tons of litter end up in the ocean every year. People are not educated enough about the environmental challenges we face and the ways to prevent climate change. The need to raise awareness so that we develop a more sustainable lifestyle is higher than ever. We consume in a way that our environment can’t handle. Society needs to act against climate change and the growing environmental threats and everyone including young people has to start taking responsibility for their actions. Based on European Youth Goal 10: Sustainable Green Europe **we recommend the**




realisation of a youth-led awareness raising campaign for sustainability. This will include lectures raising awareness about the consequences of littering and why it is harmful for the environment.

The lectures will be targeting the youth by creating a plan, producing a logo, finding partners and sponsors. By involving a wider audience of people a wider impact will be achieved. As a part of the campaign, clean-up days can be organized as a direct way to join the prevention of climate change by making our environment cleaner. The aim of the campaign is not only to raise awareness on the pollution of our current ecosystem through human activity, but also inform about how global warming specifically will affect the future of young people in nefarious ways. This is a twofold scope of action, as they're both linked but also need to be addressed separately. The campaign will also aim to create and promote a culture of sustainability within the European community, having better consumption and recycling habits for the general well-being of our economy and production processes. There needs to be a clear view on how to produce enough for the society but most importantly how to consume effectively and efficiently to keep our harm towards the environment to a minimum.

4. Gamification as a tool to approach young people

In recent years, there has been a growing interest in the use of digital technologies in the out-of-school learning settings. Such non-formal education programmes have a potential to recognise and address young people's digital skills and needs, which might be omitted at schools or at home. Gamification appeals to the wide range of young people and can easily spark their interest to get more involved by associating its content to positive feelings that gamification provides. Traditional means aren't as motivating for the new generation and by using gamification we can reach out to youngsters and cause a change, on their terms. Aiming therefore at increasing youth participation, **we recommend a Europe-wide gamified platform** which will streamline various positive actions (positive habits such as reading books, cleaning up) with gamification concepts such as progression, stages and rewards.



The platform will be launched in all European countries by the cooperation of all European countries aiming at increasing the scope of the project so that more people get affected. This will take place by spreading awareness of gamification and using it to better one's life and make it more fun. Marketing strategies used to spread the website will by virtue also spread the term of gamification, and more people will consider the option regardless of whether the website is used. The website itself will gather traction which in turn will leave more awareness to gamification. As the rewards can be used to create additional positive rewards such as planting 1 tree, the platform will indirectly also be influencing ecology around Europe. The platform will first be locally/regionally promoted targeting local users. Creating a demo website will encapsulate the essence and it will gradually gain more users globally. Finally there will be space for feedback so that the website gets adapted based on the flow and changes requested.

5. Quality Learning

Education is the key for active citizenship, inclusive society and employability and we need to ensure truly equal and universal access to quality learning. Our world can't function without education, which drastically has changed due to COVID-19 pandemic. There is a need to rethink our educational system to make it effective in new learning conditions. It is important to motivate young people to continue learning as it is not always easy in times of online education. Based on European Youth Goal 8: **Quality Learning, we recommend the organisation of an online event for exchange and learning new practices and perspectives, called Studython.**

The idea is to start making a change on a regional level and scale it after. Taking into account the statistics of closed schools in Europe, this action will be realised starting from the Balkan countries and Italy and then by considering the conditions, the implementation of the project will be moving to different world areas. The main focus will be to introduce practices and tools for learning that are adapted to the reality of online schooling within the pandemic. Studython will give students new insights and perspectives keeping them motivated in times of online education.

6. Equality of all genders

The participants of IDEATHON drew the dystopian image of reality that LGBTQI+ young people are facing. Sexual Orientation and Gender Identity discrimination still affects many young people in Europe. Based on European Youth Goal 2: Equality of all genders and the need to ensure equal opportunities and access to rights for all young people, **we recommend the organisation of workshops in schools with teachers and students** aiming at raising awareness about the issues that LGBTQI+ people are facing. **A large-scale facebook live event in the format of an online living library** with participants from all over Europe and the realisation of a campaign with celebrities as positive role models will contribute to the promotion of european values. Using non-formal education in a formal education setting will have a long term impact in breaking the stereotypes and stigma around LGBTQI+ people and would effectively combat ignorance, fear and hate.

The workshops will first be realised through a pilot project in three schools. It will be in an online format, targeting teachers and mentors. Special focus will be given on sports as this is a field where a great amount of gender-based discrimination and discrimination based on sexual orientation takes place. The success of the pilot program in these 3 schools will have a multiplying effect and should be replicated to other countries in Europe.

7. Mental Health & Wellbeing

A significant and increasing number of young people across Europe are expressing their concern regarding health issues such as high stress, anxiety, depression and other mental illnesses amongst their peers. The pandemic brought uncertainty about young people's future life and career which affects their mental health and it is an issue that should not be neglected. Feeling the increased societal pressure and expressing the need for affordable and accessible mental healthcare, **we recommend the creation of a website targeting young European citizens and their families**, whose mental condition has deteriorated due to the COVID-19 pandemic. There, people will anonymously share their feelings, experiences and issues and based on the users feedback the utter goal is to cre-


ate a **Chatbot app** which will contribute to providing free mental therapy sessions, available to youth anytime, anywhere. Young people will have the opportunity to talk about their issues in a safe space, where they will not be judged; a space in which privacy matters.

More specifically, the Chatbot will offer mental support to youth in the form of conversation and a simple connection to specialists. This will be realised through automated answers for mental health problems, as many young people might get intimidated by talking to a real person. There will however, be an option to talk to real specialists. More specifically the basic version of the Chatbot app will allow the connection with psychologists and psychiatrists from a user's country. By adding machine learning features such as pattern recognition, automatic responses and suggestions, based on past replies of the users and the experts, the app will be self-sustaining.

Volunteers such as specialists to work pro bono and institutions to spread awareness are invited to contribute to the chatbot project. Building partnerships and raising grants will ensure the affordability of the app/website. The translation of the project in all European languages will also guarantee full accessibility. In order to make the website/app fully accessible we recommend their translation in all European languages. Building partnerships, using grants and the volunteering force will make the website and the app affordable/free.

8. Fighting fake news

Due to the immediate and direct accessibility to the mainstream media facilitated by the online tools and technology, information is spread at such a fast pace and in a so amplified way that unfiltered, false information reaches out to millions of users. Uncertainty and public fear are main features that spreaders of fake news can exploit and the COVID-19 pandemic has offered a fertile soil. The main problem is that it is not always easy to spot fake news and to distinguish them from facts. Considering that the main audience of online media and tools are young people, they become the first recipients of fake news so we need to ensure that they get adequately equipped in order to safely navigate the media landscape and be able to verify the accuracy and reliability of information. Based on




Youth Goal 4: Information and Constructive Dialogue, **we recommend the organisation of interactive activities** mainly addressed to schools, libraries, youth centres and similar youth spaces. The main objective is to raise awareness about the threats of fake news, how to spot them, to understand their negative effects and how to fight them. Since fake news has real negative consequences leading to manipulation and the deconstruction of the values of democratic societies such as transparency and freedom of thought, it is important that we get access to fact-checked news to be able to use them as a resource in their peer education program for combating fake news.

Using gamification tools will make this learning process fun in order for it to have a greater impact on young people and for them to be open to it. This kind of project needs support from youth organisations, NGOs, public institutions and media. Pilot projects will be done in a school and then after the testing phase it will be upscaled. It works with peer education and multiplying effects, so every year, young people will train the new generation of youth to act as peer educators on the topic. Through this multiplying effect more and more people will have the skills to recognise fake news and combat misinformation.

9. Participation of young people from rural areas in European mobilities

Youth organisations and European youth programmes involve millions of young people to support their active citizenship and to develop their life skills. Europe is a continent filled with smaller villages. While many projects to improve the life of youngsters are funded by the EU each year, people from rural areas are less likely to take part in them even if they are the ones in bigger need. Based on European Youth Goal 11: Youth Organisations & European Programmes **we recommend the creation of a mobile youth club.** This project will address this problem, bringing the Erasmus + projects directly to the rural areas. The main objectives will be to motivate, engage and give a set of knowledge to the youngsters for future development, to inform young people in rural areas about Erasmus + opportunities and to include young people from isolated areas into European programs.



The mobile youth club will be moving around the rural areas, organizing activities and talking about the opportunities with the young people in rural areas. To plan the route, actual maps to reach the targeted villages will be created, seeking volunteers in each area. A web platform will be used as a supporting and promotional tool.





About the partners:

Youth for Exchange and Understanding (YEU)

Youth for Exchange and Understanding (YEU) is an international Non-Governmental Youth organization established in 1986 in Strasbourg by a group of 120 young people from 11 different countries. Nowadays YEU is a member of the European Youth Forum in Brussels and considered by the European Commission and the EU as a European level non-governmental organization.


YEU aims at increasing tolerance and awareness between different countries, cultures and traditions, and promoting a greater level of comprehension through the development of youth activities such as; youth exchanges, seminars, conventions, meetings, study visits, training courses, development of educative manuals. The main aim of YEU is to promote peace, understanding, and co-operation between the young people of the world, in a spirit of respect for human rights.

Visit website for more details about YEU: www.yeu-international.org

YEU Facebook/Instagram: @YEUWorld

APS La Fenice

The organization was officially funded and registered in 2012. However, the people involved in its creation were already volunteering at the former Youth Centre of Tortona or working within the educational and youth services of the local Municipality (from 2005/2006). La Fenice implements activities in the field of youth policies, youth work, educational and youth services and cultural events from a few years now, collaborating (as individuals and professionals as well as partners) with the Youth Policy Office of Tortona Municipality. From its birth, La fenice has been focusing



on using and developing non-formal education methodologies and on writing, promoting and implementing European projects and initiatives in partnership with the local high schools and other local organisations.

Visit website for details about La Fenice www.lafenicetortona.org

Facebook: <https://www.facebook.com/LaFeniceAps/>

DYPALL Network


DYPALL (Developing Youth Participation at Local Level) is a European network of over 50 municipalities and civil society organisations from more than 30 countries, that aims to involve young people in decision-making processes at local level, and thus enable municipal and regional authorities to address the needs and interests of youth, engage young people as active actors of problem solving and increase the level of ownership, commitment and involvement of an important part of our communities.

Visit website for details about Dypall: www.dypall.com

Active Bulgarian Society

Active Bulgarian Society (ABS) is a youth network that we created using our imagination in order to improve our potential and surrounding environment with fresh and positive ideas. What solidifies us is our passion to take the initiative and involve young people in social life, through European Mobility and Training programs.

Together with our focus on networking and determination for future development, Active Bulgarian Society applies an innovative approach to develop youngsters through deep involvement in the activities of the organization. At ABS we are looking forward for the changes to happen. We have the time and willingness to share our time and make our dreams happen. Considering that together we could set the foundations of next generations with personal, social and professional development, we in-



vite you to check our team and join us. Gain more confidence in planning and implementation of YOUR youth initiatives.

Visit website for more details about ABS: www.activebulgariansociety.org

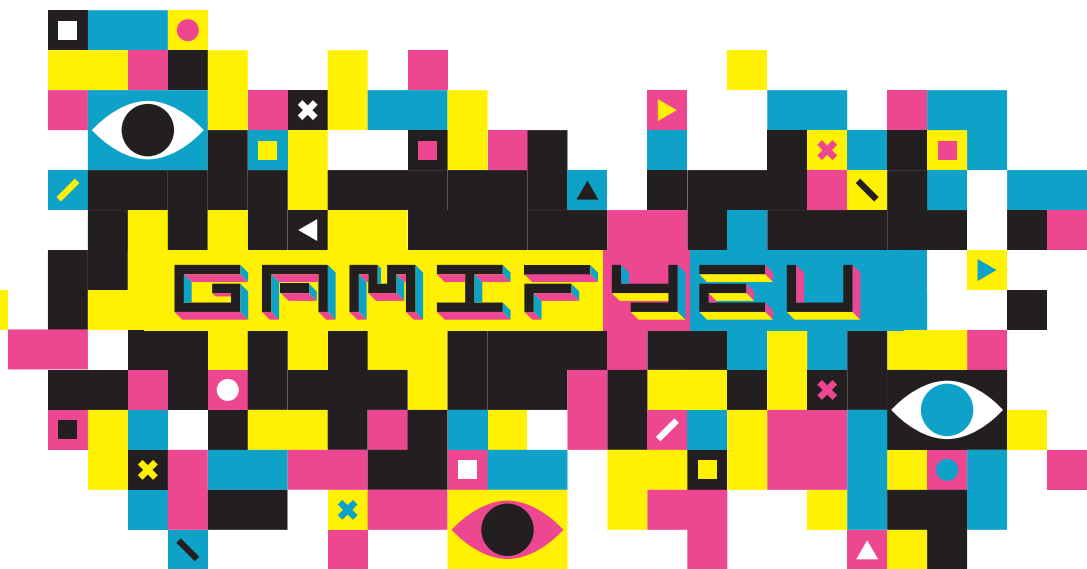
Sauga ANK

The Open Youth Centre of Sauga (Sauga ANK) was formed in 2006, in Sauga, Estonia with an aim to provide young people of the city and the region with different type of activities and non-formal education programmes which would result in improved new skills, knowledge and attitudes.

Sauga ANK is gathering young people of different age (07-26), origins and living in rural and disadvantaged areas of Estonia on daily basis - Monday to Friday.

Organisation is offering different activities such as workshops on different topics organised by their peers (civic education, EU values and citizenship, public performance, teamwork, active participation, etc) but also space for young people to organise and spend their time in quality and meaningful way - organisation is offering various board games, free using of computers (and classes how to use them), multimedia lab, small band room for rehearsals, stage room for concerts and theatre performances, library.

Sauga ANK is offering also weekly hobby groups for young people in hand crafts, cooking, show dance, folk dance, photography, guitar and drums.



Team behind the project:

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La Fenice Team: Giulia Annibaletti, Laura Tomic, Alessandra Visentin, Maha Mahmoud

Active Bulgarian Society team: Kiril Spasov, Ivan Kitanov

DYPALL team: Bruno Antonio, Veronica Vismara, Carolina Loureiro, Aleksandra Maldzinski

SAUGA ANK team: Annika Peterson, Reelika Ruutli

DEVELOPERS:

- MOLENGEEK team: EU Future, past, present (three stories)

- Jacopo Zuliani, Chiara Domeneghetti:

Engage/Shattered Timeline (point and click adventure)

Connect/MEP for a Month (management & puzzles)

Empower/Roadtrip for a Change (puzzles)

Songs For Freedom (minigame)

Take A Step Forward (minigame)

Vagrant Sketchbook (gamebook-like)

This Is My Story... (gamebook-like)

Cultural Kitchen (restaurant management)

Visual identity: Nada Bozic

Design: Slobodan Stojicic

www.gamifyEU.org