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# You play

YOUTH  
PLAYFUL  
ENGAGEMENT

A project by:



**TDM2000**  
INTERNATIONAL



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REGIONE AUTÓNOMA DE SARDIGNA  
REGIONE AUTONOMA DELLA SARDEGNA

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## Introduction: Context, Target and main Aim of the Guide

This guide is the second principal deliverable of the European Project named "YouPlay, Youth Playful Engagement," following the "Educational Game," to which the subsequent material will make reference.

This Policy Recommendations and Adaptation Guide serves as an all-encompassing resource that will support not only educators, trainers, and youth workers, but also institutions and organizations in maximizing the outcomes and methodologies of the projects they support, with an emphasis on encouraging effective and enjoyable participation.

The tool will provide policymakers and decision-makers with a road map for the development of future initiatives to intervene in youth engagement and participation at the national and European levels. Furthermore, the Guide furnishes pertinent recommendations for the adaptation of the educational game developed as a result of the endeavour, along with an account of the methodology employed and a depiction of the game itself. Given that the participants will gain competencies and skills through participation that will enhance their personal and professional growth, we contend that it is critical to endorse the acknowledgment and the recognition of this learning. In this regard, the Guide will also include a collection of assessment, validation, and recognition tools and methods for competences and skills (existing or proposed by the partnership, both national and European).

In the long-term the project and its results will encourage and support the communities and the institutions to rethink and update their present or future participatory process targeted to young people and citizens in general, valorising youth participation (in the youth political sector and beyond, considering the potential of youth contribution for all the society).

The Guide comprises the following three sections:

- Policy recommendations derived from the findings of the project's initial research and subsequent activities
- Suggestions and guidelines for the adaptation of the methodology developed to specific fields and contexts
- Indication of existing tools and systems to recognize the competences that participants will acquire taking part to the educational activities.

### **ABOUT THE PROJECT**

"YouPlay" is a 24 months' project co-financed by the EU Commission through the European Education and Culture Executive Agency (EACEA) and the ERASMUS +

Programme, under the umbrella of its key action 2 (KA2 - Partnership for Cooperation in the field of Education and Training - European NGOs).

The main aim of the project is to strengthen the capacity of youth NGOs to guide and support young people in developing competences, skills and knowledge that would animate their sense of initiative and active citizenship. The project is realized by 7 partners from 6 different countries (TDM 2000 International – Coordinator, Italy; NGO IUVENTA, Serbia; GLOBAL CITIZENS ACADEMY, Lithuania; Dragon Legion, Germany; TDM 2000 Malta, Malta; Universidad Complutense de Madrid, Spain; TDM 2000, Italy.

The Objectives of the project are:

- to support youngsters' development by improving their citizenship skills and fostering them to engage in democratic participation;
- to provide new tools for youth workers, youth organizations and institutions, on how to engage young generations, valorize their contributions and catalyze the social change;
- to spread and foster the debate on the SDGs among EU and by developing concrete proposals for their implementation;
- to strengthen the synergic cooperation of the Network thus supporting the creation of youth policies.

Expected results:

- Educational Board Game on active participation and SDGs; followed by a testing inside and outside the project consortium;
- A platform containing the digital extension of the game and a wide variety of resources for youth and youth workers on active participation
- Policy Recommendation and adaptation Guide that starts a process of transformation on how to promote youth engagement.

## I. Future Policies & initiatives Policy Papers & Recommendations

### I.A Definitions and scope

This guide is intended to be used also as a road map for policy and decision makers on the development of future training initiatives at national and European Context. The current project and this Guide are expected to serve as a good example of implementation of a wide range of EU policies and directives related to game based learning activities implemented in different contexts, as well as accreditation, certification and validation of acquired competences.

The following policy guidelines outlined in the following paragraph intends to provide instructions and inputs on how policy advices and guidelines should be prepared and drafted pointing out the main elements that should be taken in consideration when structuring a game based learning activity in different areas. The inputs provided are thought to be addressed to groups, individuals and stakeholders interested to influence policy makers and persons that has the authority to take policy decisions, whether that is a minister, a member of parliament, a local authority, parliamentary committee or other public bodies such as education agencies.

## I.B Series of recommendations

### ITALY

#### N.1

**Recipient:** Sardinian Regional Government – representatives of the department of Youth and Education

**Subject:** Youth Policy Recommendation for the Implementation of Non-Formal Education and Game-Based Activities in the Sardinian Educational System

#### **Overview and Introduction:**

This recommendation is intended to contribute to the youth development and education, with the aim to express the importance of integrating non-formal education and game-based activities into the educational system in Sardinia. These approaches have proven to be highly effective in fostering holistic development, critical thinking, and essential life skills among young learners.

#### **Background:**

Sardinia boasts a rich cultural heritage and a vibrant youth population. Recognizing the dynamic needs of today's youth, it is imperative to enhance the educational experience by embracing innovative and engaging methodologies. Non-formal education and game-based activities provide an excellent opportunity to complement traditional classroom learning.

#### **Recommendations:**

##### **1. Integrate Non-Formal Education Programs:**

- Advocate for the integration of non-formal education programs within the existing curriculum. These programs can include workshops, seminars, and projects that encourage experiential learning, teamwork, and creativity.

##### **2. Expand Extracurricular Activities:**

- Encourage schools to diversify extracurricular activities, incorporating non-traditional learning experiences. This can include apart from art, drama, music, and sports activities also the implementation of “Serious games” and game based activities that promote soft skills such as communication, leadership, and problem-solving.

### **3. Promote Game-Based Learning:**

- Emphasize the incorporation of game-based learning methodologies in classrooms. Educational games have proven to be effective tools for enhancing cognitive abilities, strategic thinking, and adaptability among students.

### **4. Teacher/youth workers Training and Development:**

- Invest in training programs for educators to equip them with the skills and knowledge required to effectively implement non-formal education and game-based learning. This can be achieved through workshops, professional development courses, and collaboration with educational experts.

### **5. Community Involvement:**

- Foster partnerships with community organizations, NGOs, Schools and businesses to support the implementation of non-formal education initiatives. These collaborations can provide additional resources, mentors, and real-world experiences for students.

### **6. Create an Evaluation Framework:**

- Develop a robust evaluation framework to assess the impact of non-formal education and game-based activities on student outcomes. Regular assessments will ensure continuous improvement and accountability in the implementation process.

### **Expected Outcomes:**

- **Holistic Development:** Non-formal education and game-based activities contribute to the holistic development of students by addressing cognitive, social, and emotional aspects.
- **Increased Engagement:** Innovative learning methods enhance student engagement and motivation, creating a positive and stimulating learning environment.
- **Preparation for the Future:** By focusing on essential life skills, Sardinian youth will be better prepared for the challenges and opportunities of the future.

### **Conclusion:**

We believe that the adoption of these recommendations will not only enhance the educational experience for Sardinian youth but also contribute to the region's long-term socio-economic development. Your support in prioritizing these initiatives is crucial for creating a forward-thinking and adaptable generation.

## **N.2**

**Recipient:** Sardinian Regional Government – representatives of the department of Youth and Education

**Subject:** Youth Policy Recommendation for Increased Co-Financing of Youth-Led Projects in Non-Formal Education and Game-Based Activities

### **Overview and Introduction:**

This recommendation is intended to advocate for youth empowerment and education, bringing attention to the immense potential of youth-led projects in fostering innovative approaches to non-formal education and game-based activities in Sardinia. I urge the government to consider increased co-financing for such projects initiated by local youth organizations.

### **Background:**

The youth of Sardinia possesses incredible talent, creativity, and a deep understanding of the unique challenges and aspirations of their peers. Empowering the local youth organizations to spearhead projects aimed at non-formal education and game-based activities can have a profound impact on the personal development and skills acquisition of local youngsters.

### **Recommendations:**

#### **1. Financial Support for Youth-Led Initiatives:**

- Allocate additional funding to co-finance projects initiated by youth organizations focusing on the development of tools for non-formal education and game-based activities. This support will enable these organizations to implement impactful initiatives that directly address the needs and interests of local youngsters.

#### **2. Flexible Funding Mechanisms:**

- Establish flexible funding mechanisms that accommodate a diverse range of projects and initiatives. This can include grants, subsidies, or collaborative funding models that empower youth organizations to tailor their proposals to the specific needs of their target audience.

### 3. Capacity Building for Youth Organizations:

- Offer capacity-building programs and workshops to enhance the organizational and project management skills of youth-led organizations. This investment will ensure that these organizations can effectively plan, implement, and evaluate their projects, maximizing their impact.

### 4. Collaboration with Educational Institutions:

- Encourage collaboration between youth organizations and educational institutions. This partnership can facilitate the development of tools that align with formal education objectives, ensuring a seamless integration of non-formal education methodologies.

### 5. Monitoring and Evaluation:

- Implement a robust monitoring and evaluation framework to assess the outcomes and impact of co-financed projects. This will provide valuable insights into the effectiveness of youth-led initiatives and inform future funding decisions.

#### Expected Outcomes:

- **Empowered Youth Leadership:** Increased co-financing will empower youth organizations to take the lead in designing and implementing projects, fostering a sense of ownership and responsibility among young leaders.
- **Innovative Tools for Education:** Support for non-formal education and game-based activities will result in the creation of innovative tools that resonate with the learning preferences and aspirations of local youngsters.
- **Positive Social Impact:** Co-financed projects will contribute to the positive development of local communities by addressing social challenges and promoting inclusivity, creativity, and skill development among young people.

#### Conclusion:

Your commitment to increasing co-financing for youth-led initiatives will undoubtedly contribute to the overall growth and well-being of the youth in Sardinia.

#### SPAIN

##### N. 1

**Recipient: Ministry of Education and Job Training and Regional Councils of Education**



## **Subject: Promoting Micro-Credentials with Gamification for Youth Development**

### **Overview**

Recently, the European Union is promoting the use of micro-credentials, short-term and focused courses for recognising formal, non-formal and informal education. There is a recommendation issued by the European Council for creating a European system framework for recognising the skills achieved through these micro-credentials. Member States are starting to adapt and promote micro-credentials. Spain is starting to discuss the process, but initially it seems that Universities are the first ones to consider them. However, this new framework should also target young students, and Spain should lead the way.

### **Background**

Micro-credentials have emerged as a response to the rapidly changing demands of the modern job market and for creating a culture of lifelong learning. The European Council has issued a Recommendation for establishing a European approach to micro-credentials. Unlike traditional degree programs, micro-credentials focus on specific skills, providing learners with targeted and relevant knowledge in a broad domain of issues, and includes the possibility of certifying skill acquired in non-formal and informal learning settings. These credentials are typically shorter in duration, more flexible, and often obtained through online platforms, making them accessible to a broader audience, and especially attractive for youngsters. However, the incipient development of micro-credentials in Spain, that are now under discussions, are more focused on Universities as the main actors, and on higher levels of the European Qualifications Framework, targeting older age groups rather than youngsters.

Consequently, targeting youngsters and young students (15-24 years) should be a priority, as micro-credentials can help to develop important skills for youngsters and can have a positive impact in creating a culture of lifelong learning. Micro-credentials can help by offering an adaptable approach to learning, allowing youngsters to acquire relevant skills for developing basic capacities and specific skills for entering the adult phase and some working-related skills. However, incentives have to be implemented. Gamification may play an important role for targeting youngsters.

### **Recommendations**

#### **1. Country adaptation of the European Micro-Credentials Framework**

- Adapt and develop, for the Spanish educational context, a standardised framework for micro-credentials that aligns with educational, and industry needs and covers a wide range of skills, including especially soft-skills but also work-skills. Establish clear criteria for the recognition of micro-credentials to

ensure their credibility and value in educational terms and for the job market. Develop a specific line of micro-credentials targeted to youngsters, in the two first levels of the EQF. A specific communication plan targeted to youngsters, especially through the Regional Education Councils and Schools.

## **2. Integration of Gamification Elements**

- Integrate gamification elements into the micro-credential system to enhance the learning experience for youngsters. This can include point systems, badges, and virtual rewards to incentivise progress and completion. Collaborate with educational technology experts to design engaging and interactive platforms for delivering micro-credential programs. Collaboration between the Ministry of Education, the Regional Education Councils, Schools and different associations for developing micro-credentials, both in formal, non-formal and informal educational settings, that target youngsters.

## **3. Voluntary Path with Milestones**

- Design a voluntary learning path with multiple milestones, allowing youngsters to choose micro-credentials based on their interests and career goals. Provide flexibility for learners to accumulate credentials progressively, with each milestone contributing to a broader skill set.

## **4. Collaboration and endorsement between the education institutions (Ministry of Education and Regional Education Councils), associations (educative, cultural, sport, third sector) and industry**

- Establish partnerships with a broad range of stakeholders, that specifically work with youngsters, to ensure that micro-credentials are aligned with the necessary skills for youngster's development and, also, current job requirements. Encourage the Spanish Educational system to recognise and certify these micro-credentials, as a supplement to the formal education degrees, for increasing the relevance and positive perception of micro-credentials, as well as the recognition by companies for increasing the job market qualifications and skills.

## **5. Financial Support and Accessibility**

- Implement financial support mechanisms from the Ministry of Education and Regional Education Councils, that include support for different stakeholders (associations, schools, teachers, professional) to produce micro-credentials. This will create incentives for producing relevant micro-credentials on a broad

range of issues. In the case of paying for micro-credentials: Subsidies for students to make the access to micro-credentials more accessible for youngsters. For example, the Ministry of Science, Innovation and Universities has financed micro-credentials for adults (25 to 64 years) with 50 million euro. Development of digital platforms and online resources to ensure widespread availability, especially for those in remote or underserved areas.

### **Expected Outcomes**

- **Skill Diversification**  
Youngsters will have the opportunity to diversify their skill set through the voluntary pursuit of micro-credentials tailored to their interests and career aspirations.
- **Increased Motivation and Engagement**  
Gamification elements will enhance motivation and engagement, making the learning process more enjoyable and rewarding for young participants.
- **Improved selection of further education and employability**  
Completion of micro-credentials will provide youngsters with a set of skills. Training through micro-credentials can help youngsters to identify their preferred future path, such as a specific University degree, specific vocational training, or just being more competitive in the job market.
- **Lifelong Learning Culture**  
Incorporating micro-credentials for youngsters, with a voluntary path with milestones, help to encourage a culture of lifelong learning, that is one of the main objectives of European and Member State policies regarding education and the workforce.

### **Conclusion**

By implementing this policy recommendation, the Ministry and Regional Education Councils can proactively address the needs of youngsters, provide young students with a broad range of skills, and including formal, non-formal and informal education. This will also help to foster, from a very young age, the culture of lifelong learning, that is a crucial part of the European and National education initiatives, and that can help to raise the skills, level of competences and employability in the job market. The integration of gamification and the creation of a voluntary path for micro-credentials contribute to a dynamic and engaging educational landscape that aligns with the diverse needs and aspirations of the youth, ultimately contributing to national workforce development and economic growth.

### **N. 2**

**Recipient: Ministry of Science, Innovation and Universities in Spain: Integration of Serious Games in University Teaching Innovations Groups**

**Subject:** Integration of Serious Games in all the bachelor degrees in Spanish universities through Teaching Innovations Groups

## **Background**

The rapidly evolving landscape of education demands the incorporation of innovative teaching methodologies to enhance the learning experience for students. Serious games, that is, game-based approaches for educational purposes, have shown promising results in fostering skill development. Recognising the potential of serious games, there is a need to integrate them systematically into university education across various disciplines.

## **Recommendations**

### **1. Establishment of Teaching Innovations Groups based on serious games**

- Advocate for the creation of Teaching Innovations Groups (TIGs) in all universities, dedicated to exploring and implementing innovative teaching methods, with a specific focus on serious games. Encourage interdisciplinary collaboration within TIGs to ensure diverse perspectives in the design and implementation of serious games.

### **2. Curriculum Integration**

- Develop guidelines for integrating serious games into existing curricula across different bachelor's degrees, as specific adaptations have to be made depending on the degree. Provide faculty development programs to provide professors with the necessary skills to effectively incorporate serious games into their teaching methods.

### **3. Funding and incentives**

- Allocate funds for research initiatives exploring the effectiveness of serious games in developing specific skills relevant to different disciplines. Facilitate partnerships between universities and game developers to create tailor-made serious games aligned with academic objectives.

### **4. Student Engagement and Feedback**

- Encourage universities to actively involve students in the selection and evaluation of serious games to ensure relevance and engagement. Establish feedback mechanisms to continuously assess the impact of serious games on student learning outcomes.

## **Expected Outcomes**

- **Development of new skills**  
Serious games can contribute to the development of critical thinking, problem-solving, and collaborative skills, providing students with practical experiences that complement theoretical knowledge.
- **Increased Student Engagement**  
The integration of serious games is likely to enhance student motivation and engagement, also creating a collaborative climate and a different setting for learning.
- **Innovation in Teaching Methods**  
In a moment of rapid technological change, Teaching Innovations Groups will serve as hubs for continuous experimentation and adoption of new forms of teaching, potentially closer to the needs of new generations.
- **Alignment with Future Workforce Needs**  
The skills acquired through serious games will develop different skills, including soft-skills, that are relevant for the job market.

## Conclusion

Introducing serious games into university education through the establishment of Teaching Innovations Groups aligns with the Ministry's commitment to fostering innovation and excellence in higher education. This policy recommendation aims to position Spain as a leader in progressive educational practices, and to adapt the University's learning environment to new techniques, closer to new generations of students. Through this initiative, the Ministry can contribute to enrich the academic experience for students, creating more cooperative classrooms and with positive effects for developing skills that are relevant for the job market and to create participatory citizens.

## MALTA

### N.1

**Recipient:** The Ministry for Education, Sport, Youth, Research and Innovation (Malta)

**Subject:** Teacher Training on Game-Based Learning Activities

### Overview and Introduction:

In recent years, the educational landscape has witnessed a paradigm shift with the integration of innovative teaching methodologies. Game-based learning (GBL) stands out as a promising approach to engage students, foster critical thinking, and enhance collaborative skills. Recognising the potential of GBL in educational settings, the following set of recommendations is directed towards the Ministry for Education,

Sport, Youth, Research, and Innovation in Malta to promote effective teacher training on game-based learning activities.

### **Background:**

Malta's commitment to providing quality education requires continual adaptation to contemporary teaching methodologies. The utilisation of game-based learning activities can contribute significantly to achieving educational objectives, catering to diverse learning approaches, and preparing students for the challenges of the 21st century. However, for the successful implementation of GBL, it is imperative to equip educators with the necessary skills, knowledge, and resources.

### **Recommendations:**

#### **1. Needs Assessment and Curriculum Integration:**

- Conduct a comprehensive needs assessment to understand the current state of teacher readiness and willingness to integrate game-based learning into their pedagogical practices. Identify gaps in knowledge and resources to tailor training programs effectively. Collaborate with educational experts, curriculum developers, and teachers to integrate GBL seamlessly into existing curricula, ensuring alignment with educational objectives.

#### **2. Professional Development Programs and Resource Allocation:**

- Develop and implement targeted professional development programs for teachers, focusing on the principles, benefits, and practical applications of game-based learning. Include hands-on workshops, training courses and seminars (online and in person) to accommodate different learning preferences. Allocate sufficient resources to provide educators with access to relevant technologies, educational games, and platforms.

#### **3. Pedagogical Support and Assessment Strategies:**

- Offer ongoing pedagogical support to educators as they integrate game-based learning into their teaching practices. Include mentorship programs, peer collaboration opportunities, and regular feedback mechanisms to enhance the effectiveness of GBL implementation. Develop assessment strategies that align with game-based learning methodologies, encouraging the use of formative assessments, reflective practices, and project-based evaluations.

#### **4. Research, Evaluation, and Inclusive Approaches:**

- Establish a framework for continuous research and evaluation of the impact of game-based learning on student outcomes. Encourage collaboration with academic institutions and researchers to gather data, identify best practices, and inform future policy decisions. Ensure that teacher training programs consider inclusivity and diversity in GBL, providing guidance on adapting activities to meet the needs of students with diverse learning styles, abilities, and backgrounds.

## 5. Stakeholder Engagement and Policy Integration:

- Foster collaboration among various stakeholders, including teachers, parents, students, NGOs, and industry experts. Create forums for dialogue to address concerns, gather feedback, and ensure that GBL initiatives align with the broader educational goals of Malta. Embed the principles of game-based learning within the broader education policy framework. Clearly articulate the Ministry's commitment to supporting teachers in integrating GBL, aligning policies with international best practices and standards in educational technology.

### Expected Outcomes:

- **Enhanced Teacher Competence:**  
Successful implementation of the recommended teacher training programs is anticipated to result in an enhanced level of competence among educators. Teachers will acquire the skills and knowledge necessary for integrating game-based learning effectively into their teaching practices.
- **Increased Student Engagement and Performance:**  
As educators become proficient in incorporating game-based learning activities, an expected outcome is an increase in student engagement and improved academic performance. GBL has the potential to make learning more enjoyable and interactive, fostering a positive impact on student outcomes.
- **Innovation in Pedagogical Practices:**  
The adoption of game-based learning is likely to foster innovation in pedagogical practices. Teachers will explore new methodologies, adapting to the evolving needs of students in a technologically advanced era.
- **Positive Impact on Inclusivity:**  
The inclusive approach to teacher training is expected to have a positive impact on diverse learners. Teachers will be better equipped to adapt game-

based learning activities to accommodate various learning styles and abilities, promoting inclusivity in the educational environment.

### **Conclusion:**

In conclusion, the recommendations presented aim to position Malta at the forefront of educational innovation by promoting effective teacher training on game-based learning activities. Anticipated outcomes include a more competent teaching workforce, increased student engagement, innovative pedagogical practices, and a positive impact on inclusivity in education. By implementing these recommendations, Malta can embrace the transformative potential of game-based learning, ensuring a dynamic and effective educational experience for all stakeholders.

## **N.2**

**Recipient:** The Ministry for the Economy, Enterprise and Strategic Projects (Malta)

**Subject:** Structured collaboration among games production companies and the training and education sector (schools, universities, NGOs, youth leaders) to aligning learning with engaging gaming experiences

### **Overview and Introduction:**

In recognition of the transformative potential that game-based learning (GBL) holds for education, this set of recommendations is directed towards the Ministry for the Economy, Enterprise and Strategic Projects in Malta. The focus is on fostering structured collaboration between games production companies and the training and education sector, including schools, universities, NGOs, and youth leaders. The ultimate objective is to achieve pedagogy through real fun, aligning learning with engaging gaming experiences.

### **Background:**

Malta's commitment to economic diversification and strategic projects aligns with the need for innovative approaches to education. The collaboration between games production companies and the education sector can bridge the gap between traditional teaching methods and the dynamic learning experiences that GBL offers. Such partnerships have the potential to not only enhance the educational landscape but also contribute to the growth of the gaming industry.

### **Recommendations:**

#### **1. Establishing Collaborative Platforms:**

- Create formalised platforms that bring together representatives from games production companies, schools, universities, NGOs, and youth leaders. These



platforms will facilitate ongoing dialogue, collaboration, and the exchange of ideas to shape the integration of games into educational practices.

## **2. Joint Curriculum Development:**

- Encourage collaborative efforts in curriculum development between educational institutions and games production companies. This ensures that game-based learning activities align with educational objectives and curricular requirements, promoting a seamless integration process.

## **3. Incentivising Partnerships:**

- Provide incentives or grants to foster collaborations between games production companies and educational entities. Financial support can encourage the development of educational games tailored to Malta's curriculum and cultural context.

## **4. Mutual Training Programs:**

- Implement specialised training programs that involve both the education sector and games production companies. These programs should focus on enhancing the understanding of each sector's needs, fostering a mutual appreciation of educational goals and game development principles.

## **5. Regulatory Framework:**

- Develop a regulatory framework that supports and guides collaborations between games production companies and the education sector. This framework should address issues related to content appropriateness, data privacy, and intellectual property rights, ensuring a secure and ethical educational gaming environment.

### **Expected Outcomes:**

- **Innovative Educational Games:**  
The collaborative efforts between games production companies and the education sector are expected to yield a new generation of innovative educational games. These games will be designed to align seamlessly with educational objectives, engaging students in interactive and dynamic learning experiences.
- **Growth in the Gaming Industry:**

Collaboration with the education sector is anticipated to contribute to the growth of the gaming industry in Malta, creating opportunities for local game developers and enhancing the country's reputation as an innovative hub.

- **Enhanced Youth Engagement and Performance:**

The integration of well-designed educational games is likely to result in increased student engagement, leading to improved academic performance and a positive attitude towards learning.

**Conclusion:**

In conclusion, fostering structured collaboration between games production companies and the training and education sector in Malta holds immense potential for elevating both the education system and the gaming industry. By implementing the recommended strategies, Malta can position itself as a pioneer in innovative pedagogy, creating a dynamic and engaging learning environment that benefits students, educators, and the economy at large.

## **GERMANY**

### **N.1**

**Recipient:** Aachen Municipal Government – representatives of the Department of Youth Affairs and Education

**Subject:** Youth Work Enhancement through the Integration of Non-Formal Education and Game-Based Activities in Aachen, Germany

**Overview and Introduction:**

This proposal aims to address the unique needs of youth work in Aachen, Germany, by emphasizing the significance of incorporating non-formal education and game-based activities into the local educational system. These approaches have proven effective in fostering comprehensive development, critical thinking, and essential life skills among young individuals.

**Background:**

Aachen, with its diverse youth population and cultural richness, requires an adaptive approach to youth work. Recognizing the evolving needs of today's youth, it is essential to enrich the educational landscape by embracing innovative and engaging methodologies. Non-formal education and game-based activities offer valuable opportunities to complement traditional educational practices.

**Recommendations:**

### **1. Integrate Non-Formal Education Programs:**

- Advocate for the integration of non-formal education programs within the existing curriculum. These programs may encompass workshops, seminars, and projects that promote experiential learning, teamwork, and creativity.

### **2. Expand Extracurricular Activities:**

- Encourage schools to diversify extracurricular activities, incorporating non-traditional learning experiences. Beyond art, drama, music, and sports, consider implementing "Serious games" and game-based activities that emphasize soft skills such as communication, leadership, and problem-solving.

### **3. Promote Game-Based Learning:**

- Emphasize the incorporation of game-based learning methodologies in classrooms. Educational games have proven to be effective tools for enhancing cognitive abilities, strategic thinking, and adaptability among students.

### **4. Teacher/Youth Worker Training and Development:**

- Invest in training programs for educators and youth workers to equip them with the skills and knowledge required to effectively implement non-formal education and game-based learning. This can be achieved through workshops, professional development courses, and collaboration with educational experts.

### **5. Community Involvement:**

- Foster partnerships with community organizations, NGOs, schools, and businesses to support the implementation of non-formal education initiatives. These collaborations can provide additional resources, mentors, and real-world experiences for students.

### **6. Create an Evaluation Framework:**

- Develop a robust evaluation framework to assess the impact of non-formal education and game-based activities on youth outcomes. Regular assessments will ensure continuous improvement and accountability in the implementation process.

### **Expected Outcomes:**

- **Holistic Development:** Non-formal education and game-based activities contribute to the holistic development of youth by addressing cognitive, social, and emotional aspects.

- **Increased Engagement:** Innovative learning methods enhance youth engagement and motivation, creating a positive and stimulating environment.
- **Preparation for the Future:** By focusing on essential life skills, Aachen's youth will be better prepared for the challenges and opportunities of the future.

### **Conclusion:**

We believe that the adoption of these recommendations will not only enhance the youth work experience in Aachen but also contribute to the city's long-term socio-economic development. Your support in prioritizing these initiatives is crucial for creating a forward-thinking and adaptable generation in Aachen, Germany.

## **LITHUANIA**

### **N.1**

**Recipient:** Local municipalities (local councils, youth affairs councils, youth affairs coordinators)

**Subject:** Reinforcing the role of young people in building local sustainable communities

### **Overview and Introduction:**

This recommendation aims to draw the attention of the core stakeholders, including government officials, community leaders, educators, and organisations, in the local municipalities of Lithuania. It emphasises the critical importance of involving young people in the process of building just and sustainable local communities. By actively engaging and empowering young individuals, we can shape the direction of these communities in a way that aligns with the needs and aspirations of the younger generation.

### **Background:**

Young people play a crucial role in building a sustainable society and a better future for themselves. Their active participation in community development is important for the present and future. Their unique perspectives, energy, and innovative ideas can contribute to the development of solutions that address the challenges faced by their communities. Therefore, youth work needs to find effective ways to strengthen young people's sustainability values and empower them to take action locally.

### **Recommendations:**

**1. Highlight the importance of youth in the sustainable development of the local communities in the strategic development process:**

- Acknowledge the significance of incorporating the voices of young people at every phase of local strategic development, including public consultations, formulation of local policies pertaining to sustainable development, creation of strategic development plans, and the ongoing monitoring and evaluation of the implementation of local development strategies.

## **2. Give priority for youth initiatives that contribute to the development of sustainable local communities:**

- Incorporate sustainability considerations into local youth initiative funding programs by prioritising initiatives that contribute to specific sustainability aspects or promote a holistic approach to sustainable development. Emphasise the importance of applying sustainability principles as a horizontal foundation in all local youth initiatives.

## **3. Invest in capacity building of youth organisations and other stakeholders active in the youth field:**

- Mobilize efforts and allocate resources to enhance the capacity of local youth organisations and other stakeholders engaged in addressing sustainability issues and principles. This is essential to empower them and foster the belief that they can make a meaningful impact at the local level.

## **4. Reinforce the importance of sustainability matters in participatory budget programmes dedicated to youth:**

- Give the priority to the initiatives within the participatory budget programmes to those ideas that promote sustainability.

### **Expected Outcomes:**

- Importance of sustainability at the local level: sustainability principles are recognised as important in the local communities.
- Stronger voice of youth: Young people are considered core actors in building sustainable local communities.

### **Conclusion:**

We believe that these recommendations will elevate awareness and consideration of sustainability issues, emphasising the crucial involvement of young people in constructing resilient, equitable, and sustainable local communities.

## II. YouPlay Educational Game Adaptation

### II.A General Principles

The second chapter of this guide is dedicated to provide inputs, suggestions and guidelines to promote and facilitate the process of adaptation to different contexts of the “Educational Game”, which is the main result developed under the umbrella of the YouPlay project.

This Adaptation Guide provides guidelines on how to set the learning objectives and proposes accreditation methods, while mapping the existing EU initiatives on transparency and recognition of skills and qualifications.

In the following paragraphs the users will be provided with guidelines and directions for adaptations in different social, cultural and organizational settings, by proposing alternatives and providing basic instructions on how third parties can provide this adaptation in order to get a more customized learning environment.

Based on the above mapping, matching and design, the partners developed also in the third chapter a series of guidelines to embed in the training provision practices of Assessment, Validation and Recognition of skills acquisition. These tools will be useful for the trainers and educators when they will integrate the project’s Educational Game components in their usual training activities.

## II.B Set your Learning Objectives

The development of the Learning Objectives in order to develop the learning material and the educational game, during the implementation of the YouPlay project, included the following steps:

1. Definition and concepts
2. Guide for describing Learning Objectives
3. Needs and gaps analysis in relation with the context
4. Definition of overall Learning Objectives

### Definition and concepts

A learning objective is a description of what the young participants must be able to do upon completion of an educational, non-formal and game based activity. A well-written learning objective outlines the knowledge, skills and/or attitude the youngsters will gain from the educational activity and does so in a measurable way.

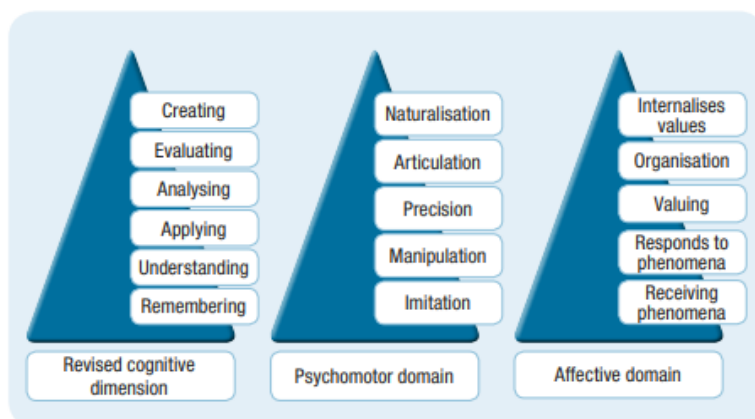
The domains of learning can be categorized as affective (attitude), psychomotor (skills), and cognitive (knowledge) (ASK).

- **Attitude** — changes how a young person chooses to act.
- **Skills** —this domain focuses on changing or improving the tasks the participants can perform.
- **Knowledge** — this domain focuses on increasing what participants know.

### Guide for describing Learning Objectives

#### Learning outcomes and learning progression

Bloom's taxonomy is one of the most important theoretical influences on thinking about learning outcomes and progression.



Sources: Bloom et al. (1956); Dave (1970); Anderson et al. (2001).

**Figure 1 - Bloom's taxonomy: cognitive, psychomotor and affective domains**

Simplicity is important when writing learning outcomes. Too much detail and overly complex statements prevent learners from relating to the statements.

The basic structure of learning outcomes statements...			
... should address the learner.	... should use an action verb to signal the level of learning expected.	... should indicate the object and scope (the depth and breadth) of the expected learning.	... should clarify the occupational and/or social context in which the qualification is relevant.
Examples			
The student...	...is expected to present ...	...in writing the results of the risk analysis	...allowing others to follow the process replicate the results.
The learner...	...is expected to distinguish between...	...the environmental effects...	...of cooling gases used in refrigeration systems.

Source: Cedefop.

**Figure 2 - The basic structure of learning outcomes statements**

### Writing Clear Learning Objectives

A clear learning objective states what the learner will be able to do upon completion of a continuing education activity, in terms of behavioural change. A clear objective identifies the terminal behaviour or desired outcome of the educational offering.

### Writing SMART Learning Objectives

An effective learning objective should include the following 5 elements: who, will do, how much or how well, of what, by when.

The mnemonic SMART—Specific, Measurable, Attainable, Relevant, and Time-bound—can be used to describe the elements of a well-written learning objective. One example of a SMART objective for an airway conference is: “Upon completion of the difficult airway workshop, participants should be able to formulate an accurate algorithm for the management of an obese adult patient with inadequate face mask ventilation, according to the American Society of Anesthesiologists difficult airway algorithm.”





<ul style="list-style-type: none"> <li>• Each learning objective must answer the following questions: Who, will do, how much or how well, of what, by when?</li> <li>• Identify content areas that the participants are expected to learn.</li> <li>• Choose an action verb that is measurable and observable to specify the desired learner performance, followed by a description of the content.</li> <li>• Use more complex or higher-order action verbs when appropriate.</li> <li>• Avoid using action verbs such as “understand, know, learn, appreciate, believe, be familiar with, comprehend,” etc.</li> <li>• Each learning objective must be separate: Two separate actions (such as diagnosis and management) or topics (such as bronchospasm and hypotension) must not be combined.</li> </ul>	<ul style="list-style-type: none"> <li>• Specify the condition in which the action will occur. An example of a good way to begin the statement is: “Upon completion of this learning activity, participants should be able to . . . .”</li> <li>• <b>SMART</b> learning objectives are: <ul style="list-style-type: none"> <li>Specific: What action will be performed and by whom?</li> <li>Measurable: How will success be measured? Objectives should quantify the amount of change expected.</li> <li>Achievable: Can this objective be achieved within a given time frame and with available resources?</li> <li>Relevant: Are the objectives aligned with the instructional method and assessment?</li> <li>Time-Bound: When will this objective be achieved? Objectives should provide a time frame indicating when the objective will be met.</li> </ul> </li> </ul>
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Figure 3 - Practical tips for writing effective learning objectives.

### Identify the Level of Knowledge Necessary to Achieve Your Objective

Before you begin writing objectives, stop and think about what type of change you want your training to make. In other words, what do you want your participants to do differently when they return to work? As already mentioned above the domains of learning can be categorized as affective (attitude), psychomotor (skills), and cognitive (knowledge). An easy way to remember this is with the acronym ASK:

- **Attitude** — Changes how a learner chooses to act. Compliance training is a good example of when you will have to teach to this domain. It’s usually **the hardest to craft objectives for this**, since it’s dealing with feelings, emotions, and attitudes.
- **Skills** —This domain focuses on changing or improving the tasks a learner can perform.
- **Knowledge** — This domain focuses on increasing what participants know. Learning safety rules, troubleshooting, and quoting prices from memory are all examples of this level of learning.

### Select an Action Verb

Now that you’ve identified what domain you intend to focus on for your objective, it’s time to start crafting your objective. To do that, it will help to have an action verb to describe the behaviour at the appropriate level of learning. Here’s a list of action verbs, separated by domain. Avoid having more than one action verb for each level of learning, and make sure it’s a verb that can be measured. “Understand” is too vague, but “complete,” “identify,” or “recognize” are specific.

- **ATTITUDE**

Advocate, Accept, Agree, Allow, Analyse, Approve, Assess, Believe, Choose, Collaborate, Comply, Conform, Convince, Cooperate, Decide To, Defend, Endorse, Evaluate, Pick, Recommend, Select, Support, Tolerate, Volunteer

- **SKILLS**

Actuate, Adjust, Administer, Align, Alter, Assemble, Build, Calibrate, Change, Copy, Demonstrate, Design, Develop, Draft, Execute, Form, Handle, Manipulate, Measure, Mend, Perform, Prepare, Process, Record, Regulate, Remove, Repair, Replace, Set, Service

- **KNOWLEDGE**

Compare, Define, Describe, Designate, Discover, Distinguish, Explain, Identify, Itemize, Label, List, Name, Recite, Recognize, Recount, Relate, Retell, Specify, Spell Out, State, Tell, Term, Write

*Table 1 - Sample Verbs in Categories*

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	classify	apply	analyze	arrange	assess
identify	compile	calculate	calculate	assemble	compare
label	conclude	demonstrate	categorize	compose	critique
list	discuss	develop	classify	construct	decide
match	describe	interpret	criticize	design	determine
name	explain	locate	compare	develop	establish
recall	express	operate	contrast	diagnose	evaluate
recognize	give examples	perform	determine	manage	judge
record	identify	practice	differentiate	organize	justify
relate	interpret	predict	distinguish	plan	measure
repeat	recognize	present	examine	propose	rate
select	summarize	report	outline	relate	recommend
state	translate	use	test	summarize	select

*Table 2 - Verbs to Avoid*

appreciate	believe	improve	learn
approach	grasp the significance of	increase	thinks critically
become	grow	know	understand

## Check Your Objective

Make sure your objectives include four pieces: audience, behaviour, condition, and degree of mastery. For every one, identify and label the component. Here are the **A, B, C, D's** every objective should contain:

- **Audience:** It's important that your objective identifies the people that will be doing the learning. Typically, this will involve the word, "learner" or "participant"
- **Behaviour:** You'll need to identify what the participants are going to do differently. This component will contain your action verb.
- **Condition:** This part of the objective will describe the situation of the participants.
- **Degree of Mastery:** This part of the objective is closely tied to the change in behaviour, as it stipulates the degree of the change.

Try labelling each of the four components in your objectives to make sure you didn't forget anything. In the following examples, the audience will be italicized, the behaviour will be underlined, the condition will be in regular type, and **the degree of mastery will be bolded**.

#### Example 1

Given an expense report, the learner will complete the company form **with no errors**.

#### Example 2

After completing the three-day design training, the learner will be able to list the 8 steps in the design process **in order**.

#### Repeat, Repeat, Repeat

Go through this process for each objective. Don't stop until you feel that you have enough objectives to effectively measure your performance. Remember, objectives work as checkpoints that lead to a completion of a goal. It's important you have enough of them to keep yourself from getting lost. Start with what you want to achieve and work backwards.

## Methods of Assessment

Assessments are designed to measure the skills and knowledge the learner has mastered during instruction. While quizzes or tests are often used to assess mastery, there are countless other assessment methods that could be equally (or more) effective for the given learners, context, and learning objectives. It is important to keep in mind that the personas and needs of your learners, as well as the context and objectives, should influence which assessment method you design and develop. Varying the methods of assessment throughout a lesson or unit of instruction will help to support appropriate skill and knowledge assessment, and appeal to different learning and testing preferences of the learners. Beyond a quiz or test, other methods of assessment for adult basic education may include:

Methods of Assessment	Assessment Description	Example Strategies
Performance Assessment	Learners are given a variety of tasks and situations where they can demonstrate understandings and apply knowledge, skills, and the Foundations of Science to a variety of contexts.	<ul style="list-style-type: none"> <li>• Design and conduct an experiment</li> <li>• Demonstrate a skill or set of skills</li> <li>• Design a classification or measurement system</li> </ul>
Authentic Assessment	Assessments tie directly to the applications of the knowledge, skills, and attitudes in the real world.	<ul style="list-style-type: none"> <li>• Project-based instruction</li> <li>• Simulate a workplace training experience</li> </ul>
Holistic Assessment	Incorporates a wide range of assessment pieces to provide a total picture of the learner.	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Focus on Mind, Heart, Spirit, and Body</li> <li>• Problem or project-based learning</li> <li>• Invention</li> </ul>

Source: [Saskatchewan Advanced Education and Employment](#) ↗

## II.C Structure and rules of the developed YouPlay Educational Game

### **ABOUT THE YOUPLAY EDUCATIONAL GAME**

The partnership, through the implementation of the project, explored and expanded the dimension of the game-based learning as a methodology to promote and experience civic participation in youth. In a synergistic view, the project refers to the most advanced studies on games for learning and for democracy, catalyzing in the project the huge potential that they identified. Indeed, the gamification of learning and civic participation can markedly help the decrease of citizen alienation from politics and society in general, as - through its crowdsourcing dimension - individuals could better perceive their role within the community, “outsourcing a job to the crowd”, for the common good.

Our Educational Game is a board/card game aimed at fostering young people's active citizenship, at enhancing their integration and inclusion, and at strengthening their contribution to the functioning and development of democratic debate. Not only this, it also aims at empowering the participants to play a vital role in their own development as well as that of their communities putting the emphasis on how important is their action to contribute in achieving the Sustainable Development Goals. The Game was designed to help the young direct beneficiaries to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action.

The Game is mainly directed to young people, aged 15-30, as we believe that this is the age range when doubts on life, future, trust, capacity, start to arise and consolidate if nothing is done to reverse this tendency.

The Game contains different scenarios where participants have the opportunity to play, debate, make decisions and find solutions. The scenarios offer different card decks connected to:

- 3 Dimensions of Citizenship: civil, political and social
- Sustainable Development Goals

These 2 categories are interconnected in order to transfer to participants the contents and furnish basic knowledge to act as a proactive citizen by participating in the different contexts of society.

The cards' decks include actions that every participant can take and decide to use, each action generates a reaction therefore a consequence will start. This puts the participants in the situation of making a choice, analyzing, deciding and taking responsibility.

The developed printed Game has a digital interface (mobile APP) to help the participants to also play without the facilitation of a youth worker. In fact, even if the Game wants to be a tool to support youth workers in their daily work on youth participation, we strongly believe that it can be played in any settings, among friends, in a non-formal and formal education context. The presence of the “master of the game” or “facilitator” (youth worker) provides a more effective experience to the young players. It explains the situations, the effects of the actions and leads the participants to navigate into the game maximizing their learning.

The web application was designed to work as a support to the physical version of the board game. Social interaction is one of the main and essential parts of the game, and it happens both in a face-to-face setting and using video conferencing tools if played remotely. The digital version replaces the cards and it will have the advantage of introducing random events that can react to the actions of the players.

The web application is barrier free and it is responsive so that it adjusts to the screen size of the viewing device. In particular, it is optimized for mobile phones.

The educational game developed has the following specific **Learning Objectives**:

- fostering cooperation among participants for the sake of a sustainable society and the good of the community;
- provide knowledge about the SDGs and global issues related to them;
- provide knowledge about the governance of a democratic society and stimulate debates on solving public issues;
- stimulate active participation and improve citizenship skills and therefore the ability to act as responsible citizens;
- Equipping participants with competencies:
  - critical and strategic thinking
  - teamwork, negotiation and collective decision-making
  - conflict and crisis management.

## ***RULES OF THE GAME***

### **Elements of the Game**

#### **OVERVIEW**

**Sustainable City** is an educational and cooperative board game for six players, where victory can only be achieved by working as a team.

## **GAME DURATION**

90 minutes

## **GROUP SIZE**

Game is designed for 6 players. Ideally it is played with a facilitator, but it can as well be played without.

## **GAME COMPONENTS:**

- Board
- Figures and dice
- 20 locations (round card)
- 6 departments cards
- 33 Mission Cards
- 53 Major Event cards
- 36 Minor events Cards
- 80 Package of votes' cards
- 100 Resource Tokens
- [Mobile application](#)

## **GAME COMPONENT BREAKDOWN**

### **BOARD**

The Board represents an imaginary city with 20 different locations.

### **FIGURES AND DICE**

To play the game you will need 6 figures in different colors; each figure corresponds to one of the city departments (the same color of the figures is shown on the corresponding department's cards and on the related locations). The dice is a standard 6 sided one. The dice is needed just at the beginning of the game to elect the mayor and during the game just in case, after the vote of confidence deciding for a new mayor' election, there is a situation when two or more players have the same number of package of votes' cards.

### **LOCATION CARDS**

20 locations (round cards) - location cards should be randomly placed on the board in the designated places identified with the 20 numbers.

Location cards have 2 sides. One side is with a picture and the other side with a red line over the picture.

Pictures of locations without red line represent that location is in Active Mode

Pictures of location with red line represent that location is in Crisis Mode

The **20 locations** are: Press and Media Center, Stock Exchange, Public Transit Authority, Electrical Substation, Police Station, Fire Station, Sewage Plant, Recycling Plant, Train station, Shopping Mall, Courthouse, Community Garden, Business Park, Hospital, Youth Center, University, Sports Complex, Social Service, Cultural Hub, City Hall

18 locations belong to 6 departments. Two locations are independent; Press and Media Center and City Hall.

### **DEPARTMENTS CARDS**

Department cards represent the 6 city departments. On each card you will find a short explanation for the department and for which locations this department is in charge.

Departments are: ECONOMY, EDUCATION, ENERGY AND ENVIRONMENT, HEALTH AND WELFARE, JUSTICE AND SAFETY, URBAN DEVELOPMENT.

During the game each player will be assigned a city department, holding the position of the city manager in charge for the department.

Each department is in charge of 3 locations. Specific colors identify the departments, related locations and figures representing the players in charge of each department.

Explanation of each Department:

**ECONOMY** - This department is responsible for delivering support and services towards the companies, contractors and workers in the city, as well as for its sustainable economic development. In addition, it is responsible for the fundraising to ensure local policies. The city manager of this department is in charge of the Stock Exchange, the Business Park and the Shopping Mall.

**EDUCATION** - The department is responsible for promoting education and culture in the city, establishing policies and distributing the budget. In addition, it also works along with other departments providing research and training support. The city manager of this department is in charge of the University, Cultural Hub and Youth Centre.

**ENERGY AND ENVIRONMENT** - This department is responsible for the production and distribution of energy in the city, as well as for the maintenance of the infrastructures needed for this task. In addition, it is responsible for the environmental sustainability



of the city, and the protection of wild and sea life. The city manager of this department is in charge of the Sewage Plant, the Electrical Substation and the Recycling Plant.

**HEALTH AND WELFARE** - The department is responsible for the wellbeing, health and social services of the city. According to the city's council budget, it allocates resources and establishes policies around issues such as equality, diversity and physical and mental. The city manager of this department of health and welfare. The city manager of this department is in charge of the Hospital, Social Services Centre and the Sports Complex.

**JUSTICE AND SAFETY** - This department is responsible for guaranteeing safety for all citizens, as well as for assuring the rule of law. It ensures physical and social safety, and in cooperation with other departments it works towards preventing both environmental and social threats and coexistence problems. The city manager of this department is in charge of the Court, the Fire Station and the Police Station.

**URBAN DEVELOPMENT** - This department is responsible for the logistics and transport, ensuring the sustainable development of the city by providing the essential infrastructures for the adequate advancement of social life. This city manager is in charge of the Public Transport Authority, the Train Station and the Community Gardens.

### **MISSION CARDS**

Each mission includes different tasks that players must fulfill in order to collect Package of votes' cards and in this way have the chance to be City Mayor, or at the end to win the game.

### **MAJOR EVENT CARDS**

Major events cards are the ones that show events which are happening and that influence the city. Each event affects some locations in the city by putting them in Crisis Mode. At each card you will find a description of the event, which location is affected (which location players must put in Crisis Mode) and how much each department must pay.

Major event is always a negative event.

At the start of each round, the mayor will take one of these cards.

Each event in these cards is related to one of the 17 SDGs; In the bottom of the cards there are real facts and statistics to be read by the players. The information provided is connected to the SDGs topics covered with the card.

### **MINOR EVENT CARDS**

Minor event cards describe some minor events which happen in the city. Minor events can be positive and negative. Minor event cards always follow Major Event cards.

### **PACKAGE OF VOTES CARDS**

Every player, as a city councilor recently elected, receives at the beginning of the game a “Package of votes’ card”. Every time a player will fix a location in crisis mode, he/she will immediately get a package of votes’ card. If at the end of one round all the three locations related to the department the player is responsible for are in “active mode”, the player receives an additional Package of Votes’ card. At the end of the game, the player with the highest number of package of votes’ cards will be the winner.

In case after a vote of confidence a new mayor has to be elected, the player with the highest number of package of votes’ cards will be the mayor.

### **RESOURCE TOKENS**

A prefixed amount of resources is assigned at the beginning of the game to each department. At the beginning of each round, a number of resources equal to the locations in active mode is divided by the mayor to the 6 departments.

### **Summary and flow of the Game’s rounds**

The game is divided into 5 ROUNDS. Each round includes all players having a turn.

#### **Standard Round:**

1. Mission Card
2. Major Event Card
3. Minor Event Cards
4. Moving
5. Distribution of Resources
6. Vote of Confidence
7. Finishing the round

### **PREPARATION FOR THE FACILITATOR**

Read the instructions to familiarize yourself with the rules of the game and cards. Familiarize yourself with Sustainable Development Goals.

### **PREPARATION FOR THE GAME:**

- Place the game board on the table

- Set the board by putting randomly all locations in Active Mode (pictures of locations without red line)
- Put game figures randomly on the locations (you cannot put figure at privilege locations - City Hall, Public Transit Authority and Stock Exchange)
- Place the Mission Cards, Major Event Cards, Minor Events Cards, alongside the board (face down). Place as well on the table the deck of Package of votes' cards and the 6 departments' cards (face up)
- Give the players Game rules and some time to read instructions. Be ready to give them more explanation on how to play the game.

### HOW TO PLAY, STEP BY STEP INSTRUCTIONS

- Choose the City Mayor - Players need to roll the dice and select the City Mayor according to the highest score.
- The City Mayor assigns the players with their city departments with the respective resources and one Package of votes' card. The color of the figures representing the players is set according to the color of the departments' cards
- For the first round the Resources are distributed to the departments as follows:
  - **Education** - 7
  - **Health & Welfare** - 6
  - **Economy** - 6
  - **Justice** - 5
  - **Urban Development** - 6
  - **Energy & Environment Protection** - 7
- **Mission card** – Each player draws one Mission card. The information written on the card is secret and should not be disclosed to the other players. The mission is personal; each player has a mission that could be similar or completely different to the others. At the end of each round the players should declare whether they have completed or not their missions. Once a player achieves the mission and proves it to the rest of the players – they get the number of package of votes' cards indicated in the mission card (1,2,3 or 4 cards), the player is then entitled to get a new mission card. **Please note:** The decision to focus on accomplishing the secret mission or cooperating instead

with the rest of the players to fix the common issues is left to each player, according to the strategy they would like to adopt while playing the game.

- **Major Event Card** - Once all players have their own mission card, the Mayor will turn over the one Major Event. Read the card aloud and follow the instructions on the card.

Every location which is in crisis mode needs to be turned over (showing the picture with the red line). Locations that are already in crisis mode just remain that way.

Each department which is mentioned on the card must pay an amount requested to be paid. The players should also read aloud the real facts written in the bottom of the cards.

- **Minor Event Cards** - The Mayor will turn over 2 Minor Event Cards one by one and follow the instructions on the cards.
- **Pay attention to the special location effects and its privilege:**
  - **City Hall** - If one city manager is standing in the city hall, you only need one city manager to fix the location in crisis mode.
  - **Public Transit Authority** - If one city manager is standing in the Public Transit Authority, you can move two steps.
  - **Stock Exchange** - get 2 extra resources when a city manager is present at the time of resource distribution

(Privilege of Special locations applies immediately/instantly when one player stays on location and fixes it. In this way players are motivated to first plan the strategy of movement for each player before someone moves in order to get more benefits and possibility to fix more crisis locations.)

- **Moving** - Players start to move after turning over 2 Minor Event Cards and following the instructions on them. Before moving, players will have time to first plan the strategy of movement for each player before someone moves in order to get more benefits and possibility to fix more crisis locations. They will have time to discuss and agree who will move first, how they will move, which locations they want to fix, etc. When it will be the time of moving for a player, they can decide for themselves whether to follow what was agreed upon in the initial discussion or change their mind at the last, following another strategy, perhaps more focused on fulfilling the personal mission written in the mission card.

Players can choose the order in which they move.

Every player can make one move between connected locations.

- **How to fix a location which is in Crisis Mode:**
  - Whenever two city managers are meeting at a location in crisis mode (turned over), they can fix the crisis and turn it back.
  - If one city manager is standing in the city hall, only one city manager is needed to fix the location in crisis mode.
  - Every time a location in crisis mode is fixed by a city manager, he/she gets immediately a package of votes' card
- **Distribution of Resources** - When all players finish their movements the mayor gets to distribute to different city departments **as many resources** as there are **locations that are not in crisis mode** (for example: 14 locations are not in crisis mode - city mayor is distributing 14 resources; maximum level of resources is 20 per each round). Some events and the stock exchange might provide additional resources for department distributions. It is up to the City Mayor how much he/she will give to each department.
- **Distribution of the Package of Votes for city managers**
  - City mayor will distribute 1 Package of Votes' card for each city manager who manages to prevent all the 3 locations from his/her department from being in crisis mode (to be done at the end of the round).

**Important** - Each city manager is responsible for maintaining the department with at least 3 resources. If your level of resources drops below 3 the city manager in charge of the department needs to put locations into crisis mode. (to be checked and done after the distribution of the package of votes' cards at the end of the round).

Level 2 - 2 resources	Level 1 - 1 resource	level 0 - 0 resource
1 locations in crisis mode	2 locations in crisis mode	all locations in crisis mode.

### Vote of Confidence

At the end of each round and after distribution of resources the city managers cast a vote of confidence for the mayor. If the majority votes "NO" - **The person with the highest number of Packages of votes becomes a mayor.** This player stays mayor until losing the confidence of the vote. When the vote ends in a tie, the mayor will be decided by rolling the dice.

Every time the mayor loses a vote of confidence each city manager needs to pay 2 resources due to the expensive cost of election.

### **Finishing the game/Winning**

- The game is finished after 5 rounds
  1. If more than 10 of locations are in CRISIS MODE at the end of one of the 5 rounds the game ends (None winning)
  2. If more than 18 locations are in OPERATING MODE at the end of one of the 5 rounds the game ends (Team wins)
  3. The player with the highest number of Packages of votes is the winner (Both in case the game successfully ends before or after the 5<sup>th</sup> round)

### **Special location effects and privilege:**

All special locations lose their effect when they are in crisis mode (turned over).

<b>stock exchange</b>	<b>city hall:</b>	<b>public transit authority:</b>
get 2 extra resources when a city manager is present at the time of resource distribution.	you can fix a location in crisis mode with only 1 city manager if a city manager is standing in the city hall.	While a city manager is standing on this location, all city managers can double their moves. They cannot, however, stop at a location, do an action and move again.

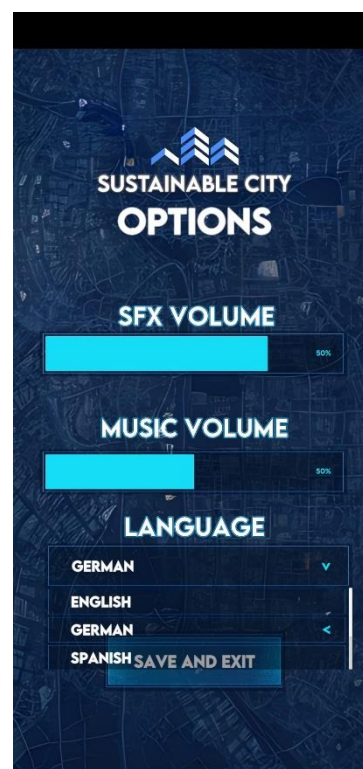
## Structure, Elements and Functioning of the Game digital APPLICATION

This paragraph outlines the functions and screens that need to be created in the app. The mobile App is thought as an additional tool to speed up and facilitate determined processes of the game; the tool is intended to be integrated in the game session that anyway should be played physically.

The app-part of the board game will be handled on one single device shared by all players. The application supports the players in their game and manages as many aspects of the board game as possible on its own to take away as much work as possible from the players.



In the initial page, clicking on “options”, players can set the music volume; the app has been structured foreseeing the possibility in the future the translation of the content in other languages which could be selected in this section.





Enter player names (up to six players allowed)

The APP will show an introduction text and allow the players to continue. Give the players a hint that everyone needs to draw a mission card.



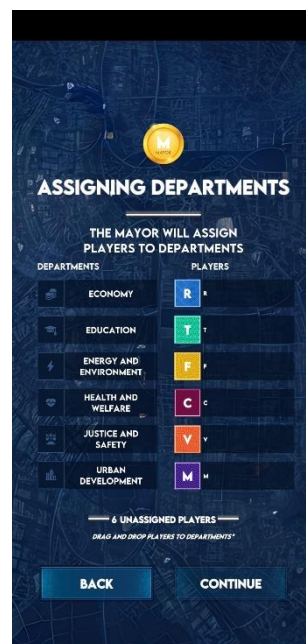
Randomly appoint a mayor and show who is the mayor to the rest of the players. The mayor decides who is in charge of which department

Show slot for each of the six department

Show player items (with names)

Mayor can drag and drop the items into the slots

Mayor can click "Continue" to proceed to the main game loop



### The Game Loop

1: A major event gets drawn by the mayor player from a stack

The players see the description of the event card

The players see the affected locations

The players see a linked context to real world examples





## 2: Minor events take place (up to several events possible)



The players see the description of the event card

The players see affected locations based on conditions given to the players

3: The players can now use their figures while they see the screen with its events and conditions

4: The players now check off the locations which are not in crisis mode anymore and submit the list, after they solved the problems

## 5: The mayor gets to distribute the resources

The departments are listed and the mayor gets to see the unspent points and can click + or - buttons

6: The players vote if they want a new mayor. If they do so, a new mayor will be elected randomly

As explained in the previous paragraphs, there are 5 rounds to be played for each game session.

### Background Functionality:

As some of the major event cards are very severe, the app categorizes them in 3 categories. At the beginning the lowest category of event cards will be selected, later the more severe categories

Based on the ratings the app will directly clarify which locations are affected. The rating is being saved and tracked by the app automatically (not visible to the players)

Players need to get an overview of votes spent. The app clearly highlights here who can currently see the concurrent view

The amount of minor event cards given to the players in addition to the major event cards is determined based on the current game progress. The minimum amount is 1.

### **Optional/alternative rules**

During the game's testing phase, the partnership agreed on a set of alternative and optional rules that could be applied to the different game session phases in order to give greater emphasis to certain dynamics the facilitators wish to emphasize in order to prioritize the development of certain soft skills among the young participants.

**1.** At the beginning of the game all Players must roll the dice to elect the city mayor according to the highest score. An alternative method for selecting the mayor could consist of requiring all candidates to make a 30-second to one-minute speech in which they attempt to persuade the other players to vote for them. The mayor is then elected by the players. This dynamic is addressed to let the participants get into the role they will play during the game, testing and developing their public speaking and communication skills while summing up their ideas about how a sustainable community should be.

**2.** The same dynamic described in the previous paragraph could be observed asking the newly elected mayor to assign the departments to the other players based on a brief speech in which they explain why they are the best option to lead a particular department.

**3.** At the beginning of the game the resources are distributed to the departments as follows:

- Education - 7
- Health & Welfare - 6
- Economy - 6
- Justice - 5
- Urban Development - 6
- Energy & Environment Protection – 7

Depending on the time available to implement the session, the facilitator could instead request that the "Municipality Councilors" debate the priorities of a sustainable city and democratically determine how to allocate a total of 37 resources among the six departments. This will allow the session to concentrate more on negotiation skills, effective communication, and the ability to present one's position persuasively.

The initial distribution of resources to the six departments could be also determined by the facilitator, based on the actual proportion of resources assigned by the municipality to its real key departments, in order to make the initial scenario more realistic and closely tied to the community in which the players reside. During the final

debriefing at the conclusion of the game, this specific element could be explained, analyzed, and debated.

4. If a motion of no confidence against the mayor is voted by the players during the game, the new election could be conducted using the dice, as in the first election, rather than electing the player with the most "package of votes" cards as the new Mayor. This would increase the excitement of the game and eliminate the prospect that the players will not present the motion of no-confidence to the actual mayor because they already know who the next mayor will be (the player with the most package of votes' cards).

5. The order in which the "pawns/figures" representing the players move can be determined in different ways:

- Let the participants democratically determine who will move first and in what order the other players will follow. This will offer them more freedom to determine the optimal strategy for repairing locations in crisis mode, thereby encouraging them to develop their analytic and strategic abilities. Nonetheless, it should be considered that this procedure could be time-consuming and that the supervision of the facilitator may be required to prevent the game from becoming stalled.

- After establishing a common strategy through debate, it could be decided that the mayor will move first, followed by the other players in clockwise order. This will increase the responsibilities of the mayor.

- The order of movement could be determined using the dice, with the participant who rolls the highest number moving first. This aspect will increase uncertainty by introducing a random, fate-based element into the game.

The game's design allows players to implement nearly infinite variations. Once familiar with it, the facilitators could apply additional variations based on the specific requirements and needs of the planned educational session (time available, specific skills to focus on, specific topics to discuss via the creation of customized event cards, etc.).

#### II.D General suggestions and tips for the adaptation of the educational game

The educational game developed was designed to be used during non-formal education sessions aimed at young people, with the purpose to stimulate their critical thinking and sensitivity to the issues of sustainable development and active participation. The tool also aims to stimulate young people's interest in and knowledge of the Sustainable Development Goals by treating the topic in a dynamic, interactive and playful way. Although the tool created lends itself to be used in

multiple contexts, in order to achieve the most relevant positive impact, it should be used during a non-formal education workshop day with youth beneficiaries and composed of the following sessions:

1. Introductory session, ice breaking activities and getting to know the workshop participants.
2. The theme of sustainable development, the 17 UN goals (presentation and analysis), the 2030 Agenda for Sustainable Development, origin, context and purpose
3. Energizer activity on sustainable development
4. Introduction to the game: context in which it was created, characteristics and purpose
5. Explanation of rules and Game session

Be sure to mention that every “Major event card” of the game is related to one of the 17 Sustainable Development Goals, and the information on the bottom of the card are real facts and statistics.

The explanation of the game’s rules should be done step by step while letting the players familiarize themselves with the game elements. Up to two trial rounds could be necessary to let the participants fully understand the whole game’s dynamic and rules.

According to the specific target, the age and familiarity with board games of the young participants, the rules could be simplified by the facilitator, adapting the session and applying only the basic rules of the game. A full and detailed knowledge of the tool by the facilitator is requested in order to properly lead the game session and maximize its impact.

#### 6. Debriefing session

This last session takes on special significance in the perspective of the understanding by the participants of the dynamics experienced during the game and the main learning elements.

End the workshop with a Final evaluation - A phase where the participants are asked to assess the entire workshop, useful for educators and facilitators to better understand strengths and weaknesses of the activities proposed.

The educational game developed under the umbrella of our project "YouPlay" lends itself to being customized to a wide range of scenarios, depending on the participants' needs and the theme intended to be addressed, which could be closely related to the community in which it is played.

One possible option for adapting the tool is to apply and insert real case scenarios on which to base the entire gaming session. This way, only some of the Sustainable Development Goals (SDGs) intended to be the focus of the training session will be highlighted, and the final debriefing phase can be used to draw parallels with the real situation to which the gaming session referred.

Based on the same principle, there is the possibility that the gaming session can be adapted to allocate the initial resources assigned to each department according to the real resources allocated by the real regional or national government to the main sectors (I.E. Health, Education, Justice, etc.). This aspect can then be recalled during the final debriefing session, the discussion and final reflection in which the participants will take part after the game session. During the debate it could be analyzed how resources are distributed in the community where they live, reflecting the priorities of the local administration, and also prompting participants to consider whether they agree with the adopted priorities and if these align with the SDGs.

In the following paragraphs, examples of game-adaptation will be provided:

- Describing how the potential of the game was tested during the project implementation, through focusing on a specific theme on which emphasis was desired during a training session. During a non-formal education activity done in Italy, the cards and the game content were adapted to address the theme of "sustainable tourism" in order to play a full game session of at least five rounds.
- Providing several scenarios and contexts that could be used for the adaptation of the game according to the specific topics and community needs that the youth workers would like to cover within the educational session.

The developed YouPlay game can also serve as inspiration or a basis for other youth workers to create a new educational and game-based tool. In case this type of adaptation is chosen, it is recommended to keep these questions and elements in mind during the adaptation process:

#### **ELEMENTS TO CONSIDER**

- INTERACTION
- FUN / LUDUS
- CONTENT
- LEARNING OBJECTIVES
- DIFFICULTY

1. NAME OF THE GAME

2. GOALS

3. TOPIC
4. TARGET
5. KIND OF GAME
6. RULES
7. DURATION
8. DESIGN

**Guiding questions:**

- How many players will there be?
- How long should the game be?
- What choices will the player make, and when will they make them?
- How will the player make these choices?
- How will one player's choice impact the other players?
- How will the players interact with each other?
- Are there any choices that can be made by one player, but not by the others?
- How does the game progress? Is it strictly turn based, or is it in rounds with phases?
- What actions will the player be able to take?
- How will the outcome of an action be determined?
- What is the player's goal?
- How can the player win?

## II.E Example of adaptation of the Game tested in Italy: Sustainable Tourism

### MAIN SCENARIO

Welcome to **Soverana**, a picturesque city known for its lush greenery, historic landmarks, and vibrant culture.

Over the years, Soverana has become a **popular tourist destination**, attracting visitors from all corners of the world. The influx of tourists has brought **prosperity** to the city, boosting its economy, and elevating its status on the global map. However, with the rapid growth of tourism, Soverana now faces numerous **challenges**, and it's up to the players to navigate through the chaos and maintain the city's delicate balance.

DEPARTMENTS

The players take on the roles of HEAD OF DEPARTMENT delegated to six AREAS:

- Health & welfare
- Justice and safety
- Urban development
- Education
- Energy and Environment
- Economy

15 coin to distribute

Formulate a collective proposal



**«Elect» the Major: roll the  
dice**

**The Major attribute the  
Departments to the players and  
allocate the coins**

## COLLECTIVE OBJECTIVES

The PARTICIPANTS are tasked with finding solutions to the issues caused by the exponential growth of tourism in Soverana.

## individual OBJECTIVES

- Mission card

MAJOR EVENT  
CARD  
SCENARIO 0

The city's once-peaceful streets now bustle with throngsof tourists, creating congestion and putting immense strain on the local infrastructure. ~~City Hall~~  
~~Cultural Hub~~

MAJOR  
EVENT CARD  
SCENARIO 1

**Housing and Accommodation Crisis:** The booming tourism industry has caused a spike in property prices, making it increasingly difficult for locals to find affordable housing. The players must address the housing crisis and maintain a harmonious living environment for both residents and visitors.

~~Social Service~~ Health  
& welfare -2  
Urban development -2  
Justice and safety -2  
Economy +1

MAJOR  
EVENT CARD  
SCENARIO 2

**Security and Safety:** The sudden increase in tourist numbers has put a strain on law enforcement and emergency services. Petty crimes, scams, and accidents have become more prevalent. The players must collaborate to enhance security measures and ensure the safety of both residents and visitors.

**Justice And Safety < Or = 5**

~~Police-station~~

Economy -5

Health & welfare -4

**Justice and safety >**

**5** ~~Police-station~~

Economy -4

MAJOR  
EVENT CARD  
SCENARIO 3

**Environmental Impact:** The surge in tourism has put a strain on Soverana's natural beauty. Littering, pollution, and reckless tourist behaviour have started to degrade the city's pristine environment. The players must devise strategies to promote responsible tourism.

**Energy and Environment < or = 7**

~~Recycling plant~~

~~Community Gardens~~

Urban development - 6

**Energy and Environment > 7**

~~Recycling plant~~

Urban development - 5

MAJOR  
EVENT CARD  
SCENARIO 4

**Healthcare Overload:** The city's booming tourism has led to an unforeseen burden on the local healthcare system. The overloading of the health system is leading to longer wait times for both residents and tourists, compromising the quality of care, and even risking public health.

**Health & welfare < or = 7**

~~Hospital~~

Education -7

**Health & welfare > 7**

~~Hospital~~

Education -5

MAJOR  
EVENT CARD  
SCENARIO 5

**Traffic and Transportation Troubles:** The influx of tourists has overwhelmed the city's transportation system, making it difficult for both locals and tourists to navigate through the city. The players must find ways to promote eco-friendly transportation and improve public transit to ensure smooth mobility.

**Urban development < or = 9**

~~Train Station~~ Education

-6 Health & welfare -6

**Urban development > 9**

~~Train Station~~

Education -4



MAJOR  
EVENT CARD  
SCENARIO 6

**Economic Renaissance:** Soverana is experiencing an economic renaissance, with the tourism boom playing a significant role in boosting the city's prosperity. The surge in tourist arrivals has led to a substantial increase in revenue for local businesses. As a result, the city's economy is thriving, and investors are showing keen interest in funding new ventures and startups.

**Economy < or = 5**

Economy + 5

Urban development + 3

**Economy > 5**

## II.F Other Scenarios for the educational game adaptation in different social-cultural settings

### 1.

**SCENARIO:** You are managers of different municipality departments in Lithoria , a once-sleepy town nestled on the banks of the river Lithia and near the Lithium Lake. Known for its tranquillity and untouched beauty, Lithoria has recently found itself thrust into the global spotlight after the discovery of vast lithium deposits near the city. This valuable resource has turned Lithoria into a strategic hub, attracting corporations especially Oir Otnit (a global mining giant with a reputation for transforming resource-rich regions into economic powerhouses. But also as company which do not care much about the environment), scientists, and opportunists eager to capitalize on the newfound wealth.

As players, you have a task to manage the delicate balance between exploiting the lithium resources for economic gain and preserving the natural beauty and agriculture of the Lithoria region.

### STEPS

1st - elect Mayor - this will be done by roll the dice; player with smallest number is Mayor

2nd - The players take on the roles of HEAD OF DEPARTMENT delegated to six AREAS:

- Health & welfare
- Justice and safety
- Urban development
- Education
- Energy and Environment
- Economy

- each player will draw one Department card

3rd - Mayor allocate resources to Departments - 35 resources



<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>Citizens and activists who are against exploitation of lithium blocked all roads and bridges in the city. There were riots between protesters and police and several people were injured.</p> <p><b><u>Justice and Safety &lt;= 8</u></b>  <i>Police Station</i>  <i>Hospital</i>  <i>Court</i>  <i>Public Transport Authority</i>  Justice and Safety -5  Health and Welfare -2  Urban Development -3</p> <p><b><u>Justice and Safety &gt;8</u></b>  <i>Police Station</i>  <i>Public Transport Authority</i>  Justice and Safety -3  Urban Development -1</p>	<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>Many residents sold their houses and moved to other cities. This is especially pronounced among people employed in education. Schools and universities remain without professional staff, and schools in suburban regions also without children.</p> <p><b><u>Education &lt;= 7</u></b>  <i>University</i>  <i>Cultural Hub</i>  <i>Shopping Mall</i>  Education -4  Economy -2</p> <p><b><u>Education &gt;7</u></b>  <i>University</i>  Education -2</p>
<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>Studies have shown that lithium mining can lead to ecosystem degradation, loss of biodiversity and depletion of water resources. Also, mining operations can cause air and water pollution, which has an adverse effect on local communities and their health.</p> <p><b><u>Energy and Environment &lt;= 9</u></b>  <i>Sewage Plant</i>  <i>Recycling Plant</i>  <i>Community Gardens</i>  <i>Hospital</i>  Energy and Environment -5  Urban Development -3  Health and Welfare -3</p> <p><b><u>Energy and Environment &gt;9</u></b>  <i>Sewage Plant</i>  <i>Hospital</i>  Energy and Environment -2  Health and Welfare -1</p>	<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>Thanks to the protests of citizens and environmental activists, all contracts with Oir Otnit have been terminated and the municipality must now pay penalties and return the money invested in the mine. The city is threatened by an economic crisis.</p> <p><b><u>Economy &lt;= 10</u></b>  <i>Stock Exchange</i>  <i>Shopping Mall</i>  <i>Sports Complex</i>  <i>Public Transport Authority</i>  <i>City Hall</i>  Economy -6  Justice and Safety -3  Urban Development -3</p> <p><b><u>Economy &gt;10</u></b>  <i>Stock Exchange</i>  <i>City Hall</i>  Economy -3  Justice and Safety -1</p>



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MAJOR EVENT	MAJOR EVENT
<p>The location of the planned mine is located on the route where the construction of the new highway is planned and in the immediate vicinity of the Community Garden. The construction of the highway becomes impossible. It is also necessary to relocate the community garden. This puts the city in big trouble.</p> <p><b><u>Urban Development &lt;= 8</u></b> Public Transport Authority Community Gardens Sports Complex Business Park Urban Development -5 Economy -4</p> <p><b><u>Urban Development &gt;8</u></b> Public Transport Authority Urban Development -2 Economy -1</p>	<p>During trial mining of lithium, wells were spilled and drinking water was contaminated. A large number of people come to the hospital with previously unknown symptoms of a stomach virus. Hospitals are full.</p> <p><b><u>Health and Welfare &lt;= 7</u></b> Sewage Plant Hospital Social Services Centre Health and Welfare -4 Energy and Environment -3</p> <p><b><u>Health and Welfare &gt;7</u></b> Hospital Health and Welfare -2</p>

2.

**SCENARIO:** Welcome to Green Soverana, a lively city dealing with the abrupt cessation of fossil fuels due to depleted resources and a global emergency blocking access to new fossil fuels. This sudden shift pushes the city into a new era of renewable energy. While the transition brings economic strains, technological challenges, and social adjustments, it also holds the promise of environmental justice, improved air quality, and a more sustainable lifestyle. Unforeseen events continually test the city's resilience during this transition. As Heads of Departments, your decisions now are crucial in guiding Green Soverana toward a new regime where renewable energy supports prosperity, preserves the environment, and enhances social well-being amid this urgent situation.

**STEPS**

1st - elect Mayor - this will be done by roll the dice; player with smallest number is Mayor

2nd - The players take on the roles of HEAD OF DEPARTMENT delegated to six AREAS:

- Health & welfare
- Justice and safety
- Urban development
- Education
- Energy and Environment
- Economy



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- each player will draw one Department card

3rd - Mayor allocate resources to Departments - 35 resources

MAJOR EVENT	MINOR EVENT
<p data-bbox="252 461 411 495"><b>Energy Crisis</b></p> <p data-bbox="252 515 788 835">The city is facing a significant increase in demand for renewable energy, putting a strain on its infrastructure. To prevent disruptions and guarantee the continuous operation of essential services, the city must prioritise and invest in necessary upgrades to strengthen its energy capabilities and maintain a stable, reliable power supply.</p> <p data-bbox="252 898 576 931"><b><u>Urban development &lt;= 10</u></b></p> <p data-bbox="252 949 499 983"><i>Electrical Substation</i></p> <p data-bbox="252 990 440 1023"><i>Stock Exchange</i></p> <p data-bbox="252 1030 357 1064"><i>City Hall</i></p> <p data-bbox="252 1070 580 1104">Energy and Environment -5</p> <p data-bbox="252 1111 397 1144">Economy -4</p> <p data-bbox="252 1151 526 1184">Urban development -3</p> <p data-bbox="252 1238 555 1272"><b><u>Urban development &gt;10</u></b></p> <p data-bbox="252 1279 499 1312"><i>Electrical Substation</i></p> <p data-bbox="252 1319 357 1352"><i>City Hall</i></p> <p data-bbox="252 1359 580 1393">Energy and Environment -4</p> <p data-bbox="252 1400 397 1433">Economy -2</p>	<p data-bbox="810 461 1082 495"><b>People Dissatisfaction</b></p> <p data-bbox="810 506 1347 741">Some residents are struggling to adapt to recent changes and have organised massive protests in front of City Hall to express their discontent. Your task is to engage with the community and work towards restoring harmony.</p> <p data-bbox="810 801 914 835"><i>City Hall</i></p> <p data-bbox="810 857 1054 891">Justice and safety -3</p>



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<p style="text-align: center;"><b>MINOR EVENT</b></p> <p><b>Production Conversion Costs</b> In the absence of fossil fuels, industries and companies across the city must confront the costs (economic, logistical, and knowledge-related) associated with the transition. The production sector is urgently seeking the city's support to navigate these challenges.</p> <p><i>Business Park</i> <i>Shopping mall</i> <i>Stock Exchange</i> Economy -5 Urban development -3</p>	<p style="text-align: center;"><b>MINOR EVENT</b></p> <p><b>Battery Disposal Challenge</b> The widespread adoption of electric motors has led to a surge in the need for battery disposal solutions. The city must urgently address the challenge of managing the disposal of electric motor batteries.</p> <p><i>Recycling Plant</i> <i>Sewage Plant</i> Energy and Environment -5 Health &amp; welfare -3</p>



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MAJOR EVENT	MAJOR EVENT
<p><b>Food Shortage Crisis</b> The city is grappling with an insufficient supply and overwhelming demand for sustainable food, resulting in a shortage of essential goods. Urgent action is required to address the food scarcity issue by boosting the production capacity of the sustainable food sector. The city must take action to supply essential items for the residents, ensuring the well-being of its community during the transition.</p> <p><b><u>Health &amp; welfare &lt;= 8</u></b> <i>Community Gardens</i> <i>Hospital</i> Health &amp; welfare -5 Justice and safety -4 Education -4</p> <p><b><u>Health &amp; welfare &gt;8</u></b> <i>Community Gardens</i> <i>Hospital</i> Health &amp; welfare -3 Justice and safety -2</p>	<p><b>Sustainability Culture</b> The city experiences a notable shift as the younger population, in particular, embraces the culture of sustainability. This change presents an opportunity for positive transformation, fostering environmentally conscious habits and practices.</p> <p>Education +7 Energy and Environment +4</p>



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3.

**SCENARIO:** You are citizens of TechVille, a unique city known for its technological advancements and futuristic infrastructure. Over the years, TechVille has become a global innovation hub, attracting tech enthusiasts, entrepreneurs, and inventors from around the globe. TechVille has gained global recognition for hosting international tech conferences, hackathons, and attracting investments from major tech corporations. Rapid growth in the tech sector has brought prosperity to the city, but on the other hand also a lot of challenges such as urban congestion, housing demands, and the need to balance rapid technological progress with environmental sustainability.

Now you as players have a task to navigate and fight with different challenges and maintain balance in the city.

#### STEPS

1st - elect Mayor - this will be done by roll the dice; player with smallest number is Mayor

2nd - The players take on the roles of HEAD OF DEPARTMENT delegated to six AREAS:

- Health & welfare
- Justice and safety
- Urban development
- Education
- Energy and Environment
- Economy

- each player will draw one Department card

3rd - Mayor allocate resources to Departments - 35 resources





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<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>A sophisticated cyber attack targeted at TechVille's critical infrastructure has occurred. The attack has targeted the city's energy grid and environmental plants.</p> <p><b><u>Energy and Environment &lt;= 10</u></b> <i>Electrical Substation</i> <i>Sewage Plant</i> <i>Business Park</i> <i>Police Station</i> Energy and Environment -5 Economy -4</p> <p><b><u>Energy and Environment &gt;10</u></b> <i>Electrical Substation</i> <i>Business Park</i> Energy and Environment -3</p>	<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>During the international tech congress, large-scale protests escalated throughout the city. Citizens and activists protest to express concerns about the lack of women in the tech sector. City is blocked.</p> <p><b><u>Justice and Safety &lt;= 7</u></b> <i>City Hall</i> <i>Police Station</i> <i>Hospital</i> Justice and Safety -4 Health and Welfare -2 Economy -2</p> <p><b><u>Justice and Safety &gt;7</u></b> <i>Police Station</i> Justice and Safety -3</p>
<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>Incredible demand for tech education leads to overcrowded classrooms, shortages of teaching staff, and strained resources.</p> <p><b><u>Education &lt;= 7</u></b> <i>University</i> <i>Youth Center</i> <i>Sports Complex</i> Education - 4 Economy - 3</p> <p><b><u>Education &gt;7</u></b> <i>University</i> Education -2</p>	<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>Major tech investors withdraw their support due to global economic uncertainties, resulting in a significant loss of funding for local businesses and tech start-ups and leading to a severe economic meltdown.</p> <p><b><u>Economy &lt;= 9</u></b> <i>Stock Exchange</i> <i>Shopping Mall</i> <i>Community Gardens</i> Economy - 5 Urban Development - 4</p> <p><b><u>Economy &gt;9</u></b> <i>Shopping Mall</i> Economy - 3</p>



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MAJOR EVENT	MAJOR EVENT
<p>A controversial decision made by the Mayor to greenlight a major construction project to host next word hackathons in a place significant for access to main transportation infrastructure. Essential infrastructures are at big risk.</p> <p><b><u>Urban Development &lt;= 8</u></b>  <i>Transport Authority</i>  <i>Train Station</i>  <i>Fire Station</i>  <i>Business Park</i>            Urban Development -5            Economy -3</p> <p><b><u>Urban Development &gt;8</u></b>  <i>Transport Authority</i>  <i>Business Park</i>            Urban Development -3            Economy -1</p>	<p>A widespread food poisoning outbreak occurs among attendees of the international tech conference hosted in TechVille. Hospitals are overwhelmed with poisoned people and they expect more because contaminated food has been traced back to the service responsible for providing meals to 60% of institutions in the city.</p> <p><b><u>Health and Welfare &lt;= 8</u></b>  <i>Hospital</i>  <i>Social Services Centre</i>  <i>University</i>  <i>City Hall</i>            Health and Welfare -5</p> <p><b><u>Health and Welfare &gt;8</u></b>  <i>Hospital</i>            Health and Welfare -3</p>

4.

**SCENARIO:** You are citizens of Evergreen Haven, a small town nestled between a floating river and lush forests, where a remarkable transformation was taking place. Once a typical town with its fair share of environmental challenges, the community had decided to embark on a journey towards sustainability. Fueled by a shared vision of harmony with nature, the residents began implementing innovative practices that would redefine their way of life.

Throughout the years, Evergreen Haven became a model for sustainable living, drawing visitors from far and wide who sought to learn from their success. The once-typical town had evolved into a thriving oasis of eco-conscious living, proving that harmonious coexistence with nature was possible and could be the foundation for a vibrant and fulfilling community life.

Now, you, as players, have a task to keep the community's vision, navigate and fight with different challenges, and maintain balance in the city.

**STEPS**

1st - elect Mayor - this will be done by roll the dice; player with smallest number is Mayor

2nd - The players take on the roles of HEAD OF DEPARTMENT delegated to six AREAS:

- Health & welfare

- Justice and safety
- Urban development
- Education
- Energy and Environment
- Economy

- each player will draw one Department card

3rd - Mayor allocate resources to Departments - 35 resources

MAJOR EVENT	MAJOR EVENT
<p>A growing number of community residents residing near the river are experiencing various health issues. An unrecognised infection continues to spread within the community.</p> <p><b><u>Health and welfare &lt;= 7 Hospital</u></b>  <i>Youth center</i>  <i>University</i>  <i>Business Park</i>  <i>Sports complex</i>  <i>Cultural hub</i>            Health and Welfare -5            Economy -3            Education - 4</p> <p><b><u>Health and welfare &gt;7</u></b>  <i>Hospital</i>  <i>Business Park</i>  <i>Youth center</i>            Health and Welfare -4            Education -3</p>	<p>An unidentified source has initiated pollution of the river, and the local sewage plant is unable to contain it effectively. Consequently, certain community areas have become unusable for residents.</p> <p><b><u>Energy and Environment &lt;= 7</u></b>  <i>Sewage Plan</i>  <i>Community garden</i>            Energy and Environment -4            Urban Development -3</p> <p><b><u>Energy and Environment &gt;7</u></b>  <i>Sewage plant</i>  <i>Community garden</i>            Energy and Environment -3            Urban Development -2</p>



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PLAYFUL  
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<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>A contentious agreement between the city council and a production company regarding the construction of a new factory sparks significant protests within the community.</p> <p><b><u>Economy &lt;= 7</u></b> <i>City hall</i> <i>Business Park</i> <i>Stock Exchange</i> <i>Police station</i> Economy -4 Justice and safety -3</p> <p><b><u>Economy &gt;7</u></b> <i>City Hall</i> <i>Stock exchange</i> <i>Police station</i> Economy -3 Justice and safety -2</p>	<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>The ongoing educational reform in the country poses a threat to educational institutions within the community. The shortage of students raises concerns that these institutions may lose the right to operate. Consequently, young people could be at risk of social exclusion, and local businesses might face a shortage of a qualified workforce.</p> <p><b><u>Education &lt;= 7</u></b> <i>University</i> <i>Social services</i> <i>Business park</i> Education -5 Economy – 3</p> <p><b><u>Education &gt;7</u></b> <i>University</i> <i>Social services</i> Education - 4</p>
<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>Severe droughts threaten the local community as the forest surrounding the town is at risk of fire.</p> <p><b><u>Urban Development &lt;= 7</u></b> <i>Community Garden</i> <i>Fire Station</i> Urban Development - 4 Justice and safety -3</p> <p><b><u>Urban Development &gt;7</u></b> <i>Community Garden</i> <i>Fire station</i> Urban Development - 3 Justice and safety - 2</p>	<p style="text-align: center;"><b>MAJOR EVENT</b></p> <p>Due to the decrease in the town's annual budget, the city council is no longer able to afford investments in eco-friendly technologies and solutions.</p> <p><b><u>Urban development &lt;= 7</u></b> <i>Public transit authority</i> <i>Recycling plant</i> <i>Sewage plant</i> City hall Urban development - 4 Energy and Environment - 4</p> <p><b><u>Urban development &gt;7</u></b> <i>Public transit authority</i> <i>Recycling plant</i> <i>Sewage plant</i> Urban development -2 Energy and Environment - 3</p>



5.

**SCENARIO:** Welcome to the vibrant city of Soverana Babel, where a surge in diversity has attracted international migrants seeking new opportunities and cultural exchange. This influx brings benefits like enriched culture and economic dynamism but presents challenges such as housing shortages, cultural integration and job market stress. As one of the six Heads of Departments, your crucial role is to collaboratively address these challenges and strive for a thriving, inclusive, and sustainable community amid this transformative period. Your decisions will shape the city's destiny, determining whether Soverana Babel emerges as a model of harmonious coexistence in the face of unprecedented demographic shifts.

**STEPS**

1st - elect Mayor - this will be done by roll the dice; player with smallest number is Mayor

2nd - The players take on the roles of HEAD OF DEPARTMENT delegated to six AREAS:

- Health & welfare
- Justice and safety
- Urban development
- Education
- Energy and Environment
- Economy

- each player will draw one Department card

3rd - Mayor allocate resources to Departments - 35 resources



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YOUTH  
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ENGAGEMENT

MAJOR EVENT	MINOR EVENT
<p><b>Housing Crisis</b> A sudden surge in population strains housing facilities. The city faces the urgent challenge of meeting the high demand for housing, worsening problems like overcrowding, resource allocation, and overall community well-being.</p> <p><b><u>Urban development &lt;= 10</u></b> <i>Social services</i> <i>City Hall</i> <i>Hospital</i> Urban development -5 Health &amp; Welfare -4 Economy -2</p> <p><b><u>Urban development &gt;10</u></b> <i>Social services</i> <i>Hospital</i> Urban development -3 Health &amp; Welfare -2</p>	<p><b>Cultural Exchange Festival</b> The city organises a massive cultural exchange festival to celebrate diversity. Gain a boost in cultural integration efforts and a benefit for the city economy.</p> <p><b><u>Education &lt;= 6</u></b> Education +4 Economy +2 Urban development +2</p> <p><b><u>Education &gt;6</u></b> Education +5 Economy +4 Urban development +3</p>
<p><b>MINOR EVENT</b></p> <p><b>Rising Unemployment</b> Economic challenges emerge as the surge in population outpaces job opportunities. Economy, Health &amp; Welfare and Justice and safety departments face the challenge of rising unemployment, requiring innovative solutions to maintain community well-being.</p> <p><i>Social services</i> <i>Stock Exchange</i> Economy -5 Health &amp; Welfare -4 Justice and safety -2</p>	<p><b>MINOR EVENT</b></p> <p><b>Transportation crisis</b> The city's transportation system faces a crisis due to a surge in population. Widespread gridlock challenges commuting, demanding collaborative efforts to address issues such as traffic management, public transit capacity, and sustainable mobility solutions.</p> <p><i>Train Station</i> <i>Police Station</i> Energy and Environment -5</p>

MAJOR EVENT	MINOR EVENT
<p><b>Public Safety Concerns</b> Overcrowded living conditions raise public safety concerns. The city face challenges in ensuring the safety and security of residents, requiring swift and effective measures to address emerging threats.</p> <p><b><u>Justice and safety &lt;= 8</u></b> <i>Hospital</i> <i>Courthouse</i> Justice and safety -5 Health &amp; welfare -3 Economy -2</p> <p><b><u>Justice and safety &gt;8</u></b> <i>Hospital</i> <i>Courthouse</i> Justice and safety -2 Health &amp; welfare -2</p>	<p><b>International Business Boom</b> Thanks to the contributions of international migrants, the city gains global attention, providing opportunities for businesses worldwide. The city tackles the challenge of managing this interest, working together to create policies that attract foreign investments, fostering both economic and social growth.</p> <p>Economy +6 Health &amp; welfare +4 Education +3</p>

### III. Skills Assessment, Validation and Recognition

#### III.A Definitions and scope

A skills assessment is an evaluation of an individual's ability to perform a specific skill or set of skills. Usually, it's an evaluation of skills specific to a job or role. Ideally, the assessment captures the level of proficiency for each skill, so you know which participants are new to a skill and which have mastered it.

The skills validation and recognition deal with recognizing the skills already obtained not through the direct training options (like the official training system from a country), but from a different official training system (like the one from a different country - which needs to be recognized either through official channels among peer organizations from the two states) or by self-development of the skill through direct activity (which needs to be validated through an exam such as the one regular trainees take to verify the achievement of the skill).

Skills assessments may be conducted in person and/or online and may take the form of a simulation, test, questionnaire, or observation. For example, the skill of "Manages project risks," could be assessed with this stated requirement: "Able to identify and

document risks and assumptions associated with projects. Considers impact on the whole system when identifying risks. Collaborates with others to develop strategies for managing risks and ensures inclusion of input from all key stakeholder groups. Develops and documents contingency plans to reduce or mitigate risk factors.” Based on the depth/complexity level needed to be achieved, the skill levels can be assessed with multiple proficiency markers, such as:

- “Limited,” “Basic,” “Intermediate,” “Advanced,” or “Expert”;
- “Sufficient”, “Insufficient”
- Combinations of the above;
- Other markers.

Regardless, the evaluating body will want to conduct standardized, objective reviews, so results of all the assessments can be reliably compared.

### **When to Use a Skills Assessment Test**

Some people are strong on education; others are rich in experience. Skills assessment tests give no weight to how trainers learned what they know; they measure what they can do. They are routinely used for a range of hiring or trainer’s development initiatives:

- **Recruiting:** a skills assessment test for employment can help training centre administrators (TCA’s) narrow down the list of candidates to interview or to decide between finalist candidates for an open position.
- **Career Development:** a jobs skills assessment test can be used to evaluate the performance of youngsters, to help confirm that they are strengthening essential skills as they build experience.
- **Learning and Development:** as youngsters’ progress along a learning path, a skills assessment test is a simple, objective checkpoint to ensure that the training attended is effective.
- **Rapid Adoption of New Skills:** The coronavirus pandemic reminded us that skills are constantly evolving. From effectively participating in video meetings to adopting new social distancing protocols or manufacturing procedures, a skills assessment can quickly test whether youngsters have mastered new, essential skills before they are cleared for the new teaching assignments.



- **Reskilling and Upskilling:** many TCA's are encouraging current employees to learn adjacent or entirely new skill sets to help address a talent gap. Skill assessment reports help training centre administrators (TCA) to understand the skills of youngsters, as well as identify areas where additional training is needed. One kind of report, a youngster's skill matrix, is a grid that maps required training skills to the proficiencies of young people who need them.

Armed with this "map", it is immediately clear which people have (and which have not) mastered the targeted skills. If one or two people are lagging behind the rest, you may want to work with them individually to get the training and support they need to get up to speed. If the whole team needs to be updated in some skills, group classes and projects may be a better next step. By keeping the results in your skills management system, a young person's skill matrix report will provide the visibility you need to ensure your teams are making the progress you need.

Because skills assessments are designed to objectively assess the skills of youngsters, there are many benefits to using them. Here are just a few:

- **Reduce Bias:** Especially in the hiring process, intrinsic biases can affect our hiring decisions. The more weight given to skills assessments, the less is given to things like age, gender, education, address, and other factors that can inadvertently sway a hiring manager.
- **Consistency:** Without an assessment, hiring managers are left with human reports of proficiency – with no objective agreement on the "scale." One job candidate may report that her skills are mostly "3" on a 3-point scale and another mostly "2" – even if their skill levels are exactly the same.

A skills assessment does a much better job assigning objective meaning to that 1-2-3 scale.

- **Personalized Development Plans:** Just because someone isn't fully skilled doesn't mean they shouldn't get the teaching assignment. A skills assessment is extremely helpful in pinpointing exactly the areas where someone needs to develop skills, making it easier to develop a relevant, personalized learning and development plan.
- **Measure Progress:** Whether monitoring the development of individuals or teams, regular skills assessments can confirm progress – or identify areas where the training and support isn't enough.
- **Employee Engagement.** As a global employee reward and recognition company Fond reminds us, employees want to keep learning. "Cultivating your employees' growth is a win-win situation — it keeps them engaged and allows them to develop new skill sets that will make them competent trainers." Skills assessments are

precisely all about employee growth; supporting and recognizing their progress keeps employees engaged.

For skills old and new, a skills assessment can help keep your employees and teams current, productive, and engaged.

### **Using Bloom's Taxonomy in Skill Assessment**

Skills Assessment Systems vary from country to country, from culture to culture but also vary based on the skills to be determined. A good way to determine the assessment scope, is to use Bloom's Taxonomy in order to determine the learning objectives, which in turn will determine the assessment objectives.

In short, Bloom's Taxonomy proposes 6 levels of knowledge achievable for a skill, each of them allowing the user to perform various activities in relation to the respective skill. The 6 levels as well as their descriptions are enumerated here:

1. The first level - Remember. Example activities at the Remembering level: memorize a poem, recall state capitals, remember math formulas;
2. The second level - Understand. Example activities at the Understanding level: organize the animal kingdom based on a given framework, illustrate the difference between a rectangle and square, summarize the plot of a simple story;
3. The third level - Apply. Example activities at the Application level: use a formula to solve a problem, select a design to meet a purpose, reconstruct the passage of a new law through a given government/system;
4. The fourth level - Analyse. Example activities at the Analysis level: identify the 'parts of' democracy, explain how the steps of the scientific process work together, identify why a machine isn't working;
5. The fifth level - Evaluate. Example activities at the Evaluation level: make a judgment regarding an ethical dilemma, interpret the significance of a given law of physics, illustrate the relative value of a technological innovation in a specific setting—a tool that helps recover topsoil farming, for example.
6. The sixth level - Create. Example activities at the Creation level: design a new solution to an "old" problem that honours/acknowledges the previous failures, delete the least useful arguments in a persuasive essay, write a poem based on a given theme and tone.

Complementary, when evaluating one's achievement of a skill following Bloom's Taxonomy, the evaluators can, based on the level of the student, ask them to perform the following types of actions:

1. Remember – Can the young person recall or remember the information?
2. Understanding – Can the young person explain ideas of concepts?
3. Applying – Can the young person use the information in a new way?
4. Analysing – Can the young person distinguish between different parts?
5. Evaluating – Can the young person justify a stand or decision?
6. Creating – Can the young person create a new product or point of view?

Bloom’s Taxonomy also creates a level of accountability for the instructor and the students. By clearly laying out the goals for the youngsters at each level, they can see how each part of the course works together and then how to relate what they are learning to other aspects of their coursework.

How to Create/Buy the perfect Skill Assessment System?

With so many different providers and skill assessment tools in the market, it may seem quite hard to identify the best one. In order to help you make the right decision and find the skill assessment testing tool that will perfectly fit your needs, we created this 5 step guide:

### **Step #1: Define your goals and needs**

The first step in choosing your ideal skill assessment testing tool is to define your goals and needs.

Here are a few questions to help you get started:

- Do you want to evaluate the skills of your candidates or your existing trainers’ pool?
- Are your goals to hire the best assignment candidates or to identify skill gaps in your current trainers’ pool?
- How many people do you plan to evaluate on a monthly and yearly basis?

### **Step #2: Define the skills you want to evaluate**

The second step in choosing your ideal skill assessment tool is to define the skills you want to evaluate in your candidates or employees. The most important question here is “do you want to evaluate soft or technical skills? Or both?” Some skills assessment tools are specialized in either soft or technical assessments, but there are also those who offer a test for both soft and technical skills.

Make a list of the specific skills you want to evaluate in your candidates. You’ll start your search by finding skill assessment tool that offers all the skills assessment tests you need.

### **Step #3: Define the characteristics of your ideal skill assessment tool**

Next, define the characteristics of your ideal skill assessment tool.

Here are a few questions which may help you:

Should your ideal skill assessment tool be scientifically validated?

Can your ideal skill assessment tool be integrated with your applicant tracking system (ATS)?

Should your ideal skill assessment tool offer the possibility of customizing the skills tests?

Should your ideal skill assessment tool provide a great candidate experience?

You should also consider the budget constraints you have when it comes to buying a skill assessment tool.

#### **Step #4: Research the market**

The following step is to research the market. You'll do that by browsing the top skill assessment test providers' websites and comparing them against each other.

You can create a list of your desired skill assessment tool characteristics defined in the first three steps. That way, you will be able to compare different skill assessment tools/assessors much easier and faster.

#### **Step #5: Decide between your top 3 choices**

Finally, take the top three skill assessment tools from your list for a test drive. Most of these tools offer a free trial or a demo, so make sure you take advantage of that possibility. That way, you'll be able to compare *and evaluate competing skill assessment tools/assessors from first-hand experience*.

### [III.B European tools and initiatives on recognition of skills and qualifications](#)

In our modern world, people need a higher and broader set of skills to work, communicate, access information, products and services, and take part in social and civic activities.

A proper understanding and valuing of skills and qualifications is fundamental in order to achieve a better match between the supply of skills and the needs of the labour market.

A shared European framework can support the understanding and valuing of skills and qualifications. It can also help individuals to acquire and update skills throughout their life as they move between different types and levels of education, and between education and employment, within and across countries.

Qualifications express what people know, understand and are able to do. They can take different forms such as a (university) diploma or (skills crafts) certificate. Transparency about what people actually learned in order to obtain a qualification ('learning outcomes') is key to ensuring that individuals, employers and education and

training providers give the appropriate economic, social and academic value to qualifications.

During the last two decades in Europe, a relevant effort has been put on the development of tools for the documentation of qualifications, skills and learning experiences which are provided to individuals to describe their acquired knowledge, skills, competences and qualifications. A set of strategies have been developed, aimed at supporting the international comparability of learning outcomes acquired in various contexts, in formal education, through validation of non-formal and informal learning, through mobility or work experience and voluntary activities.

**1. The European Qualifications Framework (EQF)** is a tool to help compare national qualification systems and frameworks from different countries. The EQF is an eight level framework based on learning outcomes (what persons know, the skills they have and what they can do), that acts as a translation device between different national qualifications frameworks and qualifications.

The implementation of the **EQF** was based on the Recommendation on the European Qualifications Framework for lifelong learning adopted by the European Parliament and the Council on 23 April 2008. Reflecting the success in implementing the 2008 recommendation, a revised and strengthened Recommendation on the EQF was adopted on 22nd May 2017 by the Education, Youth, Culture and Sport Council. The purpose of this revised recommendation is to ensure the continuity as well as a further deepening of the EQF.

The revision has kept the core objectives of creating transparency and mutual trust in the landscape of qualifications in Europe. Member States committed themselves to further develop the EQF and make it more effective in facilitating the understanding of national, international and third-country qualifications by employers, workers and learners.

Some categories (for example competence) were hard to reach and to separate in focusing on particular aspects. The compromise was reached in 2008 with a general definition and limit of descriptors. This compromise did not solve the incoherence thus introduced. Discussions on the character of competence continued in the years following adoption of the EQF, reflecting real differences in the way learning outcomes are perceived in different countries. The 2017 revision of the EQF recommendation provided the opportunity to address this problem in a way which respects these different national approaches. The 2017 revision reflects a broad agreement on the usefulness of the autonomy and responsibility descriptors to distinguish the level and

position of a qualification. Most NQF descriptors adopted since 2008 have built on this approach (although in many cases extending it).

### **Functioning, institutes/bodies in charge for the application of the tools/mechanisms/ strategies**

Covering qualifications at all levels and in all sub-systems of education and training, the EQF provides a comprehensive overview over qualifications in the 39 European countries currently involved in its implementation. In close cooperation with the European Commission, *Cedefop* provides analytical and coordination support for the implementation of the EQF and carries out a number of comparative studies and analysis on issues related to the implementation of the framework at EU, national and sectoral level.

The EQF Recommendation Invites Member States to reference their national qualifications frameworks or systems to the EQF, in order to establish a clear and transparent relationship between their national qualification levels and the eight EQF levels. Member States are recommended to review and update, when relevant, the referencing of the levels of the national qualifications frameworks or systems to the levels of the EQF.

Each country wanting to relate its national qualifications levels to the EQF has to prepare a detailed referencing report that follows the 10 EQF referencing criteria agreed in Annex III to the revised EQF Recommendation. National referencing reports are presented to the EQF Advisory Group which endorses them if they satisfy the referencing criteria. Once national frameworks are referenced to the EQF all newly issued qualifications (e.g. certificates, diplomas, certificate supplements, diploma supplements), and/or qualifications databases should in principle contain a clear reference to the appropriate EQF and NQF level.

### **Who else is involved?**

EQF Advisory Group (AG), established in 2008, is the central forum for discussion between the Commission, countries and stakeholders from the world of education and training, employment and civil society. The role of the AG is to ensure overall coherence and promote transparency, and trust in the process of referencing.

European Centre for the Development of Vocational Training (*Cedefop*) and the European Training Foundation (ETF), as European Agencies, play an important role in supporting the implementation of the EQF.

The ENIC/NARIC network is a network of national centres set up to directly support institutions and citizens with the recognition of academic qualifications.

The EQF works together with other European and international instruments supporting the recognition of qualifications.

### **Best practices**

Portugal has drafted guidelines (Understanding the NQF) in which a more detailed and fine-tuned description of knowledge, skills, attitudes and context is provided. In the case of knowledge, for example, a distinction is made between depth of knowledge and understanding and critical thinking. The skills domain (also identified as know-how) is characterised by depth and breadth and purpose.

A number of countries, for instance Finland, Iceland and Malta have made an effort to integrate the EU key competences (European Parliament and Council of the European Union, 2006) in their level descriptors. The inclusion of the term 'evaluation' in the Polish and Finnish frameworks underlines that individuals are expected to reflect critically on their own knowledge, skills and competence and on how these can be improved.

Austria and Liechtenstein have chosen to introduce parallel descriptors at levels 6 to 8 (the Ypsilon approach) respectively addressing qualifications from (academic) higher education and vocational education and training. Norway has chosen a similar approach at levels 4 to 6, also in this case capturing the differences between VET, general and academic qualifications. The Polish qualifications framework offers yet another solution, introducing three main sets of level descriptors designed for different purposes and operating with different levels of detail: Polish universal descriptors underpinning the Polish comprehensive national qualifications framework; Polish descriptors for education and training subsystems and sub-frameworks, notably for general education, vocational education and training and (academic) higher education; Descriptors for economic sectors or subject areas.

**2. The European Credit System for Vocational Education and Training (ECVET)**, is a technical framework for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes with a view to achieving a qualification.

The **EQAVET** is a reference instrument designed to help EU countries promote and monitor the continuous improvement of their vocational education and training systems on the basis of commonly agreed references.

Tools for the documentation of qualifications, skills and learning experiences are provided to individuals to describe their acquired knowledge, skills, competences and qualifications in a more transparent and structured way. They support the international comparability of learning outcomes acquired in various contexts, for example, in formal education, through validation of non-formal and informal learning, through mobility or work experience and voluntary activities. These tools support the better understanding of qualifications in formal recognition processes.

### **General framework**

Developed by Member States in cooperation with the European Commission, ECVET has been adopted by the European Parliament and the Council in 2009. The adoption and implementation of ECVET in the participating countries is voluntary. Currently, the participating countries and the Commission support a Europe-wide testing of this instrument to which all stakeholders have been invited to participate.

### **Steps which lead to the creation/development**

Since its adoption in 2009 countries and the Commission are putting important emphasis on testing and further developing this instrument. This involves launching pilot projects funded through the Lifelong Learning Programme but also through national initiatives. It also comprises development of support tools such as the forthcoming ECVET users' guide and the possible adaptation of Europass documents.

ECVET is one outcome of close and constructive cooperation over several years between the European Commission, Member States and social partners. Cedefop has also been closely involved since 2002 providing various analyses on developing and using credit transfer systems. The Recommendation establishing ECVET came into force on 18 June 2009, giving Member States a roadmap for implementing the new tool. Implementing ECVET will require even closer cooperation in VET between European and national levels, as well as both within and among Member States. Engagement, creativity and willingness will be required from many different partners if ECVET is to succeed. Many obstacles need to be overcome and innovative solutions found. So far the signs are good.

Since 2010, following the adoption by the European Parliament and the Council of the ECVET recommendation (European Parliament and Council of the EU, 2009), Cedefop has been regularly monitoring the implementation of ECVET.

Based on learning outcomes, NQFs have made significant progress. The same could be said for the validation of non-formal and informal learning and the modularisation of training programmes. ECVET-related developments go hand in-hand with, and result from, reforms aimed at transparency and permeability of education and training



systems, better employability processes and employment or re-employment. It also focuses on the ways that countries promote ECVET and support main actors and beneficiaries and takes into account Cedefop's work on monitoring the implementation of NQFs and validation of non-formal and informal learning.

**Functioning, institutes/bodies in charge for the application of the tools/mechanisms/ strategies.**

ECVET is based on concepts and processes which are used in a systematic way to establish a common and user-friendly language for transparency, transfer and recognition of learning outcomes. Some of these concepts and processes are already embedded in many qualification systems across Europe. ECVET is based on:

- Learning outcomes, which are statements of knowledge, skills and competence that can be achieved in a variety of learning contexts.
- Units of learning outcomes that are components of qualifications. Units can be assessed, validated and recognized.
- ECVET points, which provide additional information about units and qualifications in a numerical form.
- Credit that is given for assessed and documented learning outcomes of a learner. Credit can be transferred to other contexts and accumulated to achieve a qualification on the basis of the qualifications standards and regulations existing in the participating countries.
- Mutual trust and partnership among participating organisations. These are expressed in Memoranda of Understanding and Learning Agreements.

Institutions involved:

- European Commission DG Education and Culture (DG EAC)
- Executive Agency for Education, Audio-visual and Culture (EACEA)
- European Centre for Development of Vocational Training (Cedefop)
- ECVET Support Team (coordinates the European ECVET network)

Promoters and partners of ECVET pilot projects are working on designing and experimenting with methods of different ways of developing and using ECVET. Importantly, they are not working in isolation, but sharing experience and good practice working towards common outcomes with the support of the European Commission and Cedefop. The European Training Foundation is also supporting those countries outside the EU interested in ECVET. In this sense, the projects' work goes well beyond their individual goals and objectives. They are central to the roadmap of ECVET implementation.

Countries have been moving gradually towards applying and implementing ECVET principles in their education and training systems, taking into account their national contexts and credit arrangements, and applying ECVET principles both in IVET and CVET.

The EU plays a role in stimulating ECVET-related developments, not only financially through funding projects (such as LLP, Erasmus+) and national ECVET experts teams, but also through expertise and advice (such as from the experts of the ECVET team. ECVET principles and components work in many countries and it is time to move forward and explore how they benefit individuals in engaging in lifelong learning and progression.

### **Best practices**

The European Commission has identified over 100 ECVET projects running or completed across Europe, funded by the Lifelong learning programme.

Coordinating the synergy among EU tools in Sweden:

In Sweden, different agencies are responsible for implementing European tools (EQF, Europass, ECVET, EQAVET, ESCO and EURES) according to their area of expertise. In the opinion of the respondents, national developments are better taken into account, both in education in general and VET in particular, and dissemination of the tools about education policy-makers and experts is facilitated. It is important, however, to ensure synergies between these activities. The Swedish National Agency for Education (Skolverket) has a coordinating role with a clear mandate to initiate cooperation and exchange of information and experiences among the agencies. The representatives of the agencies meet regularly, discuss issues, identify and plan common activities. As a result of such cooperation, several joint conferences took place where different tools were presented and relations among them were discussed.

### **ECVET projects for sectors and occupations**

Led by Czech promoters, the project Innovative qualifications framework for development of ECVET, aimed at applying ECVET principles to five qualifications in furniture and textile industries: cabinet-maker, upholsterer, floorer, textile maker and tailor. The project partners from the Czech Republic, Germany, Ireland, Poland, and Romania compared the learning outcomes (knowledge, skills and competences) in these qualifications and developed matrices that help detect similarities and differences in learning outcomes needed to get a qualification in each country. The project also developed interactive materials: animations about accumulating learning outcomes in various countries, games and quizzes based on the learning outcomes in the covered qualifications. IQ for ECVET.

Led by the Chamber of Commerce and Industry of Slovenia, partners from Croatia, Latvia and Slovakia joined in the project Enhancing competences in the metal and electro industries throughout Europe (SkillME) aiming to address skills gaps in these industries. The project partners have identified skill shortages and grouped them into units of LO with ECVET points to feed into developing curricula. The curricula are being developed and will be piloted in the next stage of the project. The project is based on involvement from the industry; the Association of Electrotechnical Industry of the Slovak Republic, the Association of Mechanical Engineering and Metalworking Industries of Latvia, the Croatian Employers' Association and the Chamber of Commerce and Industry of Slovenia, plus VET institutes and providers. Skill ME project.

### **3. The European Quality Assurance Reference Framework (EQAVET)**

The European Quality Assurance Reference Framework for VET (the Framework) provides a European-wide system to help Member States and stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices.

It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems and it can be used in accordance with national legislation and practice.

#### **General framework of the tool**

Developed by Member States in cooperation with the European Commission, the Reference Framework has now been adopted by the European Parliament and the Council. It is a key element in the follow-up of the Copenhagen Declaration and the ongoing work in renewing Europe's education and training systems.

#### **Steps which led to the creation/development**

- Copenhagen Declaration – November 2002 – calls for enhanced cooperation in VET quality assurance
- Establishment of a Common Quality Assurance Framework for VET (CQAF) – 2003 – common principles, guidelines and tools
- Recommendation of the European Parliament and Council on the establishment of CQAF– May 2004
- Helsinki Communiqué – December 2006 - strengthening cooperation on quality improvement
- EQF recommendation – April 2008 - common principles for quality assurance in higher education and VET
- Development of a European Quality Assurance Reference Framework for Vocational Education and Training (EQARF) - 2008 - a reference instrument to help Member

States to promote and monitor continuous improvement of their VET systems based on common European references, which builds on and further develops the CQAF

- Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training Text with EEA relevance

Since its adoption in 2009, Member States and the Commission are putting important emphasis on testing and further developing this instrument. This involves launching pilot projects funded through the Lifelong Learning Programme and also through national initiatives.

- The adoption and implementation of the Framework in the participating countries is voluntary.
- 2018-2019: an important transition period for the EQAVET Network to reflect on the implications for its work of possible new ways of addressing VET at EU level post 2020, in which the role of quality assurance (QA) continues to be an important focus. During this period, the EQAVET Network works to ensure that its experience and expertise contributes to emerging policy developments. **This work programme** will provide a new boost for EQAVET and enable the Network to strengthen its evidence base in the context of the New Skills Agenda for Europe. The work programme combines well-established methodologies for the sharing of practices with a new and more strategic approach which will position EQAVET clearly in relation to emerging policy needs. This will ensure that the EQAVET network can contribute to ongoing policy developments and to any revision of legislative instruments which may be proposed.

The EQAVET work programme make provision for the organisation of **peer learning activities (PLAs)** which enabled EQAVET members to deepen, share and transfer their knowledge of quality assurance (QA) issues identified as relevant by the Network.

#### **Functioning, institutes/bodies in charge for the application of the tools/mechanisms/ strategies**

European Quality Assurance in Vocational Education and Training (EQAVET) brings together the EU Member States, the Social Partners and the European Commission to develop and improve quality assurance in European VET systems within the context of the implementation of the European Quality Assurance Reference Framework by:

- Assisting the Member States in developing effective approaches to support the implementation of the Reference Framework

- Developing a culture of quality, to be embedded at European level and other levels with the help of the Quality Assurance National Reference Points and other Network members
- Supporting the Member States and the European Commission in the monitoring and implementation of the Reference Framework within the context of the Education and Training 2020 Strategy
- Supporting the quality assurance dimension of work in EQF and ECVET

EQAVET is a community of practice where members and national experts:

- Exchange information and experience in open discussions
- Initiate a process of mutual learning and consensus building for the development of common principles, reference criteria, indicators and tools for quality improvement in VET, and the implementation of the Reference Framework
- Reach shared results and solutions in the development of guidelines and criteria for quality assurance, embedding a culture of quality improvement and sense of ownership in implementing the Reference Framework across Europe.

This community of practice leads to higher levels of cooperation and synergy within and across EU Member States on quality assurance related issues.

The European Quality Assurance in Vocational Education and Training Network comprises representatives of the European Union Member States, Candidate Countries and European Economic Area countries, Social Partners, scientific advisers and the European Commission. The work of the Network is supported by the Secretariat and collaborating experts.

### **Best practices**

Quality and Qualifications **Ireland** (QQI) is the independent state agency responsible for quality and accountability, to which schools are accountable for quality.

Institutions are able to decide which indicators and benchmarks they consider relevant and appropriate to their own context and mission. Institutions are encouraged to derive these indicators from international sources. QQI does provide some guiding questions: how has the institution implemented QA procedures and assessments, how effective are the institution's internal QA and assessment procedures, do the QA procedures comply with the European standards and directives, who takes responsibility for quality and quality assurance in the institution as a whole, how transparent and accessible is the reporting on quality and quality assurance, does the student experience correspond with the institution's own mission

and strategy, does quality and quality assurance performance correspond with the institution's own mission and strategy etc.

Under the Education Act of 2012, which focuses on qualifications and quality assurance, QQI is obliged to draw up and publish guidelines for educational institutions to enable the institutions to safeguard the quality of the programmes and services they provide. Educational institutions are legally obliged to take the QQI guidelines into account when developing their own QA procedures. The general approach to quality control in education and training consequently means that providers are responsible for the QA of their own programmes, with reference to the QQI guidelines and criteria. Considering the wide range of providers in Ireland, QQI has developed guidelines for a number of specific sectors, including further education and training (FET). In their guidelines for FET providers, QQI observes that they are modelled on the EQAVET Framework, the European initiative for QA in vocational education and training, designed to provide tools for quality management in vocational education and training. QQI actively contributes to the work of EQAVET at European level and these guidelines are intended to complement that.

The **Slovenian** Vocational Act (2006) emphasises the importance of quality assurance and increases the autonomy and enhances the development role of initial vocational education and training. In Slovenia internal review and one of the two types of external review are obligatory.

### III.C Tools and strategies for the competences' validation and recognition in the partners' countries

#### Italy

##### Validation and certification of skills

In Italy the most important **framework for validation and recognition of the qualification** is the "Legislative Decree on the national system of certification of skills and validation of non-formal and informal learning".

The Legislative Decree on the national system for the certification of skills and validation of non-formal and informal learning which sees the light on January 16, 2013 (<https://www.gazzettaufficiale.it/eli/id/2013/02/15/13G00043/sg>) and it contains some of the most important elements on the topic:

- a) clear and institutional glossary definition on concepts such as: skills; formal, non-formal and informal learning;
- b) identification of responsible parties and holders of the public certification system; validation of learning; skills certification;

- c) definition of 3 types of standards for validation and certification services: process standards (how certification and validation services are provided); certification standards (what is released, what information "travels" in the certificates and how it remains traceable); system standards (who does what and with what guarantees of adequacy, quality and protection of beneficiaries);
- d) Institution "National Directory of education and training qualifications and professional qualifications" which constitutes the unitary reference framework for the certification of skills.

National Repertoire is made up of all the repertoires of education and training qualifications, and professional qualifications issued in Italy by a holder or issued following an apprenticeship contract.

The Qualifications in the National Repertoire is organized in three sections:

Second cycle of education

High school education

Regional vocational training and IFTS

[https://atlantelavoro.inapp.org/repertorio\\_nazionale\\_qualificazioni.php](https://atlantelavoro.inapp.org/repertorio_nazionale_qualificazioni.php)

Definition of an operational framework for the national recognition of regional qualifications and related competences, within the National Directory of education and training qualifications and professional qualifications referred to in Article 8 of Legislative Decree 16 January 2013, n. 13

( <https://www.gazzettaufficiale.it/eli/id/2015/07/20/15A05469/sg> ) 3)

<https://valico.inapp.org/>

### **Best practices**

Practices of Identification, Validation and Certification of Skills collected in the INAPP (Public policy Innovation) archive for the years 2007/2012

<https://valico.inapp.org/elenco-pratiche-2007-2012/>

Skills validation Skill-Inn: "*skills per l'innovazione*"

<https://valico.inapp.org/skill-inn-skills-per-linnovazione/>

The Skill-Inn project is aimed at building a device for the recognition of skills acquired through a non-formal and informal learning process. The project was managed by *Confindustria Veneto SIAV Spa* and involved the design of a model based on different methodological steps (structured interview to profile the recipient of the intervention, acquisition of the most relevant information on the person (or persons) interviewed, identification of skills mainly related to innovation and association processes of an EQF level for each competence).

Decree January 5, 2021

(<https://www.lavoro.gov.it/documenti-e-norme/normative/Documents/2021/DI-del-05012021.pdf>) – is a legislative decree issued for the adoption of the Guidelines that make the National Skills Certification System operational. (Provisions for the adoption of guidelines for the interoperability of public bodies holding the national skills certification system)

<https://www.lavoro.gov.it/notizie/Pagine/Sistema-nazionale-di-certificazione-delle-competenze.aspx>

Regarding the recognition and validation of competence and skills in Italy we could also mention the following tools and Institutions (Some of the them are not exclusively adopted and used in Italy but they are following the ones implemented at EU level):

**National Qualifications Framework (NQF) - *Quadro Nazionale delle Qualifiche (QNL)*:**

Italy has its own NQF, which aims to describe the qualifications and competences acquired in different learning environments. This framework aligns with the European Qualifications Framework (EQF) to facilitate international recognition.

**CIMEA (*Centro di Informazione sulla Mobilità e le Equivalenze Accademiche*):**

CIMEA is the Italian ENIC-NARIC center, providing information on academic recognition and qualifications. It plays a crucial role in facilitating the recognition of foreign qualifications in Italy and Italian qualifications abroad.

**Europass:**

Europass tools, including the Europass CV, Language Passport, and Certificate Supplements, are widely used in Italy to document and communicate skills and qualifications in a standardized way.

**ESCO (*European Skills, Competences, Qualifications, and Occupations*):**

Italy, along with other European countries, uses ESCO to define and classify skills, competences, and qualifications. ESCO helps align national systems with a common European reference.

**Erasmus+ Programme:**

Italy participates in the Erasmus+ Programme, providing opportunities for individuals to gain and validate skills and competences through mobility projects, partnerships, and learning experiences abroad.

**INAPP (*Istituto Nazionale per l'Analisi delle Politiche Pubbliche*):**



INAPP is the National Institute for the Analysis of Public Policies, and it plays a role in research and analysis related to labor market policies, skills, and competences. It contributes to the development of strategies for recognizing and enhancing skills.

### **Vocational Education and Training (VET) System:**

Italy has a well-established system of Vocational Education and Training, offering pathways for individuals to acquire and validate skills in various sectors. The ECVET framework may also be applied in VET to facilitate credit transfer and recognition.

National Agencies and Ministries:

Various national agencies and ministries, such as the Ministry of Education, Universities and Research (MIUR), are involved in the development and implementation of strategies for skills and competences' validation and recognition.

### **Serbia**

#### **Recognition of youth work and validation of competencies in youth work**

In Serbia, the entire process of advocacy, recognition and promotion of youth work has been carried out by the National Association of Youth Workers ( <https://www.napor.net/> ) for more than ten years. In the meantime, in cooperation primarily with the Ministry of Youth and sport (now the Ministry of Tourism and Youth <https://mto.gov.rs/> ), youth work was included in all important documents (Law on Youth, National Strategy for Youth 2015-2025, Strategy for Youth (2023-2030)).

In the context of non-formal education, recognition is essential for young people competence acquired through youth work. There is an initiative that the qualifications acquired in youth work is defined through the National Framework of Qualifications which will be the last steps in formal recognition on national level. Right now, we have officially recognized youth worker as profession in National Qualification Framework.

The Law on the National Framework of Qualifications of the Republic of Serbia ("Official Gazette of the RS", no. 27/18, 6/20 and 129/21 - other law) is one of the key laws for youth policy. It aims, among other things, to ensure the recognition and recognition of non-formal education and informal learning, regulates the composition and competence of the Council for the National Qualifications Framework and other bodies, defines the levels of qualifications, the method of obtaining qualifications, standards of qualifications, acquisition of the status of a publicly recognized organizer of activities of adult education, promotes key and cross-curricular competencies and lifelong learning.

In the Report of the expert working group for youth work established within the implementation of the EU Action Plan for Youth for the period 2014-2015. 64, it is emphasized that youth work provides an answer to a wide range of social challenges,

and above all to the social inclusion of young people, active participation in society and the transition from education and training to the labor market.

Latest Strategy for youth in the Republic of Serbia for the period from 2023 to 2030: 9/2023-43 emphasis a strategic goal IMPROVED QUALITY AND OPPORTUNITIES FOR OBTAINING QUALIFICATIONS AND DEVELOPMENT COMPETENCE AND INNOVATIVENESS OF YOUNG PEOPLE:

“The profession of youth worker, as a relatively new one, requires further promotion among young people, as well as other interested parties at all levels. NAPOR is continuously working on the promotion of youth work through social networks, but it is important to recognize the importance of the profession of youth worker will be monitored by annual surveys of the position and needs of young people and other research, using different methods, announcements in the media about youth work and workers, and the recognition of the profession will be monitored through the number of engaged youth workers in appropriate positions and roles”.

Even we have acquisition of competences for changing professions, recognition of prior learning, personal and professional development, career guidance and counseling, etc.), among registered publicly recognized activity organizers through the Accreditation Center operating within the Qualifications Agency, until the end of 2021, is the only youth organization that has received accreditation for the implementation of adult education activities. Verification of the quality of youth work programs will be monitored and supported through the number of youth associations and for youth - newly accredited Public provider of educational activities. Public provider of educational activities is accredited by the Accreditation Center that operates within the Qualifications Agency.

In the meantime, the National Association of Practitioners in Youth Work recognizes previously acquired competencies in youth work through a structured process, but also trains future youth leaders and youth workers who become certified after the process is completed.

The process of validating previously acquired competencies includes writing and creating portfolios, self-assessment and reflection with evidence of previously acquired competencies, mentoring support for writing essays and practical work of conducting a workshop with young people in front of a committee.

The education process is a longer process that includes attending educational modules, online and offline part, writing assignments and essays, carrying out work practice with young people, reflection and self-assessment with mentor support as well as supervised practices by mentors.

### **National Qualifications Framework**

**National qualifications** are qualifications that can be acquired in the Republic of Serbia, through formal and non-formal education and through the process of

recognition of prior learning. An individual acquires a qualification, ie a public document (diploma or certificate) when the competent body determines that it has achieved learning outcomes within a certain level and according to a given qualification standard. National qualifications are classified into 8 levels according to complexity, taking into account the needs and opportunities of the individual for learning and development throughout life.

**Qualification standard** - describes the content of a particular qualification at the national level, regardless of the institution in which the qualification is acquired. The standard contains a description of the learning outcomes, as well as information on the qualification on the basis of which the level is determined, classified and evaluated. Within the qualification standards, each individual qualification is also marked by the level of the European Qualifications Framework, which facilitates the process of comparing or understanding and interpreting the qualification in the international context for every citizen of the Republic of Serbia.

**JPOA** is a school (primary or secondary) or other organization that has received approval to conduct adult education activities. The status of a publicly recognized organizer of activities can be acquired for activities:

- 1) who acquire competencies and / or qualifications for performing, improving or changing occupations through non-formal adult education and recognition of prior learning,
- 2) which improves knowledge, skills and abilities, for personal and professional development and socially responsible behavior, improving the quality of life, general education and culture through non-formal education and informal learning
- 3) career guidance and counseling.

Non-formal education is part of the National Qualifications Framework at following levels:

- 2nd level – completed basic education and vocational training up to one year, education for work up to two years, or non-formal education of adults for 120-360 hours of training
- 3rd level – completed secondary vocational education (three years) or non-formal education of adults lasting not less than 960 training hours
- 5th level - completed master or specialist education in duration of two years or one year and non-formal education of adults lasting not less than six months.

## Spain

### **Recognition of ECTS for students at the University Complutense of Madrid for other formal and non-formal activities**

The University Complutense updated its regulations on December 21, 2023, regarding the recognition of ECTS (European Credit Transfer and Accumulation System) for students engaged in various university activities beyond formal coursework. These

activities include cultural, sports, student representation, solidarity and cooperation, and other potential activities. This recognition aligns with Organic Law 6/2001, Organic Law 4/2007, Royal Decree 1393/2007, and the recent Royal Decree 822/2021, which facilitates the recognition of ECTS for specific extracurricular activities during university studies. As this recognition derives from national laws, all Spanish Universities have similar recognition systems.

The law delineates specific types of activities, granting students the right to be recognised for a minimum of six ECTS and a maximum of 10% of the total ECTS for their particular undergraduate program. This recognition is incorporated into the student's final grades as optional ECTS. To obtain this recognition, students must submit a request and pay the annual public prices for each credit.

In practice, at UCM, only six ECTS are recognised as a substitute for one optional course. Any additional credit beyond the initial six are documented in the European Diploma Supplement, which offers a detailed overview of completed studies and highlights the acquired competencies throughout the bachelor's degree.

The recognition process is clearly outlined, specifying the maximum number of ECTS that can be obtained for each activity based on factors such as type, duration, and level of achievement. The accompanying tables provide a comprehensive breakdown of the different activities and the corresponding ECTS awarded for each.

Through this recognition, both the law and the university acknowledge the significance of both formal and non-formal activities in a student's academic journey. The recognition extends beyond formal education to encompass various educational activities and, importantly, recognises the value of institutional participation, sports, solidarity, and other activities that contribute to non-formal education and the development of diverse skills.

#### **Example of ECTS' recognition for different activities while studying at the university**

TYPE OF ACTIVITY	ACTIVITY	ECTS	APPROVAL BY THE STUDY COMMISSION	WHO CERTIFIES THE ACTIVITY
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<b>Cultural</b>	Participation in UCM theatre, music, and dance groups.  Every 30 hours of activity: 1 credit.	Max. 3 ECTS	No	Director of the groups
	Organization of cultural activities (film series, theatre, exhibitions, workshops, etc.)	1 ECTS	Yes	Director of the activity
<b>Sports</b>	University, regional, and autonomous competitions	1 ECTS	No	Federation/Club
	National Competitions	2 ECTS	No	Federation/Club
	International competitions.  High-Level or High-Performance Athlete	3 ECTS	No	Federation/Club/Official Gazette



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<p><b>Solidarity, cooperation, and volunteering</b></p>	<p>Participation in solidarity activities and projects, support activities for members of the university community, development cooperation, and volunteering both at UCM and in non-profit organizations or entities.</p> <p>Every 30 hours of activity: 1 credit</p>	<p>Max. 3 ECTS</p>	<p>No</p>	<p>Organism Director</p>
<p><b>Student representation</b></p>	<p>Representative in the Governing Council Every 20 hours: 1 credit</p>	<p>Max. 3 ECTS</p>	<p>No</p>	<p>Secretary of the Organ</p>
	<p>Representative in the University Assembly Every 20 hours: 1 credit</p>	<p>Max. 3 ECTS</p>	<p>No</p>	<p>Secretary of the Organ</p>
	<p>Representative in the Faculty Board Every 20 hours: 1 credit</p>	<p>Max. 3 ECTS</p>	<p>No</p>	<p>Secretary of the Organ</p>
	<p>Representative in the Department Council Every 20 hours: 1 credit</p>	<p>Max. 3 ECTS</p>	<p>No</p>	<p>Secretary of the Organ</p>

	Student Delegation Every 20 hours: 1 credit	Max. 3 ECTS	No	Secretary of the Organ
	Others (Class Delegates, etc.) Every 20 hours: 1 credit	Max. 3 ECTS	No	Secretary of the Organ

### **The development of micro-credentials in Spanish Universities**

Spanish universities have recently been discussing the implementation of micro-credentials, prompted by the European Council's Recommendation on a European approach to micro-credentials for lifelong learning and employability (2022/C 243/02 of 16 June 2022) and the Spanish Organic Law on the University System (2/2023, 22 March 2023). The latter law includes, in Article 7.5, the role of micro-credentials and other short-term programs as part of lifelong learning. As a response, the Red Universitaria de Estudios de Postgrado y Educación Permanente (University Network of Postgraduate Studies and Lifelong Learning) and its working groups have been exploring opportunities and challenges for incorporating micro-credentials into the Spanish University System. They held an initial meeting in December 2023 to present and discuss the best ways to implement them and approved a decalogue for further discussions.

Micro-credentials, as defined by the EU, certify the learning outcomes of short-term learning experiences such as short courses or training. They provide a flexible and targeted way to help individuals develop the knowledge, skills, and competences needed for personal and professional development. Micro-credentials aim to address the need for certifying relevant skills for both businesses and workers, emphasizing flexibility and learner-centered solutions. Non-formal providers of education and training play a crucial role in offering new and innovative opportunities for upskilling and reskilling.

Despite the increasing use of micro-credentials, the EU acknowledges a lack of a common definition and standards throughout Europe. To address this, there is a new initiative under the European Skills Agenda to develop a European approach to micro-credentials. Well-designed micro-credentials can benefit various learner profiles,

including disadvantaged and vulnerable groups, low-qualified workers, minorities, or socio-economically disadvantaged people. They can also validate non-formal or informal learning, aiding in obtaining full or partial qualifications.

The EU has outlined standard elements for micro-credentials, including mandatory elements such as learner identification, title, issuer country, awarding body, data, learning outcomes, workload, level (following the European Qualifications Framework, EQF)), assessment type, form of participation, and quality assurance. Optional elements may include prerequisites, assessment supervision, and achieved grade.

For the development of the micro-credential ecosystem, Member States are recommended to support ongoing and emerging developments within formal learning settings, especially in higher education with a focus on lifelong learning. Member States are also encouraged to support micro-credentials in non-formal and informal settings by various providers and to recognize the validation of prior learning in non-formal settings.

In Spain, universities are actively working on implementing and recognizing micro-credentials, with a focus on employability, short courses, high qualification, and interconnection. The Spanish Council of Ministers approved a credit transfer of 50 million euros to the Ministry of Science, Innovation, and Universities on December 5, 2023, for financing micro-credentials, with a significant portion allocated to developing projects and ensuring accessibility for unemployed and vulnerable workers.

Immediate challenges for universities include creating specialized management systems for micro-credentials, incorporating digital certification technologies (such as Europass), implementing reliable evaluation processes (including hybrid or virtual teaching), forming alliances for optimizing offerings and internationalization, incentivizing university professors' participation, identifying training needs, actively recruiting participants, and connecting training with specialized research.

Key demands for successful implementation include creating a collaborative framework among universities, central, regional, and local administrations, social entities, and employment services, establishing a strategic financing framework for lifelong learning, ensuring bureaucratic agility, incorporating micro-credentials into the qualification framework, and providing incentives for workers and employers.

A plan, not yet approved, aims to invest in a program targeted at adult students (25 to 64 years old), helping them obtain micro-credentials to enhance their participation



in the labour market, foster professional careers, and improve the quality of employment. The target is to achieve at least 60,000 micro-credentials by the second semester of 2026.

Finally, the Technical Workshop of the University Network of Postgraduate Studies and Lifelong Learning issued a decalogue regarding the implementation of micro-credentials in Europass on December 18/19, 2023. The Decalogue includes:

1. Creating an offer of micro-credentials by analysing learning needs in the public and private sectors
2. Including university micro-credentials in the Spanish qualification framework
3. Promoting the role of universities in designing and certifying certain types of micro-credentials
4. Creating an official catalogue of university micro-credentials
5. Securing public funding for micro-credentials
6. Adopting European standards and recommendations
7. Developing internal systems for quality control
8. Involving the productive sector in designing university micro-credentials
9. Establishing direct communication channels between universities and employment services
10. Designing and implementing incentives for all stakeholders involved in the university micro-credentials ecosystem, including production, management, and participant organizations.

The University Complutense of Madrid has initiated the development of various micro-credentials, showcasing the growing commitment of universities to providing lifelong learning courses, with an increasing emphasis on micro-credentials.

#### **Micro-credentials offered in 2023-2024**

CROMOSOMA X: APLICACIONES EN GENÉTICA FORENSE Y GENÉTICA DE POBLACIONES.

EL/LA EDUCADOR/A TEATRAL

INTRODUCCIÓN A LA GENÉTICA FORENSE. NIVEL BÁSICO.

INTRODUCCIÓN A LA GENÉTICA FORENSE.

INTRODUCCIÓN A LA GENÉTICA FORENSE.

Pedagogía Teatral.

Roma en la Meseta Sur. Arqueología y Registro.

SEGURIDAD DE MEDICAMENTOS DE USO HUMANO.

### **Micro-credentials Offered in 2022-2023**

Coaching Development Programme for Research Infrastructures (RI) and Core Facilities (CF)

Crea tu proyecto desde la Universidad Complutense de Madrid.

Julio González, Pablo Picasso y la nueva escultura.

Leonora Carrington: la Mujer de los Cien Rostros.

Roma en la Meseta Sur. Arqueología y registro

Seguridad de Medicamentos de Uso Humano.

### **Lithuania**

#### **Recognition of Competencies within Youth Voluntary Service**

The Youth Voluntary Service (JST) is an intensive 6-month program designed for young individuals aged 14 to 29. Throughout this period, participants dedicate 40 hours per month to volunteer work at selected accredited host organisations. Additionally, they engage in monthly meetings with a mentor appointed by the volunteering organisation, aiming to overcome challenges and translate their experiences into valuable competencies. Notably, successful completion of the JST program earns participants 0.25 entrance points to Lithuanian higher education institutions.

The procedure for recognising competencies acquired in the JST program is outlined in the "Description of the Procedure for Assessing, Evaluating, and Recognizing the Competencies Acquired by Volunteers in Youth Voluntary Service," approved by the director of the Youth Affairs Agency. The objectives of assessing acquired competencies include:

- Demonstrating the potential of volunteering activities.
- Revealing and monitoring progress.
- Collecting evidence of the undertaken activities.
- Facilitating discussion and evaluation of development.
- Communicating the volunteer's achievements and results.

The recognition system within the Youth Voluntary Service encompasses the assessment and acknowledgement of eight lifelong learning competencies. Volunteers, in collaboration with their mentors, are entitled to use digital learning badges as part of the recognition process.

#### **Recognition of Competences in Higher Education Institutions**

Recognition of competences acquired during volunteering and other non-formal and informal learning activities varies among different higher education institutions in

Lithuania. In 2017, the procedure "On approval of the general principles of evaluation and recognition of competences acquired through non-formal and informal learning related to higher education in higher education institutions" was approved, replacing the previous procedure that had been in force since 2010.

In Lithuanian universities, the recognition of competences gained through non-formal and informal learning is a subject of being exempted from attendance in a specific subject but receiving credits as a completed course. At Vilnius University, for instance, the recognition of competences and crediting of a study subject (module) is conducted by the committee of the study program relevant to the candidate seeking credit. This committee evaluates the competences, and an evaluator or a commission of evaluators may also participate in the evaluation process according to the procedure established by the University's legal acts and description. However, the credited competences should not exceed 50 percent of the scope of the study program. It's important to note that final exams, theses, and other written works provided as separate study subjects (modules) in the study program cannot be counted.

This recognition process is similar in other Lithuanian universities.