CITYFUL

Handbook for youth workers

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CITYFUL PROJECT

HOW CITYFUL WORKS

CITYFUL PROJECT

1.WHAT IS CITYFUL

1.1 PROJECT AND PARTNERSHIP

"Cityful - empowering youth workers to engage young people, neets and drop-outs through the 3rd sector in the EU", hereafter "Cityful", is a project funded by the Erasmus+ program youth sector - key action 2 (KA220) - cooperation partnerships in youth. The main theme of the project is the relationship between young people, with particular reference to those who are in neet status or are dropouts, and the third sector as a possible alternative/ environment of employment.

The project lasted two years (February 2022 to February 2024), and was implemented by a partnership composed of:

Coordinator (Italy)

Municipality of Cinisello Balsamo

The Municipality of Cinisello Balsamo has been promoting European-scale projects and transnational educational mobility aimed at developing the eight competencies for lifelong learning (Soft Skills) for several years. The main target audience are youth organizations, third sector organizations, youth workers and young people aged between 16 and 29. The skills that have been given special preference over time are: language skills, intercultural skills, active citizenship and entrepreneurship.

Partner (Italy)

Itinerari Paralleli

Itinerari Paralleli develops projects at the national and European level on the themes of social and cultural innovation; builds change management

and training paths for third sector, companies and institutions interested in deepening the field of socio-culturally based territorial regeneration. Expertise in community engagement and development processes, audience development, co-design and group facilitation. Itinerari Paralleli crosses sociocultural design tools with action research techniques, territorial analysis, design thinking and business modeling.

Co-Actions

Co-Actions, an activity and work cooperative, brings together project leaders and young entrepreneurs who want to create their own work in a collective social economy framework. Co-Actions supports unemployed people, project leaders and young entrepreneurs to experience the feasibility of their own entrepreneurial project with security, freedom and solidarity.

Trokut Sibenik

Trokut is an entrepreneurial center for new technologies located in the city of Sibenik in the center of Croatia. It is a melting pot, a destination and a place where new ideas are created and innovations flow with ease. The center aims to bring together a society of young ICT entrepreneurs, provide digital nomads with a pleasant stay and the technology support they may need, support startups, freelancers, local citizens, and other young entrepreneurs who are looking for a place to advance and educate themselves in hopes of strengthening their skills. Trokut also focuses on children's education, the importance of STEM education which is sadly lacking in this region.

1.2 GOALS AND PROJECT CONCEPT

The goals of Cityful were:
•   promote the role of youth workers as mediators between the needs of youth and the opportunities offered by the local Third Sector for civic engagement and employment;

•   engage young people in an educational game that fosters their activation and/or reactivates drop-out or NEET youth;

•   change their view of the third sector, making them perceive it now as a space for personal and professional growth;

•   promote the use of the digital tool, among youth workers, third sector entities, local authorities and youth services at the territorial level.

The hypothesis behind the Cityful project is that the third sector can be a facilitating area of employment for all those young people who are struggling to enter the world of work or have had unsuccessful and frustrating work or training experiences. The third sector could be an employment context where unexplored personal skills and characteristics may be ideal for working in locally managed service systems or projects.

We therefore imagined it was necessary to try to bring young people closer to the knowledge of the third sector as a possible area of employment by recognizing in it a facilitating entry or re-entry into the world of work or into paths of professional qualification of young people who are in the condition commonly defined as neet (not in education, employment and training). This larger or smaller target group, depending on the geographical area in which they live, has been at the center of the debate on active labor and socio-labor insertion policies for many years. The road we have tried to take is to promote easy and agile tools that stimulate curiosity and the desire to get active in order to find a solution to their living condition that often takes on the characteristics of isolation and loneliness.

Cityful wants to try to meet this challenge by leveraging interpersonal relationships before the development of professional skills, to rediscover endowments and skills that many young people often do not know how important they can be in some work contexts, such as care, cultural and social services.

So we thought of making a game (actually a real tool for youth workers). A game located in one's own life context, based on interaction and cooperation for the achievement of goals (the solution of challenges). Play has its own crucial importance in relationships because it keeps relationships fresh and exciting, vital and resilient. It opens to trust, to intimacy. It enlivens. It teaches cooperation, collaboration as well as competitiveness in appropriate frames. It responds to our primal need to belong, to be united, to be close. Play teaches how to be with others and how to become friends. Through play we improve our ability to connect with others. Discovering something about ourselves, freeing ourselves, acquiring skills and self-control, expressing ourselves, fantasizing, finding creative solutions: these are all mechanisms involved in play.

The third sector is often confused with pure volunteering and/or viewed as a fallback activity, compared to traditional areas of employment (e.g. manufacturing or commercial services). The lack of knowledge and unattractive view of the third sector, prompted us to devise a tool that is agile, engaging, fun, and useful in helping people understand the opportunities and challenges faced in this area of employment. An opportunity to learn what strategic role it plays in an area in creating cohesion, social and public value. The hypothesis we reasoned on is that, young people in NEET conditions, might find in the third sector an area of

WHAT IS CITYFUL / Goals and project concept

employment less devoted to performance, more welcoming and beyond responding to non-performance logics.

The game is based on the choice of a social challenge/problem whose solution depends on the ability to involve stakeholders from an area among whom third sector entities are present, precisely because they play a decisive role. Stakeholders have to be chosen on the platform, but also met physically and asked to sign an agreement for the solution of the "problem." Cityful thus takes the form of a phygital platform that combines the digital experience with a meeting (physical indeed) experience, where young people are asked to physically meet the stakeholders they have identified, get to know them, and make an agreement to address the challenge or problem. Part two of this manual extensively explains ways and strategies that Youth Workers are asked to follow to make the experience as meaningful and formative as possible. The aim is to make youth protagonists, in a very realistic simulation, of a challenge for the welfare of people in their city, be it people with disabilities, services in need, emergencies involving the citizenry, by bringing their creativity, skills and abilities into play.

The youth worker is the fundamental facilitator of the process, acting in this case with a result-oriented approach, enhancing the experiential dimension with a nonformal approach. CITYFUL therefore, first and foremost targets youth workers, through the use of a tool (the digital game) that allows them to manage an activity with time and manner that facilitates engagement, gives space for encounter and reflection of the learning experience.

1.3 ROADMAP OF THE PROJECT

The activities implemented during the project implementation period were:

Online
May 5, 2022

Kick-off meeting

The first coordination meeting of the Cityful project was held on May 5, 2022.

As per practice, the Kick-off meeting was an opportunity to get to know each other better and introduce the different organizations. A very rich partnership in terms of profiles and areas of expertise: Co-Actions (France) and Trokut (Croatia) highlighted the experience of working with young people with fewer opportunities; Itinerari Paralleli, a technical partner, showcased previous experience in the creation of interactive online tools; and the Municipality of Cinisello Balsamo presented coordination arrangements. To this end, some key elements for a good management of a project funded

under the Erasmus+ program were taken up during the meeting, sharing the methodology and coordination tools taken care of by the Lead organization. Another important aspect was to establish a common language and clarify the general and specific objectives of the project.

Finally, a lunge was made on youth work, nonformal education, and tools for the recognition of transversal skills such as Youthpass.

Bordeaux, France
July 19-20, 2022

Work group 1

First co-design phase: training to the youth workers involved and identification of the basic elements for game construction.

From July 18 to 20, 2022, the first moment of group work was held. The meeting was hosted in Bordeaux by the French partner organization Co-actions.

Together with Itinerari Paralleli (Italy), Trokut Sibenik (Croatia) and Nordic European Mobility (Sweden) and the operators of the Municipality of Cinisello Balsamo, they worked on defining the steps for the realization of the interactive tool with an initial lunge on the theme of gaming.

The three days spent in France were an opportunity to exchange experiences and opinions, drawing inspiration. The workshop conducted by experts from partner Itinerari Paralleli made it possible to share different methodologies, theories and strategies on Game Design, useful for the creation of the Cityful game. Structures, rules and the interface were discussed. Participants were invited to test some online games, simulating the experience from the user-player side. Reflection following the test allowed them to highlight some elements of the user experience useful in making the game more dynamic, attractive and effective, in relation to the target audience.

The partnership had the opportunity to meet with some young French people aged between 16 and 17, founders of the social cooperative "SABENX": The boys and girls talked about their experience of running a micro cooperative,

WHAT IS CITYFUL / Roadmap of the project

and the services they offer to the area. SABENX is a successful example of young active citizens who, on their own initiative, experience practical experiences useful for developing professional skills to enter the labor market

Online
June - October, 2022

Co-design sessions

During the first months of the project, the partnership participated in 10 Co-design sessions held by Itinerari Paralleli (technical partner).

The sessions were aimed at designing the Cityful game, starting with the basic elements. During the various meetings, participants had the opportunity to actively participate in the realization of the game, proposing suitable solutions to create a functional activity to achieve the project objective.

During the sessions, the themes of the "game" challenges were proposed and selected.
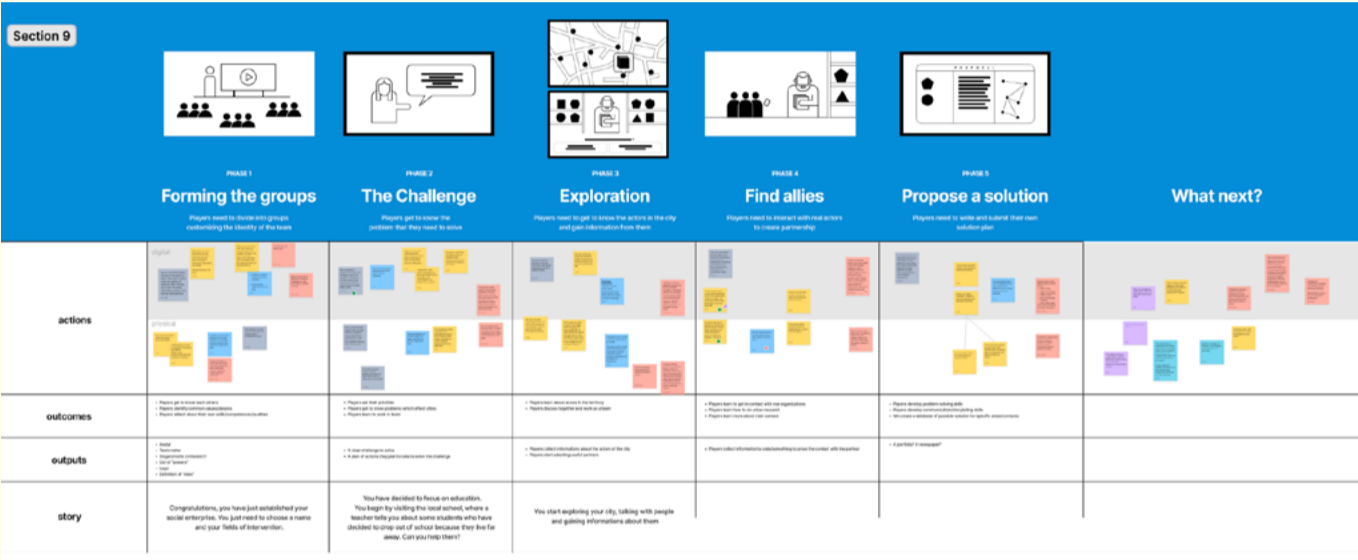
October - November
2022

Implementation of the platform by technicians

Sibenik, Croatia
November 8-9, 2022

Work group 2

On November 8-9, 2022, the second working group was held in Sibenik, Croatia, hosted by the partner organization Trokut Sibenik (Croatia).
The partnership analyzed and defined, during the two-day working session, the final aspects for the creation of the graphical user interface of the virtual game "Cityful," which enabled the first prototype of the game to be created in March 2023 for an initial internal testing. Several tools were used during the workshop. The most interesting and effective was Figma, an online tool designed to structure content and graphics of online games.


Milan, Italy
January 24-25, 2023

Mid-term meeting

On January 24-25, 2023, the mid-term meeting of the Cityful project was held in Milan.
During the first day, the partnership visited Chiavenna and the Al Deserto Hostel where the Learning Activity was implemented in March 2023. It was also an opportunity to meet and discuss the experience of Cooperativa Sociale Nisida, which manages the Hostel. The meeting was then an opportunity for project follow-up and the scheduling of the next steps.

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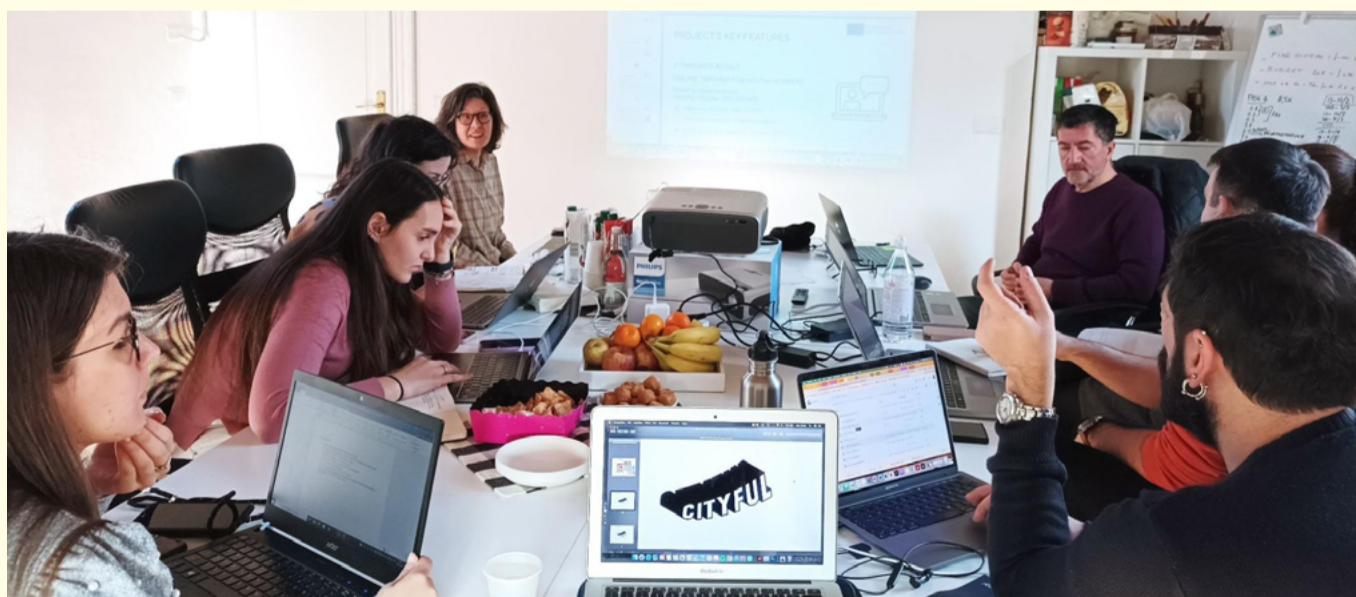
Chiavenna, Italy
March 27- April 1, 2023

Learning activity Chiavenna

Testing action through the Learning Activity open to youth and youth workers hosted in Chiavenna (SO), Italy, during which participants were able to try out the beta-test version of the game and were involved in feedback sessions to refine the tool. On this occasion, space was also given to an in-depth study of the role of the third sector through study visits to the cities of Chiavenna and Milan.

From April 27 to April 1, 2023, the Learning Activity of the "Cityful" project was held in Chiavenna.

The activities took place at the Al Deserto Hostel in Chiavenna (SO). The Hostel is located within a structure with a high social vocation of considerable symbolic value for the area. The Learning Activity represented an opportunity to activate the target group composed of some young people, who were involved in the refinement phase of the digital game CITYFUL before the production of the final version.

The activities were divided into three parts:

1.   Creation of teams (mixed by nationality) and choice of challenge.

2.   Testing of the game in "real life," participants physically went to the center of Chiavenna to talk and interview some stakeholders.

3.   Follow up. moment of discussion in which each group exposed the result of the activities, some critical issues emerged possible solutions.

During the course of the game, the Youth Workers from each partner country together with Itinerari Paralleli held working sessions to define how to continue the work on the realization of a guide for Youth workers.

WHAT IS CITYFUL / Roadmap of the project

April - June 2023

Implementation and realization of the beta version of Cityful by the technicians

July - September 2023

Peer-to-peer dissemination

Peer to peer dissemination activities were carried out with the help of the participants in the Learning Activity held in Chiavenna.

During these activities the young people, with the support of youth workers from the partner organizations, were asked to lead a game test.

The target audience was the youth in the territory of each country. Their involvement made it possible to promote the tool and test its possible impact.

September - November 2023

Online training session

Short sessions aimed at developing a user manual for youth workers

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**December 2023 -
January 2024**

Multiplier event

Three multiplier events were organized: one in France, one in Croatia and one in Italy with the participation of more than 150 participants including youth workers, young people and representatives of third sector organizations. They provided an opportunity to disseminate the tool on a large scale.
The activities were partly managed by the youth and youth workers who participated in the learning activity and peer to peer dissemination.

February 8, 2024

Final meeting

Final meeting, held online, where the different partners had an internal evaluation of the project and its results.

WHAT IS CITYFUL

1.4 PROJECT RESULTS

Below are the Project Results in detail.

Cityful online game

The first project result consists of the creation of the Cityful game, a real tool for youth workers.

The Cityful game was created with the aim of involving young people with fewer opportunities (NEETs and drop-outs), allowing them to work on a map of an imaginary city, but with completely real social, economic and urban characteristics: this approach helps young people learn about the third sector in a concrete way.

How is the activity conducted? The initial phase involves the division of participants into groups. Each team must choose a challenge related to a problem (the challenge) that is engaging the community or a specific target group.

Based on the chosen challenge, each group must think, imagine, and build a strategy to solve the problem. To achieve the goal, each team has an interactive map through which they can identify the most suitable partners to overcome the challenge. Choosing the "best" stakeholders facilitates the solution of the problem from the initial stage of the game. However, the stakeholders on the map (from institutions, to services, to the third sector) are divided into macro categories. Therefore, in order to get in touch with them, it is necessary to mobilize to find them in the target territory, thus having the opportunity to get to know them directly.

Direct contact with real stakeholders allows participants to build a real and interactive network, more concrete and close, with which to build a "virtual" alliance.

The last part of the game consists in the definition, by each group, of the strategy that also relies on the contribution of the resources of the territory. The group game mode allows participants to develop skills such as: team building, development of critical thinking and problem solving. The game is conceived and designed to make the experience as intuitive and simple as possible to facilitate participation even to young people in conditions of NEET or young drop out.

It is a tool that must be used with the guidance of youth workers because it is a socio-pedagogical activity. The "game" has been translated into four languages: English, Italian, Croatian and French.

Manual

The second project result is a real user manual, the result of the online training addressed to Youth Workers. While working on the development and implementation of the game, the partnership considered it more functional

and strategic to add to the initial idea of online training, the creation of a structured and complete user manual for the game, capable of providing not only the technical and practical information for playing the game, but also tips and strategies for conducting it, as well as providing a contextualization of the tool.

The first part of the manual consists of an introduction to the Cityful project, the concept, objectives and the various steps that led to the realization of the project results. It also contains a lunge on the role third sector and youth worker as community worker.

The second part consists of a detailed explanation on how the tool works. The practical guide is designed for youth workers.

On the Cityful platform there is also a promotional video, designed as an agile and fast tool that immediately focuses on the purpose of the game and the activity.

2. CITYFUL AND ITS BACKGROUND

2.1 YOUTH WORKER AS A COMMUNITY WORKER: A NEW CHALLENGE

The youth workers who conceived and realized Cityful wanted to broaden the approach to youth worker.

Youth work is a general term that covers a wide variety of social, cultural, educational, environmental and/or political activities carried out by, with and for young people, in groups or individually. We are used to working with educational structures, associations specializing in the above-mentioned themes, and public services.

While many of us, throughout Europe, base our work on values and pillars such as popular education and active pedagogy, the emancipation of young people, voluntary engagement, and equality, diversity and inclusion, Cityful's aim is to bring a social and solidarity economy approach and social entrepreneurship that is often lacking in our practices.

We defined that building new kinds of solidarities sometimes involves a shift in the way we are working with our target audience. Instead of providing a service that can be consumed, we can innovate by creating projects and activities that tackle global issues on a local scale. To power these projects, two elements are usually needed: community engagement and local to global partnerships, that help us break the silos we often work in. Cityful has been designed with these ideas at its core, and can help you create or reinforce the bonds you have with people and organizations living around you.

Cityful aims to enable young people to develop their power to act locally,

to become aware of the needs of their territory, that these needs are cross-cutting and that it takes a whole village, a whole community, a whole neighborhood to provide solutions. Through experimentation and the sharing of knowledge between peers, local youth workers and facilitators will help the young participants to design their own solutions, making them active players in their own learning and social entrepreneurship.

Here, young people's learning and emancipation are achieved through experimentation and hands-on experience, so that they can confront the realities of their local area, while at the same time addressing needs identified on a global scale.

The youth worker's approach is to support young people's projects. While Cityful provides a website, a guide, milestones, etc., the youth worker must constantly adapt to the young people's ideas, desires, talents, resources and knowledge, in order to support them in realizing their Cityful experience. When we start a Cityful project, we don't know what solution the young people will come up with, who they will meet, or what ideas they will put into practice. An "unknown" that sometimes scares youth workers who want to achieve precise results, with a defined process. An unknown, which, as we'll see later, stimulates entrepreneurs from different trades to become youth workers and contribute their skills.

Depending on the local context, the youth worker will have already raised awareness among the players in his or her area of action, and may even need to learn more about the social and solidarity economy (SSE), to get to know some of its basic principles, in order to better support young people in this game that raises awareness of this alternative economy. Presented below, the SSE remains little-known by the general public, and youth policies are too little involved in local economic and social development policies. Cityful, through action and the creation of solutions in response to the SDGs, will help young people discover this sector, where the production of wealth reconciles solidarity, democratic governance, economic activities and social utility.

We therefore need to rethink our work, our posture, stop working in sillos and open up to all the components of our towns and villages, "reaching out" to companies, communities, associations, cooperatives, residents of all ages and situations to help young people federate around their project and enrich it with all the diversity that makes us up. Stepping out of our comfort zone, accepting that the actions of youth workers can be to support young people in creating social enterprises, talking about money, salaries and remuneration to solve global issues on our own scale and locally.

This also means changing the people who work as youth workers, and the skills required and expected of them.

The evolving of Youth Worker

> We need entrepreneurs, people who have the audacity to start a journey without knowing what the outcome will be. The manager manages process and product innovation. The good entrepreneur, on the other hand, must know how to propose a breakthrough innovation. Unfortunately, this vocation is lacking in Europe today: there are many managers, fewer and fewer entrepreneurs.
> **Stefano Zamagni** (2015)

With this quote by famous social economist Stefano Zamagni we are not just promoting the necessity for new entrepreneurs in the youth sector, rather an enterprising approach in society as a whole, and this we believe, relates well to the role and approach of youth workers and youth organizations.
But what does it mean to be enterprising in the world of education and youth work?

|		
Moving from a "vertical-silos" approach for youth workers, where competences are expressed exclusively within the relationship with their young beneficiaries	→	To an horizontal spectrum of intervention, where the youth worker's field of action and response is sought outside of the "comfort zone" of his direct relation with the "troubled kid", but more and more in connection with the surrounding territory, community and actors.
Moving from a secured community where the inside/outside boundaries are defined by fragility and the institutional response that "has to be guaranteed" and evaluated	→	To an open perspective on youth workers field of action, where the in and out boundaries blur into a larger and open community of neighbors, citizens, workers and organizations
Moving from a traditional organizational structure defined by social and youth workers organized in equipes with competences exclusively responding to the direct beneficiaries	→	To an interdisciplinary youth organization that enables existing staff to enrich competences and skills, or integrates new ones in, in order to respond to wider, external and transversal challenges

Youth Workers profile and competences should become more and more hybrid and outward! Their role should take into account some of the following definitions used to describe community work:

•   Professional who works with communities to bring about social change and improve quality of life. (gradirlenad.com)

•   A person who works among the people of a particular area to promote their welfare. (Oxford Languages)

•   Someone who works for the benefit of a community, esp for a social service agency (Collins dictionary)

If Youth Workers accept a new role and "distance" between their beneficiaries and their external context, they will have to change perspective to:

•   Increase the "social responsibility" among the surrounding community

•   Assume with the beneficiaries the "risk" of the process

•   Share "power" with the beneficiaries and community actors in the possible outcomes

INTERNAL COMMUNITY OF YOUTH BENEFICIARIES

BENEFICIARIES   YOUTH WORKER   TERRITORY

EXTERNAL COMMUNITY

CITYFUL AND ITS BACKGROUND / Youth worker as a community worker
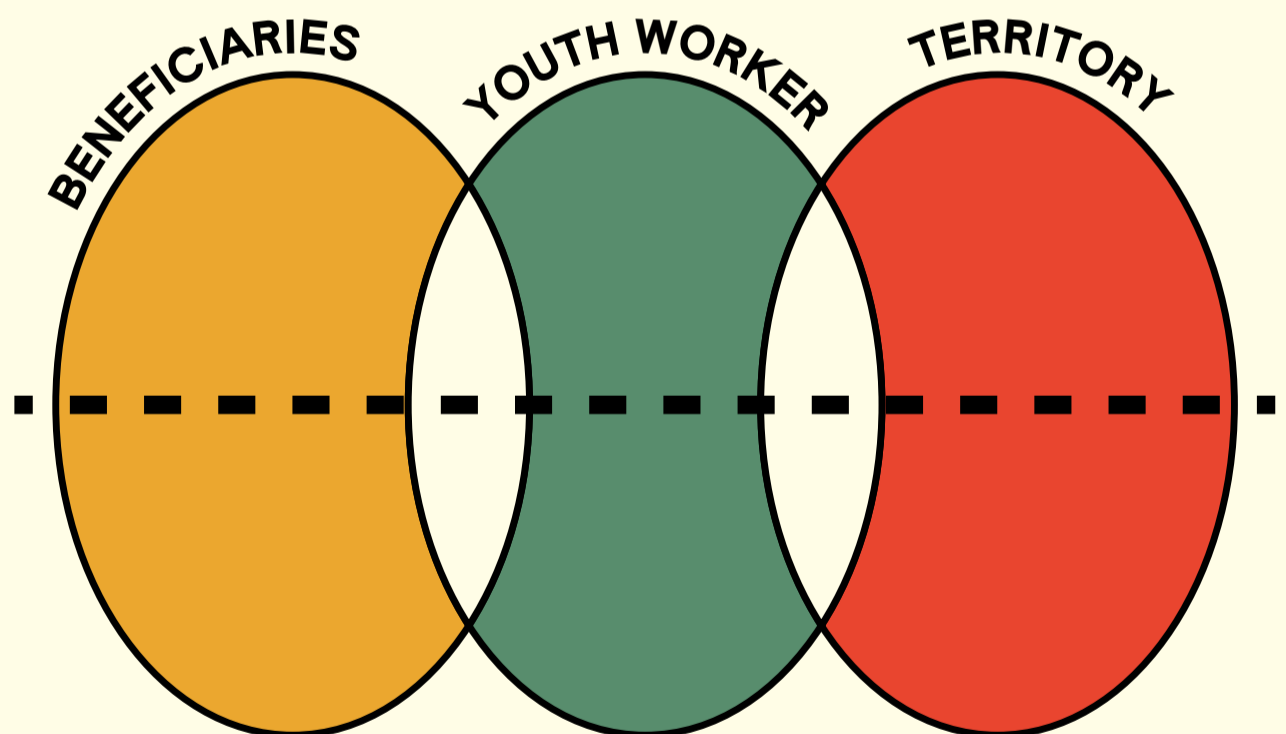
Basically Cityful wants to promote a shift in roles and categories for youth and social work, in which the third sector can "surf" managerial and methodological evolutions that allows it to innovate and tackle local and societal issues with a new mindset. Community oriented, impact driven and entrepreneurially aware.

Cityful therefore has a threefold objective with regard to the project target group of youth: on one hand, to promote the activation and/or reactivation of young people who are not at school, in training or at work, through the production of a tool that is close and familiar to them in terms of digital interaction, on the other hand presents them the opportunity to physically interact not only with peers, but also with their wider community and territory. We believe in fact, that this phygital and active roleplay approach can be a key element to trigger empowerment and self esteem. Finally, Cityful requires creativity in promoting new sustainable solutions by defining a project strategy to solve societal challenges just like a social entrepreneur would do. Nowadays there's often a tendency, especially among young people searching for jobs and new opportunities, to look at the third sector as an unprofessional, devaluing and unfulfilling market. They often ignore that it's actually a crucial area for the economy, for the welfare state and for the job market. Above all, nowadays it's a sector that can offer new innovative answers to recent social, cultural and environmental issues.

Position of the facilitator

The position of the facilitator throughout Cityful is rather that of a collective project leader. We have identified some project pedagogy and cooperative facilitation resources to support your practices.

First of all, the facilitator will aim to foster a team spirit between the participants divided into teams, and to allow young people to experience each part of the Cityful process with pleasure. A large number of inter-knowledge games exist and can instill this dynamic.
The Cityful facilitator will guide, accompany, "do with" sometimes and "let it happen" often. He will work in a collaborative and inclusive approach, in a posture of active listening to young people, relying on their strengths, their appetencies and skills to support them in the project. The facilitator must know how to step aside during group work, while participating on an equal footing with young people during socializing or ice-breaking activities.
He will be in an approach of empowerment of young people, encouragement and valorization. He also will encourage the spontaneity of young people to increase their creativity, debrief on what happened in the game or did not happen, how everyone felt, individually and in the collective.

As the facilitator will have to decide over how many sessions / in what time frame the project takes place, he will be the guide to the steps he has designed in order to support the young participants and allow them to complete the game.
The solution proposed by the young people within the game is not an end in itself.
It is more about the reflection and the collective process they have carried out, the fact that they have worked as a team, that they had to listen to each other, that they have met organizations in the area and set up a professional network whether they had imagined and created together, or whether they have presented their solution before an audience which is the most "important".

Cooperative tools and resources for group facilitation:

Chairs Game
In a short time, like an energizer, the game allows you to address the importance of communication in a project team which will have different tasks to carry out. Simply and quickly it reveals the interest of being in cooperation and complementarity rather than in competition. Debriefing time is just as important as playing time.

Six Thinking Hat (Bono)
This facilitation can be long. It deals with a problem by analyzing it with 6 distinct modes of thought. Bono hats encourage cooperation and collective intelligence. The workshop allows the team to co-construct, listen to each other and put yourself in the other's shoes.

Marshmallow Challenge
The Marshmallow Challenge is a simple design exercise and team building activity. Participants are divided into small competing groups to build the tallest freestanding structure using spaghetti, tape and string with a whole marshmallow on top. A more "sustainable" variant can be done with wooden picks It allows you to observe postures in the group, to approach the notion of collective project, and competition.

Collective interview
The collective interview facilitates the participation of everyone, including those who do not like speaking orally in front of a group. The simple animation allows us to start discussions and discuss our representations. It sets out everyone's intentions for the project carried out in a collective approach.

CITYFUL AND ITS BACKGROUND / Youth worker as a community worker

2.2 THE ROLE OF THE THIRD SECTOR

In the EU, the social economy is an important sector of activity, in which 2.8 million organisations, with an ecosystem accounting for more than 6.3% of the European workforce, contribute to providing innovative solutions to societal challenges and to advancing the dual digital and green transition.

The social and solidarity economy (SSE) refers to forms of economic activity and relationships that prioritise social and environmental objectives. It involves citizens acting collectively and in solidarity to democratise the economy and society, including producers and consumers. It is often used as a generic term to encompass the "social economy", the "solidarity economy", or third-sector organisations and businesses.

The social and solidarity economy has existed for many years and is an integral part of society. Placing people at the centre of concerns is the target objective of this alternative economic model.
The challenge of the SSE is to respond to social, human and regional needs within the framework of collective dynamics, such as the contribution to the fight against inequalities and the commitment to the energy and ecological transition. The social and solidarity economy (SSE) promotes values of solidarity, equity, cooperation and democracy. It breaks the codes of the traditional economy and presents itself as an alternative to the dominant economic model. The SSE is present in many sectors of activity and attempts to meet local social and environmental needs. This steadily growing economy is still too little known, particularly among young people. However, a number of European surveys show that many young people share the values of the SSE and are currently looking for a meaningful and fulfilling career path. The integration of young people into SSE structures represents a major challenge for SSE employers in the years to come, and a real opportunity for young people who are above all looking for work, but also looking for professional prospects that will enable them to feel useful to society.

Because it is totally rooted in society, the social economy is not easy to recognise. Yet it is a sector that is full of career opportunities and that is working for a fairer, more sustainable society. The SSE is driven by a dynamic that creates jobs. It has also weathered the economic crises of recent years well, and will benefit from a new generation of workers in the near future.
In June 2023, the European Commission opened a single portal on the social economy that centralises information on funding opportunities, the existing regulatory framework in the EU and an analysis of national SSE ecosystems. It will also serve as a capacity-building tool by listing all the main SSE players at different levels and the events they organise: https://social-economy-gateway.ec.europa.eu/index_en

2.3 ENTRECOMP

Through the European Entrepreneurship Competence Framework (EntreComp) the European Commission created a shared understanding of the knowledge, skills and attitudes needed to become entrepreneurial, while at the same time emphasizing that entrepreneurship is a competence that all citizens should have the opportunity to develop.

The framework also aimed at creating a common language between different levels of education and training, as well as bridging the worlds of education and work. The framework can be used as a basis for the development of curricula and learning activities that foster entrepreneurship as a competence. According to EntreComp, entrepreneurship is a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial). Entrepreneurial skills include creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.

Through entrepreneurship education, disadvantaged groups can acquire the needed skills and mindset to participate in entrepreneurial activities. The specific learning outcomes used as a reference in entrepreneurship education is shown below.

Understanding EntreComp

To be entrepreneurial means more than being prepared for self-employment or launching a start-up. Entrepreneurial people drive change and seize challenges. They make smart use of personal and external resources, and can transform ideas into actions.

EntreComp defines entrepreneurship as:

" The capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social.

EntreComp identifies three competence areas:

IDEAS AND OPPORTUNITIES   RESOURCES   INTO ACTION

Each area includes five competences that make up entrepreneurship competence overall.
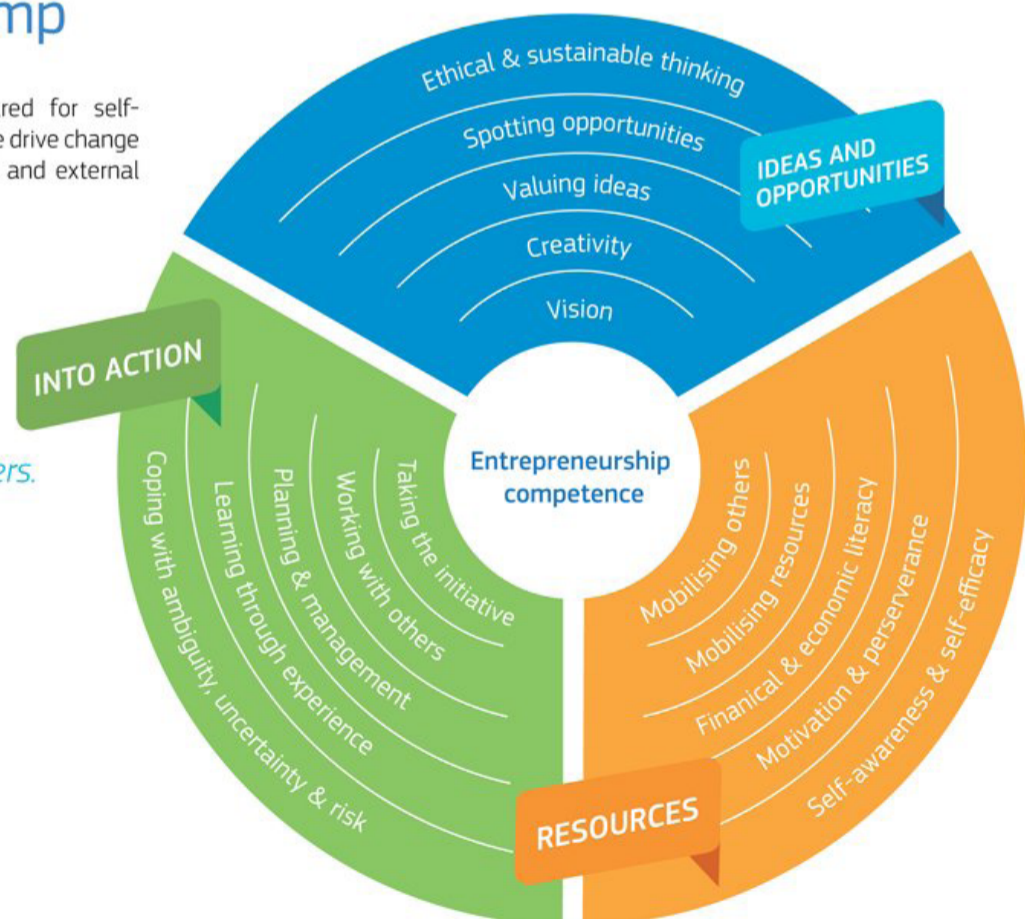
2.4 DIGICOMP

With the massive flow of information available online, acquiring digital skills has become a priority for everyone, and especially for young people because the job market is fundamentally transformed by technology. Today's young people were indeed born with the Internet. But while they may be hyper-connected, that doesn't mean they are digitally literate. Digital skills are not innate, even in young people. There is a real need for training, and education and employers are only now getting to grips with it. Admittedly, young people have an advantage in that they are familiar with digital tools. But they don't use them professionally. For example, young people make very little use of the tools offered by the Internet to look for a job, even if this may seem surprising.

As a digital educational game Cityful will foster the development of digital competences of participants along the game.

At the European level, the Digital Competence Framework for Citizens, also known as DigComp, provides a common language to identify and describe the key areas of digital competence. It is an EU-wide tool to improve citizens' digital competence, help policy-makers formulate policies that support digital competence building[1], and plan education and training initiatives to improve the digital competence of specific target groups.

1. https://publications.jrc.ec.europa.eu/repository/handle/JRC128415
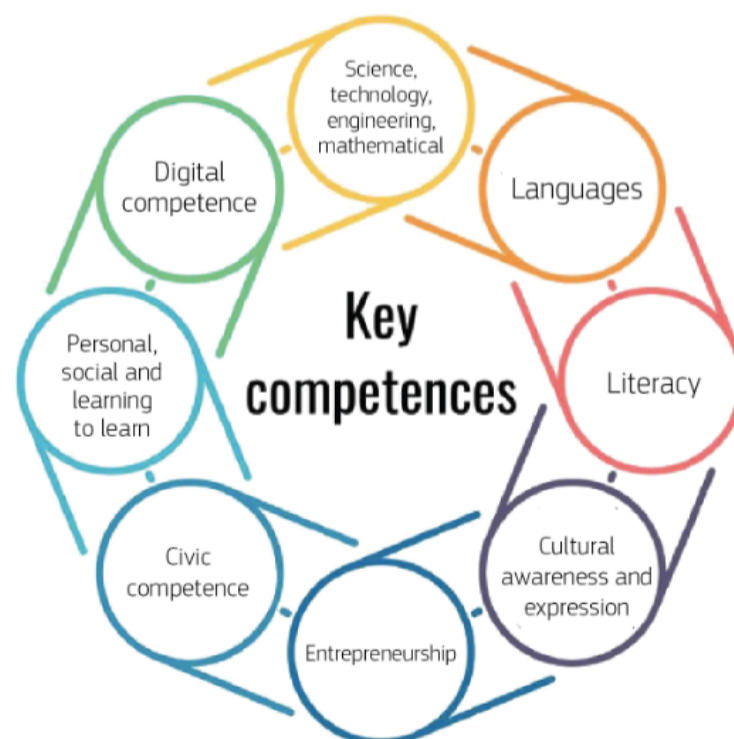
FIG.2   Digital competence is part of the Key Competence Framework for Lifelong Learning and interlinked with other competences

Digital competence is one of the Key Competences for Lifelong Learning. It was first defined in 2006, and after an update of the Council Recommendation in 2018, it reads as follows:

> "Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.
> **Council Recommendation on Key Competences for Life- long Learning (22 May 2018, ST 9009 2018 INIT).**

HOW CITYFUL WORKS

1. THE GAME IN PILLARS

1.1 GOALS OF THE GAME

The Cityful experience simulates a role-playing game, in which participants take on the roles of activists, changemakers and social innovators in order to address a challenge that the city is facing.

Every municipality, from urban centers to rural settlements, faces a range of problems on a daily basis. Some people find themselves in difficult situations, the environment that sustains our lives is endangered, social conflicts threaten security, and sometimes there seems to be no room for prosperity or growth. When confronted with such challenges, it is normal to feel lost and hopeless.

However, in every community, there are individuals who are dedicated and determined to solve these problems. These individuals can be social entrepreneurs, activists, educators and others working to bring positive impact to their community.

Through Cityful, participants are encouraged to enact themselves in these roles and take an active part in solving the problems that plague their own city. This experience aims to enrich participants on several fronts. For example, it provides educational opportunities, as participants can develop and improve various interpersonal skills during the game and through interaction with other participants.

It additionally provides some practical training, as the game platform offers detailed information on current challenges and the social sector

ecosystem. In this way, participants can deepen their understanding of the social infrastructure of their city. Finally, it encourages creativity and design thinking, enabling participants to develop original and impactful ideas to improve their community.

1.2 TARGET AUDIENCE

For these reasons, the ideal audience for this experience includes young people who are in the process of transitioning into adult life and the world of work, as well as adults who wish to explore new professional horizons and project approaches aimed at the common good.
Very often, young people are faced with a lack of knowledge regarding the opportunities offered by the third sector, and often lack the entrepreneurial mindset needed to start projects independently. Cityful aims to provide an additional perspective for their professional development, offering an opportunity to discover a possible field of work and a methodological approach to project design.

At the same time, this experience can be of great benefit to those who simply wish to actively engage in their community and contribute to the general welfare. Cityful unlocks new opportunities and offers a chance to enrich one's professional and civic life.

1.3 STARTING A SESSION

The game is played in teams, led by one or more facilitators responsible for leading them through the different stages, providing support during the process and creating an engaging atmosphere.
For the smooth running of the experience, we recommend the participation of 2-4 teams of 3-6 players each.
A full Cityful session includes both times when participants come together

physically and times for individual work on projects between meetings.
In general, about four physical meetings are recommended, which can be spread out over a week or compacted into a couple of days, depending on participants' preferences and desire for a more gradual or tighter pace.

To participate in the experience, both facilitators and teams must be equipped with a computer. During in-person meetings, it may be useful to have a projector for presenting content.
Before starting the game, the facilitator must complete registration on Cityful. eu, the platform that serves as the hub for game development and allows for efficient management of the various phases, and create a new game session. To carry out this part correctly, please refer to the dedicated box

Outline of a complete Cityful session

1ST SESSION

Introduction
Teams creation
Challenge selection

Desk
Research

⟶

2ST SESSION

Research findings
Partner selection

Urban
Exploration

⟱

4ST SESSION

Final presentation
Evaluation

Project
design

⟵

3ST SESSION

Partnership presentation
Project design
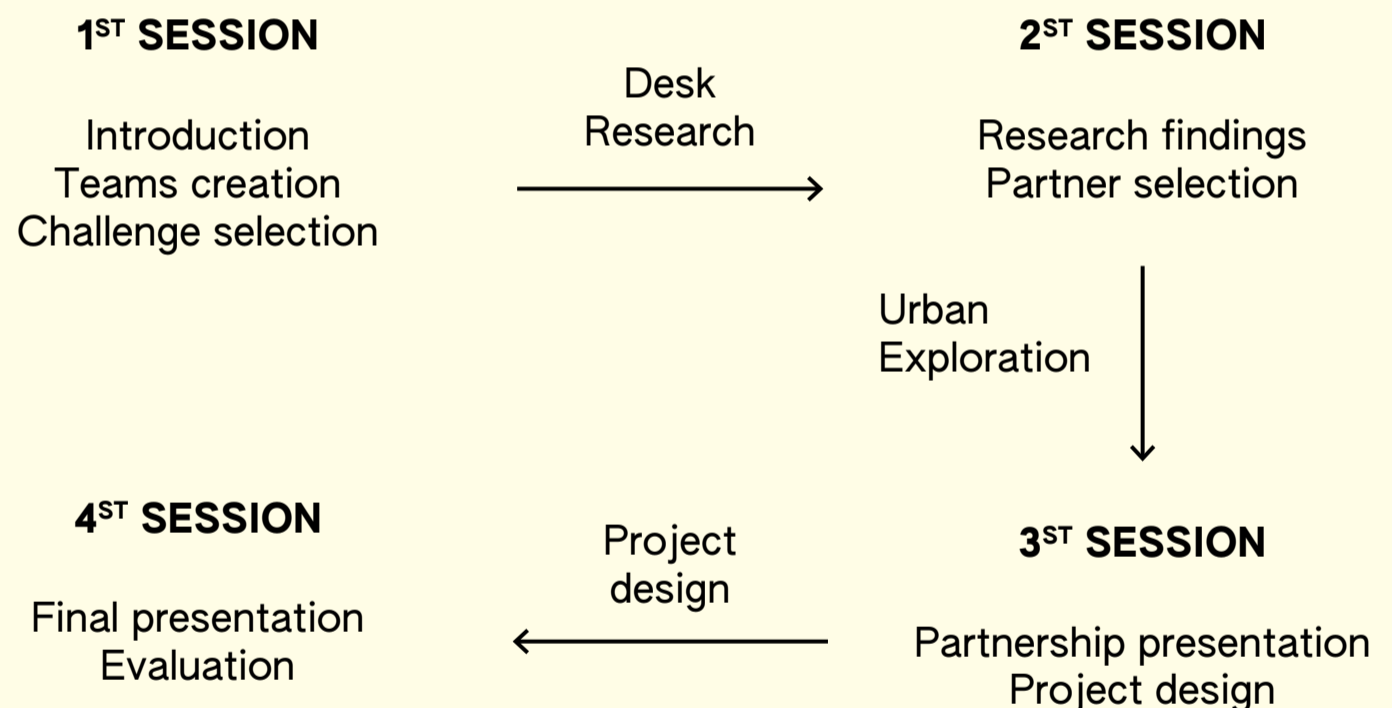
HOW TO: Session set up

1. In order to conduct a Cityful session, the facilitator must set up a digital session on the dedicated platform. To do this the facilitator must connect to cityful.eu and sign in by clicking "register" on the top right corner.
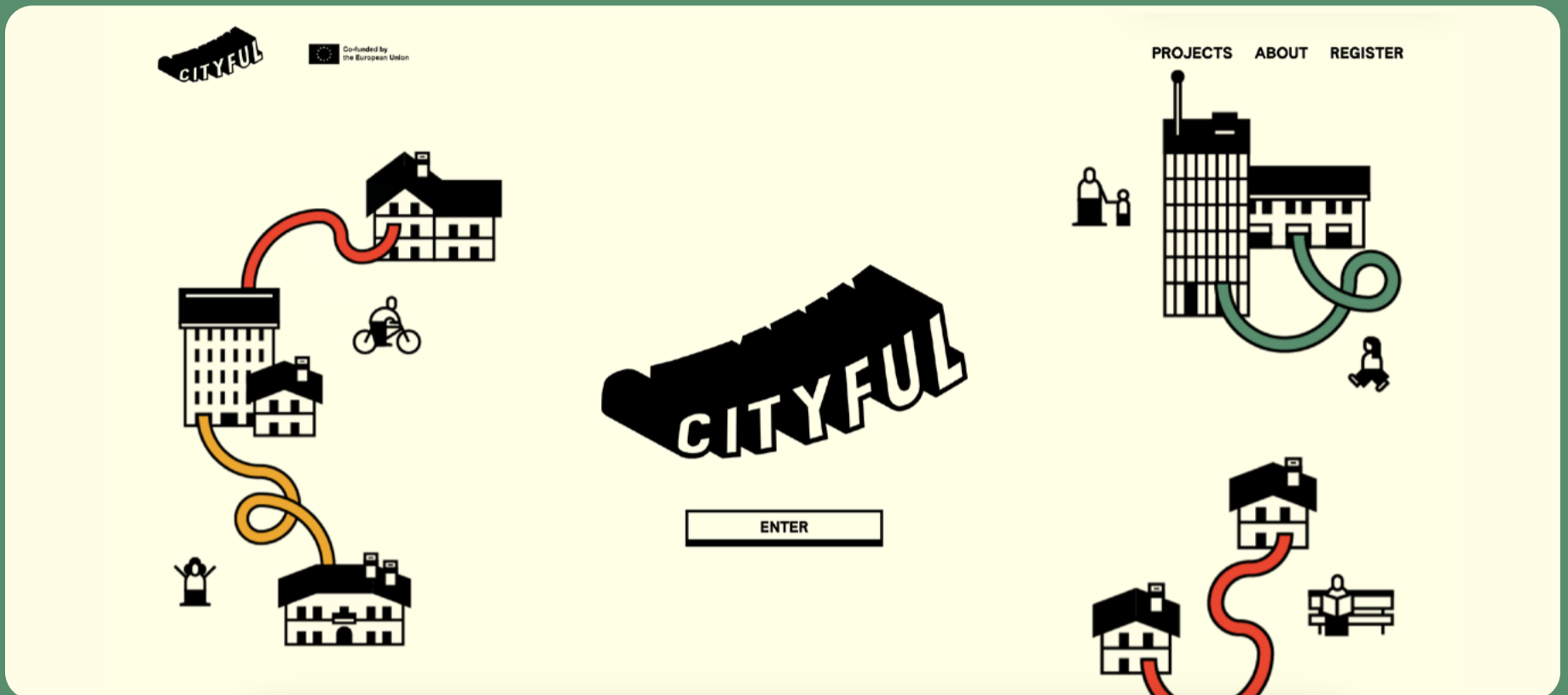
2. After entering all the information required, you will receive an automatic confirmation email. Before you can work on the site you must wait for an administrator to activate your account.

Cityful

Hello!

Please click the button below to verify your email address.

Verify Email Address

If you did not create an account, no further action is required.

Regards,
Cityful

If you're having trouble clicking the "Verify Email Address" button, copy and paste the URL below into your web browser: https://cityful.eu/facilitators/email/verify/16/669ce1ee184b0019552b22cee4b161ba6c7a6d7e?expires=1694607170&signature=e0ddf2aac19d6f013f6654a231d4cfa8d0745fb0a2f0b612f48a100595293bea

3. Once you account is activated you need to access the control panel at this link: https://cityful.eu/nova
This is the space where facilitators can manage their sessions, create new teams and evaluate the projects submitted by the teams.
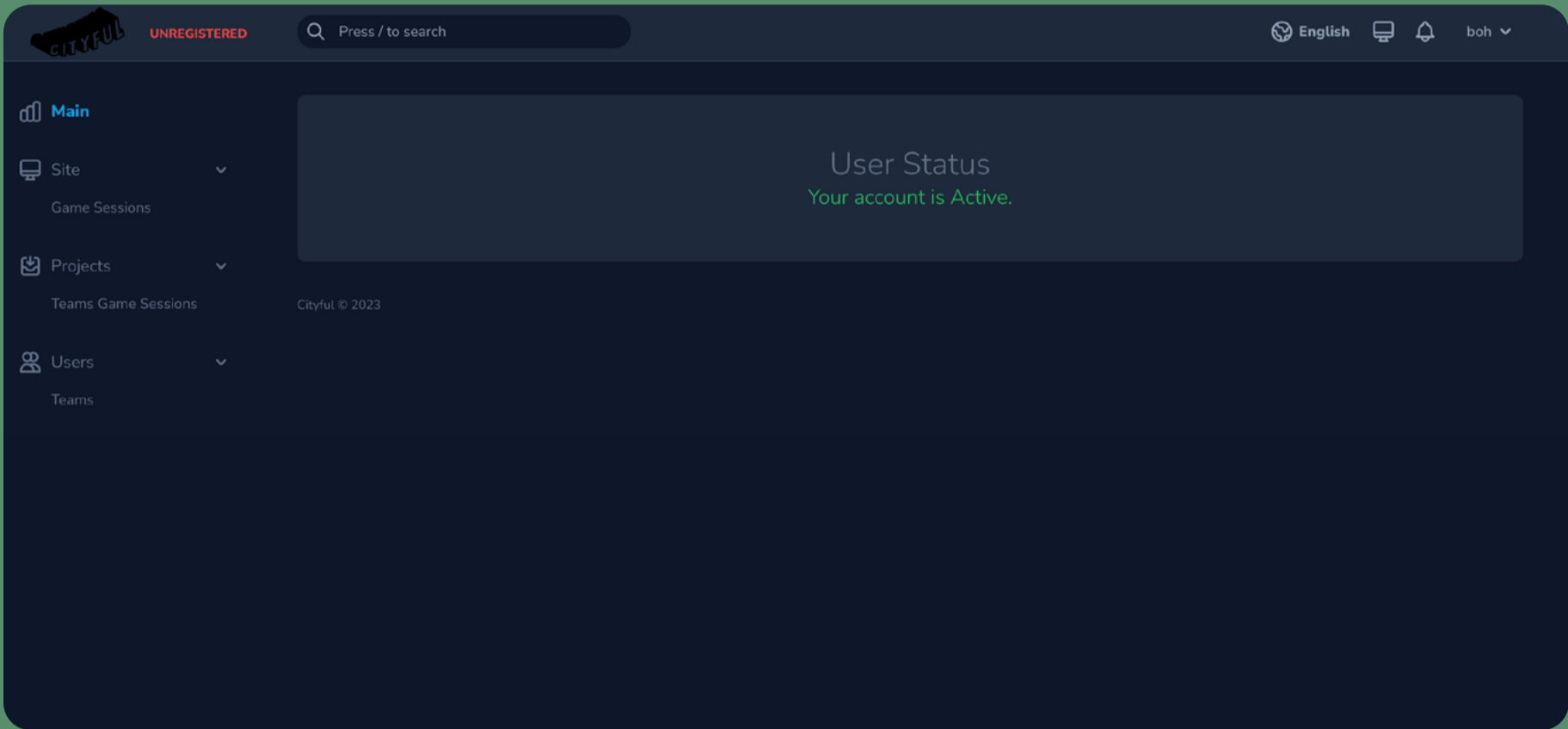
4. To start using Cityful the first thing you need to do is Create a new session, you can do that by clicking on the "Game session" button on the left and then "Create Game Session" on the right. A session is a complete Cityful experience, which takes place in a specific town and involves a defined number of teams.
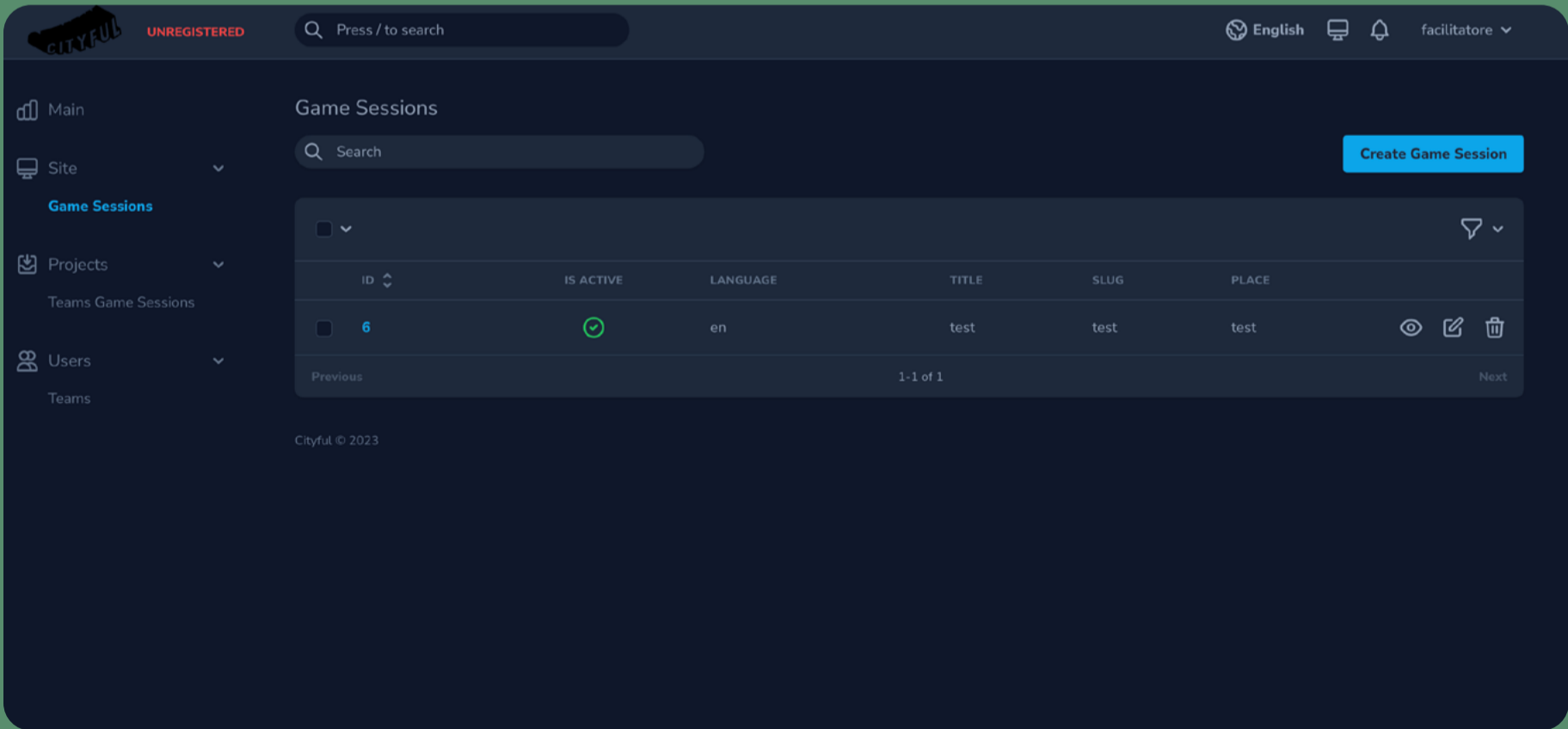
5. Here you need to enter all the required information and then save by clicking "Create Game Session" on the bottom right. Remember to check the "is active" box to make your session accessible to users.

6. Once the session is created you need to create the accounts under which the teams will be able to access and work on the portal. You can do this by clicking "Teams" on the left menu and then "Create New Team" on the right.

HOW TO / Session set up

7. Enter the details of the team and then click "Create Team". If you wish to create more than one team, you can click "Create and Add another". Always remember to check the "is active" box. To create a team account you need to provide one email address that the players will collectively use as a username, you can ask this to a member of the team.
Remember to share these credentials (email and password) with the players so that they can log in to the platform.

8. Now you can go back to the "Game Session" tab, click on the session you have previously created and then click "attach team" on the right. You need to do this step to connect the teams to the session you created.

Select from the list the team you want to add to the session and then click "Attach team".
Click "Attach and attach another" if you wish to add other teams.
Your session is ready!
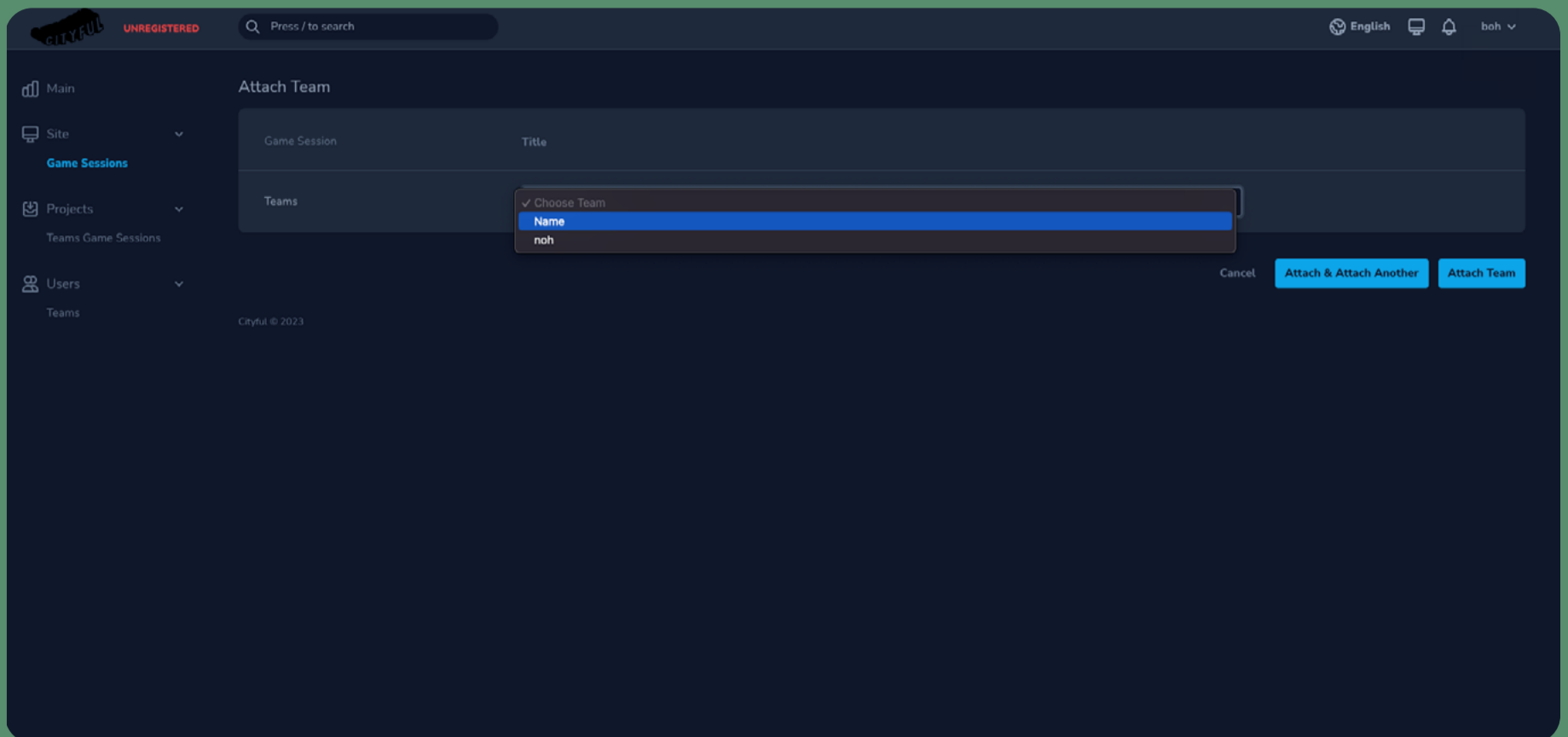
Now you can provide the teams with login credentials and start playing with them. They can start their adventure by connecting to cityful.eu and logging in through the "Enter" button.

HOW TO / Session set up

1.4 PHASES OF THE GAME

The experience is structured into three main phases, each of which plays a crucial role in the course of the journey.

The first phase, the opening moment, is the beginning of the experience, in which the goals of the upcoming adventure are outlined, participants are welcomed, and a friendly and motivating environment is created in order to prepare them for what is to follow.

The central phase is the core of the experience. Here, participants actively immerse themselves in action, working together to address urban challenges. This is the phase where new skills are acquired, participants engage and experiment with new ideas.

The third phase, the closing phase, is dedicated to reflection and sharing experiences. During this time, participants receive feedback on the work done and in turn have the opportunity to provide input and discuss the results obtained.

2. GAME OPENING

The opening session is a crucial time to welcome participants. This welcome can be accomplished through a series of "icebreaking" activities, presentations or other informal initiatives aimed at creating a welcoming atmosphere.
Next, comes the time to divide the participants into game teams. Group formation can be done in various ways, depending on the dynamics of the group being worked with. The facilitator, if he or she knows the participants, can select the teams based on criteria deemed effective, or he or she can use a more random or playful method for selection.

At this stage, it is useful for the facilitator to also present the basic objectives of Cityful, providing an overview of the world of the third sector and social innovation at the urban level.
Once the teams are formed, participants receive credentials to access the Cityful.eu platform, previously configured by the facilitator. At this point, the process of selecting the challenge to focus on begins. The challenges are divided into four main categories: "people," "planet," "peace," and "prosperity," and are based on the United Nations Sustainable Development Goals.
Each challenge is accompanied by a picture and a short text, presenting a problematic situation in an abstract way, which could be found in any city. This story serves as a cue for participants, helping them to give substance to a broad problem. However, it is written generically to fit various contexts and to allow participants to explore different solutions. Each team can independently select the challenge they wish to work on in order to focus on a theme they find significant.

3. PROGRESSION OF THE GAME

Once the selection of the challenge has been made, the actual resolution experience begins. This is divided into three distinct phases: desk research, partnership building and project design. Each phase is adequately supported by a specific section within the Cityful.eu platform.

After selecting the challenge, the platform in fact opens up to the "journal", a dedicated panel where participants can note all the progress and discoveries that they make during their real-world experience. This journal is divided into three sections, corresponding to the resolution stages mentioned earlier. To advance to the next section, it is necessary to complete the previous one. In this way, an organic and structured path is created to address the challenges, encouraging participants to take thoughtful steps and document their resolution process.

At the beginning of each step, it is advisable for the facilitator to explain the progression and to set goals both in terms of content and timing. Also, before advancing to the next phase, it is useful to organize moments of collective discussion so that each team can stay updated on the others' progress and thus gain insights or inspiration.

3.1 DESK RESEARCH

During this phase, each team engages in an in-depth investigation of the selected issue. Before a problem can be effectively addressed, it is critical to gain a better understanding of it. This includes looking for the origins of the problem, its evolution over time, the actors involved, and previous efforts made to solve it. This kind of research can be conducted online, by consulting books, publications, or through interviews with experts in the field.

These activities not only expand participants' knowledge, but also encourage them to improve their research and information gathering skills. In the "journal," they will be required to complete specific fields to document the research they have done. This process ensures that participants keep track of the information gathered, creating a useful record for the next steps in the resolution process.

Specifically, these are the fields that are required to be filled:

1. Brainstorming
Have you discussed the challenge in your team?
Give us some of the main findings emerged after your discussion

2. Resources
Have you done research about the challenge? Share with us books, links, articles, podcasts or any other source you used to know more about the challenge you are working on

3. Case study
Give us an example of a project or initiative that you think can be defined as a best practice on how to tackle the challenge you are working on

4. Bonus point
For this research, have you attended an event, conference, webinar or other real life experience related with the challenge you are working on? If yes, tell us more...

3.2 PARTNERSHIP BUILDING

One of the foundations of the game is the idea that every work with an impact is based on creating connections and relationships. The ability to bring together different skills, perspectives and interests takes on a crucial role in generating significant impact and creating added value.

Throughout this experience, participants are therefore asked to develop a network of alliances that can support them in solving their chosen challenge. To identify such partners, Cityful provides them with a virtual map representing a hypothetical European city.

Various territorial actors that could be present in any city are identifiable on this map. Each of them is paired with an informative card containing relevant details and statistics, as well as some external links for further reading. By browsing the map, participants are encouraged to select the stakeholders that are most relevant to them in relation to their own challenge and add them to their list of potential partners.

In this way they will complete the partner section of the "journal," where they will be asked to complete an individual form for each partner. In this form, they can specify the reason for their choice and, most importantly, point out what is the correspondent stakeholder in their own city. In fact, after selecting a "generic" partner, participants are required to identify a real correspondent in their area, providing its name and address.

Once the list of possible partners has been completed, their new goal is to go out and visit the real stakeholders that inhabit their city to try to establish a hypothetical partnership.

This exploration phase constitutes one of the key moments of Cityful, during which participants are asked to be proactive, to move around the city, to contact and meet strangers. Meeting with these entities can provide an additional opportunity to learn more about the selected topic and understand how the issue is being addressed in one's own area. At the end of each visit, participants are asked to take a photograph in the company of their partner to document the encounter.

The material produced will then be uploaded to the online platform in their journal.

Once the exploration is complete, which can last an afternoon or several days depending on the structure defined by the facilitator, it is appropriate to organize a feedback session, where participants are invited to share their experience with the group by reporting which encounters were successful and which were not.

3.3 PROJECT DESIGN

The final phase of Cityful's journey focuses on designing a project that can address the challenge chosen at the beginning. After thoroughly examining the problem and establishing partnerships with local stakeholders, the time comes to converge all the data collected into an impactful solution.
The team is then called upon to "establish" their organization (an NGO? a Social Enterprise?), defining its goals and vision for transformation. After that, they will instead be asked to present their innovative action.
To complete this task, it is necessary to fill out the dedicated section of the "journal" which, through a series of specific questions, makes it easier to shape the project proposal. Such a proposal can take a variety of forms, such as creating a new product, offering a service, carrying out a communication campaign, organizing an event, a manifestation, or any other initiative that can contribute in a tangible way to solving, at least in part, the challenge initially chosen. Of course, in the definition of these projects it'is crucial the involvement of partners: what resources can the different stakeholders bring to the table? What benefits can they gain from collaboration? What unforeseen relationships can be activated?

Besides the importance of devising a solid proposal, knowing how to communicate it effectively is also crucial. Therefore, the "journal" contains some lighter and more informal sections to encourage the expression of creativity. For example the team is asked to design their company logo or depict their project through an image.
Again, the facilitator can choose the slant of the experience, deciding whether to favor the creative or the design aspects.
Depending on the group involved, projects can vary in depth and comprehensiveness. However, it is important to stress that, in Cityful, the effectiveness of the projects is not the main goal. The experience is geared toward activating, educating, and engaging people, and the projects are just means of conveying a method and bringing about meaningful experiences. Without a doubt, in Cityful, what matters most is the process rather than the end result.

The proposal section of the journal comprehends these fields:

ORGANIZATION
1. Name
2. Type:
NGO / Social Enterprise / Informal Group / Profit Company

3. Vision
4. Mission
5. Logo

PROJECT

1. Name

2. Idea
Briefly describe the whole idea. What do you plan to do and how?

3. Goal
Can you tell us the overall objective of your product/service/activity?

4. Impact
Why do you think it would work to face the challenge you chose?

5. Partners
Which partners did you choose and why?

6. Support
What else do you need to make it work (money, tools, licenses, competences etc.). Try to be specific...

7. The Song
If your project was a song, what would it be? Link here or write the name

8. The picture
If your project was an image what would it be?

9. Presentation
Link a presentation/website/social page/video which shows your idea

3.4 DEBRIEFING AND EVALUATION

After developing their project idea, teams have to submit all the material produced through the online platform. At this point, the facilitator is able to review the content and proceed with the evaluation.

In order to ensure a satisfactory conclusion, it is advisable to organize a final in-person session dedicated to feedback and final evaluation. During this meeting, the different teams should present their idea and the process they followed. They can do so using visual aids such as digital slides or any other useful media. On this occasion, it is also advantageous to involve people from outside the experience as listeners or even as members of a jury. These could be the partners involved in the process, representatives of local institutions or experts in the field covered.

The evaluation of projects is based on four main criteria:

Feasibility - How feasible the submitted project is?
Impact - How effective it is in solving the challenge faced?
Creativity - How original the proposed solution is?
Network - How robust and diverse the network of partners involved is?

Each criteria is rated on a scale of 1 to 3, and the result automatically results in an informal tone comment. The goal is to avoid numerical ratings that could generate unhealthy competition or tensions between teams.

Along with the project evaluation, the facilitator can reward teams by awarding them badges to recognize the skills in which they excelled. These badges represent key soft skills that can be developed during the Cityful experience, such as creativity, problem-solving, organization, decision-making, time management, communication, public relations, critical thinking, teamwork, and empathy.

At the conclusion of the evaluation process, participants have the opportunity to return to the platform to consult the results of their work. Importantly, this evaluation process is designed to provide feedback on participants' work, but is not intended to create rankings or establish comparisons.

Similarly, the final session of the game can be an opportunity for the facilitator to receive feedback from the participants themselves. This is a time for reflection in which they can explore what worked, what did not, and what new knowledge was gained along the way. Discussions can be initiated with questions such as, "What worked?" "What didn't work?" "What did you learn that you didn't know before?" "How can you apply the knowledge gained in your daily life?" These questions help stimulate in-depth reflection and promote the sharing of meaningful experiences among participants.

HOW TO: Project evaluation

1. Once your Cityful session is over and the teams have completed their projects you can go back to your control panel to review their contributions and evaluate them.
Connect to https://cityful.eu/nova and click on "Team game sessions" on the left menu.
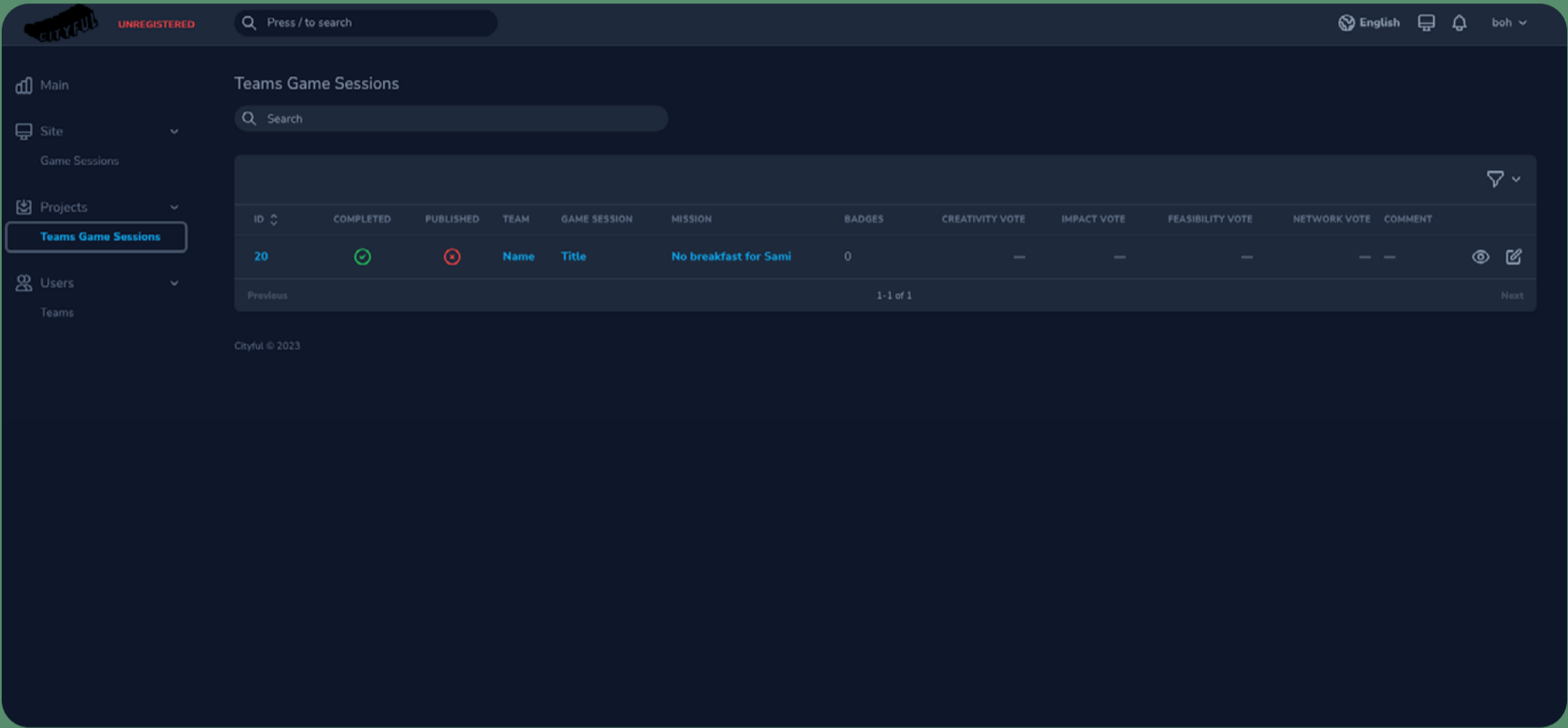
Click on the project you'd like to review to read all the details submitted by the players.
Once the project tab is open click the "Edit" icon on the top right to assign your evaluation.
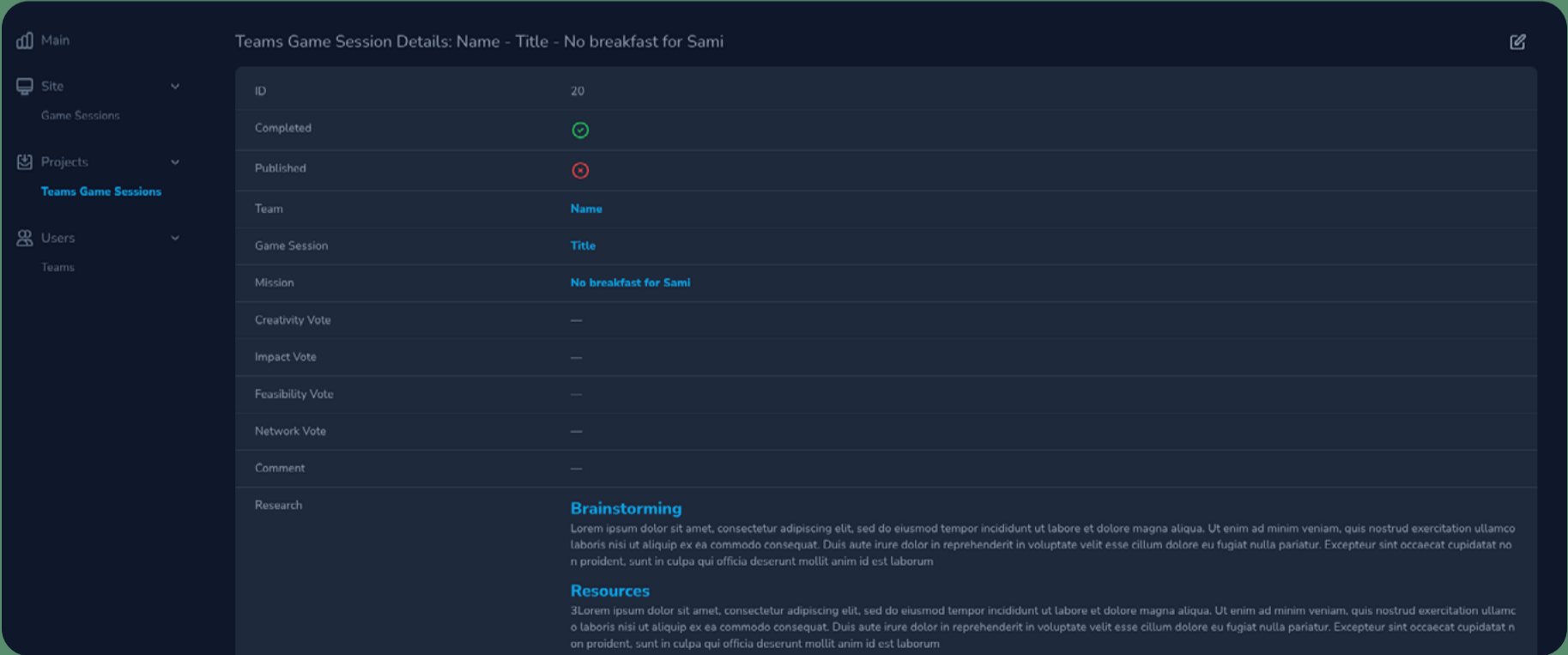
You can evaluate the project according to the four criteria (Creativity, Impact, Feasibility, Network), assigning a grade from 1 (minimum) to 3 (maximum) to each of them.
If you want you can also add a personalized comment, to give more detailed feedback.
When you're done you can click "Update Team Game Session".

You can also assign badges to highlight the soft skills that the players have developed the most. Scroll down and click "Attach Badge" on the right.

HOW TO / Project evaluation

Select the badge that you want to award and then click "Attach Badge". If you wish to add more badges you can click "Attach and Attach Another".
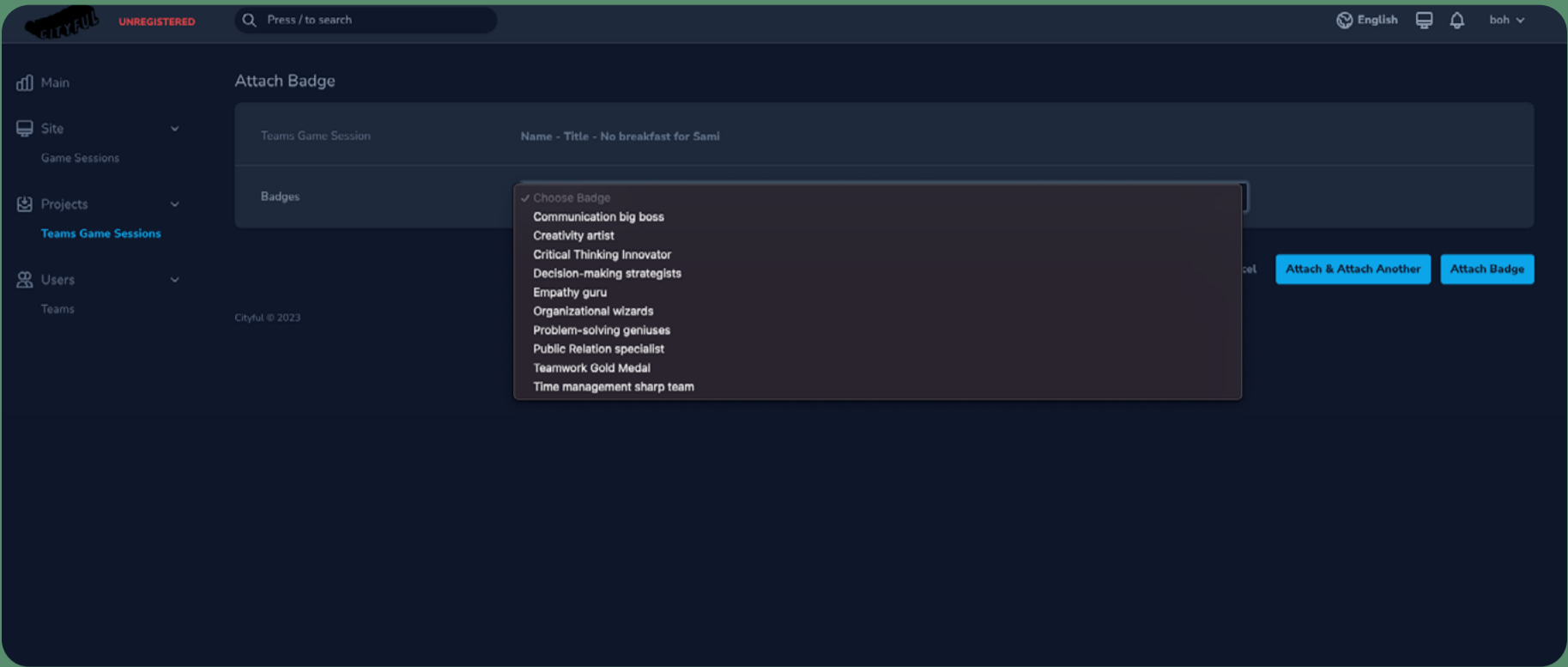
Once the evaluation phase is complete you can round up the players again and ask them to log back into the platform to see their results. They will find the votes - automatically turned into comments - and the badges at the bottom of their journal.
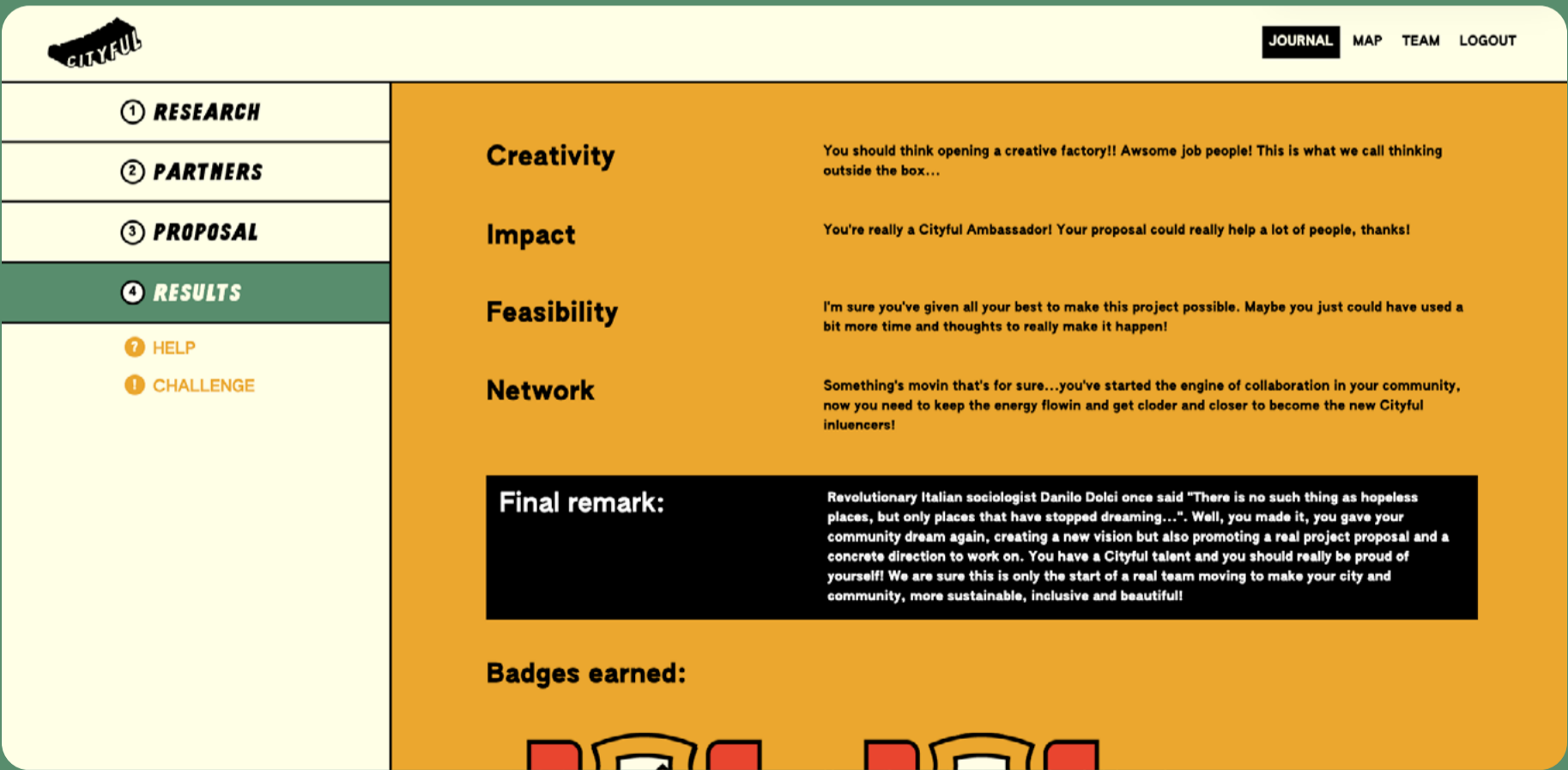
CITYFUL IS A PROJECT DEVELOPED BY:

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