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Learning about the European policy for youth participation

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CEIPES





Introduction → 3

1. Partner references and target group → 4

1.1 ASPAYM Castilla y León → 4

1.2 CEIPES → 5

1.3 Consejo de la Juventud de Castilla y León → 6

1.4 Rosto Solidário → 7

2. Youth active citizenship → 8

2.1 Italy → 9

2.2 Portugal → 11

2.3 Spain → 13

3. Games based learning on youth context: a general overview → 15

3.1. Background → 15

3.2. Gamification concept → 15

3.3. Brief history of gamification → 15

3.4. Differentiation of concepts → 16

3.5. Application areas of gamification → 17

3.6. Benefits for the youth → 18

4. Games based on youth context: exploring national realities → 20

4.1. Italy → 20

4.2. Portugal → 23

4.3 Spain → 26

Designed Games: European Creations Unveiled → 29

1. Puzzles → 29

1.1. EU foundation → 29

1.2. Relevant characters → 31

1.3. Cultural heritage at a Community level → 38

2. Gameboard → 41

3. Virtual Escape Room → 43

4. Escape Box → 45

Testimonials → 46

1. ASPAYM Castilla y León → 46

2. CEIPES → 47

3. CJCyL → 48

4. Rosto Solidário → 49

Conclusions → 50

Bibliography → 52

introduction

GameEUfying - Learning about the European policy of the youth participation is a project funded by ERASMUS+, coordinated by Consejo de la Juventud de Castilla y León (Spain) in partnership with ASPAYM (Spain), CEIPES (Italy) and Rosto Solidário (Portugal). The main objective of the project is to create a partnership for transnational cooperation with the purpose of developing, testing, and implementing a new pedagogical methodology for youth work which would result in a more active participation of this target group through the use of interactive resources based on gamification. These gamified resources aim to increase the young people's knowledge about the European Union and the decision-making process, providing them with the tools to get involved in the decision-making process at a community level.

The project also has the following specific objectives:

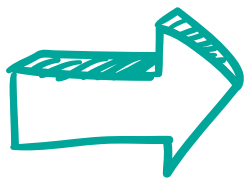
- Create innovative practices in the field of youth education through the development of a pedagogical tool that can be used to acquire political, economic and social knowledge of the EU;
- Improving European identity, citizenship and values among young people;
- Increase the transferability of innovative and non-formal methodologies through the development of an interactive virtual manual, which will be available in four languages (English, Spanish, Italian and Portuguese) on the project page;
- Organisational development of four institutions with diverse cultural and organisational experiences and strengthening of the association for cooperation between them through the development and dissemination of project results and innovative work methodologies created in the fields of non-formal education and youth education;

This document is a resource to attend the third specific objective, which contains an overview of the project partners and their target groups, a general and national context (Spanish, Italian and Portuguese) on youth active citizenship and the gamification process, the description and instruction of the tools developed in the project (puzzles, virtual escape room, board game and escape box), a conclusion and finally the testimonies of the workers and participants who were involved in the testing phase of the project tools.



partners references and target group

TARGET GROUP



The ASPAYM Castilla y León Foundation began operating in 2004, twelve years after ASPAYM was founded in the region of Castilla y León, Spain. Its main objectives are to promote autonomy, equal rights and opportunities and improve the quality of life of people with physical disabilities, allowing them a meaningful integration into society. ASPAYM CyL has a youth department focused on activities with young people.

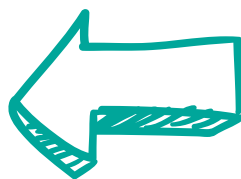
It develops a multitude of activities (advocacy, non-formal education, employment), as well as years of experience and multiple awards. In recent years, the organisation has been committed to the use of gamification as a methodology in non-formal education activities. In this sense, ASPAYM CyL has developed board games, video games, escape rooms and manuals based on this technique to work with youngsters, always from an inclusive perspective in order to ensure equal access of young people with disabilities to all available resources.

In addition, within ASPAYM we have a project called JAVACOYA, which was born with the pretension of providing a personalised service to our clients and overcoming the daily challenges set by the market.

ASPAYM Castilla y León is an organisation that works with the aim of improving the living conditions of people with disabilities in general and spinal cord injury in particular. Currently, we have more than 2000 members throughout the community and more than 200 workers.

Unfortunately, people with disabilities face daily access barriers to full social inclusion (architectural barriers, digital accessibility, employment barriers...). These can be analysed and reflected in different areas of the person: physical condition, emotional well-being, interpersonal relationships, access to employment and educational and socio-cultural resources.

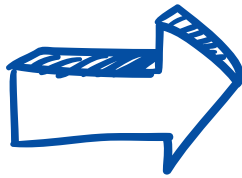
This way, and following the main proposal of this project, which works to minimise the risks of social exclusion, we include in our target group young people, between 16 and 30 years old. This group includes people with and without disabilities.



DESCRIPTION

partners references and target group

TARGET
GROUP



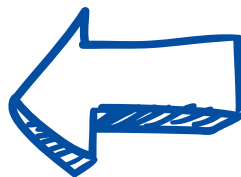
CEIPES is working in different areas of intervention, with different target groups: young people, adults, migrants, disadvantaged youth, NEET, women, educators, teachers and students, members of public institutions, unemployed. The main topics addressed are:

- ICT innovation and STEAM
- Sustainability, Environment and Climate Change
- Art, Culture and Creativity
- Special Educational Needs
- Local development and social inclusion
- Human rights Education and raising awareness, advocacy and anti-discrimination
- Health, Food, Sport and Outdoor Education
- Capacity building of third sector organisations, educational institutes and public sector

CEIPES – International Centre for the Promotion of Education and Development is a non-profit organisation founded in 2007 and based in Palermo, Italy. It leads a Network of more than 8 European and extra European associations focused on Education, Training and Social Development. CEIPES has expertise on Education, Transfer of innovation and Project management in different European programs tackling the Education and the capacity building of different target groups, from young people to adults, from women to unemployed, migrants and disadvantaged groups.

It also promotes lifelong learning, vocational training, and entrepreneurship with the aim of enhancing opportunities for youth and adults to improve and acquire competences and therefore boost their employability and inclusion.

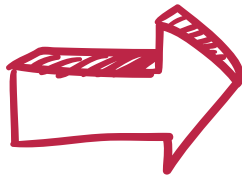
CEIPES has several links with public and private local and international stakeholders that can contribute to the achievement of project results in terms of dissemination, exploitation, and sustainability of them. CEIPES can count on experienced staff composed of professionals with different competences and fields such as psychology, communication, training, international cooperation, social and cultural mediation, social assistance, ICT, digital manufacturing, and law.



DESCRIPTION

partners references and target group

TARGET
GROUP

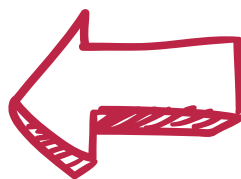


The objectives of the CJCyL are to ensure the exercise of the rights of young people throughout the Autonomous Community of Castile and Leon, seeking a more active incorporation of youth in social, political and cultural life. Our target audience ranges from rural youth, in the city, workers, students, disabled, vulnerable... Collaborating, in turn, with the 49 entities that are part of this agglutination and that we watch over to represent, including all the realities of the Castilian-Leonese youth.

In addition, the Consejo works to promote the development and defence of the cultural heritage and the Castilian and Leonese traditions and to promote the different forms of youth participation, whether or not they come from associations, encouraging volunteering and its values.

Consejo de la Juventud de Castilla y León (CJCyL) works to promote initiatives that ensure the active participation of Castilian and Leonese youth in decisions and measures that concern them, as well as the representation of the 49 entities of youth participation integrated with autonomic scope of action.

CJCyL is located in Palencia, a small city in the north of the region of Castilla y León (Spain). We also function as an interlocutor of youth with the Autonomous Administration and any public or private institution. CJCyL participates in several activities in which 25.000 youngsters are involved. The CJCyL manages the SIJPLUS system, the volunteering programme, job newsletter, the youth hostel "El Callejón", the European Youth Card and coordinates and participates in some European Projects. Some of these are GYMKHANA 5.0. and Radio Theater: Tales of Quarantine.

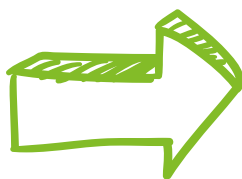


DESCRIPTION



partners references and target group

TARGET GROUP



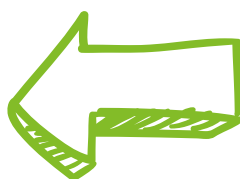
Rosto Solidário works with the local community, particularly with individuals in vulnerable situations, supporting them in finding new opportunities, getting strength in their respective lives, and gaining empowerment in their own way.

Furthermore, Rosto Solidário has been increasingly collaborating with local schools, raising awareness and helping the school community on Human Rights and Global Citizenship concerns, as well as raising awareness and collaborating on campaign projects. It has contributed to this degree of global knowledge by giving participants the chance to participate in foreign learning mobility experiences, especially those aligned with the Erasmus+ program.

Rosto Solidário was born in 2007, promoted by the Passionist Congregation in Santa Maria da Feira and by a group of lay people from the local community, based on a long experience in supporting families in situations of social vulnerability and on the experience of the Passionist Missionaries in the Angolan Missions, especially in the Uige province.

It is a non-profit association for development, recognized since 2008 as an NGDO (Non-Governmental Organization for Development) by the Ministry of Foreign Affairs, benefiting from the status of collective person of public utility.

It works towards development, promoting equity, human rights and equal opportunities, by carrying out concrete projects focused on community education and culture. It values participation and integration through volunteering, solidarity, networking and partnership.



DESCRIPTION

Youth active citizenship

Active Youth Citizenship focuses on youth participation, the promotion of democracy and the defence of human rights. Youth participation serves to engage in politics, community, volunteerism and other forms of social action to advocate for their needs and concerns, as well as to create positive change in society and build their own voice (Abril & Aguado, 2022).

It is important not only to have participation, but also information related to political and social issues - among others - to ensure that these spaces reach all young people and that opportunities for advocacy and collaboration are equitable. The most important fact about cooperation it's to build the social fabric, committed and responsible in line with the values of the European Union (Díaz & Ascoli, 2006).

The European Union has recognized for years that young people are essential when talking about European society and their values. There are many channels for youth advocacy and representation throughout Europe, such as the European Youth Forum, the International Voluntary Service for Peace, and the EU Youth Dialogue. The topics are also very wide-ranging: from the environment and health to education, economy, social inclusion, etc. (European Youth Portal, 2022).

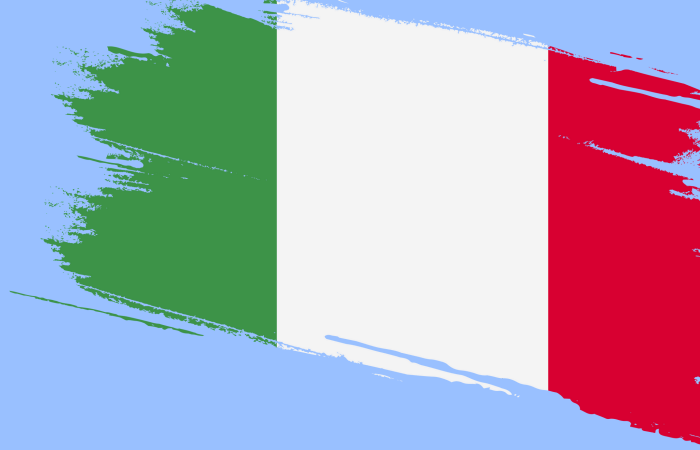
The last cycle, covering the years 2010-2018, proposed certain initiatives in the context of social inclusion, education and volunteering actions. In 2019, the situation of COVID-19 marked a before and after: all the progress that had been achieved, was affected by the health crisis. Until then, all the activities, which had been carried out externally, were paralyzed for two years. Social, economic, technological and educational inequalities were further collateral damage, where recovery was expected to be slow. Before 2019, in Europe, it was estimated that 6.3% of young people between 15 and 29 years old were unemployed; in 2020, in the midst of the crisis, this percentage rose to 13.3% (European Commission, 2021).

The OECD (The Organization for Economic Co-operation and Development) made emphasis in its latest studies on the development of young people and the effects on their mental health due to the COVID-19. According to the data offered, only 15% of young people feel that their government had the opinion of the population regarding the Coronavirus restrictions, showing apathy and disengagement from the state and the decisions taken (OCDE, 2022).

On the other hand, the quick dissemination of information due to the emergence of technological and social networks is still a pending task, because of social differences in access to this field. The training towards this new world has to be a differentiated objective of all youth organisations and Member States, with the aim of being able to introduce more issues in the Global Agenda by European youth and spaces of active citizenship, as indicated by the authors of The construction of an active citizenship among young people more than 20 years ago, proposing new meeting spaces beyond the classical public spheres (Benedicto & Luz, 2002).

In short, Europe has suffered a significant impact due to the restrictions and social measures of COVID-19, in which unemployment rates, economic and social crisis and difficulties in accessing communication and information have been affected (European Commission, 2022). Even so, thanks to this, social awareness has been raised about the importance of youth participation in decision making towards a process of political and economic transformation.

Therefore, the aim of this section is to share the good practices of some of the Member States (Spain, Portugal and Italy) and to participate in this restructuring process.



ITALY

Civic engagement of youth in Italy is still a key challenge. For briefly analysing the situation, it is worthy to mention in first place the main institutional and legal instruments created to support youth active citizenship in the country. One of the most important ones is the Piano Nazionale Giovani (National Youth Plan), which represents a common national strategy for informing each Region in relation to youth policies. Supported by the national fund for youth policies, the Plan emphasises the promotion of participation, active citizenship, and volunteering (Villano & Bertocchi, 2014).

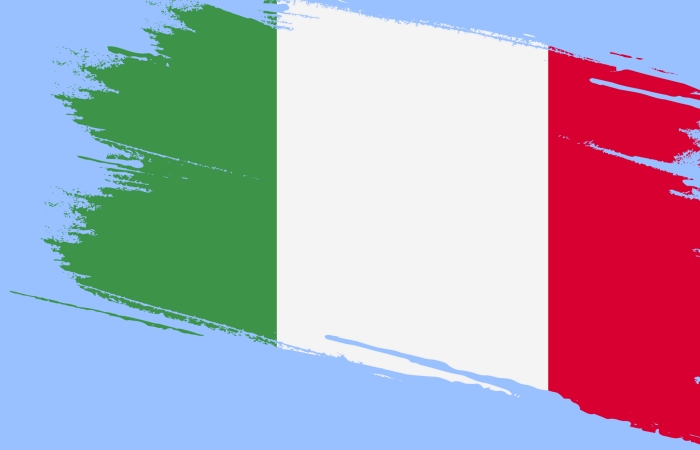
Another key instrument is the Servizio Civile Nazionale (National Civil Service), set up by Law 64 (6 March 2001). It is a volunteer service for young people -aged between 18 and 28 years- that aims to offer “an opportunity for social, civic, cultural, and professional training by means of human experience of social solidarity, activities of national and international cooperation, and safeguarding and protection of the national heritage” (Villano & Bertocchi, 2014, p.89).

Finally, the National Youth Forum -recognized by Law 311 (30 December 2004)- consists in a national platform that brings together different Italian youth organisations (political parties, religious associations, student groups, etc.) with the aim of creating a space for debate and the exchange of experiences. It performs a consultative and propositional role regarding youth policies, while supporting youth participation and the creation and development of volunteer organisations (Villano & Bertocchi, 2014).

Nevertheless, despite the creation of these tools, active participation of young people in Italy is still commonly highlighted as a persistent problem. Different studies agree on the fact that Italian youth frequently express low levels of trust in politics as well as a general sense of disaffection and low interest in traditional forms of participation, which have been mostly substituted by ‘non-parliamentary forms’ of participation among the youth (Ekman & Amna, 2009; Zani et al., 2011).

Another fundamental problem regards the scarce involvement of Italian youth in EU's issues. The difficulties for identifying opportunities to get actively involved at the European level are accompanied by the persistent struggle for developing a sense of European membership and citizenship (Villano & Bertocchi, 2014).

In front of these problems, however, we can highlight the efforts from different associations to face youth apathy and disinformation in relation with EU affairs. Here, we briefly present five examples in which Italian associations have been involved: four projects (three Erasmus+ and one CERV) and one local youth group.



ITALY

First project chosen is LARPIC, an Erasmus+ project initiated in November 2022 and that will last until October 2024. LARP is a role-playing game in which participants portray diverse characters in an improvisation theatre. It aims to create a tool that can be used by any teacher or youth worker across Europe to promote the active participation of young people in decision-making and other civic activities. The key outcome will be a LARP package and a methodical accompanying manual to break the apathy towards active civic participation.

Second example is the European Youth Foundation project called "non-formal education in action: building democracy and social inclusion", financed by the European Council and held from January to September 2010 by Centro per lo Sviluppo Creativo "Danilo Dolci", World Independent Youth Union, Pistes-Solidaires, and Mediterranean SOS Network. This project intended to promote the use of non-formal education activities through the transnational exchange of good practices in the field of youth education, and the creation of a manual on the use of non-formal education methodologies. It included the realisation of four laboratories on topics such as democracy, social inclusion and environmental respect, with groups of young individuals.

Third, we mention the Erasmus+ "New YouLeaders Project", developed by Fondazione Comunicataria di Agrigento e Trapani, Università degli Studi Link, Lug Open Factory, Fundacion Galicia Europea, Caritas Portuguesa, and Rosto Solidario. This project aims to empower young people -especially the youth coming from rural and geographically isolated areas- as leaders for sustainable development within their local communities. For that purpose, participants were involved in a hybrid "capacity building learning" path (both online and face-to-face) that allowed them to acquire key competences for their personal, educational and socio-professional development. It included an introductory module based on "soft" and leadership skills, as well as different sectoral modules on Social Innovation, Gender Equity, Sustainable Development Goals (Agenda 2030), Digital Skills, Circular Tourism, Social Entrepreneurship and Climate Change.

In fourth place, we include an EU CERV-LS project: "EUNITE! EU Citizens Unite and Promote the European Project", by CESIE, Out of The Box, Forum Za Slobodu Odgoja-FSO, Pistes Solidaires, VIVES University of Applied Sciences, and Perifereia Anatolikis Makedonias kai Thrakis, held from November 2022 to October 2024. The project's main objective is to increase participation of EU citizens in EU Parliament Elections and general interest of citizens in EU policies through the implementation of a series of workshops, debates, and encounters. Through its activities, the project brings citizens closer to the EU institutions, enhancing their knowledge about the EU opportunities and policies, and making citizens responsible for their active participation in European democratic political life.

Finally, we highlight the labour of a local association that exemplifies the key action of these types of actors for supporting youth active citizenship inside our communities. "I ragazzi del Centro TAU - onlus", founded in 2009 and based in Palermo, Sicily, is supported by various associations as Fondazione con il Sud, Enel Cuore Onlus, Save the Children Italia Onlus and Fondazione Peppino Vismara. It aims to promote youth participation in the territory of the V district of Palermo by committing itself with the social, economic and cultural redevelopment of the Zisa-Noce-Danisinni area. Starting from the knowledge and the difficulties that are daily encountered in this region, the group tries to give life to initiatives that represent an engine of change and youth empowerment. They've performed many actions supporting the empowerment and active engagement of the youth such as youth exchanges, peer education, English courses, and diverse European projects.



PORTUGAL

Citizen involvement in public life is essential in a democratic state, as expressed in the Constitution of the Portuguese Republic, 1976:

Article 2 (Democratic rule of law) - "The Portuguese Republic is a democratic constitutional state, based on popular sovereignty, on pluralism of democratic expression and political organisation, on respect for and the guarantee of the realisation of fundamental rights and liberties and on the separation and interdependence of powers, aiming at the realization of economic, social and cultural democracy and the deepening of participatory democracy".

Article 48 - (Participation in public life) - "Every citizen has the right to take part in the political life and direction of the public affairs of the country. Directly or indirectly through elected representatives."

Article 109 - (Political participation by citizens) - "The direct and active participation of men and women in political life shall constitute a fundamental condition and instrument for consolidating the democratic system, and the law shall promote equality in the exercise of civic and political rights and non-discrimination on the basis of sex in access to political office".

However, Portugal is still working to establish a more solid participation culture among the community at large. In Portugal, participation is far from an ideal one; often, involvement is the result of non-spontaneous processes, and in the case of citizens, expresses itself as sporadic and protest responses to poor choices made by government agencies. However, we can observe some actions taken along the road that are designed to lead to what we concept the most sophisticated form of democracy (Guia para a Cidadania Ativa, 2013).

One kind of active citizenship in Portugal is the Participatory Budget, a participatory democracy method in which residents may decide the fate of a piece of the public budget for a certain region. Participatory budgeting is a new form of governance based on direct citizen participation, whereby citizens make proposals and vote on projects they want to see implemented. This technique has yet to acquire hold in Portugal, and existing Participatory Budgeting experiences are more consultative rather than deliberative (Dias, & Allegretti, 2009).

Local Agenda 21 is another participatory method, a multi-sectoral, participatory process aiming at accomplishing Agenda 21 objectives at the local level via the preparation and implementation of a long-term strategic Action Plan centred on local priorities for sustainable development. (Amado, & UNL, 2012).

As we can gather from the Guide to Active Citizenship (Guia para a Cidadania Ativa), 2013, Local Agenda 21 and Participatory Budgeting have both been adapted to foster a culture of democratic participation in young people and to encourage their involvement in the local community, as demonstrated by the School Agenda 21 and the Children and Youth Participatory Budgeting.

At the local level, it seems relevant to discuss the "Jovem Autarca" initiative, which strives to encourage citizenship habits by recognizing young people's opinions as well as their ideas and perspectives for the future. By actively participating in their municipality's political decisions, young people assume the role of spokespersons for their peers, co-responsible for the management of a budget allocated to them, and seeking to materialise the projects they have idealised, in a dialogue and sustainability logic (CM-Feira, 2022).

Following an application to the European Economic Area Financial Mechanism tender in 2017, the Calouste Gulbenkian Foundation, in collaboration with the Bissaya Barreto Foundation, was chosen to manage the Active Citizens Fund in Portugal, a component of the EEA Grants specifically designed to support Non-Governmental Organisations (NGOs). Thus was created the Active Citizens Program, with an allocation of 11 million euros from Iceland, Liechtenstein and Norway, to be implemented between 2018 and 2024, with the aim of supporting civil society in Portugal (Cidadãos Ativos, 2018).



PORTUGAL

And just like these initiatives, there are several references to active citizenship practices in Portugal. For example, the PROMISE project explores the experiences, ideas, and attitudes of European youngsters that are seen to be at odds with older generations, authorities, and social standards in order to get to the heart of civic engagement challenges and possibilities.

Another outstanding project that we would like to highlight is the Sexual Rights and Vulnerable Youth Initiative, which is sponsored by the Association for Family Planning. Aiming to promote young people's sexual rights in a context of social vulnerability and access to health services, the project aims to empower young people by assisting them in becoming more participatory citizens and combating their vulnerability to violent and discriminatory experiences in a digital environment. A training guide on Sexual Education in a Digital Environment was developed for educators who work with vulnerable young people (Fundação Calouste Gulbenkian, (2014).

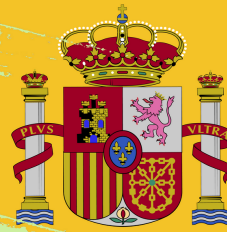
It matters for us, Rostó Solidário, to recognize the Organization's efforts to act in the spirit of Active Citizenship, and to commit itself to many projects with this goal, such as:

The project "E-Participation - Exchange of good practices in the accessibility of electronic platforms between young people with disabilities", which aims to provide young citizens in vulnerable situations, such as those with cognitive/physical limitations, low literacy levels, those in poverty, minorities, and migrants, with the opportunity for greater civic participation via available electronic platforms and mobile applications.

The project "É de Género?", (is it gender?) of Education for Global Citizenship, which aims to train and raise awareness among young people about gender equality, global citizenship and diversity.

And also, among many examples that we could highlight, the project "Parcerias Locais para a Educação para o Desenvolvimento" (Local Partnerships for Education for Development), which aims to involve the various actors who work in education, training, lifelong learning and community awareness in different contexts in the Municipality of Santa Maria da Feira.

Finally, the Triple Europe Game - Youth for an Open, Fair, and Sustainable Europe in the World aims to raise young people's awareness and sensitivity to EU policies, with a focus on development cooperation, human rights, the role of civil society, the 2030 Agenda, and policy coherence for sustainable development. This initiative intends to raise young people's critical knowledge of the importance of European policy using a gamification method in collaboration with youth workers and multipliers from Eurodesk Portugal (Rostó Solidário, n.d.).



SPAIN

Youth as a problem is a concept that has been internalised for a long time. In Spain, at the end of the 90s, a change was detected in the way young people lived in political spaces, so that interest in these movements decreased. This is due to the transition stage after the end of the dictatorship in 1975, where public life was undergoing a restructuring, which called for the involvement and participation of these young people. The loss of the "we" gave way to an individualistic stage where, in addition, there was no room for citizen intervention due to the institutional frameworks inherited from the Franco regime, which required an immediate transformation that would allow civic involvement (Benedicto and Feixa, 2005).

In 1983, the Youth Council of Spain (CJE) was formed by the Youth Councils of the Autonomous Communities and youth organisations at the state level, with the aim of encouraging the participation of youth in political, social and cultural development, among others, as stated in Article 48 of the Spanish Constitution (CJE, n.d.).

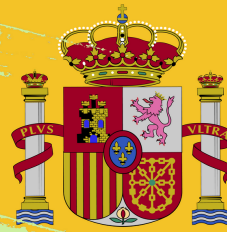
Traditionally, it is thought that young people represent a group that is not interested in issues related to citizen participation or political involvement (Blais et al., 2004). In contrast, in the case of Spain, thanks to the data, it has been possible to verify that young people developed a strong interest in political activism after the bursting of the financial crisis in 2008 (García-Albacete and Lorente, 2019). Based on the example provided by Pablo Simón (2021) in which, before the 2008 crisis the political involvement of youth did not represent a relevant reality and, four years after the outbreak of the crisis, it was observed a significant increase in terms of youth political participation. Perhaps it could be extrapolated to the COVID-19 health crisis and, in the coming years, observe how the political issue is becoming more and more interesting to the young population.

In Spain there are different youth representation organisations where good practices are carried out in favour of their interests. Some examples are, as we mentioned above, the Youth Council of Spain, which has been working for more than 40 years to achieve participation in a context of democracy, to exercise full citizenship in society, that is: to achieve social commitment, equal opportunities and especially dialogue, respecting diversity in its fullest sense. It is for this reason that the extension of these entities implies a right and at the same time a commitment to society, so that they can participate actively or passively in the design of policies that affect them. (CJE, 2023).

The CJE includes, among others, the Youth Council of Castilla y León, as well as other organisations. ASPAYM Castilla y León closely follows the composition of this body, representing people with disabilities and achieving equality for them, as well as fighting for inclusive leisure for young and old. In short, to achieve a quality life as an example of good practices.

The volunteering feeling in Spain is growing more and more and it is an essential part to understand the participation of young people. The year 2022 closed with more than 3.5 million Spanish people who had carried out some kind of solidarity action. Of these figures, more than 60% were young people between 15 and 30 years old, with the growth of volunteering being accentuated in those under 25 years of age (PVE, 2022).

There are different entities that offer a variety of volunteering activities. For example, in Castilla y León there are the Volunteering Camps, which aim to offer an environment in which they can highlight and promote certain values such as coexistence, tolerance, solidarity, participation and interculturality among young people (INJUVE, 2023).



SPAIN

The good practices offered by the entities that we can highlight in this Manual aim to broaden and improve the spaces for youth participation.

- The Actíivate action, coordinated by the Youth Council of Castilla y León, is an activity where ASPAYM Castilla y León brings together young people with disabilities who want to participate in leisure and training activities.
- Information is also power, which is why communication campaigns are developed on social networks, the main means of communication where young people have a presence. Green Tuesdays and Violet Fridays focus on issues related to sustainability and feminism, respectively, creating an area for debate and open thought.
- The meeting points are also important for the quality of youth education. The Rural Encounters and the summer camps (special mention should be made of the ASPAYM Castilla y León Camp) are open spaces in which the organising entities get closer to other realities, fostering meeting environments in areas with fewer opportunities.

In short, the associative activities that have the greatest impact on society are those related to youth volunteering, which generates democracy and civic coexistence (Arnanz, 2011), particularly sports, environmental and cultural issues. Even so, the associative fabric remains weak, as of all the actions and people interested, only 8.1% of the population say they are associated with an organisation (PVE, 2019).

Games based Learning on youth context: a general overview

BACKGROUND

Nowadays, the use of games in learning contexts is becoming more and more frequent. It has been possible to change from the concept of play as an entertainment activity aimed at people's leisure to a current concept in which play is used for young people's learning and even promotes the development of certain skills, competences and contents.

This whole process of teaching through games is called "Gamification" and proposes teaching including the playful component in order to motivate and attract the attention of students. "Gamification" could be defined as "the use of game designs and techniques in non-game contexts in order to develop skills and developmental behaviors" (Burke, 2012, Quoted in Ortiz-Colón; Jordán & Agreda, 2018). Its purpose is to involve participants in a learning process achieving higher motivation and encouraging cooperation and competition. In addition, this helps to make the contents to be learned more attractive and to guarantee a higher level of learning and commitment.

All these advantages provided by gamification are the ones we are going to use in this project to reach our objectives of bringing young people to activities engaged with the youth of the European Union.

GAMIFICATION CONCEPT

"Gamification" could be defined as "the use of game designs and techniques in non-game contexts in order to develop skills and developmental behaviours" (Burke, 2012, Quoted in Ortiz-Colón; Jordán & Agreda, 2018).

Its purpose is to involve participants in a learning process, boosting motivation and fostering cooperation and competition.

BRIEF HISTORY OF GAMIFICATION

We can consider the origin of "Gamification" in the year 1896, when a company called S&H Green Stamps, rewarded its loyal customers with stamps. This use of the reward element is what we can consider now as a form of gamification.

Later, this reward mechanism was established in the world of video games, creating new mechanisms and multiplying the ways to play. The marketing sector embraced this concept, leveraging rewards to engage their customers.

In 2003, video game and business software designer, Nick Pelling, coined the term "Gamification", referring to how by transforming things into games, the same objectives can be achieved with more motivation and involvement in the activity.

Since 2010, many game designers began to spread the term "Gamification" in their meetings and conferences, highlighting the importance of incorporating the playful component in everyone's daily life.

Games based Learning on youth context: a general overview

DIFFERENTIATION OF CONCEPTS

Since the term "Gamification" started to be used, many similar concepts have been introduced, such as Game-Based Learning (GBL) and Serious Play, which need to be clarified in order to understand the differences between them.

These differences can be attributed to two specific approaches: the objective of the activity and the techniques used. The different concepts we are going to work with are explained below:

Game-Based Learning (GBL)

This type of activity focuses on the use of games already created without adapting or adapting them to the situation and the objectives we are trying to achieve. The aim is to have fun while trying to instil in the player a concrete learning process that he/she can use in his/her daily life from now on.

Gamification

Gamification as a concept implies only the inclusion of certain elements typical of games (avatars, progress bars, rankings, ...) to achieve a certain goal. However ,gamification is not restricted only to playful situations, it can be also used as a tool for increasing the motivation to learn inside educational contexts as for example the school. It is characterised for pursuing a learning objective , using normally collaborative dynamics instead of competitions in which there is a clear winner and loser.

Serious Games

In this type of activity, techniques such as simulation or immersive experiences are used to achieve a specific learning objective. Its main purpose is not to entertain the participants, although it is intended to be motivating and entertaining for them. It is often used online with video game mechanics to inculcate certain knowledge that can later be used for problem solving.

Frederick Joseph F. defines Serious Games as the intersection of Learning, Simulation and Games.

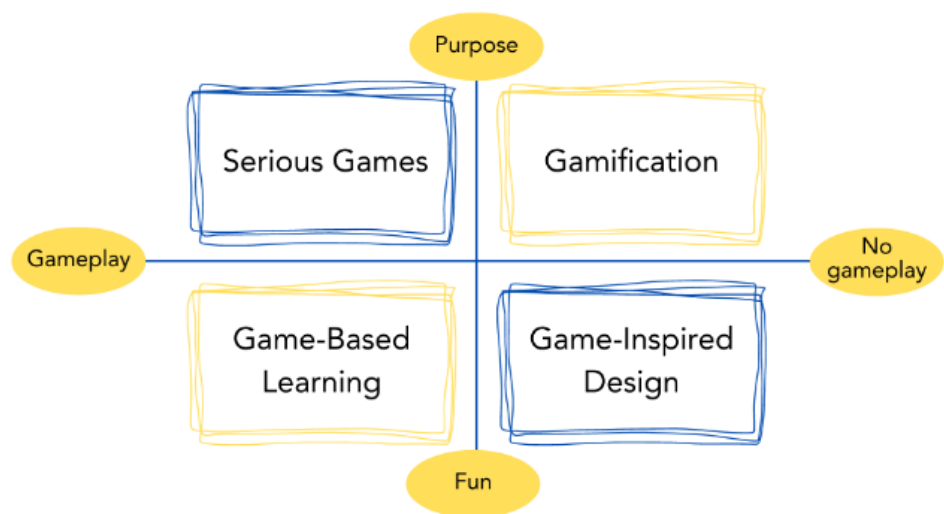
Game-Inspired Design

Game-inspired design applies small game dynamics with a specific learning objective. It is about designing methodologies in which you play games, but they are not complete games as such, the rules are not so complex and they are not so competitive. Its main purpose is the leisure of the participants but with a specific learning objective. It is usually related to Meaningful Play.



Games based Learning on youth context: a general overview

These four concepts can be further differentiated in the following table:



On the left side we have Serious Games and Game-Based Learning that we can ascribe to dynamics that are complete games, as opposed to Gamification and Game-Inspired Design that use elements of games but are not considered a game as a whole.

At the top we have Serious Games and Gamification whose main purpose is to achieve a specific learning objective, in contrast to Game-Based Learning and Game-Inspired Design whose main purpose is to amuse and entertain the participants.

APPLICATION AREAS OF GAMIFICATION

Nowadays, gamification can be applied across a wide variety of fields, including formal and non-formal education, health, marketing, human resources and the environment.

Formal education

In the last few years, gamification has gained importance in the field of formal education due to its ability to increase students' motivation and enjoyment of the curricular content in schools. While its adoption may present challenges for teachers with more years of experience due to its novelty and the need for specialised training, research highlights the importance of including these techniques in the classroom to ensure and facilitate effective learning experiences for students.

Games based Learning on youth context: a general overview

Non-formal education

Within this type of education we can include leisure and free time, as well as all types of non-formal educational activities. In these areas it is very common to use playful dynamics such as Gamification and Game-Based Learning to entertain participants and motivate them to achieve a specific learning objective. What is noteworthy is that it includes a wide variety of themes and content as it is not based on a specific curricular content.

Health

Although still in its early stages in the health sector, gamification is increasingly being employed to promote healthy behaviours and lifestyles. Also, through interactive games and simulations, gamification initiatives aim to encourage wellness practices and reinforce positive health habits among individuals.

Marketing and human resources

As explained above, the marketing industry has been at the forefront of integrating gamification elements in its dynamics of motivating and engaging people through rewards. Gamification techniques are deployed both in employee motivation and cooperation, as well as in customer acquisition as a marketing strategy.

Environment

As in the health area, gamification and related techniques can be used to promote sustainable attitudes and behaviours, such as recycling and reducing energy consumption in our daily lives. It is currently one of the most widely used ways to raise awareness and encourage people to engage in sustainable activities.

BENEFITS FOR THE YOUTH

As we have seen in the previous sections, Gamification is currently a very important element for young people, particularly in the field of education assisting in the acquisition of essential values and skills. Some of the benefits that these elements related to Gamification have on young people are the following:

Fun learning

It is an essential resource for motivating and attracting young people towards the intended learning objective. It turns the most dense and hard-to-understand content into an attractive challenge through a game and achieves a higher percentage of young people involved in the activity.

Games based Learning on youth context: a general overview

Stimulates creativity

Many Gamification activities intend to stimulate the creativity and innovativeness of the young participants, encouraging them to explore new ideas and different solutions

-Social skills development:

Gamification encourages teamwork and collaboration among young people, thus developing essential social skills and improving interpersonal and interpersonal relationships.

Goal setting

Gamification promotes mechanisms for setting goals and rewards for achieving them, instilling values of perseverance, discipline and continuity in young people. By setting and achieving milestones, they cultivate a sense of achievement and progress.

Digital skills development

In the Gamification field, technological elements are usually used due to the wide variety of possibilities it offers. In this way, gamification helps develop digital literacy and proficiency among young people, equipping them with essential skills to navigate the digital landscape now and in the future.

Mental and emotional well-being

Some games and activities related to Gamification can effectively reduce stress and anxiety in young people, which can have a positive impact on their mental and emotional health.

Enhanced Motivation

Motivation is essential for maintaining involvement and commitment, especially in the learning process. This motivation is achieved through reward systems and recognition for their achievements, encouraging greater effort and dedication from young people.

Games based on youth context: exploring national realities

ITALY

As in other European countries, gamification has been gaining relevance in the last decade. Indeed, despite the delay in comparison with other states, now almost half of the Italian companies, irrespective of their working-sector, are already employing this approach. We can also highlight the creation of the Italian Gamification Awards, held at Milan since 2016. In this line, there has also been a general increment in the number of events dedicated to videogames and their application in different contexts. For example, in 2018 Roma held the first edition of Video Game Lab (Cassone, 2018).

We can also point out an increasing use of gamification by Italian institutions since the year 2010. For example, between 2010 and 2011, some Italian art museums such as the Capodimonte Museum, the MAXXI and the Pinacoteca of Brera embraced the idea of the Nintendo Art Academy game, which intends to deepen the knowledge of the paintings by going into pictorial details (Bonacini & Giaccone, 2021). In addition, growing recognition of Gamification at a public level can also be found in the numerous proposal calls issued by the State and Regions (Cassone, 2018). Furthermore, many Italian universities have also started to consider gamification as a relevant subject worthy of deeper analysis. We can mention IED or the university of Tor Vergata -that offers masters in Gamification- and LUISS university, that includes its study inside diverse courses (Cassone, 2018).

Regarding gamification and education, it could be considered that the foundations of this approach are partially based in Italy thanks to the figures of Giovanni Melchiorre Bosco - better known as “Don Bosco” - who placed the pupil at the centre of the educational process and defended “motivation” and “involvement” as the main educational strategies- (Grion, 2017) and Maria Montessori, one of the pioneers highlighting the relevance of games and the ludic experience for learning and education (Montessori, 1913).

Nowadays, the ludic approach is becoming more popular at schools: although the majority of teachers are still not familiarised with the term “gamification”, they are applying it unconsciously with great frequency, thanks to both the increasing consensus on the benefits of these practices and the greater availability of different tools and means. However, diverse studies show that the reality of Italian schools is still dominated by traditional teaching approaches as “teaching-as-telling” and strategies linked to “lecture methods”, where the student plays no active and participatory role (Grion, 2017). Moreover, teaching teams still don't receive specific training on gamification (Malvasi, Gil-Quintana & Bocciolesi, 2022).

Games based on youth context: exploring national realities

Nevertheless, many associations are still working to promote the use of gamification and its benefits. We propose a series of examples in which Italian associations have been involved.

First example proposed is "[SIEP 2.0](#)", an Erasmus+ project developed by CEIPES, ASPAYM, Rosto Solidario, More Mosaic, Biderbost Boscan & Rochin, and Regionalne Centrum Wolontariatu. It includes the creation of a board game whose final objective is to promote mutual understanding among young people in order to fight bullying and cyberbullying. Through the SIEP 2.0 game, the players will need to investigate, make hypotheses and gather information from the other players to discover who, how and where have helped Michela, a victim of bullying. It is freely available online.

Second example is "[Carte 360°](#)", a card game that pretends to be a practical and playful tool useful for spreading the message of self-care and personal growth. It includes 152 cards with diverse illustrations and messages, and it can be used individually or in groups. The final aim of the game is to learn how to take care of yourself in an integral and holistic way -including body, mind, emotions, relationships, and spirituality-. The cards are thought to be used regularly in order to develop listening and learn about our needs and practices that will help to improve well-being.

The third game, "[Learning out of the box](#)", has been developed by the SALTO organisation, with the support of the European Commission. It is also a card game, but in this case targeted to youth workers, mentors, coaches and trainers. It is intended to be used as a tool addressing the topic of 'learning' in a fun, engaging and inspiring way. It is freely available online.

Finally, we highlight the [RISE-LAB Project - Network for Inclusion Development and Empowerment](#), co-funded by the Department of Youth Policies and Universal Civil Service. It consists of a Laboratory for the ideation of educational games that actively involved young people from the Sicilian territory. It allowed the development of 4 different games:

-The 5 Kingdoms: the themes chosen for this project are environmental sustainability and interculturality. The goal of the game is to move animals between the islands in order to withstand as many natural disasters as possible. The game ends when there are no more pieces on the field. Both catastrophic events and animal species represent a metaphor for the unpredictability of events and the importance of enhancing diversity.

-Game on the remembrance of the victims of the mafia: in this game there are no winners, its goal is to make known and keep alive the memory of all the men and women who gave their lives so that Sicily could have a better future. The game allows players to know the stories of the victims of the mafia, favouring moments of reflection and sharing among the participants.

Games based on youth context: exploring national realities

-Quo Vadis: it is a board game intended for young people, designed to familiarise themselves with the rules of the road and good habits to keep behind the wheel. The idea is to create an educational game based on active citizenship with particular attention to safe driving education.

-Scravop: it is a game designed to raise awareness about recycling. The game consists of 57 cards, with 8 different symbols for each card. The students inserted symbols relating to the theme of recycling into the cards and added a mechanic that rewards players when they decide to make a choice related to the theme of sustainable development, for example taking a card with particularly difficult waste to dispose of.



Games based on youth context: exploring national realities

PORTUGAL

Gamification is becoming increasingly popular in Portugal, with more and more businesses and educational institutions using game design techniques to engage and motivate their audiences.

One area where gamification is particularly prevalent according to Diniz Marques and Albuquerque Costa (2021) is the educational field. Portuguese schools and universities are using gamification to make learning more fun and engaging for students, with gamified learning apps and platforms being developed to help students improve their academic performance, especially in the language subject as reported by the same authors.

In the corporate world, gamification is being used to motivate employees and improve productivity. Many companies in Portugal are using gamification techniques such as point systems, leader boards, and badges to encourage employees to complete tasks and achieve their goals, an example of this is the AKI company that creates a gamified app with the objective of involving employees to actively participate in the company's life. (Neves, 2021).

Overall, gamification is a growing trend in Portugal, with businesses and educational institutions, recognizing its potential to engage, motivate, and empower their audiences.

As the focus of this project is in the field of education, some of the best gamification practices in Portugal within this area were mapped.



Games based on youth context: exploring national realities

You can check the results in the table below:

Name of gamification practice	Category of Game	Type of game	Brief Description
Make a Change - Triple Europe Game	Physical	Role Play	<p>Make a Change - Triple Europe Game is a proposal of three role-plays produced in the scope of the project Triple Europe Game - Youth for an open, fair and sustainable Europe, promoted by the NGOD Rosto Solidário and supported by the Erasmus+ Youth National Agency. It aims to promote critical dialogue around three current global challenges - Climate Change, Migration and Food Security. The game is available on the site for download.</p>
Europe Quizz	Physical	Quiz	<p>The Europe Quiz Game was produced in the scope of the project Triple Europe Game - Youth for an open, fair and sustainable Europe, promoted by the NGOD Rosto Solidário and supported by the Erasmus+ Youth National Agency. It aims to promote critical dialogue around three current global challenges - Global Challenges, Global Citizenship and Sustainability. The game is available on the site for download.</p>
Believe in Europe	Virtual	Escape room	<p>Believe in Europe - Supporting the creation of a new European citizenship among the new generations, is an Erasmus+ European project that aims to promote European citizenship among young university students, as well as raise their awareness of the programs and opportunities that European institutions offer them, especially in the fields of employment, education, mobility, and democratic participation. The digital game "Believe in Europe" consists of 5 escape rooms set in different contexts, such as the European Commission, European Parliament, European Ombudsman, European Central Bank, and European Economic and Social Committee, among other European institutions. It is available on the website.</p>

Games based on youth context: exploring national realities

You can check the results in the table below:

Name of gamification practice	Category of Game	Type of game	Brief Description
Act 4 Inclusion	Physical	Board game	<p>Act 4 Inclusion - Life In Theatre is an Erasmus+ European project aimed to extend and to develop the educators' competences using skills related with the use of social improvisation theatre. The strategic partnership that constitutes this project, has identified the existing problem in the development of people's capabilities, especially in adults with fewer opportunities (refugees and migrants, people with psychological disorders, people with physical disabilities, elderly people, etc.). They intend to generate non-formal education spaces with a methodology developed through theater, promoting personal tools to offer significant results in the case of anxiety disorders, depression, low self-esteem, and social isolation. The game is available on the website.</p>
Casa de Partida	Physical	Board game	<p>The project Casa de Partida - Agendas coesas por uma Europa Sustentável, was developed by five partners (Par - Repostas Sociais, as the promoting organization) and has the overall objective of contributing to the critical awareness and active involvement of young people around European policies on Sustainable Development and Youth. One of the resources developed was the pedagogical game in order to explore the Sustainable Development Goals and Youth Goals, reflecting on their interconnections and interdependencies. The game is available on the site for download.</p>

Games based on youth context: exploring national realities

SPAIN

As in Italy and Portugal, in Spain the field of Gamification has gained great importance, especially in the field of both formal and non-formal education. This has generated a great advance especially in the learning of young people.

For example, in the formal education area, where normally the curricular contents do not attract students' attention, they have achieved higher learning rates and a greater involvement in the classes, encouraging their motivation to study.

In the field of non-formal education, many campaigns are being carried out to prevent and raise people's awareness of more sustainable and better situations in our daily lives.



Games based on youth context: exploring national realities

Below is a list of activities from some existing Gamification projects related to this project that can be implemented for different learning objectives of young people today:

Name of gamification practice	Category of Game	Type of game	Brief Description
VÍA-VIDA	Virtual	Quiz	Vía-Vida is the name of the road safety education project carried out by ASPAYM Castilla y León, which was created to provide a preventive response to the problem of road safety in young people through an innovative educational methodology: gamification.
Pandemic/The Gamification of Employment	Physical	Board game	In this workshop a board game where it is essential to collaborate with the others to be able to achieve the mission. Through this collaborative game the teamwork is worked, as so as the strategic thinking. To save the world is not an individual task, but it is needed everybody's help.
Bohnanza/The Gamification of Employment	Physical	Board game	In this game it is going to be worked from individuality, the capacity to negotiate and to achieve the highest possible individual benefits. We will become farmers in charge of getting to use our resources to achieve money through the planting of different kinds of beans. But your opponents will try to get the same as you, so you will need to know how to negotiate to increase your benefits to the highest before the end of the game.
Unlock!/The Gamification of Employment	Physical	Escape room	In this escape room game, you are going to improve the competences to solve difficult problems. Due to it is a teamwork game, it will be developed the individual skills where you will need to use the creativity and the critical thinking, as well as those ones that improve the group competences, as the effectiveness communication. When combining both competences, you will better solve the tasks that will appear to be able to escape from the room on time.

Games based on youth context: exploring national realities

Below is a list of activities from some existing Gamification projects related to this project that can be implemented for different learning objectives of young people today:

Name of gamification practice	Category of Game	Type of game	Brief Description
Mysterium/The Gamification of Employment	Physical	Board Game	With Mysterium you must solve the traditional murder mystery, but in this case, the deceased himself will become the spirit that will help solve the plot. Players have to make the right decisions by analysing the messages that the spirit transmits to you without speaking, only interpreting a series of cards. It is a board game that also mixes individuality and teamwork, but in which the essence of making decisions relapses in oneself.
Gymkhana 5.0	Virtual	Role Play	"Gymkhana 5.0: Cultural Heritage for Youth" is a project aimed at expanding and developing the skills of youth workers and youth service providers through the use of a methodology based on gamification that develops and enhances knowledge in European and cultural heritage education among youth, especially among youth with fewer opportunities. The idea is to increase the level of quality in pedagogical methods and have a broader number of methodologies to be used, especially with young people with special needs.
Escape Racism	Physical	Escape room	The Escape Room Catalogue contains a range of free to use escape room kits for you to download and utilise to set up your own Escape Room experiences. The Escape Rooms are categorised into five separate topics: Racism & Discrimination, Bullying, Disability, Modern Slavery, and Borders. Information about each of the topics covered within the Escape Racism curriculum is provided, including overviews of the topics and important themes which surround them.

Designed Games: European Creations Unveiled

PUZZLE

The puzzles that are part of this work package are designed to serve as a means of sharing knowledge within the framework of the project. Thus, three different game modes are presented which, starting from the basis of traditional jigsaw puzzles, deal with different topics such as the formation of the European Union, relevant personalities of the member countries and, finally, the European cultural heritage at the community level.

The aim of this module is to provide young people with more information on these topics in order to lay the foundations of what they have learned and broaden their knowledge through gamification. Each puzzle has an added difficulty, they are downloadable and printable. On the other hand, it is recommended to laminate them in order to preserve and reuse them. All the contents generated in this and the other 3 games generated in the framework of the project (the board game, Escape Room and Escape Box) are available in the 4 official languages of the project: English, Spanish, Italian and Portuguese.

In addition, the document for solving the 3 puzzles is available on the website to assist you in answering the puzzles during the activity, together with the game instructions attached to this manual.

EU FOUNDATION

The formation of the European Union is chronologically situated from 1951 with the Treaty of Paris to the present day. The convulsive situation of the EU over the years has led to the need for the project partners to play a game about its founding. In this case, a classic puzzle methodology has been chosen, with pieces that have to be put together to form a clear and legible image of the years, relating it to the countries that joined the project to create a union of countries under the motto "united in diversity".



Designed Games: European Creations Unveiled

The instructions are the following:

Number of players	1 player It is possible to play collaboratively, but we recommend no more than 2 players to ensure the correct formulation of the game and its concepts
Game Duration	5-10 minutes
Recommended ages	12-18 years
Game components	9 puzzle pieces. All these documents will be available on the project website in PDF format for downloading and printing
Preparation and development	Print the map and cut out the horizontal and vertical straight lines. Place the pieces on a comfortable and stable surface. This puzzle consists of joining all the pieces to obtain a map of Europe and to be able to relate the coloured countries with the years that have the same colour, in order to establish and understand the chronology of the EU accession.
End of the game	The game ends when the pizzas have correctly formed the map of the European Union.

Designed Games: European Creations Unveiled

RELEVANT CHARACTERS

This puzzle focuses on the historical, political and cultural representation of the European Union. The main objective is to show the characteristics of relevant characters that make up the identity of the member states. Therefore, a representative character from each country has been chosen, varying in their dedications and origin. The main protagonists, both relevant men and women, are recognized characters in literature, sports, politics, music, actors/actresses and artists directly related to the country in question.

On the other hand, it has been considered important to relate each person with the country and its figure, so different decks of cards are included with the final objective of the puzzle to relate each card to each other through an associative methodology of person-country-description.

The consortium partners in the framework of the GamEUfying project consider that it is important to bring to this puzzle education about people who contributed to the formation of the EU, but also those who are directly related to the creation of the culture we consume and who are also perceived from outside the EU as outstanding characters.



Designed Games: European Creations Unveiled

In this way we have tried to select the following characters

Name	Country	Description
Pablo Picasso	Spain	Pablo Ruiz Picasso was one of the creators of Cubism, along with Georges Braque. He was also an incredible sculptor; he worked for the theatre, as a designer and set designer. He was one of the greatest painters of the 20th century; he created around 50,000 works. He was born in Malaga, but lived all over the world, mainly in France.
Penélope Cruz	Spain	She became the first Spanish actress to win the Oscar for Best Supporting Actress. She made her acting debut on television at the age of 16. She's one of Pedro Almodóvar's muses and the first film she made was directed by him. Was the first Spanish actress to have her own star on the Hollywood Walk of Fame.
Dante Alighieri	Italy	A multifaceted! He was a poet, prose writer, moral philosopher, and political thinker... He's best known for the book La Divina Commedia (The Divine Comedy). Because of his ideas, Dante's presence was banned in Florence, his birthplace. Dante is also one of the main proponents of the birth of the Italian language.
Sophia Loren	Italy	She was named as one of the greatest stars of Classical Hollywood cinema. She said her secret of her beauty "is due to the spaghetti". She is considered one of the world-renowned Italian divas. She first started like a model, then she did films, but she never tried theatre.
Cristiano Ronaldo	Portugal	He is the player with the most goals in official matches in football history. The vast majority of experts in the sport believe he is the best footballer of all time. CR7's image is internationally known, as well as his infamous cheer "SIM!" ('Siuu'). He grew up in a very humble neighbourhood in Funchal (Madeira).
Fernando Pessoa	Portugal	He wrote much of his work under various heteronyms, as Álvaro de Campos. He worked as a poet and essayist, but also as a translator, publicist and astrologer. His characteristic image of hat, glasses, and moustache makes him unmistakable. When he died, more than 27,500 written documents were found in his home.



Designed Games: European Creations Unveiled

In this way we have tried to select the following characters

Name	Country	Description
Oscar Wilde	Ireland	He was a famous 19th century Irish writer, poet and playwright. His most famous work is "The Picture of Dorian Gray". Known for his flamboyant lifestyle and eccentric personality. Wilde was sentenced to hard labour for his homosexual relationship, so his career was halted and his health deteriorated.
Hans Christian Andersen	Denmark	Known for his fairy tales such as "The Little Mermaid" and "The Ugly Duckling". Andersen was recognised and feted in his native country and abroad during his life. His stories have been translated into many languages and adapted into Disney films. He enjoyed dancing, singing and acting. He began writing theatre plays.
René Magritte	Belgium	In his paintings he challenges perception, the relationship between words and images. He is famous for his painting entitled "The betrayal of images" (Ceci n'est pas une pipe). He developed a series of recurring motifs, such as men in hats or clouds. His influence has had an impact on fashion, design and popular culture in general"
Marga Klompé	Netherlands	A pioneer in her country's politics, she was the first woman to hold a ministerial position in the Netherlands. Klompé became the first woman member of the Common Assembly of the European Community. She was part of the working group that pushed the EU economy beyond coal and steel. She was a key figure in the development of the social security system in the Netherlands.
Robert Schuman	Luxembourg	The Robert Schuman Prize was established to support organisations that promote the values of the European Union. He was French Minister of Foreign Affairs and founding father of the European Union. Through the ""Schuman Declaration"", he proposed to regulate steel and coal production. On 9 May Schuman made his historic declaration and it is celebrated as 'Europe Day'.
Jean Monnet	France	He is considered one of the most prominent figures in Greek music. Popular for his performance of rebetiko songs, an urban and folk music genre. He uses his social and political activism in his music, calling for peace, justice and freedom. His concert at the Olympic Stadium in Athens marked the history of Greek music.



Designed Games: European Creations Unveiled

In this way we have tried to select the following characters

Name	Country	Description
Angela Merkel	Germany	Merkel became Germany's first female chancellor in November 2005. She is commonly known as 'Mutti', which means 'mum' in German. She became a leading figure in managing the 2008 economic crisis in the EU. She received the Charlemagne Prize for her commitment to the European Union.
Franz Kafka	Czech Republic	One of the most illustrious literary figures, he achieved great influence in the 20th century. Very few of his works were officially published during his lifetime. One of his most famous works was The Trial and the short story Metamorphosis. His illness stayed with him throughout his life; Kafka died of tuberculosis at the age of 40.
Arnold Schwarzenegger	Austria	He was born in Austria and lived there until the age of 21 when he moved to the USA. Before becoming an actor in famous films, he was a bodybuilder and won several awards. He was elected as the 38th governor of California two consecutive terms, until 2011. His most iconic films are "Terminator", "Predator" and "Conan the Barbarian".
Ernö Rubik	Hungary	He invented the Rubik's cube in 1974; 6 years later he was able to register the patent. Rubik became an international phenomenon, receiving numerous awards for his invention. Ernő Rubik has invented the 2x2 Rubik's Cube, the 4x4 Rubik's Cube and the 5x5 Rubik's Cube. Created as a tool for his students to understand spatial design concepts."
Marie Curie	Poland	Marie Curie is the only person in history to have received two Nobel Prizes in science. She pioneered the study of radioactivity; laid the foundations of radiotherapy and radiology. Marie Curie's work laid the foundations of modern physics and chemistry. She invented mobile X-ray units for the wounded during the First World War.
Peter Sagan	Slovakia	One of the best cyclists of his generation, versatile and skilful on different terrains. In 2010, he won his first stage in the Tour de France, the first Slovak to do so. Known for his charisma and outgoing personality in his winning celebrations. He won the world title in the road cycling championship three times in a row.



Designed Games: European Creations Unveiled

In this way we have tried to select the following characters

Name	Country	Description
Vlad Drăculea	Romania	Historical figure, legendary figure and main reference for the myth of Count Dracula. He was prince of Wallachia three times, ruling with an iron fist during the 15th century. "Dracula" was borrowed from Vlad's nickname, which means "son of the dragon" in Romanian. His residence was Bran Castle in Transylvania, receiving hundreds of visitors every month.
Irina Bokova	Bulgaria	Internationally recognised for her career in the field of education and culture. She was Bulgaria's permanent representative to UNESCO and the WTO. Elected as Director-General of UNESCO, she was the first woman to hold that position. She worked on programmes for inclusive education and protection of cultural heritage.
Alma M. Karlin	Slovenia	During the Second World War, she was the most widely read travel writer. She portrayed the situation of women in the countries she travelled to. She was sent to the Dachau concentration camp, but managed to escape. She spoke many languages: English, Swedish, Norwegian, French, Italian, Spanish and German.
Luka Modrić	Croatia	He grew up in a war zone during the Balkan conflict in the 1990s. He was rejected by several clubs before joining Dinamo Zagreb. He joined Real Madrid in 2012, having a remarkable career as a midfielder. He received the prestigious Ballon d'Or award which is given to the best player in the world.
Eleni Foureira	Cyprus	She represented Cyprus at the Eurovision Song Contest 2018 with his song "Fuego". She has toured and performed all over Europe: Spain, Germany, Sweden and the Netherlands... The collaboration with Snoop Dogg helped his international recognition in music. She has participated in shows as a judge, in the Greek version of the show "The X Factor".
Anna Lindh	Sweden	She entered the Swedish Social Democratic Party at the age of 12. She was appointed Minister of Foreign Affairs of Sweden, becoming the first woman to hold that position. After her death, her memorial foundation, which is dedicated to promoting tolerance and intercultural dialogue, was established. She played an important role in European politics promoting human rights and peace in international conflicts.



Designed Games: European Creations Unveiled

In this way we have tried to select the following characters

Name	Country	Description
Tarja Halonen	Finland	She became the first woman to be elected president of Finland in 2000. She held office for two consecutive terms until 2012, a prominent figure in Finnish politics. She was a member of the Finnish Parliament for decades and held several ministerial positions. Known for her dedication to human rights and gender equality.
Kerli Kõiv	Estonia	Kerli expresses a fascination for magic, fantasy and spirituality in her music and aesthetics. At 15, she won a talent contest; it gave her the impetus to continue her musical career. She has collaborated with artists such as Benny Benassi, Seven Lions and Demi Lovato. Kerli addresses themes of empowerment, self-improvement and self-acceptance.
Elīna Garanča	Latvia	She studied at the Latvian Academy of Music and continued at the Vienna Opera School. She has performed leading roles in operas by composers such as Mozart, Rossini and Verdi. A talented and world-renowned mezzo-soprano, she has left a significant mark. She received awards and recognition for her talent and contributions to the world of opera.
Rūta Meilutytė	Lithuania	The swimmer won the gold medal at the 2012 Olympic Games, just 15 years old. Prior to the Games, she had already broken several world records in junior categories. After her retirement, she decided to focus on her university studies and set the bar high. She suddenly decided to retire from swimming in 2019, at the age of 22.
Gianluca Bezzina	Malta	Gianluca is a doctor by profession. He studied medicine at the University of Malta. He represented Malta at the Eurovision Song Contest 2013 in Malmö, Sweden. Her song "Tomorrow" reached an outstanding eighth place in the contest. He has participated in fundraising events and concerts for charities.

Designed Games: European Creations Unveiled

The instructions are the following:

Number of players	1 player It is possible to play collaboratively, but we recommend no more than 2 players to ensure the correct formulation of the game and its concepts.
Game Duration	15-20 minutes
Recommended ages	15-30 years
Game components	Pile of country flag cards. Pile of character cards. Pile of cards of descriptions. All these documents will be available on the project website in PDF format for downloading and printing.
Preparation and development	Print the materials and cut them out. We recommend printing by selecting the original size of the document, as they are designed to have the same dimensions as a traditional set of cards. The description card is twice the size of the flag and character cards. Place the cards so that they are visible and are on a sufficiently large and stable surface. The game consists of matching a random description card with its corresponding illustrious character from the country selected from the pile of cards. In this way, an association is created between the character, knowing their history and curiosities about their life that is important and remarkable to associate them to the country of birth.
End of the game	The game ends when all the descriptions are completed and all the cards are correctly related to each other

Designed Games: European Creations Unveiled

CULTURAL HERITAGE AT A COMMUNITY LEVEL

The cultural heritage in the European Union community aims to defend through the Common Security and Defense Policy (CSDP) the historical, cultural, architectural or artistic sites that belong to the national heritage (Barceló, 2022).

The methodology of this puzzle is based on the classic pastime: the crossword puzzle. This choice lies in its accessibility, since the descriptions used to fill in the words help people with reduced visibility to establish their knowledge about the objects, sculptures, food or dances (among others) chosen to be part of the puzzle.

On the other hand, the words that make up the crossword puzzle correspond to the culture, history or art of one of the member states. Due to the limited number of words available in a crossword puzzle, the words that fit the main objective of the game were selected because of the order they have to follow and the coincidence of letters.

In conjunction with the partners the following words were selected:

word	Type	Description
Paella	Food	Spanish cuisine is characterised by this dish, composed mainly of rice, saffron and meat
Coliseum	Monument	Elliptical amphitheatre in the centre of the city of Rome. It is the largest ancient amphitheatre ever built.
Fado	Music	Traditional Portuguese musical genre characterised by its emotionality, nostalgia and melancholy.
Notre Dame	Monument	One of the oldest Gothic cathedrals in the world. The cathedral's name means Our Lady in French and is dedicated to the Virgin Mary.
Acropolis	Monument	A characteristic site of most Greek cities, it had a defensive function, as well as serving as the seat of the main places of worship.



Designed Games: European Creations Unveiled

In conjunction with the partners the following words were selected:

word	Type	Description
Atomium	Monument	102-metre-high structure built for the Belgian General Exhibition in 1958. Made of steel and aluminium, the whole represents an iron crystal.
Klapa	Music	Traditional form of a cappella singing to love, wine, country and sea, popular in the Dalmatia region.
Halloumi	Food	A cheese originating from Cyprus. It is traditionally made from a mixture of goat's and sheep's milk and is usually served deep fried.
Oberek	Dance	Polish dance consists of many turns and jumps with a much faster rhythm than the Polish waltz.
Rubik's Cube	Objet	A three-dimensional puzzle created by the Hungarian Ernő Rubik. It has six different colours and to complete it, each side must return to a single colour.
Tulipán	Flower	Perennial plant with large leaves, characteristic for its bright colours, typical for gardens in the Netherlands.
Sacher	Food	Austrian chocolate cake

Designed Games: European Creations Unveiled

The instructions are the following:

Number of players	<p>1 player</p> <p>It is possible to play collaboratively, but we recommend no more than 2 players to ensure the correct formulation of the game and its concepts.</p>
Game Duration	15-20 minutes
Recommended ages	15-30 years
Game components	<p>Game board.</p> <p>Letters to complete the crossword puzzle.</p> <p>All these documents will be available on the project website in PDF format for downloading and printing.</p>
Preparation and development	<p>Print the materials and cut them out. A3 printing is recommended to facilitate the handling of the small pieces.</p> <p>Place the board on a comfortable and stable surface.</p> <p>Align the letters so that they are visible.</p> <p>The game consists of completing the words horizontally and vertically according to the descriptions provided to the right of the game board. The letters used are designed to match the descriptions, so check that none are missing or overwritten. The first letter of a description has a number that corresponds to the description being developed, as do the letters that coincide in two words, differentiated by having a darker coloured background.</p>
End of the game	The game ends when all the descriptions are completed and no letter is left over.



The Europe Interrail is a board game that aims to raise awareness among young people about SDGs, global issues and UN Agenda 2030 while they have fun and socialise with each other. It is a way of learning and playing. Through this game, the participants will have different challenges and goals to achieve, and in some cases, it will be necessary the cooperation of the partners. Tactics, strategy, cooperation, competition and teamwork are some of the skills that can be worked on and improved while playing this game. If you look for fun while learning, this game is the right option! Good luck!

Number of players	from 3 to 10 from 3 to 5 individual players from 6 to 10 in pairs
Game Duration	1 hour
Recommended ages	from 14 years old
Game components	<p>Board</p> <p>30 cards per P (People, Planet, Peace, Partnership and Prosperity)</p> <p>20 goals card with 5 goals each</p> <p>2 dices</p> <p>1 with numbers</p> <p>1 with 5 Ps + one side where they can choose the P.</p> <p>25 challenge cards, 5 per P</p> <p>5 game pawns</p> <p>25 passport cards</p>
Preparation	<ol style="list-style-type: none"> Put the cards together by their respective P, including challenge cards related to that P. Shuffle the cards and place them in 5 different piles with the question part facing down, separating them into the following Ps: People, Planet, Peace, Partnership and Prosperity. Choose the pawn you want to play and place it on one of the designated starting squares. Shuffle the goals cards and distribute one per player or pair, the other players cannot see what the opponents' goals are. Roll the number dice to see who will start the game, whoever rolls the highest number starts and will be designed as number 1. The turn rotates clockwise and the second person to roll the dice is the number 2, and so on.



GameBoard

Development	<ol style="list-style-type: none">1. Each participant is dealt one goals card with five tasks to complete.2. The player must roll the numerical dice and walk on the board based on the number acquired; the player is free to choose any path they like, while keeping their goals in mind.3. After stopping on a square, the player must roll the 5Ps dice to determine the question they must answer. If they get the Planet, for example, they must choose a Planet card and answer the question. However, if the side of all Ps is revealed, the player can select the P they want to answer. The player on the right side is responsible for reading the question for the player that rolled the dice. If you get the question right, you can throw the number dice once more and move the number of squares, if you like. If you get it wrong, you must appear where you are. The game continues for the next player, in both options.4. When arriving in a country written in their goals card, the player must answer a question selecting which P to answer.5. If the response is right, the player is allowed to remain in the nation and they must include a passport stamp in the square of the goals on the board, according to the number designed for that player at the beginning. If it is incorrect, they keep at the same place. In either case, the player does not play again until their turn comes.6. When taking out a card, a challenge card may come up, if so, the player must follow the instructions there.7. It's not allowed to have more than one player in a zone with the same colour at the same time.8. Players are forbidden to talk about their goals with any opponent at any time; they may only show their goals card when they have completed all of them.
End of the game	The player who completes the tasks on their goals card first, wins this game.



"EuroTrain" is a virtual Escape Room that aims for a gamification experience set in Europe, especially in three countries: France, Belgium and Greece. The four protagonists will be divided into these three scenes to participate in some of the opportunities offered by the Erasmus + programme. Hans and Yasmin travel to France to participate in a youth exchange, Julia goes to Greece to serve in a refugee camp, and finally, Chad wants to do an internship for his degree in Political Science at the European Parliament in Brussels.

The aim of the Escape Room is to learn about the Erasmus+ programme and its relation to the political history of Europe. It also aims to encourage participation and inclusion in all European events offered by the programme. Simulations, tests, combinations, strategy, puzzles and a lot of desire to succeed will be the basis for testing the knowledge acquired in the game.

This tool helps us to adapt the methodologies of non-formal education to the new technological era in a dynamic way.

Number of players	1 player per screen
Game Duration	1 hour
Recommended ages	Since 16 years old
Game components	Computer Internet connection
Development	<p>The Escape Room begins at Milan train station with destinations in France, Belgium and Greece. Here the four characters have a conversation and explain where each of them is going and what the aim of their journey is. The player can select through a map of Europe the destination they want to complete first, as it is divided into independent sections and does not follow any order.</p> <p>First scene: France</p> <p>Hans and Yasmin are travelling to France to participate in a youth exchange within the Erasmus+ Programme aimed at promoting knowledge about the European Union and the Erasmus+ Programme to young people from different countries in Europe. During the exchange, an excursion has been organised to the House of Jean Monnet, one of the founders of the European Union and after whom some actions of the Erasmus+ Programme are named. Upon arrival, the player realises that the door has been locked and the only way to unlock it is via the main computer in his office. You turn on the computer and... Wow, you'll need a password!</p> <p>In this case, you will have to put yourself in the shoes of our protagonists and manage to decipher the secret phrase. With this you will be able to unlock the computer and to leave the House.</p> <p>Second scene: Brussels</p> <p>Our character in Belgium, Chad, travels to Brussels to do an internship for his degree in Political Science at the Parliament, to demonstrate his knowledge of European politics and the ERASMUS + programme. There, the player will have to go through different rooms solving tests until he reaches the president's office, where he is expected to sign the internship contract of the main character, Chad.</p> <p>Third scene: Greece</p> <p>The third story is set in the city of Loutraki, Greece, where our main character, Julia, moves to a refugee camp as a volunteer. On her arrival, she faces a big problem: the language. Her supervisor gives her a document with all the information about her volunteering in the camp, but it is in Greek and Julia does not understand it. Her supervisor tells her that she can use OLS online language learning to translate it. It will be your role to help Julia in this new adventure to get to know this app offered by Erasmus+ and to start her volunteering.</p>



virtual Escape Room



<p>Preparation</p>	<p>The virtual Escape Room "EuroTrain" has been based on a complex development over several months. First of all, a story was built based on the main theme of the game: Erasmus+. Therefore, the three scenes take place in Europe, in three countries where some of the competitions hosted by the Erasmus+ programme are developed. Furthermore, the game has been developed thanks to the implementation of the Javacoya team, which brought the "EuroTrain" project to life through its technological expertise in gamification.</p> <p>Phases:</p> <p>Planning: Before writing the story, we set out the needs and objectives of the Escape Room.</p> <p>Brainstorming or pre-production: This tool was fundamental to transform the objectives into solid evidence within the game.</p> <p>Production: Ideas are shaped. This is the phase that takes the most time and effort.</p> <p>Testing: The characteristics and techniques of each test are elaborated.</p> <p>Pre-release: New bugs emerge as the game is tested with the team.</p> <p>Launch: The game is sent to the partners so that they can test it and correct errors.</p> <p>Post-production: During this phase previous bugs are corrected for the final version.</p>
<p>End of the game</p>	<p>The game ends when the person completes the three scenes of the Escape Room.</p>

ESCAPE



Escape Box

This “escape box” is a game containing questions about European Union accession requirements. The objective is to learn the conditions that countries must need in order to join the EU, how this process works -from the request to the actual admission-, and which are the European institutions involved and which role they play. By doing so through an escape box game, not only will this learning process be more interactive, but also, thanks to the involvement of other abilities in order to play the game, such as logical thinking or team collaboration, participants will train these capacities as well.

Number of players	1-6 players It's possible to play individually or in a group of people, collaborating together.
Game Duration	20-30 minutes
Recommended ages	12-18 years
Game components	<p>Instructions document</p> <p>Question cards and response options cards. There are 14 questions available from which we recommend choosing from 8 to 10 depending on the desired duration of the game.</p> <p>A supporting theoretical document that can be used for studying the topic both before and after playing the game. It can be provided to participants so they can keep it afterwards.</p> <p>A supporting document for facilitators with answers and additional explanations.</p> <p>All these documents will be available online in PDF format, being possible to download and to print them.</p> <p>Further materials needed to play are 10 boxes and 10 padlocks. Ideally, we recommend reusing boxes already owned in order to promote sustainability principles. For example, it's possible to use shoeboxes. We will only need to cut small circles in order to allow us to introduce the padlock.</p>
Preparation	<p>Collect the boxes and, if needed, cut small circles to allow to put the padlocks for closing the box. Alternatively, you can surround the box with a rope or chain and add the padlocks in order to prevent it to be opened.</p> <p>Print the cards with the questions and answer options -ideally in recycled or reused paper-, cut the pieces of paper and put them inside the corresponding box.</p> <p>Prepare also the desired prize, for example some candies, to introduce them in the final box as a reward.</p> <p>Choose the questions that you will use and put them inside the boxes.</p> <p>Change the password for opening each box in order to make it correspond with the answer for each of the questions, and close the boxes with the padlocks .</p>
Development	<p>The game is composed of a series of closed boxes protected with padlocks, inside of which participants will find the question cards. For opening them and moving forward in the game, participants will need to solve the different questions inside the boxes in order to obtain the “secrets codes”, that is, the number that will allow them to open the padlocks that protect the boxes with the questions.</p> <p>Answers, however, won't be directly in numerical form. Instead, questions will ask for written answers that will be converted in the numerical code in different ways, like filling the missing parts of a phrase with words with a number assigned or completing the letters of a word and associating a number to the letter depending on their position in the alphabet. This way, participants will be able to train not only their knowledge about the EU accession requirements and process, but also logical thinking.</p>
End of the project	The game will end when the person or the team manages to open all the boxes and finalise by opening the final one, in which they will find some prize.

ASPAYM Castilla y León carried out the testing of the four games in collaboration with the University of Valladolid.

It was offered the possibility to raise awareness of the EU decision-making process through gamification, involving first year students of Social Education at the Faculty of Philosophy and Letters of Valladolid. It is precisely the students and young university students who are to be encouraged to actively participate in these processes.

The participants were divided into four groups with a facilitator to explain and instruct the games. At each “station” one of the four games was tested: Escape Box, Board Game, Puzzles and Virtual Escape Room. For the latter, three computers per group were used to allow them to play in teams. Every half an hour the stations were rotated, so that all groups could try all the games.

Throughout the activity, participants had the opportunity to learn different concepts about the European Union and how it works. Each game facilitated learning by using different strategies, which the young people liked very much.

At the end of the testing, participants gathered together to exchange their ideas, emotions and reflections on the games and give positive feedback.

In general, they enjoyed the experience very much and admitted having learned and discovered many things about the European Union, its functioning and structure and the possibility to get involved in a much more active way. They agreed that learning through the games had been key to catching their interest and paying attention to the information and acquiring new concepts.

CEIPES

CEIPES organised the testing activity in a local high school, the "Istituto Di Istruzione Superiore "Stenio", situated in a small peripheral town in Sicily, Termini Imerese.

The decision was based on the conviction about the importance of equality of opportunities and the need to support the youngsters from smallest villages and rural areas, where usually they enjoyed less opportunities. Thus, given the lack of familiarity of the majority of students of this highschool with the Erasmus+ programme, it was the intention of this encounter to get them closer with this sphere while giving them the opportunity to enjoy this activity.

The testing was divided into two encounters of approximately four hours each one. Both meetings counted with the participation of 22 young participants, ranging between 15 and 18 years old.

Divided in four small groups, they had the opportunity to get in touch with all the games offered by the GamEUfying project. In the first encounter, participants tested the three-puzzle kit as well as the virtual escape room, while in the second meeting, they played with the game board and the escape box. The dynamic was the same in the two occasions: there were two copies of all the games to allow two different groups to play contemporarily to the same game. This way, in the first half of the session two groups played with one game while the other two groups were playing with the other game. Then, in the second half of the session they switched. This way it was possible to ensure dynamic sessions while giving all participants the opportunity to try all the games.

The reported result of the experience was definitely very positive. Almost all participants declared to have felt extremely motivated to take an active part in the activities as well as highly included as part of the group: both questions rated with a punctuation of 5 out of 5 by almost all participants. In addition, all participants have evaluated their level of personal development with a punctuation of 4 or 5.

Among the participants' comments provided in the questionnaire, it is highly remarkable that a great majority mentioned teamwork and the interaction with new people as one of the things that they have enjoyed the most. This seems to indicate the great relevance of proposing group activities as part of the school curriculum in order to increase students' motivation and to generate a good and productive learning environment.

The Youth Council of Castilla y León had the opportunity to organise its test in the high school IES Trinidad Arroyo in Palencia, in a Vocational Training class, with young people between 16 and 23 years old.

The same day of the session was dedicated to work during a 4-hour morning day all the games related to Work Package 2. The session began with a 30-minute presentation in which the young people could learn more about the entity and the political impact that the Council has in the community. This is very important to expand civic knowledge and engagement with the youth, so they know the opportunities they have.

All the games were arranged on large tables where they had enough space to work in small groups. Out of the 20 assistants and 4 games that were available, 4 small groups of 5 people each were created. Like the rest of the Consortium partners, we chose this way of working, in which each one spent about 30-40 minutes on each game to try it out. In this way they could test all the games in a morning, in approximately 3 hours. When they had finished the puzzles, escape room and escape box, the end of the turn was announced and they had to switch to the station on their right. The board game, however, was the only one that a few managed to finish, as it is the longest and has the most gameplay. It was declared "ready" when the participants had understood the methodology. This choice was considered beneficial in order to amplify the impact of the games and to allow everyone to choose their favourite. As these were secondary school classes and they were in class, they gave us a whole morning to talk about the project. In this way, we did an intensive which resulted in the following opinions.

The participants in the CJCyL that joined the testing phase considered that they generally liked the part of the puzzles the most. 75% of the participants consider that they have slightly increased their knowledge about the foundation of the European Union and its institutions, while 25% say they have gained a solid background on the Erasmus+ programme and the opportunities it offers to young people, and will investigate it further.

On the other hand, in the questionnaire the participants emphasise that in the Escape Box they have felt more the cohesion of the group, "having to stop and look at the clues" and "evaluate the situation" in addition to categorise it as a lot of fun. The Escape Room also stands out for the teamwork that the participants had to carry out in order to solve it successfully.

Finally, the most repeated comment was the same as always: the amount of time. The precious time that the participants never agree on and in this case, fortunately, it was too short. Even so, we are grateful for the comments of the participants who refer to the good methodology used, the learning of new things that they did not even know and the desire to participate in new European contexts that the development of this Work Package has awakened in them.

ROSTO SOLIDÁRIO

Rosto Solidário carried out its test phase with different groups of young people, ensuring a broad and diverse view of the games' perspective.

The first group was made up of young people from Comunidade XXI (a group associated with Rosto Solidário) and young volunteers from the organisation. During each monthly meeting held at Rosto Solidário's premises, the young people tested each of the project's games in four sessions of two hours each. These sessions took place in an informal and relaxed manner, providing serene moments where the young people could test the games calmly, allowing for more qualitative and personal feedback.

The second group consisted of a class from computer systems at Escola Profissional do Infante, in Gaia. It was decided that this class, due to their area of study and the fact that each young person had access to a computer, would test the Virtual Escape Room. The young people played individually in a 90-minute session and, although some finished the game more quickly than others, they all recognized the complexity of some of the questions and expressed the need for more time to play calmly. The general feedback was positive; however, the young people highlighted some points for improvement related to the dynamics of the platform.

The third group was made up of students from Arrifana School Group. On a specific day, a morning games session was held in one of the school's classrooms, where the 10th/11th graders from vocational course for youth workers had the opportunity to try out the various games available, particularly the puzzles and the escape box. It was an extremely dynamic session, and it was very interesting to see the young people trying out the games at their own pace and taking the initiative to play the ones that caught their attention. In this group, the game that aroused the most interest was Escape Box, due to its more enigmatic visual aspect. Above all, it was clear that the young people had fun and learned about Europe, which is exactly what the games were designed to do.

Finally, the fourth and most impactful group was made up of students from the EB2,3 Fernando Pessoa School in Santa Maria da Feira, where we took the game to 9th grade classes. We presented the project to the school, which considered it relevant to these classes, inviting Rosto Solidário to take the dynamic Board Game to all the classes in the school year in question. In each of the classes, three groups were formed, and in each group the young people played in pairs. These were intense weeks in which we reached around 150 young people, and the feedback was extremely positive.

At the beginning of the test sessions, we presented the project and the games, and at the end we reflected on the themes covered by the games. It's very important to note that the young people not only played the games but were constantly encouraged to reflect on the topics covered, thus promoting a deeper understanding of the content. They were also encouraged to provide comments on how to improve the games, making the most of young people's participation in building and improving these tools.

We understand that carrying out the tests in different locations, such as Rosto Solidário's spaces and school classrooms, allowed the young people to try out the games in different environments, thus reflecting on how the games adapt to different contexts.

These tests have effectively provided valuable insight for Rosto Solidário, allowing for some adjustments and ensuring that the resources meet the proposed objectives

conclusions

Through the implementation of innovative methodologies based on gamification, the GameUfying project has emerged as an effective tool to foster active participation of young people in democratic and decision-making processes, pertinent to European youth participation policy.

During the development of the project, several activities were meticulously designed and implemented. Through the creation of 4 games (Puzzles, Game Board, Virtual Escape Room and Escape Box), alongside interactive techniques, participants were empowered to acquire a deep knowledge about the European Union, its institutions, and the decision-making process.

Gamification has enabled participants to acquire knowledge in an interactive and engaging way, while promoting the development of critical skills such as analysis, problem solving, collaboration and teamwork among participants.

One of the main achievements of the project has been the creation of an inclusive and accessible learning environment, truly inspiring and engaging, which stimulated the motivation of young people. This environment succeeded in engaging participants regardless of their differences, background or previous levels of knowledge or familiarity with the European Union. This approach has empowered participants to actively engage and contribute to discussions about the future of Europe.

However, the project has also faced challenges. Adapting the activities to different cultural, social and educational contexts proved to be a complex task, requiring constant reflection and flexibility.

In addition, ensuring the long-term sustainability of the initiatives was another significant challenge, which in turn required meticulous strategic planning to ensure ongoing opportunities for future endeavours. This includes not only the potential for replicating and disseminating the project in other countries and contexts, but also adapting the tools and methodologies developed to address various facets of youth participation.

Despite these challenges, the project maintains an unwavering commitment to its main objective: to promote the involvement and active participation of young people in building the future of Europe.

conclusions

We can thus affirm that:

-The GamEUfying project stands as an innovative example for increasing young people's participation in European politics through gamification.

-Transnational collaboration has been key in creating a set of interactive tools and activities that not only inform but also empower young people in their ability to participate in democratic processes. This collaboration across borders is valuable in sharing diverse perspectives, pooling resources, and increasing sensitivity to different customs and cultures, contributing to the creation of tools adapted to different European audiences. In addition, thanks to partnerships between countries, we are closer to reaching a wider European audience, and we have been able to learn together and share good practices. This partnership has brought different perspectives and talents closer together in the creation of more inclusive and impactful tools.

-By integrating play and education, the project has succeeded in creating a stimulating learning environment that fosters young people's curiosity and propels them towards active engagement with European issues.

-The evaluation of these activities revealed a notable improvement in the participants' understanding of the European Union and its decision-making processes, indicating a significant increase in their awareness. In addition, there was a marked increase in their willingness to actively participate in civic dialogue and take concrete action, accompanied by a greater sense of awareness and responsibility. Thus, the overall impact was highly positive.

In conclusion, "GamEUfying - Learning about the European policy of the youth participation" has shown the greater potential of gamification tools as a pedagogical strategy to cultivate active citizenship and foster democratic engagement among young people. However, it is imperative to persist in the research and innovation efforts aimed at exploring different learning methodologies that favour the active participation of young people in decision-making processes, as their voice has to be recognized as one of the central pillars in shaping the future of Europe.

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