UChange

Tool for teaching the fundamentals of public participation in a game format

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Tool for teaching the fundamentals of public participation in a game format

Council of Europe

Useful
Relevant
Sustainable
Owned

Council of Europe methodology for electoral cooperation

CivicLab

Be the change

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Foreword

Dear friends,

Your legitimate interests and needs as citizens are, or at least should be, the focus of any political decision making. Your participation as citizens in the political decision making of your community is the foundation of the idea of democracy. Citizens committed to democratic values, mindful of their civic duties and, above all, interested in the common good of their society and who become involved in political activity are the lifeblood of any democratic system.

Civil participation processes allow exactly for that – they give citizens the possibility to take part in decision making and to give an impulse for change. The Council of Europe plays a major role and is a creative force in the field of civil participation. It promotes European standards and provides guidance on how to implement effective and sustainable participatory mechanisms. It offers innovative instruments – like the present UChange game – and provides technical support to implement these tools, with the goal of unifying public authorities and citizens in an open and fair dialogue, to contribute to joint decision making that benefits all and to enhance citizens' interest and trust in their democratic institutions.

The UChange game was developed by Council of Europe experts, allowing for a joyful learning process for interested citizens and public servants, Civil Society Organisations, Schools and Institutions, to better understand political decision-making processes and where and how citizens can actively participate and contribute with their proposal, their opinion or their vote.

The game was developed as one component of the CivicLab methodology and is based on practical experience from the Council of Europe project, "Strengthening civil participation in democratic decision making in Ukraine". It will help you to engage yourself with fellow citizens in the decision-making process in your community, school or institution in a more efficient way.

In this document you will find practical guidance and examples of how this game was used not only to learn but also to develop tangible results.

The Council of Europe Division of Elections and Participatory Democracy is ready to assist you and your communities to implement this and other innovative methodologies for participatory development and to enhance effective and transparent engagement of citizens in political decision making. With the help of these tools, you will be able and inspired to choose the best way how impulse change in your community.

Daniel Popescu

Head of the Council of Europe Democracy and Governance Department

Division of Elections and Participatory Democracy

This tool was commissioned by the Division of Elections and Participatory Democracy, Directorate General of Democracy (the division) .

The division contributes to create a conducive environment to ensure an adequate regulative framework, and to build up the necessary capacities of public authorities and civil society in order to enable **free and fair elections**, and **active and effective engagement of citizens in the political decision-making process** in Council of Europe member states.

The basic assumptions underlying its work are that with more effective and sustainable participation of citizens in the decision-making processes, the legitimacy of the institutions increases. The more professional, transparent and inclusive the organisation of an election process is, the more trust citizens will have in elections results and their representatives.

Electoral co-operation is based on the principle of a virtuous circle between standard setting, monitoring, and co-operation. In its work, the division is guided and oriented by recommendations, opinions and documents developed and adopted by various Council of Europe institutions and intervenes by taking up specific issues raised in the reports of the election observation missions for example the Parliamentary Assembly, the Congress of Local and Regional Authorities or the Organization for Security and Co-operation in Europe/Office for Democratic Institutions and Human Rights (OSCE/ODIHR). The practical work consists mainly in the strengthening of the capacities of electoral administrations and electoral stakeholders, through training, awareness-raising activities or technical assistance.

In the field of participatory democracy, the division promotes and assists the implementation of standards and mechanisms to engage citizens in political decision making at all levels in Council of Europe member states. Working together with public authorities of local, regional, and national level and representatives of civil society of all sectors, the division encourages and supports key stakeholders to initiate processes that allow citizens to make their voices heard and to shape political decisions, additionally to their participation in elections. The division works closely with the Conference of International Non-Governmental Organisations (INGOs), the Congress of Local and Regional Authorities and other Council of Europe entities which are engaged in the protection and the development of civil society organisations and the political participation of specific groups of citizens.

Through its actions and activities, the division directly contributes to the United Nations' sustainable development goals 5 and 16 as well as indirectly to a number of others.

About the author

Oleksii Kovalenko is an expert in participatory democracy, national expert of the Council of Europe Office in Ukraine, methodologist, innovator, and practitioner with 22 years' experience. He is engaged in the development and implementation of innovative formats and methods of civil participation in quality decision making, the improvement of existing and implementation of new tools of civil participation, and the organisation and conduct of public consultations (since 2014). In particular, he is the initiator and advocacy manager of All-Ukrainian Participatory Budgeting (2018), initiator of the draft law on the formation of new state policy on the humane treatment of animals, author and developer of CivicLab methodology and the tool on school participatory budgeting (2019), chairman of the organising committee of the participatory budgeting information campaign (2017-20), which won two national awards of Ukraine for effective communication campaigns, nominee for the International Observatory on Participatory Democracy (IOPD) Award, head of the Forum for Civil Society Development, and leader and founder of the association of non-governmental organisations (NGOs), "Kyiv Civic Platform", a coalition of analysts and innovators in the development of innovative mechanisms in public participation.

Introduction

Participatory decision-making processes are increasingly relevant in the local context. They strengthen the trust of citizens in politics and elected representatives, and increase their acceptance of decisions, as these are decided jointly.

The innovative UChange is a game component of the CivicLab methodology.[1] CivicLab is a methodology developed by Ukrainian experts to facilitate a participatory process with digital and educational components. It is a consultation methodology, that can be used in both on-site and online formats and can be adapted to the needs of specific audiences and to the issue at hand to develop for example national strategies, proposals for action plans, regulations, local programmes, draft laws, and so on.

The UChange game, which is part of the above described CivicLab methodology, has been developed by the Division of Elections and Participatory Democracy of the Council of Europe to help to engage citizens in the decision-making process in a more efficient way, by teaching the fundamentals of public participation in an interactive entertaining game format. It is an innovative methodology for developing, analysing, and forecasting the impact of decision options.

In this document the readers will find interactive formats for practical training and interaction between citizens and authorities. The UChange innovative game enables participants to be fully immersed in the real circumstances and processes of the their community and provides support and methodological assistance directly during the training session.

This document contains many references to the Ukrainian context, as well as best practice examples from the Ukraine, as it was initially developed in the context of the Council of Europe co-operation project, Promoting civil participation in democratic decision making in Ukraine.[2] However, the tool can be applied and adjusted to every local and national context and used in all Council of Europe member states.

Chapter 1 contains an introduction to the UChange methodology, explains the issues of participation in the development and adoption of quality and effective decisions using gamification practices and digital transformation of educational processes, and helps combine the tool and methodology with the useful, relevant, sustainable, owned (URSO) paradigm directly. This chapter is useful for authorities and NGOs in understanding how awareness-raising activities in an innovative "learning through action" format, using interactive game tools (components), can effectively and quickly improve the practical skills and competencies of all stakeholders in addressing real issues (problems, ideas, projects) of citizens using available participatory tools for effective sustainable development of the community.

Chapter 2 presents a description of the game component within the CivicLab methodology: its purpose and objectives, explains the innovativeness of the methodology, demonstrates the structure of the game component as part of the methodology, and explains the conditions of its application.

Chapter 3 outlines the principles of activities using the gamification processes for any educational and consultative process by supplementing it with a practical part on project development, idea processing, finding the best solutions to problems (local, regional, relevant to the target audiences, etc.), thus making it as friendly and adaptable as possible to the needs of participants regardless of their age, knowledge level, practical skills and competences. It also demonstrates options for using the UChange by public authorities and the public at various levels of addressing issues (problems, ideas, projects).

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1. https://rm.coe.int/civiclab-a4-web/1680a729a1.
2. See more information about the Council of Europe project in Ukraine on civil participation: www.coe.int/en/web/kyiv/promoting-civil-participation-in-democratic-decision-making-in-ukraine.

Chapter 4 describes the standards of using the UChange game component within the CivicLab methodology, which regulates the sequence of steps and rules of its use in order to organise the learning process at the appropriate level. It also describes the assessment indicators developed to ensure compliance with the methodology standard in general and separately for the game component.

Finally this document provides good practices examples from Ukraine, key links and a glossary of useful terms.

Chapter 1
Context

Rationale and objectives of this tool

The tool, built directly on the URSO paradigm of the Council of Europe,[3] will be a useful help for authorities of different levels and NGOs in promoting civil participation in decision making at both local and regional level, as well as national levels, through introducing the latest educational methodologies, digital tools, and through the gamification of any educational and consultative process.

It proposes a game component that can be applied both offline and online, a typical set of civil participation tools, a template for the creation of a digital project matrix, and a typical game script (program). It describes the needs assessment process as well as how participants are selected for a training event according to criteria and taking into account gender and inclusive aspects (in line with the general CivicLab methodology component standards). It considers the use of the game component with the digital component of the CivicLab methodology and it is adapted to the needs of the specific audience and relevant topic of the event.

The tool contains the Council of Europe standards for civil participation in decision making[4] and demonstrates their implementation through successful examples with the use of the educational format of "learning through action" in addressing specific issues and implementing initiatives and projects (local, regional and national), and so forth. The tool also contains examples of good practice of civil participation, in particular among young people and vulnerable and marginalised groups of the population, in decision making and implementation processes where the UChange game component has been used.

"Learning through action" as a basis for re-engineering the educational process

How does the "learning through action" format help develop effective solutions and establish a dialogue between the public and the authorities?

Civil participation in decision making is the basis for the functioning and development of a truly democratic society because it provides for social dialogue on the most important issues. Citizens are more likely to adopt decisions and trust their representatives when they feel they have an opportunity to express themselves in political discussions on important issues.

Local self-government is the level closest to the citizens, and such proximity necessarily presupposes or should necessarily presuppose an increase in the level of citizen participation in local affairs. Regarding the Ukrainian context, legislation often envisages complex and inflexible methods and procedures that discourage citizens from actively participating in local decision making. Another important challenge at the local government level is the low level of people's confidence in public officials and elected representatives.

Therefore, it is extremely important that citizens and NGOs participate in the management of public affairs. In order to assist member states in ensuring the participation of citizens and NGOs in political decision making, in 2017, the Committee of Ministers adopted Guidelines for the civil participation in political decision making, in 2018, Recommendation CM/Rec(2018)11 on the need to strengthen the protection and promotion of civil society space in Europe and CM/Rec(2018)4 on the participation of citizens in local public life.[5]

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3. Useful, relevant, sustainable, owned for electoral co-operation, www.coe.int/en/web/electoral-assistance/urso.
4. Code of good practice for civil participation in the decision-making process, https://rm.coe.int/code-of-good-practice-civil-participation-revised-301019-en/168098b0e2.
5. Recommendation CM/Rec(2018)4 of the Committee of Ministers to member States on the participation of citizens in local public life, https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016807954c3.

Citizens must have equal rights and opportunities to be able to solve their own acute problems in a democratic way, to implement socially significant ideas and projects and to influence decisions in public, transparent and direct ways to meet the needs of young people and vulnerable and marginalised groups of the population. Involvement of target groups in the development of proposals and representative consideration of the opinions of all stakeholders is an integral part of democratic decision making and requires quality, innovative tools, mechanisms and methodology: online, remote and digital.

However, participation is not a comprehensive solution for everyone. Successful participation cannot be implemented through the application of standard methodologies to all decision-making processes and to all stakeholders. While transparency, access to information and confidence building should be ensured for all stakeholders (according to the first and third principles of civil participation defined by the Council of Europe),[6] effective participation requires a clear understanding of the context in which each stakeholder can be involved. In addition, civil participation in the decision-making process should not be limited to one manner. The scope and manner of participation should be commensurate with the issue under consideration.
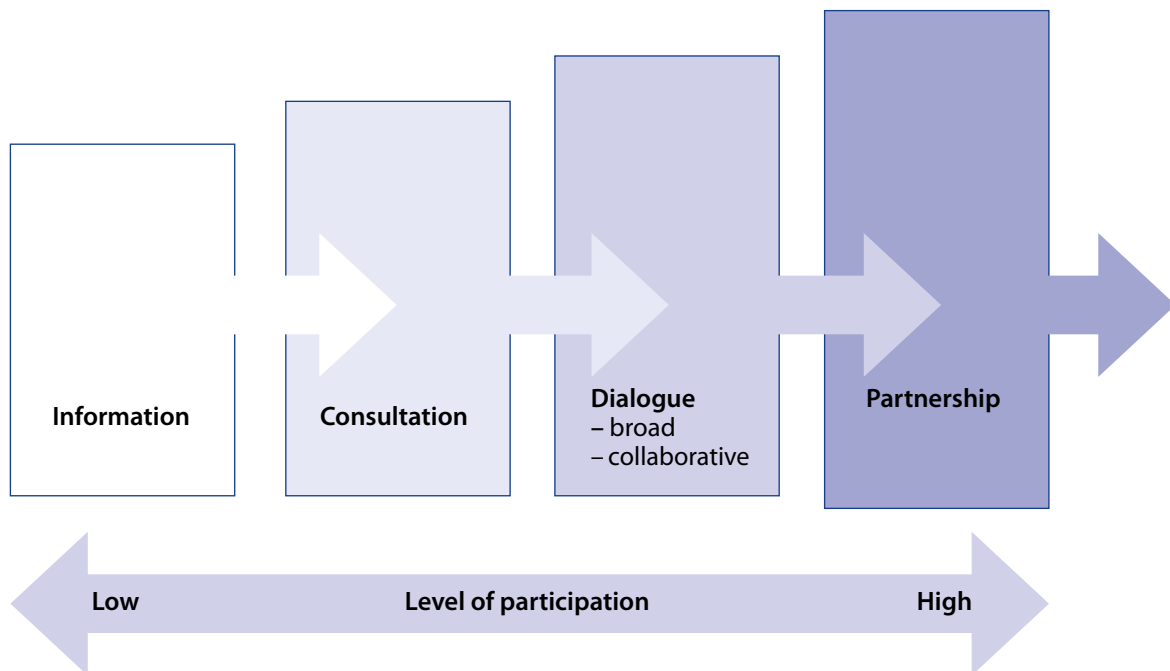
Infographic 1. The different levels of participation (Code of good practice for civil participation in the decision-making process

In this sense, participation should be based on the diligent identification of stakeholders' positions to assess the level of possible involvement of each of them in accordance with the purpose of the decision-making process under consideration, its subject matter, resources and the interests of each stakeholder.

Effective interaction between the city authorities and society, common and meaningful resolution of issues, and implementation of ideas and projects, requires knowledge, practical skills and competencies regarding the specifics of life and functioning of the city and its services, tools for influence on the authorities and the decision-making process.

The educational process should be as interesting and applied as possible and use methods and formats that are properly adapted to the needs and expectations of the audience. A modern approach to learning is the use of game practices and mechanisms in a non-game context to engage end-users in problem solving, that is, gamification.

The advantages of gamification in the educational process are obvious: the genuine interest of participants and their involvement in the process. Unlike traditional forms of learning, a game contains a very important component – entertainment. It is important to note that gamification is not an immersion in a three-dimensional virtual world, nor is it a game during the educational process. It is a qualitative auxiliary tool to increase cognitive activity and motivation, in particular. Thus, theoretical material is absorbed faster by the trainees, and theory combined with practice becomes applied through the game process.

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6. Code of good practice for civil participation in the decision-making process, https://rm.coe.int/code-of-good-practice-civil-participation-revised-301019-en/168098b0e2.

The process of involving games as one of the most effective ways of enhancing performance in various activities is not a new learning trend in the highly developed countries of the world. The emergence of the term "gamification" is associated with the name of the British video game developer, Nick Pelling, who as early as 2002 used it in his own developments. At the same time, the involvement of game elements in educational technologies in western universities began in 2008, gaining wide popularity from 2010. Gamification is spreading in all spheres of life – from professional activity to the educational system.

In the context of this tool, the UChange game component of the CivicLab methodology allows the gamification of any educational and consultative civil participation process, complementing it with a practical application. In this way, participants not only gain new knowledge but also immediately and directly:

► develop solutions to issues that they consider relevant to their community (fellowship, house, garden, street, neighbourhood, district and city), region, sector, public policy sector, etc;

► learn how they can effectively put them into practice using the civil participation tools and in meaningful interaction with the authorities of different levels under the conditions of, and in accordance with, existing legislation and available strategic documents and plans;

► develop a step-by-step (advocacy, communication) plan for implementing the solution (idea, project) in the current local government system and decentralisation context;

► take the first step towards a successful implementation of the solution.

The gamification issue and the design of the UChange game are discussed in detail in Chapter 3, Principles of gamification.

UChange – A component of CivicLab

It is called "learning through action",[7] as an educational component of the CivicLab methodology, and it allows, in the fastest possible way, new knowledge, competencies and skills to be gained, while at the same time immediately experiencing them and putting them into practice, achieving a successful result: knowledge + skills + practice = result. The role and use of the UChange game component of the CivicLab methodology as an educational interactive application tool (Infographic 1), operating according to the standard of the educational component "learning through action", makes civil participation in decision making friendly, interesting and adapted to the needs of the participants regardless of their age, knowledge level, practical skills, competencies and level in the issues concerned.

Infographic 2. Role and use of the UChange game component of the CivicLab methodology as an educational and interactive application tool

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7. The UChange tool sees the education component only as an innovative "learning through action" format, which allows the learning process to be organised in such a way that participants can simultaneously gain new knowledge and use it immediately to address their issues. Other aspects of the educational component of the CivicLab methodology, such as online training courses, comprehensive thematic curricula, in particular the curriculum on the fundamentals of civil participation for pupils, are described in separate tools, which will be available on the Council of Europe project page, "Strengthening civil participation in democratic decision making in Ukraine".

Thus, the use of the two components of the CivicLab methodology – the innovative educational format of "learning through action" and the UChange game component, which puts this format into practice – is the re-engineering (restructuring) of the educational process, which in turn is an innovative mechanism for gaining new knowledge and practical competencies by participants of the learning process.

In the context of civil participation, this mechanism is implemented as follows. On the one hand, the mechanism helps citizens, through their own examples, to learn in a constructive way how to influence the work and decisions of the authorities (participation), and on the other hand, it helps the representatives of the authorities to involve, and at the same time train, an active public to deal effectively with acute issues. In doing so, everybody together takes the first steps towards the successful implementation of the developed solution.

Thanks to the innovative approach and the combination of the two components of the CivicLab methodology (educational and game), it is possible to bring civil participation to a new, higher quality level of partnership.[8] After all, the co-ordinated interaction of all stakeholders (actors of the public sphere), new knowledge, agreed steps and understanding of a common goal create the right conditions and real opportunities to obtain a successful result in an adequate time frame and with optimal use of resources.

The proposed combination is the tool offered for use that is applied and provides a practical implementation of:

► all principles of civil participation: clarity of procedure, simplicity, convenience for citizen participation, sufficient time, publicity, openness, relevant resources, accountability, responsibility;

► legitimacy of decisions by authorities;

► adherence to 12 principles of transparent and good governance.[9]

Digital transformation and the use of CivicLab methodology in Covid-19 contexts

How does the tool promote democracy, good governance and effective civil participation in the Covid-19 lockdown environment?

Civil society is constantly searching for better forms of communication and interaction with the government. The development of the global digital network throughout the world now offers enormous opportunities for discussion among citizens and between citizens and authorities on existing and recognised problems, irrespective of their scale.

At the same time, in such an environment of digital transformation, society also faces new challenges.

► Globalisation and digital networking undermine the classic notion of communities which are limited to a certain territory. The public gathers in virtual communities (not even limited to a single social network) around current issues, problems and interests. They are as mobile as possible, transform quickly, and use diversified digital channels of communication. Such associations may be ad hoc, and their total lifespan depends on achieving the purpose for which they were formed, but the impact they can have on public decision making can be very powerful. And the impact on the development of the physical community can be both positive and negative.

► Concerning the Covid-19 pandemic, democracy and good governance, the forced limitations caused by the pandemic in the face of the saturation of the physical world with electronic and digital devices, facilities, systems and the establishment of electronic and communication exchange between them actually allows for an integral interaction of the virtual and the physical, that is, creates a cyber-physical space. Taking full advantage of digitisation, communities are increasingly using remote digital formats of communication. This undoubtedly contributes to the rapid technological development of society, and decision-making processes are greatly accelerated. At the same time, e-services, e-tools, which were considered cutting edge yesterday because they simplified routine work, are proving to be ineffective. Work practice during the pandemic proved that the transfer of classic mechanisms into an electronic format, including training and consultation processes for working out public management decisions, is ineffective. Many of these processes are not adapted to work 100% online. Authorities at different levels are reoriented towards one-person decision making or focus on a simpler communication design: direct democracy (participation) is inhibited, representative democracy is strengthened. The voice of the community, especially the vulnerable population, is not heard and the stakeholders of the consultation

8. The Revised Code of Good Practice for Civil Participation in the Decision-making Process, https://rm.coe.int/code-of-good-practice-civil-participation-revised-301019-en/168098b0e2
9. 12 principles of good governance, https://www.coe.int/en/web/good-governance/12-principles.

process are not sufficiently involved (because communication with the community by their representatives is not at an adequate level under the same conditions). This, in turn, reduces the quality of good governance and inhibits the development of democracy as a whole at the state level.

► Civil participation tools. Practice during the Covid-19 pandemic has proved that the transfer of classic participatory mechanisms to electronic formats is not effective. Many of them are not adapted to be 100% online, and the data from such processes are neither relevant nor reliable. Some of them create obstacles and limit the citizens' rights and access to participate in a democratic decision-making process (for example, for local initiatives, the tool provides for the collection of signatures on paper). The decision-making process is thus not transparent and decisions are not legitimate. This situation demotivates an active part of citizens from participating in the decision-making process.

► Level of problems. It is important to notice that the community is more interested in the decision of problems first of all at a local level (local: a house, a garden, a street, a district, a city) where the issues of utilities, public health services, education, improvement, etc. most sharply arise. That is, the issues move from the global level (preservation of the environment) to the level of specific ones (asphalting of roads on residential streets).

How can these challenges and risks be mitigated and what do they lead to?

1. Raise (teach) as many conscientious and active citizens as possible who can effectively influence the qualitative sustainable development of their community by using digital educational best practices.

2. Create new digital, and improve existing, mechanisms of civil participation by introducing innovative approaches which can be effective and efficient here and now, even if they are not formalised.

Consequently, there is a need for digital transformation to create the right conditions to stimulate fundamental transformations in the way people think and act, changes in their professional and managerial competencies brought about by the use of digital technologies.

The CivicLab innovative methodology, as a digital tool to ensure that the guidelines for civil participation[10] (for people of different ages and gender, people with disabilities, socially disadvantaged, vulnerable and marginalised groups, etc.) are actually respected and implemented in the development and adoption of effective political decisions by legislatures, local governments, central and local executive authorities so that their opinions are considered and their voices heard, respecting the principles of gender equality and non-discrimination with the use of up-to-date digital technologies, enables efficient and prompt digital transformation. In practice, it helps balance the challenges and risks.

Infographic 3. Combining the UChange game with the educational and digital components of the CivicLab methodology

10. Guidelines for civil participation in political decision making (adopted by the Committee of Ministers on 27 September 2017 at the 1295th meeting of the Ministers' Deputies), https://rm.coe.int/guidelines-on-civil-society-council-of-europe-ukr-pdf/168097ed3d.

The combination of the two components of the CivicLab methodology – educational "learning through action" and the UChange game component – means the results can be achieved. Firstly, they can contribute to the education of a conscientious, active citizen who is able to influence the decisions of authorities for the development of their community throughout their life. With the addition of the digital component, achieving the results in the second part creates a state-of-the-art digital participatory tool which allows not only the elaboration of proposals for decision options but also a simulation in game format of how the decisions will work, in practice, and an assessment of whether it is possible to achieve the results expected in a certain period of time.

Such an integrated and systematic approach, which combines the components of the CivicLab methodology in various ways, ensures the respect of citizens' rights and freedoms, standards of civil participation, both in the Covid-19 pandemic environment and in the event of possible risks caused by the conditions of globalisation. In turn, this will contribute to the full, unstoppable development of democracy and good governance and lead to a rapid transition to:

- ▶ digital democracy – a form of social relations in which citizens and civil society institutions are involved in the creation of the state and public administration, and therefore, local self-governance through the wide application of information and communication technologies in democratic processes with the aim of:
  - strengthening the participation, initiative and involvement of citizens at all levels of public life;
  - improving the transparency of decision making, accountability of democratic institutions;
  - improving the response by the actors of power to the appeals of citizens;
  - facilitating public debate and engaging citizens in the decision-making process;
- ▶ digital governance – planning, motivation, organisation, implementation and control of the activities of public authorities based on the application of digital algorithms for managerial decision making and fully-fledged digital participation – a way of involving citizens in decision making through digital tools, services and systems in the field of multilevel governance.

Useful, relevant, sustainable, owned – The URSO paradigm of the Council of Europe

The URSO paradigm[11] refers to the underlying values and principles that define the Council of Europe's actions in developing and implementing tools and standards aimed at supporting partner countries in improving effective governance systems. The paradigm aims at developing a democratic environment by providing practical tools and practitioner-oriented guidelines that are useful, relevant and sustainable and which ensure ownership by the public authorities and other stakeholders who may wish to implement the paradigm.

The key elements of URSO are described in the table below.

Table 1. The URSO paradigm

Useful	Relevant
Provides the public authorities with concrete digital tools to conduct qualitative practical training (in the game format) of the citizens in common and meaningful solutions to the topical issues they care about, implementation of ideas and projects they are involved in – thus involving the public in the full process of development, adoption and joint implementation of effective decisions in a partnership manner.	Strengthens the capacity of the users to participate in the management of public affairs by including them in the decision-making process at appropriate levels: local, regional and national, using effective civil participation tools relevant to their needs and tasks.
Sustainable	**Owned**
Increases the sustainability of the active process of citizens' inclusion in the development of their community by elaborating, adopting and implementing effective decisions through the organisation of a quality training process in the "learning through action" format, by continuously adapting the methodology and set of universal tools (game platform, digital matrix) to the changing needs of stakeholders.	Guides users step by step in the implementation of methodology and digital tools allowing their adaptation to national and local contexts, which ultimately gives them the opportunity to use them independently and within specific practices and procedures.

Following this paradigm, the tool provides a methodology and step-by-step algorithms that allow all who use it to adapt the set of digital tools to the needs of stakeholders in adopting and implementing effective decisions, taking into account the national and local contexts and the needs of individual target groups.

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11. More information on the URSO paradigm here: https://www.coe.int/en/web/electoral-assistance/urso.

Chapter 2
The UChange game component

Involving public actors in the effective decision-making process is an integral part of public policy in different areas and at different levels when designing or developing amendments to policies, regulations, and so on. Given the need to develop strategic decisions adapted to today's challenges (globalisation, quarantine restrictions due to the Covid-19 pandemic, digitisation, distance work and learning, etc.), there is a need for tools to enable citizens to learn, gain new knowledge and practical competencies so they are able to participate in, and authorities involve them in, the adoption and implementation of effective decisions according to the political decision-making cycle[12] and the existing level of participation (information, consultation, dialogue, partnership).

Thus, the CivicLab methodology game component ensures real adherence to and practical implementation of the guidelines for the participation of citizens[13] (of all ages and genders, people with disabilities, socially disadvantaged, vulnerable and marginalised groups, etc.) in developing, making and implementing effective policy decisions by the legislature, local self-government bodies, and central and local executive authorities to ensure their opinions are taken into account and their voices heard in accordance with the principles of gender equality and non-discrimination.

The purpose of implementing the CivicLab methodology is to protect the rights and freedoms of citizens so they can participate in the effective political decision-making process, so their opinions are taken into account and their voices heard.
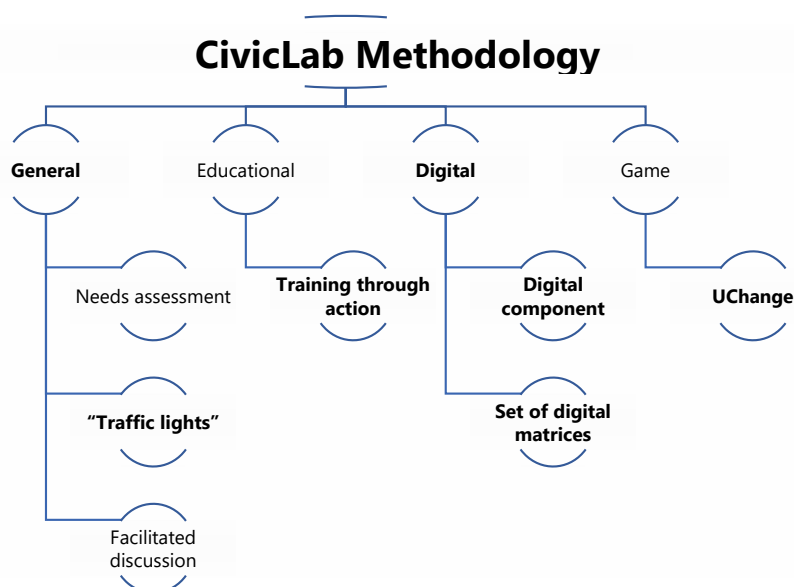
Infographic 4. The structure of the general and digital components as parts of the CivicLab methodology

12. CONF/PLE(2009)CODE1, Code of good practice for civil participation in decision-making processes, https://rm.coe.int/168098b0e2.
13. Guidelines for civil participation in political decision making (adopted by the Committee of Ministers on 27 September 2017 at the 1295th meeting of the Ministers' Deputies) https://rm.coe.int/guidelines-on-civil-society-council-of-europe-ukr-pdf/168097ed3d.

Here is the overall structure of the CivicLab methodology which, together with the digital component of proposal generation, analysis and prediction of decision options, is described in detail in a separate tool for developing, analysing and forecasting of options in the decision-making process.

The CivicLab methodology offers four application components, described below.

▶ The general component is used to increase the efficiency of the consultation process and obtain a reliable result through quality targeted selection of participants. It includes the following elements: qualitative assessment of audience needs and expectations, methods of selecting participants in the consultation process according to certain criteria, the traffic light method – the division of participants in the consultation process into groups based on their affiliation to one of the target audiences.

▶ The educational component is a new methodological approach to education with the use of the "learning through action" principle which participants use to master the theory with real examples of best practice. It is consolidated with practical exercises.

▶ The digital component is a tool for developing quality proposals, analysis and predicting the results of decisions during consultations.

▶ The game component (UChange game) allows for gamification of any educational and consultation process by supplementing it with a practical part on the development of proposals, thus making it fun and adapted to the needs of participants regardless of their age, level of knowledge, practical skills and competencies.

The CivicLab methodology allows the combination of the digital component with the educational and gaming components in different ways to increase the efficiency and effectiveness of both the decision-making process and civil participation. This allows developing better decisions in different formats (online, offline and mixed format) and work options (individual or group) while maintaining the activity and motivation of participants throughout the work period. The CivicLab methodology provides for the mandatory use of the general component, which allows transparent selection of participants who will use digital, educational or gaming components in their work when making decisions or adopting policies.

The UChange game – An element of CivicLab

This tool describes the operation of the general component and the UChange game component as part of the learning process in the fundamentals of civil participation in the "learning through action" format.

The aim of implementing the UChange applied game component of the CivicLab methodology is to gamify any educational and consultative process, supplementing it with a practical part that simulates the solution of an acute problem (local, regional, national), the development and implementation of a solution for a concrete idea (which aims to solve a concrete problem) or real project (which is proposed for implementation) and the prediction of possible results in case of its successful implementation.

The primary objectives of the CivicLab methodology game component in the "learning through action" format are to:

1. provide citizens with new knowledge and competences on:
   – the peculiarities of community/city/country life;
   – the functioning and interaction of the different levels of authorities (local and central) with the citizen or their representatives (civil society institutions);
   – the regulatory legal framework governing a particular issue at the local, regional or national level;
   – the optimum entry points to local (central) government for effectively addressing the relevant issues;
   – the working mechanisms and rules for using the main civil participation tools: request for information, appeals, e-petition, local initiative, public consultations, public hearings, public budget, personal appointments with a deputy (the list of tools can be extended and relevant to the terms of use in a given community);
   – the selection and use of tools relevant to their needs to influence the government and decision making;

2. develop practical skills to solve their own issue and problem (local, regional, national), or implement their own idea or project through:

    – the development of a project according to the standards of project management;

    – the selection of the targets to be influenced in order to solve the issue;

    – choosing the civil participation tools relevant to their issue in order to influence the decision-making process;

    – the preparation of an advocacy plan;

3. simulate on the playing field (online and offline) the chosen strategy for solving the issue of the participant, which will clearly show them the answers to the following questions:

    – how and in what period of time they can achieve the result;

    – whether this result will be successful, and whether the process will be effective, that is, whether it solves the issue the participant came to the game with;

    – whether the expectations of the participant correspond with the results they got during the game and whether they are ready to fully involve themselves in the process of resolving the problem, and implementing the outcome under certain conditions;

    – what should be changed in the developed project and advocacy plan in order to optimise organisational, material, human and time resources;

4. take the first step towards the successful implementation of the developed project in accordance with the advocacy plan, using the civil participation tool chosen.

Based on the results of the UChange interactive game in an online or offline format, it is expected that each participant will master the principles and basic skills of interaction with local governments, deputies (of different levels), and central executive authorities, which will help them in the future to become active, conscientious, responsible citizens who are fully involved in community life, and who influence and actively participate in decision making. The successful experience gained will motivate them to take further active steps in solving other community issues, and allow them to share the acquired knowledge and practical skills with other citizens, thereby spreading their knowledge and forming around them a community of conscientious, motivated residents who are able, skilled and willing to actively participate in the development of their community.

The innovative format of the "learning through action" educational component (knowledge plus skills plus practice) of the CivicLab methodology sets in motion the chain of change depicted in Infographic 2. It ensures the continuity of the process of gaining and disseminating knowledge and in turn increases the active part of the community, which then contributes to its sustainable development. It also provides an opportunity to move from a continual process of trial and error in solving an issue to a successful outcome through an optimal number of effective steps.

The use of different versions of the UChange playing fields wherein the whole learning process takes place becomes a key innovative tool to set in motion the chain of change and fully embed the "learning through action" format into the real practice of public civil servants, local government officials, civil society institutions dealing with civil rights protection, sustainable community development and the like.
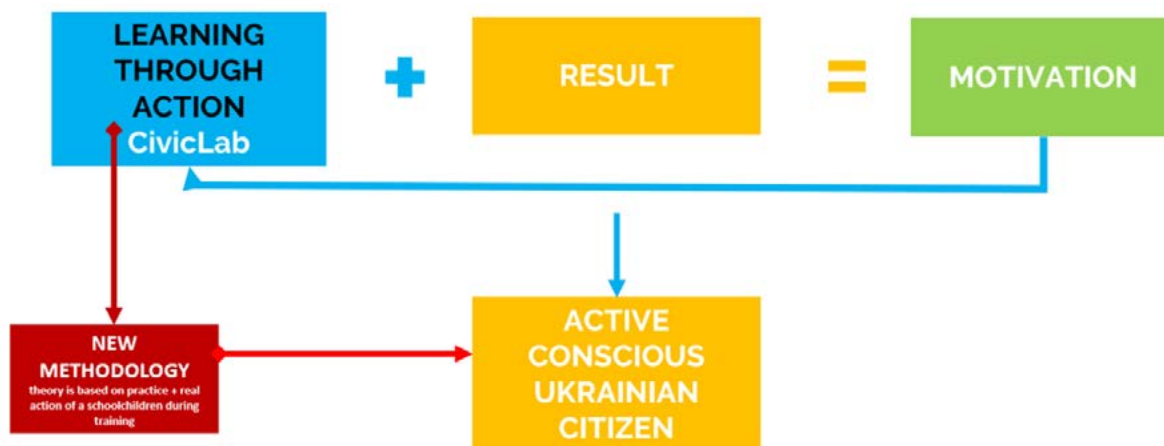
Infographic 5. The chain of change of the CivicLab methodology using the UChange game
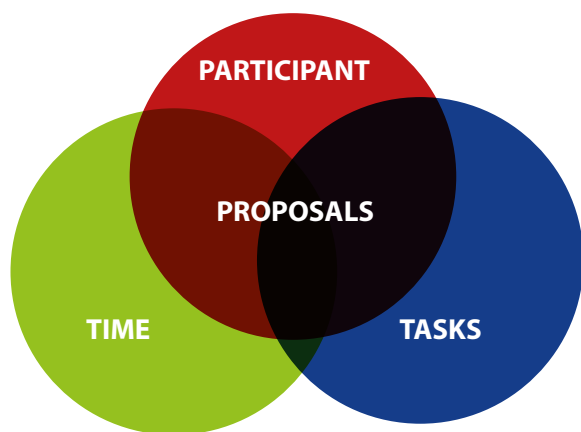
Infographic 6. CivicLab model

Indirectly, the use of the game component of the CivicLab methodology will help to reduce conflict situations between authorities and the public arising due to insufficient knowledge on the basics of city life support, local government functioning, drawing up and implementation of state policies, procedures for forming and executing managerial decisions, development and implementation of local, regional and national programmes and activities, specific features of the legislative and regulatory frameworks on the part of civil society representatives and the sole adoption and formal implementation of decisions, low awareness, insufficient educational activities and conduct of wide and popular training of citizens by the authorities. In turn, the use of the UChange game component as a popular, visual, interactive and simple tool for training in the "learning through action" format will increase the level of trust of civil society in the authorities and form a self-governing, active, conscientious community responsible for jointly made decisions.

The gamification of any educational and consultative process through the use of the UChange game component meets the standard of the CivicLab methodology model.

The task is set to solve a real issue, problem or to implement an idea or a project by a participant who came to the game within a clearly defined time frame. Suggestions for solving the problem are worked through on the UChange playing field and a solution is immediately formed as a developed project and an advocacy plan. This can be done by implementing a digital component with a digital project matrix.

In line with the standards for using the CivicLab methodology, the UChange game component is adapted and tailored to the needs of different target groups, in particular youth, vulnerable and marginalised populations. It takes into account the individual needs and expectations (issues, problems, ideas, project) with which each participant comes to the game. Adherence to these standards is ensured by the general components of the CivicLab methodology:

► needs assessment;
► traffic light methodology;
► facilitated discussion.

Given the crucial role of these components in the success of the UChange game, we have adapted them to the context of the event by clearly stating the parameters for their use.

Thanks to this approach, the CivicLab methodology introduces practical adherence to and implementation of the Council of Europe principles and standards of civil participation and the 12 principles of good democratic governance.[14]

Innovativeness of the methodology using the game component

This describes the need to introduce new interactive formats for practical training and interaction between authorities and society. Increasing the general competence and skills of representatives of the public sector and authorities at different levels should be based on examples of solving local problems and implementing real projects in a particular city, village, town, community, region and country. The best practices of successfully implemented projects in the government-community format used as an example for seminars (workshops, training sessions) inspire and motivate participants to work together and create trust in each other. On the other hand, the breadth and diversity of real city problems prove that the next step in developing a methodology for setting up an inclusive dialogue must be a training format that is as unified as possible and at the same time personalised to the needs of participants. That said, learning, especially practical learning, should not end with the end of a workshop or training session. Having gained new knowledge and developed an advocacy plan, the participant should immediately move on to the first steps of its implementation.

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14. 12 Principles of Good Governance, https://www.coe.int/en/web/good-governance/12-principles.

Training sessions with the UChange interactive game in the "learning through action" format initiate exactly this new practical training format. Every participant learns the necessary knowledge on the life of the society and the possibilities of influencing decision making, and they take the first practical steps towards implementing their own project, or solution to a real city problem immediately by preparing an appeal or local initiative, submitting an e-petition or a project, for example. The UChange innovative game enables participants to be fully immersed in the real circumstances and processes of the city and provides support and methodological assistance directly during the training session.

The methodology defines the standards for the workshop: a general curriculum, an algorithm, timing of the interactive reality game, a variant of the playing field, a set of criteria for selecting participants and their projects, a result to be achieved at the end and in each of the practical training phases. This ensures uniformity and the possibility of extending the workshop to different urban policies and issues. The game plot is adapted each time by the trainer to the personal needs of the audience (taking into account the target group, the initiatives and projects to be implemented by the participants, the focus areas of urban policies, representatives of the city authorities, partners, etc.).

The methodology makes it possible to expand the game space (No. 2 in the infographic) and create additional digital reality (digital game space: No. 3 in the infographic) by using progressive digital technologies (chatbots, augmented and virtual reality, artificial intelligence, etc.), and it allows it to be filled with virtual online mentors, libraries of regulatory legal acts that can be used as interactive guides, as well as connecting real electronic and digital civil participation tools to the gameplay.
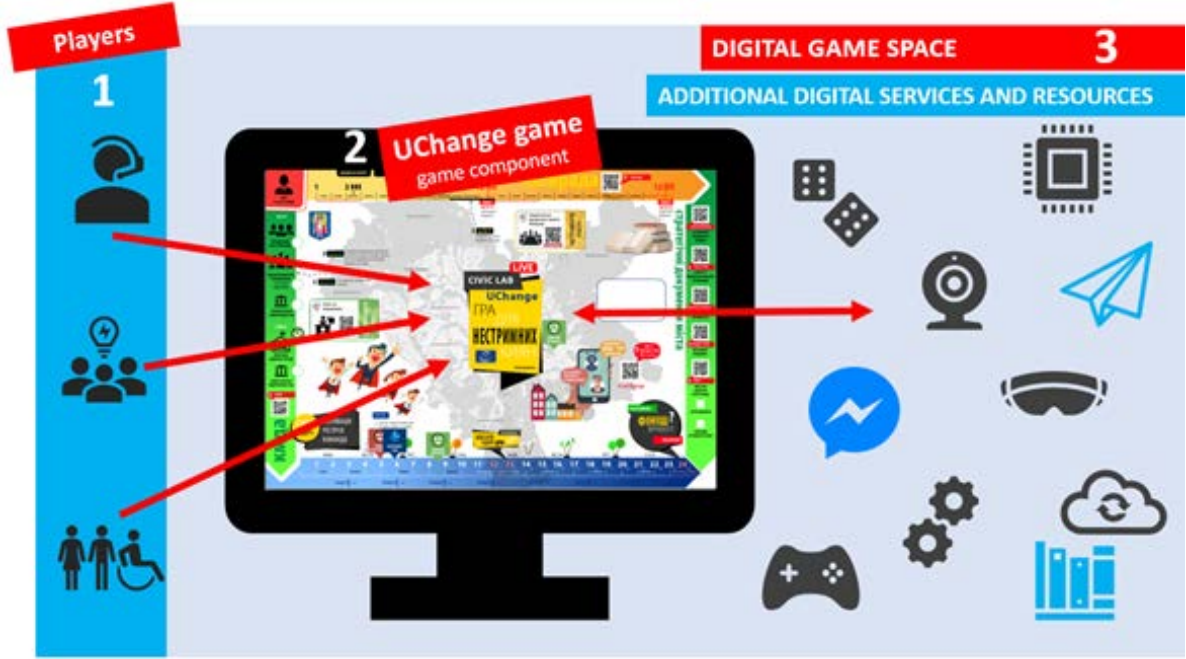
Infographic 7. Interaction between UChange (2), the players (1) and the digital game space (3)

This same property, the additional digital reality of the game space allows the game to be used equally effectively in both classic (1) and remote (2) formats without loss of quality or functionality.

Infographic 8. Using the UChange school public budget (SPB) in classic (1) and remote (2) formats

The introduction of digitisation[15] and gamification,[16] the format for organising the educational process of "learning through action" together and in combination with the components and standards of the CivicLab methodology, innovative unique and universal UChange game fields which simulate the interaction of all actors in the public sphere (government, community, business) in the development of effective solutions, is an innovative approach to both the learning process itself and the democratic process of developing public decisions with public involvement.

This approach is fully in line with the guidelines on civil participation in decision making, Recommendation CM/Rec(2018)11 on the need to strengthen the protection and promotion of civil society space in Europe,[17] and section III, "Steps and measures to encourage participation of citizens in local decision making and in the management of local affairs" of Recommendation CM/Rec(2018)4 on the participation of citizens in local public life (adopted by the Committee of Ministers on 21 March 2018 at the 1311th meeting of the Ministers' Deputies)[18] directly states:

"2. develop, through surveys and discussions, an understanding of the strengths and weaknesses of the various instruments for citizen participation in decision making and encourage innovation and experimentation in local authorities' efforts to communicate with citizens and involve them more closely in decision-making processes;

3. make full use, in particular, of:

i. new information and communication technologies, and take steps to ensure that local authorities and other public bodies use (in addition to traditional and still valuable methods such as formal public notices or official leaflets) the full range of communication facilities available, consulting, for example, Recommendation CM/Rec(2009)1 of the Committee of Ministers to member States on electronic democracy (e-democracy) and Recommendation Rec(2004)15 of the Committee of Ministers to member States on electronic governance ("e-governance");

ii. more deliberative forms of decision making, that is, involving the exchange of information and opinions (for example public meetings, citizens' juries or various types of citizens' forums, groups, panels and public committees whose function is to advise or make proposals, or round tables, opinion polls and user surveys)".

The use of the game component of the UChange game and the digital game space provided by the CivicLab methodology introduces innovative information and communication technologies into the learning process and facilitates the development and adoption of effective decisions in the following ways.

1. The gameplay is 100% remote and takes place in real time, online. This innovative component means the learning process continues, even under quarantine restrictions due to the Covid-19 pandemic.

2. It is paperless. It is no longer necessary to write on paper first, then read the facilitator's handwriting and transfer it to a digital document. All game elements of this method, including drafting and writing, take place online and are digitised in real time: video and audio recordings are made, data are entered into a digital matrix and are ready for further analysis immediately.

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15. See, in Chapter 1, "Digital transformation and the use of CivicLab methodology components in Covid-19 contexts".
16. See, in Chapter 1, "Gamification and the "learning through action" format as a basis for re-engineering the educational process".
17. https://rm.coe.int/recommendation-cmrec-2018-11-civic-space/168097e937.
18. Recommendation CM/Rec(2018)4 of the Committee of Ministers to member States on the participation of citizens in local public life (adopted by the Committee of Ministers on 21 March 2018 at the 1311th meeting of the Ministers' Deputies), https://rm.coe.int/16807954c3.

3. Speed equals quality. The term of the initial processing and preliminary analysis is reduced (up to two minutes instead of seven days) for the developed projects. The digital component of analysis and forecasting automates this process: the text data entered are analysed, the work is evaluated with indicators, the information is grouped and the results of the participants in a particular group and in all groups as a whole are viewed. It is possible to compare the projects of different groups and choose the one that solves the issues most effectively.

4. Prompt effective decisions are real. Thanks to the real-time nature of the game component, rapid step-by-step simulations of options for solving a problem, it is possible to work out an effective option for its solution in a few rounds of the game, and to draft a project to be implemented already on the basis of this proposal. This approach avoids the phenomena of "process for the sake of process", or "trial and error" and allows the focus to be on the optimal decision as a method of achieving the goal set, that is, the outcome.

5. Opposing opinions are considered. Simulating a problem-solving process allows the opinions of different players to be heard. In doing so, it is not necessary for everyone to reach the same consensus and choose the "most correct" version of the game. It is possible to play solutions to a problem in several rounds, according to different scenarios and algorithms built from the proposals of different players. Thus, the hypotheses of each player can be considered and tested, and the process itself becomes more interesting as it has many options for its development. Based on the results of several versions of the game, the players have an objective basis for choosing the right solution to give the most effective result.

6. Effective decisions work for the community. The decisions made are based on adequate data and specific proposals from the public. Simulating a decision option in the light of the proposals makes it possible to predict the consequences if that decision is made and implemented. This protects from the development and adoption of erroneous and unstrategic decisions and, thanks to paragraphs three to five, the decision-making period is shortened by two to three times and the quality and public trust in the decision selected from many alternatives is significantly increased because during its development, not only were the opinions of all stakeholders taken into account, but a modelling of the future was also carried out.

7. The transparency of the decision-making process is controlled and monitored. All developments, proposals and analytical information are available to the participant online immediately after the game. At any stage, they can check whether their opinion has been submitted and whether the proposal has been taken into account, and if not, what arguments have been provided.

8. The environmental impact is minimal. The CivicLab methodology is completely paperless, instead using a digital game format and document preparation. Thus, the methodology contributes to the achievement of paragraphs 1, 2 and 5 of goal No. 12 of the United Nations sustainable development goals 2016-30.[19]

9. Costs are reduced due to choosing the recommended option from alternatives. By using a game format, simulating the results of the chosen solution and using the digital component, there is no need to spend organisational and material resources on renting premises, logistics, food and accommodation for participants. Choosing from among alternatives becomes much easier and more efficient: time is not wasted while waiting for the outcome monitoring data for the selected solution to see whether it is worth changing and adopting a different one.

10. There is no discrimination. In accordance with Article 14, "Prohibition of discrimination", of the Convention for the Protection of Human Rights and Fundamental Freedoms[20] and Section IV of Recommendation CM/Rec(2018)4, "Specific steps and measures to encourage categories of citizens who, for various reasons, have greater difficulty in participating",[21] the methodology creates greater opportunities for the involvement of target groups in the process of making and adopting decisions (for example, people with disabilities of all ages and genders, single parents, people from remote regions, socially disadvantaged and vulnerable groups), who previously could not participate due to certain restrictions (time, financial, distance, work schedule, etc.).

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19. United Nations sustainable development goals, https://sdgs.un.org/goals.
20. Convention for the Protection of Human Rights and Fundamental Freedoms, https://www.echr.coe.int/documents/convention_eng.pdf.
21. Recommendation CM/Rec(2018)4 of the Committee of Ministers to member States on the participation of citizens in local public life (adopted by the Committee of Ministers on 21 March 2018 at the 1311th meeting of the Ministers' Deputies), https://rm.coe.int/16807954c3.

11. The training time is reduced by half. Due to the introduction of a remote form of learning, the methodology provides for a reduction in the number of hours required for decision making, by at least half.

12. The results are obtained immediately after the work has been concluded. The quality of the generated solutions (projects), the advocacy plan for their implementation, and so forth can be assessed and conclusions can be drawn immediately after the completion of the UChange game on the basis of objective aggregated data defined by the performance indicators and visualised analytics.[22]

Table 2. Advantages of using the UChange game in the "learning through action" format over the classic format of training[23]

Criteria	Classic format of training	Training using the UChange and the "learning through action" format
Time for preparation[24]	7-28 days	17 days
Duration of the event	Up to 8 hours	2.5-3 hours
Digitisation of results	10 days	Online
Analytics	14 days	Online
Report with recommendations		9 days
Time in total	38 days and 8 hours	13 days
Expenses for rent of premises, catering	Yes	No
Lease of equipment, purchase of consumables	Yes	No
Paid digital services	No	Yes
Human resources	5	4
Performance indicators	Total for event	Total for event, group, phases, individual
Digital game space	No	Yes
Opportunity to take the first step towards a solution during the training period	No	Yes
Ability to simulate different event scenarios	No	Yes
Use of civil participation tools during the educational process	No	Yes
Costs of resources	High	Minimal

According to the comparative table, holding training sessions under the CivicLab methodology in digital remote format is the most optimal option both in terms of time and cost of organisational, methodological and technical support.

Structure of the UChange game

The game component is a specially developed applied interactive tabletop game, UChange, and its online version, UChange live. The game simulates, in an interactive format, the life of a particular community: local authorities or residents, for example, and their joint interaction in solving local city/village/settlement problems and implementing ideas and projects for community development. It reflects the main cycles: decision making, budgeting, implementation of state and local policies, advocacy and communication campaign formation.

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22. If the terms of using the digital component provide for this.
23. One-day training events (workshops) with the involvement of 40 people are compared.
24. The average time required to complete tasks is indicated.

The gameplay of modelling a solution can take place on one of three interactive fields.

Playing field UChange 1.0: City

This enables participants to acquire the basic practical skills of selecting and using civil participation tools to solve local problems and to implement ideas and projects in joint interaction with local authorities.
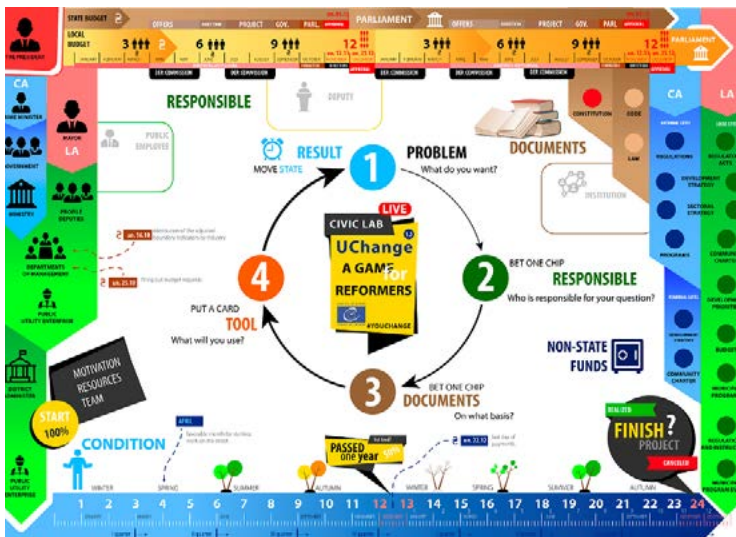
Playing field UChange 1.5: Country

This allows participants to master the mechanism for effective strategic budgetary advocacy. It involves different levels of public administration and allows the practical use of civil participation tools to be mastered at national and local levels, and finding out which of them can be used most effectively during a particular stage of the budget cycle.

UChange SPB: The dream school

An educational tool that cultivates a conscientious, responsible and active citizen: it enables every pupil to simulate, in a game format, how the school public budget (SPB) works and to acquire the practical skills of using other participatory tools to develop their school community.

The UChange interactive game, regardless of its version (offline or online), consists of the following main elements:

1. a playing field;
2. chips:
   - type 1. Project: three different coloured chips: red – problem (issue, idea, project), blue – current state of affairs, and green – expected result;
   - type 2. Marker: two different coloured chips: green – to be placed on the fields symbolising the executive or legislative authority being addressed by the player, and brown – to be placed on the fields symbolising the "documents" regulating the solution of a particular issue;
3. cards to symbolise the civil participation tools that the players use to achieve a result in each of the problem-solving cycles;
4. rules and a handbook.

Detailed rules of use and a view of the main elements of the interactive game are described in Rules of the UChange 1.0 and 1.5 game and in UChange SPB game rules.

This tool addresses the application of two more components of the CivicLab methodology, general and digital ones, which ensure that the standards of the event and the goals and objectives of the UChange game component are met.

The general component is a mandatory component of the CivicLab methodology and is used to increase the effectiveness of the learning process through the quality targeted selection of participants, contribute to achieving the goals and objectives of using the UChange game component and allow for a quality result that meets expectations. The component includes the following elements:

1. the method for needs and expectations assessment, and applicant selection for participation in consultations, in accordance with the criteria (three of four blocks of criteria are issued for each event) and in accordance with the accrued points (total number of points by blocks of criteria);
2. the traffic light method, which, at the preliminary stage, divides participants into groups (with seating at tables or distribution in virtual rooms) following the principle of proportional participation of target groups in the discussion in accordance with their competencies and influence on decision making;
3. the method of facilitated discussion in groups, which means the opinion of each participant is considered and their proposals are noted.

The digital component is an innovative automated software-analytical complex that digitises the textual works of participants (entered into a special matrix), analyses and visualises the results of each and all groups in the form of graphs, tables, and aggregated textual and digital information. Based on digitised data it allows predictions and recommendations to be made.

The standard for the use of the UChange game component does not require the use of a digital component. Where it is necessary to develop a project that solves a problem or carries an idea through, the digital component and the project matrix may be used. The tool will provide a typical project matrix[25] and describe the step-by-step task to be performed to prepare a quality project and advocacy plan for its implementation.

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25. This tool does not provide for analysis and visualisation modules for the digital component.

Chapter 3

Principles of gamification

Introduction

Gamification is the process of using gaming practices and mechanisms in a non-gaming context to engage end-users in problem solving.

Gamification is spreading into all spheres of life. The modern education system is in line with technological advances. Four of the five education trends cited by *Forbes* magazine – remote education, personalisation, gamification, interactive textbooks, learning through video games – relate to gamification.[26]

"Game-based techniques can be applied to many more aspects of life than people might think", says Kevin Werbach, an associate professor of legal studies and business ethics at the University of Pennsylvania who teaches a course on gamification. "The structures and procedures that game designers have developed can be applied just as well to the workplace and social impact situations such as global warming or environmental sustainability."[27]

At the heart of the successful development of the universal platform for the UChange game, there are three key components: schema, reality and dynamics.

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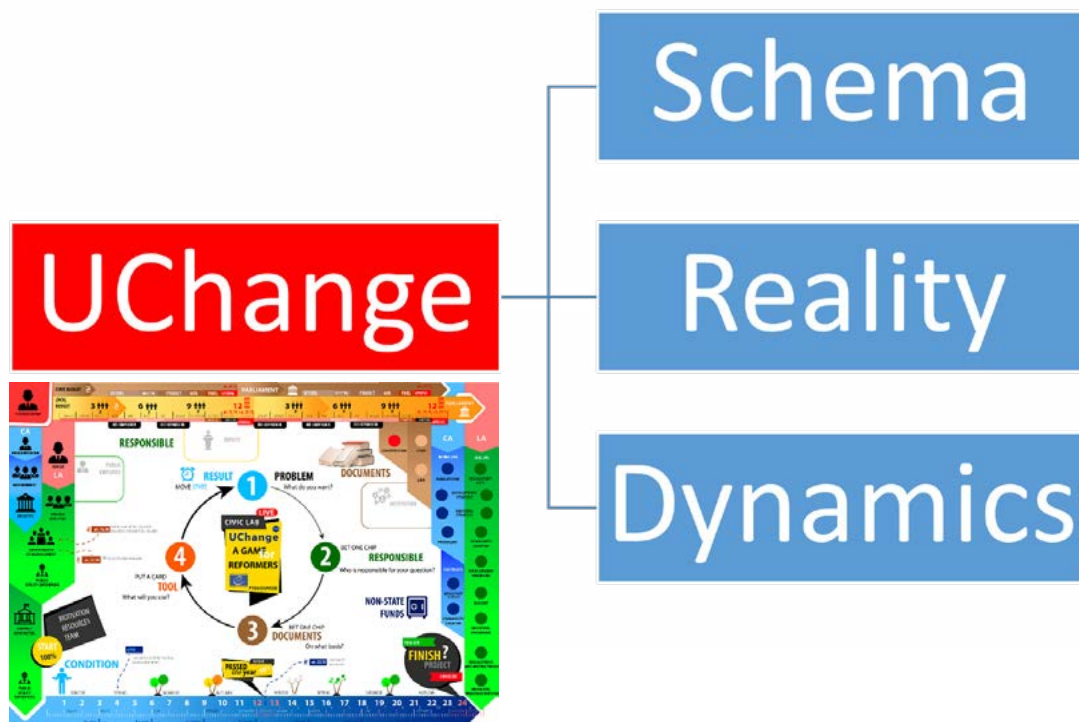
26. Levin M., "How technology will change education: Five main trends", http://www.forbes.ru/tehno/budushchee/82871-kak-tehnologii-izmenyatobrazovanie-pyat-glavnyh-trendov.
27. https://www.bbc.com/future/article/20121204-can-gaming-transform-your-life.

Schema, realism and dynamics of the UChange game design

A schema is a way of forming and organising knowledge. A game design schema[28] is a way of understanding games, a concept that can be applied to analyse or create a game. In creating UChange, the authors of this tool viewed the game through the mathematical prism of unlimited options for plot unravelling, in a context of social interaction between players, and as a system of stories based in a culture of of many different self-identities, worldviews and with interactions between various public actors under the conditions of how the system currently functions. This is always done, from the perspective of game design, to compose any particular version or element of the game.

The model of our UChange game is based on a set of schemas combined into three main ones.

- ▶ Rules contain the official game design schemas, which focus on the basic logical and mathematical structures of the game.
- ▶ Play contains experimental, social and represen-tational game design schemas that highlight the players' involvement in the game and their inter-action with other players.
- ▶ Culture contains contextual game design sche-mas that explore the needs of players taken into account when developing and playing games.

Infographic 9. UChange gamification schema

These three mains (combined) schemas not only organise ways of looking at games but also, taken as a whole, offer a general method of game design research. Each combined schema highlights certain aspects of games, drawing on its subsidiary schemas to achieve a polyvalent understanding of games. The three main schemas are neither mutually exclusive nor scientific in nature. They are not taxonomies, and it cannot be clearly stated that something is a feature of "Rules", but not a feature of "Play", for example. On the contrary, they are com-ponents of conceptual design that help focus our thinking towards specific design problems, and enable us to develop a game situation and complement with the digital space of the game.

As a framework, Rules, Play and Culture is not just a model for UChange game design. It is also a way of under-standing any future game design. The schema applies much more broadly:

- ▶ Rules = organisation of the designed game system;
- ▶ Play = human experience of that system;
- ▶ Culture = context, needs.

A qualitative combination makes it possible to achieve the expected result immediately during the game-play. It is this approach that underpins the educational component of the CivicLab "learning through action" methodology which is why the structure of the UChange game is fully relevant to this format and standard.

The realistic content of the UChange game is a motivational and applied component which achieves success-ful outcomes, ensuring the sustainable development of conscientiousness and responsibility of an individual and activating society as a whole.

According to K. Salen and E. Zimmerman,[29] gamification differs from other game formats in that its participants are focused on the goal of their real activity, not on the game as such. Game elements are integrated into real situations to motivate specific behaviours in specific environments.

28. *Rules of play – Game design fundamentals,* https://gamifique.files.wordpress.com/2011/11/1-rules-of-play-game-design-fundamentals.pdf.
29. Salen K., Zimmerman E. (2003), *Rules of play: Game design fundamentals,* MIT Press, Cambridge, p. 688.

Sebastian Deterding and colleagues[30] consider four concepts underlying the idea of the game: gamification, serious games, toys and playful design. The differences between them lie in two dimensions:

► gaming/playing indicates the direction and settled nature of the activity;
► whole/parts indicates the degree of integration of the game elements into the process.

The games themselves are divided into four types.

► Serious games have a specific purpose aimed at solving real-life situations.
► Toys are games that have no clear rules and are not aimed at a specific outcome or goal; they focus only on experiencing positive emotions or relaxed exploration.
► Playful design also has no specific goal supported by rules; it is used to make the process more human, enjoyable and easy to understand.
► Gamification (game design).
► uses elements of a game, but the basis of the process remains practical, grounded on the needs of the players.
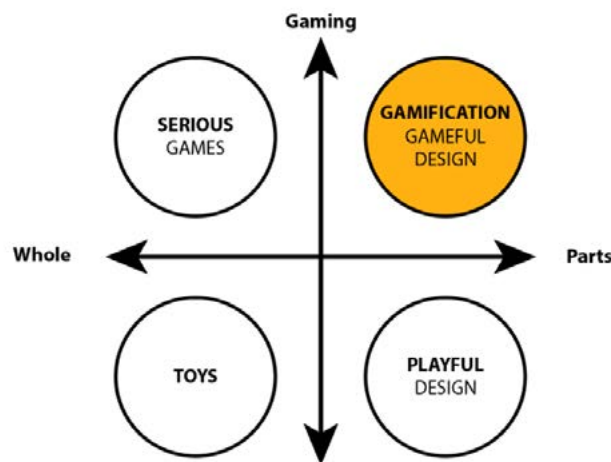
Infographic 10. The difference between gaming and play, whole and partial integration of elements

Dimensions	UChange 1.0: City	UChange 1.5: Country	UChange SPB: The dream school
Gaming/Playing	Game	Game	Game
Whole/Parts	Parts	Parts	Parts
Game type	Gamification	Gamification	Gamification

According to this classification, the UChange game (in its different versions) is a serious game with settled rules and partly integrated game elements that aim at solving real-life situations.

UChange game dynamics

Game dynamics[31] refer to the set of emotions, behaviours and desires identified in the game mechanics, which resonate with people and are used with game mechanics to help engage and motivate the participants. Game dynamics include the following:

► competition
► collaboration
► community
► collection
► achievements
► surprises
► progress (emotional)
► exploration.

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30. Deterding, S. et al. (2011), "From game design elements to gamefulness: Defining gamification", *Proceedings of the 15th International Academic MindTrek Conference: Envisioning future media environments, MindTrek*.
31. "Game mechanics and game dynamics", www.biworldwide.com/gamification/game-mechanics/.

These emotions are compelling desires that activate and intrinsically motivate UChange players. In general, these emotions are motivations that not only determine but also drive the game dynamics by keeping the attention of an individual player and all players together throughout the gameplay.

Some game mechanics, or tools, that contribute to the dynamics of the UChange game have already been introduced in the game platforms. Others may be introduced in the future.

Game dynamics related to score calculations include achievements and progress (emotional). Users want to feel rewarded, and scores can help them maintain leadership positions.

Levels show how users reach a particular stage or status. This can also show long-term or sustained achievements within the gamification programme. Levels in game mechanics affect human desire/motivation (game dynamics) for competition, collection, achievement and progress (emotional).

Stages of the game cycle and missions and tasks provide specific goals that players can achieve either as a group or as individuals. After completing a mission (or overcoming a challenge), players experience a sense of success. Game dynamics that often work with missions include competition, community, achievements, surprise and exploration.

Rewards are used to demonstrate mastery in completing important tasks and achieving goals. These visual indicators of achievement may also communicate skills or experiences within a group. Game dynamics related to the rewards include community, reward collection, achievements, surprise, progress (emotional), and exploration.

A score sheet (leaderboard, electronic gradebook) shows the success of players/groups in relation to each other. As an example, a group/person playing can inspire a group/player. A leaderboard can create more competition amongst the different groups/players, and a desire to beat the current leaders. The key game dynamics related to leaderboards include competition, collaboration, community, and achievements.

Unlocking is used to unlock tasks and extra opportunities. As an example, a player must complete A (task: find out who is responsible for an issue or find a document; action: use a civil participation tool), which then unlocks B, C and D. Similar game mechanics can be exploited through quizzes, activities and missions containing badges where there is a certain linear progression. Game dynamics are associated with achievements, surprises, explorations.

The mechanics of an event feed allow players to see what others are doing throughout the game; for example, a user can see in another player's typing in the event feed that a colleague has completed a task and moved on to the next one. Seeing the event feed can be used to encourage other players to speed up task completion, as well as to communicate results. Game dynamics are related to exploration, competition, collaboration, community, progress (emotional).

Testing allows players to test their knowledge. It can be combined with many other game mechanics to help the user move through the entire gamification programme.

Progress viewing shows users where they are in completing a task and in overall gameplay. The game dynamics are related to achievements and progress (emotional).
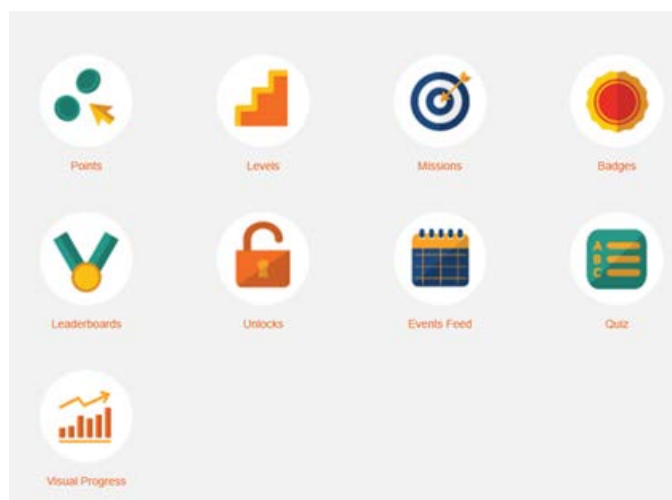
Infographic 11. Game mechanics

Table 3. Components of the CivicLab methodology that ensure the use of game mechanics in UChange

Game mechanics	UChange 1.0: City	UChange 1.5: Country	UChange SPB: The dream school
Score	Calculates the number of player moves, game cycles, use of civil participation tools	Calculates the number of player moves, game cycles, use of civil participation tools	Envisaged but not used in the current version
Levels	No (envisaged)	No (envisaged)	Yes as stages of SPB
Missions/tasks	Yes at every step of the game cycle and digital component	Yes at every step of the game cycle and digital component	Yes at every step of the game cycle and digital component
Rewards	Yes diploma (envisaged for a separate task)	Yes diploma (envisaged for a separate task)	No (envisaged)
Score sheet	Electronic gradebook	Electronic gradebook	Electronic gradebook
Unlocking	Yes at every step of the game cycle	Yes at every step of the game cycle	Yes at every step of the game cycle
Event feed	"Dream" chatbot	"Dream" chatbot	No (envisaged)
Testing	Online learning modules	Online learning modules	Online learning modules
Viewing	Yes digital component and a scale of progress to date on the playing field	Yes digital component and a scale of progress to date on the playing field	Yes digital component and a scale of progress to date on the playing field

Given the schema, realism and dynamics, it is safe to say that the UChange game component of the CivicLab methodology in the format of "learning through action" is complete gamification of the learning process based on real-life examples of players.

Principles for using the game component

The UChange interactive game is designed according to the basic approaches to the gamification process described in the introduction to Chapter 3.

Due to its game format, UChange develops practical skills and competencies of players in effective interactions with authorities in the context of solving local, regional or national issues and in real time it allows for:

► taking advantage of the civil participation tools available and relevant to the issue;

► obtaining necessary information on the valid regulatory framework and strategic documents of the community;

► selecting and immediately influencing the targets (representatives of the authorities) who have the power to make decisions relevant to the problem;

► preparing an effective solution to address the selected issues and immediately developing an advocacy plan.

The principles of gamification of learning, or educational, activities involving the game component – UChange in the "learning through action" format – correlates with the general principles of the CivicLab methodology.

Principle 1. Any learning process can be gamified

The CivicLab methodology and the UChange game is a practical and applied tool. Thus, any event that has a learning component in its programme and aims to engage a specific target audience in developing solutions that will be implemented in interactions with different levels of authorities can use the game component of the CivicLab methodology to increase the efficiency of participants both during individual and group work, which in turn significantly increases the quality of the event results.

Principle 2. Representativeness

This is the ability of the sampled population to reproduce the main characteristics of the general population. Representativeness is achieved through the correct selection of the sample. The sample cannot accurately reproduce the general population, and will always deviate from it, to some extent. Errors in representativeness mean certain characteristics of the population sample deviate from those of the general population. The larger the deviation, the greater the representativeness error and the lower the quality of the data obtained. Obtaining quality solutions in the game process directly depends on the representativeness of the participants, and on how closely the portrait of the learning activity target audience involved in the game matches the portrait of the stakeholders of the process in resolving the issue. The CivicLab methodology and namely the UChange game ensure the implementation of the principle of representativeness through the introduction of transparent criteria for the selection of participants and through the use of the traffic light methodology – a further division of selected participants into groups. This principle guarantees the quality of the decisions made, and modelling their realisation on the playing field makes the consensus decision-making process transparent and well-reasoned. Thus, the discussion itself is more professional. This, in turn, protects the disruption of gameplay due to conflicts and contradictions between the participants.

Principle 3. Standardisation and rules

This involves establishing provisions for general and repeated use in relation to existing or potential tasks and is aimed at achieving the optimal degree of orderliness. The CivicLab methodology sets six standards that clearly and strictly regulate all actions related to the process of decision making, and five groups of indicators that allow the assessment of the compliance with the methodology standard during the game. This tool adapts the general standards of the CivicLab methodology to the gameplay of the UChange game and supplements them with the rules by which the game is played in one of the fields. This guarantees the quality of the decisions made.

Principle 4. Effectiveness and efficiency

The quality decisions made during the game are a guarantee that this decision will be implemented. This is because a clear advocacy plan has been formed along with the decision, and the players take their first practical steps towards implementing it. The CivicLab methodology and UChange suggest that learning activities in a game format aimed at developing solutions to a specific issue should be arranged and held in four consecutive steps: from preparation to reporting. This approach, together with adherence to the first three principles, aims to ensure that as many solutions as possible are successfully implemented. This is a successful expected result of applying the game component of the CivicLab methodology.

How does it actually work?

To understand the operation principle of the UChange game component, we present simple steps based on which you can understand its essence and the results of its operation. An example will demonstrate the game UChange 1.0: City and show how residents can be taught to solve local community problems using civil participation tools and in meaningful interaction with local governments.

The applied board game UChange and its online version UChange live simulate, in an interactive format, the life of a single community (or a country or a single district):[32] local governments, residents and their joint interaction in solving local problems of the city/village/settlement and implementing ideas and projects for community development.

The aim of the educational event is to teach participants how to effectively address issues in joint interaction with local governments while giving participants basic knowledge on the strategic documents of the city and practical skills in using civil participation tools relevant to their problems. The organisers choose a playing field (see Table 7. UChange playing field selection matrix for use during a training game) that is relevant to the target audience and the level of problem solving.

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32. An appropriate playing field is chosen depending on the purpose of the event.

CivicLab: civil society development
strategy. Lviv region - 2020

NGOs, experts, deputies, leaders and specialists of the Lviv Regional State Administration with the participation of the Secretariat of the Cabinet of Ministers of Ukraine on innovative methodology Civic Lab in the format of the Workshop of the Future, will work together to develop proposals for the National Strategy for Civil Society Development in 2020.

When: 20.03.20 from 09:30 to 17:30 Where: Lviv. The place and program of the event will be announced later.

How to create favorable conditions for the development of civil society?
How to establish effective public interaction with public authorities, local governments on a partnership basis?
How to provide additional opportunities for the realization and protection of human and civil rights and freedoms, the satisfaction of public interests?
How will the use of various forms of participatory democracy, civic initiatives and self-organization contribute to the development of the public sector of Lviv region?

To these and other questions, we will find solutions together and develop joint, realistic and effective proposals for the action plan of the National Strategy for Civil Society Development of Lviv region for 2020.

Sign in to Google to save your progress. Learn more

* Required

Full name *

Your answer

Telephone number *

Your answer

The first step is to announce the start of the game and to start selecting players according to clearly defined criteria.[33] They are very simple and displayed as fields in the Google form created for online registration:

1) participants should live in the city where the game takes place;

2) their problem, idea or project should concern a particular house, garden, street, neighbourhood;

3) they should want to finally solve/implement it in joint interaction with the local government;

4) participants should be ready to learn, interact, create groups, as well as be effective and meaningful.

Infographic 12. Example of the game registration form

Anyone wishing to participate applies for the game via the online form. Players are selected from among the applicants based on the total score awarded according to the specified criteria. This ensures that the standards of the CivicLab methodology are strictly adhered to. The applicants are selected for the game according to the maximum score for all the criteria.

The training organisers analyse the issues with which the players will come to the game and consider different ways of developing the game based on each player's issues. A test game is held where they simulate solutions to several issues stated by players.

The participants of the event join the game (individually or in groups) according to the usual format (workshop, strategy session, etc.) in person) or remote format.

The distance learning event lasts 2.5 hours. Participants communicate using the video conferencing software platform and are divided into several virtual groups. The trainers share the screen displaying the UChange playing field, which replicates the structure of the local government.

The trainer places a red chip on the playing field, which symbolises a particular problem a player wants to solve. The player chooses the deadline by which they expect their issue to be resolved. The trainer places a green chip, which symbolises the expected result, on the playing field.

33. The document contains many references to the Ukrainian context, as well as best practice examples from Ukraine, as it was initially developed in the context of the Council of Europe co-operation project, Promoting civil participation in democratic decision-making in Ukraine.

The game is played in rounds. The full cycle of each round is four steps (task/question) that players have to solve.

Step 1. Players decide which document regulates the solution to their issue and place a round brown chip on the relevant document.

Step 3. They choose the civil participation tool they want to use to get the solution needed. They place cards on the playing field: petitions, requests for information, local initiatives, and so on. The trainer replaces the blue chip symbolising the current state of problem solving. The trainer simulates the response provided by the local government representative through the actions of the participants in the game.

Step 4. The players assess the result of their actions and the answer they have received. They then move on to the next round of the game starting with Step 1 again.

The players and the trainer thus play round after round until the issue is resolved. It is successful when an issue is resolved in a time period less than or equal to the one the player stated before the game started.

Infographic 13. Model of the project matrix

In parallel, all the moves on the playing field are recorded on video, and the actions are entered into a specially prepared digital project matrix.

The result of this work is a project that resolves the issue that the participant came to the game with, and an advocacy plan developed to implement the project.

At the end of the round, the player starts to implement the advocacy plan that has been developed, and takes the first step, such as preparing an appeal or an electronic petition and registering it on the local council's website.

All players can see how the game evolves in groups and the progress of the game on the monitor. If the game was played in groups, then at the end of time the group representatives and the trainer report the results of the game in the common virtual room in the video conferencing application.

Each player receives the game results, video and matrix after the game as links to the materials are loaded by the organiser to the Google drive. The participants can then continue to implement the advocacy plan which has been developed.

The players receive analytics, visuals, all the materials developed and results of the event in the form of electronic documents immediately after the event and they can work with them.

We have prepared for you a special interactive online module, which, based on the example of a successfully solved problem (roof repair of school No. 292 in Kyiv) using the UChange game, demonstrates the whole process from the selection of participants to the result – the roof repair of the school. The online module contains a two-minute video that shows the entire gameplay process: the field, the chips, video conferencing software and the digital matrix.

Different ways to use the UChange game methodology

Introduction

The UChange game methodology can be used by consultation actors to simulate solutions to issues and problems, implement ideas and projects, give options for solutions based on proposals and develop many policies at local, regional and national levels. Examples of successful best practices in the use of the UChange game are given in Chapter 5.

Actors in the public sphere who can use the UChange game methodology

The Ukraine case study

In the context of the public administration reform, the civil service, local self-government and territorial organisation of power, the education system requires a high level of professional competence and professional development of civil servants, heads of local state administrations, their first deputies and deputies, local self-government officials and local councillors as stated in the concept of reforming the system of vocational training for the aforementioned people. The system of training, vocational training and professional development for civil servants, local government officials and local councillors does not currently meet modern requirements for the quality and content of education.[34]

Thus, the Standing Commission of the Academic Council of the National Academy of Public Administration under the President of Ukraine for the Co-ordination of Methodological Assistance to Regional and Sectoral Professional Development Institutions recommends:[35]

► the introduction of curricula on online educational platforms according to the specific needs and self-development of public servants;

► the introduction of educational innovations and the most advanced IT technologies, including e-learning, smart technologies, cloud technologies, critical thinking methods, and the introduction of gamification, portfolio technology, etc. into the learning process.

The use of the UChange game methodology by government officials will allow for the introduction of effective training methodologies that will enable officials to gain new and innovative knowledge and master best practices in developing quality and effective public managerial decisions and allow for the involvement of the public in these processes in an interesting, interactive format – thereby both continuously improving and educating an active community. This, in turn, will contribute to new conscientious and active citizens and officials, who, taking into account the current environment and challenges, will effectively address topical issues in joint interactions for the joint development of the community.

The UChange game methodology will be useful for civil society: active residents, representatives of non-governmental, international organisations and businesses, as it provides an opportunity to participate in the decision-making process of local self-government bodies, and central and local executive authorities. Developing options for solving urgent local issues concerning a particular citizen, their family, group, community, house, garden, street, neighbourhood, district, city where they live through the simulation process on the playing field enables learning and resolving these issues immediately. This gives rapid success, both in acquiring new knowledge and in learning competencies through practice. By using a remote format, the UChange game methodology allows categories of people who have not previously been involved in decision making to participate in the game, in particular vulnerable, socially disadvantaged people, people with disabilities, for example. In this way, citizens can be directly involved in the decision-making process and in resolving issues of concern to them. The very proposals concerning solutions become goal oriented, specific, realistic and in line with the strategy documents and the priorities of community development. In particular, the methodology allows the use of civil participation tools.[36] Such an approach raises the awareness of residents on the tools which influence the decision making, teaches the principle of selecting the civil participation tools most relevant to the issue, and enables their immediate use. Such tools include, public information requests, appeals, public consultations, e-petitions, local initiatives, public hearings, public budgets, general meetings of citizens at their place of residence, and so on. The procedure is set by the relevant regulations and the

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34. On approval of the Concept of reforming the system of vocational training for civil servants, heads of local state administrations, their deputies and first deputies, local self-government officials and local councillors (Electronic resource), approved by the Ordinance of the Cabinet of Ministers of Ukraine No. 974-p, 1 December 2017, https://www.kmu.gov.ua/.
35. Bulletin of the NAPA, "Public Administration" Series, 2.2019.
36. Best practices in regulating civil participation tools at the local level: https://rm.coe.int/best-practices-civil-participation-pdf/168097ed3e.

territorial community code. NGOs can use the CivicLab methodology to develop institutional development strategy proposals, project proposals, concepts for advocacy and communication campaigns. As an example of NGOs using the project matrix of the CivicLab methodology digital component, the projects in the city of Vinnytsia in 2019 are a case in point.

Separately, it is worth noting that the methodology of the UChange SPB game will be useful for schoolchildren. In the context of the new Ukrainian school concept, the information society equips primary schools with important functions, namely developmental and social. The education process in schools increasingly facilitates the introduction of information technology, which is radically changing how younger schoolchildren master knowledge and practical skills. Students take active roles in social relations. This conditions them in certain behaviours and helps them to become responsible. The social situation should facilitate and provide all conditions for organising special activities in which schoolchildren can feel at ease, fulfil themselves and overcome new challenges with confidence. This is what playful activities are like as a universal and effective factor. School age is especially important for building information and digital literacy as an integral part of the information culture of an individual because it is the period when the development of cognitive abilities, meaningful generalisations and concepts, and worldview beliefs are intensified. Therefore, the problem of developing an appropriate level of information culture of a schoolchild, on one hand, and developing playful activities with the help of information technology tools, on the other hand, are becoming increasingly important. This education process should be managed and organised in accordance with the primary school curriculum.

At the heart of the UChange SPB game is the educational component of the CivicLab methodology, the "Fundamentals of civil participation" training course, which teaches and promotes the development of conscientious, active citizens who are capable of influencing the development of their community throughout their lives.

Focus areas and topics of using the UChange game methodology

At the local level, the UChange game methodology has a wide range of use. In particular, it can solve local problems of citizens in co-operation with the authorities using civil participation tools. These are real problems, particular to your address: house, garden, street, neighbourhood, district or city. The methodology is useful in processing ideas and developing projects that active residents or NGOs want to implement in joint interaction with different levels of authorities.

Simulating an advocacy or communication campaign (of local, regional or national level) allows you to assess the results and predict its effectiveness, draw conclusions and adjust the components to achieve its aims and objectives in the best way.

The UChange game methodology also helps with simulating the interaction between the different actors of the public sphere (government, community, business) in the context of addressing issues and finding the weaknesses and strengths of this process to develop optimal managerial decisions.

The UChange game methodology also helps in finding answers to the questions of whether the regulations are harmonised, which of them need to be improved, how this process will take place with the involvement of all stakeholders and what results can be expected in the case of changes to the concept, development strategy, sector strategies, development priorities, budget proposals, provisions, city target programme activities, or integrated development strategies.

Separately, it is worth noting that due to the UChange 1.5: Country playing field, the UChange game methodology helps to simulate the full cycle of strategic budgetary advocacy, from conducting analytical research to developing and working out a roadmap for reform. This playing field makes it possible to simulate the work of all branches of government (legislative and executive) at all levels (central and local) while applying the full range of direct democracy tools available in the country.

Thanks to the use of the UChange SPB playing field, there is an opportunity to work with the needs of school and youth communities, processing their ideas, writing out projects, simulating the operation of the entire SPB cycle or other civil participation tools. Schoolchildren, teachers and young people can learn in an interesting game format how to manage a SPB on their own, or use another civil participation tool if it is more relevant and effective for their issue. This format contributes to better learning and the development of active and influential citizens.

Examples of the successful use of the UChange game are given in Chapter 5.

Options for using UChange

The UChange game methodology foresees that the game activities (and consequently training, workshops, strategy sessions, etc.) can take place in a classic format (offline – players play on a physical playing field) or remotely (live, online – players play on a virtual playing field through videoconferencing software).

Infographic 14. Offline game format

Infographic 15. Online game format

Regardless of the work format, the UChange game can be complemented by one of the matrices (project, idea, strategic, etc.) of the CivicLab methodology digital component,[37] whereby the trainer enters the results of each step of the game. If the digital matrix is used in a classic format (the game takes place on the physical playing field and the results are entered into the digital matrix by computer/laptop), then this format of the event is called adaptive.

Infographic 16. The results of each step of the game are entered into a digital project matrix

Infographic 17. Adaptive game format

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37. CivicLab tool for developing, analysing and forecasting of options in the decision-making process.

Chapter 4
Standards of usage

Introduction

Observance of the standards and rules, as well as strict implementation of the recommendations concerning the methodology of the UChange game, which fully comply with the standards of the CivicLab methodology in each of the four stages, will allow holding the game properly, achieving the learning objectives: to gain new knowledge and competencies on community, city, country life and on the use of participation tools, as well as making the first step towards solving the issue with which the participants came to the game. The learning and civil participation process itself will comply with the Council of Europe standards on citizen participation in decision making (Recommendation CM/Rec(2018)4 of the Committee of Ministers to member States on the participation of citizens in local public life),[38] the Guidelines for civil participation in political decision making,[39] the revised Code of Good Practice for Civil Participation in the Decision-Making Process[40] and standards and best practices of civil participation in Council of Europe member States.[41]

The standards specified in this chapter comply with the CivicLab methodology, and their parameters are directly adapted for the effective implementation of the UChange game. In this section, the term "game" will be used as a learning process conducted using the UChange game and in the "learning through action" format.

Stages in the preparation and playing of the UChange game

The methodology assumes that the UChange game (regardless of its format: classical, distance or adaptive) should be organised and carried out strictly in the following four consecutive stages:

stage No. 1: Preparation for the game

stage No. 2: Playing the UChange game

stage No. 3: Game results

stage No. 4: Preparation and publication of the analytical report on the results of the game.

Each stage has additional steps and phases. The sequence of stages (steps and phases) cannot be changed. At the same time, the methodology assumes that the list of phases of the second stage can be adapted to the goals, objectives of each event and relevant needs and expectations of its participants.

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38. Recommendation CM/Rec(2018)4 of the Committee of Ministers to member States on the participation of citizens in local public life, https://rm.coe.int/16807954c3.
39. Guidelines for civil participation in political decision making, https://rm.coe.int/guidelines-for-civil-participation-in-political-decision-making-en/16807626cf.
40. Revised Code of good practice for civil participation in the decision-making process, https://rm.coe.int/code-of-good-practice-civil-participation-revised-301019-en/168098b0e2.
41. Overview of the standards and best practices of civil participation in Council of Europe member States, http://rm.coe.int/civil-participation-in-decision-making-processes-an-overview-of-standa/1680701801.

The general sequence of all stages and steps is shown in Infographic 17.
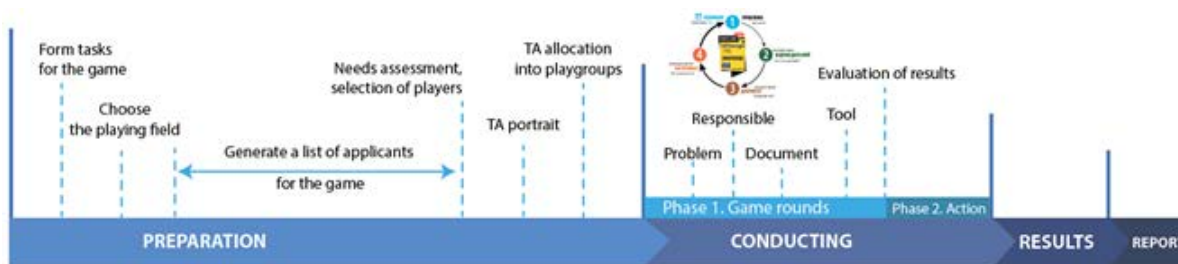
Infographic 18. Sequence of the UChange game stages

Stage No. 1. Preparation for the game

Step 1. Define the topic, aim and tasks for the game; select the playing field; conduct stakeholder assessment and mapping using the Council of Europe tool, "Civil participation in decision making."[42]

Step 2. Form the list of participants according to the CivicLab methodology:

1. assess the needs and expectations and form a list of applicants for participation in the game, taking into account the identified stakeholders by registering through a specially designed form;

2. select players from among the applicants, according to the criteria (three or four blocks of criteria are issued for each event) and according to the accrued points (the total amount of points for the blocks of criteria).

Step 3. Build a portrait of the target audience (players) selected to participate in the game.

Step 4. Distribute players to target groups according to the traffic light methodology, which is part of the CivicLab methodology general component. Pre-divide the participants into groups (with seating at tables or distribution in virtual rooms – according to the format of the event) on the principle of proportional participation of target groups in the discussion in accordance with their competencies and influence on decision making.

Step 5. Select the digital matrix to be used with the playing field during the game.

Stage No. 2. Playing the UChange game

Each group of players plays on a separate playing field. The game consists of rounds, and each round consists of four steps. All rounds of the game build up the proposals and solutions to the issues that the participants came to the game with. If the rules of the game call for a full project and advocacy plan, all proposals and solutions are entered online in parallel into a special digital project matrix and are displayed on the shared screen for joint analysis by all participants within a group of players or by all groups of players together. The full game model: phases, rounds, tasks can be found in the Event standards section.

Phase 1. Game rounds: 1 – N+...

Step 1. Describe the problem/assess the result of the solution.

Step 2. Identify the person responsible for solving it.

Step 3. Identify the document regulating the solution.

Step 4. Choose a civil participation tool.

Phase 2. Action – use of the chosen civil participation tool

Stage No. 3. Game results

The presentation and analysis of the game results are done directly by the players. This can be done in any way the initiators of the game choose. We usually recommend that each group's game results are analysed at a general meeting of all players, when the representative of each group, together with their trainer, presents the findings in turn. There is then an opportunity to jointly negotiate, analyse the results and predict their

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42. Civil participation in decision-making tool, https://rm.coe.int/civil-participation-in-decision-making-tooltool-/168075c1a5.

consequences. This also further promotes co-operative learning and the acquisition of additional skills through examples of results from other groups. We recommend involving trainers and experts in the discussion, who can provide additional advice to the players on their projects.

All players receive the results of their work in the form of a video recording, a photo of the playing field with chips and cards showing the solutions to their issue and, in the case of the digital project matrix, in the form of spreadsheets with which they can continue to work.

Stage No. 4. Preparation and publication of an analytical report

This covers the preparation of individual group reports following the event and a consolidated analytical report with recommendations on the results of all group games. If necessary and envisaged by the purpose of the activity, a policy proposal is prepared with at least three options based on the results of the consultations.

Players and organisers receive analytics, visuals and all developed materials and results in the form of electronic documents immediately after the event and they can work with them immediately. An analytical report with recommendations and a policy proposal (if necessary) is drawn up within seven business days.

The methodology sets standards and rules for the proper conduct of each stage. The organisers should strictly adhere to the standards and follow the rules provided by the methodology for each stage.

The standards for the proper use of the CivicLab methodology include:

1. the standard of preparation for the game (including selection, portrait of the target audience and division of participants into groups);
2. the standard for organising and playing the game, in particular, those of working with the playing field and digital matrix;[43]
3. the support team standard: the trainers and game administrator;[44]
4. the standard for the report preparation;
5. the standard of organisational and methodical, technical and digital support of the game at the appropriate level.

Standards have their own features depending on the formats (classic or remote) of the game. These features are listed separately in each of the standards.

In order to objectively assess the compliance with the standards for the organisation of the game process according to the CivicLab methodology, special measurable indicators have been developed, the full list of which is specified in Chapter 5.

Standards of preparation for the UChange game

The standard regulates Stage No. 1 that involves preparation for the UChange game.

Evaluation indicators: ICL-11, 12, 13, 14

The standard stipulates the application of clear criteria to ensure a transparent, non-discriminatory, gender-balanced, topic-relevant and game-relevant selection of players from among the applicants who have applied for the game.

The standard describes the algorithm for the evaluation and selection of applicants (potential participants) according to the criteria and list of stakeholders, and the structure of the analytical reference, "Portrait of the target audience," which reflects the description of the selected players and their issues. It also describes the traffic light methodology, which involves allocating players to groups according to their respective target audiences, and the algorithm for selecting a playing field. It provides links to a standard digital project matrix, which can be used to develop projects during the game.

The result of the UChange game is a solution to a very real problem, to implement the player's idea or project in real life. Therefore, the entire gameplay must be prepared at the appropriate level. That is, the topic and purpose of the future game, and the list of stakeholders, should be clearly defined and the needs of the initiator

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43. If the use of a digital matrix is envisaged by the rules of the game.
44. If the use of a complete digital component is envisaged by the rules of the game.

of the consultation process should be clearly set out. The methodology recommends using the following algorithm to prepare for the reality game.

1. Talk about the topic, purpose, tasks, target audience and conditions of the game with the organisers.

2. Explain to organisers the principle and standards of the CivicLab methodology, in general, and the UChange, in particular.

3. Assess the needs of the event organisers taking into account paragraph 1 and form the expected result at each level: individual work of the player/group work/overall result of the game. This is important for generating an analytical report on the results of the event.

4. Formulate a clear list of questions for the players that the organisers want answers to. This is important for adapting the digital project matrix.

5. Agree with the event organisers on the format and timing of both the game part and the event as a whole.

6. Discuss with the organisers the version of the playing field, the principle of data entry, agree on the use of a digital project matrix, agree with the organisers on the analytics of the digital component (if used).

7. Agree on the amount of organisational and methodological support that the practical part of the game requires, according to the CivicLab methodology and taking into account paragraphs 3 to 5.

General principles for forming the criteria for the selection of applicants for the game

Stakeholders should be involved in the game and their opinions should be taken into account during the game on the issue to be decided. In case the rules of the game foresee the participation of only one (not three) public sector actors (for example, civil society representatives only), the organisers involve only those trainers or experts who meet the qualification requirements for CivicLab trainers and have relevant practical skills and competencies.

Each player has a digital profile, which is reflected in their application form and from which a general portrait of the game's audience is drawn.

Players are only admitted to the game by pre-selection according to clear and transparent basic selection criteria.

The methodology recommends the use of certain criteria, respecting the principles of non-discrimination and gender equality, to enable the creation of a representative audience. We also recommend that each of the criteria be assigned a certain weight measured in points from zero to three. Players are selected according to the highest number of points scored based on the results of the application evaluated by the organisers and submitted by filling out the electronic form. In turn, the electronic form should be adapted and take into account certain criteria for the selection of participants in the form of open and mandatory fields.

Qualitatively developed criteria allow the objective assessment of how the potential participant of the game corresponds to a certain portrait of the imaginary event participant by age, gender, social status, understanding of the event topic, attitude to one of the stakeholder groups in the consultation process, level of preparation and motivation. These criteria may include, but are not limited to:

1. whether a participant is a party to the decision making and is included in the mapped list of stakeholders;

2. whether they are part of one of the target audiences (actors of the public sphere): government, community, business (foundations, international organisations);

3. whether the issue proposed to be addressed during the game is clearly formulated, specific and concerns a certain local area, sector, policy, etc;

4. whether the applicant has previously taken successful or unsuccessful steps towards resolving the issue;

5. whether event expectations coincide with the tasks of the event;

6. whether the outcome of the event meets the needs of the applicant;

7. ensuring there are no more than two representatives from any one organisation (if representatives of organisations are playing);

8. whether the applicants want to finally resolve/implement, in joint interaction with the local government, the issue in the game;

9. whether applicants are ready to learn, interact, create groups, as well as be effective and meaningful.

The authors of this tool do not regard gamification as a separate process, but solely in the context of the learning process. We strongly recommend the organisers avoid setting criteria that limit the participation of residents who have no or little knowledge of civil participation in the game.

We strongly recommend choosing one of the two strategies for organising the games, but under no circumstances refusing applicants or setting priority criteria for their level of knowledge.

Strategy 1. Profile

Several different games are organised which target residents with different levels of competence and needs. For example, games are played separately for residents willing to solve problems concerning their house (replacing light bulbs with energy-efficient ones, repairing the lift), or for community activists concerned with environmental issues (forest conservation, air purity monitoring). They could be for players whose level of expertise requires basic knowledge of only a few civil participation tools or games could target experts willing to develop an advocacy plan to reallocate budgets for improving the quality of medical services for people with chronic heart disease that will extend their life expectancy.

Strategy 2. Mixed

In this strategy of organising and playing the game, players are grouped into different groups according to their level of competence or the focus area they are involved in. In this way, it is possible to combine those players who have a sufficient professional level to develop powerful campaigns and those players who have come to the game with a minimal "entry-level" knowledge within the same game.

There may also be additional selection criteria to assess the motivation, knowledge and practical skills of the participant, ability and performance of the organisation to which they belong, for example. These may include cover letters, links to publications, research papers. All additional information can also be added by the participant through the electronic application form.

If it is necessary to select a specific target group of participants, we recommend the use of negative evaluation criteria: –1, –2, –3 points. These criteria reduce the participant's total score and enable a transparent selection of participants according to the topic and focus of the event. They can be applied if residents of a certain territory or a certain level and area of expertise and so on are invited to participate in the event (for example, when game strategy No. 1 has been chosen). However, this approach of applying negative criteria indirectly helps reveal the relevance of the topic to a wider audience than the topic and consultation conditions envisage, and gives the organiser the opportunity to make reasoned decisions about additional games for the target audience who have shown interest in the topic.

In any case, remember to carefully analyse all the needs and expectations of applicants and pay special attention to attracting young people, people with disabilities, vulnerable, disadvantaged and marginalised people of different ages and genders to the game.

The electronic registration form is prepared based on three categories of selection criteria (basic, additional and negative) and should consist of several sections, for example: a section with fields for entering general information about the participant of the consultation (full name, phone number, e-mail, social network page, etc.), a section with fields for entering information about the participant's affiliation to a particular target audience (gender, age, social status, affiliation to the public sphere, etc.), a section with fields for entering information about the participant's motivation, competencies, performance and, if necessary, fields for entering information about the organisation to which the participant belongs can be added in a separate section. The criteria formed should not be directly reflected as fields. We recommend that the criteria are accounted for as answers offered to the participant for selection or they can be evaluated by the information entered by the participant in the relevant fields.

To illustrate, Table 2 shows the distribution of criteria into groups and Table 4 has evaluation scores for each of the criteria, so the applicants' answers can be evaluated and a list of participants for the game can be generated.

Table 4. Distribution of criteria by groups

Criteria groups	Criterion code
Basic	UK2
Additional	UK1, UK3
Negative	UK4

Table 5. Criteria and points for assessing the selection of applicants for the UChange game

No.	Criterion	Maximum score −3 to +3
UK1	**Interest and motivation**	
UK1.1	Order of applying for the game	1 – application submitted in the first week 0 – application submitted within a different deadline
UK2	**The issue proposed by the applicant for the game should:** Mandatory criteria (total maximum score of is 5 points)	
UK2.1	be specific	1
UK2.2	be realistic to solve: *within a year*[45]	1
UK2.3	fall within the competence of: *local governments*[34]	1
UK2.4	relate to: *sector/policy (environment, infrastructure, social protection, healthcare, etc.) or be local (house, garden, street, etc.)*[34]	1
UK2.5	be possible to implement thanks to the civil participation tools available	1
UK3	**Proportionate involvement of different target groups, including vulnerable categories** (total maximum score for this criterion between 1 and 8 points)	
UK3.1	group representative: *implemented projects*[34]	1
UK3.2	idea, project or problem, feasible to implement according to priorities: *local/regional/national*	1
UK3.3	vulnerable groups: *people with disabilities, displaced people, low-income people, people with many children, young mothers, LGBT people*	1
UK3.4	different ages: *schoolchildren, students, employed people, pensioners*	1
UK3.5	government official	1
UK3.6	public representative	2
UK3.7	representative of socially responsible business	2
UK3.8	gender: female, male, other	1
UK4	**Effectiveness of participation in the game in the context of the overall result: individual and group** The total negative maximum score for this criterion can be from −0 to −2 points	
UK4.1	Empty field: *problem, idea or project name*	−2
UK4.1	Relevance of the answers to the following question: "What are your expectations of the game?"	−1
UK4.1	Has a representative from this organisation already been selected	0 – not selected 1 – selected

Each response from the fields of the application should be scored according to Table 4. The total score for each applicant is then calculated. All participants are ranked according to their total scores and the number of participants with the maximum scores are selected, which corresponds to the total number of players.

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45. Parameters (underlined and italicised) are determined by the event organiser, in this case, they are given as examples.

An example of an online form containing selection criteria for participants in the UChange SPB game, Lviv region, can be found at:https://docs.google.com/forms/d/e/1FAIpQLSdBfD1G0or3HoVZdPSM6jWLh8wPgryf O9VC8poT96qTDBbW0w/viewform.

Based on the selection results, all players are divided into three target groups (audiences): government officials, public representatives and representatives of business/foundations/international organisations in proportions under the methodology standard.

According to the methodology, players work in groups. Groups are formed according to the traffic light methodology. When forming groups, the principle of equal distribution of target groups (audiences) should be followed within every group. The principle establishes a rule that, according to the conditions and format of the game, one group should include all target groups representing all stakeholders in the relevant issue: from the initiator of the consultation to the person who influences or makes decisions. At the same time, the organiser can independently determine the format of groups, for example, according to the industry principle or the level of competence of the selected participants. This is detailed above in the Standards of the UChange game, recommendations on "strategy for organising games".

Traffic light methodology of participants' distribution into groups

The traffic light methodology ensures the distribution of players among groups, respecting the standard (Table), which stipulates that each group (at the game table, in the virtual game room) should have representatives from all target groups, and their percentage ratio should be 30% government officials, 30% representatives of civil society, 30% representatives of business (international organisations, non-governmental foundations and 10% representatives of the support team.

The method involves following a clear algorithm of sequential actions, which quickly distributes all players into groups. The algorithm for dividing participants into groups depends on the format (online or offline) of the event where the proposals are developed.

Each group that will work at the game table or in the virtual game room is given a name that corresponds to one of the colours: RED, YELLOW, GREEN, BLUE, PURPLE, TURQUOISE.

All the selected players are distributed among four numbered lists: government, community, business and international organisations (non-governmental foundations), according to the information they indicated in the registration form. In each of the lists, in turn, by changing a colour (in this order: RED, YELLOW, GREEN, BLUE, PURPLE, TURQUOISE), a mark is made in front of each player. Thus, all players receive marks of a different colour. The colour assigned to the players corresponds to the colour of the group in which they will work. For example, a player who receives a green mark works in the group named "Green".

The actual assignment of players to groups (that is, when a player turns up for a game and is directed to the game table or game room) takes place before the game starts, regardless of the format in which the game is played. During the classic game, the distribution of players can be combined with the process of assigning colours. In this case, it takes place at the reception when a player registers, by giving them a paper card (or badge) of the appropriate colour. The remote format of events provides only a two-stage procedure. The colours are assigned to the players personally once they have been selected for the game and allocated to their target groups. The actual assignment to groups takes place immediately after registration on an online video conferencing platform.

"TRAFFIC LIGHT" METHOD
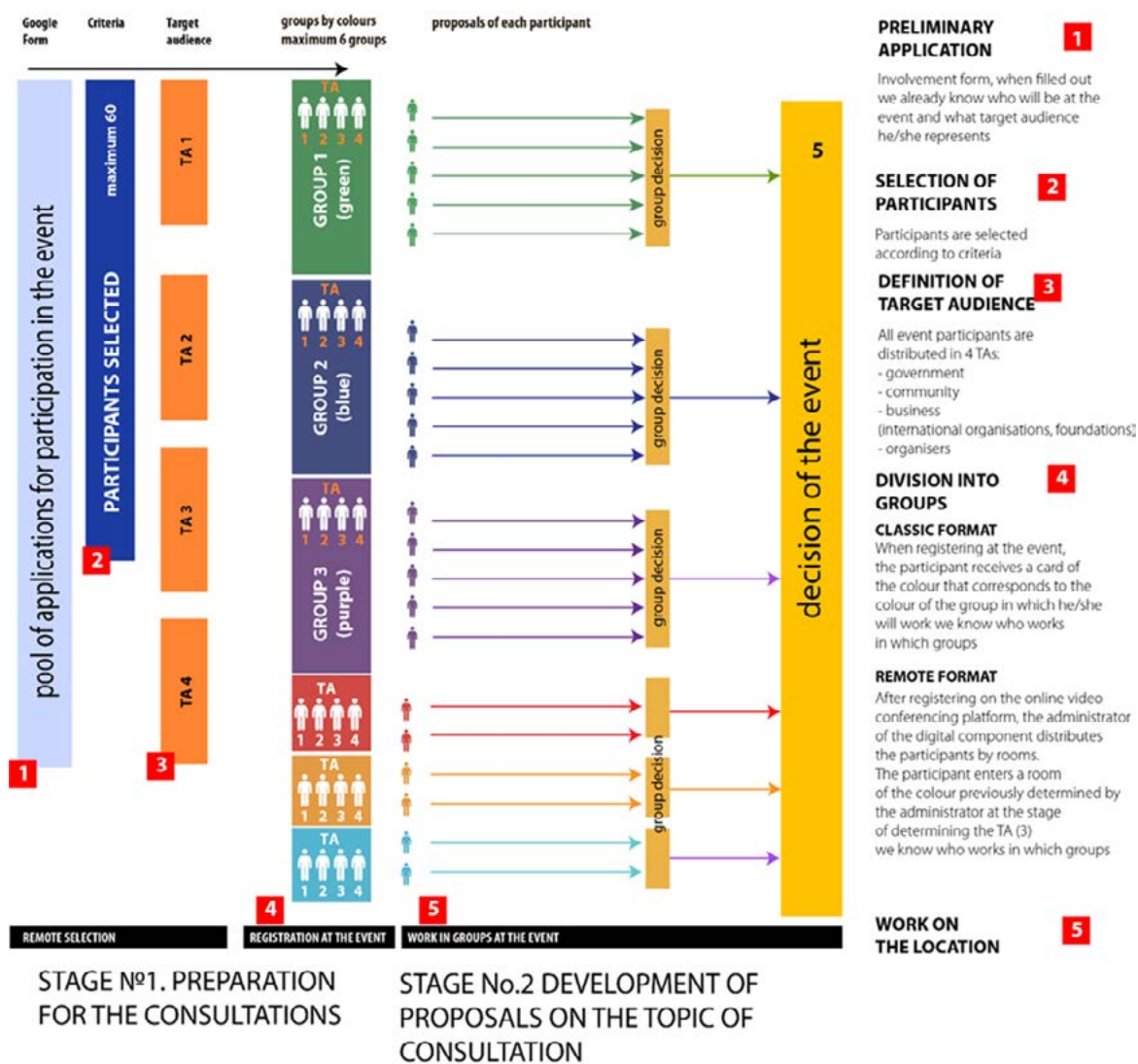
Infographic 19. Traffic light methodology

As an example, here is the algorithm for assigning players to groups in the classic format of a reality game at the reception, using coloured cards immediately before the game and without prior personal colour assignment.

1. Lay out all the coloured cards in sequence of colours: RED, YELLOW, GREEN, BLUE, PURPLE, TURQUOISE, RED, YELLOW, GREEN, BLUE, PURPLE, TURQUOISE, RED, YELLOW, GREEN, BLUE, PURPLE, TURQUOISE and so on. The number of cards of the same colour must correspond to the number of players in one group.

2. Ask a player which of the target audiences they belong to:

   1. government official;
   2. representative of civil society;
   3. representative of a business, international organisation or non-governmental foundation?

3. Find the player in the appropriate list.

4. Take the first colour card, mark the colour in the list.

5. Let the player sign and give them the card.

6. Tell the player to work only in the group of the exact colour of the card they have.

If the player is not on the lists (we strongly discourage this approach when the game involves participants without first assessing their needs):

1. find out which of the target audiences the player belongs to;
2. enter the player in the appropriate list;
3. continue with item 3.

Forming a portrait of the game target audience

The organisers and the support team should have a clear understanding of each player of the event audience: gender, expectations, needs, and levels of expertise.

It is good practice to present the needs of the event audience at the beginning of the game. This gives an opportunity to all players to get to know their colleagues in a simple way through a vivid visual. It also allows for a certain level of openness for further discussion, demonstrates to everyone that the process of developing proposals is focused on achieving the purpose, meeting the needs of participants, and all participants in the consultation process have common expectations and are focused on achieving results.

The audience portrait is drawn up on the basis of the data that the players stated in their applications during registration.

The document can be prepared in any format. We recommend that it shows the following data:

► gender, age and social portrait of players (ratio of women and men, age groups, social groups);
► quantitative indicators: total number of players and in terms of each target audience of the event (government/public/business), expertise/professionalism, areas of work and topics, work experience, etc.;
► qualitative indicators that characterise the level of trust and willingness of participants to interact and work together, practical knowledge and competencies, expectations from the event.

The portrait formed of the event audience is made into a presentation and shown before work begins.

Methodology for selecting the UChange playing field

The playing field is chosen according to the purpose, target audience and level of players' issues. At the time of preparing this tool, three playing fields are available:

► UChange 1.0: City
► UChange 1.5: Country
► UChange SPB: The dream school.

A general description of each playing field is given in Table 5. For optimum choice of playing field for a particular event, use the specially prepared matrix shown in Table 6.

Table 6. General description of the UChange playing fields
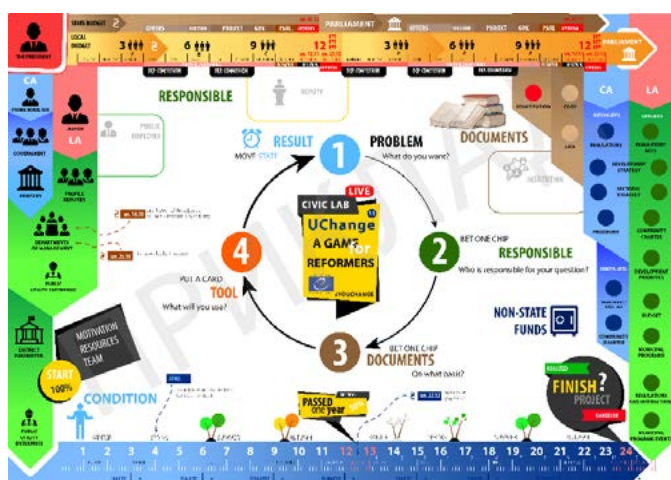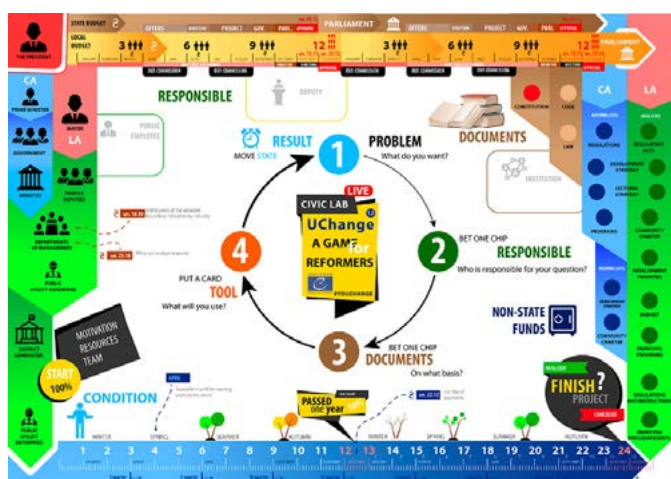

Playing field UChange 1.0: City

The City game simulates the work of local government.

It is used to solve local problems of residents concerning their housing, garden, street, a neighbourhood of the district, or city.

It teaches how to use the civil participation tools prescribed in the territorial community code, in accordance with regulations. In particular, it helps to learn how to develop quality projects that meet the strategic priorities and approved programmes of the city, village or settlement and how to carry out quality advocacy, including budget advocacy.

Playing field UChange 1.5: Country

The Country game simulates the interaction between the different branches of government: legislative, executive, of different levels: central and local with a citizen or a civil society institution.

It is used to address local, regional and national issues relating to state, regional or local politics.

All the civil participation tools available can be used. In particular, it teaches how to effectively conduct strategic budgetary advocacy and amend strategic documents and regulations. It teaches public management and administration, and shows how changes of one or another institution influence public actors, for example.

UChange SPB: The dream school

The dream school game models youth community life, helps schoolchildren to become active, and teaches how to influence the decisions of the authorities on the issues that concern them.

It teaches the basics of civil participation to schoolchildren during the education process in the SPB.

It teaches the use of the full range of participation tools available for youths in decision making and how to choose the one that is most relevant to particular needs. In a case where this is the SPB, the game teaches how to use it effectively.

Table 7. UChange playing field selection matrix for use during a training game

Parameters of the playing field	UChange 1.0: City	UChange 1.5: Country	UChange SPB: The dream school
Appearance			
Simulation level	City	Country	Community
Target audience	Residents of all ages	Residents of all ages	Young people, schoolchildren
Representative democracy	Local council members	People's deputies and local councillors	–
Executive branch	Executive Committee of the Council	Central, local (regional and local)	Directorate and departments responsible for youth policy
Budget	Local	National	Community (school) level
Regulations and strategy documents	Local	National, regional, local	Separate provision and target programme
Advocacy	Amendments to local policy and regulations of local effect, local community projects	Amendments to government policy and all regulations, national projects	Implementation of the project, amendments to individual policies
Communication	Local campaigns	National campaigns	Campaigns within an individual community
Budget advocacy	Yes	Yes

including strategic one | No |
| **Actors in the public sphere** | Community, government | Government, community, business | Community, government |
| **Civil participation tools** | Requests for information, appeals, e-petitions, local initiatives, public hearings, public consultations and public budget

(if desired, the list of tools can be adapted to suit the community in question) | The list of civil participation tools numbers more than 20 and is chosen for the purposes of the game | Local initiatives, youth community councils, school self-government, public hearings, public consultations, youth centres, neighbourhood gatherings, school and city public budgets, initiative groups, class and school gatherings, collective appeals |

Standards of the UChange game

The standards regulate Stage No. 2: playing the UChange game in terms of the proper organisation of the players in order to respect the basic principles of civil participation.[46]

Evaluation indicators: IUC-11, ICL-14, 21

The standards provide for the creation of conditions for the effective playing of the UChange training game in order to achieve the goal and expected outcome of the event: the development of new knowledge and practical competencies on civil participation in the players through examples of solving real problems and issues, implementing ideas and projects, which were stated by the participants.

The standards describe the organisation and rules for the second stage and each of its phases, namely the time frame, the number of players allowed to participate in the UChange game, including the work of the groups and the number of such groups, the sequence and number of these phases of the second stage, the game rules depending on the chosen playing field: rounds of the game, steps and list of tasks to be completed, and the optimal number of trainers and notetakers to be involved and working in groups.

The standards for the reality game provide for the following principles, which apply to all actors who take part in making political managerial decisions:

  a. mutual respect between all actors as a basis for honest interaction and trust;
  b. respect for the independence of NGOs, regardless of whether their views are in line with those of the public authorities;
  c. respect for the position of public authorities who are responsible and accountable for making and implementing decisions;
  d. openness, transparency and accountability;
  e. responsiveness, where all actors offer appropriate feedback;
  f. non-discrimination and inclusion, so that all those people who are less privileged and most vulnerable can be heard and their views taken into account;
  g. gender equality and equal participation of all groups, in particular, those with special interests and needs, such as young people, the elderly, persons with disabilities and minorities;
  h. accessibility – through the use of clear vocabulary and appropriate means of participation, offline or online, and on any device.

The number of players who can participate in the reality game and the number of groups they join should ensure that the dynamics of individual and collective work are maintained and that each player is effectively included in the discussion process throughout the game.

The time frame for the reality game as a whole, each round and its individual steps, should be sufficient to address the list of all issues brought up for discussion and to complete all tasks, which are set out by the objectives of the entire educational event. Discussions should be short enough to not tire out players so they remain motivated and involved in the discussions, and keep up with the pace of work.

The standards for the number of players and groups are laid down in Table , and the time limits are shown in Table .

These standards stipulate that the agenda of the event involving the UChange game must consist of the following parts:

  1. registration of players;
  2. welcome speech from the organisers;
  3. explanation of the CivicLab methodology and the UChange game rules (no more than five minutes);
  4. the UChange game itself (lasting no more than three hours);
  5. presentation of group results with sufficient time for proper discussion;
  6. summary of the game results.

A typical agenda for the UChange game event can be found in the Model agenda of the UChange game in the "learning through action" format.

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46. Guidelines for civil participation in political decision making, https://rm.coe.int/guidelines-for-civil-participation-in-political-deci-sion-making-en/16807626cf.
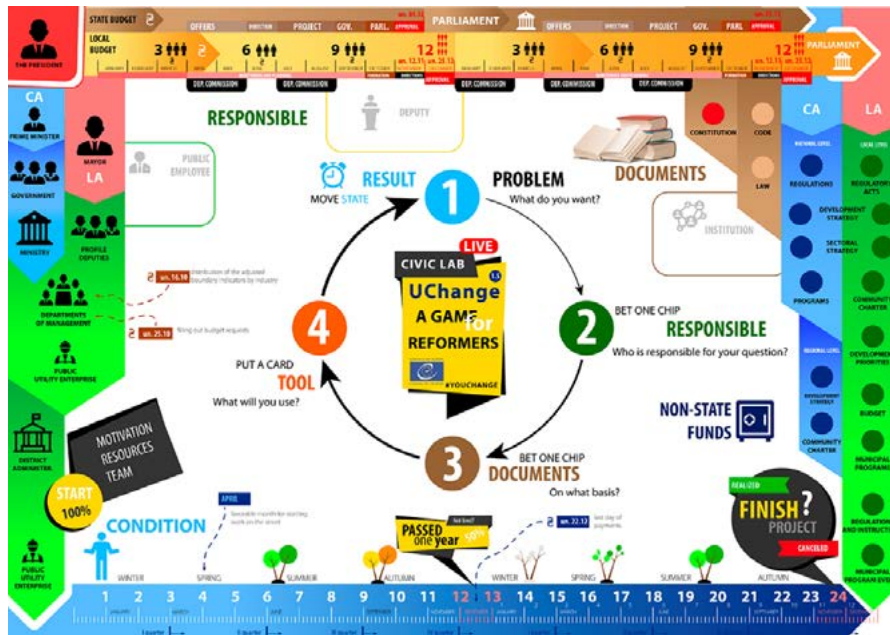
Infographic 20. Playing field UChange 1.5: Country

Infographic 21. Playing field UChange 1.0: City (the example is adapted for Kyiv, in Ukrainian)

A – Community line (community life)

B – Executors' line (executive branch)

C – Deputies' line (legislative branch, local councils and budget)

D – Documents' line (strategic regulatory documents, etc.)

1 – Time scale, calendar months (two years)

2 – Local council executive committee

3 – Local council (deputies), local budget[47]

4 – Local strategic documents

5 – Central executive authorities

6 – Parliament, people's deputies, state budget[36]

7 – National strategic documents

8 – Game round (cycle) consisting of four steps (tasks)

9 – Locations for cards of civil participation tools

10 – President's location

11 – Chairperson's location (councils/executive committees)

12 – QR code, links to the augmented digital space

13 – Chatbot command – leads to the augmented digital space

14 – Constitution, codes, laws

15 – Regional strategic documents

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47. Conventionally represented: budget cycle and commission/committee meetings.

UChange 1.0 and 1.5 game rules

The rules of the game do not depend on the format of the game. The playing fields simulate the work of local authorities, the interaction of the different branches of government: legislative, executive, different levels: central and local with a citizen or civil society institution on a common path to solving a problem, an issue or implementing an idea or a project. As an example, we look at the UChange 1.5: Country field, which symbolises the life of a community within the entire country and has the maximum filling and the maximum number of cards. Once the rules of the game have been mastered, it is easy to play the game on the UChange 1.0: City field, which simulates the life of an individual community.

Playing field, description and use

The playing field (Infographics 19 and 20) is a rectangle that symbolically depicts the structure of the local government, the different branches of government, the strategic documents and the time period of conventional community life.

The main lines of the game (A, B, C, D), description and use

There are four wide, multi-coloured main play lines on each side of the playing field: two horizontal (A, C) and two vertical (B, D).

The blue horizontal line (A) "Community" on the underside of the playing field symbolises the life of the conventional community. It is a kind of "ground" where all processes take place, just like in life: problems arise and are solved, ideas and projects are implemented, funds are used, decisions and policies are implemented, tenders for procurement are announced, and so on. This is the main lifeline of our game. The time scale (24 months) is on this line. This is the line that visualises the current status of the solution to the player's issue; the line with the red and green issue chips; the line upon which the blue chip of the current status of the solution to the issue is moved.

The vertical line (B) "Executors" on the left-hand side of the playing field symbolises the structure of the executive authorities. In the UChange 1.5: Country version of the playing field, it contains both central (2, 5, 11) and local (2, 11) executive authorities, while in the UChange 1.0: City version it contains only the local executive committee structure (2, 11).

The vertical line (D) "Documents", on the right-hand side of the playing field, symbolises the structure of the regulations (strategic documents of different levels). In the UChange 1.5: Country version of the playing field, it contains the entire list of documents and acts of national (14, 7), regional (15) and local (4) levels, while the UChange 1.0: City version contains only strategic documents and acts of local level (4).

The yellow horizontal line (C) "Deputies", located on the top side of the playing field, symbolises the members of parliament and local councils; the budget (its cycles) and the work of commissions and committees. Consequently, it is about the functions and work of deputy staff: local and people's deputies. In the UChange 1.5: Country version of the playing field, there are both councils and budgets: parliament (6)/state budget/committees and local council (3)/budget/commissions. Like the community life line, this line has a time scale (24 months). This enables the simulation of full budget cycles – state and local – as well as the operation of deputies' commissions and committees (monthly and quarterly).

This approach (with the four main play lines) allows the simulation of the full decision-making cycle since it reflects all the main actors and beneficiaries and the documents governing their interaction.

Each of the lines (A, B, C, D) has a different intensity (saturation) of colour along its length: at the end and at the top the colour is more intense, at the bottom and at the beginning, it is lighter. A darker colour indicates greater importance of the document, greater influence of the official, importance of the decision, more control functions, higher status of the institution or a higher level of functional load on the participants of the decision-making process. This is how the level of authority and the resource intensity of the processes are depicted. For example, in the community life line, the more time a player spends on a project, the more resources – material, human, organisational, financial – are needed to keep implementing it without it becoming less effective. Moreover, by the end of the year, external factors begin to influence the player: deadlines for budget programmes and other scheduled plans approach, hence the load increases manifold. On the budget line, the closer the year end is, the greater the burden on deputies in terms of budgeting and decisions on sectoral policies, for example.

Important note to trainers and all those who conduct or plan to conduct games using the UChange methodology or a similar principle and model

This tool does not provide a detailed description of the branches of government and structure of the executive branch at various levels. The UChange playing fields are unified as much as possible and reflect the general structure and interaction between all actors of the public sphere in the process of decision making and implementation. The authors tried to avoid excessive detail and specificity in order to give the trainers and players a universal tool to simulate any decision-making process. At the same time, this approach requires that the game presenters (trainers, facilitators, etc.) have sufficient knowledge and practical competencies on the state structure, regulatory framework, budget legislation, powers, regulations and mechanisms of civil participation tools, and successful practices of the interaction of public actors. This enables qualitative and effective use of the UChange playing fields and achieving the goal, which is set by the authors of this tool: to teach, give new knowledge and practical competencies to the players regarding the fundamentals of civil participation, using the example, of solving their issues. Specifically for this purpose, the tool contains appropriate trainer qualification standards. Without proper proof (CivicLab certification) of the trainer competence and practical mastery of the CivicLab methodology standards, including the UChange game, no activity is considered to meet the CivicLab standards. Therefore, the results (training, proposals, reports, analyses, etc.) cannot be considered credible and legitimate.

The playing field depicts special locations (9) for placing cards – civil participation tools. At step 4 of each round, the trainer places a card on these locations symbolising the civil participation tool that the player chooses to use to address a particular issue during the round. The civil participation tool cards are stacked on top of each other on one of the locations near the appropriate line (Executors, Deputies, Documents). Thus, the logic of the tools is preserved: the official (institution) the player wants to influence and the order of such influence so as to achieve the result in each of the rounds.

The civil participation tool cards are also placed on the president (10) and chairperson (11) playing field locations in case the player has decided to address the respective actors. It must be noted that the rules of the game strictly forbid addressing the president, the chairperson or deputies (of different levels) in the first round of the game.

Game chips, description and use

There are two types of game chips used in the UChange game.

Type 1. Project

Infographic 22. Project chips

Infographic 23. Example location of project chips on the playing field

There are three chips (Infographic 22) of different colours: red (1), start – symbolises the problem which the player plans to solve through the game; green (2), intentions – the expected result the player wants to get as

a result of solving the problem, and blue (3) – symbolises the current state of solving the problem. All three chips are placed on the Community (A) line at the first stage of the first round. The red and green chips do not move again during the game – they record the date the issue arose and the date the player plans to solve it. The blue chip moves along the timeline from the red to the green chip (from left to right) at the end of each round. The distance it is moved up the scale depends on the length of time the chosen civil participation tool takes to produce results.

These time periods can be found in the hint table, which shows the basic parameters of the most popular civil participation tools. In the example of the arrangement of project chips on the playing field as shown in Infographic 21, the player started to solve a conventional problem in the middle of February of the current year (the red chip "start" is set to February). The player plans to solve the problem in the middle of September of the same year (green chip "intentions" is set to the middle of September). It is currently May in the imaginary community because the blue chip "current status" is in early May.

Type 2. Marker

There are two chips of different colours. The green one (2) is placed on the fields symbolising the executive or legislative authority being addressed by the player, and the brown one (3) is placed on the fields symbolising the "documents" regulating the solution of a particular issue.

When in step 2 of the game cycle the player identifies an official or local authority responsible for the resolution of their issue. The green chip (2) is placed on the appropriate line of the playing field: either the

Infographic 24. Marker chips

Executors (B) or the Deputies (C). Similar actions take place in step 3 when the player chooses the document governing their issue. In this case, the brown marker chip (3) is placed on the location of the appropriate document on the Documents game line (D).


Infographic 25. Example location of marker chips

Infographic 25 shows three examples of marker chip locations. In the first one, the player determines the relevant department of the city council executive body is responsible for solving their problem. In the second one, they determine it is the local deputies they addressed in August. In the third example, the player believes their issue concerns the city target programmes (either the programme requires changes or it is the source of funding to solve their problem).

Game cards, description and use

The cards symbolise the work of the civil participation tools which players use to achieve a result in each of the problem-solving cycles. Through civil participation tools, they influence a selected official, appeal to a commission, amend regulations. Game cards are placed on the playing field at their locations (9) on the fourth step of each round. This means the player has taken a specific action to resolve their issue. Game cards should not be placed on any location. According to their provisions, the civil participation tools refer to either the executive committee or the council. Accordingly, game cards must also be placed on the locations (9) near the corresponding main game lines: Executors (B) and Deputies (C). The location for game cards near the Documents (D) game line is used for cards devoted to public consultations on regulatory legal acts. This mechanism is not covered in this tool.
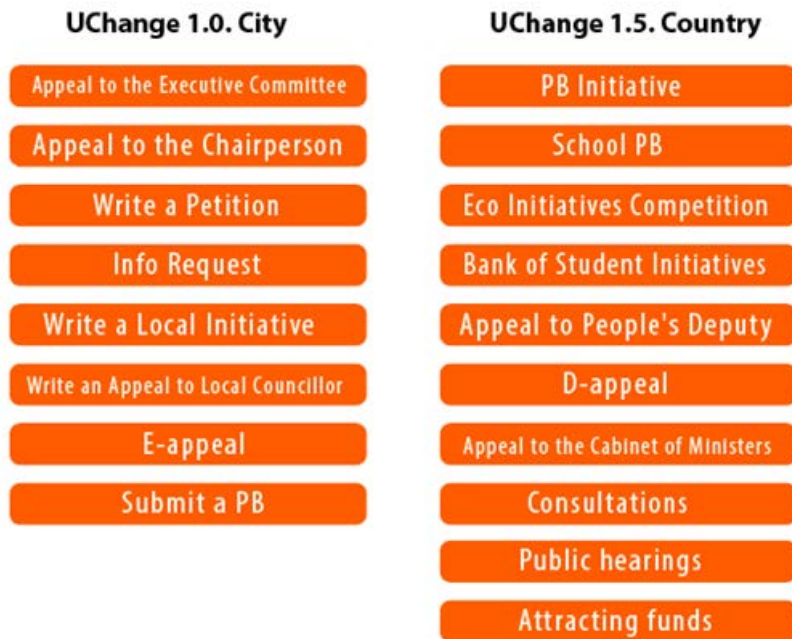
Infographic 26. Example game cards for different UChange playing fields
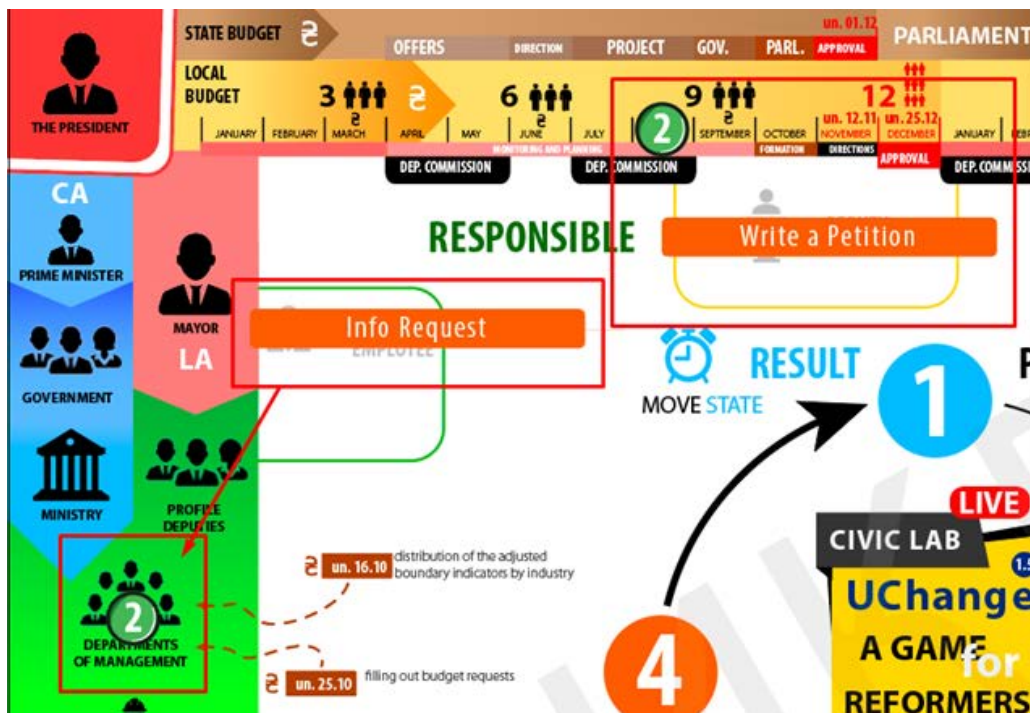
Infographic 27. Example of using the game cards

The example in Infographic 28 demonstrates that the player has made a public information request to a local council executive committee department and has submitted a petition, which has been registered (on the website) with the city council.

A round of a game (cycle) and its steps

Each game consists of several rounds, or cycles, that should result in solving (winning) or not solving (losing) the issue described by the participant. Each round consists of four consecutive steps. At each step the player has to perform a particular task. After the fourth and final task, the current round is considered complete, and the player starts the next round. The rounds continue until the player either wins or loses.

The tasks performed by the players must be generated before the start of the event and agreed with the digital component administrator (if used). They must be reflected in the digital project matrix (if the conditions of the event provide for its use). The tasks should be clear, deal with the topic of the game in general, and correspond to the simulation of resolving the player's individual issue, in particular. The tasks should be accompanied by explanatory questions and provide the player with an opportunity to give a clear and comprehensible answer. These tasks, one for each step of the round, should be drawn up by the initiator of the game. If the initiator has not drawn up any additional tasks (questions), then the standard tasks for each of the four steps of the round are examined during the game. These steps, standard tasks and questions are numbered from 1 to 4 and shown on the playing field in the form of a game cycle.

Infographic 28. A round consists of four steps (tasks the player must complete)

Please note: If the game initiator draws up their own tasks for the players, their logic must comply with the general algorithm for drawing up tasks reflected in Infographic 20. The game tasks should logically complement each other. That is, the game can have one main task; each round also has one task, the completion of which achieves the main task. Each step of the round has its own task. By completing the tasks of each step, the player completes the tasks of the whole round and gets closer to completing the main task of the game. The next level is the tasks of the digital project matrix. They are specific, and their successful completion is the key to the successful completion of the tasks of each of the steps and the task of the round as a whole, and the main task of the game. The result achieved upon completion of one task is the basis for completing the next task. Thus, once a player has completed all the tasks, the main task of the game has been achieved.

Infographic 29. Algorithm for forming and completing game tasks

Step No.	Step name	Tasks	What the players have to discuss	Action to be taken if the task is accomplished[48]
1	Problem	Formulate a problem to be solved or an idea or project to be implemented in this round of the game.	Draw up answers to the following questions about the problem, idea or project. 1. What is the problem that you want to solve at the current stage of the round? 2. What is your overall goal (what are you pursuing)? 3. Draw up the goal of the project in a specific, measurable, achievable, realistic, and timely (SMART) way.	At the beginning of the game: place the following on the Community line (A): the red chip Start (1) on the current month, as you are now beginning to solve the problem; the green chip Intents (2) on the appropriate month in which you expect to solve the problem; the blue chip Current state (3) also on the current month of this year (which will first match the red chip, as nothing has yet been done to solve the problem). If this is the first round, enter the data of paragraphs 1 and 2 in the Task 1 block of the digital project matrix. If this is the second or subsequent round, go to step 2.
2	Responsible	Identify a responsible structure of the authorities of various levels, as well as a specific official responsible for resolving the issue (official to be influenced).	Who needs to be addressed to solve the stated problem: a list of authorities of the relevant level (central, local) is shown on the left-hand side of the playing field. The people's and local councils, as well as the budget cycle (state and local), are shown at the top of the playing field.	Place the green chip (2) on the Responsible line (B) at the location of the authority of the appropriate level or its subdivision selected as responsible for resolving the issue. Enter the data in the Task 2 block of the digital project matrix. Proceed to step 3.
3	Document	Identify the strategic document (programme) regulating the solution of the issue.	A decision on which document regulates their issue: the list of documents is displayed on the right-hand side of the playing field.	Place the brown chip (3) on the line Documents (D). Proceed to step 4.
4	Tool	Choose one civil participation tool that is relevant to solving the issue and will allow influencing the decision-making process by the responsible person effectively.	Which civil participation tool should be chosen to use to get a decision from the responsible person: petitions, a request for information, local initiative, etc.	Move the blue chip Current state (3) along the Community line (A) to the time needed for the selected civil participation tool to work. The time can be seen in the prompt. Enter the data in the Task 3 block of the digital project matrix. Proceed to step 1. Evaluation of results.
1	Evaluation	Evaluate the result you have obtained from steps 1 to 4.	Answers to the following questions. – Has the issue been resolved? – Has this round been successful? – Is the current state chip (blue) on the green chip or ahead of it? – What current problem/issue has arisen at this stage and needs to be solved at the next round of the game?	Start a new round. Proceed to Step 1. Problem.

Table 8. Game round (cycle) and standard player tasks

_____

48. In the classic or adaptive formats, the player places the cards and the chips on the playing field; in the remote format, it is done by the facilitator; data should be entered into the digital project matrix only if the conditions of the game specify its use.

Special notes

1. It should be noted that in a round, step 1 combines two tasks. At the beginning of the round, the players have to formulate the issue that they will solve during the next round. At the end of the round, the players receive the result of their actions, evaluate it, and based on the results of the evaluation, reformulate the question and start solving it again. Therefore, step 1 brings the rounds together.

The trainer leads the whole game process and makes sure that the rules of the game are followed. They decide whether the task has been completed and allow the player to move on to the next step and start the next round. This is described in more detail in the section about support team standards.

2. It is also worth noting that the players, after step 4 (after they took an action and used a civil participation tool card), must receive some response from the representative (structure) they are trying to influence to resolve their issue. It is the trainer who fulfils the role of this representative. They respond to the player's action, thereby simulating the course of the issue resolution and the game situation. The support team standards are that the trainer should not create excessive obstacles for the player in solving the issue (should not lead the game into a cyclical repetition of the same situation, offer an answer that will lead to an impossible solution to the issue, etc.). The UChange game is, first and foremost, a learning process, hence the facilitator should work under a positive scenario of the game allowing the player to understand how decisions are made, how civil participation tools work, and so on. This is why the description of the playing field states that the trainers who run the games need sufficient practical experience and knowledge to ensure the game situation is properly simulated around the particular issue.

Thus, by solving problems step by step and answering questions (Table 8), the player generates a list of proposals and solutions which helps to create the overall plan for solving their problem (implementing ideas or projects). These data can be entered into the digital project matrix by the trainer after the completion of each round.

The tasks of the digital project matrix should correspond with the step-by-step tasks of the game. Link to the digital project matrix www.bdmuc.kpp-ngo.org).

Conditions for starting, running and finishing the UChange game

The gameplay involves several conditions that should be strictly adhered to. Failure to follow these requirements may fundamentally distort the learning process and lead to players forming erroneous opinions. The trainer must, therefore, strictly adhere to the following conditions of the game.

1. Conditions for the first round of the game

At steps 2 and 4 of the first round it is forbidden to address:

- ► the president, prime minister;
- ► chairperson of the executive committee or council of the village, settlement, city, etc.;
- ► deputies: people's or local, or commissions/committees established by them.

2. Conditions of the round

The terms of the game strictly forbid making any changes in the steps of the previous rounds. That is: it is strictly forbidden to change, add, remove cards or chips after the step.

3. Conditions for using cards and chips

If a game card or chip is already placed on the playing field, this means the player has fulfilled the task and has taken a step of the round. It is forbidden to change, replace, or remove, for example, cards or chips. To avoid making such mistakes, discuss all game aspects and tasks with the players very carefully before taking a step.

Game cards must be placed on the location (9) that corresponds to the actual provision of the particular civil participation tool. Consequently, the "public consultation" game card must not be placed on the location (9) near the Deputies (C) game line, nor must the "e-petitions" game card be placed on the location (9) near the Executors (B) game line. It should be the other way around.

Only those game cards that were selected during the game field selection stage can be used as part of the game. If, for example, during the event preparation, it was not determined and announced that during the game the use of a civil participation tool such as public hearings or public budget is allowed, then during the game the use of those game cards is strictly forbidden. This approach means practical teaching is concentrated on of how to use specific civil participation tools. This avoids manipulations for the sake of conditional "winning" or simplification of the game by solving all problems with one "convenient" tool.

4. Conditions of victory and defeat

The game is considered won, and the player wins when, at the time of resolving the issue, the blue chip, after successive movements along the time scale of the Community line, is located before or at the same level as the green chip. Therefore, it is successful when an issue is resolved in a period less than or equal to the one the player stated before the game started. See Infographic 31.

If this does not happen, the game is considered lost.

Infographic 30. Examples of successful completion of the game

Infographic 31. Example of when the game is deemed lost

5. Conditions of time frames and deadlines

The terms of the game provide that the deputies and commissions meet and make decisions once a month, the budget commission makes decisions on budget changes once a quarter, the budget committee (council, people's deputies) makes decisions on the budget strictly according to the budget calendar, other decisions are made by deputies monthly, and a tender takes place (full tender procedure) for 45 days.

Game process (simulation of resolving an issue), description and hints

A full description of the gameplay and an example of the game is described in detail in the section "How does it actually work?" Here is a complete algorithm of the gameplay: from the development of the game problem to the stage of real actions of the player.

Follow this sequence of steps for the optimal algorithm for solving a problem, implementing an idea or project.

Start of game

1. Describe the game problem (idea, project), the solution of which you will simulate during the game.
2. Place the Start chip on the Community line of the playing field – on the current month, and the Intentions chip – on the month in which you predict the solution to be found.

Game rounds

1. Step 1. Draw up an issue (as a component of the game problem), which you will work on during this round.
2. Step 2. Decide who is responsible for resolving the issue. Place the green chip No. 2 on the location of the Executors/Deputies line.
3. Step 3. Select the document that regulates the resolution of the issue in the current round. Place the brown chip No. 3 on the location.
4. Step 4. Use the necessary participation tool. Place the participation tool game card on the location near one of the main game lines.
5. Move the Current state chip along the Community line to the period that requires the use of the selected participation tool.

   The round is over. Evaluate the result.

Repeat steps 1 to 5 until the game problem is solved.

Completion of the game

Success or defeat in the game depends on the location of the Current state chip in relation to the Intents chip. If, after solving the game problem, the Current state chip is before or on the Intentions chip, the game has been won. Otherwise, the game has been lost.

Real action

According to the advocacy plan, the first step towards its successful implementation can be taken through the preparation of draft texts and use of the civil participation tools chosen in steps 2 and 3 in real life.

Note

1. Use the help of the "Dream" digital mentor and a QR code to obtain examples of documents, provisions of civil participation tools, search for the required responsible persons, offices of deputies, addresses, etc.
2. The terms of the game stipulate that: deputies and commissions make decisions once a month, the budget committee makes decisions once a quarter, a tender can take up to 45 days, and you should always choose a positive scenario in case of different solution options.
3. In order to avoid mistakes, optimise the gameplay and increase the efficiency of selection and use of civil participation tools, as well as determine the timing of their use (to move the current state chip along the time scale of the main game line Community), we provide a card with hints and basic parameters of civil participation tools.

SUBMIT	WHERE	XTO	ФОРМА	TERMS	SIGNATURES	COMPLEXITY
Local initiative	KCC	Initiative group	Paper	~74	1000	5
participatory budget	KCSA	Author	Electronic	~2 years	1 vote/1000 UAH	3
E-petition	KCC	Author	Electronic	~100	10 000	4
Appeal	KCSA	Individual collective	Mail/ Paper	~30/15	——	1
Request for information	KCC / KCSA	individual/ entity/ NGO	Electronic/ Mail/ Paper	~10	——	1
Appeal to deputy	KCC		Verbal/ Mail/ Paper	~30	——	2
Address to the Mayor	KCSA	Individual collective	мейл / Paper	~30/15	——	1
Appeal to the profile commission	KCC		мейл / Paper	~30	——	2
E-Appeal of an individual	KCC	Individual	Electronic	~30	——	1

Infographic 32. Hint card with parameters of civil participation tools

Game digital space, description and use

The methodology makes it possible to expand the game space (Infographic 7) and create additional digital reality (digital game space – No. 3 in the infographic) by using progressive digital technologies (chatbots, augmented and virtual reality, artificial intelligence, etc.). It allows it to be filled with virtual online mentors, libraries of regulatory legal acts that can be used as interactive guides, as well as connecting real electronic and digital civil participation tools to the gameplay.

The UChange 1.0, 1.5 and SPB playing field options proposed provide for players' use of the digital space and contain various ways to access it (Infographic 34):

1. a link to the "Dream" chatbot (1) and commands (2) that take the player to the regulations and rules, and allow the use of civil participation tools during the game;

2. QR codes (3) that redirect players to laws, policies, programmes, thereby allowing them to find out during the game whether their questions are reflected in these documents and regulations;

3. a virtual mentor (4) that monitors and accompanies the whole gameplay and gives advice to each player individually or to the group as a whole. Additionally, it simulates the game line, making the process more dynamic, interesting and realistic: players receive various life situations that affect the progress of their project, or news on the change of department heads or strategic city priorities, or even information on a budget reduction for the activities concerning the project.

Please note: The digital project matrix that can be used during the UChange game is a separate component of the CivicLab methodology, falls under the definition of a digital participation tool, and therefore is not a component of the digital space.

The digital game space is described in more detail in a separate tool dedicated to the CivicLab educational component.

Infographic 33. Examples of ways to access the Uchange game digital space (in Ukrainian)

Rules of the UChange SPB game

The UChange SPB game, the dream school simulates the SPB in a single (real) school. The UChange SPB playing field may be used, in contexts other than the SPB, for simulating the life of any school or youth community because it contains elements of local self-government bodies and therefore makes it possible to play the game within the decision-making cycle. In this case, the organiser should use the game chips and cards from the UChange 1.0 or 1.5 versions. The rules and conditions of the game are similar.

In the context of this tool, the authors consider only the variant, the rules and conditions of the UChange SPB game, The dream school. The methodology is outlined assuming that the trainer is familiar with the previous chapters of this tool and knows the terms and mechanics of the UChange 1.0 and 1.5 games. We recommend a thorough understanding of the material outlined in the Rules of the UChange 1.0. and 1.5 reality game.

The goal of the UChange SPB: The dream school is to teach players to use the SPB effectively as a tool for youth and schoolchildren participation in decision making and to foster proactive, conscientious and responsible citizens, who can influence government decisions for the development of their community throughout their lives.

The tasks that the UChange SPB: The dream school game addresses are:

1. to teach the organisation of the SPB at a school level;
2. to teach players how to participate in the SPB;
3. to practise the SPB procedures at each stage of its implementation;
4. to discuss ideas, form SPB projects and estimates for them;
5. to refine the chosen SPB model, taking into account the risk strategy for its implementation;
6. indirectly (for developers of the regulation), to form a sequence of SPB business processes at each stage of its implementation.

The following game roles and game options are available to players:

1. the implementer of the SPB (teacher, commission);
2. the author/group/voter for the SPB project;
3. mixed variant, when both roles 1 and 2 participate in the game at the same time.

The game can be played offline or online (live), with or without the digital project matrix.
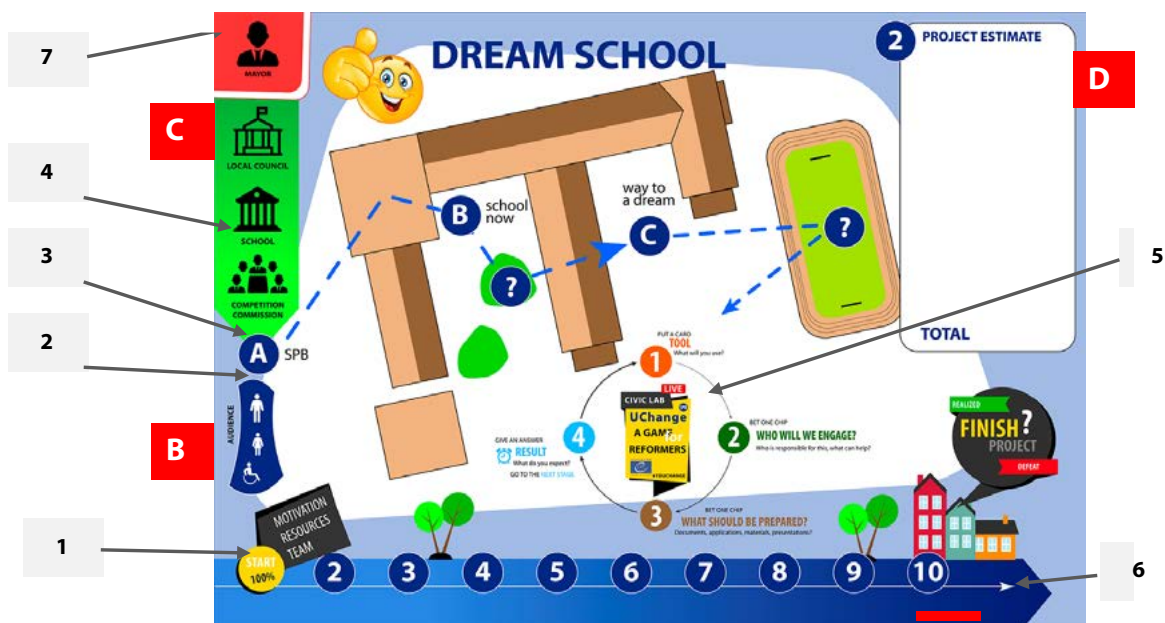
Infographic 34. Example of the UChange SPB playing field

A – SPB stages line
B – SPB audience line
C – Executors line (executive branch)
D – estimate block (for SPB project)
1 – SPB stages scale (10 stages)
2 – target audiences (girls, boys, children with disabilities) of the SPB

3 – reality game stages: A, B, C, ? and the action stages
4 – local council executive committee
5 – round (cycle) consisting of four steps (tasks)
6 – locations for cards of civil participation tools
7 – chairperson's location (councils/ executive committees)

Playing field, description and use

The playing field (Infographic 35) is a rectangle symbolically depicting the school building, the local government structure (4), the target audiences (2), the stages of the SPB (1), the game itself (3), the project estimate (D) and the conditional time period within which the SPB (6) takes place, for which the game cards are laid out during the game.

The main lines of the game (A, B, C), the estimate (D), description and use

Each side of the playing field has different coloured main lines of the game:

SPB stages (A) – blue, horizontal, reflects the 10 typical stages of the SPB:

1. idea
2. project
3. support
4. registration
5. expertise
6. promotion
7. voting
8. winner
9. implementation
10. result.

The game stages of the SPB correspond to the stages of the SPB provision. The names of these stages are paraphrased to suit a game situation and to make them more understandable. The number of stages is designed to provide a complete learning process and to simulate the interaction of all SPB actors.

SPB actors are represented by two vertical lines on the left. Executors (B), green, are those responsible for implementing the SPB on the part of the executive committee, and the audience (C), blue, is the target audience (2) of schoolchildren who need to be involved in the SPB process and whose needs should be taken into account when shaping the SPB projects.

The estimate block of the SPB project is used in stage 2 of the SPB to prepare a basic estimate consisting of three parts, in which the costs of goods, services/works and the development of technical documentation are listed. These together make up the total cost of the SPB project.

Game chips

There are three types of chips: objects, projects and markers.

Object chips symbolise the school infrastructure facilities. These chips are placed on the playing field on the image of the school during the play phases: stage B, which is the current state of the school and stage C, the dream school. In this way they symbolise where a particular object is located in the school. This gives a truer-to-life representation of the school on the playing field.

Infographic 35. Object chips

There are three project chips (Infographic 22) of different colours: red (1) symbolises the problem which the player plans to solve thanks to the game, green (2) is the expected result, or dream, the player is aiming for as a result of solving the problem, and yellow (3) symbolises the author of the idea, or person who solves the problem together with the group. The problem and dream chips are placed on top of the object chips placed at the previous step. The author of the idea chip moves along the scale of the SPB stages on the SPB stages (A) playing line.

There is one marker chip, the target. It is placed on the locations of the responsible (C) and SPB audience (B) game lines to note the actors involved in the SPB at one or another stage.

Infographic 36. Target chip

Game cards

Game cards symbolise a particular action to be performed by players at a specific stage of the SPB. The use of these cards takes place at the first step of each of the 10 SPB stages.

PREPARE THE PROJECT	ENGAGE STAKEHOLDERS	EVALUATE THE RESULT OF THE PROJECT IMPLEMENTATION
TO CAMPAIGN	FORM A TEAM	AUTHOR'S CONTROL
SUBMIT A PROJECT	REGISTER IN THE SYSTEM	INFORM ABOUT THE IMPLEMENTATION APPROACH
PRESENT THE PROJECT	COLLECT VOTES	PASS AN EXAMINATION
	INFORM	FINISH THE PROJECT
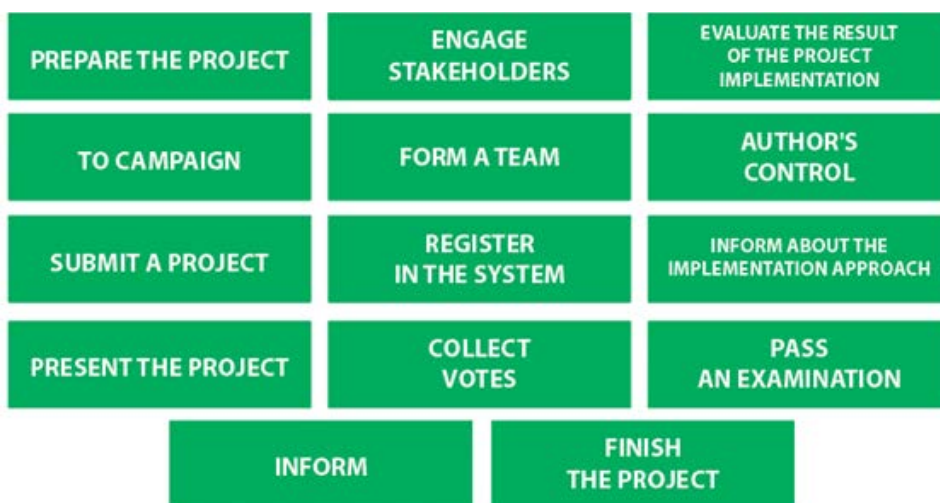
Infographic 37. Action game cards

Game process (simulation of resolving an issue), description and hints

The reality game consists of four game stages conventionally designated as A, B, C,? and the action stage, which starts the game cycle and the step-by-step execution of the 10 SPB stages. Below is an overview of these stages and the tasks and actions that players must complete in order to progress through them.

Stage A – the SPB and its components

The aim of this stage is to acquaint the players with the basics of the SPB as a tool for youth participation in decision making for community development. This stage takes the format of discussion and debate between the trainer and the players on the following issues and topics:

► the purpose of implementing, using and the mechanics of the SPB;
► the various stages of the SPB;

- the author/group/voters and their roles in the decision-making process and how to involve as many pupils and young people as possible in solving the issues of concern to the youth community;
- the role of the chairperson/council in the SPB and the decision-making process and in the SPB;
- the school/competition board, and how the SPB happens;
- how to create a quality inclusive project that meets the needs of young people and addresses the target audiences.

Stage B – the current state of the school

In this game stage, the players describe the current state of the school and the problems they are concerned with. During the discussion, the players specifically describe the school they attend. In parallel to the discussion, the blue object chips symbolising the school infrastructure (canteen, auditorium, event room, stadium, etc.) are placed on the playing field. Those which the players declare to have problems are indicated by a red smile chip.

The tasks for this round are to:
- mark the real objects of the player's school on the playing field with the object chips;
- place the problem chips on the objects for which a player thinks there is a problem.

Stage C – the dream school

This stage, building the dream school, discusses the players' ideas on what they think needs to be done so the problems they stated in stage B are solved. The ideas contribute to the school community, learning environment and so on.

The task for this round is to:
- place a dream chip (green smile) on the school facilities for which the player wants to develop a project that solves the problem.

Two additional stages place the question mark symbol "?" between B and C and between C and "Action" to remind pupils that the school is not only a building but also the area around it. At least twice, the trainer should remind players to pay attention to conditions, environments and communities outside the school.

The "Action" stage begins the sequence of the 10 SPB stages. Each of the 10 stages is one round of play, which consists of four consecutive steps (tasks). These steps and tasks are adapted to the conditions and audience of the UChange SPB game, as noted in its methodology. The game logic and algorithm, which were described in the UChange 1.0, 1.5 game rules in the Game Round section, are fully preserved. For the sake of simplicity, the rounds of UChange SPB: The dream school has no "Documents" step. This is because, at the heart of the game about the SPB, are the relevant provisions clearly regulating its conduct. A document regulating the solution to the game problem is unnecessary. When using the playing field for simulating the life of the youth community (that is, not the SPB), a classic round (cycle) can be used. A link to such a version of the playing field is provided in Typical UChange playing fields. Infographic 34 shows an adapted round of each SPB stage.
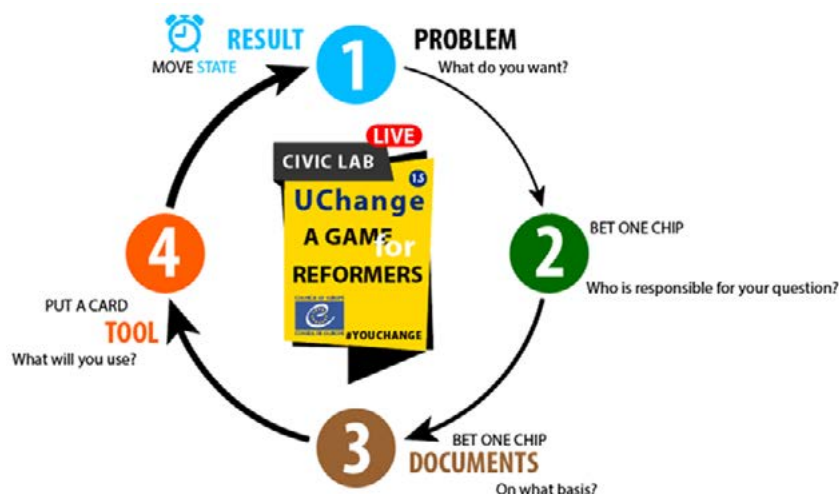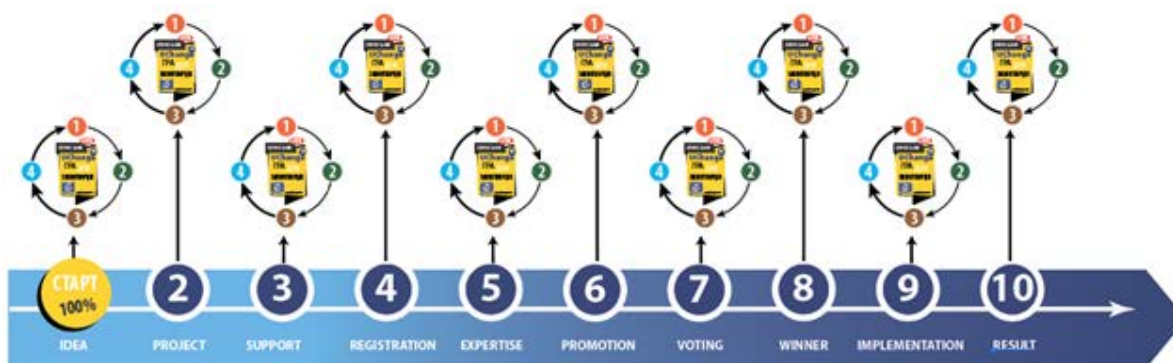

Infographic 38. Game round adapted to SPB needs

Game round (SPB stage), its steps

Each SPB stage is a round consisting of four consecutive steps (1, 2, 3, 4), within which a player (or a group) is required to complete a task, to answer questions. This process is illustrated figuratively in Infographic 40.

Infographic 39. SPB stages (rounds) and their steps

The tasks to be completed and the questions to be answered by the player at each SPB stage and round step are shown in the table below.

Table 9. Game round and its steps

SPB Stage No.	SPB stage name	Game round step	Tasks to be completed and questions to be answered by the players
1	Start 100% idea	Step 1 Action	Players find an answer to the questions, "What is the aim of this SPB stage?, What do you plan to do at this SPB stage?" The answer to the questions should be one of the actions shown on the card. Consequently, the goal of this step is to choose an action or actions that are relevant to this stage. Once the players have chosen which action to take at this stage, a card is placed on the field representing the chosen action. Players proceed to step 2.
		Step 2 Responsible	Players decide who needs to be involved to make the action chosen in step 1 work by answering the following questions, "Who do you plan to involve at this stage or will you do everything yourself? How will you allocate roles, tasks, and what will you ask?" When participants have chosen which of the SPB actors to address and involve, the target chip is placed on the relevant game lines: Executors or Target audience. Players proceed to step 3.
		Step 3 Product	Players prepare a list of documents, materials, descriptions, etc. which are necessary to help perform the action chosen in step 1. They discuss the question, "What materials need to be prepared or what resources need to be involved for your action to lead to a result?" Players describe which documents, presentation materials need to be prepared, where they are now, and what resources need to be involved to reach the result. Players proceed to Step 4.
		Step 4 Result	Players form a clear vision of the result they expect from their actions, and the resources involved at this SPB stage. They consider how to evaluate it. The question for discussion is, "What result is expected from your action?" The participant should give an answer such as, "I expect to form a group after informing the class of my idea". Players move on to step 1 of the next SPB stage (round). The "author of the idea" chip moves up the SPB stages scale to the next step.
2	Project	Step 1 Action	Similar to step 2, stage 1

SPB Stage No.	SPB stage name	Game round step	Tasks to be completed and questions to be answered by the players
		Step 2 Responsible	Similar to step 3, stage 1
		Step 3 Product	Similar to step 4, stage 1
		Step 4 Result	Similar to step 1, stage 1
3	**Support**	**Step 1** Action	Similar to step 2, stage 1
		Step 2 Responsible	Similar to Step 3, stage 1
		Step 3 Product	Similar to Step 4, stage 1
		Step 4 Result	Similar to Step 1, stage 1

Players should go through all 10 SPB stages and complete a task and answer questions in each stage. In this way, they fully master the use of the SPB tool by implementing their own idea or project that solves the game problem stated that they have worked through in game stage B – the current state of the school.

Rules and conditions for starting, running and finishing the game UChange SPB: The dream school

The game process involves several conditions and rules that should be strictly adhered to. Failure to follow these requirements may fundamentally distort the learning process and lead to players forming erroneous opinions. Therefore, the trainer must strictly adhere to the following conditions and rules of the game.

1. Conditions of victory and defeat

This version of the game is not designed to calculate scores and determine winners. Consequently, concepts such as loss and victory are not used in this variant of the reality game. The players must play all the game stages and, as a result, develop an SPB project, which solves their school problem, and develop its estimate. The outcome of the game is quality projects. The real step epitomising the "learning through action" format of the CivicLab methodology is to present the projects developed during the game to the real SPB group and to implement the steps that have been worked out by the players (the project author and their group) during the game.

2. Rules for processing an idea, project and estimate

According to the methodology, during the game UChange SPB: The dream school, a digital project matrix may be used. Therefore, all the following rules are written out in two variants: with and without the use of the digital project matrix. The trainer and the players should clearly adhere to the following rules and conditions during the game.

1. The idea is worked out at the first SPB stage "Start 100%: Idea". The author of the idea must justify why this idea is relevant and will solve one of the problems shown on the playing field;

2. There is a development from idea to project.

   a. With a variant of the game with a digital project matrix, each idea is written out in the project using a digital project matrix reflecting the SPB project submission form. Separately, the author of the idea should indicate the following: which target audience the needs of the proposed project addresses (for whom it is intended, who will use it) and how it addresses gender aspects and the needs of vulnerable groups. If there are answers to these questions the trainer puts a green target chip on the image of the figures on the main game line SPB audience (B), location target audience (2) (see Infographic 33).

   b. With a variant of the game without a digital matrix (when the project is not written out), each idea is spelled out by the player and discussed in the playing group. The main objective is to answer the following questions: "What is the name of the project?", "What is the purpose of the project?", "What

are the objectives of the project?" Separately, the author of the idea should indicate the following: the needs of which target audience the project addresses and how it addresses gender aspects and the needs of vulnerable groups. If there are answers to these questions, the trainer puts a green target chip on the image of the figures on the main game line SPB audience (B), location target audience (2) (see infographic 33).

3. Estimates are developed.

   a. In the version with a numerical matrix, the trainer explains which parts the estimate is made of, and that in order to make a quality estimate it is necessary to find out not only the cost of individual items of the estimate but also the total cost for its blocks:

      i. in the offline version (classic or adaptive), children put dashes on which goods or services are written on the "Estimate block" (D) of the project;

      ii. in the online version these boxes can be filled with text and costs.

   In either case, all the data on the items of the estimate are transferred to the digital project matrix, which calculates the total cost of the project.

   b. In the version without a numerical matrix, the trainer explains which parts the estimate is made of, and that in order to make a quality estimate it is necessary to find out not only the cost of an individual item of the estimate but also the total cost for its blocks:

      i. in the offline version (classic or adaptive), children put dashes on which goods or services are written on the "Estimate block" (D) (D) of the project;

      ii. in the online version these boxes can be filled with text and costs.

3. Rules for describing the current state of the school and the concerns of schoolchildren

The players provide answers, in particular, to the following questions, on how to describe a real school.

1. How many children are there in the school (it must be ensured the child understands how many votes can be collected)?
2. How many classes are there in the school (it must be ensured the child understands how many votes can be collected)?
3. What are the objects in your school, let's list them (place the blue chips with a name).
4. What problems or ideas do you have for your school community to develop?

4. Compulsory list of questions

In addition to the questions described above, which the players must answer in order to learn how to use the SPB effectively, players must be asked additional questions.

1. Who are the participants in the SPB?

   Examples of questions and answers

   What can schoolchildren do as part of the SPB?

   Submit a project and form a group, become a group member, join in promoting the project, be a member of the competition committee, vote for the project.

   What can parents do as part of the SPB?

   Be part of the competition committee, help with the promotion and organisation of the SPB at the school level.

   What can teachers do as part of the SPB?

   Be responsible for the organisation of the SPB in the school and compliance with the rules of the SPB regulations in the classes, be a part of the competition committee.

2. What are the functions of the competition committee?
3. Why is it important that the competition committee includes schoolchildren?
4. How many projects can an author submit?
5. How many projects can win?
6. If there are difficulties in preparing the project, who can the author address?
7. What is the purpose of the competition committee?

8. If the project receives a negative opinion, what should the author do?
9. How will the projects be voted on?
10. Who can vote for projects?

The infographic demonstrates a game situation of working out an SPB project using the playing field UChange SPB: The dream school.
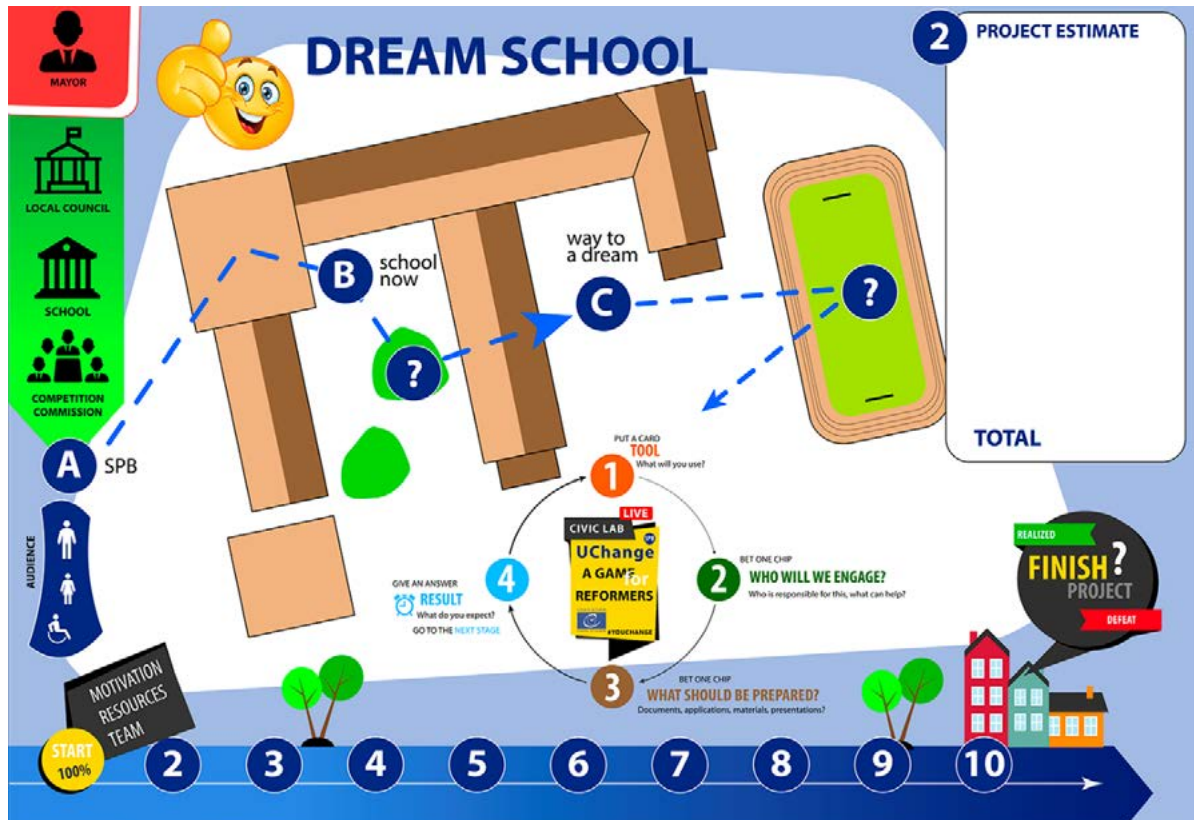
Infographic 40. Game situation when simulating the SPB

Standards for the first step and monitoring the results of the UChange game

The standards regulate the actions to be taken at the beginning and the end of the game for practical learning as well as the monitoring of the educational material.

Evaluation indicators: IUC -36, 38, 43, 51, 52,521-524, 53, 54

The standards provide for the practical implementation of the educational format "learning through action" (the educational component of the CivicLab methodology), which is used in the implementation of the UChange game or its equivalent.

The standards describe a minimum result of the UChange game: a list of documents to be developed by the player and priority actions to be taken both during and after the game so that the new knowledge gained can be used immediately in the successful implementation of their own project, as well as operational and remote monitoring.

The standards' results of the UChange game are given in Table 14. Standards of the minimum guaranteed number of the game results under the CivicLab methodology.

The first step towards successful implementation

The innovative "learning through action" format of the UChange game provides that each participant learns the necessary knowledge on the life of the community, the possibilities of influencing decision making and takes the first practical step towards the implementation of their own project or solution to a real city problem immediately by preparing an appeal or a local initiative, submitting an e-petition or a project, for example. The expected results of each variant of the game are presented in the standard table: what documents the players have developed and the first steps they must take in order to successfully implement their project.

Table 10. First steps according to the results of the game

UChange 1.0: City	UChange 1.5: Country	UChange SPB: The dream school
Prepared documents (developments) based on the results of the game[49]		
– Developed projects – Advocacy plan	– Developed projects – Project budget – Project advocacy plan – Project communications plan	– Developed SPB project – Estimate of the SPB project (or another civil participation tool is chosen to solve the stated problem)
During the reality game the players should		
– Choose one civil participation tool to use during the game – Prepare material (text) providing for the civil participation tool – Use civil participation tool	– Choose one civil participation tool to use during the game – Prepare material (text) providing for the civil participation tool – Use civil participation tool	SPB – Fill in the blank SPB project (if there is an electronic system in it, if not in electronic form) – Prepare the sequence of steps for implementing the project through the SPB Other civil participation tool – Prepare material (text) providing for the civil participation tool – Use civil participation tool
After the reality game the players should		
Complete an advocacy plan task	Complete the tasks of the advocacy and communications plan	Actively participate in the promotion of the SPB project as one of its actors
Monitor the results of the advocacy and communications plan and make adjustments to it	We recommend: – conduct research on the strategy documents – develop a policy proposal – undertake programme analysis	Monitor the implementation of the project and, once completed, begin to use the results effectively

Here is an example of how a player can use a civil participation tool in the UChange game and how the digital chatbot "Dream" can help them do this.

Infographic 41

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49. In electronic form in the case of using a digital project matrix.

Monitoring of the UChange game results

According to the standards, the initiators and the game support team can conduct local individual (group) operational monitoring of the outcome of the reality game and local individual remote monitoring of the success of the project implementation directly by the players. The basis for monitoring is the performance indicators of the reality game, evaluated according to Table 3. Standards of the minimum guaranteed number of the game results under the CivicLab methodology

The authors of the tool strongly recommend conducting not only operational monitoring and evaluation of the outcome of the game but also remote monitoring of the success of the projects developed during the game. We recommend remote monitoring in the following time frames after the game ends: in one, three and six months, and a year – by interviewing the players (in different ways and forms). This will enable the creation of best practices of using the reality game as an applied tool to provide practical training on the fundamentals of civil participation which will further allow the trainer to use similar successful practices during the subsequent training sessions. For example, the best practices of using the UChange game are given in the Good practices section of this tool. We recommend that the most striking practices are arranged in a storytelling format.

In order to assess the level of players' knowledge of the fundamentals of civil participation and skills in using participatory tools (initial and final), the authors recommend using the educational component of the CivicLab methodology, which provides the use of additional assessment techniques (testing, individual practical tasks in classical or remote formats). These techniques are not described or assessed within the tool.

Digital project matrix standards

The standards regulating the use of the digital project matrix during the UChange game in relation to entering information are linked to the following standards: Event preparation standards, Event standards, UChange 1.0 and 1.5 game rules, UChange SPB game rules, Support Groupgroup standards and Standards for the first step based on the results of the UChange game.

Evaluation indicators: ICL-15.22

The standards ensure that a project, advocacy and calendar plan are prepared based on the players' proposals.

The standards describe the structure, tasks and sequence of entering the information into the digital project matrix, adapted for use with the UChange game and fully correlated to the corresponding CivicLab methodology standards. In order to avoid duplication, the standards do not describe the use of the digital component of the CivicLab methodology – a separate tool has been developed for this purpose.[50]

The digital project matrix is a specially programmed spreadsheet with six (or more) working tabs (the name of the tab corresponds to its colour: red, yellow, green, blue, purple, turquoise) for data entry and two service tabs,[51] "Visualisation" and "Analytics". During the game, all players are divided into groups, in which they work through a game situation (questions) on a certain topic. Each group has its own reference colour (red, yellow, green, blue, purple, turquoise). The group colour corresponds to the colour of the tab in the digital matrix. The players' thoughts and proposals are entered by the trainer into the digital project matrix in the tab with the name corresponding to the colour of the respective group. The "Visualisation" tab contains graphs, charts and figures that clearly show the results of each group and all players in the event. The "Analytics" tab aggregates the work of all groups in the form of consolidated textual information, which the players of each group identified as the result of their work: prioritised, rated, selected as realistic, and so on.

Each working tab of the digital project matrix contains a digital project development form, which is a table that solves the problem stated by the player, or implements their idea. It contains three blocks with fields, each corresponding to the tasks the players should complete during the rounds of the UChange game. The standards of the work tab form are given below. The standards of the service tab form are given in the CivicLab tool for developing, analysing and forecasting of options in the decision-making process.

GROUPS

| Green | Blue | Turquoise |
| Red | Yellow | Purple |

Infographic 42

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50. CivicLab tool for developing, analysing and forecasting of options in the decision-making process.
51. If the digital component is provided for in the conditions of the event.

The data are entered by the trainer into the digital project matrix in the task blocks (1 to 3), which correspond to the current step of the round (phase, stage). A link to an example of a digital project matrix and tasks can be found here: www.bdmuc.kpp-ngo.org.

Infographic 43.
Link to the matrix

When filling out the digital project matrix, players should:
- ▶ describe the problem they are trying to solve;
- ▶ formulate a goal for the project, define the objective;
- ▶ find out who is responsible (the target) for solving the problem;
- ▶ find the document regulating the solution of the problem;
- ▶ find a list of civil participation tools they use to influence the target;
- ▶ define the objectives of the project;
- ▶ develop an action plan for successfully solving the problem;
- ▶ use at least one of the civil participation tools chosen to deal with the problem: prepare the necessary documents to deal with the problem (for example, write a statement, an appeal).

Conventionally, the sequence and logic of tasks contained in the digital project matrix is depicted in the project cycle.

Infographic 44. Project cycle

The standard stipulates that the working tab of the digital project matrix should ensure the development of one coherent project, which solves a specific problem, and one advocacy plan for its implementation. The data are entered in a separate cell of each of the task blocks (corresponding to a separate step of the round).

Table 11. Description of tasks of the digital project matrix

Tasks	Description of tasks
Task 1 **Project**	Discuss the problem you are solving, formulate an idea to solve the problem and describe it as a project. Fill in the fields in the digital project matrix with the data: 1. the problem you are solving (specific, related to a certain policy); 2. the project goal (what you want to achieve); 3. SMART objective. All fields must be filled in without exception.
Task 2 **Targets**	Identify the persons responsible for solving the problem or the structural unit at the authority of the relevant level. Fill in the fields in the digital project matrix with the data: 1. target (of influence) No. 1; 2. target (of influence) No. 2; 3. target (of influence) No. 3; 4. target (of influence) No. 4; 5. target (of influence) No. 5. At least one field should be filled in, that is, at least one target of impact selected.
Task 3 **Advocacy plan**	Develop an advocacy plan that includes the advocacy task and civil participation tools you plan to use to influence the selected targets for making the necessary decisions for the project to be successful. Fill in the fields in the digital project matrix with data (use the data developed in Task 2 and the list of available civil participation tools): 1. the duration of the project; 2. a-Task 1 –> Target 1 –> Tool 1; 3. a-Task 2 –> Target 2 –> Tool 2; 4. a-Task n+ – Target n+ – Tool n+; 5. Determine the timing of each a-Task. A table reflecting the advocacy plan calendar should be filled in.

The standard prohibits putting more than one proposal from a group into the same cell. The digital project matrix is used to prepare only one project from one group. Therefore, the trainer should ensure that there is sufficient time for all the players in the group to discuss all proposals and that one agreed proposal is placed in the appropriate cell of the digital design matrix. If the format of the game provides for several alternative project options that solve the same problem, the game administrator should provide an appropriate format for work in the groups or choose another typical digital matrix (of ideas or alternatives, etc.) to be used.

The data entered into the matrix become immediately available both to the players who developed it and to the other groups. This is necessary to ensure that each group playing is able to verify at any time that their project proposals have been correctly entered into the digital matrix.

At any time, all the work of any group or all groups as a whole can be displayed on the common screen, or access to this information can be provided to any of the players. This ensures adherence to the principles of transparency, openness, non-discrimination[52] and impartiality. In turn, this builds confidence of all players in the results of joint work.

Table 12. Standard working tab form corresponding to the steps of the round

No.	Standard	Norm (minimum/maximum)
1	Working tabs	
1.1	Number of tabs	3/6 or according to the number of players*
1.2	Name of standard tabs	Red, yellow, green, blue, purple, turquoise
1.2	Tab colour and colour theme	Red, yellow, green, blue, purple, turquoise
1.3	Content	Data on proposals of group members entered in accordance with the data sheets of each phase
1.4	Minimum number of proposals	30
1.5	Who generates/enters data	Trainer or player[53]

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52. Conference of INGOs of the Council of Europe, III.ii. Principles for civil participation, CONF/PLE(2009)CODE1. Code of good practice for civil participation in decision-making processes, https://rm.coe.int/16802eeddb.

53. If the conditions of the game stipulate that each player can build up an individual project based on their problem, the game administrator creates a project matrix with as many tabs as the total number of players participating. In this case, the data in the tabs of the digital project matrix are entered by the players themselves. The game administrator must give direct access to the digital project matrix tabs to the players.

Digital matrix working tab

Here is a graphical example of the working tab and tasks of the digital project matrix.

Infographic 45. Task 1

Infographic 46. Task 2

Infographic 47. Task 3

Support group standards

The standards regulate how the support team works throughout all stages of the UChange game.

Evaluation indicators: ICL-15, 21, 22

These standards demand the support team works adequately to achieve the goal of the UChange game and that all players and groups complete their planned tasks within a well-defined time frame.

These standards describe the qualification requirements for trainers, functions, duties, tasks, standard actions, methods of discussion and level of players' involvement in the process of discussion in groups, rules for joint work in the group itself, as well as the procedure for monitoring the digital component of the task state and the dynamics of each group by an administrator.[54]

The group that supports the UChange game consists of the administrator of the game (they are also the administrator of the digital component), and the trainers. The functions between the group members are divided as follows. The administrator is responsible for the proper organisation and running of the reality game as a whole and ensures the operation of the software and complex analysis (the digital component and the digital project matrix). The trainers organise and lead the discussion in the groups and simultaneously enter the proposals from the players into the digital project matrix.[3]

The required number of trainers is written out in Table 13. Standards of the minimum guaranteed number of the game results under the CivicLab methodology. The game methodology does not foresee a separate specialist in the support team to ensure data entry into the digital project matrix, in other words, a notetaker.

During the UChange game, the following general rules must always be adhered to by the support team.

1. The administrator is responsible for compliance with the standards and proper playing of the reality game in accordance with the CivicLab methodology.
2. All work in the event is divided into several rounds according to the event standards.
3. All players work in groups at tables (in virtual rooms), which are marked with different colours (a virtual room has a name of a certain colour). The number of groups/tables (virtual rooms) is determined by the event preparation standards.
4. In each of the rounds, there are several tasks and questions that the group must answer and complete.
5. Trainers work in each group together with the players. The number of trainers is determined by the event preparation standards.
6. The proper work of each group is ensured by the trainer. They organise and lead the discussion in the group according to the round, topic and game issue. They also have to listen carefully to each player and enter their opinion and proposal into the digital project matrix. The trainer additionally voices what has been said so the player can make sure their opinion is heard correctly and the proposal is entered correctly in the matrix. The trainer works and performs the functions in accordance with the standards approved by the game methodology.
7. The work of the trainers is co-ordinated by the administrator. They explain the methodology of work, monitor compliance with the standards, are responsible for the digital component, monitor the work of the groups, and the results of the tasks both in individual groups and by all players. They summarise the results of the game, in particular based on visualised and analytical data formed by the digital component.

During the event, the trainer should adhere to the following work standards:

1. follow the timing of each phase of the event;
2. observe the rules of moderation and demand the same from all players:
   a. be polite;
   b. do not interrupt and do not argue;
   c. listen carefully;
   d. everyone should speak up;
   e. respect the opinions of others;
   f. one player speaks at a time;
   g. phones must be in vibration mode;

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54. If the digital component and the project matrix are provided for in the conditions of the event.

3. follow the general rules of the game and use the recommendations of the administrator during each phase;

4. follow the methodology of facilitated discussion and work regulations:
   a. actively moderate the conversation: players speak for no more than one minute at a time;
   b. all players should express their opinions during each step of one round: use a pencil as a microphone passing it from player to player (if the game is in remote format, call the names of players in turn);
   c. be an example for players: show how to express an opinion before the discussion, do it every time if necessary;
   d. summarise the players' opinions: after each player's statement, repeat "did I understand you correctly...";
   e. if there are any questions about the game or the operation of the digital component, the trainer should contact the game administrator;

5. strictly adhere to the sequence of rounds and their steps, as well as all stages and game phases (if any are provided in the rules of the game), and if a step or a round is passed, then the standard strictly forbids a return to it or a change in the arrangement, the replacement or taking away of cards, any changes made to the digital design matrix or addition of any information;

6. read the results of the groups during the presentation from the "Analytics" tab of the digital matrix, from the section marked with the colour of your group.

In the event when a digital project matrix is used during the UChange game, the trainer must also adhere to the following standards for working with the digital matrix:

1. follow the dynamics of other groups (shown on the digital matrix "Visualisation" tab);

2. keep track of the timing of the game and each round;

3. the administrator of the game can contact you and give advice on the process of work of your group – listen carefully and follow the advice;

4. carefully enter all thoughts and proposals into the digital project matrix:
   a. do not try to enter everything the players say;
   b. information should be entered into the digital project matrix only after confirmation of the players' opinions – that is after the trainer repeated the players' opinions and received confirmation;
   c. strictly observe the sequence of tasks in the digital project matrix – they are consistent with the tasks of the steps of the game phases. Changing the sequence of tasks in the digital project matrix is strictly forbidden by the standards;
   d. the trainer should not postpone entering information into the digital project matrix, ad should not write proposals down on paper. The information must be entered into the matrix while the next player is expressing an opinion and leading a discussion;
   e. the trainer cannot shorten sentences and individual words, and should avoid the use of abbreviations which are not widely used;
   f. the trainer should use one cell of the matrix to record one opinion of one player. The standard of the CivicLab methodology strictly forbids entering several proposals from one player in one cell of the matrix.

During the event, the UChange game administrator (of the digital component) should adhere to the following work standards:

1. provide players with access to the videoconferencing platform, shared screen with the trainer's desktop, playing field and digital matrix,[55] and ensure continuity of access throughout the game;

2. immediately upon completion of the game, conduct a set of activities that will prevent the loss, change or damage of information in the following sequence and scope:
   a. provide access to developed proposals only in view mode;
   b. make a backup copy of the digital project matrix;
   c. data from the digital project matrix should be exported to a pdf file; visuals of the results of group work, analytics and list of developed proposals should be exported in tabular format;
   d. transfer files with visuals and the developed proposals to initiators (customers) of the game;

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55. If the conditions of the game provide for anything listed.

3. keep track of the timing of each round and the event as a whole;

4. remind the trainer and notetaker of how much time is left to complete the game (the administrator should have previously studied a game agenda and clearly know the start and end time of each round, as well as its duration, and at least twice, 10 and 5 minutes before the end of the round, they must inform each trainer about the time remaining until completion of the task and the need to start the next task (go to the next round, etc.));

5. monitor the status of groups by logging into the virtual room or approaching the table at least once during each of the rounds, to assess the dynamics of work and discussion, the activity of players, etc.;

6. conduct operative monitoring of the state of task performance based on visual data and the proper filling out of digital matrices, switching between tabs where proposals are being developed by a certain group.

Communication between group members can take place via any messenger: Viber, Telegram, Facebook. We recommend communicating via the internal chat of the digital project matrix. The information sent to the shared channel should only concern the game or the topic of the game and the questions discussed in the groups at a certain round, as well as technical issues that may arise when working with the matrix and playing the game. In particular, this may include reminders about timing, solving technical issues, recommendations for filling out the matrix and playing the game, and so on.

CivicLab trainer qualifications standards

The standards regulate the necessary knowledge and practical skills to be mastered by a trainer who conducts activities according to the CivicLab methodology and standards, including the UChange game.

Evaluation indicators: UCL-61-63

The standards provide qualification requirements for trainers who conduct activities based on the Council of Europe CivicLab methodology, the UChange game or its equivalent in the "learning through action" format.

The standards describe the qualification requirements for the trainers, their tasks and responsibilities, the required level of knowledge and practical skills, confirmation of qualifications and certifications, and it provides links to training programmes that will ensure potential trainers are adequately prepared for the certification process.

Please note: Trainers must be certified to know, practice and adhere to the CivicLab methodology standards during events, in particular, the UChange games.

Why are the CivicLab qualification requirements and certification used?

The authors of the CivicLab methodology and the UChange game try to avoid excessive detail and specificity in order to provide trainers and players with a universal tool that enables any decision-making process to be simulated. At the same time, this approach requires that the trainers have sufficient knowledge and practical competencies on the state structure, regulatory framework, budget legislation, powers, regulations and mechanisms of civil participation tools, and successful practices of interactions with public actors. This allows qualitative and effective use of the UChange playing fields to achieve the goal set by authors of this tool: to teach, share new knowledge and practical competencies to the players regarding the fundamentals of civil participation to solve their issues. It is for this purpose that the authors of the methodology have developed basic qualification requirements for trainers. Without the trainer having properly proven competences and practical mastery of the CivicLab methodology standards (with a CivicLab certificate), including the UChange game, no activity conducted can be considered to meet the CivicLab standards. Therefore, the results (training, proposals, reports, analyses, etc.) cannot be considered credible and legitimate.

CivicLab certification is a system of activities aimed at comprehensive and complex assessment of the effectiveness of a trainer, by which their level of knowledge and practical skills in using the CivicLab method is determined (confirmed) in accordance with the established standards. In order to be certified, a trainer should be trained in the practical use of the CivicLab methodology standards and pass a practical exam.

In order to qualitatively prepare for certification, the authors of the tool recommend potential trainers to use specially developed curricula and guides on the fundamentals of civil participation, developed by the experts of the Council of Europe project, "Strengthening civil participation in democratic decision making in Ukraine":

Standards c

- ► Online Civil Participation Academy 2.0: hwww.kpp-ngo.org/coe/nads/
  (only available in Ukrainian);
- ► Community code, The city of Drohobych, online course:
  http://kpp-ngo.org/coe/drohobych/ (only available in Ukrainian);
- ► Council of Europe Mentoring for Change programme;
- ► Thematic guides for practical training on the fundaments of civil participation:
  www.coe.int/en/web/kyiv/promoting-civil-participation-in-democratic-decision-making-in-ukraine.

A full list of training programmes can be found here: http://np.kpp-ngo.org (only available in Ukrainian).

Qualification description of a certified CivicLab trainer

A. Tasks and duties: organise and conduct activities according to the CivicLab methodology and standards, in particular:

1. consultative sessions using the digital component of proposal generation, analysis and anticipation of solution options;
2. training sessions using the UChange game in the "learning through action" format;
3. educational dialogue workshops in the "learning through action" format.

B. Each trainer who plans to conduct activities using the CivicLab methodology and standards must have knowledge of:

- ► Council of Europe standards on civil participation and good governance;
- ► fundamentals of public and multilevel governance;
- ► state structure;
- ► public administration, civil service, local governance;
- ► powers of authority and the cycle of making managerial decisions;
- ► state regional policy;
- ► the system of local self-government and territorial organisation of power;
- ► the regulatory framework governing civil participation and the operation of civil participation tools;
- ► budget legislation and budget cycle;
- ► territorial community code;
- ► strategic planning;
- ► work mechanisms of civil participation tools at the local and national level;
- ► engaging youth for community development;
- ► gender approach in the development of the community;
- ► city development strategies with civil participation;
- ► development of participatory democracy and digital transformation;
- ► teaching methods;
- ► the basics of gamification of the educational process;
- ► CivicLab methodology and standards for the use of its components;
- ► how to deliver training sessions on the fundamental of civil participation using the CivicLab methodology and the UChange game in the "learning through action" format; and

have practical skills in:

- ► the development of public managerial decisions based on the submitted proposals;
- ► the analysis of the territorial community code and strategic documents;
- ► mastering the best practices for the effective use of civil participation tools: information requests, appeals (e-appeals), petitions (e-petitions), public consultations, public hearings, local initiatives, public budgets, SPB, youth councils, school self-governments, working groups, public expertise, public councils and so on; have skills to choose the civil participation tools that are relevant to the problems;
- ► drawing up a project and its estimate, in particular for projects of the public and SPB;
- ► the analysis and research of city, regional and state policies and programmes;

- ► the preparation of an analytical note and a policy proposal;
- ► drawing up advocacy and communication plans;
- ► conducting strategic budget advocacy;
- ► the facilitation of dialogues in small groups (up to 12 participants) and moderation of events with a total of 100 participants;
- ► the practical use of the digital components digital matrices, UChange playing fields in accordance with the standards of the CivicLab methodology;
- ► the use of digital services and tools:
  - – for video conferencing software;
  - – for preparing documents, storing data and accessing the Internet: Google docs, Google drive, Microsoft Office (Word, Excel, PowerPoint), Google Chrome, etc.;
  - – communication via messengers: Viber, Telegram, Facebook and so on.

C. Confirmation of qualification: each trainer who plans to conduct events according to the CivicLab methodology and standards must prove their knowledge and skills by passing a qualifying exam and conducting at least two events in each of the areas:

1. consultative sessions using the digital component of proposal generation, analysis and anticipation of solution options;
2. training sessions using the UChange game in the "learning through action" format;
3. educational dialogue workshops in the "learning through action" format.

Standards of report preparation

The standards regulate the procedure for preparing group and consolidated analytical reports with recommendations.

Evaluation indicators: ICL-16,17,18

The standards provide for the production and publication of analytical reports with recommendations that will be the basis for making informed and effective decisions.

They describe a typical structure of an analytical report (group and general).

Based on the results of the game, the following documents are prepared: analytical reports on the results of the work of each group (hereinafter – group report) and a consolidated analytical report on the results of the game.

The consolidated analytical report includes data of group reports and is transferred to the initiator of consultations together with visuals, the list of the developed proposals (data from the digital matrix) and group reports.

An analytical report on the results of each group is prepared by the trainer at the end of the event. A group report is prepared according to the recommendations that facilitate its preparation.

The group report contains the name of the game, the name of the group (colour), the name and surname of the trainer and a link to the results of the group[56] (digital project matrix). The information in the report is structured and presented in three sections. In each section, the trainer enters the relevant data from the digital project matrix, makes their initial analysis, and provides an overall assessment and conclusion of the group work as a whole.

Section 1 contains a list of all the problems identified in the group discussion and their analysis. The trainer notes the total number of problems, as well as those that caused more discussion in the group, required more time for discussion, and where more players participated in the discussion. Similarly, the problems that caused the least active discussion are indicated. It is also necessary to note why the players chose a particular problem to simulate its solution. Finally, a general conclusion is given for the section.

Section 2 contains a description of simulating the solution to the game issue on the playing field, the information about the project developed, the selected targets of influence and a description of the sequence of steps in the advocacy plan. The course of the first step towards the implementation of the project using the chosen

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56. If the conditions of the game provide for its use.

civil participation tool should also be noted: describing why a particular tool was chosen, what materials were generated and how the group made use of the tool. This section should contain conclusions about which tasks during the game caused the most and least difficulties for the players.

Section 3 is a general assessment and general conclusion of the group's work by the trainer.

This section contains the overall conclusion on the work of the group and the trainer's recommendations on the actions of the players to be taken into account in the implementation of the project. The trainer should draw conclusions and assess the outcome of the game for compliance with standards and achievement of indicators.

The consolidated analytical report is prepared by the game administrator on the basis of: the results of the groups, data from the digital matrix, visuals and analytics which are generated automatically by the digital component, and data from the group reports.

Careful, detailed preparation of the consolidated report will enable quality recommendations to be made for the game initiators.

The consolidated analytical report should be compiled according to the following structure.

1. The methodology of playing the game and its audience describes the methodology used for training, the criteria for selecting participants, as well as providing a portrait of the audience of the event and describing the principle of dividing participants into groups.

2. The summary of group work takes into account the information specified in separate group reports, and conducts a general analysis of work results for all groups. This part summarises the work of all the groups and their findings.

3. The conclusions and recommendations take into account the consolidated results of the groups and aggregated proposals, the justification, and conclusions. Recommendations are made for the results of the game as a whole. The game administrator should evaluate the conduct of the game for compliance with the standards and achievement of indicators.

Standards for technical support

The standards regulate the technical, organisational, methodological and resource support of the game.

Evaluation indicators: IUC -71, 72

The standards provide for the use of the necessary organisational and methodological, resource, technical and digital support for the reality game at the appropriate level.

They describe the terms of reference for providing the game with the necessary equipment (quantitative and qualitative parameters), digital resources, a list of services and works, in order to hold the reality game at the appropriate level.

The distance format of the UChange game in the "learning through action" format under the CivicLab methodology includes the following minimum list of necessary technical support:

by the support team/initiator of the game:

1. availability of a registered account on a video conferencing platform, which provides for:
   a. simultaneous participation in the conference of 100 people;
   b. duration of one video conference – at least five hours without a break;
   c. internal chat with general and personal correspondence;
   d. creation of up to 10 virtual game rooms, the name of which can be changed, and the ability to add participants manually;
   e. ability to display computer screen to the audience;
   f. ability to record a general video conference and in separate rooms with saves being made on a local computer and in the cloud;
   g. ability for a player to independently control audio and video;
   h. virtual board with notebook, hand-raising function;
   i. waiting room;
   j. ability to broadcast the video conference on social media pages and Youtube;

k. a set of administrator functions that provide game planning, moderation of players, functionality management, etc.;

2. availability of two (for game administrator and consultation initiator) desktop personal computers for video conferencing with at least the following specifications: 19 inch screen, minimum 3.6 GHz processor, minimum 8GB RAM, WiFi adapter, mouse, keyboard, Webcam with full HD quality containing a microphone, speakers, wired connection to the Internet, a bandwidth of at least 1 GB within the local network;

3. all members of the support team should have configured accounts to work with Google docs with administrator rights, in particular (for the administrator or the initiator of the consultation) at least 20 GB free space on Google drive;

4. availability of a configured Facebook and Viber account for all members of the support team;

5. digital component of analysis and predicting[57] with the digital project matrix;[42]

6. for other participants of the support team, the availability of technical capability for conferencing (Google account, account on the video conferencing platform, computer software that meets the conditions of the online platform, constant connection to the Internet via WiFi or wired connection);

by the player of the consultation process:

1. a player should have a laptop, smartphone, tablet or personal computer with stable, permanent Internet access (at the place where the player will participate in the consultation);

2. availability of a webcam and a microphone (built-in or peripheral);

3. availability of an account to work with Google docs;

4. availability of a Facebook and Viber or WhatsApp account.

A classic or adaptive game format (offline) requires the following technical support:

1. a laptop for each game groups plus one extra, as backup, with the following basic, minimum parameters: 15.6 inch screen, 2.0-3.6 GHz processor; 4 GB RAM, Wi-Fi adapter, mouse, charger, battery providing autonomous operation for 60 minutes, Windows system not lower than version 8, English language package for text input installed:, Microsoft Office package (Word, Excel, Power Point), Google Chrome browser;

2. a laptop for presentations with similar technical parameters to those in paragraph 1, and additionally, an output for the projector (HDMI or VGA depending on the projector) and a corresponding cable to connect to the projector;

3. a WiFi access point with a minimum bandwidth of 300 Mbps able to connect a minimum of 100 users;

4. a projector and screen;

5. three microphones (radio) and one backup;

6. a room with a total area that accommodates up to 100 people and up to 10 round tables;

7. folding tables (180 mm wide) with white tablecloths (the number should correspond to the number of groups plus one technical table for the digital component administrator);

8. a narrow, folding chair for each participant, including support team members and consultation initiator representatives;

9. tablets on tables of different colours (red, yellow, green, blue, purple, turquoise)

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57. If provided for the conditions of the game.

Tables of the UChange standards – A game component of the CivicLab methodology

Table 13. Standards of the UChange game under the CivicLab methodology

No.	Standard	Norms, according to the format	
		Classic	**Remote**
1	Recommended[58]/Maximum number of participants	40/60	60/100
2	Recommended[58]/Maximum number of groups	4/6	6/10
3	Recommended[58]/Maximum number of participants in groups	10/12	8/10
4	Recommended number of trainers in groups	1 per group	1 per group
5	Recommended number of notetakers in groups	0[59]	0[59]
6	Proportionality of distribution of participants into target audiences[60]	Community – at least 30% Government – up to 30% Business/international organisations/foundations – up to 30% Organisers – 10%	

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58. This figure may be lower and meet the request of the game initiator.
59. The UChange game standard does not provide a separate notetaker for entering information into the matrix. Their duties are performed by a trainer.
60. Recommended indicator of the standard.

Table 14. Standards of the minimum guaranteed number of the game results under the CivicLab methodology

No.	Game version	UChange 1.0: City	UChange 1.5: Country	UChange SPB: The dream school[61]
	Indicator	**Prepared documents (developments) based on the results of the game[62]**		
1	Project developed according to the standards	Yes	Yes	YES[63]
2	Developed SPB project			YES
3	Project budget		Yes	YES[47]
4	Estimate of the SPB project			YES
5	Project advocacy plan	Yes	Yes	
6	Project communications plan		Yes	
		Was the first step of the project implementation taken during the game?		
7	Choose one civil participation tool to be used during the game	Yes	Yes	
8	Prepare material (text) providing for the civil participation tool	Yes	Yes	Yes[47]
9	Use civil participation tool	Yes	Yes	
10	Submit (register in the electronic system) the SPB project			Yes
11	Prepare steps to promote the SPB project			Yes
		Follow-up steps after completing the game		
12	Use civil participation tool			Yes[47]
13	Complete an advocacy plan task	Yes	Yes	
14	Complete a communication plan task		Yes	
15	Actively participate in the promotion of the SPB project as one of its actors			Yes
16	Monitor the results of the advocacy plan make any useful adjustments	Yes	Yes	
17	Conduct research of strategic documents, analysis of city programmes, prepare a policy proposal	Recommended[64]	Recommended	
18	Monitor the implementation of the project and, once implemented, begin to use its results effectively			Yes

61. Yes means that one player, or one group, has to prepare at least one project, document, or material, for example. The total number of projects depends on the number of groups (into which the players are divided). The minimum is for two groups, the maximum is for six groups. The actual number of game developments can be much higher.
62. In electronic format in the case of using a digital project matrix.
63. If a civil participation tool other than the SPB is chosen.
64. ⁵8 Recommended: the task depends on the conditions of the game and is not taken into account in the results of the game.

Table 15. Standards for conducting stages and its parts and phases depending on the format of the event

No.	Standards, stages and tasks within the stage	Input data	Recommendation for an extended task allowing standard compliance	Result	Norms (according to the format)	
					Classic	Remote
Stage No. 1. Preparation for the game[65]					17 days	
	Step 2.1. assess needs and expectations and form a list of applicants for participation in the game	Clearly defined topic, tasks, expected results, format of the game, chosen playing field, prepared agenda and list of stakeholders to be involved in the game	Form criteria for selection of participants according to the CivicLab methodology – see section Criteria for selection of participants. Develop and publish a form for collecting participants' applications for the game, taking into account the selection criteria	At least 60[1] applications for the game are submitted through the form	1 day to prepare the form 14 days to collect applications	
	Step 2.2. select players from among the applicants according to the criteria	Applications are received from at least 60[1] applicants for the game	Select the required number of players and an additional 10% reserve applications according to the criteria and conditions of the game. Inform the players about their selection for the game. Send an information message on the refusal for grounded reasons to other applicants.	The agreed number of players are selected. Up to 10% of applicants for the game are reserved.	2 days	
	Step 3. Form a portrait of the target audience of the selected player	Questionnaires for the selected players	Form a gender portrait of the target audience: age, gender, place of residence, affiliation to one of the three target groups, needs, motivation and expectations, other aggregate information according to the application.	The portrait of the target audience of the game is formed. Participants, their professional level of training, needs and expected results from the event have been drawn up. At this stage, the game initiators and the support team may decide on the need for additional recruitment of players if the portrait of the target audience does not match the expected portrait of stakeholders.	1 day (in parallel with step 2)	

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65. Step 1 is performed directly by the game initiator, and general requirements, terms of reference for the game, are transferred to the administrator of the game.

No.	Standards, stages and tasks within the stage	Input data	Recommendation for an extended task allowing standard compliance	Result	Norms (according to the format)	
					Classic	Remote
	Step 4. Allocate the selected players to the groups following the principle of proportionate involvement of the target groups in the discussion	Each player is assigned to one of the three target groups: – Authorities – Community – Business/foundations/ international organisations	According to the traffic light methodology, players are divided into groups in accordance with the principle of proportional participation of target groups in the discussion.	Groups are formed in which the representatives of the target groups are present in the following proportions: – Authorities – 30% – Community – 30% – Business/foundations/international organisations – 30% – Organisers – 10%	1 day (in parallel with step 2)	
	Step 5. Choose a matrix to be used along with the playing field	The educational topic, tasks, expected result of the game, a list of questions to be answered during the game, and the chosen playing field are clearly defined	A digital matrix is selected to adapt to a list of questions (tasks) to be solved during the event (conditions of the game may provide for the use of the CivicLab digital component, in which case, at this stage, the digital component of the methodology is adaptedaccordingly)	The digital matrix to be used during the game is determined and adapted (if necessary, the digital component as well)	1 day (in parallel with step 2)	
	Stage No. 2. Playing the UChange game – Discussions and debates are held only at the table and in virtual rooms. – If the event stipulates general: introductory lectures, presentations, speeches, reflections of participants, warm-ups, etc., all these activities are conducted outside the time frame of the main UChange rounds. – The rounds in each group may last different lengths of time, an approximate time for each task is given below, with the total time allocated to the game not exceeding the overall time limit (shown in bold blue).				**3 hours**	**2 hours 30 minutes**
	Explanation of methodology	All players	The game administrator acquaints all players with the CivicLab methodology and the rules of the UChange game, the format of the event and the timing	All players are acquainted with the CivicLab methodology, the format of the event and the timing, know the rules of the UChange game, the trainers and their functions, are assigned to the game rooms	10 minutes	10 minutes
	Explanation of the rules of work in the groups	Players in the group	The trainer explains the rules and the tasks, the list of activities to be performed	The players know the tasks and the list of materials to be developed and the actions to be fulfilled during the game	5 minutes	5 minutes
	Simulating the solution to a game issue				**2 hours 5 minutes**	**1 hour 45 minutes**

No.	Standards, stages and tasks within the stage	Input data	Recommendation for an extended task allowing standard compliance	Result	Norms (according to the format)	
					Classic	Remote
	Phase 1. Game rounds				1 hour 25 minutes	1 hour 15 minutes
	Task 1. Project	Issues, problems, ideas and projects that the players declared for the game at registration	In a facilitated discussion format, players discuss and identify problems within the topic of the event and choose those problems to which they aim to find solutions through simulations on the playing field. Players develop the project and an advocacy plan	Game problem (game issue, idea) is chosen. The problem is written out as a project	40 minutes	30 minutes
	Task 2. Targets	The project and the solution to be adopted	In the facilitated discussion format, players determine the persons or structural unit at the relevant level responsible for solving the game problem – targets of influence	One to five targets of influence are identified	20 minutes	20 minutes
	Task 3. Advocacy plan	Project written out, targets of impact selected	In the facilitated discussion format, players develop the tasks of the advocacy plan and choose the civil participation tools to influence the selected targets to make the decision required for successful project implementation.	Advocacy plan for project implementation is developed	25 minutes	25 minutes
	Phase 2. Action – the first step towards successful implementation				40 minutes	30 minutes
	The first step towards a successful project in real life	Project, advocacy plan	Players choose one civil participation tool to use during the game, prepare the materials needed to use it and make use of it	Players choose a civil participation tool, and take first step towards successful solution to the issue in real life	30 minutes	15 minutes
	Stage No. 3. Event findings					
	Results of work in groups	Project, advocacy plan and digital matrix (if used). Analytics, visuals and results provided by the digital component (if used)	Trainer and group representative present the results of the work. Game administrator summarises the results of joint work	Players, as well as invited experts, understand result of their work and can objectively compare it with results of the work of other groups	30 minutes	20 minutes
	Recommendations of experts on results of the groups' work (if conditions of the game provide for the use of experts)	Players understand the results of their work and can compare them objectively with results of other groups	Expert summarises results of the work and provides recommendations and a forecast for taking into account project developments.	Players understand how projects and plans need to be refined in order to implement them more effectively	10 minutes	10 minutes

No.	Standards, stages and tasks within the stage	Input data	Recommendation for an extended task allowing standard compliance	Result	Norms (according to the format)	
					Classic	Remote
**Stage No. 4. Preparation and publication of analytical report**					
	Preparation of analytical reports from the game	Developments of groups, consolidated analytics and visuals	Trainers prepare an analytical report on results of each group	Analytical reports on the results of each group	2 days	2 days
	Preparation of consolidated analytical report	A portrait of the target audience, results and analytics for each group. Analytical report on results of each group prepared by trainers	Game administrator or representative of the game initiator prepares an analytical report with recommendations according to the form	Consolidated analytical report with recommendations following results of the game	7 days	7 days

Compliance with the standards for the CivicLab methodology

The CivicLab methodology provides an opportunity to objectively assess the organisers' compliance with the standards of the methodology, including the UChange game, as well as the quality of the results of the event as a whole. That is, the methodology provides measurable indicators and digital data that allow organisers to answer a number of questions that arise when evaluating the effectiveness of the event, including the question: "Has the purpose been achieved, the task accomplished and the expected result of the event achieved?"

For the purpose of reliable assessment, a list of measured indicators is introduced, which provides a general, group and individual assessment of the success and efficiency of work. All indicators in accordance with the standard of the CivicLab methodology are divided into three groups and a fourth group is additionally introduced, which allows assessment of the trainer's qualification:

1. compliance with the standards for the CivicLab methodology;
2. operational performance indicators (of a participant, group work and game results);
3. monitoring the operational, long-term results of the game;
4. trainer's qualification.

Evaluation indicators and diagnostic tools for the success of using the CivicLab methodology

The list of suggested indicators reflects the effectiveness of the game. It allows the evaluation of the performance of the event in terms of the individual contribution of each player and joint group work. Thus, it reflects the activity, level of participation, and involvement in the discussion, and the effectiveness and realism of the proposals (projects, plans, etc.). Indirectly, the indicators allow the organisers (game initiators, support team) to assess the participants of the event from the standpoint of their professional level of training and expertise, the applied nature of their proposals, non-involvement and lack of lobbying on their part, and allows a conclusion to be drawn about the achievement of the event objective, gaining by the players the necessary level of knowledge and practical skills of interaction, the use of civil participation tools for the joint solution of issues and problems with the authorities, the implementation of ideas and projects, the need to continue this or hold additional games, attract or change the target audience (players) to another.

Please note: In order to assess the level of players' knowledge of the fundamentals of civil participation and skills in using participatory tools (initial and final), the authors recommend using the educational component of the CivicLab methodology, which provides the use of additional assessment techniques (testing, individual practical tasks in classical or remote formats). These techniques are not described or assessed within the tool.

Table 16. Indicators of compliance with the standards of the methodology and quality assessment of the event

Group of indicators	Indicator code	Indicator	Description	Unit of measurement	Standards (at least)
Indicators for assessing the proper organisation of the gameplay The evaluation is made by the organisers of the event. Compliance with the standards is reflected in the internal report for the event.					
1. Methodology standards	ICL-11	Participation in the event	The ratio of the number of those who participated in the event to the number of those invited	%	80-90
	ICL-12	Completeness of groups	The ratio of the number of participants who actually joined the group to the planned number of group members	%	95

Group of indicators	Indicator code	Indicator	Description	Unit of measurement	Standards (at least)
	ICL-13	Target audience	The ratio of target groups that participated in the event	%	Community – 40 Authorities – 30 Business/ international organisations/ foundations – 20 organisers – 10
	ICL-14	Timing	Adherence to the timing of all four stages	%	100
	IUC-11	Playing field	Adherence to the rules and conditions of the game using the playing field	Yes/No	Yes
	ICL-15	Matrix-filling format	Adherence to the correctness of the matrix form	%	100
	ICL-16	Preparation of a package of analytical reports	Preparation of reports: internal, analytical reports (group and consolidated) with recommendations	%	100
	ICL-17	Preparation of group analytical report	Adherence to the deadline for group analytical report	2 days Yes/No	Yes
	ICL-18	Preparation of consolidated analytical report	Adherence to the deadline for consolidated analytical report	7 days Yes/No	Yes
Operational performance indicators To be evaluated by the trainer of each group. The evaluation of these indicators can be automated through the use of the digital component. They appear in the analytical reports of groups and on the results of the entire game, which is prepared by the game administrator.					
2. Individual. Player within the entire game	ICL-21	Activity	How actively did the participant take part in the discussion (determined by the trainer)	Points 1-5	4-5
	ICL-22	Involvement	The number of participants' proposals included in the digital matrix	Units	1-3
3. Group. Developments at the group level are evaluated	IUC-31	Game issue	Group has chosen one game issue	Yes/No	Yes
	IUC-32	Task 1	Task 3 completed	Yes/No	Yes
	IUC-33	Task 2 in progress	Task 2 completed	Yes/No	Yes
	IUC-34	Task 3 in progress	Task 3 completed	Yes/No	Yes
	IUC-35	Documents	The group has prepared the necessary list of relevant documents (Table 13) to address the game issue	%	100

Group of indicators	Indicator code	Indicator	Description	Unit of measurement	Standards (at least)
	IUC-36	First step	The group in the Action phase used the civil participation tool	Yes/No	Yes
	IUC-37	Quality	Document quality: 0 – require significant improvement, 1 – require minor improvement, 2 – do not require improvement	Points 0-2	2
	IUC-38	Realism	The players have taken the first step towards solving the game issue – have used the civil participation tool: 0 – have not developed material and have not used it, 1 – have developed material but not used it during the game, 2 – have used it	Points 0-2	2
4. Results of the game	IUC-41	Efficiency	All groups have prepared a package of relevant documents (Table 13) to solve the game issue	%	100
	IUC-43	Practicality	All groups have taken the first step towards realising the project in life	%	100
Indicators for monitoring the game results					
To be evaluated by the organisers through monitoring the success of the players in solving game issues in real life					
5. Project implementation	IUC-51	Operational monitoring	Operational monitoring of the achievement of the game results has been completed	Yes/No	Yes
	IUC-52	Long-term result monitoring	The successful resolution of a game issue by the players was monitored based on the material developed during the game. Consolidated indicator calculated on the basis of data from the following four time intervals:	%	50
	IUC L-521		long-term monitoring in one month	Yes/No	Yes
	IUC-522		long-term monitoring in three months	Yes/No	Yes/No
	IUC-523		long-term monitoring in six months	Yes/No	Yes
	IUC-524		long-term monitoring in a year	Yes/No	Yes/No

Group of indicators	Indicator code	Indicator	Description	Unit of measurement	Standards (at least)
	IUC-53	Successfulness (effectiveness of the game)	The player solved the problem declared for the game thanks to the knowledge obtained during the game: 0 – did not solve it, 1 – solved partially or passed on the knowledge to others and they solved it, 2 – solved it successfully, 3 – solved it and proceeded to the next one, 4 – solved it and passed on the successful experience to others	Points 0-4	Yes
Indicators of the game trainer's qualification					
To be evaluated by the authors of the methodology through certification or validation of qualification requirements					
6. Trainer's qualification characteristics	IUC-61	Practical use of the CivicLab methodology	Proven practical skills and ability to organise and run events according to the CivicLab methodology and standards: consultative (digital component), training (UChange) and educational (dialogue workshops) – at least two events in each focus area	%	100
	IUC-62	Knowledge	Demonstrated level of knowledge on the required topics	Level of knowledge, %	At least 70%
	IUC-63	Skills	Demonstrated experience with practical skills	Level of skills, %	At least 70%
Indicators of technical support					
To be evaluated by the support team					
7. Technical support	IUC-71	Organisers	Level of the support team provision with technical equipment to effectively play the game	%	100
	IUC-72	Players	Availability of sufficient technical equipment for the players to effectively join the game	%	80

Practice examples from Ukraine

1. Innovation Festival 2020, "Civil society development, Central Asia", UChange live, 18 November 2020 (online), Fostering democratic innovations far beyond the the Council of Europe region.

During the Covid-19 outbreak the project was a participant in the Innovations Festival, "Innovation for Change Central Asia" organised for civil society organisations from across Central Asia. Following the request of the Civil Society Development Association (ARGO) and the global initiative on civil society development I4C, the project successfully showcased the UChange online simulation game and trained participants from Afghanistan, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan and Uzbekistan. The international online event proved that the Council of Europe innovative tools and mechanisms enable effective interaction even during the Covid-19 pandemic.

During 3.5 hours, 38 NGO members representing seven countries developed six project proposals with a total budget of USD 35 500 to be implemented at the national and local levels. During the UChange game-based training, the participants managed to draw up not only the projects, but also advocacy plans, and to discuss the communication campaigns and develop budgets. Thanks to the facilitated UChange training and specially developed game field, the participants understood how to use the civil participation mechanisms, analysed the ideas and problems, challenges, regulations, identified the entry points to interact with authorities, possible partners, the necessary time frames for implementation of the projects and the resources needed. The results of the groups were summarised in CivicLab digital matrices which provided the participants with the complete action plans which included mechanisms of civil participation to be used, the calendar plan and the necessary resources.

As a result of the participation at the UChange live, later the participants developed 13 projects, five of which received the funding for the total amount of USD 20 000 and were successfully implemented in their home countries.

2. School participatory budgeting camp, "The dream school", 7 September 2021

This UChange game-based training was for improved youth participation.

The Council of Europe project in co-operation with the Poltava Regional Council held a two-day school participatory budgeting camp, aimed at acquainting the schoolchildren with the civil participation tools and developing projects for the school participatory budgeting competition. During two days of intensive work, 64 school students from 36 territorial communities of the Poltava region gained practical skills for solving problems in their communities and the UChange game-based simulation training increased awareness and equipped school students with skills necessary for the implementation and use of the mechanism of school participatory budgeting.

The UChange game-based training became an integral part of the special educational programme, which was aimed at bringing up conscientious, responsible and proactive young citizens able to make an effective impact on decision making to develop their communities. With the help of facilitated series of UChange games, school students had the opportunity to fully develop school participatory budgeting projects ready to be submitted for the school participatory budgeting competition through the electronic system immediately after the event.

As a result of the innovative UChange training on school participatory budgeting, the school students developed 62 projects and submitted them to the school participatory budgeting competition. The schoolchildren learned what school participatory budgeting is, how it can be used, various ideas and how they can be implemented with the use of this tool of youth participation.

3. Interactive UChange game, Ecology, 10 December 2019, Seeking solutions to address local city challenges

During one of the pilot interactive practical UChange games, aimed at seeking solutions to address local city challenges, held in Kyiv and which gathered 21 participants, citizens learned how to interact with authorities through the effective application of civil participation instruments in order to address pressing challenges and implement ideas, in particular, those that concern environmental issues.

During the four-hour event, participants worked in three groups using the playing field for modelling the interaction between authorities and a community to address a real ecological problem that is present in Kyiv. The participants gained new knowledge on how to interact with local authorities, as well as practical skills and competencies related to particularities of the functioning of their city and learned about the civil participation tools available to influence decision making.

As a result of the training, the participants developed three group projects which included fully prepared documents ready for registration, planned time frameworks for obtaining results and advocacy campaigns.
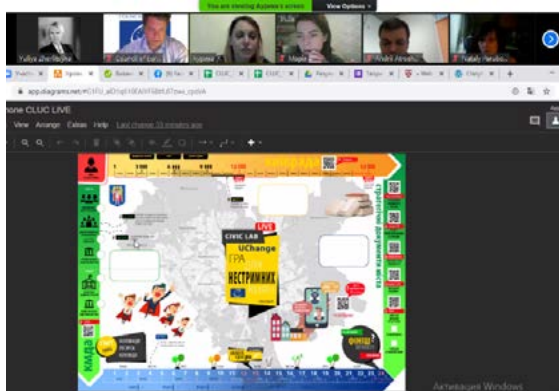
4. Interactive game, UChange live, for Kyiv citizens, March 2020, online

This training immediately led to the concrete results of participants.

In response to the new reality of the Covid-19 pandemic restrictions, the Council of Europe project started active implementation of innovative approaches and mechanisms to involve citizens in decision making at local, regional and national levels and strengthen citizens' skills in civil participation, increase the efficiency and effectiveness of both the decision-making process and the civil participation involved.

Ten unique practical interactive games with elements of digital reality, built on the principle of "learning through action" were conducted for the residents of 10 Kyiv districts. During 2.5 hours, 10 participants were equipped with a range of practical skills to effectively use the variety of civil participation tools available in their city and understand how public authorities function as well as ways of productive interaction with them. Through UChange game-based training, citizens simulated the solution of local problems and implementation of their initiatives through a spectrum of civil participation tools.

As a result of the interactive event, the participants learned the mechanisms of influencing government decision making, and strengthened their skills in the application and use of civil participation tools for solving local problems. After the training, one of the participants immediately went through all the stages for solving their problem, namely, repairing the roof of the school using the local initiative mechanism. The funds were allocated and the roof was repaired.

A model description

Topic and relevance

1. The existence of problems in the city which are the responsibility of the LSG.
2. Low level of awareness of citizens on how political decisions are influenced and solutions of topical problems of the city.
3. Low level of communication between the LSG and citizens.
4. Low level of ability and experience of NGOs (in particular, new ones) to solve topical problems of the city together with the LSG.

Objective

To promote the solution of local problems of the city by raising the level of competence of citizens concerning their participation in the public life of the city and influence on decision making by the City Council and the State Administration.

Tasks

1. To identify specific issues relevant to citizens, which can realistically be solved within two or three months, related to the competence of the LSG.
2. To raise the level of competence of the target residents of the city in their ability to influence the LSG decision making and to communicate recommendations to the authorities.
3. To facilitate building a meaningful dialogue between the LSG and citizens in the process of solving urgent and specific issues of the city.
4. To form an automated knowledge base to be used during various training sessions and mentoring.

Target audience and criteria

The target audience of the game is:

1. motivated citizens who intend to address specific and relevant issues concerning their house, street or neighbourhood;
2. representatives of CSOs, population self-organisation entity, condominiums;
3. officials who are responsible for solving specific issues of the participants;
4. socially responsible businesses.

Criteria for selection of players are that they:

1. are relevant to one of the target audiences;
2. propose an issue to be addressed during the game which is clearly formulated, specific and concerns a certain local area, sector, policy, etc;
3. have previously taken successful or unsuccessful steps towards solving the declared issue;
4. have expectations about the event which coincide with the tasks of the event.

Format

The workshop will be conducted in the new format of the interactive UChange game under the CivicLab methodology of "learning through action" using elements of augmented digital reality.

Workshop title

Changes mean you – an interactive reality game with elements of augmented reality.

Location

The pilot takes place in the public space, "The city".

General requirement for the location: a comfortable location with convenient transport connections that can accommodate up to 40 people. A kids' room and parallel activities for children of different ages are desirable.

Timing

Option 1: Weekday evening, 17.00-20.00 (after work)
Option 2: Weekend morning, 10.00-13.00

Expected results

1. Three realistic projects are developed to solve local issues of the city through the application of the civil participation tools and the influence of citizens on decision making by local executive authorities; an advocacy plan for project implementation is also developed. The first step is taken immediately at the event – the player uses the civil participation tool chosen to solve the problem.
2. Twenty-four Kyiv residents increase their competence in participation in the decision-making process.
3. Interaction between Kyiv residents and public officials at LSG level are deepened and communication between them in the process of solving specific local community issues is open and meaningful.
4. There is increased capacity, and development of the public organisation whose representatives participated in the game and new partnerships with other NGOs to jointly implement advocacy plans.

Conditions for the workshop

1. Participants are selected in a transparent manner and according to criteria.
2. The number of participants cannot exceed the fixed limit of 40.
3. The game support team preliminarily process individual needs and clarify the expectations of each participant, build their digital profile, in particular an expert profile, and develop a personal role and line of conduct in the game.
4. The game support team clearly works out the agenda, scenario and timing of the workshop.
5. Each of the involved speakers and experts knows their role, the storyline of the game, and agrees on the thesis and topics in advance.
6. There are no separate blocks of reports and presentations during the game. Only a unified logic of the learning activity on the example of a single ideal case is possible.
7. All players are debriefed on the evening of the workshop and immediately after the workshop.

Indicators

1. The player or group developed a project to solve a stated game problem.
2. The player or group developed and approved an advocacy plan to implement the project.
3. The player joined the "Dream" chatbot.
4. The player agreed that further communication would take place through the chatbot or e-mail.
5. The player agreed that during the publications (posts on social networks, articles, blogs, etc.) concerning the game they will use the links to the resources specified in the terms of use of the CivicLab methodology and UChange.

Model agenda of the UChange game in the "learning through action" format

Council of Europe Civil Participation Laboratory
UChange live: Vinnytsia
11 September 2020, from 11.00 to 13.30
Zoom online platform
link to the videoconferencing platform
ID: 00000000 Password: 1111111

The interactive game "UChange live: Vinnytsia" is held under the Council of Europe CivicLab methodology within the framework of the project, "Promoting civil participation in democratic decision making in Ukraine" in partnership with the Department of Education of Vinnytsia City Council and the Kyiv public platform of non-governmental organisations.

It is impossible to achieve development and high quality of life if residents are not part of the process of making the most important decisions that concern them. Good democratic governance, a model of public administration, is based on the implementation of the powers of the local government in close co-operation with the public and all stakeholders in order to improve the quality of citizens' lives and the development of the community, where the individual is at the heart of all democratic institutions and processes. Citizens must have equal rights and opportunities to declare and solve their own immediate problems in a democratic way, to implement socially significant ideas and projects and to influence decisions of local authorities in a public, transparent and direct way to meet the needs of young people and vulnerable and marginalised groups of the population.

Effective interaction between the city authorities and society, common and meaningful resolution of issues, implementation of ideas and projects requires knowledge, practical skills and competencies regarding the specifics of life and functioning of the city and its services, tools for influence on the authorities and the decision-making process. Our team has developed a unique interactive methodology in a game format: UChange live. It is based on the principle of "learning through action". In an interactive online game format, through total immersion in the real world of city life, the participants, using their own projects (problems, ideas), simulate the whole process of making and adopting decisions and their implementation in life using the "entry points" to the city authorities and available civil participation tools. The game is played on a playing field, and all information is immediately entered into a digital matrix. According to the results of the game,

every participant receives electronically a real project ready to be implemented together with the public authorities, which implements their idea and solves an acute problem.

Agenda

(Using the UChange 1.0: City playing field, digital components and digital project matrix)

Moderator: Oleksii Kovalenko, national expert, Council of Europe

10.50-11.00	Online registration of participants
11.00-11.10	Opening, welcome speech by the organisers
	Representative of the Vinnytsia City Council
	Volodymyr Kebalo, Head of the Council of Europe project, "Promoting civil participation in democratic decision making in Ukraine"
11.10-11.20	Presentation of the methodology, announcement of the rules of the UChange game and formation of groups
	Moderator
10.20-12.45	Group game, development of projects
12.45-13.15	Presentation of projects by the representative of player teams
13.15-13.30	Game results, group photo

Result: Each participant has simulated the whole process of solving their problem, has a digital advocacy form (a filled-in digital matrix) for solving their problem and has used the chosen participation tool. They can then use the digital advocacy form as a roadmap for solving their problem or implementing their idea, including contacting the "Mriya" digital mentor in case of questions.

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Useful terms

Civil society – a set of non-political relations, a sphere of spontaneous expression of interests and will of free individuals and their associations in the form of activities not regulated by the state power.

Competence (*Latin: competens* – appropriate) – a set of powers that bodies and individuals have or should have in accordance with laws, regulations, provisions.

Digital democracy – a form of social relations in which citizens, using digital technology, join in the process of shaping, making and monitoring managerial decisions on their own initiative.

Digital governance – the planning, motivation, organisation, implementation and control of public authorities' activities based on the application of digital algorithms for managerial decision making.

Digital inclusion – the activity necessary to ensure access to and use of digital technology by all individuals and communities, in particular, the most vulnerable ones.

Digital participation – a way of involving citizens in decision making by means of digital tools, services and systems in multilevel governance.

Digital technology – information and telecommunication technologies, which are based on working with digital (discrete), rather than analogue signals.

Digital transformation – a radical transformation of human thinking and living, changes in professional and managerial competencies brought about by the use of digital technology.

Digitisation (digitalisation) – the saturation of the physical world with electronic and digital devices, facilities, systems and the establishment of electronic and communication exchange between them which actually allows for an integral interaction of the virtual and the physical, that is, creates a cyber-physical space.

Efficiency – the ratio between the achieved result and the expense that led to its achievement.

Executive branch – one of the three branches of state power that organises and guides the internal and external activities of the state, ensures the implementation of the will of society embodied in the laws, and protects human rights and freedoms.

Gamification – the use of gaming practices and mechanisms in a non-gaming context to engage end-users in problem solving.

Goal – a specific end result that a management entity has planned to achieve; formulated in the process of planning, elaboration of management strategy.

Re-engineering – the fundamental rethinking and redesigning of management processes to achieve significant improvements in key performance indicators such as cost, quality, productivity and efficiency.

State power – the highest form of political power based on a special administrative power apparatus and having a monopoly on the issuance of laws, other orders and acts binding on the entire population.

Civil participation processes allow exactly for that – they give citizens the possibility to take part in decision making and provide an impulse for change. The Council of Europe plays a major role, and is a creative force, in the field of civil participation. It promotes European standards and provides guidance on how to implement effective and sustainable participatory mechanisms.

The UChange game was developed by Council of Europe experts and creates a joyful learning process for interested citizens and public servants, civil society organisations, schools and institutions, to better understand political decision-making processes and where and how citizens can actively participate and contribute with their proposals, their opinions or their votes.

The UChange game, a component of the CivicLab methodology, provides technical support with the goal of unifying public authorities and citizens in an open and fair dialogue, in order to contribute to joint decision making that benefits all and to enhance citizens' interest and trust in their democratic institutions. It is an innovative methodology for developing, analysing and predicting the impact of decision options.

In the UChange tool, the readers will find interactive formats for practical training and interaction between citizens and authorities.

This innovative tool is based on practical experience from the Council of Europe project "Strengthening civil participation in democratic decision-making in Ukraine".

ENG

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The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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