

**Developed by
Elections and Civil Society Division**
within the framework of the project "Promoting civil participation in democratic decision-
making in Ukraine"

UChange

**TOOLKIT FOR TEACHING THE FUNDAMENTALS OF CIVIL
PARTICIPATION IN THE GAME FORMAT**
game component of the CivicLab methodology



Civil Participation **Be the Change**

The Council of Europe Project
Promoting Civil Participation in Democratic Decision-Making in Ukraine



**Developed by
Elections and Civil Society Division**

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in Democratic Decision-Making in Ukraine"

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TOOLKIT FOR TEACHING THE FUNDAMENTALS OF PUBLIC PARTICIPATION IN THE GAME FORMAT

Authors

The toolkit was developed by
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within the framework of the Council of Europe project
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Contents

ABOUT AUTHORS	4
ELECTIONS AND CIVIL SOCIETY DIVISION	5
TOOLKIT OVERVIEW	6
SECTION 1	7
INTRODUCTION	7
RATIONALE AND OBJECTIVES OF THIS TOOLKIT	7
GAMIFICATION AND THE “LEARNING THROUGH ACTION” FORMAT AS A BASIS FOR RE-ENGINEERING THE EDUCATIONAL PROCESS	7
DIGITAL TRANSFORMATION AND THE USE OF CIVICLAB METHODOLOGY COMPONENTS IN COVID-19 CONTEXTS	9
THE URSO PARADIGM OF THE COUNCIL OF EUROPE	11
SECTION 2	13
UCHANGE GAME COMPONENT	13
INTRODUCTION	13
INNOVATIVENESS OF THE METHODOLOGY USING THE GAME COMPONENT	16
STRUCTURE OF THE UCHANGE GAME COMPONENT AS PART OF THE CIVICLAB METHODOLOGY	20
TERMS OF USE OF THE METHODOLOGY	23
SECTION 3	24
PRINCIPLES OF GAMIFICATION.	24
INTRODUCTION	24
SCHEMA, REALISM AND DYNAMICS OF THE UCHANGE GAME DESIGN	25
PRINCIPLES OF ACTIVITY GAMIFICATION USING THE GAME COMPONENT	28
"HOW DOES IT ACTUALLY WORK?"	30
INTRODUCTION	32
ACTORS IN THE PUBLIC SPHERE WHO CAN USE THE UCHANGE GAME METHODOLOGY	32
FOCUS AREAS AND TOPICS OF USING THE UCHANGE REALITY GAME METHODOLOGY	33
OPTIONS FOR USING UCHANGE	33
SECTION 4	35
STANDARDS OF USAGE	35
INTRODUCTION	35
STAGES IN THE PREPARATION AND PLAYING OF THE UCHANGE REALITY GAME	35
STANDARD OF PREPARATION FOR THE UCHANGE GAME	37
STANDARD OF THE UCHANGE GAME	46
UCHANGE 1.0 AND 1.5 REALITY GAME RULES	48
RULES OF THE UCHANGE SPB REALITY GAME	57
STANDARD FOR THE FIRST STEP AND MONITORING THE RESULTS OF THE UCHANGE REALITY GAME	65
DIGITAL PROJECT MATRIX STANDARD	68
SUPPORT TEAM STANDARD	72
CIVICLAB TRAINER QUALIFICATIONS STANDARD	74
STANDARD OF REPORT PREPARATION	76
STANDARD FOR TECHNICAL SUPPORT	78
TABLES OF THE UCHANGE STANDARDS – A GAME COMPONENT OF THE CIVICLAB METHODOLOGY	80
COMPLIANCE WITH THE STANDARDS FOR THE CIVICLAB METHODOLOGY	86
EVALUATION INDICATORS AND DIAGNOSTIC TOOLS FOR THE SUCCESS OF USING THE CIVICLAB METHODOLOGY	86
SECTION 5	91
MODEL TEMPLATES	91
MODEL UCHANGE PLAYING FIELDS	91
A MODEL DESCRIPTION OF A TRAINING ACTIVITY IN THE UCHANGE REALITY GAME FORMAT	91
MODEL AGENDA OF THE UCHANGE REALITY GAME IN THE “LEARNING THROUGH ACTION” FORMAT	93
SECTION 6	94
BEST PRACTICE	94
SECTION 7	99
BIBLIOGRAPHY	99
USEFUL TERMS	102

About authors

The toolkit was developed by **Volodymyr Kebalo** and **Oleksii Kovalenko** to enable the representatives of authorities at various levels and the civil society to build trust through new interactive tools and forms of operation allowing for both gaining new knowledge and practical skills, developing quality, efficient and coordinated decisions and taking the first immediate joint steps towards their successful implementation.

Oleksii Kovalenko is an expert on participatory democracy, national expert of the Council of Europe in Ukraine, methodologist, innovator and practitioner of civil participation with 22 years of 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 the implementation of new civil participation tools, the organisation and conduct of public consultations (2014). In particular, he is the initiator and advocacy manager of the All-Ukrainian Public Budget (2018), initiator of the draft law on the formation of a new state policy in the area of humane treatment of animals, developer of the online platform for public consultations and communications, author and developer of CivicLab methodology and School Public Budget implementation toolkit (2019), chairperson of the Organising Committee of the Public Budget Information Campaign (2017-2020), which gained 2 national records of Ukraine for effective communication campaign, nominee for the IOPD Award, head of the NGO "Civil Society Development Forum", leader and founder of the association "Kyiv Public Platform of Non-Governmental Organisations", which is a coalition of analysts and innovators in the development of innovative mechanisms in the area of civil participation.

This toolkit was commissioned by the Elections and Civil Society Division within the Council of Europe project "Promoting Civil Participation in Democratic Decision-Making in Ukraine" (Directorate General of Democracy).

Elections and Civil Society Division

The Elections and Civil Society Division at the Council of Europe provides advice and technical assistance to the member states on various aspects of elections, such as the capacity building of electoral stakeholders and raising voter awareness.

One of the key objectives of the Division is to promote an active role of civil society in decision-making by creating a proper environment, including to improve the legal and regulatory framework for NGO activities; to develop sustainable mechanisms and platforms for dialogue, consultation and cooperation between civil society and authorities in the Member States; and to develop innovative tools and methodologies to improve the efficiency and effectiveness of decision-making process and civil participation in it.

Toolkit overview

Section 1 contains an introduction to the toolkit, explains the issues of participation in the development and adoption of quality and effective decisions using the gamification practices and digital transformation of educational processes, and helps combine the toolkit and methodology with the URSO paradigm directly. This section is useful for authorities and non-governmental organisations 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.

Section 2 presents a description of the game component in the CivicLab methodology: its purpose, objectives. Explains the innovativeness of the methodology, demonstrates the structure of the game component as part of the methodology. Explains the conditions of its application.

Section 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. Demonstrates options for using the UChange by public authorities and the public at various levels of addressing issues (problems, ideas, projects).

Section 4 describes the standards of using the UChange game component, 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.

Section 5 provides a series of thematic activities held using the game component, the CivicLab methodology as inspiring practices that demonstrate the results of the proposals developed, a list of possible digital matrices and the digital component's operation.

Section 6 includes key links and a glossary of useful terms.

Section 1

Introduction

Rationale and objectives of this toolkit

This toolkit is developed for the Elections and Civil Society Division of the Council of Europe (Directorate General of Democracy) to strengthen its role in providing advice and technical assistance to member states on various aspects of promoting the public involvement in the democratic process of quality and effective decision-making.

The toolkit, built directly on the URSO paradigm of the Council of Europe, will be a useful helper for authorities of different levels and non-governmental organisations in promoting civil participation in decision-making at both local and regional, 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 universal UChange applied game component of the CivicLab methodology that can be applied both offline and online, a typical set of civil participation tools, a template for a digital project formation matrix, a typical game script (programme), describes the process of needs assessment and selection of participants for a training event according to criteria and taking into account the gender and inclusive aspects (in line with the standard of the general CivicLab methodology component), considers the use of the game component with the digital component of the CivicLab methodology and is adapted to the needs of the specific audience and the relevant topic of the event. The toolkit contains the Council of Europe standards for civil participation in decision-making and demonstrates their implementation through successful examples with the use of the educational format of “learning through action” in addressing specific issues (problems) and implementing initiatives and projects (local, regional and national), etc. The toolkit 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.

Gamification and the “learning through action” format as a basis for re-engineering the educational process

How do gamification and the “learning through action” format help develop effective solutions and establish a dialogue between the public and the authorities?

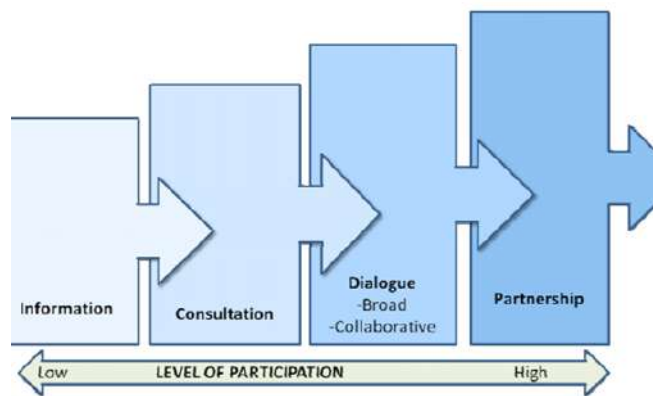
Civil participation in decision-making is the basis for the functioning and development of a truly democratic society because it provides for social dialogue on the most important issues. Citizens are more likely to adopt decisions and trust their representatives when they feel they have an opportunity 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. In practice, Ukrainian 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 non-governmental organisations (NGOs) participate in the management of public affairs. In order to assist member states in ensuring the participation of citizens and non-governmental organisations (NGOs) in political decision-making, in 2017 the Committee of Ministers adopted [Guidelines](#) for 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.

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 decision in public, transparent and direct way 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, 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



Infographics 1

stakeholders. While transparency, access to information and confidence-building should be ensured for all stakeholders (according to the 1st and 3rd principles of civil participation defined by the CoE), 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.

In this sense, participation should be based on a diligent identification of stakeholder's positions so as 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, 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, i.e. **gamification**.

The advantages of gamification in the educational process are obvious: the genuine interest of participants, 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.

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 toolkit, the authors consider **the UChange game component** of the CivicLab methodology, which 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 (problems, ideas, projects) that they consider relevant to their community (fellowship, house, yard, 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 (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 [Section 3. Principles of Gamification](#).

The CivicLab methodology sets the standard for such an innovative learning format, in which participants immediately use the knowledge they have gained in solving their own issues (problems) and implementing ideas (projects). It is called **“learning through action”**, described in detail in a separate toolkit¹ as an educational

¹ The UChange toolkit 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 toolkits, which will be available on the Council of Europe project page “Strengthening civil participation in democratic decision making in Ukraine”.

component of the CivicLab methodology, and allows in the fastest possible way to gain new knowledge, competencies and skills and at the same time to experience them immediately in 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 of the issues of concern.



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

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, 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, all together take the first steps towards the successful implementation of the developed solution (idea, project).

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 qualitatively new level of partnership². After all, the coordinated 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 timeframe and with optimal use of resources.

The proposed combination is the toolkit 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**.

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

How does the toolkit promote democracy, good governance and effective civil participation under the COVID-19 lockdown environment?

² CONF/PLE(2009)CODE1. Code of good practice for civil participation in decision-making processes. <https://rm.coe.int/16802eeddb>.

Civil society is in constant search of better forms of communication and interaction with the government. The development of the global digital network, the global digitisation of the world now offers enormous opportunities for discussion between 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 classical 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.
- **Pandemic, democracy and good governance.** The forced limitations caused by the COVID-19 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 classical mechanisms into the 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 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 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 is neither relevant nor reliable. And some of them create obstacles and limit the citizens' rights and access to participate in a democratic decision-making process (e.g. 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 to participate in the decision-making process.
- **Level of problems.** It is necessary to notice that the community is more interested in the decision of problems first of all of the local level (local: a house, a yard, 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 courtyard roads).

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

1. Raise (teach) as many conscious 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. Even if not formal, but effective and efficient here and now.

Consequently, there is a need for **digital transformation** – to create the right conditions that will 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.

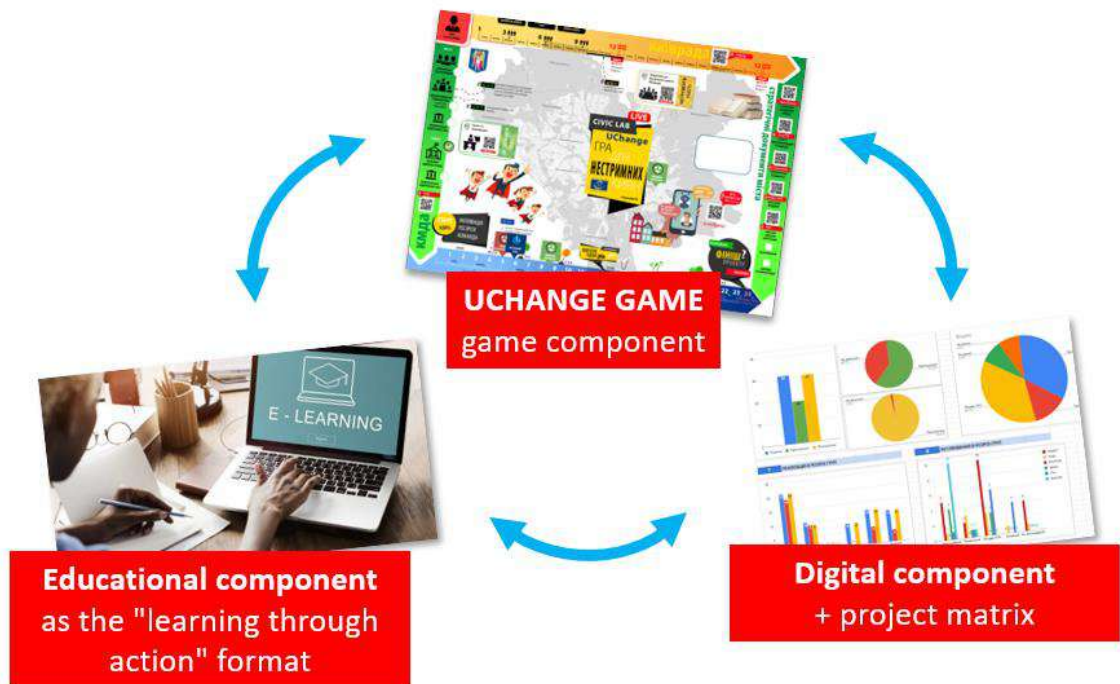
The CivicLab innovative methodology, as a digital toolkit to ensure that the guidelines of civil participation³(for people of different ages and gender, people with disabilities, socially disadvantaged, vulnerable and marginalized groups, etc.) are actually respected and implemented in the development and adoption of effective political decisions by legislatures, local governments, central and local executive authorities so that their opinions are considered and their voice is heard respecting the principles of gender equality and non-discrimination with the use of up-to-date digital technologies, is the tool allowing for efficient and prompt digital transformation. In fact, it

³ 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>

helps balance the challenges and risks in practice.

The combination of the two components of the CivicLab methodology – educational “learning through action” and UChange game component – allows achieving the results (1): contribute to the education of a conscious, active citizen who can and is able to influence the decisions of the authorities for the development of their community throughout their life. And **when joining them with the digital component** – achieving the results in part (2) create a state-of-the-art digital participatory tool, which allows not only for elaborating the proposals for decision options but also simulating in a game format how the decisions will work in practice and assessing whether it is possible due to the decisions to achieve the expected result in a certain period of time.

Event under the CivicLab methodology using three components



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

Such an integrated and systematic approach, combining 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, to 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 in 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 full-fledged **digital participation** – a way of involving citizens in decision-making through digital tools, services and systems in the field of multilevel governance.

The URSO paradigm of the Council of Europe

The URSO paradigm 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 figure below:

Figure 1

<p>USEFUL</p> <p>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.</p>	<p>RELEVANT</p> <p>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.</p>
<p>SUSTAINABLE</p> <p>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.</p>	<p>OWNED</p> <p>Guides users step-by-step in the implementation of methodology and digital tools allowing adapting them to national and local contexts, which ultimately gives them the opportunity to use it independently and within specific practices and procedures.</p>

Following this paradigm, the toolkit 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. In particular, Section 3 will guide the reader through all stages: from the formation of the list of stakeholders, the selection of participants in the educational process, to the stage of forming and preparing reports based on the educational topics and the format of events.

UChange game component

Introduction

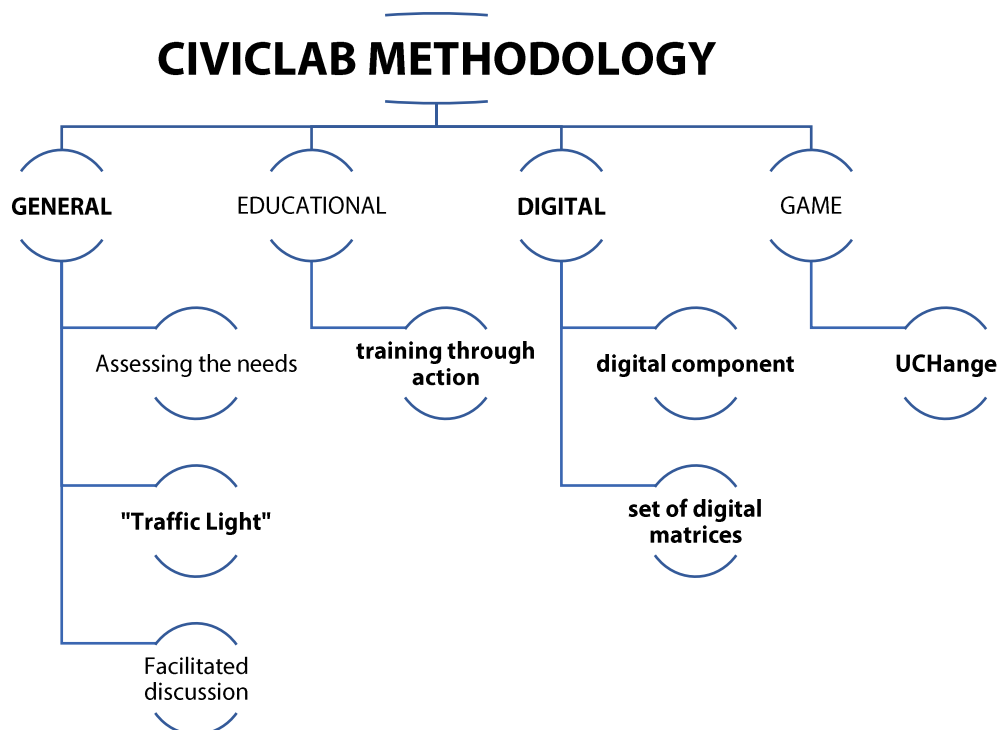
Purpose, tasks and general description of the CivicLab methodology game component

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, etc. Given the need to develop strategic decisions adapted to today's challenges (globalisation, quarantine restrictions through COVID-19, digitisation, distance work and learning, etc.), there is a need for tools that will allow citizens to learn, gain new knowledge and practical competencies so as to be able to participate and the authorities to involve them in the adoption and implementation of effective decisions according to the political decision-making cycle⁴ 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 citizens⁵ (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, central and local executive authorities to ensure that their opinions are taken into account and that their voice is 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 to participate in the process of effective political decision-making so that their opinion is taken into account and the voice is heard.

Here is the overall structure of the CivicLab methodology, which together with the digital component of proposal generation, analysis and prediction of decision options are described in detail in a separate Toolkit for developing, analysing and predicting decision options in the decision-making process⁶.



⁴ CONF/PLE(2009)CODE1. Code of good practice for civil participation in decision-making processes. <https://rm.coe.int/16802eeddb>.

⁵ 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>

⁶ Toolkit for developing, analysing and predicting decision options in the decision-making process: <https://rm.coe.int/coe-toolkit-civclab-ukr/1680a0a747>

The CivicLab methodology offers four application components.

- 1) **Digital component** – a tool for developing quality proposals, analysis and predicting the results of decisions during consultations;
- 2) **Educational component** – a new methodological approach to education with the use of the "learning through action" principle, through which participants master the theory with real examples of best practices and consolidate it with practical exercises.
- 3) **Game component** (UChange game) allows for gamification of any educational and consulting process by supplementing it with a practical part on the development of proposals, thus making it as friendly and adapted to the needs of participants regardless of their age, level of knowledge, practical skills and competencies.
- 4) **General component** is used to increase the efficiency of the consultation process and obtain a reliable result through quality targeted selection of participants and includes the following elements: qualitative assessment of audience needs and expectations, methods of selecting participants in the consultation process according to criteria; "traffic light" method — the division of participants in the consultation process into groups based on their affiliation to one of the target audiences.

The CivicLab methodology allows you to combine the digital component with the educational and gaming components in different ways in order to increase the efficiency and effectiveness of both the decision-making process and the civil participation in it. This allows developing better decisions in different formats (online, offline and mixed format (some work online, others offline)) 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.

This toolkit directly 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:

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 the 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 be relevant to the terms of use in a given community);
- the selecting and use of tools relevant to their needs to influence the government and decision-making.

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

- develop a project according to the standards of project management;
- select the targets to be influenced in order to solve the issue;
- choose the civil participation tools relevant to their issue in order to influence the decision-making process;
- prepare an advocacy plan.

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 – i.e. 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 solving the issue (problem), implementing the ideas and the project under certain conditions;
- what should be changed in the developed project and advocacy plan in order to optimise organisational, material, human and time resources.

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), central executive authorities, which will help them in the future to become active, conscious, responsible citizens and fully involved in the community life, to influence decision-making, i.e. to actively participate in its development. And the successful experience gained will motivate them to take further active steps in solving other community issues, allow them to share the acquired knowledge and practical skills with other citizens, thereby spreading the acquired knowledge and forming around them a community of conscious, 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 + skills + 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 will in turn increase the active part of the community, which in turn contributes to its sustainable development. It will also provide 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.



Infographics 4. The chain of change of the CivicLab methodology using the UChange game

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, formation and implementation of state policies, procedures for formation and execution of 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, conscious community responsible for jointly made decisions.



Infographics 5. CivicLab model

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 of them 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 12 principles of good democratic governance⁷.

Innovativeness of the methodology using the game component

The present dictates 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.

Training sessions with the **UChange interactive reality 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, the possibilities of influencing decision-making and takes the first practical step towards the implementation of their own project (idea) or solution to a real city problem immediately by preparing an appeal or a local initiative, submitting an e-petition or a project and the like. The UChange innovative reality 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 (#2 in the infographics) and create **additional digital reality (digital game space - #3 in the infographics)** by using progressive digital technologies (chatbots, augmented and virtual reality, artificial intelligence, etc.), allows filling it **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**.

⁷ Access mode: http://www.slg-coe.org.ua/wp-content/uploads/2018/11/Book_BenchmarkingDV-2_148x210_web.pdf



Infographics 6. Interaction between UChange (2), the players (1) and the digital game space (3)

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



Infographics 7. Using UChange SPB in classic (1) and remote (2) formats

The introduction of [digitisation](#)⁸ and [gamification](#)⁹, 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, the Recommendation CM/Rec(2018)11 on the need to strengthen the protection and promotion of civil society space in Europe. And section III. “Steps and measures to encourage participation of citizens in local decision-making and in the management of local affairs” of the 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)¹⁰ 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”;

⁸ See Section: “Digital transformation and the use of CivicLab methodology components in COVID-19 contexts”

⁹ See Section: “Gamification and the “learning through action” format as a basis for re-engineering the educational process”

¹⁰ 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). Access mode: <https://rm.coe.int/recommendation-cmrec-2018-4-participation-of-citizens-ukr/168097ed39>

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 reality 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, namely:

- 1) **100% remotely.** The gameplay is 100% remote and real-time – online. This innovative component allows you to not stop the learning process, even under quarantine restrictions due to Covid-19.
- 2) **No paper.** It is no longer necessary to draw on paper first, then read the facilitator's handwriting and transfer it to a digital document. The method is completely paperless, all game elements, 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.
- 3) **Speed equals to quality.** Reduction of the term of initial processing and preliminary analysis (up to 2 minutes instead of 7 days) for the developed projects. The digital component of analysis and forecasting automates this process: there is an analysis of the entered text data, evaluation of work by indicators, grouping of information and visualisation of the results of the participants in a particular group and in all groups as a whole. It is possible to compare the projects of different groups and choose the one that solves the issues (problem, idea, project) most effectively.
- 4) **Prompt effective decisions are real.** Thanks to the real-time nature of the game component, rapid step-by-step simulation of options for solving a problem, it is possible to work out an effective option of its solution in a few rounds of the reality game. And to draft a project to be implemented already on the basis of this proposal. This approach avoids the phenomenon of "process for the sake of process", "trial and error" and allows focusing on the optimal decision as a method of achieving the goal set, that is, on the outcome.
- 5) **Consider even opposing opinions.** Simulating a problem-solving process allows you to listen to the opinions of different players. In doing so, it is not necessary that everyone together has to come to a consensus and choose some "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 on the proposals of different players. Thus, we have the opportunity to consider and test the hypotheses of each of the players. And the process itself becomes even more interesting as it has many options for development. And already based on the results of several versions of the game, the players have an objective basis for choosing the right and effective solution that will give the 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 not strategic decisions and, thanks to paras. 3-5, the decision-making period is shortened by 2-3 times and the quality and public trust in the decision selected from many alternatives is significantly increased. After all, during its development, not only the opinions of all stakeholders were taken into account, but also a modelling of the future was carried out.
- 7) **Control and monitoring of transparency in the decision-making process.** All developments, proposals and analytical information are available to the participant online immediately after the game. At any stage, he/she can check whether his/her opinion has been submitted and whether the proposal has been taken into account, and if not, what arguments have been provided.
- 8) **Minimal negative environmental impact.** The CivicLab methodology allows you to completely abandon the use of paper and to switch to digital game format and document preparation. Thus, the methodology contributes to the achievement of para. 1-2 and 5 of goal No. 12 of UN Sustainable Development Goals 2016-2030¹¹.
- 9) **Reduced costs of choosing the recommended option among alternatives.** By using a game format, simulating the results of the chosen solution and using the digital component, there is no

¹¹ UN Sustainable Development Goals in Ukraine <http://www.un.org.ua/ua/tsili-rozvytku-tysiacholititia/tsili-staloho-rozvytku>

need to spend organisational and material resources on renting premises, logistics, food and accommodation for participants. Choosing among the alternatives becomes much easier and more efficient: one does not have to waste time and wait for the outcome monitoring data for the selected solution to see if it is worth changing and adopting another one.

- 10) **Non-discrimination in practice.** In accordance with Article 14 "Prohibition of Discrimination" of the Convention for the Protection of Human Rights and Fundamental Freedoms¹² and Section IV. "Specific steps and measures to encourage categories of citizens who, for various reasons, have greater difficulty in participating"¹³, the methodology creates greater opportunities to involve target groups in the process of making and adopting decisions (people with disabilities of all ages and genders, single mothers and fathers, people from remote regions of the country, socially disadvantaged and vulnerable groups), who previously could not participate in them due to certain restrictions (time, financial, distance, work schedule).
- 11) **Optimising the time for training 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, at least twice.
- 12) **The result immediately after work.** The quality of the generated solutions (projects), the advocacy plan for their implementation, etc. can be assessed and conclusions can be drawn immediately after the completion of the UChange reality game on the basis of objective aggregated data defined by the performance indicators and visualised analytics¹⁴.

¹² Convention for the Protection of Human Rights and Fundamental Freedoms https://zakon.rada.gov.ua/laws/show/995_004#Text

¹³ 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/recommendation-cmrec-2018-4-participation-of-citizens-ukr/168097ed39>

¹⁴ If the terms of using the digital component provide for this

Table 1. Advantages of using the UChange reality game in the “learning through action” format over the classic format of training*

Criteria	Classic format of training	Training using the UChange and the “learning through action” format
Time for preparation*	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 scenarios of events	no	Yes
Use of civil participation tools during the educational process	no	Yes
Costs of resources	High	Minimal

* one-day training event (workshop) with the involvement of 40 people is compared

** The average time required to complete tasks is indicated

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 component as part of the CivicLab methodology

The game component is a specially developed applied interactive tabletop reality game UChange and its online version UChange LIVE. The game simulates, in an interactive format, the life of a particular community: local authorities, residents 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.

The gameplay of modelling a solution (idea or project implementation) can take place on one of three interactive fields.



Playing field UChange 1.0. City.

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.

Allows participants to master the mechanism for effective strategic budgetary advocacy. It involves different levels of public administration and allows mastering the practical use of civil participation tools at the national and local levels and finding out which of them can be used more 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 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. **PLAYING FIELD**
2. **CHIPS:**
 1. **Type 1. PROJECT.** Three different coloured chips: red – problem (issue, idea, project), blue – current state of affairs and green – expected result.
 2. **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.** Symbolise the civil participation tools that the players use to achieve a result in each of the problem solving cycles.
4. **Rules and 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 reality game](#) and in [UChange SPB GAME RULES](#).

This toolkit 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, contributes to achieving the goals and objectives of using the UChange game component and allows for a quality result that meets expectations. The component includes the following elements:

- 1) **the method for assessing the needs, expectations and the selection of applicants for participation in consultations**, in accordance with the criteria (3-4 blocks of criteria are issued for each event) and in accordance with the accrued points (total number of points by blocks of criteria);
- 2) **"Traffic light" method** is a method of preliminary division of 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 allows taking into account the opinion of each participant and write down his/her proposals.

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

The standard for the use of the UChange game component does not require the use of a digital component. But in case it is necessary to develop a project that solves a problem or realises an idea, the digital component and the project matrix may be used. The toolkit will provide a typical project matrix¹⁵ and describe the step-by-step task to be performed to prepare a quality project and advocacy plan for its implementation.

¹⁵ This toolkit does not provide for analysis and visualisation modules for the digital component.

Terms of use of the methodology

The following information and visual elements should be placed on the documents and texts, regardless of their form, where the CivicLab methodology is concerned:

- 1) Logos of developers: the Council of Europe, the NGO "Civil Society Development Forum" and the public association "Kyiv Public Platform of Non-Governmental Organisations";
- 2) text information with active references (hyperlinks, links) to web resources on the Internet:
 - a. The Council of Europe Project "Promoting Civil Participation in Democratic Decision-Making in Ukraine": <https://www.facebook.com/CivilParticipationPlatform/>
 - b. NGO "Civil Society Development Forum" <https://www.facebook.com/csdf.ua/>, public association "Kyiv Public Platform of Non-Governmental Organisations" <https://www.facebook.com/kppngo/>
 - c. contact details of the authors and the developer of the methodology
 - i. Volodymyr Kebalo, +380979141889, Volodymyr.KEBALO@coe.int
 - ii. Oleksii Konovalenko, +380919887528 akconua@gmail.com
- 3) Trainers who plan to hold events under the CivicLab methodology, including the UChange reality game, must be certified to comply with the standards of the methodology.

Principles of Gamification.

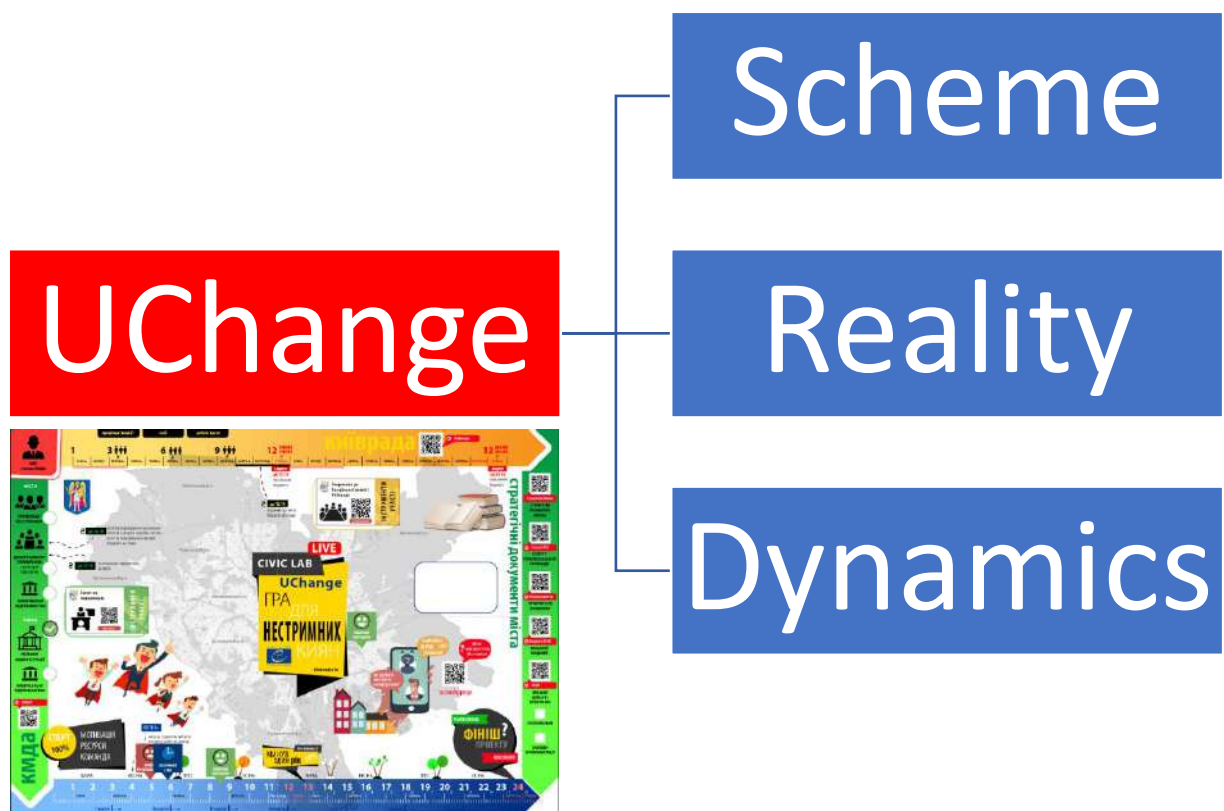
Introduction

Gamification is the process of using gaming practices and mechanisms in a non-gaming context to engage end-users in problem-solving. https://uk.wikipedia.org/wiki/%D0%90%D0%BD%D0%B3%D0%BB%D1%96%D0%B9%D1%81%D1%8C%D0%BA%D0%B0_%D0%BC%D0%BE%D0%B2%D0%B0

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 gamification¹⁶.

"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."**¹⁷

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



In the following section, the authors will argue why the UChange reality game as a game component of the CivicLab methodology is the gamification of the educational process in the "learning through action" format.

¹⁶ Levin M. How technology will change education: Five main trends / M. Levin. – [Electronic resource] – Access mode: <http://www.forbes.ru/tehnobudushchee/82871-kak-tehnologii-izmenyayut-obrazovanie-pyat-glavnyh-trendov>

¹⁷ <https://www.bbc.com/future/article/20121204-can-gaming-transform-your-life>

Schema, realism and dynamics of the UChange game design

Schema is a way of forming and organising knowledge. A **game design schema**¹⁸ 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 toolkit viewed the game through the mathematical prism of unlimited options for plot unravelling, as a context of social interaction between players, as a system of stories based on a culture of self-identity, worldview and interaction among various public actors under the current conditions of system existence and functioning. We do this in any case from the perspective of game design to compose any particular version of the game or any particular element of the existing game.

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

- **RULES** – contains the official game design schemas, which focus on the basic logical and mathematical structures of the game.
- **PLAY** – contains experimental, social and representational game design schemas that highlight the player's involvement in the game and their interaction with other players.
- **CULTURE** – contains contextual game design schemas that explore the needs of players taken into account when developing and playing games.



Infographics 8. UChange gamification schema

These three main (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 “this is a feature of RULES, not a feature of PLAY”. On the contrary, they are components of conceptual design that help focus our thinking toward specific design problems. And enable us to develop a game situation and extend with the [digital space of the game](#).

As a framework, RULES, PLAY, CULTURE is not just a model for UChange game design. It is also a way of understanding 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 gameplay. It is this approach that underpins the educational component of the CivicLab methodology “learning through action” and that is why the structure of the UChange reality game is fully relevant to this format and standard.

The realistic content of the UChange game is a motivational and applied component to achieve a successful outcome, which ensures the sustainable development of consciousness and responsibility of an individual and activates society as a whole.

According to K. Salen and E. Zimmerman¹⁹, 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, where game elements are integrated into real situations to motivate specific behaviours in specific environments.

Sebastian Deterding and colleagues²⁰ 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.

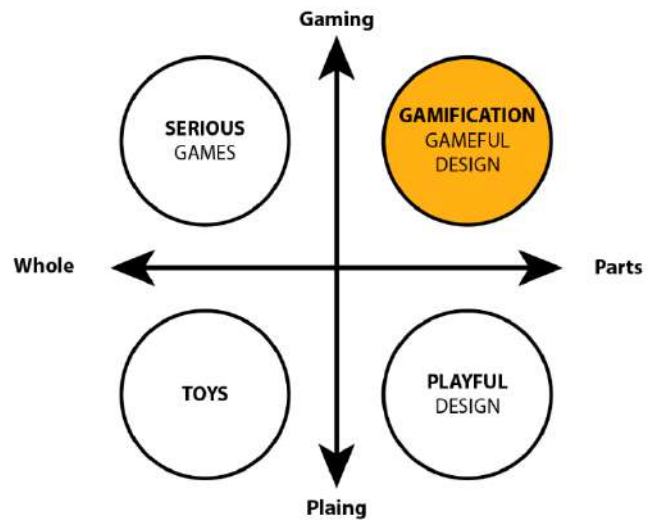
¹⁸ Rules of Play - Game Design Fundamentals: <https://gamifique.files.wordpress.com/2011/11/1-rules-of-play-game-design-fundamentals.pdf>

¹⁹ Salen K., Zimmerman E. Rules of Play: Game Design Fundamentals. Cambridge : MIT Press, 2003. 688 p

²⁰ Deterding, Sebastian & Dixon, Dan & Khaled, Rilla & Nacke, Lennart. (2011). From Game Design Elements to Gamefulness: Defining Gamification. Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments, MindTrek 2011

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.



Infographics 9. The difference between game 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 reality 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 dynamics²¹ 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

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.

Game mechanics (tools) that contribute to the dynamics of the UChange game – some of these have already been introduced in the game platforms, others may be introduced in the future.

Score calculation. Game dynamics related to the **score** includes achievements and progress (emotional). Users want to feel rewarded, and scores can help them maintain leadership positions.

²¹ Game mechanics and game dynamics <https://www.biworldwide.com/gamification/game-mechanics/>

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+Missions and tasks provide specific goals that players can achieve either as a team or as individuals. After completing a mission (or overcoming a challenge), players can 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.

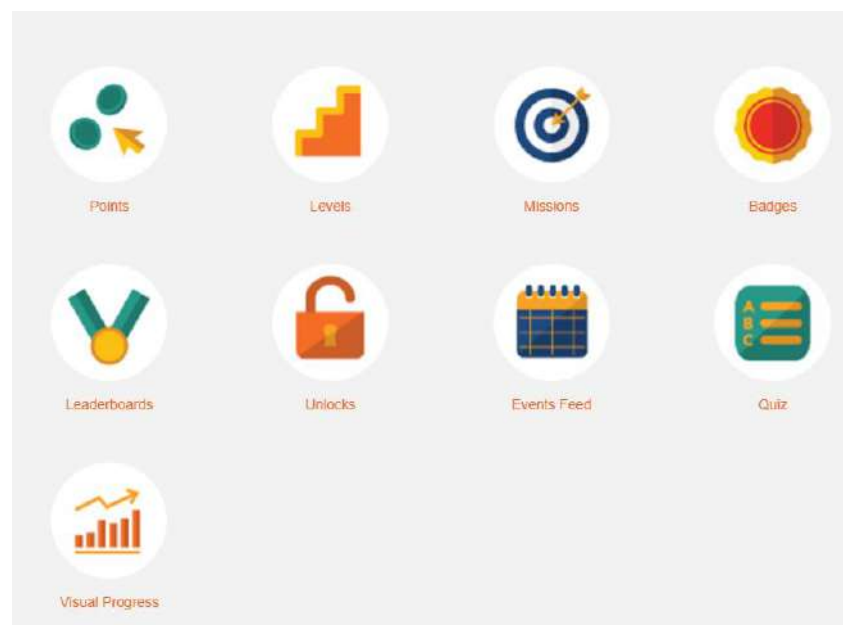
Score sheet (leaderboard, electronic gradebook) shows the success of a player/team in relation to each other. As an example, a team/person playing can inspire a team/player. Or a leaderboard can cause more competition amongst the other team/player, a desire to displace the acting leader. The key game dynamics related to the leaderboards includes competition, collaboration, community, 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 associated with achievements, surprises, explorations.

Event feed. This game mechanics allows players to see what others are doing throughout the game; for example, a user can see other players' writings in the event feed that a colleague has completed a task and moved on to the next one. The visualised event feed can be used to encourage other players to speed up in completing tasks, as well as communicate their results to the common event feed. Game dynamics are related to exploration, competition, collaboration, community, progress (emotional).

Testing is a mechanic that 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 **visualisation** shows users where they are in completing a task and in overall gameplay. Game dynamics related to achievements, progress (emotional).



Infographics 10. Game mechanics

Table 2. 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,	Calculates the number of: player moves, game cycles,	Envisaged but not used in the current version

	use of CPTs*	use of CPTs*	
Levels	No (envisaged)	No (envisaged)	Yes as stages of SPB
Missions / tasks	Yes at every step of the game cycle and the digital component	Yes at every step of the game cycle and the digital component	Yes at every step of the game cycle and the 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**
Visualisation	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

* CPT – civil participation tools

** To be described in the Toolkit "Educational component of the CivicLab methodology 'learning through action'"

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 of activity gamification using the game component

The UChange interactive reality game is designed according to the basic approaches to the gamification process described in the introduction to [Section 3](#).

Due to its game format, UChange develops practical skills and competencies of players in effective interaction with authorities in the context of solving local, regional or national issues (problems, ideas, projects) and **in real time 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 (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 reality 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 interaction 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. The ability of the sampled population to reproduce the main characteristics of the general population. Representativeness is achieved through the correct formation of the sample. The sample cannot accurately reproduce the general population, so it will always have some deviations from it. Representativeness error means deviation of the sampled population on certain characteristics from 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 – how closely the portrait of the learning activity target audience involved in the game matches the portrait of the stakeholders of the issue (problem, idea, project) solving process. The CivicLab methodology and namely the UChange reality game ensures 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, well-reasoned and makes the discussion itself more professional. This, in turn, protects the disruption of gameplay due to conflicts and contradictions between the participants.

Principle 3. Standardisation & 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 6 standards that clearly and strictly regulate all actions related to the process of decision-making and 5 groups of indicators that allow assessing the compliance with the methodology standard during the game. This toolkit adapts the general standards of the CivicLab methodology to the gameplay of the UChange reality game and supplements them with the rules by which the game is played on 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. After all, a clear advocacy plan is 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 (problem, idea, project) should be arranged and held in 4 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 the essence and the results of its operation. An example will demonstrate the reality 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 district²²): 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 (problems, ideas, projects) 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** (Table 6. UChange playing field selection matrix for use during a training game) that is relevant to the target audience and the level of problem-solving.

Infographics 11. Game registration form

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 a classic (tabletop) or remote format.

The distance learning event lasts 2.5 hours. Participants communicate using the ZOOM video conferencing 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.

The game is played in rounds. The full cycle of each round is 4 steps (task/question) that players have to solve.

Step 1. Players discuss who needs to be contacted to solve the stated problem and place round green chips on the playing field for the relevant city institutions.

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

- 1) a participant should live in the city where the game takes place;
- 2) their problem, idea, project: should concern a particular house, courtyard, street, neighbourhood;
- 3) they want to finally solve/implement it in joint interaction with the local government;
- 4) participants are ready to learn, interact, create teams, as well as to be effective and meaningful.

Anyone wishing to participate applies for the game via the online form. Players are selected from among the applicants on the basis of 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



²² An appropriate playing field is chosen depending on the purpose of the event.

Step 2. Decide which document regulates the solution to their issue – place around brown chip on the relevant document.

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

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

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

ADVOCACY PROJECT FORM		
ATTENTION!!! PLEASE ENTER DATA ONLY IN GREEN FIELDS, DO NOT ADD LINES!		
TASK 1 GENERAL DESCRIPTION OF THE PROJECT/IDEA		
The problem you are solving (specific, refers to a certain city policy)	Lack of Kindergartens in Mongolia.	EXAMPLE
Goal (what do you want to achieve)	To do the research work about the need of kindergartens and to get money for at least one kindergarten built	EXAMPLE
Specific Project Objective by SMART (specific, measurable, achievable, realistic, time-based)	To do a research work during 5 months about the lack of kindergartens	EXAMPLE
TASK 2 Determine INSTITUTION RESPONSIBLE FOR THE SOLVING THE PROBLEM (CITY/REGION LEVEL)		
	There should be completed at least one line	
Point of Influence 1	Department of education of the city	
Point of Influence 2	Ministry of education	
Point of Influence 3	Governor	
Your variant 1	Experts	
Your variant 2	Citizens	
Your variant 3		

Infographics 12. 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 solves the issue that the participant came to the game with and an advocacy plan developed to implement the project.

At the end of the game rounds, the player starts to implement the advocacy plan that has been developed. 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 screen. If the game was played in teams then at the end of time the group representatives and the trainer report the results of the game in the common virtual room in ZOOM.

Each player receives the game results, video and matrix after the game as links to the materials loaded by the organiser to Google Drive. From then on, the participant can continue to implement the developed advocacy plan.

The players receive analytics, visualisation, all developed materials and **results of the event in the form of electronic documents** immediately after the event and 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 reality game, demonstrates the whole process from selection of participants to the result – roof repair of the school. The online module contains a video (of 2 minutes) that shows the entire gameplay process: the field, the chips, ZOOM and the digital matrix.

Link to the UChange Quick Practice online module

<http://www.kpp-ngo.org/coe/nads/qp/uc/>

For even more successful practices in the use of the reality game, see [Best Practices](#)



Options for use

Introduction

The **UChange reality game methodology can be used** by consultation actors to simulate solutions to issues and problems, implementation of ideas and projects, options for solutions based on formed proposals and development of many policies at both local, regional and national levels. Examples of successful best practices in the use of the UChange reality game are given in [Section 5](#).

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

In the context of the reform of **public administration, civil service, local self-government and territorial organisation of power**, the educational 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 civil servants, heads of local state administrations, their deputies and first deputies, local self-government officials and local councillors. After all, the system of training, vocational training and professional development (hereinafter referred to as the vocational training system) for civil servants, local government officials and local councillors does not meet modern requirements for the quality and content of education.²³

Thus, the Standing Commission of the Academic Council of the National Academy of Public Administration under the President of Ukraine for the Coordination of Methodological Assistance to Regional and Sectoral Professional Development Institutions recommends²⁴:

- to introduce curricula on online educational platforms according to the personal needs and self-development of public servants;
- introduction of educational innovations and the most advanced IT technologies, including e-learning, smart technologies, cloud technologies, critical thinking methods; introduction of gamification, portfolio technology, etc. into the learning process.

The use of the UChange reality 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 lead to the formation of new conscious and active citizens and officials, who, taking into account the current environment and challenges, will effectively address topical issues in joint interaction for the joint development of the community.

The UChange reality 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, central and local executive authorities. Developing options for solving urgent local issues concerning a particular citizen, their family, team, community, house, yard, street, neighbourhood, district, the city where they live through the simulation process on the playing field enables learning and solving 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 reality 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 and the like. In this way, citizens can be directly involved in the decision-making and solving process on issues that concern them. And 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 tools²⁵. Such an approach raises the awareness of residents about the very tools for influence on the decision-making, allows the principle of selecting the civil participation tool most relevant to the issue to be learned and enables them to use them immediately. Such tools include, among others: public information requests, appeals, public consultations, e-petitions, local initiatives, public hearings, public budgets, general meetings of citizens at their place of residence, etc., the procedure for which is set by the relevant regulations and the territorial community

²³ 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 dated 01 December 2017 – Access mode: <https://www.kmu.gov.ua/ua/npas/pro-shvalennyakoncepciy>.

²⁴ Bulletin of the NAPA. Series “Public Administration” 2'2019

²⁵ Best practices in regulating civil participation tools at the local level: <https://rm.coe.int/best-practices-civil-participation-pdf/168097ed3e>

code. Non-governmental organisations can use the CivicLab methodology to **develop proposals for institutional development strategies, develop project proposals, develop concepts for advocacy and communication campaigns**. As an example of using the project matrix of the CivicLab methodology digital component by NGOs, 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 reality game (SPB – school public budget) will be useful for schoolchildren. In the context of the New Ukrainian School concept, the information society equips the primary school with important functions, namely developmental and social. The educational process in schools increasingly facilitates the introduction of information technology, which is radically changing the process of mastering the knowledge and practical skills of younger schoolchildren. Students are actors in social relations. This conditions their relevant behaviour and responsibilities. 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 the formation of 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, the formation of meaningful generalisations and concepts, and worldview beliefs are intensified. So, the problem of developing an appropriate level of information culture of a schoolchild on the one hand, and the development of playful activities with the help of information technology tools, on the other hand, are becoming increasingly important. Such an educational process should be managed and organised in accordance with the primary school curriculum.

At the heart of the UChange SPB reality game is the educational component of the CivicLab methodology, the “Fundamentals of Civil Participation” training course, which teaches and promotes the development of a conscious, active citizen who is able and capable of influencing the development of their community throughout their lives.

Focus areas and topics of using the UChange reality game methodology

At the local level, the UChange reality game methodology has a wide range to use. In particular, it is about solving local problems of citizens in cooperation with the authorities using civil participation tools. These are absolutely real problems “at your particular address”: house, yard, street, neighbourhood, district or city. The methodology will be 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) will allow 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.

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 reality game methodology will also help with this.

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, integrated development strategies – the UChange reality game methodology will also help in finding answers to these questions.

Separately, it is worth noting that due to the UChange 1.5. Country playing field, the UChange reality 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 playing field UChange SPB. School Public Budget – there is an opportunity to work with the needs of the school and youth communities. Processing their ideas, writing out projects, simulating the operation of the entire school public budget cycle or other civil participation tools. Schoolchildren, teachers and young people can learn in an interesting game format how to manage a school public budget on their own, or use another civil participation tool if it is more relevant and effective for their issue (problem), idea and project. This format contributes to better learning and the development of an active and influential citizen.

Examples of the successful use of the UChange reality game are given [in Section 5](#).

Options for using UChange

The UChange reality 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 a **remote one** (LIVE, online – players play on a virtual playing field through ZOOM).



Infographics 13. Offline game format



Infographics 14. Online game format

Regardless of the work format, the UChange reality game can be complemented by one of the matrices (project, idea, strategic, etc.) of the CivicLab methodology digital component²⁶, where to 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**.

 A screenshot of a digital form titled 'ADVOCACY PROJECT FORM'. It contains several sections for data entry, including 'TASK 1' and 'TASK 2'. The form has a clean, professional layout with green highlights for data entry fields. To the right of the form, there are several small video feeds showing participants in a virtual meeting.

Infographics 15. The results of each step of the game are entered into a digital project matrix



Infographics 16. Adaptive game format

²⁶ CivicLab Toolkit for developing, analysing and predicting decision options in the decision-making process <https://rm.coe.int/coe-toolkit-civiclab-ukr/1680a0a747>

Section 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 reality game, which fully comply with the standards of the CivicLab methodology in each of the [4 stages](#), will allow holding the game properly, achieving the learning objectives: gain new knowledge and competencies on community, city, country life and use of participation tools, as well as making the first step towards solving the issue (implementing the idea/project) 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 life²⁷, the Guidelines for civil participation in political decision making²⁸, the revised Code of Good Practice for Civil Participation in the Decision-Making Process²⁹ and standards and best practices of civil participation in Council of Europe Member States³⁰.

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

Stages in the preparation and playing of the UChange reality game

The methodology assumes that the UChange reality game (regardless of [its format](#): classical, distance or adaptive) should be organised and carried out strictly in 4 consecutive stages.

STAGE No.1 PREPARATION FOR THE GAME

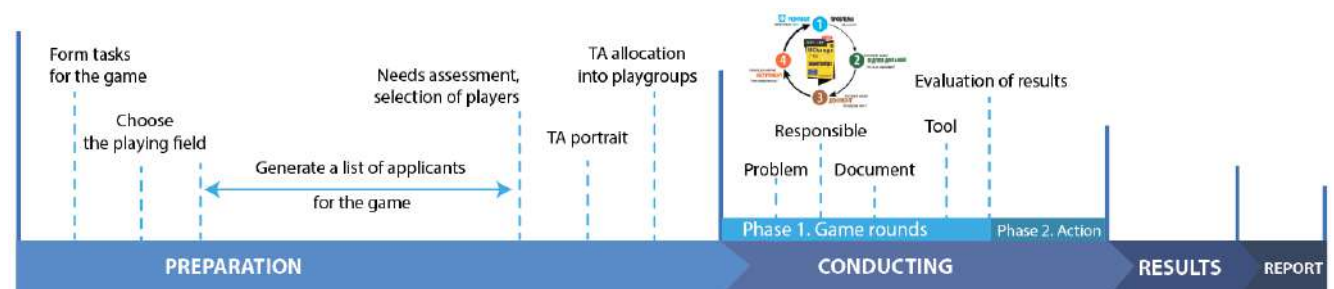
STAGE No.2 PLAYING THE UCHANGE REALITY GAME

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 (see Structure of stages). 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.

The general sequence of all stages and steps is shown in Infographics 17.



Infographics 17. Sequence of the UChange game stages

²⁷Recommendation 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/recommendation-cmrec-2018-4-participation-of-citizens-ukr/168097ed39>

²⁸Guidelines for civil participation in political decision making <https://rm.coe.int/0900001680786ab4>

²⁹ Revised Code of Good Practice for Civil Participation in the Decision-Making Process <http://rm.coe.int/code-of-good-practice-civil-participation-revised-301019-en/168098b0e2>

³⁰Overview 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>

STRUCTURE AND TASKS OF THE UCHANGE GAME STAGES CONDUCTED UNDER THE CIVICLAB METHODOLOGY

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 Toolkit “Civil Participation in Decision-Making”³¹.

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 (3-4 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 teams (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 REALITY GAME

Each team 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 consequences. This also further promotes cooperative learning and the acquisition of additional skills through examples of results from other playgroups. 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 visualising 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 ANALYTICAL REPORT

Preparation of individual playgroup reports following the event and a consolidated analytical report with recommendations on the results of all group games. If necessary, a policy proposal can be prepared with at least three options based on the results of the consultations, if envisaged by the purpose of the activity.

³¹Civil participation in decision-making Toolkit <https://rm.coe.int/civil-participation-in-decision-making-toolkit/-/168075c1a5>

Players and organisers receive analytics, visualisation and all developed materials and results in the form of electronic documents immediately after the event and can work with them immediately. And an analytical report with recommendations and a policy proposal (if necessary) — within 7 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, **the standards of work with the playing field and the digital matrix**³²;
- 3) **the support team standard**: the trainers and the game administrator³³;
- 4) **standard of report preparation**;
- 5) **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 [Section 5](#).

Standard of preparation for the UChange game

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

Evaluation indicator: 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. Describes the structure of the analytical reference "Portrait of the target audience", which reflects the description of the selected players and their issues (ideas, projects). Describes the "Traffic Light" methodology, which involves allocating players to playgroups according to their respective target audiences. Describes the algorithm for selecting a playing field and provides links to a standard digital project matrix, which can be used to develop projects during the game.

The result of the UChange reality 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, the list of stakeholders should be clearly defined and the needs of the initiator of the consultation process should be clearly formed. 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/playgroup 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 paras. 3–5.

³² If the use of a digital matrix is envisaged by the rules of the game

³³ If the use of a complete digital component is envisaged by the rules of the game

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 (e.g. civil society representatives only), the organisers shall 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 0 to 3. 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 to objectively assess 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. Such criteria may include, but are not limited to, the following:

1. is a party to the decision-making and is included in the mapped list of stakeholders;
2. refers to one of the target audiences (actors of the public sphere): government, community, business (foundations, international organisations);
3. the issue (problem, idea, project) that is proposed to be addressed during the game should be clearly formulated, specific and should concern a certain local area, sector, policy, etc;
4. the applicant has previously taken successful or unsuccessful steps towards solving the declared issue;
5. expectations from the event coincide with the tasks of the event;
6. the outcome of the event meets the needs of the applicant;
7. there should be no more than two representatives from one organisation (if representatives of organisations are playing).
8. The applicants want to finally solve/implement in joint interaction with the local government the issue announced for the game;
9. applicants are ready to learn, interact, create teams, as well as to be effective and meaningful.

The authors of this toolkit do not regard gamification as a separate process, but solely in the context of the learning process. **We strongly recommend that 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), then for community activists concerned with environmental issues (forest conservation, air purity monitoring); or first for players whose level of expertise requires basic knowledge of only a few civil participation tools and then games for 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 playgroups 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 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 he/she belongs and the like. 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. Such criteria reduce the participant's total score and enable a transparent selection of participants according to the topic and focus of the event. Such criteria can be applied if residents of a certain

territory or a certain level and area of expertise etc. are invited to participate in the event (i.e. 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.

For example, here is Table 3 – distribution of criteria into groups and Table 4 – with evaluation scores for each of the criteria, by which the answers of the applicants can be evaluated and a list of participants for the game can be generated.

Table 3. Distribution of criteria by groups

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

Table 4. 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! The total maximum score for this criterion should be 5 points	
UK2.1	be specific	1
UK2.2	realistic to solve: <u>within a year</u> ³⁴	1
UK2.3	fall within the competence of: <u>local governments</u> ³⁴	1
UK2.4	relate to: <u>sector/policy (environment, infrastructure, social protection, health care, etc.) or be local (house, yard, street, etc.)</u> ³⁴	1
UK2.5	possible to implement thanks to the civil participation tools available	1
UK3	Proportionate involvement of different target groups, including vulnerable categories The total maximum score for this criterion can be between 1 and 8 points	
UK3.1	team representative: <u>implemented projects</u> ³⁴	1
UK3.2	idea, project or problem, feasible to implement according to priorities: <u>local/regional/national</u>	1
UK3.3	vulnerable groups: <u>people with disabilities, displaced people, low-income people, people with many children, young mothers, LGBT people</u>	1
UK3.4	different ages: <u>schoolchildren, students, employed people, pensioners</u>	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: <u>problem, idea or project name</u>	-2
UK4.1	Relevance of the answers to the following question to the topic of the game: "what are your expectations of the game?"	-1

³⁴ Parameters (underlined and italicised) are determined by the event organiser, in this case – given as an example

UK4.1	Representative from this organisation have already been selected	0 – not selected 1 – selected
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Each response from the fields of the application should be scored according to Table 4. Then calculate the total score for each applicant. Rank all participants according to their total scores and select the number of participants with the maximum scores, which corresponds to the total number of players.

Example online form containing selection criteria for participants in the UChange SPB reality game. Vinnytsia – can be found at: <http://www.fuch.kpp-ngo.org> or by scanning the QR-code provided.



Based on the results of the selection, all players are divided into four 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 playgroups. Groups are formed according to the "Traffic Light" methodology. When forming playgroups, the principle of equal distribution of target groups (audiences) should be followed within every playgroup. The principle establishes a rule that, according to the conditions and format of the game, one playgroup should include all target groups (audiences) representing all stakeholders in the relevant issue: from the initiator of the consultation to the one who influences or makes decisions. At the same time, the organiser can independently determine the format of playgroups, for example, according to the industry principle or the level of competence of the selected participants. This is detailed above in the [Event Standard](#), 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 13), which stipulates that each playgroup (at the game table, in the virtual game room) should have representatives of 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) /10% – representatives of the support team.

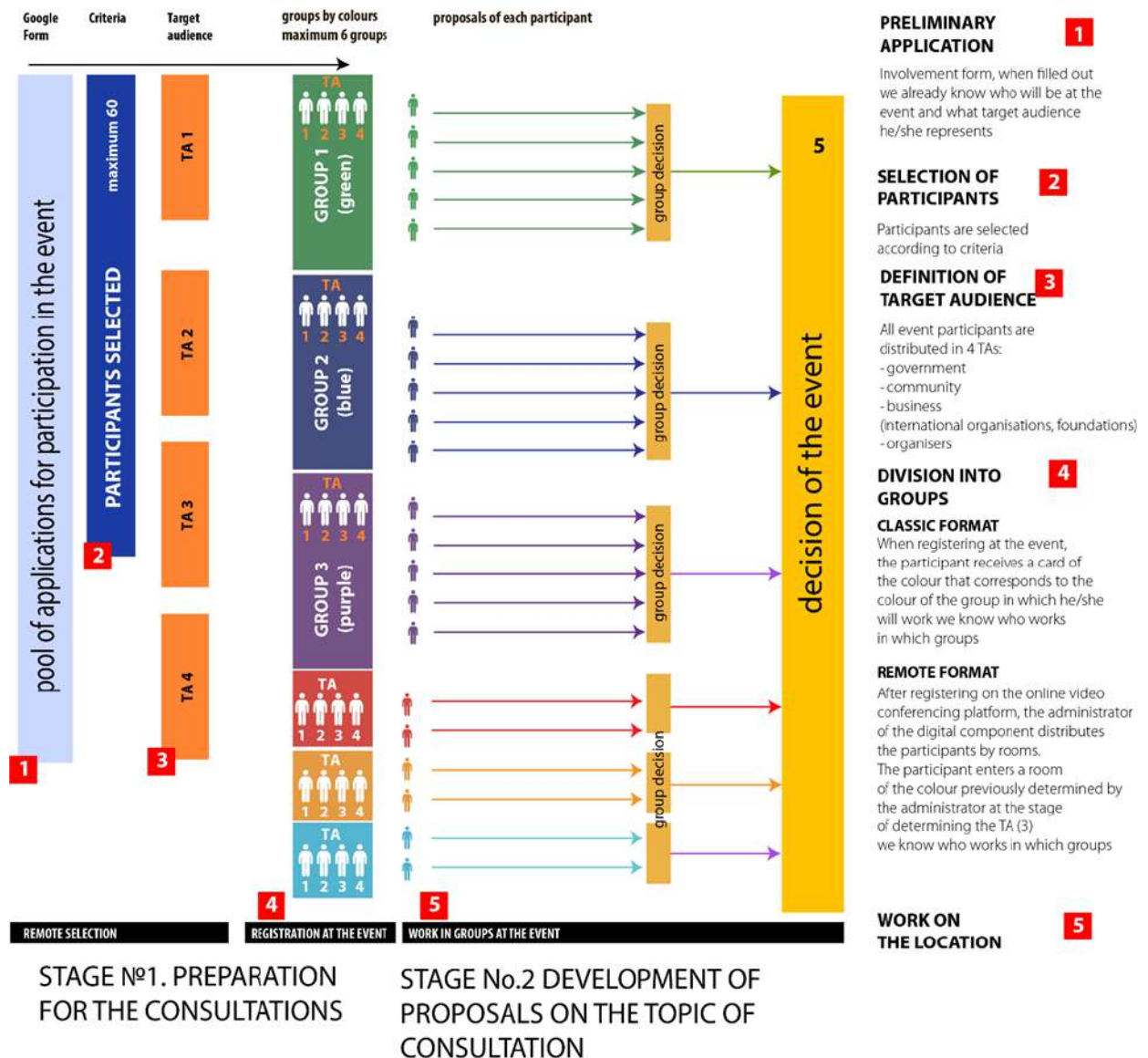
The method involves following a clear algorithm of sequential actions, which will quickly distribute all players in playgroups. The algorithm for dividing participants into groups depends on the format (online or offline) of the event where the proposals are developed.

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 selected players are distributed among four numbered lists (government, community, business (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 playgroup in which he/she will work. So the player who received the **green** mark works in the playgroup named "**green**", etc.

The actual assignment of players to playgroups (i.e. 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 (offline) 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 (audiences). The actual assignment to playgroups takes place immediately after registration on an online video conferencing platform (ZOOM, Google meet, Bluejeans etc.).

"TRAFFIC LIGHT" METHOD



Infographics 18. "Traffic Light" methodology

As an example, here is the algorithm for assigning players to playgroups 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. One should lay out all the coloured cards in sequence of colours: **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 playgroup.
2. Ask a player which of the target audiences he/she belongs 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 in order, mark the colour in the list
5. Let the player sign and give him/her the card
6. Tell the player to work only in the playgroup of the exact colour of the card he/she has!

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 clearly know the gender portrait of the event audience, expectations, needs, level of expertise of each player.

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

The portrait of the audience is formed on the basis of the data that the players stated in the application during registration.

The document can be prepared in any format. We recommend it to reflect the following visualised data:

- the gender, age and social portrait of the players (ratio of women and men, age groups, social groups).
- quantitative indicators: the 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 formed portrait of the event audience is made in the form of a presentation and demonstrated before the start of work.

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 toolkit, 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 5. General description of the UChange playing fields

Playing field UChange 1.0. City



Simulates the work of local government.

Used to solve local problems of residents concerning their house, yard, street, a neighbourhood of the district, city.

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

Playing field UChange 1.5. Country



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.

Used to address local, regional and national issues relating to state, regional or local politics.

Allows the use of all available civil participation tools. In particular, it teaches how to effectively conduct strategic budgetary advocacy, amend strategic documents and regulations, teaches public management and administration, and shows how changes of one or another institution influence the public actors and the like.

UChange SPB. The Dream School






Models youth community life, helps schoolchildren to become active, teaches how to influence the decisions of the authorities on the issues that concern them.

Used to teach the basics of civil participation to schoolchildren during the educational process in the school public budget.

Allows learning how to use the full range of participation tools available for youth in decision-making and choosing the one that is most relevant to their needs. In case this turns out to be the school public budget, the game allows learning how to use it effectively.

Table 6. 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 Nregulations, 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	Request for information, appeals, e-petition, local initiative, public hearings, public consultation 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 consultation, youth centres, neighbourhood gatherings, school and city public budgets, initiative groups, class and school gatherings, collective appeal

Standard of the UChange game

The standard regulates stage No.2 – playing the UChange reality game in terms of the proper organisation of the players in order to respect the basic principles of civil participation³⁵.

Evaluation indicator: IUC-11, ICL-14, 21.

The standard provides for the creation of conditions for the effective playing of the UChange training reality game in order to achieve the goal and expected outcome of the event: the formation 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 standard describes 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 reality game (learning event/consultation), including the work of the playgroups and the number of such playgroups, the sequence and number of such phases of the second stage, the game rules depending on the chosen playing field: game rounds, steps and list of tasks to be completed, and the optimal number of trainers and notetakers to be involved and working in groups.

The standard for the reality game provides 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 or not;*
- 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 the less privileged and most vulnerable can be heard and their views are 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 playgroups 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 that have been brought up for discussion and to complete all tasks, which are conditioned by the objectives of the educational event as a whole. That is, discussions should not be too long so that players do not get tired and lose the pace of work, activity, motivation and involvement in the discussion.

The standard for the number of players and playgroups is laid down in Table 13, and the time limits are in Table 15.

This standard stipulates that the agenda of the event involving the UChange reality 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 5 minutes)
4. The UChange reality game itself (lasting no more than 3 hours)
5. Presentation of playgroup results with sufficient time for proper discussion
6. Summary of the game results

A typical agenda for the UChange reality game event can be found in the [Model agenda of the UChange reality game in the “learning through action” format](#).

³⁵ Guidelines for civil participation in political decision making <https://rm.coe.int/guidelines-on-civil-participation-in-political-decision-making/168076e135>

UChange 1.0 and 1.5 reality 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 will 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 you have mastered the rules of the game, you can easily 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 the 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 (issues) 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 timing scale (24 months, two years) 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 whereon 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 both 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 Verkhovna Rada and local councils; the budget (its cycles) and the work of commissions and committees. Consequently, it is about the functions and work of the deputative 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 line of community life, this line has a timing scale (24 months, two years). This enables the simulation of full budget cycles – state and local – as well as the operation of deputy's 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. 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 higher level of functional load on the participants of the decision-making process. The level of authority and the resource intensity of the processes are depicted in such a way. For example, the line of community life: the more time a player spends on a project, the more resources – material, human, organisational, financial – are needed to keep it implementing without losing effectiveness. Moreover, by the end of the year, external factors begin to influence the player: the deadlines for budget programs and calendar plans approach, hence the load increases manifold. On the budget line: the closer to the end of the year, the greater the burden on deputies in terms of budgeting, decisions regarding sectoral policies and the like.

February this year (the red chip "start" is set to February). The player plans to solve the problem in the middle of September of the current year (green chip "intentions" is set to the middle of September of the same year). As of now, it is May in the imaginary community because the blue chip "current status" is in early May.

Type 2. MARKER. These 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.



Infographics 23. Marker chips

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 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).



Infographics 24. Example location of marker chips

Infographic 24 shows three examples of marker chip locations. In the first one, the player determined that the relevant department of the city council executive body is responsible for solving their problem; in the second one, that it is the local deputies they addressed in August; and in the third one, the player believes that their issue concerns the city target programs (either the program requires changes or vice versa is the source of funding for solving their problem, it depends on the game situation).

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 game round. This means that 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 toolkit.

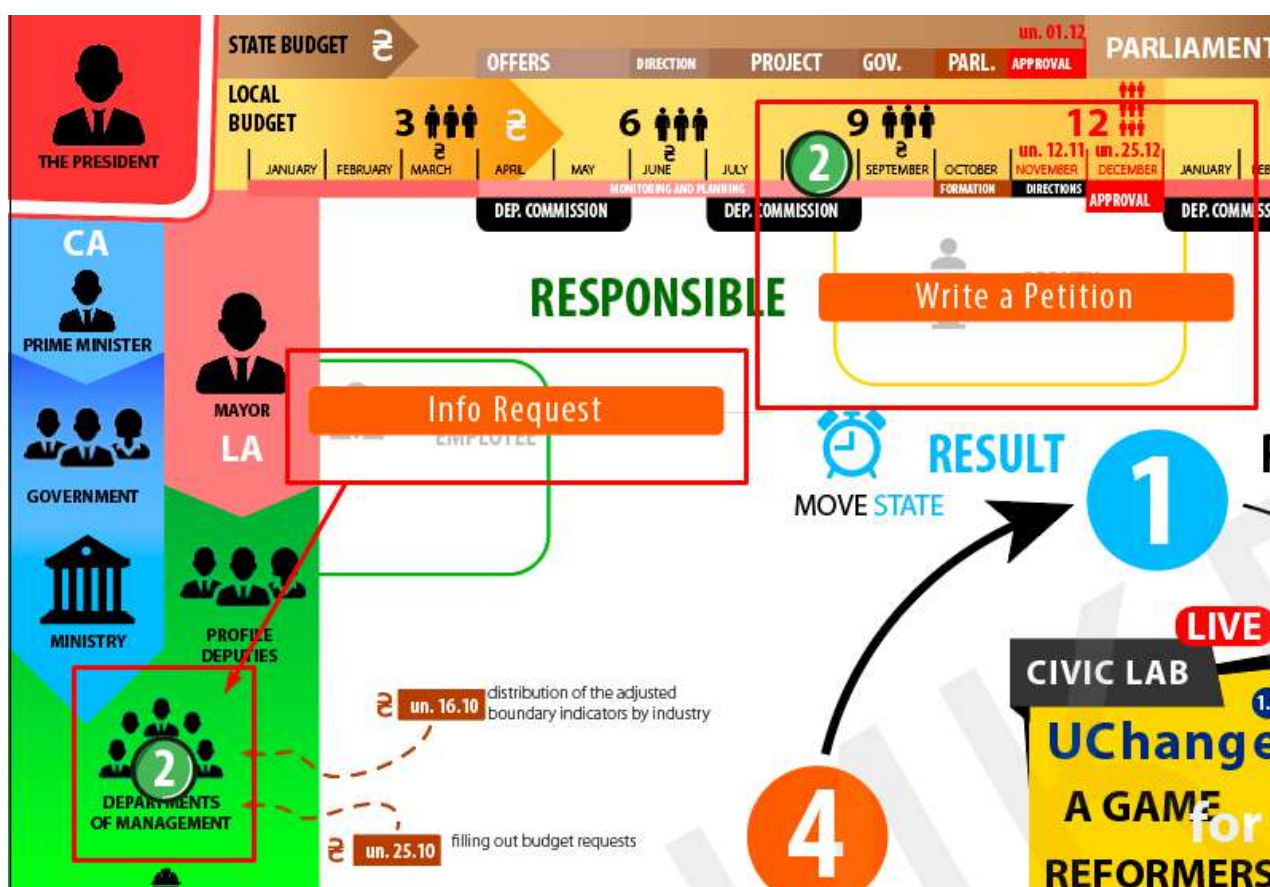
UChange 1.0. City

- Appeal to the Executive Committee
- Appeal to the Chairperson
- Write a Petition
- Info Request
- Write a Local Initiative
- Write an Appeal to Local Councillor
- E-appeal
- Submit a PB

UChange 1.5. Country

- PB Initiative
- School PB
- Eco Initiatives Competition
- Bank of Student Initiatives
- Appeal to People's Deputy
- D-appeal
- Appeal to the Cabinet of Ministers
- Consultations
- Public hearings
- Attracting funds

Infographics 25. Example game cards for different UChange playing fields

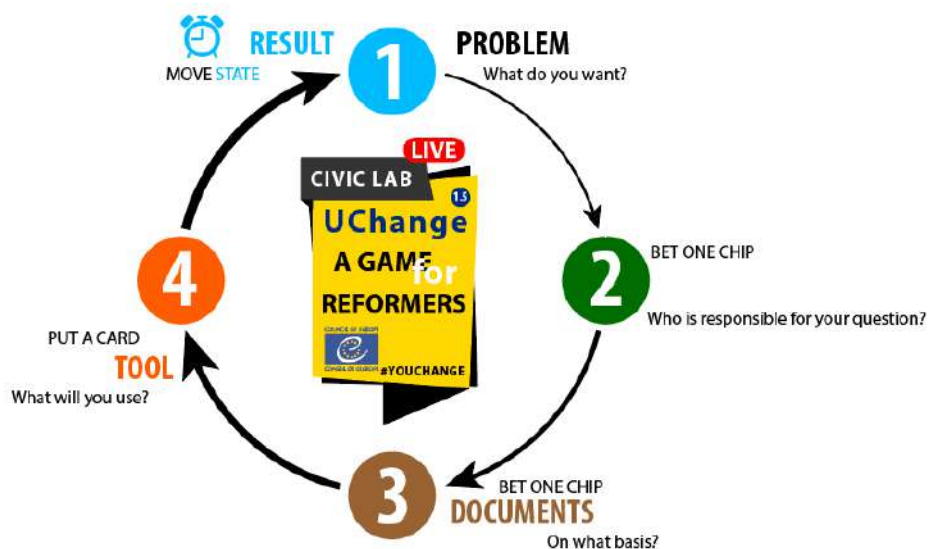


Infographics 26. Example of using the game cards

The example in Infographics 26 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.

Game round (cycle) and its steps

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



Infographics27. Game round consists of 4 steps (the task that the player must complete)

The tasks performed by the players must be generated before the start of the event and agreed with the digital component administrator (if used), and 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 (questions), one for each step of the game round, should be formed by the initiator of the game. If the initiator has not formed some additional tasks (questions), then the standard tasks (questions) for each of the four steps of the game round are examined during the game. The numbers of these steps, standard tasks and questions are shown on the playing field by numbers from 1 to 4 in the form of a game cycle.

ATTENTION! If the initiator of the game forms their own tasks for the players, the logic of their formation must comply with the general algorithm for the formation of tasks reflected in infographics 20. The game tasks should logically complement each other. That is, the game can have one main task; each game round also has one task, the completion of which achieves the main task. Each step of the game 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 game round as a whole, respectively, and the main task of the game. So, the result the player gets by completing one task should be the basis for completing the next task. Thus, having completed all the tasks, the player fulfils the main task of the game as well.



Infographics 28. Algorithm for forming and completing game tasks

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

Step No.	Step name	Tasks	What the players have to discuss	Action to be taken if the task is accomplished ³⁷
1	PROBLEM	Formulate a problem to be solved or an idea or project to be implemented in this round of the game.	The players should discuss the problem, idea or project. Formulate answers to the following questions: 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. Formulate the goal of the project according to SMART.	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 paras. 1,2 in the Task 1 block of the digital project matrix. If this is the second and subsequent rounds, go to step 2.
2	RESPONSIBLE	Identify a responsible structure at the authorities of various levels, as well as a specific official responsible for resolving the issue (official to be influenced).	The players discuss: who needs to be addressed to solve the stated problem. A list of the 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 MARKER CHIP(2) on the line RESPONSIBLE(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.	The players decide which document regulates their issue. The list of documents is displayed on the right side of the playing field.	Place the BROWN MARKER 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 process of making a decision by the responsible person effectively.	The players discuss whether to choose one or another civil participation tool that they want 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 line COMMUNITY(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 1-4.	The players discuss the answers to the following questions: - has the issue been resolved? - have you been successful in this round? - 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 game round. Proceed to Step 1. PROBLEM.

³⁷ 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 game round, Step 1 combines two tasks**. At the beginning of the round, the players have to formulate the issue (problem, idea) that they will solve during the next round. At the end of the round the players receive the result of their actions, have to evaluate it, and based on the results of the evaluation reformulate the question and start solving it again (problem, idea). So Step 1 brings the rounds together.

The trainer leads the whole game process and makes sure that the rules of the game are followed. He/she decides whether the task has been completed and allows the player to move on to the next step and start the next round. This is described in more detail in the [Support Team Standard](#) section.

2. It is also worth noting that the players, after step 4 (after they took an action – 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. He/she responds to the player's action, thereby simulating the course of the issue resolution and the game situation. The support team standard is that the trainer should not create excessive obstacles for the player to 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 reality 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 should have sufficient practical experience and knowledge to ensure that the game situation is properly simulated around the issue with which the player came to the game.

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 issue/problem (implementing ideas or projects). This 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 <http://www.bdmuc.kpp-ngo.org>



Conditions for starting, running and finishing the UChange reality 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 the formation of the player's erroneous opinions. So, the trainer must 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 game 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, 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 that the player has fulfilled the task and has made a step of the game round. It is forbidden to change, replace, take away, etc. cards and chips! To avoid making such mistakes, discuss all game aspects and tasks with the players more carefully before making a step.

Game cards must be placed on the location (9) that corresponds to the actual Provision of the particular civil participation tool. Consequently, one cannot place the game card "public consultation" on the location (9) near the game line DEPUTIES(C), and one cannot place the game card "e-petitions" on the location (9) near the game line EXECUTORS(B). 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, at the stage of preparation for the event, it was not determined and announced that during the game it is allowed to use such a civil participation tool as public hearings or public budget, then during the game it is strictly forbidden to use such game cards! Such an approach allows concentrating on practical teaching of how to

use specific civil participation tools and avoiding manipulations when for the sake of conditional "winning" or simplification of the game the "solution of all problems at the expense of one 'convenient' tool" begins.

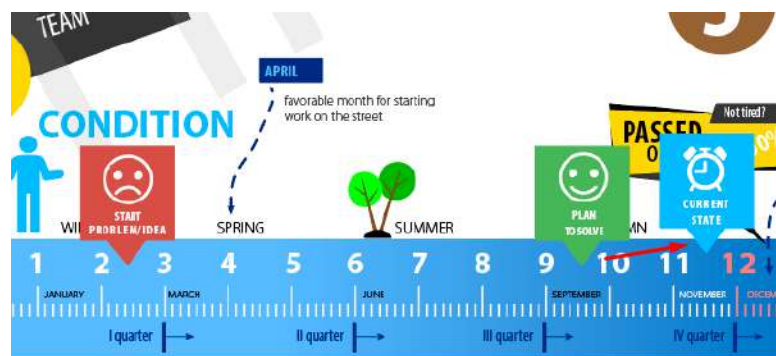
4. Conditions of victory and defeat

The game is considered won, and the player is the "winner" in the case when at the time of resolving the issue the blue chip CURRENT STATE(3), due to successive movements along the timing scale of the line COMMUNITY (A), is located before or at the same level as the green chip INTENTIONS(3). Therefore, success is when an issue is resolved in a time period less than or equal to the one the player stated before the game started. See Infographics 29.

Otherwise, the game is considered lost.



Infographics 29. Options for successful completion of the game



Infographics 30. Options 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, 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 formation of the game problem to the stage of real actions of the player.

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

GAME START

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 of problems.

GAME ROUNDS

1. Step 1. Formulate an issue (as a component of the game problem), which you will work on during this game round.
2. Step 2. Decide who is responsible for resolving the issue. Set the GREEN MARKER 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 game round. Set the BROWN MARKER CHIP No.3 to the location.
4. Step 4. Use the necessary participation tool (PT). Place the PT 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 PT.
6. The game round is over. Evaluate the result.
7. Repeat steps 3-8 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 – you won. Otherwise – lost.

REAL ACTION

According to the advocacy plan, take the first step towards its successful implementation. Prepare draft texts and use the civil participation tools chosen in steps 2-3 in real life.

ATTENTION!

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, receiving 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 takes place in 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 timing 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
CIVIL PARTICIPATION TOOLS	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	Individual collective	Verbal/ Mail/ Paper	~30	_____	2
	Address to the Mayor	KCSA	Individual collective	мейл / Paper	~30/15	_____	1
	Appeal to the profile commission	KCC	Individual collective	мейл / Paper	~30	_____	2
	E-Appeal of an individual	KCC	Individual	Electronic	~30	_____	1

Infographics 31. Hint card with parameters of civil participation tools

Game digital space, description and use

The methodology makes it possible to expand the game space (Infographics 6) and create **additional digital reality (digital game space – #3 in the infographics)** by using progressive digital technologies (chatbots, augmented and virtual reality, artificial intelligence, etc.), allows filling it **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 proposed UChange 1.0, 1.5, SPB playing field options provide for players' use of the digital space and contain entry points to it (Infographics 32):

- 1) **link to the "Dream" chatbot (1) and commands(2)** that will take you to the Regulations and rules and directly allow using the civil participation tool during the game;
- 2) **QR codes (3)** that redirect players to laws, policies, programmes, thereby allowing them to find out directly during the game whether their questions are reflected in these documents and regulations;

- 3) **virtual mentor (4)** that monitors and accompanies the whole gameplay and can give advice to every player personally or to the game team, or additionally simulate the game line making the process more dynamic, interesting and realistic: players can receive different life situations that affect the progress of their project or news on the change of department heads or strategic city priorities, or information on the budget reduction for the activities under which the project is to be implemented.

Please note! The digital project matrix that can be used during the UChange reality 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 toolkit dedicated to the CivicLab educational component. You can download it from the Council of Europe project page "Promoting Civil Participation in Democratic Decision-Making in Ukraine".



Infographics 32. Example points of entry to the UChange game digital space

Rules of the UChange SPB reality game

UChange SPB game. The Dream School simulates the school public budget (hereinafter – SPB) in a single (real) school. Not in the context of the school public budget, the UChange SPB playing field may be used 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 run the game within the decision-making cycle. In this case, the organiser should use the game chips and game cards from the UChange 1.0 or 1.5 version. The rules and conditions of the game will be similar.

In the context of this toolkit, 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 sections of this toolkit and knows the terms and mechanics of the UChange 1.0, 1.5 game. So we recommend going through the material outlined in the [Rules of the UChange 1.0. and 1.5 reality game](#).

The goal of UChange SPB. The Dream School: 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 and are able to influence government decisions for the development of their community throughout their lives.

The tasks that the UChange SPB game addresses. The Dream School:

- 1) to teach how to organise the SPB at school level;
- 2) to teach how to participate in the SPB;
- 3) to practise the SPB procedures at each stage of its implementation;
- 4) to discuss ideas, to 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 the developers of the regulation): to form a sequence of SPB business processes at each of the stages 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/team/voter for the SPB project;
- 3) mixed variant, when 1 and 2 roles participate in the game at the same time.

Form of the game: offline/online (LIVE), with/without digital project matrix.



Infographic 33. Example of the UChange SPB playing field

Table 9. Legend

- | | |
|---|--|
| A – SPB STAGES line | 3 – reality game stages: "A", "B", "C", "?" and the "ACTION" stages |
| B – SPB AUDIENCE line | 4 – local council executive committee |
| C – EXECUTORS line (executive branch) | 5 – game round (cycle) consisting of 4 steps (tasks) |
| D – ESTIMATE block (for SPB project) | 6 – locations for cards of civil participation tools |
| 1 – SPB stages scale (10 stages) | 7 – Chairperson's location (councils/executive committees) |
| 2 – target audiences (girl, boy, child with disability) of the SPB | |

Playing field, description and use

The playing field (Infographics 33) is a rectangle symbolically depicting the school building, the local government structure (4), the target audiences (2), the stages of the school public budget (1) and the game itself (3), the project estimate (D) and the conditional time period of the school community life during 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 school public budget:

- 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 reinforce the 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 – the two vertical lines on the left. **EXECUTORS (B)**, green – those responsible for implementing the SPB on the part of the executive committee, and **AUDIENCE (C)**, blue – with the target audiences (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.

ESTIMATE BLOCK of the SPB project. Used in SPB Stage 2 to prepare a basic estimate for the SPB project consisting of three parts, in which the costs of goods, services/works and the development of technical documentation are listed, which together make up the total cost of the SPB project.

Game chips

There are three types of chips: "OBJECT", "PROJECT" and "MARKER".

"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" - the current state of the school and STAGE "C" – the Dream School**. In this way they symbolise where this or that object is located in the school. In this way, the school on the playing field gets closer to the real existing school that the players represent.



Infographics 34. "Object" chips

"PROJECT" chips These are three chips (Infographics 22) of different colours: **red (1), "PROBLEM"** – symbolises the problem (issue, idea, project) which the player plans to solve thanks to the game, **green (2), "DREAM"** – the expected result the player wants to get as a result of solving the problem, and **yellow (3)** – symbolises the **"AUTHOR of the IDEA"** who solves the problem together with the team. The "Problem" (1) and "Dream" (2) chips are placed on top of the "OBJECT" chips placed at the previous step. The "Author of the Idea" (3) chip moves along the scale of the SPB stages on the SPB STAGES (A) playing line.



There is one marker chip – "TARGET". It is placed on the locations of the game lines "RESPONSIBLE" (C) and "SPB AUDIENCE" (B) to note the actors involved in the SPB at one or another stage.



Infographics 35. "Target" chip

Game cards

Game cards symbolizing a particular action to be performed by players at a particular 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

Infographics 36. "ACTION" game cards

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

The reality game consists of 4 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 school public budget and its components. The aim of this stage is to acquaint the players with the basics of 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 SPB;
- what are the stages of SPB;
- who are the author/team/voters and what is their role 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;
- what is the role of the chairperson/council in the SPB and the decision-making process and in the SPB;
- the school / competition board – how 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 should describe the current state of the school and the problems they are concerned about. During the discussion, the players describe specifically their school, the particular school they attend. Parallel to the discussion, the blue chips "OBJECTS" symbolizing the school infrastructure (canteen, auditorium, event room, stadium, etc.) are being placed on the playing field. Those for which the players have declared problems shall be indicated by a "Red Smile" chip.

Tasks for this round:

- mark the real objects of your school on the playing field with the **"OBJECT" chips**;
- place **the "PROBLEM" chips** (red smile) on the objects for which you think there is a problem.

STAGE "C" – the Dream School. Building the dream school. This stage discusses the players' ideas of what they think needs to be done so that the problems they stated in Stage "B" are solved. The ideas will contribute to the school community, learning environment and the like.

Tasks for this round:

- place a **"DREAM" chip** (green smile) on the school facilities for which you want to develop a project that solves the problem.

Two additional **Stages "?" – between "B" and "C" and between "C" and "Action"** – are used as auxiliary 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.

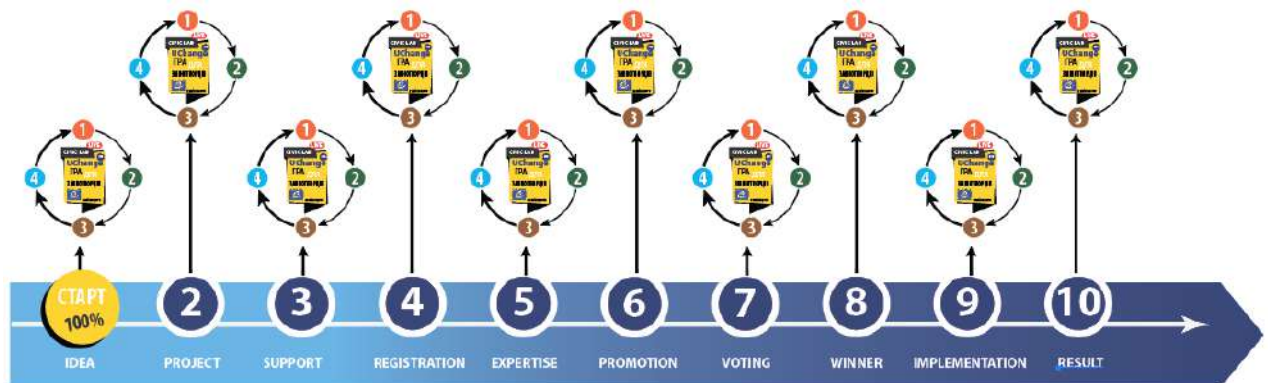
The **STAGE "ACTION"** launches the sequential passage of the 10 SPB stages. In fact, each of the ten SPB stages is one round of play, which consists of 4 consecutive steps (tasks). These steps and tasks are adapted to the conditions and audience of the UChange SPB reality game, as noted by the methodology of the UChange reality game. 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 game round of UChange SPB. The Dream School has no "documents" step. After all, at the heart of the game about the school public budget, there is the relevant provision clearly regulating its conduct. So, there is no need to look for a document regulating the solution to the game problem. When using the playing field for simulating the life of the youth community (i.e. not SPB) – a classic game round (cycle) can be used. A link to such a version of the playing field is provided in [Typical UChange playing fields](#). Infographics 34 shows an adapted game round of each SPB stage.



Infographics 37. Game round adapted to SPB needs

Game round (SPB stage), its steps

Each SPB stage is a game round consisting of four consecutive steps (1,2,3,4), within which a player (or a playgroup) is required to complete a task, to answer questions. This process is illustrated figuratively in Infographics 38.



Infographics 38. SPB stages (game rounds) and their steps

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

SPB Stage No.	SPB Stage Name	Game Round Step	Tasks to be completed by the players and questions to be answered by them
1	START 100% IDEA	Step 1 ACTION	Find an answer to the question, "What is the aim of this SPB stage?", "What do you plan to do at this SPB stage?" The answer to the question should be one of the actions shown on the game card. Consequently, the goal of this step is to choose an action/actions that are relevant to this SPB stage. Once the players have chosen which action to take at this SPB stage, a game card is placed on the field representing the chosen action The players proceed to Step 2.
		Step 2 RESPONSIBLE	Tasks. In this step, the players should decide WHO NEEDS TO BE INVOLVED to make the action chosen in step 1 work. Questions: "Who do you plan to involve at this stage? Or will you do everything yourself? How will you allocate roles, tasks, what will you ask?". When the participant has chosen which of the SPB actors to address and involve, the "Target" chip is placed on the relevant game lines: EXECUTORS. TARGET AUDIENCE. The players proceed to Step 3.
		Step 3 PRODUCT	The task of this stage is to prepare a list of necessary documents, materials, descriptions, etc. that will help perform the action chosen in step 1. The question to be discussed is: "What materials need to be prepared or what resources need to be involved for your action to lead to a result?" The players should tell what documents, presentation materials need to be prepared at that stage, where they are now, what resources need to be involved to reach the result. The players proceed to Step 4.
		Step 4 RESULT	Tasks. The players should form a clear vision of the result they expect from their actions, the resources involved at this SPB stage. Think about how to evaluate it. Questions for the players to discuss are: "what result is expected from your action?" The participant should give an answer such as: "I expect to form a team after informing the class of my idea". Players move on to Step 1 of the next SPB stage (game round). The "AUTHOR OF THE IDEA" chip moves up the SPB stages scale to the next step.
2	PROJECT	Step 1 ACTION	Tasks and questions similar to Step 1, Stage 1
		Step 2 RESPONSIBLE	Tasks and questions similar to Step 2, Stage 1
		Step 3 PRODUCT	Tasks and questions similar to Step 3, Stage 1
		Step 4 RESULT	Tasks and questions similar to Step 4, Stage 1
3	SUPPORT	similarly	similarly

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

Rules and conditions for starting, running and finishing the reality 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 the formation of the player's erroneous opinions. So, 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 have to go through all the game stages

and as a result develop an SPB project, which solves their school problem, and develop its estimate. So, 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 school public budget and to implement the steps that have been worked out by the players (the project author and their team) during the game.

2. Rules for processing an idea, project and estimate

According to the methodology, during the reality 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 the one that will solve one of the problems "exposed" on the playing field;
- 2) development **"from idea to project"**:
 - a) **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: the needs of which target audience 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 it does, 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 infographics 33 hereafter.
 - b) **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 team. 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 (for whom it is intended, who will use it) and how it addresses gender aspects and the needs of vulnerable groups. If it does, 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 infographics 33 hereafter.
- 3) **Development of estimates**:
 - a) **version with numerical matrix**: the trainer explains which parts the estimate is made of, explains 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 of the game (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 of the game these boxes can be filled with text and costs.

In either case, all the data on the items of the estimate is transferred to the digital project matrix, which calculates the total cost of the project.
 - b) **version without numerical matrix**: the trainer explains which parts the estimate is made of, explains 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 of the game (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 of the game these boxes can be filled with text and costs.

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

How to describe a real school? The players have to provide answers, in particular to the following questions:

1. How many children are there in the school (you need to make sure that the child understands how many votes can be collected)?
2. How many classes are there in the school (you need to make sure that 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, you must ask the players additional questions.

1) *Who are the participants in the SPB?*

Examples of questions and answers.

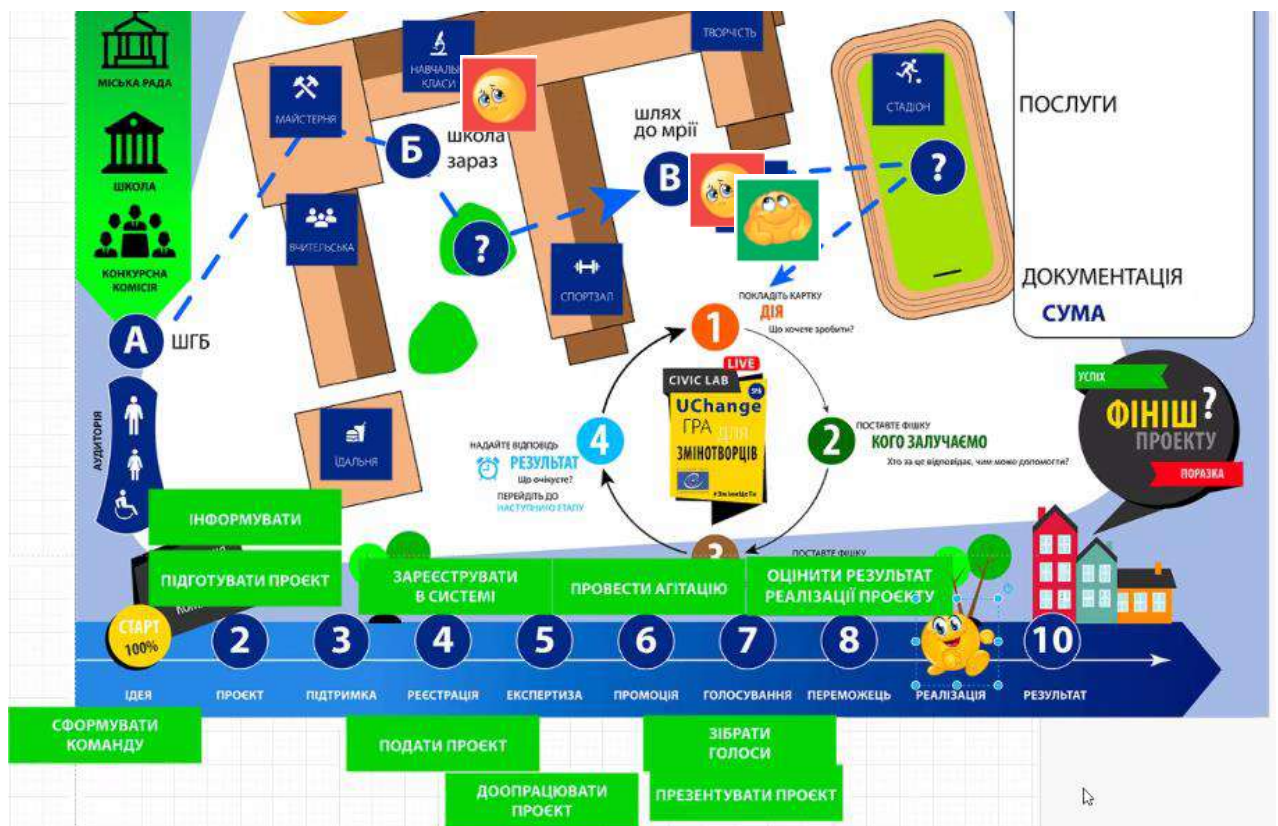
What can schoolchildren do as part of the SPB? Answer: submit a project and form a team, become a team member, join in promoting the project, be a member of the Competition Committee, vote for the project.

What can parents do as part of the SPB? Answer: they can 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? Answer: be responsible for the organisation of the SPB in the school and the 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 infographics demonstrate a game situation of working out a school public budget project using the playing field UChange SPB. The Dream School.



Infographics 39. Game situation when simulating the SPB

Standard for the first step and monitoring the results of the UChange reality game

The standard regulates 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 indicator: IUC -36, 38, 43, 51, 52,521-524, 53, 54

The standard provides 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 reality game or its equivalent.

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

The standard results of the UChange reality 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 reality 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 (idea) or solution to a real city problem immediately by preparing an appeal or a local initiative, submitting an e-petition or a project and the like. 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 that they have to take in order to successfully implement their project.

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

UChange 1.0 City	UChange 1.5 Country	UChange SPB. The Dream School
Prepared documents (developments) based on the results of the game³⁸		
<ul style="list-style-type: none"> Developed projects Advocacy plan 	<ul style="list-style-type: none"> Developed projects Project budget Project advocacy plan Project communications plan 	<ul style="list-style-type: none"> Developed SPB project Estimate of the SPB project (or another CPT is chosen to solve the stated problem)
During the reality game the players should		
<ul style="list-style-type: none"> Choose one CPT they will use during the game Prepare material (text) providing for the CPT Use CPT 	<ul style="list-style-type: none"> Choose one CPT they will use during the game Prepare material (text) providing for the CPT Use CPT 	<p>SPB</p> <ul style="list-style-type: none"> 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 <p>Other CPT</p> <ul style="list-style-type: none"> Prepare material (text) providing for the CPT Use CPT
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: <ul style="list-style-type: none"> 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

* CPT – civil participation tool

³⁸ In electronic form in the case of using a digital project matrix

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

WHAT DOES IT MEAN to use the participation tool?

each group should use one of the participation tools

Participation tool	How to use now	Command to Dream
Petition	Register the petition on the website	<i>Write a Petition</i>
Local initiative	Fill in the application for a local initiative, form the text of the draft decision	<i>Write a Local Initiative</i>
Appeal to deputy	Write the text of the appeal on a piece of paper	<i>Write an Appeal to Deputy</i>
Appeal to Kyiv City State Administration	Write the text of the appeal on a piece of paper or submit it electronically	<i>Write an Appeal to Kyiv City State Administration</i>

You need to write everything clearly: indicate the names of people you are addressing to, state your needs in particular and what do you want to get to solve the problem.

Remember that you do have such a tool as public information requests

Info Request

Infographics 40

Monitoring of the UChange reality game results

According to the standard, 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 are the performance indicators of the reality game, evaluated according to Table 14. Standards of the minimum guaranteed number of the game results under the CivicLab methodology.

The authors of the toolkit 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 such timeframes after the game ends: in 1, 3, 6 months and a year – by interviewing the players (in different ways and forms). This will give a possibility to form best practices of using the reality game as an applied tool to provide practical training on the fundamentals of civil participation. This 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 [Best Practices](#) section of this toolkit. We recommend that the most striking practices are arranged in a "storytelling" format. An example can be found at: <http://www.kppngo.org/coe/nads/qp/uc/>

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 toolkit.

Digital project matrix standard

The standard regulated the use of the digital project matrix during the UChange reality game in relation to entering information and is linked to the Standards: [Event Preparation Standard](#), [Event Standard](#), [UChange 1.0 and 1.5 Game Rules](#), [UChange SPB Reality Game Rules](#), [Support Team Standard](#) and [Standard for the first step based on the results of the UChange reality game](#)

Evaluation indicator: ICL-15.22.

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

The standard describes the structure, the tasks and the sequence of entering the information into the digital project matrix, adapted for use with the UChange reality game and fully correlated to the corresponding CivicLab methodology standard. In order to avoid duplication, the standard does not describe the use of the digital component of the CivicLab methodology – a separate toolkit has been developed for this purpose³⁹.

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 tabs⁴⁰: "visualisation" and "analytics". During the game, all players are divided into playgroups, in which they work through a game situation (questions) of a certain topic (game issue). Each group has its own reference colour ("red", "yellow", "green", "blue", "purple", "turquoise"). 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 playgroup. The "visualisation" tab contains graphs, charts and figures that clearly show the results of each playgroup and all players in the event. The "analytics" tab aggregates the work of all playgroups in the form of consolidated textual information, which the players of each playgroup 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 form (table) – it is a digital project development form (solves the problem stated by the player, implements their idea), contains three blocks with fields, each corresponding to the Tasks the players should complete during the game rounds of the UChange reality game. The standard of the work tab form is given below. The standard of the service tab form is given in the CivicLab Toolkit for developing, analysing and predicting decision options in the decision-making process.



Infographics 41

The data is entered by the trainer into the digital project matrix in the Task block (1-3), which corresponds to the current step of the game round (phase, stage). A link to an example of a digital project matrix and Tasks can be found here: <http://www.bdmuc.kpp-ngo.org>

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 (e.g. write a statement, an appeal, etc.)



Infographics 422. Link to the matrix

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

³⁹ CivicLab Toolkit for developing, analysing and predicting decision options in the decision-making process: <https://bit.ly/2WHacRO>

⁴⁰ If the digital component is provided for in the conditions of the event



Infographics 433. 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 is entered in a separate cell of each of the Task blocks (corresponds to a separate step of the game round (phase, stage)).

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. <ol style="list-style-type: none"> 1. The problem you are solving (specific, related to a certain policy) 2. Project goal (what you want to achieve) 3. SMART objective (specific, measurable, assignable, realistic, time-related) 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. <ol style="list-style-type: none"> 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 – i.e. 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). <ol style="list-style-type: none"> 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 playgroup into the same cell! The digital project matrix is used to prepare only one project from one playgroup. Therefore, the trainer should ensure that there is sufficient time for all the players in the playgroup 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 playgroups, or choose another typical digital matrix (of ideas or alternatives, etc.) to be used.

The data entered into the matrix becomes immediately available both to the players who developed it and to the other playgroups. This is necessary to ensure that each playing team has the ability 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 playgroup or all playgroups 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-discrimination⁴¹ and impartiality. In turn this forms the confidence of all players in the results of joint work.

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

No.	Standard	NORM min/max
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*

* if the conditions of the reality 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 the UChange game. In this case, the data in the tabs of the digital project matrix is entered by the players themselves. The game administrator must give direct access to the digital project matrix tabs to the players.

⁴¹ 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>.

DIGITAL MATRIX WORKING TAB

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

PROJECT ADVOCACY FORM		
ATTENTION! PLEASE ENTER DATA ONLY IN GREEN FIELDS, DO NOT ADD LINES!		
TASK 1 GENERAL DESCRIPTION OF THE IDEA/PROJECT		
The problem you are solving (specific, related to a certain city policy)		EXAMPLE
Goal (what you want to achieve)		EXAMPLE
Specific Project Objective under SMART (specific, measurable, assignable, realistic, time-related)		EXAMPLE

Infographics 44. Task 1

TASK 2 Determine		KCSA (CITY/DISTRICT) STRUCTURE RESPONSIBLE FOR SOLVING THE PROBLEM
At least one field must be filled in		
Point of influence 1		▼
Point of influence 2		▼
Point of influence 3		▼
Your option 1		▼
Your option 2		▼
Your option 3		▼

Infographics 45. Task 2

TASK 3 Fill in		TASKS FOR PROJECT IMPLEMENTATION														
It is necessary to achieve the goal and verify the problem with real dates																
Project duration (in months)																
How long will the project last?																
No	Name of the task	Who do we address?	Participation tool (if required)	YEAR	1	2	3	4	5	6	7	8	9	10	11	12
ЗАПОВНЮЙТЕ ЦЮ ЧАСТИНУ ----- ПЕРЕЛІЧИТЬ ЗАВДАННЯ ПРОЕКТУ -----ПРОХАННЯ НЕ КОПІЮВАТИ СТРОКИ, А ВВОДИТИ ТЕКСТ!																
YOUR PROJECT TASK	1															
	2															
	3															
	4															
	5															
	6															
	7															
	8															
	9															
	10															

Infographics 46. Task 3

Support team standard

The standard regulates how the support team works throughout all stages of the UChange reality game.

Evaluation indicator: ICL-15, 21, 22.

This standard demands that the support team works adequately to achieve the goal of the UChange reality game and that all players and playgroups complete their planned tasks within a well-defined time frame.

The standard describes the qualification requirements for trainers, functions, duties, tasks, standard actions, methods of discussion and level of players' involvement in the process of discussion in playgroups, rules for joint work in the playgroup itself, as well as the procedure for monitoring the digital component of the task state and the dynamics of each playgroup by an administrator⁴².

The team that supports the UChange reality game consists of the administrator of the UChange reality game (she/he is also the administrator of the digital component), and the trainers. The functions between the team 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 analysis complex (the digital component and the digital project matrix), the trainers organise and lead the discussion in the playgroups and simultaneously enter the proposals from the players into the digital project matrix³⁸.

The required number of trainers is written out in [Table 14. Standards of the minimum guaranteed number of the game results under the CivicLab methodology](#). The methodology of the UChange reality game **does not foresee** a separate specialist in the support team, who will ensure the data entry into the digital project matrix – the **notetaker**.

During the UChange reality 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 game rounds according to the [Event Standard](#);
- 3) all players work in playgroups 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 Standard](#);
- 4) in each of the game rounds, there are several tasks and questions that the playgroup must answer and complete;
- 5) trainers work in each playgroup together with the players. The number of trainers is determined by the [Event Preparation Standard](#);
- 6) The proper work of each playgroup is ensured by the trainer. They organise and lead the discussion in the playgroup according to the game 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 that the player can make sure that 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 methodology of the UChange reality game.
- 7) The work of the trainers is coordinated 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 playgroups, the results of the tasks both in individual playgroups and by all players. They summarise the results of the game, in particular on the basis of 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 opinion of others;
 - f. one player speaks;

⁴² If the digital component and the project matrix are provided for in the conditions of the event

- g. phones in vibration mode;
- 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 no more than 1 minute in a row;
 - b. **all players should express their opinions** during each step of one game round: use a pencil as a microphone passing it from player to player (if the game is in remote format, call the name of the player 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 game rounds and their steps, as well as all stages and game phases (if any are provided in the rules of the game)**. If a step or a game round is passed, then the **STANDARD STRICTLY FORBIDS** to return to it or change the arrangement, to replace or take away cards, to make changes to the digital design matrix or add any information!
- 6. **Read the results of the playgroups during the presentation** from the Analytics tab of the digital matrix, from the section marked with the colour of your playgroup.

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

- 1. **follow the dynamics** of other playgroups, it is shown on the digital matrix visualisation tab;
- 2. **keep track of the timing of the game and each game round**;
- 3. **the administrator of the game can contact you** and give advice on the process of work of your playgroup – listen carefully and follow them.
- 4. **Carefully enter all thoughts and proposals into the digital project matrix**:
 - a. do not try to enter everything the players say;
 - a. information should be entered into the digital project matrix only after the **generalisation of the players' opinions – that is** after the trainer voiced the players' opinions and received confirmation;
 - b. 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 STANDARD!**
 - c. the trainer should postpone entering information into the digital project matrix "for later", write down proposals on paper, and the like. The information must be entered into the matrix while the next player is expressing an opinion and leading a discussion;
 - d. the trainer cannot shorten sentences and individual words, should avoid the use of non-common abbreviations.
 - e. 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 reality game administrator (of 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, to the playing field and digital matrix⁴³**, and ensure their continuity 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; visualisation of the results of group work, analytics and list of developed proposals should be exported in tabular format;
 - d. transfer files with visualisation and the developed proposals to initiators (customers) of the game.
3. **Keep track of the timing of each game round and the event as a whole.**
4. **Remind the trainer and notetaker of how much time is left to complete.** To do this, the administrator should study a game agenda in such a way as to clearly know the start and end time of each game round (phase, stage), as well as its duration. At least twice, 10 and 5 minutes before the end of the game round (phase, stage), they must inform each trainer about the time remaining until the completion of the task and the need to start the next task (go to the next game round, etc.).
5. **Monitor the status of playgroups.** Should log into the virtual room/approach the table/ at least once during each of the game rounds (phases, stages), assess the dynamics of work and discussion, the activity of players, etc.
6. **Conduct operative monitoring of the state of task performance** on the basis of visualisation data and the proper filling out of digital matrices, switching between tabs where proposals are being developed by a certain playgroup.

Communication between team 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 playgroups at a certain game round (phase, stage), 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, etc.

CivicLab Trainer Qualifications Standard

The standard regulates 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 reality game.

Evaluation indicator: UCL-61-63.

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

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

ATTENTION! Trainers must be certified to know, practice and adhere to the CivicLab methodology standards during events, in particular the UChange reality games.

Why are the CivicLab qualification requirements and certification used?

The authors of the CivicLab methodology and the UChange reality 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, successful practices of the interaction of public actors. This will allow qualitative and effective use of the UChange playing fields and achieving the goal, which is set by the authors of this toolkit: to teach, give new knowledge and practical competencies to the players regarding the fundamentals of civil participation on the example of solving their issues. It is for this purpose that the authors of the methodology have developed basic qualification requirements for trainers. Without properly proven (by CivicLab certificate) by

⁴³ If the conditions of the game provides for anything listed;

the trainer competence and practical mastery of the CivicLab methodology standards, including the UChange reality game, no activity conducted can be considered to meet the CivicLab standard. 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 qualification practical exam.

In order to qualitatively prepare for certification, the authors of the toolkit 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 "Promoting Civil Participation in Democratic Decision-Making in Ukraine":

- Online Civil Participation Academy 2.0: <http://www.kpp-ngo.org/coe/nads/>
- Community Code. The city of Drohobych. Online course: <http://kpp-ngo.org/coe/drohobych/>
- Council of Europe Mentoring for Change programme
- Thematic guides for practical training on the fundamentals of civil participation: <http://bit.ly/2Kz8pvG>



A full list of training programmes can be found here: <http://np.kpp-ngo.org>

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 reality 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 standard must have knowledge of:

- Council of Europe standards on civil participation and good governance;
- fundamentals of public and multi-level 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 reality game in the "learning through action" format,

have practical skills in:

- development of public managerial decisions based on the submitted proposals;
- analysis of the territorial community code and strategic documents;
- be master of the best practices for the effective use of civil participation tools: information request, appeal (e-appeal), petition (e-petition), public consultation, public hearings, local initiatives, public budget, school public budget, youth council, school self-government, working groups, public expertise, public councils and the like; 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 school public budget;
- analysis and research of city, regional and state policies and programs;

- preparation of an analytical note and a policy proposal;
- drawing up advocacy and communication plans;
- conducting strategic budget advocacy;
- facilitation of dialogues in small groups (up to 12 participants) and moderation of events with a total of 100 participants;
- practical use of the digital components digital matrices, UChange playing fields in accordance with the standards of the CivicLab methodology
- use of digital services and tools:
 - for video conferencing: Zoom, Bluejeans, Google meet etc.
 - 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 the like.

C. Confirmation of qualification: each trainer who plans to conduct events according to the CivicLab methodology and standard must confirm their knowledge and skills by passing a qualification 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 reality game in the "learning through action" format
3. educational dialogue workshops in the "learning through action" format

Standard of report preparation

The standard regulates the procedure for preparing group and consolidated analytical reports with recommendations.

Evaluation indicator: ICL-16,17,18.

The standard provides for the formation and publication of analytical reports with recommendations that will be the basis for making informed and effective decisions.

The standard describes a typical structure of an analytical report (group and general ones).

Based on the results of the game, the following documents are prepared : analytical reports on the results of the work of each playgroup (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 visualisation, the list of the developed proposals (data from the digital matrix) and group reports.

Analytical report on the results of each play group is prepared by the trainer at the end of the event. 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 playgroup (colour), the name and surname of the trainer and a link to the results of the playgroup⁴⁴ (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, provides an overall assessment and conclusion of the playgroup work as a whole.

Section 1 contains a list of all the problems identified in the playgroup discussion and their analysis. The trainer notes the total number of problems, as well as those that caused more discussion in the playgroup, required more time for discussion, 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 during the game. 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 civil participation tool should also be noted: describe why a particular tool was chosen. What materials were generated and how the playgroup 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 – General assessment and general conclusion of the playgroup's work by the trainer.

This section contains the overall conclusion on the work of the playgroup 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

⁴⁴ If the conditions of the game provide for its use

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 playgroups, data from the digital matrix, visualisation 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. **Methodology of playing the game and its audience.** It describes the methodology used for training, the criteria for selecting participants, provides a portrait of the audience of the event and describes the principle of dividing participants into groups.
2. **Summary of group work.** Taking into account the information specified in separate group reports, the generalised analysis of work results for all playgroups is conducted. This part summarises the work of all the playgroups and their findings.
3. **Conclusions and recommendations.** Taking into account the consolidated results of the playgroups and aggregated proposals, the justification, conclusions and 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.

Standard for technical support

The standard regulates the technical, organisational, methodological and resource support of the game.

Evaluation indicator: IUC -71, 72.

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

The standard describes 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 reality 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 ([Zoom](#), [Bluejeans](#), [Google meet](#)), which provides for:
 - a. simultaneous participation in the conference of 100 people;
 - b. duration of one video conference – at least 5 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 participants can be added manually;
 - e. ability to display computer screen to the audience;
 - f. ability to record a general video conference and in separate rooms with saving 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" screen; at least 3.6 GHz processor; at least 8GB RAM; wi-fi adapter; mouse, keyboard, Web-camera with FullHD quality containing a microphone, speakers, wired connection to the Internet channel, a bandwidth of at least 1GB 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 20GB 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 predicting⁴⁵ with the digital project matrix⁴²;
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 web camera and a microphone (built-in or peripheral);
3. Availability of an account to work with Google Docs;
4. Availability of a Facebook and Viber account.

Classic or adaptive game format (offline in the audience) requires the following technical support:

1. Laptops for working in game groups. Their number must correspond to the number of game groups, plus an additional one – backup. Basic parameters are at least the following: 15.6" screen; 2.0 - 3.6 GHz processor; 4GB RAM; wi-fi adapter; mouse, charger, battery should provide autonomous operation for at least 60 minutes, Windows system is not lower than version 8 (Ukrainian edition); installed language packages for text input: English, Ukrainian; installed software products: Microsoft office package (Word, Excel, Power Point), Google Chrome browser.
2. Laptop for presentations (1 piece). Technical parameters are similar to those in paragraph 1. Additionally,

⁴⁵ If provided for the conditions of the game

there should be an output for the projector (HDMI or VGA depending on the projector) and a corresponding cable to connect to the projector.

3. Wi-Fi access point with a bandwidth of at least 300 Mbps with the ability to connect at least 100 users.
4. Projector and screen.
1. Three microphones (radio) and one backup.
2. A room with a total area that can accommodate up to 100 people and up to 10 round tables.
3. Folding table (large, 180 mm) with a white tablecloth, the number should correspond to the number of groups plus one technical, additionally for the administrator of the digital component;
4. Folding chairs, narrow, the number according to the number of participants, taking into account the number of members of the support team and representatives of the consultation initiator.
5. Tablets on tables of different colours (red, yellow, green, blue, purple, turquoise).

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

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

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

* this figure may be less and meet the request of the game initiator.

** the UChange reality game standard does not provide a separate notetaker for entering information into the matrix. Their duties are performed by a trainer.

*** 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 ⁴⁶
	INDICATOR	Prepared documents (developments) based on the results of the game⁴⁷		
1	Project developed under the standard	YES	YES	YES⁴⁸
2	Developed SPB project ⁴⁹			YES
3	Project budget		YES	YES⁴⁷
4	Estimate of the SPB project			YES
5	Project advocacy plan	YES	YES	
6	Project communications plan		YES	
		The FIRST STEP of the project implementation was made during the reality game		
7	Choose one CPT ⁵⁰ to be used during the game	YES	YES	
8	Prepare material (text) providing for the CPT	YES	YES	YES⁴⁷
9	Use CPT	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 reality game		
12	Use CPT			YES⁴⁷
13	Complete an advocacy plan task	YES	YES	
14	Complete an 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 and make adjustments	YES	YES	
17	Conduct research of strategic documents, analysis of city programs, prepare a policy proposal	recommended ⁵¹	recommended	
18	Monitor the implementation of the project and, once implemented, begin to use its results effectively			YES

⁴⁶ YES means that one player, or one playgroup, has to prepare at least one project, document, material or the like. The total number of projects depends on the number of playgroups (into which the players are divided). The minimum is for 2 groups, the maximum is for 6 groups. The actual number of game developments can be much higher.

⁴⁷ In electronic form in the case of using a digital project matrix

⁴⁸ If a civil participation tool other than the SPB is chosen

⁴⁹ SPB – school public budget

⁵⁰ CPT – civil participation tool

⁵¹ 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

N o.	Standard Stage and tasks within the stage	Input data	Recommendation for an extended task that will allow you to comply with the standard	Result	Norms (according to the format)	
					Classic	Remote
STAGE No.1 PREPARATION FOR THE GAME*					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* 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* 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 of the game: age, gender, place of residence, affiliation to one of the 3 target groups, needs, motivation and expectations, other aggregate information according to the application.	The portrait of the target audience of the game is formed. We know who will be the participants of the game, their professional level of training, needs and expected results from the event. At this stage, the game initiators and the support team may decide on the need for additional recruitment of players in the event if the portrait of the target audience of the event does not match the expected portrait of stakeholders.	1 day (in parallel with step 2)	
	Step 4. Allocate the selected players to the playgroups following the	Each player is assigned to one of the three target groups: <ul style="list-style-type: none">• Authorities	According to the "Traffic Light" methodology, players are divided into playgroups in accordance with the principle of proportional	Playgroups were formed in which the representatives of the target groups were present	1 day (in parallel with step 2)	

N o.	Standard Stage and tasks within the stage	Input data	Recommendation for an extended task that will allow you to comply with the standard	Result	Norms (according to the format)	
					Classic	Remote
	principle of proportionate involvement of the target groups in the discussion	<ul style="list-style-type: none"> Community Business/foundations /international organisations 	participation of target groups in the discussion.	respectively in the following proportions: <ul style="list-style-type: none"> Authorities – 30% Community – 30% Business/foundations/international organisations – 30% Organisers – 10% 		
	Step 5. Choose a matrix to be used along with the playing field	Clearly defined educational topic, tasks, expected result of the game and a list of questions to be answered during the game, the chosen playing field	Choose a digital matrix to adapt it 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 adapted to the conditions of the game)	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 REALITY GAME <ul style="list-style-type: none"> 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 game rounds (stages and phases). The game rounds in each playgroup 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 h 30 m
	Explanation of methodology	All players	The game administrator acquaints all players with the CivicLab methodology and the rules of the UChange reality 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 reality game, the trainers and their functions, are assigned to the game rooms	10 min	10 min
	Explanation of the rules of work in the playgroups	Players in the playgroup	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 min	5 min
	Simulating the solution to a game issue (problem, idea, project)				2 h 05 m	1 h 45 m
	Phase 1. Game rounds				1 h	1 h

N o.	Standard Stage and tasks within the stage	Input data	Recommendation for an extended task that will allow you to comply with the standard	Result	Norms (according to the format)	
					Classic	Remote
					25 m	15 m
	Task 1 Project	Issues, problems, ideas and projects that the players declared for the game at registration	In a facilitated discussion format, the players discuss and identify problems within the topic of the event and choose those problems the solutions to which should be simulated on the playing field and written out in the form of a project and an advocacy plan for its use	Game problem (game issue, idea) is chosen The problem is written out as a project	40 min	30 min
	Task 2 Targets	The project and the solution to be adopted	In the facilitated discussion format, the players will determine the persons or the structural unit at the authority of the relevant level responsible for solving the game problem – targets of influence	One to five targets of influence are identified	20 min	20 min
	Task 3 Advocacy plan	Project written out, targets of impact selected	In the facilitated discussion format, the players develop the tasks of the advocacy plan and choose the civil participation tools that will influence the selected targets to make the decision required for successful project implementation.	Advocacy plan for project implementation is developed	25 min	25 min
	Phase 2. Action – the first step towards successful implementation				40 min	30 min
	The first step towards a successful project in real life	Project, advocacy plan	The players will choose one civil participation tool which they will use during the game, prepare the materials needed to use it and make use of it	The players chose a civil participation tool, they took the first step towards successful solution to the issue in the real life	30 minutes	15 min
	STAGE No.3 FINDINGS OF THE EVENT					
	Results of work in playgroups	Project, advocacy plan and digital matrix (if used) Analytics, visualisation and results provided by the digital component (if used)	The trainer and the playgroup representative present the result of the work. The game administrator summarises the results of the joint work.	The players, as well as the invited experts, understand the result of their work and can objectively compare it with the results of the work of other playgroups.	30 min	20 min
	Recommendations of the experts on the results of the groups' work (if the conditions of the game	The players understand the results of their work and can compare them objectively with the results of the other	The expert summarises the results of the work and provides recommendations and a forecast for taking into account the developments in the development of projects.	The players understand how projects and plans need to be refined in order to implement them more effectively	10 min	10 min

N o.	Standard Stage and tasks within the stage	Input data	Recommendation for an extended task that will allow you to comply with the standard	Result	Norms (according to the format)	
					Classic	Remote
	provide for the use of experts)	playgroups				
	STAGE No.4 PREPARATION AND PUBLICATION OF ANALYTICAL REPORT					
	Preparation of analytical reports from the game	Developments of playgroups, consolidated analytics and visualisation	The trainers prepare an analytical report on the results of each playgroup	Analytical reports on the results of each playgroup	2 days	2 days
	Preparation of consolidated analytical report	A portrait of the target audience, results and analytics for each playgroup. Analytical report on the results of each playgroup prepared by the trainers	The game administrator or the representative of the game initiator prepares an analytical report with recommendations according to the form	Consolidated analytical report with recommendations following the results of the game	7 days	7 days

* 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.

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 reality 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 assessing the qualification of the trainer:**

1. compliance with the standards for the CivicLab methodology;
2. operational performance indicators (of a participant, playgroup work and game results);
3. monitoring the results (operational, long-term) 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 evaluating the performance of the event in terms of the individual contribution of each player and joint group work. Thus, reflecting the activity of the discussion, the level of participation in the discussion, 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. Allows drawing a conclusion 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.

ATTENTION! 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 toolkit.

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	Standard (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	%	95

			of group members		
	ICL-13	Target audience	The ratio of target groups that participated in the event	%	Community – 40 Authorities – 30 Business/international organisations/foundation s – 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 recommendation s	%	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 playgroup. The evaluation of these indicators can be automated through the use of the digital component. Appear in the analytical reports of playgroups 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 participant's proposals included in the digital matrix	Pcs.	1-3
3. Group. Developments at the group level are evaluated	IUC-31	Game issue	Playgroup has chosen one game issue (problem)	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	Task 3 completed	Yes/No	Yes

		progress			
	IUC -35	Documents	The playgroup has prepared the necessary list of relevant documents (Table 13) to address the game issue (problem)	%	100
	IUC -36	First step	The playgroup 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 have not used it during the game, 2 - have used it	Points 0–2	2
4. Results of the game	IUC -41	Efficiency	All playgroups have prepared a package of relevant documents (Table 13) to solve the game issue (problem)	%	100
	IUC -43	Practicality	All playgroups 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 on the basis of the material developed during the game. Consolidated indicator calculated on the basis of data from the following 4 time intervals:	%	50
	IUC L-521		long-term monitoring in 1 month	Yes/No	Yes
	IUC -522		long-term monitoring in 3 month	Yes/No	Yes/No
	IUC -523		long-term monitoring in 6 month	Yes/No	Yes
	IUC -524		long-term monitoring in a year	Yes/No	Yes/No
	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 proceed 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	%	100

			methodology and standards: consultative (digital component), training (UChange) and educational (dialogue workshops) – at least 2 events in each focus area		
	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

Section 6

Model templates

Model UChange playing fields

The trainers receive model UChange playing fields, game chips and cards along with players' notebooks after certification and qualification as a UChange Reality Game Trainer in the "learning through action" format under the CivicLab methodology.

A model description of a training activity in the UChange reality game format

2.1. Topic and relevance

1. The existence of problems in the city which are the responsibility of the LSG.
2. Low level of awareness of Kyiv citizens on the influence on political decisions and solutions of topical problems of the city.
3. Low level of communication between 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.

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

2.3. Tasks.

1. To identify specific issues relevant to Kyiv citizens, realistic to solve within 2-3 months, related to the competence of the LSG.
2. To raise the level of competence of the target residents of the city of Kyiv 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 Kyiv 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.

2.4. Target audience and criteria

The target audience of the game is:

- 1) Motivated Kyiv citizens who intend to address specific and relevant issues of their house, street or neighbourhood;
- 2) Representatives of CSOs, population self-organization entity, condominiums;
- 3) officials who are responsible for solving specific issues of the participants;
- 4) socially responsible business

Criteria for selection of players:

- 1) is relevant to one of the target audiences;
- 2) the issue (problem, idea, project) that is proposed to be addressed during the game should be clearly formulated, specific and should concern a certain local area, sector, policy, etc;
- 3) the applicant has previously taken successful or unsuccessful steps towards solving the declared issue;
- 4) expectations from the event coincide with the tasks of the event;

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

2.6. Workshop title: "#3МІНН_ЦЕ_ТІ" (Changes mean you) – an interactive reality game with elements of augmented reality.

2.8. Location: The pilot will take place in the public space "The City".

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

2.9. Timing.

Option 1: Weekday evening, 17.00 - 20.00 (after work)

Option 2: Weekend morning, 10.00 –13.00

2.10. 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 developed as well. **The first step is done immediately at the event** – the player uses the civil participation tool chosen to solve the problem.

2) 24 Kyiv residents increased their competence on the participation in decision-making process;

3) deepening of interaction between Kyiv residents and public officials at LSG level and open and meaningful communication between them in the process of solving specific local community issues;

4) increased capacity, development of the public organisation whose representatives participated in the game and new partnerships with other NGOs to jointly implement advocacy plans.

2.11. Conditions for the workshop.

1. Participants are selected in a transparent manner and according to the criteria.
2. The number of participants cannot exceed the fixed limit: 40
3. The game support team shall preliminarily process the 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 works out clearly the agenda, the scenario and the timing of the workshop.
5. Each of the involved speakers and experts knows their role, the storyline of the game, agrees on thesis and topics in advance.
6. 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 eve of the workshop and immediately after the workshop.

2.12 Indicators.

1. The player or playgroup developed a project to solve a stated game problem.
2. The player or playgroup developed and approved an advocacy plan to implement the project.
3. The player joined the chatbot "Dream".
4. The player agreed that further communication would take place through the chatbot or email.
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.

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: 111111

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 "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 cooperation with the public and all stakeholders in order to improve the quality of citizens' life 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 playing field UChange 1.0. City, 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 <i>Representative of the Vinnytsia City Council</i> <i>Volodymyr Kebalo</i> , 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 teams <i>Moderator</i>
10.20–12.45	Team 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.

Section 5

Best practice



Title: CivicLab UChange LIVE interactive game

City: Kyiv

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

The result: in the game format, the players have mastered the mechanism of using the tools of participation and influence on decision-making by the authorities. They have developed an advocacy plan that will be a roadmap for implementing their ideas.

Matrix: project

Number of groups: 1

Number of people: 7

Format: remote (online)

Duration: 2,5 hours/event

Results: <https://bit.ly/3eSVZbg>

Title: CivicLab UChange interactive game

City: Kyiv

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: players mastered practical skills of using civil participation tools in a game format

Matrix: project

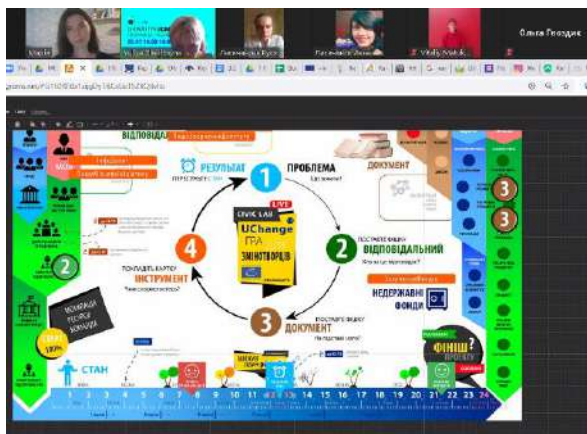
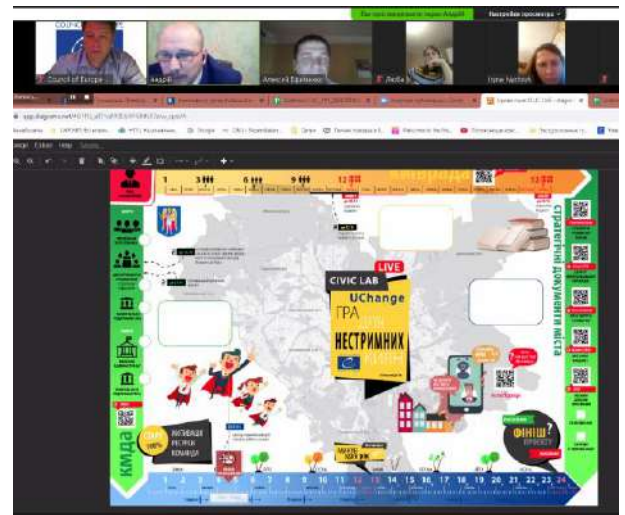
Number of groups: 3

Number of people: 21

Format: adaptive

Duration: 2,5 hours/event

Results: <https://bit.ly/2E4q7U6>



Title: UChange: play the participation tools

City: Kyiv – Lysychansk, Rubizhne, Severodonetsk

Organisers: "Kyiv Public Platform of Non-Governmental Organisations", City-garden

Result: players learned to use participation tools to effectively solve local problems in a game format on the example of their problems

Matrix: project

Number of groups: 3

Number of people: 20

Format: remote (online)

Duration: 2 hours/event

Results: <https://bit.ly/3pYifqR>

Title: UChange School PB LIVE: the Dream School

City: Kyiv-Ternopil

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: schoolchildren got acquainted with the civil participation tools and gained practical skills for their effective use in solving problems or implementing projects.

Matrix: project

Number of groups: 6

Number of people: 40

Format: remote (online)

Duration: 3 hours/event

Results: <https://bit.ly/3nRKA06>



Назва: UChange LIVE: Council of Europe Civil Participation Lab

City: Kyiv-Vinnitsia

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: players, based on the example of their problems, learned to use the civil participation tools in the game format so as to effectively solve the problems of the street, district or city

Matrix: project

Number of groups: 6

Number of people: 68

Format: remote (online)

Duration: 3 hours/event

Results: <https://bit.ly/2J6ldHF>

Title: UChange game for schoolchildren of Poltava oblast

City: Reshetylivka

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: schoolchildren got acquainted with the civil participation tools, gained practical skills in their use and simulated the implementation of their own project.

Matrix: project

Number of groups: 7

Number of people: 65

Format: classic (offline)

Duration: 3 hours/event

Results: <https://bit.ly/3nXvAhp>





Title: INNOVATION FESTIVAL 2020 «Civil society development. Central Asia» CivicLab UChange LIVE
 City: Ukraine, Kyiv - East Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, Afghanistan and Mongolia)

Organisers: Civil Society Development Association (Almaty), Council of Europe project, NGO "Civil Society Development Forum"

Result: Thanks to the unique methodology, the players worked out their ideas/problems, regulations, participation tools and ways of interaction with the authorities. In the digital matrix, they prepared 6 advocacy plans for their projects, presented them, and the best of them received funding.

Matrix: project

Number of groups: 6

Number of people: 38 (from 7 countries)

Format: remote (online)

Duration: 3,5 hours/event

Results: <https://bit.ly/3IZLqHA>

Title: AABC – Advanced Advocacy Boot Camps

City: Ukraine, Kyiv - Central Asia (Kazakhstan, Tajikistan, Turkmenistan, Uzbekistan)

Organisers: USAID, Eurasia Foundation, NGO "Civil Society Development Foundation"

Result: Players completed three online courses and tested their knowledge and skills; completed the mini-program "BOOT CAMP COACH" – for coaches of budget advocacy; players received certificates of coach.

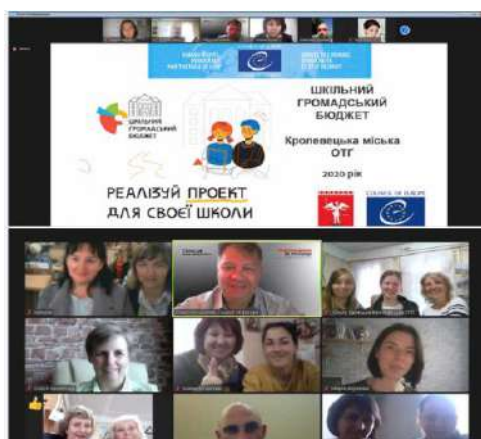
Matrix: project

Number of people: 40 participants of the School of Applied Research (from 4 countries)

Format: remote (online)

Duration: 3,5 hours/event

Results: <https://bit.ly/3I57qlg>



Title: UChange interactive game for teachers

City: Kyiv-Krolevets ATC

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: thanks to an innovative methodology, teachers learned about the civil participation tool – the school public budget. Received methodological recommendations and consultations from Council of Europe experts, which allowed them to effectively and quickly implement a new civil participation tool. Currently, the School Public Budget has been successfully implemented in Krolevets ATC.

Matrix: project

Number of groups: 4

Number of people: 25

Format: remote (online)

Duration: 3 hours/event

Results: <https://bit.ly/37cfgSY>

Title: Interactive game UChange. Your Raion

City: Kyiv

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: players mastered the practical skills of using civil participation tools in the game format, created an advocacy plan. Thanks to participation in the game, two participants went through all stages of implementation and successfully completed their projects.

Matrix: project

Number of groups: 3

Number of people: 18

Format: adaptive

Duration: 2,5 hours/event

Results: <https://bit.ly/36nNWAu>



Title: Interactive game UChange LIVE

City: Kyiv

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: The players made plans to implement the problems, found the entry point to the authorities (the person responsible for solving their problem), found out which regulatory document regulates the problem and identified one or two civil participation tools to be used to solve the issue.

Matrix: project

Number of people: 8

Format: online

Duration: 2,5 hours/event

Results: <https://bit.ly/3b5yGJr>

Title: Interactive game UChange LIVE

City: Kyiv

Organisers: Council of Europe project and Public Association "Kyiv

Public Platform of Non-Governmental Organisations"

Result: The players made plans to implement the problems, found the entry point to the authorities (the person responsible for solving their problem), found out which regulatory document regulates the problem and identified two civil participation tools to be used to solve the issue.

Matrix: project

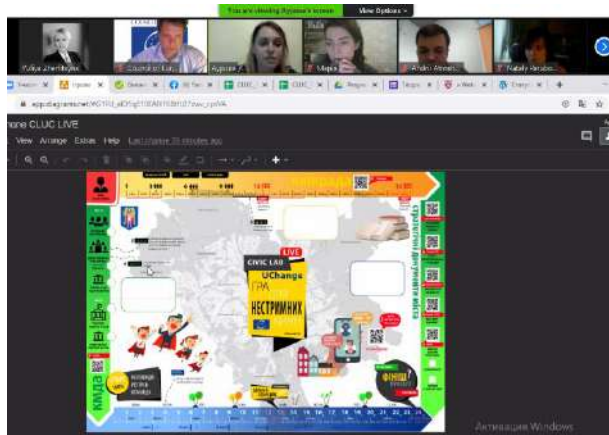
Number of people: 8

Format: online

Duration: 2,5 hours/event

Results: <https://bit.ly/3b5yGJr>





Title: Interactive game UChange LIVE

City: Kyiv

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: players learned the mechanisms of influencing government decision-making through civil participation tools. One of the participants went through all the stages of solving the problem, namely, repairing the roof of the school with the help of a local initiative. Funds are currently allocated and the roof is being overhauled.

Matrix: project

Number of groups: 1

Number of people: 9

Format: remote (online)

Duration: 2,5 hours/event

Results: <https://bit.ly/3m8J9tA>



Title: Interactive game UChange LIVE

City: Kyiv

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: players received a toolkit for further work and successful implementation of projects, learned to use the civil participation tools to effectively solve local problems in the "learning through action" format.

Matrix: project

Number of groups: 1

Number of people: 8

Format: remote (online)

Duration: 2 hours/event

Results: <https://bit.ly/3fyV9SR>

Title: Interactive game UChange Ecology

City: Kyiv

Organisers: Council of Europe project and "Kyiv Public Platform of Non-Governmental Organisations"

Result: players developed three team projects with written documents ready for registration, task and advocacy plan.

Matrix: project

Number of groups: 3

Number of people: 21

Format: adaptive

Duration: 4 hours/event

Results: <https://bit.ly/33jdZbM>



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Useful Terms

Power – 1) the ability, right and opportunity to dispose of someone or something, as well as to exert a decisive influence on the fate, behaviour and activities of people through various means (law, authority, will, coercion, etc.); 2) political domination over the people; 3) the system of state bodies; 4) persons, bodies endowed with state and administrative powers.

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.

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 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.

Gamification – the use of gaming practices and mechanisms in a non-gaming context to engage end-users in problem-solving. https://uk.wikipedia.org/wiki/%D0%90%D0%BD%D0%B3%D0%BB%D1%96%D0%B9%D1%81%D1%8C%D0%BA%D0%B0_%D0%BC%D0%BE%D0%B2%D0%B0

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

Innovation – the process of creating and implementing a new practical tool (innovation) to meet human needs, as well as related changes in the socio-economic environment.

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

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

Method (*Greek: methodos* – research) – a method of research, approach and study of phenomena, the path of scientific knowledge and the establishment of truth.

Methodology – the doctrine of scientific methods of cognition and transformation of the world, their philosophical, theoretical basis.

Plan – 1) description of future actions, state of an object, calculation of indicators and necessary resources; 2) a document in which such description is stated.

Planning – a management function that consists in the development and practical implementation of plans that determine the desired state of the object of management, ways, methods and resources necessary to achieve it.

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

Digital governance – the planning, motivation, organisation, implementation and control of public authorities' activities on the basis of 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.

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.

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.

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.

Quality – a set of properties, signs of products, services, works, which determine their ability to meet the needs and demands of people, to meet their purpose and the requirements for them. In public administration, the quality of services provided by the authorities is determined by the extent to which they meet the requirements of standards, agreements, contracts, expectations of consumers of these services.



The Council of Europe is the continent's leading human rights organisation. It includes 47 member states, 28 of which are 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.

