



Training Methodology & Pedagogic Architecture

WP3 NON-FORMAL EDUCATION PROGRAMME

MAAT – Mobilizing Youth for Gender Inclusive Cities
2022-1-IT03-KA220-YOU-000085578





WP3

NON-FORMAL EDUCATION PROGRAMME

This document presents the definition of MAAT's – Work Package 3 (WP3) – NON-FORMAL EDUCATION PROGRAMME - Pedagogical Architecture. It presents the pedagogical strategy, specifications and technical requirements to be applied.

Objectives of this WP

01

Promote non-formal learning and active participation among young people and youth organisations.

02

Increase citizen civic engagement competences in youth.

03

Potentiate know-how to participate in decision making processes.

04

Foster youth participation in institutional political processes and policy-making.

05

Raise awareness on the impacts and dangerousness of urban intersectional gender discrimination and biases.

06

Promote in youth the belief that their action can shape how a city functions.

These specific objectives **contribute to all MAAT general objectives** of promoting evidence-based urban policy making anchored in the real needs of the population that uses a city, in particularly women, with a intersectional gender lens; supporting the educational and personal development of young people; promoting cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of youth organisations; and promoting non-formal learning and active participation among young people.



How to achieve the objectives?

The objectives will be achieved by designing, developing, validating and testing a state-of-the-art non-formal education programme, based on:

1. A gamified learning experience, with a strong social component;
2. Three sessions and support PowerPoints for face-to-face session activities, with dynamization techniques;
3. An interactive flipbook.

Target Group

Youth people (aged 18 to 30)

- For the best experience, the activities should be carried out in groups of 10 people.
- Pilot tests must involve at least 20 participants (per partner).

Learning Path

Calendar

WP3 implementation requires **15 working days** of training

ACTIVITY	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	
Face-to-Face Sessions	S1					S2									S3	
Gamified Learning Experience	GS I	SHARING & EDITING IDEAS											V	VOTING		
Forum					F FO	DISCUSSION IN THE EXTERNAL FORUM										
Support Document	SD	SUPPORT DOCUMENT														

Captions

- S

Sessions | Days of face-to-face sessions (3 sessions in total)
- GS

Game Start | The Gamified Learning Experience starts on the 1st and ends on the 15th.
- I

Idea Sharing | The trainee must share their ideas in the Gamified Learning Experience between day 1 and day 13 and can edit all their ideas during this period. At the end of day 13, the publishing and editing functionalities will be disabled.
- V

Voting | On the last two days of the experience, trainees will be able to vote on ideas shared by other trainees.
- F

Forum | Forum opening (FO) – external to SCORM package. Between the 6th and the 11th, trainees should share their ideas in this forum
- SD

Support Document | On the first day of training, the trainee receives a support document that can be consulted at any time during the experience.



GAMIFIED LEARNING EXPERIENCE



Gamified Learning Experience

Pedagogical Concept

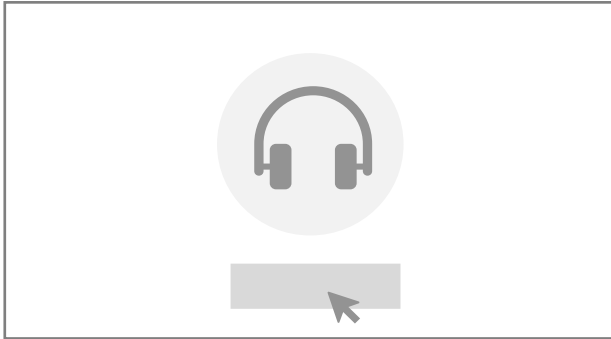
The non-formal education programme will be based on a gamification methodological approach, where an **interactive social network** will be developed where youth will share their ideas on urban planning with a gender lens and will have the ability to rate ideas based on their potential application and outcomes. This online social network will be a **city virtual simulator** where youth will truly impact that city with their actions.

Technical Requirements

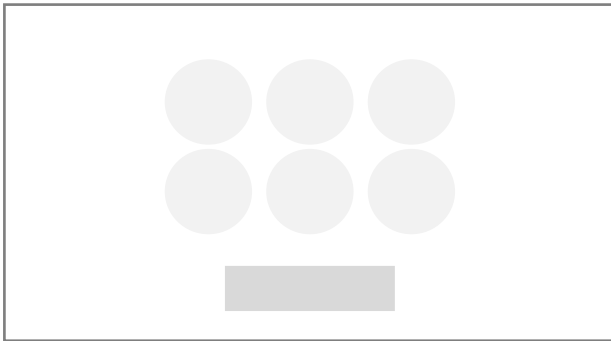
- Youth people can engage with online from anywhere if they have an internet connection and a computer, tablet or smartphone.
- The realisation of this experience (SCORM - LMS) presupposes the use of a **Database** and a **BackOffice**, where it will be possible to manage all the training - start and end dates, participants, etc.



Entering the Course



On entering the course, the trainee is informed that it has sound.



Then, the trainee is invited to enter their details: choose an **avatar**, **e-mail address** and **nickname**.

The avatar reflects the young person who will be making decisions in the city; the e-mail address will be used to receive notifications about the game; and the nickname to bring the user experience closer through language.

Note: Visually, avatars should reflect inclusion and diversity;



The instructions will contextualise the course, its objective and provide information on how to play. These instructions can be consulted at any time during the course.



The Space – Main Screen of the Experience

Upon entering the main screen of the experience, the trainee will see a city made up of different problems related to the **needs of the population**¹, specifically women, in **different contexts or sectors**².

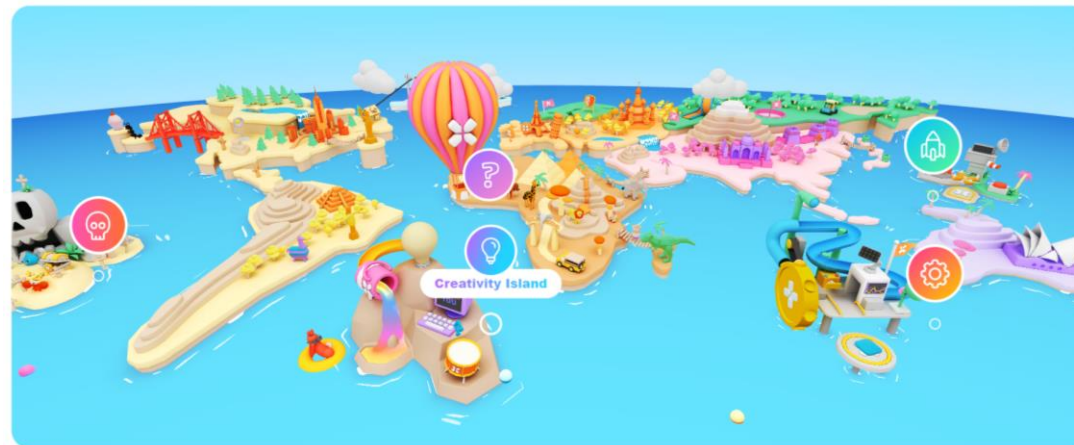
In each context or sector, there are different **types of challenges**³.

To solve each problem, the trainee is invited to intervene by completing each of associated challenges.

¹ Examples: Security, transportation, street lighting, childcare, health, prevention and support of gender-based violence, education and employment, safe housing, gender equity, access to leadership positions, etc.

² Examples: Workplace, street, transport, bank, hospital, etc.

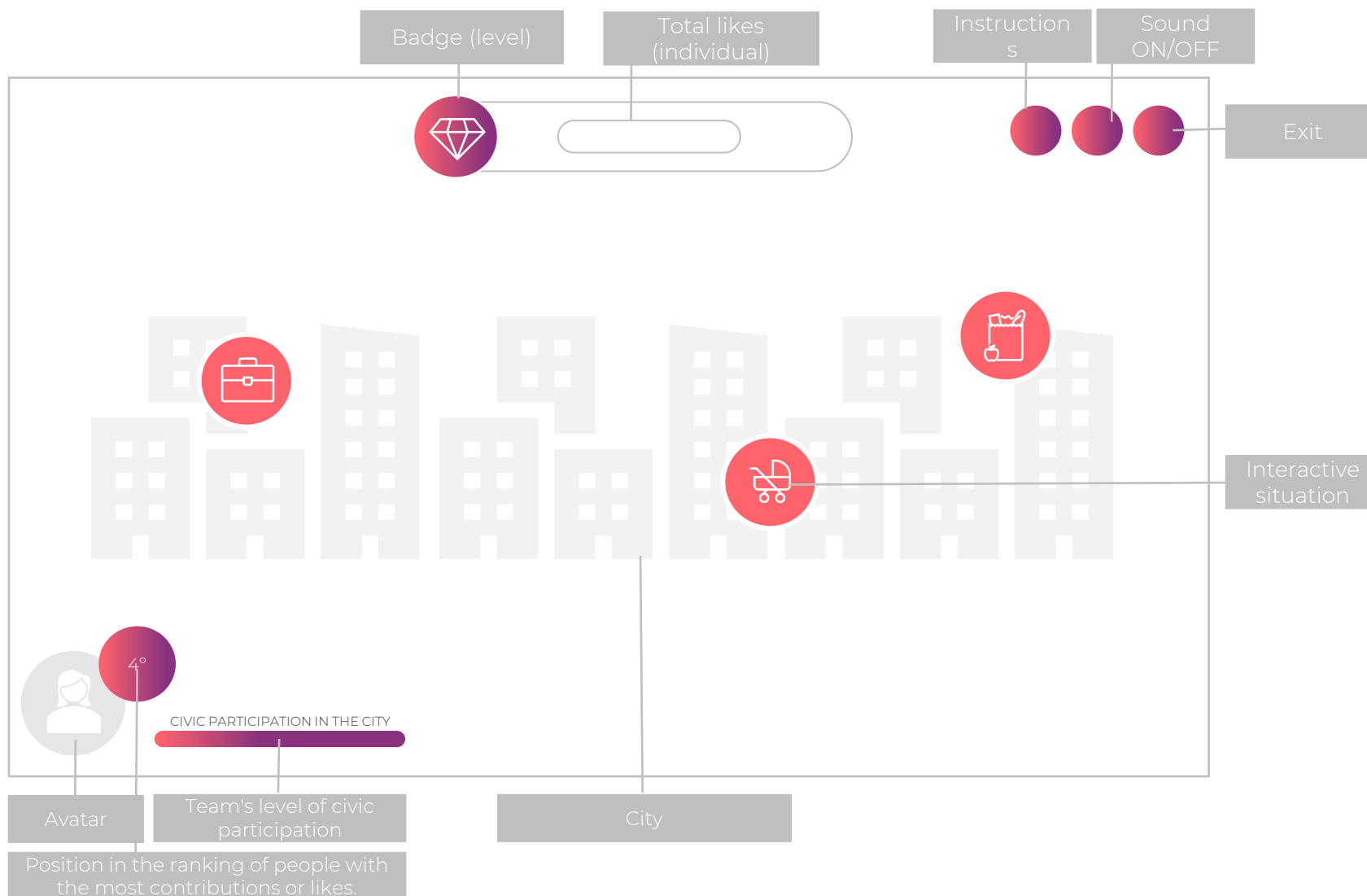
³ Examples: Statistical and theoretical data & Showcase of Ideas.



MADBOX. Image for illustrative purposes only.



Draft – Main View



Button Description

Total Points (individual): It shows the accumulated number of points that reflect your interventions in the game and "likes".

Badge (level): An evolving badge that develops as the trainee presents their ideas.

Total likes (individual): Total number of "likes" the trainee gets from their interventions.

Instructions: Review the game instructions at any time.

Sound ON/OFF: Switch background music on/off.

Exit: Close the course and return to the platform.

Interactive situation: Shows the approximate view of the problem (see next slide). *Note: Ideas not worked on in the Gamified Learning Experience can be presented in the Flipbook.*

City: Graphic representation of the city, with different animated situations that represent the problems.

Team's level of civic participation: Represents the percentage of participation of all trainees in the challenges.

Avatar: Avatar selected by each trainee at the start of the game.

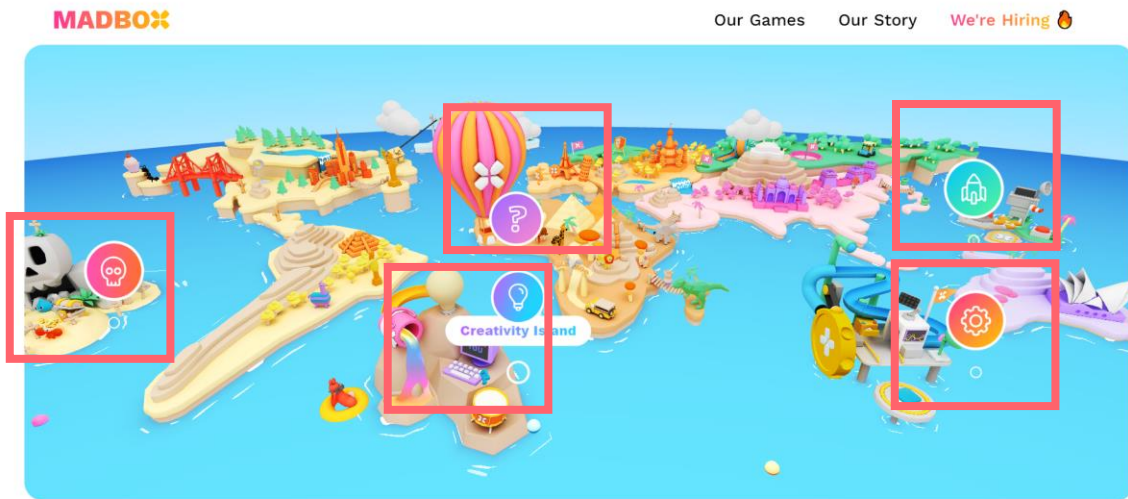
Position in the ranking: It shows the trainee's position in the team standings, considering their performance in the game. Click here to access the ranking, which includes all the trainees.



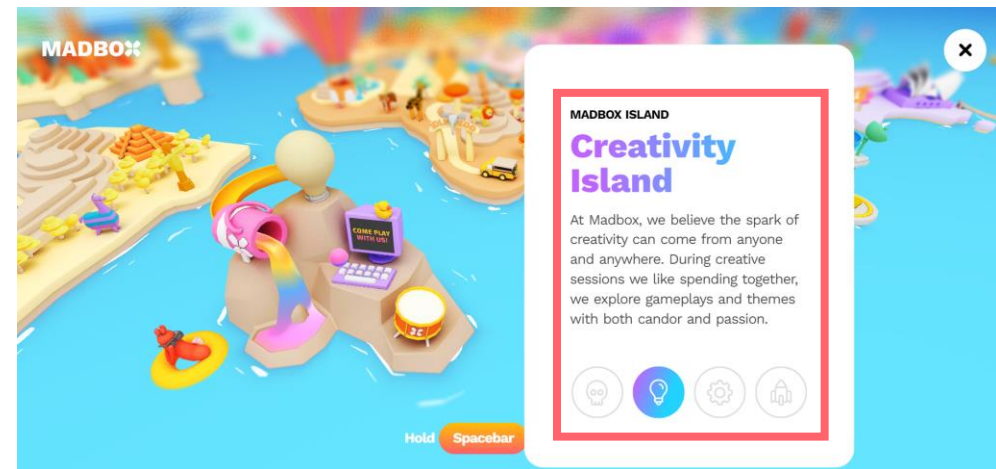
Navigation

To navigate the city and get to know the problems up closer, trainees must click on each **problem**, represented in the game as “**interactive situations**”¹.

In doing so, it will be presented with a **closer look at the problem**² and a brief description of the situations with **interactive buttons** that give access to the different challenges of each problem. The problems will be represented using graphics and audio.



1. Problems representation – interactive buttons.

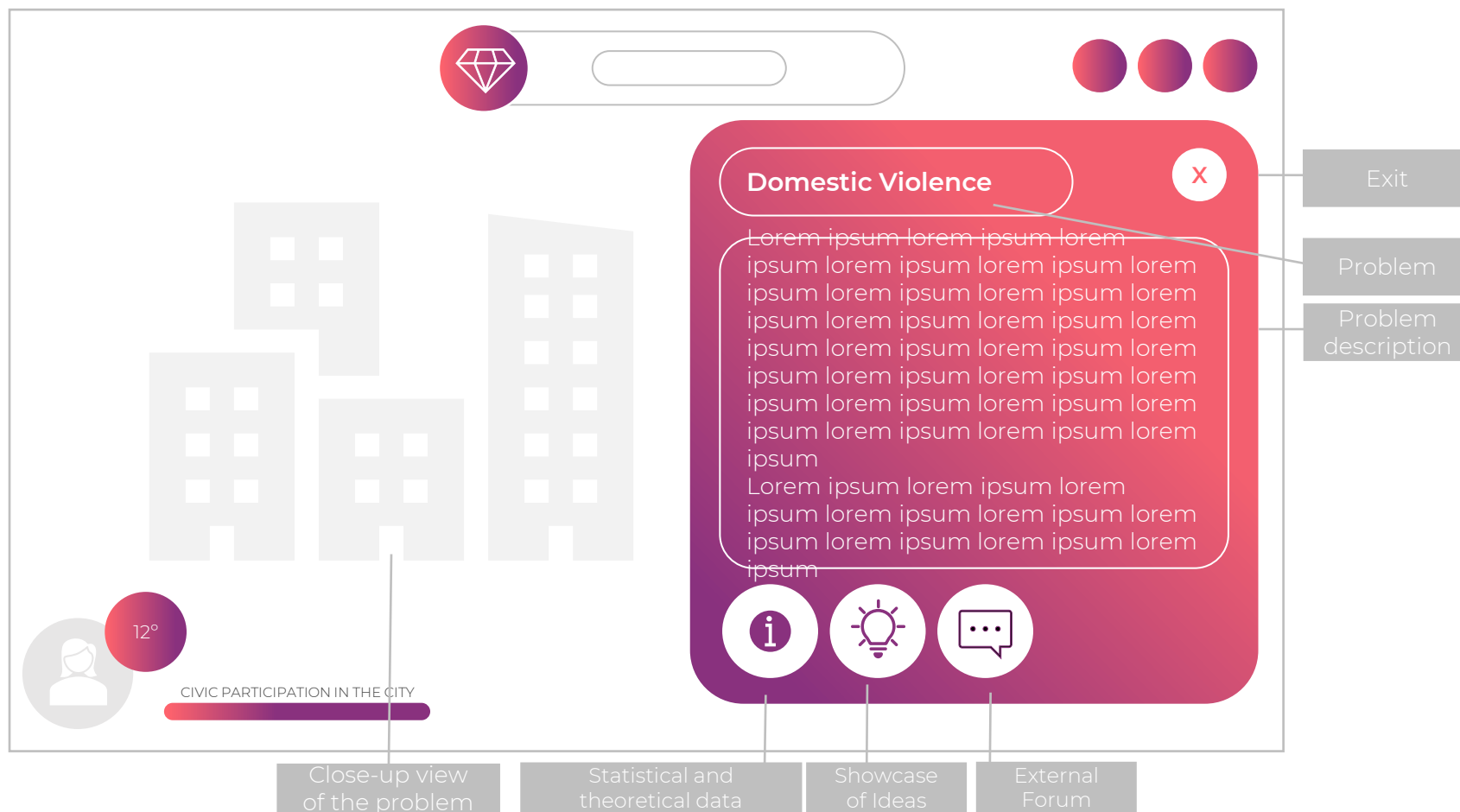


2. Representation of the approximate view, brief description and interactive buttons to access the challenges.

A **maximum of 5 situations**, selected by the partners, must be represented.



Draft – Approximated View



Button Description

Exit: Close the city view and return to the overview (see previous slide).

Problem: Identifies the problem in question, in that specific area of the city (clicked).

Problem description: Presents a brief description of the problem - "what it is" and "impact". Maximum words: 60-65.

Statistical and theoretical data: Presentation of more information about the problem (theoretical data, statistics, "did you know...") and a space for individual reflection on the problem in question.

Showcase of Ideas: Place to present, debate and vote on ideas about the problem in question (clicked).

External Forum: A place where trainees can share and debate their ideas through comments/replies. This forum must be selected by the organization and access to it (link) must be changed in the game's HTML code.

Close-up view of the problem: Graphic representation of the problem.



Challenges

These are the kind of challenges that exist:

Statistical & Theoretical Data

The trainee will have access to statistical & theoretical support on each of the problems - "what the problem is; real statistical data on the problem; impact on society".

These materials must be produced and sent by the partners. Type of material that can be included:

- Videos
- PDF (Articles)
- News
- Podcasts
- Among others.

ISQe will be responsible for uploading the resources sent by the partners.

Drafts – Examples





Challenges

Showcase of Ideas

The showcase functions as a repository of ideas, without a mediator.

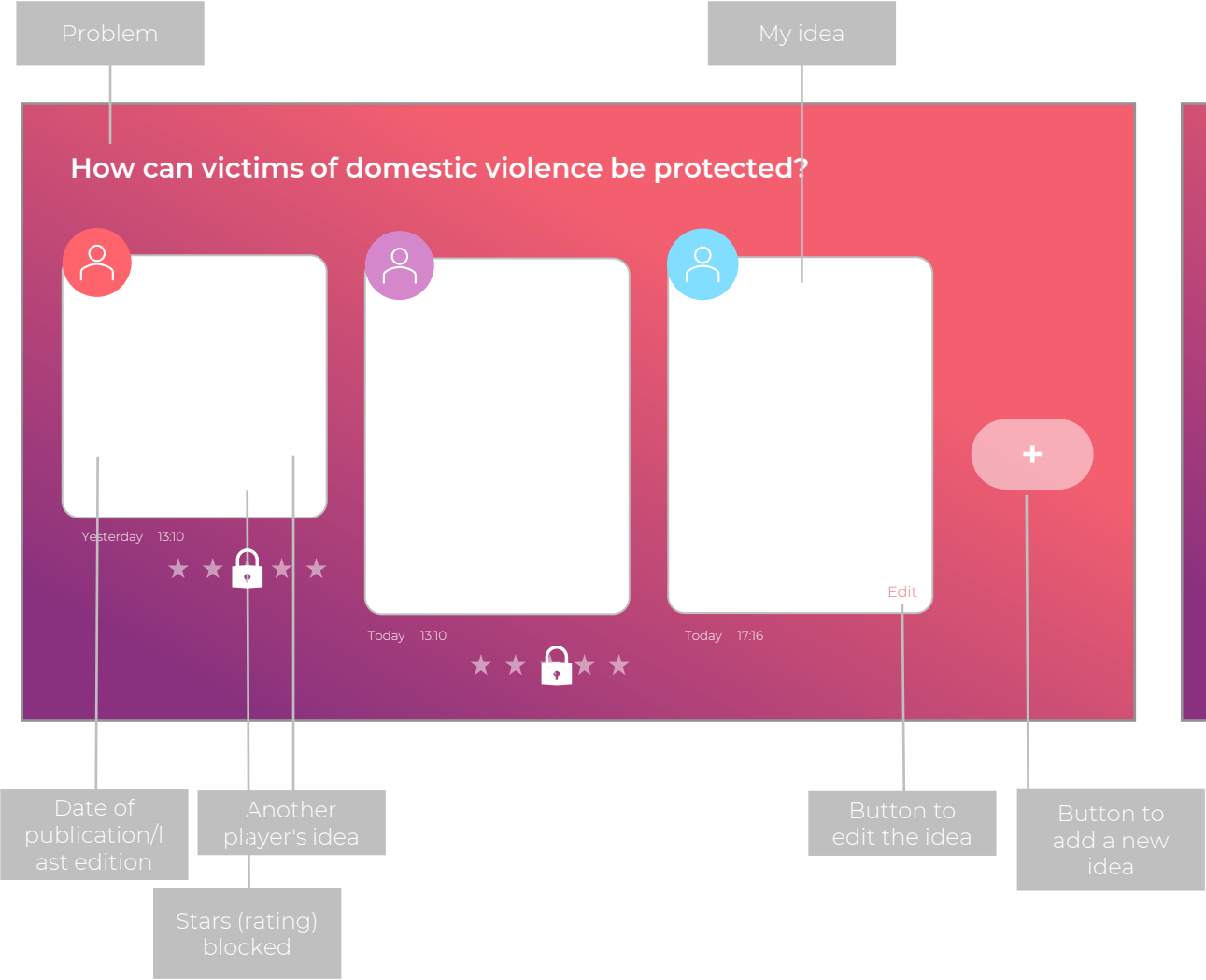
The trainee will have the opportunity to **present practical solutions** that could be adopted by national governments to solve the problem in question. To do so, they must comment on their proposal.

Some requirements:

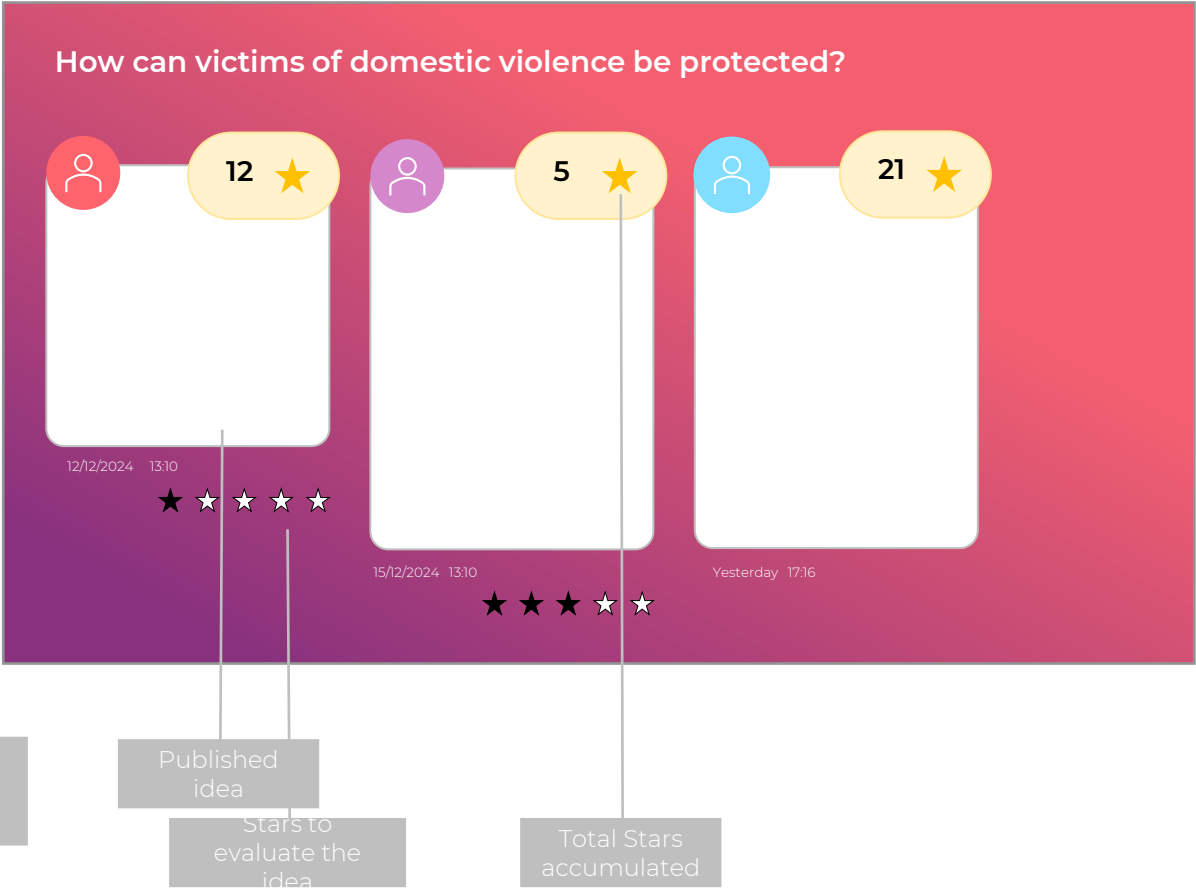
- The ideas will be made public so that all trainees can vote (between the 14th and 15th) for the ideas they most believe can solve the problem;
- Ideas cannot be replied to;
- Any idea, before publication or during the period allowed for publication and editing, can be discussed in forums outside the course;
- As stipulated in the course calendar, ideas can be edited by their author until the 13th game day;
- On the 14th and 15th game days, the idea voting period begins. At this point, authors can no longer edit their ideas and publish new ones;
- The only possible interaction is the rating (stars). Each player can assign up to 5 stars to each solution.

See a draft on the next slide.

Drafts | Between the 1st and the 13th



Drafts | Between the 14th and the 15th



Note: All buttons must have labels.



Challenges

Forum

This forum will be **external** to the Gamified Learning Experience and **selected by the organization** that intends to implement this course. The aim of the forum is to share and discuss ideas for each of the problems mentioned.

Some requirements:

- Each player is responsible for bringing their ideas to life;
- Sharing and debating ideas in the forum is not compulsory but should be encouraged so that the trainee works on their ideas as much as possible before publishing them in the game (Showcase of Ideas);
- The trainer should provide support in this forum.



Level of Civic Participation

In the game, there will be a bar corresponding to the players' "Level of civic participation".

As civic participation increases, the city's problems decrease. These situations can be seen in the ever-changing animations, iconography and audio.

The “size” of this bar depends cumulatively on:

- **Ideas published in the game, day 1 - 13:** each idea published in the game by each player adds +1 level to the bar;
- **Voting on other players' ideas, day 14-15:** each player can vote on the ideas of all the other players and each vote adds +1 level to the bar.

Calculating the Bar Size

The size of the bar varies according to the above criteria.

To calculate the size of the bar, we use the following formula:

$$= (\text{Number of Ideas}) \times (\text{Number of players}) + (\text{Number of evaluations carried out}) \times (\text{Number of players})$$

Drafts – Examples

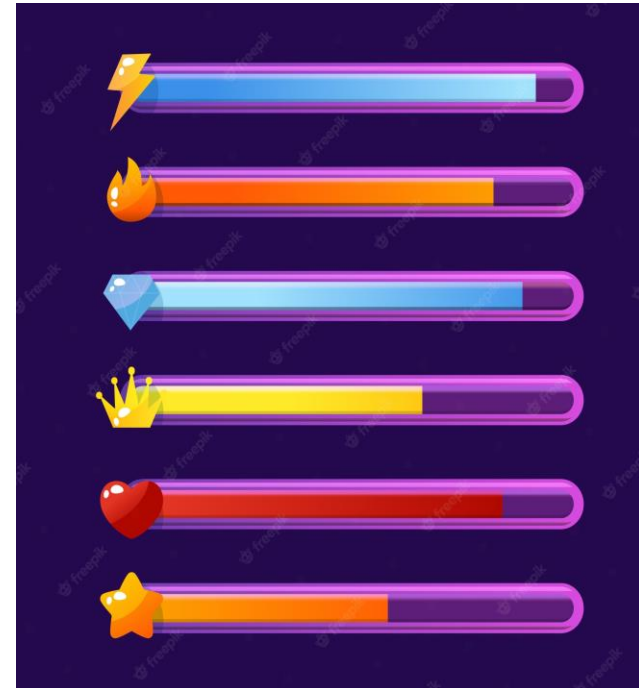


Image for illustrative purposes only.

Some requirements:

- Players can't vote for their own ideas



Points, Rewards & Penalties

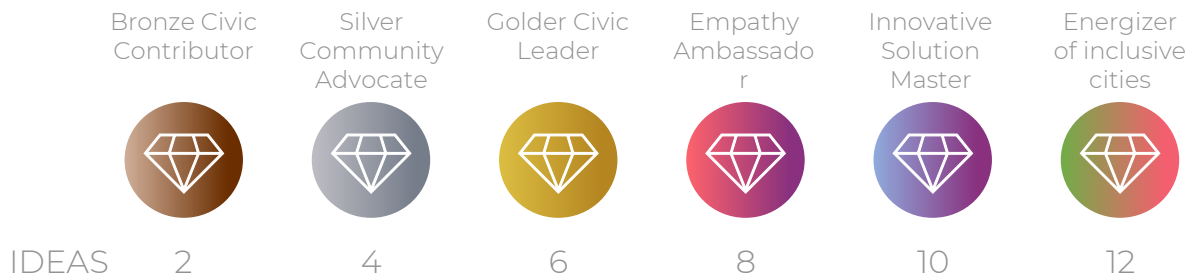
Earn Points

In addition to the visual impact that individual and team decisions have on the city and the needs bars, trainees will receive individual points during the execution of the challenges. Specifically at the following moments:

- every time they participate in the “Showcase of Ideas”. For every comment they make in this space, the trainee receives +100 points.
- every time a learner receives a reaction (stars) on the “Showcase of Ideas”, in their comment (+100 points per star).

Rewards & Recognition

For every two ideas shared, the trainee receives a new badge (in progress) that recognize their civic participation skills and commitment to the community. The badges earned will be an evolution of the previous one. Example:



These badges not only recognize trainees' achievements, but also encourage specific desired behaviors, creating a reward system that reflects the values of the MAAT project.

Reviewing the frequency of badge evolution in relation to the total number of situations presented.



FACE-TO-FACE SESSIONS



Face-to-Face Sessions

Pedagogical Concept

MAAT's WP3 will include three face-to-face sessions for trainees enrolled in the digital learning experience. These face-to-face sessions will be supported by PowerPoints, with energizing techniques for the speaker.

General Objective

Monitor and ensure the participation of young people in the gamified learning experience.

Important! We recommend holding these sessions in person.



Session 1 | Session Plan

SESSION PLAN – SESSION 1

Specific Objective: Introduce the learning experience and game methodology.

Time	Themes	Contents	Methods & Techniques	Resources		Observations
~35 min.	Icebreaker activity	-	Interactive and participative	• Ball of wool	• 1 chair per participant (10 +1) • Pedagogical Session Guide (for the trainer)	
	Introduction to the course theme “Mobilizing Youth for Gender Inclusive Cities”	• What do the cities represent? • The impact of city policies, services and infrastructures on everyday life • Some serious problems in societies that jeopardize balance, justice and fairness • The role of society, particularly young people, in decisions and changes.	Inductive interrogative method	• Post-it notes • 1 pen per participant (10) • 10 questions		• <i>This content must be provided by the partners.</i> • <i>Times will be set considering the length of the content.</i>
15 min.	Coffee Break					
	Presentation of the objectives and structure of the course.	MAAT Gamified Learning Experience: • What is it? • Objectives • The trainee's role • How to play? • Team commitment	Expository/ Demonstrative Affirmative Method	• Computer • Projector • PowerPoint content (max. 20 slides) • Access to the screens of Gamified Learning Experience		• <i>Times will be set considering the length of the content.</i> • <i>The supporting PowerPoint will be developed by ISQe.</i>

~15 min.	Clarification of doubts	-	Demonstrative Affirmative Method: individual and group contact and support.	FAQs about the game - to be provided to the trainer.		<i>This is an estimated period, and its use will depend on the dynamics and interaction during the training.</i>
Total: <i>(to be defined)</i>						

Let's go deeper into this session plan!

Icebreaker activity – *Face-to-Face*

Description

This initial dynamic is intended to be a relaxed way of making participants feel at ease and start interacting through the exchange of information, experiences and ideas.

The activity should follow these steps:

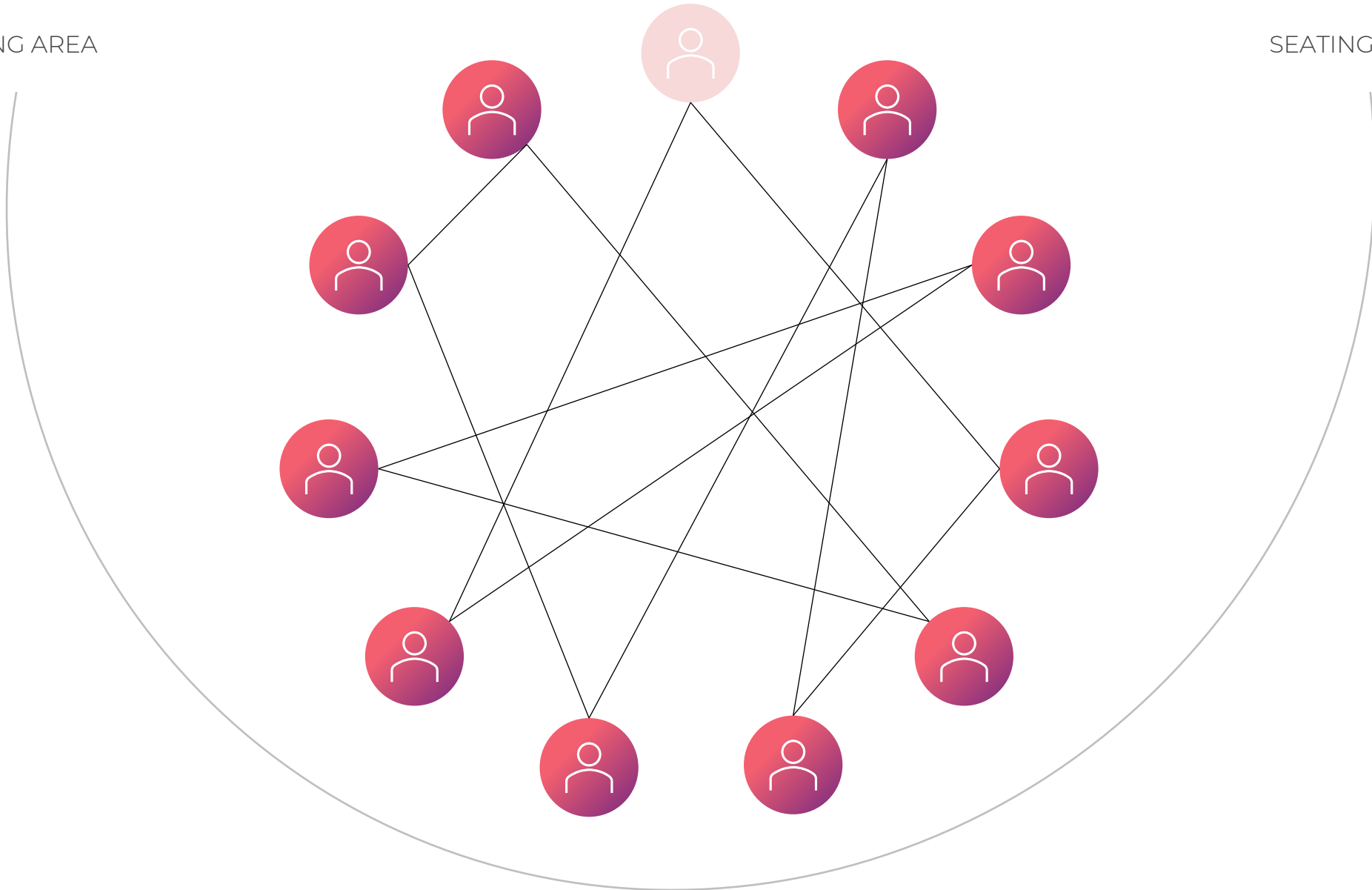
1. The trainees will be invited by the trainer to form a circle.
2. The trainee starts the dynamic by explaining how it will happen.
3. There will be a ball of wool. Whoever has the ball in their hand should introduce themselves (name, location) and answer a question. To do this, they must randomly draw a card with a question that reflects their experience or opinion about their city - examples: what's wrong with your city? What's the funniest thing that's happened to you in your city? etc. The trainer should also take part in this dynamic.
4. When the trainee has finished this brief presentation, they should pass the ball of wool to another trainee at random, keeping the yarn in their hand. The dynamic should continue like this until the last participant arrives, forming a web with the wool.
5. After all the trainees have introduced themselves, the trainer should receive the ball of yarn again and end the dynamic with a "lesson learned", namely:
 - The "wires" symbolize the infrastructure (roads, public transport networks, water systems, electricity) of a city and the quality of these wires has an impact on the connectivity and vitality of the city.
 - To keep them connected and vital, citizens must support them, and to do this they have to persist and participate in decisions. If one of them drops the thread, the city "falls".
 - The knots can signify the city's problems, which weaken it and harm societies. Only citizens can correct these problems and, once again, action is needed.
6. At the end, they should carefully place the "wool warp" on the floor and each sit on a chair around the warp (in a "U" shape), keeping the projector visible to everyone, to continue the session. On the next screen, see an outline of the physical organization of the room/activity.

PROJECTOR

TRAINER
Start & finish here

SEATING AREA

SEATING AREA



Introduction to the course theme “Mobilizing Youth for Gender Inclusive Cities”

Description

At this point, the trainer will introduce the theme and questions of the "Mobilizing Youth for Gender Inclusive Cities" course, in order to contextualize "why are you here" and "what is your role in this course?".

The activity should follow these steps:

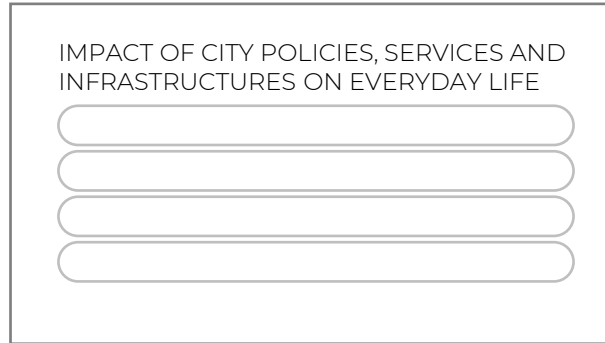
1. The trainees should sit in a "U" shape around the “warp” they created in the icebreaker activity.
2. The trainer will introduce the topic of cities by asking what cities represent.
3. Each trainee will be asked to write on a post-it note a word that answers the question "what do cities represent/are they?" and then stick the post-it note to the “warp” on the floor. This is an inductive interrogative method, as it presupposes the use of knowledge learned through each trainee's experiential process.
4. When all the trainees have placed their post-it on the web, the trainer should follow up with a general discussion of the impact of city policies, services and infrastructures on everyday life; some serious problems in societies that jeopardize balance, justice and fairness (those mentioned in the Gamified Learning Experience); and the role of society, and particularly young people, in decision-making and change. The training method used here will be the affirmative expository/demonstrative method, as the trainer is expected to be the central point for transmitting a constructed knowledge.

For this dynamic, the trainer will be accompanied by a supporting PowerPoint with a maximum of 20 slides with the essential information and key ideas of the topics mentioned.

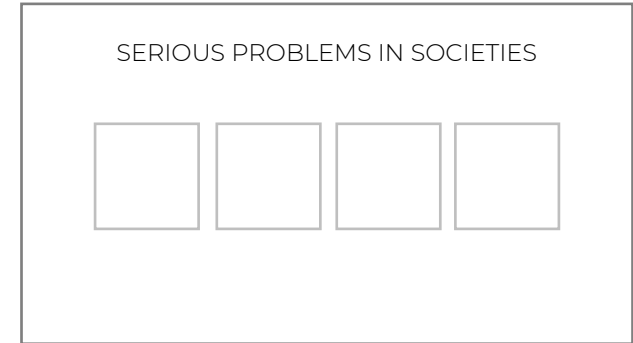
Note: according to good practice, the supporting PowerPoints should have as little text as possible on the screens.



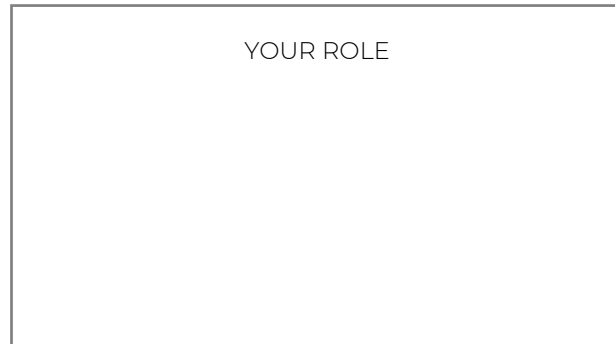
Question



CONTENT



CONTENT



CONTENT



CONTENT



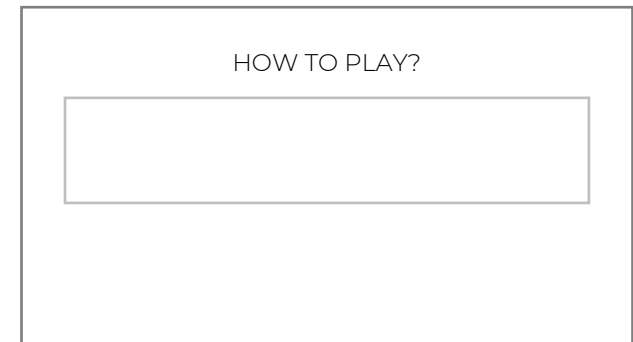
CONTENT



CONTENT



CONTENT



CONTENT

Clarification of doubts

Description

At this point, the trainer will be happy to answer any questions you may have about the experiment. They will also provide contact details in case of doubt during the execution of the experiment. This topic will be mostly of the Affirmative - Demonstrative method: individual and group contact and support. As a support, the trainer will have a handbook with frequently asked questions (FAQs).



Session 2 | Session Plan

SESSION PLAN – SESSION 2

Specific Objective: Monitor the experience; make sure the trainees share their ideas.

Time	Themes	Contents	Methods & Techniques	Resources		Observations
~20 min.	Clarification of doubts	-	Demonstrative Affirmative Method: individual and group contact and support.	FAQs about the game - to be provided to the trainer.	1 chair per participant (10 +1) - Pedagogical Session Guide (for the trainer)	<i>This is an estimated period, and its use will depend on the dynamics and interaction during the training.</i>
~35 min.	Monitoring the experience	- Are the trainees participating? Why? - Strengths and weaknesses - Difficulties experienced	Inductive interrogative method			
15 min.	Coffee Break.					
~35 min.	Raising awareness of the city's problems	What did I learn?	Active Method - Research Work	40 question cards (4 for each trainee) 10 pens - Chronometer		
~30 min.	Sharing Ideas	Debate and encouragement to share ideas.		Each trainee must have access to the game via their account (computer is preferred).		

Total: ~2 hours 15 minutes

Clarification of doubts

Description

At this point, the trainer will be happy to answer any questions you may have about the experiment. They will also provide contact details in case of doubt during the execution of the experiment. This topic will be mostly of the Affirmative - Demonstrative method: individual and group contact and support. As a support, the trainer will have a handbook with frequently asked questions (FAQs).

Monitoring the experience

Description

The trainer will ask the trainees about how the experience went - especially the main difficulties they experienced. They should also find out why some trainees did not take part, if this is the case.

Raising awareness of the city's problems

Description

In order to assess the trainees' participation and, at the same time, encourage and motivate them, the trainee will initiate a formative dynamic.

The aim of this dynamic is to sensitize the trainees to the real problems of cities.

The activity should follow these steps:

1. The trainees should take it in turns to draw 4 cards - 1 at a time (without seeing its contents) - (max. 5 min).
2. When each trainee has the 4 cards, they should look at the questions on them and answer them.
The questions can focus on statistical and theoretical data about the problems - content that is covered in the game. To answer the questions, the trainees will have to walk freely around the room and talk to the different trainees to collect the answers. If they know the answer, they can answer without asking their colleagues. The answers should be simple and short, responding to the essence of the question. Examples of questions: Which European country has the highest level of unemployment among women? Can you identify a measure adopted by France to mitigate the perception of a lack of security? Identify a measure commented on in the game by another colleague with the aim of solving a specific problem in the city. (max. 10 min).
3. When the time is up, the trainees should read the questions and answer them. If they don't know the answer and haven't been able to clarify it during the dynamics time, they can enlist the help of the other trainees (max. 15 min).

This dynamic follows an active method of individual or group research work on the questions posed.

Sharing Ideas

Description

Considering what they have learned about the problems they tackled earlier, the trainer should encourage discussion and ask each trainee to share ideas in the game, albeit vague and simplified (1/2 sentence), for solving the problem. Then ask them to work on these ideas during the game the following week, using the "Edit" option in the game.



Session 3 | Session Plan

SESSION PLAN – SESSION 3						
Specific Objective: Discuss the ideas presented by the trainees in the Gamified Learning Experience.						
Time	Themes	Contents	Methods & Techniques	Resources		Observations
1h30	Discuss the ideas	Voting the ideas presented for each problem.	Active Method - Brainstorming	- Computer - Projector - Course access (scorm package)	1 chair per participant (10 +1) - Pedagogical Session Guide (for the trainer)	All trainees must have access to the course at this point in the session.
15 min.	Coffee Break					
1 hour	Simulation	Debating the ideas presented for each problem.	Active Method - Simulation	Board or 2 A2/A1 papers		
1 hour	Conclusion / Closure of the activity		Expository/ Demonstrative Affirmative Method			
Total: 3 hour 45 minutes						

Let's go deeper into this session plan!

Discuss the ideas & Simulation

Description

First, the trainer should make sure that all trainees have already voted on the published ideas. If they haven't, they should do so now. Then the simulation begins.

Simulation will be used in the form of a debate. It consists of trainees playing a role, raising public awareness, applying knowledge and reflecting on attitudes and values. Specifically, these simulations will be planned before they are presented. This method follows an "activist" learning style.

The activity should follow these steps:

1. The learner enters the Gamified Learning Experience and identifies the situations with the most voted ideas, in each situation. Identify the authors (2) of these ideas.
2. Ask the other trainees to stand behind the one they think has the best idea.
3. Once the groups are formed, the trainer explains the continuity of the activity
4. Coffee Break.
5. The groups created earlier meet to identify the potential impact of their measures and the weaknesses of the opposing measure, so that they can refute it during the debate.
6. Each group must choose a spokesperson to present their ideas against the other team's spokesperson.
7. The trainer will mediate the debate and write down the pros and cons of the different groups.

Conclusion / Closure of the activity

Description

To close the sessions, the trainer should give a short speech in the form of a "lesson learned" about the importance of young people's participation in a city's decisions.

A background image showing two hands, one from a lighter-skinned person and one from a darker-skinned person, reaching towards each other in a gesture of connection or support. The hands are positioned horizontally across the center of the frame, with fingers slightly curled as if about to grasp or hold each other. The entire image is overlaid with a semi-transparent pink filter.

FLIPBOOK



Flipbook

Pedagogical Concept

The FLIPBOOK is a technical-pedagogical resource (TPR) available in digital format, in line with the training objectives of the MAAT project.

General Objective

To strengthen or develop the specific skills of the target audience through the presentation of concepts and statistical data related to the subject of the course.



Fact Sheet | Flipbook

An information sheet is a document that contains essential information about the product.

FACT SHEET | FLIPBOOK

Thematic Area	Mobilizing Youth for Gender Inclusive Cities
Target Group	Youth people (aged 18 to 30)
TPR's technical features	Maximum pages: 60 pages Maximum pop-ups: 40 pop-ups Original version: English Translate to: Italian, Romanian, Serbian & Greek
TPR base support	Gamified experience & three face-to-face sessions
Objectives	Ensure theoretical support for the digital training experience. At any time, the trainee can consult this resource to review the content.
Technical requirements / specifications	The flipbook will respect the graphic standards defined for the MAAT project.

Summary / Main content	The structure of the flipbook should be agreed between the partners. Here's an idea: 1. Representation of Cities • Definition and the role of cities • Historical context of the topic • Inclusive cities 2. Impact of policies, services and infrastructures on society • How is society impacted by policies, services and infrastructures? • Real cases in Europe 3. City's problems • Theoretical presentation of the problems identified in the Gamified Learning Experience • European statistics (by country) on problems 4. Our role in decisions and changes • Raising awareness of the power of each one of us to change a city 5. Dictionary • Presentation and definition of concepts intrinsic to the topic. Example: Democracy, voting, vote no, abstention, etc.). 6. Bibliography
Observations	• It is important to pay attention to the sources and highlight the authors referenced whenever necessary. • Indicate the bibliography used. • It is up to the partners to provide the content that forms part of this flipbook. • After final approval of the English version, the course will be localized in the languages mentioned above. • The language and images used in the text should, wherever possible, be neutral.

THANK YOU



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• PLACE
MAKING
W BALKANS

ISQe
ENGAGING PEOPLE



**CITIZENS
IN POWER**



Fondazione
Giacomo Brodolini

helixconnect
Consult. Finance. Grow.



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