mix the bubbles
METHODOLOGICAL GUIDE. v.03

mix the bubbles

SPEAK
UP TO
EUROPE

Welcome to the Mix the Bubbles methodological guide

In these pages you will find extensive information about the Mix the Bubbles deliberative process, which will take place in Greece, Italy and Poland en 2021-2022. Up to 450 persons, mainly young people with different profiles and attitudes towards institutional participation. Their challenge is to elaborate a European policy proposal regarding a number of relevant contemporary topics. The challenge of this methodological guide is to help making this process stimulating, inclusive and fun. And hopefully a successful pilot experience with significant outcomes.

If you are reading this document, you are probably one of the agents that, together with the participants, is involved in making such a process come true: namely a staff member of an in-country partner, an expert on one of the selected topics or a group facilitator. When writing this guide we wanted to offer all the information necessary to understand the reasons and purposes of this participatory process and, more specifically, a detailed set of proceedings and tools aimed at the management of the central event of this itinerary: the workshops.

We will start of with a general introduction to Mix the Bubbles projects and a sketch of the deliberative process proposed and the agents involved. Thereafter, we describe the overall design of the workshop, built with four opening sessions. These sessions were conceived as part of a two-day offline workshop but have had to be redefined as flexible modules that can be driven online in the changing COVID-19 scenario. Finally the workshop methodology is thoroughly described, with step-by-step charts for each of the four modules. Several annexed documents complete this information:

1. Group Activities
2. Digital Tools
3. BiPart Platform Manual
4. Empaville Game Guide
5. Cheat Sheet for Empaville Online
6. Template for Policy Drafting
7. Selected Topics & Venues

We hope you find that this guide is a useful tool for the bubble-mixing deliberative process ahead. Please don't hesitate to get in touch with the Coglobal team for questions, suggestions and feedback.

Coglobal – Andrés Falck
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Introduction to the MTB project

The Mix the Bubbles project aims to promote the acquisition of social and civic competences and the understanding and ownership of EU fundamental rights and values by the target group, through interactive trainings and collective policy-making exercises; this way, a community is created which collectively contributes to the creation of policy reforms, supported by the advocacy expertise of partnering organizations. Moreover, the project works towards the development of social capital among young people, as the empowerment of young people to play an active role in European democratic life, in line with the provisions of the Lisbon Treaty. Finally, the project aims to give these people knowledge about the most innovative ways to advocate for their interests and proposals, and tools to replicate them.

CONTEXT

According to the data collected by Alliance for Europe (a network of European civil society groups, academics and other democratic actors), during 2018, there is a "silent majority'' of EU-citizens across various countries showing a positive attitude towards Europe: however these citizens are not particularly engaged in the current political debate and were not intended to participate in the European Parliamentary Election. In Alliance for Europe research these citizens are called the "Passive Positives'' and they represent a big percentage of that 49,34% of Europeans that didn't vote in the 2019 election (54,32% in Poland, 41,31% in Greece, 45,5% in Italy).

There are macro-reasons for this: lack of knowledge and awareness of competences of the EU and of what the EU provides for, apart for the single market, but also a lack of real and effective engagement of people beyond the European elections; the rise of populist and anti- system political parties facilitate a view of the EU as merely bureaucratic, and this narrative creates political misinformation, disengaging people with politics.

In light of the above, we can see drawing up at least two macro "bubbles": the Euro- supporters and the Euro-disillusioned or EU-passive. These are both bubbles, meaning that they are two distinctive groups that do not speak to each other, do not engage, tend not to listen to each other's arguments and eventually reinforce their convictions by creating a polarized public discussion. Our project believes that all bubbles are legitimate, but in order to carry out constructive exchanges, bubbles must connect and speak to each other.

A participatory and deliberative process

Mix the Bubbles offers a participatory and deliberative policy-making process involving two major profiles of participants: grassroots activists (ages 18-50) and passive positives (ages 18-30). Fifteen groups (30 pax) in Greece, Italy and Poland (five groups per country) will take part of this process, engaging with a specific thematic previously determined (see **Annex 8**). The stages of this process are shown in the following diagram.
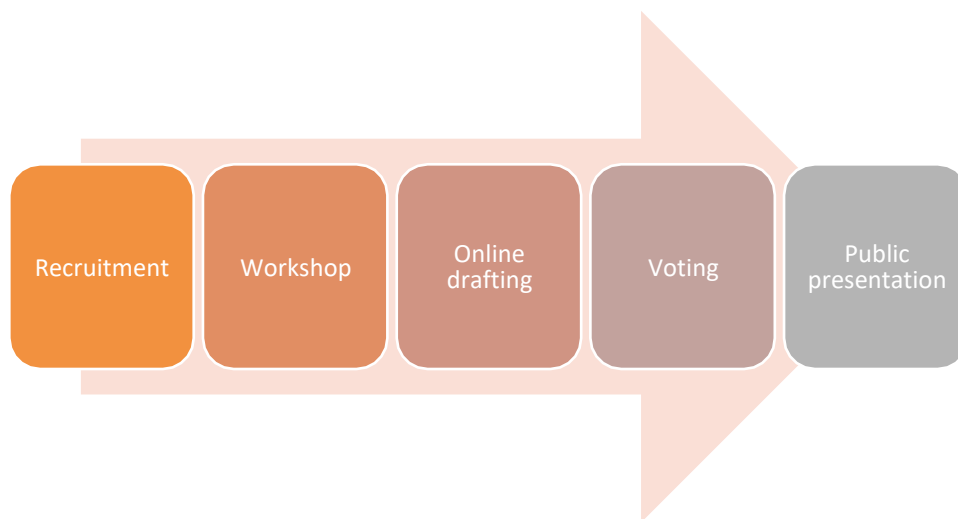
Stages of the participatory and deliberative policy-making process

Recruitment
In order to reach out to the target groups and organize the 15 groups, three strategies have been identified:
1. **Self-selected groups** through communication campaigns, mainly on socials.
2. Mapping and involving **local organizations**, young groups, community centers, universities, NGOs, professional schools or any other that is likely to connect with young passive positives.
3. **Bring a friend**. Grassroots activists are invited to involve passive positive friends (or eurodesillusioned).

Incentives and rewards
Which are the incentives to sign up to Mix the Bubbles? The messages that we choose for the recruitment of workshop participants are expected to have an impact on what profiles we get to connect with. Communicating incentives such as *capacity of change* or *learning more about EU institutions* may be more attractive to activists than passive positives. Other claims may be

attractive to both groups and can help to recruit diversity, based on interest, fun and friendship:

- Topic affinity. Both workshops and the online drafting will be more efficient if all profiles have a strong interest in the chosen topics. The topics should be in the communication front-line in the recruitment process, stressing the chance we offer to learn, contact with experts and meet young people with the same affinities.
- Fun. The general game environment –and the Empaville Game within– is expected to be a crosscutting asset.
- Relations and friendship. Participating in the workshops is an opportunity to make friends and meet young people with shared interests.

Rewards are measurable incentives that can be communicated during the recruitment phase or once it has concluded. If communicated at an early stage or in an unsophisticated manner, rewards may compromise the perception of dignity of our workshops, especially for those who approach MTB with altruistic intentions. Once participants are engaged, rewards stimulate satisfaction, commitment and hard work during workshops and online drafting. The following rewards have been considered:

- Minor rewards, such as welcome packs, meals and coffee breaks gives participation a short-term satisfaction that helps keeping people involved.
- Social acknowledgement of participants, promoted by in-country partners through local communication strategies.
- The major reward is to win the competition, i.e. obtain the largest amount of votes for a policy proposal and, consequently, receiving recognition in the final events. Drafting groups with a high perception of self-efficacy can be strongly motivated by this reward.
- Random rewards, such as selecting by draw a number of non-winning participants to take part in the final event. A precondition to be selected would be to prove certain achievements during the workshops and online drafting. This reward can be attractive for drafting groups with a lower perception of self-efficacy.

Finally, partner organizations that, for example, connect the project with target groups, will be rewarded with a hard copy of the Empaville game.

Workshop (opening sessions)

Teamwork kicks off with 4 sessions or modules that, all together, can be run in a two-day face-to-face workshop. Nevertheless, COVID-19 context has forced to adapt these four modules to potential sanitary restrictions (see extended information in the next section **Opening sessions of MTB: modules and activities**) and each partner can choose to organize them online or offline, consecutively or on different days. The workshop dynamics is meant to engage and mix the different target groups in the common task of building a EU law proposal. Each group of 30 persons has a specific topic assigned and will operate detached from the rest. In this guide you will full information about the sessions and activities planned for the workshops.

Drafting

After the four modules, each group will have an extra month to complete and perfect their policy proposals. This task takes place online, using the BiPart platform to upload the consecutive versions of drafts (see **Annex 3**). Coaching experts related to the assigned topics assess the proposals and assist the policy drafting process.

Voting

When the policy proposals of all 15 groups are finished and uploaded, any European citizen that wishes to participate will be able to vote them. Voting will take place on the BiPart platform, as described in **Annex 3**.

Public presentation

The winning policy proposals will be presented in the final events with involvement of MEPs. The final event will also be a reward for participants that accomplish a list of activities during the deliberative process, even if their proposal is not among those with most votes. The project budget will not allow all of these participants to assist, so a smaller number will be selected by draw.

AGENTS INVOLVED IN THE DELIBERATIVE PROCESS

In-country partners

Vouliwatch (Greece), The Good Lobby (Italy) and the Geremek Foundation (Poland) are the partners of Mix the Bubbles that coordinate the deliberative process as a whole. They will be in charge of recruiting the rest of the agents involved and are responsible of the accomplishment of the overall goals. For the workshops, in-country partners will provide the necessary staff to monitor activities, contents and technical issues.

Experts

Key speakers will be invited to hold the keynote conference of the workshops. Key speakers are publicly recognized in their field of knowledge and an asset for the recruitment of participants. They are expected to offer in-depth and state-of-the-art information on theworkshop topic. They will address political challenges in the EU that may link with the collective policy drafting.

Coaching experts. These are specialists in any of the working topics and will assist a group of participants starting in the workshop and throughout the online drafting process. They are expected to offer support on both topic related issues as law drafting basics.

Both key speakers and coaching experts may be part of the Project Scientific Committee (see **Annex 7**).

Participants

The two main target groups of this program are young passive positives and EU-disillusioned (ages 18-30), and grassroots activists and engaged citizens (ages 18-50). Grassroots activists are committed to social activism, minority rights or participants in volunteering and civilsociety organizations. Passive positives are citizens with a positive attitude towards Europe butare not particularly committed to processes of social transformation or elections.

Group facilitators

Group facilitators are in charge of attending the groups during the workshops, guiding the debate and collecting its results. Facilitators are expected activate the different profiles of participants, balancing the expressions of diversity into the teamwork. The facilitator must handle a series of tools and skills to ensure a correct performance of the group, both in the achievement of its goals as in the creation of an atmosphere where trust and fluent and empathic communication are established.

What are the specific tasks that a facilitator must accomplish during the workshop?

- Recognize the venue or online meeting tool. Adapt the activities to the physical or virtual conditions in which the workshop is carried out.
- Verify the information regarding number and diversity of people enrolled. This will help us to better prepare the group activities and break-up teams.
- Establish a connection with the group and encourage participation. The continuity and motivation of the group are essential for the proper development of the workshop sessions, particularly if they take place online. In this case, the facilitator should keep contact with the group in between non-sequential activities (via WhatsApp or another direct communication app) offering updates on the process activities and goals.
- Give feedback to the group. It is important that after each session the facilitator shares a brief recap of the main ideas and conclusions of the group activity.

Opening sessions of MTB: modules and activities

A FLEXIBLE DESIGN ADAPTED TO CHANGING COVID-19 SITUATIONS

The structure of the workshop program has been adapted considering a potentially unpredictable sanitary situation and legal restrictions. Hence, the activities have been distributed in four modules –Keynote Conference, Topic Diagnosis, Empaville Game and First Policy Draft– offering a flexible online/offline structure. Once the workshop concludes, participants will have made a first draft of their policy proposals and uploaded them on the BiPart platform. The drafting will be completed online after the workshop.

Keynote Conference	Topic Diagnosis	Empaville Game	Initial Policy Draft

Workshop modules.

Keynote Conference (90 to 120 minutes). The 15 groups involved in MTB will kick off with an introductory conference, with one or several key speakers, renowned experts in the field selected as topic for each group. Some in-country partners may choose to hold the keynote conference in a face-to-face venue, together with the rest of opening modules, if health restrictions allow doing so. Other partners may chose to organize this activity online, regardless of possible restrictions, considering logistic advantages and potential outreach.
Basic contents: Introduction of the program, key speakers, Q&A and next steps.

Topic Diagnosis (170 to 190 minutes). After the global approach to the selected topic in the conferences, participants are invited to select and shortlist subtopics and specific issues that can be addressed in the policy-proposal-to-be. The role of participants will become much more active and decisive from this point on. The outcome of this module's deliberative topic diagnosis will build up to the next workshop activities and the initial drafting of a policy proposal. Participants will be assisted by experts that will coach the policy-drafting process and by facilitators that will have a special commitment to keeping the different profiles integrated in collective work.
Basic contents: Opening, ice-breaking & recognizing profiles, brainstorming in smaller groups, prioritizing of subtopics, feedback and next steps.

Empaville Game (150 to 180 minutes). The Empaville Game will play different roles in online and offline contexts (full details in **Annex 4** and **Annex 5**).
- The Empaville Board Game will be played as an ice-breaking module in face-to-face workshops, before the participants move on to deliberative working groups. Participants will approach a participatory decision-making process through role- playing and learn to use the BiPart digital platform. The gaming environment allows

participants to get to know each other and have fun, making next modules easier to facilitate and more efficient.

- The Empaville Online Game will connect the modules of Topic Diagnosis and First Policy Draft when the workshop is run online. Participants will be playing with the subtopics they have prioritized in the former module, but with imaginary characters in imaginary places. The Empaville Online Game becomes a learning tool with which participants access the BiPart Platform where deliberation and decision-making take place. The online game will not have the ice-breaking effect we find in the board gameversion.

First Policy Draft (170 to 205 minutes). This is the last module in any of the possible sequences of the workshop. It focuses on defining and preparing the first draft of a policy proposal. Participants will divide in four groups that will build upon each of the subtopics that have been prioritized in earlier activities. The First Policy Draft module's activities will be will be assisted by experts that will coach the policy-drafting process and by facilitators that will have a special commitment to keeping the different profiles integrated in collective work.

Basic contents: Opening, introduction to BiPart platform and to policy drafting, drafting teams, feedback and next steps. Note that in online workshops, the introduction to BiPart platform and to policy drafting will be carried out during the Empaville Online Game.

In order to guarantee that the workshops are completed, three different scenarios have been considered, according to the sanitary situation:

Scenario 1. Foreseen COVID restriction. The modules will be carried out in 4 online sessions with a discretionary frequency between them, although the total length should not exceedone month.

Scenario 1. Sequence of modules

Scenario 2. Absence of severe COVID restrictions. Modules will be scheduled in face-to-face two-day workshops. Both the keynote conference and the Empaville game can work as the kick-off module.
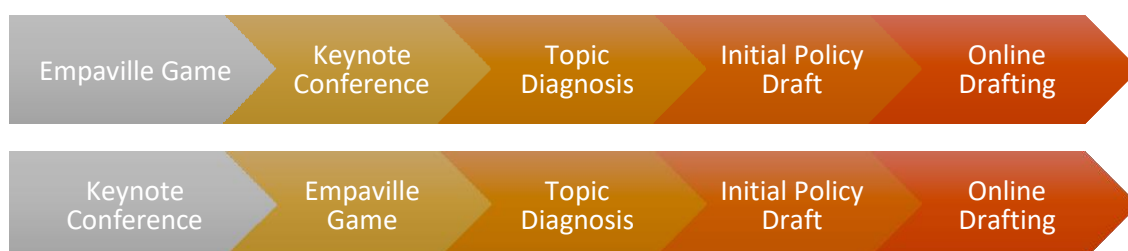
Scenario 2. Two optional sequences of modules that can be deployed in the in-person workshops.

Unexpected COVID restrictions. Modules can go online any moment, adapting the sequence of modules as needed.

CHOOSE THE RIGHT VENUE

Venues for in-person workshops.

Hopefully most workshops can be held offline with a consecutive 2-day agenda. In this case, there are some general considerations to be taken into account, in order to improve the experience of attendees.

- Good acoustic and audio systems (if needed) are critical if you want to enjoy conferences and group activities.
- The same goes for the lighting, particularly in case you will be showing images and presentations on screen, as you probably will.
- Fast and reliable internet connexion and 4G coverage.
- You might want to serve a coffee or refreshment before, during or after your activities. Try to make it easy, keeping the catering close or even consider some sort of self- service in the same conference room.
- Finally, location of the venue is also important: easy access, parking, public transport, proximity to accommodation are some features you may take into account.

There are some specific considerations for each module:

- The Keynote Conference will not require much interaction and therefore you can almost use any venue. Make sure you have as many seats as attendees and not more, to avoid a sense of emptiness. If possible, use a layout of seats that can make your attendees feel more as participants than as an audience. If chairs are pared with tablesit will be easier for participants to use their notebooks or laptops to write down ideas.
- The Empaville Board Game requires the group to be divided in 4–6 teams (5–7 persons per team). Each team should have its own table and chairs. You will need a space that allows you to move chairs and tables around in order to get your right arrangement. Ideally groups will be working in the same room but with distance enough to avoid mutual distractions.
- Topic diagnosis and First Policy Draft modules are partly run with participants divided in 3 or 4 groups of 5-7 persons. You will need a space that allows you to move chairs and tables around in order to get your right arrangement. Ideally groups will beworking in the same room but with distance enough to avoid mutual distractions. It's ideal because you will not need to spend time on moving participants around, andyour staff (facilitator, coaching expert) can attend all groups easily.

The online *venue*.

If you go online you must consider that you need a virtual venue in which the session will take place. You can chose any videoconference service that meets your needs regarding number of participants and utilities such as recording, whiteboards, polling or break-up rooms. If you're

comfortable with your usual online meeting tool, stick to it and avoid awkward situations during your session as a consequence of unexpected technical issues. It's also a good idea to use a videoconference service that is popular in your target context, making it easier for participants to access this activity. You should finally pay attention to particular needs of speakers and/or facilitators. Complimentary tools for each activity will be described in the activities information charts. Please note that not all digital tools are intended for online use.

Methodology applied for MTB workshops

GOALS OF MTB WORKSHOPS

The specific goals of the MTB workshops are the following:

- Share knowledge on the selected topics and related European regulation.
- Collective and quality drafting of EU law proposals.
- Engage participants in a deliberative and empowering process of change and influence in Europe.
- With the participants, build sense of purpose and a group identity that recognizes the diversity within: Mix the Bubbles.
- Win the positive political engagement of "passive positives" individuals

Considering these specific goals, three central issues must be addressed for a successful methodology, as shown in the figure bellow.
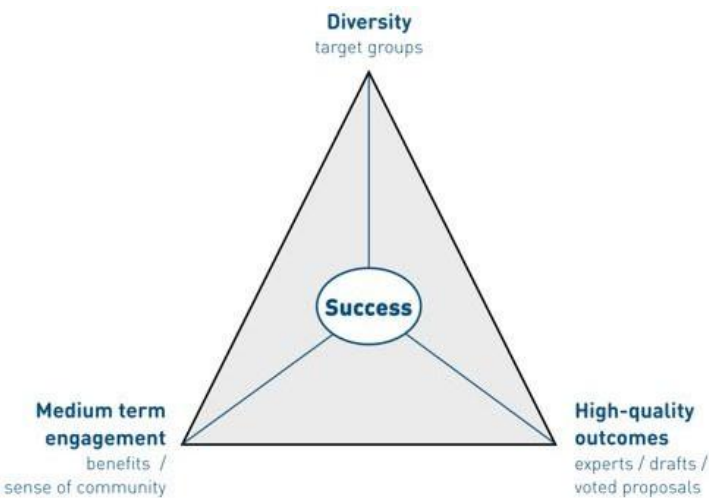
PRINCIPLES THAT GUIDE THE METHODOLOGY DESIGN

APPROACH		
Conceptual	Social	Individual
Holistic	Culture sensitive	Empowering
Coherent	Gender focused	Nourishing
Integrated	Inclusive	Fun

AN ENGAGING METHODOLOGY

In order to assure engagement with the workshop activities, the methodology considers:
1. The selected topics serve as common interest for all participants, regardless of their specific profiles.
2. Diversity of profiles is recognized as a spectrum in key activities, allowing facilitators to
   o Gamify the relation between grassroots activists and passive positives
   o Encourage participants to show explicit and honest interest in learning from the "others".
3. Dynamic participation in most of the activities.

GROUP WORK: INCLUSION AND COOPERATION

In this section we will describe some elements that the facilitators, experts and other staff should take into account when searching for inclusion and cooperation in groups with a diversity of profiles.

1. Adopt a gender perspective. Ensure that during the modules (both online and offline), conversations are occupied by the voices of women and men alike. Be aware of tempering participants with more invasive attitudes that may be more eager to speak or interrupt others.

2. Serve the group with empathy and respect.

3. Be impartial. The staff's involvement will be observed and judged by people of different standpoints. In order to connect the differences between passive positives and activists, the staff's attitude must be neutral and avoid judgments.

4. Respect the more introverted. A hard-hitting attitude when inviting people to participate can inhibit those who are less likely to speak in public. Convey respect and give space. This can be more difficult when operating online but should still be taken into account.

5. Observe and assist. Staff in general, and facilitators in particular, are expected to boost participation in the group. But observation is also necessary, very specifically in identifying the profiles that build up the teams. Recognizing profiles, the facilitators and other staff can organize the work teams with inclusiveness, enriching the process.

6. Encourage listening helps to build an atmosphere in which each participant feels comfortable to speak.

Furthermore, the following elements of organization must be considered:

- [Keep rules and goals clear](). From the beginning of the workshop, the group must be clear about goals of the process and main activities. In the same way, at the end of each session, it is recommended to close with a brief reminder about the next activities. Likewise, it is advisable that the group self-regulates issues such as disagreements, speaking turns, etc.

- [Breaks](). Insert short brakes to avoid tension and fatigue. It is advisable to recess briefly after 60-90 minutes of activity.

- [Games](). Playful dynamics are proposed in the deliberative modules and the Empaville Game, with the purpose of improving the work environment, allowing the approach between the different group profiles. Observing when it is time to introduce a game dynamic is very important, as the participants may not always be receptive. We can start a game when:
  - The group has been in the room for a short time, but enough time to feel comfortable and want to start (for example, 5 or 10 minutes after a brief self-presentation).
  - The time spent in discussion has been extended and we perceive the group is tired, though not in tension.
  - We are going to change from one activity to another and the participants have been seated for a long time.

Finally, [conflict situations]() can be frequent work is intense and participants have different ideas or profiles. Below we simulate three types of situations where mediation might be necessary:

Situation 1. A heated debate occurs between two people leading to tense dialogues.
What to do? Open the debate to the group with open questions about the different positions, helping to break the two-way dialogue.

Situation 2. Apathy extends due to fatigue or lack of motivation.
What to do? Give participants a brief recess to leave the room for some minutes.

Situation 3. Stronger conflicts or confrontations arise.
What to do? Bring the persons involved outside the room or workspace where you can deal with the conflict calmly.

STEP BY STEP

In the next pages we describe the activities of each workshop module, step by step.

KEYNOTE CONFERENCE

The 15 groups involved in MTB will kick off with an introductory conference, with one or several key speakers, renowned experts in the field selected as topic for each group. Some in-country partners may choose to hold the master conference in a face-to-face venue, together with the rest of opening modules, if health restrictions allow doing so. Other partners may chose to organize this activity online, regardless of possible restrictions, considering logistic advantages and potential outreach. Whenever possible, Keynote Conferences will be recorded, subtitled and shared online.

Time: 90 to 120 minutes

General goals

- Provide participants with summarized information of Mix the Bubbles and the purpose of the deliberative process.
- Offer a state of the art of the selected topic, sharing key issues that could be addressed by new EU policies.
- Engage participants in a deliberative process of change and influence related to the topic.

Who is involved

- Participants (passive positive & activists)
- Partner staff
- Facilitators
- Key speaker/s

Activities

A.1. Introduction to MTB and presentation of today's agenda

A.2. Conference

A.3. Q&A

A.4. Participant's feedback

A.5. Next steps

THE ACTIVITIES FOR THE KEYNOTE CONFERENCE ARE DETAILED BELOW

A.1. Introduction to MTB and presentation of today's agenda (5 to 10 minutes) Organizers welcome participants and share a brief presentation of Mix the Bubbles	
Outcome	Participants will receive summarized information of Mix the Bubbles and the purpose of the deliberative process, as well as practical information (activities, dates…)
Sequence	1. In-country partner presents MTB and the Keynote Conference. 2. In the meantime, some questions are raised to the audience for interactive polling.

Group activities --	Tools (See Annex 2) • Optional use of **presentation tools** • Suggested use of **polling tools**

Observations	In this **introductory presentation**, in-country partner should share at least MTB's main goals and summarize the activities of the deliberative process, as well as the today's conference and speakers. It is also convenient to **present the staff** that will be in touch with participants throughout the process. If the conference is open to a larger audience, you may consider how the information that only concerns process participants should be handled (e.g. it can be shared before the opening event). We suggest you raise **3 or 4 questions** to the audience, regarding personal profile, opinions and knowledge about the selected topic. Questions can be shown on-screen (both in online and offline mode), inviting the audience to answer on their phones or laptops. Both questions and answers should be shortly addressed while the presentation continues. Polling can be useful both for organizers and key speakers to have a succinct **approach to participant's profiles**.

A.2. Conference (30 to 60 minutes)	
One or several key speakers share up-to-date and in-depth data about the selected topic, taking into account the diversity of participants and goals of MTB.	

Outcome	- Participants widen their knowledge about the selected topic. - Participants increase their capacity to relate the topic with potential changes in EU laws.	
Sequence	1. Moderator gives the floor to a single/sequence of key-speaker/s	
Group activities --		Tools (See Annex 2) Optional use of **polling or quiz tools**
Observations	The **time** provided for this activity strongly depends on the **amount of speakers** and the extension you want for your Q&A. At the same time it should take into account the **profile of your speaker/s**: some may be great experts but not great communicators. Your priority is to have the **full attention of your audience** (all profiles). Discuss with your speaker/s in advance the nature of the process and your specific expectations for this module. Invite them to introduce **interaction** with the audience, using polling or quiz tools that can be accessed by phones and laptops and shown on a screen in the venue (much easier if you are going online). This can keep participants more attuned, especially those that may feel less involved.	

A.3. Q&A (30 to 45 minutes)	
Speaker/s address specific interests of the audience after the conference	

Outcome	- Increase attentiveness and curiosity of the audience through interaction with she speaker/s - Increase of knowledge in specific fields of interest of the audience	
Sequence	Unspecified (see **observations**)	
Group activities --		Tools (See Annex 2) Optional **chat tool** or **messaging tools**
Observations	There is no one way to carry out your Q&A. In a time-limited context as this one, it may seem useful to have participants leaving their questions or comments on a chat or messaging tool and allowing the moderator to select and/or unify them, before reading them out to the speaker/s. If you allow participants to take the floor, there will be more direct interaction and they may feel more connected with a group dynamics. Get to know the size and profile of your group-audience before taking a decision.	

A.4. Participant's feedback (10 minutes)	
Allow the group-audience to share some opinions on the module.	
Outcome	• Obtain a better knowledge of the satisfaction of the participants • Activate a sense of connection within the group and with the organizers
Sequence	1. Ask participants to share their opinions on 3 or 4 subjects related to their experience in Module A. 2. The moderator commentates on the results shown on the screen. If you are organizing offline, you can go for a simple round of opinions, without polling.
Group activities	Tools (See Annex 2) • Suggested use of **polling tools**
Observations	Either offline or online, spare some minutes to get some global feedback from today's participants. Bring up a few questions with a positive focus, related to their experience in this module, the topic addressed or the deliberative process ahead. Avoid subjects that may be hurtful or disturbing for anyone on a personal level, such as an evaluation of the speaker/s. Remember that this activity does not substitute the evaluation instrument (questionnaire) that will be used during the process. Questions that may be more sensitive will be addressed in the latter.

A.5. Next steps (5 minutes)	
Shortly share concluding ideas of this first module and remind the next steps.	
Outcome	Participants are sure about next activities
Sequence	1. In-country partners lay out 2 or 3 concluding ideas of today's module 2. Walk participants through any requirements you may have for them 3. Briefly remind them the next events in the programme.
Group activities --	Tools --
Observations	--

TOPIC DIAGNOSIS

After the global approach to the selected topic in the Keynote Conference, participants are invited to select and shortlist subtopics and specific issues that can be addressed in the policy-proposal-to-be. The role of participants will become much more active and decisive from this point on. The outcome of this module's deliberative process of topic diagnosis will build up to the last workshop activities and the drafting of the initial policy proposal. Participants will be assisted by experts that will coach the policy-drafting process and by facilitators that will have a special commitment to keeping the different profiles integrated in collective work. In other words, to Mix the Bubbles. When offline, the Empaville Game will have taken place before this module. In this case, activity B.2. should not be necessary.
Time: 140 to 190 minutes

General goals

- Obtain a common shortlist of subtopics and key issues that each group will address in the policy-drafting process.
- With the participants, build sense of purpose and a group identity that recognizes the diversity within. Mix the Bubbles.

Who is involved

- Participants (passive positive & activists)
- Partner staff
- Facilitators
- Coaching expert/s

Activities

B.1. Opening and presentation of today's agenda
B.2. Ice-breaking & recognizing profiles *(only online)*
B.3. Brainstorming in smaller groups
B.4. Group cohesion activity (optional)
B.5. Sharing ideas
B.6. Prioritizing
*B.7.*A. Participant's feedback *(only offline)*
B.7.B. Introduction to the Empaville Game *(only online)*
B.8. Next steps

THE ACTIVITIES FOR TOPIC DIAGNOSIS ARE DETAILED BELOW

B.1. Opening and presentation of today's agenda (5 to 10 minutes)	
Participants are welcomed and receive brief information about earlier MTB activities and updates concerning any possible changes in the programme.	

Outcome	Participants will receive summarized information of Mix the Bubbles and the purpose of the deliberative process, as well as practical information (activities, dates…)
Sequence	1. In-country partner presents MTB and the present module. 2. Optionally, invite participants to express their learnings in the previous module using key ideas

Group activities --	Tools --

Observations	If any participants are new to MTB and this is their first module, you can extend the opening to make sure that they receive enough information to join in.

B.2. Ice-breaking & recognizing profiles (30 to 40 minutes)	
The facilitator steps in and participants start to identify as part of a group. ONLY ONLINE	

Outcome	• Favour a relaxed atmosphere in the group • Expose the different profiles in the group and normalize the difference
Sequence	1. Facilitator runs the **group activity** for participants to introduce themselves 2. A **second group activity** about the participant's points of view on the role of the EU and other key questions, allows identifying profiles. In the meantime, a member of the organizing staff will observe and register the standpoint of each participant, as a premise for profile-mixing in upcoming activities. 3. The group shares thoughts on the outcome of these activities

Group activities (See Annex 1) • Icebreaking: introduce ourselves • Recognizing profiles: Cross-over reasoning (true or false)	Tools --

Observations	If the group has recently been playing the Empaville Game, you will not need to start with an icebreaking activity. If you haven't, make it easy for the group to get to know each other. Use visible nametags. The dynamics of arguments and opinions may easily produce a strong and intense debate. Keep an eye on your timekeeper!

B.3. Brainstorming in smaller groups (40 minutes) Work teams will share their main interests and worries about the selected topic.	
Outcome	• Subtopics and issues of interest are matched up in teams. • Participants with different profiles work together productively.
Sequence	1. Participants will be divided into work teams of 5-7 persons. 2. Each team randomly selects a spokesperson for the next activity. 3. The facilitator encourages the participants to share main interests and worries about the selected topic. 4. The coaching expert person assists the teams and brings up questions that can guide the group to more relevant interests/worries for a EU law proposal.

Group activities (See Annex 1) • Brainstorming with post-its • Focus group	Tools (See Annex 2) • Team workspace and deliberation tools

Observations	Facilitators, mixing profiles and gender, must select the team or break-up room members. Once you are working in smaller groups, you must assure that time and weight is balanced all participants. If you are going online, make sure that you have selected conference application that makes it easy for you to create and navigate break-up rooms. In online mode you will need a facilitator per smaller group to guarantee a balanced integration of profiles.

10 minutes recess

B.4. Group cohesion activity (Optional. 10 minutes) Restore active participation in the larger group.	
Outcome	Take a break from deliberation effort and insert active participation.
Sequence	The facilitator conducts a game activity: any of the **group activities** for face-to-face venues or a word cloud activity in online sessions.

Group activities (See Annex 1) • We the people demand… • The community • The storm	Tools (See Annex 2) • **Polling** tools.

Observations	This activity is optional. Some groups may not be open to playful activities, or maybe the group has been tensioned after stronger arguments. In these cases you can choose to give them some extra minutes for the recess.

| B.5. Sharing ideas (20 minutes) |
| The smaller groups join in a plenary to exhibit and merge their conclusions. |

Outcome	Subtopics and issues of interest are matched up in the larger group.
Sequence	1. The spokespersons of each team share their work with the larger group. 2. Assisted by the facilitator, the main interests and issues are merged when possible. Your canvas should end up with a limited number of clusters of ideas that will eventually be narrowed down to four (see next **activity B.6.**)

Group activities	Tools (See Annex 2)
--	• Team workspace and deliberation tools

| B.6. Prioritizing (40 to 50 minutes) |
| The group prioritizes the subtopics it will work on in the next module. |

Outcome	• A shortlist of 4 subtopics that will be taken to the law-drafting teams. • The 4 teams are constituted at the end of this activity.
Sequence	1. The facilitator explains thoroughly why the group will be shortlisting subtopics and that these will be the starting point for the four law proposals. 2. Participants are asked individually to write on a piece of paper the subtopic they prefer and the reasons for their choice. 3. The facilitator asks participants one by one about their choice and reasons. The answer are registered on a whiteboard or, if offline, on cardboards that display the subtopics separately on the walls. Allow spontaneous group discussion and new proposals, but keep an eye on your schedule. 4. Four subtopics should show more support after the individual choices have been registered. In case of a tie, invite the group to choose a final shortlist. 5. The 4 subtopics are chosen, either with in-group debate or aggregating individual votes. 6. The facilitator proposes the distribution of participants in subtopic teams for the last module of policy drafting. Discuss briefly the proposal with the group.

Group activities	Tools (See Annex 2)
	• Team workspace and deliberation tools

Observations	In steps 2 and 3 above, the facilitator does not comment or open the discussion. The facilitator writes down the choices and arguments of participants quickly, using the same words as they have. In step 6, your goal is to create four teams for the First Policy Drafting, one for each subtopic. In a best-case scenario, participants will be distributed in same-size teams according to their first choice. Secondary affinities can be deployed if you find the group is flexible enough to accept it. In this case, try to balance profiles and gender when assigning participants a team. Finally, consider that it can happen that choices are strongly unbalanced, in which case we suggest that you adopt ad-hoc criteria that can be discussed with participants.

B.7.A. Participant's feedback (10 minutes)	
Allow the group to share some opinions on the module. ONLY OFFLINE.	

Outcome	• Obtain a better knowledge of the satisfaction of the participants • Participants choose subtopics they prefer to work on in next sessions.
Sequence	1. The facilitator chooses a group activity for feedback (one of the suggested bellow or any other with similar results) 2. Ask participants to fill in a note with their name and the two subtopics they prefer to work on in next session. Once this activity has finished, the facilitator will distribute participants in subtopic groups for next module, trying to adapt to their preferences.

Group activities (See Annex 1)	Tools (See Annex 2)
• A round of opinions (can also be used online) • Where do you stand? • The target • The cards	––

Observations	Spare some minutes to get some global feedback from today's participants. Bring up a few questions with a positive focus, related to their experience and their expectations regarding next sessions. Avoid subjects that may be hurtful or disturbing for anyone on a personal level, such as an evaluation of group members. Remember that this activity does not substitute the evaluation instrument (questionnaire) that will be used during the process. Questions that may be more sensitive will be addressed in the latter.

B.7.B. Introduction to the Empaville Online Game (20 minutes)	
Prepare the group for the upcoming Empaville Online Game. ONLY ONLINE.	

Outcome	Basic skills to use the Empaville Online Game
Sequence	Introduction to the Empaville Online Game

Group activities (See Annex 1)	Tools (See Annex 2)
––	––

Observations	This activity substitutes B.7.A. when going online. The outcome of the B.7.A. activity will be achieved during the Empaville Game in the next module.

B.8. Next steps (5 minutes)	
Shortly share concluding ideas of this first module and remind the next steps.	
Outcome	• Organizers conclusions are shared with the group. • Participants are certain about next activities.
Sequence	1. In-country partners lay out 2 or 3 concluding ideas of today's module. 2. Walk participants through any requirements you may have for the group. 3. Briefly remind them the next events in the programme.
Group activities --	Tools --
Observations	--

THE EMPAVILLE GAME

With the Empaville Game the groups will experience a gamified approach to participation and collective deliberation. Empaville will help participants to better understand the virtues and complexities of democratic decision-making and, at the same time, get familiarised with the BiPart digital platform that will be used later on for policy drafting and voting (see Annex 3). In addition to this, the Empaville Game works as a powerful icebreaker in face-to-face workshops.

Time: 120 to 180 minutes (offline) or 90 minutes (online)

General goals
- Allow participants to experience a roll-played participatory process before starting the deliberations aimed at the policy drafting.
- Participants learn about the dynamics and tools that will be deployed in the Mix the Bubbles project.

Who is involved
- Participants (passive positive & activists)
- Partner staff (optional)
- Facilitators

Activities
See all details in **Annex 4** (Empaville Game Guide) and **Annex 5** (Cheat Sheet for Empaville Online).

INItIAL POLICY DRAFt

The last module focuses on defining and preparing the first draft of a law proposal. Participants will divide in four groups that will build upon each of the subtopics that have been prioritized in Module of Topic Diagnosis. As in the latter, the Initial Policy Draft activities will be will be assisted by experts that will coach the law-drafting process and by facilitators that will have a special commitment to keeping the different profiles integrated in collective work. In a face-to-face venue, participants are expected to be more tired at this point and facilitators need to be alert that the draft drawn in this session is solid enough to take it to the next phase on the BiPart platform.
Time: 170 to 205 minutes

General goals

- Collective drafting of the structure of each law proposal and the core issues it will address.
- With the participants, build sense of purpose and a group identity that recognizes the diversity within. Mix the Bubbles.
- Participants evaluate their experience in the MTB workshops.

Who is involved

- Participants (passive positive & activists)
- Partner staff
- Facilitators
- Coaching expert

Activities

D.1. Opening and presentation of today's agenda
D.2. How does the online drafting process work? (only offline)
D.3. Drafting an EU law proposal
D.4. Drafting groups. Initial structure of the law proposal.
D.5. Drafting groups. Common contents and responsibilities.
D.6. Sharing experience in plenary
D.7. Next steps and evaluation

THE ACtIVItIES FOR tHE INItIAL POLICY DRAFt ARE DEtAILED BELOW

	D.1. Opening and presentation of today's agenda (10 to 20 minutes) Participants are welcomed and receive brief information about earlier MTB activities and updates concerning any possible changes in the programme.
Outcome	• At this point, participants will know that this is the last workshop session and that they will be working online with the draft they will produce today. • They also receive summarized information of Mix the Bubbles and the purpose of the deliberative process, as well as practical information (activities, dates…). • The policy drafting teams are arranged.
Sequence	1. In-country partner presents MTB and today's agenda and the composition of the policy drafting teams. 2. If you are running online, invite each participant to express their expectations for this last session, using key ideas, as an ice-breaking activity. This also an option for offline groups. If the arrangement of teams brings up any controversy, this is the moment handle it. 3. Partners highlight the importance that working teams land their proposals in a specific and clear way, building a first draft that allows to continue deliberation online after this session.
Group activities --	Tools --
Observations	If this module is the last of several sessions in a face-to-face venue, some of the contents proposed may be redundant. Despite this, it's a good choice to shortly walk the group through MTB goals, activities and calendar at the beginning of each session.

	D.2. How does the online drafting process work? (15 minutes) Brief tutorial to show the group how BiPart deliberative platform works. ONLY OFFLINE.
Outcome	Participants acquire basic skills to work with the platform (see **Annex 3**).
Sequence	1. In-country partner presents the platform. 2. Short Q&A
Group activities --	Tools --
Observations	This activity is likely to work much better if participants have received tutorials some time in advance. Video tutorials are ideal. In any case, during the drafting activities (D.4. and D.5.), the break-up groups should be accessing the platform to upload contents and grow more confident using the tool. Online participants will already be familiar to the platform, with which they have practiced during the Empaville Online Game.

D.3. Drafting an EU policy proposal (15 minutes)		
The group raises questions regarding the policy template they have received before the event.			
Outcome	Participants have a clear idea of what is expected from them in the policy drafting.	
Sequence	1. Partners or experts present template for the EU policy-drafting. 2. Short Q&A	
Group activities --		Tools --
Observations	The template will have been sent in advance because there is not time enough for a specific training during this module. See template in **Annex 6**.	

D.4. Drafting groups. Initial structure of the law proposal (40 to 50 minutes)		
The group is been divided into 4 teams, one for each subtopic prioritized in the Topic Diagnosis module. Each team will work on concrete proposals assisted by a coaching expert.			
Outcome	Each team designs the basic structure of their policy proposal.	
Sequence	1. Participants are divided in teams. 2. Each team appoint a spokesperson and one or more persons in charge of handling the results on the BiPart platform. 3. Team members are given 5 minutes to write down ideas and priorities for the draft individually. 4. The individual ideas are shared with the team. A discussion assisted by the coaching expert and the facilitator brings together the overall structure of the proposal.	
Group activities --		Tools (See Annex 2) • Team workspace and deliberation tools
Observations	Specific contents are expected to arise during this activity, but will be spared to work on in D.5.	

10 minutes recess

D.5. Drafting groups. Common contents and responsibilities. (40 to 50 minutes) Each team finishes its first draft of a policy proposal, adding contents to the structure designed in D.4.	
Outcome	Each team completes the initial draft for a policy proposal.
Sequence	1. Team members continue their discussion and complete the structure built in activity **D.4.** adding specific contents. The coaching expert and the facilitator assist this task. 2. At the end of the session the team agrees with the facilitator and the expert on the terms of the next steps, once the drafting goes online.

Group activities --	Tools (See Annex 2) • Team workspace and deliberation tools
Observations	

D.6. Sharing experience in plenary (15 to 20 minutes) The 4 teams share in plenary the main aspects and ideas of their proposal.	
Outcome	• Teams share the results of their work.
Sequence	1. The spokespersons of each team have 3-4 minutes to expose their results. 2. Brief Q&A

Group activities --	Tools --
Observations	This activity is convenient for a better closure of the workshop sessions. Nevertheless, if you are short on time (e.g. the drafting teams need more time to finish), this is an activity that can be cut down to a few minutes or even cancelled. On the contrary, if you have spare time, invite the spokespersons to comment not only the outcome of the teamwork, but also which debates have arisen and how decisions have been made.

D.7. Next steps (5-10 minutes) Shortly share concluding ideas of this last activity, before the drafting moves on to the platform. This is also a good opportunity to share some overall and insightful thoughts about the performance of the four modules.	
Outcome	• Organizers conclusions are shared with the group. • Participants are certain about next activities. • The group's evaluations and perceptions on the development of the project have been collected.
Sequence	1. Participants briefly share keywords that describe their workshop experience. Alternatively you can deploy the group activity bellow. 2. In-country partners lay out 2 or 3 concluding ideas of today's module. 3. Briefly remind them the next events in the programme.

Group activities	Tools
The Target	**Polling tool** for word clouds

Observations	--

ANNEX 1
GROUP ACTIVITIES

ANNEX 1. GROUP ACTIVITIES
Please note that some group activities
are exclusively online or offline

GROUP ACTIVITIES PROPOSED FOR THE TOPIC DIAGNOSIS MODULE

B.2. Icebreaker & recognizing profiles (30 to 40 minutes) **The facilitator steps in and participants start to identify as part of a group. ONLY ONLINE.**	
Group Activities	I. Icebreaker: a round of names II. Recognizing profiles. Cross-over reasoning (true or false)
Outcome	• Encourage exchange and engagement between the people in the group • Recognize the people's different profiles and positions • Work on argumentation and positioning, individual and group, on a specific topic

Icebreaker **A round of names (10 minutes)**	
Sequence	Each participant will say their name and share a single motivation that led them to the MTB workshop. If there is lack of time, their motivations can be shared in the chat.
Advantages	This is a quick and easy introduction to the group that helps to generate an atmosphere of trust.
Disadvantages	It does not delve deeply into the interests or expectations of each participant.
Observations	• We recommend that people introduce themselves voluntarily, without imposing an order in this regard. This helps to accommodate people who need more time before speaking in public. • If we want the presentation to be more complete, we can ask each person about their expectations regarding the modules. If we choose this option, we must bear in mind that the activity can take 15 to 20 minutes.

Recognizing profiles. Cross-over reasoning: true or false (35 to 40 minutes)	
Sequence	1. The facilitator shows several statements on the digital board featuring different positions about the subject we want to work on (for example: the role of the EU in improving citizens' quality of life). 2. The facilitator explains that the premise is to make an argument defending one of these statements. They can any statement with which they agree or disagree. 3. Once a participant argues in favor of a statement, the rest of the group will have to guess whether the person is being candid or just pretending to believe in that argument. True/false can be measured with a polling tool. 4. If the group is speedy, the facilitator can organize a second round. 5. At the end there will be a reflection on the way one feels when defending an idea they do not agree with, and to what extent the rest of the group's arguments and reflections convinced or helped the participants to see other points of view. 6. An observer from the organizing staff has been categorizing the members of the group. The goal of this observation is to divide participants in 3 or 4 subgroups with mixed profiles, attending to activists, passive positives and others (see observations)
Advantages	This dynamic, in addition to working on empathizing with positions contrary to ours, is fun and helps to generate a relaxed atmosphere.
Disadvantages	It can be difficult for those people who do not have a strong opinion on the issue.
Observations	How do we categorize the members of our group? The observer must be aware of the different positions so that that the group can be divided into: • Activists: they have two to three statements in which they show that they are active in citizen participation processes and/or interested in the EU institutions and/or exhibit conviction about citizens' role in influencing public policies. • Passive Positives*: they have two or three statements in which they express disillusionment with the future of youth and do not think EU institutions are capable of solving their problems. They have never participated in activist groups or been aware of the debates taking place in the institution. • Mixed: they take positions equally, in both categories, alternating between positions of disenchantment and proactive attitudes towards change. *The label passive positives may have negative connotations. We suggest we use other labels if needed, such as skeptical or cautious. An example of statements that can be used in this activity: • I am usually informed and interested in the debates being held in the European Parliament. • I think that one of the main problems affecting EU institutions is corruption. • I believe that if I get involved (activist groups, discussion forums, participatory processes, etc.), I can influence and impact the development and promotion of EU policies. • It is neither useful nor necessary to participate in EU elections. • The EU countries are doing little or nothing so that young people can live as well as or better than their parents' generation. • I think that at least once in your life you should get involved in groups and campaigns that defend human rights (LGTBIQ, the environment, etc.). • I am willing to dedicate at least 3 hours every week to participatory forums to improve democracy. • I believe that the EU has a fundamental role in promoting freedoms, citizens' rights and improving the quality of life.

B.3. Brainstorming in smaller groups (50 minutes) Work teams will share their main interests and concerns about the topic selected.	
Group Activities	• Post-it brainstorming • Focus Group
Outcome	• Pooling the set of ideas or knowledge that each person in a group has on a topic and, collectively, reaching a synthesis. • Identifying the needs and priorities of the group on a specific topic.

Option A for brainstorming in smaller groups Post-it brainstorming (50 minutes)	
Sequence	1. The facilitator divides the large group into teams of 3 to 7 people, taking into account gender and profile. 2. Once the groups have been formed, the facilitator poses a clear question in which participants are asked to comment on subtopics that could be covered, considering the information received after the Keynote Conference. The question must be clear, open, and show the objective pursued (for example: what related aspects or issues would you like to work on, with a view to the EU policy we are to build?). 3. Each participant individually writes on cards/post-its fields or topics they are interested in. 4. The number of ideas that each participant writes can be limited by the facilitator, or may have no limit at all. 5. Each participant fills out their card, reads it to the group, and sticks it on the wall. 6. The cards featuring similar ideas will be placed together so that different blocks are formed on like subtopics or aspects. 7. At the end we will have several columns with sets of ideas showing us where most of the group's opinions lie, which will allow us to go into further depth in each aspect of the topic through the activity. 8. These blocks will be shared all together, being submitted to a vote to prioritize the four main topics that will be worked on in the draft proposal. If you do it **online** you can use any canvas or whiteboard tool.
Advantages	This dynamic helps to introduce and make minority positions visible by promoting the participation of all the members of the group.
Disadvantages	If proper follow-up and facilitation work is not carried out, there may be proposals that are not related, feasible or detailed enough.
Observations	• In this activity the facilitator's role is to lead and help the group to synthesize the set of cards in such a way that an orderly and unified vision of the various subtopics that can be worked on. • The facilitator should not decide where to place the card, but rather have the participants place them where they see fit. This spurs the group to take on an active and participatory role. • For this exercise we need pens, sheets and rolls of paper, and post-its.

Option A for brainstorming in smaller groups **Focus group (50 minutes)**	
Sequence	1. The facilitator divides the large group into teams of 3 to 7 people, taking into account gender and profile. 2. Opening: the person who is facilitating asks a question about the subject to be discussed (for example: what are the most important areas to work on with a view to the policy proposal?) 3. Discussion: collectively, the group identifies their needs. This is a process of joint deliberation in which each participant must be involved to reach a group agreement. 4. Closing: after the debate, the team will have a series of unlimited subtopics to be submitted to the plenary session. Once shared with the large group, they will vote to choose four blocks. If you go online you can use a canvas or whiteboard tool. **In online mode you will need one facilitator per smaller group** to guarantee a balanced integration of profiles.
Materials	Pens, sheets and rolls of paper, and post-its.
Advantages	This dynamic facilitates discussion and group interaction, giving people the opportunity to delve deeper into the various positions.
Disadvantages	There is a risk that those most motivated (probably activists) may dominate the debate, eclipsing those participants with a less participatory attitude.
Observations	• The facilitator must guarantee respect and order in the discussions, as well as the inclusion of participants with different profiles. • The debate is unrestricted and is not limited by any type of rule, such that the facilitator is necessary so that the voices of the most introverted participants are heard; and in order mediate in the debate between participants with opposing ideas. • For this exercise we need pens, sheets and rolls of paper, and post-its (if offline)

B.4. Group cohesion activity (10 minutes) (optional) Restore active participation in the larger group.	
Group Activities (only offline)	• We, the people, demand... • The Community • The Storm
Outcome	• Generate a tight-knit atmosphere between the members of the group.

Option A for group cohesion We, the people, demand... (10 minutes)	
Sequence	• The group is divided into teams of 3 to 7 people (it is recommended that they be different from the working groups). • The facilitator tells the following story: each team forms part of a village that, in order to survive as a community, needs to test the group next door. The only requirement for the test is that it must involve cooperating between all the members of the group. • Each team is given 5 - 10 minutes to think about the challenge they want to propose (forming a word using their bodies, the whole team telling a story, getting an object from another room, etc.). • Each group challenges the team "next door" to complete the test until everyone is done. • At the end, a small round is carried out in which each participant expresses how they felt during the cooperative game
Advantages	It helps to generate an atmosphere of group cooperation.
Disadvantages	Participants may feel "blocked" when trying to come up with a challenge for the other group, so it may take longer than expected.
Observations	—

Option B for group cohesion The community	
Sequence	1. The group forms a line with their eyes closed and, with a crayon, the facilitator places a colored dot on their foreheads, distributing the different colors proportionally (the same number of reds, greens, yellows, etc.). 2. One person will be chosen, at random, and given a color that nobody else has. 3. The whole group has different colors on their foreheads, and they proceed to group up into their respective teams/colors, trying to find out which is theirs, but without speaking. 4. When everyone is grouped up by color, we will observe both the reaction of the person without a group and that of the rest of the group towards the "excluded" person. 5. At the end the "excluded" person, as well as the rest of the group, will share their impressions.
Advantages	This activity works very well in groups where there are discrepancies or conflicts.
Disadvantages	Not everyone may feel comfortable with an activity that involves a color being placed on his or her forehead.

Observations	• When placing the colored dots to form the groups, the facilitator will make an effort to put participants with different profiles on the same teams.
	• Questions to guide the discussion:
	   a) How did you feel at the beginning?
	   b) And when you found your group?
	   c) How did the person who did not have a group feel?
	• You will need crayons

Option C for group cohesion The Storm (10 minutes)	
Sequence	• The facilitator divides the team into three large groups, which must be placed consecutively. • The first group rubs their hands very hard, letting the noise be heard for a few seconds. • The second group (while the rest continue rubbing their hands), will start snapping their fingers, and continue to do so for 4 or 5 seconds. • After this we give the signal to the third group, who will start slapping their thighs. • The exercise will be a simulation of this activity (on a small scale): https://www.youtube.com/watch?v=O6VwXI8IHHU&ab_channel=FrancoLabanowski
Advantages	This activity is quick and works very well if it is a very large group, as the sound of the storm is generated very easily.
Disadvantages	Poor coordination or instructions by the facilitator lead to poor results
Observations	—

B.7. Participant's feedback (10 minutes)	
Allow the group to share some opinions on the module. ONLY OFFLINE.	
Group Activities	• Where do you stand? • The cards
Outcome	• Gauge the group's degree of satisfaction with the module.

Option A for participants feedback	
Where do you stand? (10 minutes)	
Sequence	1. The facilitator distributes three signs around the room: I am very satisfied with the session / The session was acceptable / I was not satisfied with the session. 2. Each participant places him or herself by the sign communicating their assessment of the session. 3. The facilitator then asks each person to explain the reasons for their assessments.
Advantages	After an intense work session, the participants appreciate finishing with a quick dynamic involving movement.
Disadvantages	As it is not anonymous, some people may feel self-conscious and not be sincere in their assessments.
Observations	For this exercise you will need evaluation signs.

Option B for participants feedback	
The cards (10 minutes)	
Sequence	1. The facilitator will distribute three cards - red, yellow and green - to the participants. 2. Each person, depending on his/her opinion, will evaluate the session using a red one (I did not like it), yellow (It was acceptable) or green (I liked it) by putting it in a receptacle.
Advantages	As it is anonymous, participants may feel more comfortable evaluating the module in this way. It is useful and a very quick way to get an overview.
Disadvantages	It does not allow us to delve into the reasons for the evaluations.
Observations	For this exercise you will need colored cards.

D.7. Next steps and evaluation (10 minutes) A brief evaluation dynamic to make a general assessment of the different modules.	
Group Activities	The target
Outcome	Get the participants' evaluations and impressions of the work modules.

The target (only offline)	
Sequence	1. The facilitator places a drawing of a target on the whiteboard. 2. The participants must evaluate their degree of general satisfaction with each module by putting the letters A, B, C and D, corresponding to each module, on the target. The closer to the center, the greater their degree of satisfaction. 3. At the end, the facilitator will ask each member to explain the reasons for their evaluation.
Advantages	It is fast and very visual.
Disadvantages	The group can be very tired after an intense day of debate.

Observations	• To render the assessment more thorough, the following items can be designed for each module:
	     o The methodology of the activities was dynamic.
	     o I found the work sessions to be useful.
	     o I felt comfortable expressing my opinion.
	 • For this exercise you will need colored cards a whiteboard or a target drawing that can be stuck on the wall.

ANNEX 2
DIGITAL TOOLS

ANNEX 2. DIGITAL TOOLS

The following software options are a shortlist of tools that may be helpful for the workshop activities, when suggested in the step-by-step description of the modules. There are many other options and you probably have your favourite ones already. Which digital tools you get to use and when you choose to use them is completely optional. Please note that some digital tools are also suggested for offline workshops.

1. Team workspace and deliberation tools These platforms are based in the concept of digital whiteboards that can be used interactively by a group people. These tools allow deliberative dynamics, such as voting or prioritization. In this menu you can find whiteboards combined features of a team workspace. Ideal as a supplement or complement for face-to-face group dynamics.		
Platform	Considerations	Access and capacity
Miro	Probably the most commonly used among similar tools. This is an online collaborative whiteboard platform, a good alternative to adapt face-to-face teamwork activities. The application has templates adapted for different group dynamics like brainstorming, ice breakers, diagrams, collaborative mind maps, empathy map, timelines and many more. With this tool is also useful to share ideas and make presentations to a group. Moderators or facilitators can adapt the collaborative room/whiteboard. Participants can move elements, write and vote in real time. *NOTE. Take your time to understand the instruments and the possibilities. The interface is intuitive and all the resources will simulate a similar experience of the face-to-face meetings: sticky*	• The basic option does not allow an editor team. • Optional upgrades to extra features, video chat tool, etc.
Mural	This tool is very similar to Miro. There are just a few differences. Mural has less templates and it's a little bit less intuitive. Both platforms have same functionalities with for facilitators. In Mural there are special features not available in Miro, like the invisible mode that lets the facilitator prepare a board without the participants seeing the process. *NOTE. Try Mural if you want to explore this interface and other features; it could be more suited to your interests. Have in mind that after the free trial period you can't get back the information generated in the platform. Download it before this trial period ends.*	• There is no free-basic option but you can get 30 days free trial • Extra features when upgrading.
Stomboard	Similar to Miro and Mural, but more simple in its design. Same characteristics to make group decisions but with less customizable templates and boards.	• Free trial version
Jamboard	Designed as an educational classic whiteboard, with less features for deliberative process but with many tools than can be useful for teamwork.	• Integrated in Google Suite

2. Q&A interaction tools		
These platforms allow opening a space for dialogue with the participants and can be useful to collect evaluations and impressions about the development of the activity or the opinions of the discussed topics.		
Polling and quiz tools		
These tools are useful to collect evaluations and impressions during the activity or presentation. Save time in sessions so that people can give their opinion without interrupting the group dynamics.		
Platform	Description	Access and capacity
Mentimeter	This is presentation tool specialized for meetings. You can create quizzes, polls, word clouds and Q&A list with live results. During an activity or presentation the participants can use their smartphones to interact, answering different types of questions. The facilitator can share response in real time. *NOTE. We recommend this tool if the polls are aimed at sharing results that are also of interest to the public. If the intention is to collect information about the group for evaluation purposes, it is best to use a survey at the beginning or end of the event.*	**Mentimeter** • Free: unlimited participants/ 2 Q&A • Premium: unlimited participants & questions (low price)
AhaSlides	Similar tool, interface and solutions	**AHASlides** • Free: 7 participants / Unlimited Q&A • Premium: 50 participants & unlimited questions
Voxvote	Similar tool and solutions	**VoxVote** • Free: Unlimited participants and 10 questions • Premium: Unlimited questions and participants
Chat and rate tools		
These tools allow opening a line of dialogue with the participants and can be useful to collect different impressions and explanations of the subject matter.		
Loomio	With this tool you have more interaction with participants than the poll tools. Open a thread for a single conversation, integrate polls and multimedia documents. Participants can share their comments, vote and answer the questions and discuss other ideas.	• There is no free option, but you can get a 30 day free trial • Available upgrades
Viima	This tool is a hybrid between participant interaction tools and a teamwork space. But it is more geared towards prioritizing and collecting feedback from participants. *NOTE. This tool uses a whiteboard and it's useful to show a map of ideas and prioritizes different topics.*	• Basic: Unlimited use and one board • Upgrade for small organizations and unlimited board

| 3. Presentation tools | | |
These tools will allow you to order and illustrate key ideas that the speakers want to share.		
Platform	Description	Access and capacity
Genially	You can create presentations with interactive resources. This platform offers multiple options, you can create interactive content both to share ideas and as a space for participation. It is possible to create infographics, learning experiences, games and also storytelling. This tool goes beyond the usual presentation format. *NOTE. The features of this online tool are ideal to create interactive and immersive presentations. Unlike other simple presentation tools, this one requires more investment of time but the result can be memorable.*	• Free access for unlimited presentations, with templates and resources. • Premium to import a PPT or audio
Prezi	This tool combines the mind map boards with traditional presentation solutions. Prezi uses a non-lineal board, so you can select the order and perspective to show of your content. *NOTE. This tool needs a certain investment of time to understand it. This software is helpful if you want to prioritize the outline and structure of ideas. If you want a mind map, specific tools you can use are Mindmesiter or the team workspace tools you will find in table 1.*	• Basic free option allows you to create five visual projects. • Upgrade this tool if you need to import a PPT and transform it to Prezi format. Also you can get more online and desktop solutions.

ANNEX 3
BIPART PLATFORM MANUAL

Manual

BiPart Platform

BiPart Platform
In short

BiPart is a software platform that enables organizations and communities to **activate participatory processes** (PP) and take decisions collectively.

BiPart Platform
In short

- **in cloud**, no need to install the platform, the organizations always benefit from the latest version of the platform
- **multi tenancy**, it hosts multiple organizations that can share PPs and community members
- **responsive** to every device
- **multi language**, the platform is ready to be translated into every language
- **modular**, tailored solutions for every process

BiPart Platform

You can experience the platform from **two different perspectives**:

- **the user**, who usually operate from the front-end
- **the organiser**, who has access to both the back-end and the front-end.

BiPart enables you **assign roles to the members of the community so** that you can decide who can have access to the environments and how.

BiPart Platform
Front-end

How you can operate from the front-end as a user depends on the settings of the organisation and process and on your role inside the community

In general you can:

- **consult the processes** in all its phases, the challenges, the scenarios, the groups and all the information the organization decided to add (various information, tutorial etc…)

BiPart Platform
Front-end

- **make proposals**
- **vote** proposals
- **assess** proposals, if you were appointed as an **expert** by the organiser
- **i**nteract with the authors **by commenting** or by **showing support (follow)**
- **versioning,** keep track of all the steps that led an idea to its final version

How to access the platform

If the platform is set to **public**, you'll be able to browse it without accessing.

If it's set to **private** you either need to **REGISTER** yourself by **filling in the form on the right.**
Do you already have an account on our platform? Then simply **SIGN IN** with your **user and password**

Another possibility for the organization is to **send the credentials to its community.**

Homepage

bipart

BiPart
Attiva e partecipa con la tua community

Home   Explore   ⊕   HI, Jacopo   S
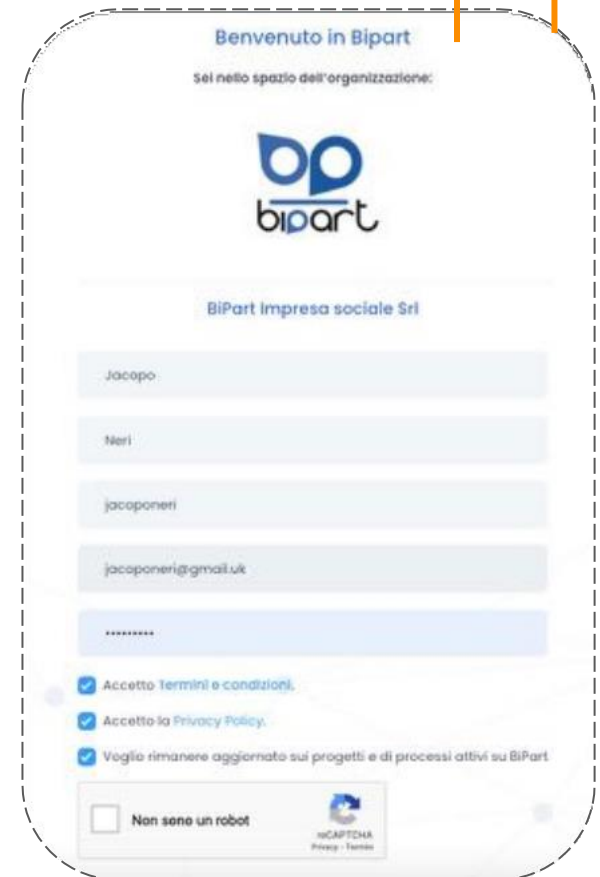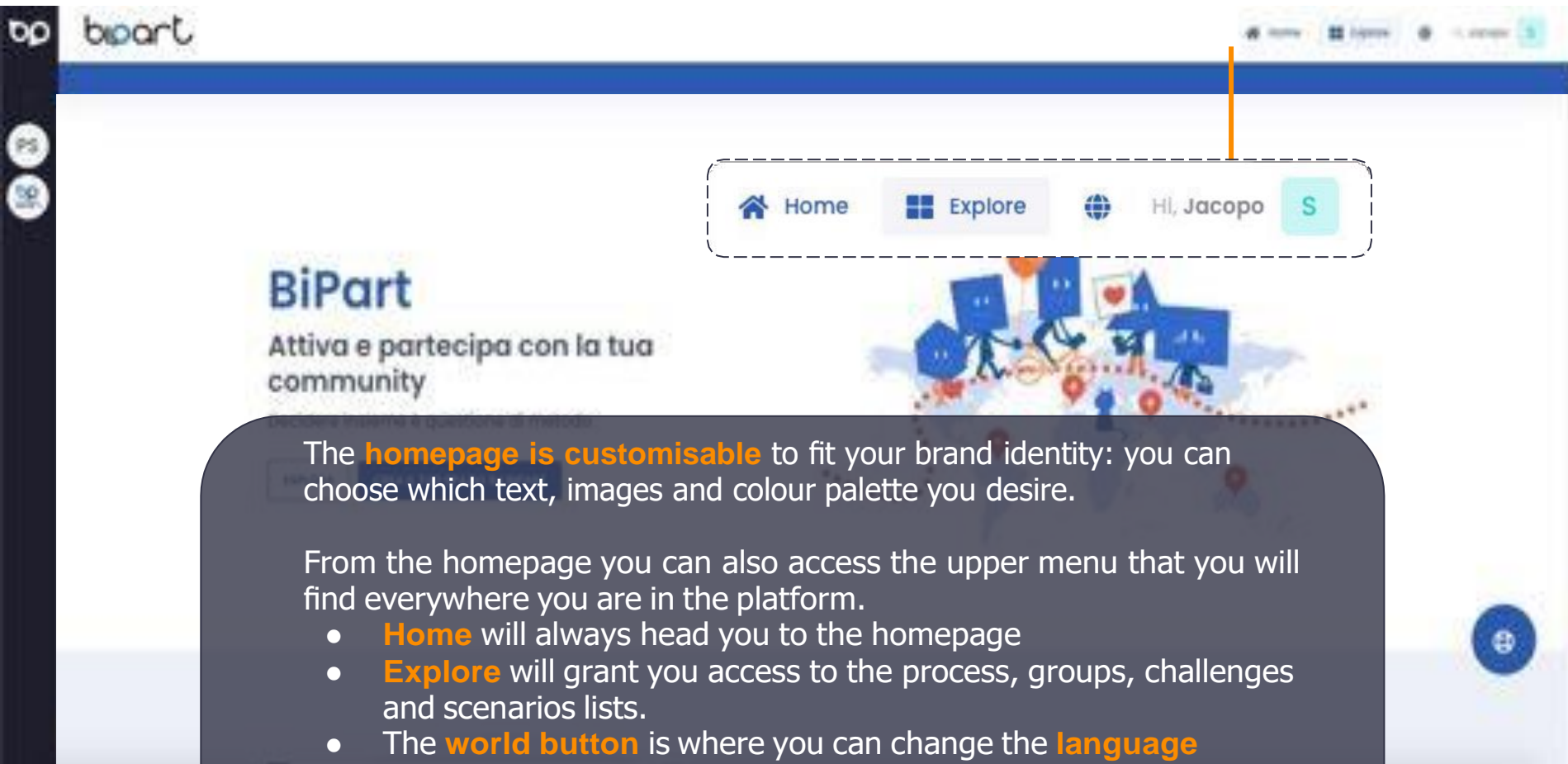
The **homepage is customisable** to fit your brand identity: you can choose which text, images and colour palette you desire.

From the homepage you can also access the upper menu that you will find everywhere you are in the platform.
- **Home** will always head you to the homepage
- **Explore** will grant you access to the process, groups, challenges and scenarios lists.
- The **world button** is where you can change the **language**
- By clicking on your **name**, you will open the console with a **summary of your account**

Personal Space
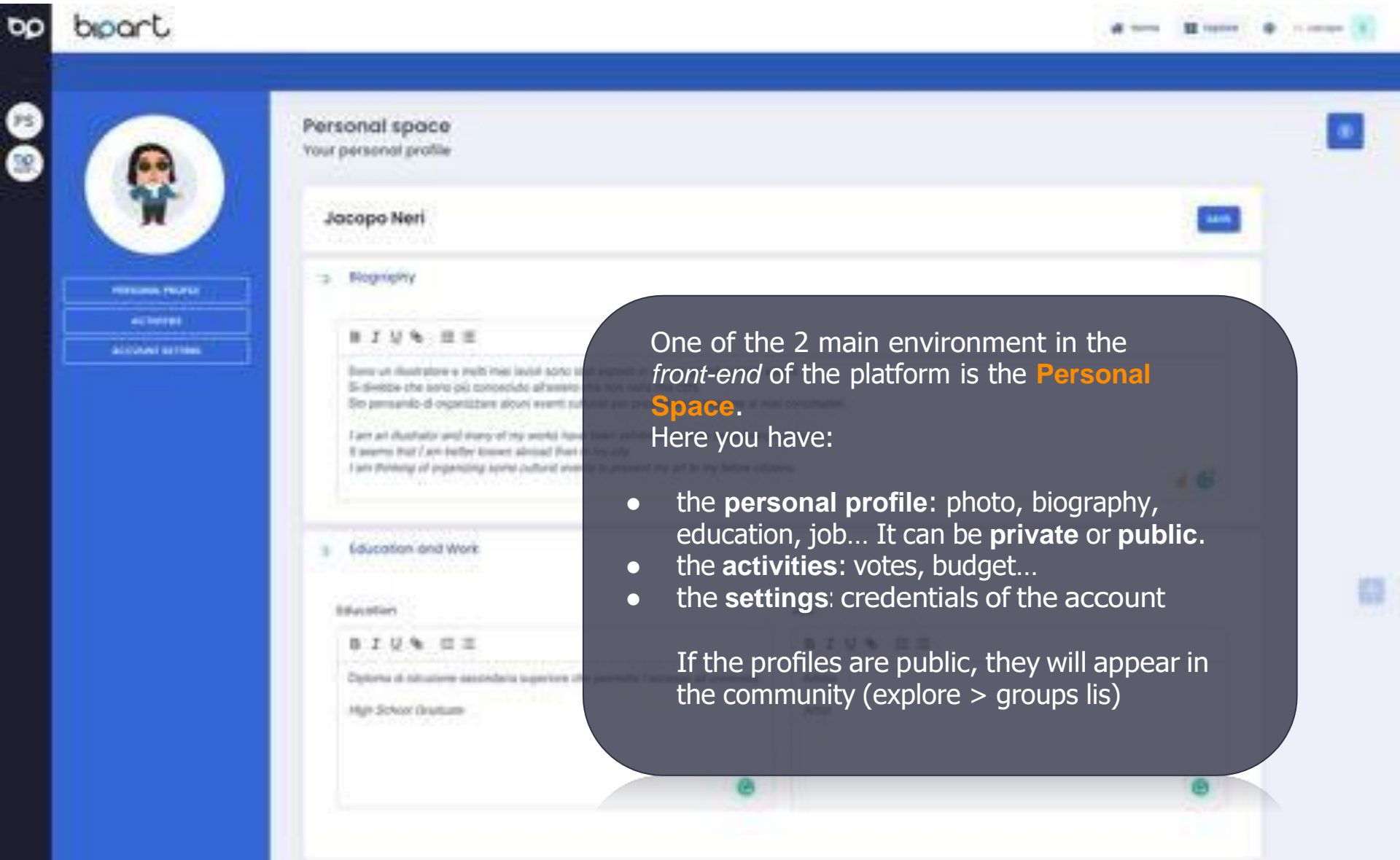
One of the 2 main environment in the *front-end* of the platform is the **Personal Space**.
Here you have:
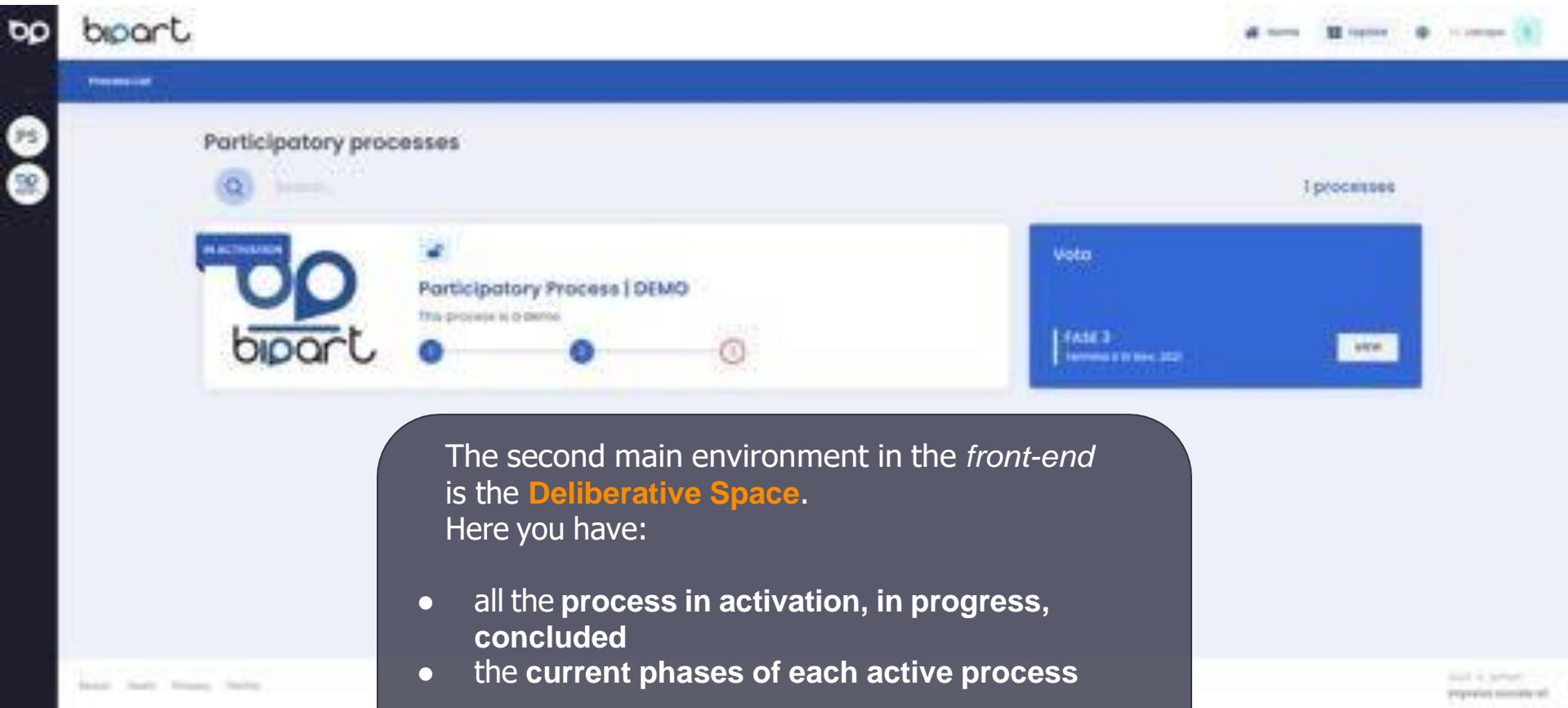
- the **personal profile**: photo, biography, education, job... It can be **private** or **public**.
- the **activities**: votes, budget...
- the **settings**: credentials of the account

If the profiles are public, they will appear in the community (explore > groups lis)

Deliberative Space

The second main environment in the *front-end* is the **Deliberative Space**.
Here you have:

- all the **process in activation, in progress, concluded**
- the **current phases of each active process**

Inside the Process
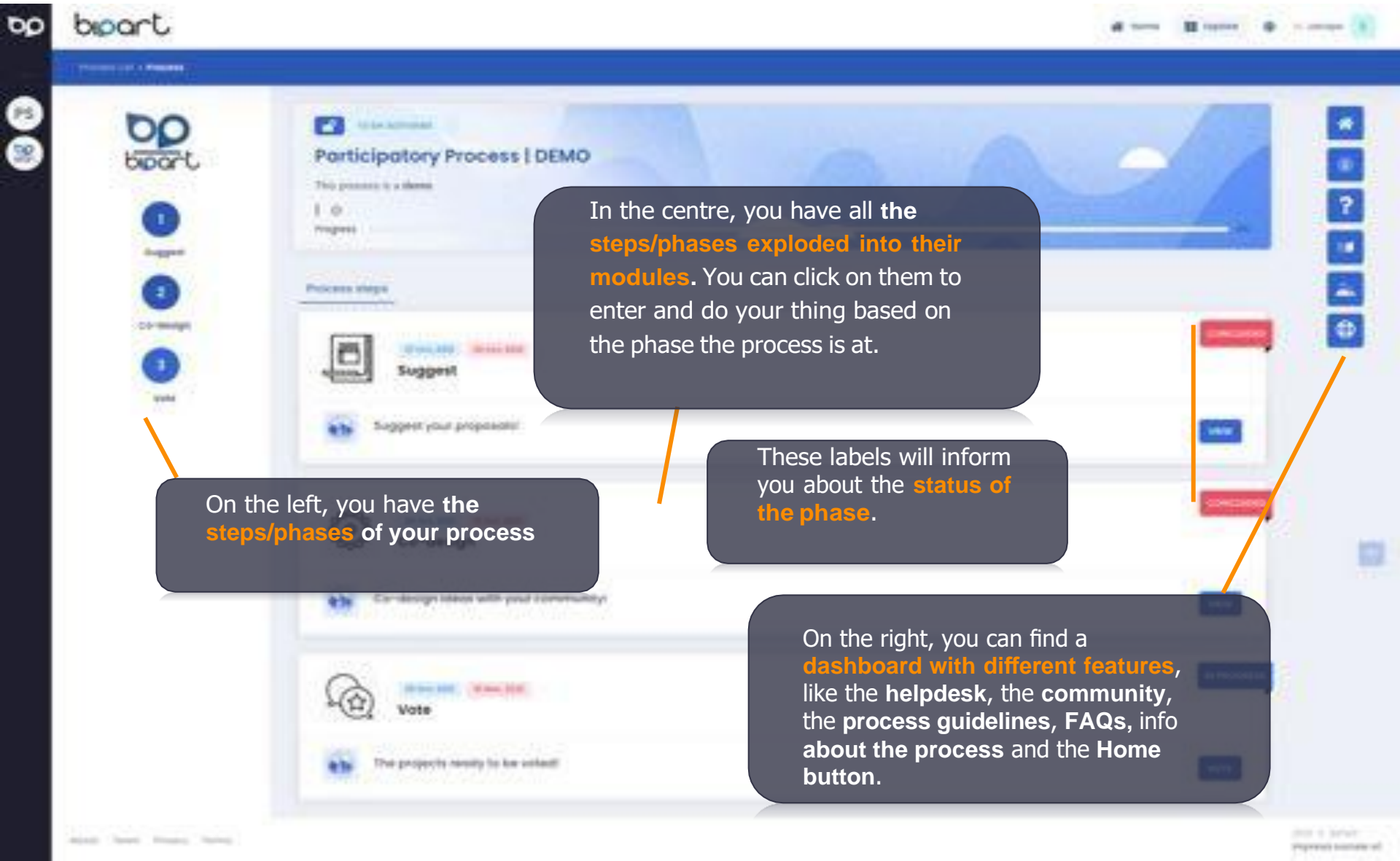
In the centre, you have all **the steps/phases exploded into their modules**. You can click on them to enter and do your thing based on the phase the process is at.

These labels will inform you about the **status of the phase**.

On the left, you have **the steps/phases of your process**

On the right, you can find a **dashboard with different features**, like the **helpdesk**, the **community**, the **process guidelines**, **FAQs**, info **about the process** and the **Home button**.

Inside the Phase

If the creation of proposal is open, you can **add your idea by clicking on** "**CREATE YOUR PROPOSAL**"

On the left, you still have **the steps/phases of your process**

In the centre, you can **consult all the ideas that were proposed.** Click on one of them to know more about it.

Possibility to link a **webinar** and the **jamboard**

Inside the Idea

These tabs allows you to get more information about the proposals: eventual **attachments**, **assessments**, **comments**, the **challenges**, the **map** of the context...

Learn more about the proposal by reading the author's **description.**

Here you can see the **date of creation**, its **author(s),** the **status of the idea**, the estimated **budget** and the numbers of **votes, followers** and **budget collected** (once the phase is closed)

How to engage and show support

To **show your support** to an idea during the initial phase of the process, you can **click on the heart**: the author will know that you are following them and their vision.

You can also **leave a comment** by accessing the comment tab.

How to vote
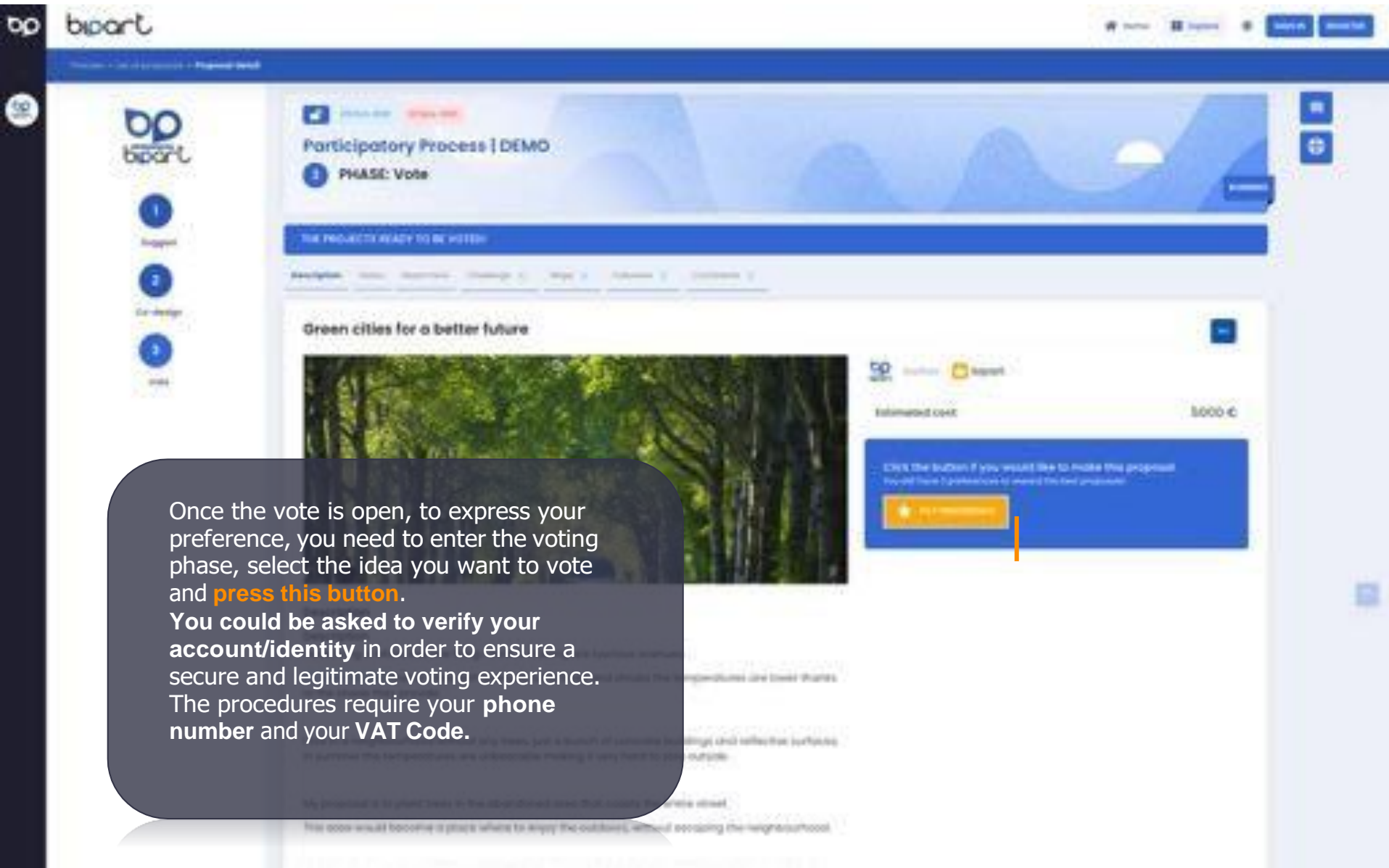
Once the vote is open, to express your preference, you need to enter the voting phase, select the idea you want to vote and **press this button**.
You could be asked to verify your account/identity in order to ensure a secure and legitimate voting experience. The procedures require your **phone number** and your **VAT Code.**

How to vote

Do you already have an account on our platform? Then simply **SIGN IN** with your **user and password** and follow the instructions.

If it's your first time on the platform, **REGISTER** yourself by filling in the form.

Do you only want to vote? **Enter your phone number**, receive the OTP Code via sms, add it and then add you VAT Code.

Every option requires your phone number in order to get sent the OTP Code via sms and then add the VAT Code.
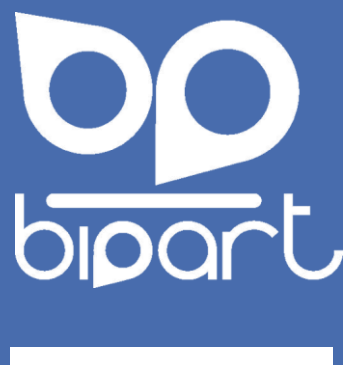
Stefano Stortone | ste.stortone@bipart.it / +39 392 519 1363

ANNEX 4
EMPAVILLE GAME GUIDE

Game Manual
Empaville Role Playing

Empaville
The Participation Game

Multiplayer (10 - 80 players)
1 deck of cards (100 cards)
1 map divided into neighborhoods

Age: + 18

Duration: 120-180 minutes

Empaville - Links

- **In-game host / coordinator presentation** (available to the hosts during the first moment of the game)

- **Empaville Online cheat sheet**

- **Empaville Platform FRONT END**

- **Empaville Platform BACK END**

- **Personas database with credentials**
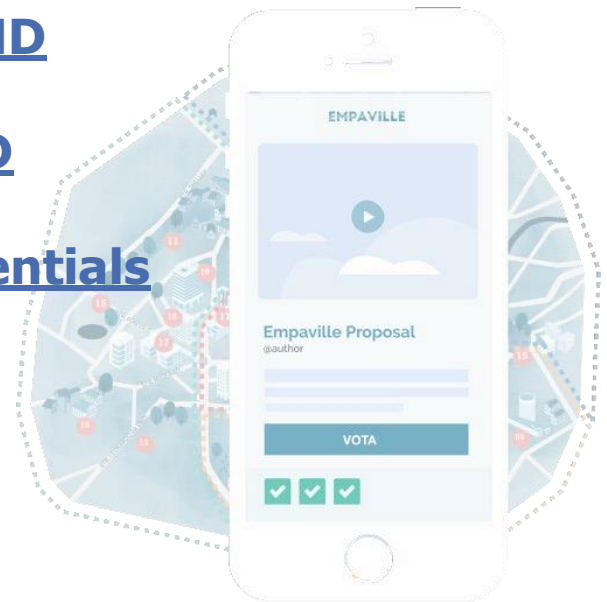
It's a great way to...

Promote active citizenship
People can experience in-person deliberative processes and democratic decision making to encourage collaboration amongst participants.

Build ideas
The game gives the opportunity to use and familiarise with digital tools apt for co-designing ideas and improve the communication with institutions.

Enable personal growth
Put ourselves in someone's else shoes, with different needs, break the barriers of the game to enter the realm of other realities and lives to empathise with.
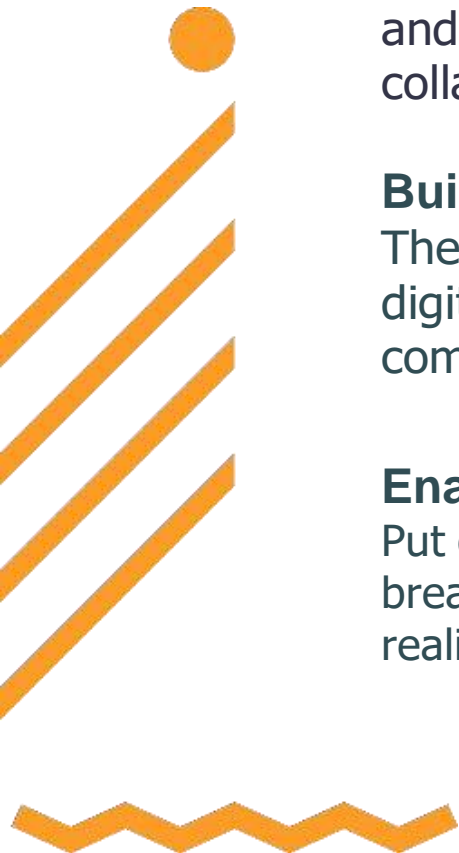
Gameplay Elements

1

80 persona cards
Each card is a character built to be part of the **community** and involved in the process. They all have a personal story, interests, skills and goals they want to achieve to improve the city.

2

5 challenge cards
Each card is a challenge that help participants to come up with ideas by **focusing on certain topics**.

3

1 illustrated map
The map of Empaville is divided into **4 neighbourhoods** and every each one of them features services, issues and needs.

How it works

STEP 0 - Introducing the game's elements, rules and activities

STEP 1 - Starting the game session

STEP 2 - Get to know your fellow citizens

STEP 3 - Focus on the challenge(s) for Empaville's development

STEP 4 - Co-design ideas for the city

STEP 5 - Introduce your ideas and vote

STEP 6 - Follow-up and debriefing

Step 0 - Introducing the game's elements, rules and activities

The facilitator/host welcomes everybody and explains the participants the game, the activities and how the workshop will be conducted.

These are the **essential steps and elements** to include during the introduction:

- **How to read and use the different elements of the game**

- **The timing for every step and expected outputs** (you can use a PPT to introduce all these elements).

- **The facilitator/host should be ready to play a role as well after choosing a Persona** with the role of an Expert (better if part of the Public Administration)

Persona Cards: how to read them

Each card is a persona, **a character who lives and works in the city of Empaville.**

The front is visible to everyone!

Every persona is characterized by **personal aspirations and motivations** that push them to take part to the meetings of the PB.

The back must be kept hidden to the other participants!

Biography

He was born from Hawaiian parents. He never felt close to his roots, but after a trip to know part of his family he got so proud of his origins he wants to pursue them. He follows an Hawaiian language course on YouTube and vloggers who talk about local traditions that his parents never taught him.

Behaviour

Proactive. They easily take the initiative and during meetings they tend to take the role of coordinator. They struggle not imposing their thoughts on others and to not convince everyone about their point of view. Competitive, seeks confirmation from others.

♀♂ M   📅 16 y/o

🗄 N/D

🎓 Middle School Graduate

💼 Student

User: kaim.kani | Pass: 5y9u46

Every persona / card has their own **USER** and **PASSWORD** **to access the BiPart platform.**

📖 Biography

(text illegible)

👓 Behaviour

(text illegible)

⚥ M   📅 16 y/o

🗄 N/D

🎓 Middle School Graduate

💼 Student

User: kaimakani | **Pass:**

Get to know your character, what they like or dislike to do, what are their aspirations and dreams, what they think about a certain topic, if they have goals...

This is the way they behave and react inside the community, They can be collaborative, but also disruptive and aggressive.

This section gives you an idea of their level of education, what they do for a living (they might also be retired or unoccupied) and their annual income.

The back of the Persona Card

Challenge Cards: how to read them

In the front you can see the **illustration and the title** that introduces the challenge.

Every Challenge Card introduces **issues regarding that specific topic** and **pose questions to help focusing** on the matter and how to tackle it.
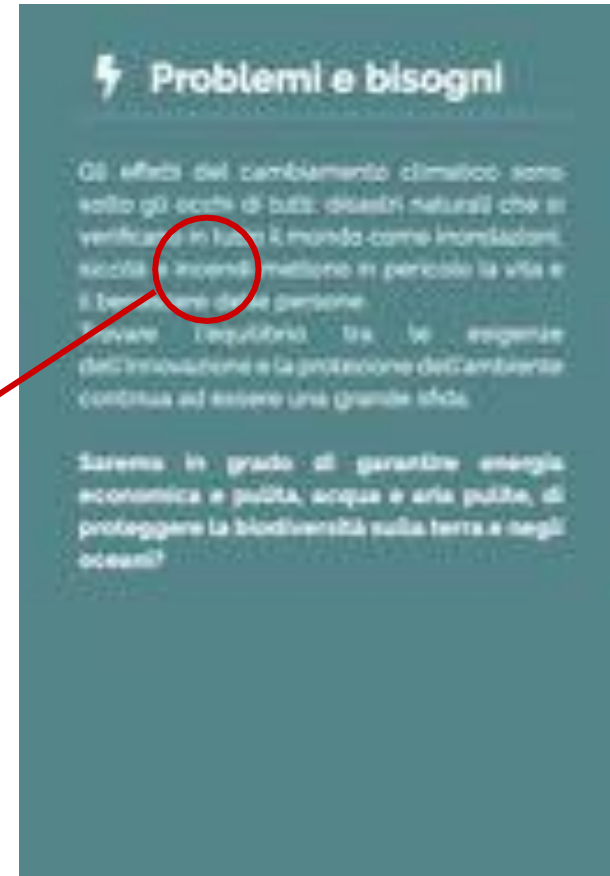
Problemi e bisogni

CRISI CLIMATICA E AMBIENTE

The Map: how to read it

The map is divided into **4 neighbourhoods**: Old Town/ Centre, Outskirts, Residential Area and Industrial Area.

Every area is marked with a different color and has various **places** and **services**

In the back of the map there are **the descriptions of each neighbourhood** with some data to give each character the context of where they live and work/study.

FACILITATION TIPS

Always be clear about what people will do in the next 2 days ("*why are we here? How long are we going to work together and what can we expect from this activity?*")

- **Choose a Persona with the role of an Expert** working within the Public Administration (embrace it)
- Remember that **you are representing the PA**
- **Be sure that everyone's voice is heard**
- Guide the members of each group (without influencing them) to:
  - **embrace the characters** and their peculiarities (remember, it is a role play)
  - **communicate effectively**
  - **meet a common goal** (according to the challenge)
  - **respect the timing**

The game officially starts!

The facilitator/host, by playing the Expert from the PA - **welcomes everybody and explain the participants the process - PLENARY**

Here follows an example of script

"Welcome everybody, I see people from every neighborhood here today!
It's such a pleasure to be here with you with the desire to take care of our city.
We have such good things, but let's be real, there are also many things to improve.
The Municipality needs your help to identify the citizens' priorities in order to design new policies for the future of the city. We will provide you with the technological support: a digital platform thought for this process and for you to use!
We are all here to share our needs and issues, using our resources and skills: let's project together!"
Let me introduce you the process...
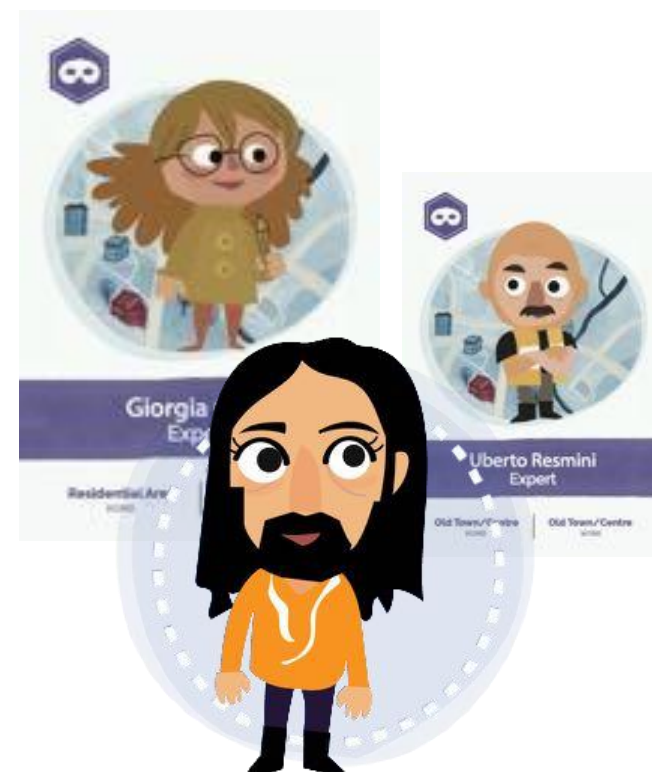
The goal

"*…From now on, you have to work with your fellow citizens to come up with **max 2 ideas** (proposals) aimed at improving Empaville's quality of life.*

I suggest you to start from the Challenge Cards: focus on Empaville's weaknesses and issues, on what you want for the community and find an answer! Propose it to the other citizens and make it sure is a good one"

The phases

1. *Brainstorm on the challenges* **- GROUP WORK**

2. *Come up with solutions and make them into proposals* - **GROUP WORK**

3. *Upload the proposals on the platform* **- GROUP WORK**

4. *Present the proposals* - **PLENARY**

5. *Vote* - **INDIVIDUAL**

6. *Wrap up the process* - **PLENARY**
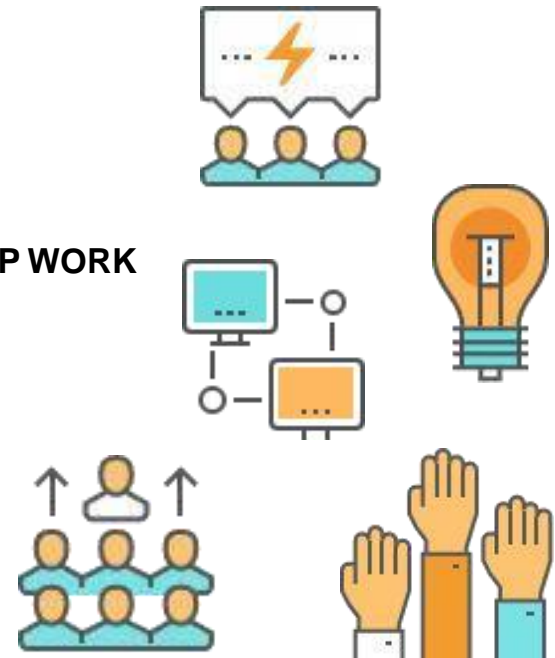
Step 2 - Get to know each other

The participants are invited to **sit at the tables** and **introduce themselves** (max. 5-7 per table).

Once they are familiar with their character, invite them to **introduce themselves and get to know who will work with them.**

| Marzia Antonioni | Claudia Serra | Giacomo Salano | Kai Makani |
| Citizen | Citizen | Citizen | Citizen |

Step 3 - Focus on the challenge(s)

🕐 | 20 mins.

Each group of citizens is invited to **focus on the challenges of the city**.
The kit has 1 set of challenges with 5 cards.

The facilitator can decide to:

- **have a card per table**, so that every group can focus on different challenges/topics
- **share it on the screen**
- **have the kit available for everyone to consult** (ex.: going to the Town Hall to consult some documents)
- **print other copies of the challenges** to have 5 cards per table.

If you have more than one **order them according to a sense of urgency or a priority**. They have to reach the goal by collaborating together.

🟧 **Use the Challenge Cards and the Challenge Board**
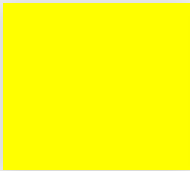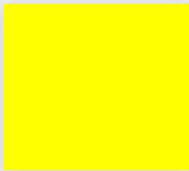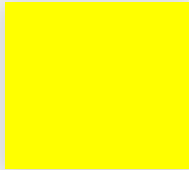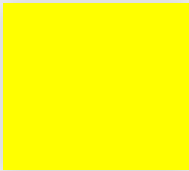
The Challenge Board

Use this tool only if you are working on more than one challenge and if you have enough time to include this moment.
In this case, enter the **name of the table / team** and write down the **list of participants** at the table (name and surname).
Select the Challenge Cards in priority order and **keep track of all the comments and thoughts** by writing them down on the sticky notes.

Table/Team

Popolazione

Si prevede che nei prossimi anni, per la prima volta nella storia dell'umanità, nei paesi più sviluppati il numero di individui di età uguale o superiore a 65 anni supererà quello dei bambini al di sotto dei 5 anni

2   3   4   5   6

List of participants

Step 4 - Co-design ideas

| 40 mins.

In the next 40 minutes, the groups have to **transform the issues they have discussed into structured ideas** by keeping in mind:

- The **context** (one neighborhood or the entire city)
- The **issue your proposal is addressing** (be specific)
- The **operational steps to solve the issue** (describe the idea)
- The feasibility of the idea (is it actually feasible or just an abstract desire?)

During this step, **each group needs to choose a spokesperson** to:

- **upload the idea** on the platform
- **present the idea** during the presentation step.

Use the map of the city and the Project Board

The proposal

Every group can have no more than 2 proposals.

At the end of this phase, all the proposals must be **submitted and uploaded to the BiPart Platform.**

To help them come up with a structured idea, they can use this as a template.

Step 5 - Introduce your ideas and final vote

After uploading the ideas, each group will have the time to **introduce to everyone their proposal**. They have to be convincing in order to gain people's vote (max 3 mins. per group)
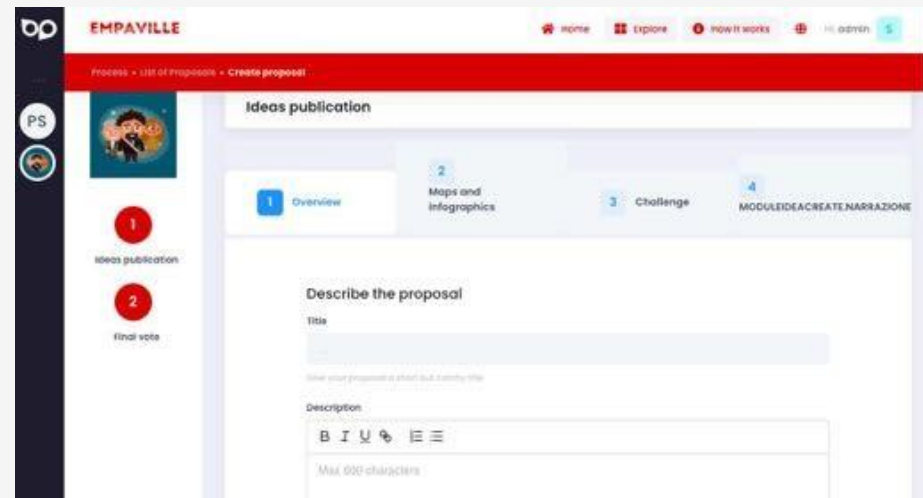
It's time to vote: keep in mind that it is possible to express **unlimited preferences (approval voting).**

After the voting session is closed, the **host introduces the ranking and celebrate the winner.**

Step 6 - Follow up and debriefing

It's time to go back to everyone's usual self.
The facilitator and host takes some time ask the participants about the experience:

- How was the activity
- What they got from the experience
- What they liked the most
- What they disliked the most
- If they have suggestions on how to improve the experience

Empaville
The Participation Game

Online version

How it works?

STEP 1 - Introducing the game

STEP 2 - Let the participants explore Empaville

STEP 3 - Participants upload their ideas

STEP 4 - Plenary and voting

WHAT IS EMPAVILLE ONLINE?

Empaville can be conducted online in a lighter version that imply a lack of group work, but that still helps participants to familiarise with the platform and with the policy proposal process.

Find here the cheat sheet to conduct Empaville online

It's a way to...

Make people acquainted with the BiPart Platform
Participants can experience and use the platform first hand before the Policy Drafting modules.

Brainstorming on the subtopics
Participants can brainstorm on the subtopics emerged during the Topic Diagnosis module in a gamified environment.

Build ideas
Even if the participants won't have the opportunity to meet in person, they can still plan and think of proposal by putting themselves in the shoes of their character and engage with others.

Step 1 - Introducing the game

1

The facilitator/host briefly explain how the online Empaville works, the basic use of the platform and **alert the participants to check their emails for the invitation to the game.**

Don't forget all the **essential elements** in your invitation email:
- The **Persona Card** (front and back and make sure they can read the content)
- The **dates** (proposal uploading deadline, plenary...)
- The **link to the platform**
- **Other info** you think might be useful

2

Since it's mainly a solo activity, **motivate them into thinking and acting as their characters and to enjoy the process!**

Benvenuti ad
EMPAVILLE
Il gioco
della partecipazione

Hello Johnny,
Are you ready to play?

Thank you for participating and for getting involved.
Aren't you curious to know which character you'll play?
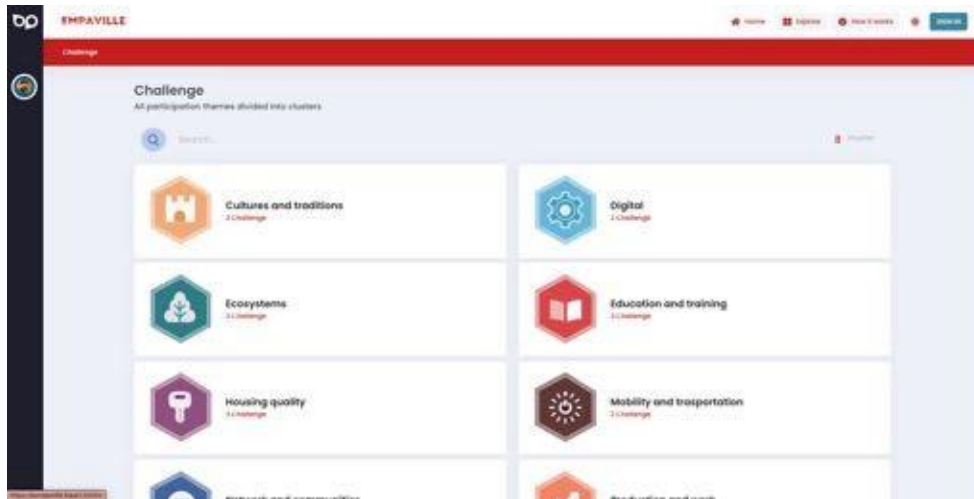
< HERE YOU ARE >

Example of an invitation email

Subtopics uploading

During the Topic Diagnosis module, participants will come up with 4 subtopics per workshop.
The subtopics can be uploaded on the platform in the form of Challenges.

Make sure that the subtopics are uploaded right after the Topic Diagnosis: once the participants receive their Persona Cards, they can access the platform and they should be able to consult the challenges.
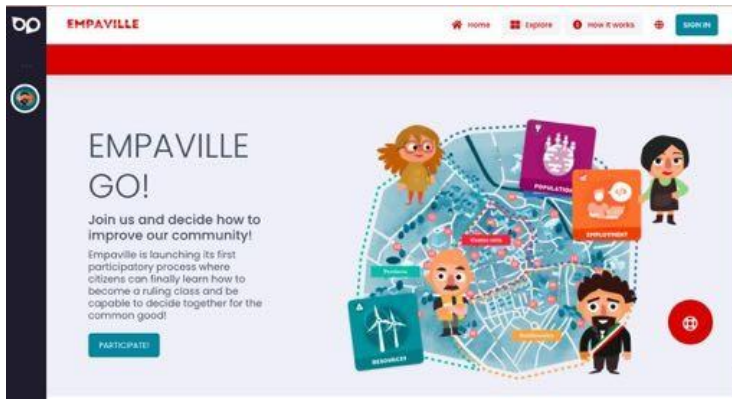
REMEMBER!
The platform uses different terms
You won't find the terms Topics or Subtopics, but Clusters and Challenges

Step 2 - Exploring Empaville

Be aware, during this step some participants might need support!

This moment is for the participants to **explore solo** the platform, **getting into their characters** and **start thinking about their proposals**.

The lack of in person interaction might lower the motivation.

Think of ways to **make them feel involved** and **encourage them to engage with each other**, **comment** others' ideas. **share** their experience…

The facilitator/host can also participate incognito by using a Persona to interact or even "troll" in a funny and always respectful way.

It should be made clear that this moment it's for them to **experience a policy proposal process in a gamified way**, to get to know the platform they will use during the next phases. **It's for them to experiment, brainstorm and connect: there should be no pressure to make things perfect.**

Step 3 - Uploading the ideas

Be aware, during this step some people might need support!

Within the period of time provided, participants will have to upload their ideas with their character in mind: don't worry about proposals that might sound "aggressive", it is part of the game. Still, **keep an eye out for offensive language and harmful content.**

Step 4 - Plenary and voting

A final plenary on Google Meet or Zoom could make the whole process more "participatory".

1 At the end of the week in which participants focus and upload the proposals, it can be organized an online event for them to virtually meet each other and present their ideas.
Remember them to be *in character* and act like their Persona.

2 After presenting the ideas, **the voting should be open**: give them some time to vote and then publish the results.
Share your screen and show them the results after publishing them.

3 Lastly, let's gather everyone in the meeting to proceed with the **discussion about the results**, **congratulate the winners** and wrap up the event.

The facilitator/host is free to conduct this event how they prefer, this is just a suggestion to wrap up Empaville Online with **at least one meeting with all the participants,** even if it's virtual (the duration of this event depends on the activities you want to include: it can go from 30 mins. to 1:30 h.)
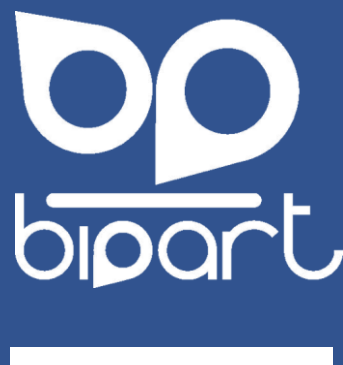
BIPART

Stefano Stortone | ste.stortone@bipart.it / +39 392 519 1363

BIPART.IT

EMPAVILLE.BIPART.IT

ANNEX 5
CHEAT SHEET FOR EMPAVILLE ONLINE

EMPAVILLE ONLINE
Steps and actions

1. **Sending the invitation mail**
2. **Uploading the subtopics (challenge) on the platform**
3. **Presenting the game**
4. **Supporting the participants**
5. **Sending the invitation / reminder mail for the plenary**
6. **Set the platform for the voting session**
7. **Conduct the plenary**

IMPORTANT: bear in mind that we will be here to give you support. We kindly ask to use our support mail: **support@bipart.it** or the **#insta-support Slack channel for urgent support during the sessions**

---

1. Sending the invitation mail

Empaville conducted online loses its main feature: group work, people won't be able to sit at tables and work with each other.
The least we can do to make them feel involved is to **keep the gamification aspect**.

The same day or the day following the game presentation (you can even choose to send it in advance, what works better for you) at the end of the Topic Diagnosis module, **send an email invitation to the session** with the Persona Cards.

If you send this in advance, invite them to look for the presentation at the end of the Topic Diagnosis module (tease them!).

Do not forget to put all the essentials in the mail:
- The **Persona Cards**
- A **brief introduction to Empaville**
- The instruction to play (if not in the platform)
- The **link to the dedicated Empaville session in the platform**: empaville.bipart.it
- Eventual **link to Meet, Zoom** for the plenary and the final vote

- Eventual communication channel for technical support (an email, a discord server, a Telegram chat...)
- **Dates**
- **AOB**

## 2. Uploading the subtopics (challenge) on the platform

During the Topic Diagnosis module, participants will choose the subtopics.
You will need to **upload them after the end of the module** and before sending the email (or ask us to do it if you are having troubles), in order to make them available to the participants for the game.
Ask your admin to do it from the BackEnd of the platform.
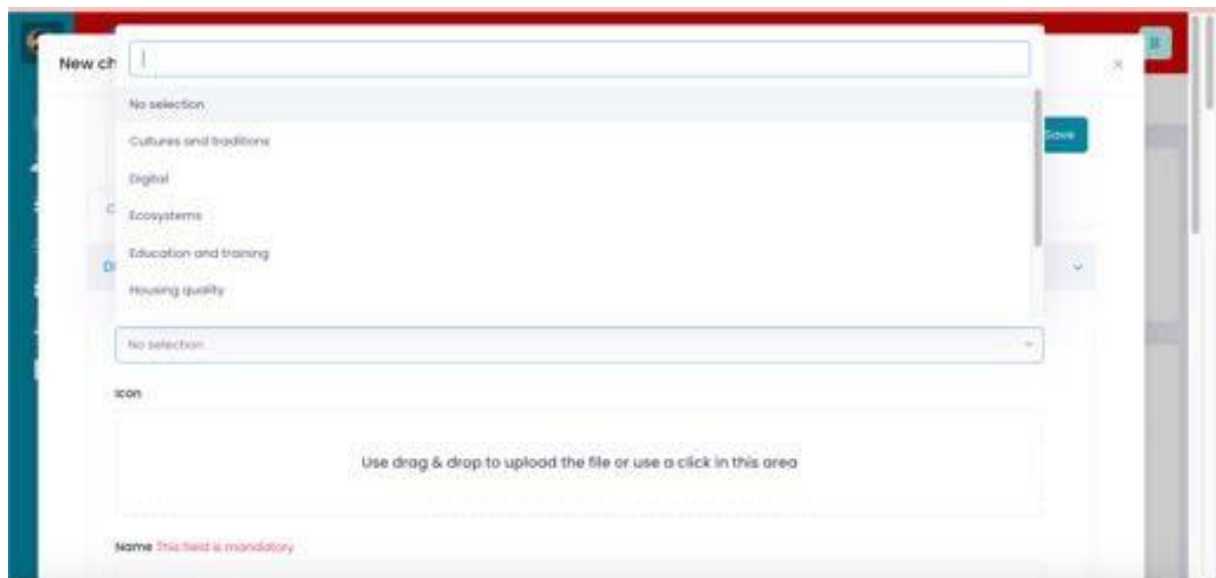During the module gather all the info (titles and descriptions).
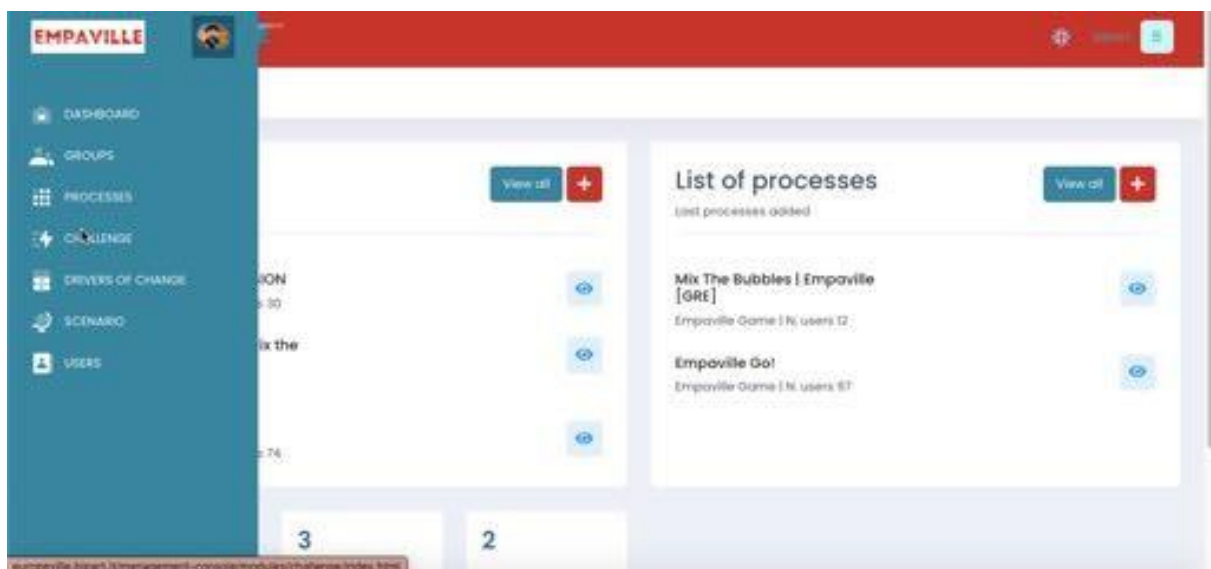
Click on > **CHALLENGE** from the backend of empaville.bipart.it
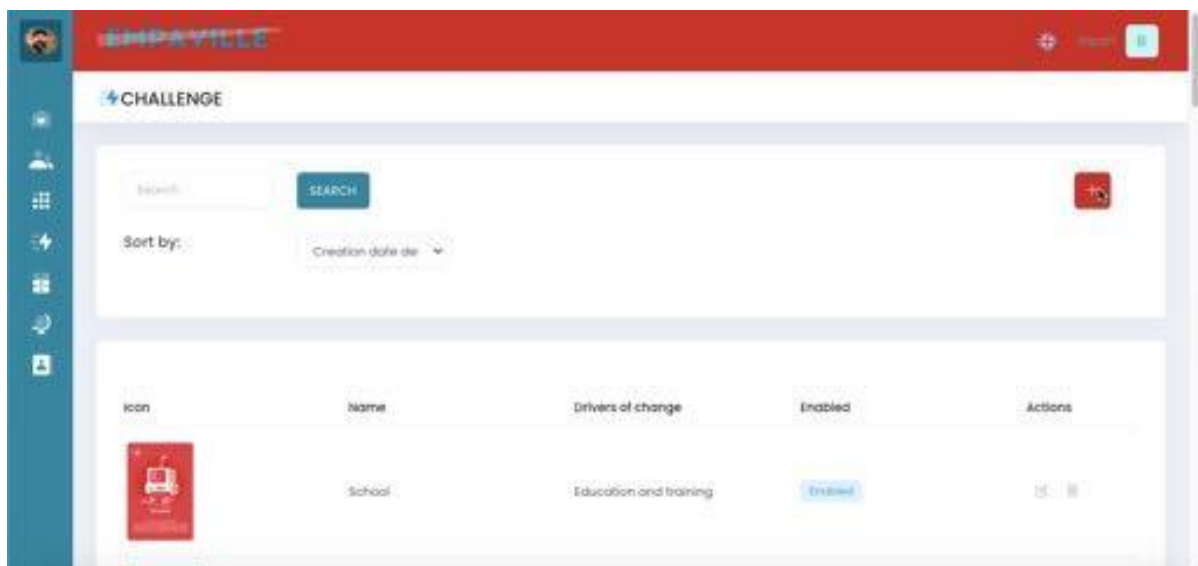
Click on > **RED SQUARE PLUS BUTTON** on the right to add a new challenge (subtopic)

First thing you need to do is to **link the subtopic to a Driver of Change that we already uploaded and correspond to the topics of the project** (climate change, digital transformation, refugee crisis and migration, EU, employment, health).

Example: if you have a subtopic "Sustainable Cities" regarding the climate change, you will have to select the Driver of Change "Climate Change" and then, in the name field add Sustainable Cities. The subtopic (Challenge) will be linked to the topic (Driver of Change).

The mandatory fields:
- **selecting the Driver of Change** to link your subtopic to its macrocluster
- the **Name of the subtopic**
- **selecting the Organization** (when you on the field select **Empaville Bipart.it**)

3. Presenting the game

As per the methodological manual, **Empaville online is presented at the end of the Topic Diagnosis module** (half an hour).
If you already briefly introduced the game into the invitation email, this moment should be more focused on how to start using the platform.

You can have a presentation like this one (feel free to copy/paste it and translate the elements you need).

We suggest focusing on:

- how to **access the platform** by presenting the Persona Card in all its elements including the **user and password** and ask them if they already tried accessing/if they had any issue
- where they can find the **process**, the **challenges** (topics and subtopics), the **map (Explore Menu)**
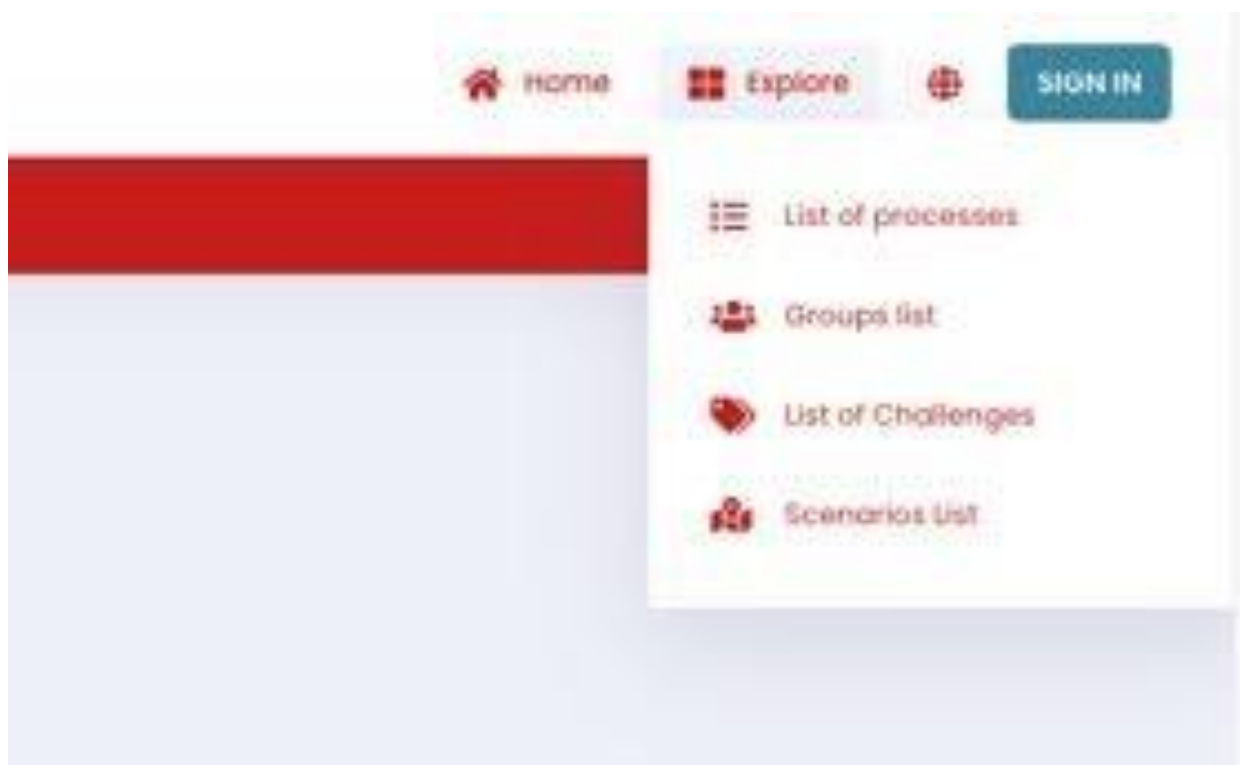
- **how to upload a proposal** (the process must public, the phase open and the module for uploading the proposal open) by mimicking their persona
- how to **interact with the other participants' proposals (comments & likes): this is very important, because only the proposals with more**

interactions (you can choose likes or comments, up to you) will get to the final voting or you risk having ca. 30 proposals during the plenary.
- **inviting them to participate in the plenary** at the end of the game
- **Q&A**: take into account some time for them to ask questions.

4. Supporting the participants

Not everyone will be ready to go and browse the platform without assistance.
The time you would've spent conducting the session offline, could be the time you dedicate to give the participants support with the platform.
If you have any issues, we'll be here to help you.

5. Sending the invitation / reminder mail for the plenary

If you decided to have a moment at the end of the online game (we suggest you to find at least an hour to do it to gather everyone together and make this process less sterile), **remember to send them a reminder** with all the instructions (date, link to the Meet, Zoom, dress code…)

6. Set the platform for the voting session

If you feel confident in all the steps that you need to open the vote (importing the results to the voting phase > opening the vote and making it public), please do.
If you feel burdened by the task, we will support you, but please let us know in advance when you need it.

7. Conduct the plenary

Make it funny, meaning that you should be the one to **boost up the mood**, choose a character yourself and put up an act if you can.
Online meetings can be very sterile, especially among strangers: encourage them to act like their persona, ask them questions, and be involved.

The plenary is the moment where the **participants have the chance to interact face-by-face and live, to simulate a public debate on the proposals and to vote** to select the winning proposals uploaded during the week.
Explain how to vote and leave them some time to browse and express their preferences (always take into account time for people to ask questions / to understand how to manage this moment on the platform).

ANNEX 6
TEMPLATE FOR POLICY DRAFTING

POLICY PROPOSAL TEMPLATE

Title
(*max 100 characters space included*)

```
max 100 characters
```

Abstract

The abstract is the most important component of the proposal. This section needs to include all the main elements of your proposal: shortly state the problem, the target affected and your idea to tackle it; explain how (methodology and tools) you intend to implement your solution and the expected outcomes.

(*max 1000 characters space included*)

```
max 1000 characters
```

What is the problem?
This section aims to describe the problem. Here you want to include the description of the issue that you are addressing and why it matters, what is the need for your proposal, and why is what you propose necessary. Include the presentation of who is the target group affected by the problem and if this issue has been addressed already in the past though other policies (so what is the state of the art of the normative related to the issue).

(*max 2000 characters space included*)

```
max 1500 characters
```

How do we address the problem?
This section presents the concrete actions and methodology that need to be taken to achieve a change. The questions you aim to answer are: why did you choose to address the issue in the manner that you have? What are the specific activities involved? Who will do them? And when (or by when)?

(*max 2000 characters space included*)

```
max 1500 characters
```

Expected results
In this section you should describe what is the change and the specific outcomes you expect to achieve. You shall specify what specifically will change compared to now, who will benefit from this proposal and how.
(*max 15000 characters space included*)

max 1000 characters

ANNEX 7
SELECTED TOPICS & VENUES

COUTRY	CITY	POPULATION	POPUL. RANGE	TOPIC
Greece	Ioannina	103,101	25	Enviroment
	Irakleio	48,132	44	Health
	Lesbos	114,880	–	Refugee crisis / migration
	Thessaloniki	315,196	2	Employment
	Trikala	81,355	28	Digital transformation
Italy	Bari	324,198	9	Boosting employment and tackling unemployment
	Milan	1,396,522	2	Digital transformation
	Novara	23,442	44	European democracy and EU in the World
	Trieste	204,234	15	Health
	Turin	886,837	4	Climate change and the enviroment
Poland	Białystok	296,958	10	Health
	Gdańsk	582,205	6	Digital transformation
	Ostrołęka/Olesnica	51,656	–	Climate change and the enviroment
	Rzeszów	60,075	73	Community of values (rule of law, human rights)
	Starachowice	47,638	89	Labour market and economic transformation