P–CUBE – Policy Handbook

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P•CUBE
Playing • Public • Policy

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ALDA (France)

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La Science pour la Democratie (Belgium)
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About the P-CUBE Policy Handbook

The P-CUBE Policy Handbook represents a final outcome created in the framework of the 3-year project, co-funded by the Erasmus+ programme. P-CUBE - Playing, Public, Policy foresees the realisation and the dissemination Europe-wide of a practical handbook addressed to local authorities and civil society organisations, aiming to favour the replicability of the method developed by P-CUBE at the community level.

Aiming at contributing to the spread of the knowledge on European Union (EU) issues and on civic engagement at the EU level, this policy handbook is in English and produced online with a user-friendly design and navigation. It is conceived as a live book, including an overview of the project and its game with a detailed focus on the game missions, of its community of interest, and of the P-CUBE relevance for the project partners and the participants involved in its activities. Also, it shares tips and inputs on how to successfully communicate relevant initiatives and projects, based on the P-CUBE experience.

The Policy Handbook is built on the users' experience, namely on the combination of the project partners' experience and of the analysis of the participants' feedback on their participation in the project activities and in the game pilot sessions. The ultimate goal is thus to promote the P-CUBE results and achievements, stressing the impact of its game and providing guidance on how to develop, build and communicate initiatives related to digital education, gaming and public policy in the European contexts, where the relevant P-CUBE experience could be replicated.

This Handbook has been designed and developed by **Association Européenne pour la Démocratie Locale** (France)., with the contribution of all project partners: **Fondazione Politecnico di Milano** (Italy), **Politecnico di Milano** (Italy), **Technische Universiteit Delft** (Netherlands), **Universitat Autonoma de Barcelona** (Spain), **Université du Luxembourg** (Luxembourg), **La Science pour la Democratie** (Belgium).
The P-CUBE consortium also worked on and published the Literature Review, Technical Handbook, and the Exploitation handbook, after the completion of the project, as well as its translation into other languages for further accessibility and for further use of the game, providing technical instructions and guidance to game facilitators and users. Finally, devoted Teachers Instructions are available for P-CUBE game facilitators, upon request to the project consortium.

The P-CUBE project

The project aims to help people learn how decisions are taken in the public sphere by covering the individual elements of the policy-making process and the strategies put forward by promoters, innovators and policy entrepreneurs. Special emphasis is placed on non-incremental policy change.

Throughout its 3-year duration, P-CUBE built an educational strategy game (the Policy Game) designed to teach different groups of people the theory and practice of public policy making.

While the game is primarily addressed to higher education students, it can also be useful to decision-makers, urban planners, Non-Governmental Organisations, Civil Society Organisations, social workers and scientists, who are the main target group of addresses of this Policy Handbook.

The prototype of the game has been developed during the project implementation and presented to different audiences within various settings in Italy - coordinator's country - and internationally in the other European targeted areas. The game has been modified to incorporate their comments and suggestions.

The P-CUBE Game is the main result of the three-year collaboration among the P-CUBE project partners, combining the academic and non-academic experience of :

- Fondazione Politecnico di Milano, Italy - Coordinator
- Politecnico di Milano, Italy
- Technische Universiteit Delft, Netherlands
- Universitat Autònoma de Barcelona, Spain
- Université du Luxembourg, Luxembourg
- La Science pour la Democratie, Belgium
- Association des Agences de la Démocratie Locale, France
- Università degli Studi di Teramo, Italy
- Università degli Studi di Padova (Italy)
  Political Science, Law and International Studies
- Istituto per la Ricerca Sociale, Italy

The game

The core output of the project is an online, open-data Policy Game.

The game covers policy decisions in four settings/areas, which represent the project's four "content" outputs:
1. Urban innovation
2. Social innovation and inclusion
3. Science and public policy
4. EU decision making

The game comprises 30 missions across the 4 different game sets. Its aim is to confront the players with real-life situations to be dealt with through strategic thinking; a mission is considered accomplished when the desired outcome is reached, namely a successful change in policy.

The game also:
1. Enables students and experts to learn about decision making in the public sphere in a vivid, interactive, and responsive environment.
2. Teaches the theory of policy decisions in an engaging way.

3. Can be potentially expanded because it is modular, and new cases and policy fields can be added.

Additionally, the game is a great way to explore teamwork and learn about how to handle everyday situations. It allows for a high level of interaction among participants and between participants and facilitators. The game constitutes therefore an occasion, for players and mentors, to share different opinions and experiences thus fostering debates on public policy matters in an educational context.

Once the game begins, players are asked to make choices during the decision-making process; the answers will be subsequently evaluated with feedback on their right or wrong nature. It is important to note that the game can be played both in an online and offline environment. The original intention was to only have an online game, but after feedback from partners and participants a paper version was designed for the social innovation missions. Further in the document there is an example of both versions.

This Handbook offers a short overview of the four thematic areas of the game, the core missions and main objectives and contents, aiming at providing a preliminary introduction on the game's structure and on its key dimensions to be further explored online.

Urban innovation

Urban Innovation regards relevant transformations in cities/urban areas related to: urban regeneration (new buildings, new recreation areas/parks), new infrastructure (underground lines, bridges, cycling paths, new train stations), cultural institutions or districts, redevelopment of industrial areas, new social services, Public Private Partnerships etc.

This module uses complex or problematic situations that are connected with: i. the involvement of different actors (i.e. politicians, experts, social and economic actors) from different levels (i.e. local, regional, national and international); ii. a difficult problem to solve, due the technical/social characteristics of the problem itself, the conflicts that it raises or the potential disinterest by relevant actors; iii. Increasing difficulty rising according to the player's progression in the game

The module includes all the useful data required in order to understand the reasons why and the ways how innovators manage (or not) to bring about the desired policy change. For instance, the game shows how the most important part in the policy-making arena is played by the relevant actors involved (opposers, allies, etc...) and the strategies they choose to adopt to reach the desired outcome. The quantitative and qualitative characteristics of the problem to manage, the initial contents of the project and its transformation, the contextual factors relevant for the analysis of the case (economic condition, cultural/ideological elements, political factors, etc.) often play a secondary role compared to the two elements described above. Therefore, the narrative created by the game ends with the interpretations of the case, i.e. the identification of the strategy(ies) that made the final decision possible (resources manipulation, manipulation of the content of the decision, manipulation of the network, manipulation of the interaction patterns.

The main outputs of this module are:

- the presentation and description of each case;
- the cards of the different actors involved in each case, with the needed information: about the amount of resources available for the initiative; projects/initiatives supported or, otherwise, opposed with the resources that they can add or, in the case of negative position, should be subtracted;
- the alternative courses of action that the promoter of the innovation might employ with the different consequences associated to each of them (change in the content of the decision, changes in the distribution of resources, changes in the initial actor set, changes in the ways the actors interact);

The innovative aspect of these missions resides in the specific role of urban policies in explaining the governance setting of our democracies and their pluralistic characteristics. In particular, they offer many cases and many contexts to study innovations and policy change, vs the orientation to incrementalism or inertia. Considering that metropolitan and urban areas are the main context of contemporary human life, urban policies are one of the main sectors of policy analysis.

The Urban Innovation game-set tries to address the following question: "Is it possible, at the urban scale, to design decision making processes who can overcome the obstacles arising from the introduction of innovative solutions for collective problems? How?" Being the question a recurring one in the context of academic courses dealing with the matter, this module could be incorporated into both academic (Master Degree in Urban Planning and Policy Design or Political Science), MBA courses in Urban Planning, City Management, Public Management and training courses. allowing them to play the role of innovators searching to overcome barriers by using different decisional strategies.

The module is divided into 15 missions in which the player has to analyse each scenario, choose the best strategies and make the correct decisions. At the end of each mission the student can have the explanation of why some strategies are more appropriate than others.

Mission 1: Building a Mosque

The Muslim Community wants to build a large Mosque in the city. They have already found a suitable area in a semi central location and raised the necessary money, but they still need to get a building permit from the city government. This mission aims to clarify how, in conflictual issues, the policy entrepreneur (in this case the Islamic Association) must manage the decisional process: the normal procedure in which an actor approaches the relevant public authority asking for a discretional, but potentially contentious, decision is unlikely to work. Political actors are worried about potential loss of consensus, mostly when their status as majority cannot be taken for granted. The case shows also how the actors must have a goal, and must be willing to spend their resources and the presence of different roles of the actors: opposers and allies.

Other missions in this module are: European Capital of Culture, Waste disposal plant, The highway to the airport, New life for the ring road, Build an accessible city, Reuse industrial archeology, Mosque, One stop shop for cultural events, Urban Nature Reserve, Managing the Refugee Center, The 3rd Metro Line, Governing Metropolitan Transport, Build an accessible city, The Euroville Music Park and, Hangar 95 Art Center.

Social innovation and inclusion

Social innovation refers here to innovation in social relations through initiatives and policy processes aiming at addressing structural problems of social exclusion and inequality. The missions explore how different actors participate and delineate crucial aspects of social policies, such as the policy response to social crisis, failures in addressing human rights protection from a multilevel approach, accountability reforms, challenges involved in the use of artificial intelligence in the provision of social services, and in the regulation of the market.

The innovative aspect of this module resides in the importance of social inclusion policies and the governance settings for the decision making process of our democracies where diverse characteristics interact potentially leading to incremental results. It provides a set of different scenarios of the decision making process in the field of social inclusion where triggers and barriers of different contexts are going to be highlighted and analysed. Moreover, social inclusion policies have become essential in the current European context of increasing inequalities, migrant flows and difficulties to reach a minimum quality of life for the most vulnerable groups. In this context, understanding the policy making process where actors, their role, their interests and goals, and the resources available interact becomes key. Those complex settings are not always easy to understand and the game format provides an innovative learning environment for advanced students of social policies and practitioners (both public servants and NGOs) involved in fighting social exclusion.

This section can have an impact on both academic (Msc/MA on Public Management, Public Policy, Social Change and Social Inclusion, Sociology; Masters on Public Administration, Sociology and Political Science, Phd programme on Politics and Policies; postgraduate on social education) and training courses for public sector managers as well as NGOs professionals.

For this area we can give two examples of the game, one of which can be also found in the offline, paper version. .

Online mission 1: Service provision in crisis times: the case of school meals for vulnerable children

During the COVID-19 pandemic the central government approved a local support grant in order to expand the food program Schools could then provide free meals to all children between the ages of four and seven years, as well as to schoolchildren who meet the benefits-related to free school meals eligibility criteria (disadvantaged and looked after children). However, after the school year had already begun, the prime minister declared that the free meal program would not be extended to the following (autumn) school holidays. A public figure (policy entrepreneur), together with other key actors, will need to choose a strategy to pressure the national government into changing its policy.

Offline mission 2: **Artificial intelligence and automated decision-making in welfare policies**

The use of artificial intelligence and big data for automated decision-making in welfare policies is on the rise. On the one hand, there are arguments in favour of the application of artificial intelligence as a way to improve the effectiveness and efficiency of governmental action in contexts. On the other hand, the implementation of these technologies raises concerns about various key areas, such as the infringement of citizens' privacy rights, and potential problems of bias and discrimination towards specific individuals and groups. In order to tackle welfare fraud, since 2003, some public bodies in Country Y have started exchanging data through a program called "system risk indication" (SyRI). SyRI is based on an algorithm designed to detect social welfare fraud. . As a result, over 20,000 families in the low-income and immigrant neighbourhoods selected have been accused by the tax authorities of social welfare fraud. These families have been ordered to return the welfare grants they have received for childcare. The policy entrepreneur in this case is a female migrant background lawyer who lives in one of the affected neighbourhoods. She has begun to look into testimonies from families who have been affected and sees that the families were not told why the authorities removed their childcare benefit. The key actors will need to choose a strategy to pressure the national government into changing its policy.

Other missions in this module are: Externalisation of borders for people seeking international protection, Labour rights regulation and the digital platform-based economy and, Quality performance in care policies

Science and public policy

Robust scientific evidence is a fundamental element of sound policy making. How does science inform decision-making processes? What hinders the mechanisms of evidence-informed policy? How can the obstacles be overcome? The strategic policy entrepreneur of this module operates by reformulating the problem, mapping and changing the coalition of stakeholders, addressing or changing the correct arena for decisions, and using or not using mass mobilisation and politicisation of scientific issues. The strategies blend scientific communication with human rights issues, showing how scientific evidence can also bring about an improvement of human rights when applied correctly to public decisions in domains like assisted death. The set thus considers a variety of strategies, including civil disobedience for science, thus bringing innovation to the classic range of "science communication" and "science impact" strategies. Another important pedagogical dimension is to make the participants aware of the ambiguities and unforeseen contingencies one encounters when advocating for science – policy controversies arising from the consequences of tobacco regulation are used pedagogically to make this particular point.

The innovation of this module resides in showing the different paths to bringing evidence and science to bear on public policy decisions, in turn explaining how democratic governance and science can find ways to strengthen each other. In particular, this module offers a range of cases and context to study the mechanisms of change and the role of actors in becoming pivots in discursive and political coalitions for change. Another innovative element is the consideration of civil disobedience as technique and nonviolence as political resource and

value. There is a formidable literature on knowledge utilisation that has not come to fruition to individuals and organisations fighting for the right to science and evidence-based policy. This module bridges the gap between academic work and practical implications for engagement and real-world impact.

Mission: Psychedelics

Since the right to science is also the right of citizens to benefit from the results of scientific research, the policy entrepreneur has the mission to gradually lead the political system to recognize the benefits of these substances and use them for treatment. But, there is more: since evidence shows the limitations and negative effects of the war on drugs, the entrepreneur is also active in coalitions that push for the de-criminalization and regulation of psychedelics, beyond the narrow therapeutic usage in certain circumstances. The mission is threefold: to allow research; to recognize the benefits for treatment of certain diseases; and to decriminalise the use of these substances within an appropriate regulatory framework.

Other missions in this module are: Right to science EU agency, Assisted dying (euthanasia), Facial recognition, Tobacco regulation.

EU decision making

This Module examines five missions of European Union Decision making. EU Decision making refers here to the process by which EU institutions adopt new policy instruments or amend existing ones. The missions show how decisions can be adopted or blocked by different actors i.e., EU institutions, EU member states, subnational governments, citizens, businesses, associations or others. The module aims to provide a set of different scenarios of decision making-process for policy fields that are relevant to the EU institutions. It can also be part of courses on public policies, public administration/management, and EU law for both national and international graduate and postgraduate students in political science and public administration as well as in law. Since the cases cover crucial decision-making processes, it is also of interest for practitioners (i.e., public managers) at different organisational levels.

The innovative aspect of this module consists in the specific role of European Policy making in explaining the governance setting of our democracies. European Policy making has become one of the main sectors of policy analysis due to the particularly complex set of EU institutions, bodies, offices and agencies and their interaction with member states' authorities. Academic courses in European policy making and law in general delivered through both traditional lectures and legal case analysis; teaching policy analysis and decision-making processes entails the comprehension of complex settings that are not simple to construct in class, even with the use of role-playing exercises.

Mission 3: Limiting data transfer to tax havens

Mission 3 is constructed on the basis of the famous Schrems court cases. In the Mission, the policy entrepreneur seeks to convince the Commission to amend the Adequacy decision regarding the US system of data protection, which is the basis for exchanges of data between businesses and private persons residing in the EU and US. The player will be asked to choose

between two strategies to go further in the game. The mission will teach the players about the "Adequacy decisions" from the Commission and the ways citizens can trigger policy changes at the EU level by going to court.

Other missions in this module are: Bus passengers' rights, Right to vote in local referendum, Special status for small islands, Animals in cages.

Learning objectives

The last screens of each mission report a summary view of the learning objectives, in order to explicitly inform students and other participants on the aims of the missions and on the expectations on their learning experience. This instruction section will report a summary of the issues worth highlighting in the plenary debriefing; a more in-depth instruction charter can be found in the Teachers' instructions document:

- − Details about how the story unfolds in this specific mission and why. Since these parts are only read by students and not "played", their importance can easily be missed.

- − Example: the Urban case "The Highway to the Airport" entails the involvement of the formerly inactive President of the Region, who takes the initiative of starting an unofficial mediation. Since students in the mission play by choosing the invitees to the mediation they might miss the political implications of the president's involvement. The case serves as an example of how issues that are considered priority can scale up and be managed by the central political system.

- − Analyses of why actors behave in a certain way: why they take specific roles, change their behaviour from one step to the other, or use a certain amount of resources that reflect a specific intensity of preferences. These behaviours are based on hypotheses that are not necessarily clear to the reader and may be subject to multiple—even opposing—interpretations by a different scholar using the game.

- - Example: the social inclusion case "School meals for vulnerable children: service provision in times of crisis". In this mission, the majority right-wing party is fundamentally opposed to the left-wing proposition of providing school meals for children during school closure periods. However, as the proposition becomes a petition initiative from a notorious public figure that gains cross-cutting support from social and political actors, the right-wing party decides to support the signatures collection campaign. It is therefore important to guide the players to reflect on the reasons for the right-wing party's change of heart, namely the transversal support received for the petition, beyond the traditional social sectors linked to the left-wing party.

- - Details about the strategies used in the mission: why a specific strategy is successful or why a plausible strategy is not working in this case, etc.

- - Example: in the "Assisted Dying mission" in the Science and Policy game set, there are 3 possible strategies to follow, each one concerning a different arena before which the issue for the legalisation of Euthanasia is raised. There is only a successful strategy leading to a change in the relevant legislation. It becomes therefore important to

reflect on the reasons why some policy arenas allow for a change in certain legislations and others do not.

- Examples or references to actual cases (especially those that inspired the mission) to provide more empirical grounding to the discussion and add details to how things have been modelled in the game.
- Example: Mission 3 of the EU decision making Game set, "Limiting data transfers to tax havens" is modelled after the famous Scherms cases of the Court of Justice of the European Union. Just like in the mission, by bringing suits relating to data transfers before the CJEU, Mr. Schrems pushed the Commission to amend the Adequacy decision regarding the US system of data protection, which is the basis for exchanges of data between businesses and private persons residing in the EU and US.

Relevance and impact

The relevance of the game is most apparent with regards to two different categories of recipients:

- Higher education students enrolled in various degree programs: the game is, in fact, a versatile educational tool covering different aspects within the public policy realm. For instance, besides students attending more classical policy oriented programs such as Political Science and Public policy, the game covers an extended range of topics, suitable to be discussed with a diverse range of audiences. As an example, the Urban Innovation game set touches upon ever-relevant scenarios for Bachelor's and Master's degrees and courses dealing with Urban Planning and City management. Moreover, the game's Science and Policy section has the potential to be used in Healthcare, Medical courses and hard sciences ones in general. Ultimately, as the EU decision making set demonstrates, international studies and law students can find in the game useful insights and examples on matters that are an integral part of their field of studies.

- The professional world of NGOs, CSOs and decision-makers.
  For instance, the game can provide a good way to have alternative team building sessions. In addition, it is a way to improve their knowledge on the P-CUBE topics and share the insights they already have, thus sparking stimulating conversations and debates in some of the more relevant venues for the public policy field. Finally, the community of interest can provide them with good practices to be shared and replicated, with relevant contacts and stakeholders, and with the invitation to the members' events.

With regards to its impact, the consortium of the P-Cube project expects the game to foster public engagement in the long term by making and keeping civil society interested in the public policy topic presented. The game can also contribute to dispelling misconceptions about how innovations in public policies are introduced through the presentation of the processes with an

immersive and realistic model. The game will also help players to become more familiar with the complexities of public policy making and show that it is possible to overcome the obstacles that prevent current governance systems from tackling collective problems. By engaging the public with an interactive tool, P-cube aims at expanding its public's abilities to translate its teachings into lessons that are applicable to the reality they live in.

The group work activity the game entails was also remarked to be one of its strongest points by those who tested the game. For instance, the team work allows for the reproduction of the reality-like instances of debates springing out of public policy matters. Moreover, it was noticed that even if the players had a poor knowledge of the topic, they could be guided through the right answer and acquire some understanding of the topic while playing the game.

Ultimately, P-Cube's relevance lies within its nature of a game being deeply-rooted in reality. Its constant and diverse references to real-life occurrences in the field of public policy make the game all the more exciting for those who seek to learn about actors, strategies and procedures of public policy-making in a fun and unconventional manner.

Partners: their experiences

In the framework of the great collaboration promoted by the Erasmus+ programme among universities and NGOs, the P-CUBE partnership experience was really fruitful and enriching. The game was an opportunity for them to share some moments together with their colleagues while acquiring some relevant knowledge. For the whole consortium, the P-CUBE educational digital game is an important tool to be used with university students as well as by the NGOs and CSOs as a dynamic and interactive way to engage young people in important issues regarding decision making processes and EU policies.

Pilot sessions – participants' feedback

In order to ensure the success of a digital game, it is necessary to ask participants for feedback to find out what their opinions are and what changes could be made to improve its enjoyability. Since the participants are those who make sense of the project and make it work, it is important to take their opinion into consideration and develop the game accordingly, with the ultimate goal of adapting and improving the game performance based on the user experience and feedback. Therefore, several pilot sessions have been conducted during the P-CUBE project implementation. After every session, participants were asked to fill out devoted evaluation questionnaires, aimed at assessing their game experience. The following paragraph provides a short overview of the feedback results.

The pilot sessions were planned to be conducted in dual mode (online and in presence) from November 2020 to June 2023. They targeted university students, NGOs, CSOs and Research Institutions.

Overall, two different kinds of feedback were gathered during the different sessions. The first one brings together 340 students, whereas the other is made up of 17 other stakeholders consisting of CSOs, NGOs, Universities, Research Institutes and Government institutions.

Their feedback was positive, mentioning that what they appreciated the most in the game was the group work; the stimulating case studies; the reflection on the position of each actor; the controversial element of the gameplay that actors may conflict with each other as it is in reality; the possibility of online dissemination of the game.
The educational potential of the game was also highlighted as it guides participants to acquire knowledge on the specific public policy issues it presents. Moreover, the tester organisations expressed appreciation for the versatility of the game; for instance, it was stated that the game can become a useful education tool for a variety of contexts: in face-to-face activities and workshops with young people or with Erasmus+ projects' participants, to increase their knowledge on Eu Policies. It could also be used with project managers to improve their knowledge about public policy making.
Nonetheless, the players brought up that what they enjoyed the least were the long readings and the overload of details, and IT issues, which have been consequently solved with new versions of the game. Also, they pointed out a lack of flexibility in reviewing and choosing the actors in supporting, opposing and neutral sides in the stakeholders' engagement section of the game.

During the testing phase, participants also shared some suggestions for the improvement of the game. AS a common remark, they proposed to make the content more visual by adding some statistics, infographics, videos or links in order to create a more interactive game. It was also recommended to open for the possibility to play the game on different browsers and smaller screens in order to increase its accessibility.

The main outcomes of the surveys are summarised in the tables hereafter, the results were collected by adding up the "strongly agree" answers with the "agree" ones:

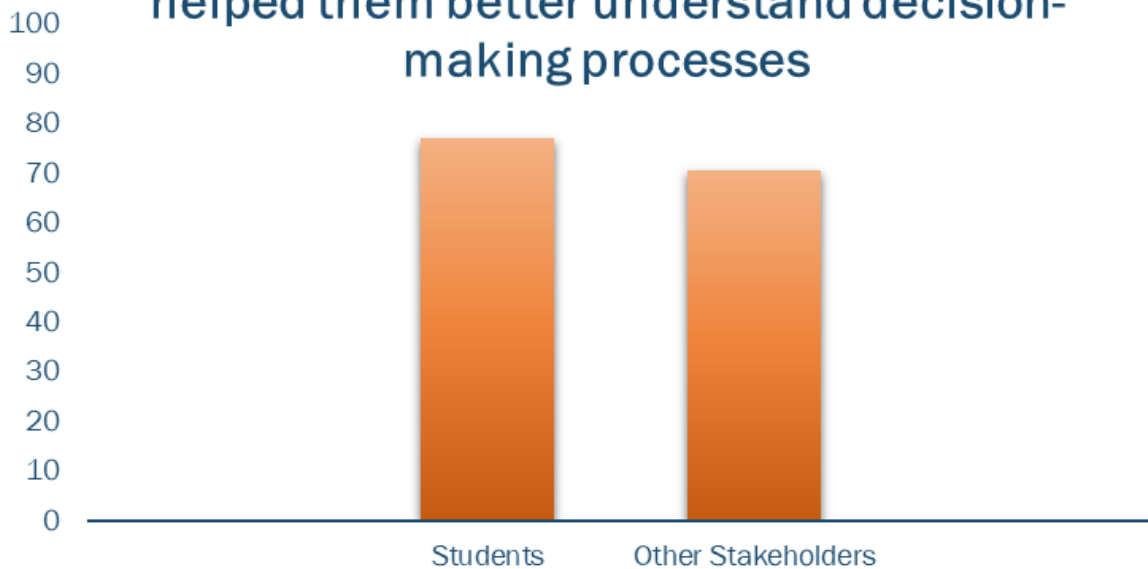## Participants who enjoyed the game
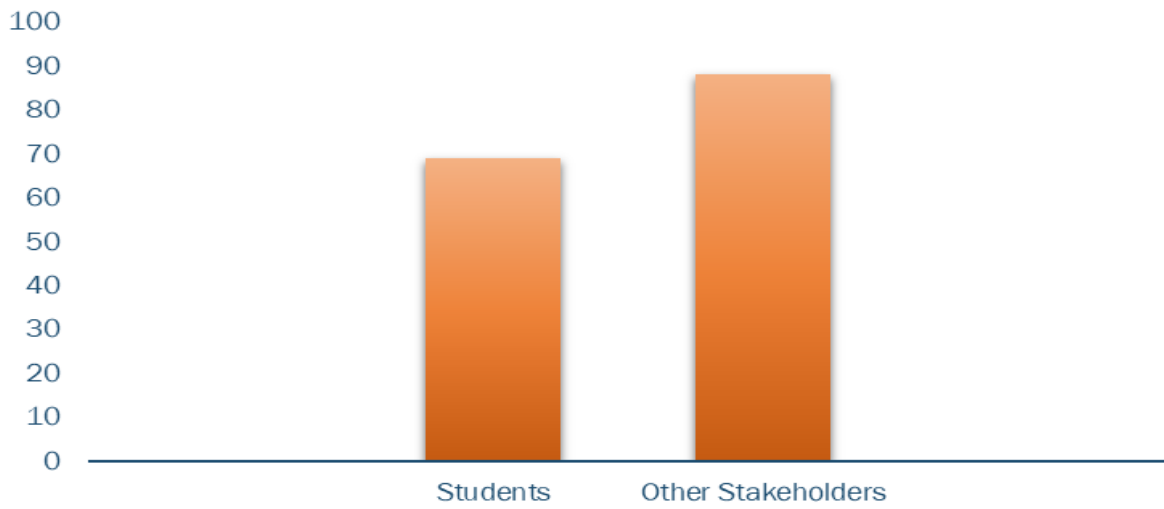
Participants who thought playing in group was useful
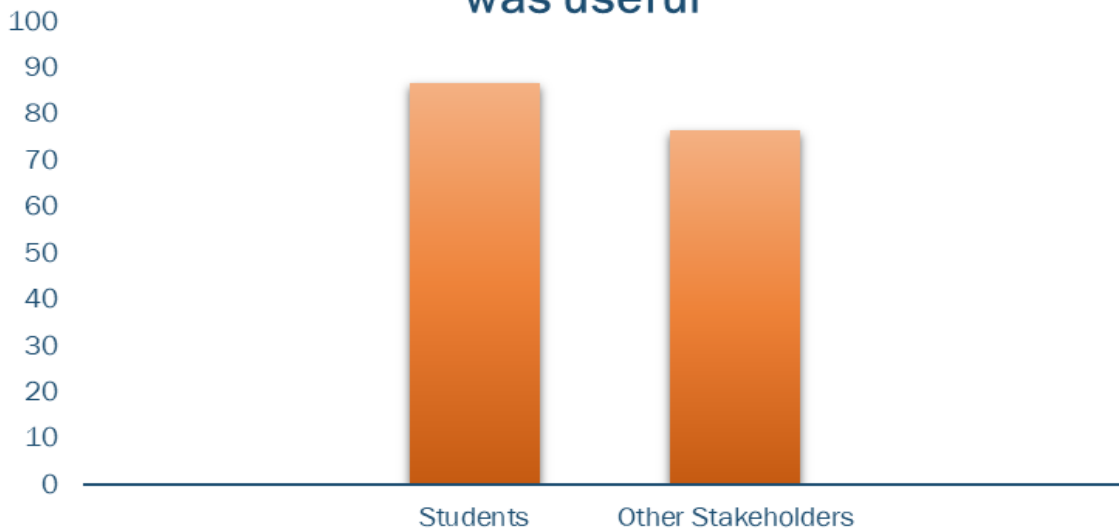
Participants who thought finding the right answers was easy

Participants who think playing the game helped them better understand decision-making processes

P-CUBE in 5 Q&A

1 What is public policy making?

Public policy making is the process whereby changes in the handling of collective problems are introduced. These changes can be small or very big. When changes are small, they usually involve well-established procedures. Big changes in the policy arena are usually achieved thanks to the policy entrepreneurs who are able to set up efficient strategies to spin a given situation in their favour. Exceptional external conditions can also play an important role in the path towards policy innovations, however policy change often comes down to the policy entrepreneur in question's ability to exploit the particular role retained and to put into motion the right strategy to exploit the window of opportunity created.

2 Who can benefit from this game?

The game is designed to teach different groups of people the theory and practice of public policy making; it can be therefore beneficial for high school as well as university students of various degree programs such as Political Science, urban Planning, and Public policy. Moreover, the wide range of themes the game covers makes it suitable to be played in other degree programs such as: Law, Medical studies, EU Policy, International law... The game can also be useful for decision-makers, urban planners, NGOs, CSOs, social workers, scientists or anyone who is passionate about public policy and wants to know more about it!

3 How to implement the game?

The game was born as an Online, Open data Policy game available at this link: P-CUBE's Website. The game is public and available through the project website.

4 Why be involved in public policy matters?

Widespread involvement in public policy matters gives substance to the participatory element democracy rests on, as its "public" element intrinsically involves every part of a given community. A conscious effort to engage with the process introduces therefore an intentional element to the public participation concept thus empowering citizens to be the subjects of public policy instead of simply its objects . Ultimately, it is the realisation of our intrinsic existence in the public policy realm that makes the field sensitive to each stakeholder's interests and opinions thus turning a lack of first hand involvement into an implicit permission to have decisions taken for you.

5 How many people do you need to play the game?

The game can be both played individually or be used as a team building exercise. For instance, the scenarios presented can be collectively discussed within a group to arrive at the conclusion needed to advance in the game.

The Community of interest: a pull of experts and stakeholders

A community of interest is a collaborative group of users who exchange information in pursuit of their shared goals, interests, missions, or business processes, and who therefore must have a shared vocabulary for the information they exchange.

The P-CUBE project successfully created a comprehensive community of interest, combining the expertise, the enthusiasm, the background and the relevant contribution of a wide variety of entities and professionals, working on the fields of digital education, public policy, youth involvement and university education. This extensive group of entities and people was invited in the P-CUBE informative webinars organised in the framework of the ALL DIGITAL Weeks (Events - P-CUBE (p-cube-project.eu)), in the game pilot sessions to test the first versions of the educational digital game, and in the P-CUBE final conference held in June 2023 (see, resulting in a positive good practices exchange and a significant compilation of expertise on different topics relevant to the P-CUBE project.

The community of interest exists out of the following entities:

- **Centro Europe Direct, Università di Roma III, Pr. Dr; Raffaele Torino, Director**
  He is a professor of comparative law and European Union law at Roma Tre University. He also holds a Jean Monnet module called 'Digital Citizenship for EU'.
- **CERIDAP, Prof. Dr. Diana-Urania Galetta, Director**
  Law professor in administrative and EU administrative law at the University of Milan. She also works as director at the Interdisciplinary Research Center on Public Administration (CERIDAP) and as publisher and editor-in-chief at the online version of CERIDAP.
- **European Institute of Public Administration - EIPA, Dr. Marco Ongaro, Director General and Dr. Christoph Klika, Expert in Policy coordination**
  The core mission of EIPA is to provide a mix of deep insights and practical knowledge about EU policies, to all professionals related to EU Public Affairs.
- **Group of the European Youth for Change - GEYC**
  This Romanian youth organisation aims to raise the quality of youth projects and empower young people to create a positive change in their communities.
- **Lucian Blaga University of Sibiu, Prof. Dr. Cristina Stănuș**
  She works at the department of international Relations, Political Science and Security Studies at the Lucian Blaga University of Sibiu.
- **Luiss School of Government, Prof. Dr. Nicola Lupo,**
  He is the director of the "Parlamento e Politiche pubbliche" (Parliament and Public policy) Master program
- **LUMSA University, Prof. Dr. Nicoletta Rangone,**
  She is the director of the Course Better Regulation – EMLE / LEARI

- **Nea Smyrni**
  A Greek municipality with over 75.000 inhabitants.
- **RESISTIRÉ**
  A Horizon2020 financed project that aims to find sustainable solutions to inequalities generated by the COVID-19 Pandemic and to strengthen societal resilience to outbreaks.
- **Transdisciplinary Researcher at CENSE – Center for Environmental and Sustainability Research & CHANGE – Global Change and Sustainability Institute, NOVA School of Science and Technology, NOVA University Lisbon Dr. Giulia Sonetti**
  Transdisciplinary Researcher at the Center for Environmental and Sustainability Research (CENSE), at the Global Change and Sustainability Institute (Change) and at NOVA School of Science and Technology Lisbon.
- **University of Bergen, Prof. Dr. Lise H. Rykkja**
  She is a professor in political science and head of the department of government at the University of Bergen. Her research concentrates on the organisation and development of public administration and democratic institutions, public sector management, administrative policies and reforms, based on a broad institutional and comparative perspective.
- **University of Palermo, Prof. Dr. Ignazio Vinci**
  He is a professor of Urban planning at the University of Palermo. His interests lie within urban policy in Europe and Italy, urban regeneration and local development, strategic planning, innovation in spatial planning and territorial governance.
- **University of Leeds, Prof. Dr. Francesca Giliberto**
  She is a researcher at the University of Leeds. Her research focuses on cultural heritage conservation and management, global challenges, sustainable development, and policy evaluation.
- **Universidad Politécnica de Madrid, Prof. Dr. Sonia De Gregorio Hurtado**,
  M.Arch., PhD. Professor of Urbanism and Urban Regeneration in the Department of Urban and Spatial Planning in Universidad Politécnica de Madrid.
- **YOUTH-ID**
  The mission of this French NGO is to empower young people to be change makers and advocates for an intergenerational society where young people can contribute to a sustainable world.

The community of interest is able to participate in different activities, regularly receives and features in the P-CUBE newsletter, and enlarges the scope of the game by extending the gamification of the policy process to the implementation phase and more.

If you are interested in becoming a part of the P-CUBE community of interest, please click on this link.

As mentioned above the importance of having a community of interest lies within the ability to exchange information with like-minded individuals or organisations to pursue shared goals, interests, and missions.

In order to create a community of interest linked to relevant projects and similar initiatives, it is important to define the common interest of the group. The potential members of this community need to have a high level of experience and expertise in the defined interest. The community must be able to act both as a group and as individuals when it comes to creating new ideas, methods and best practices in order to progress in the field of expertise.

Another crucial aspect is having the place, time and means to engage in activities related to the interest in order to grow as a community, also considering the importance of managing the correspondence and the interaction among the community members.

How to communicate your initiatives? Dissemination and multiplier events

Dissemination and multiplier events play a vital role in promoting projects and initiatives. These events aim to inform the targeted public and key stakeholders about the project's objectives, outcomes, and the impact the project has on citizens. It provides an opportunity for the initiatives' coordinators and their partners to share their experience finding the best practices with the help of the audience. This also helps to consolidate and strengthen a network of stakeholders that can continue to support the project's impact, ensuring its sustainability and long-term impact. This can be in different forms such as conferences, webinars, public events that permit to create a dialogue with the public and interested audience by creating exchanges of ideas, and collaboration opportunities.

Indeed, events are crucial to ensure the impact and sustainability of any project, initiative, or research findings. They are essential for communicating the project's objectives, benefits, and lessons learned to the wider public and stakeholders.

Concerning the game P-CUBE itself, it aims to focus on helping university students as well as civil society organisations to better understand policy making and decision making through gaming. Therefore, the main guest speakers and participants in its key events were indeed digital education experts, public-policy actors and students.

"Education becomes digital" – the P-CUBE international final conference

Held on June 7, 2023 in Brussels (Maison Hap, Etterbeek), the P-CUBE international conference started with the intervention Opening and welcoming words presented by Mr Marco Boaria, ALDA's Director, focusing on the importance of digital education for youngsters to play a key role as active and aware citizens.

Then, the delivering on Digital Education, entitled Digital Skills for Empowerment, has been presented by Ms Marta Markowska, Policy Officer (DG EAC, European Commission), who introduced herself and presented the main topics to be addressed: the recently adopted European Commission Digital Skills Package, the opportunities offered by Erasmus+ in terms of digital education, and the importance of 2023 as EU year of skills, which are of paramount importance to act as aware, active and responsible citizens.

After Ms Markowska's intervention, Ms Saga Smith from Science for Democracy, P-CUBE partner organisation, presented the Playing Public Policy: the P-CUBE project, also mentioning ALDA and Science for Democracy's roles as partners, sharing video pillars delivered during the project implementation and explaining the main outline and characteristics of the educational digital game.

After this focus on the P-CUBE project, a Round table discussion: "Education goes digital" took place with a focus on three case studies. Firstly, the Lifelong Learning Platform, presented by

the Deputy Director of Lifelong Learning Platform Andrea Lapegna, allowed a discussion about the importance of an inclusive, accessible and interactive education, and about the fact that formal education should increasingly integrate non-formal education; then, within the same framework, the *Megaskills* and the *ALL DIGITAL Academy* experiences were presented by Mr Afonso Araujo, Project Manager at ALL DIGITAL; to conclude, the *P-CUBE game*, exploring in particular science and public policy with Ms. Saga Smith.

The final conference of P-CUBE was a successful event to be considered as a good practice to promote international and European initiatives. More information about the P-CUBE final conference are available here: [“Education Becomes Digital” - P-CUBE (p-cube-project.eu)](http://p-cube-project.eu)

Website

For further and updated information about this project please see:
www.p-cube-project.eu

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