

Catalogue of good practices in working with young NEET people regarding innovative tools in the context of non-formal education

Engaging NEET Youth THROUGH THE MEDIUM OF GAMES



This document has been produced under The Game Laboratory Project (henceforth referred to as GameLab) that was co-funded by the Erasmus+ Program of the European Union. It includes examples of non-formal education practices for NEET¹ youth, aged 15-17. The reader can find here, information about the most common problems that arise while working with this social group and suggested solutions for them along with effective working methods using games, as proposed by the project partners. The document can be used by youth workers working with NEET youth 15-17 who use non-formal education methods, including educational games.

This publication has been developed by the four partner organisations of GameLab:

- Citizens in Power (Cyprus)
- Fundacja Centrum Aktywności Twórczej (Poland)
- Asociación Cazalla- Intercultural (Spain)
- Praxis Europe CIC (United Kingdom - UK)

Following, you can find the contents of the document:

1. Catalogue of ‘recommended’ games for NEET youth (age: 15-17)
 - Profit! The Fast and Fun Entrepreneurship Game
 - Value of Values
 - I am the Boss! The Card Game.
 - Know opportunity
 - GoVenture Entrepreneur
 - Playing Lean
 - StartUp
 - Ghost Blitz
 - Herbaceous
 - Jaipur
 - Bankrupt
 - The Battle of Polytopia
 - Settlers of Catan 5th edition

2. List of ‘non-recommended’ games for NEET youth (age: 15-17)
 - Logo Board Game
 - Bananagrams
 - Taboo

¹ NEET- ‘Not in Education, Employment or Training’

- Dixit
 - Warhammer 40K
 - Virgin Queen: Wars of Religion 1559-1598
 - Risk
 - Dig It! Cat Mine
3. List of events, actions, dedicated to the youth in each partner country.
 4. Role and benefits of using games to work with a target group; the positive impact of gaming on the development of competences, knowledge.
 5. Building entrepreneurial attitudes among the youngest of NEET group as a basis for integration into the labour market.
 6. Recognition of skills and strengths by the youngsters as an element of building self-assessment.
 - 6.1 NEET youth work methods, the role of game maker / trainer /facilitator.
 7. Conditions for proper socio-professional development of disadvantaged youngsters; advice on how to reach the youth.
 8. Project's partner organisations and their relationship with the youth (especially disadvantaged youngsters). How do partners work with this vulnerable group?
 9. Youth Guarantee - A brief description of the situation in partner countries: Actions conducted; Meeting the scheme's expectations; results; obstacles in implementation
 10. Development of international youth cooperation and participation in international projects [i.a. Erasmus].
 11. Partners' reflections on testing the recommended games while working with NEET 15-17 during international mobilities of the project.
-

1. Catalogue of ‘recommended’ games for NEET youth (age: 15-17)

NAME OF THE GAME	Profit! The Fast and Fun Entrepreneurship Game
AGE	8+
RECOMMENDED NUMBER OF PLAYERS	2-5
RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer-employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i>	Relevance: High <ul style="list-style-type: none"> ▪ market conditions in the context of one's own business
DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i>	<i>Profit!</i> is designed to be a fast and fun game. Each game takes 10-15 minutes. The player with the most profitable stores wins the game. More info and photos: www.profitkaartspel.nl
CONTAINS-COMPONENTS	31 unique illustrations on 55 cards
CATEGORY	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative • Educational • Logic • Family • Party/social • War • Card game • Verbal and/or numerical

	<ul style="list-style-type: none"> • Adventure game • Other (please specify)
CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME	<p>To start the game each player draws three cards. The player who says ENTREPRENEURSHIP first begins.</p> <p>Players draw a card before each turn. During a turn you can play one card. With this card you can do one of the following:</p> <ul style="list-style-type: none"> ▪ Open a store ▪ Upgrade a store ▪ Block other player(s) ▪ Win a store on the open market <p>Furthermore, you can use your turn to trade cards with other players. You can choose to make a public or a private trade.</p> <p>The game ends when all cards are drawn or when one of the players has opened four stores. The player with the most points wins the game.</p> <p>For <u>more</u> info: https://drive.google.com/file/d/0B6b5NgTDxUfBdVpfQnhOOHJKYUk/view</p>
LEVEL OF DIFFICULTY* <i>(low, medium, high)</i> *Complexity of the game	Low to Medium
MECHANISM* <i>(i.e. simulation actions, selection, storytelling, voting),</i> *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.	Marketing, Bartering and Negotiation
INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in	A) Low to Medium B) High C) Low to Medium

interesting way and rules can yield unexpected results) C) Player to player interaction (low, medium, high)	
REPEATABILITY/REPLAYABILITY* (low, medium, high) <i>*Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.</i>	Medium
RANDOMNESS* (low, medium, high) <i>*Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.</i>	Medium to High
DIVERSITY OF COMPETENCIES including social and key competencies (low, medium, high)	Medium
PLAYING TIME	10-20 minutes
FORM OF THE GAME - CARD BOARD GAME	Card Game
FORM OF THE GAME – VIDEO GAME	<ul style="list-style-type: none"> • on - line • off - line
FORM OF THE GAME - MOBILE APPLICATION	Not applicable
EXPANSIONS	<ul style="list-style-type: none"> • YES • NO <p><i>If You tick "YES" please choose one answer below:</i></p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	www.profitkaartspel.nl
AVAILABLE LANGUAGES*	<ul style="list-style-type: none"> • English version

<p><i>*The language of the game might not be a barrier to play the game if the game is visual</i></p>	<ul style="list-style-type: none"> • The game does not require language skills, there is a graphic/animation/illustrations • Other language: Dutch
<p>RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i></p>	<p>Approximately 20 euros (shipped only to certain countries, contact directly the creators to check whether they can deliver it to your country).</p>

NAME OF THE GAME	Value of Values
AGE	8+
RECOMMENDED NUMBER OF PLAYERS	3-5 for each set of cards.
<p>RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer- employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i></p>	<p>Relevance: Medium</p> <ul style="list-style-type: none"> ▪ The value of personal and team values ▪ Integration of values onto compelling vision of entrepreneurial leadership ▪ Owners or founders recognize that their values must serve as the foundation of their companies
<p>DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i></p>	<p>The Value of Values ® is a simple and enjoyable game that helps children and adults to evaluate and prioritize their personal and shared values in a safe and supportive environment. It allows players to develop an understanding of their personal and shared values which give significance to their actions and relationships and enables them to pursue their goals in a meaningful and purposeful way. Photo: www.learningaboutvalues.com</p>

CONTAINS-COMPONENTS	60 cards with Values in 4 different languages. 1 set of instructions
CATEGORY	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative • Educational • Logic • Family • Party/social • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify)
CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME	<p>The game is played in different variations, we suggest the following one (instructor is needed):</p> <ul style="list-style-type: none"> ▪ Step 1: Form 5 groups (not from the same country). Each group receives cards (around 60) (2min). ▪ Step 2: Each participant selects 5 cards/values that represent him or her (3 min). ▪ Step 3: Describe openly to the rest of the group (by showing your cards), how these values represent you. Remember all values are positive. 2-3 mins for each participant to describe the personal values. (in total 10-15 mins). Golden rule: Honest and non-judgemental listening from all players. ▪ Step 4: Show cards to the people in your group and try to exchange through negotiation value cards that represent you better than the cards you're currently holding (5mins). ▪ Step 5: Prioritize your values from the most to the least important value (3-5 mins). ▪ Step 6: Choose 10 values that represent your group (10 mins). ▪ Step 7: Out of 10 cards choose 5 cards that represent your group (5 mins).

	<ul style="list-style-type: none"> Step 8: Prioritize the values of the group from the most to the least important value (3-5 mins). Step 9: Each group share their values to the plenary. (3 min per presentation, in total 15 mins). There should be a Q&A, debriefing session after each presentation (2x5, 10 min) Step 10: (optional) Design personal actions based on your values).
LEVEL OF DIFFICULTY* <i>(low, medium, high)</i> *Complexity of the game	Low
MECHANISM* <i>(i.e. simulation actions, selection, storytelling, voting),</i> <i>*Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.</i>	Introspection, Selection of cards, presentation of cards, collaboration to find the common values
INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results) C) Player to player interaction <i>(low, medium, high)</i>	A) High B) Low C) High
REPEATABILITY/REPLAYABILITY* <i>(low, medium, high)</i> <i>*Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.</i>	Low
RANDOMNESS* <i>(low, medium, high)</i> <i>*Information that enters the game state which is not supposed to ever be predictable, for example rolling dice,</i>	Low

<i>shuffling cards or random number generators.</i>	
DIVERSITY OF COMPETENCIES including social and key competencies <i>(low, medium, high)</i>	Medium to High
PLAYING TIME	45 to 120 minutes
FORM OF THE GAME - CARD BOARD GAME	Card Game
FORM OF THE GAME - VIDEO GAME	<ul style="list-style-type: none"> • on - line • off - line
FORM OF THE GAME - MOBILE APPLICATION	Not applicable
EXPANSIONS	<ul style="list-style-type: none"> • YES • NO <p><i>If You tick "YES" please choose one answer below:</i></p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	www.learningaboutvalues.com
AVAILABLE LANGUAGES* <i>*The language of the game might not be a barrier to play the game if the game is visual</i>	<ul style="list-style-type: none"> • English version • The game does not require language skills, there is a graphic/animation/illustrations • Other languages: Spanish, French, Portuguese
RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i>	Approximately 160 euros for 4 sets of the game. Contact the creator and request one set for 40 euros (including transportation).

NAME OF THE GAME	Know opportunity
AGE	16+
RECOMMENDED NUMBER OF PLAYERS	2-5 players
RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer- employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i>	Relevance: High
DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i>	<p>True Entrepreneurship: There's a better way to get kids to think big. 80% of the world's buying power exists outside the U.S. If we're going to teach entrepreneurship, shouldn't we consider the global possibilities?</p> <p>Financial Security: Have you thought about starting a side business to get you out of the paycheck-to-paycheck mentality? Does working for yourself seem more enjoyable than working for somebody else?</p> <p>Global Network: Be you an extrovert or introvert, you've already made enough connections to tap into a profitable network. Don't undermine what you've accomplished. We'll show you how.</p>


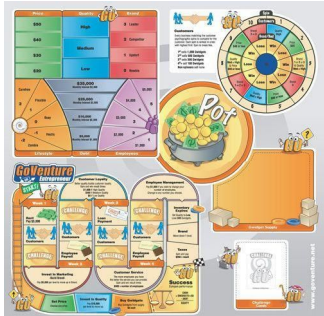
<p>CONTAINS-COMPONENTS</p>	<p>(1) Board game (1) 15-second timer (2) dice (20) Know Opportunity game cards (20) What Could Go Wrong game cards (20) Too Cool to Pass Up game cards (20) Foreign Connection game cards (20) Growing Pain game cards (20) Let's Make A Deal game cards (27) Profile Cards (2) Income Statement sheet pads (50 sheets each) Instruction sheets</p>
<p>CATEGORY</p>	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative • Educational • Logic • Family • Party/social

	<ul style="list-style-type: none"> • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify)
CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME	<p>The core idea of Know Opportunity is centred on the idea of thinking about business with a global mindset by teaching students how to live locally and work globally. Educators find the 36-week global entrepreneur curriculum easy to follow and adaptable to fit in with existing courses and lesson plans.</p> <p>The four key areas of Deep Learning are: Visual, Auditory, Kinetic, and Reading & Writing – Know Opportunity engages students on each of these levels. More information: https://www.youtube.com/watch?v=r3iAsMgdXD8</p>
LEVEL OF DIFFICULTY* <i>(low, medium, high)</i> *Complexity of the game	Medium
MECHANISM* <i>(i.e. simulation actions, selection, storytelling, voting),</i> *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.	Simulation
INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results) C) Player to player interaction <i>(low, medium, high)</i>	A) Medium B) Medium C) Medium
REPEATABILITY/REPLAYABILITY* <i>(low, medium, high)</i>	Medium

<p><i>*Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.</i></p>	
<p>RANDOMNESS* <i>(low, medium, high)</i> <i>*Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.</i></p>	<p>Medium</p>
<p>DIVERSITY OF COMPETENCIES including social and key competencies <i>(low, medium, high)</i></p>	<p>Medium</p> <p>Mental Mindset: There's a lot that goes into creating a successful business. Full time or side venture, we'll help you develop the skill set for success.</p> <p>Business Priorities: Is it time to invest in expansion? Should you venture on a deal before you have the recommended funds? This business game can help you.</p> <p>Sell More Products: Learn how to identify pain points in foreign markets and revise your pitch to appeal to those markets so you can sell more products.</p>
<p>PLAYING TIME</p>	<p>90 to 120 minutes</p>
<p>FORM OF THE GAME - CARD BOARD GAME</p>	<p>Table top Board Game.</p>
<p>FORM OF THE GAME - VIDEO GAME</p>	<ul style="list-style-type: none"> • on - line • off - line
<p>FORM OF THE GAME - MOBILE APPLICATION</p>	<p>https://www.knowopportunity.org/about/</p>
<p>EXPANSIONS</p>	<ul style="list-style-type: none"> • YES • NO <p><i>If You tick "YES" please choose one answer below:</i></p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
<p>PUBLISHER</p>	<p>Self-published: https://www.knowopportunity.org/</p>
<p>AVAILABLE LANGUAGES*</p>	<ul style="list-style-type: none"> • English version

<p><i>*The language of the game might not be a barrier to play the game if the game is visual</i></p>	<ul style="list-style-type: none"> • The game does not require language skills, there is a graphic/animation/illustrations • Other language (please specify)
<p>RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i></p>	<p>43 €</p>

<p>NAME OF THE GAME</p>	<p>GoVenture Entrepreneur</p>
<p>AGE</p>	<p>12+</p>
<p>RECOMMENDED NUMBER OF PLAYERS</p>	<p>2-12 players</p>
<p>RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer- employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i></p>	<p>Relevance: High</p>
<p>DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i></p>	<p>The GoVenture Entrepreneur Board Game combines the best of your favourite board games into a business context where you run your own business and compete, collaborate, and negotiate with other players. Game play is designed to recreate the real-life thrills and challenges of entrepreneurship in a fun and educational social learning experience. Activities are expertly designed to enable you to experience the true challenges of entrepreneurship, while at the same time, provide an engaging and experiential group learning</p>


	<p>opportunity. Unlike books, courses, seminars, or common "opoly" style business games, GoVenture brings learning to life. The board game format enables a type of group learning which may be difficult to capture using role-playing exercises or software-based business simulations.</p> <p>Activities include: buying, pricing and selling products (called "gwidgets"), managing employees, paying expenses, managing cash flow, investing in product, quality and marketing (brand), negotiating with other players, interacting with other players through question and answer, drawing, charades, trivia, word puzzles, and more. Balancing work and life, evaluating success by calculating equity, preparation of balance sheet and profit and loss statements (optional), accounting general journal and general ledger (optional) and much more!</p> <p>More information: https://www.boardgamegeek.com/boardgame/42371/go-venture-entrepreneur</p> <div style="display: flex; justify-content: space-around;">   </div>
<p>CONTAINS-COMPONENTS</p>	<p>Each game includes:</p> <ul style="list-style-type: none"> - Spinner - Money - Playing cards - Sand timer - Playing pieces.
<p>CATEGORY</p>	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative

	<ul style="list-style-type: none"> • Educational • Logic • Family • Party/social • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify): Negotiation
CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME	<p>Lower game board. The game board represents one calendar month, divided into four weeks. All players participate in every turn. Each week, players experience a business activity, challenge, and compete for customers. At the end of each month, players calculate their success. They can optionally complete accounting worksheets, including Balance Sheet, Profit-and-Loss Statement, General Ledger, and General Journal.</p> <p>Upper game board. Chips (not shown) are used to mark each business's Price, Quality, Brand, number of Employees, and the entrepreneur's Lifestyle. Each business can choose its own strategy by setting product price and investing in quality and marketing. For example, a business can choose to be a low-cost, low-quality supplier, while another can choose to be a high-cost, high-quality supplier — or somewhere in between. A business can change its strategy as the game progresses, choosing to fill a gap in the market or to directly challenge other competitors. More information: http://goventure.net/videos/videosenbgtraining.html</p>
LEVEL OF DIFFICULTY* <i>(low, medium, high)</i> *Complexity of the game	Medium
MECHANISM* <i>(i.e. simulation actions, selection, storytelling, voting),</i> *Game mechanics are constructs of rules, methods or theories designed for	Simulation

<p><i>interaction with the game state, thus providing gameplay.</i></p>	
<p>INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results) C) Player to player interaction <i>(low, medium, high)</i></p>	<p>A) Medium B) Medium C) Medium</p>
<p>REPEATABILITY/REPLAYABILITY* <i>(low, medium, high)</i> <i>*Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.</i></p>	<p>Medium</p>
<p>RANDOMNESS* <i>(low, medium, high)</i> <i>*Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.</i></p>	<p>Low</p>
<p>DIVERSITY OF COMPETENCIES including social and key competencies <i>(low, medium, high)</i></p>	<p>Medium</p> <p><u>Primary outcomes include:</u></p> <ul style="list-style-type: none"> - Product pricing - Product quality - Inventory purchase - Inventory management - Cost-profit relationship - Financial planning - Cash flow management - Debt financing and servicing - Equity financing - Accounting- bookkeeping ledger and journal - Accounting- balance sheet. profit and loss statement

	<ul style="list-style-type: none"> - Mental arithmetic - Economics- supply and demand - Economics – competition - Customer psychographics - Business strategy - Marketing product, price, place, promotion - Marketing – brand - Monitoring competition
PLAYING TIME	--
FORM OF THE GAME - CARD BOARD GAME	Table top Board Game.
FORM OF THE GAME - VIDEO GAME	<ul style="list-style-type: none"> • on - line • off - line
FORM OF THE GAME - MOBILE APPLICATION	Not applicable
EXPANSIONS	<ul style="list-style-type: none"> • YES • NO <p><i>If You tick "YES" please choose one answer below:</i></p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	Self-published. http://goventure.net/
AVAILABLE LANGUAGES* <i>*The language of the game might not be a barrier to play the game if the game is visual</i>	<ul style="list-style-type: none"> • English version • The game does not require language skills, there is a graphic/animation/illustrations • Other language (please specify)
RECOMMENDED PRICE <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i>	40 €

NAME OF THE GAME	Playing Lean
AGE	16+
RECOMMENDED NUMBER OF PLAYERS	2-12 players
RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer-employee, the value of money and economic concepts, creating entrepreneurial attitudes</i>	Relevance: High
DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i>	In <i>Playing Lean</i> , you lead a team that tries to get from an idea to a winning product. The transition from dealing with visionary individuals to capturing large chunks of thousands of customers will be difficult. The choices you make will be hard ones: should you go with your gut and build what you think the market needs, or should you spend your sparse resources on experiments? <i>Playing Lean</i> simulates the experience of launching a successful product into a board game that can be played in two hours. Along the way, players will learn the core concepts and vocabulary of the Lean Start-up. And they will remember it because they have experienced it. More information: https://www.boardgamegeek.com/boardgame/172636/playing-lean

	
<p>CONTAINS-COMPONENTS</p>	<ul style="list-style-type: none"> - 1 Board - 61 Customer Tiles - including 3 red tiles, 12 orange tiles, 20 yellow tiles, and 26 green tiles - 55 Experiment Cards - 4 Company Cards - 4 Company Boards - 100 markers in 4 different colours - 40 Employee Tokens - 1 Innovation Accounting Pad - The Rulebook - Ash's guide to Playing Lean
<p>CATEGORY</p>	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative • Educational • Logic

	<ul style="list-style-type: none"> • Family • Party/social • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify)
CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME	<p>Playing Lean is the board game that teaches innovation and Lean Start-up in just 90 minutes. It's a fun and engaging game, perfect for your start-up, consultancy or corporation. Remember, entrepreneurs are everywhere!</p> <p>In the game, players have to do experiments to reveal the preferences of their potential customers. Teams iterate over their product by building and removing features and try to sell to ever bigger customer segments. Players feel the pressure of inadequate resources, unexpected experiment results and how small margins can be between winning the market and losing to the competition.</p> <p>More information: https://www.youtube.com/watch?v=BuRrN8S1lqg</p>
LEVEL OF DIFFICULTY* <i>(low, medium, high)</i> *Complexity of the game	Low
MECHANISM* <i>(i.e. simulation actions, selection, storytelling, voting),</i> *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.	<ul style="list-style-type: none"> - Set collection. - Variable Player powers
INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results)	<ul style="list-style-type: none"> A) Medium B) Medium C) Medium

C) Player to player interaction (low, medium, high)	
REPEATABILITY/REPLAYABILITY* (low, medium, high) <i>*Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.</i>	Medium
RANDOMNESS* (low, medium, high) <i>*Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.</i>	Medium
DIVERSITY OF COMPETENCIES including social and key competencies (low, medium, high)	Medium <u>Competencies:</u> - Planification - Social competencies - Entrepreneurship
PLAYING TIME	90 minutes
FORM OF THE GAME - CARD BOARD GAME	Tabletop Board Game.
FORM OF THE GAME - VIDEO GAME	<ul style="list-style-type: none"> • on - line • off – line • not applicable
FORM OF THE GAME - MOBILE APPLICATION	Not applicable.
EXPANSIONS	<ul style="list-style-type: none"> • YES • NO <p><i>If You tick "YES" please choose one answer below:</i></p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	Self-published. https://www.playinglean.com/

<p>AVAILABLE LANGUAGES* <i>*The language of the game might not be a barrier to play the game if the game is visual</i></p>	<ul style="list-style-type: none"> • English version • The game does not require language skills, there is a graphic/animation/illustrations • Other language: Norwegian
<p>RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i></p>	<p>119 €</p>

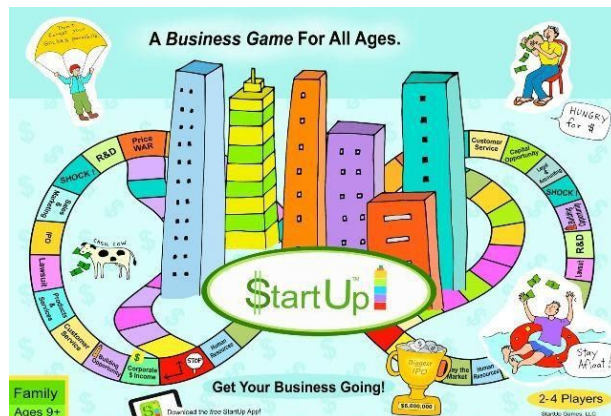
<p>NAME OF THE GAME</p>	<p>StartUp</p>
<p>AGE</p>	<p>9+</p>
<p>RECOMMENDED NUMBER OF PLAYERS</p>	<p>2-4 players</p>
<p>RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer-employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i></p>	<p>Relevance: High</p>

DESCRIPTION

What is the game about: short text - main information, photo of the game box and photo of the content)

StartUp is a business board game in which players compete to guide their start-up company from launch to the completion of a corporate headquarters. Along the way there are Business Opportunities, Capital Opportunities, and IPO Opportunities. Build Expertise to increase your chances for success and your company's value in an Initial Public Offering. Navigate lawsuits, price wars, networking opportunities and shock cards along the way.

More information:
<https://www.boardgamegeek.com/boardgame/163420/startup>



<p>CONTAINS-COMPONENTS</p>	<ul style="list-style-type: none"> - Game board - 1 set of dice - 40 business Opportunity Cards - 25 Capital Opportunity Cards - 33 Shock to the System Cards - 4 Network Opportunity Envelopes - 4 True/False Cards - 4 Pawns - 8 Company Prospectuses - 4 Company Player Boards - 17 Corporate Headquarters building blocks - 245 Expertise Points Pegs - 45 Ownership Pegs - Play Money - Loan Notes - Business Opportunity Chart - IPO Lookup Chart - IPO Trophy
<p>CATEGORY</p>	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative • Educational • Logic • Family • Party/social • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify): Math
<p>CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME</p>	<p>Unlike other business board games, <i>StartUp</i> is a lot of fun, even when you are not winning. You lose by succeeding more slowly, not by getting crushed.</p> <p>How do you win at StartUp? The object of the StartUp game is to complete your Corporate Headquarters. The Corporate Headquarters is built in 5 levels, with each level paid for with cash. Players make money by succeeding at business, by selling ownership</p>

	<p>in their Company, and through other game activities. The first player to complete the Corporate Headquarters wins the game.</p> <p>More information: https://www.youtube.com/watch?v=vBhMp-AVY4M</p>
<p>LEVEL OF DIFFICULTY* (low, medium, high) *Complexity of the game</p>	Medium
<p>MECHANISM* (i.e. simulation actions, selection, storytelling, voting), *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.</p>	Strategic thinking
<p>INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results) C) Player to player interaction (low, medium, high)</p>	<p>A) Medium B) Medium C) Medium</p>
<p>REPEATABILITY/REPLAYABILITY* (low, medium, high) *Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.</p>	Medium
<p>RANDOMNESS* (low, medium, high) *Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.</p>	Medium

<p>DIVERSITY OF COMPETENCIES including social and key competencies <i>(low, medium, high)</i></p>	<p>Medium</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> - Planification. - Mathematical. - Strategic thinking. - Social competencies. - Communication.
<p>PLAYING TIME</p>	<p>60 minutes</p>
<p>FORM OF THE GAME - CARD BOARD GAME</p>	<p>Table top Board Game.</p>
<p>FORM OF THE GAME - VIDEO GAME</p>	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> on - line • <input type="checkbox"/> off - line
<p>FORM OF THE GAME - MOBILE APPLICATION</p>	
<p>EXPANSIONS</p>	<ul style="list-style-type: none"> • YES • <input checked="" type="checkbox"/> NO <p><i>If You tick "YES" please choose one answer below:</i></p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
<p>PUBLISHER</p>	<p>StartUp Games, LLC - http://www.startupboardgames.com/</p>
<p>AVAILABLE LANGUAGES* <i>*The language of the game might not be a barrier to play the game if the game is visual</i></p>	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> English version • The game does not require language skills, there is a graphic/animation/illustrations • Other language (please specify)
<p>RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i></p>	<p>32,5 €</p>

NAME OF THE GAME	Ghost Blitz
AGE	8+
RECOMMENDED NUMBER OF PLAYERS	2- 8 players, the best option: 4-5 players
RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer-employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i>	Relevance: Low However, this is a good warm-up game to introduce you to friendly board games. Discover the world of board games, starting with enjoyable options.
DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i>	The medium size box contains a quite colourful and perfectly made set of 5 wooden figures (soup, armchair, mouse, bottle and book) and 60 cards illustrating wooden elements in different versions. This is a game where reflexes and perceptiveness come first. Players have to catch the right items as quickly as possible, so it's better to lift the easily breakable items out of the range. In a word, the gameplay is governed by the first-come, first-served principle. Preparation of the game is trivial: 1/ Fold the cards and place them in a covered stack. 2/ Wooden elements move in the middle of the table. More information: https://boardgamegeek.com/boardgame/83195/ghost-blitz
CONTAINS-COMPONENTS	Beautifully illustrated cards and small wooden pieces: white ghost, grey mouse, red armchair, blue book, green bottle. There are two new items in the limited edition.
CATEGORY	<ul style="list-style-type: none"> • Economic • strategic

	<ul style="list-style-type: none"> • Cooperative • Educational • Logic • Family • Party/social • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify): <p>Reaction game</p> <p>Real time game</p>
<p>CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME</p>	<p>Correct guessing of a puzzle is rewarded with a card. The one who collects most of the cards is the winner.</p> <p>Balduin, the house ghost, found an old camera in the castle cellar. Immediately he photographed everything that he loves to make disappear when he is haunting – including himself, of course. Unfortunately, the enchanted camera takes many photos in the wrong colours. Sometimes the green bottle is white, at other times it's blue. Looking at the photos, Balduin doesn't really remember any more what he wanted to make disappear next. Can you help him with his haunting and quickly name the right item, or even make it disappear by yourself? If you grab the right items quickly, you have a good chance of winning...</p> <p>The lightning fast shape and colour recognition game that is sure to test the reflexes of kids, families and gamers alike. In Ghost Blitz, five wooden items sit on the table waiting to be caught: a white ghost, a green bottle, a cute grey mouse, a blue book, and a comfortable red chair. Each card in the deck shows pictures of two objects, with one or both objects coloured the wrong way. With all players playing at the same time, someone reveals a card, then players grab for the "right" object – but which object is right? If one object is coloured correctly – say, a green bottle and a</p>

	<p>red mouse – then players need to grab that correctly coloured object. If both objects are coloured incorrectly – say, a green ghost and a red mouse – then you look for the object and colour not represented among the four details shown. In this case you see green, red, ghost and mouse, so players need to grab the blue book. The first player to grab the correct object keeps the card, then reveals the next card from the deck. If a player grabs the wrong object, she must discard one card previously collected. Once the card deck runs out, the game ends and whoever has collected the most cards wins!</p> <p>More information: https://boardgamegeek.com/video/10872/ghost-blitz/jolly-thinkers-channel-geistesblitz</p>
<p>LEVEL OF DIFFICULTY* <i>(low, medium, high)</i> *Complexity of the game</p>	<p>Low</p>
<p>MECHANISM* <i>(i.e. simulation actions, selection, storytelling, voting),</i> *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.</p>	<p>Pattern recognition</p>
<p>INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results) C) Player to player interaction <i>(low, medium, high)</i></p>	<p>A) High B) High C) High</p>
<p>REPEATABILITY/REPLAYABILITY* <i>(low, medium, high)</i> *Repeating a game. Some of the factors that influence replayability are the</p>	<p>Medium There are some possibilities to play (Ghost Blitz, Ghost Blitz 2, Limited edition of Ghost Blitz). Ghost Blitz and Ghost Blitz 2 can be combined and then we have more items/wooden pieces and cards to play and have more fun.</p>

game's extra characters, secrets or alternative endings.	
RANDOMNESS* <i>(low, medium, high)</i> <i>*Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.</i>	Medium
DIVERSITY OF COMPETENCIES including social and key competencies <i>(low, medium, high)</i>	Medium <u>Competencies:</u> <ul style="list-style-type: none"> - ability to associate - social skills - dexterity - perceptiveness - velocity of observation
PLAYING TIME	20 minutes
FORM OF THE GAME - CARD BOARD GAME	Card board game
FORM OF THE GAME - VIDEO GAME	<ul style="list-style-type: none"> • on – line • off - line LINK: https://boardgamegeek.com/boardgame/83195/ghost-blitz/linkeditems/videogameadaptation
FORM OF THE GAME - MOBILE APPLICATION	Ghost Blitz the app brings the famous board game to iOS and Android.
EXPANSIONS	<ul style="list-style-type: none"> • YES • NO <i>If You tick "YES" please choose one answer below:</i> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	Over 12 publishers: https://boardgamegeek.com/boardgame/83195/ghost-blitz/credits In Poland: Egmont
AVAILABLE LANGUAGES*	<ul style="list-style-type: none"> • English version

<p><i>*The language of the game might not be a barrier to play the game if the game is visual</i></p>	<ul style="list-style-type: none"> The game does not require language skills, there is a graphic/animation/illustrations Other Language: Spanish, polish, English, Greek, Italian, Dutch etc. There are 16 versions of the game <p>More information: https://boardgamegeek.com/boardgame/83195/ghost-bli/tz/versions</p>
<p>RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i></p>	<p>10 - 15 €</p>

NAME OF THE GAME	Herbaceous
AGE	8+
RECOMMENDED NUMBER OF PLAYERS	1-4 players
<p>RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer-employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i></p>	<p>Relevance: Low/Medium</p> <ul style="list-style-type: none"> market conditions the value of money=goods.
<p>DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i></p>	<p>Players are incarnated in passionate gardeners who try to grow the best herbs and then replant them into one of the four pots available.</p> <p>In Herbaceous, herb collectors compete to grow and store the most valuable medley of herbs. Everyone</p>

	<p>starts with four containers, each of which allows a different grouping action:</p> <ul style="list-style-type: none"> ▪ Group herbs of same type ▪ Group different types ▪ Group pairs ▪ Group any three types (same or different) <p>On your turn, you draw an herb, then decide to either keep it in your personal collection or put in into the communal pile. If kept, the next card goes to the communal pile; if placed in the communal pile, the next card goes in your personal collection.</p> <p>At the start of your turn, you can decide to use a container. If so, you assemble cards from personal and communal spaces, group them, then turn them all over. You have then "collected" those and can't use the container again.</p> <p>At the end of the game, collectors determine the best collection as a combination of value from their collection, matching herbs, and herb sets.</p> <p>The game ends when the waist of herbs is exhausted, and players can no longer use any of their pots. The winner is the one who scores the highest number of points for all his pots and for herbs that have been left in his own garden.</p> <p>More information and photos: https://boardgamegeek.com/boardgame/195314/herbaceous</p>
CONTAINS-COMPONENTS	<p>The contents of the box:</p> <ul style="list-style-type: none"> 72 herbal cards 16 dishes cards 1 Herbal Cookies Card 1 Horticultural achievements card 4 Help sheets guideline 10 herbal cards
CATEGORY	<ul style="list-style-type: none"> • Economic • Strategic

	<ul style="list-style-type: none"> • Cooperative • Educational • Logic • Family • Party/social • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify)
<p>CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME</p>	<p>The rules are very simple, so we can easily explain them in less than 5 minutes. The aim of the game is to gain as many points as possible for planting and replanting herbs both in the common garden and on one's own plot. We have a choice of two actions in our turn:</p> <ul style="list-style-type: none"> - Transplanting herbs (optional) - choose one of the 4 cards of dishes (distributed during the game), collect the required set of herbs and put under the card. Since then, it is no longer available for further garden manipulations. A herb set can contain cards from any garden (shared or private). - Herbal sowing (mandatory) - the player tightens the top card of the herbal deck and decides where to add it: private garden or common garden. Then, the overtime player chooses another card from a deck of herbs and adds it to a different garden than the previous one. <p>There are 4 types of vessels in Nice herbs, which determine the collection of specific sets of herbs:</p> <ul style="list-style-type: none"> - A large pot - we can plant 1 to 7 herbs of the same kind in it. - Wooden box - from 2 to 7 different kinds of herbs. - Small pots - 1 to 6 pairs of identical herbs. Each pair must be different from the other. - Glass vase - can hold up to 3 herbs. In addition, only special herbs can be placed in it. <p>When the deck of herbs is exhausted, we play while still performing the actions available to us. The game ends</p>

	<p>when everyone has used their 4 pots, or no one can plant herbs anymore. Then we start to calculate the points in accordance with the tables on the cards of the dishes. We also get 5 more points for herbal cakes (we get them if we were the first to collect a set of special herbs) and 1 point for each card in the player's private garden, which he did not use to create any set. The gardener with the most winning points will rightly enjoy the splendour of the win!</p> <p>There are 3 options:</p> <ul style="list-style-type: none"> ▪ team play ▪ team expert ▪ solo <p>More information: https://www.youtube.com/watch?v=dFSkCIBcBkI https://boardgamegeek.com/video/133346/herbaceous/gamewire-herbaceous</p>
<p>LEVEL OF DIFFICULTY* (low, medium, high) *Complexity of the game</p>	<p>Low</p>
<p>MECHANISM* (i.e. simulation actions, selection, storytelling, voting), *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.</p>	<p>It's based on a combination of collection of sets and push of your luck.</p>
<p>INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results) C) Player to player interaction (low, medium, high)</p>	<p>A) Medium B) Medium C) Medium</p>
<p>REPEATABILITY/REPLAYABILITY* (low, medium, high)</p>	<p>Medium The basic mode of playing in is quite scalable, although the game for four people is already highly unpredictable</p>

*Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings	and we rarely get the benefits that we plan to get. In this mode it is much better to play 2 or 3 people (best 3).
RANDOMNESS* (low, medium, high) *Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.	Medium
DIVERSITY OF COMPETENCIES including social and key competencies (low, medium, high)	Medium <u>Competencies:</u> - Decision-making - Risk-taking - Learning about plants - Auction skills - Ability to concentrate - Analytical thinking - Anticipation
PLAYING TIME	15 - 20 minutes
FORM OF THE GAME - CARD BOARD GAME	Card board game
FORM OF THE GAME - VIDEO GAME	<ul style="list-style-type: none"> • on – line • off - line
FORM OF THE GAME - MOBILE APPLICATION	Not applicable
EXPANSIONS	<ul style="list-style-type: none"> • YES • NO <p>If You tick "YES" please choose one answer below:</p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	Pencil First Games <u>Whatz Games</u> (https://www.rebel.pl) In Poland: GRANNA
AVAILABLE LANGUAGES*	<ul style="list-style-type: none"> • English version

<p><i>*The language of the game might not be a barrier to play the game if the game is visual</i></p>	<ul style="list-style-type: none"> • The game does not require language skills, there is a graphic/animation/illustrations • Other language (please specify)
<p>RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i></p>	<p>20-25 €</p>

<p>NAME OF THE GAME</p>	<p>Jaipur</p>
<p>AGE</p>	<p>12+</p>
<p>RECOMMENDED NUMBER OF PLAYERS</p>	<p>2 players</p>
<p>RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer-employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i></p>	<p>Relevance: high</p> <p>The game concerns one of the following aspects:</p> <ul style="list-style-type: none"> ▪ circulation of money, ▪ market conditions in the context of one's own business, ▪ the value of money and economic concepts, ▪ creating entrepreneurial attitudes.
<p>DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i></p>	<p>Jaipur is the name of the capital of Rajasthan, where the market is located. The player is one of two traders in the city who wants to sell his goods, buy them at the best price. The player has to do better than their competitor.</p> <p><i>Jaipur</i> is a fast-paced card game, a blend of tactics, risk and luck.</p> <p>More information:</p>

	<p>https://boardgamegeek.com/boardgame/54043/jaipur</p> <p>https://www.rebel.pl/product.php/1,1523/98045/Jaipur.html</p> <p>http://blognawolnyczas.blogspot.com/2015/08/jaipur-na-straganie-w-dzien-targowy.html</p>
<p>CONTAINS-COMPONENTS</p>	<p>Players are available to play with:</p> <ul style="list-style-type: none"> ▪ 55 commodity cards, ▪ 38 chips of goods, ▪ 3 stamps of approval, ▪ 18 premium tokens, ▪ 1 camel chip. <p>BOARD GAME: Contents (Game Works edition)</p> <ul style="list-style-type: none"> ▪ 1 rule book ▪ 55 Goods Cards (6 Diamonds, 6 Gold , 6 Silver, 8 Cloth, 8 Spice, 10 Leather, 11 Camels) ▪ 60 Tokens (1 Camel, 3 Seals of Excellence, 5 Diamonds, 5 Gold, 5 Silver, 7 Cloth, 7 Spice, 9 Leather, 7 #3 Bonus, 6 #4 Bonus, 5 #5 Bonus)
<p>CATEGORY</p>	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative • Educational • Logic • Family • Party/social • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify)
<p>CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME</p>	<p>PREPARATION:</p> <p>Preparing the game takes a while. First, we take out 3 camels from the whole deck of cards and put them on our market. The rest of the cards will be dealt, and 5 cards will be dealt to each player to form a covered waist. From the top of this waist draw 2 and add up to 3</p>

camels. In this way, there will always be 5 cards at our trade fair.

Then each player pulls all the camels out of his waist and puts them in front of him in the form of an open stack. This stake will make up our herd.

We move on to the placement of the chips. First of all, we have to divide the tokens according to the types of goods. Each type of chip is then stacked into a stack so that the highest value chip is at the top and the lowest value is at the bottom. This stack must then be extended so that players can see the value of the individual chips. You can also divide your bonus chips into 3 parts by type, mix them and create a covered stack.

Camel chips and bonuses should be available to players. You can start playing.

THE GAME:

During the turn a player can perform one (and only one) of two actions. He can take the cards or sell them.

CARD MATCHING. Firstly, we can take some goods. This is done on an exchange basis. We take, for example, 3 cards of goods (the same or different types) and in exchange we put 3 cards at the fair. And now they can be cards from our hand or cards from our herd of camels in any combination.

Secondly, we can take one of the goods from the market. In this case, the player takes one card from the market, places it at his waist and fills in the missing space from the stack of covered cards.

Thirdly, we can decide to enlarge our herd of camels. In such a case, we take all available camels from the market and then supplement our market with an appropriate number of covered cards from the deck.

At the end of the turn the player may not have more than 7 cards on his hand (camel cards do not count towards this limit)


SALE OF CARDS:

The player rejects any number of one card per hundred discarded cards from his hand. He then takes as many

	<p>chips of the goods as he sells the cards, starting with the most valuable chips. If a player sells 3 or more goods at a time, he will also receive a bonus, i.e. a bonus from one of the three stacks of chips.</p> <p>When selling the most expensive goods (diamonds, gold and silver), we must remember that the sale will be successful if we sell two or more stock cards.</p>
<p>LEVEL OF DIFFICULTY* <i>(low, medium, high)</i> *Complexity of the game</p>	<p>Low</p>
<p>MECHANISM* <i>(i.e. simulation actions, selection, storytelling, voting),</i> *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.</p>	<p>Card Drafting, Hand Management, Set Collection</p> <p>Jaipur is a game based on randomness with elements of strategic thinking in terms of achieving profit. The player is required to observe the situation at the market (where cards are exchanged) and the behaviour of the competitor (his choices, number of camels). There is a pooling of resources.</p>
<p>INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results) C) Player to player interaction <i>(low, medium, high)</i></p>	<p>A) High B) High C) High</p>
<p>REPEATABILITY/REPLAYABILITY* <i>(low, medium, high)</i> *Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.</p>	<p>High - the game has random elements, there are no two identical games, different assumptions (detailed rules) of the game are also possible (especially in the mobile version)</p>
<p>RANDOMNESS* <i>(low, medium, high)</i> *Information that enters the game state which is not supposed to ever be</p>	<p>Medium - randomness applies only to cards placed in the middle (the so-called market)</p>

<i>predictable, for example rolling dice, shuffling cards or random number generators.</i>	
DIVERSITY OF COMPETENCIES including social and key competencies <i>(low, medium, high)</i>	High <u>Competencies:</u> - Communication - Logic - Strategic thinking - Decision making - Attention (competitor observation) - Money counting.
PLAYING TIME	30 minutes
FORM OF THE GAME - CARD BOARD GAME	Yes
FORM OF THE GAME - VIDEO GAME	<ul style="list-style-type: none"> • on – line https://en.boardgamearena.com/#!/gamepanel?game=jai_pur? • off – line
FORM OF THE GAME - MOBILE APPLICATION	https://play.google.com/store/apps/details?id=com.meepletouch.jaipur
EXPANSIONS	<ul style="list-style-type: none"> • YES • NO <p><i>If You tick "YES" please choose one answer below:</i></p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	http://asmodee.com/
AVAILABLE LANGUAGES* <i>*The language of the game might not be a barrier to play the game if the game is visual</i>	<ul style="list-style-type: none"> • English version • The game does not require language skills, there is a graphic/animation/illustrations • Other language (please specify)
RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the</i>	12-15 € 70 PLN wersja off-line 15 PLN Mobile application

game can increase if is out of stock
(low supply)

NAME OF THE GAME	Bankrupt
AGE	8+
RECOMMENDED NUMBER OF PLAYERS	3-6 players
RELATION TO ENTREPRENEURSHIP (low, medium, high) <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer-employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i>	Relevance: High The game includes such aspects as exchangeability, - exchangeability the existence of goods of different values ability to negotiate and communicate with other players
DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i>	<p>Players play the role of merchants who trade goods at the market. They exchange cards among the dialects and screams, trying to get as many goods as possible. However, they have to trade with caution because one of the goods can lead them to bankruptcy. The aim of the game is to combine and use negotiation skills in such a way as to collect as many points as possible from the collected cards at the end of the game.</p> 

	https://boardgamegeek.com/boardgameversion/337821/poli-sh-edition
CONTAINS-COMPONENTS	<ul style="list-style-type: none"> - 61 cards, thick cards <p>The cards contain 3 numbers 5, 7 and 9 with different goods: bricks, grain, wood (cards with a value of 5); sheep, fish, piglets, coffee (cards with a value of 7); herbs, gold (cards with a value of 9). The number of cards of each type at the waist is equal to the value indicated on the card (i.e. 5, 7 or 9).</p> <ul style="list-style-type: none"> - A notebook for scoring points, - A pencil - Instructions
CATEGORY	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative • Educational • Logic • Family • Party/social • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify)
CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME	<p>The rules are extremely easy. Everyone plays at the same time, making sure to score as many points as possible. It is possible to score a point if you have most of the cards of that type. It is easy to count it down, because on each of the cards you will find a number that informs you about it.</p> <p>A. The player starting the round shall fold the cards and place one of the following with them covered (with the reverse facing up) in the middle of the table.</p> <p>B. He shall distribute the remaining cards to the players:</p> <ul style="list-style-type: none"> a 3-player game with 20 cards each, in a 4-player game, 15 cards each, a five-player game with 12 cards each, a 6-player game with 10 cards each.

While playing the card, you should keep your opponents in such a way that they didn't see what was on them.

C. Starting player reverses a lying card in the middle of the table, which means the start of the game. This card informs players about the goods for which they are responsible.

negative points will be awarded at the end

Rounds! Everyone plays at the same time!

Do the following - at any time, in any of the following ways sequence and any number of times:

- Card exchange between players
- Card exchange in the middle of the table

CARD EXCHANGE BETWEEN PLAYERS

Players tell you loudly what goods they need and what they offer in return. You can exchange one or more cards at a time. You may return cards for free, provided that the other party agrees to accept them.

REPLACEMENT OF THE CARD IN THE MIDDLE OF THE TABLE

At any time, players can exchange a card lying on the table (the one for which negative points will be awarded).

The player takes the card out of the table and lectures one of his cards in its place.

Players can make this type of exchange as many times as they want during the round.

FINISH

When all cards held by a player form the majority of a given type, the player can (but does not have to) call STOP! and finish the exchange of cards in this round. With only cards that make up most of the type in hand, the player does not have to call STOP! Can try to get more cards, but there is a risk of not getting points for the end of the round?


At the end of the round, players earn points:

	<p>for shouting STOP! (Only the player who called the STOP!), for your goods (all players). The points are saved on the score sheet. After each round the points earned in it are added to the points from previous rounds. Thanks to this, you can see the sum of points scored by each player on an ongoing basis. If the player who called the STOP! has only cards that constitute the majority of a given type, scores 5 points.</p> <ul style="list-style-type: none"> • If a player makes a mistake and calls STOP! having any cargo less than half, gets 5 negative points • If a player has all the cards of a given commodity, he scores 2 points for each such card. • If a player holds more than half of the cards for a given commodity, he scores 1 point for each such card. • If a player has a commodity corresponding to a card in the middle of the table, he gets 1 negative point for each such card. • Players do not receive any points for the remaining cards. The game lasts as many rounds as people take part in it. <p>The winner is the player with the highest number of points scored. In the event of a tie, players share their winnings. https://www.youtube.com/watch?v=6jc6Fyy9jm8</p>
<p>LEVEL OF DIFFICULTY* <i>(low, medium, high)</i> *Complexity of the game</p>	<p>Low</p>
<p>MECHANISM* <i>(i.e. simulation actions, selection, storytelling, voting),</i> *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.</p>	<p>Bidding, Card collection, Replacement More information: https://boardgamegeek.com/boardgamemechanic/2004/set-collection</p>
<p>INTERACTION A) Reaction to players actions</p>	<p>A) High B) High C) High</p>

<p>B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results)</p> <p>C) Player to player interaction (low, medium, high)</p>	
<p>REPEATABILITY/REPLAYABILITY* (low, medium, high) <i>*Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.</i></p>	Medium
<p>RANDOMNESS* (low, medium, high) <i>*Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.</i></p>	Medium
<p>DIVERSITY OF COMPETENCIES including social and key competencies (low, medium, high)</p>	<p>Medium</p> <p><u>Competences:</u></p> <ul style="list-style-type: none"> - Communication - Negotiation - Strategic thinking - Counting of stocks
<p>PLAYING TIME</p>	Approximately 30 minutes
<p>FORM OF THE GAME - CARD BOARD GAME</p>	Yes
<p>FORM OF THE GAME - VIDEO GAME</p>	<ul style="list-style-type: none"> • on – line • <input checked="" type="checkbox"/> off – line
<p>FORM OF THE GAME - MOBILE APPLICATION</p>	Not Applicable
<p>EXPANSIONS</p>	<ul style="list-style-type: none"> • YES • <input checked="" type="checkbox"/> NO <p><i>If You tick "YES" please choose one answer below:</i></p>

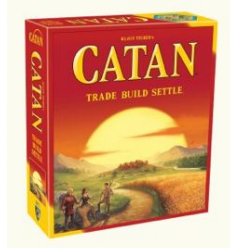
	<ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	Nasza Księgarnia
AVAILABLE LANGUAGES* <i>*The language of the game might not be a barrier to play the game if the game is visual</i>	<ul style="list-style-type: none"> • English version • The game does not require language skills, there is a graphic/animation/illustrations • Other language: Polish, German, English <p>More information: https://boardgamegeek.com/boardgame/5393/wheelde/versions</p>
RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i>	40 PLN offline version iPhone/phone application 10-12 €

NAME OF THE GAME	The Battle of Polytopia
AGE	Suitable for 15-17 Neet Youth
RECOMMENDED NUMBER OF PLAYERS	Single player is free, multi-player is also possible but requires in app purchase
RELATION TO ENTREPRENEURSHIP <i>(low, medium, high)</i> <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer- employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i>	Relevance: Medium <ul style="list-style-type: none"> ▪ creating entrepreneurial attitudes as can purchase resources in the game.

<p>DESCRIPTION</p> <p><i>What is the game about: short text - main information, photo of the game box and photo of the content)</i></p>	<p>The Battle of Polytopia is a turn based strategic adventure. It's a game about ruling the world, fighting evil AI tribes, discovering new lands and mastering new technologies. Auto generated maps make each game a new experience, with unlimited replay value. Pick and choose among different tribes. Wander in the dark cold forests of Barduria, explore the steamy Kickoo jungles or claim the lush field of the Imperius empire.</p> <p>More information: https://play.google.com/store/apps/details?id=air.com.midjiwan.polytopia&hl=en_GB</p> 
<p>CONTAINS-COMPONENTS</p>	<p>This is an App game which can be downloaded online ie. via a mobile smartphone device.</p>
<p>CATEGORY</p>	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative • Educational • Logic • Family • Party/social • War • Card game • Verbal and numerical • Adventure game • Other (please specify)
<p>CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME</p>	<p>Turn based game, pitted against other tribes, gather resources, upgrade tech, 12 tribes in game</p>

	More information: https://www.youtube.com/watch?v=-HfwItMagQw
LEVEL OF DIFFICULTY* <i>(low, medium, high)</i> *Complexity of the game	Low
MECHANISM* <i>(i.e. simulation actions, selection, storytelling, voting),</i> *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.	Combination of storytelling, rules, turn based strategy game
INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results) C) Player to player interaction <i>(low, medium, high)</i>	A) Medium B) Medium C) Low
REPEATABILITY/REPLAYABILITY* <i>(low, medium, high)</i> *Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.	Medium
RANDOMNESS* <i>(low, medium, high)</i> *Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.	Low
DIVERSITY OF COMPETENCIES including social and key competencies <i>(low, medium, high)</i>	Low

PLAYING TIME	60 minutes but can go as long as player desires or completes move
FORM OF THE GAME - CARD BOARD GAME	App
FORM OF THE GAME - VIDEO GAME	<ul style="list-style-type: none"> • on - line • off – line https://play.google.com/store/apps/details?id=air.com.midjiwan.polytopia&hl=en_GB
FORM OF THE GAME - MOBILE APPLICATION	App Android & iOS https://play.google.com/store/apps/details?id=air.com.midjiwan.polytopia&hl=en_GB
EXPANSIONS	<ul style="list-style-type: none"> • YES • NO <p><i>If You tick "YES" please choose one answer below:</i></p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	http://www.midjiwan.com/
AVAILABLE LANGUAGES* <i>*The language of the game might not be a barrier to play the game if the game is visual</i>	<ul style="list-style-type: none"> • English version • the game does not require language skills, there is a graphic/animation/illustrations • Other language (please specify)
RECOMMENDED PRICE * <i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i>	Free, in app purchases available

NAME OF THE GAME	Settlers of Catan 5th edition
AGE	10+
RECOMMENDED NUMBER OF PLAYERS	3-4 players
<p>RELATION TO ENTREPRENEURSHIP (low, medium, high) <i>Whether the game concerns one of the following aspects: circulation of money, market conditions in the context of one's own business, job specification, relations employer-employee, the value of money and economic concepts, creating entrepreneurial attitudes.</i></p>	<p>Relevance: Medium</p> <ul style="list-style-type: none"> the value of money and economic concepts as you can obtain resources and trade for those you don't have and need.
<p>DESCRIPTION <i>What is the game about: short text - main information, photo of the game box and photo of the content)</i></p>	<p>The women and men of your expedition build the first two settlements. Fortunately, the land is rich in natural resources. You build roads and new settlements that eventually become cities. Will you succeed in gaining supremacy on Catan? Barter trade dominates the scene. Some resources you have in abundance, other resources are scarce. Ore for wool, brick for lumber - you trade according to what is needed for your current building projects. Proceed strategically! If you find your settlements in the right places and skilfully trade your resources, then the odds will be in your favour. But your opponents are smart too.</p> <div data-bbox="842 1563 1072 1809" data-label="Image">  </div> <p>More information: https://www.catan.com/</p>

CONTAINS-COMPONENTS	Game board, cards, tokens, frame pieces.
CATEGORY	<ul style="list-style-type: none"> • Economic • Strategic • Cooperative • Educational • Logic • Family • Party/social • War • Card game • Verbal and/or numerical • Adventure game • Other (please specify)
CLEAR AND SIMPLE INSTRUCTIONS OF THE GAME	<p>Each of the players places two small houses on spaces where three terrain hexes meet. These are the starting settlements.</p> <p>I roll two dice. An "11"! Each terrain hex is marked with a roll number. Each player who owns a settlement adjacent to a terrain hex is marked with the number rolled. Hills produce brick, forests produce timber, mountains produce ore, fields produce grain, and pastures produce wool.</p> <p>We use these resources to expand across Catan: we build roads and new settlements, or we upgrade our existing settlements to cities. For example, road costs 1 brick and 1 lumber. If we do not have the necessary resources, we can acquire them by trading with our opponents.</p> <p>Each settlement is worth 1 victory point and each city is worth 2 victory points. If you expand cleverly, you may be the first player to reach 10 victory points and win the game!</p>
LEVEL OF DIFFICULTY* <i>(low, medium, high)</i>	Medium

*Complexity of the game	
MECHANISM* (<i>i.e. simulation actions, selection, storytelling, voting</i>), *Game mechanics are constructs of rules, methods or theories designed for interaction with the game state, thus providing gameplay.	Turn based, storytelling, negotiations, exchange
INTERACTION A) Reaction to players actions B) Interaction of the game itself (different pieces work together in interesting way and rules can yield unexpected results) C) Player to player interaction (<i>low, medium, high</i>)	A) Medium B) High C) Medium
REPEATABILITY/REPLAYABILITY* (<i>low, medium, high</i>) *Repeating a game. Some of the factors that influence replayability are the game's extra characters, secrets or alternative endings.	High
RANDOMNESS* (<i>low, medium, high</i>) *Information that enters the game state which is not supposed to ever be predictable, for example rolling dice, shuffling cards or random number generators.	Low
DIVERSITY OF COMPETENCIES including social and key competencies (<i>low, medium, high</i>)	Medium
PLAYING TIME (expressed in minutes)	45-90 minutes
FORM OF THE GAME - CARD BOARD GAME	Card board game
FORM OF THE GAME - VIDEO GAME	<ul style="list-style-type: none"> • on - line • off - line
FORM OF THE GAME - MOBILE APPLICATION	https://www.catan.com/
EXPANSIONS	<ul style="list-style-type: none"> • YES • NO

	<p>If You tick "YES" please choose one answer below:</p> <ul style="list-style-type: none"> • dependent (requiring of using basing version of the game) • independent
PUBLISHER	https://www.catan.com/
<p>AVAILABLE LANGUAGES*</p> <p><i>*The language of the game might not be a barrier to play the game if the game is visual</i></p>	<ul style="list-style-type: none"> • English version • The game does not require language skills, there is a graphic/animation/illustrations • Other language (please specify)
<p>RECOMMENDED PRICE *</p> <p><i>*The price does not include transportation costs. The price of the game can increase if is out of stock (low supply)</i></p>	<p>£55.98 available on Amazon</p> <p>https://www.amazon.co.uk/Mayfair-MFG3072-Catan-Board-Game/dp/B01MFC6LEQ</p>

Using board games in education and communication with a given social group requires appropriate skills and a specific attitude towards various issues and topics both from the educator and NEET people. It is recommended to start with friendly board games that have simple rules, are engaging and communicate positive values to NEET. As they explore the world of educational games, educators can use increasingly complex, less party and family games to train social, interpersonal and entrepreneurial skills when working with NEET.

2. List of ‘non-recommended’ games for NEET youth (age: 15-17)

The partner organizations of the project analysed different types of board games that are available on the market in order to give guidance to those working with NEET youth not only in regard to recommended board games but also in regard to non-recommended board games. Following you can find a description of non-recommended games to use while working with NEET youth (age: 15-17) per organisation:

Findings by Citizens in Power (Cyprus):

The question of how things learned during the game can be transferred into reality reveals the Achilles heel of educational games. Challenges in various games and especially virtual games are generally hypothetical and have no relevance to everyday life, they are “illusions”. For instance, in Tetris puzzling pieces in place, allows players to acquire knowledge and skills that are meaningless and not directly applicable in everyday life.

Logo Board Game is a game that players answer general questions about brands such as the advertisement concept of the brand, colour of the branded logo, meaning of the logo, meaning of the brand name, history of the brand, products of the brand, ingredients of the branded product etc. The game provides visual aid cards for a part of the answers. The Logo board game is an interesting and entertaining game based on real facts. The main drawback of this game is the provision of general information about the brand and its products which does not allow the players to learn meaningful information about the world of business. For example, players will not learn about the logic behind the selection of a specific colour for the logo such as blue which conveys a message of safety. Blue is used by a number of airlines and bus companies because their core business is based on safety. Additionally, players will not learn about the reasoning of the marketers in the selection of an advertisement concept and how this concept reflects to the needs and wants of the target group of the brand.

Furthermore, the extensive use of the game can lead to addiction towards several brands or preference of branded products over non-branded products which NEET cannot afford to buy considering their current status. Lastly there is a big chance that NEET might not be aware of the Brands included in the game and their characteristics due to their young age. In this case the game will be out of their field of interest.

Under Logo Board Game’s category fall also games which consist of online logo quizzes (<https://www.sporcle.com/games/g/corplogos>) or application games with logo quizzes such as Quiz: Logo game
(<https://play.google.com/store/apps/details?id=lemmingsatwork.quiz&hl=en>)

Sources:

The Logo Board Game (<https://www.drumondpark.com/logo/>)

EDUCATIONAL GAMES POSSIBILITIES AND LIMITATIONS
(<https://www.goethe.de/en/spr/mag/20395586.html>)

Findings by FUNDACJA CENTRUM AKTYWNOŚCI TWÓRCZEJ (Poland):

The games not recommend for NEET group 15-17 years, according to Fundacja Centrum Aktywności Twórczej, are: games requiring demonstration of extensive knowledge on a given subject. That is because people's performance on such board games will be influenced by social factors such as education level for example.

Bananagrams, although an engaging, fast and joyful game, it could be hard to play for people who have difficulty with speaking or writing. It is an example of a game in which we have to be reflexive, but also be able to think of and write words that will form a crossword, with given letters. Bananagrams works with tile placement mechanism and a few variants of playing. Using a selection of 144 plastic letter tiles in the English edition, each player works independently to create their own 'crossword'. When a player uses up all their letters, all players take a new tile from the pool. When all the tiles are gone, the first player to use up all the tiles in their hand wins. There are also variants included in the rules, and the game is suitable for solo play as well.

Furthermore, **Dixit**, which is a game where players are building stories, pointing to associations or using metaphors functions, is a game that requires abstract thinking, reaching for unconventional associations. It is not a completely language-independent game. NEET group, due to some limited vocabulary or low willingness to speak and engage that they may be experiencing - may feel overwhelmed by the game, which is based on abstraction and hides many meanings.

Another example of a similar game is **Taboo**.

Findings by Cazalla-intercultural (Spain):

Warhammer 40K, is a war game based on high-cost miniatures and resin scenarios that not all young people can afford. Additionally, it is a highly competitive game and is limited exclusively to two players.

Virgin Queen: Wars of Religion 1559-1598, is a game of grand strategy for two to six players based on the military, political and religious conflicts within Europe during the reigns of Elizabeth I of England and Philip II of Spain. Each player controls one or more of the major powers that presided over European politics in that day. Spain is the juggernaut, able to draw upon the vast riches of their global empire. This game is not recommended because of its high complexity despite having an interesting economic part.

Findings by Praxis (UK):

Risk is a board game for 2-6 players which revolves around diplomacy, conflict and conquest. The game features a map of the world with different territories and the players' goal is to take control of as many territories as possible. In order to take control of as many territories as possible, players can form and break alliances while playing.

The game is not recommended for working with NEET youth for two main reasons. First, Risk is a lengthy game which takes time to complete. Alongside, young people can have short attention spans and difficulties to keep their focus on a task for a long period of time. Thus, playing Risk, NEET youth could lose their interest and concentration. Second, the game does not involve a lot of tactical depth, neither it offers great reward to the players or has a lot of actions, and thus does not provide opportunities for NEET youth to develop their skills and does not enhance their development.

Dig It! Cat Mine is digital tech game available on Apple store and Android which focuses on gameplay and strategy. Aim of the game is to become a leader and discover mysteries. Game genres which are app based can be very useful as these games can be played conveniently by hand through the medium of a mobile phone or iPad for example.

However, there is a range of reasons why specifically this game, would not be suitable for NEET youth. Such games progress slowly and require the players to check their game profiles regularly, thus facing the danger of becoming addictive. The game further includes in app purchases which help to advance further in the game or to increase the speed of various time-consuming actions. Although there are some elements of economics in regard to the management of the resources of the player, in combination with its addictive nature, the game

can be costly for the players. Given that NEET people are not in strong financial positions, either due to unemployment or economic inactivity, this game is not recommended for them.

3. List of events, actions, dedicated to the youth in each partner country.

In this section, the partners provide a list of events and actions that are happening in partners' countries with a focus on events that are happening on a regular basis.

Cyprus:

Free lectures: The following universities provide lectures to the public for free. NEET youth can take advantage of these learning opportunities and pave their way to employability or entrepreneurial career.

- **University of Nicosia:** The University of Nicosia organizes a series of Open Day events for prospective students and the general public for free. More information: <https://www.unic.ac.cy/events>
- **European University of Cyprus:** The European University of Cyprus organize various educational events, free of charge to the general public. More information: www.euc.ac.cy/easyconsole.cfm/id/83
- **University of Cyprus:** Every department of the University organizes public lectures and other events focused on issues of scholarly, scientific and wider interest. In addition, the University sponsors centrally organized lectures, cultural events, exhibitions, concerts and other activities open to the general public. More information: www.ucy.ac.cy/society/en/lectures-events
http://webapps.leventis.ucy.ac.cy:7783/public/events/displayCalendar_allusers.

Evening schools for drop outs: Drop outs can continue and complete their studies at the following evening schools:

- Evening Schools (benefit: no age limit). More information: www.schools.ac.cy/esperina_scholeia.html
- Technical schools (vocational schools where students can choose to specialize to become technical professionals like car engineers, electricians, etc). More information: www.schools.ac.cy/technikes_scholes.html

Career guidance test online in Greek language and Professional orientation for NEETs at: www.eoppep.gr/teens/index.php/tests

Instructions to create a Europass CV in Greek at:
<https://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions>

Free workshops and educational conferences by The Cyprus Productivity Centre: Through the online "Notify Me" service, the public sector, local government, social partners and other competent bodies inform each entrepreneur, employee, self-employed, unemployed and any citizen about training opportunities and various events in Cyprus.

More information: www.kepa.gov.cy/em/

EU trainings funded by EU: Bank of Cyprus cultural foundation and Politistiko-Ergastiri Agion Omologiton, both organize various events related to culture in which young people can get involved free of charge. More information: www.bocef.org and www.politistiko-ergastiri.org/category/events-projectsel/

Erasmus+ and other youth related opportunities for Cyprus: The following two web links provide information regarding free training opportunities in Cyprus and abroad: www.facebook.com/groups/349751315223012/
www.erasmusplus.cy/default.aspx?articleID=4987

Organizations in Cyprus that activate young people in various ways such as training opportunities and active citizenship initiatives.

- Youth MakerSpace: Youth Maker Space (Start-up Centre for youth) is an initiative of Cyprus Youth Board and it is located in Larnaca. Youth Board of Cyprus promotes the progress and welfare of all young people in Cyprus, regardless of religious, ethnic or racial origin. Also promotes their effective participation in social, economic and cultural development of Cyprus. More information: www.facebook.com/erasmusplusyouthcy?fref=ts
<http://onek.org.cy/archiki-selida/programmata-ipiresies/dimiourgiki-apascholisi/maker-space/>, www.onek.org.cy/en/
- Citizens in Power: Citizens in Power is an independent non-governmental organization that addresses the needs and demands of young people through their involvement in civic life.
More information: www.citizensinpower.org, www.facebook.com/citizensinpower/
- Cyprus Youth Council: The C.Y.C. is the only youth organisation that represents both political and non-political organisations in Cyprus, since 1996.
More information: www.cyc.org.cy/en/ , www.facebook.com/cyprusyouth/

Poland:

The organisation Fundacja Centrum Aktywności Twórczej is holding various events on a regular basis, some of which are being enlisted here:

- The volunteer club: The club was established in 2015 and runs within the Volunteer Centre of Leszno and is considered to be a space created for the integration of local groups of volunteers. The activities of the club include trainings for volunteers, coordinators and leaders of volunteering and workshops for organised voluntary groups. Running a Volunteer Club provides an excellent space for integrating residents with volunteers, exchanging needs, expectations and sharing good practices.
- Eurocamp - multicultural outbound or inbound workshops: Since 2016, Eurocamp has been an amazing intercultural educational adventure, which primarily aims to strengthen the socio-cultural competences of students, develop their language skills in the use of English, and broaden their knowledge, especially about European countries and educational opportunities in the EU. The workshops are conducted through interaction with a strong emphasis on the activity of participants, whose involvement translates into real effects. Numerous unusual tasks and games stimulate the students' creative thinking and encourage them to be active creatively.
- A language café: A language café is primarily about practical language learning, situated in real life situations and what to say, how to say and how to behave. Based on non- formal education methodologies, the participants take the initiative and decide for themselves what they want to learn. This initiative started since 2014 and the “classes” of the café are being conducted by people from various countries.
- Cooltury train - semi-colonies: This project it is being implemented by Fundacja Centrum Aktywności Twórczej since 2010. As partners in a project focusing on children and youth of Leszno and Lasocice, the foundation carries out educational and cognitive activities using innovative methods of spending free time. During the workshops which happen in the form of a semicolony, children and young people meet volunteers from different countries, cultures and languages. Semicolons are very popular among the local community and its participants understand it as an opportunity to break stereotypes, broaden horizons, learn tolerance and find passion.

Pyrkon Fantasy Festival: This is a festival happening in Poznan, where fiction fans, creators, producers and exhibitors meet together. The festival includes a variety of board games, workshops, lectures, exhibitions, competitions and cosplay shows. It is a great opportunity to meet personalities from the world of literature, film, art and science, to see famous costumes,

take part in historical activities and take unusual memorabilia photos. There are great Game Rooms for all levels of players as well as a variety of gadgets available for purchasing.

The organizer of the festival is the Second Era Fantasy Club Association, which has been active for 19 years, gathering enthusiasts of literature, games and films related to fiction. Today, Pyrkon is the largest fantasy festival in Poland and one of the largest in Europe. The number of its participants is constantly growing, from 600 in 2000 to more than 44,000 in 2017.

More information: <https://pyrkon.pl/>.

Spain:

Dau Barcelona: This is a festival organised by the Barcelona Institute of Culture, every December for the last five years. It is a festival where board games are played in the streets of Barcelona, the squares of the Sant Andreu district, the old Fabra and Coats factory and the Born cultural centre. It is an opportunity for families and players of all levels to be creative and enjoy themselves while playing. Every year, internationally known authors are joining the festival presenting their creations while the festival is also responsible for the Dau Barcelona Awards.

More information: <http://lameva.barcelona.cat/daubarcelona/es>

Festival de juegos de Córdoba: **This event has been happening for the last ten years, every October held by** the Palacio de la Merced, the seat of the Córdoba Provincial Council. It is organized by the Cultural Association Jugamos Tod@s, the Provincial Council of Córdoba and Bellica 3rd Generation. Every year the festival manages to grow further and occupy more spaces across the city. According to its organisers, it is a "sincerely open to the public" festival where anyone can join. Purpose of the festival is to promote new board games as an alternative form of leisure that is capable of reaching diverse people. The Festival offers a lot of different activities that can satisfy everyone (i.e. demonstrations, games, free play, championships). Moreover, during the festival, the prestigious "JdA" (Game of the year) prize is awarded for the best game of the year in Spain, as well as others.

More information: <http://2017.festivaldejuegoscordoba.es/>

Zonalúdica: This is a meeting, which normally takes place during the last weekend of April and brings together companies, fans, associations and clubs who want to share with each other their love for board games. It is taking place in the Euro-Latin American Youth Centre in Mollina, Malaga. Through this meeting, both board games development and interpersonal relationships of the attendees themselves are being strengthened and enhanced. During the festival, there are demonstrations of new games, new or established game tournaments,

outdoor activities and prototype contests happening, while there is also a toy library with more than 1,000 board games for the attendees to explore. The event is friendly both for children, adults and families.

More information: <http://zonaludica.org/>

United Kingdom (UK):

Wifi Wars: Wifi Wars is a mixture of a game show, a comedy routine and gaming event, happening at the Royal Institution, London. During the event, the attendees play along with their own smartphones or tablets while being offered a fun and joyful show by the video game commentator and comedian Steve McNeil.

King of the North: King of the North is the UK's largest student-run gaming gathering. This two-day event offers Overwatch, League of Legends and CS:GO tournaments on top of giveaways and other activities. The £3 ticket also means that it is one of the cheapest events on the list. It takes place at MediaCity UK, at the University of Salford, Manchester.

INSOMNIA 62: It is considered to be one of the most famous and oldest gaming events in the UK. It is a big gaming festival that includes big exhibition halls, interactive activities and eSports tournaments, among others. The event is happening three times per year, during spring, summer and winter and it takes place at NEC, Birmingham.

London Games Festival: The London Games Festival is a 10-day celebration of everything about gaming which ultimately aims to turn London into the gaming capital of the world. It combines elements of a conference and a festival and it happens in several venues throughout London.

EGX Rezzed: This is a big gaming event that features talks with famous game designers, previews of upcoming PC and console titles and many other gaming related activities. It takes place at Tobacco Dock, London.

4. Role and benefits of using games to work with a target group; the positive impact of gaming on the development of competences, knowledge.

No matter what kind of board game one plays, each board game makes important contributions to learning processes. Here, the main benefits of using games while working with NEET youth (age: 15-17) are being described. That is: understanding of and adaptation to the rules, decision-making processes, increased analytical capacity, improved memory and concentration, tolerance to frustration, teamwork.

Understanding of and adaptation to the rules: Each board game follows a few guidelines that must be followed for everything to work properly. Players accept and respect them in order to start the game. Applied to real life, if the rules are not respected, life becomes noticeably more difficult.

Decision-making processes: Throughout the game, players must make decisions that will determine the subsequent results. Board games are considered to be a simple way for children to learn that every decision and action made have a consequence.

Increased analytical capacity: As a result of the previous one, if each act has a consequence, players focus their efforts on considering all the pros and cons of their moves before moving on to the next and thus improving their analytical thinking.

Improved memory and concentration: The moment the game starts, the players are focused on the board and not on things beyond it. Board games have been shown to improve the development of retention and abstraction, both of which are important during study periods and throughout working life.

Tolerance to frustration: No matter if one wins or lose, the importance is in participation. Only one team or one participant can win each time. In that way, through board games players -both children and adults - learn to play till the end without giving up.

Teamwork: A lot of board games are based on the creation of pairs of two or bigger teams. Playing in teams board games, participants learn the value of cooperation between people on and off the boards.

Role Plat games:

Regarding the RPGs (role-playing games) the words of Pérez Reverte are being highlighted:

“The role-playing game as such, advanced, consists of an alternative universe created by the imagination, where intelligence, inventiveness, the ability to improvise, are fundamental. Role-playing games that are well thought out and directed stimulate, educate and enable the exercise of faculties that in real life are restricted or oppressed by the environment and circumstances. The practice of role-playing often provides learning, skill, and a legitimate escape much like happiness. (Pérez Reverte, 1994)”

Based on these benefits, experts say that no matter what the choice is in a board game store, players will always develop and improve their skills once the box is open.

5. Building entrepreneurial attitudes among the youngest of NEET group as a basis for integration into the labour market.

Entrepreneurship is an integral part of society which contributes to the improvement of the economy and wealth of a nation. Small businesses and entrepreneurs form an important role in the economic development of nations. It is important to maintain and create new enterprises and economic ventures on a regular basis. Especially, young people need to be aware of entrepreneurship as this will assist them in becoming economically active individuals at a later stage. Being aware of entrepreneurship from early on in life, allows people to understand more the economic avenues to success. Acknowledging the importance of entrepreneurship, currently the EU promotes the Europe 2020 strategy which has a key focus on entrepreneurship.

In order to produce innovative entrepreneurial solutions to societies' problems, people need to hold attitudes, perceptions and knowledge on how to create streams of income. This will help them become economically more active and positive producers. There is a need to focus on skills and talent development to support NEET youth to better position themselves in the marketplace. An example of such orientation is to train and fund young people to create an app relevant to their interests, in a non-formal or even formal educational environment. Attending such sessions, NEET people can gain relevant experience, increase their confidence and self-esteem as well as propel their skills set. Supporting young NEET people to learn entrepreneurial skills and enhancing their knowledge, can lead to an increase of start-ups and business creation and it can help NEET youth to find jobs.

Summing up, it is essential to teach and to work on entrepreneurial skills and knowledge while working with community members from a young age. Providing them the opportunity to gain direct experience on entrepreneurship will boost economic activity of their region.

6. Recognition of skills and strengths by the youngsters as an element of building self-assessment.

NEET's strengths and skills are determined by external and internal factors, i.e. what their surrounding environment (family, neighbours, peers, institutions supporting this group) and what they themselves think about themselves. NEET youth is a specific category of the population which, among others, is characterised by low self-esteem and they are often in difficult financial, family and educational situations. Low self-esteem cannot support active, pro-social and entrepreneurial attitudes and impacts the position of a given person in a group or local community. Furthermore, people with low self-esteem tend to have a number of negative self-concepts. The impact of low self-esteem extends also to the entrepreneurial spirit of the person and the extent to which they will believe in themselves as potential entrepreneurs.

From the cognitive and behavioural point of view, low self-esteem is the result of negative experiences concerning oneself. Our self-concepts fundamentally influence our life choices and the way we act and react to different situations. Alongside our choices and actions feed our subsequent experiences and our perception of them, thus creating a cycle of life events that can form a so-called vicious circle².

Following, there are five common negative experiences which often can lead to lower self-esteem:

- Systematic punishment, criticism, neglect and/or ill-treatment.
- Failure to meet parents' standards.
- Failure to meet peer group standards.
- Particular exposure to stress and mental suffering of other people.
- Lack of good experience.

Regardless of the causes of low self-esteem, in order to improve self-esteem, people need first to observe their thoughts and emotions and analyse the situations in which negative thoughts and feelings intensify.

Among the various determinants of self-perception, but also educational and professional inactivity, an important group are personal factors, i.e. individual competence, attitudes and motivation.

NEET is a group of people characterised by low educational aspirations and poorly developed interpersonal and social competences which are important for youth activation. Those

² Based on the book "Overcoming Low Self-esteem" by M. Fennell

competences, although essential for potential employers, they are not appreciated by young people themselves as a factor of success and development. At the same time, these competences are the basis for acquiring professional competences and, above all, for shaping entrepreneurial attitudes.

Educational games, including board games, are considered to be a great non-formal educational tool which improves peoples' personal and social skills, well-being and strengthens their self-esteem. As a working method for young people, it can support their inclusion to the local community. When appropriately chosen, games can develop social, interpersonal and entrepreneurial competences of this group as well as build pro-social behaviours. Furthermore, they help people discover their strengths and develop their intellectual resources. Following, a number of skills improved by games is provided:

- Decision-making
- Entrepreneurship and initiative
- Creativity
- Resistance to stress
- Performance based on rules and instructions
- Ability to talk and work in a group
- Ability to adapt to new conditions and unexpected situations
- Reasoning skills
- Abstract thought
- Awareness of diversity

6.1 NEET youth work methods, the role of game maker / trainer /facilitator.

The facilitator's role is to create a non-formal environment for young people where they will feel at ease and encouraged to participate. During the game, the facilitator should pose questions without leading conversations. In this manner young people will feel empowered to act independently and encouraged to communicate with others. Once the game is completed, the facilitator can initiate the evaluation process, asking the participants to express what they felt during the game writing it on sticky notes and attaching them to a flip chart.

Some tips for the role of the facilitator:

- Rehearse when and how you'll apply the game.
- Remain objective.
- Focus on the desired outcomes, and generally maintain a positive flow.

- Prepare to deal and intervene with situations that involve conflict, anger and disagreement.
- Consider the feelings and position of both parties involved in any disagreement.
- Focus on the needs of the group.
- Encourage effective participation.
- Ensure mutual understanding.
- Make sure that participants' contributions are considered and included in the ideas, solutions or decisions that emerge.
- Encourage participants to take shared responsibility for the outcome.
- Ensure that the outcomes, actions and issues emerging during the game are properly recorded and appropriately dealt with afterwards.
- Make the game enjoyable and fun.
- Provide guiding questions but do not lead conversations.
- Before officially playing the game, test it with the participants in order to answer any questions they may have.

Facilitators are advised to evaluate their performance during the session, posing some questions to themselves:

- Have the participants felt comfortable during the workshop?
- Have they reached a consensus over collective process? How have they felt?
- Did they listen and integrate different views? Did anyone feel imposed upon or marginalised?
- Did they feel good about the game once it was finished?

More information:

IO1: How can youth workers & practitioners support NEET youth more effectively?

IO1: NEET Youth: A Perspective From Cyprus (last paragraph)

7. Conditions for proper socio-professional development of disadvantaged youngsters; advice on how to reach the youth.

GameLab's experiential research indicates that a significant issue preventing various types of disadvantaged groups -including NEET 15 to 17- from being integrated into society, is the lack of self-empowerment, accompanied by low self-esteem. This is usually a result of various difficult situations such as the experience of social exclusion, racism, immigration, socio-economic problems, domestic problems and poverty. Accordingly, educational material that emphasizes on the notions of self-empowerment and self-esteem could provide tools that address effectively the needs of NEET 15 to 17.

Among young people, there are potential philosophers, artists, writers, entrepreneurs, craftsmen etc. People who will create, constitute and continue Europe's culturally rich and unique traditions. NEET youth is currently in need of support but supporting them is also an investment in Europe's human and cultural capital. The emphasis should be put on the potential contributions and improvements those people can offer to Europe's socio-economic conditions. A flexible educational program is thus required, which can interact effectively with young people, especially those who are disadvantaged and lack access to the jobs market and education.

The general approach when reaching out to marginalized and disadvantaged young people is to appeal to them as assets rather than problems, and to work with them considering their interests and needs, whilst seeking to capitalize on their creative and innovative capacities. This positive attitude is important in enhancing young peoples' innovative and creative potential in ways that are relevant to employability and entrepreneurship.

CIP is applying the following techniques to reach and engage disadvantaged youth in activities that contribute to their socio professional development:

- Flyers with information on online educational platforms.
- Provision of printed information through various events.
- Application of custom-made workshops in areas where big number of disadvantaged youth leaves.
- Dissemination of the organisation's activities via mainstream media (radio, newspapers, TV, thematic, magazines, social media etc).
- Disadvantaged youth who have participated in our previous projects or workshops are encouraged to invite friends or people of their network who experienced difficult situations to attend our activities.

- Disadvantaged youth who have participated in our previous projects or workshops are invited to take a supportive role in the delivery of workshops that they have attended in the past.

More information:

- CIP Citizens in Power manual for engaging disadvantaged youth in educational activities.
- Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability (http://ec.europa.eu/assets/eac/youth/news/2014/documents/report-creative-potential_en.pdf).

8. The situation of project partners in the youth (and disadvantaged youngsters) field. How partners work with this vulnerable group?

Citizens in Power (Cyprus):

During the last five years of its continuous contribution, CIP has created, organized and promoted various on-line educational modules, on-line courses and e-platforms on entrepreneurship, global citizenship, new technologies and cultural affairs, using www.moodle.org. Taking advantage of the internet, the organisation can reach participants deriving from remote areas and disadvantaged or marginalized groups, who encounter basic socio-economic problems and geographical obstacles, including migrants and refugees, or participants with fewer learning opportunities, such as NEET.

CIP members undertake various initiatives that promote employability of various target groups. CIP utilize its members' experience on entrepreneurship and career guidance in order to provide relevant free training seminars to people who are thirsty for developing a new venture or finding a job. The core aim of the initiative is to strengthen NEET's skills. Examples of these seminars are the "Non-conventional thinking", "In-Innovation" and "The power to surprise" workshops-seminars which have been hosted in the offices of the organization in Anthoupoli, Nicosia. Furthermore, CIP organizes 'open information days' about the possibilities of the 'youth entrepreneurship scheme', a program which is co-funded by EU and Cyprus Government. Fifteen of CIP's participants have been successfully consulted by members of the organization to fund their business plan in previous youth entrepreneurship schemes.

The organization is continuously developing its capacity to support NEET's needs through the utilization of relevant opportunities provided by the EU. Below, a few vivid examples related to NEET's education:

- *'Society Profits' KA2 action:* This project primarily aims to educate the next generation of young entrepreneurs by influential multipliers such as youth organizations, equipped and trained through the project's on-line platform and on-line training course. More information: www.societyprofits.eu/
- *'Grow Green' KA2 action:* Aims to address the issue of youth unemployment by boosting rural and regional economy through the creation of new agribusinesses. More information: www.grow-green.org
- *'DROP IN!' KA2 action:* The main objective of the project is to set up a life guidance platform for dropouts. CIP has developed educational material (available

online and offline) for civil and youth workers that was used to develop the employability skills of this vulnerable group of people. More information: www.dropin.si/

Fundacja Centrum Aktywności Twórczej (Poland):

For nearly 10 years, Fundacja Centrum Aktywności Twórczej supports young people, enabling them to participate in international and local projects, financed mainly by the European Commission. The aim of these activities is to support the comprehensive development of young people, to enable them to learn about new cultures, to improve and acquire new skills, to understand democracy, cultural diversity, teamwork and to develop their interests.

Participants in this kind of projects also acquire soft skills, which are extremely important on the labour market. An example of these projects is the project "Today an intern, Tomorrow a Specialist". Another example is the Program for the Development and Development of Key Competences of Students of Post-Gymnasium Schools in Leszno, under which 28 students went for international apprenticeships in Germany, Bulgaria and the United Kingdom. In this program NEET youth has been given priority in the recruitment process in order to stimulate their interest in the profession, increase their motivation to learn and complete their education within the chosen educational pathway. Moreover, the young people carried out their apprenticeships in companies with different profiles of activities related to their education profile.

NEET youth faces a lot of difficulties in their lives and they often have to deal with "failures" which decrease their motivation for pursuing their goals and actively being engaged in the society. These situations gradually accumulate and eventually contribute to NEET's isolation from society. Regardless of the origin of NEET's social, material and family situation, the development of young people's competences (social, interpersonal, professional) and their smooth transition from the education system to the labour market should be supported. Educators should not work only on training them with professional effectiveness and motivation, but also on NEET's self-esteem, and their willingness to take responsibility for their own lives. When working with NEET young people, it is essential to attract their interest, gain trust and build authority so that they can become involved in the activities.

Educational tools for NEET youth must be simple, with clear and transparent rules. They need to have a clear purpose communicated to the participants thus stimulating their motivation. Although, the element of competition usually is providing motivation to people; it should be

remembered that it can also lead to frustration. Therefore, an educator working with NEET has to monitor the situation and respond to the needs of the participants on an ongoing basis. Particular attention should be paid to the comfort of young people, who must not feel evaluated or ridiculed.

Nowadays, the lack of professional specialists and the poor reputation of vocational schools are an additional obstacle. Young people choose general secondary schools, after which they are not sure if they will go to university to continue their education. Upon leaving high school, they remain in the hands of nothing. They have no profession and their knowledge is very general. Moreover, when they try to enter the labour market, they learn that everything they have learned so far is only theory and that they must acquire practical skills directly in the working environment. Such a situation results in some people simply withdrawing from the attempt to take up employment. This is where non-formal education organisations and institutions should enter and build bridges between schools and the labour market. To this end, meetings with a professional advisor will be useful, who will help not only to find strengths but also to support the process of creating one's own professional and educational pathway.

Asociación Cazalla- Intercultural (Spain):

Since Spain is one of the most affected countries by the youth unemployment, Asociación Cazzalla – Intercultural, is gradually focusing more on this group of people. Currently the organisation is working in partnership with the city hall on the technical table of Youth Guarantee trying to support its development. Additionally, there is a focus on how to reach NEET youth and truly involve them. To achieve this, there are mainly free time activities organised by the organisation aiming to get NEET youth on board. This could in the long term contribute in involving them into mobility activities of the organisation. An example of this is the development of the team escape as a free time activity that works a lot of social skills and is innovative and attractive to young people. There are also another two developing projects that aim to develop the skills of NEET youth, happening by the organisation: Comp-pass and Insignia Project.

Comp-Pass: The project is funded by the European Commission under the Erasmus+ Program and gives innovative input to the issue of NEET youth by developing a three-step social and civic approach:

- Understanding NEET youth's path and get the NEET youth involved in the society through the storytelling digital approach
- Develop an educational approach so that NEET youth can have a conscience about themselves and get confidence, within their environment and the society. The method is based on the criteria of Repère-Equilibre-Adaptation-Limites-Echanges (Landmark-Balance-Adaptation-Limits-Exchanges);
- Determine and highlight the skills and competences of the people involved in the project through an e-portfolio platform, based on the soft competences of the people – the comp-pass platform.

This final objective of this 3-steps process is to get the young people motivated to get back to employment, training or any other kind of re-socialisation project (such a volunteering).

"Insignia Project" ("Badge Project" in English): This Project is a local initiative to generate a system of recognition of skills acquired in different activities related to formal and non-formal education within the framework of the Trusted Badge System. The system was adapted accordingly to NEET youth's needs and the municipality's needs and with the support and collaboration of public and private entities.

The main objectives of the project are as follows:

- Support existing active youth job search systems, especially with NEET youth
- Generate a map of generating entities - through workshops and training/practical actions - and recognizing the project.
- Create a tool that will give added value to young people's CVs.
- Achieve recognition of the system by companies.
- Gain recognition and support from the local administration.

Praxis Europe (UK):

At Praxis Europe, we offer life transforming experiences that make a real difference to young people's lives and the local and global community. Through our passion and innovative approach, we have become one of UK's leading lifelong learning promoters, renowned for the diversity of our approach. We have cultivated a community where young learners and young adults feel supported, valued and inspired to become future leaders, highly employable and successful.

We work with hundreds of learners each year who undertake our quality training programmes locally and globally, who in return shape our services. Our learners support us in moving forward with local and global topics, by volunteering their time and energy on issues that matter to them.

We work with young people some of whom are categorized as NEET or as socially and culturally disadvantaged, coming from areas with high poverty and deprivation. We have helped young people from disadvantaged groups take part in international projects. Our work has helped young people secure jobs and paid work placements which have helped them become economically active and contributing citizens in society.

9. Youth Guarantee - A brief description of the situation in partner countries: Actions conducted; Meeting the scheme's expectations; results; obstacles in implementation

The **Youth Guarantee** is a European initiative that aims to facilitate the access of young people to the labour market. It is a commitment by all Member States to ensure that all young people under the age of 25 receive a good quality offer within four months of becoming unemployed or leaving formal education. The offer could be in the following fields:

- employment
- lifelong learning
- vocational training
- traineeship

Youth Guarantee was presented for the first time by the European Commission in December. A few months later, on 22 April 2013, the European Council adopted a Recommendation on the establishment of a Youth Guarantee, which required Member States to implement the Guarantee from the beginning of 2014. In this section, the situation in each country regarding this initiative is described separately.

Cyprus:

Cyprus presented a Youth Guarantee Implementation Plan in 31 December 2013. European's Commission 2017 Country Report for Cyprus states that unemployment remains high amongst **young people (29.9%)**. Measures were taken to promote **youth employment** and improve the **vocational education system**. However, challenges remain. The proportion of **NEET people** is decreasing but remains high. The limited specialization and functionalization of **Public Employment Services (PES)** makes it difficult for them to fulfil all the requirements for implementing the **Youth Guarantee**.

Key achievements: The implementation of the Youth Guarantee (YG) scheme has supported progress in the reform of Cyprus' active labour market policies and the reform of the VET³ system. Youth unemployment decreased by more than could have been expected given GDP growth.

³ Vocational Educational Training

Remaining challenges: Strengthen ‘Practical Educational Centers’ capacity to deliver individualized counselling and vocational guidance services, develop a more comprehensive outreach strategy to non-registered NEETs, strengthen employer engagement in VET, include measures for the validation of informal and non-formal learning. Moreover, there is need for urgent implementation of the remaining targets of the ‘Youth Employment Initiatives’ with particular emphasis on employer incentives to recruit young people.

Young people can find opportunities for employment, training and education in Cyprus by visiting <http://www.youthguarantee.org.cy> or by calling 7772757

For additional information related to Youth Guarantee, please visit:

<http://ec.europa.eu/social/BlobServlet?docId=13633&langId=en>

<https://ec.europa.eu/info/sites/info/files/2017-european-semester-country-report-cyprus-en.pdf>

<http://ec.europa.eu/social/main.jsp?catId=1161&langId=en&intPageId=3334>

Poland:

The plan for the implementation of the Youth Guarantee in Poland was developed in April 2014. The document is being updated on an ongoing basis in order to take advantage of all the opportunities to support young people in the labour market, with the latest version being that of October 2015. **In Poland, the Youth Guarantee is delivered via a multi-tier system involving labour offices, NGOs and intermediary organisations such as ‘voluntary labour corps’ [OHP] (focusing on school-to-work transitions).**

OHP has a network over 700 units of care, education, training and labour market services, spread throughout the country (most often located in smaller towns) where they help young people find their first job and support young entrepreneurs who decide to start up their own businesses. This institution cooperates also with local governments and its specialised units (social welfare centres, family assistance centres, etc). OHP's support is addressed primarily to young people experiencing difficult life situations (due to family and environmental conditions) and in particular to people coming from single-parent families, or families suffering from unemployment and poverty.

The OHP offer under the Youth Guarantee includes:

- vocational training (including retraining or refresher courses and a scholarship for trainees)
- three-month work placements (including a scholarship for trainees)

- training in the skills sought by employers (e.g. soft skills, language skills, computer skills, Cat III driving licence, etc)
- pedagogical-psychological support
- vocational guidance
- youth depression prevention activities
- image workshops combined with stylistic services
- learning to actively seek work
- workshops on people's independency
- job or placement agency.

Source: <http://gdm.praca.gov.pl/o-programie>

Zaktualizowany plan realizacji *Gwarancji dla młodzieży* w Polsce [październik 2015]

<http://ec.europa.eu/social/main.jsp?catId=1161&langId=en>

Promising practices: <http://ec.europa.eu/social/main.jsp?catId=1327&langId=en>

Spain:

In Spain, Youth Guarantee is part of the Youth Entrepreneurship strategy approved in February 2013 by the Ministry of Employment and Social Security. The Youth Guarantee Recommendation states that young people may receive an offer of employment, education or training after they have completed their studies or become unemployed.

The actions and measures of the Annual Plan aim to fulfil the four strategic objectives:

- Improve youth employability and support entrepreneurship.
- Improve the employability of other groups affected by unemployment.
- Improve the quality of vocational training for employment.
- Improve the linkage of active and passive employment policies.

The following measures will be implemented in order to improve employability:

- Training with hiring commitment.
- Training in Languages and ICT (Information and Communication Technologies).
- Non-work practices in companies.
- Dual VET Impulse through Training Contract and Learning.
- Obtaining certificates of professionalism.
- School Workshop and Craft House Programmes.
- Second Chance Programme (ESO).

Does it work? What is not implemented well?

Spain is currently launching the second phase of the youth guarantee with changes that will hopefully facilitate access to the grants. In particular, the Government has eliminated the need for registration in the Youth Guarantee System for young people who are registered as jobseekers in public employment systems. In addition, people can now apply and benefit from the program, the day after they became unemployed. This is in contrast to the past, when requirements were stricter and young people should have been without training for at least three months or without work for at least one month, before applying to the program.

In Spain, economic incentives favouring recruitment are still promoted and preferred more compared to programs that seek to improve the skills of low-skilled NEETs. A good example is the recent proposal to use youth guarantee funds to pay a salary supplement to young people under 30 who are working and undergoing some form of training. Such measure would make it more attractive to recruit untrained young people who do not have access to vocational training. Finally, cooperation with specialized third sector bodies should be improved. There are excellent examples of projects for young people at risk of social exclusion. It is far more profitable to invest in these projects than to "throw" the funds into poorly designed bonuses and salary supplements.

UK:

The UK presented a Youth Guarantee implementation plan in March 2014 and was allocated just over 200 million Euros for a programme entitled Youth Employment Initiative which would be delivered in certain geographical regions of the UK. The UK did not establish a Youth Guarantee scheme along the exact lines set out in the Council Recommendation, believing that existing provision in the UK and in particular the Youth Contract and additional support for 16-17 year old NEETs – were best suited to the situation and conditions in the UK.

According to the Youth Guarantee document developed by the European Commission for the UK in 2017, UK's rate of youth employment is relatively high compared to other European countries. However, there were issues around part time employment and high levels of inactivity. The utilization of skills has been an issue in the UK which has affected productivity and employment opportunities. Many business owners and companies raised concerns about the lack of skills the current workforce has. The UK government in April 2017 has reformed the apprenticeships schemes and is developing new ways to measure and work with young NEETs.

10. Development of international youth cooperation and participation in international projects [i.a. Erasmus].

Citizens in Power (Cyprus):

CIP has successfully designed, implemented and coordinated a variety of EU projects that are primarily interwoven with various ramifications of entrepreneurship. Great examples are: (i) Erasmus + KA2 'Society Profits', which contains an online course on social entrepreneurship, tools for SMEs, non-formal material and a Directory of Social Enterprises all over Europe that have established a great mode of cooperation; (ii) Erasmus + KA2 'Grow Green' which develops and digital course on agro-entrepreneurship along with specially-designed video recordings that focus on modernization of agro-entrepreneurship in all the partner countries; (iii) Game Laboratory (KA2) that fosters young entrepreneurs through specially-designed board games; (iv) various initiatives in terms of Erasmus + training for youth workers, such as 'The Person of the Year-the Entrepreneur', 'Social Entrepreneurship Accelerator', 'Digital Mediation; Re-Defining Digital Culture in Youth Organizations', 'A Network for Your Net-worth', 'No-NEET', 'Hi-Tech Democrats', etc., all funded by Cypriot NA, through Erasmus +. CIP has a great experience in writing and implementing EU projects, especially Erasmus + KA1 and KA2 projects, while the organization is currently getting into EuropeAid, COSME and ENI MED.

Asociación Cazalla- Intercultural (Spain):

Throughout the 10 years of Cazalla Intercultural's life we have developed several international projects in which board games, game-based learning and gamification have been key topics. Here we provide two exemplary projects:

“Un ejemplo de ello es” (Let’s board to employability): This project aimed to support youth work and collaboration between Europe and neighbouring countries in regard to NEET population using games as a tool. The project lasted for six months and the amount of the grant was 16111 euros. It was a training course developed in Coy, Lorca. It has brought together 21 youth workers from Spain, Estonia, Latvia, Ukraine, Belarus and Armenia, 2 trainers and 1 supporting person. The training focused: a) on work aspects of youth work in relation to the skills that young people need to develop to enter labour market and promote themselves within it (personal, interpersonal, entrepreneurial spirit and preparation and presentation of CV) and b) on learning different mechanical games and their design aspects. It was considered as a follow-up to the training course Net.working, which had already gathered

some of the partners involved in the “Un ejemplo de ello es” project, and the project "Learning Badges", a project of gamification of youth work in which Cazalla Intercultural participated.

"Learning Badges": This is a project based on the collaboration of different European organisations and the coordination of the Lithuanian organisation "Lietuvos neformaliojo ugdymo asociacija". Its aim is to develop a system of recognition of competences in the field of non-formal education through a gamma of learning badges. These badges are used to recognise learning in training courses, youth exchanges and European voluntary service through the acquisition of these badges and to overcome certain challenges related to the competences they represent.

Fundacja Centrum Aktywności Twórczej (Poland):

Participation in international projects is a great opportunity for the development of organisations. International cooperation brings many benefits - non-financial and intangible such as:

- Building a coherent and positive image of the organisation
- Improvement of the quality of team work
- Improvement of language and intercultural skills
- Acquisition of new knowledge
- Learning how to use innovative work methods and acquiring project management skills

Through our collaborations with other organisations we gain valuable experience. For example, in Poland the profession of “youth worker” does not exist officially as a profession, so the experience gained from the UK is very valuable for us. Moreover, working with partners from other countries, one can improve their language skills, but also get to know their own and other cultures and customs. An intercultural approach allows for a better understanding of each other. In addition, institutions and facilities hosting EVS volunteers are becoming increasingly active. The attitude of the staff of these institutions towards language learning is changing, and they are also eager to participate in workshops conducted by volunteers together with their students. Young people participating in foreign projects gain experience for their whole lives. They have the opportunity to learn about various activities and choose more consciously a career path in the future.

In conclusion, developing international cooperation translates into lasting project partnerships, improving the quality of education and creating innovative ways of working with young

people. International cooperation is of great value to us because it also translates into the quality of our activities in the local environment.

Praxis Europe (UK):

Praxis Europe has been involved in many different European projects working with hundreds of individuals in the UK and abroad. The organisation is one of the six organisations across the UK who hold the VET Mobility Charter by the UK National Agency.

- During 2015—2017 we hosted 271 European citizens in Birmingham, from across Italy, Poland, Hungary, Bulgaria, Romania, Turkey, Slovakia, Czech Republic, Netherlands, Cyprus and Spain on various Erasmus+ Youth Training Programmes.
- 74 learners from the UK took part in a week's Erasmus+ Youth Training Programme in Birmingham from 2015 to 2017 and each learner received a Youth Pass Certificate.
- Praxis Europe has created opportunities for 140 learners abroad, on two-week Erasmus+ Vocational Education & Training (VET) work placements during the period 2015-2017. Vocational subjects ranged from Motor Mechanics, Tourism, Hospitality, Catering, Hair and Beauty, Electrical Installation, IT, Photography and Media.
- 108 learners were provided with Youth Training / Youth Exchange opportunities in and across Europe on a variety of themes during 2015-2017.
- Praxis Europe has provided 260 Adult learners an opportunity abroad on Adult Education Training Programmes during 2014-2017.

11. Description of the partners reflection on working with NEET 15-17 (testing of recommended games) during international mobilities in the project, description of the work process.

CIP has tested a number of the recommended games of this document. At this section we will share our experience with the game called ‘The value of values’ which is the game that has been tested the most. The Value of Values is a simple and enjoyable game that helped NEET to evaluate and prioritize their personal and shared values in a safe and supportive environment. The players reflected on their personal and shared values and realize how their values can enable them to pursue their goals in relations to entrepreneurship.

Taking into consideration participants’ feedback, the rules of the game were well understood by NEET participants. Additionally, the participants reported that the game provides the same time to everyone to express their values and this helped them to listen each other. The first group that played the game worked well together and participants felt comfortable to express their selves since they had the chance to know each other from previous activities of *CIP*. In contrast, in the second group where people met each other for the first time right before the game, the experience was different. Participants were reluctant to share in depth how certain values represent them. They were not adequately serious while playing and were sometimes making fun while presenting their values; which can signify that participants were not that comfortable while talking about their values. Therefore, we strongly suggest that participants get to know each other before they play the game.



Participants choose their values among the cards (step 2)



Participants present their values to others (step 3)

Praxis Europe worked with young people testing a number of recommended games that were chosen over the course of the GameLab project. The games were tested in a friendly and non-formal environment which allowing participants to feel comfortable. As organisation, Praxis Europe focused more on ‘The Battle of Polytopia’, playing the game with young players in a non-formal outdoor environment.

The young people were able to understand the aim of the game after a few tries. The issue around apps is that each individual plays the game on their own individual phones hence communication during the test, especially at the early stages was limited. However, as the individuals finished playing there was a reflection session where they had the chance to communicate with each other and share their thoughts and values. The game has some elements which relate to economic activity and entrepreneurship.

The feedback was positive from the young people who focused on the fun element, sounds and visual colours of the game. They also mentioned the possibility to explore and learn within the game. They also mentioned that they believed board games are also important as they allow people to play together interactively.

Testing the Game App in a non-formal outdoor environment:



Fundacja Centrum Aktywności Twórczej arranged meetings with young people at the foundation's offices where they had the opportunity to play games of various difficulty levels and topics, including those directly related to entrepreneurship and initiative. The participants usually started with games - simple in rules, with a pleasant theme, which are ideal as warming up activities and introduce a friendly atmosphere, e.g. Ghosts, Jungle Speed. Afterwards, the young people tested an entrepreneurial game aimed at building a company. The game did not cause any problems and was played smoothly. The people were divided into teams of three, some of whom finished the game very quickly. Most participants suggested that the game should provide more points and that it should contain more occupations/employees, which would diversify the game.

The game "Peasant School of Business" was also tested which is a simple simulation of free market mechanisms where such phenomena as supply, demand, trading company, price, production costs, trade negotiations can be observed. It refers to the production and commercial activity of craftsmen from the Andrychów weaving centre in the 18th century. This game was described by the youth as a difficult, multi-variant game, arousing a lot of emotions and stimulating thinking.

Summarizing the conclusions of the players it can be said that the attractiveness of the game is influenced by graphics and a variety of other elements. Games introducing an element of competition are more popular among young people.

Findings by Cazalla-intercultural:

Among the 4 games that we proposed as examples of good practices of board games to develop competences on entrepreneurship with young people we finally decided to test StartUp for different reasons:

- Taking into account that many of the young people who came to the testing session was the first time they faced a board game of these characteristics (even for the first time playing a board game) we thought it would be a good idea to play the game for too long.
- Secondly because of the complexity of it. The rest of the games had a duration between 60 and 180 minutes while StartUp had a maximum duration of 60 minutes. A game that was too long would have endangered young people's attention.
- Thirdly, we opted for StarUp because of its visual appearance, which is very similar to that of the goose's game and which might seem familiar and friendly to young people. And fourthly because it was one of the most accessible games to get since we could find a print&play version of the game.

The session lasted 2 hours. The first 30 minutes were dedicated to play party games and fillers for young people to get used to the mechanics of board games with simple games but very fun. Then we spent 15 minutes explaining the rules of the StartUp game. This part was the hardest part of the session as we had to answer many questions from the young people as many of the rules seemed complicated or difficult to remember.

Then we started to play. We made 2 groups of 4 people per group. The beginning was complicated and slow because we had to remember several times some of the essential rules. In any case, as soon as we did a couple of rounds in a row, the young people quickly learned the rules and the game was quite fluid in both groups. During the game we observed different levels of attention. There were very motivated and really game-focused young people, most of them, and other young people, especially in the second group who were more distracted and less motivated. The opinions of the young people once the game was over were:

- *I liked the feeling of seeing my business grow and making money from the actions I was doing.*
- *Complicated rules at first but when you play a little you realise that they're actually quite simple.*
- *You have the feeling that you are creating your own real company.*

- *It's a lot like reality.*
- *It's not as much fun as the games from the beginning that we played, but by playing them you learn a lot of things about how companies work.*
- *Maybe a little long but it's an interesting game. In any case I would have made it shorter.*
- *I didn't like the fact that if you make mistakes at the beginning, then it's very difficult to move upwards to a better position.*
- *It's a very nice game. I really like the board.*
- *It's a very competitive game and it can create a bad atmosphere among friends.*
- *I would like to play it again in the future now that I know the rules well after the first game.*

In general, we can say that the game was liked by the young people, although at first it was a bit hard due to the complexity of the rules, especially for young people who are not used to playing board games. In the 2 groups there were young people who really enjoyed the game, especially those who occupied the first positions and others, usually those who were losing who were more easily distracted. It seemed to everyone that it reflected quite well the way a company was run.





Written By: Majid Hussain *MSc, PGDip, BA, Ptlis*, Marek Urbaniak *PhD*, Angelos Parmatzias, Manuel Semitiel, Sibisse Candida Rodriguez Sanchez & Azeem Iqbal