



D2.2.: Placemaking for Inclusion Competences Framework with Ecosystem of Open Badges - Version 1

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SUMMARY OF MODIFICATIONS

Version	Date	Author(s)	Summary of main changes
V.0	17.10.2022	Dr. Ammalia Podlaszewska	Proposed Competence Framework
V.1	21.10.2022	Konstantina Chrysostomou (ESTEL), Nedjine Dorcely (ESTEL), Luisa Tuttolomondo (Sguardi Urbani), Anna Stamouli (AKNOW), Carla Molteni (CGE), Bram Dewolfs (Urban Foxes), Annabel Mempel (Nabolagshager), Rita Marques (YEU)	The syllabus for each competence after partners inputs and feedbacks Open Badges Ecosystem created on the Badgecraft

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“...there needs to be a core framework of quality standards for youth work responsive to national contexts, including competence models for youth workers, and accreditation systems for prior experience and non-formal learning .”¹

¹ Council conclusions on quality of youth work (2015) and in the final declaration of the 2nd European Youth Work Convention (2019)

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EXECUTIVE SUMMARY

The Placemaking 4 Inclusion (PM4I) Competences Framework with Ecosystem of Open Badges (version 1) focuses on the conceptual mapping of the benchmarks (aims and objectives for the trainers) and indicators (level of acquisition of competences for the learner) for the Competence Framework-syllabus.

This is a public deliverable and a live document, meaning that it will be updated throughout the project, based on the partners' experiences and the lessons learned during the process.

The Placemaking 4 Inclusion (PM4I) Competences Framework with Ecosystem of Open Badges (version 1) will identify the main skills, competences and attitudes to be learnt by young people and youth workers through the PM4I project and respective activities. On the other hand, the ecosystem of Open Badges will serve to monitor, assess and validate the learning process of youth workers on the topic of placemaking as well as on the identified competences.

1. INTRODUCTION

This document focuses on the conceptual mapping of the benchmarks (aims and objectives for the trainers) and indicators (level of acquisition of competences for the learner) for the Competence Framework and syllabus. This document is generated after the finalisation of D2.1, where a combined finding of a national report is completed, to support the development of the Placemaking Competence Framework which will identify the main skills, competences and attitudes to be learnt by young people and youth workers to promote competences related to Placemaking with joint recommendations on European level cooperation.

This activity focuses on the conceptual mapping of the benchmarks (aims and objectives for the trainers and youth workers) and indicators (level of acquisition of competences for the learner) for the Competence Framework-syllabus related to Placemaking competencies skills for social inclusion at the local communities and youth involvement to be acquired. Framework will be focused on different categories 1) youth workers 2) Place makers Ambassadors 3) educators 4) young people with fewer opportunities.

After the identification of the needs for young people and youth workers, the PM4I competence framework aims to:

- Define benchmarks and indicators for the PM4I Competence Framework against which young people's digital citizenship skills will be monitored, assessed, and validated through the Open Badges system.
- Design the basis for Assessment tools to be used as the basis for the PM4I Program to be offered to young people in order to acquire digital citizenship competences and to be used by organisations to build up their strategy, which is going to be developed in WP3.

Additionally, an ecosystem of Open Badges will be created to ensure the monitoring, assessment and self-validation of the learning process of youth workers, Placemaking ambassadors, educators or young people involved in the local communities regarding Placemaking for inclusion. There will be different sets of badges based on the Competences framework to ensure the best and adequate learning of different profiles.

2. Adaptation from the National Report

This Document is a compilation based on the Comparative National Report of “Placemaking for Inclusion” Framework document (D.2.1), which is combined finding of 6 national reports based in the local context of Germany, Belgium, Italy, Spain, Greece and Norway and give support to the development of the Placemaking Competence Framework which will identify the main skills, competences and attitudes to be learned by young people and youth workers to promote competences related to Placemaking with joint recommendations on European level cooperation. This document is divided into four main sections: the introduction, the summary of the National Report, the PM4I Competence Framework and the Open Badges Ecosystem.

The conclusions have two readings: in the local scale of the 6 countries, and in their comparison. Furthermore, they focus on the comparative conclusions on the mapping, the comparative conclusions on the survey results, the conclusions on social investigation and the conclusions on competences.

2.1. Understanding Competence Framework for Non-Formal Education

The competence framework focuses on competences needed to prepare, implement and evaluate learning mobility projects. It is not meant to be seen as a ‘must-have’ list of competences. However, it includes a number of desirable competencies and behaviours that reflect healthy underlying attitudes. To encourage participatory and inclusive approaches in youth work it is important to see the competence framework from the perspective of Participatory Urban Pedagogy that has become influential for practitioners and also educators. In urban planning context, Urban Pedagogy often seeks to improve the well-being of local communities through participative and collaborative responses to local issues. Respectively, for Placemaking these competencies encompass a willingness and readiness to learn, communication with youth from different backgrounds, passion and knowledgeability, and a use of technology for further understanding.

By adapting the approach and developing new tools for placemaking, at the community level by using place pedagogy approach, the competence framework will enable transformation and change at 1) sectoral level: Non Formal Learning providers/ Youth organisation will be empowered with the new methodological approach and tools to social inclusion at the community level 2) organisational: each consortium member will further develop its capacities to develop inclusive Sustainable Education in shaping the communities they live to their needs by exchanging transnationally newly developed practices 3) individual level: young people of diverse backgrounds will have the tools and capacities to become changemakers at both community and European level.

This activity focuses on the conceptual mapping of the benchmarks (aims and objectives for the trainers) and indicators (level of acquisition of competences for the learner) for the Competence Framework-syllabus related to social entrepreneurial skills for sustainable development to be acquired, on which (1) the monitoring, assessment and validation process through the Open Badges will be based on in WP3 and (2) the design of the Training courses and training material will be developed and organised.

In PM4I Competence Framework, we describe two underlying skills: 1) "Community Skills" of such participatory urbanism, community consultancy and facilitation, urban interventions skills; 2) "Self Skills" to offer innovative approach and outputs we are designing by creating heterogeneous groups/living labs (being a mix between practice knowledge and the experience of youth organisations with experience in the field of placemaking and youth work). PM4I Competence Framework in this sense, will contribute to conceptual and methodological development in this field, as well as enhance exchanges in formal and non-formal sustainable educational setting in youth work and at the same time for community development.



Figure 1. Adaptation from National Report

The topic of the PM4! Competence Framework promotes the importance of context and based on the place-based pedagogy concept.

In terms of “Community Skills”, it is important for youth workers to understand the uniqueness of every community and place that has a distinguishable ethos, ecosystem, and combination of assets and challenges. Connecting youth to their community and enabling them to immerse in other communities near and far promotes the foundational goals of Sustainable Education. Additionally, place-based pedagogy for non-formal education connects learning to communities and the world around youth, it builds community in four aspects: 1) creates bonds; 2) personalised learning; 3) builds social capital and 4) promotes contributions.

In terms of “Self Skills”, it derives from the concept of Learning Sciences Principles that provides the connection with the empirical evidence that place-based pedagogy has merits and helps young people to participate in their surrounding/ communities. The “Self Skills” promotes four aspects: 1) Cognition in taking new stimuli and process them into memories and retrieving these to deploy in future actions; 2) Motivation and willingness to initiate, put in mental effort and persist in the face of adversity; 3) Identity and make meaning of their combinations of personality traits, values, beliefs, attitudes and life experiences; 4) Individual variability, includes the influences from the environments, experiences and relationships.

That being said, In this section the methodology adopted for the development of the PM4I Framework will be explored, a clarification of terms will be given and the framework of the most needed digital skills/competences will be analysed by the partners. Each partner will analyse one type of competence as identified in the survey. The analysis will include: framework, teaching material, assessment methods.

2.2 The Users of PM4I Competence Framework

Competences are always connected to a specific context (intercultural work, youth work, social work, etc.). This makes them challenging to explore and assess. For this reason, competence development frameworks vary according to target groups, youth workers and work context. Our proposed competence model supports training and quality in youth work in the context of placemaking for inclusion and the development of the learning PM4I COOKBOOK (WP3). It offers the opportunity to develop training strategies, training courses and will allow target groups to analyse their own competences and address personal challenges. The competence model is a good basis for peer-support, peer-review and (self-) assessment. It gives impulses that will encourage youth workers to try out new things and invest in personal and professional development.

At its core, the PM4I competence model is specifically adapted to European youth work and the principles of non-formal learning. The following principles are applicable to every competence. The principles of non-formal learning behind this competence model are:

- Young person centredness (a focus on young persons and their development)
- Agreed on learning objectives between youth workers and young persons
- Transparency
- Confidentiality
- Attention to content and methodology
- Voluntariness
- Participation
- Ownership of the development process
- Empowerment
- Democratic values and practices

- Peer to peer learning

1) Youth Workers

The PM4I Competence Model for Youth Workers acknowledges that youth work is becoming more and more European and international, as are the lives of young people. The competence model makes these youth work settings more explicit. It focuses for instance on working in intercultural teams and on supporting young people in international learning mobility projects, but also supports youth work in the local communities with their youngsters and local stakeholders.

The competence model should further serve as a source of inspiration for organisers of youth worker training. It will help them pinpoint what competence areas to consider when designing the curricula for such training courses. Within the Erasmus+: Youth in Action programme, this competence model serves as a reference document for National Agencies and beneficiaries of the Erasmus+ programme who offer youth worker training. Further, this competence model supports youth workers themselves in assessing their own competences. This, in turn, helps them identify areas where they need further training. This competence model also helps institutional stakeholders determine youth workers' occupational profiles and the recognition of this profession by society.

The Competence Model for Youth Workers is useful for:

- Youth workers who want to improve the collaboration relationship between young people and youth workers / educators / public administration
- Youth workers who are engaging some volunteers from the community who will engage other young people from the community, gaining their trust.
- Youth workers who promote horizontal processes between local authorities, youth workers and young people

Additionally, for:

- youth workers who are involved in international/national learning mobility projects;
- educational staff and trainers who organise community planning facilitation with young people and local organisations;

- organisations and institutions that develop training strategies for youth workers.

This competence model is to be seen as a supplement to already established youth work education, training and resources. It does not attempt to define minimum or maximum performance levels of youth workers.

2) Placemakers Youth Ambassadors

For this project, Placemakers Youth Ambassadors are a young and motivated team of volunteers who ignite our campaigns across partner countries. The Placemaker Ambassador network will constitute a space (online and then F2F meetings/working groups/workshops at local level) where the local Placemakers will be able to interact between them, have access to the learning tool and online exercises, seek for assistance from professionals in any related topic concerning the development of their local initiatives/projects. Each partner country will recruit at least 5 Placemakers from young people with fewer opportunities and with the support of the network of local youth organisations taking part in the consultations processes.

3) Educators

Educators in the setting of non-formal education, includes adult basic education, adult literacy education or school equivalency preparation. Non-formal education is imparted consciously and deliberately and systematically implemented. It should be organised for a homogeneous group. However, non-formal education should be programmed to serve the needs of the identified group. This will necessitate flexibility in the design of the curriculum and the scheme of evaluation

The PM4I Competence framework will help non-formal educators to plan their structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Therefore, the use of Open Badges as non-formal recognition and learning validation will be introduced.

4) Young people with fewer opportunities

‘Young people with fewer opportunities’ are defined in the Erasmus+ programme guide as those young people who are at a disadvantage compared to their peers because they face one or more of the seven exclusion factors: disability, health problems, educational difficulties, cultural differences, economic obstacles, social obstacles or geographic obstacles. These factors can pose barriers to young people’s inclusion in society (e.g. education, labour market, housing, health, community).

The PM4I project intends to boost their competences. As the project activities will take place locally and later, internationally. Through PM4I, young people come back from an international experience with the solemn intention to dedicate more time and effort to foreign languages. The intercultural project will inspire them with an appetite for improving communication across borders. PM4I also helps young people to decide what they want to do with their lives, especially by introducing local challenges and competencies that are useful for themselves, but also for their community. They can serve as a compass to the future. For young people with fewer opportunities this is even more the case than for well-off youth.

3. PM4I Competence Framework

2.1 Proposed Competences

After collaborative brainstorming together with partners, the consortium became aware of the need to unify the competence framework deriving from the result of the research phase with the expertise and experiences from each partner. We have identified 14 interlinked competences that we find necessary for the acquisition of the placemaking inclusive tools, namely:

1. Information & Knowledge

Discussing information and knowledge as a competence for PM4I implies an understanding of the concept of placemaking and having expertise about the spaces they are occupying, which is key for youth and youth workers to be empowered to actively participate in placemaking

initiatives, urban design and consequently social inclusion. Understanding social inclusion as a concept and how to use different tools and activities to promote it requires a socio-economic and political understanding of certain contexts, whether it is on local, national or international levels. As such, this implies the capacity building and training on specific topics relating to these fields, through which young people and youth workers can develop their understanding and skills.

Furthermore, oftentimes youth initiatives can be halted by external entities. In this sense, having knowledge and a common understanding of bureaucracy and how to tackle it, as well as youth specific legislation is fundamental for youth workers to access and achieve their rights, and to advocate for youth rights.

Thus, training and education, whether in formal or non-formal learning environments, are fundamental aspects of this competence. Educating young people and youth workers on these topics and skills will not only empower them, but also allow them to actively participate in the transfer of knowledge, creating a wider understanding of the mentioned fields.

2. Managing Diversity

In the context of PM4I, management of diversity is a competence needed for youth workers working with young people - especially disadvantaged ones - to empower them to be more active in shaping their community and feel more included in their local spaces. Therefore, youth workers and young people should acquire skills necessary to promote a culture of empathy and to foster an open-minded and enabling environment for young people to feel empowered and included. When it comes to dealing with interculturalism in placemaking and community projects it is important to work on preventing discrimination and promoting inclusiveness among youth workers, young people and stakeholders.

In addition, it is important for youth workers to acknowledge young people's differences and recognize those differences as valuable. Furthermore, youth workers should be aware of different needs from different groups in order to create equal possibilities to engage all youth according to their different abilities and needs and address different barriers to participation in placemaking activities.

Similarly, stakeholder diversity is a success factor for youth participation, as all stakeholders contribute their own expertise, networks and resources to projects. In the framework of PM4I, managing diversity also implies being open and flexible to divergent ideas and creative perspectives.

3. Building a relationship with youth

The research phase showed that for youth workers it is challenging to seek out young people and keep them engaged, considering the long-term processes needed for diagnosis, design and implementation in placemaking projects. Building relations with youth as a competence implies the willingness to include them as early as possible in project' research and idea generation. This competence also refers to cultivating sustainable relations with youth built on trust, empathy and mutual understanding. This also includes being proactive in activating young people who are not active yet in the field of shaping their community's spaces.

In addition, in the research it was pointed out the lack of dialogue and interaction among different generations, which diminishes the possible participation of young people in the decision making. Therefore, youth workers need to take care about the opinion of young people, acknowledge their effort and be willing to adapt to different needs and ideas from the young people. To allow flow of communication with them it is important to translate placemaking expertise into their language and level of understanding, as well as being humble enough to welcome their ideas, suggestions and mistakes. Overall, to be flexible enough to include their voices in the decision making.

4. Internal Communication

Encouraging efficient internal communication between youth workers and between youth workers and young people is crucial to foster engagement and motivation in placemaking activities, promoting team-work between youth workers and youngsters and ensuring equal opportunities for participation in the shaping of community's spaces.

These competences refers to managing effective flow of information and collaboration within the participants of the placemaking project or organisation. It also implies learning how to manage news, knowledge, ideas, feedback circulating internally as well as providing a channel for feedback, debate, and discussion. Applying these competences will foster more openness,

diversity in ideas, more fluid collaboration and effective bottom-up approach to the placemaking and community projects.

5. External Communication

External communication is a competence that is crucial to showcase, increase, and spread awareness about youth inclusion in decision-making. This communication is directed at external partners and collaborators, policy-makers, networks, communities, and the media. Outreach strategies and skills to be improved include traditional and new marketing, project branding, and dissemination. This communication is furthermore meant to facilitate an exchange of information and dialogue between different stakeholders. Additionally, this external communication can promote awareness: an increase in the level of awareness and recognition of urban development projects with young people can be achieved through media such as websites and films, but also through public campaigns. This competence also feeds into network and collaboration (competence #6) by strengthening relationships between stakeholders.

6. Network, Collaboration, Outreach

The ability to create, maintain, and strengthen relationships between stakeholders of youth and social inclusion is difficult to achieve. The current situation shows that it is difficult to include less privileged communities, both local and displaced. Thus, youth workers need to ensure strong collaboration and network to encourage more incentives and engagement opportunities to reach disadvantaged youth. However, not only the outreach towards youth is important but also it is crucial to create relationships between similar partner organisations and similar projects. This includes skills such as fair cooperation, topical collaborations (local and international), cross-department collaboration, as well as facilitating interdisciplinary capabilities. In summary, creating bridges between projects, partners and youth is necessary. Many organisations are working on the same topic, but they are not aware of each other. Therefore, an exchange and collaboration of information and knowledge can save resources (such as funding) and ensure that project outputs are innovative, sustainable, and usable in the future. Additionally, a strong network increases community engagement, something that has been found essential for the inclusion of youth in decision-making processes.

7. Creating Environments

This competence refers to the ability to create, find and guarantee environments where youth can easily participate, express themselves, establish healthy connections and productive dialogue with others and find stimulus for being creative and taking action. In order to accomplish these goals it is important to recognize the conditions that allow youth to: 1) feel safe, that is sheltered from the fear of discrimination for issues of any kind (race, gender, sexual orientation, etc); 2) feel comfortable, which means that they can easily express themselves, take the word and be listened to; 3) have fun in order to feel engaged, be creative, challenge themselves without pressure and have a sense of feeling restrained. Therefore, to create environments suitable for youth participation and placemaking it is important to think about them holistically in order to take into account all these different aspects.

8. Cultivating Empowerment

Despite the many initiatives carried out across different countries the research showed that often placemaking activities are not felt as their own by youngsters and the way in which these develop does not always produce impact on them in the long term. To avoid this risk it is important that youth workers pay attention to empower young people all along these activities. The competence therefore implies the ability to understand placemaking processes, the way these can develop and the impact they can produce. This means involving youth since the beginning of a project or to find out already existing small scale initiatives started up by youngsters or observe and identify informal youth practices/spaces/groups already existing that only need to be supported and valorized. To promote empowerment it is also important to give youth space for freedom of choice and action and give them tools for self-management. Besides, within placemaking youth workers cannot only be neutral facilitators but they also have to be “activists” engaged in advocacy activities when youth voices and opinions are not included in the decision making process.

As empowerment means, literally, to “give power” it is necessary that youth workers are aware of power dynamics and how to share or give away their power to young people when relevant and necessary.

9. Critical, creative, and innovative thinking

Young people and youth workers need to adopt critical thinking to support and improve their localities. This competence ensures the effective assessment of the problems at hand, as well as the ability to choose and evaluate resources and materials to be used in creating new solutions. Through flexible and adaptable attitudes, individuals and teams can promote proactive and innovative responses to the multitude of challenges present in placemaking. For this purpose, it is crucial to adopt a collaborative spirit that will ensure the constant exchange of ideas and facilitate change.

10. Resourcefulness & Sustainability of the project

PM4I will allow the young people and youth workers involved in the project to develop their competences related to project implementation. This implies competences of resourcefulness, transferability of knowledge and experience to different entities and into different contexts, and a problem-solving approach to challenges. This also implies advocating for unconventional funding. These characteristics are relevant for self-development but also to achieve the long-term sustainability of projects.

The importance of long-term sustainability was also informed by the research conducted during the project, through the online surveys and focus groups, where the participants recognised the importance of maintaining the results of the project after its implementation, as well as the usefulness of implementing projects more than once, in order to prolong their results throughout multiple generations of youth and youth workers.

11. Enabling Digital Literacy

Placemaking requires basic knowledge and understanding of Information and Technology (IT). To that effect, young people and youth workers must appreciate the importance of digital literacy in acquiring productive and problem-solving attitudes through safe, ethical, and efficient ways of navigating digital environments. This is feasible through studying basic IT concepts, as well as learning how to use digital tools in collecting resources and utilising them in solving problems. In placemaking and community projects, it is crucial to learn how to communicate and collaborate digitally and how to maximise the effect of different interfaces and automation.

12. Using your Superpowers

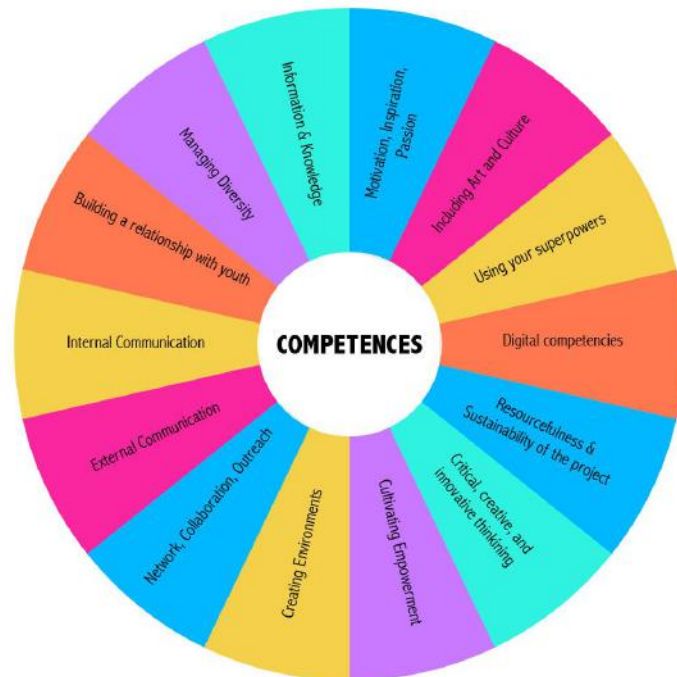
The limit between inclusion and exclusion is very thin. Understanding the special capacity/condition that each person has, the one that makes them different and transforming it into a superpower, will help that person to be a part of the community using that special capacity to break the exclusion. That, on an individual's level, not only will break the exclusion, but also, will foster the self-awareness of each person. When it comes to placemaking and community projects, it is important to map and identify the superpowers of all the stakeholders, in order to have a project that promotes diversity and empowers youth.

13. Including Art and Culture

Art and culture are important mediums to shape the social, physical and cultural identity of a community, creating stronger social cohesion and a better social inclusion. Having in mind that in placemaking, the sense of place can be traced to intangible but also to tangible qualities, these mediums of expressions such as graffiti, dance, performances, music and others can help young people to express themselves in public spaces, influencing the urban and social environment where they live, breaking the physical and mental barriers of the exclusion, and empower the sense of place and belonging. Art and culture interventions, when they create synergies with other disciplines such as health, environment, education (and others) encourage diversity and inclusion.

14. Sparkling Motivation, Inspiration, Passion

When looking into placemaking and urban pedagogy, one notices the importance of co-creation and the ability to imagine another reality. It is therefore critical that this form of change management is accompanied with motivation and passion embodied by the youth worker. And having the ability to pass on this inspiration and passion on to the youth in a fun and engaging way. Secondly, it is likely that challenges will lie ahead, amongst which the precarious situation some of the youngsters find themselves in, so it is therefore instrumental that the youth worker has ample endurance and courage to face these challenges. Creating at the same time an environment and adopting an attitude where trying and experimenting are stimulated, and where it is acceptable to fail, and where achievements are being celebrated accordingly.



*This is a diagram in progress.

Figure 2. Model for PM4I Competence Framework

4. The Pedagogical Dimension of PM4I Competences

In the competence model, we focus on the following four dimensions: attitudes, knowledge, skills, and values.

- Attitudes (the youth worker's willingness) are the prerequisite, the foundation for competence development. They lead to:
- Knowledge (gained through experience, critical reading from books, the Internet, etc.);
- Skills (ability to perform a task, to apply knowledge and turn attitudes into actions), which will then lead to:
- Appropriate and contextual values.

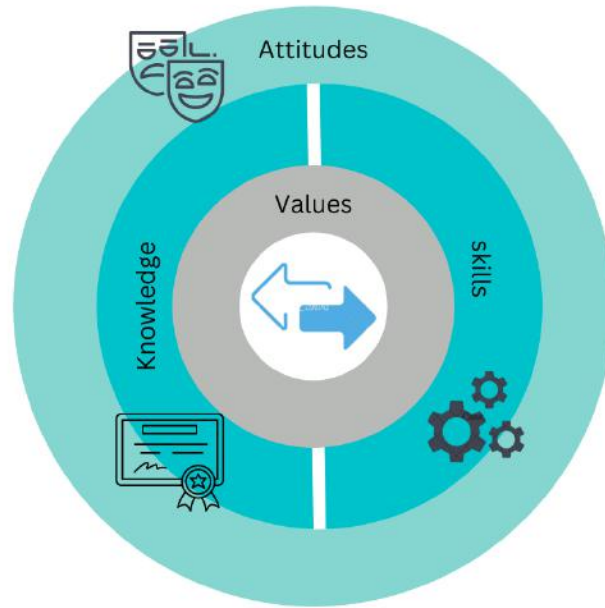


Figure 3. Dimensions of PM4I Competence Framework

Therefore, values encompass attitudes (and actions), knowledge, and skills. Through behaviour we can assess the competence level of the youth worker and whether it is sufficient for their work. In short: behaviour reflects the underlying attitudes of a youth worker. There is no hierarchy between the various elements mentioned in each competence area (under attitudes, knowledge, skills, and values, respectively). The elements mentioned first are no more important than those mentioned last.

In this framework, the Competence for PM4I is composed with 5 components, which includes:

1. Title - The name of the Competence
2. Topics - which refer to the specific chapters that the educators/trainers aim to teach.
3. Learning Objective of each topic- should describe in broad terms what target groups should know or be able to do at the end of the course. It should describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end

of a course or program. In other words, learning objectives identify what the learner will know and be able to do by the end of a course or program.

Tips: https://www.bu.edu/cme/forms/RSS_forms/tips_for_writing_objectives.pdf

4. Learning outcomes - Knowledges, Skills, Values and Attitudes - which indicate the specific skills that the target group/young people will be able to obtain, learn or know. Learning outcomes state what a learner is expected to know, be able to do and understand at the end of a learning process or sequence. The way such outcomes are defined and written orientates teaching and learning, and influences the quality and relevance of education and training.

4.1 knowledge and critical understanding - theoretical and factual inputs such as a broadened set of basic facts, moderately complex concepts and theories as well as the dependencies between selected natural and social phenomena and the products of human thought; a broader scope of selected facts, moderately complex concepts, theories in specific areas and the dependencies between them; the basic conditions of conducted activities.

4.2 Skills - cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). Basic skills such as complete moderately complicated tasks, partially without instruction, often under variable conditions; solve moderately complex and somewhat non-routine problems often under variable conditions; learn autonomously in a structured form; understand complex statements, formulate moderately complex statements on a broad range of issues; understand and formulate simple statements in a foreign language.

4.3 Values and attitudes - Values are qualities that students should develop as principles underpinning behaviour and decision-making, whereas attitudes support cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other.

Table 1. Competence for Information and Knowledge

Competence: Information & Knowledge				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes
1.1 Knowledge of local context 1.2 Knowledge of placemaking and urban policies 1.3 Knowledge of essential youth-related themes and policies 1.4 Ability to collect, adapt and transmit relevant knowledge	1.1 Participants will be able to grasp the local context through different essentials such as socio-economical, historical, contemporary, urbanistic understanding. 1.2 Participants will learn, understand and put in practice the essentials regarding Placemaking, such as methodology, history and values of Placemaking and relevant urban policies. 1.3 Participants will learn about relevant essential youth-related themes and policies 1.4 Will learn how to collect, adapt and transmit relevant knowledge	1. Understanding the basic essentials regarding the local context such as socio-economical, historical, contemporary, urbanistic 2. Knowing the essentials of the Placemaking methodology 3. Knowing the essential youth-related themes and policies 4. Knowing where they can find relevant partners, organisations and local key figures. 5. Knowing how to (informally) map the	1. Able to analyse the local context and its challenges 2. Able to develop strategies and solutions to reduce urban inequalities and improve human/children's rights 3. Able to put youth policies into practice 4. Able to collect, adapt and transmit relevant knowledge. 5. Able to find the relevant partners. 6. Able to map the	1. Awareness about the difficulties, inequalities and contrast in an urban environment 2. Embodies the Placemaking values 3. To be proactive to learn about placemaking, urban and youth related topics 4. Becoming more empowered and confident as a Placemaker with youth.

		local community	local community	
		6. Understanding the difficulties, inequalities and contrast in an urban environment		

Table 2. Competence for Managing Diversity

Competence: Managing Diversity				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes
2.1 Create enabling environments	2.1 Participants will be able to understand the basis for creating enabling environments	1. Understand how to create an enabling environment based on respect, sympathy and open-mindedness	1. Interpersonal skills	1. Respect and appreciation of everybody's ideas
2.2 Managing interculturalism	2.2 Participants will identify risks of discrimination at the project space	2. Knowledge of good management practices in multicultural environments	2. Active listening skills	2. Openness to otherness
2.3 Recognize differences as valuable	2.3 Participants will be sensibilize about differences in abilities, skills and needs within		3. Conflict resolution skills	3. Civic-mindedness
2.4 Take advantage of stakeholders diversity			4. Ability to work in multicultural environments	4. Awareness of multiculturalism

	<p>diverse groups.</p> <p>2.4 Participants will be able to manage diversity at the stakeholders level.</p>			
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Table 3: Competence for Building a relationship with youth

Competence: Building a relationship with youth				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes
<p>3.1 Seek out and engage youth</p> <p>3.2 Building sustainable relations</p> <p>3.3 Being humble/ inspire to make youth experts</p>	<p>3.1 Participants will learn to engage and activate youth</p> <p>3.2 Participants will learn how to nurture long-term relations with youth</p> <p>3.3 Participants will learn to transmit their expert knowledge and know-how in an accessible way to young people</p> <p>3.4 Participants will understand the</p>	<p>1. Learn tools and methods to seek out, activate and engage potential participants</p> <p>2. Learn methods and tools to nurture sustainable relations</p> <p>3. Learn how to transmit expert knowledge with non-formal education techniques</p>	<p>1. Able to adapt to different circumstances and needs</p> <p>2. Flexibility and adaptability</p>	<p>1. Sense of respect for youth ideas</p> <p>2. Sense of humbleness</p> <p>3. Tolerance</p>

	importance of flexibility and adaptation in bottom-up projects			
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Table 4: Competence for Internal Communication

Competence: Internal Communication				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes
4.1 Keep up motivation, engagement	4.1 Participants will realise the importance of internal information	1. Learn the basis of internal communication	1. Active listening	1. Sensitivity towards multicultural communication
4.2 Collaboration	4.2 Participants will learn how to engage in effective communication	2. Knowledge of social media uses for social causes	2. Empathy	
4.3 Between youth workers/with youth	4.3 Participants will be able to support internal communication actions through various channels	3. Learn about communication methods from non-formal pedagogy	3. Linguistic and communicative skills in diverse groups	
4.4 Provide channels of information			4. Technological skill sets	

Table 5: Competence for External Communication

Competence: External Communication				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes
5.1 Spread awareness about the topic of social youth inclusion	5.1 Participants will learn how to crystalize relevant topics of projects to the public	5.1. Knowledge about relevant and current research, trends and topics	5.1. Staying up-to-date with relevant policy issues to connect to own projects	5.1. Importance of social issues to the public (including community engagement)
5.2 Communicate with different stakeholders	5.2. Participants will learn how to effectively communicate with different external stakeholders	5.2 Knowledge about cooperation strategies and networking opportunities	5.2. Communication, diplomacy and cooperation skills	5.2. Creating strong networks of equal partners and levelling the playing-field
5.3 Disseminate, market and brand project contents, outputs and visions	5.3 Participants will learn how to disseminate their projects and increase their visibility	5.3. Knowledge about marketing, dissemination and project branding	5.3. Marketing skills	5.3. Showcasing topics that can benefit society

Table 6: Competence for Network, Collaboration, Outreach

Competence: Network, Collaboration, Outreach				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes

<p>6.1 Outreach to youth</p> <p>6.2 Outreach to other stakeholders</p> <p>6.3. Collaboration and resource sharing with similar projects</p>	<p>6.1. Creating, maintaining and strengthening relationships to youth</p> <p>6.2. Creating, maintaining and strengthening relationships to other stakeholders</p> <p>6.3. Finding interdisciplinary opportunities to collaborate</p>	<p>6.1. Understanding opportunities for incentives and engagements of youth (staying up-to-date, evaluating, and adapting)</p> <p>6.2. Knowledge about other stakeholders and their role in the local network</p> <p>6.3. Understanding of interconnectedness of social issues and project goals</p>	<p>6.1. Creating incentives and engagement opportunities for youth together with youth</p> <p>6.2. Actively pursuing innovative collaboration with stakeholders</p> <p>6.3. Finding new spaces for interdisciplinary collaboration</p>	<p>6.1. Youth is being included in decision-making about the networks we create</p> <p>6.2. Recognizing that we exist in a network of other stakeholders; sharing resources and information</p> <p>6.3. Acknowledging interdisciplinary research fields and their benefits to society</p>
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Table 7: Competence for Creating Environments

Competence: Creating Environments				
Topic	Learning Objectives	Learning Outcomes		
7.1 Safe space	7.1 Participants will learn the essentials for creating environments that are safe, comfortable and entertaining for youth	Knowledge and understanding	Skills	Value and attitudes
7.2 Comfortable space	7.2 Learn communication skills and other facilitation	1. Understanding of youth interests and motivations	1. Able to promote dialogue (communication skills and empathy)	1. Ability to see situations from various perspectives and points of view
7.3 Fun activities		2. Understanding of		

	<p>tools.</p> <p>7.3. Learn relevant methodologies and methods to create a non-formal learning context.</p> <p>7.4. Understand basic aspects related to discrimination and oppression.</p>	<p>engagement dynamics</p> <p>3. Knowing fun activities for youth</p> <p>4. Awareness about discrimination dynamics due to gender, ethnic, religious, socio-economical diversity</p>	<p>2. Able to manage conflict (conflict management skills)</p> <p>3. Able to make activities playful by adopting an informal and warm attitude</p> <p>4. Ability to promote self-expression of participants by holding the space and whatever happens in there (emotions, behaviours, etc.)</p> <p>5. Awareness about how to communicate in a nonviolent way</p>	<p>2. Non judgemental and open attitude</p> <p>3. Willingness to use fun as informal learning</p> <p>4. Sense of tolerance and honest appreciation towards diversity</p> <p>5. Open heart and compassionate attitude</p>
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Table 8: Competence for Cultivating Empowerment

Competence: Cultivating Empowerment				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes
<p>8.1 Youth Engagement</p> <p>8.2 Impact of youth</p>	<p>8.1 Participants will learn how to engage youth in order to ensure activities are</p>	<p>1. Understanding local youth participation policies</p>	<p>1. To be proactive in advocating for youth to be heard by the</p>	

<p>initiatives</p> <p>8.3 Youth culture</p> <p>8.4. Youth agency</p> <p>8.5. Power and initiative to act</p>	<p>meaningful and empowering for them</p> <p>8.2 Learn how to be an activist on behalf of youth whenever they are not able to represent themselves.</p> <p>8.3. Understand power and power dynamics.</p>	<p>2. Knowing how to promote youth self-management</p> <p>3. Knowing the ladder of children participation by Roger Hart</p> <p>4. Understanding power and power dynamics</p> <p>5. Able to understand placemaking processes</p> <p>6. Awareness about obstacles and critical issues in placemaking processes involving youth</p> <p>7. Knowledge of activism tools such as advocacy and campaigning</p>	<p>society and institutions</p> <p>2. Able to research, observe and identify informal youth practices/spaces/groups already existing</p> <p>3. Able to provide youth with self management tools</p> <p>4. Ability to build trust with youth</p> <p>5. Ability to share or delegate power in a framework of trust and by means of specific approaches and methodologies</p> <p>6. Capacity to talk in public and represent youth needs and desires</p>	<p>1. Humility and patience</p> <p>2. Love for promoting and sustaining other people's growth</p> <p>3. Sense of respect towards youth and youth initiatives</p> <p>4. Self-confidence</p>
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Table 9: Competence for Critical, creative, and innovative thinking

Competence: Critical, creative, and innovative thinking				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes

<p>9.1 Critical thinking</p> <p>9.2 Adoption of proactive behaviour, facilitation of change</p> <p>9.3 Flexibility and adaptability</p> <p>9.4 Improvisation and innovation</p> <p>9.5 Problem-solving and organisational skills</p>	<p>9.1 Participants will learn how to critically assess situations, materials, and resources.</p> <p>9.2 Participants will learn how to respond productively to any challenge regarding placemaking and how to embrace change by promoting energetic solutions.</p> <p>9.3 Participants will learn how to adapt to change and welcome challenges in placemaking.</p> <p>9.4 Participants will gain a deeper understanding of the problems at hand, as well as implement innovative solutions.</p> <p>9.5 Participants will learn how to study and exchange ideas to find solutions, as well as organise communication and activities that promote placemaking.</p>	<p>1. Understanding the basics of critical thinking in dealing with local contexts and placemaking methodology.</p> <p>2. Understanding the difference between passive and proactive behaviours in dealing with placemaking processes; knowing how to embrace and facilitate change.</p> <p>3. Knowing how to practice flexibility (e.g., through productive dialogue) and adapt to ever-changing conditions with the scope to promote the locality's welfare.</p> <p>4. Knowing how to study youth-related issues with scrutiny with the goal to reach appropriate innovative solutions.</p>	<p>1. Ability to objectively analyse and evaluate issues and resources.</p> <p>2. Ability to promote productivity and embrace experimentation</p> <p>3. Ability to capitalise on change.</p> <p>4. Ability to thoroughly examine matters at hand and find innovative solutions accordingly.</p> <p>5. Ability to organise communication and activities that promote the placemaking processes.</p>	<p>1. Awareness about the importance of critical reflection and evaluation.</p> <p>2. Awareness about proactivity processes and appreciation of the learning-by-doing methodology.</p> <p>3. Awareness about the importance of innovation.</p> <p>4. Appreciation of collaboration in placemaking.</p>
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Table 10: Competence for Resourcefulness & Sustainability of the project

Competence: Resourcefulness & Sustainability of the project				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes
10.1 Transferability of knowledge and experiences 10.2 Knowledge on advocating for different funding resources 10.3 Ensuring the sustainability of projects	10.1 Participants will learn to find unconventional funding sources and how to advocate for their initiatives. Furthermore, they will learn about project implementation and how to transfer the knowledge acquired as well as the network established into other projects in the same or different topics.	1. Knowledge about funding opportunities 2. Knowledge about project management and implementation	1. Ability to understand advocacy processes 2. Ability to observe transfer knowledge into different contexts and topics 3. Ability to provide youth with project management skills	1. To be proactive in advocating for youth opportunities 2. To be resourceful 3. To have a problem solving approach to challenges

Table 11: Competence for Enabling Digital Literacy

Competence: Enabling Digital Literacy		
Topic	Learning Objectives	Learning Outcomes

		Knowledge and understanding	Skills	Value and attitudes
<p>11. 1 Basic concepts related to Information and Technology (IT)</p> <p>11.2 Digital literacy and problem solving</p> <p>11.3 Communication in digital environments/ Collaboration through digital tools</p> <p>11.4 Cybersecurity and data protection</p>	<p>11.1 Participants will learn the basics about IT concepts.</p> <p>11.2 Participants will learn how to critically assess digital resources and how to choose among them to solve problems in their localities.</p> <p>11.3 Participants will learn how to communicate effectively in digital environments and how to use online collaboration tools to facilitate placemaking.</p> <p>11.4 Participants will learn the basics about data security and IP rights.</p>	<p>1. Understanding how the use of technology benefits individuals, networks, and places.</p> <p>2. Understanding various risks in digital environments.</p> <p>3. Understanding the advantages of different interfaces and automation.</p> <p>4. Getting familiarised with data security issues and the benefits of protected networks; knowing how to tackle digital threats.</p> <p>5. Understanding how networks operate (computers exchanging data), which protocols apply during data transfers, and why</p>	<p>1. Ability to solve various problems using digital tools.</p> <p>2. Ability to use and exchange various digital resources to accomplish placemaking goals.</p> <p>3. Ability to securely use, store and exchange data.</p> <p>4. Ability to avoid security breaches.</p>	<p>1. Appreciation of digital literacy.</p> <p>2. Respect for proper channels and ways of communicating.</p> <p>3. Respect and openness in effective collaboration.</p> <p>3. Ethical and safe use of digital tools and resources.</p>

		Internet Protocol address is important.		
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Table 12: Competence for Using your superpowers

Competence: Using your superpowers				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes
12.1 Identify individual's capacities 12.2 Identify stakeholders and map the community's capacities	12.1 Participants will be able to have self-awareness of their special capacities and how to use to them 12.2 Participants will break the exclusion using their superpowers. 12.3 Participants will be sensibilized about differences in abilities, and skills in the group. 12.4 Participants will be able to manage diversity at the stakeholders level. 12.5 Participants will	1. Understand individual's superpowers 2. Understand community's superpowers	1. Self-awareness on capacities and skills 2. Ability to identify stakeholders and create a useful map that promotes diversity.	1. Respect and appreciation of everybody's capacities and skills 2. Openness to otherness 3. Everyone is useful and welcome in a community project.

	clear knowledge on how to create a stakeholders map that empowers youth and diversity.			
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Table 13: Competence for Including Art and Culture

Competence: Including Art and Culture				
Topic	Learning Objectives	Learning Outcomes		
		Knowledge and understanding	Skills	Value and attitudes
13.1 Use art and culture as tools for social inclusion 13.2 Identify mediums of expressions of the involved youth. 13.3 Use art a culture to empower the sense of place and belonging 13.4 Create synergies with other disciplines to encourage diversity and inclusion	13.1 Learn how to use creative mediums of expressions to influence the urban and social environment. 13.2 Learn how to get involved in a community project through art and culture and interventions. 13.3 Learn how to create synergies with other disciplines to encourage diversity and inclusion. 13. 4 Learn how to use art and culture to	1. Understand with which medium youth expresses themselves better, 2. Understand how these interventions have to be done in public space. 4. Understand how to create a safe environment that empowers the sense of place and belonging. 5. Use art and culture as a tool to raise awareness on matters that are	1. Gain skills on different mediums of expressions such as graffiti, dance, performances, music and others. 2. Collaborate on the co-design of artistic interventions in public space. 3. Become skilled in collaborating with other disciplines in artistic projects. 4. Raise awareness for social problems	1. Respect and appreciation of everybody's capacities and skills in art and culture. 2. Appreciation of collaboration in placemaking through art and culture. 3. Awareness on social matters.

	empower the sense of place and belonging in the community.	important to young people.	through artistic and cultural expressions.	
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Table 14: Competence for Sparkling Motivation, Inspiration, Passion

Competence: Sparkling Motivation, Inspiration, Passion				
Topic	Learning Objectives	Learning Outcomes		
14.1 Passing on inspiration to youth	14.1 Learn how to pass on inspiration and passion to youth about placemaking.	Knowledge and understanding	Skills	Value and attitudes
14.2 Design and facilitate inspiring, creative, engaging and fun activities for youth	14.2 Learn how to design and facilitate inspiring, creative, engaging and fun activities for youth	1. Understand how storytelling and passing on inspiration works	1. Incorporate the place pedagogy to inform and inspire. 2. Become apt to use storytelling for inspirational purposes.	1. Become inspired by the topic and pass it on through pedagogy and storytelling
14.3 Acquire proactivity, persistence, problem-solving, courage and resilience	14.3 Learn about and how to incorporate proactivity, persistence, problem-solving, courage and resilience	2. Understand how to design and facilitate inspiring, creative, engaging and fun activities for youth activities.	3. Be able to design and facilitate inspiring, creative, engaging and fun activities	2. Acquiring an attitude of humbleness
14.4 Cultivating a safe environment of passion and experimentation for youth	14.4 Learn how to cultivate a safe environment that includes passion and experimentation	3. Understand the strategies behind and benefits of being proactive, persistent, courageous and resilient.	4. Become skilled in creating a safe environment that includes passion and experimentation	3. Embody a sense of respect and self-reflection
		4. Understand how		4. Develop a sense of caring and responsibility towards the youth

		to create and cultivate a safe environment.		
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5. PM4I Open Badges Ecosystem

Open Badges are a digital representation of achievements and skills gained. It is a digital credential that represents identity, interests, competences and achievements. verifiable and packed with information about skills and achievements. Open Badges can be issued, earned, and managed by using a certified Open Badge platform (<https://www.badgecraft.eu/>). Mozilla Foundation introduced Open Badges Infrastructure in 2011 as a new shared technical standard to help recognise skills and achievements. Badges that are compliant with Mozilla Open Badges standard follow the technical protocols that specify the requirements for badge image, metadata, badge issuing and storage.

Recognition systems:

- Start with one badge, then create entire systems. Have total flexibility in recognition.
- Build recognition pathways with levels and milestones. Track progress and monitor skills development
- Show opportunities for learning and achievements. See how badges can encourage proactivity

Benefit for issuing organisations:

- Break learning down into small chunks.
- Recognize learning based on proficiency.
- Award Open Badges for completion of microcredentials
- Gauge and retain talent.

Benefit for participants:



- Demonstrate skills and accomplishments, often by submitting evidence, by earning Open Badges.
- Claim Open Badges when issued to you.
- Collect your Open Badges in a portfolio or backpack to tell your story.
- Share your Open Badges on social media and with your community.

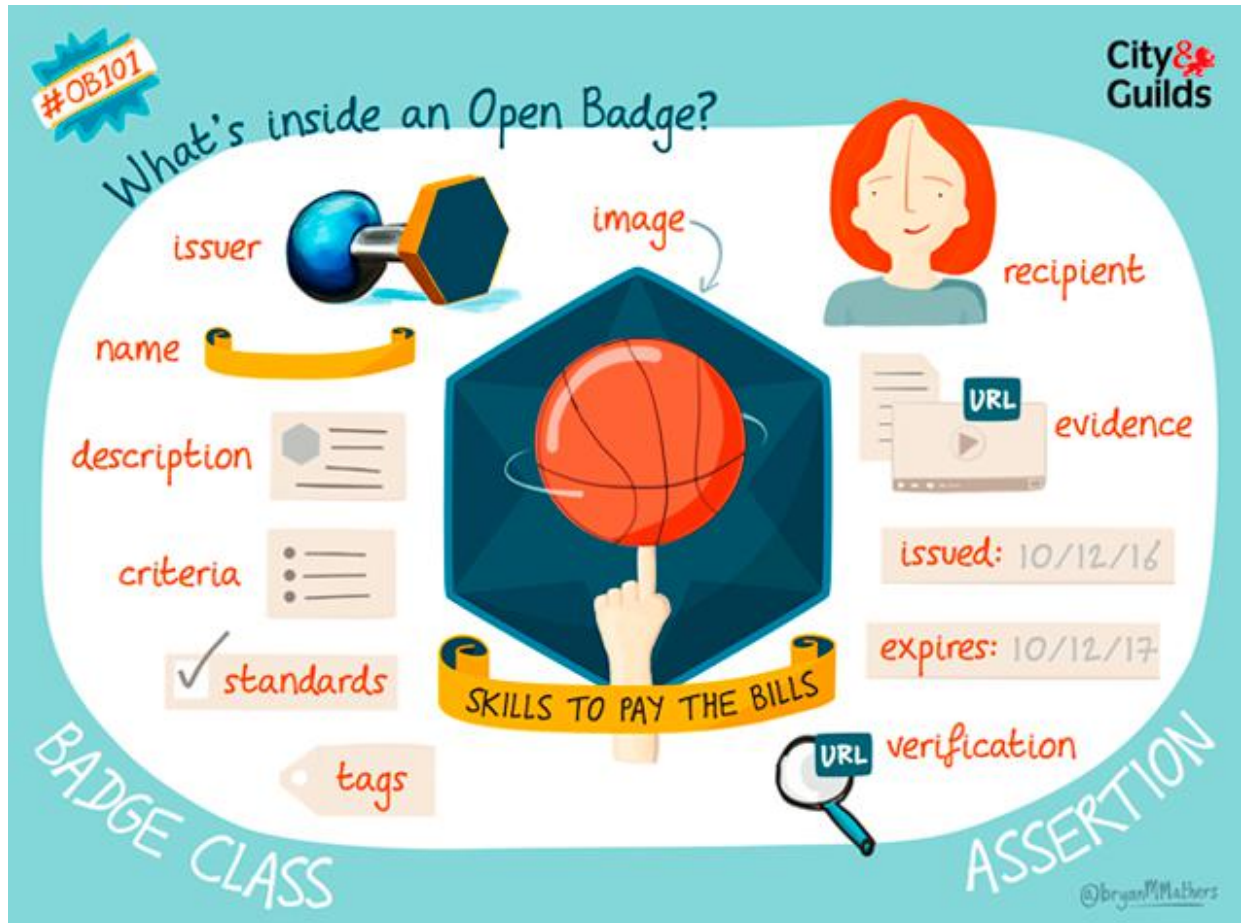


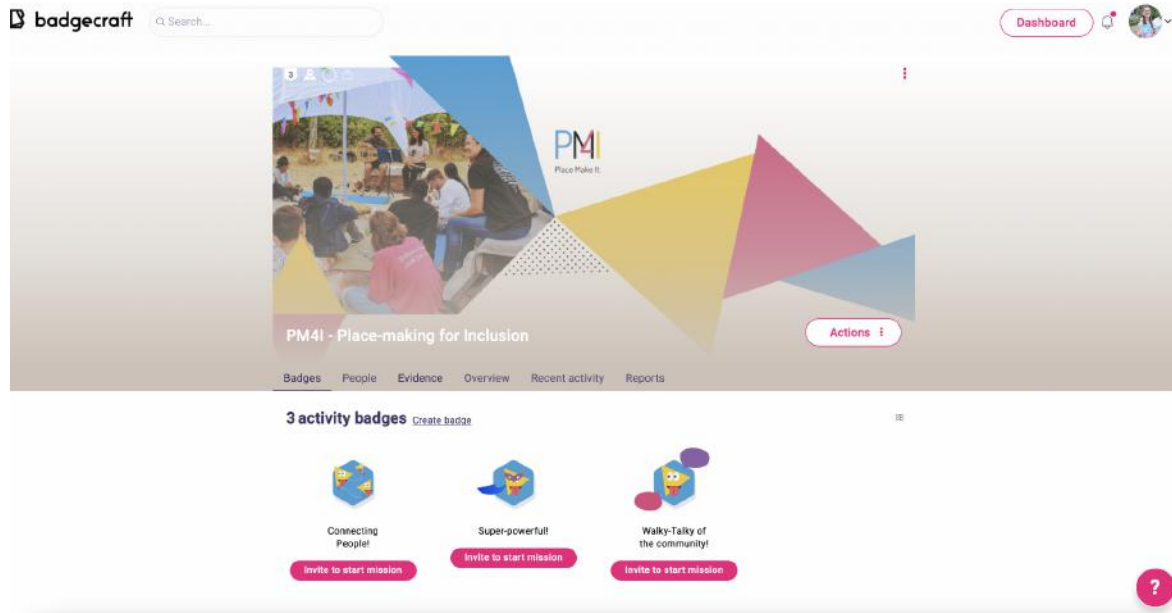
Figure 4. What is inside the Open badges?

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For the PM4I Open Badges Ecosystem, it is connected to each of the modules and skills acquired. The creation and development of PM4I Open Badges Ecosystem is undergoing. Through this ecosystem, each participant will be able to download the app and register here: <https://www.badgecraft.eu/en/projects/14973>

However, since the content of the Open Badges depends on the Tools in the COOKBOOK (WP3), the Open Badges version at the moment is still under development. In total, we are aiming at developing at least 15 Tools (15 Activity Badges), where each tool will consist of several tasks aiming at the acquisition of competences.

This is the draft on how PM4I Open Badges Ecosystem looks like on the Badgecraft:






6. Conclusions

Developing specific key competences has become increasingly important for youth workers to work internationally, and this development is starting to show up on the agenda of the European institutions. Providers of non-formal learning, training and education, as well as Erasmus+: Youth in Action are today also paying closer attention to these non-formal competences.

For the PM4I project, we are convinced that if we identify and describe youth worker competences better, this will help improve the image and recognition of youth workers in society. At the same time, we have developed strategies, tools and educational materials that will make capacity-building more effective.

We approached the task of developing a Competence Model for Placemaking for Youth Workers two ways:

- a) We gather and analyse a combined finding of a national report is completed, to support the development of the Placemaking Competence Framework which will identify the main skills, competences and attitudes to be learnt by young people and youth workers



to promote competences related to Placemaking with joint recommendations on European level cooperation.

- b) In PM4I Competence Framework, we describe two underlying skills: 1) "Community Skills" of such participatory urbanism, community consultancy and facilitation, urban interventions skills; 2) "Self Skills" to offer innovative approach and outputs we are designing by creating heterogeneous groups/living labs (being a mix between practice knowledge and the experience of youth organisations with experience in the field of placemaking and youth work). PM4I Competence Framework in this sense, will contribute to conceptual and methodological development in this field, as well as enhance exchanges in formal and non-formal sustainable educational setting in youth work and at the same time for community development.

We identified 14 interlocked competencies for Placemaking for Inclusion. These competences will be acquired through the Tools in the PM4I COOKBOOK (WP4), through which the process of learning will be validated and recognized by the Open Badges ecosystem.