INGAME

Gaming for Social Inclusion and Civic Participation

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INGAME – Gaming for Social Inclusion and Civic Participation – A holistic approach for

a cultural shift in education and policy

Project Number: 612166-EPP-1-2019-1-ES-EPPKA3-IPI-SOC-IN
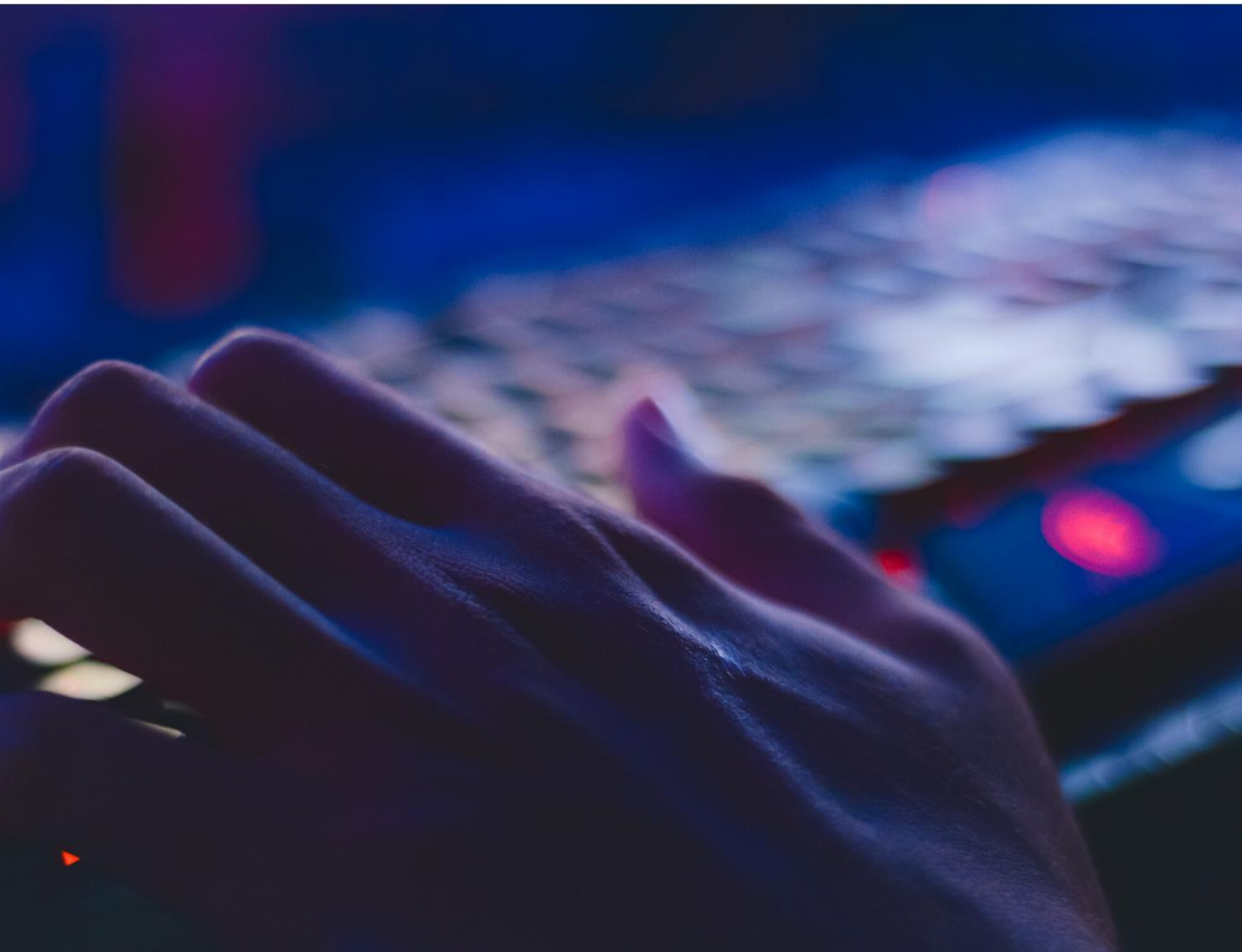
Transnational Report and Data Collection Guidelines, Templates and Tools Preparation

WP2, Output 2.1.

Document Information

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1.0	30/03/2020	Oxfam Italia	First draft
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2.1	03/06/2020	Oxfam Italia	Change in the document's format
2.2	17/06/2020	USAL	Updating

Summary

1. Introduction

The current document is part of WP2 "Mapping the INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work" for INGAME project.

Its aim is to address a comprehensive research through outlining guidelines, research samples and deadlines in order to collect and analyse data (for desk research, field-work, and best practices) and preparing the related national reports (2.2 National State of the Art and Gap Analysis Data Collection and Analysis in all partner countries).

The main findings of the research conducted by all partners will ultimately lead to: an exhaustive state-of-the-art per country; needs and expectation analysis of the target group; a literature review database and the benchmarking of successful practices. These contributions will ultimately lead to the INGAME Transnational Report.

WP2 Guidelines may be subject to revision as well as deadlines, tasks, or WP objectives; the WP leader (OIT) will be responsible for incorporating these revisions.

1.1 Aims and objectives

These Guidelines are for internal use within the INGAME partnership with the aim to support partner organisations to perform desk and field research tasks. It provides the INGAME partners with:

- templates for desk and field-based research (*Section 5* of this document, Annexes);
- template for the *National INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work Report* (to be elaborated in English by each partner based on the performed research; template given in *Section 4* of this document).

Another target of the Guidelines is to set the deadlines for the activity implementation and the delivery of the National INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work Report (*Section 3*).

2. Overview of the WP2

Mapping the INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work

The purpose of WP2 is to support partners in understanding, identifying, and responding to the needs of the project. This initial stage of the project is intended to analyze the extent of civic participation, social inclusion and gender- sensitivity of policies and programmes, and how online games could reinforce and materialize their scope in outreaching the youth.

Furthermore, the research conducted for WP2 aims to identify existing good practices and, where possible, to reinforce them. At the same time, however, research shall also be aimed towards identifying gaps and issues in existing practices- in particular, the difficulty of involving young people (18-35) in issues of civic participation, social inclusion and gender equality.

In this context, the role of WP2 in the overall project is to create the scientific basis for the development of innovative solutions, which will address and hopefully fill existing gaps.

WP2 is composed of the following activities:

    2.1. Transnational Report and Data Collection Guidelines, Templates and Tools Preparation

    2.2. National State of the Art and Gap Analysis Data Collection and Analysis in all partner countries

    2.3. EU INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work

    2.4. Compilation of National and EU Reports/Development of the Transnational INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work

Outputs

The table below presents main outputs of the WP2 including responsible partner, delivery time and dissemination level.

Output	Partner	Delivery	Dissemination level
2.1 Transnational report guidelines	OIT	17.04.2020	Confidential, only for members of the consortium
2.2 National Report	All	30.6.2020	Public
2.3 EU level Report	OIT	31 July 2020	Public
2.4 Translational Report	OIT	14 September 2020	Public

Time frame
The working process starts in April 2020 and ends by September 2020.

	Apr	May	Jun	Jul	Aug	Sep
	M1	M2	M3	M4	M5	M6
WP2 Mapping the INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work						
2.1. Transnational Report and Data Collection Guidelines, Templates and Tools Preparation						
2.2. National State of the Art and Gap Analysis Data Collection and Analysis in all partner countries						
2.3. EU INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work						
2.4. Compilation of National and EU Reports/Development of the Transnational INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work						

3. Research methodology

In order to realize the National Report all partners in their countries will collect data from various resources (Literature Reviews and online questionnaires directed to target group members and stakeholders[1]).

The research methodology is based on:
- a *desk-based research* conducted by all partner organisations through Literature Review;
- a *field-based research*[2] conducted in all partner organisations through online questionnaires.

The data that will be collected through the research will be then analysed in order to identify the current state of games and civic engagement, good practises, pedagogical approaches and the needs of both the target groups and the stakeholders.

The needs assessment will be focused on the learning requirements of the target groups in the area of civic engagement, their know-how on the usages of online games in order to adjust the technological development and the needs of the target groups in such tools.

3.1 Desk-based Research

Desk-based research involves the analysis of recent, relevant and available data and resources (literature, reports, policy documents, previous surveys, research studies, etc.) on the pedagogical models for fostering awareness on issues related to social inclusion, gender equality and civic participation for youth developing intercultural skills and positive attitudes with the use of games in both formal and informal learning environments for youth.

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[1] The project is directly addressed to EU young citizens (18-35). The project stakeholders are: Youth training institutions, Higher Education Institutions, Research and Development Centres, Public Institutions and Social Services, Local Authorities, Local Community Groups and Authorities, Youth Organizations, Civil Society Organizations, Professional Networks, Policy Makers, International Organizations, EU Bodies. The project is expected to particular focus on two important stakeholders: Policy makers at local, national and European Level, Research and training community in social inclusion/civic participation/ pedagogy/educational technology.

[2] The original version of the project envisaged, at this stage, the implementation of two focus groups, addressed to 5 members of the target group and 5 stakeholders. Due to the coronavirus emergency, FG were entirely replaced by online questionnaires.

Researchers shall also pay attention to "good practices" that uses online gaming to raise youth awareness on social inclusion, gender equality and civic participation.

 Subject-matters to be included in the Desk research (Use the sample template in Annex 1)

- *Legislation*
- *Statistics*
- *Policy and practices*
- *Identifying needs*

In order to help the partners to manage the information recollection certain key questions are listed below. Please note that the list of questions offered below is not meant to be exhaustive – you may add questions of your own depending on where your research takes you.

- What systems, laws or programs are in place to promote civic engagement, social inclusion and gender equality? How effective are they? If they are not effective, why are they not achieving their goals?
- Which are- at the level of the partner countries- the needs of target group and stakeholders and the best practices in the field of civic engagement, social inclusion and gender equality?
- Which are the examples of game-based learning for young people (18-35)?
- Which are the needs in terms of new technologies and innovative approaches to discuss global issues?
- Which recommendations could be necessary and useful for the development of contents and materials that INGAME consortium will develop?
- Has there been any previous social innovation projects in your country that had similar aims/objectives to INGAME? *If yes, try to analyse in more depth in order to show how INGAME extends, improves on, and adds to these previous projects*

3.2 Field-based research

The *field-based research* will be carried on through the implementation of three online questionnaires.

The questionnaires aim at identifying:
- the extent of civic participation of young people;
- the existing examples of games in the field of social inclusion, gender equality and civic participation;
- which are the gaps identified in those initiatives and what are the registered needs of target group and stakeholders in partner Countries;
- how integrate the game-based learning in stakeholders activities, in their decision making and on the ground on how to utilize the INGAME to maximize youth active participation in the civil domain;
- the learning and training needs of both the youth people (18-35) and the stakeholders in relation to the competences to engage young people in informed discussion about civic engagement, gender equality and social inclusion.

All partners are responsible for submitting three anonymous online questionnaires in their own countries, using the templates (*Annex 3*) developed by Oxfam Italia, in collaboration with the whole INGAME Consortium.

> **Questionnaire 1**: directed to 5 target group members, young people aged 18- 35 years.
>
> **Questionnaire 2**: directed to 5 stakeholders.
>
> **Questionnaire 3**: directed to 30 target group members.

A value added to the whole activity would be reached if partners were able to involve young people of different gender, ethnic origin, professional social status and age in filling in the questionnaires. It will also be important to have representation for each stakeholder category.

Each partner will be responsible for the survey translation in the country language. Translation is not mandatory. In case of translation, the same scientific partner will translate the main findings of the students' surveys collected in partner national language in English.

OIT has arranged the templates of the three questionnaires on google form and will send to each partner the link with its own copy that could be translated and sent to the respondents.

After the survey. Data analysis

<mark>After conducting the survey,</mark> the partners will be able to visualize the answers by extracting the excel available on the platform.

The partners should summarize the main results of <mark>the replies to the questionnaires</mark>, through the identification of the main:

     1. 'contrasting' findings or views related to the topic explored;

     2. 'common' themes detected among the different interviewee responses.

This will help <mark>the researcher</mark> to have a general overview of the issue investigated the different/similar actions or opinions on the investigation conducted (Template in *Annex 4).*

3.3 Research Plan

The ***Research Plan*** is summarized in the table below:

WP2		
What?	*Who?*	*When?*
Elaborating the draft for the Transnational Report and Data Collection Guidelines, Templates and Tools Preparation	OIT	30.03.2020
Providing feedback to OIT on the Guidelines	All partners	06.04.2020
Finalizing the Guidelines	OIT	17.04.2020
Translation of questionnaires	All partners	30.04.2020
Performing the national Literature Review, and questionnaires.	All partners	04.05.2020 - 29.05.2020

WP2		
What?	*Who?*	*When?*
Processing the research data, elaborating the National INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work Report in EN and sending it to OIT	All partners	01.06.2020-30.06.2020
EU INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work Report	OIT	01.07.2020-31.07.2020
Performing the comparative analysis of the National Reports and elaborating the Research and Needs Assessment Report in EN	OIT	03.08.2020 – 14.09.2020

4. Guidelines for National INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work Report (WP2_2.2.)

Each partner, following the data analysis of the desk-based and field-based research, shall elaborate a National report that will provide an overview of the national state of the art and gap analysis in order to **identify the current state of games and civic engagement, good practises, pedagogical approaches and the needs of both the target groups and the stakeholders.**

The compilation of National Report and EU Report (elaborated by OIT) will form the basis for the development of the **Transnational INGAME Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work.** OIT should provide an overview of the national and EU state of the art and gap analysis and provide specific suggestions, comments and feedback on the development of the INGAME online game, in terms of content, design and technological infrastructure.

4.1 Semi-structured Template for National Report

I. Introduction
    a. Aims/Objectives of Report

II. Key findings from Desk Review
    a. Literature Review/National Context
    b. Good Practice
    c. Issues/Problems

III. Research results: *questionnaires*

IV. Conclusions and Recommendations
    a. Key results of research (short summary)
    b. Recommendations for future action (always in relation to INGAME's aims)

References
Annexes

4.2 Style-guide Information and editorial guidelines

Number of pages for each National Report and the European Report: approximately 15-20 pages.

Font style: Calibri Light

Font size: 12

Line spacing: 1.5 A

Alignment: Justify

For referencing and other editorial-related aspects of the research please apply only the APA Citation Style Guide. This is both to safeguard the scientific quality of the overall research of the project as well as to ensure that there is a stylistic uniformity amongst the reports submitted by partners.

Examples of APA Referencing

For articles:

Snowball, C. (2005). Teenage reluctant readers and graphic novels. Young Adult Library Services, 3(4), 43-45.

For books:

Spiegel, D. (1981). Reading for pleasure: Guidelines. Newark, DE: International Reading Association.

For articles or books retrieved from the Internet:

The Kaiser Family Foundation (2002). Children and Video Games. Retrieved on November 20, 2017 from: http://www.google.com.cy/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CCs QFjAC&url=http%3A%2F%2Fkaiserfamilyfoundation.files.wordpress.com%2F2013%2 F04%2F5959.pdf&ei=3Bu1VPCWC4LsarqkgmA&usg=AFQjCNGHGm9DNRYPb_eu6RHw o5QJ4owYWg

*For more examples and information on APA, please consult credible websites, such as http://libraryguides.vu.edu.au/apa-referencing/apa-referencing-formats-andexamples

5. Annexes

Annex 1: Template for the desk-based research (Literature Review)

Please review the existing national relevant resources (i.e. policies, strategies, legislation, measures, initiatives, projects, training programmes, scientific articles, studies and researches, reports, statistics, etc.) in the field of civic engagement, social inclusion and gender equality that uses online gaming to raise awareness on forced migration issues and synthetize your findings in the table below:

National policies and programmes in your country (if any) regarding: (a) civic engagement;   (b) social inclusion;   (c) gender equality   (d) usability of online games in informal educational environments and their impact in addressing the above-mentioned topics.
Needs of target group (18-35) from your country regarding online gaming-based education for civic engagement, social inclusion end gender equality
One **best practice** from your country in the field of civic engagement, social inclusion and gender equality, that fit the purpose of INGAME and can be valorised within the development of the other INGAME outputs
Recommendations from various reliable and relevant sources in your country on how to design and develop useful educational materials and tools to bring young adults closer to the values of civic participation, social inclusion and gender equality through the use of online gaming and digital tools.

Annex 2: Invitation to online questionnaires

Questionnaire 1 (Target group)
We invite you to take part in the questionnaires of the research project "Gaming for Social Inclusion and Civic Participation - A holistic approach for a cultural shift in education and policy - INGAME" (No. 612166-ES-EPPKA3-IPI-SOC-IN), which is implemented by Universidad de Salamanca (Spain), Romanian Literacy Association (Romania), Educational Association Anatolia (Greece), Kaunas University of Technology (Lithuania), Danmar Computers LLC (Poland), ZB&V (Netherlands), Center for Social Innovation - CSI (Cyprus), Oxfam Italia – OIT (Italy), Symplexis (Greece).

The aim of the questionnaire is to find out what respondents think about civic participation of young people and how it can be increased.

If you consent to participate, please proceed with the questionnaire by pressing here.

We guarantee that your responses will be completely anonymous and never analyzed or displayed individually.

For general questions and comments please feel free to contact us:
Survey manager name and surname, phone, e-mail

Thank you for your participation!

Questionnaire 2 (Stakeholders)
We invite you to take part in the questionnaires of the research project "Gaming for Social Inclusion and Civic Participation - A holistic approach for a cultural shift in education and policy - INGAME" (No. 612166-ES-EPPKA3-IPI-SOC-IN), which is implemented by Universidad de Salamanca (Spain), Romanian Literacy Association (Romania), Educational Association Anatolia (Greece), Kaunas University of Technology (Lithuania), Danmar Computers LLC (Poland), ZB&V (Netherlands), Center for Social Innovation - CSI (Cyprus), Oxfam Italia – OIT (Italy), Symplexis (Greece).

The aim of the questionnaire is to find out what respondents think about the civic participation of young people and how it can be increased.

If you consent to participate, please proceed with the questionnaire by pressing here.

We guarantee that your responses will be completely anonymous and never analyzed or displayed individually.

For general questions and comments please feel free to contact us:
Survey manager name and surname, phone, e-mail

Thank you for your participation!

Questionnaire 3 (Target group)

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The aim of the questionnaire is to find out what respondents think about the civic participation of young people and how it can be increased.

If you consent to participate, please proceed with the questionnaire by pressing here.

We guarantee that your responses will be completely anonymous and never analyzed or displayed individually.

For general questions and comments please feel free to contact us:
Survey manager name and surname, phone, e-mail

Thank you for your participation!

Annex 3: Online questionnaires

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Q1- young persons aged 18 – 35 years

1. What is you gender?
   Female □   Male □

2. What is your age?
   18-20 years □   21-25 years □
   26-30 years □   31-35 years □

3. Are you currently engaged in a study or work activity?
   Yes □   No □

4. . If yes, which one?
   □ Study   □ Work

5. What does civic engagement mean to you?

6. What kind of activities do you think should be delivered to increase the participation of young adult in public life in general and more specifically, their civic engagement?

7. Do you know any policies, practices and interventions for promoting young civic engagement, social inclusion and gender equality? If so, should they improve or change?

8. Are you aware of new technologies (digital tools and mobile devices like GPS, PDAs, Tablet PCs, Virtual Reality, hand-held technologies, mobile learning technologies, etc.) and innovative approaches (like for example Online Gaming, Serious Games, Game-based Learning) that can be used to discuss global issues, like social inclusion and gender equality? If yes, have you ever used them and why?

9. We are developing an online game, called INGAME which will allow users to learn from simulated experience enhancing critical reflection on social and political circumstances, build skills and stimulate interest for collective action. What would an online game like INGAME need to attract your interest? Which features would you like the game to have?

10. Do you have additional notes or suggestions that you think could be useful for our research?

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Q2 - stakeholders

1. What is you gender?   Female □   Male □

2. What is your age?
   □ 19-25 years   □ 26-35 years
   □ 36-45 years   □ 46-55 years
   □ Above 55 years

3. What is the type of your organization? Please select from below:
   □ Youth training institutions
   □ Youth Organizations
   □ Civil Society Organizations
   □ Public Institutions and Social Services
   □ Local Authorities
   □ International Organizations
   □ Other (please specify): ……………………………………

4. Which factors influence the civic engagement of young adult?

5. What kind of activities do you think should be delivered to increase the participation of young adult in public life in general and more specifically, their civic engagement?

6. What are the main difficulties you face in involving young people in civic engagement activities?

7. In your area of work, do you know of successful initiatives aimed to improve civic participation of young people and their attention to social inclusion or gender equality issues? If so, which are the main elements of success?

8. Are you aware of new technologies (digital tools and mobile devices, Virtual Reality, hand-held technologies, mobile learning technologies, etc.) and innovative approaches (like for example Online Gaming, Serious Games, Game-based Learning) that can be used to discuss global issues, like social inclusion and gender equality?

9. We are developing an online game, called INGAME which will allow users to learn from simulated experience enhancing critical reflection on social and political circumstances, build skills and stimulate interest for collective action. What would an online game like INGAME need to attract young interest? Which features would you like the game to have?

10. Do you have additional notes or suggestions that you think could be useful for our research?

Q 3- target group

1. What is you gender?   Female □   Male □

2. What is your age?
        18-20 years □   21-25 years □
        26-30 years □   31-35 years □

3. Are you currently engaged in a study or work activity?
        Yes □   No □

4. If yes, which one?
        □ secondary vocational education
        □ higher vocational education and university
        □ post-secondary education
        □ Work activity

5. What does civic engagement mean to you?

6. Have you participated in any of these initiatives in the last two years?
   □ Institutional pressure campaigns
   □ Flashmob
   □ Awareness campaigns on social networks
   □ Petition
   □ Square demonstrations, marches, sit-in

7. What was the cause?

8. Do you think that technology could play a role in promoting social inclusion and equal participation? If yes, how? If not, why not?

9. Are you aware of game-based learning initiatives? If so, could you name these? what do you think?

10. Do you know of any initiatives on young people's civic engagement you consider 'best practices'? If yes, name them.

11. According to you what are the most successful activities and practices for fostering civic participation, social inclusion and gender equality among young people (i.e. diversity-days with games, workshops, exhibitions, theatre, round-tables/debates, competitions on drawings, photographs, etc.)?

12. How do you think Gamification could be used to enhance critical reflection on social and political circumstances of young adult?

13. Do you have additional notes or suggestions that you think could be useful for our research?

Annex 4: Findings from field-based research (Questionnaires)

Please present the centralized/summarized findings from the questionnaires that you implemented during the field-based research, by using the template below:

Evaluation grid: questionnaire 1 (target group)	
Partner	
Age profile of the participants *(please insert the number of people belonging to each age / age group)*	____ 18-20 ____ 21-25 ____ 26-30 ____ 31-35
Number of participants and their gender split	Females: Males:
In minimum 2 pages and maximum 4 pages:		

Question n°	Common theme	Contrasting findings

Evaluation grid: questionnaire 2 (stakeholders)	
Partner	
Age profile of the participants *(please insert the number of people belonging to each age / age group)*	19-25 years ☐ 26-35 years ☐ 36-45 years ☐ 46-55 years ☐ Above 55 years ☐
Number of participants and their gender split	Females: Males:

In minimum 2 pages and maximum 4 pages:		
Question n°	Common theme	Contrasting findings

Evaluation grid: questionnaire 3 (target group)

Partner	
Age profile of the participants *(please insert the number of people belonging to each age / age group)*	____ 18-20 ____ 21-25 ____ 26-30 ____ 31-35
Number of participants in and their gender split	Females: Males:

In minimum 2 pages and maximum 4 pages:

Question n°	Common theme	Contrasting findings