Report with lessons learnt
from other projects and initiatives

Introduction

The European Commission (EC) has previously financed a number of projects aiming to investigate positive behaviour changes in relation with games and gamification projects, which included creation of platforms, tools for Serious Games (SG) or uses of SG.

The projects selected for this analysis tackled the promotion of either SG, ecosystems or platforms with gaming technologies, ICT for gamification and uses of SG. The majority of the projects were research projects, networks or embraced a mixed format. Regarding testing and final users involvement, most of the projects conducted pilots (out of which half conducted pilots in schools), and others targeted specifically young people and/or children. Concerning the key topics, these included energy, health, environment and inclusion.

The eConfidence project aims to define a methodology and to test it with two SG developed considering behavioural aspects in relation with two themes, safe use of internet and bullying. To improve effectiveness and efficiency of the project implementation, this analysis aimed to:

- Offer a practical implementation plan to be taken into account as point of reference for the activities.
- Seek for synergies with the identified projects, in order to disseminate and exploit the games and/or the methodology used.

As for key outcomes, the report provides an analysis at three levels.

1) Approaches: the general perspective from which the projects were created;
2) Innovative methods: outstanding methods implemented for successful and efficient collection of benchmarking data;
3) Strategies: plans of action on generating material and quantifiable outcomes.

Approaches

Multilateral engagement: the **multilateral** approach refers to the general vision to involve diverse stakeholders and it was common to almost all projects, in particular through the establishment of multilateral partnerships bringing together research, business and user-ended organisation.

Applicability of serious games: focusing on **applicability**, most projects envisaged a broad implementation of serious games. Among the projects, wide applicability was identified in different ICT areas, from health to energy, environment or entrepreneurship.

Integration with education: many projects aimed attention at **education**, looking into the links between the games, future technologies and (e-) learning. Examples include a series of educational sectors as well as target audiences.

Holistic approach: embracing a **holistic** approach, which offers more flexibility in terms of project development. Various projects built their activities and methodology characterised by the assumption that the parts of one project area are closely interconnected and explicable only by reference to the whole.

Strategies

Encouraging interaction: building up activity lines with the focus of encouraging interaction has been a frequent strategy undertaken by the projects.

Supporting accessibility for end-users: most of the projects were shaped taking into account **accessibility** for end-users, particularly when incorporating platforms that aimed to empower users in engaging with the project.

Fostering creativity: especially when liaising with a younger audience – but not only – various projects focused on **creativity**.

Innovative methods

Living Lab method: a research concept that refers to a user-centred, and open-innovation ecosystem, based on a systematic user co-creation approach integrating research and innovation processes. **Living Labs** are integrated through exploration and experimentation, sometimes involving communities as a source of creation.

Group Model Building: another innovative method used for benchmarking data, was the socially inspired discipline of **Group Model Building**, well known from system dynamics. Group Model Building is a method for analysing data with a group of people, preferably people involved in the issue at stake.

Real time and social media analytics: when applying **media analytics,** a few projects looked into social media analytics to be applied in the monitoring of pilot testing trying to understand and make use of the potential of social media outreach. In this context, **real time monitoring** was a method used to facilitate media analytics, to give the audience access to regularly updated information and overall to boost the awareness raising of the project.

Lessons learnt

To boost the potentiality of SG, larger networks but also smaller projects collaborated in **creative clusters**, bringing together networks of experts working on innovative activities. Contributing to

existing clusters or even initiating new ones should be a remark also for eConfidence, particularly considering the dissemination and business development lines of the project.

Various projects already tackled the improvement of **psychological wellbeing**. As it is clear from these projects, when working on emotional learning and cognitive changes for children, it is highly important to take into account a series of ethical aspects, as the project is dealing with **sensitive cases and data**.

Changing the narrative to address issues in an innovative manner has also been an inspirational lesson learnt. Some projects identified current challenges for young people and looked for problem-solving methods that would help users develop new skills.

eConfidence differentiates itself from the rest of the analysed project through:
- its research purpose - analysing changing behaviour through serious games for children and young people
- its research method - Activity Theory-based Model of Serious Games for game development methodology combined with Applied Behaviour Analysis (to design serious games capable to promote behavioural changes in the user).

Against this background, highlighting the core of the project´s interest to achieve a positive behavioural change in relation to bullying and safe use of internet for children and young people playing serious games should be a strategic reference in all dissemination and business development actions.