EXISTING GAMES IN YOUTH WORK AND NEED OF E-GAMES

SURVEY

In the frame of:

E-games: Empowering Youth Work project

/Youth program project N: 124893-5.1-XL-BG-02-2005-R1/

2006

CONTENTS:

About the project

"E-games: Empowering youth work" is an innovative project, developed in the frame of "Youth" Programme of EC, that aims to **develop new sets of attractive multimedia games** (online, wireless and mobile) **in order to give more interactive and updated instruments in youth work**. Also, the project aims to propose new methods of non-formal youth training using modern media and new generation of games - **E-games.**

The main target group are youth workers (working in youth centers, in local authorities, youth project organizers) and youth leaders.

The main project activites are focused on:

o Development of **a set of 20 new media games** (online or mobile games) **in the most important thematic areas of youth exchanges:** human rights, intercultural learning, tolerance, youth project management, youth information.
o Development of **methodology for implementation of e-games in youth work**;
o Development of **online data-base and resource site** for multimedia E-games suitable in the youth work, a set of best practices in this field, useful resources in the net, discussion forum;
o **2 training courses**, a **contact making seminar**, **youth** developers' **team meetings** and 3 pilot meetings.

Project partners:

**Student Computer Art Society /SCAS/– Bulgaria –
Promoter
ICE /Netbridge – AUSTRIA
JES vzw. – BELGIUM
JFSB - GERMANY
Voluntary work Thessaloniki – GREECE
Assozione culturale Orientare – ITALY
Isla Local Council, Youth Section – MALTA
MMC KIBLA – SLOVENIA
Asociaciyn Euroacciyn – SPAIN**

Survey scope

Survey goal:

The goal of the survey is to explore the types and level of use of games in youth work, as well as get feedback and proposals from the target group on the idea of **e-games** as tool to support youth work.

Target group:

Youth workers (working in youth centers, in local authorities, youth project organizers) and youth leaders in 9 European countries.

Participating organizations:

In **Bulgaria** - Student Computer Art Society /SCAS/;
In **Austria** - ICE /Netbridge;
In **Belgium** - JES vzw;
In **Germany** – JFSB;
In **Greece**- Voluntary work Thessaloniki;
In **Italy** - Assozione culturale Orientare

Procedure for implementation of the survey

Methods:

o distribution of questionnaires by e-mail, by post and in paper to concrete target group representatives in the 9 partner countries;

o summary of the results by each project partner;

o analysis of the results with a view to the specifics of the country /region, etc;

o development of the survey, incorporating all findings from the partner countries, as well as some general information on tendencies in the project related field and recommendations;

Questionnaire form:

We developed special questionnaire form (see template in Chapter 4), which each project partner distributed in their counties among target group representatives;

Questionnaire template

Existing games in youth work and need of e-games

survey

please, mark with a tick (∨) your answer or fill open questions

1. **What type of youth activities do you organize?**
     a) **Educational**   €
     b) **Entertaining (theatre, arts, сафй, etc)**   €
     c) **Career consulting**   €
     d) **Mentoring**   €
     e) **Other types of youth exchanges**   €

2. **What is your target group?**
     a) **Students**   €
     b) **Young People with disabilities**   €
     c) **Young people from social minorities**   €
     d)**Young people out of school**   €
     e) **People with an underprivileged background
     (Please specify)..........**   €
     f) **Young people in general**   €

3. **What is the age range of youth target group?**
    I work mainly with:
     a) **Teens (12-16)**   €
     b) **Youngsters (16-25)**   €

4. **In what way do you use computer, internet, multimedia as a
communication with your target group:**
     a) **Website**   €
     b) **Television/radio/newspaper**   €
     c) **Games**   €
     d) **Workshops**   €

5. **What types of games are used in youth work in your center?**
     a) **Video/Electronic/computer games**   €
     b) **Mimics (theatre, role plays)**   €

E-games: Empowering Youth Work

   c) Group Games (team-building, sport, etc.)   €
   d) Hands-On Games   €
   e) Simulation games;   €
   f) Other (please specify)...........   €

6. On the basis of your experience, how games ("traditional" ones) facilitate youth work? /Please, justify your answer and provide examples from your own experience/
.....

7. Are you targeting on multimedia in your work?
   a) Yes   €
   b) No   €

8. What are the main problems (to overcome) of your target group regarding the e-games usage?
.....

9. Are there any differences in girls' and boys' behavior while using e-games?
.....

10. Which types of e-games are preferred at which age?
.....

11. In which thematic areas in youth work e-games could be useful?

   a) Project management   €
   b) Youth information;   €
   c) Human rights, tolerance   €
   d) Intercultural learning   €
   e) Other (please specify)...........   €

12. Are there play forms, which are developed by the young people themselves or organized in communities by them?
.....

RESULTS

AUSTRIA – NETBRIDGE

The results:

1. What type of youth activities do you organize?
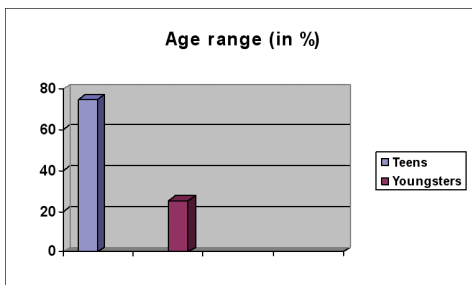

Types of activities (in %)
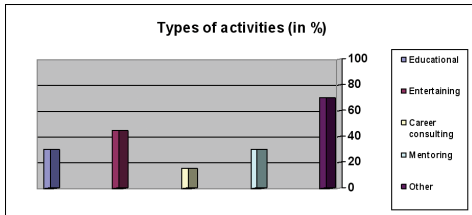
2. What is your target group?

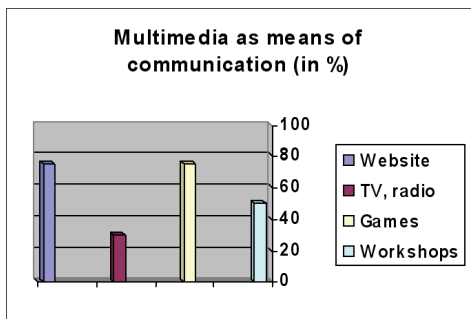Most of the interviewed youth workers work with young people in general (60 %), but at the same time, around 45 % of them deal with early school leavers.
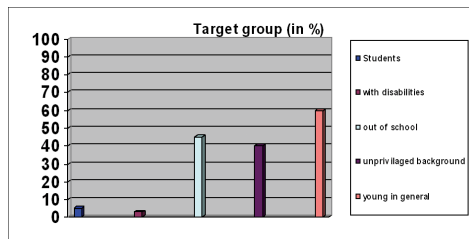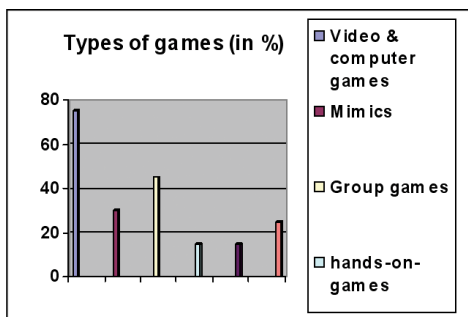

Target group (in %)

3. What is the age range of your target group?

Age range (in %)

4. In what way do you use computer, internet, and multimedia as a communication with your target group?

Multimedia as means of communication (in %)

5. What types of games are used in your center?

The predominant types of games used by the interviewed are video and computer games – almost 75 % use them.

Types of games (in %)

## 6. On the basis of your experience, how games ("traditional" ones) facilitate youth work?

o   Traditional games are useful for: 1st contact, to build bridges and to help to bring different cultures together

o   "For us it's a way to encourage the professional relationship and training the social competence".

7. Are you targeting on multimedia in your work?

As it can be easily seen from the chart, 85 % of all youth workers are targeting on multimedia in their work.

Targeting on multimedia
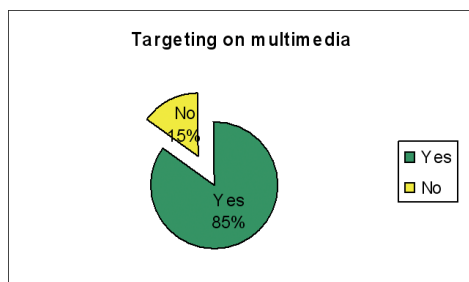
8. What are the main problems (to overcome) of your target group regarding the e-games usage?

- To find the "right" e-games
- The different standards of computers and browsers used; The (hardware) standard is always changing.

9. Are there any differences in girls and boys behavior while using e-games?

- Girls socialize more, they are cooperative; Boys are more intense and determined

10. Which types of games are preferred at what age?
- 8-10 years: learning games, 11-14 years action games
- Children and youngsters like playing games online

11. In which thematic areas in youth work could e-games be useful?
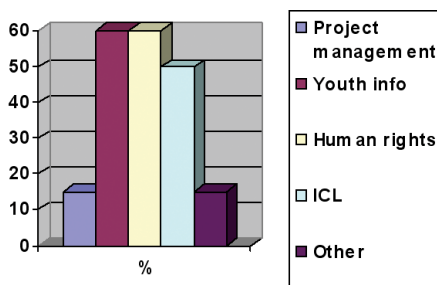
Some conclusions:

E-games needed in Youth work
- For children games are primary reason for visiting websites
- Games are part of youth culture
- Commercial games can be used as an introduction into complex subject: Sim City, Civilization, Medieval - Total War....
- Any game can be used for „ice breaking", group building

E-games: Empowering Youth Work

Special games for Youth Work

- Games are processes – hard to convey „passive" information = knowledge
- Games for youth work need to be close to personal environments
- Teens expect high production values – not so important for children
- Easier in group play, and when youth worker is present while playing – game is only a part of the experience
- Need of replay ability – bad example: „LastExitFlucht" (refugee game)
- Creating **entertaining** games about human rights, intercultural learning, tolerance = probably hard ...

Game design process in Youth Work

- Group work necessary: Game Design, graphics, sound, programming
- Close to own life: photographs, environment, own drawings and designs, voice recordings
- Results in a product to be distributed
- Can provide experience for professional occupation
- 1 school in Vienna (AFAIK) using game design software in informatics class

BELGIUM – JES VZW

### 1. What type of youth activities do you organize?

Types of activities (in %)
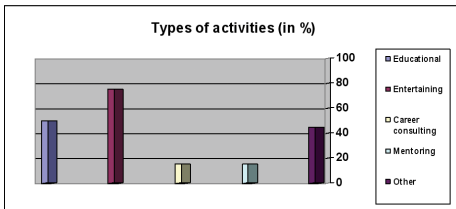
o Three quarters of the organisations are mainly having an entertaining function.
o In 60 percent of the cases where youth workers checked the 'other types of youth work' square, the type of youth work was informative.
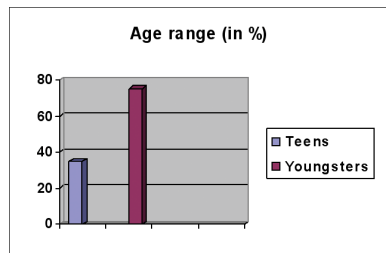
2. What is your target group?

Some have the specific task of focussing on underprivileged people. A youth center in an poor neighbourhood will likely attract more underprivileged people, thus focus on this target group
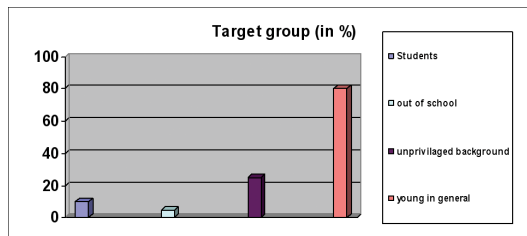
Target group (in %)

### 3. What is the age range of your target group?

Due to the differences in personal needs of youngsters, organizations will either focus on teens (<16 years) or young adolescents (16 till 25 year). There are more organizations focusing on people older than 16 years, this is likely the result of a typical Belgian style of youth work called 'Jeugdhuizen'.

Age range (in %)

4. In what way do you use computer, internet, and multimedia as a communication with your target group?

A lot of the organisations have a website nowadays and most of them use it as their primary (and sometimes the only) tool

of communication. These websites are often maintained by a voluntary (non-professional) worker, which sometimes makes the info found and spread on the site is not always that up to date.

Age range (in %)
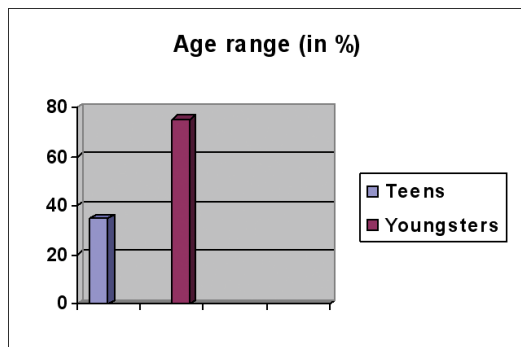
Some of the organisations have agreements with local media that offer them free broadcasting space in order to get their messages and news across to the people.

5. What types of games are used in youth work in your center/services?

Most popular type of activities is the group activities. First, everybody in the group can be actively involved at the same time. Secondly, because there is a low barrier, both in know-how as in material and infrastructure needed, to organize these types of activities.
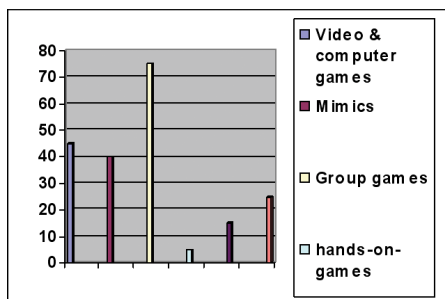
6. On the basis of your experience, how can games facilitate youth work?
The traditional games have a lower barrier (most people already know the rules, or there is no need for special infrastructure) and create a relaxed and informal atmosphere where it's easier for the participants to get to know each other.

### 7. Are you targeting multimedia in your work?
Although there are a lot of youth organisations using

multimedia in their work area, not all have their main focus or one of their main focuses on multimedia.

8. What are the main problems of your target group regarding the e-games usage?
Not all of the youth workers

Targeting on multimedia

have the know-how to guide participants trough a multimedia orientated session.
For sessions that require the use of computers there might be a infrastructure problem, e.g. the organisation doesn't have (enough) PCs or material or there are multiple participants for each PC, which is not favorable for the level of participation, which might cause boredom and a lack of interest.
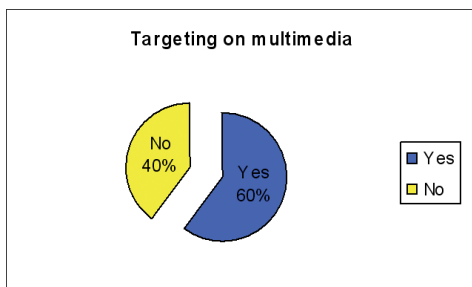
9. Are there any differences in girls and boys behavior while using e-games?

Boys have a tendency towards action and adventure games, where girls are more interested in social activities, such as chatting.

10. Which types of games are preferred at what age?
Not enough answers to make a founded statement.

11. In which thematic areas in youth work could e-games be useful?

Thematic areas for E-games (in %)

12. Are there play forms, which are developed by the young people themselves or organized in communities by them?
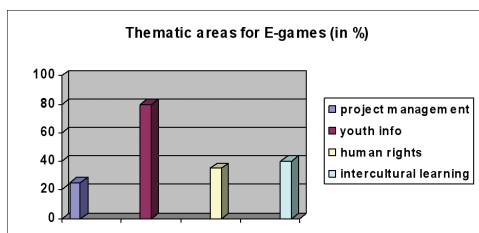
No answers received on this question.

13. General remarks:

How games can facilitate youth work:
- o There is a low barrier when using traditional games, most of the rules are known by the participants;
- o Easy to create a relaxed atmosphere

Thematic areas of E-games: Mainly youth information, now and then some had a tendency towards intercultural learning

BULGARIA – SCAS

From SCAS we have interviewed in Bulgaria (Sofia and SCAS branches in 7 other Bulgarian cities) 50 youth workers or social workers who work with young people.

First of all, almost all participants stressed on the importance of games and multimedia games in youth work.

### 1. What type of youth activities do you organize?

Regarding the type of youth activities organized, here are the results: 31 persons work in the field of career consulting, 12 in the educational area, 6 engage young people in entertainment activities and 6 have other scope of work that is related to young people.

Types of youth activities (in persons)

- Educational
- Entertaining
- career consulting
- other
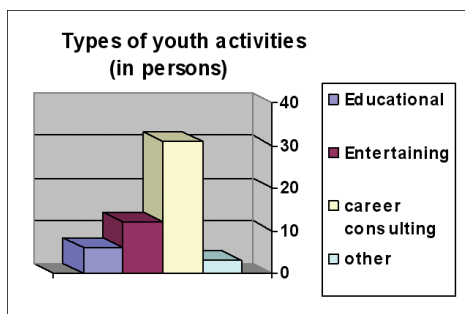
2. What is youth target group?

Most of the youth workers or social workers are working with *young people in general* and many of them have *Students* as their target group.

There are also people working with youth with fewer opportunities, including minorities (Roma, etc).

Types of youth activities (in persons)

- Educational
- Entertaining
- career consulting
- other
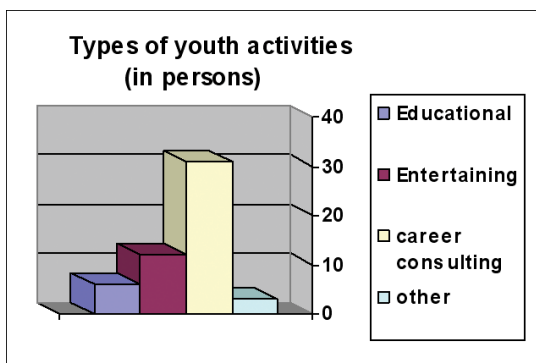
3. What is the age range of youth target group?

Age range of target group (in %)
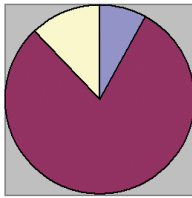
- teens
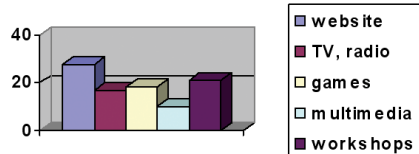- young people (16-25)
- older than 25

Regarding the age range of the target group, it turned out that most of them are young people aged between 16 and 25 (80%), 8 % are under 16 years old and 12 % are older than 25.

4. In what way do you use computer, internet, and multimedia as a communication with your target group?

Interesting and a bit provocative was the question regarding the use of modern technologies in their work (computer, internet, multimedia tools). Most of then has used them only to have an information website or to be in touch with the media like radio or newspaper. Some of them

Multimedia used (No of persons)

- website
- TV, radio
- games
- multimedia
- workshops

40
20
0

use multimedia or electronic tools in games or workshops that they organise for young people, what make us thing that they don't have the possibility to develop those kind of work.
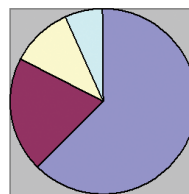
5. What types of games are used in youth work in your center/services?

As for the types of games they use in the youth work are normally *Group* games (energizers, team-building activities, ice-breakers), like

Types of games (No of persons)

- Group games
- simulation
- role palys
- multimedia games

group building or conflict resolution, only 10 *Electronic* or multimedia games very few times.

6. On the basis of your experience, how can games facilitate youth work?

Games have the potential to reach the target group easier and to reach the expected result in the best possible way. At the same time, even traditional games provide for team work and development of very important skills (such as responsibility and specific tasks in a team).

7. Are you targeting multimedia in your work?

8. What are the main problems of your target group regarding the e-games usage?

For sessions that require the use of computers there might be a problem, related to the lack of required infrastructure.

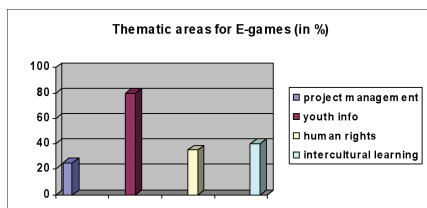**Targeting on multimedia**

No 33%

Yes 67%

■ Yes
□ No
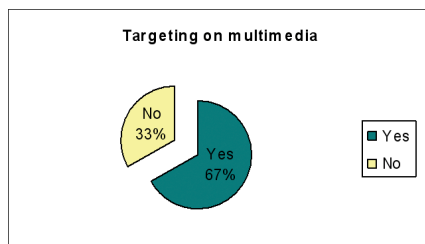
9. Are there any differences in girls and boys behavior while using e-games?

On the basis of the results, it turned out that girls are much more interested in social games, as boys are really attracted by adventure games, as well as multi-user ones.

10. In which thematic areas in youth work could e-games be useful?

All of the youth workers we unanimous that games are very good contemporary tool to work with young people in non - formal education as is a motivating and amusing approach, taking into account the specifics of the target group.

Thematic areas for E-games (in %)

100
80
60
40
20
0

□ project management
■ youth info
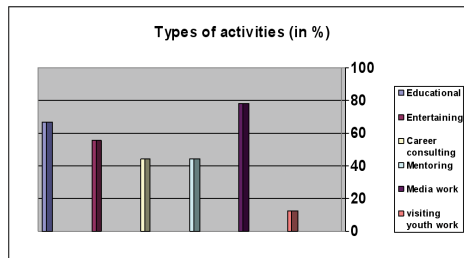□ human rights
□ intercultural learning

Germany – JFSB

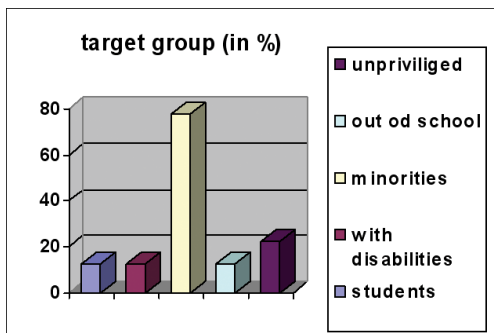A. Process of distribution and collecting

The questionnaire was translated into German and supplemented partially by few questions (violet writing), with reference to the Berlin structure of youth work. The distribution was made by the Berlin youth server "www.jugendnetz berlin.de" and by mailing lists. Thus potentially ca. 300 youth centres and pupilclubs could be achieved. The participation in the poll was openly and voluntarily for everyone. The return of the filled questionnaires took place by email to the project office from "jugendnetz berlin.de".

B. Statistic and content wise evaluation

1. What type of youth activities do you organize?

Types of activities (in %)

Legend: Educational, Entertaining, Career consulting, Mentoring, Media work, visiting youth work

2. What is your target group?

target group (in %)

Legend: unpriviliged, out od school, minorities, with disabilities, students

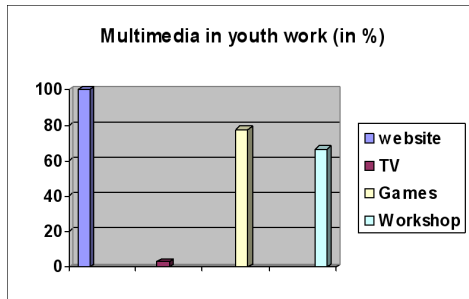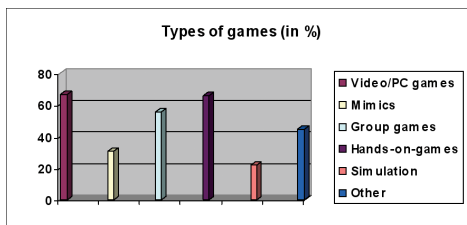## 3. What is the age range of youth target group?

Age range of target group (in %)

- ☐ Teens
- ■ Youngsters
- ☐ children

4. In what way do you use computer, internet, multimedia as a communication with your target group:

Multimedia in youth work (in %)

- ☐ website
- ■ TV
- ☐ Games
- ☐ Workshop

5. What types of games are used in youth work in your center/services?

Types of games (in %)

- ■ Video/PC games
- ☐ Mimics
- ☐ Group games
- ■ Hands-on-games
- ☐ Simulation
- ■ Other
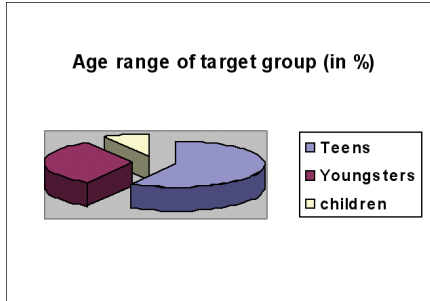
6. On the basis of your experience, how games ("traditional" ones) facilitate youth work?

Games in the youth work are importantly until very important.

They promote communication, team ability, cognitive abilities, social learning and media-competences.
PC- and Internet-games need an pedagogic support.

7. Are you targeting on multimedia in your work?

Targeting on multimedia

☐ Yes
■ No
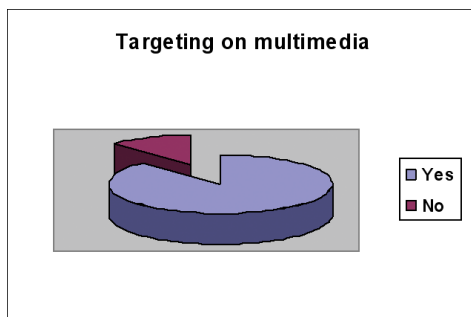
8. What are the main problems (to overcome) of your target group regarding the e-games usage?

- Loss to the reality / Lack of real experiences;
- pedagogic valuable plays possess little attractiveness
- Internet-games are really usable only with a broadband entrance
- Compulsion to regular renewal of the technology (costs)
- High care expenditure in "children work"

## 9. Are there any differences in girls' and boys' behavior while using e-games?

- Girls prefer e-games or applications with high communication content or with social relations (e.g. Chat or THR SIMS
- Boys prefer e-games or applications with a contest-character and much action (e.g. "war-games" or Motor race).

o An assimilation of the interests can be observed however

10. Which types of e-games are preferred at which age?

o Children and Teens prefer skillfulness games (e.g. jump & run games, Playstation).
o Older ones prefer generally match or simulation games.
o Learning games win with increasing age at signification.

11. In which thematic areas in youth work e-games could be useful?
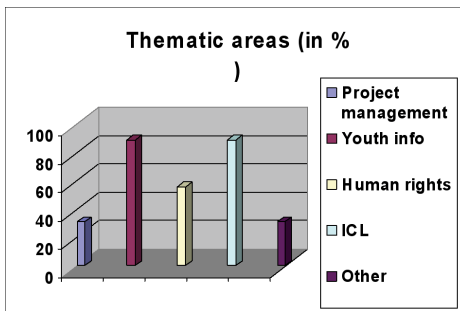
Thematic areas (in %)

- Project management
- Youth info
- Human rights
- ICL
- Other

12. Are there play forms, which are developed by the young people themselves or organized in communities by them?

o "darken shade" (a e-game against political extremism)
o "Bordergames" (origin and identity of young immigrants)

Summary

♦ In principle exists a large interest in the employment of e-games in youth work. (*even if the resonance of the inquiry is not so good as we hoped.*)

♦ We think that children and young people are generally open for all kinds of games, if these correspond to their interests.

♦ Youth workers must be qualified for the employment of e-games!

They see the potentials of these plays, but they have often no relations for these.

♦ e-games win in the youth work increasingly a meaning.

GREECE- VOLUNTARY WORK THESSALONIKI

1. There were answers in all the possible boxes from the 32 NGOs but most of them indicated that they were into entertaining youth activities (10).
Also, some of them indicated that they were into a combination of some of the answers, like the 3 first. Only 2 were into mentoring and youth counseling.

2. There were no answers regarding students, probably because we didn't send to any NGO dealing with students. Most were working with disabled youth (12) and some with youth from social minorities (Roma, etc.)

3. In this question the results were mostly in favour of the 16-25 categories. 25 NGOs indicated that they work with youngsters.

4. Here comes the hard part: in this question, most of the NGOS indicated the first 2 options, while only 2 indicated that they use multimedia in workshops. The option of games wasn't used at all.

5. Furthermore, the first option in this question wasn't chosen at all, while the answers were equally distributed to the other answers. The answer of mimics had the most ticks.

6. Here, there weren't a lot of descriptions I could summarize, other than that most were in favor of traditional games as a way of acquiring knowledge and skill, and of building confidence in groups. Maybe this was due to the inability to express properly in the English language, which discouraged the people.

7. In this question, only 2 NGOS replied that they were targeting on multimedia in their work, as an educational tool for pc skills. But we got many questions on what the question meant, so maybe the phrasing wasn't correct.

8. Here, most answers emphasized the lack of knowledge of multimedia and pc's, while some people noted that their youngsters in general had educational problems, which led to their social exclusion, while they were using multimedia games for their entertainment.

9. Most people noted that girls tend to use PCs and multimedia games less than boys, as well as having less interest in acquiring multimedia skills.

ITALY - ASSOZIONE CULTURALE ORIENTARE

Brief description of the process of distribution and collecting the questionnaire

The questionnaires were distributed among 50 people belonging to the local network of Orientare and basically to 4 target of youth workers:

- INTERNAL EDUCATORS (collaborators/ staff/ voulonteers)
- LOCAL ADMINISTRATION STAFF (particularly the educators and staff of Cagliari City Council who is Orientare's main partner)
- A GROUP OF SELECTED USERS (whose profession was declared in the access form of the internet or information/ career services)
- GROUP OF TEACHERS involved in a project co-financed by the European Social Fund and precisely working on the development of educational tools in formal education.

For all these reasons, while not being a fully randomized sample, the group of interviewed people do represent 4 areas of education, it is to say approaches, mindsets, tools and methodologies.

The categories represented in the sample are: NGO/ youth organization, Public Officers involved in education and social workers, individuals and professionals, teachers of secondary school involved in non formal activities.

The questionnaires were submitted close to the presentation letter, in most of the cases was left in self consultation/filling. In the rest of the cases it was illustrated to individuals or group session.

Percentage distribution of the answers for each multiple-choice question; for the open questions provide summary of typical answers and exclusions;

Among the people interviewed 42% work in the field of education, 18% in entertaining, 14% in career consulting, 6% in mentoring and 20% other types of youth activities.

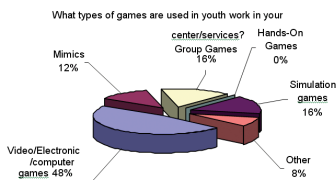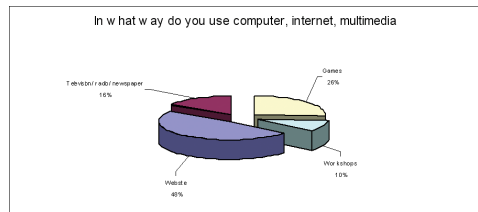
What type of youth activities do you organize?
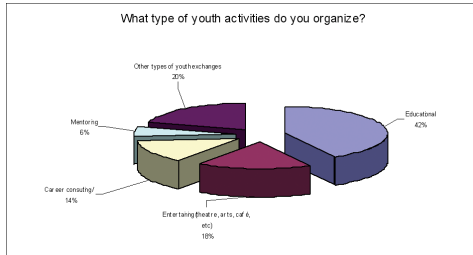
The most targeted groups are: young people (44%) followed by students (40%). All the other categories of youth are represented with very low percentage (2-3%).

The age range of young people targeted by the interviewed is composed as follows: 18% are teens and 82% are youngsters or young adults.

In what way do you use computer, internet, multimedia
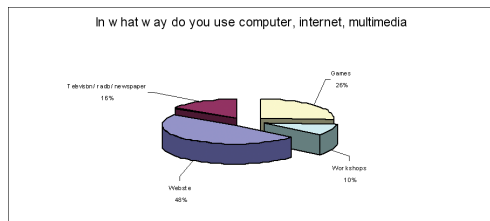
Computers and multimedia are mostly used in building websites (48%), and while using/playing games (26%).

The most used types of games are video/electronic/computer games that are present in youth work or services in most the half of cases (48%). It follows the group games (16%) and simulation games (16%).

In what way do you use computer, internet, multimedia

What types of games are used in youth work in your center/services?

Among the traditional games, the youth workers mention the simulations; this kind of activity use very versatile as well as immediately understandable and inclusive.

76% of the sample use to **target multimedia** in youth activities; this is not often the main topic of the activity but some kind of transversal issue (like for distributing information or setting a CV)

The most frequent problem while using ICT is the lack of knowledge or people that are not able to develop the work at home or autonomously because not owning a pc.

The sample mention a huge gender gap among male and female users: this gap is quantified in 70% of all cases. Computer games are most preferred at (13-19).

The youth workers find that the **most useful areas where ICT can be used** are: youth information (38%) – intercultural learning (28%) and project management (24%). The other areas are not very considered. No specific or mentionable play forms are referred by the interviewed.

Conclusions (in general) about the whole questionnaire results by analyze the replies

In general, we can conclude that ICT are not a real issue for youth worker. From the data, and as well from personal perception while collecting the questionnaires, we realized that ICT and multimedia are seen most as a tool or in a functional way for addressing other/classical issue than an issue itself.

By the way, all the people interviewed expressed interest and curiosity about someone developing or in the way of studying new ways and tools to address classic or more innovative issues.

Probably most of them do not feel such prepared or autonomous in developing themselves such tools or methods but more than enthusiastic to test/use them.

MALTA - ISLA LOCAL COUNCIL, YOUTH SECTION

QUESTIONNAIRE DISTRIBUTION/ COLLECTING METHODOLOGY

The distribution and collection of the questionnaire itself was not an easy task however from our part we tried our best. The questionnaire was distributed mainly by 2 methods

> ➢ E-mail
> ➢ Conventional Methods.

We distributed the questionnaires to as many people as possible however we only got only 8 replies and in fact the data below represents only a sample of 8 persons. We implemented the same 2 methods as above or the collection process
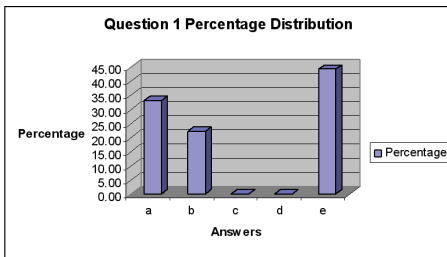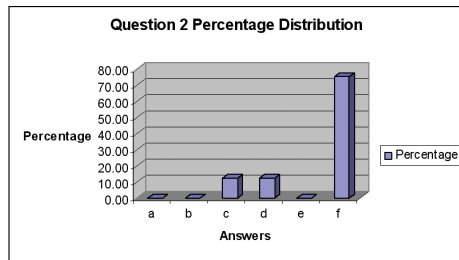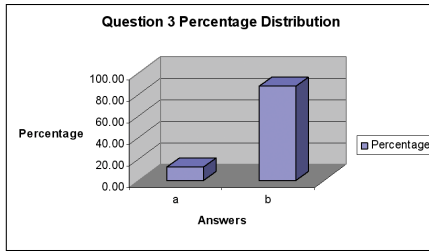
DATA ANALYSIS

Question 1 Percentage Distribution

Figure 1

Question 2 Percentage Distribution
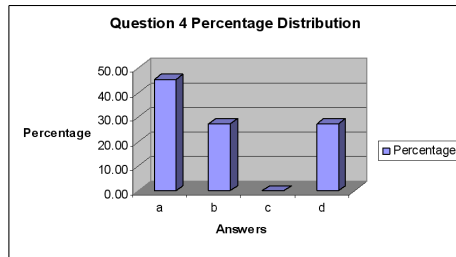
Figure 2

Figure 3

Figure 4

Figure 5

Figure 6

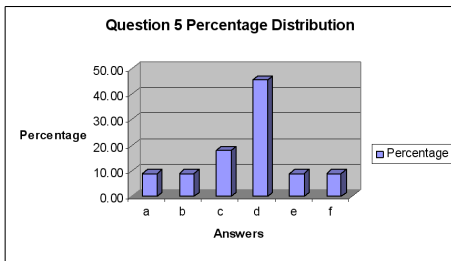**E-games: Empowering Youth Work**
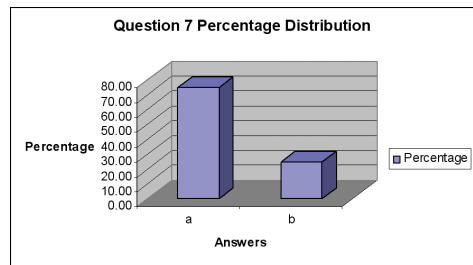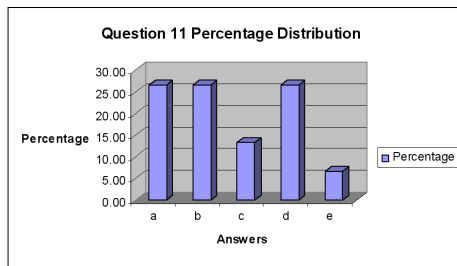
Question 11 Percentage Distribution

Figure 7

Question 6 (Open ended question)

It was evident in all of the samples analyzed that traditional games help to build up the youth's communication skill as they help in the interaction between the youths themselves. One of the interesting answers which I saw in more than one sample is the mentioning of breaking the ice using such games to stimulate interaction.

Question7 (Open ended question)

These answers to this question were quite common as well as many mentioned the fact that those who are limited or have no computer knowledge whatsoever may find it hard to use such games and therefore they cannot get the benefits involved. We must not forget the fact as well that not all youths have access to internet. This varies between countries, as for example here in Malta every University student has an account whereby he/she can use computing facilities provided by the computing services centre of the university (http://www.csc.um.edu.mt). Also if one takes a look at the internet subscription statistics in Malta one can see that they are quite good.

Question 8 (Open ended question)

The answers in this question all point to the same thing. The people, who were surveyed with the exception of a minority, all think that boys are more comfortable when using new technologies and they are more prone to accept the notion of e-gaming. Some on the other hand think that there is no difference between girls and boys in this issue.

Question 9 (Open ended question)

This question had different answers, and also some did not provide an answer to this question. An interesting answer was that youths up till a certain age prefer fun games while older youths prefer leadership style games. There was also a reference to strategy games, particularly that they are commonly preferred within all age groups.

Question 10 (Open ended question)

 This question was the least responsive one as there were many blank answers and the people only gave a yes, a no or n/a therefore giving no further details to support their answers.

CONCLUSIONS

From my point of view , I think that the data presented above does not give the opinion of a majority as the sample size was limited so there may be a margin of error. However when analyzing certain questions there is a common pattern, involving similar answers or answers having the same target. From question 8 we can see that as Computer / Internet facilities are not available to all youths, our e-games project might not reach as many youths as possible. As indicated in the above analysis section, I am not satisfied with the results obtained from question 12. I am not sure if it was the way the question was presented.

SLOVENIA - MMC KIBLA

1. On the first question "**What kind of activities do you organize?"**, most of the people answered that they are involved in educational activities, some of them answered mentoring. Only few of them answered entertainment, business counseling or other forms of youth exchange.

2. On the second question "**Who is your target group?"** most of them answered young people in general, then students. Few of the answers were for other target groups and some answered that they work with all the target groups mentioned in the questionnaire.

3. On the third question "**What is the average age of your target group?"** most of them answered young people between the ages 16 and 25. Frequent answer was also people between the ages 25 and 52.

4. On the question "**How do you communicate with your target group through computer, internet, multimedia?"** most of them answered that they use website as a way of communication, on the second place we find workshops and some of them answered games and TV/radio/newspaper.

5. On the fifth question "**What kind of games do you use at your work in school/activities?"** the majority answered that they use video/electronic/computer games, the same number of answers were for mimics and simulation games, other answers were group games, hands-up games and other.
One of the people interviewed answered »none«.

6. Majority of people did not answer the question "**Using your previous experience, please explain how games (»traditional«) influence your work?"**

Some of them answered that they do not use games in their work. Others stated the following advantages of using games in their work:

- getting the attention from the young people
- using them as a form of entertainment, for relaxation and amusement of the children, for a better state of health, they avoid violent games because they want »fun in a healthy way«
- easier communication
- doing favors so they can play games
- giving ideas and suggestions to improve work
- relaxed atmosphere, bigger motivation, creativity and innovation

7. On the question "**Do you rely on multimedia in your work?"** almost everyone answered affirmatively, except one who answered »no«.

8. On the eight questions "**What are the basic problems (that you need to overcome) of your target group when using e-games?"** most of the people did not answer or answered »I don't know«.

Some individuals gave the following answers:

-not enough interest in class
-they don't use games
-Small space capacity

-Inability of 24 hour work
-lack in computer programmes knowledge
-changes in the understanding of games and pedagogical process
-games as a way of acquiring knowledge are not sufficiently explored or accepted in the educational process

9. The ninth question **Are there any behavioral differences between the girls and boys that use e-games** got mostly »I don't know« or »We don't use e- games« answers.

Some people answered that boys play strategic games, driving games, dynamic games, that is games that are active and when playing those games they are very loud and persistent. They wrote that girls don't play games at all, and if, they play tetris and while doing that don't act loud or excited.

10. The tenth question "**What kind of e-games are popular at which age?"** got mostly »I don't know« answers.

Some however answered:

 - in childhood Arcadian games prevail, later strategic and action games,
 - students mostly play strategic games
 - until the 14th year of age online flash games are popular
 - 14 years and over competitory and team games prevail
 - 25 years and over traditional games prevail

11. To **In which field of your work would e-games be useful to you** question most of people answered youth informing, then intercultural learning, some answered human rights, project management and other.
»Other« answers contained: teaching biology, mathematics and foreigh languages.
Actually, all the e-games could be used in all the study fields that are prevailing like geography, history, cultural heritage, etc.

12. On the question **Have young people developed any other forms of games on their own or have organized them in communities** majority of people answered »no« od »I don't know«.

Some answered:

 - they developed games where they are playing the roles of employed persons (vocational colleges)
 - using internet games they have developed violent behaviour
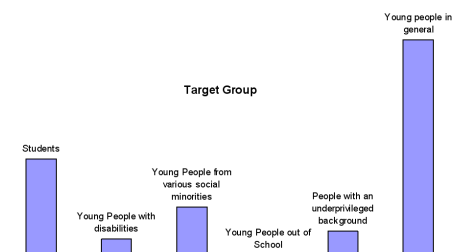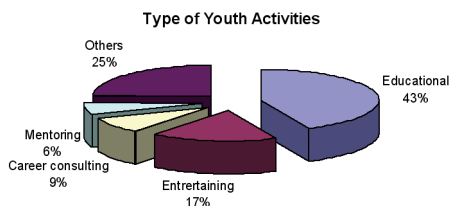 - some talk about games development but do not realize them

- games will be developed by teachers in collaboration with pupils/students in compliance with curriculum.

SPAIN – EUROACCION

From Euroacciyn we have interviewed in Lorca (Murcia - Spain) 50 youth workers or social workers who work in the frame of Young People or who do activities in relation with Young People. We have done it from February the 1st to 15th and we have had very interesting results.

What we wanted to see with the questionnaire was how games and multimedia games can help in youth work and also it nowadays is being using by our youth workers as a tool to work with young people and also their opinion about introducing it in youth work. If we look through the result of the interviews we can see that almost half of the interviewed work in the *Educational* field meanwhile a quarter of them do it in other youth activities such sport activities, outdoor activities, etc. Moreover only the 17% work in an *Entertaining* field but *Mentoring* or *Career consulting* are only 6 and 9 per cent of the interviewed.

Type of Youth Activities

Others 25%
Educational 43%
Mentoring 6%
Career consulting 9%
Entertaining 17%

Target Group

Young people in general
Students
Young People from various social minorities
Young People with disabilities
Young People out of School
People with an underprivileged background

Most of the youth workers or social workers are **working with young people in general** and many of them have *Students* as their target group. We find a little amount of people who are with disabilities or underprivileged background and none with young people who leave school. We could say that with some exception most of the workers we have interviewed do not work with minorities but some of them include underprivileged people in their activities.
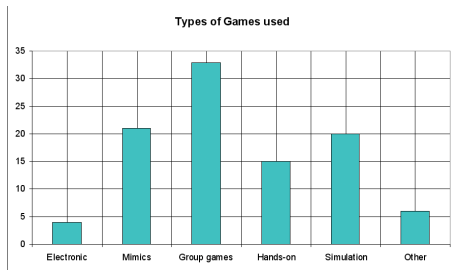
When we look through the **age of the young people** they work with we can see that most of them are between 16 and

Teens
22%

Age range

Youngsters
78%
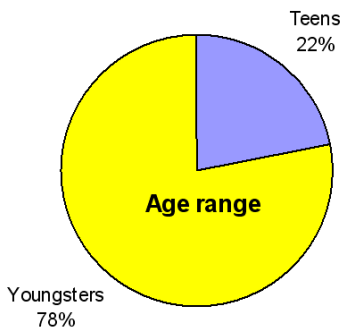
25 years old and only a 22% are *Teens* which means from 12 to 15 years old.

When we have asked to our youth workers or social worker if they **have used multimedia tools** in their work we realise that most of then has used them only to have an information website or to be in touch with the media like radio or newspaper. Not many of them use multimedia or electronic tools in games or workshops that they organise for young people, what make us thing that they don't have the possibility to develop those kind of work, sometime just because they don't have the knowledge or the chance to do it.

The **types of games** they use in the youth work are normally *Group* games, like group building or conflict resolution and then go *Mimic* and *Simulation* games, only 15 or our interviewers have used *Hands-on* games and *Electronic* or *Other* games in very few times.

Types of Games used

| | 35 | 30 | 25 | 20 | 15 | 10 | 5 | 0 |

Electronic   Mimics   Group games   Hands-on   Simulation   Other

All of the youth workers agree that games are an excellent tool to work with young people in non formal education as is a funny way to reach them and you can work difficult topics that might be quite risky with other methods.

Especially with topics as *Project management, Youth information, Human Rights, ICL*, etc are very convenience to work them by games. However most of them find that Youth Information and Human Rights are the best option in order to find E-games very useful.

Thematic areas E-games could be useful
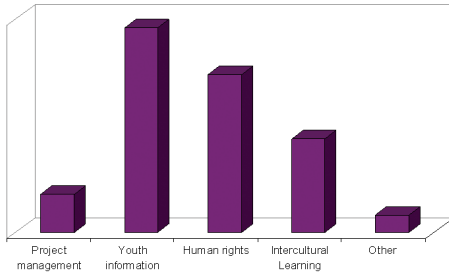
Youth workers agree that it depends on the age of the young people to use one or another **kind of games** and it will be better to be concrete in the methodology we are using as some people could get

offended if they feel they are treated like children, especially when they are teenagers and they want to be treated like adults.

Multimedia Use

Main problems in order to use E-games identified by youth workers are sources, knowledge about multimedia tools, access to all kind of young people and the expensive costs of some of them.
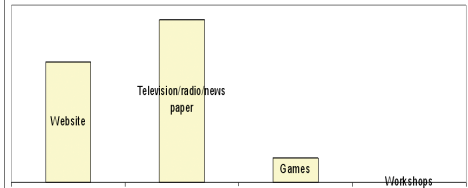
Conclusions and recommendations

In an attempt to summarize the results from the survey in the 8 partner countries, we can enumerate the following important conclusions:

- Games are very good contemporary tool to work with young people in non - formal education as is a motivating and amusing approach, taking into account the specifics of the target group.
- Games have the potential to reach the target group easier and to reach the expected result in the best possible way.
- There is increasing interest in implementation of e-games in youth work.
- Youth workers must be qualified for the employment of e-games!
- As a whole, youth workers from the partner countries are enthusiastic about introduction of **e-games** as tool to support youth work.

On the basis of these results, project team is motivated to plan, develop and implement **e-games** (online, offline and mobile games) concentrating on the topics of **human rights, intercultural learning, youth project management and youth information**.

Thus **"E-games: Empowering youth work"** project will develop and implement new methods of non-formal youth training using modern media and new generation of games - **E-games.**