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Strategic Partnerships Adult Education N°2020-1-IT02-KA204-079571

My Life in Europe

<https://mylifeineurope.nkey.it/>

Research phase – IDI Interviews

Main findings

Beata Partyka – CEBS – Poland

15 July 2021



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The research phase was conducted with use of In- depth Interview (IDI)

In social science, **interviews** are a method of data collection that involves two or more people exchanging information through a series of questions and answers. The questions are designed by a researcher to elicit information from interview participants on a specific topic or set of topics.

In the project we foreseen to use Focus Groups methodology which was replaced by IDI for pandemic reason.



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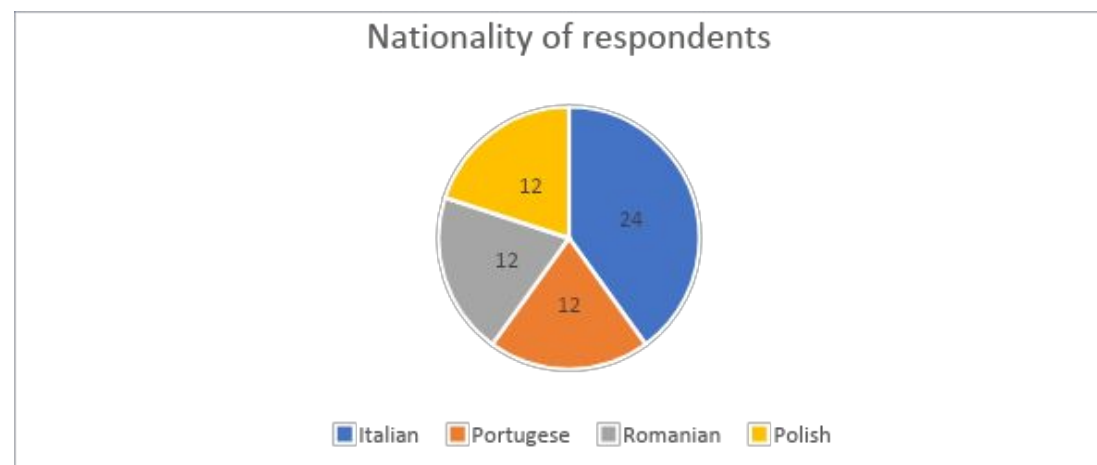
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The number of respondents

The research was conducted in MYLE project's partner countries, i.e. **Italy, Portugal, Poland and Romania**. The total of respondents is **60 persons**, where as indicated in Research Guidelines, each partner had to interview 12 persons from 3 categories: adult learners and trainers, fragile elderly in day centers or residential structures and staff, disabled in residential structures and their educators. From Italy the project's partners are 2, so for this reason the number of Italian respondents is bigger than other countries.





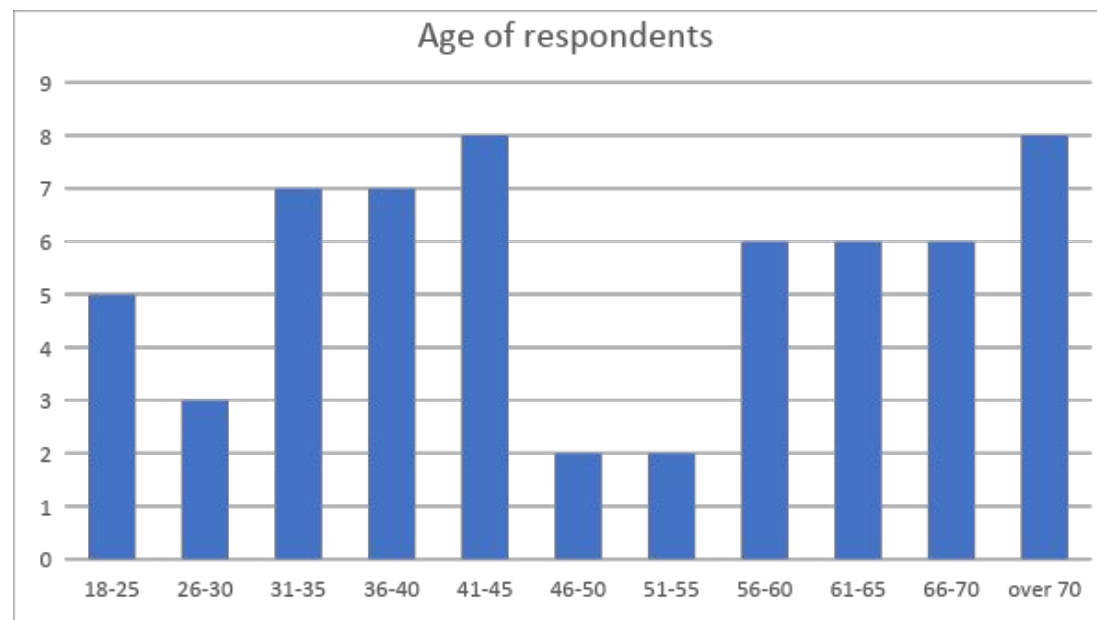
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the age of respondents

As for age of respondents we have a very big representativeness, means quite equal distribution through the age, beginning from the youngest 18 years old, ending on the over 70 persons (the oldest respondent is 97 years old).





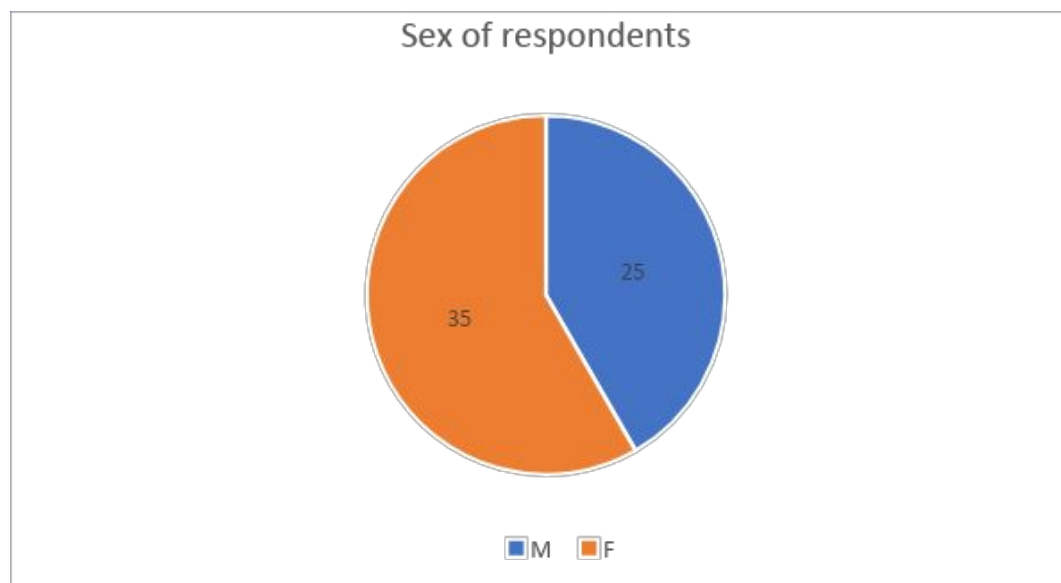
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Sex of respondents

As for sex distribution the representativeness is also large and quite equal. The bigger population of respondents is constituted by female, however also male population is representative.





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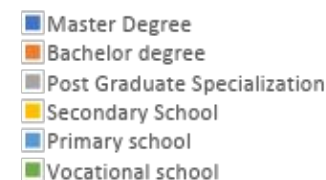
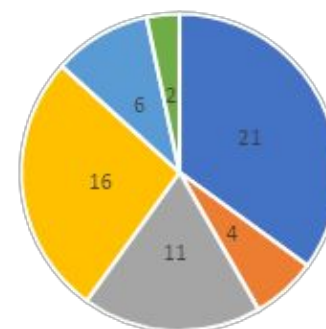


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of respondents

The educational level of respondents is well distributed, means covers almost all level of education. The majority of respondents indicate Master degree level and Secondary school level, however also other levels of education are included. What is worth attention, the Primary school level is mostly among the oldest population of respondents, means over 70.

Educational level of respondents



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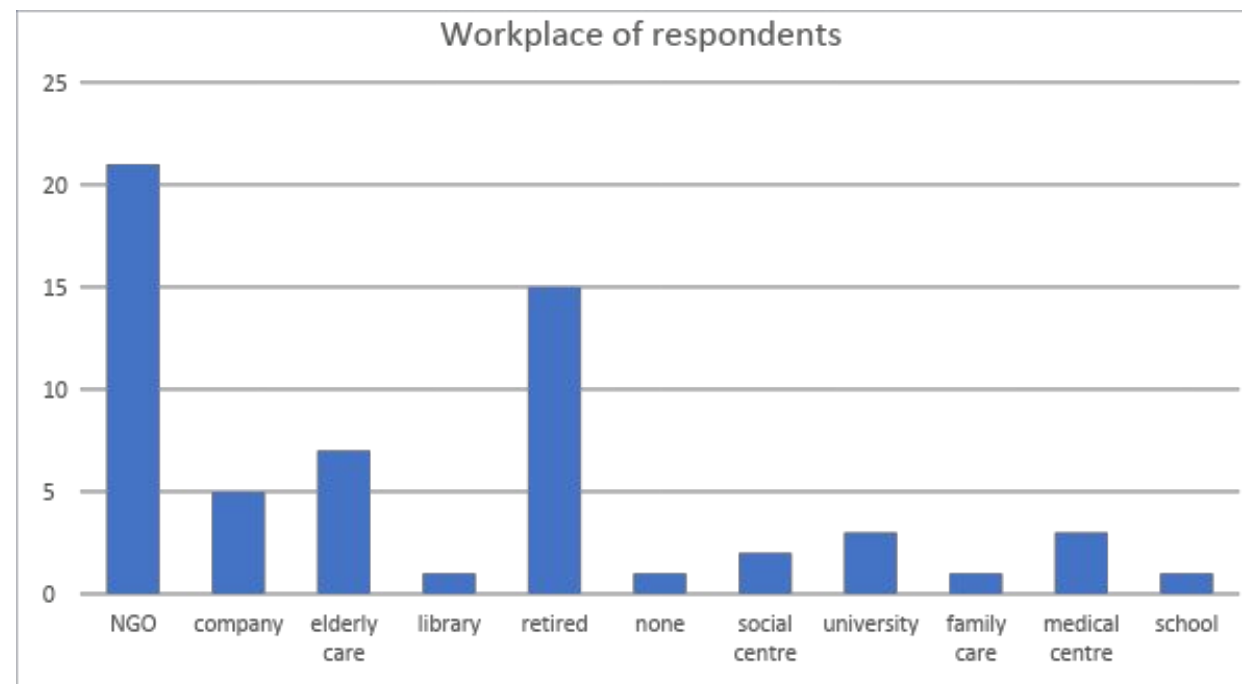
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pondents

The workplaces of presents quite good distribution whatever the non profit organizations and retired status is the most common. For other classification we can observe care services (elderly care, family care, medical centers) and also educational entities (library, university, schools).





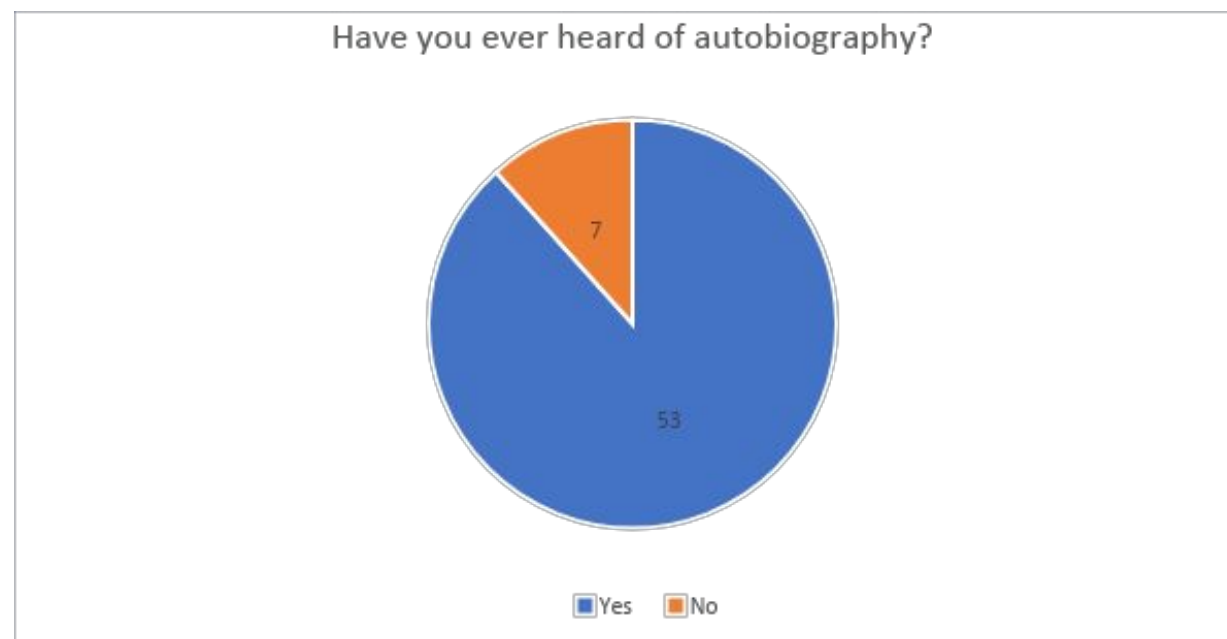
my area

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For the question “ Have you ever heard of autobiography?” the most of respondents (53) has answered positively, some of them (7) have never heard about it. It is worth attention the fact that among the oldest population of respondents never heard about the autobiography.



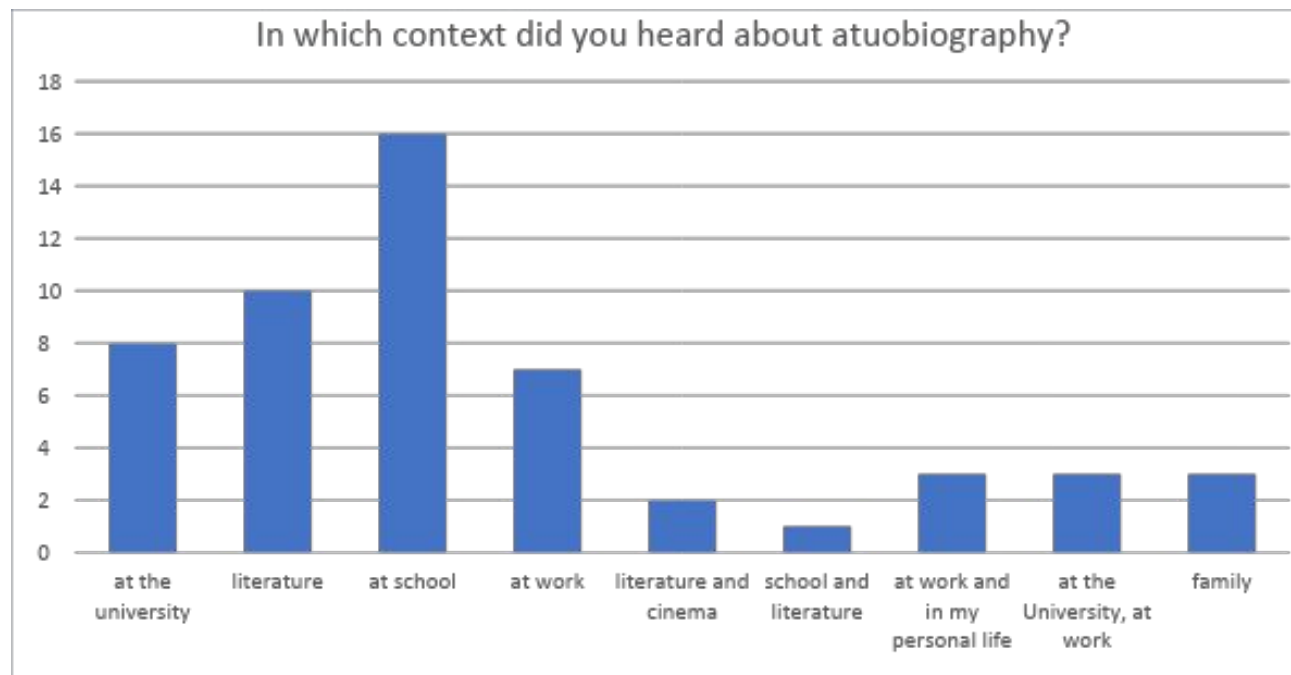


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When we go more in deepen and analyze where respondents heard about autobiography, the data shows various sources with the most popular as at school, at the university and literature. Between answers the majority of respondents pointed out the autobiography as literature species (biographies of known persons) or other biographic types.



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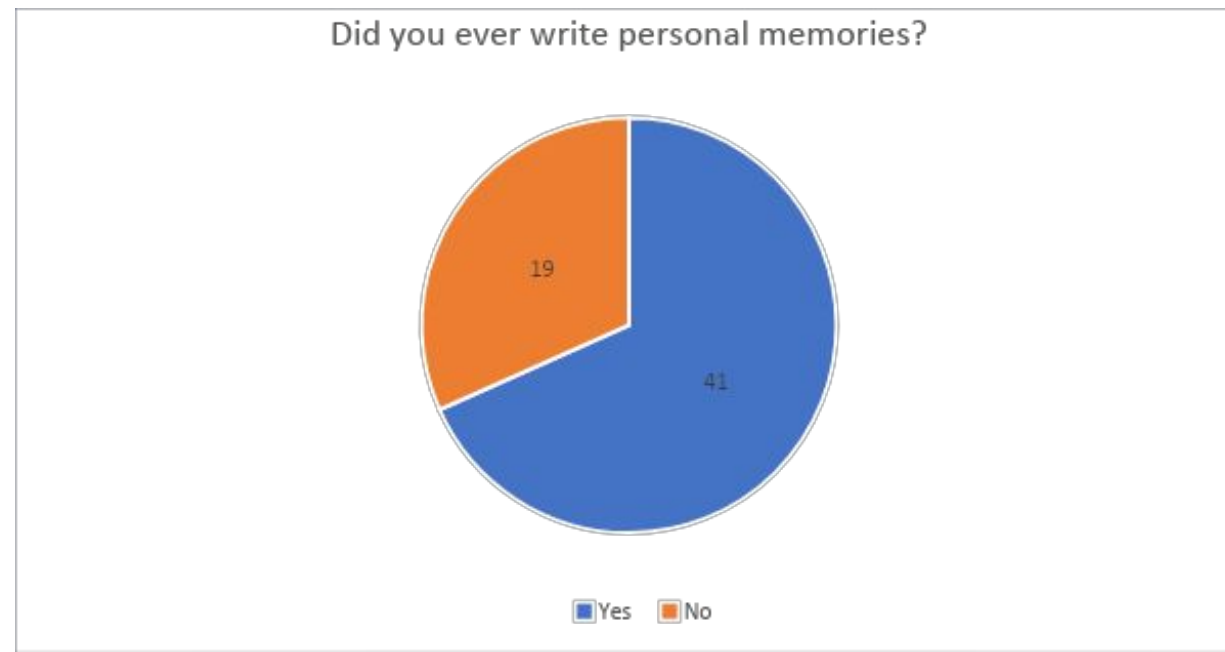


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For the question “**Did you ever write personal memories?**” about 40% answered positively, however in remarks they mainly indicated that it took for of **personal diary in childhood** or teen period, few respondents linked personal memories to new media solutions such as online personal blog or Facebook post board, travel blogs. Only some respondents (5) write personal diary continuously for a long period of time.





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The question “**If so, how would you rate your experience?**” was open to free reflection of respondents. The bigger number of respondents rate this experience as **positive and useful**. Some of respondents have **intuitively described it as therapeutic by use of specific expressions** such as: “liberating experience”, “helps to externalize thoughts”, “helped me to understand myself better”, “I discover other abilities of mine” , “I need to unburden myself somewhere”, “I rediscover myself”, “it helps to take distance from myself”.

One of respondent has compared own autobiography as a wider business card.



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Game Area

Concerning the game area the respondent where subjected to 2 main questions: about board games (traditional) and online games.

For **board games** all of respondents answered they know and played, as well as were able to give names of those games. Among them the **most popular was Monopoly game** (above any age limitation), play cards (most popular among older respondents) and various range of other popular games such as: **Bingo, Goose game, Taboo, Concept, Scrabble and so on.**



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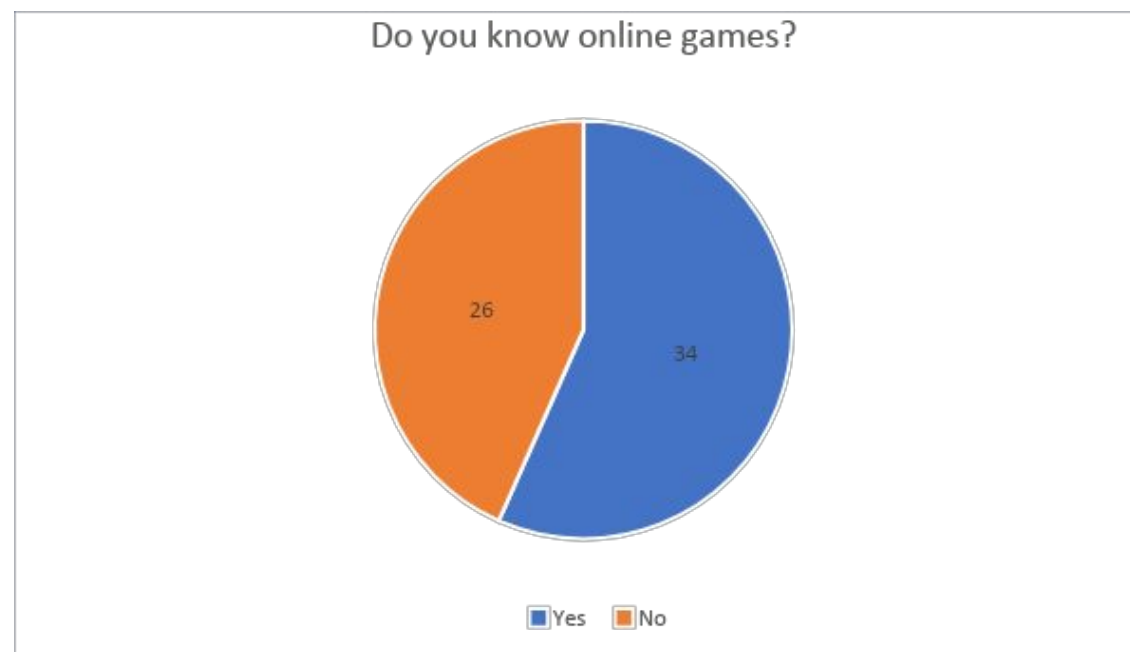


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As for **online games** the distribution of experience among respondents is not so equal – around **55% of respondents know online games, 45% of them has never got this experience**. While analysis of this data we have to keep in mind that quite big part of respondents belong to older generation with less developed ICT skills or having another entertainment/educational attitudes.





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From those who answered positively we can see more young generation (below 45). They indicated **different types of online games** that we can try to classify in a following categories:

- 1) Simple entertainment games – “join next level”
- 2) Logical games – quizzes, memory games, chess online, Solitaire
- 3) Creative games – Minecraft, different simulators
- 4) Action games – Fornite, Star Wars
- 5) Cognitive simulation games - Ivana Sacchi’s Game, Asphi’s games, “Una palestra per la mente”

Definitive majority of respondents who **use online games do it for entertainment purpose**, some of them for educational scope and only few for personal or social development.



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Game Area and Autobiography

For the question “**How would you rate an online game where you can write or talk about yourself?**” the general answer is positive, however we can observe **a fear to expose oneself online and worry about where those personal exposition will be placed**. However there are respondent who have very positive attitudes, willing to know other people, to share experiences and have the opportunity to share own experience.

The question “**How would you rate a game in which you can learn the stories of people, even from other European states?**” mostly respondents indicate as a very interesting opportunity, especially for people that for some reasons cannot easily to travel (as for example disability).

As for possible obstacles respondents indicate language limitations.



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The answers to the question on “**How would you rate a game where people from other European countries can also learn about your story?**” we can observe double reaction: **on one side respondents are very enthusiastic to exchange personal stories** with people from other countries, on the other side there’s a **part of respondents who state they are a very ordinary persons and have nothing special to exchange**, they prefer to learn about other’s experiences.

For the question on “What topics would you like to be offered in this game to write / talk about yourself?” respondents indicate a wide range of topics, from childhood stories, family stories through hobbies, work, studies, other interests, travel tips and impressions till topics related to emotional side such as living with disabilities, how to deal with difficult life situations.

For the question on “What would you like to know about others?” mainly it was a vice-versa interest but with enrichment of other’s countries, cultures and life.



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bility / Inclusion Area

For the question “**Have you ever heard of games that tend to eliminate "physical barriers"?** Inclusive games for people with disabilities?” there was double understanding of the question. Few answers concerned online games:

“Yes, yes... many... a lot. There are... generally... there are on Facebook or in on-line there are many applications for disabled persons. These games have the aim to... not necessarily to throw people out from their problems but rather to strengthen people... disabled persons who take part in these games”

and some answers concerning **inclusive live games** such as sport competitions, marathons- the “wheelchair cross” and so on.

None of respondents gave a **concrete game name**.



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For the question “**What elements should a game contain in order to eliminate the "physical barriers"?**” general constatation was “easy to use and understand” but also other useful practical features were pointed out:

- not competitive but cooperative,
- with a simplified interface
- accessible for physical and cognitive impairments,
- simplified structure
- captioning
- audio commented images,
- accessible graphics and colors,
- simplified language

Beside practical and technical features respondents pointed **valuable features, such as human diversity, ethnic diversity, attitudinal change toward disabled persons.**



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Area

For the question “**Have you ever visited European countries? If so, which ones?**” the almost absolute majority of respondents indicated one or more countries. We can observe that as younger respondent is, more countries have visited.

For the question “**What does it mean for you to be a European citizen?**” we have double constatation, on **practical and on values level**. The first one is connected with Schengen area with limited understanding of this idea, mainly as the **freedom to travel** (without considering other functions and cooperation between countries), the second one is **connected with sharing of common values** such as freedom, taking part of a community, complying the same rules inside EU, not being discriminated, open knowledge and sharing environment.



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For question “ **How much do you feel you are a European citizen?**” respondents are divided into two main groups, one is those they declare **to feel absolutely European citizen** and it’s mainly the younger group of respondents, second is composed by those who **stand that European citizenship is a very vague concept** and they identify them as nationality first than European.

For the question “ **How do you feel at the thought of being a European citizen?**” the answers were mainly positive: safe and protected, less hidebound, more free, having many possibilities, very satisfied. Only some respondents answered they feel indifferent and cannot find benefits from being European citizen (this attitude was more presented in older group of respondents).



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For the question “**Do you think that a game where you can share the life stories of people from other European countries can feed your European identity?**” most of respondents suppose it can arise European identity, however not being familiar with such a game it is difficult to express definitively.



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Thank you for your attention!



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