

GAMIFYING ONLINE SEX EDUCATION: DOES IT WORK?

This infographic shows the results of a pilot study undertaken by RNW Media and the Love Matters Global Network (funded by Share-Net Netherlands) to investigate if gamifying sexuality education content improves young people's engagement with information about sexual and reproductive health.

WHAT IS GAMIFICATION?

Gamification is defined as applying game principles in a non-game environment, for example in education. Gamified learning theory explains how gamification can strongly affect learning outcomes by leveraging people's natural desire to play, achieve, compete, control and interact.

WHAT DID WE DO?

We designed **6 games** focusing on

3
knowledge
quizzes

3
self-assessment
journeys



Contraception



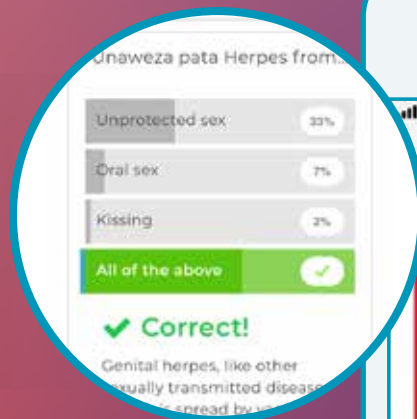
STIs



Sex and Sexuality

The games were translated and contextualised for each platform and integrated into pre-existing content on:

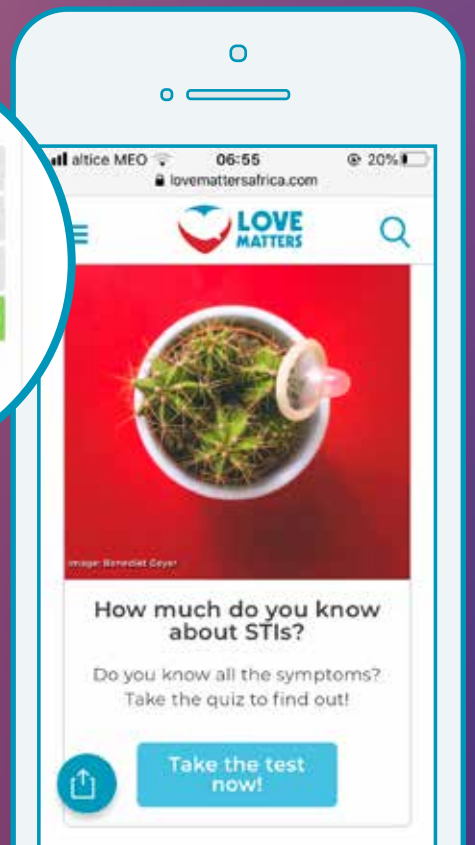
- Love Matters Kenya,
- Amour Afrique Congo,
- Love Matters Arabic,
- Hablemos de Sexo y Amor.



A knowledge quiz has right or wrong answers and a final score.

"I did well, around 90%. I had a couple of questions, but the explanations answered them."

user feedback





A self-assessment journey has no right or wrong answers but instead tailors the result to the user's answers.

"I scored 7/11. I could retake the test but that would be cheating!"

user feedback

WHAT WERE THE RESULTS?

Over the course of six weeks, more than

10,000 people

played one or more games.



Knowledge quizzes are more popular than self-assessments, which can be expected because self-assessments are not always relevant for users.



Are you a (s)expert?

With more than

QUIZ

16,500 hits

This quiz challenges people's knowledge about sex and sexuality in a playful way.

SO... DOES IT WORK?



Good News!



Users who played a game spent **6 times longer** on the Love Matters websites, compared to users who did not play a game.



In addition, the number of pages they visited **doubled** in this time.



33%

Comparing article and fact pages before and after they were gamified, we see that the bounce rate has decreased with an average of **33%**. This means that people are less likely to leave a gamified page without interacting with it first.

On average:

67% self-assessment journeys completed

44% quizzes played until the end

This can be explained by the fact that self-assessments are shorter and easier to answer than the more challenging quizzes. In total, the quizzes and assessments were completed

10,900 times

WHAT HAVE WE LEARNED?

1 It's all about the journey

Games are fun, but to meaningfully contribute to young people's education, they need to be integrated into a learning cycle and linked to educational content. Therefore, it is key to design user journeys including entry and exit points, and a call to action.

2 Play me

We found that the process of gamification is most engaging when it is playful, challenging and light-hearted in nature and covers multiple topics, rather than focusing on just one.

3 Context matters

While games may be universal, the way they are played is not. In DRC, users reported confusion about how to access and play the games, which may be related to limited internet access or lack of experience with online quizzes. Contextualisation goes beyond translation – consider language, slang, social norms and (digital) environment.

4 To challenge or not to challenge

Social media is highly effective to engage and challenge users to play educational games. But it's not the only way! Data from platforms in Egypt and Mexico, shows that up to 40% of the users that play games come from organic and direct sources, which means that they played games after searching for information on search engines or receiving links from friends.

