Lessons Learnt from Four Case Studies Using Games for Social Learning in India by Thomas Falk[1] (*presenter)*, Wei Zhang[2], Ruth Meinzen-Dick[2], and Lara Bartels[3]

Abstract

This presentation uses the conceptual foundations presented before to reflect on four game intervention studies in India. The focus of the presentation is on game design features and how they affect the learning impact of the games. The four cases are a public good game with a groundwater management framing in Andhra Pradesh, a public good game with surface water framing in Rajasthan, a common pool resource game with a surface water framing in Madhya Pradesh, and a common pool resource game with a forestry framing in Rajasthan and Andhra Pradesh. The reflections indicate the importance of participatory learning environments to engage actors and create an ownership of solutions found to the featured dilemmas. Further, we find are trade-offs between the convenience of facilitation and the depth of learning depending on the accuracy, complexity, and flexibility of the game framing. The studies confirm the importance of communication in the exercise as well as the potential of inter-group competition to trigger intra-group cooperation. There is ambiguous evidence on the impact of incentivized payments on the learning. One of our study does not show any effect on local institutional change while another finds that the payments increased the likelihood of behavioral change.

1. *ICRISAT – International Crop Research Institute for the Semi-Arid Tropics, India*
2. *IFPRI – International Food Policy Research Institute, USA*
3. *ZEW - Leibniz Centre for European Economic Research, Germany*