Impact Assessment

Report

Citizens in Power

Project Reference Number	2023-1-AT01-KA220-SCH-000122168
Project Duration	31.12.2023 – 30.12.2025
Project Acronym	InterGames
Project Title	InterGames: Incorporating Interdisciplinarity in Secondary School Education Using Conflict Video Games
Title of Document	Community of Practice Report
Contributing Partners	Südwind, Helixconnect, Borås Stad, Progettomondo, Universidade Da Coruña, Bundeshandelsakademie und Bundeshandelsschule Linz, Citizens In Power
Approved by	To be Reviewed by all Partners
Abstract	This document outlines the unified feedback provided by the relevant stakeholders during the communities of practice meetings.
Keywords List	Project management; community of practice

Executive Summary

This report presents the consolidated findings of the InterGames Community of Practice (CoP) impact assessment activities implemented by the partnership. The CoP format supported structured dialogue with stakeholders from school education, civil society, policy environments, teacher training bodies, higher education, and inclusion-related fields. The overall aim was to validate the

relevance, clarity, applicability, and sustainability potential of the InterGames project outputs, with particular attention to their use in secondary education settings.

Across consultation activities, the InterGames project was assessed as highly relevant to current educational priorities, particularly interdisciplinary learning, digital pedagogy, inclusion, and competency-based approaches. Stakeholders acknowledged the innovative value of using conflict-based video games and structured pedagogical sequences to support learning about conflict, empathy, emotional awareness, and peace-related competences. At the same time, consultations identified practical constraints linked to infrastructure availability, teacher digital readiness, safeguarding and psychological sensitivity, and the need for further adaptation for diverse learner profiles.

Introduction

The CoP consultations were designed to support the collection of critical feedback from external stakeholders, including teachers, education experts, civil society representatives, policy-related actors, and inclusion specialists. The consultation format enabled stakeholders to evaluate InterGames outputs and contribute operational recommendations for strengthening implementation pathways and long-term uptake.

The consultation scope focused on:

- **relevance and alignment** of InterGames outputs with educational priorities;

- **quality, clarity, and usability** of project tools, including pedagogical sequences and learning resources;

- **practical feasibility** for classroom use and teacher training contexts;

- **appropriateness and sensitivity** of conflict-related themes;

- **accessibility and inclusion considerations**;

- **sustainability mechanisms and policy uptake** options for strengthening long-term integration.

Consultation Methodology and Stakeholder Representation

The partnership implemented consultation processes through a combination of stakeholder meetings, workshops, training-based exchanges, and structured discussions. These formats were used to support both feedback collection and dissemination of emerging project results, ensuring that stakeholder input directly contributed to refinement priorities and implementation planning.

Stakeholder representation across consultations included:

- secondary school teachers and educators;

- teacher training and advisory bodies;

- education authorities and policy-oriented actors;

- civil society organisations active in education and youth work;

- higher education institutions and applied research;

- inclusion and accessibility-oriented stakeholders.

In multiple national contexts, the CoP format also functioned as a professional exchange space for discussion on gamification, teacher training needs, and classroom feasibility of game-based methodologies.

Summary Assessment of InterGames Project Outputs

Relevance to educational priorities

Stakeholders confirmed that the InterGames project aligns well with key priorities such as:

- interdisciplinarity and cross-curricular learning;

- digital transformation and innovation in teaching practice;

- inclusion and differentiated pedagogical approaches;

- civic competences, conflict sensitivity, and peace education.

Participants particularly highlighted the relevance of addressing conflict-related content in educational contexts, identifying it as timely and socially meaningful. The project's intention to combine digital learning with structured reflection was seen as appropriate for strengthening student engagement and supporting transversal competences.

Perceived quality and structure of educational materials

The pedagogical sequences were consistently assessed as one of the strongest project components due to their structured nature and classroom-oriented guidance. In particular, stakeholders valued the **step-by-step learning flow**, reflection elements, and adaptability across teaching contexts.

The availability of free EU-supported resources was also highlighted as a major advantage, particularly for educators and institutions seeking structured materials without additional financial barriers.

Practicality, applicability, and implementation constraints

While tools were generally viewed as practical and transferable, stakeholders underlined that successful implementation depends on key enabling conditions. These include:

- sufficient digital infrastructure at school level (devices, connectivity, access conditions);

- teacher readiness and confidence in technology-supported teaching;

- institutional support for interdisciplinary teaching;

- time and flexibility within school programming for non-traditional teaching approaches.

Stakeholders also noted that in contexts where school infrastructure or teacher digital skills are limited, InterGames materials may be more easily applied in non-formal or extracurricular environments, where constraints may be reduced and learning formats can be more flexible.

Appropriateness of Themes and Ethical Considerations

Conflict-related themes and safeguarding

Stakeholders broadly agreed that conflict-based themes are relevant, particularly given contemporary international and regional developments. However, they emphasised the importance of careful handling of sensitive content.

Key safeguarding and ethical considerations raised included:

- the need for age-appropriate framing and differentiated approaches;

- risk of emotional distress for learners exposed to trauma-related themes;

- the need for guidance to teachers on facilitating sensitive classroom discussions;

- clarity on disclaimers and protective pedagogical measures.

Stakeholders also identified that emotional realism and immersion levels of specific games may affect educational impact, meaning that game selection must be careful and clearly justified pedagogically.

Accessibility and Inclusion Feedback

Stakeholder consultations confirmed that the InterGames outputs include inclusive intentions and potential, but further strengthening is required for learners with higher support needs.

Key recommendations linked to inclusion included:

- improved accessibility features within tools and learning environments;

- reduction of sensory overload and unnecessary complexity in navigation;

- predictable structures and simplified user pathways for neurodivergent learners;

- ensuring adaptability for diverse socio-economic contexts.

Socio-economic differences in access to devices and digital tools were recognised as a major limiting factor, particularly in school contexts where infrastructure gaps remain significant.

Value and Innovation Identified by Stakeholders

Stakeholders identified several valuable and innovative aspects across the InterGames concept and tools. These include:

- the use of video games as structured learning tools for addressing conflict resolution, empathy, and peace-related competences;

- the integration of critical reflection mechanisms and discussion-based learning;

- the interdisciplinary approach as a means of supporting deeper learning outcomes;

- the combination of digital and experiential learning elements.

The CoP activities also indicated strong interest among educators in adopting game-based learning strategies and applying InterGames pedagogical sequences as part of their own practice, provided sufficient training and institutional support are available.

Weaknesses, Risks, and Identified Gaps

Consultations across contexts produced a consistent set of practical gaps and risks that may limit uptake, including:

- uneven teacher digital competence and limited familiarity with game-based learning approaches;

- inconsistent school infrastructure and lack of reliable access to digital equipment;

- potential resistance linked to screen-time concerns and parental perceptions;

- lack of systematic impact evaluation frameworks validated through psychological oversight;

- insufficient differentiation for age groups and learner profiles;

- variable emotional depth of game formats and their suitability for sensitive learning topics.

Stakeholders also emphasised that the materials are clearer than many educational toolkits, but successful classroom integration requires structured training and guidance, not only access to resources.

Sustainability and Policy Uptake Recommendations

Stakeholders stressed that sustained adoption requires alignment with policy mechanisms, institutional planning, and teacher professional development systems. Proposed sustainability pathways included:

- integration of gamification and game-based learning modules within initial teacher education;

- accredited CPD opportunities on digital pedagogy and game-based learning approaches;

- development of institutional guidelines for safe and responsible implementation;

- establishment of evaluation processes that include psychological considerations.

Stakeholders also noted that long-term sustainability depends on broader conditions such as national frameworks for digital teacher competences and structured support for ICT equipment and school-level digital strategies.

In addition, stakeholder engagement confirmed value in expanding cooperation with civil society organisations and local actors involved in youth development, active citizenship, and environmental education themes, particularly where InterGames outputs address environmental conflicts and societal challenges.

Consolidated Recommendations for Further Development

Based on the partner consultation findings, the following recommendations are proposed as consolidated priorities:

Strengthen teacher support and training materials

- Provide short and structured guidance modules for teachers new to gamification approaches

- Include practical implementation checklists, troubleshooting guidance, and classroom facilitation tips

- Develop pathways for teacher training institutions to incorporate InterGames materials into professional development programmes

Improve differentiation and accessibility

- Strengthen adaptation guidance for different age groups and learning profiles

- Provide alternative formats and lower sensory-load options for learners with specific support needs

- Ensure flexible models suitable for limited infrastructure settings

Reinforce safeguarding and psychological framing

- Add structured ethical guidance for conflict-related learning content

- Provide recommendations for safe classroom facilitation and trauma-sensitive teaching

- Integrate appropriate disclaimers and protective framing elements

Develop evaluation and impact evidence pathways

- Strengthen evaluation design and impact measurement approaches

- Consider piloting methods for behavioural and competence-related outcomes

- Include psychological oversight considerations as part of evidence-building processes

Support dissemination through practice-based communities

- Maintain stakeholder dialogue formats that enable mutual learning and implementation exchange

- Use the CoP structure as a dissemination instrument and sustainability mechanism

- Expand cooperation with teacher networks, civil society, and local educational actors

Conclusion

The consolidated impact assessment confirms that the InterGames approach is perceived as relevant, timely, and educationally meaningful, particularly in supporting interdisciplinary teaching and competence development through structured game-based learning. Stakeholders valued the clarity and transferability of pedagogical sequences, the innovation of using conflict-focused games, and the potential of the resources to support critical reflection and active citizenship competences.

At the same time, consultations confirmed that uptake depends on enabling conditions such as teacher preparedness, infrastructure availability, inclusion-focused adaptation, and safeguarding guidance for sensitive topics. The Community of Practice model was validated as a useful mechanism for knowledge exchange, dissemination, and continuous improvement of project outcomes.

This deliverable therefore supports the partnership in refining the InterGames outputs and strengthening the long-term potential for integration into school education systems and teacher training contexts, with recommendations grounded in stakeholder feedback collected through CoP consultations.