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INGAME
Gaming for Social Inclusion and Civic Participation

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INGAME – Gaming for Social Inclusion and Civic Participation – A holistic approach for a cultural shift in education and policy

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**WP5: Pilot and training report
(SYMPLEXIS)**

Document Information

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Training for stakeholders

Dates: First session: 10-11/04/2023

Second session: 12-13/04/2023

Third session: 18-19/04/2023

Format (online, face-to-face, hybrid): Face-to-face

Place: Athens

Number of participants: 85

Stakeholders profile: a short description of the stakeholders involved (policy makers, youth workers, etc.)

The stakeholders involved were mostly persons working with children and youth. More analytically, 28 educators and 5 youth workers participated, as well as 2 English teachers and 1 adult educator. In addition, 13 municipal employees, in charge of education issues, attended the training. Other interested parties participated, whether they were private employees, project managers, or self-employed persons. Worth noting is also that 2 students, 7 volunteers, and 2 researchers got interested and attended the training, too.

Description of the training:

There were three sessions of the training, the first on 10 and 11/04 with 30 participants, the second on 12 and 13/04 with 30 participants, and the third on 18 and 19/04 with 25 participants.

The training began with a presentation of the INGAME project, the rationale and results, and the trainer also showed the videogame trailer. Then, the trainees did the introductory activity “Who I am, What I know”, as an ice-breaking activity.

The first learning activity was based around the 1.1 activity, “From biological sex to social gender”. This activity prompted many discussions about gender and gender equality, and the trainer then showed the trainees the first scenes of the game’s first level, that touches on these issues. The participants reflected on how to promote gender equality and inclusion of LGBT+ persons in their work.

The second day of the training began with the activity 3.3, “In their shoes”, tackling issues around social inclusion, and in particular the social inclusion of persons with disabilities. This led the trainees to think about accessibility in general, and more specifically of their own educational activities. The trainer then showed a few scenes of the game’s level 3, revolving around social inclusion.

The training ended with a discussion between the trainees, reflecting on what they had learned, and what they could use in their work with teenagers and youth. To wrap up the training, the trainer presented the INGAME learning platform, and encouraged all participants to register.

Additional information: The training was very well received, with many participants stating that they intended to use the materials and share them with colleagues.

Pictures:







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