



# Game-Based Learning in Intercultural Education

## The Case of the iTACKLE Games

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### Abstract

This article examines the added value of the games developed within the iTACKLE project as a core pedagogical deliverable. It argues that the games represent a substantive innovation by operationalising intercultural and transcultural learning objectives into structured, experiential tools tailored to primary education. The analysis focuses on (a) the contribution of the games to the overall project logic, (b) their pedagogical relevance and necessity, and (c) the concrete benefits for the target group of children.

### Introduction

European classrooms are increasingly characterised by cultural, linguistic, and social diversity. While policy frameworks consistently emphasise the importance of intercultural competence, inclusion, and social cohesion, translating these principles into age-appropriate and effective classroom practice remains a challenge. The iTACKLE project addresses this gap by developing educational games that embed intercultural learning within playful, interactive experiences for children.

### Added Value for the Project

The iTACKLE games add value to the project by transforming its conceptual framework into an actionable educational output. Rather than positioning intercultural education as a supplementary or abstract theme, the games function as a methodological bridge between theory and practice. They allow project objectives, such as empathy development, cooperation, and respect for diversity, to be enacted through structured interaction.

Moreover, as reusable and adaptable tools, the games enhance the project's sustainability and transferability. They can be implemented beyond the project duration and across different educational contexts, strengthening the long-term relevance and scalability of the project's outcomes.

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## Importance of the iTACKLE Games

Intercultural attitudes and social skills are not effectively acquired through didactic instruction alone, particularly at early ages. The importance of the games lies in their ability to support experiential and emotional learning, which is widely recognised as essential for internalising social values. By engaging children in shared challenges, dialogue, and reflection, the games provide a safe environment in which differences can be explored constructively.

This approach also responds to current educational needs by promoting active participation, learner engagement, and inclusive pedagogies. In this sense, the games are not merely supportive materials but a necessary pedagogical intervention aligned with contemporary educational research and practice.

## Benefits for Children

For children in primary education, the iTACKLE games offer measurable benefits. They foster social and emotional competencies such as communication, cooperation, empathy, and conflict resolution. Importantly, they contribute to the early development of positive attitudes towards cultural diversity, which is critical for preventing prejudice and exclusion later in life.

The game-based format further increases accessibility, allowing children with different learning styles, linguistic backgrounds, or educational needs to participate on an equal footing. This inclusivity strengthens both individual learning outcomes and group cohesion within the classroom.

## Conclusion

The iTACKLE games constitute a high-added-value deliverable by embedding intercultural education within an engaging, sustainable, and pedagogically sound format. Their contribution extends beyond the immediate project outputs, offering educators a practical tool to address diversity, inclusion, and social learning in meaningful ways. As such, the games represent not only an outcome of the iTACKLE project, but a model for future interventions in intercultural and inclusive education.

## Access to the Games

The iTACKLE games are publicly available and can be accessed at: <https://itackle.eu/games/>

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