

Larp with Erasmus: A Quantitative Study of Live Action Roleplay Projects Funded by EUs Erasmus+ Program Between 2014-2022

Abstract: As live action role-play (larp) has grown in popularity and is being implemented in a wide range of domains, it has also started getting attention from policy makers. During the last decade, the EU has funded many larp-related projects, in particular through its Erasmus+ program. Erasmus+ is an important channel for EU policymaking with sought impacts on cultural enhancement and the fostering of an EU identity.

This quantitative study presents and analyzes a database of 111 larp related projects that have received funding from Erasmus+ between 2014-2022. The results show that 5,770,000 euros in funding were granted in total, with a moderate positive trend over time. Project coordinators originated from 22 different EU countries, and the funding distribution is uneven, with Poland, Estonia and Denmark being among countries receiving the most grants. While some projects focus on developing larp as a practice, the vast majority (89.9%) use larp as a tool to pursue other policy values, with some of the most common being tolerance, migration, democracy, and employability.

This study showcases how the EU gives substantial funding to larp related projects through Erasmus+. The study is relevant as funding and policy making affects the larp community, and also points towards how the larp community, through these projects, also affect the EU on a policy making level. This study can help inform both larp organisations and larp researchers by providing the first quantitative analysis of larp funding and projects financed through the EU.

Keywords: live action role-playing, larp, quantitative study, Erasmus+, European Union

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1. INTRODUCTION

Since its emergence in the 1980s, live action role-playing (larp) has grown to an international phenomenon. Larp, having been mostly a leisure activity, is now also utilized for many different purposes in a wide range of domains such as education, therapy, and politics (Johansson et al. 2024). With its growth, larp has also started to get attention from policy makers, for instance within the European Union (EU), which during the last decade has funded many larp-related projects, on a wide range of topics such as sustainable development (European Commission 2021), democracy (European Commission 2020), and improved math education (European Commission 2019a). One important EU funding programme is Erasmus+, focused on supporting education, training, youth and sport.

Such project funding provides opportunity to develop larp practices and collaborations, as well as means to reach beyond the larp community, where larp can have an impact for instance within education or on a policy level. The projects also add up to rather substantial funding from the EU, making it relevant to analyse how those funding opportunities have changed over the years, as well as track trends in which countries and topics get more or less funding. This paper aims to analyse larp-related projects funded by Erasmus+ through a quantitative study, compiling and analysing a dataset of Erasmus+ funded larp related projects between 2014-2022. The study contains descriptive statistics and statistical analysis of the data material.

This study will provide insights into larp-related Erasmus+ projects. Despite the amounts of projects granted, these projects have not, to the author's knowledge, been studied from a research perspective with quantitative methods before. This knowledge can be of interest for larp organizations, for larp researchers, and for other stakeholders engaging with larp and policy making. It can also be generative for future studies on larp-related projects in the European Union.

2. BACKGROUND

Larp is a hobby, subculture, media, and artform. During the last decades larp has also started to be utilized for different purposes, such as education, therapy, to enhance democracy, and as a research tool among many other areas of use (Johansson et al. 2024). From having been a rather obscure grassroots movement, there seem to be a growing interest in the potential of larp from policymakers and agencies, on national levels but also in the EU. This became especially apparent when the EU in 2024 granted a major Horizon Europe project named Larpocracy, with the focus on Larp and democratic deliberation (Larpocracy, n.d.; Uppsala University 2024).

But that project was not funded in a vacuum, and many of the participating partners had previously collaborated in different smaller EU projects. During the last decade or so, the EU has funded many larp-related projects, for instance through the Erasmus+ program. The first Erasmus+ started in 2014, with a new iteration of the programme launched in 2021, planned to run until 2027. Erasmus+ has a budget of 26.2 billion euros, making it a big impact funding programme.

Erasmus+ is driven by clear values in terms of policy-making, focusing on social inclusion, the green transition, digital transitions, and promoting young people's participation in democratic life (Directorate-General for Education, Youth, Sport and Culture 2021). Erasmus+ has different calls within specific focus areas including for instance Partnership for Cooperation and exchanges of practices, Strategic Partnerships for youth, youth mobility, and Partnerships for Creativity. There are specific targeted calls towards youth, adult education, and higher education. The focus is on collaboration and normally a project consists of a consortium including partners from several different EU countries. Partners can be non-governmental organisations or schools. It is also possible to participate in Erasmus as an individual, for instance for teacher or student exchanges. Some types of funded projects can also include non-EU countries ("How to Take Part - Erasmus+" 2025).

There are multiple reasons why the EU is taking an interest in funding larps. Since the EU treaty in 1992, an important policy has been to actively support cultural projects and encouraging citizen participation has been a central consideration (Barnett 2001). Larps become relevant through their engagement with multiple stakeholders including the participants (Osmond 2023) and their potential for supporting deliberation and democratic skill building (Rantanen 2016). Another reason for the Erasmus+ funding of larp projects could be their potential as educational tools (Bowman 2014; Lacanienta 2022). Governmental institutions formulate and pursue public policy values (Stewart 2009), as Erasmus+ is an important channel for EU policymaking, with sought impacts on cultural enhancement and the fostering of an EU identity (Jacobone and Moro 2015). Whether and how larps are funded by Erasmus+ reflect how the larp community can have an impact on an EU level, for instance as a policy making tool. It also reflects how EU policies impact the larping community, though for instance encouraging certain types of larp designs and topics through their calls.

3. METHOD

This is a quantitative methods paper, with a statistical analysis run on a dataset of larp projects funded by Erasmus+ (see Appendix 1).

The database was created by author Mafalda Morganti, as part of her work at the larp ¹⁰⁴

organization Chaos League. The database aims at covering all the funded larp-related Erasmus+ projects, but since it cannot be ruled out that some projects might have been missed in the data gathering, the 111 larp related projects in the database will be treated as a sample of the population of all funded larp-related Erasmus projects between the years 2014 to 2022.

Information about the projects was gathered in an Excel document. The authors gathered, coded, and cleaned the data for the database by removing an outlier data point and structuring the database to be able to run the analysis. All the data is from publicly available project information gathered online from official EU sites and from publicly available larp project homepages. From an ethical perspective, this study does not contain any major concerns and no sensitive personal data has been utilized.

The data was cleaned, and then the program Jamovi (2024) was utilized to get descriptive statistics and run statistical analysis on the data (Jamovi 2024; R Core Team 2024). Analysis includes a chi-square test of independence and a regression analysis (Triola 2014).

4. ABOUT THE DATA AND DESCRIPTIVE STATISTICS

The data material consists of 111 larp related Erasmus projects, from 2014-2022. One of the projects is listed as having gotten 0 euro funding; this data point was removed from the sample due to being an outlier, which left 110 projects.

In total, over all the years, 5,770,103 euros in funding have been granted to the larp-related projects included in the data material. Table 1 shows some basic descriptive statistics for the data material.

Table 1. Basic descriptive statistics for the grant sizes.

	EU Grant in Euro
N	110
Missing	1
Mean	52 455
Median	28 060
Standard Deviation	63 755
Minimum	8 675
Maximum	390 785

The mean is much higher than the median, suggesting that the data is right skewed. This could be due to the fact that a few projects get comparatively very large grants. There is also a big difference between the smallest grant size of only 8,675 Euros, and the largest grant of 390,785 Euros.

5. STATISTICS SPLIT BY COUNTRY

This section examines how the projects that have received funding are distributed between different EU countries. All projects contain partners from several different countries, as this is one of the requirements for Erasmus+. Each project has one coordinating partner. The variable studied

here is coordinating a partner's country. The coordinating project partner is typically the one who handles most of the funding, driving the project and its goals most clearly. The official Eurostat country codes are used (Eurostat n.d.).

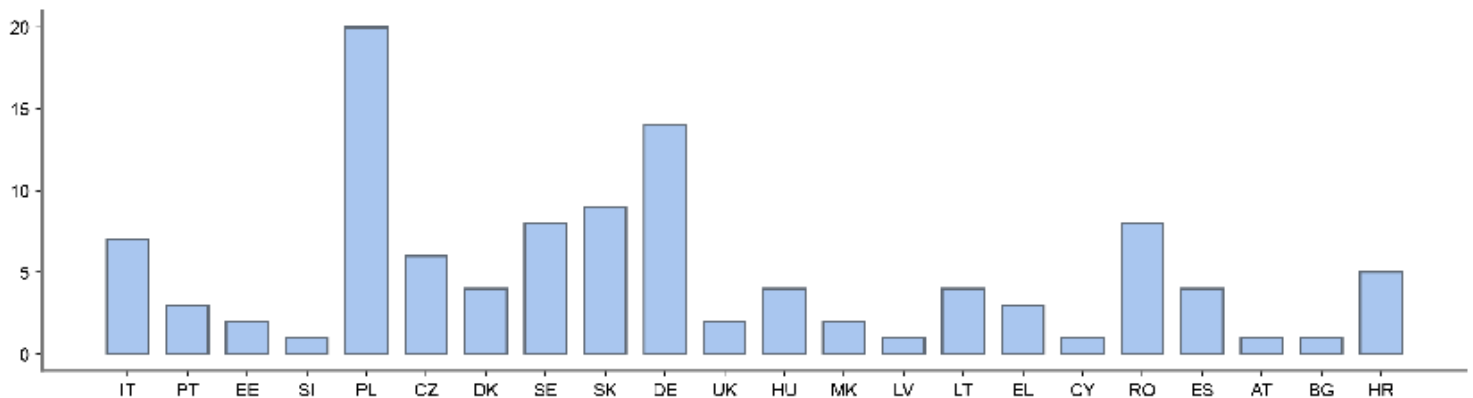


Figure 1. Diagram showing coordinator's country on the X axis, and number of approved Erasmus+ projects on the Y axis.

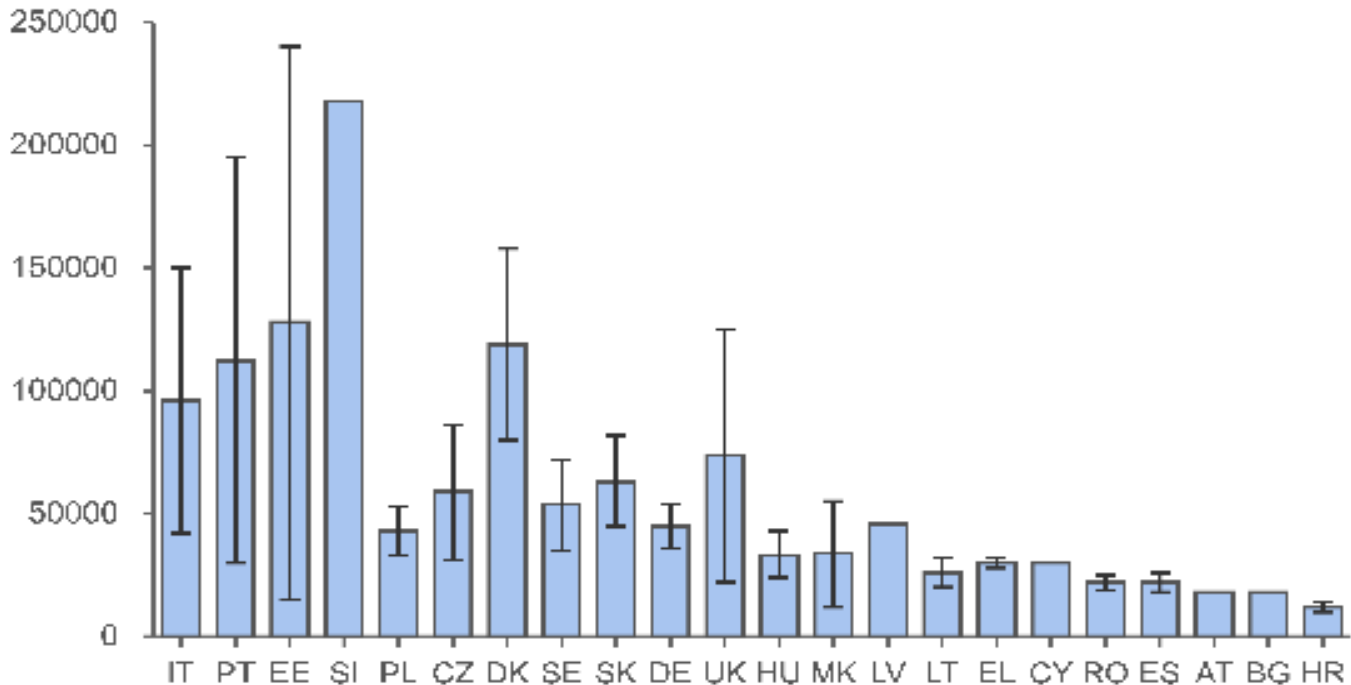


Figure 2. Diagram showing coordinator's country on the X axis, and sum in euros received for different Erasmus+ larp projects on the Y axis.

Coordinating partners from 22 different countries have received grants, meaning that a majority (82%) of the total 27 European Union countries, are represented. There are clear differences between how many projects and the total grant amounts that have been allocated to different countries, as shown in Figures 1, 2, and 3. Comparing the two diagrams in Figures 1 and 2, it seems some countries get more projects, but smaller ones, while other countries get fewer projects, with larger sums granted for each. As can be seen in Figure 2, coordinating organisations from Estonia have a big spread between small sum and larger sum projects, while there has only once been one Slovenian coordinated project, but for a large grant sum. Romania has gotten relatively many, but very small-sized grants. Poland is the country that has gotten most projects funded in the grant period, followed by Denmark, Romania, and Italy.

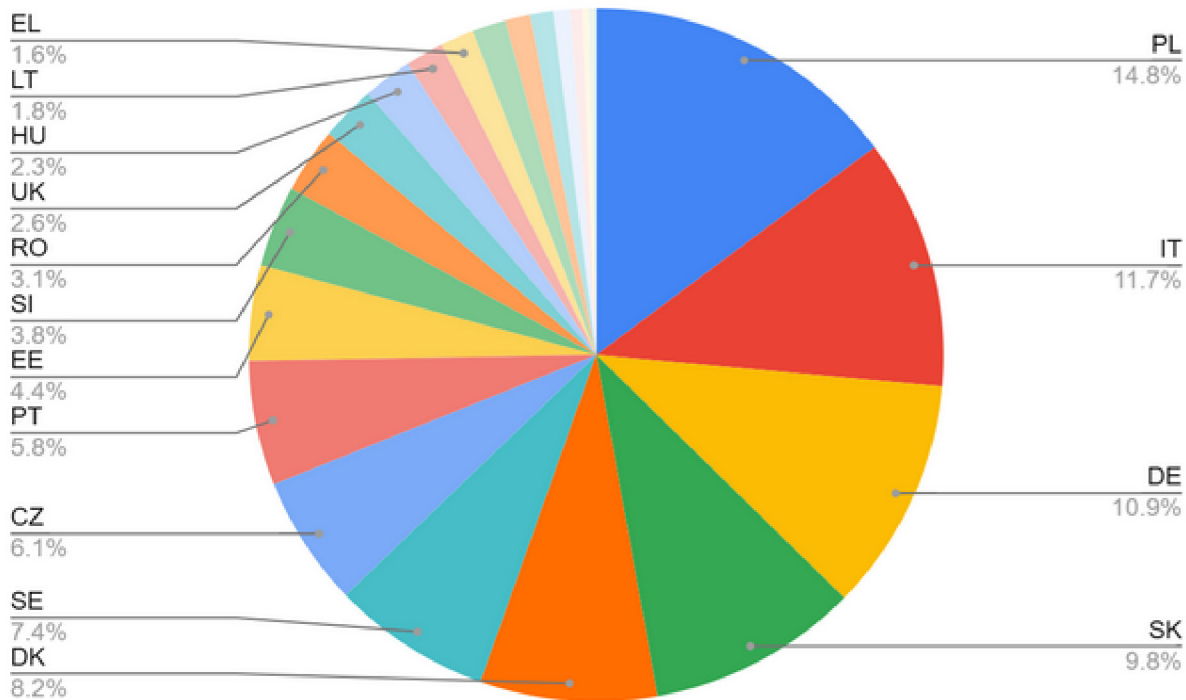


Figure 3. Pie chart showing total distribution of Erasmus+ funding to larp projects to projects with different coordinator's countries.

To verify what the descriptive statistics imply, a chi-square test was conducted to test if some countries have significantly received more grants from Erasmus+. The significance level is 5%.

Null hypothesis (H_0): Projects are evenly distributed between countries.

Alternative hypothesis (H_1): Projects are not evenly distributed between countries.

Table 2. χ^2 test for distribution. Proportions of coordinating countries for the Erasmus+ projects.

χ^2	df	p
92.8	21	<.001

With a p-value that is less than 0.001, indicating less than 5%, the null hypothesis can be rejected in favour of the alternative hypothesis: that projects are not evenly distributed between countries.

6. GRANT SIZES PER YEAR AND CHANGE OVER TIME IN FUNDING

This section looks into how the total sum of grant sizes have changed over time. Figure 4 shows the total amount of grants given to the projects from Erasmus+ split per year, and visualizes how grant size has varied over the years, with an upward facing trend up until 2022, which contains a significant drop in grant sizes.

6.1 Changes in grant sizes of Erasmus+ larp projects between 2014-2022

To verify the trend over time suggested by the descriptive statistics, a regression analysis was conducted. For the testing, data on grant sums per project were the dependent variable, and project

funding year was the independent variable.

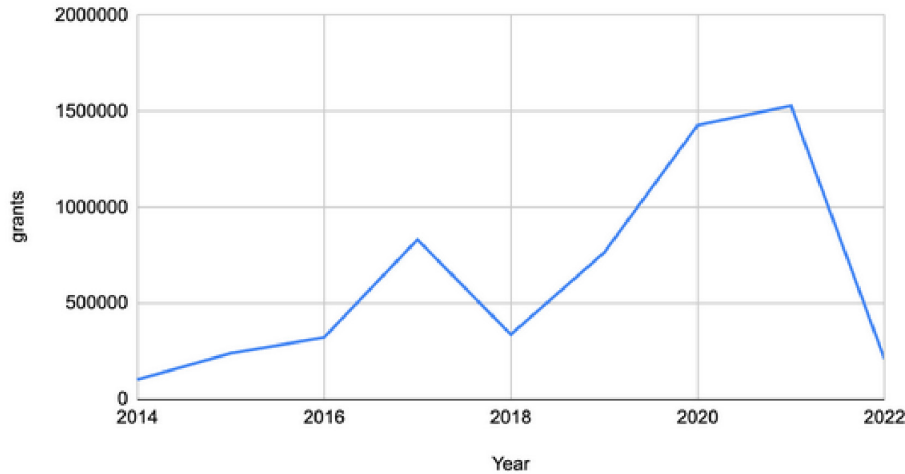


Figure 4. Diagram showing total approved grants per year for Erasmus+ larp related projects.

Null hypothesis (H₀): There is no change over time in the sums of funding from Erasmus+ to larp related projects

Alternative hypothesis (H₁): The sums of funding from Erasmus+ to larp related projects has increased between 2014-2022.

Table 3: Model fit

Model	R	R ²
1	0.435	0.189

Note: Models estimated using sample size of N = 110

Table 4: Linear regression for grant size per year. **Model Coefficients - EU grants in euros**

Predictor	Estimate	Std.-error	t	p
Point of Intersection*	117668	16543	7.11	<.001
Funding year:				
2019-2021	-69834	22271	-3,14	0.002
2020-2021	-55567	20696	-2.68	0.008
2017-2021	-62164	22602	-2.75	0.007
2015-2021	-83358	27962	-2.98	0.004
2022-2021	-87525	27962	-3.13	0.002
2018-2021	-89498	23877	-3.75	<.001
2016-2021	-90802	23877	-3.8	<.001
2014-2021	-97137	31388	-3.09	0.003

*Represents reference level

As can be seen in Table 2, the R value is 0.435. This value is between 0.3 and 0.5, suggesting that the variables show a moderate positive correlation, meaning that grant sizes have been increasing over the time period.

2014 is the starting year for the Erasmus+ program, so larp projects have gotten funding since the start, with an increase in project funding over the years. Note that the grant sizes are in euros, not adjusted for inflation, something that could be a possible explanatory factor for the positive trend. The last year in the dataset, 2022, deviated from the positive trend, with a significant drop in grants, potentially because the data material does not cover all the projects of that year, but there could potentially be other explanations. Examples include after effects of the COVID-19 pandemic affecting the possibility for larp projects, or Erasmus+ distributing less total grants that year. For future studies, the data material could be updated looking for more 2022 projects, as well as projects since 2023.

7. PUBLIC POLICY VALUES FOR THE PROJECTS

Erasmus+, through different projects funded, aims at pursuing different public policy values. For this section, policy value concepts were identified in the project descriptions on the official Erasmus+ website, and each project was coded with one main public policy value that the project pursued. The coding was done by the authors, in the form of a bottom-up thematic analysis (Braun and Clarke 2012). Note that most projects pursued several different values, and use different exact words to describe those. Some projects only contained information in other languages than English, meaning that a translation was needed. Despite those methodological challenges, this section is included in the paper, to convey an idea of what type of projects that have been funded. This is without any intention of capturing all the nuances of the projects, but rather meant to provide a brief quantitative overview in relation to what types of public policy aims the different Erasmus+ funded larp related projects pursue.

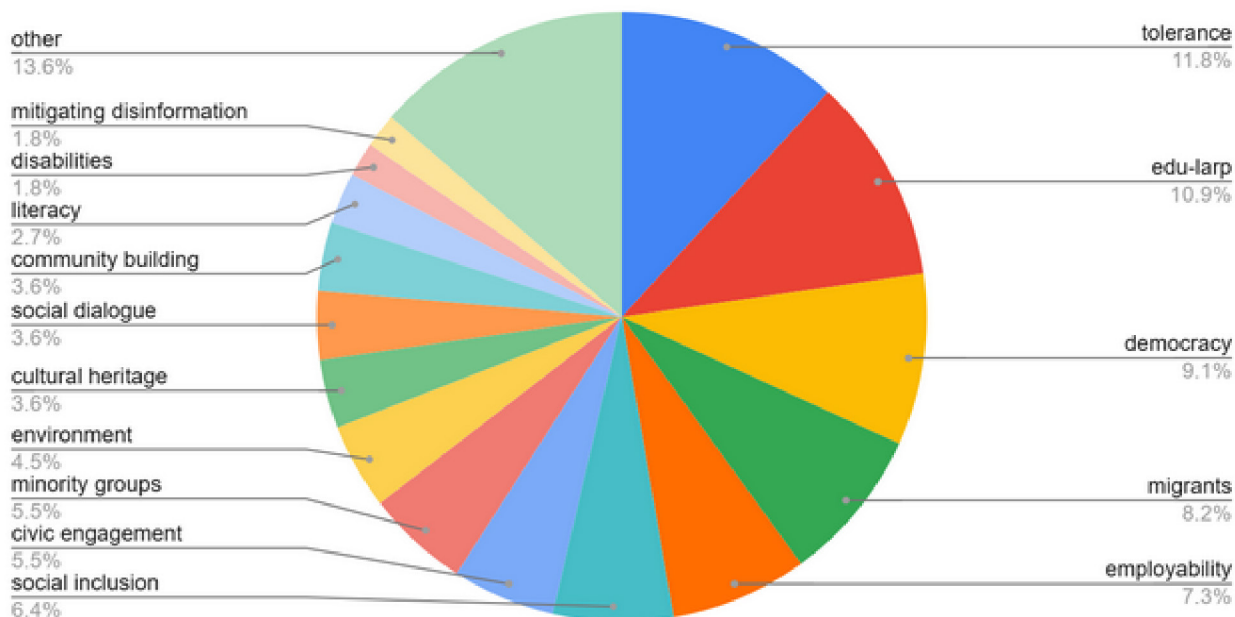


Figure 4. Pie chart of public policy values for the different Erasmus+ projects.

The *Edu-larp* category represents projects that mainly focus on spreading and developing larp and larp practices, thus pursuing larp in itself as a format, rather than focusing on larp as a tool to pursue other policy values. The remaining 89.9% of the projects utilize larp as a tool to pursue other values.

The most common value is *Tolerance*. *Migrants* refers to projects that specifically engage directly with migrants and refugee issues. *Minority groups* features projects targeted towards for instance Romani population or other minority groups within Europe. *Employability* is about helping people to get into the job market, or hone skills directly related to increasing chances of getting employed. *Literacy* features projects aimed at increasing reading and literacy skills. *Social dialogue* features projects specifically aimed at debating, and practicing voicing and sharing opinions.

The *Other* section contains all projects that were the only project pursuing that specific identified policy value, or projects engaging with more specific skills rather than policy values. The *Other* section included for instance projects aimed at math skill learning, political arts, playfulness, storytelling, LGBTQIA+ rights, and gender equality.

8. DISCUSSION AND CONCLUSION

The overall positive trend in funding could suggest that there is an increasing interest from EU to fund larp projects, but it could also be related to larp organizations and other larp fundraisers getting stronger and better at applying for funding of larp-related projects. It can also be that larp, with its element of co-creation, culture, and its potential as an educational tool, fits well for Erasmus+ goals and aims, something that could be analysed in future studies.

The database can be utilized for future studies such as if there are organisations that have received funding for more than one project within the scope of the study. Also more detailed studies could be carried out, such as the thematic distribution per year and if grant money is evenly distributed between categories. Data analysis could also be made of the funded larp projects split to what Erasmus+ programme priorities they map towards. Putting the database in the appendix opens up for these types of future studies.

It would also be interesting to investigate why some countries receive more funding than others. This could be done by qualitative follow-up studies. For instance, it can be partly due to EU policy encouraging Eastern European countries to apply for Erasmus+ projects (European Commission 2019b). It could also be affected by how strong the local larp scenes and communities are, and what impact that might have for how many EU larp projects are granted. Further, professional and semi-professional larp companies and organisations reaching outside the larp community itself potentially play an important role as fundraisers. Different larp traditions might also have an effect, such as how the Nordic larp tradition often contains larps that are designed with political themes, and exploring values such as democracy (Kangas, Loponen, and Särkijärvi eds. 2016; Johansson et al. 2026) and other topics that fit well for EU projects. Future studies could also be done investigating how Erasmus+ funding reflects how the larp community does have an impact on an EU level, as well as more concrete examples of how EU policies impact the larping community.

To gain more insight, for future quantitative studies, the data material could be compared with for instance other cultural expressions getting Erasmus+ funding and compared to total Erasmus+ funding. It could be of interest to know more about the success rate and the number of applications compared to the number of actually funded projects. From a qualitative perspective, the dataset contains a rich plethora of projects and values within them, as well as links to published larps and larp-related material from each of the projects. Hopefully this study, by bringing this database together in a comprehensive manner, can open up for future research on Erasmus+ larp related projects. It can also potentially be helpful for larp practitioners to find and understand other larp projects.

This study provides the first quantitative analysis of larp funding and projects financed through the EU to our knowledge, with insights that can inform future research. The study shows that larps are getting substantial, and increasing, funding from the EU through Erasmus+. 111 larp

related projects, all including transnational design teams, spanning over a decade is a significant amount. More than 5.5 million euros have seeped into different larp-related organizations through those projects, making it a sort of cultural policy industry. This creates specific dynamics affecting European larp practices. The EU must be considered a stakeholder in the larps arranged through its programs, impacting topics and design choices. These types of funding affect the larp communities and practices, where the grassroots movement meets the multinational institution. The EU as a policy making institution, through these grants, affects the larp community in many different ways, but through the projects the larp community also becomes part of the policy making. This study, and its database of Erasmus+ projects, can help inform both larp organisations and larp researchers in future work.

9. AUTHOR CONTRIBUTION STATEMENT

Karin Johansson was lead on cleaning and analysing the data, and on writing the text. Mafalda Moganti was lead on putting together the database, and contributed to proofreading and feedback.

10. ACKNOWLEDGEMENTS

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APPENDICES

Appendix 1: The Database

Database of larp related projects that have received funding from Erasmus+, between 2014-2022. Data material gathered by author Mafalda Morganti, as part of her work at the larp organization Chaos League.

Project Title	Funding Year	Main Policy Value (coded from abstracts)	Coord. Country	Participating Countries	EU Grant in Euros	Erasmus Project Link
PROTECT – PROMoting Transformative and Environmental Competences using Technology	2021	environment	IT	IT, ES, SI, RO	390.785	Link here.
MATH-DIGGER - MATHematics DiGital Escape Rooms	2021	math skill training	PT	PT, AT, HU, TR, IE, EL	275.573	Link here.
GreenEduLARP - Green Actions in School using Educational Live-Action Role-Playing (EduLARP)	2021	environment	EE	EE, EL, SE, PL	240.020	Link here.
Improving “Problem solving in technology-rich environments” skill of low-skilled adults with gamification, serious games and LARP	2019	literacy	SI	SI, LT, CZ, IE, ES	218.533	Link here.
Reading is my Passion and New Fashion	2020	literacy	PL	PL, IT, LV, RO, ES, EL	196.550	Link here.
DemoPLAYER	2020	democracy	CZ	CZ, SK	191.516	Link here.
"In the shoes of refugees" - Creating opportunities for young Europeans to learn about forced migration through online simulation of refugee journeys and routes.	2021	migrants	DK	DK, SE, EL, TR	189.300	Link here.

Larpers of the World	2017	civic participation	DK	DK, DE, FI, PS, NO, PL, SE, BY, RU	182.137	Link here.
COMBATING SOCIAL MEDIA DISINFORMATION AMONG YOUTH THROUGH LIVE ACTION ROLE PLAY	2021	mitigating disinformation	SE	SE, ES, RO, DE	177.776	Link here.
Role for a Change	2020	community building	IT	IT, PT, DE, MK, EL, CZ	172.748	Link here.
Deeper into LarXperience	2020	tolerance	SK	SK, CZ	166.918	Link here.
If I were in your shoes. The transformational power of good practice educational LARPing	2020	tolerance	DE	DE, IT, SI, SE	136.758	Link here.
LARxPerience	2017	tolerance	SK	SK, EE, CZ	131.482	Link here.
Knights of the Round Table	2019	civic engagement	UK	UK, LV, LT, EL, RO, ES, CZ	124.770	Link here.
Boosting Roma Youth Employment	2017	minority groups	SK	SK, BG, IT, RO, ES, HU	97.686	Link here.
Portal Project - transition of LARP to the field of adult education	2020	tolerance	PL	PL, HU, HR, EL, BG	89.530	Link here.
DiveIN - developing eduLARP methodology to prevent violent radicalization of young people	2019	tolerance	PL	PL, SE, DE, EL	85.226	Link here.
Circular Maring World - Modeling sustainable development in the times of climate crisis	2020	Environment	PL	PL, EL, DE	81.196	Link here.
Terne thaj bukjarne - Young and hardworking!	2017	minority groups	DE	DE, MK, RO, HU, BG, TR, FR, IT	77.002	Link here.
Culture on a broomstick	2015	creativity	DK	DK, PL	63.755	Link here.
Game on!	2020	civic engagement	PL	PL, EL, ES, MK, CZ	62.996	Link here.

Portal Convention about Roleplaying in Adult Education	2022	community building	HU	HU, HR, PL	60.000	Link here.
Women Empowerment	2021	gender equality	PL	PL, SI, IT	60.000	Link here.
Work ReAct	2015	employability	CZ	CZ, DE, MK, RO, EL, HU, EE, PT, BG, PL, NL, IT	58.412	Link here.
On The Way To Edinu – Understanding Intercultural Societies In Europe	2018	migrants	DE	DE, RO, IT, CY, EE, EL, PL, SE	56.787	Link here.
LARP - Fantasy and adventure in Swedish nature #3	2017	civic Engagement	SE	SE, EE, IT, NL, EL, AT, HU, DE, PT, UK, PL, RO, ES	56.757	Link here.
Youth Employment Action!	2016	employability	MK	MK, IT, DE, ES, HU, CZ, FR, TR, BG, RO	54.979	Link here.
Life Education Theatre	2018	civic engagement	PL	PL, SK	52.587	Link here.
Games 4 life	2017	gaming	SK	SK, DE, EL, CZ, ES, PT, RO, IT, BG	48.795	Link here.
Werewolves VS. Aware Wolves	2020	social inclusion	LV	LV, EL, RO, IT, DE, ES, CZ	46.173	Link here.
ON THE WAY TO EDINU 2.0 – BUILDING COMUNITY OF VALUES	2019	migrants	DE	DE, CY, PL, HR, SI, RO, EL, SE, MT	44.528	Link here.
LARP - Fantasy and adventure in Swedish nature	2016	social inclusion	SE	SE, IT, AT, EE, UK, EL	44.170	Link here.
Compos Mentis - inclusion and mental well-being in youth projects	2020	Social inclusion	PL	PL, CY, HU, GE, CZ, BA, HR, PT, EL, SE	43.289	Link here.
INspiring YOU(th) - PeaceBuilding	2017	peace building	PT	PT, BA, CY, PS, TR, GE, IT, IL	42.434	Link here.
LARP - Fantasy and adventure in Swedish nature nr 2	2016	social inclusion	SE	SE, DE, EL, RO, IT, SI, NL, EE	40.912	Link here.

EDULARP – INTERACTIVE METHODS OF PROMOTING EUROPEAN VAULUES	2018	edu-larp	DE	DE, EE, SE, IT, PL, EL, CY, RO	40.826	Link here.
EduLARP - Fantasy and adventure in Swedish nature #4b	2019	social inclusion	SE	SE, HU, EL, SI, PL, FR, EE, IT	40.770	Link here.
The beauty in YOUth – the beauty in Europe. Extended edition 2.0	2018	democracy	DE	DE, PL, LT, RO, HU, EL, FR, ES	40.173	Link here.
EduLARP	2022	LGBTQIA+	SK	SK, TR, ES, RS, CZ, RO, AM, PT, EL	40.132	Link here.
You-Hiker	2021	mitigating disinformation	LT	LT, EL, UA, GE, BY, IT	40.045	Link here.
Engaged Art – An Excursion	2015	political art	DK	DK, IT, DE	39.833	Link here.
“Migration Is Natural, Borders Are Not”	2017	Migrants	DE	DE, CZ, PL, ES, RO	39.479	Link here.
Speak Up With Your Stories!	2020	tolerance	DE	DE, NL, UA, TR, RU, HR, PS	35.371	Link here.
Play it out	2018	employability	CZ	CZ, IT, LV, SK, PT, HU, MT, EE	34.805	Link here.
SHOOT: Stop HOoliganism Today	2019	tolerance	EL	EL, TR, IT, RS, BG, LT, HR	34.400	Link here.
Settling of Rohan	2017	migrants	LT	LT, LV, HU	31.171	Link here.
"Mayday Menschlichkeit" - Letzer Ausweg: Flucht: Europa zwischen Menschenrechten und Isolation	2017	migration	DE	DE, CZ, PL, LT, SI, AT, HR, ES	30.184	Link here.
It's all about the game!	2019	tolerance	CY	CY, LT, HR, RS, IT, PL, EL	30.076	Link here.
Fiume Crisis Project - An Edularp Development Project for Adult Education	2021	cultural heritage	HU	HU, HR, IT	30.000	Link here.
Educational LARP development & networking	2021	edu-larp	SE	SE, PL, SI	30.000	Link here.
Push Up Sports and Arts Balkan	2021	cultural heritage	EL	EL, BG, AL, HR, MK, BA	29.784	Link here.

Tolerance-the path to inclusion	2019	minority groups	RO	RO, MK, IT, ES, PL, EL	29.512	Link here.
60 Jahre Römische Verträge - Europa ausgeträumt?: Zwischen erfolgreichem Friedensprojekt und Anti-Europapopulismus	2016	democracy	DE	DE, PL, LT, HU, ES, EE	29.164	Link here.
Flucht und Migration: Angekommen und angenommen in Europa?	2016	migrants	DE	DE, PL, UA	28.538	Link here.
We stand for tolerance	2019	minority groups	RO	RO, MK, HU, IT, LT	28.116	Link here.
A new Path	2019	migrants	IT	IT, ES, EL, TN, LB, LT, MT, JO	28.004	Link here.
Amaro Kher: Romany Youth and other minorities, human rights and empowerment against racism	2020	minority groups	ES	ES, CY, HR, DE, SK, FI, LV	27.240	Link here.
THEATER TOOLS FOR DRAMATIC SITUATIONS - how to deal with intercultural conflicts and inclusion of migrants	2019	migrants	RO	RO, LV, MK, HR, CY, LT, CZ, BG, EE, ES, IT, FR, NL, PL, SK, EL, TR	27.157	Link here.
Way to live	2015	edu-larp	SK	SK, CZ	26.625	Link here.
One Future, One Hope: Intercambio juvenil contra la radicalización, a través del deporte y la salud.	2022	tolerance	ES	ES, DE, FI, RO, PT, BE	26.417	Link here.
Symposium	2017	civic engagement	EL	EL, IT, CZ, HR, ES, LV, LT, BG	26.195	Link here.
Design your experience - LARP	2016	tolerance	CZ	CZ, SK	25.326	Link here.
Game building	2021	community building	SK	SK, MT, GE, LT, LV	25.297	Link here.

Into The Wild – Generation “Next” experiencing the (EU) ropean Dimensions	2014	democracy	DE	DE, PL, HU, IT, CZ, SK, SE	25.168	Link here.
The Art of Play - Das Spiel. Der Ernst. Die Gesellschaft	2018	playfulness	DE	DE, SK, FR, PL, CZ	24.996	Link here.
I feel I defend 2.0	2022	tolerance	ES	ES, IT, PL, FR, EE, TR, RO, SI, RS, LV	24.816	Link here.
We know to tolerate	2020	minority groups	RO	RO, ES, MK, HU, BG	24.795	Link here.
IMPROVISE, ADAPT, OVERCOME - Using Edu-larp for developing personal resilience.	2020	community building	SE	SE, SI, EL, PL, DE	24.625	Link here.
Foo Skillers	2022	soft skills	IT	IT, HR, RO, PL, EL, SK	24.186	Link here.
#Yesterday.Europe. Today	2021	cultural heritage	IT	IT, PT, RO, EL, SE	24.121	Link here.
Gamification	2014	democracy	UK	UK, HR, MK, IT, EL, SI, TR	23.212	Link here.
You(th) are Creating an Inclusive World!	2014	tolerance	CZ	CZ, PT, RO, TR, HU, PL, ES, SK, IT	21.172	Link here.
Level Up Your Leadership	2020	leadership	HU	HU, EL, PT, CY, ES, LV, DK, HR, MK, IT	20.990	Link here.
Gate Of Dreams	2017	edu-larp	PL	PL, HU, SK, RO, CZ, CY	20.702	Link here.
Imagination has no barriers	2017	disabilities	HU	HU, PT, RO, IT, PL, BG	20.660	Link here.
USING EDULARP METHODOLOGY FOR CIVIC EDUCATION IN EUROPEAN CONTEXT - TRAINING FOR TRAINERS	2019	edu-larp	DE	DE, MT, RO, PL, SE, CY, HR, SI, EL	20.531	Link here.
RolePlay Your Way Towards Understanding	2019	edu-larp	CZ	CZ, LT, IT, TR, PL, EL, PT, BG	20.520	Link here.
Youth on Board!	2016	diversity	PL	PL, DE, PT, SK, IT, CZ, RO	20.064	Link here.

Think Epic Dreams - Your Story Starts Now!	2015	employability	RO	RO, BA, ES, MK, HU, CZ, TR	19.975	Link here.
Youth: empower? Challenge? Dialogue?	2015	employability	AT	AT, AM, EL, PS	19.734	Link here.
PAO CultRural experiment	2016	rural development	RO	RO, IT, NL, HU, CZ, ES, MK	19.628	Link here.
EuropeLIVE	2016	democracy	PL	PL, IT, LT, ES, PT, RO, DE	19.298	Link here.
Ефективност на обучението в смесена и онлайн среда.	2022	edu-larp	BG	BG	19.215	Link here.
LARP it up	2020	social inclusion	PL	PL, SK, LT	18.155	Link here.
Close Up 2, Culture Since Rome	2016	cultural heritage	PT	PT, EE, PL, NL, HU, RO	17.900	Link here.
"Creative teaching and training methods to combat early school leaving and better pupils' motivation"	2018	mitigate early school leaving	RO	RO, NL	17.885	Link here.
Play the life - live the game	2014	edu-larp	SK	SK, CZ	17.160	Link here.
"GET YOUR HORIZONS EXPANDED!" – LIFE ACTION PLANNING ROLE GAME STEREOTYPES & CRITICAL THINKING	2018	tolerance	IT	IT, BG, LV, CY, DE, SK, PL, CZ	17.105	Link here.
EC(h)O	2021	Environment	HR	HR, ES, RO, BG	16.978	Link here.
Dungeons and Librarians: the Quest for Gamified Reading Promotion in Youth	2020	literacy	LT	LT, LV, BG, EE	16.347	Link here.
P.L.A.Y. Play, learn, act more effectively with and for Young people	2022	edu-larp	IT	IT, EL, CY, BG, ES, RO, PT	16.231	Link here.
Let's play life	2014	democracy	PL	PL, RO, SI, EL, BG, TR, SK, HR	15.943	Link here.

LARP: Realsete pädevuste arendamine väljamõeldud maailmades	2017	edu-larp	EE	EE, LT	15.900	Link here.
HIKE: (Un)Essentials	2018	edu-larp	LT	LT, LV, BY, GE, UK, RS, EL, AM	14.800	Link here.
Jump over taboo	2020	social dialogue	PL	PL, IT, SI, RO, EL, EE	13.524	Link here.
Game Lab	2020	soft skills	HR	HR, CZ, ES, RO, IT	13.440	Link here.
Talk Talk	2018	social dialogue	PL	PL, CZ, LV, HU	13.432	Link here.
GaMYTHication	2020	storytelling	PL	PL, NO, TR, EL, IT	13.244	Link here.
Learn from past, build the future!	2019	social dialogue	HR	HR, HU, PL, RO, SI, ES	12.830	Link here.
"End of the EU - the game"	2016	democracy	PL	PL, SK, TR, LT, IT	12.803	Link here.
Larp adventure	2018	edu-larp	SK	SK, DK, EE, CZ	12.745	Link here.
EduLARP - Fantasy and adventure in Swedish nature #5	2020	environment	SE	SE, EL, SI, PL, DE	12.400	Link here.
The Intercultural Journey!	2017	employability	MK	MK, RO, DE, ES, LT, IT	11.965	Link here.
iFeel - iDefend	2018	democracy	ES	ES, IT, MK, RO, PL, LV	11.890	Link here.
Let's play together	2015	disabilities	PL	PL, IT, BG, ES	11.833	Link here.
Boost Your Future	2019	employability	PL	PL, ES, MK	11.682	Link here.
Boost Your Future 2.0	2020	employability	PL	PL, IT, ES	10.555	Link here.
Europe for you	2020	democracy	HR	HR, ES, RO	9.950	Link here.
Let's Be Game Changers!	2016	social inclusion	RO	RO, HU, ES, CZ, CY, PL, EE	9.603	Link here.
MEDIART - Visual art & new media	2019	social dialogue	HR	HR, EL, PL, ES	8.675	Link here.
YE - Larp4Life	2016	cultural understanding	NO	NO, PS, DE, LB	0	Link here.

Karin Johansson is finalizing her PhD in Human-Computer Interaction at Uppsala University, and her studies include how to design cultural experiences as policymaking. She is a live-action role-player and has co-authored several academic publications on larp in recent years. She is also active in the Larpocracy project, which focuses on larp and democracy. Johansson has a background as a teacher and runs a design company that creates playful educational experiences, such as larps, interactive exhibitions, and games.

Mafalda Morganti has been designing, running and assisting projects related to youth work, adult education, and training, both at local and international level since 2010. She holds a specific expertise in coordinating Strategic Partnerships projects and designing both formal and nonformal educational activities, which she does also on behalf of the Italian collective Chaos League since 2021. Morganti works as a freelance trainer with a wide range of organisations, from small, grassroots level NGOs or informal groups, up to well established international organisations, public bodies such as National Agencies for Youth, and local government agencies. Her main areas of expertise as a trainer are communication, community building, group dynamics, self-directed learning, and personal development, mainly through methods such as storytelling, improv theatre, and edu-larp.