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Tolerance through physical education

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DIALECT3 Project's Objectives and Expected Results

1. Introduction

According to the project's Grant Agreement, DIALECT3 comes to cover the untapped potential of physical education professionals as promoters of inclusive education, fighting structural racism and intolerance within lower secondary schools in Greece. Integrating an already tested as part of the REC funded project DIALECT (1) "community-building through football3" methodology in the physical education curriculum, under the lens of intersectionality it contributes to the Call's objective, seeking for "a comprehensive and intersectional approach to prevent and fight against intolerance, racism, and discrimination". Tackling racism as part of intersectional stereotypes in schools, the project focuses on supporting the inclusion of migrant, refugee, and Roma adolescents, boys, and girls promoting the formation of school communities of tolerance through the physical education curriculum.

The project targeted the training of physical educational professionals of lower secondary schools and relevant university students in Greece on the application of the project's methodology, enhancing their inclusive educational competencies. Through the creation of mixed-football teams -in the context of physical education classes in schools in 4 intervention areas- the improvement of vulnerable adolescents, aged 12-15 years, in their multicultural understanding and sense of belonging in the school environment, creating intercultural bonds with their peers, was ultimately aimed.

Flowingly through an impact assessment research, the intervention's impact was evaluated and its results will feed the development of policy recommendations, supported by the Associated Partners (Greek Ministry of Migration and Asylum, and the Institute of Educational Policy), promoting the institutionalization of DIALECT3 results in the Greek physical education curriculum providing tools for inclusive education, while the methodology will be transferred to relevant stakeholders at EU level through targeted transferability workshops.

2. Impact assessment research objectives

According to the project's Grant agreement the Work package WP4 involved the ***"Implementation and assessment of DIALECT1 toolkit and respective protocols for inclusive physical education in Greek schools, creating communities of tolerance through football"***. Among the specific tasks a ***"T4.6 Impact assessment of the project's intervention"***, work sub-package was provided. As stated at the Agreement *"following the completion of the project's activities and the implementation of local tournaments, an impact assessment exercise will be carried out, to measure the impact, with a focus on behavioral change of trained physical education professionals and adolescents involved, in relation to tolerance and non-discrimination in the school environment and sense of belonging. The impact assessment will be based on a comparative analysis of pre (for baseline data) and post data acquired, while ensuring gender mainstreaming. EKKE will design the impact assessment plan and tools, including evaluation tools, survey and/or in-depth interviews with the*

involved stakeholders, and will prepare the final impact assessment report”.

Thus, **the objectives of the impact assessment research** have been identified as follows:

- a) Learning outcomes achievement related to project’s activities;**
- b) To assess the project’s impact, on trained physical education professionals and adolescents involved with a focus on their behavioral change and the development of a sense of belonging in relation to tolerance and non-discrimination in the school environment.**
- c) To assess impact data comparatively through an analysis of pre (for baseline data) and post data acquired, while ensuring gender mainstreaming.**

These objectives are in accord to the DIALECT3 scope since according to the project’s Grant Agreement, DIALECT3 comes to cover the untapped potential of physical education professionals as promoters of inclusive education, fighting structural racism and intolerance within lower secondary schools in Greece. Integrating an already tested as part of the REC funded project DIALECT(1) “community-building through football3” methodology in the physical education curriculum, under the lens of intersectionality it contributes to the Call’s objective, seeking for “a comprehensive and intersectional approach to prevent and fight against intolerance, racism, and discrimination”. Tackling racism as part of intersectional stereotypes in schools, the project focuses on supporting the inclusion of migrant, refugee, and Roma adolescents, boys, and girls promoting the formation of school communities of tolerance through the physical education curriculum.

The present impact assessment report is based on a comparative analysis of pre (for baseline data) and post data acquired. EKKE has designed the impact assessment plan and tools. All involved stakeholders, i.e. **physical education professionals** implementing DIALECT3 activities at schools in all 4 areas, have collected evidence and data from the project’s target as required by EKKE. Based upon the processing of the evidence provided, EKKE has prepared the present final impact assessment report.



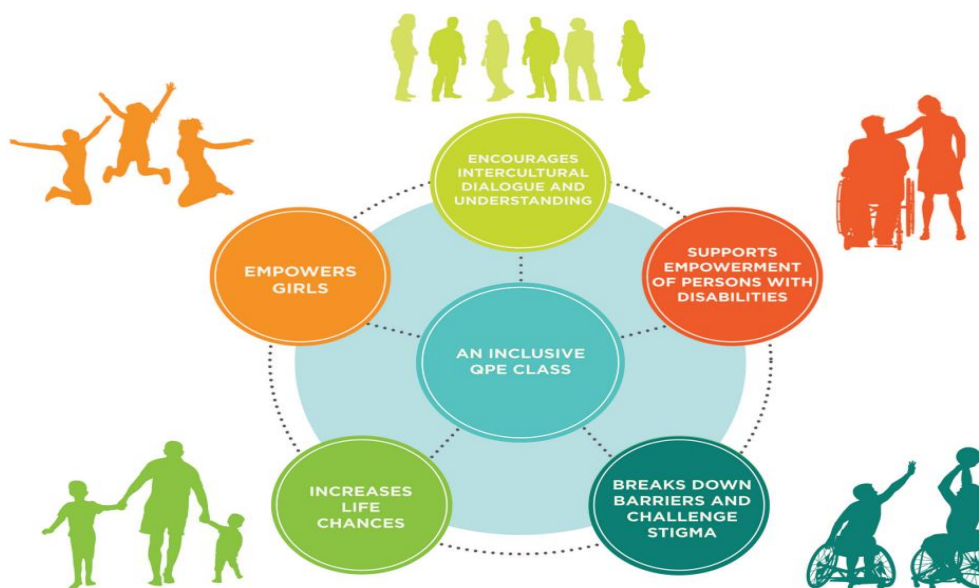
Impact assessment research design and implementation



1. Background information

The impact assessment research has been situated within the general framework and rational of the DIALECT3 project guided by certain conclusive arguments of the relevant literature. As already stated at previous deliverables all people living in extreme poverty suffer from exclusion. It has long been recognized that physical education and sport can be used as a vehicle to promote the social inclusion of marginalized populations, and to contribute towards better understanding among communities. Physical education and sport enable immigrants and the host society to interact in a positive way, thus furthering integration and inter-cultural dialogue. Moreover, sport can play an important role in reducing social tensions and conflicts at the community and national level by addressing the sources of this exclusion and providing an alternative entry point into the social and economic life of communities. At the most fundamental level, well-designed activities that incorporate the core values of physical education and sport — self-discipline, respect, fair play, teamwork, and adherence to mutually agreed upon rules — help individuals to build the values and communication skills necessary to prevent and resolve conflict in their own lives.

QUALITY PHYSICAL EDUCATION DRIVES INCLUSION



Source: UNESCO (2015), Quality Physical Education

It has also been recognized that stereotypical perceptions burden girls' participation to sports clearly identified as boyish prerogative. Investment in quality education, particularly for girls, generates immediate, intergenerational payback across all dimensions of sustainable development. Schools are the ideal way to reach large numbers of girls and equip them with the information, skills and confidence necessary for lifelong physical activity and enjoyment of sport. Indeed, for girls who are able to attend school, physical education is of central importance. Scholars have noted that physical education programs which ignore girls' views on relevance and enjoyment can act as a barrier to their participation. Specifically, the traditional, sport-based, multi-activity form of physical education, where lessons focus on sports techniques, and where the predominantly masculine values of over-competitiveness and aggression override values such as fair play and co-operation. It is argued that provision of this nature caters only for a minority of already sport-competent children, typically boys, resulting in confirmation of incompetence and failure for the majority.

In order to maximize the contribution of physical education to the development of positive lifelong habits, curricula should be flexible, and open to adaptation, so teachers are empowered to tailor provision to suit the diverse needs of the young people they are working with. This should be done through consultations with young people to ensure their interests and needs are reflected, and to strengthen broader civic engagement through physical activity. An inclusive approach to curriculum development should have in-built flexibility that enables adjustment to different needs, ensures that everyone benefits from a commonly agreed level of quality education, and that gives the teacher freedom to adapt their working methods to achieve maximum impact and relevance within their specific classroom context. In addition to this, a flexible approach to school organization and pupil assessment is required. Such flexibility allows for the development of a more inclusive pedagogy, shifting the focus from teacher-centered to child-centered and embracing more diverse learning styles. Accessible and flexible curricula, equipment and learning materials

can serve as the key to creating inclusive schools. Furthermore, adequately trained professionals are vital to the implementation of inclusive curricula, and it is important that teachers have a full and accurate understanding of the needs of all learners so that they can deploy a range of skills to promote achievement. Pupils with special educational needs or disabilities, girls, and learners from minority groups, who might be at risk of under-achievement due to various socio-economic factors, depend on teachers to manage their learning and provide support.

Furthermore, the use of sport as an intervention to reduce intolerance, racist violence and crime in the community and to reduce radicalization of young adults has become a common practice. Studies suggest that participating in sport may improve self-esteem, enhance social bonds and provide participants with a feeling of purpose. Literature emphasizes the fact that sports can play a positive and constructive role in the lives of young people. Physical activity can boost their self-confidence and provide young people opportunities to meet and make friendships with other young people. This can lead to positive identity development and a sense of belonging – two protective factors when it comes to the prevention of violent extremism. However, it is important to note that sports initiatives do not automatically lead to these positive outcomes. To ensure positive outcomes, sports initiatives should be accompanied by educational program and fulfill certain conditions. These include for instance bringing together different groups of young people, providing alternative social contacts, offering daytime activities and success experiences, and focusing on positive identity development. Inclusion is a key promotive factor, which contributes to societal resilience. As a promotive factor, it aims to build unity in diversity over identity politics. Promotive factors, such as inclusion, are part of a strength based approach that focuses on developing individual and societal resilience to racism, xenophobia, radicalization and violent extremism. Practitioners working on the enhancement of social coping skills (a protective factor) such as social needs, talents, and ideals protect youth directly from feelings of exclusion (a risk factor).

Therefore, good practices as the case of football3 rational and methodology are most welcome as in accord with all the above. Football3 targets to promoting key life skills and empower youth to become leaders as well as to providing both players and mediators with knowledge and life skills, are enhanced. It is aiming not only to increased willingness to include others, regardless of gender, ability, age or background, increased communication, decision-making and conflict-mediation skills, improved respect for women and girls, and appreciation of gender equality, enhanced sense of fair play, responsibility and accountability, increased desire to become a role model for others and increased participation in the community but also to increased social participation. It is also aiming to advance creative skills of building interaction, engagement and participation in the economic, social and cultural aspects of society through sports and especially football and football3, promoting democratic participation, fundamental rights and intercultural dialogue.¹

The DIALECT3 project intends to realize all the above with a combined effort in schools and through physical educational curricula towards a more inclusive sports culture and football implementation, especially in school environment. ***Through the impact***

¹ Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-useccbysaen>). Also, *Mapping of media literacy practices and actions in EU-28*, European Audiovisual Observatory, Strasbourg, 2016.

assessment research an attempt was made to estimate the impact of the project's objectives, as related, to the above milieu.

2. Methodology

The present section refers to the methodology of conducting the impact assessment research including the respective research tools (see **ANNEX**).

Target impact assessment research populations

The impact assessment research populations include all population categories of the DIALECT3 project:

- **Physical education professionals of lower secondary schools**
- **University physical education students**
- In the context of physical education classes in schools in **4 intervention areas**, vulnerable **adolescents 12-15 years old** in Greece.

The identification of the above three categories of research population is in accord with DIALECT3 project rational, objectives and activities to be assessed. It is to be mentioned that the DIALECT 3 project focuses on supporting the inclusion of migrant, refugee, and Roma adolescents, boys and girls and on promoting the formation of school communities of tolerance through the physical education curriculum. This involved Physical Education professionals working in schools as promoters of inclusive education, fighting structural racism and intolerance within the lower secondary school environment, but also university physical education students. It also involved vulnerable adolescents enhancing their multicultural understanding and sense of belonging in the school environment, creating intercultural bonds with their peers.

Impact assessment research areas

The areas of implementation of the impact assessment research were identical to those selected for all project's interventions, that is 4 geographical areas in Greece (2 urban and 2 rural areas) where all project's activities were accomplished. These areas were selected (in an initial stage of the project) on the basis of specific socio-economic characteristics such as:

- a) enhanced poverty and unemployment, weak social networks and relative lack of opportunity structures,
- b) increased voting rates in favor of political extremist and populist parties and incidents of racism and intolerance,
- c) high percentages of migrant populations (including newcomers).

In addition, one more set of criteria was included such as: a) access and b) pre-

existing active networks. In sum, **the selection of the areas was based on two broad categories of criteria, namely: 1) Socioeconomic characteristics, and 2) Access and Networks criteria.**

It is also to be mentioned that the ultimate selection of areas was based on extensive study² of relevant official statistical data. Ultimately the areas of **Athens and Thessaloniki**, were selected to be involved in the project's intervention as the two major urban cities in Greece. This is also concurrent with the fact that these two urban areas were already proposed for intervention in the Grant Agreement. With regard to the selection of rural areas, **the areas of Evia (in Sterea Ellada) and Igoumenitsa (in Ipeiros)** were proposed for the implementation of the actions of the DIALECT 3 Programme. Naturally, **the impact assessment research followed the directives and the implementation actions of the whole project.**

3. Impact assessment research activities and tools

The research activities leading to relevant to the scope of the project's impact assessment include the design and implementation of **7 distinct research tools** each one aiming at specific but interrelated objectives:

A) Online quantitative research:

It includes the design and implementation of **two (2) distinct research tools** targeting a) **physical education professionals** and b) **relevant university students**.

The aim was to assess improved level of competences and practices promoting tolerance, social inclusion and their own attitudinal stance through physical education.

More specifically:

- *An online questionnaire was designed and distributed after training to university students trained throughout the activities of the project.*
- *An online questionnaire was designed and distributed after training to physical education professionals trained throughout the activities of the project.*

B) Self - completion quantitative research:

It includes the design and implementation of **four (4) distinct research tools** targeting a) **physical education professionals** implementing DIALECT3 activities at schools in all 4 areas of project's intervention **pre and post students' training phase** and b) **adolescents aged 12-15 years old** participating in DIALECT3 activities at schools in all 4 areas of project's **intervention pre and post their training phase.**

² See DIALECT 3: WP2: Needs assessment for the integration of DIALECT1 "community building through football methodology to prevent intolerance" to the school context under the lens of intersectionality, NEEDS ASSESSMENT REPORT for fighting racism and discrimination in schools through physical education.

The aim was to assess improved level of competences and empowerment practices promoting tolerance, social inclusion and behavioral change.

More specifically:

- *A questionnaire designed and implemented for self-completion by adolescents at schools aged 12-15 years in all four areas of the project's intervention during their pre training phase.*
- *An identical questionnaire designed and implemented for self-completion by the same adolescents at schools aged 12-15 years in all four areas of the project's intervention during their post training phase.*
- *A questionnaire designed and implemented for self-completion by physical education professionals implementing DIALECT3 activities at schools in all 4 areas of project's intervention, during the pre-implementation phase.*
- *A questionnaire designed and implemented for self-completion by physical education professionals in the course of DIALECT3 activities at schools in all 4 areas of project's intervention, during the post-implementation phase.*

C) Qualitative Research:

It includes the design and implementation of **two distinct qualitative research processes**. In the context of the impact assessment research qualitative research was also accomplished by use of **two distinct tools**: **a) a focus group technique involving physical education professionals** implementing DIALECT3 activities at schools in all 4 areas of project's intervention and **b) observation and decoding of impressions, views and experiences held by physical education professionals** implementing DIALECT3 activities at schools in all 4 areas of project's intervention as expressed during the **on-going mentoring sessions** throughout the project's activities implementation at schools.

The aim was to enhance our understanding of how physical education professionals as agents of behavioral change through the adoption of DIALECT3 methodology at schools.

More specifically:

- A focus group guide was developed and addressed in an on-line focus group session of physical education professionals who implemented the DIALECT3 methodology at schools.
- Observation of the monthly mentoring sessions was conducted with a view to decode by processing additional material the on-going implementation of football3 methodology at schools by physical education professionals.

Research Questions

For each category of impact assessment research population specific research questions were formulated in order to couple the objectives of each research task.

Thus, a set of question items was designed to **assess policies** and more particularly

- a) *On the existing level of competences and practices promoting tolerance through physical education and*
- b) *On the policy context around racism in schools and the way that the existing physical education curriculum promotes tolerance, fighting racism and intersectional stereotypes.*
- c) *On the level of future curricula design how the existing physical education means could be amended in order to include actions relevant to the DIALECT3 and football3 methodology to promote tolerance, fighting racism and intersectional stereotypes.*

Another set of research questions was designed **to address relevant to the scope of the project challenges** faced by physical educators concerning racism and discrimination in the school environment, and ways employed so far for handling cases, especially in view of DIALECT3 implementation.

Considering **adolescents**, questions were designed to address alterations in their behavior, stances and attitudes by participating to football3 activities and their empowerment to deal with discrimination faced in the school environment, the challenges in terms of racist incidents, existing relations with school mates and points of dispute.

Main themes under empirical investigation include:

- *Existing stereotypes and prejudice hindering social inclusion facilitating hate intolerance.*
- *The significance of sports culture in combating racism and discrimination.*
- *Football in general and football3 in particular as a means to bridge cultural differences in school, community and social environments.*

Concepts and indices

The impact assessment research questions were designed to operationalize **three main**

concepts through relevant indices:

- **Tolerance**
- **Social Inclusion**
- **Behavioral Change**

In order to identify tolerant or intolerant beliefs and behaviors we have decoded the meaning of **'tolerance'** in accord with certain conceptual components:

- *Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.*
- *Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and States.*
- *Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments.*
- *Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions. It means that one is free to adhere to one's own convictions and accepts that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behavior and values, have the right to live in peace and to be as they are. It also means that one's views are not to be imposed on others.³*

We have also adopted the rational of **the principles for the practice of tolerance in schools.**⁴

³ 1994 UNESCO preliminary version of a longer, more comprehensive guide which will be published during the United Nations Year for Tolerance, 1995. UNESCO Declaration of Principles of Tolerance, Proclaimed and signed on 16 November 1995. In UNESCO (1995) Tolerance the threshold of peace - Unit 1- pp 127

⁴ If schools are to be such places, they will need principles and guidelines for tolerance. The following is a list of the 'ingredients' of anti-racist education as it is being developed by the Anne Frank Foundation (the Netherlands). It provides an excellent list of principles for education for tolerance.

1. *School responsibility [to educate for tolerance].*
2. *Positive approach to ethnicity.*
3. *Learning to think inclusively.*
4. *Integrating intercultural education.*
5. *Focusing on similarities.*
6. *Combating racism on a broad front.*
7. *Creating a positive school atmosphere.*

On the other hand, from our research experience in DIALECT project adolescents' behavioural change involves aspects of their **social inclusion**, like social capital, sense of belonging, group cohesion and an individual's new communications, socialization and life skills. We have adopted *both, a narrow concept which defines social inclusion in terms of an individual's social capital (i.e. social relationships) and sense of belonging and the holistic concept which defines social inclusion as the process of improving: (1) the terms for individuals and groups to take part in society, and (2) the ability, opportunity, and dignity of those disadvantaged on the basis of their identity to take part in society.*

The impact assessment research tools were developed along the above lines and are included in the ANNEX I session of the present report in Greek and English versions.



Impact Assessment Research Results

1. On-line qualitative impact assessment research

As mentioned at the methodology section, impact assessment research included the design and implementation of an on-line questionnaire addressed to *education professionals trained throughout the activities of the project and physical education university students. The aim was to assess improved level of competences and practices promoting tolerance, social inclusion and changes to their own attitudinal stance through physical education curricula. The target was also to assess the learning outcomes achievement related to project's activities (hereby information and training to DIALECT3 methodology activities),* and diagrammatically as follows:



1.1 Results based on the online questionnaire addressed to physical education professionals trained throughout the activities of the project.

In total, twenty-eight (28) physical education teachers have participated in the training seminars, nine (9) men and nineteen (19) women, most of them were more than fifty years old (thirteen out of the twenty-eight), with a master's degree (fifteen out of the twenty-eight). Most of them have at least eleven years of experience in education, working as teachers with a permanent contract (fourteen out of twenty-eight) in generic type schools (twenty-four out of the twenty-eight) and having one hundred fifty (150) to three hundred (300) students enrolled in their classes in total (thirteen out of the twenty-eight). The majority of the participants work at schools in Central Makedonia (eleven out of the twenty-eight) and more specifically in the municipalities of Igoumenitsa and Chalkideon (four out of the twenty-eight). The participants school classes are composed of Greek and migrant children.

Most of the participants stated that they were very satisfied by their participation in the training, the scientific update, the update on educational topics, the update on inclusive education issues, as well as the preparation of the trainers and presenters, the organization of the training, the deployment of the monitoring equipment, and lastly by the duration of the training seminar. Moreover, the majority of the participants found the training very interesting and they stated that:

- their expectations from the training were met to a great extent,
- the training contributed to improving their knowledge,
- the training contributed to a great extent to the promotion of equality, the inclusion of diversity, and the combat of discrimination,
- the training contributed to a great extent to the development of teamwork among the students,
- the training contributed to a big extent to the acceptance of diversity among students, the development of self-regulation mechanisms of students' behavior and the promotion of cooperation and respect among students.

Considering the DIALECT3 objectives and scope of trainings, the majority of the participants stated that the training:

- contributed to a big extent to the improvement of skills in relation to the classroom management strategy and the communication with students,
- helped to a big extent with resolving conflicts or unwanted behaviors,
- contributed to a big extent with the way of organizing, game modification, and conducting the course and
- contributed to a big extent with the way of designing a teaching scenario.

Moreover, most of them feel confident that they are able to a large extent to apply the methodology taught in their classes. As to the assessment of the positive aspects of the trainings most of the participants stated that the training helped them be more organized and led them to a deeper understanding of the material, the games and their implementation and the integration of life skills through football and sports in general. Other participants also underlined the "appropriately targeted training material", the "transmission

of trainers experience- knowledge”, the “new ideas” developed, “teamwork”, “immediacy”, the “clarification of the theoretical framework”, “the scientific level of the training. Participants also stated that they learned about processes for eliminating stereotypes and seek solutions to relevant problems they possessed more knowledge considering inclusion, integration, reduction of inequalities-prejudices, teamwork, respect, and fair play. In terms of the difficulties in the implementation of the DIALECT3 and football3 methodology that was proposed through the training most of the physical education professionals stated that there was more training time needed. Although the majority of the trainees did not had any suggestions for the improvement of the training seminar, some of them suggested that physical education professionals need more information about the benefits of the above methodologies so that they are sensitized and increase their participation in the training program. Two of them suggested to increase the number of meetings and the extension of the methodology proposed to other sports as well and for children of all ages. There were and those who stated that the seminar was excellent, focusing primarily on human values and the advancement of human rights, and that it was highly beneficial and constructive.

In conclusion, the training seminar for physical education professionals showcased a diverse range of participants in terms of age, educational background, and experience. The majority of the participants were satisfied with the training and found it to be beneficial in various aspects such as scientific updates, educational topics, inclusive education issues, and overall preparation. The training seminar contributed to promoting equality, inclusion, and combating discrimination. The participants highlighted positive aspects of the seminar, including its focus on inclusivity, diverse objectives in schools, and rich material. However, some negative aspects were also mentioned, such as the duration of the seminar and a lack of audience participation. They expressed, however, their interest in working on the proposed methodologies as teachers at schools and believed that physical education courses could promote democratic values and combat discrimination.

The satisfaction levels among participants to the training courses were generally high. The training seminar contributed to improving skills in course design for teaching, game modification, and knowledge about sports and physical activities. Additionally, the majority of participants expressed confidence in their ability to apply the methodology taught in their classes. The feedback provided by the participants suggests that the training seminar was successful in achieving its goals. They also offered valuable suggestions for improvement, such as more information about the benefits of the program, extending the training to other sports and ages of adolescents involved and providing more participant opportunities. Overall, the training seminar was considered constructive, useful, as also focused on human values and the strengthening of human rights.

1.2 Results based on the online questionnaire addressed to physical education university students

In total, thirty-two (32) students of the Aristotle University of Thessaloniki have answered the online questionnaires about the training seminars, eighteen (18) of whom were men and fourteen (14) women. Most students declared themselves in their fourth year of study. Most participants would be interested in working as a physical education teacher in schools. All the participants believe that physical education courses in schools can function as a means to promote democratic values, equality, and freedom, to fight discrimination, and to include diversity. In addition, almost half of the participants agreed very much with the proposition: *"The physical education teacher is the person who will arouse the interest of the students and create the appropriate learning environment so that good interpersonal relationships between the students can be cultivated"*.

The satisfaction levels among students regarding their participation in the training seminar vary, with the vast majority expressing high levels of satisfaction. The overwhelming majority of the participants also show varying degrees of satisfaction with different aspects of the training program, with notable interest in the scientific updates, the updates on educational topics and on inclusive education issues, the preparation of the trainers and presenters, the organization of the training and of monitoring equipment, as well as the duration of the training seminar. Additionally, the vast majority of the participating training seminar students were to a great extent interested in the training seminars' context which has met to a great extent their expectations. They have also stated that the received training contributed to the promotion of equality, the inclusion of diversity, and the combat against discrimination to a great extent; the training also contributed to participants' knowledge improvement.

Moreover, trainees stated that the training seminar contributed to a great and big extent to the improvement of skills about the course design for teaching and the development of knowledge about the techniques of teaching sports and physical activities.

Various positive aspects were highlighted, including inclusivity, empathy and informative content. Other aspects stated include certain merits of the training such as: "It had a nice subject and I agree that physical education is the appropriate subject", "it led a learning to conduct a different type of game, in football - (Football 3), which offers a red card to racism)", "it includes a transformative perspective on the composition of academic disciplines in schools", "it contributes to analytic theory", "it is an open seminar on dialogue", it includes "interesting suggestions", "knowledge update", "diverse objectives in school". Some marked the "good organization", the "informative content", "full information", "rich material", the "preparedness for all possible situations", "preparedness for school", "knowledge adoption", "diversity", "elimination of stereotypes", "elimination of discrimination", "eradication of racism", "familiarity with the idea of diversity", "equality", "respect". Those aspects could be classified into three main categories: a) abolishment of discrimination (through inclusion, respect, empathy, embracing diversity, etc.), b) empowerment through the training seminar's content (subject, received skills and tools, etc.) and c) knowledge promotion through the organization of the training (preparation, expert trainers, etc.). Some students affirmed that they have implemented the knowledge acquired during the training. Some, however mentioned training implementation as partial and contingent upon further training.

Summing up, the training seminar was well received. Most participants expressed interest in becoming physical education teachers in schools, believing that physical education courses can promote democratic values and combat discrimination, and expressed high satisfaction with the training seminar and its various aspects, including scientific updates, educational topics, and inclusive education issues. Participants also stated that the training seminar contributed to the promotion of equality, the inclusion of diversity, and the combat against discrimination. Positive aspects of the training seminar included its focus on inclusivity, diverse objectives in schools, and rich material. Negative aspects included a lack of time or long duration of the seminar and a lack of audience participation. Participants expressed interest in working as physical education teachers believed these courses could promote democratic values and combat discrimination. The satisfaction levels among students regarding their participation in the training seminar run high with the vast majority expressing high satisfaction levels. The training seminar contributed to improving skills in course design for teaching, game modification, and knowledge about sports and physical activities. The overwhelming majority of participants unreservedly attested to applying the insights gleaned from the seminar.

2. Self - completion impact assessment quantitative research

As mentioned at the methodology section impact assessment research included the design and implementation of **four (4) distinct research tools** targeting a) **physical education professionals** implementing DIALECT3 activities at schools in all 4 areas of project's intervention **pre and post students' training phase** and b) **adolescents aged 12-15 years old** participating in DIALECT3 activities at schools in all 4 areas of project's **intervention pre and post their training phase. The aim was to assess improved level of competences and empowerment practices promoting tolerance, social inclusion and behavioral change.**

2.1 Results⁵ based on physical education professionals' views pre and post adolescents' training phase

Two different self-assessment questionnaires were designed for the purposes of the impact assessment research regarding Physical Education (PE) professionals who participated to the pilot testing phase, i.e. those agreed to adopt into school curricula for a specific period of time, the football3 methodology and the educational scenarios developed though out the project's activities. Their schools were located to all 4 project's intervention areas.

In the first questionnaire, PE professionals were asked to indicate on a 5-point scale their level of agreement on issues concerning students' behavior in their school classes regarding participation to group activities, or exhibition of discriminatory behaviors, their views about inclusivity and promotion of tolerance through the physical education course and about the use of educational scenarios or interventions to promote tolerance and inclusivity into PE course.

⁵ Although data was gathered through a closed-type questionnaire, its analysis offers more qualitative type information according to teachers experience and observations during the intervention phase which is exploited in combination with the results of the focus group discussion along with the mentoring sessions.

In the second questionnaire, administered to participant teachers upon completion of the pilot testing period, the purpose was teachers to indicate on a 3-point scale the level of agreement in regard to their experience through the implementation of football3 methodology along with the developed educational scenarios. The topics of the questionnaire included their own level of satisfaction and expectations about the intervention, whereas there were also asked questions regarding students' behavioral change after the intervention with focus on the potential strengthening of students' skills to develop teamwork, to accept diversity, to cooperate, to be tolerant, resilient to discriminatory behaviors etc.

Main findings

In total 14 PE professionals teaching in high schools (lower secondary education) located in the 4 intervention areas of the project (i.e. 2 schools in Athens, 5 schools in Evia, 3 schools in Igoumenitsa and 4 schools in Thessaloniki) responded to the **1st questionnaire**.

When teachers were asked to describe the situation in their school regarding students' behavior, the majority of them admitted that students/adolescent tend avoid to some extent participating in group activities within the classes and in the school community. Furthermore, most of them reported that they have observed to some/little extent discriminatory behaviors among students towards other students due to their ethnicity, gender, sexual orientation or even disability either in their class or in the school life. Only few of them declared the above situation as an extensive practice at school.

Although the overwhelming majority of teachers participating to the projects' intervention, believe that the Physical Education course gives the opportunity to a great degree to promote tolerance, inclusion of diversity and anti-discrimination among students through the performed activities, only less than half of them admitted to have used to a large extent scenarios in their course for this purpose (to promote tolerance, inclusion of diversity and anti-discrimination among students). The majority of them reported that this kind of educational scenarios are used not so extensively (to some/little extent) during their class. Moreover, half of them considered that the above-mentioned interventions (scenarios) when applied had a positive impact to large extent among students in terms of promoting tolerance, inclusion of diversity and combating discrimination, whereas the remaining half teachers felt that such interventions on tolerance, inclusion and non-discrimination worked positively to a more limited degree (to some/little extent) for their students.

Upon completion of the pilot testing phase, that is the adoption of football3 methodology and the use of developed educational scenarios into school curricula and specifically to PE course, 13 PE professionals teaching in high schools (lower secondary education) located in the 4 intervention areas of the project (i.e. 2 schools in Athens, 5 schools in Evia, 2 schools in Igoumenitsa and 4 schools in Thessaloniki) responded to the **2nd questionnaire**.

The overwhelming majority of respondents expressed their great satisfaction (to a large extent) regarding the project's activities during the pilot testing phase. Moreover, they admitted that performing the above activities their expectations were fulfilled to a great extent. In general, most of the teachers consider that projects' intervention contributed to a large extent to promote equality, inclusion of diversity and to combat discrimination among their students/adolescents. Specifically, as far as the contribution of DIALECT 3 activities is concerned, the majority of the respondents believe that they contributed greatly to

strengthening the skills of the students so as to **develop teamwork spirit**. Similarly, the majority of participant teachers believe that the intervention performed contributed greatly to strengthen students' skills to **promote cooperation** as well as respect among the students. However, there were fewer (just over half of the) teachers who reported that the application of the football3 methodology and the use of the teaching scenarios greatly contributed to strengthening students' skills in terms of promoting **acceptance of diversity** among students. The remaining teachers were less enthusiastic stating that the contribution of these activities only helped at some level.

Through participation of students in mixed football teams, two thirds of teachers report that the **sense of belonging** for students of migrant origin was enhanced to a large extent, whereas the rest of the teachers are more hesitant reporting that this condition contributed to some only extent.

A similar picture emerges regarding issues of **gender equality** through the use of educational scenarios and the participation to football3 games. Thus, two thirds of teachers report that the gender equality was reinforced to a large extent, whereas, the rest of them consider that this occurred to only some extent with their classes. Almost similar trend of responses were observed as far as **resilience to deal with racist comments and behaviors** is concerned. Specifically, slightly more than two thirds of teachers report upon completion of the pilot testing phase, that students became more resilient to confront racist comments and behaviors to a large extent, whereas less than one third considers that the intervention contributed to some extent on that particular issue for their students.

Finally, more than half of the teachers participated to the project's intervention activities considered that **students' social skills** were enhanced to a large extent in other areas of life, such as **having their voices heard and feeling that they are making progress in school and in their lives**, while the rest of the teachers felt that this was accomplished only to some extent upon completion of the pilot testing phase.

2.2 Results based on trained adolescents views and stances pre and post their training phase

Adolescents/students were invited to complete two identical self-assessment questionnaires (as ANNEXED) administered before and upon the completion of pilot testing phase. The questionnaire was designed to assess the **core concepts** of the project, that is, **tolerance social inclusion** and **behavioral change** of students through a number of variables corresponding to specific questionnaire items. Thus, the self-assessment questionnaire included 18 statements (items) structured on the above concepts in which the students/adolescents indicated the degree to which each statement was valid for them (at the time of answering the questionnaire) on a three-point scale (No/Not sure/Yes).

Sample characteristics

In total, 447 students from 13 schools responded to the questionnaire before the pilot testing phase in the 4 intervention areas in Greece, while slightly fewer students (374) from the same pool from 11 schools responded to the questionnaire upon completion of the pilot testing phase. For the purposes of the present analysis of the Impact Assessment there will be used data provided from schools which responded to both phases, that is data from 11 schools (4 from Thessaloniki, 2 from Athens, 2 from Igoumenitsa and 3 from Evia) with 391 and 352 students in pre and post pilot testing phase respectively.

The following 2 diagrams represent the distribution of students by intervention area and by gender.

Diagram 1

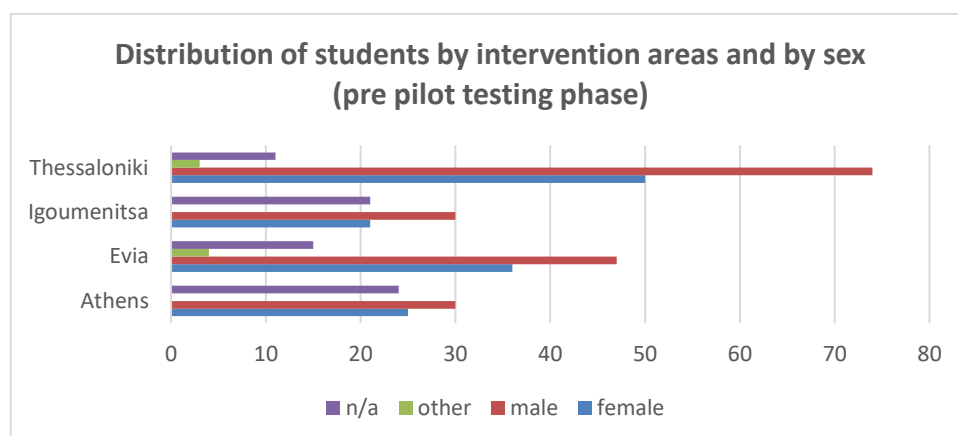
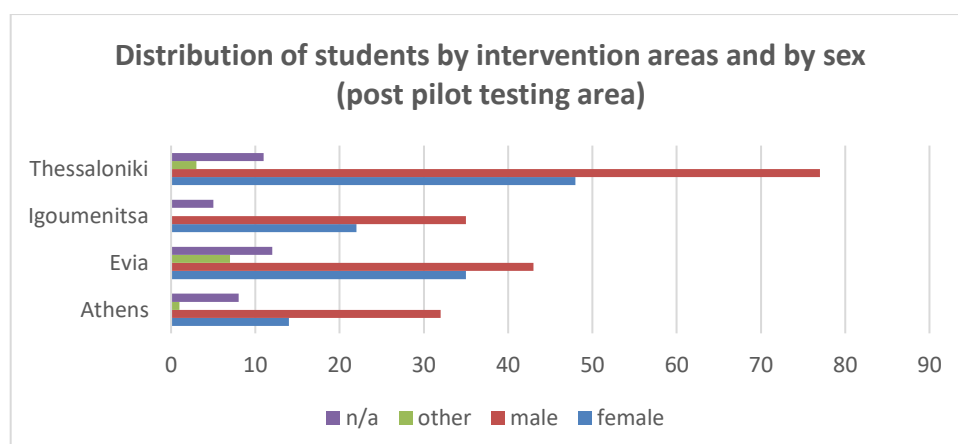


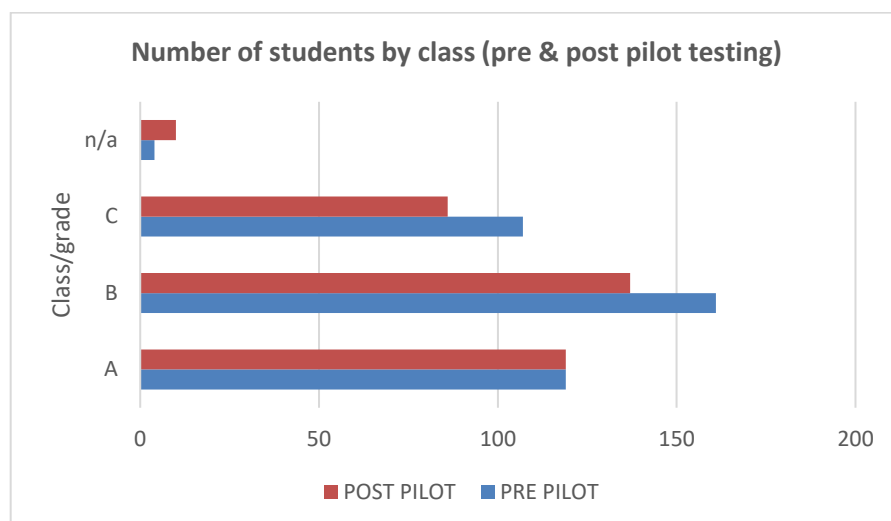
Diagram 2



It is apparent from both diagrams (1 & 2) that in all intervention areas/schools the number of male students is high, without underestimating the high participation of female students in the pilot phase (before and after). Indeed, it is observed a stable participation rate of female students during the whole intervention (34%), while an increase of male students' participation is observed upon completion of pilot testing phase: from 46% to 53% indicating possibly reluctance in the beginning and an increase of their interest in the course of the intervention.

Diagram 3 presents the students' distribution according to the class (grade A, B, C) they attend. It seems that for A class students there is a stable engagement to the activities performed during DIALECT 3 intervention, whereas there is observed a slight decrease of students attending B and C class upon completion of the pilot testing.

Diagram 3



The following analysis is based on the data results according to the key concepts, examining the participants (adolescents) as a whole, but also observing subgroups according to intervention area and/or gender, where relevant.

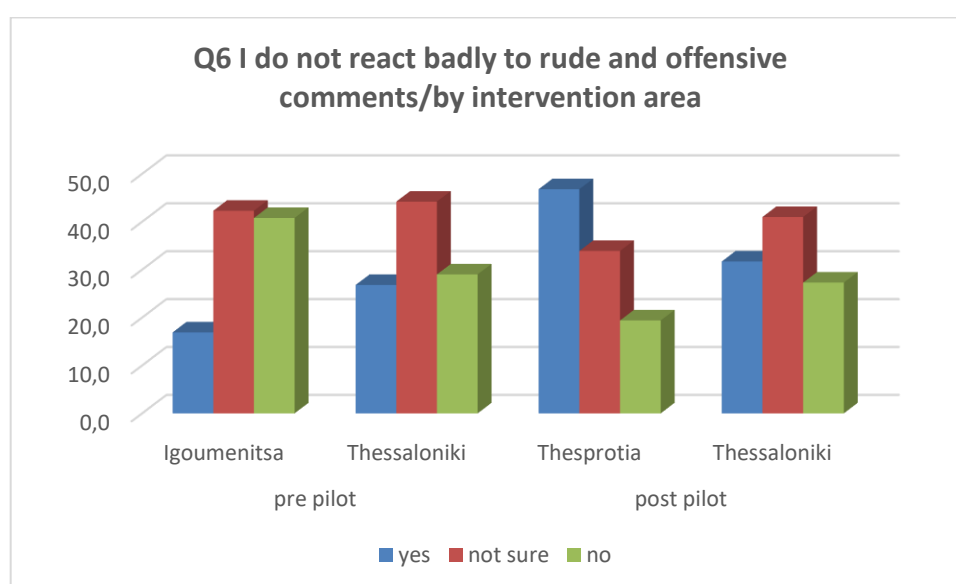
Behavioral Change

Behavioral change as mentioned above is one of the concepts of the impact assessment exercise with specific focus on *resilience* and particularly the dimension of *control and the engagement* to collective action and values, as well as on the stance towards fairness and respect to norms, *fair play*, etc.). Overall, looking at the adolescents' results before and after the completion of the pilot testing phase, there are observed changes in the percentages on participants' answers on specific statements, suggesting the positive impact of the project intervention on the students/adolescents behavior.

Specifically, regarding **behavioral change** in terms of students'/adolescents' *resilience* to overcome adverse conditions in the statement Q6 *I do not react badly to rude and offensive comments*, is observed a positive shift between the two phases (from 27,8% in

the pre phase to 31,3% in the post phase) of answers affirming their control to rude and offensive comments (see Diagram 4). This possibly results from the sensitization that project puts into the participants (i.e. adolescents) during the whole intervention. Quite interestingly, this shift is more apparent to male students for whom the expression of control is increased in the 2nd phase (from 27.6% to 35.7%). In addition, looking the subgroups according to the location, it seems that the impact is higher in the 2 out of the 4 intervention areas (i.e. Igoumenitsa and Thessaloniki) in which the percentages of positive answers regarding handling situations avoiding trouble are much increased after the completion of pilot testing phase (from 16.9% to 46.8 for Igoumenitsa and from 26.8% to 31.7% for students in Thessaloniki).

Diagram 4 – Q6 I do not react badly to rude and offensive comments,



Another statement addressing to behavioral change is the statement Q12 *In football the most important thing is to score as many goals as you can* which refers to the concept of 'fair play' (stance towards fairness and respect to norms).

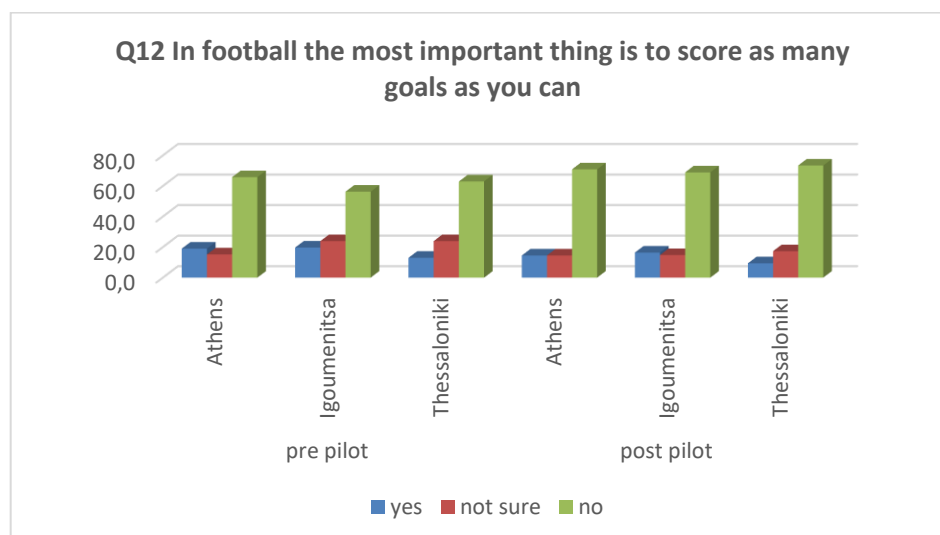
Overall, there are observed differences (increase) between the two phases in which the percentage of responses disagreeing with the above statement is increased in the second phase (from 62.8% to 67.5%). Similarly to the previous statement, girls tend to score higher (69.7% in the pre phase and 84.7% in the post phase) indicating a positive impact of the football3 methodology possibly confirming the notion that they are less competitive, though more stressed about their skills in football.

Once again there were noticed differences between the intervention areas (regardless the gender variable). Three out of four intervention areas (Athens, Igoumenitsa and Thessaloniki) present an increase of the percentage of responses (from 65.8%, 56.3% and 63% in the pre phase to 70.9%, 68.9% and 73.4% in the post phase respectively for the 3 areas) disagreeing with the statement about the importance of scoring (Diagram 5). The largest shift seems to be occurring for the rural area Igoumenitsa.

This finding presumably means that the participating adolescents may have realized to a greater extent the purpose of the game that is to develop a mutual understanding, to

bond, to connect, to interact with others, rather than scoring to win the game which is one of the main objectives of the DIALECT3 project.

Diagram 5 – Q12 In football the most important thing is to score as many goals as you can



Social Inclusion

The concept of **social inclusion** refers to aspects such as the social relations, the *sense of belonging*, the equal participation in groups, the group cohesion, the *communication*, the socialization and the *life skills*, self-efficacy e.tc.

Regarding the statement Q8 *At school I can be myself*, which refers to *social inclusion* and particularly to *self-esteem* and the *sense of belonging* in total, there is observed a percentage of participants declaring their agreement with this statement equally high in both phases.

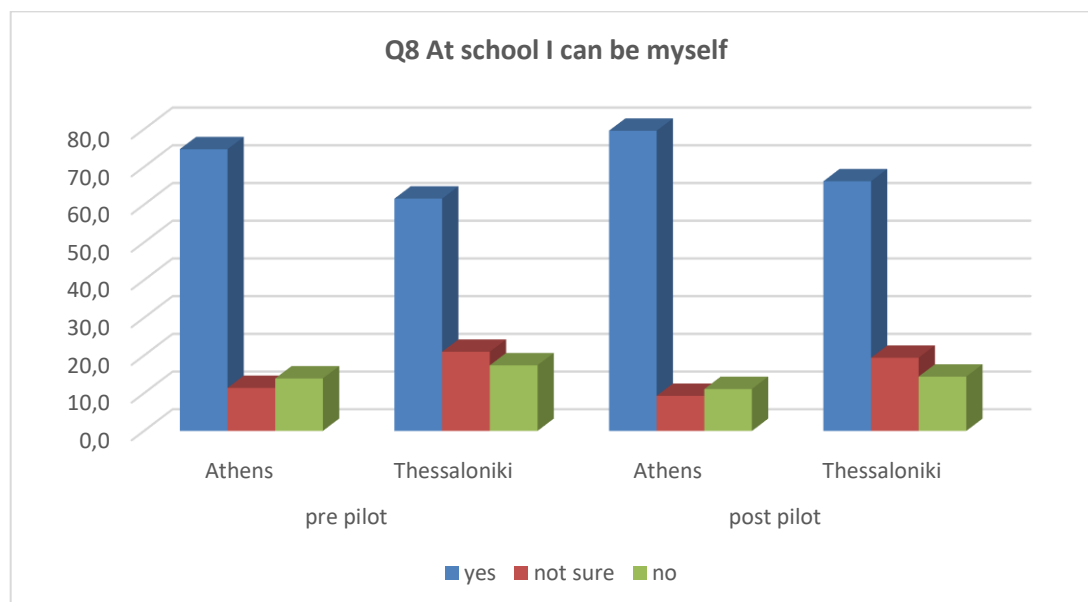
Looking for gender differences, we find after the completion of the intervention, a slight increase in the percentage of male students who declare that in the school environment they can be themselves, compared to female students for which there is no difference between the two phases.

Quite interestingly, there are observed differences between the two -out of four- intervention areas (Athens and Thessaloniki) which are both large urban centres. Thus, the percentages for those students attending school in Athens have increased from 74.7% for the pre phase to 79.6% upon completion of the pilot testing phase, and for those attending school in Thessaloniki from 61.6% to 66.2% respectively (Diagram 6).

It seems that the projects interventions have contributed to the strengthening of the sense of belonging and their self-esteem and this was more apparent for those residing in large urban centres, where relations -even within the school community- can be more impersonal and superficial. Through their participation to football3 games they might have had the opportunity to practice communication skills and worked with team spirit –as a

prerequisite to be able to participate- which boosted this sense of inclusivity.

Diagram 6 – Q8 At school I can be myself

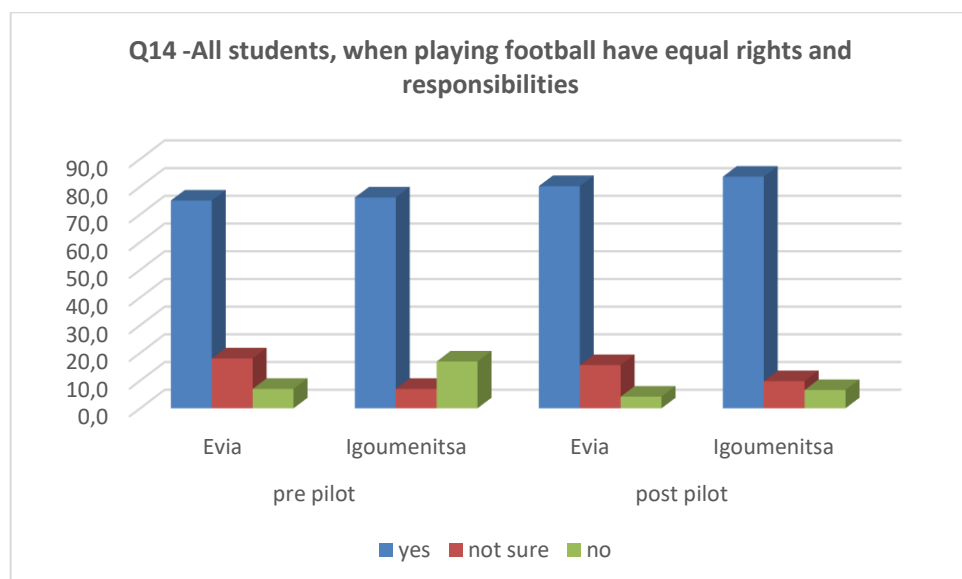


Overall, for the statement Q14 *All students, when playing football, have equal rights and responsibilities* -also related to **social inclusion** aspects and particularly with *equality*- is observed a slight increase of the percentage of answers -either as a whole, or by gender- of those expressing an agreement to this.

The same trend seems to be expressed taking into account the interventions areas. This time, two rural areas (Evia and Igoumenitsa) exhibit a positive shift upon completion of the pilot testing phase (from 75% to 76.1% for Evia and 76.1% to 83.6% for Igoumenitsa) (see Diagram 7).

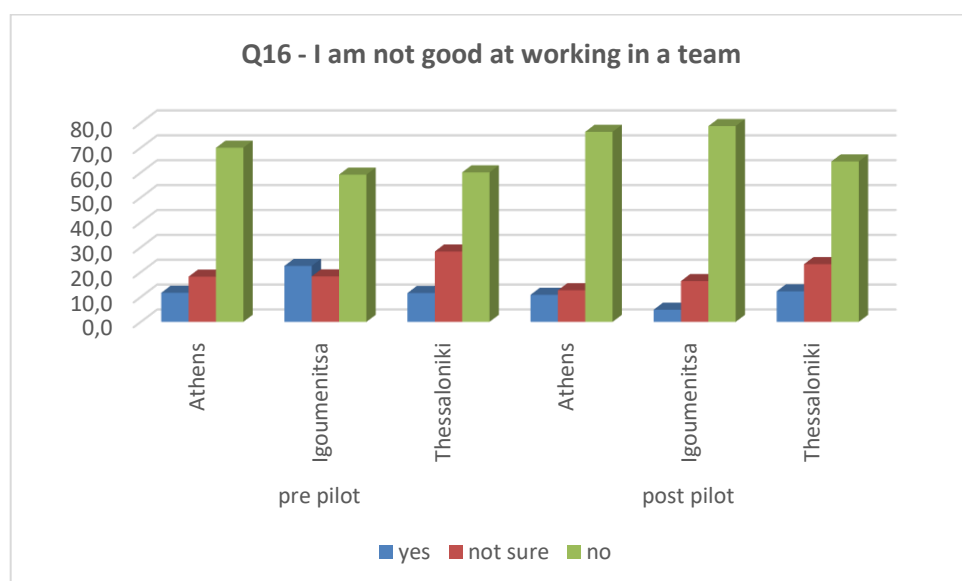
Again, it seems that football3 methodology was widely accepted and contributed to their sense of equality in a group with common goals.

Diagram 7 - All students, when playing football, have equal rights and responsibilities



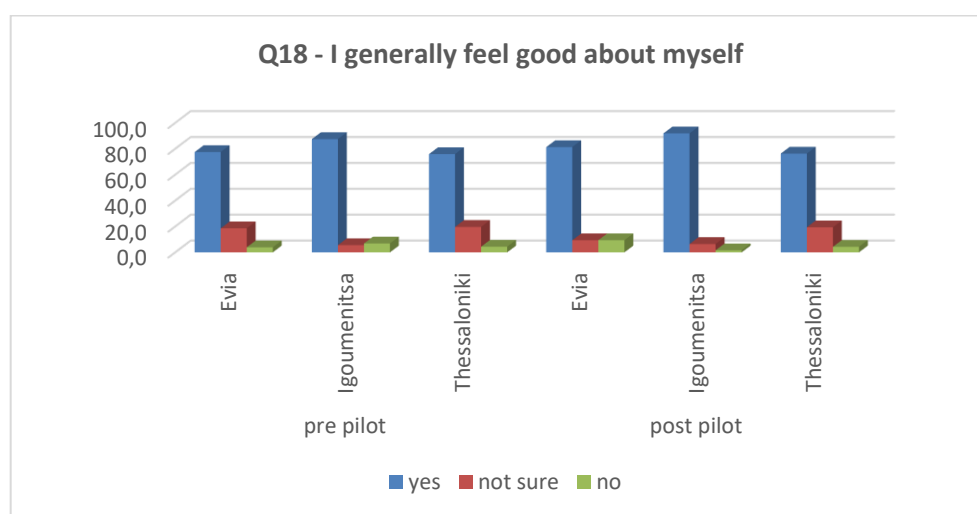
The statement Q16 *I am not good at working in a team* is concerned, refers to the self-efficacy of students/adolescents as an aspect of social inclusion, but mostly as a mechanism underlying behavioral change. The percentages of students expressing their disagreement with this statement are increased upon completion of the pilot testing phase (from 64.6% to 69.8%). Similar to the above, changes were observed (see Figure 8) in the percentage of responses (increase in disagreement) for the three intervention areas (Athens, Igoumenitsa and Thessaloniki) with the highest change occurring in the rural area (Igoumenitsa). This may mean that the intervention had an impact on them -especially on those who did not have the opportunity earlier to participate and be challenged- in terms of their confidence in their ability to communicate, work and cooperate with others and generally their motivation to organize and perform various tasks.

Diagram 8 - Q16 I am not good at working in a team



Finally, regarding the statement Q18 *I generally feel good about myself*, which refers to *self-esteem* as an aspect of *social inclusion*, it seems that students' participation to projects interventions improved –even slightly- their self-esteem upon completion of pilot testing phase. This change is apparent for both male and female students (from 84% to 85.6% for the former and from 75.6% to 78% for the later), while, this is evident also for the three out of four areas, i.e. Evia, Igoumenitsa and Thessaloniki indicating projects impact. This finding is rather important, considering the age phase (adolescence) of the participants during which very significant changes take place, either physical or emotional, often leading to emotional mood changes, isolation, and even self-doubt.

Diagram 9 - Q18 *I generally feel good about myself*



Tolerance

The concept of *tolerance* as analysed above, refers briefly to aspects –among others- of accepting the diversity of others, combating racism and discrimination, positive approach to ethnicity, etc.

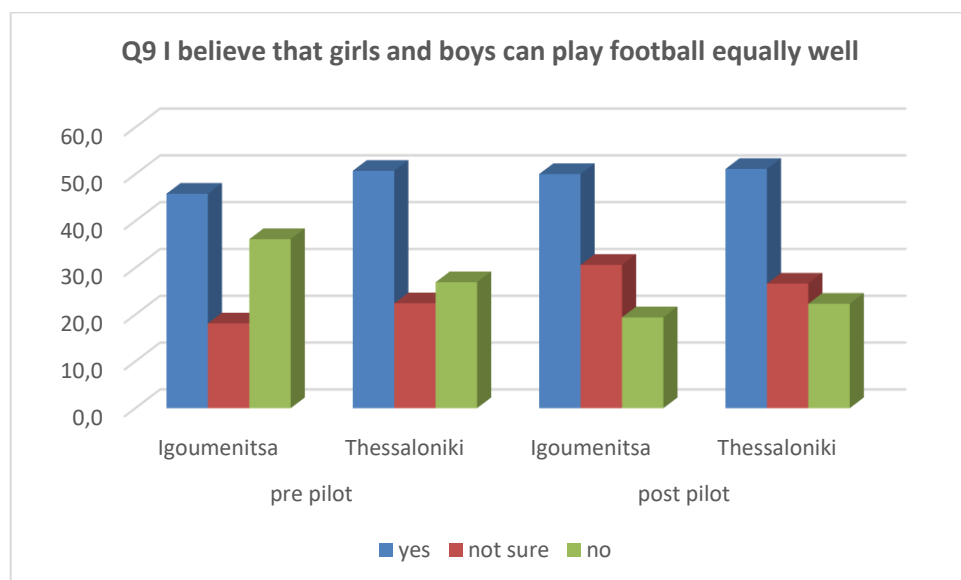
In the statement Q9 *I believe that girls and boys can play football equally well*, which refers to equality and non-discrimination, the following trend can be observed: although after the intervention the percentage of total students answering positively decreased, when "no" responses are investigated, it is also observed a decrease in the percentage of responses (from 28.2% to 23.8%) to the above statement with a simultaneous increase in the percentage of "not sure" answers (from 20.2% to 26.9%).

It is likely that the students' involvement in the methodology and football3 games did not completely change their opinion on the statement, but it did reduce their resistance and increase their doubt on the subject, which is assessed positively as a contribution of the project's interventions.

Furthermore, looking within the intervention areas, there is a positive effect on the

percentage of responses of students attending school in Igoumenitsa and Thessaloniki (see Diagram 10) on the issue of girls' and boys' football skills (from 45.8% to 50% for Igoumenitsa and from 50.7% to 51.1% for Thessaloniki).

Diagram 10 - Q9 *I believe that girls and boys can play football equally well*



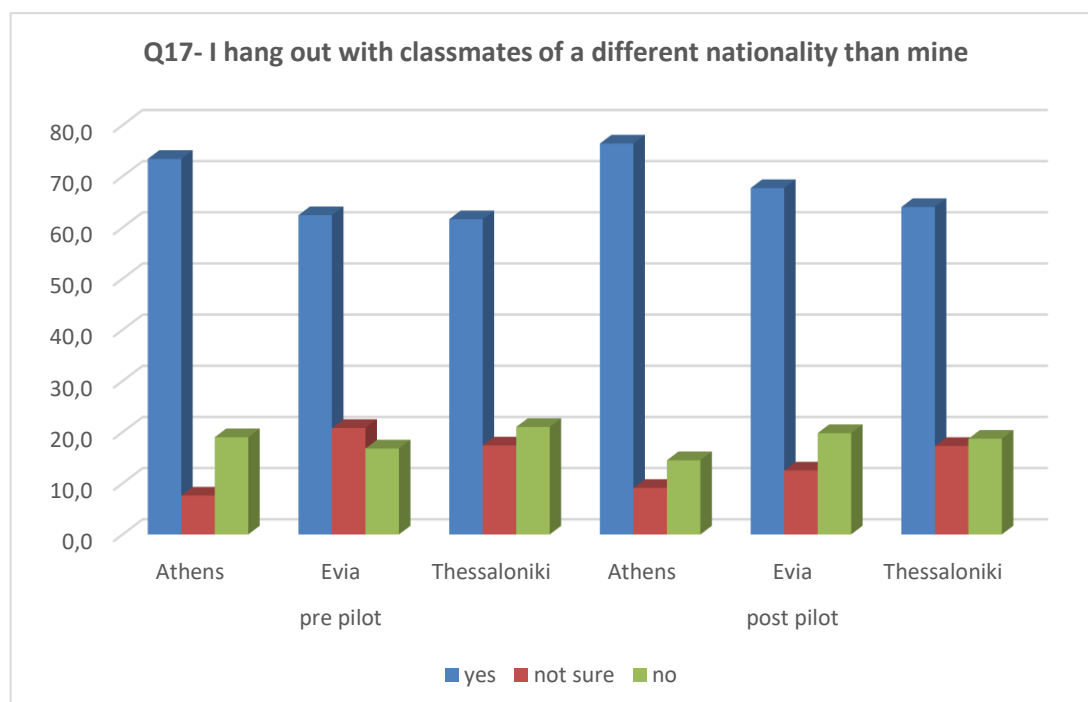
As far as Q10 *I act as a team player and help all my classmates regardless of gender and nationality* is concerned, which refers to non-discrimination, it is observed an impact on female students for which the percentages of their responses were increased from 74.6% to 84.1% upon completion of the pilot testing phase. Possibly -being previously perhaps in a more disadvantaged position or excluded from certain activities in the school community because of their gender- the philosophy of football3 and their participation in all the phases of the game may have sensitized them to become more aware of discriminatory cases, but above all, it may have strengthened the spirit of cooperation and teamwork.

Regarding the statement Q17 *I hang out with classmates of a different nationality than mine*, which refers to *tolerance* and specifically to *non-discrimination*, there is an increase in the percentage of responses of all students after the completion of the interventions in terms of their agreement with the above statement (from 74.6% in the pre-phase to 84.1% in the post-phase), while there was also an increase in the percentage of responses when tested within the intervention areas.

Specifically, for 3 of the 4 areas, i.e. students attending schools in Athens, Evia and Thessaloniki, after the intervention was completed they appeared to state a greater degree of interacting with classmates of different ethnicities, suggesting a shift towards a more positive approach to ethnicity and a higher degree of tolerance (see Diagram 11).

Furthermore, in terms of gender differences, there seems to have been a more positive effect on male students/adolescents (from 62.2% in pre phase to 69% in post phase) upon completion of the intervention, than for female participants.

Diagram 11 - Q17 I hang out with classmates of a different nationality than mine



3. Impact assessment qualitative research

As mentioned in the methodology section an impact assessment qualitative research was also accomplished by the use of **two distinct tools**: *a) a focus group technique involving physical education professionals* implementing DIALECT3 activities at schools in all 4 areas of project's intervention *and b) observation and decoding of impressions, views and experiences held by physical education professionals* implementing DIALECT3 activities at schools in all 4 areas of project's intervention *as expressed during the on-going mentoring sessions throughout the project's activities implementation at schools. The aim was to enhance our understanding of how physical education professionals as agents of behavioral change through the adoption of DIALECT3 -and more particularly football3 methodology- at schools.*

3.1 Results on the basis of the On-going Mentoring Sessions with physical education professionals

During the **monthly mentoring sessions (3 in all) held among the project's partners and the physical education professionals implementing the football3 methodology at schools** the aim was to discuss the various problems arising during the implementation of the program,

to propose solutions and to refer to the first signs of changes in children's behavior from the implementation of the educational scenarios developed throughout the project's activities and the football3 methodology. Initially, the physical education professionals expressed their concerns about the difficult task of overcoming stereotypes associated with football as a traditionally male-dominated sport, as well as practical issues such as team separation and time slotting. More specifically, teachers were concerned about the ideal number of children in each group - team, whether the groups would have leaders and whether they would remain stable, while the main concern of many of them was to ensure that the creation of the two teams would not be seen as compulsory and imposed by the involvement of their teachers. Soon was realized that scenarios could be promoted by the creation of heterogeneous groups, without leaders and equivalent in terms of dynamics to avoid disappointing children who do not have the same abilities. Clearly, this can create dissatisfaction among children from academies interested in competitive football but ***the aim of the program to include and collaborate with each other regardless of gender, origin and ability should be safeguarded.***

Thus, even ***from the beginning of the implementation phase the professionals were keen to introduce the football3 rational and methodology despite practical issues arising on occasion.***

The issue of actual time devoted to the football3 game also caused concerns, either because of the inadequate hourly time allocated to physical education in the school program, or because of the technical difficulties that further reduce it (the sixth and seventh hours are shorter). From a practical point of view ***the majority of the participants consider the time to be insufficient*** for both: setting new rules for each teaching hour and for completing the football3 procedure. As a result the methodology was implemented frivolously and hastily. Difficulties were also voiced due to the lack of the necessary time for the implementation of all the material. As a result the provided teaching scenarios were not used by many professionals.

In the field of ***mediators***, there was also concern about whether the same child should be a mediator all the time or if many should alternate in this role. In addition, ***children's behaviors have been an important topic of discussion.*** Mediators were often not accepted by other children, describing them as biased. There was no shortage of protests and, on the contrary, a willingness to fool the mediator. However, during the implementation phase, more and more students wished to take undertake this role.

Emphasis was placed by the professionals on ***the burden of an excessive selfishness exhibited by adolescents and, in certain cases, even aggressive or even deviant behavior.***

Mostly the difficult part was ***gender relations*** and the issue of ***kids not following the rules.*** The girls feared discriminatory comments and to be faced by exclusion, while the boys were prone to the traditional football with its scope to winning through a competitive game. As a result boys did not cooperate easily and wanted to impress, excluding girls and weak players.

An important finding is that ***teachers themselves understand their position and that they need to change their own mentalities*** as they internalize social norms, especially about the importance of winning, and therefore want more time to adapt to football3 methodology. At that point, concerns were expressed by substitute teachers entering schools (an organizational problem of the Greek educational program) who each time have to start in a new environment with possible resistance from other teachers thus losing the continuity needed to highlight the benefits of the football3 methodology.

Certain disadvantages, however, could be curbed through the methodology itself that allows flexibility, turning a disadvantage into an advantage. The main disadvantage, however, was the ***self-exclusion of some children***, due to low self-esteem considering the football playing and the criticism of school mates.

Several ***positive changes were observed*** in the children's behaviors throughout the implementation of football3. In particular, while at first kids were hesitant, the girls in particular, gradually participated more actively and considered themselves more capable. The boys started including them more in the game, helping them and achieving great improvement in cooperation. But discrimination was not completely overcome, with teachers reporting that the shift was from gender to ability.

In general, however, there ***were positive results in terms of teamwork***. As one professional put it, *“there is no longer that one kid who takes the ball and holds it alone in order to score”*. Gradual ***progress has also been made in assimilating the rules***, as adolescents became familiar with how they are applied and begin to understand that victory is only possible by abiding to rules. Further, ***adolescents with delinquent and aggressive behavior***, participating to the football3 games ***have improved their vocabulary and behavior by showing responsibility and fair play***.

Suggestions included that the program (football3) would work better with ***a single and coherent implementation framework, with standard rules, that would last***. There was also discussion about whether the whole project job would be more effective if it was ***introduced in primary schools***, since this is where the foundations for a positive attitude towards cooperation regardless of gender are built.

3.2 Results on the basis of the focus group discussion with physical education professionals

As mentioned above, qualitative input was also gathered through the focus group discussion which was organized with PE teachers upon the completion of the pilot testing phase.

Ten (10) PE teachers participated to the focus group discussion (online session) from the schools situated within the four intervention areas (i.e. Athens, Thessaloniki, Evia and Igoumenitsa).

The purpose of the discussion to have an overall feedback from the “field”, was on the one hand for PE teachers to identify the benefits they gained for themselves (changes in their behavior in terms of stereotypes and in their educational approach) upon completion of the pilot testing phase, and on the other to report the behavioural changes they observed in the students who participated in the intervention phase.

The analysis will follow the thematic axes of discussion (see Annex) which were based on the indicators/concepts adopted for the purposes of impact assessment exercise.

For PE professionals

Skill development: Impact on non-discrimination and inclusion

As far as the changes identified for themselves, are concerned, PE teachers admitted that the program -through the teaching scenarios and football3 sessions- enhanced their skills and provided them with a substantial number of essential materials to draw upon in addressing critical issues in the school environment, such as gender relations. Additionally, the program introduced novel approaches to teaching football, thereby enriching their approach and bringing a fresh perspective to their goals and methodologies when it comes to physical education.

Challenges in implementation (technical difficulties/attitudes/stereotypes):

The implementation faced significant challenges. Firstly, **time constraints** posed a considerable barrier. With limited time allocated for physical education (PE) classes—usually only two hours per week—fitting all 3 periods of the game within these sessions was difficult. **Behavioral challenges** also emerged during implementation in certain schools with students exhibiting resistance to the structured nature of the program, which limited their spontaneity and impulsiveness. Moreover, integrating children with diverse behavioral characteristics, such as those who find it hard to adhere to rules in general, required additional effort from teachers. Perhaps the most pervasive difficulties were related to **stereotypes and discrimination**. Although the program aimed to break down gender and ability-based barriers, many students held preconceived notions about gender roles in sports. For instance, boys frequently demonstrated reluctance to include girls in the game, while girls expressed apprehension about participating with boys. These stereotypes are deeply ingrained and this initial resistance highlighted the difficulty of modifying long-standing attitudes and behaviors. Lastly, for some students, particularly those accustomed to traditional football as portrayed in the media and those who are aspiring to a career in professional football, adapting to the new methodologies of Football 3 also proved challenging.

Despite the challenges, football3 managed to achieve the desired results over the course of the year. Teachers who utilized the provided teaching scenarios were especially successful in their attempts of implementing Football3 as these scripts were proven highly effective and popular among students. The reasoning behind it was that they provided a comprehensive introduction to the rationale and the objective of football3 in a fun and innovative way, eliminating the need for further explanations and gaining time for the actual game. One particularly popular scenario involved the distribution of privileges, and it was played with a handkerchief as part of football with favorable treatment, which is one of the many modified versions of the game. The students expressed great enjoyment in playing it as a form of relaxation and even requested it to play it again. Overall, the scenarios were considered very well organized and effective in terms of achieving the desired objective, eliciting an enthusiastic response from the students.

Suggestions for program improvement in terms of training and communication with the PE teachers

The PE teachers deliberated on some further improvements that could be incorporated into the program. One proposal was the integration of the program into university curriculum, thereby disseminating its fundamental values to all academic

institutions. This action would enable future PE teachers to learn about football3 methodology and implement it in their way of teaching. A more sustainable idea proposed was to expand the methodology to encompass additional sports, as this methodology can be easily transmissible to sports other than football. Furthermore, the discussion touched upon the pressing need of restoring school championships through the football3 tournament which could further entice children and promote engagement.

Teachers' perspectives on incorporating football3 in physical education

In light of the aforementioned positive outcomes of the program, the majority of teachers expressed a willingness to continue this program by implementing it again in the fall and incorporating it into the annual curriculum, extending its scope beyond football. However, teachers underscored the importance for stability and consistent support to avoid the fragmentation that has previously undermined other promising programs.

For students/adolescents

Students' responses to the innovative approaches of DIALECT 3 in PE courses

Shifting the focus to the students' experiences it became apparent that their initial interaction with the new methodology evoked a range of sentiments. Some students were positive and welcomed the differences of this game, while others, predominantly girls, expressed reservations and fear about participating due to preexisting stereotypes. Beyond gender, the students' age and grade was a big factor determining the first responses/reactions. In particular, **first-grade children showed greater interest and commitment**, while **third graders expressed initially resistance**, particularly regarding girls' participation and adherence to the rules set by the team at the beginning. This was hypothesized to be a consequence of the length of time they have been exposed to stereotypes and a particular representation regarding football. **Second graders** also resisted initially but **demonstrated greater skills of adaptation over time**, as they gained an understanding of the program's objectives. Quantitative data also exhibit similar results.

Impact of DIALECT 3 activities on promoting equality, including diversity and combating discrimination among students: Examples of behavioral change

All teachers agreed that DIALECT 3 successfully met its objectives in promoting equality and diversity, offering multiple examples. One of the most profound changes was in **gender relations**. Initially, there was substantial resistance to mixed-gender activities, with male students rejecting girls' participation and female students feeling hesitant to join in due to fear of negative comments or rough play. However, as the program continued, these barriers began to break down. Male students **started to cooperate more** with girls, offering **support and encouragement** rather than exclusion. For example, male students who were the "good players" cooperated with girls really well, marking a significant change in behavior

and mindset. While most teachers did not have a diverse racial background in their schools and wherever there was there was not any pre-existing problems of that matter, **racial integration** of Roma children was noted with the program facilitating universal participation group without any problems occurring. The program encouraged students to move away from focusing solely on winning and being the best player, giving them opportunities to take on different roles. For example, students who functioned as mediators developed essential skills such as conflict resolution and impartiality. Additionally, all children learned to modify rules collaboratively, fostering a sense of ownership of one's actions and empowerment. This participatory approach not only improved their **understanding of fairness and inclusion**, but also equipped them with skills that transcended the PE classes. The final tournament was a prime example of the effectiveness of the program overall. By blending students from different schools and backgrounds into single teams, the program emphasized **teamwork and collaboration** over individual differences, further reinforcing the importance of **equality and inclusion**.

Advantages of the intervention for the students

The main advantage of the intervention is its emphasis on **promoting acceptance and empowerment** among all students, **irrespective of their abilities or gender**. This is what sets football3 apart. The program shifts the focus from winning to celebrating diversity and **fostering teamwork and sense of belonging**. Students actively participate in modifying rules and take on roles like mediators, thereby developing essential skills, such as conflict resolution, communication and responsibility. These skills and lessons are further reinforced through the program with the assistance of tournaments in which several schools collaborate and form mixed teams.

Student Reactions and Outcomes from the Program

Overall, there was a noticeable **increase in the level of engagement and interest**, as well as in the adherence to the established rules and norms. The **male students** were observed to be **more cooperative and supportive** towards their female counterparts, and the girls were observed to have a newfound **confidence in their abilities**, in contrast to their previous reluctance. Specifically, one teacher mentions the following:

*"I observed a remarkable shift in the girls' attitudes and behaviors. They exhibited a greater **willingness to engage** in play with the boys, despite the potential for negative comments and they displayed increased comfort and confidence in their interactions. In addition, my exemplary soccer athletes demonstrated remarkable cooperation with the girls, which was not anticipated. The athletes demonstrated cooperative and understanding behaviors due to their shared love of soccer."*

Another example from a teacher was the case of one student. She recounts the following: *"One case in particular proved problematic. The student was reluctant to participate in the program, stating that it did not align with his understanding of football. He would often withdraw from the activities and engage in solitary play with two other students. His perspective evolved as he gained a more comprehensive understanding of the program,*

leading to a significant shift in his attitude and behavior. During the tournament he even proceeded to engage in a discussion with a journalist, and upon listening to his perspective, I was astonished by the depth of his insights."

The most telling example for all the teachers involved, were the final tournaments. They provided an opportunity for the children to interact with one another on a sporting level, as well as to engage with students from other schools. This was a new experience for all involved but despite this, teachers mention that the students were characterized by a **spirit of friendly competition and a willingness to learn** about one another. There was no evidence of any antagonistic (competitive) behavior but rather the formation of **strong and supportive relationships** with one another, demonstrating a **high level of cohesion and collaboration, working effectively in groups** and displaying a familiarity and ease in their interactions. One teacher said:

*"What was particularly noteworthy about the Evia tournament was that the teams were not divided according to school, gender, age, or grade level within the same school. Instead, the children were placed on teams with children from other schools with whom they had no prior interaction. They even helped clean up after the game. This was a striking observation, as the children demonstrated **remarkable ability to coordinate and interact** with individuals from different schools and backgrounds, despite having minimal prior exposure."*

Conclusions

As mentioned already from the introductory chapter of the present Impact assessment Research report, **the objectives of the impact assessment research** have as follows:

- a) **Learning outcomes achievement related to project's activities;**
- b) **to assess the project's impact, on trained physical education professionals and adolescents involved with a focus on their behavioral change and the development of a sense of belonging in relation to tolerance and non-discrimination in the school environment.**
- c) **To assess impact data comparatively through an analysis of pre (for baseline data) and post data acquired, while ensuring gender mainstreaming.**

As impact assessment research has shown, all these objectives – also in accord to the general DIALECT3 scope - have been realized indicating that DIALECT3 has come to cover the untapped potential of physical education professionals as promoters of inclusive education, fighting structural racism and intolerance within lower secondary schools in Greece. Integrating an already tested as part of the REC funded project DIALECT(1) “community-building through football3” methodology in the physical education curriculum, under the lens of intersectionality it has indeed contributed to the search for “a more comprehensive and intersectional approach to prevent and fight against intolerance, racism, and discrimination”. It has also indicated that tackling racism as part of intersectional stereotypes in schools is in accord to supporting the inclusion of migrant, refugee, and Roma adolescents, boys, and girls promoting the formation of school communities of tolerance through the physical education curriculum.

In fact, the training seminar **for physical education professionals** showcased a diverse range of participants in terms of age, educational background, and experience. The majority of the participants was satisfied with the training and found it to be beneficial in various aspects such as scientific updates, educational topics, inclusive education issues, and overall preparation. The training seminar contributed to promoting equality, inclusion, and combating discrimination. The participants highlighted positive aspects of the seminar, including its focus on inclusivity, diverse objectives in schools, and rich material. However, some negative aspects were also mentioned, such as the duration of the seminar and a lack of audience participation. They expressed, however, their interest in working on the proposed methodologies as teachers at schools and believed that physical education courses could promote democratic values and combat discrimination.

The satisfaction levels among participants to the training courses were generally high. The training seminar contributed to improving skills in course design for teaching, game modification, and knowledge about sports and physical activities. Additionally, the majority of participants expressed confidence in their ability to apply the methodology taught in their classes. The feedback provided by the participants suggests that the training seminar was successful in achieving its goals. They also offered valuable suggestions for improvement, such as more information about the benefits of the program, extending the training to other sports and ages of adolescents involved and providing more participant opportunities. Overall, the training seminar was considered constructive, useful, as also focused on human values and the strengthening of human rights.

On the other hand, the training seminar was well received by **university physical education students**. Most participants expressed interest in becoming physical education teachers in schools, believing that physical education courses can promote democratic values and combat discrimination, and expressed high satisfaction with the training seminar and its various aspects, including scientific updates, educational topics, and inclusive education issues. Participants also stated that the training seminar contributed to the promotion of equality, the inclusion of diversity, and the combat against discrimination. Positive aspects of the training seminar included its focus on inclusivity, diverse objectives in schools, and rich material. Negative aspects included a lack of time or long duration of the seminar and a lack of audience participation. Participants expressed interest in working as physical education teachers believed these courses could promote democratic values and combat discrimination. The satisfaction levels among students regarding their participation in the training seminar run high with the vast majority expressing high satisfaction levels. The training seminar contributed to improving skills in course design for teaching, game modification, and knowledge about sports and physical activities. The overwhelming majority of participants unreservedly attested to applying the insights gleaned from the seminar.

Moving down to **the implementation phase of DIALECT3 activities and football3 methodology in schools**, impact assessment research results suggest that overall, the implementation of the DIALECT 3 activities and specifically the intervention in the 4 selected areas was mostly welcomed and appreciated by all 'actors', primarily PE teachers and students/adolescents from the 4 intervention areas implementing football 3 methodology and using the developed educational scenarios. More specifically:

For PE teachers

Overall, the program -through the teaching scenarios and the adoption of football3 methodology- enhanced PE professionals' skills and provided with a substantial number of essential materials to draw upon in addressing critical issues in the school environment, such as gender relations. Additionally, the program introduced novel approaches to teaching football, thereby enriching their approach and bringing a fresh perspective to their goals and methodologies when it comes to physical education. The above was also confirmed through the 2nd questionnaire according to which the overwhelming majority of teachers reported their satisfaction along with the fulfillment of their expectations upon the completion of the pilot phase interventions.

Although the program aimed to break down gender and ability-based barriers, many students held preconceived notions about gender roles in sports and demonstrated reluctance for example to include girls in the game. This finding was also confirmed in the quantitative research, according to which most of PE professionals reported that they had observed to some or little extent discriminatory behaviors among students towards other students due to their ethnicity, gender, sexual orientation or even disability either in their class or in the school life, before implementing the project's activities.

Despite the challenges faced initially, football3 managed to achieve the desired results over the course of the year. Teachers who utilized the provided teaching scenarios were especially successful in their attempts of implementing football3, as these scripts were proven highly effective and popular among students eliciting enthusiastic responses.

For students/adolescents

As far as students attending schools in the four (4) intervention areas (i.e. Athens, Evia, Igoumenitsa and Thessaloniki) are concerned, the impact assessment exercise showed that overall, looking at the adolescents' results, before and after the completion of the pilot phase, there were observed differences in specific statements, identified when investigating either the sample as a whole, or within genders, or within intervention areas. These emerged behavioral changes/shifts, suggest the positive impact of the project intervention on the students/adolescents as regards to the concepts adopted for the present analysis, i.e. tolerance, social inclusion, non-discrimination, sense of belonging, etc.

Data analysis showed that **behavioral changes** emerged with a focus on aspects of *resilience* and particularly the dimension of *control* to overcome adverse conditions, while it was observed a noticeable increase in the level of *engagement* and interest, as well as in the adherence to the established rules and values. Also, behavioral changes were observed in regards to stances towards fairness and respect to norms and *fair play*; the male students were observed to be more **cooperative and supportive** towards their female counterparts, and the girls were observed to have a newfound **confidence** in their abilities, in contrast to their previous reluctance. This finding proves to be very important since it is the fundamental 'ingredient' of football3 indicating that participating adolescents may have realized the purpose of the game, that is to develop a mutual understanding, to bond, to connect, to interact with others, rather than scoring to win the game.

As far as **social inclusion** is concerned, data showed an impact on aspects such as the *sense of belonging*, *self-efficacy* and *self-esteem* upon completion of the pilot testing phase. Through students' participation to football3 methodology and games, adolescents had the opportunity to practice their communication skills -as a basic prerequisite- which in turn had an impact on their *self-esteem* and *sense of belonging*. This finding is rather important, considering the age phase (adolescence) of the participants during which very significant changes take place -either physical or emotional- often leading to emotional mood changes, isolation, and even self-doubt. Moreover, the above findings were also confirmed by the PE professionals who in the quantitative research reported that through participation of students in mixed football teams, the sense of belonging especially for students of migrant origin was enhanced to a large extent.

Considering the concept of **tolerance**, referred to aspects such as *accepting the diversity* of others, *combating racism* and *discrimination*, *positive approach to ethnicity*, etc, data showed a particular trend; although the students' involvement in the methodology and football3 games may have not completely changed their belief, it did however reduce their resistance and increased their doubts on the issue about equality and non-discrimination (*I believe that girls and boys can play football equally well*), which is assessed positively as a contribution of the project's interventions.

The above findings are also supported by the quantitative data from teachers whose majority believe that project's activities contributed greatly to strengthening the skills of the students so as to **develop teamwork spirit** and to **promote cooperation** and respect among the students, whereas to a lesser extent strengthened their skills to promote **acceptance of diversity** among students.

Overall, project's activities, and particularly the participatory approach promoted by football3 methodology, not only improved student's **understanding of fairness and inclusion**, but also equipped them with skills that transcended the PE courses. The final

tournament was a prime example of the effectiveness of the program overall. By blending students from different schools and backgrounds into single teams, the program emphasized **teamwork and collaboration** over individual differences, further reinforcing the importance of **equality and inclusion**.

Summing up all data categories, results are more than optimistic considering the short duration of the intervention phase and the practical/technical difficulties of its implementation within the school curriculum. Apparently, the time spent for the implementation of the interventions proved to be insufficient as the majority of the participants declared in both mentoring sessions and the focus group discussions. The parameter of implementation “time” seems to have an effect to the moderate changes/shifts observed. Moreover, as highlighted by the participants (PE teachers) their efforts during the implementation phase had a rather high degree of difficulty, considering that removing stereotypes or modifying long-standing attitudes towards racism and discrimination is a multidimensional and time-consuming process especially when applied to people going through the turbulent phase of adolescence when everything is questioned.

ANNEX

The Research Tools (Greek and English versions)

Ερωτηματολόγιο Αξιολόγησης του Εκπαιδευτικού Σεμιναρίου στο πλαίσιο του DIALECT 3

Παρακαλώ σε κάθε ερώτηση κυκλώστε την απάντηση που σας εκφράζει.

A. ΣΤΟΙΧΕΙΑ ΕΡΩΤΩΜΕΝΟΥ/ΗΣ

- 1) Φύλο
 - Άνδρας / Γυναίκα / Άλλο
- 2) Ηλικία
 - 22-30
 - 31-40
 - 41 -50
 - 51+
- 3) Ανώτατο ολοκληρωμένο εκπαιδευτικό επίπεδο
 - Πτυχίο
 - Μεταπτυχιακό
 - Διδακτορικό
- 4) Έτη προϋπηρεσίας σε σχολικές μονάδες
 - Έως 5 έτη
 - 6- 10
 - 11 και πάνω

B. ΣΤΟΙΧΕΙΑ ΣΧΟΛΙΚΗΣ ΜΟΝΑΔΑΣ

- 5) Πόσους/-ες μαθητές/-τριες έχει το γυμνάσιο στο οποίο εργάζεστε;
 - Έως 150
 - 150 - 300
 - 300 - 500
- 6) Στο γυμνάσιο εργάζεστε ως:
 - Μόνιμος/η
 - Αποσπασμένος/η
 - Αναπληρωτής/τρια
 - Ωρομίσθιος/α
 - Άλλο _____
- 7) α. Το γυμνάσιο στο οποίο εργάζεστε είναι: (πολλαπλών απαντήσεων)
 - Γενικό

- Εσπερινό
- Διαπολιτισμικό
- Πρότυπο
- Πειραματικό

7) β. Το γυμνάσιο στο οποίο εργάζεστε διαθέτει:

- Δομές Υποδοχής για την Εκπαίδευση των Προσφυγοπαίδων (ΔΥΕΠ) - ΝΑΙ/ΟΧΙ
- Τάξεις υποδοχής – ΝΑΙ/ΟΧΙ

8. α). Σε ποιο δήμο ανήκει το σχολείο που εργάζεστε; _____

8β) Σε ποια περιφέρεια:

- Κεντρική Μακεδονία
- Στερεά Ελλάδα
- Αττική
- Ήπειρος

9. Στο σχολείο σας, οι τάξεις στις οποίες διδάσκετε απαρτίζονται από:

9.1. Παιδιά του γενικού πληθυσμού (Έλληνες)

Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Σε πολύ μικρό βαθμό/ Καθόλου

9.2. Παιδιά Προσφύγων

Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Σε πολύ μικρό βαθμό /Καθόλου

9.3. Παιδιά μεταναστών

Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Σε πολύ μικρό βαθμό /Καθόλου

9.4. Παιδιά Ρομά

Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Σε πολύ μικρό βαθμό/Καθόλου

Γ. ΑΞΙΟΛΟΓΗΣΗ ΣΕΜΙΝΑΡΙΟΥ

Ικανοποίηση

- 10 Πόσο **ικανοποιημένοι/νες** είστε από τη συμμετοχή σας στη συγκεκριμένη εκπαίδευση;
- Πάρα πολύ / Πολύ / Λίγο / Καθόλου
- 11 Πιο συγκεκριμένα, πόσο **ικανοποιημένος/η** είστε από:
- 11.1 Την επιστημονική ενημέρωσή σας
- Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
- 11.2 Την ενημέρωσή σας σε παιδαγωγικά θέματα
- Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
- 11.3 Την ενημέρωσή σας σε θέματα συμπεριληπτικής εκπαίδευσης
- Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
- 11.4 Την κατάρτιση των εκπαιδευτών/τριών και των εισηγητών/τριών γενικά;
- Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
- 11.5 Την οργάνωση του σεμιναρίου;
- Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
- 11.6 Την επάρκεια του υλικού και των εποπτικών μέσων;
- Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
- 11.7 Τη διάρκεια του επιμορφωτικού σεμιναρίου
- Πάρα πολύ / Πολύ / Λίγο/ Καθόλου

Περιεχόμενο

- 12 Σε ποιο βαθμό το περιεχόμενο της εκπαίδευσης είχε ενδιαφέρον για εσάς;
- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου
- 13 Σε ποιο βαθμό θεωρείτε ότι ικανοποιήθηκαν οι προσδοκίες σας από την εκπαίδευση;
- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

- 14 Σε ποιο βαθμό πιστεύετε ότι η εκπαίδευση που λάβατε συμβάλλει στην **προώθηση της ισότητας, στην συμπερίληψη της διαφορετικότητας και στην καταπολέμηση των διακρίσεων;**
- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

Δεξιότητες/γνώσεις

Έχοντας παρακολουθήσει την συγκεκριμένη εκπαίδευση:

- 15 Σε ποιο βαθμό συνέβαλε το σεμινάριο στη **βελτίωση των γνώσεών** σας;
- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

- 16 Σε ποιο βαθμό συνέβαλε στην **ενίσχυση των δεξιοτήτων** σας

16α. για την ανάπτυξη της ομαδικής εργασίας μεταξύ των μαθητών/τριών

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

16β. για την προώθηση της συνεργασίας και του σεβασμού μεταξύ των μαθητών/τριών

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

16γ. για την αποδοχή της διαφορετικότητας μεταξύ των μαθητών/τριών

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

16δ. για την ανάπτυξη μηχανισμών αυτορρύθμισης της συμπεριφοράς των μαθητών/τριών

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

- 17 Σε ποιο βαθμό ανταποκρίθηκε στις ανάγκες σας όσον αφορά τις δεξιότητές σας για **συμπεριληπτική εκπαίδευση;**

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

18 Σε ποιο βαθμό βελτιώθηκαν οι δεξιότητες σας σε σχέση με:

18.1 Τη στρατηγική σας όσον αφορά στην διαχείριση της τάξης

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

18.2 Την επικοινωνία με τους/τις μαθητές/τριες

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

18.3 Τη διαχείριση κρίσεων/ επίλυση συγκρούσεων/ανεπιθύμητων συμπεριφορών

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

18.4 Τον τρόπο οργάνωσης και διεξαγωγής του μαθήματος

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

18.5 Τον σχεδιασμό διδακτικού σεναρίου

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

18.6. Την τροποποίηση των παιχνιδιών

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

19 Σε ποιο βαθμό νιώθετε ότι είστε σε θέση να εφαρμόσετε τη διδαχθείσα μεθοδολογία στις τάξεις σας;

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

Ερωτήσεις συμπερασματικές

- 20 Παρακαλώ αναφέρατε ποια θεωρείτε ότι ήταν τα θετικά στοιχεία του σεμιναρίου (έως 3)

- 21 Παρακαλώ αναφέρατε ποια θεωρείτε ότι ήταν τα αρνητικά στοιχεία του σεμιναρίου (έως 3)

- 22 Παρακαλώ αναφέρατε ποια πιστεύετε ότι είναι τα οφέλη της μεθοδολογίας, η οποία προτείνεται μέσα από την εκπαίδευση

- 23 Παρακαλώ αναφέρατε τυχόν δυσκολίες στην υλοποίηση της μεθοδολογίας, η οποία προτείνεται μέσα από την εκπαίδευση

- 24 Παρακαλώ αναφέρατε τις προτάσεις σας για τη βελτίωση του εκπαιδευτικού σεμιναρίου (συμπεριλαμβανομένης της μεθοδολογίας του)

- 25 Συμπληρώστε οτιδήποτε άλλο θα θέλατε να σχολιάσετε αναφορικά με το εκπαιδευτικό σεμινάριο

Impact Assessment Questionnaire – PE Professionals

Evaluation Questionnaire of the Training Seminar in the framework of DIALECT 3

For each question, please circle the answer that applies to you.

A. DEMOGRAPHIC PROFILE

1. Gender
Male / Female / Other

2. Age
22-30
31-40
41 -50
51+

3. Higher education level
Bachelor's Degree
Master's Degree
Doctorate

4. Years of experience in education
Up to 5 years
6- 10
Over 11

B. SCHOOL UNIT INFORMATION

5. How many students are enrolled in the school you work at?
 - Up to 150
 - 150 - 300
 - 300 - 500

6. What is your teaching position:
 - Permanent position
 - Seconded
 - Deputy
 - Hourly employee
 - Other _____

7. a. The school where you work is: (multiple choice)
 - Generic

- Evening
- Intercultural
- Model
- Experimental

7) b. The school where you work has:

- Reception classes for the education of refugee children- YES/NO
- Reception classes for refugee children– YES/NO

8. a. In what municipality does your school belong to? _____

b In what region:

- Central Macedonia
- Central Greece
- Attica
- Epirus

9. In your school, the classes you teach are made up of:

9.1. Children of the general population (Greeks)

To a great extent/ To a big extent/ To a moderate extent/ To a small extent/
To a very small extent/ Not at all

9.2. Children of refugees

To a great extent/ To a big extent/ To a moderate extent/ To a small extent/
To a very small extent/ Not at all

9.3. Children of migrants

To a great extent/ To a big extent/ To a moderate extent/ To a small extent/
To a very small extent/ Not at all

9.4. Roma children

To a great extent/ To a big extent/ To a moderate extent/ To a small extent/
To a very small extent/ Not at all

C. SEMINAR EVALUATION

Satisfaction

10. How **satisfied** are you with your participation in this training?

- Very much / Much / A little / Not at all

11. More specifically, how **satisfied are you with:**

11.1 The scientific update

- Very much / Much / A little / Not at all

11.2 The update on educational topics

- Very much / Much / A little / Not at all

11.8 The update on inclusive education issues

- Very much / Much / A little / Not at all

11.9 The preparation of the trainers and presenters

- Very much / Much / A little / Not at all

11.10 The organization of the training

- Very much / Much / A little / Not at all

11.11 The deployment of monitoring equipment

- Very much / Much / A little / Not at all

11.12 The duration of the training seminar

- Very much / Much / A little / Not at all

Content

12. To what extent was the training content interesting to you?

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent/ Not at all

13. To what extent do you feel that your expectations were met by the training?

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent/ Not at all

14. To what extent do you believe that the received training contributed to **the promotion of equality, the inclusion of diversity and the fight against discrimination?**

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent/ Not at all

Skills/knowledge

Having attended this training:

15. To what extent did the seminar contribute to **improving your knowledge?**

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

16. To what extent did the seminar contribute to **improving your skills** in relation to:

16a. the development of teamwork among students

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

16b. the promotion of cooperation and respect among students μαθητών/τριών

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

16c. the acceptance of diversity among students

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

16d. the development of self-regulation mechanisms of students' behavior

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

17. To what extent did the training meet your needs in terms of your skills for **inclusive education**

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent/ Not at all

18. To what extent did the training contribute to the improvement of skills in relation to the following:

18.1 Classroom management strategy

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

18.2 Communication with students

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

18.3 Resolving conflicts / unwanted behaviors

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

18.4 The way of organizing and conducting the course

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

18.5 Designing a teaching scenario

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

18.6. Game modification

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

19. To what extent do you feel that you are able to apply the taught methodology in your classes

- To a great extent/ To a big extent/ To a moderate extent/ To a small extent/ To a very small extent / Not at all

Concluding questions

20. Please mention what you consider to be the **positive aspects of the training seminar** (up to 3)

21. Please mention what you consider to be the **negative aspects of the training seminar** (up to 3)

22. Please report what you think are the **benefits of the methodology** proposed through the training

23. Please report any **difficulties in implementing the methodology** proposed through the training

24. Please give **your suggestions** for the improvement of the training seminar (including its methodology)

25. Please fill in anything else you would like to comment on regarding the training course

Impact Assessment Questionnaire – University Students

Ερωτηματολόγιο Αξιολόγησης του Εκπαιδευτικού Σεμιναρίου στο πλαίσιο του DIALECT 3

Παρακαλώ σε κάθε ερώτηση, κυκλώστε την απάντηση που σας εκφράζει.

A. ΣΤΟΙΧΕΙΑ ΕΡΩΤΩΜΕΝΟΥ/ΗΣ

1. Φύλο
Άνδρας / Γυναίκα / Άλλο
2. Σε ποιο έτος της φοίτησής σας είστε;
1^ο – 2^ο – 3^ο – 4^ο – 5^ο+

B. ΑΝΤΙΛΗΨΕΙΣ ΕΡΩΤΩΜΕΝΟΥ/ΗΣ

3. Μετά την ολοκλήρωση των σπουδών σας, θα σας ενδιέφερε να εργαστείτε ως εκπαιδευτικός φυσικής αγωγής σε σχολεία; ΝΑΙ/ΟΧΙ
4. Συμφωνείτε με την αντίληψη ότι το μάθημα της Φυσικής Αγωγής στα σχολεία μπορεί να λειτουργήσει ως μέσο για την προαγωγή των δημοκρατικών αξιών, της ισότητας και της ελευθερίας, για την καταπολέμηση των διακρίσεων και την συμπερίληψη της διαφορετικότητας;
Πάρα πολύ / Πολύ / Λίγο / Καθόλου
5. Συμφωνείτε με την πρόταση: Ο εκπαιδευτικός φυσικής αγωγής είναι το πρόσωπο που θα προκαλέσει το ενδιαφέρον των μαθητών/τριών και θα δημιουργήσει το κατάλληλο περιβάλλον μάθησης, ώστε να καλλιεργηθούν καλές διαπροσωπικές σχέσεις μεταξύ των μαθητών;
Πάρα πολύ / Πολύ / Λίγο / Καθόλου

Γ. ΑΞΙΟΛΟΓΗΣΗ ΣΕΜΙΝΑΡΙΟΥ

Ικανοποίηση

6. Πόσο **ικανοποιημένοι/νες** είστε από τη συμμετοχή σας στη συγκεκριμένη εκπαίδευση;
 - Πάρα πολύ / Πολύ / Λίγο / Καθόλου
7. Πιο συγκεκριμένα, πόσο **ικανοποιημένος/η** είστε από:
 - 7.1 Την επιστημονική ενημέρωσή σας
 - Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
 - 7.2 Την ενημέρωσή σας σε παιδαγωγικά θέματα
 - Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
 - 7.3 Την ενημέρωσή σας σε θέματα συμπεριληπτικής εκπαίδευσης
 - Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
 - 7.4 Την κατάρτιση των εκπαιδευτών/τριών και των εισηγητών/τριών γενικά;
 - Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
 - 7.5 Την οργάνωση του σεμιναρίου;
 - Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
 - 7.6 Την επάρκεια του υλικού και των εποπτικών μέσων;
 - Πάρα πολύ / Πολύ / Λίγο/ Καθόλου
 - 7.7 Τη διάρκεια του επιμορφωτικού σεμιναρίου
 - Πάρα πολύ / Πολύ / Λίγο/ Καθόλου

Περιεχόμενο

- 8) Σε ποιο βαθμό το περιεχόμενο της εκπαίδευσης είχε ενδιαφέρον για εσάς;
 - Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου
- 9) Σε ποιο βαθμό θεωρείτε ότι ικανοποιήθηκαν οι προσδοκίες σας από την εκπαίδευση;
 - Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

- 10) Σε ποιο βαθμό πιστεύετε ότι η εκπαίδευση που λάβατε συμβάλλει στην **προώθηση της ισότητας, στην συμπερίληψη της διαφορετικότητας και στην καταπολέμηση των διακρίσεων**;
- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

Δεξιότητες/γνώσεις

Έχοντας παρακολουθήσει την συγκεκριμένη εκπαίδευση:

- 11) Σε ποιο βαθμό συνέβαλε το σεμινάριο στη **βελτίωση των γνώσεών** σας;
- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

- 12) Σε ποιο βαθμό συνέβαλε το σεμινάριο στη **βελτίωση των δεξιοτήτων** σας σε σχέση με:

12.1 Τον σχεδιασμό διδακτικού σεναρίου

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

12.2 Την τροποποίηση των παιχνιδιών

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

- 13) Σε ποιο βαθμό νιώθετε ότι είστε σε θέση να εφαρμόσετε τη διδαχθείσα μεθοδολογία σε μία τάξη;

- Σε πολύ μεγάλο βαθμό/ Σε μεγάλο βαθμό / Σε μέτριο βαθμό/ Σε μικρό βαθμό/ Καθόλου

Ερωτήσεις συμπερασματικές

- 14) Παρακαλώ αναφέρατε ποια θεωρείτε ότι ήταν τα **θετικά στοιχεία του σεμιναρίου** (έως 3)

- 15) Παρακαλώ αναφέρατε ποια θεωρείτε ότι ήταν **τα αρνητικά στοιχεία του σεμιναρίου** (έως 3)

- 16) Παρακαλώ αναφέρατε αν θα μπορούσατε να εφαρμόσετε τα όσα μάθατε στην πράξη

Impact Assessment Questionnaire – University Students

Evaluation Questionnaire of the Training Seminar in the framework of DIALECT 3

For each question, please circle the answer that applies to you.

A. DEMOGRAPHIC PROFILE

1) Gender

- Male / Female / Other

2) In which year of your studies are you?

- 1st – 2nd – 3rd – 4th – 5th +

B. PERCEPTIONS OF THE RESPONDENT

- 3) After completing your studies, would you be interested in working as a physical education teacher in schools?
 - YES/NO
- 4) Do you agree with the belief that the Physical Education course in schools can function as a means to promote democratic values, equality and freedom, to fight discrimination and to include diversity?
 - Very much / Much / A little / Not at all
- 5) You agree with the proposition: The physical education teacher is the person who will arouse students' interest and create an appropriate learning environment, so that good interpersonal relationships between the students can be cultivated?
 - Very much / Much / A little / Not at all

C. SEMINAR EVALUATION

Satisfaction

- 6) How **satisfied** are you with your participation in this training?
- Very much / Much / A little / Not at all

- 7) More specifically, how **satisfied are you with:**

7.1 The scientific update

- Very much / Much / A little / Not at all

7.2 The update on educational topics

- Very much / Much / A little / Not at all

7.8 The update on inclusive education issues

- Very much / Much / A little / Not at all

7.9 The preparation of the trainers and presenters

- Very much / Much / A little / Not at all

7.10 The organization of the training

- Very much / Much / A little / Not at all

7.11 The deployment of monitoring equipment

- Very much / Much / A little / Not at all

7.12 The duration of the training seminar

- Very much / Much / A little / Not at all

Content

- 8) To what extent was the training content interesting to you?
- To a great extent / To a big extent / To a moderate extent / To a little extent / Not at all
- 9) To what extent do you feel that your expectations were met by the training?
- To a great extent / To a big extent / To a moderate extent / To a little extent / Not at all
- 10) To what extent do you believe that the received training contributed to **the promotion of equality, the inclusion of diversity and the fight against discrimination?**

- To a great extent / To a big extent / To a moderate extent / To a little extent / Not at all

Skills/knowledge

Having attended this training:

- 11) To what extent did the seminar contribute to **improving your knowledge**?
 - To a great extent / To a big extent / To a moderate extent / To a little extent / Not at all
- 12) To what extent did the seminar contribute to **improving your skills** in relation to:
 - 12.1 Course Design for Teaching
 - To a great extent / To a big extent / To a moderate extent / To a little extent / Not at all
 - 12.2 Game Modification
 - To a great extent / To a big extent / To a moderate extent / To a little extent / Not at all
- 13) To what extent do you feel that you are able to apply the methodology taught in a classroom?
 - To a great extent / To a big extent / To a moderate extent / To a little extent / Not at all

Concluding questions

- 14) Please mention what you consider to be the **positive aspects of the training seminar** (up to 3)
- 15) Please mention what you consider to be the **negative aspects of the training seminar** (up to 3)
- 16) Please state whether you could implement what you learned in the seminar in practice

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΚΑΘΗΓΗΤΩΝ ΦΥΣΙΚΗΣ ΑΓΩΓΗΣ

ΠΡΙΝ ΤΙΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ ΤΟΥ DIALECT 3

Ημερομηνία Συμπλήρωσης: _____

Φύλο: Άνδρας / Γυναίκα / Άλλο

Περιοχή: Αθήνα / Εύβοια / Ηγουμενίτσα / Θεσσαλονίκη

Σχολείο: _____ Τάξη: _____ Τμήμα: _____

- 1) Σε τι βαθμό υπάρχουν παιδιά που αποφεύγουν να συμμετάσχουν στις ομαδικές δραστηριότητες στο πλαίσιο του μαθήματος και της σχολικής κοινότητας;

Σε πολύ μεγάλο βαθμό / Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό / Καθόλου

- 2) Μεταξύ των μαθητών/τριών είχατε παρατηρήσει, τόσο στο μάθημά σας, όσο και στην εν γένει σχολική ζωή, συμπεριφορές διακριτικής μεταχείρισης λόγω εθνότητας, φύλου, σεξουαλικού προσανατολισμού, αναπηρίας κλπ;

Σε πολύ μεγάλο βαθμό / Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό / Καθόλου

- 3) Πιστεύετε ότι το μάθημα της φυσικής αγωγής προσφέρεται για την ενίσχυση της ανεκτικότητας, τη συμπερίληψη της διαφορετικότητας και την καταπολέμηση των διακρίσεων στους/στις μαθητές/τριες;

Σε πολύ μεγάλο βαθμό / Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό / Καθόλου

- 4) Σε τι βαθμό έχετε χρησιμοποιήσει μέχρι τώρα στο μάθημά σας σενάρια για την ενίσχυση της ανεκτικότητας, τη συμπερίληψη της διαφορετικότητας και την καταπολέμηση των διακρίσεων στους/στις μαθητές/τριες;

Σε πολύ μεγάλο βαθμό / Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό / Καθόλου

- 5) Οι τυχόν παρεμβάσεις σας, σε τι βαθμό θεωρείται ότι λειτούργησαν ως προς την ενίσχυση της ανεκτικότητας, τη συμπερίληψη της διαφορετικότητας και την καταπολέμηση των διακρίσεων στους/στις μαθητές/τριες σας;

Σε πολύ μεγάλο βαθμό / Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό / Καθόλου

QUESTIONNAIRE FOR PHYSICAL EDUCATION TEACHERS

BEFORE DIALECT 3 ACTIVITIES

Date Completed: _____

Gender: Male / Female / Other

Region: Athens / Evia / Igoumenitsa / Thessaloniki

School: _____ Grade: _____ Class: _____

1) To what extent are there students who avoid participating in group activities within the classes and in the school community?

To a very large extent / To a large extent / To some extent / To little extent / To no extent

2) Have you observed among students, both in your class and in school life in general, behaviors of discrimination based on ethnicity, gender, sexual orientation, disability, etc.?

To a very large extent / To a large extent / To some extent / To little extent / To no extent

3) Do you think that physical education class offers the opportunity to promote tolerance, inclusion of diversity and anti-discrimination among students?

To a very large extent / To a large extent / To some extent / To little extent / To no extent

4) To what extent have you so far used scenarios in your course to promote tolerance, inclusion of diversity and anti-discrimination among students?

To a very large extent / To a large extent / To some extent / To little extent / To no extent

5) To what extent do you consider any of your interventions to have worked in terms of promoting tolerance, inclusion of diversity and combating discrimination among your students?

To a very large extent / To a large extent / To some extent / To little extent / To no extent

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΚΑΘΗΓΗΤΩΝ ΦΥΣΙΚΗΣ ΑΓΩΓΗΣ

ΜΕΤΑ ΤΙΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ ΤΟΥ DIALECT 3

Ημερομηνία Συμπλήρωσης: _____

Φύλο: Άνδρας / Γυναίκα / Άλλο

Περιοχή: Αθήνα / Εύβοια / Ηγουμενίτσα / Θεσσαλονίκη

Σχολείο: _____ Τάξη: _____ Τμήμα: _____

- 1) Συνολικά πόσο ικανοποιημένοι μείνατε από τις δραστηριότητες του DIALECT 3 στις οποίες συμμετείχατε;

Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό

- 2) Σε τι βαθμό εκπληρώθηκαν οι προσδοκίες που είχατε για τις δραστηριότητες/δράσεις του DIALECT 3;

Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό

- 3) Θεωρείτε ότι οι δραστηριότητες του DIALECT 3 συνέβαλαν στην προώθηση της ισότητας, στην συμπερίληψη της διαφορετικότητας και στην καταπολέμηση των διακρίσεων στους/στις μαθητές/τριες σας;

Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό

- 4) Σε ποιο βαθμό συνέβαλαν οι δράσεις/δραστηριότητες του DIALECT 3 στην **ενίσχυση των δεξιοτήτων** των μαθητών/μαθητριών

α. για την ανάπτυξη της ομαδικότητας μεταξύ τους

Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό

β. για την προώθηση της συνεργασίας και του σεβασμού μεταξύ των μαθητών/τριών

Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό

γ. για την αποδοχή της διαφορετικότητας μεταξύ των μαθητών/τριών

Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό

- 5) Μετά τις δραστηριότητες του DIALECT3 θεωρείτε ότι ενισχύθηκε η αίσθηση του ανήκειν για τους/τις μαθητές/τριές μεταναστευτικής καταγωγής, μέσω των μικτών ομάδων ποδοσφαίρου ;

Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό

- 6) Θεωρείτε ότι ενισχύθηκε η ισότητα των φύλων στους/στις μαθητές/τριες μέσα από την χρήση των διδακτικών σεναρίων και την ομάδα ποδοσφαίρου3;

Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό

- 7) Θεωρείτε ότι ενισχύθηκε η ανθεκτικότητα των μαθητών/τριων για την αντιμετώπιση ρατσιστικών σχολίων και συμπεριφορών;

Σε

μεγάλο βαθμό

/ Σε μέτριο βαθμό / Σε μικρό βαθμό

- 8) Θεωρείτε ότι ενισχύθηκαν οι κοινωνικές δεξιότητες των μαθητών/τριων σε άλλους τομείς της ζωής, όπως το να ακούγεται η φωνή τους και να αισθάνονται ότι σημειώνουν πρόοδο στο σχολείο και στη ζωή τους.

Σε μεγάλο βαθμό / Σε μέτριο βαθμό / Σε μικρό βαθμό

QUESTIONNAIRE FOR PHYSICAL EDUCATION TEACHERS

UPON COMPLETION OF DIALECT 3 ACTIVITIES

Date Completed: _____

Gender: Male / Female / Other

Region: Athens / Evia / Igoumenitsa / Thessaloniki

School: _____ Grade: _____ Class: _____

1) Overall, how satisfied were you with the DIALECT 3 activities you participated in?

To a large extent / To some extent / To little extent

2) To what extent were the expectations you had for the DIALECT 3 activities/actions fulfilled?

To a large extent / To some extent / To little extent

3) Do you consider that DIALECT 3 activities contributed to promoting equality, inclusion of diversity and combating discrimination among your students?

To a large extent / To some extent / To little extent

4) To what extent did the DIALECT 3 activities/actions contribute to **strengthening the skills** of the students?

a. to develop teamwork among students

To a large extent / To some extent / To little extent

b. to promote cooperation and respect among students

To a large extent / To some extent / To little extent

c. to promote acceptance of diversity among students

To a large extent / To some extent / To little extent

5) After the DIALECT3 activities, do you consider that the sense of belonging for students of immigrant origin was enhanced through the mixed football teams?

To a large extent / To some extent / To little extent

6) Do you feel that gender equality was reinforced for the students through the educational scenarios and the football3 team?

To a large extent / To some extent / To little extent

7) Do you feel that students' resilience to deal with racist comments and behaviors was enhanced?

To a large extent / To some extent / To little extent

8) Do you feel that students' social skills were enhanced in other areas of life, such as having their voices heard and feeling that they are making progress in school and in their lives?

To a large extent / To some extent / To little extent

Αυτο-αξιολόγηση Μαθητών (ΠΡΙΝ και ΜΕΤΑ)

Ημερομηνία Συμπλήρωσης: _____

Περιοχή: Αθήνα ☐ Εύβοια ☐ Ηγουμενίτσα ☐ Θεσσαλονίκη ☐

Φύλο: Αγόρι ☐ Κορίτσι ☐ Άλλο ☐

Σχολείο: _____ Τάξη: _____ Τμήμα: _____

		Ναι	Δεν είμαι σίγουρος/η/ο	Όχι
1	Μου είναι δύσκολο να επικοινωνήσω και να συνεργαστώ με τους συμμαθητές/τριες μου από άλλη εθνικότητα			
2	Νιώθω μοναξιά και απομόνωση στο σχολείο			
3	Νιώθω ότι απειλούμαι από συμμαθητές/τριές μου, που έχουν διαφορετική εθνικότητα ή κουλτούρα από τη δική μου			
4	Μπορώ να συνεργαστώ με τους/τις συμμαθητές/τριες μου ανεξαρτήτως φύλου			
5	Υπερασπίζομαι τους/τις συμμαθητές/τριες μου όταν τους/τις προσβάλλουν λόγω χρώματος, καταγωγής, φύλου, αναπηρίας, εμφάνισης, κλπ			
6	Δεν αντιδρώ άσχημα σε αγενή και προσβλητικά σχόλια			
7	Αισθάνομαι ότι δεν ταιριάζω/ανήκω στο σχολείο μου			
8	Στο σχολείο μπορώ να είμαι ο εαυτός μου			
9	Πιστεύω ότι κορίτσια και αγόρια μπορούν να παίξουν το ίδιο καλά ποδόσφαιρο			
10	Λειτουργώ ομαδικά και βοηθητικά προς όλους/όλες τους/τις συμμαθητές/τριες μου ανεξαρτήτως φύλου και εθνικότητας			
11	Πιστεύω ότι όλοι οι άνθρωποι πρέπει να αντιμετωπίζονται με σεβασμό			
12	Στο ποδόσφαιρο το πιο σημαντικό είναι να βάζεις όσα περισσότερα γκολ μπορείς			
13	Αισθάνομαι ότι στο σχολείο υπάρχουν παιδιά που με αδικούν και με αντιμετωπίζουν διαφορετικά			
14	Όλοι/όλες οι μαθητές/τριες όταν παίζουν στο ποδόσφαιρο έχουν ίσα δικαιώματα και υποχρεώσεις			
15	Αισθάνομαι ευχάριστα και άνετα στο σχολείο μου			
16	Δεν είμαι καλός/καλή στο να δουλεύω ομαδικά			
17	Κάνω παρέα με συμμαθητές/τριες διαφορετικής εθνικότητας από τη δική μου			
18	Γενικά νιώθω καλά με τον εαυτό μου			

Student's Self-Assessment Questionnaire (BEFORE and AFTER)

Date of completion: _____

Περιοχή: Athens ☐ Evia ☐ Igoumenitsa ☐ Thessaloniki ☐

Gender: Male ☐ Female ☐ Other ☐

School: _____ Grade: _____ Class: _____

		Yes	Not sure	No
1	It is difficult for me to communicate and cooperate with my classmates of a different nationality			
2	I feel lonely and isolated at school			
3	I feel threatened by classmates of a different ethnicity or culture from mine			
4	I can cooperate with my classmates regardless of their gender			
5	I stand up for my classmates when they are insulted because of their color, origin, gender, disability, appearance, etc.			
6	I do not react badly to rude and offensive comments			
7	I feel that I don't fit in/ belong at school			
8	At school I can be myself			
9	I believe that girls and boys can play football equally well			
10	I act as a team player and help all my classmates regardless of gender and ethnicity			
11	I believe that all people should be treated with respect			
12	In football the most important thing is to score as many goals as you can			
13	I feel that there are children at school who treat me unfairly or differently.			
14	When playing football, all students have equal rights and obligations.			
15	I feel comfortable and at ease in my school			
16	I am not good at working in a team			
17	I hang out with classmates of a different nationality than mine			
18	I generally feel good about myself			

IMPACT ASSESSEMENT - ΚΑΘΗΓΗΤΕΣ

ΑΞΟΝΕΣ ΟΜΑΔΙΚΑ ΕΣΤΙΑΣΜΕΝΗΣ ΣΥΖΗΤΗΣΗΣ (FOCUS GROUP)

I. Γνωριμία με τους συμμετέχοντες

II. Αποτελέσματα στους Καθηγητές

1. Σας βοήθησε το πρόγραμμα (μέσα από τα διδακτικά σενάρια+football 3 sessions) ώστε να ενισχύσετε τις δεξιότητές σας (σε σχέση με την καταπολέμηση των διακρίσεων και την προώθηση της συμπερίληψης);
2. Τι δυσκολίες αντιμετωπίσατε ως προς την εφαρμογή του (τεχνικές δυσκολίες π.χ. μικρή διάρκεια σχολικής ώρας, αλλά και ως προς τις συμπεριφορές/στερεότυπα);
3. Από τις δραστηριότητες του προγράμματος (σενάρια & football3), ποια ήταν εκείνη που θεωρείτε ότι λειτούργησε καλύτερα στις τάξεις σας; Γιατί;
4. Έχετε κάποιες συγκεκριμένες προτάσεις βελτίωσης του προγράμματος όσον αφορά την εκπαίδευση και επικοινωνία με εσάς (τους Καθηγητές Φυσικής Αγωγής);
5. Θα συμπεριλαμβάνατε το football 3 στις δραστηριότητες του μαθήματος;

III. Αποτελέσματα στους/στις Μαθητές/τριες

1. Πως αντιμετώπισαν οι μαθητές/μαθήτριες τις νέες προσεγγίσεις του DIALECT 3 στο μάθημα Φυσικής Αγωγής;
2. Θεωρείτε ότι οι δραστηριότητες του DIALECT 3 συνέβαλαν στην προώθηση της ισότητας, στην συμπερίληψη της διαφορετικότητας και στην καταπολέμηση των διακρίσεων στους/στις μαθητές/τριες σας; Έχετε κάποιο παράδειγμα αλλαγής συμπεριφοράς;
3. Ποιο θα χαρακτηρίζατε ως το βασικό πλεονέκτημα και το βασικό μειονέκτημα της παρέμβασης για τα παιδιά;
4. Θα θέλατε να μας αναφέρετε κάποια παραδείγματα;

IMPACT ASSESSEMENT - TEACHERS

FOCUS GROUP DISCUSSION THEMATIC AXES

I. Getting to know the participants

II. Physical Education professionals' impact

1. Did the project (through the teaching scenarios + football 3 sessions) help you to strengthen your skills (in relation to anti-discrimination and promoting inclusion)?
2. What difficulties did you face in terms of implementation (technical difficulties e.g. short duration of the school hour, but also in terms of attitudes/stereotypes)?
3. Of the programme activities (scenarios & football3), which was the one that you felt worked best in your courses? Why?
4. Do you have any specific suggestions for improving the programme in terms of training and communication for the PE teachers?
5. Would you include football 3 in your course activities?

III. Students' impact

- 1) How did the pupils respond to the new approaches of DIALECT 3 in PE lessons?
- 2) Do you think that DIALECT 3 activities contributed to promoting equality, including diversity and combating discrimination among your students? Do you have an example of behavioral change?
- 3) What would you describe as the main advantage and the main disadvantage of the intervention for the students/adolescents?
- 4) Would you like to give us some examples?