

Deliverable D4.3

“Impact assessment report”

Project Title:

DIALECT 2 “Combating youth radicalization: Building communities of tolerance combining football with media and digital literacy”

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The present report is compiled and written by Joanna Tsiganou and Katerina Vezyrgianni on behalf of the EKKE team.

The report has been based on interim reports and data provided by the Action Aid Hellas, (Interim Reports), the National Centre for Social Research - EKKE, (K. Vezyrgianni report on Non-participant Observation, J. Tsiganou, Impact Assessment Report on Methodology and Tools, K. Vezyrgianni, Impact Assessment Report on Important Stakeholders Views and on Adolescents Self-Assessment Research,) Action Aid Italy (Interim Reports), OttalomSportegesulet (Interim Reports), Football friends (Interim Reports).

The data were collected through the design and implementation of specific tools annexed to the present report. Research design and tools were originated by the EKKE team by help, consent and approval of all partners.

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The Impact Assessment Research TOOLS with guidelines and data processing templates for each case. Five tools with corresponding templates and excel forms are attached.

- *Trainers focus group (July 2023)*
- *Trainers focus group (March 2024)*
- *Pre-pilot Adolescents Questionnaire (July 2023)*
- *Post-pilot Adolescents Questionnaire (March 2024)*

Project's objectives and expected results

Introduction

As stated at the DIALECT2 Grant Agreement the WP4 includes the ***Deliverable – D4.3 Impact assessment report, due in month 23 of the project's timetable.*** The impact assessment report on the DIALECT2 action plan describes the methods employed for impact assessment, the number and type of participants engaged in the impact assessment research and the main findings regarding the effectiveness of the project's intervention in ***enhancing critical thinking of adolescents in terms of media consumption, as well as their resilience in intolerant and extremist values and beliefs.*** Based on the finding of this report, the DIALECT2 Policy recommendations (WP5) will be developed.

Impact assessment research objectives

EKKE is responsible for drafting and supervising the Impact Assessment Research as provided by the DIALECT2 enhanced Action plan. Following the completion of the activities of previous WPs of the project and under the methodological guidance of EKKE, an impact assessment research was implemented by the four partners of pilot countries (Italy, Hungary, Serbia and Greece) assess the impact of DIALECT2 objectives focusing on:

a) learning outcomes achievement related to media and digital literacy skills of mediators, trainers and adolescents involved in the pilot testing;

b) measuring behavioral change of adolescents in relation to tolerance and non-discrimination and their online interactions and media consumption, enhancing their resilience to extremist values.

The present impact assessment report is based on a comparative analysis of pre (for baseline data) and post pilot implementation phase data acquired. EKKE has designed the impact assessment plan and tools. AAH, AAIT, OLT, FF have collected evidence and data from target groups in their own country, and provided translations of the collected evidence 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

The present section refers to the methodology of conducting the impact assessment research including the respective research tools (**ANNEXED, ANNEX I & II**).

1. Methodology

Selecting populations

Target research and training population: adolescents

The impact assessment research involves ***the participation of adolescents 12-18 years old from Greece, Italy, Hungary and Serbia, focusing on the ones at risk of poverty and social exclusion, including members of local ethnic and cultural social groups (i.e., migrants, refugees, Roma etc.), who have participated to the training program and pilot phase of the DIALECT2 project.*** It is to be noted that the selection process engaged adolescents from the DIALECT football3 pool, namely vulnerable adolescents coming from socio-economically disadvantaged, and ethnic and cultural minority backgrounds. It is also to be noted that the DIALECT project's implementation involved adolescents (boys and girls alike) from target areas / communities specified according to the following selection criteria, common in all four countries: a) increased levels of poverty and social exclusion, b) presence of migrant and non-migrant populations, c) identified cases of hate speech focusing on xenophobia d) enhanced sports culture and e) presence of extremist groups. It is expected that each focus group will be comprised from 8-10 adolescents per country.

Target research and training population: DIALECT football3 mediators and trainers

The impact assessment research also involves the participation of DIALECT football3 mediators and trainers in all participating countries, including potential mediators from DIALECT's pool of adolescents, who have participated to the training courses and the pilot phase of the DIALECT2 project.

1.1. Research Questions – Concepts and Indices

Within the DIALECT2 scope, the impact assessment *research questions* involve the following main themes:

a) to evaluate and assess learning outcomes achievements related to media and digital literacy skills of mediators, trainers and adolescents participating to the project, b) to measure and assess behavioral change of adolescents in relation to tolerance and non-discrimination and their online interactions and media consumption, enhancing their resilience to extremist values.

These themes have been operationalized almost the same way with the needs assessment research of the present project on the basis of the following questions:

Population group: Adolescents

- To what extent adolescents involved in the project have possessed essential and necessary media and digital literacy skills, critical thinking and resilience to extremist values and attitudes.
- To what extent the above adolescents have acquired a sense of belonging to the community through their engagement in community-building football3 activities combined with an awareness of sports - and especially football as an area not only of practicing sports but also as an area of news consumption and understanding of media content.
- To what extent the above adolescents have obtained essential understanding and are able to critically evaluate the information promoted in media and/or through digital technologies towards young people.

Population Group: Football3 mediators and trainers

- To what extent football3 mediators and trainers participating to the project have possess the necessary skills to addressing media and digital literacy skills deficiency of adolescents in the context of football3 activities.
- To what extent the above population groups have been cognizant of their own stereotypical perceptions and prejudices.
- To what extent the above population group have been qualified enough through their respective trainings and participation to the project to help combating youth radicalization and increase resilience to extremist values and beliefs through sports and more particularly football / football3.
- To what extent the above population groups have acquired the necessary media and digital literacy skills to exchanging knowledge and sharing lessons learnt from the application of anti-radicalization practices in the context of football3 methodology.

Considering adolescents: Since DIALECT2 targets to developing capacities combating radicalization and extremism on and off the pitch as well as through on and off line communication and contacts, the definition adopted also in the impact assessment research refers **to media and**

digital literacy as the set of knowledge, skills, attitudes and values that enable adolescents to use and understand technology, to search, manage and critically evaluate information, communicate, collaborate, create and share content, build knowledge and solve problems safely and ethically, in a way that is appropriate for their age and the social environment. It also refers to confidently and autonomously play, learn, socialize, prepare for work and participate in civic action in digital environments. To operationalize the definition an amalgamation of –technical descriptive and more complicated **skill and competence indicators** have been identified as follows:¹

Media and digital literacy skills

Internet and media use

Frequency and devices of use

Scope of use (information, communication leisure, learning)

ICT Literacy and Information Literacy

Understanding (interpreting and relating parts of information in a text). Constructing meaning from a text which can range from understanding the meaning of individual words to comprehending the underlying theme of a lengthy argument or narrative.

Digital Safety and Resilience

Access and operate in digital environments safely and effectively, critically evaluate information, communicate safely, responsibly and effectively through digital technology, understanding Children and Human Rights, understanding associated risks to Personal Data, Privacy and Reputation, understanding or create digital content abiding to protecting Health and Well-being and promoting Digital Resilience.

Engaging with

Using media and digital environments purposively, i.e. directed towards applying information and ideas in a text to address an immediate task or goal or to reinforce or change beliefs. Creative literacy in building content. Expression. Engagement as correlated to proficiency.

Evaluating and reflect

Making judgments about texts. In the case of electronic texts, the issue of their credibility and authenticity is particularly important. Electronic texts can be accessed from a range of sources, the identity and credentials of which are not always clear.

Digital Participation and Agency

Interacting, Sharing and Collaborating, Civic Engagement, Participation in society, achieve one's goals, and develop one's knowledge and potential. Problem solving in situations where a person cannot immediately and routinely achieve his or her goals due to some kind of obstacle or challenge. Conflict resolution skills.

Digital Emotional Intelligence

¹ These are identical to indices used throughout the project. We have attempted a more or less balanced combination of UNICEF's proposed modular definition of children's digital literacy with OECD (2012), Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills, The Digital Citizenship Education Framework (CoE), The Digital Intelligence Framework (DQ INSTITUTE), the Digital Kids Asia-Pacific Competence Framework of UNESCO and The Digital Competence Framework for Citizens (DigComp) of the European Commission (as above) vis-a-vis football3 methodology and rational. All indicators target adolescents empowerment in combating extremist and intolerant values and attitudes in both environments: physical and digital, on and off the pitch.

Self-awareness, Self-regulation, Self-motivation, Interpersonal Skills, Empathy

All the above are intercepted by the following list of competences:

The domain of values

Valuing human dignity and human rights, cultural diversity, democracy, justice, fairness, equality and rules /law obedience

The domain of attitudes

Openness to cultural otherness and to other beliefs, world views and practices, Respect, Communicative and collaborative spirit, Conflict resolution Civic mindedness, Responsibility, Self-efficacy, Tolerance of difference and ambiguity.

To the above, one should add the DIALECT1 indices developed especially for adolescents since DIALECT2 capitalizes upon the knowledge built during the DIALECT1 project. Thus, considering DIALECT project's specific objectives the adolescents engagement and empowerment processes include the following:

- Empowering girls and women
- Facilitate the engagement of migrant and refugee adolescents
- Addressing competitiveness
- Addressing fair - play
- Help adolescents addressing own situation with a view of building individual defense mechanisms combating racism, discrimination, hatred, intolerance.
- Include youth in decision-making processes.
- Honor the youth voice.
- Facilitating equitable access to both: native and migrants, male and female youths alike, as promoted by football3 philosophy so far.
- Knowing, respecting and accepting the "other".
- Strengthening friendly relations among different populations and social cohesion at local level.

All the above help to building youth's 'defensible space' to claim rights and address intolerance. If connected to DIALECT2 specific objectives youth's 'defensible space' is expanded to include 'mediascapes' and 'digital scapes', in both: on and off the pitch. Thus, the impact assessment research tools of DIALECT 2 project have been designed to include behavioral change, also with respect to the following.

Forms of disrespect index:

- being treated with less courtesy or respect than other people;
- receiving poorer services compared with other people;
- people acting as if they think you are not smart;
- people acting as if they are afraid of you;
- people acting as if they think you are dishonest;
- people acting as if they think they are better than you are;
- being called names or insulted;
- being threatened or harassed;
- being followed while shopping.

Forms of discrimination index:

- people insult other people,
- make fun of them
- treat them unfairly because they belong to a certain racial/ethnic group, or who speak another language, or look different.
- people are hit or handled roughly;
- are insulted or called names;
- are treated rudely; treated unfairly;
- are threatened;
- are refused services in a store or restaurant
- are subjected to delays in services;
- are excluded or ignored at school, in games, at jobs in the neighborhood.

Forms of racist discrimination, hatred and intolerance index:

- ever having been unfairly fired, not hired, or denied promotion;
- ever having been unfairly stopped, searched, questioned, physically threatened, or abused by the police;
- ever having been unfairly discouraged by a teacher or advisor from continuing education;
- ever having been unfairly prevented from moving into a neighborhood because the landlord or a realtor refused to sell or rent you a house or apartment;
- ever having moved into a neighborhood where neighbors made life difficult for you or your family;
- ever having received poorer service, compared with others, from a plumber or car mechanic.

In addition, social inclusion/integration indicators have to be added as follows:

- Social relations
- Sense of belonging
- Equal participation in groups
- Engagement in decision – making process
- Equal access to goods and services

These indicators are to be operationalized through the following:

- Levels of satisfaction
- Feelings of inclusion
- Feelings of empowerment
- Feelings of respect
- Control in decisions
- Improvement of success and achievements (i.e. in school)
- Perceived injustice – value fairness
- Feelings of self-confidence /self-reliance

- Feelings of social trust
- Feelings of happiness
- Feelings of overcoming fear, apathy, anxiety, stress, distrust etc.

Further, behavioral change should incorporate data on adolescents

- Tasks they evade
- Tasks they prefer
- Ability to persist
- Sustain attention and commitment

Considering mediators and trainers: Given that trainers have been confirmed as the main barrier both in terms of lack of media digital capacity and of cultural resistance to adopt ICT solutions and approaches, the working definition adopted on the one hand ***attempts to operationalize trainers' skills and competences needs while, on the other, attempts to identify trainers' skills and competences needs especially in view of their unanticipated perceptions and beliefs on racism, discrimination and hate intolerance.*** We have used in this targeted population the same list of the above indicators designed for the adolescents target group with an ***emphasis*** on the following items:

- Willingness to include others, regardless of gender, ability, age or background.
- Increased communication, decision-making and conflict-mediation skills.
- Improved appreciation of gender equality on and off the pitch.
- Enhanced sense of fair play, responsibility and accountability.
- Increased desire to become a role model for others.
- Increased participation in the community.
- Self-reflection and critical knowledge of the self.
- Increased participation to *mediascapes* and digital worlds through the ability to search, find and navigate and use media and digital content and services.
- Critical thinking and recognizing different types of media content and evaluating content for truthfulness and reliability as well as understanding how the media industry works and how media messages are constructed in order to make informed choices about content selection and use with respect also to online security and safety risks.
- Creative skills of building and generating media and digital content.
- Interaction, engagement and participation in the economic, social and cultural aspects of society through the media, promoting democratic participation, fundamental rights and intercultural dialogue.

1.2. Tools design and implementation

The impact assessment research tools have been designed to operationalize all the above concept and indices in a way corresponding to the DIALECT2 project's objectives. Therefore, ***initially, four (4) distinct research tools*** have been designed (as annexed to the present report) corresponding to the use of different methods of primary research:

a) A focus group guide has been designed to be implemented to the group of **trainers (coaches and mediators)** in order to collect relevant data on their own views and training experiences through the media and digital literacy education and training of the project as well as their own assessment of the contribution of such a training to identify and combating racism, discrimination and hate intolerance, empowering themselves as well as adolescents to develop resilient stances and attitudes. The focus group (6-12 persons per country) took place upon completion of the training phase at Oslo in July 2023 and was comprised from those attending the media and literacy training process.

b) A focus group guide has been designed to be implemented to the group of **trainers (coaches and mediators)** in order to collect relevant data on their own assessment of the combination of trainings in “mediascapes” with football3 training and all trainings contribution to identify and combating racism, discrimination and hate intolerance, empowering adolescents to develop resilient stances and attitudes. The focus group (6-12 persons per country from those participating to the pilot phase) **took place upon completion of the training phase (March and April 2024).**

c) Two almost identical **questionnaires have been designed for self-completion by the adolescents** participating to the DIALECT2 project, implemented in a pre-pilot and post-pilot training time period in order to assess any behavioral changes occurring throughout their training. As mentioned before the project capitalizes upon the knowledge built during the DIALECT1 project. Thus, the questionnaire used in DIALECT1, was reformed; some items were omitted, while some new ones were added. Specifically, the new items concern the digital and media literacy skills, along with, forms of discrimination, hatred and intolerance, as well as resilience and critical thinking indices attained by their participation to the project². The questionnaire is comprised of statements that adolescents are asked to express their agreement or disagreement with each statement. The statements express perceptions of their self or state their attitude towards more general issues. Responses, depending on the wording of the questions, are rated on a 3-point scale ranging from 1 (*strongly disagree*) to 3 (*strongly agree*).

The questionnaires were addressed in **July 2023 (phase 1) and in March 2024 (phase 2)** correspondingly. All adolescents participating to the DIALECT2 project were eligible to fill in the self-administered questionnaires. However, it was crucial that the 2 questionnaires were to be completed by the same adolescents in phase 1 and phase 2. For this reason, a unique ID was created by each participant (adolescent) so that the answers of phase 1 could be matched with

² Jefferies, P. McGarrigle, L. & Ungar, M. (2018). The CYRM-R: A Rasch-validated revision of the Child and Youth Resilience Measure, *Journal of Evidence-Informed Social Work* 16(1):1-23, DOI: [10.1080/23761407.2018.1548403](https://doi.org/10.1080/23761407.2018.1548403). Hargittai, E. (2012). Succinct Survey Measures of Web-Use Skills, *Social Science Computer Review*, 30(1) Special Issue on E-Government Interoperability, p.3-129. Hargittai, E. (2012). Succinct Survey Measures of Web-Use Skills, *Social Science Computer Review*, 30(1) Special Issue on E-Government Interoperability, p.3-129. United Nations Office on Drugs and Crime, (2021). Preventing Violent Extremism through Sport: *Practical Guide*. Vienna, United Nations Office on Drugs and Crime. Radicalization Awareness Network (May 2020). *Integrating the online dimension into offline pedagogical practices*. Conclusion paper, RAN Youth & Education (Y&E).

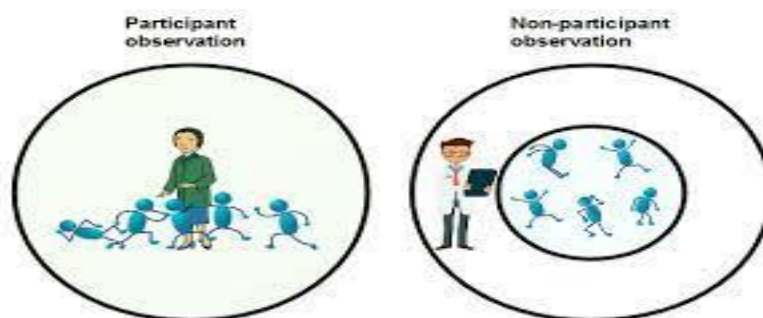
those of phase 2 (without being identified and according to the terms of anonymity) in order to assess any change of adolescents' behavior.

All impact assessment tools were designed to correspond to the concept and indices mentioned above. They were also designed to correspond to **the needs assessment research results** of the present project.

d) Due to the specific objectives of the DIALECT2 project involving to a large extent context and knowledge **use it was thought imperative to add** to the impact assessment tools a **non-participant observation** and make suitable use of its results.

It is well known to researchers that observations can capture additional perspectives, enabling a thorough understanding of aspects of context and the relationships between context and knowledge use. Thus, observation is a useful tool in implementation researchers' armory for use alongside quantitative measures like context surveys and other qualitative inquiry approaches such as interviews.³

³ Non-participant Observation involves observing participants without actively participating. This method is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed. In contrast to participant observation, researchers take a more distant role in non-participant approaches and do not interact with the research subjects. Non-participant observation can be overt or covert. Overt means that research subjects know that researchers are present, but they do not interact with each other. Covert non-participant observation refers to observing research subjects without them knowing that they are being observed at all. Covert non-participant observation minimizes the risk of people being affected by the presence of a researcher but raises potential ethical concerns. During non-participant observations, it is important to observe not only what people are doing (for example, by interpreting their body language and gestures), but also what people are not doing (perhaps ignoring instructions or refraining from asking for help or assistance). See Textbox in #TISDD, *Overt vs covert research* in ch. 5.1.3. Also observation might be **descriptive, focused** (suitable for the in-depth evaluation of the selected domains and **selective** when it is used to determine the differences between the domains. See indicatively: Creswell, J., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). New York, NY: Sage. Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage. Rycroft-Malone, J., Seers, K., Chandler, J., Hawkes, C. A., Crichton, N., Allen, C., ... Strunin, L. (2013). The role of evidence, context, and facilitation in an implementation trial: Implications for the development of the PARIHS framework. *Implementation Science*, 8, 28. <https://doi.org/10.1186/1748-5908-8-28>. Rycroft-Malone, J., Seers, K., Eldh, A. C., Cox, K., Crichton, N., Harvey, G., ... Wallin, L. (2018). A realist process evaluation within the Facilitating Implementation of Research Evidence (FIRE) cluster randomised controlled trial: An exemplar. *Implementation Science*, 13(1), 138. <https://doi.org/10.1186/s13012-018-0811-0>. Seers, K., Cox, K., Crichton, N. J., Edwards, R. T., Eldh, A. C., Estabrooks, C. A., ... Wallin, L. (2011). Facilitating Implementation of Research Evidence (FIRE): A study protocol. *Implementation Science*, 7, 25. <https://doi.org/10.1186/1748-5908-7-25>. Seers, K., Rycroft-Malone, J., Cox, K., Crichton, N., Edwards, R. T., Eldh, A. C., ... Wallin, L. (2018). Facilitating Implementation of Research Evidence (FIRE): A cluster randomised controlled trial to evaluate two models of facilitation informed by the Promoting Action in Research Implementation in Health Services (PARIHS) framework. *Implementation Science*, 13(1), 137. <https://doi.org/10.1186/s13012-018-0831-9>. Smit, B., & Onwuegbuzie, A. J. (2018). Observations in qualitative inquiry: When what you see is not what you see. *International Journal of Qualitative Methods*, 17(1), 1–3. <https://doi.org/10.1177/1609406918816766>. Spradley, J. P. (1980). *Participant observation*. Fort Worth, TX: Holt, Rinehart and Winston. Stetler,



For reasons of economy, the differences and pros vs cons of observational methods are presented diagrammatically as follows (Table 1, Table 2, Table 3):

Table 1:

	Participant Observation	Non-Participant Observation
Covert	<p>A researcher pretends to be a teaching assistant to observe the classroom behaviour of pupils.</p> <p>A researcher joins an illegal gang to observe the relationships that exist in the group.</p>	<p>A researcher pretends to be a normal bus passenger to observe pupil interactions on the way home from school.</p> <p>Observing the interactions of mothers and children using a hidden camera.</p>
Overt	<p>A researcher is introduced by the teacher, then works as a teaching assistant to observe the classroom behaviour of pupils.</p> <p>A writer joins a group of miners and works with them, after explaining he is planning on writing a book about them and their profession.</p>	<p>A researcher is introduced by the teacher, then sits at the back of a classroom and conducts his observation.</p> <p>‘Big Brother,’ and ‘Educating Essex.’</p>

C. B., Ritchie, J. A., Rycroft-Malone, J., Schultz, A. A., & Charns, M. P. (2009). Institutionalizing evidence-based practice: An organizational case study using a model of strategic change. *Implementation Science*, 4, 78. Armstrong, D., Baker, R., Cleary, K., Davies, H., Davies, S., ... Sibbald, B. (2009). An implementation research agenda. *Implementation Science*, 4, 18. <https://doi.org/10.1186/1748-5908-4-18>. Adler, P.A. and Adler, P. (1998) “Observational Techniques”, στο N. Denzin και Y. S. Lincoln (επιμ.), *Collecting and Interpreting Qualitative Materials*. London: Sage, σσ 79-110. Barbou, R. (2014) “Analyzing Focus Groups”, στο U. Flick (επιμ.), *The SAGE Handbook of Qualitative Data Analysis*. London: Sage, σς. 394-408.

Table 2:

<p>Pros</p> <ul style="list-style-type: none"> • Non-intrusive • The project/participants can be studied in situ, doesn't rely on second hand accounts • Good for observing behaviours (e.g. what individual or groups actually do) or processes/actions (e.g. is a project being implemented in the way intended) 	<p>Cons</p> <ul style="list-style-type: none"> • Susceptible to observer bias • act of observation may affect the behaviour of participants • Privileges the observations of researcher over those of participants • If you have more than one observer you need to check consistency between observations • Ethical considerations e.g. covert observation, gaining consent if you are visually/audio recording participant behaviour or plan to make individual and identified reference to a person's behaviour
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Table 3:

Participant Observation Type Chart.

Type of Participant Observation	Level of Involvement
Non-Participatory	No contact with population or field of study
Passive Participation	Researcher is only in the bystander role
Moderate Participation	Researcher maintains a balance between "insider" and "outsider" roles
Active Participation	Researcher becomes a member of the group by fully embracing skills and customs for the sake of complete comprehension
Complete Participation	Researcher is completely integrated in population of study beforehand (i.e. he or she is already a member of particular population studied).

Also observation might be **descriptive, focused** (suitable for the in-depth evaluation of the selected domains and **selective** when it is used to determine the differences between the domains.⁴

⁴ Indicatively, Creswell, J., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). New York, NY: Sage. Patton, M. Q. (2015). Qualitative research and evaluation methods (4th ed.). Thousand Oaks, CA: Sage. Rycroft-Malone, J., Seers, K., Chandler, J., Hawkes, C. A., Crichton, N., Allen, C., ... Strunin, L. (2013). The role of evidence, context, and facilitation in an implementation trial: Implications for the development of the PARIHS framework. Implementation Science, 8, 28. <https://doi.org/10.1186/1748-5908-8-28>. Rycroft-Malone, J., Seers, K., Eldh, A. C., Cox, K., Crichton, N., Harvey, G., ... Wallin, L. (2018). A realist process evaluation within the Facilitating Implementation of Research Evidence (FIRE) cluster randomised controlled trial: An exemplar. Implementation Science, 13(1), 138. <https://doi.org/10.1186/s13012-018-0811-0>. Seers, K., Cox, K., Crichton, N. J., Edwards, R. T., Eldh, A. C., Estabrooks, C. A., ... Wallin, L. (2011). Facilitating Implementation of Research Evidence (FIRE): A study protocol. Implementation Science, 7,

Thus, in the context of the DIALECT2 Impact Assessment Research the EKKE team has decided to conduct **a non-participant observation exercise in order to clarify further and better the impact of the DIALECT2 training process. To this end a step-by step guide was formed including the following items:**

- **Identify the type of observational research**
- **Specification of the research question**
- **Planning the observational exercise**
- **Conduct observation**
- **Follow-up, individual key learnings from the observation right afterwards.**
- **Method notes (coupling obvious qualitative research results, with body language, gestures, usage of space or artifacts, interactions, etc.).**
- **Results**

The type of observational research used at the DIALECT2 project had as follows: based to bibliography **a non-participant observation** was used to level out researcher biases in other methods and to reveal differences between what people say and what they actually do and what they don't actually say. Also **an overt type of non-participant observation** was selected since research subjects knew about the presence of the non-participant observer who nevertheless did not interact with research subjects per se. The expected relevant bias through the observer effect was nevertheless minimized due to the scope of the overall project and the content and tools of the process to be observed. Further, due to the specific objectives of the observation the **linking evidence to action process** ⁵ was considered crucial since:

25. <https://doi.org/10.1186/1748-5908-7-25>. Seers, K., Rycroft-Malone, J., Cox, K., Crichton, N., Edwards, R. T., Eldh, A. C., ... Wallin, L. (2018). Facilitating Implementation of Research Evidence (FIRE): A cluster randomised controlled trial to evaluate two models of facilitation informed by the Promoting Action in Research Implementation in Health Services (PARIHS) framework. *Implementation Science*, 13(1), 137. <https://doi.org/10.1186/s13012-018-0831-9>. Smit, B., & Onwuegbuzie, A. J. (2018). Observations in qualitative inquiry: When what you see is not what you see. *International Journal of Qualitative Methods*, 17(1), 1–3. <https://doi.org/10.1177/1609406918816766>. Spradley, J. P. (1980). *Participant observation*. Fort Worth, TX: Holt, Rinehart and Winston. Stetler, C. B., Ritchie, J. A., Rycroft-Malone, J., Schultz, A. A., & Charns, M. P. (2009). Institutionalizing evidence-based practice: An organizational case study using a model of strategic change. *Implementation Science*, 4, 78. Armstrong, D., Baker, R., Cleary, K., Davies, H., Davies, S., ... Sibbald, B. (2009). An implementation research agenda. *Implementation Science*, 4, 18. <https://doi.org/10.1186/1748-5908-4-18>.
⁵ Seers, K., Cox, K., Crichton, N. J., Edwards, R. T., Eldh, A. C., Estabrooks, C. A., ... Wallin, L. (2011). Facilitating Implementation of Research Evidence (FIRE): A study protocol. *Implementation Science*, 7, 25. <https://doi.org/10.1186/1748-5908-7-25>. Seers, K., Rycroft-Malone, J., Cox, K., Crichton, N., Edwards, R. T., Eldh, A. C., ... Wallin, L. (2018). Facilitating Implementation of Research Evidence (FIRE): A cluster randomised controlled trial to evaluate two models of facilitation informed by the Promoting Action in Research Implementation in Health Services (PARIHS) framework. *Implementation Science*, 13(1), 137. <https://doi.org/10.1186/s13012-018-0831-9>. Rycroft-Malone, J., Seers, K., Eldh, A. C., Cox, K., Crichton, N., Harvey, G., ... Wallin, L. (2018). A realist process evaluation within the Facilitating Implementation of Research Evidence (FIRE) cluster randomised controlled trial: An exemplar. *Implementation Science*, 13(1), 138. <https://doi.org/10.1186/s13012-018-0811-0>

- **Context is crucial for implementing evidence in practice, and observation provides a richer understanding of context that can help implementation efforts.**
- **Although observations are resource-extensive, efficiencies can be gained by being targeted and focused – observation guides can help with this.**
- **Observations can provide a unique perspective on features of context that are difficult to capture through methods such as interview and surveys because they enable researchers to study physical and social characteristics from a different perspective.**
- **Observations augment an understanding of the context, evidence use and knowledge-sharing triad.**

The observational method research question involved whether the objectives of the on-line training were accomplished, that is whether media and digital literacy capacities and skills of 28 football3 mediators and trainers from 4 EU countries on addressing media and digital literacy skills deficiency of adolescents in the context of football3 activities were developed and whether the training helped enhancing their critical thinking and resilience to extremist views and attitudes related to sports, driving positive changes at community level. Due to the context of the project, the observational exercise was planned across the lines of an **observation checklist often used to assess educational and training material, tools and methods.**⁶ (ANNEXED)

⁶ An observation checklist is a document that features a list or set of questions that assist an observer in focusing on specific aspects of what they are observing. This type of checklist is used in various settings, including classrooms, workplaces, and medical facilities. Observation checklists are usually prepared by the teacher, the authorized observer, or both. A checklist template can also be pre-existing and readily available for classroom observations. The questions on the checklist are used to guide the observer during the observation. They can be general or specific, depending on the purpose of the observation. For example, if the goal of the observation is to assess a teacher's classroom management skills, the questions on the checklist would focus on that specific area. There are *three main types of observation checklists*, each having specific purposes: **A) Teacher/Tutor Observation Checklist, B) Classroom Observation Checklist, C) Student/Trainees Observation Checklist.**



Impact Assessment Research Results



Key learnings from the observation, method notes and results

Profile of Participants: Group Observed – Socio-demographic characteristics

The observation took place in Oslo during the 3-day-face-to-face training workshop, titled ***“European face-to-face practical train of trainer workshop for football3 mediators and trainers, combining football3 within media and digital literacy activities”***, conducted from 28th June to 30th June 2023. The workshop focused on role playing exercises and peer learning workshops based on DIALECT2 training material, and on the use of digital content creation tools which would be useful for the design and implementation of youth-led digital projects on counter-narratives in the field of sports during the pilot testing phase.

All in all 32 persons were involved, among which 28 persons representing the four partner pilot countries (Football Friends - Serbia, ActionAid - Italy, Otallom - Hungary and ActionAid Hellas - Greece), 2 facilitators from the hosting partner (Norsensus), one representative from the Pan-Hellenic Male and Female Professional Football Players Association (PSAPP) as a free observant and finally one non-participant observant (EKKE) organizing and performing the non-participant observation task. On behalf of the coordinator participant ActionAid Hellas, there were eight participants: six adults (professional football coach, educator, youth worker, volunteer, staff/trainers) and two adolescents (students). Only six of them officially participated to the training. On behalf of the Football Friends (Serbian partner) there were participated six persons (3 males and 3 females). One of them was a minor (a female student) while the others were adults (3 females and 2 males); 2 of them are Psychologists, 1 physical education teacher (and trainer), 2 students at the university and 1 high school student. On behalf of Hungary (Oltalom Sport Association -OSA) there were 6 participants in Oslo, all of them adults and OSA staff (football coach, social worker/psychologist, project coordinators/trainers). Finally, on behalf of the partner ActionAid Italy, there were 3 adults, 2 girls (19 and 17 yrs old), 3 boys: 8 persons from ActionAid

Italy. Only six of them officially participated to the training. A consent form was created and distributed to each participant the first day of the 3-day-training which was informing about the objective of the non-participant observation and asking them to offer their consent by signing the info document.

Observation results:

A) The process

The training venue was hosted by **UngOrg (Children and youth organisations in Oslo)**.⁷ The idea of the organization to host the three-day training was excellent and in the spirit of the DIALECT2 project approach. However, more spacious environment with better air-conditioning facilities might be more suitable to host the project's activities. Despite these practicalities, the environment was welcoming, enthusiastic, and rather organized, reflecting the culture, the language, the ethnicity as well as the developmental stages of the trainees served.

Right from the beginning the working framework of the learning course was set, i.e. the rules participants and trainers should follow during the training and the procedures to make sure everyone respects the rules. These rules were written down on a flipchart paper and everyone 'signed the contract', which was placed on the wall, so as to be visible to the participants during the three-day training course. This 'contract' was used as a basic ice breaker in the wider group. Apparently, this procedure could serve as a pattern for the process of setting up the teams during the pilot phase and in particular for the commitment of each team participant from the beginning on the basis of specific conditions and rules that will apply until the end of the whole process (pilot phase).

The organization of the face to face workshop included mainly experiential sessions and this was made rather straightforward from the 1st day of the training. The training based on Kolb's experiential learning theory⁸ mostly focused on the training group dynamics in the sense that it was required from participants to trust and feel comfortable with each other while practicing their workshop skills and 'exposing' themselves to others. These skills prove to be

⁷ The UngOrg is an umbrella organisation consisting of over 50 children's and youth organisations, promoting the commitment and interests of the children's and youth organisations in Oslo, and assisting their members with courses and advice. As far as the organizations in Oslo, are concerned there is a special focus on the inclusion of minorities and strengthening minority organizations for youth.

⁸ Source: Thomas Howard Morris (2020) Experiential learning – a systematic review and revision of Kolb's model, *Interactive Learning Environments*, 28:8, 1064-1077, DOI: [10.1080/10494820.2019.1570279](https://doi.org/10.1080/10494820.2019.1570279) Experiential learning theory takes a fundamentally different view of the learning process in comparison to behavioral learning theory. It places life **experience** as a central and necessary part of the learning process, where "knowledge is created through the transformation of experience" (D. A. Kolb, Citation2015, p. 49; emphasis in original). The experiential learning process consists of, a four-stage cycle involving four adaptive learning modes (p. 66) ... [where] Learning arises from the resolution of creative tension among these four learning modes. This process is portrayed as an idealized learning cycle or spiral where the learner "touches all the bases" – experiencing (CE), reflecting (RO), thinking [CONCEPTUALIZING](AC), and acting [EXPERIMENTING](AE) – in a recursive process that is sensitive to the learning situation and what is being learned.

essential for them as they are required to organize their own workshop back home and to use innovative methods to influence group dynamics.

All trainees were engaged and actively participating during the 3-day-workshop to various tasks including short lectures, but mostly outdoor activities, group discussions, and hands-on training with a special focus on media content creation and inclusive language in media. From the beginning the atmosphere was enthusiastic and with high potential expectations. The trainer tried to gain their interest and keep them on their toes as from the beginning (1st day) he assigned them external tasks in the city center (treasure hunting in the city) where they were invited to use their knowledge and gave them an opportunity to practice by using their smart phone to produce digital content (e.g. video making) in groups in specific topics.

By using lots of playful exercises and discussions in-person, adolescents were trained, but mostly encouraged to have a look at things from a different perspective. Of course, there was quite a lot of concern about how easily the whole training could be combined with the football activities.

Overall, the approach adopted seemed to cultivate/enhance and intrigue the critical thinking of the trainees, combined with the digital media techniques which proved to be valuable in other future activities of the project. Indeed, these techniques were used by trainers (mediators and coaches) to teach adolescents during the pilot testing, who in turn adopted them to create material promoting the project activities to the public.

B) Observation research results

A) Focusing on the Teacher/Tutor/Trainer Observation Checklist is was observed that:

- *Teachers/tutors/trainers performance ensured that training practices met project's standards and were effective.*
- *Effective planning and preparedness of the instructors in the subject matter and the lesson planning was witnessed.*
- *Teaching techniques matched the subject matter.*
- *Instructors managed classroom dynamics and interacted with students.*
- *Trainers and trainees interaction was omnipresent demonstrating awareness of individual trainee learning needs*
- *Trainees were prompted to engaged and be active*

B) Focusing on the Classroom Observation Checklist results have as follows:

- *There was a positive and conducive learning environment in the classroom, welcoming and organized, generally neat and attractive, reflecting at the same time the culture, language, ethnicity and developmental stages of the trainees served.*
- *The environment was also neat and free of safety hazards and welcoming to learning and positive social interactions.*
- *Developmentally appropriate materials were attractively displayed and easily accessible to students/trainees*
- *Materials reviewed previous day's course content, lesson plans were present and utilized, the learning experience was appropriate to the student's level of learning.*

- *Materials were organized, accessible by trainees and destined to collaboration.*
- *Trainees were engaged in inquiry, by means of technology used.*
- *Groupings were flexible and the assessments common.*
- *Methods employed provided well-designed materials corresponding to project's scope and objectives and delivered tools/instructional aids such as technology advancing or involving digital and media use.*
- *There was a class discussion and attendees have been engaging actively and attempts were made towards non-lecture learning activities such as student-led activities or small group discussions.*

C) Focusing on the Trainees Observation Checklist results have as follows:

- *Trainees' observation assessing their performance and behavior in the classroom indicated active involvement and participation.*
- *Peer interaction behaviors indicated team spirit and cooperation*
- *Self-management behaviors indicated student's ability to control emotions and impulses.*

C) Concluding Remark

*All in all observation resulted in out marking some misgivings of the training process as related to the training content. Although content appeared knowledgeable enough, well organized, explaining concepts clearly, relating concepts to trainees' experience and selecting learning experiences appropriate to the level of learning, certain limitations and difficulties appeared relevant to **Digital and Media Literacy**, the recognition of **Fake news and Disinformation**, the creation of **alternative narratives/ Critical Thinking**, the recognition of **hate intolerance in 'mediascapes'** and the development of **Digital Resilience**. To these needs, project's next steps were destined to make an effort to ameliorate and attend to.*



Qualitative results from the pre-pilot- phase focus groups of trainers

A. Participants profile

In the *pre-pilot- phase focus groups of trainers'* discussions, a total of 24 participants took part in the 4 partner countries, comprising from 11 women and 13 men, with ages ranging from 15 to 56+. Regarding educational background, the participants either had completed high school (10) or attained higher education (14), with 2 individuals in transition. Most participants were engaged in the fields of education, social work, and sport-related occupations (the majority from Hungary were recruited from the Oltalom Sport Association's staff to ensure the secure implementation of the piloting phase aimed at capacity building among adolescents). Additionally, there were high school and college students with sports experience, while others showed interest in education and social work, particularly focusing on children and youth involved in sports. Notably, most participants were familiar with the Football3 methodology. Furthermore, it's worth mentioning that among the participants, three had a migrant background.

The general scope of the discussions held was to exhibit their own views and training experiences through the media and digital literacy education and training of the project as well as their own assessment of the contribution of such a training to identify and combat racism, discrimination and hate intolerance, empowering themselves as well as adolescents to develop resilient stances and attitudes.

Trainers distribution per pilot country and sex

Gender	Greece	Italy	Hungary	Serbia	Total
Female	2	3	2	4	11
Male	3	3	5	2	13
Total	5	6	7	6	24

B.1. Results concerning Information and Communication Technology (ITC) Literacy and Information Literacy (Digital and Media Literacy)

The majority of participants reported an increase in knowledge, skills and techniques in the area of digital and media literacy as well as reinforcement of the knowledge already acquired through practical experience. The in-person training sessions in particular were considered to be successful and provided an avenue to test empirically the theoretical frameworks learned. Regarding the perception of the participants' role, ambiguity and dissonance is witnessed. Although all participants acknowledged that the task of combating radicalization occurring on and off the pitch is imperative due to their daily exposure to various 'mediascapes' this issue is much more complex and situational as influenced by many parameters. Therefore is difficult to be addressed fully. Some participants have suggested more study and preparation in order to feel

more confident in their role, while others stressed the need for more practice and training as well as the need for more guidance throughout relevant tasks.

During this initial stage of program's trainings participants felt that the tasks performed did not include adequate opportunities to assess adolescents' media and digital literacy deficiencies within the project. Some felt that they could not easily cope with the means and ways training in digital and media literacy may be coupled with training in football3 methodology. However despite their relevant concerns, optimism was maintained especially from those with previous experience in the DIALECT project who were more acquainted with the football3 objectives and rational in combating discrimination and hate intolerance.

B.2. Results concerning Critical Thinking, Safety and Risks

The lack of confidence as related to trainings in the use of 'mediascapes' was balanced by the participants' comments on their preparedness through training on issues of handling security, safety and risk issues. Participants considered the training successful in fostering critical thinking and awareness of online risks. All of them have gained important knowledge on both definitions and the mechanisms through which the reliability of a source is attained with the in-person trainings providing them with examples, exercises and ample opportunities for discussions and interactions that helped them understand the relevant issues more thoroughly.

However, certain concerns were raised regarding the transmission of their gained knowledge to adolescents. Some of the participants have voiced critiques on the lack of suitable tools through their trainings to address these important topics. It is to be noted however that despite the above concerns all participants acknowledged the need for ongoing studying on their behalf in order to be able to address issues related to the development of critical thinking, safety and risk issues especially while navigations through the net. Finally, considering participants' personal usage of media and digital worlds especially in the field of sharing personal data all participants emphasized the importance of caution.

B.3. Engaging and Reflect

This topic of the focus group discussion offered participants a platform to introspect on their own biases and prejudices, fostering an awareness of the effect stereotypes have on both: our judgment of other people as well as our own expectations and behaviors.

Participants agreed on the imperative need to challenge discriminating stereotypes and prejudice. However, opinions diverged regarding the efficiency of the training in addressing specific challenges such as combating youth radicalization and increasing resilience to extremist values through football3. While most of them agreed on how experiential activities and literacy workshops would help them facilitate a more appealing approach to combat adolescents' relevant stereotypical perceptions, some expressed reservations about the adequacy of the tool kit in the context of football3.

Discrepancies also surfaced in discussions about hate speech and insulting comments, with some participants noting heightened awareness of the various forms of digital hate speech and it's often overlooked consequences, and others maintaining their pre-training stance on acknowledging and addressing such behaviors.

Finally, participants reported feeling more empowered to adopt a proactive stance against

hateful speech, indicating a tangible impact of the training. A shared success across all groups of participants from all pilot countries was the enhanced self-awareness leading to greater insights into their own areas of growth and development (empowerment to reflect).

B.4. Social Inclusion, Tolerance, and Resilience

The participants' responses revealed both convergence and divergence of relevant experiences and perceptions following the training.

Half of them reported no significant changes aligned with their experience or background which underlined “no need” for improvement. Others reported some degree of gained competence in skills, the development of their sense of responsibility while at the same time they recognized gains in awareness for a more compassionate and understanding approach to discriminatory behaviors. Some participants suggested that there was insufficient training related to these issues “on the pitch” and stressed the need for additional support to raising awareness in addressing and combating the complex process of inclusion, tolerance and resilience .

Overall, all participants mentioned increased desire to become a role model, acknowledging the responsibilities attached. They have also noticed the positive effects such a stance would have on themselves and more particular increased self-confidence, self-esteem and capacity building. They have also stressed the positive effects for their communities as they are committed to pass on their knowledge and gained abilities to both: younger and older generations.

B.5. Participation

The majority of participants found the training beneficial in enhancing their engagement to community. They also voiced a newfound openness to listening and interacting with younger members of society as well as becoming aware of the different preferred forms to enhance effective communication with them. However, some opposing views were marked and certain reservations were expressed about the sufficiency of the guidance provided in promoting increased community participation through online tools throughout the trainings. Some even stated that the training neither enhanced their prior engagement (especially adult participants working at the community) nor empowered them to do so (participating adolescents).

Considering the issue of engaging in society through the media (traditional and digital) promoting this way democratic participation, fundamental rights and intercultural dialogue, participants agreed on that the trainings have inspired them to explore new and creative strategies. Although participants acknowledge the need for familiarization with online tools and ways of digital participation and outreaching they considered them incapacitated to expand the project's objectives aiming for broader societal impact and increased awareness, which will act as influential multipliers leading ultimately to a more effective combating of hate speech, discrimination and intolerance in both “on and off the pitch”.

Participants agreed that the training sessions facilitated a journey towards greater openness to cultural diversity and beliefs as well as tolerance towards the diversified “other”. Participants acknowledged trainings as valuable and enriching encounters, especially at the Oslo in-person training. While some participants didn't perceive significant shifts in their worldviews and practices as well as their civic mindedness and responsibility - especially those with some

exceptional pre-existing proactive stance - a communicative and collaborative ethos prevailed throughout the training which effectively boosted participants' self-efficacy.

Overall, the training experience, coupled with interaction with diverse peers, significantly contributed to the development of various values and skills, emphasizing empathy, solidarity, respect, and openness towards mutual understanding. Participants advocated for similar inclusive approaches in mainstream education to nurture essential communication skills and civic-mindedness in adolescents.

B.6. Role Performance, Expectations and Challenges

A wide variety of values are deemed crucial for fostering positive social relations by the participants. These encompass flexibility skills to handle diverse situations along with respect, appreciation and empathy towards others. Additionally, accountability and treating adolescents as equals regarding the complex issues that will be discussed are essential, alongside promoting collaborative behavior and zero tolerance when it comes to hate speech.

Participants acknowledged a shared sense of insecurity in their forthcoming roles. Some expressed concerns about suitable means provided through the tool-kit as they failed to clearly envisage the transmittance of their incapacitated knowledge of “mediascapes” to the football3 environment. It was detected, however, a positive stance that ambiguity will be ameliorated through supportive team-work and guidance throughout the project.

The most mentioned challenge included efficacy in handling the unpredictability of adolescence and some common behavioral traits of the targeted youths such as irritability, increased impulsivity and rebellious behavior as well as the difficulty in handling youths resistance to new training and sustaining their engagement throughout the tasks ahead. Participants also reported the different exposure and varying degrees of adolescents digital literacy which - as they thought - requires a “delicate handling to level off”. They also found a challenging enterprise to alter pre-existent adolescents online behavioral traits. Some participants mentioned potential issues involving gendered aspects, inclusivity in activities and the acceptance of the (new) rules of a (new) game.

Expectations helped the expression of some practical issues such as the designing of a well-thought session within the offered time limits and the summarizing the essence of training in order to convey the right message.

However, all participants emerged confident and optimistic of the adolescent’s involvement and the positive effects of the next steps of the project, provided that all activities will occur without an added burden to the adolescents lives filled with school and extracurricular duties and mediators and coaches’ efforts to keep adolescents interest and involvement.

Lessons learnt

Focus groups discussions conducted in all four pilot countries (Italy, Greece, Hungary and Serbia) immediately after the Oslo training sessions and before entering the pilot phase of the project indicated in short the following:

The training had a positive impact on the fields of trainers’ media and digital literacy increasing their critical thinking and raising their awareness towards safety and risk issues. A

positive impact was also witnessed on the issues of engage and reflects communication, participation and role performance. Also, the trained football3 mediators and trainers participating to the training consider that it helped them to be more cognizant of their own stereotypical perceptions and prejudices.

However some reservations were expressed whether the training was adequate in terms of time spend and tools provided in order to effectively tackle issues considered “complex” such as social inclusion, hate intolerance, and resilience. Reservations were also earmarked about the connection of adolescents’ behavioral traits in both “off and on the pitch”. Although participants felt that they possess the necessary skills to addressing media and digital literacy skills they found it challenging to transmit their knowledge to adolescents in the context of football3 activities. They also felt ambiguous as to whether they have been qualified enough through their respective trainings and participation to the project to help combating youth radicalization and increase resilience to extremist values and beliefs through sports and more particularly football / football3.

Finally it is to be noted that participants’ views were not country specific but rather age and previous football3 experience specific as convergence and divergence of opinions were cutting across countries and when marked were either determined by participants age cohort of acquaintance with football3 methodology and rational. Those older and more experienced were most optimistic.



Qualitative results from the post-pilot- phase focus groups of trainers

A. Participants’ profile

Football3 coaches/mediators (in 4 pilot partner countries) have participated to the second set of focus group discussions assessing the combination of trainings in “mediascapes” with football3 training and all the trainings contribution to identify and combat racism, discrimination and hate intolerance, empowering adolescents to develop resilient stances and attitudes. Twenty one persons participated to the **post-pilot- phase focus groups of trainers** implemented by the 4 project partners (13 women and 8 men) with ages ranging from 15 to 56+. The participants displayed a broad range of educational backgrounds: social workers, project

managers, a PE teacher, a psychologist, educators working in NGOs, a football coach, university students and high school students. Almost all participants had prior experience with football3 methodology.

Gender	Greece	Italy	Hungary	Serbia	Total
Female	2	5	2	4	13
Male	1	2	4	1	8
Total	3	7	6	5	21

B. 1. Adolescents' behavioral change

B.1.1. Participants were asked to provide their remarks and examples (stories of incidents) on adolescents' behavioral change as the football3 games progressed with respect to the following: **Motivation** (e.g. Whether adolescents have developed more persistence to achieve goals, have become more opinionated, more keen to get involved in new friendships, neighborhood activities, better school achievements). **Self-esteem** (e.g. Whether there is a change in adolescents in terms of building confidence in general and self confidence in particular, feeling better with who they are). **Communication** (e.g. Whether adolescents have developed or improved skills of discussing issues, referring to what bothers them or makes them happy). **Team work** (e.g. Whether adolescents have developed or improve co- operative spirit, working with others to the achievement of a common goal e.t.c.). **Deviating behavior** with respect to football3 rules (e.g. Whether adolescents were easily complying with football3 rules, occasions of deviations, provision of specific examples or stories):

The focus groups participants provided detailed observations of the behavioral changes seen in adolescents during the football3 games. Within the **motivation** category, all groups reported a generally positive impact, although not consistently among all adolescents. Initially, enjoyment appeared to be the main driving force, with little focus on achieving goals. However, as awareness increased, there was a shift, with adolescents gaining a clearer understanding of their tasks. This, coupled with the development of stronger relationships among them, played a vital role in motivating their participation. By the end of the pilot phase participating adolescents exhibit enhanced determination and resilience, leading to a noticeable improvement in their ability to persistently pursue their goals.

Moreover, there was a growing inclination to engage in extracurricular pursuits beyond football3 which indicates a growing motivation to engage in more social interactions. In terms of becoming more opinionated there were mixed reports, with participants noticing that the issue was never the lack of opinions but rather the level of assertiveness that each adolescent had demonstrated. These observed differences were attributed to the typical stages of adolescence, where fluctuations in assertiveness reflect the ongoing process of self-discovery and identity formation. Variations were also apparent regarding the academic achievements of participant adolescents with some positive examples being examples of adolescents, setting the goal to follow university studies and being chosen in young leaders programs. As participants of the focus groups have mentioned the availability of educational resources, along with support from teachers and parents combined with each adolescent's motivation, significantly affect their academic outcomes and explain these variations. Overall, the need for continuous support and

tailored interventions was emphasized, given the intricate nature of adolescents' development and the multitude of factors influencing their behavior, in order to promote sustained growth and positive outcomes across various aspects of their lives.

In the **self-esteem** category the majority of adolescents showcased a gradual increase in confidence evident in the assertiveness when facing challenges. Examples were also voiced about the comfortable participation of girls as the games progressed and the improvement of their confidence in public speaking and the undertaking of roles as team representatives. However, self-esteem, especially in adolescents, is a very sensitive topic along with openness to express one's opinions which is influenced by factors such as trust within the group, comfort with discussion topics, and individual temperaments. Therefore, focus groups participants were not unanimous as some expressed reservations about the full accomplishment of the project's aims considering the incapacitation of self-esteem. Another issue raised was about the significance of recognition and validation within the team dynamic, particularly for less skilled players who may struggle with feelings of inadequacy. Conversely, strategies were mentioned wherein teams actively fostered a sense of value and inclusion among all members, irrespective of skill level. All in all, these observations underscore the importance of maintaining a supportive and inclusive group environment to foster both general and self-confidence among participating adolescents, facilitating their greater self-acceptance and engagement.

Considering **communication skills** focus groups participants reported an overall improvement, including adolescents' incapacitation in voicing themselves more articulately when it comes to their needs and concerns and adapting their communication style to different situations. In this case also, however, focus groups participants have noted that while most adolescents have made significant progress, others were rather shy as influenced by their individual personality and developmental stage. Challenges like dominant individuals monopolizing conversations were also evident highlighting the importance of creating a more inclusive environment. Despite these challenges, there has been a positive shift towards more effective communication and increased responsibility among adolescents in expressing their needs and addressing issues with the "third half" moment being the most helpful in this aspect. Moreover, there's a growing consistency in communication with trainers, indicating greater awareness and accountability.

In terms of **teamwork**, an increased sense of unity and team spirit as well as an increased openness to diversity among adolescents were evidenced. These in turn have underlined the positive effects of the DIALECT2 project with focus groups participants noting that despite varying roles, teamwork prevailed, with even less proactive members sharing common goals. An example was cited of an initially reserved adolescent with speech disability who gradually became more engaged in project discussions. While some adolescents needing additional support, overall progress in fostering a cooperative spirit was evident, highlighting the importance of ongoing encouragement and guidance to further develop teamwork skills.

Lastly, on the topic of **deviating behavior**, with respect to football3 rules, varying levels of adherence to rules among adolescents were expressed by mediators and trainers. Examples included disagreements over playing time distribution, competitive behaviors conflicting with fair play principles and unsporting conduct. These challenges underscored the difficulty of instilling core values, but also provided learning opportunities to reinforce fairness, respect, and teamwork, prompting trainers to contextualize certain football3 rules within discussions on social and educational inequalities for the adolescents to get a better grasp and understanding. Another issue was that pre-match agreement on rules sometimes faltered during games due to the

intensity of play, leading to common deviations like forgetting to celebrate goals commonly.

Despite the above challenges, however, participating adolescents gradually embraced rule-setting processes and even suggested enriching or adding new rules, reflecting their growing familiarity and acceptance of game regulations. Some members of the focus groups stressed the challenge in distinguishing between the effects of the football3 methodology and those of other influences encountered by adolescents during the study period. Some focus groups participants have suggested that adolescence need further and lengthy mentoring and guidance in other community settings beyond the football3 games as positive impact will manifest itself in the long run. They also pointed out potential negative effects of football3, particularly when individuals are exposed to numerous and intense football3 games. Such experiences could lead adolescents to increased impatience, disregard for fair play principles, and diminished motivation for problem-solving during post-match discussions.

B.1.2. Participants were requested to provide remarks and examples of adolescents' behavioral change with respect to: ***Building of capacities combating racism and hate intolerance*** (e.g. Whether adolescents have developed or improved skills to ask advice on these issues or incidents which are troubling them, to avoiding relevant conflicts or rows, to avoiding reacting when they are called names, be less intimidated, e.tc.). ***Development of the sense of belonging*** (e.g. Whether adolescents in fact are fond of the area they are living in, their neighborhood, they are feeling comfortable with their friends, they like living in the specific country). ***Socialization*** (e.g. Whether adolescents have developed new friendships, they participate in common neighborhood, athletic or school activities, including the football3 team e.tc.):

On the project's aim towards building the essential skills ***to combat racism and hate intolerance*** all participants shared a generally positive outcome of the training. While adolescents displayed limited problem-solving skills especially on incidents when the wrongdoer is from a power position, most of them showed a willingness to engage in dialogue and shared experiences during workshops and football sessions. All adolescents actively communicated with trainers, particularly regarding conflict avoidance. Some members of the focus groups mentioned, however, adolescents' difficulty in explicitly addressing episodes of racism within the peer-group and their preference to talk to educators on an individual level. A notable example highlighted how discussions challenged gender stereotypes, leading to a realization that skill in football is unrelated to gender but rather determined by effort and practice. These experiences suggest that younger ages are particularly receptive to challenging and modifying stereotypes, making the project's methodology effective in fostering understanding and combating intolerance. Another significant finding was that adolescents, who previously encountered hate comments have become desensitized when hate intolerance is targeting themselves yet, they are responsive when it is directed to their peers.

On the topic of ***belonging*** focus groups participants in Italy and Hungary (the only two pilot countries providing relevant information) have noted the importance of factors such as the diversity in backgrounds, the type of residence (with family or in foster care) and the living area (urban or suburban) as having the major effect. Kids staying with their families generally expressed contentment with their current living situations and the country that they are in, decisions about relocation not being in their power due to their underage status. On the contrary, adolescents in foster care, do not always feeling comfortable with their living arrangements. Instead they have all emphasized the importance of friendship and social bonding beyond the project's trainings and workshops. Similarly, adolescents from suburban areas exhibited strong

ties to their neighborhoods and local communities, as well as strong attachments with their cultural heritage and local traditions. They have also demonstrated satisfaction with their surroundings, fostering a sense of identity and community belonging. Other trainers mentioned that although changes were mostly seen in an individual level an increase in the connection with the neighborhood was achieved and it was evident in the positive approach that adolescent kept during an event with older audience.

The goal of **socialization** was successfully completed as focus groups participants in all pilot countries have reported that football3 is indeed a powerful tool, overcoming language barriers and facilitating the making of peer connections even for individuals that sometimes have trouble engaging in activities. As focus groups participants from Hungary have noted football3 training fostered an outreach from institutions like schools and NGOs, with two schools expressing interest in implementing the football3 methodology. All in all, even though the potential for adolescents acquaintance throughout the DIALECT2 project to lead to long lasting friendships remains uncertain, trainers observed adolescents openness to make new friendships, the evolvement from mere acquaintances to friends and the beginnings of strong bonds, particularly during the football3 sessions.

B.1.3. Participants are requested to provide remarks and examples of adolescents' individual merits advanced such as: *Satisfaction* (i.e. Whether adolescents seem content and/or joyful with football3 game, whether they feel content with themselves, they are energetic, they feel comfortable throughout the game and beyond it, e.tc.). ***Inclusive aspects – equal participation*** (i.e. Whether adolescents feel they have same rights and obligations as everyone throughout the game, they are threatened and treating others with respect, they are energetic and making comments and contributions e.tc.). ***Value of fair play*** (i.e. Whether adolescents honor fair play rules throughout the game and afterwards). ***Success in other sectors of life*** (i.e. Whether adolescents are empowered and make their voices heard, whether they feel they are making progress at school and their lives). ***Tasks or activities*** adolescents evade, prefer, develop ability to persist, sustain attention:

Focus groups participants in all pilot countries were confident that the adolescents participating in football3 gradually embraced its methodology, showing increased positivity and engagement over time despite initial hesitancy. They expressed contentment and joy during the games, finding them comfortable and energizing. To some, football3 matches are settings characterized by attentive listening, assistance, and guidance, which became significant to them as they were looking for a secure environment where they can freely express themselves and receive encouragement. With practice, they became more adept at providing feedback, though trainers noted the difficulties when it came to post-match discussions on their performance and the importance of maintaining meaningful dialogue rather than mere formality. Overall, adolescents appeared to **derive satisfaction** and joy from the football3 experience, benefiting from the opportunity to express themselves and engage in physical activity, which positively impacted their well-being.

Considering **inclusivity** and **equal participation** participating adolescents have embraced principles of fairness and respect, creating a cohesive and enjoyable atmosphere during football3 sessions. More specifically, there was a notable shift towards cooperative play, with previously individualistic players learning to share the ball and an increase in participation of shyer individuals by engaging in community events. Additionally, trainers observed a strong commitment to equity among participants recognizing each other's equal roles in the game's

success and also their different strengths. All adolescents, in the end, have actively engaged and contributed to discussions therefore enhancing the overall atmosphere with their insights. However, it was noted that creating inclusion is a time-consuming process with several adolescents facing challenges and needing more time to adapt (i.e. individuals that feel ashamed their competence to be judged by peers - especially girls since they considered them less skilled in football games)

Considering *fair play*, adolescents have gradually embraced the rules of the football3 game and have generally honored fair play throughout the games and beyond them. In instances where the rules were not adhered to, trainers had to provide reminders, with even some adolescents taking on this responsibility. These lapses were mostly attributed to the competitive spirit of some adolescents for whom the football pitch offered a chance for success not easily accomplished in other fields of their lives, which sometimes overshadowed the importance of football3 rules. However, the constant commitment of football3 rational to fair play helped to underscore pre-existing competitive values of sportsmanship. Thus through the cultivation of mutual respect within the football3 framework and with continued emphasis on its principles the participating adolescents were ultimately persuaded that the DIALECT2 project can indeed cultivate a culture of fair play further and improve integrity among adolescents, both on and off the pitch.

While a comprehensive assessment of the *adolescents' success in other sectors of life* would require further and longer observation in various sectors of life, as noted by focus groups participants adolescents at the DIALECT2 project's pilot implementations in all four countries already displayed leadership potential within their peer groups and classroom. Through the various project's tasks and discussions they seem to be more empowered to voice their opinions. In some instances, adolescents showcased slow but noticeable change in relational dynamics that was observed by educators. However, perceptions of personal progress and academic achievement varied among participating adolescents as this can be influenced by factors like individual backgrounds and support systems. As participants in the focus groups suggested further research is imperative coupled with monitoring for longer periods of time or follow-up discussions that could result to a more thorough understanding of adolescents' views on their development and future prospects.

Lastly, an overall trend among adolescents considering their preference on *specific tasks* was marked regarding the engagement in challenging and pleasurable activities that provided them with instant gratification. Adolescents particularly enjoyed activities involving movement, such as the game aspect of football3, as well as content creation in digital learning workshops with stop-motion and short movie - making being amongst their favorites. However, as focus groups participants have mentioned it was hard to sustain adolescents focus on topics that were not deemed in the scope of their personal interests or those considered difficult or embarrassing. For example, as it was mentioned by focus groups participants, kids were less enthusiastic and even reluctant to get involved in tasks requiring intimate sharing of thoughts and feelings. Thus, focus groups participants suggested that fostering kids capacity to persist in tasks and sustain attention for extended periods is essential. Yet, these frequently require extra encouragement and assistance from mediators and trainers. The DIALECT2 project however provides many opportunities for kids to confront new situations and acquire new skills.

B.2. Resilience towards intolerant behaviors in both: on and off the pitch

B.2.1. Participants are requested to provide remarks and examples of adolescents' individual skills advanced such as: *Internet and media use* (frequency and scope of use). *ICT Literacy and Information Literacy* (understanding of content). *Critically evaluate* information and making judgements about texts. *Communicate safely* and not being exposed to risks to Personal Data, Privacy and Reputation:

Focus groups participants demonstrated plenty of information on the adolescents; media usage patterns revealing a preference for social media platforms, through which kids achieve entertainment and communication, for news consumption focused on sports (especially football) and a limited engagement in searching for educational content or reading news about their countries and their on-going events. However, some evidence suggests that adolescents extended their usage to include educational activities like research and online courses, indicating an enhancement in digital skills and a greater awareness of responsible technology utilization. Trainers aimed to foster critical thinking and information literacy, although the effectiveness of these efforts remains to be seen over time, considering the limited duration of the program. In addition, two important aspects were raised by trainers: the existence of a diverse range of computer literacy levels among adolescents and the pivotal role that family and school play in promoting and cultivating critical thinking with both underlying the significance of support and training and the ongoing process to achieve it.

It is to be noted that the focus groups participants have been actively participated in workshops that encouraged critical evaluation of information and provided practical tools for secure navigation in the digital landscape. It was thought by participants that such an experience has exhibited significant results with one group mentioning a remarkable growth in own awareness and ability to make judgements. While adolescents theoretically understood the risks of digital sharing, interactive methods such as simulations and role-play were highly valued for allowing them to experience the consequences of careless online behavior firsthand. Analyzing real-life cases of data compromise and reputation damage as well as the discussions conducted on these topics multiplied awareness on the importance of responsible online conduct. Participants also felt that they, themselves, have been incapacitated to be more aware of the risks associated with online hate speech and the construction of negative narratives around it. Yet, they have also mentioned that there is still a need for more skills and tools to effectively manage these challenges. Overall, focus groups participants consider that the DIAECT2 project was effective in aiming to empower adolescents to navigate the digital world responsibly, emphasizing critical evaluation of information, safe communication practices, and awareness of privacy risks. Even in cases where language barriers (Greece) had been encountered which limited the exploration of relevant topics fully, the challenge was met by introducing techniques for combating fake news and researching the credibility or sources, which was positively received as attractive by adolescents.

B.2.2 Participants are requested to provide remarks and examples of adolescents' individual skills advanced building resilience, and combating hate speech and intolerance such as: risks taken to overcome the challenges/barriers. Diverse identities and set skills 'worked' during the team building process, as well as during the games. Conflicts or deviant behaviors. Rules of confrontation:

All focus groups participants highlighted the successful cooperation with limited conflicts and a commitment to resolution and acceptance among adolescents. The DIALECT2 project encouraged risk-taking in addressing hate speech and promoting resilience through concrete

examples and discussions. These included ways for the adolescents to identify and critically analyze various forms of hate speech, equipping them with constructive responses to avoid resorting to nationalistic rhetoric as a defense mechanism and fostering discussions that offered the adolescents opportunities to engage with contrasting opinions and to defend their values. Despite initial challenges posed by language diversities, which initially led to frustration and misunderstandings, the adolescents gradually developed effective communication skills and navigated diverse discourse with increasing proficiency. Their willingness to adapt fostered mutual understanding and facilitated the exploration of cultural, ethnic, and other diversities as assets, enriching group dynamics and promoting inclusivity and mutual respect in teams.

However, there were differences in the approach and the timing of relevant tasks adopted by each pilot country in dealing effectively with the diversity issue mainly due to the specific characteristics of participating adolescents in each case. Some interactions unfolded naturally within the adolescents' groups, while others required more time for kids to acquaint themselves, to overcome their initial reservations and build trust before feeling comfortable expressing themselves authentically. Instances of conflict, whether stemming from personal traits, situational factors within the game, or initial language barriers were resolved through mediation but there were also cases where conflict stemmed from different opinions or even intolerance or discrimination. This last trait was vital to be effectively dealt with and be addressed with sensitivity in order to foster an open dialogue and provide a safe environment for peaceful conflict resolutions. Finally, clear rules and regulations once established in collaboration with the adolescents proved to be extremely helpful in conflict resolution. Adherence to the rules was also successfully achieved. Nonetheless the rules were either regularly repeated or frequently mentioned in cases mediators thought that the adolescents needed reminding. Overall, focus groups participants thought that the program successfully promoted resilience, teamwork, and respectful discourse among adolescents, laying the foundation for a safe and supportive environment.

B.3. Recommendations and suggestions

B.3.1. Pparticipants' proposals and suggestions:

Focus groups participants thought the integration of media & digital literacy training with football activities to be a promising idea yet a highly challenging one, noting the difficulties of effectively combining the two areas. Trainers found it difficult to communicate theoretical concepts to adolescents with diverse language backgrounds and suggested a shift towards more experiential and practical activities. They proposed a gradual approach to teaching digital literacy concepts, starting with simpler topics before progressing to more complex ones.

Despite these challenges, certain digital learning activities, such as stop-motion and short movie-making, were well-received by the participating adolescents. Some other suggestions included expanding digital literacy workshops and boosting the mediator's role by advocating for a peer tutoring approach while minimizing traditional frontal lectures. Additionally, organizational changes were proposed to provide personalized support for each adolescent participant, addressing disparities in the digital abilities of adolescents. Another suggestion included the formation of smaller trainee groups which could enhance training effectiveness and participants empowerment.

Finally, the need for expanding further the project's duration was also proposed in addition with the need for more diversity among participating adolescents (more girls and kids from various backgrounds). Overall, mediators and trainers voiced support for the program's continuation, highlighting the positive experiences and benefits gained by all.

B.3.2 If participants had the opportunity to talk about their experience to the public, what would they tell them (what kind of arguments would they use to convince them about the significance of the project (e.g to be formally adopted to school curricula):

All focus groups participants recognized the unquestionable merits of the DIALECT2 project and provided a wealth of arguments in its favor. More specifically, mediators and trainers highlighted the life skills cultivated among participating adolescents, such as improved social skills including teamwork, leadership, and communication, as well as enhanced self-esteem and overall well-being, both physically and mentally. Consequently, improvements in school performance were observed, with adolescents applying learned concepts across diverse settings.

Regarding the integration of such programs into official school curricula, unanimous support was expressed, with various compelling arguments offered. Firstly, participants stressed the importance of early education on safe and responsible technology use, expressing concerns about children lacking proper preparation when safe devices. These could be reduced by incorporating programs like the DIALECT2 project into early school stages. Additionally, participants emphasized the potential of integrating non-formal learning programs, like media and digital literacy through football3 methodology, as a viable alternative for students who may struggle in traditional educational settings. Participants sounded confident that sports, particularly football, have a pivotal role to play not only by providing a safe space towards a resilient community building but also as a powerful motivator to enhance adolescents' civic engagement. Lastly, the project's contribution to promoting understanding and acceptance of diversity, teaching conflict resolution, and potentially fostering a harmonious school environment was highlighted.

Across all pilot countries, a common theme emerged among focus groups participants: the belief that programs like the DIALECT2 project equip students with essential tools to tackle future challenges. So the need to advocate for such projects inclusion in formal education curricula in order for future generations to benefit from them it was considered as imperative.



Impact Assessment Research Results on adolescents' behavioral change

The present part of the report presents the main findings regarding the effectiveness of the project's intervention in building youth's 'defensible space' to claim rights and address intolerance, in enhancing their critical thinking in terms of use of 'mediascapes', as well as their resilience in intolerant and extremist values and beliefs in both: on and off the pitch. As already mentioned, the impact assessment research involved adolescents aged 12-18 years of age residing in the four pilot countries (Greece, Italy, Hungary and Serbia), focusing on those at risk of poverty and social exclusion, including members of local ethnic and cultural social groups (i.e., migrants, refugees, Roma etc.), who have participated to the pilot testing of methodology in football3 field and in-classroom in 4 EU countries.

The impact assessment research in adolescents was based on a comparative analysis of data acquired before starting the pilot phase and upon its completion. The same methodology, tools and instructions of the impact assessment research were followed by all partners in all four

participating countries. For this purpose adolescents were invited to complete two almost identical self-assessment questionnaires (as ANNEXED) administered to the same adolescents' population in both the above phases. The questionnaire was designed to assess the **four core indices categories** of the project, that is, **media and digital literacy skills, forms of disrespect, discrimination, hatred and intolerance, social inclusion/integration** (social relations, sense of belonging, equal participation in groups, engagement in decision – making process, e.tc.) and **critical thinking and resilience** through a number of variables corresponding to specific questionnaire items. Data analyses followed the distribution of impact assessment indices along the above four broad categories.⁹

Sample's demographic characteristics

All participating adolescents were eligible to fill in the self-administered questionnaires in both: the pre and post pilot phase. Although 130 adolescents (N) from all four pilot countries had answered the pre pilot phase questionnaire, our analyses are based to results provided from 118 adolescents (N) who had completed the pre and the post pilot phase questionnaires. Following, the analysis will focus on trends that are present either in the sample as a whole or on specific items that seem to exhibit a variation across countries. For illustrative purposes it was decided to employ percentage frequency distributions, as well the change rate (%) marked between the prior and the post pilot testing phase.

Diagrams 1 & 2 present the distribution of all adolescents by age and country of origin participating to the pre and post-pilot testing residing to the 4 partner countries (Italy, Hungary, Serbia and Greece). The proportion of adolescents with a migrant background who participated in either the pre or post-pilot testing phase corresponds to 22% and 20% respectively of the whole sample.

Diagram 1.

⁹ As already mentioned the impact assessment questionnaire is comprised of 47 items/statements for which adolescents are asked to express their agreement or disagreement. These include perceptions for themselves in general and towards the others, towards their media and digital literacy skills or state their attitude/stereotypes on general issues. Responses, depending on the wording of the statements (27 items of positive statements and 20 items of negative statements), were rated on a 3-point scale ranging from 1 (strongly disagree) to 3 (strongly agree). It is important to point out that the items included in both questionnaires are not exhaustive, and some items correspond to more than one variables.

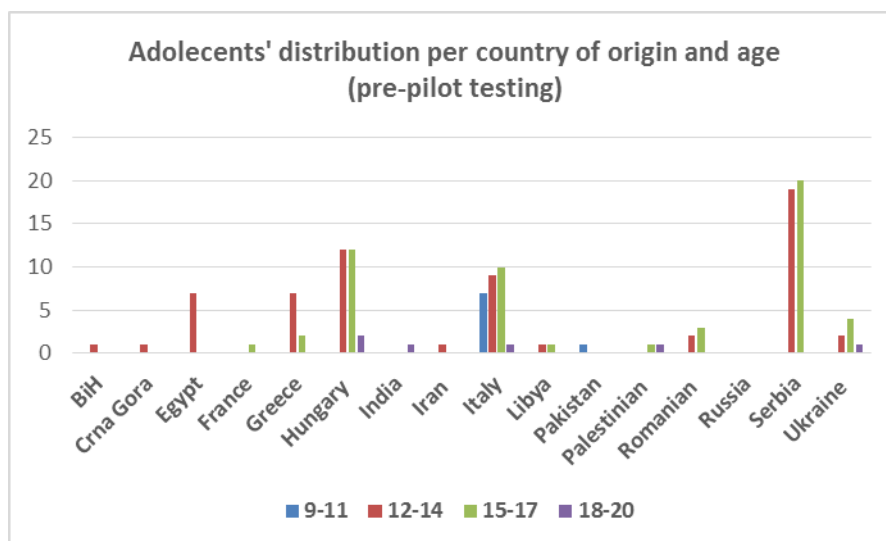


Diagram 2

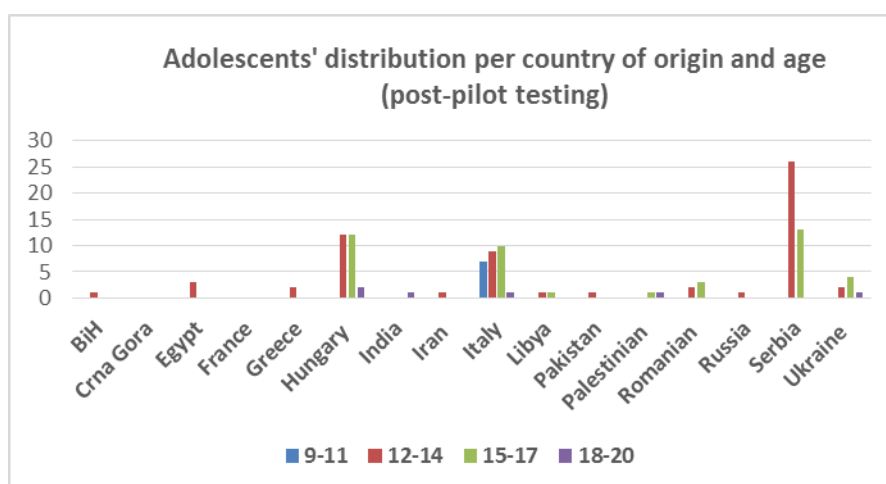
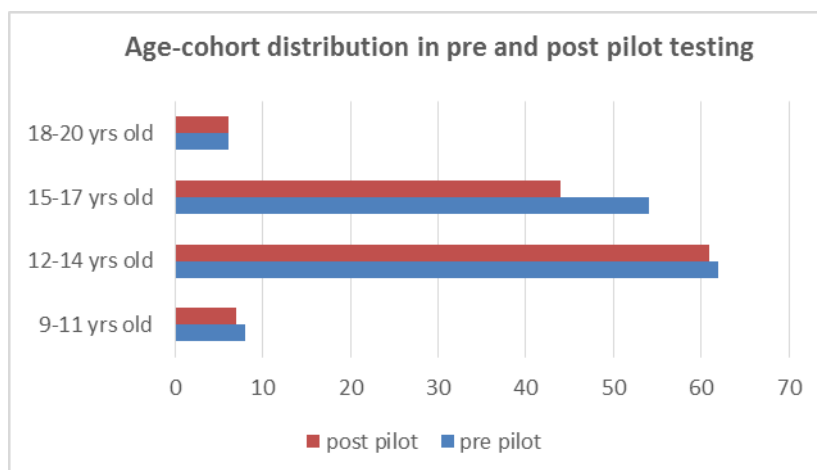


Diagram 3 presents the age distribution of participant adolescents. The largest part (89%) of the sample composition is in the 12-17 age group. However, due to participants drop-out for academic commitments or social circumstances (further relocation of migrants), the age range of the sample was broadened (i.e. to include people younger and older than originally defined) in order not to exclude youths based only to their age cohort, all the rest inclusion criteria of the project being met. Thus, the adolescents' age who have participated to the pilot testing of methodology in football3 field and in-classroom in 4 EU countries ranges from 9 to 20 years.

Diagram 3



As far as gender is concerned, a rather low percentage of female or ‘other’ adolescents was accounted to the general sample in the case of pre-pilot testing (25%) while this was quite increased in the post –pilot testing (35%). This indicates a bigger participation of female or ‘other’ kids among those reporting results as the project progressed.

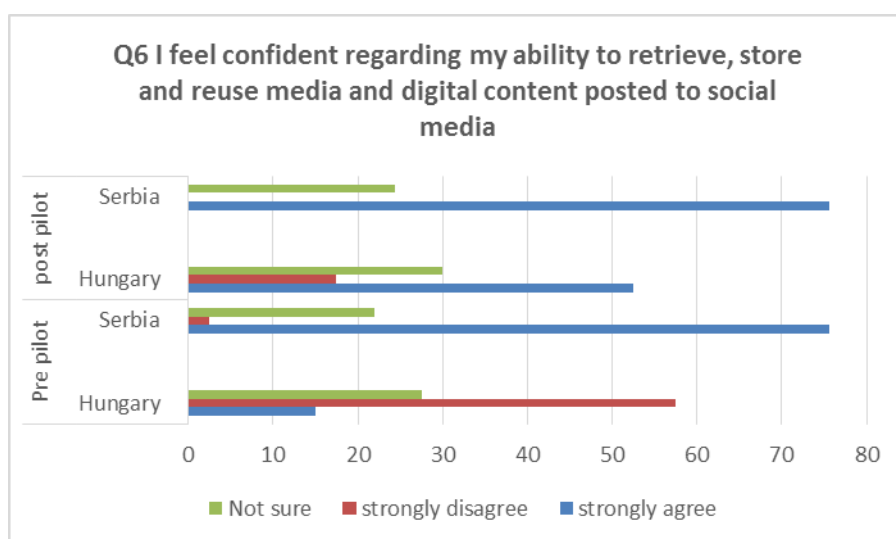
Results on Media and Digital Literacy Skills

Media and Digital Literacy Skills, are operationalized by the variables of *digital participation and agency*, the concept of *evaluating and reflect*, and the concept of *digital safety and resilience*. The variable of *digital participation and agency* refers –among others- to interacting, sharing and collaborating, civic engagement, participation in society and conflict resolution skills and it is evaluated by the items Q6 *I feel confident regarding my ability to retrieve, store and reuse media and digital content posted to social media*, Q8 *I believe privacy and anonymity are necessary when dealing with social media or the internet*, Q9 *I rarely respond or react publicly to online texts that come across* and Q40 *I feel safe to use and communicate through social media platforms*.

As far as the adolescents’ confidence regarding their ability to retrieve, store and reuse media and digital content posted to media or the internet (Q6) is concerned, a rather high proportion of those residing in Serbia (75%) strongly agrees with the statement in both phases. However, a distinct increase is observed of the proportion of adolescents residing in Hungary upon the completion of the pilot testing reporting agreement (15% in the pre pilot and 53% in the post phase). The percentage of change between the two phases reaches 255% (Diagram 4). Similar pattern is followed also in the statement regarding their perception on privacy and anonymity (Q8) according to which more adolescents from Hungary as well from Italy express their agreement to the statement after the completion of the pilot training; the percentage of change is 88.9 and 53.9 respectively. Quite interestingly, the overwhelming majority of adolescents residing Serbia seem to agree before the beginning of the training (pre-pilot testing phase). In addition, participants from the 3 (Hungary, Italy and Serbia) out of the 4 countries seem to admit that they rarely respond or react publicly to online texts that come across (Q9), while

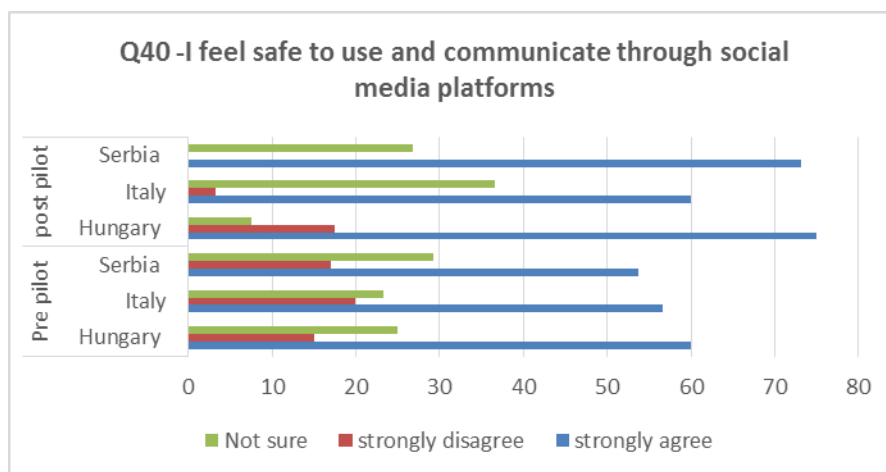
again a steady very large proportion of participants from Serbia declare to adopt this attitude already before the beginning of the pilot testing, indicating possibly a previous established knowledge.

Diagram 4- Q6



Similarly, in Q40 *I feel safe to use and communicate through social media platforms*, an increased proportion of most adolescents (especially in Hungary, Italy and Serbia) is observed to report an agreement about their sense of security while navigating in media and digital *scapes*. Interestingly, the highest degree of change is observed to adolescents residing in Serbia (the percentage of change is 36.36) and then follow participants from Hungary (the percentage of change is 25) and Italy as well (Diagram 5). These results indicate that upon the completion of the pilot phase more young people feel more confident since during the pilot phase they have acquired all the necessary knowledge and skills to navigate safely.

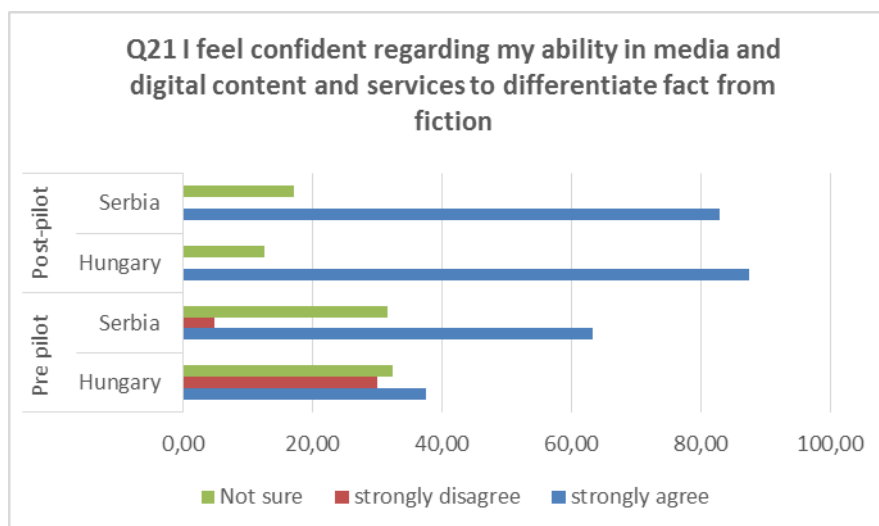
Diagram 5 - Q40



Another dimension explaining the variable of media and digital literacy skills refers to the *evaluation and reflection* in the sense of making judgments about the identity and the credentials of electronic texts/data. Relevant items referred to these, are Q11 *Regarding articles/stories in internet/social media, etc, I think that “if a story sounds unbelievable, it probably is”*, Q14 *I would you be interested in clicking to the following link of an article titled “Einstein’s Relativity Proves The Earth is Flat”* <https://theflatearthsociety.org/home/index.php/blog/einsteins-relativity-proves-earth-flat>, or the version in the post phase *I would be interested in clicking to the following link of an article titled ‘Elvis Presley, the man, the myth, the legend, the king of rock-n-roll, IS ALIVE and working as an undercover agent for the Drug Enforcement Agency (DEA)’* <https://www.elvis-is-alive.com>, and Q21 *I feel confident regarding my ability in media and digital content and services to differentiate fact from fiction*.

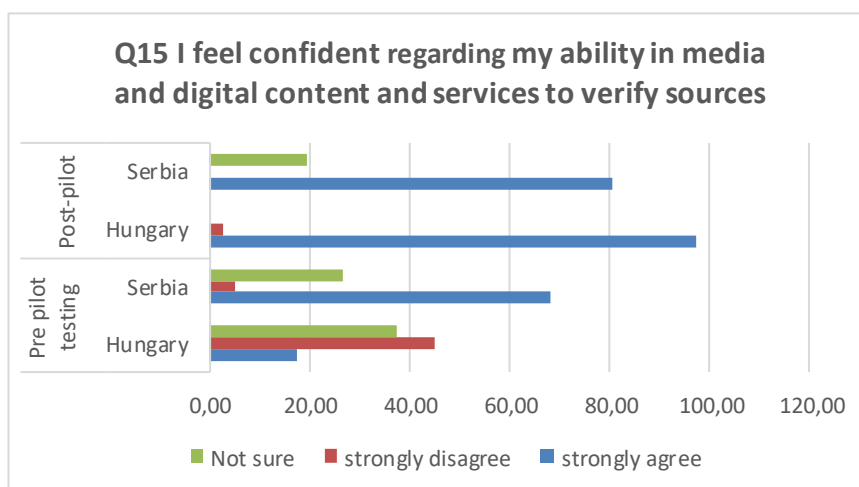
Overall, from the 4 partner countries, a higher proportion of adolescents report agreement upon the completion of the pilot phase regarding the items of *evaluating and reflect*, with the highest percentages marked in Hungary, followed by those in Serbia). More specifically, as far as Q11 *Regarding articles/stories in internet/social media, etc, I think that “if a story sounds unbelievable, it probably is”* is concerned, there seems to be an increased proportion of adolescents from Hungary who strongly agree with the above statement after the post pilot phase (percentage of change 58.8%). Similar trend is shown as regards the Q14 according to which the participants are asked *whether they were interested in clicking on an online article with a non-realistic title*. Three out four partner countries (Hungary, Italy and Serbia), report increased proportion of disagreement regarding ‘weird’ titles or articles after the completion of the pilot testing with the most evident shift reported by adolescents residing in Serbia (percentage of change 60) and in Hungary (percentage of change 55) as well. Also, *the ability to differentiate fact from fiction in media and digital content and services* (Q21) presents distinctive increase in the agreement -after the pilot training- of participants residing in Hungary (change rate 133.33). This is also the case for adolescents residing in Serbia, but to a bit lower degree (change rate 30.8) (Diagram 6). Overall, the above trends indicate that all training activities performed during the pilot phase have contributed to the acquirement of the necessary skills considering adolescents ability to manage information while navigating in media and digital sources.

Diagram 6 – Q21



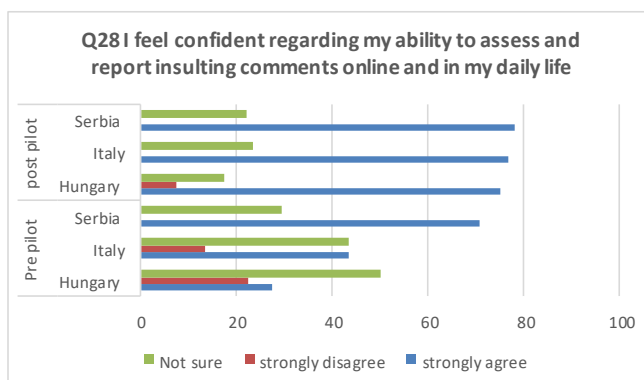
Finally, there is a set of items evaluating the dimension of *digital safety and resilience*: Q15 *I feel confident regarding my ability in media and digital content and services to verify sources*, Q28 *I feel confident regarding my ability to assess and report insulting comments online and in my daily life in general* and Q44 *I think it is secure to share thoughts and ideas through digital and media means*. The above dimension refers also to the ability to *access and operate in digital environments safely and effectively, to critically evaluate information, to communicate safely, responsibly and effectively through digital technology, to understand associated risks to personal data, to protect privacy, to understand or create digital content abiding to protecting health and well-being and promoting digital resilience*. Considering results especially on the Q15 item *I feel confident regarding my ability in media and digital content and services to verify sources*, a clear shift is evidenced in the post phase since an overwhelming majority of adolescents, residing in Hungary report enabled to verify sources while navigating in media and digital worlds, (percentage of change 457%) (Diagram 7). This is also observed to the Serbian adolescents but to a lesser extent (percentage of change 17.86).

Diagram 7 - Q15 *I feel confident regarding my ability in media and digital content and services to verify sources*



Additionally, in reference to the item Q28 *I feel confident regarding my ability to assess and report insulting comments online and in my daily life in general*, a clear increase proportion of adolescents reporting confidence to recognize and expose non-acceptable behaviors on and offline (Diagram 8), more evident in Hungary, Serbia and Italy (Diagram 8). More specifically, a higher proportion of adolescents agree in having the ability to treat insulting patterns of behavior' upon completion of the pilot testing. This shift was very distinctive in the case of adolescents from Hungary and Italy (change rate 172.7% and 76.9% respectively), while the proportion of those residing in Serbia confirming the above statement was steadily high in both phases (change rate 10.34%).

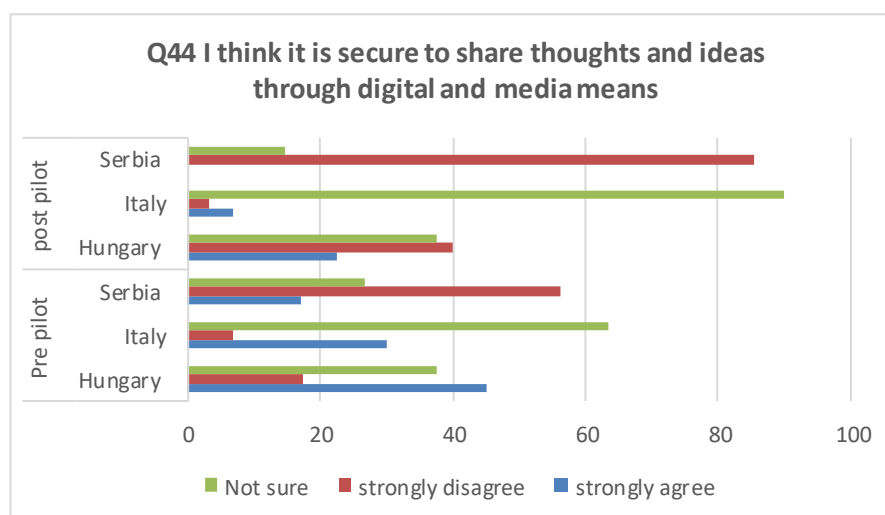
Diagram 8 – Q28



Finally, considering the statement Q44 *I think it is secure to share thoughts and ideas through digital and media means*, an increased proportion of adolescents - especially those residing to Hungary - seem to have been affected by the pilot phase trainings - since they report in high percentage insecurity in sharing thoughts and ideas through digital and media means (percentage of change 128.57 - Diagram 9). Such a trend indicates that the provided training through information and examples has indeed contributed to the realization of how things really are. However, not all participating adolescents have realized fully the risks involved, as reports

from Italy bear witness, indicating that adolescents seem to feel ambivalent about this issue (“not sure” percentage of change 42.10).

Diagram 9 – Q44

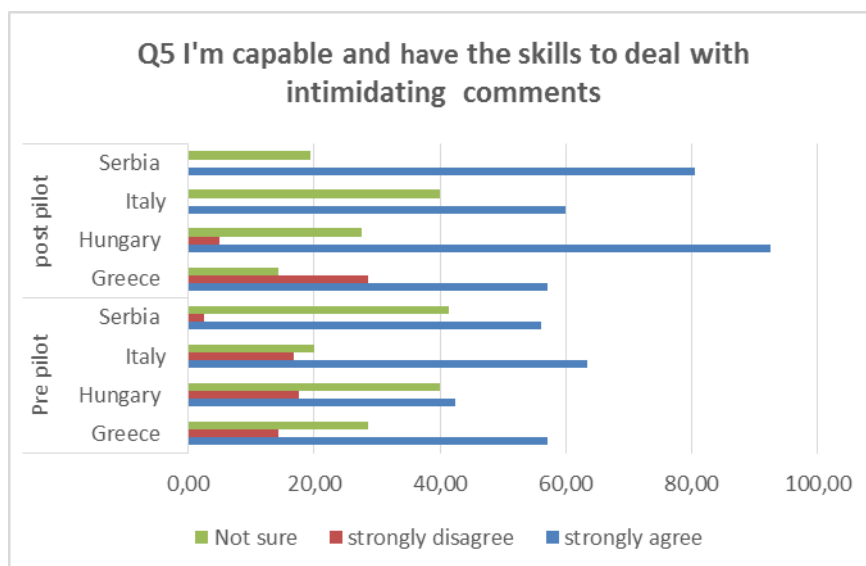


Results on Forms of Disrespect, Discrimination, Hatred intolerance

Forms of disrespect are evaluated by the following items: Q5 *I'm capable and have the skills to deal with intimidating comments*, Q10 *The use of violence is a source of strength and respect*, Q16 *I do not respond to rude or disrespectful provocations*, and Q32 *My teammates are acting as if they are better than me*. Whereas the forms of discrimination, hatred and intolerance, which, *intimidating comments and/or derogatory terms, on and off the pitch, are part of the game*, Q25 *Girls are kind and soft; they wouldn't make a good team leader* and Q29 *Fat people are prone to diseases and die early*.

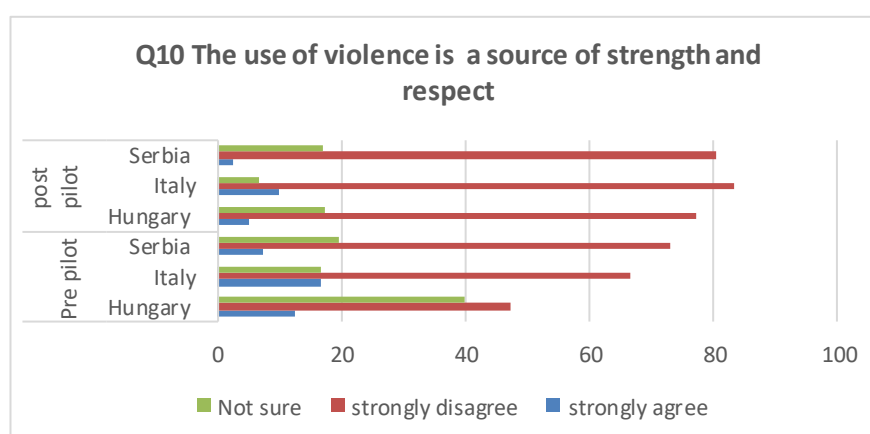
Through the item Q5 *I'm capable and have the skills to deal with intimidating comments*, adolescents' results in all 4 countries show an increase in the level of their agreement upon completion of the pilot training (Diagram 10). Especially the overwhelming majority of participant adolescents residing in Hungary report their agreement (the percentage of change reaches 116.6%). This consortium convergence of results clearly indicates that throughout the project's trainings adolescents have developed increased awareness regarding derogatory and intimidating comments. This is important since involves one of the ultimate objectives of the DIALECT2 project towards adolescents' empowerment.

Diagram 10 - Q5



Also upon consideration of results on the item Q10 *The use of violence is a source of strength and respect*, it seems that adolescents' beliefs tend to converge prior, but also –and to a greater extent- after the pilot phase (more evidently so in the case of Hungary, Italy and Serbia Diagram 11). In fact the change rate (%) of adolescents residing in Hungary is very high (63%) upon the completion of the pilot testing indicating that the training they attended along with the lessons learnt had an impact in changing their mentality and respective views.

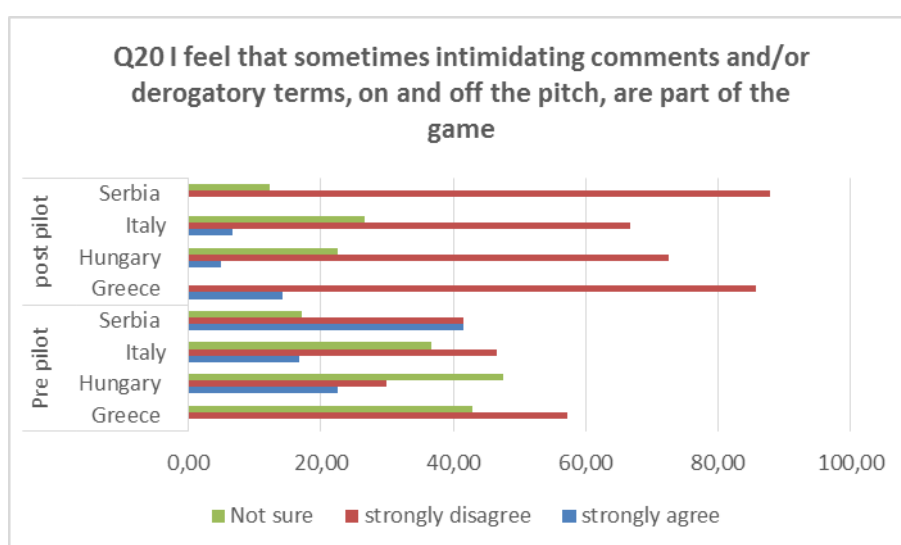
Diagram 11 – Q10



In general, **forms of discrimination** are assessing stereotypes and social representations about specific issues. Particularly in our analysis, for items Q7 *Immigration increases crime* and Q17 *Football is a boy's sport*, it is observed an increased proportion of adolescents declaring,

upon completion of the pilot testing, that they strongly disagree with these statements. Especially in Hungary the percentages of change are rather high (93.8 and 38.1 for the above statements respectively). Also, for Italy, the change rate 38.9% reaches the 38.9% for Q17. Also, in the case of the Q20, *I feel that sometimes, intimidating comments and/or derogatory terms, on and off the pitch, are part of the game*, a remarkable increased proportion of adolescents from all the 4 partner countries converge to the disagreement option of the scale, the percentage of change ranging from 42.9% to 141.7% for the four partner countries indicating once more that throughout the DIALECT2 project's activities adolescents have acquired knowledge and experiences that have an impact to their perception on real life issues.

Diagram 12 – Q20



Further, the statement Q25 *Girls are kind and soft; they wouldn't make a good team leader* along with the Q29 *Fat people are prone to diseases and die early*, both with a negative content (stereotype), in the cases of Italy and Serbia indicate a change rate of 15.8% and 10% respectively for the Q25 and a change rate of 33.3%, from responses of Serbia for Q29.

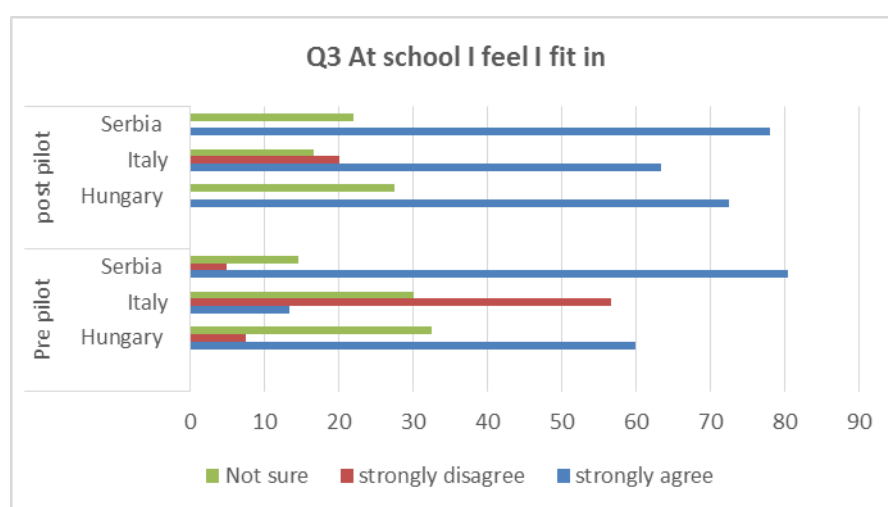
Results on Social Inclusion/Integration

The social inclusion concept refers to what extent the adolescents after the pilot phase of the project have acquired a sense of belonging to the community through their engagement in community-building activities combined with an awareness of sports - and especially football - football3 in particular - as an area not only of practicing sports but also as an area of news consumption and understanding of digital and media content. Thus there is a set of various aspects/dimensions which include the sense of engagement and empowerment and frame the broader core concept of social inclusion such as the *development of a sense of belonging*, the *interaction with peers* along with *the communication skills*, the *motivation* and the *fair play* in the framework of awareness of sports.

More specifically, the aspect of developing a sense of belonging is evaluated by the items

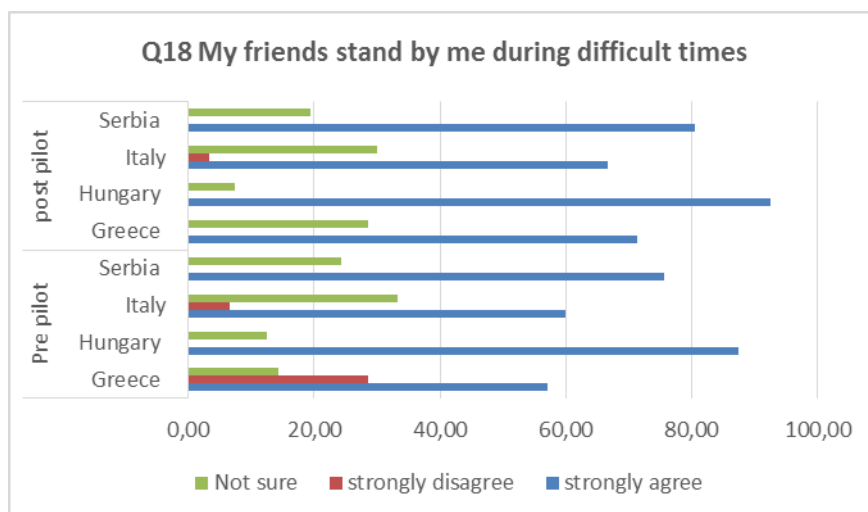
Q3 *At school I feel I fit in*, Q18 *My friends stand by me during difficult times* Q24 *I feel I can make my voice be heard*, Q35 *I find it difficult to contribute to group activities*. As expected, attending school is a reference point for an adolescent, and has been chosen by a large majority in all 4 participating countries (Q3) with Italy recording a huge increase upon the completion of the pilot phase (Diagram 13). It seems that the activities of the DIALECT2 project have in fact contributed to the strengthening of the sense of belonging in both: groups of peers and the school community. Adolescents participation in the projects' educational and cooperative activities seems to have enhanced their communication skills and their team spirit which are usually 'tested' within the school context.

Diagram 13 – Q3



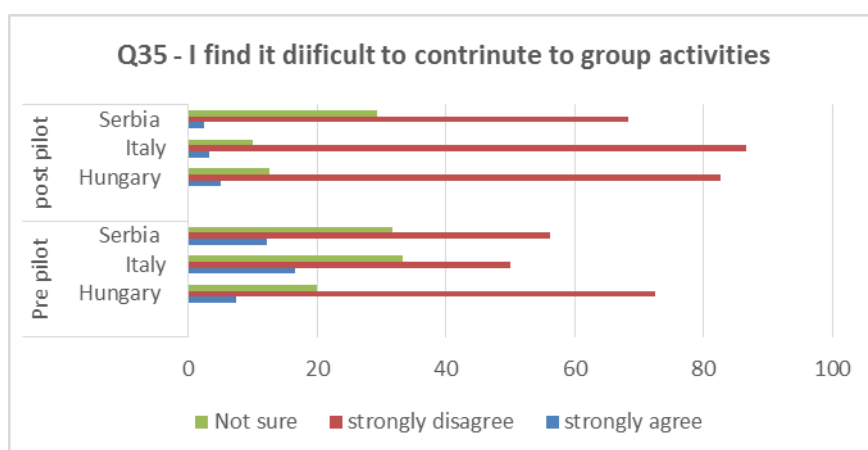
Similarly, regarding Q18 *My friends stand by me during difficult times*, a large proportion of participants (Diagram 14) in the 4 partner countries agree to this statement while Italy and Greece are exhibiting higher change rate (11% and 25% respectively). Contact and collaboration in various activities with other mates in the context of the DIALECT2 project have contributed to appreciate more friends' attitudes in real life.

Diagram 14 – Q18



As far as the statement Q35 is concerned regarding the difficulty of meeting the obligations as a member of a group, an increased proportion of adolescents (especially in Hungary, Italy and Serbia) disagree with the abovementioned statement after the completion of the pilot phase activities; the percentage of change between the two phases ranges from 13 to 73 with participants from Italy exhibiting the higher change rate (Diagram 15) upon reporting their disagreement to the item *“I find it difficult to contribute to group activities”*. As it is evidenced the interaction of adolescents during the pilot phase, with them working together to perform certain collaborative tasks, along with their co-operative participation in football3 matches, have an impact on their communication skills and cooperative spirit.

Diagram 15 – Q35



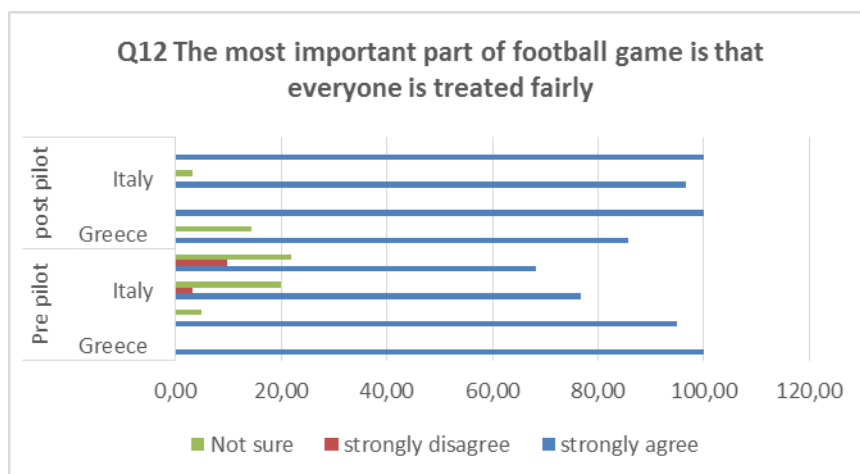
A similar to the above pattern of responses is observed to the *interaction with peers* aspect of social inclusion concept which is assessed through the items: Q4 *I ask for help when I need it*, Q23 *I'm good at listening to others*, Q30 *Other kids in the neighborhood are fond of me*

Q31 I'm often shy and nervous to communicate with others, Q32 My teammates are acting as if they are better than me, Q35 I find it difficult to contribute to group activities, Q38 I'm good at making friends. In Q4 and the request for help when needed, the change rate in Hungary amounts to 42%. A similar pattern is observed regarding Q23; a greater proportion of adolescents residing to Hungary and Serbia declare that they are good at listening to others upon the completion of the post phase; the change rate (%) is 7 and 22 for Hungary and Serbia respectively, while for participants from Italy and Greece is almost the same in both phases. As far as Q38 is concerned, an increased proportion of adolescents in all 4 partner countries is observed, who declare that *they are good at making friends*. Indeed, in Serbia the change rate reaches the 22% and coincides with responses to Q23. Also a change rate of 8% was marked in Hungary on responses to Q31 *I'm often shy and nervous to communicate with others*.

The statement Q13 *I finish everything I start*, refers to motivation as another dimension under the context of social inclusion which refers to whether adolescents have developed more persistence to achieve goals, or have become more opinionated, keener to get involved in new friendships, neighborhood activities, better school achievements etc. All 4 partner countries report an increased proportion of adolescents' agreement with this statement, indicating their commitment to what they undertake to do. The change rate which is observed between the two phases ranges from 7.8% to 36.36%, with Hungary reporting the highest. A similar pattern is observed for Q38 *I'm good at making friends* for with adolescents to almost unanimously agree that they are keen of developing new friendships. Such a result indicates that upon completion of the pilot phase adolescents have realized that they could actually associate with more people than they initially considered. Being involved with many 'different' others in a specific context, while participating to all activities, they have also developed their ability to socialize and built friendships.

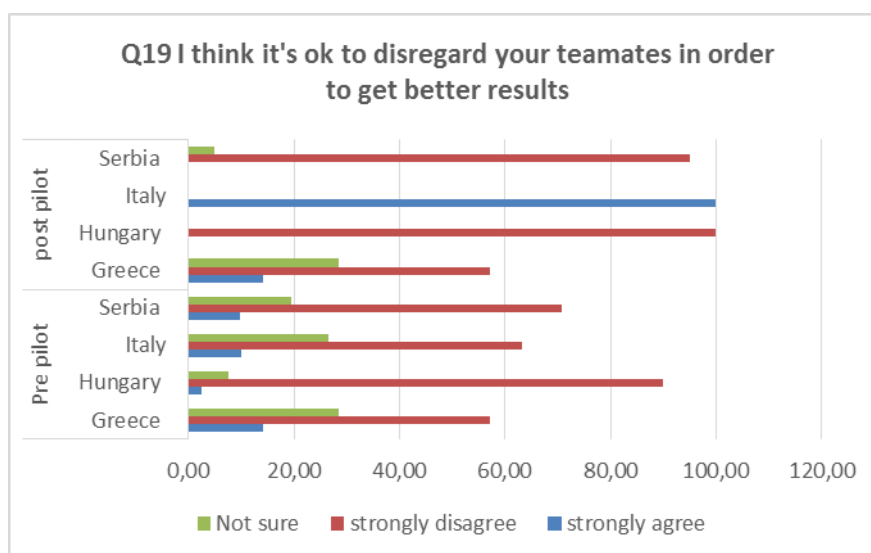
Fair play is an important dimension of social inclusion concept in the framework of the DIALECT2 project and involves the essence of implementing the football3 methodology. Fair play is operationalized by Q12 *The most important part of the football game is that everyone is treated fairly*, Q19 *I think it's ok to disregard your teammates in order to get better results* Q36 *I struggle to control emotions when I don't agree with a decision in the game*, Q37 *The most important part of the football game is to score as many goals as possible*. As far as Q12 *The most important part of the football game is that everyone is treated fairly* is concerned, a positive trend is observed considering the increase in the level of agreement of adolescents. The change rate (%) ranges from 5 to 46, while adolescents residing in Serbia exhibit the highest shift (Diagram 16).

Diagram 16 – Q12



In addition, the statements Q19 *I think it's ok to disregard your teammates in order to get better results* and Q36 *I struggle to control emotions when I don't agree with a decision in the game*, for adolescents residing in Hungary and Serbia an increased proportion of disagreement for both cases is observed. Specifically the percentage of change upon completions of the pilot testing for disregarding the teammates in order to get better results was 11.11 and 34.48% (Diagram 17) for Hungary and Serbia respectively, while for Q36 the change rate is a bit higher, 26.09% and 44% for the two countries respectively.

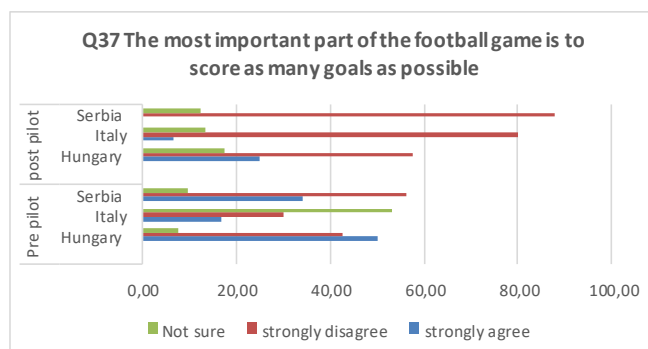
Diagram 17 – Q19



Considering results for Q37 *the most important part of the football game is to score as many goals as possible*, these indicate that one of the main objectives of the DIALECT2 project has been accomplished. The participating adolescents in all pilot countries seem to have realized what the game is for, namely, to develop a mutual understanding, to bond, to connect, to react with

others, to control temper, to become more tolerant, to 'be in the others shoes', rather, instead of scoring to win the football3 game (Diagram 18). The change rate (%) of adolescents' answers observed to the Hungary, Italy and Serbia ranges from 35 to 167 between the two phases of the pilot phase, while the more distinct shift seems to be observed for adolescents residing to Italy.

Diagram 18- Q37



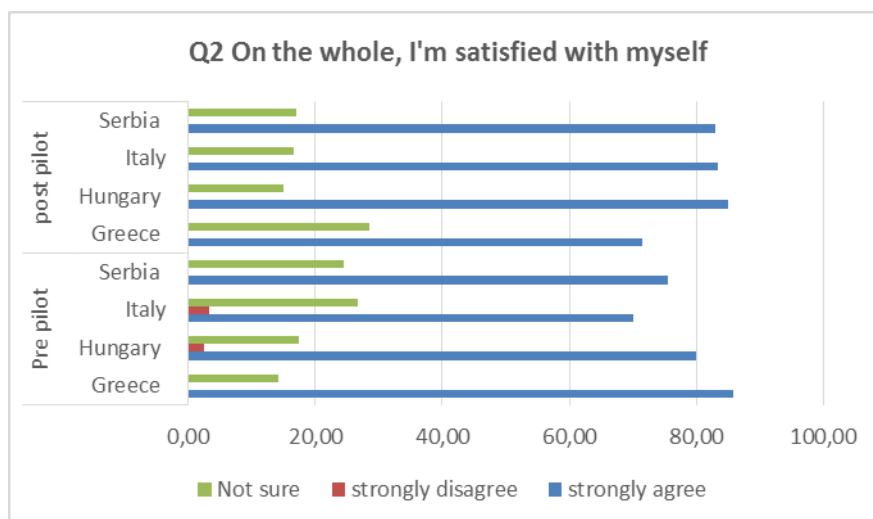
Overall, all the above trends are encouraging because the young participants seem to have internalized the norms and values promoted by football3.

Critically thinking and resilience

The concept of *critically thinking in mediascapes / digital worlds as well as daily life*, refers to what extent the participating adolescents upon completion of the pilot phase have been enabled to critically evaluate "on and off the pitch" the information promoted in media and/or through digital technologies so as to be able to build 'defensible space', to claim rights and address intolerance, as well as to become resilient to extremist values and attitudes. Some key variables that operationalize critical thinking are self-esteem and self-efficacy as related to the development of life-skills.

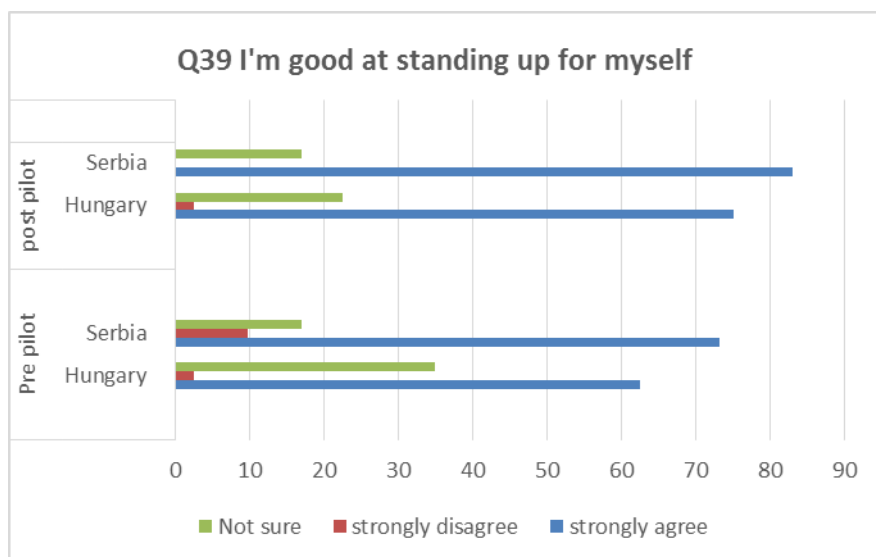
Self-esteem is assessed through Q2 *On the whole, I'm satisfied with myself* and Q27 *I feel I do not have much to be proud of*. A great majority of the participant adolescents from the four-partner countries declare rather confident and enabled the change rate reaching the 19% for adolescents residing in Italy (where a rather high majority admit self-satisfaction, Diagram 19). Along with the above, in the item Q27 *I feel I do not have much to be proud of* which expresses an increased proportion of adolescents from Hungary report a shift in the second phase by disagreeing with the statement (change rate 6%), whereas there no differences observed for adolescents from Greece and Italy between the 2 phases.

Diagram 19 – Q2



The dimension of *self-efficacy* which is related to the development of life-skills includes the following statements Q23 *I'm good at listening to others*, Q24 *I feel I can make my voice be heard*, Q39 *I'm good at standing up for myself*. A greater proportion of adolescents residing to Hungary and Serbia declare that they are good at listening to others (Q23) after the post phase, with those from Serbia reporting the highest change rate (22%) between both phases. Similarly, as far as Q24 is concerned, an increased proportion of adolescents from Hungary and Serbia report their agreement to the statement for whom the percentage of change is 12.5% for both countries. The same trend is observed when analyzing Q39 which refers to standing up for themselves. Indeed, increased proportion of adolescents residing Hungary and Serbia report agreement to this item, whereas the change rate is 20% and 13.3% respectively (Diagram 20). Overall, it seems that after the completion of the challenges of the pilot activities which required - among others - cooperation, decision making, team spirit, and the like, adolescents clearly feel they have been strengthened in terms of developing life skills.

Diagram 20- Q39



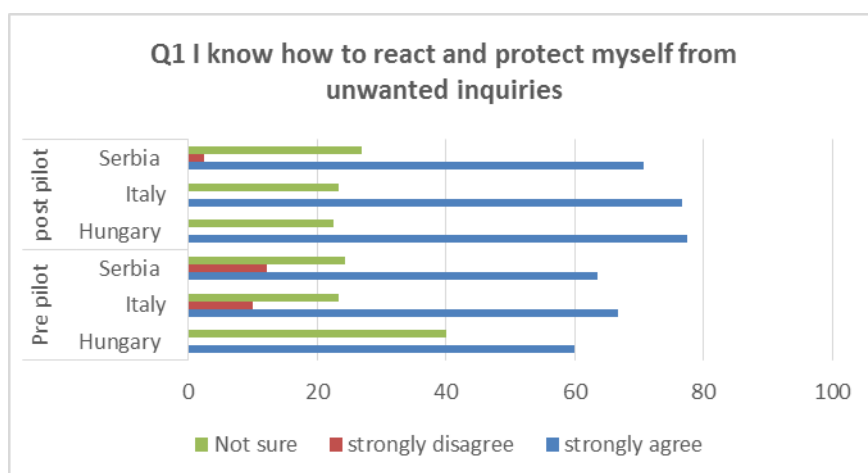
The development of critical thinking is an essential prerequisite –among others- for someone to build resilience. The statements that evaluate critical thinking are Q16 *I do not respond to rude or disrespectful provocations*, Q28 *I feel confident regarding my ability to assess and report insulting comments online and in my daily life in general*, Q45 *I feel ready enough to share my views about insulting comments on and off the pitch with persons close to me*.

Considering the ability to assess and report insulting comments on and offline (Q28), as mentioned earlier (see Diagram 8), a shift is observed in Hungary, Italy and Serbia, with percentages of change rate amounting to 172.7% , 76.9% % and 10.34% respectively. Finally, an increased proportion of adolescents in all partner countries reporting ready to share their views about insulting comments on and off the pitch with persons close to them (Q45), is observed, whereas the change rates range from 21% to 37%. This indicates their readiness to discuss issues, and refer to what bothers them to people they trust.

On the other hand building resilience, involves a number of different factors such as coping skills, emotional regulation, a sense of control, communication skills, and social support. The following items attempt to evaluate these statements: Q1 *I know how to react and protect myself from unwanted inquiries*, Q5 *I'm capable and have the skills to deal with intimidating comments*, Q22 *I give up easily when I'm challenged* Q26 *I feel that I don't know how to say 'no' when I'm pressured*, Q28 *I feel confident regarding my ability to assess and report insulting comments online and in my daily life in general*.

As far as Q1 is concerned, in the post phase is observed an increased proportion of adolescents residing in Hungary, Italy and Serbia is observed suggesting that adolescents have been more knowledgeable on how to react and protect themselves upon completion of the pilot phase; the percentage of change ranged from 11.5 to 29 of which the higher score was observed in participants from Hungary (Diagram 21). Such results indicate that after the completion of the pilot phase, the trainings and related practice, adolescents have become more alert and/or have developed skills to protect themselves or to avoid 'difficult situations'.

Diagram 21 – Q1

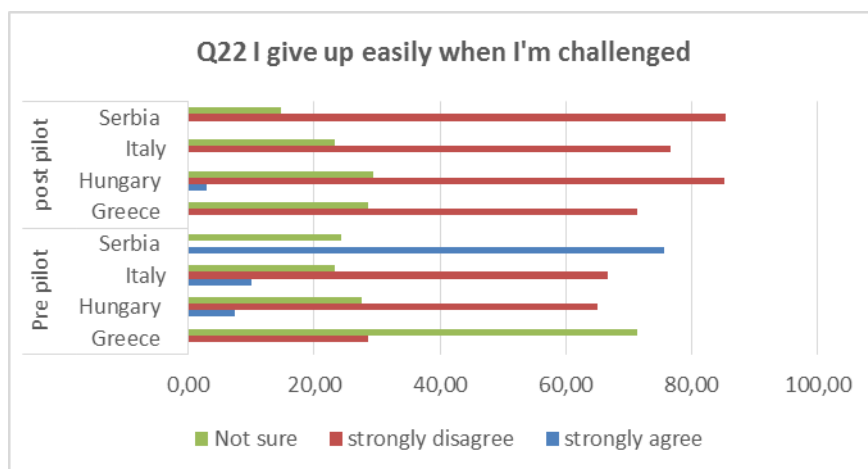


A Rather similar pattern is observed regarding Q5 *I'm capable and have the skills to deal with intimidating comments*. As mentioned above a convergence of the consortium results is observed according to which an increased proportion of adolescents from the 4 partner countries report the development of their ability to manage difficult situations and intimidating comments, indicating a high level of awareness raised along with developed skills for handling them.

In addition, another item explaining aspects of resilience is Q26 *I feel that I don't know how to say 'no' when I'm pressured*. Results from Hungary, upon the completion of pilot phase, indicate gained skills to avoid stressing situations with the change rate between the 2 phases amounting to 30.4.

Finally, an increased proportion of adolescents from the 4 partner countries is observed regarding the item Q22 which refers to the level of resilience someone exhibits when challenged (Diagram 22). On average the almost 80% of all participating adolescents state that they *do not give up easily in challenging situations*. This implies a level of confidence built as a result of coping skills youths have obtained through their participation to the project activities to handle difficult situations in the real world.

Diagram 22 – Q22



Concluding remarks

Overall, the impact assessment research results based on information from the participating adolescents indicate the following:

As far as the media and digital literacy skills are concerned, operationalized and analyzed through the variables of *digital participation and agency, evaluating and reflect, digital safety and resilience*, results showed that most adolescents (mainly residing Hungary and to a lesser extent in Italy) declared a raising awareness in their perception and attitudes when navigating to media and digital landscapes. Such results indicate the acquirement –through participation to DIALECT2 project - of the necessary media and digital literacy skills to use, assess and disseminate relevant information with safety. The Serbian case indicates advancement of already held relevant knowledge. The Greek case indicates that minor adolescents or adolescents with language barriers and migrant youths facing consecutive relocation and lacking stability of environment are met with more impediments to fully assess the merits of the project's trainings.

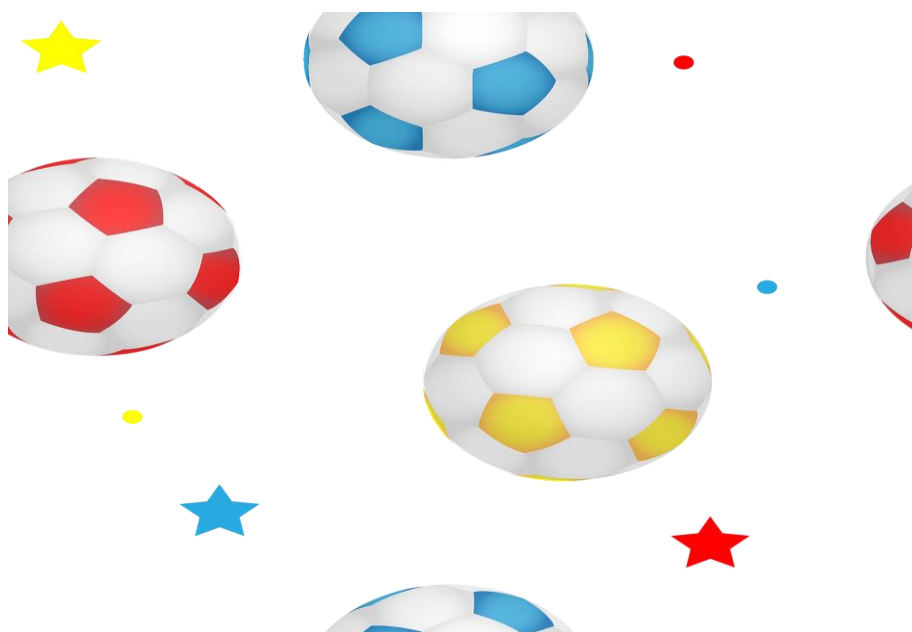
Considering results on forms of disrespect, discrimination and hatred intolerance which reflect stereotypes and social representations on a variety of real situation issues these indicate a degree of ambivalence and ambiguity among the participating adolescents. Apparently, there is a clear pattern indicating an impact in developing hate tolerance and mentality changing regarding violence and forms of discrimination in both: on and off line. The cases of Hungary, Italy and Serbia and to a lesser extent of Greece show that upon completion of the project's pilot phase participating adolescents have acquired knowledge and experiences affecting their perceptions on real life issues.

The project's strong impact was marked in the area of social inclusion aspects, such as the development sense of belonging, the interaction with peers, the development of communication skills, motivation and fair play in the framework of awareness of sports. Overall seems that for all 4 partner countries noticeable changes were reported upon completion of the pilot phase. Even in the case of Greece where language restrictions and the youth population mobility it is evidenced that the project had an impact on adolescents behavioral change as they managed to demonstrate commitment and empowerment through the project activities, which were eventually adapted according to their needs, skills and competences. In particular ***in terms of fair play, it seems that the major objective of the project has been accomplished.*** Such trends

are encouraging because the young participants seem to have internalized the norms and values promoted by football3.

As for the concept of critical thinking and resilience, results regarding the dimension, of self-esteem, results indicate a clear shift - especially in building confidence - in all four pilot countries whereas for Hungary this is more apparent. Also, as far as the dimension of self-efficacy is concerned in terms of developing life skills such as cooperation, team spirit, or motivation to achieve goals, a built of strength is observed, more clear in the cases of Hungary and Serbia. In addition, for all partner countries kids empowerment, a higher level of awareness to avoid stressing situations, as well as readiness to discuss issues or seek out support and assistance to tackle problems or even to overcome adversity a sound progress was marked.

Finally, radical changes in the behavior of the participating adolescents are not to be expected within the timeline of the DIALECT2 project. However the observed clear and sound behavioral trends and patterns indicate the realization of the project's objectives. More so in the case of adolescents with prior experience with either digital and media worlds or with football3 methodology and rational. Real time and place conditions involve factors (i.e. social inclusion) that we may not be able to be accounted for or considered in the context of the DIALECT2 project. Nevertheless the trends marked although indicative can be seriously taken into account in order to design future community building programs in combating hate intolerance and social exclusion in both: on and off the pitch.



Impact Assessment Research Conclusions

As mentioned in the project's *enhanced action plan*, **DIALECT2** includes the **energizing of media and digital literacy skills** acting as multipliers of the aims targeted and project's results on community building in a way where generations may create a 'world' which is **just, inclusive, tolerant and healthy** incorporating relevant values.

This way DIALECT's 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**. Dialect2 **is aiming not only to increased participation in the community but also to increased participation to 'mediascapes' and digital worlds through the ability to search and use media content via critical thinking in order to make informed choices**. Thus, Dialect2 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**.

Dialect2, however, places specific emphasis **to increased participation to 'mediascapes' and digital worlds through the ability to search, find and navigate and use media content and services, through critical thinking and recognizing different types of media content and evaluating content for truthfulness and reliability as well as understanding how the media industry works and how media messages are constructed in order to make informed choices about content selection and use with respect also to online security and safety risks**. It is also aiming **to advance creative skills of building and generating media content, interaction, engagement and participation in the economic, social and cultural aspects of society through the media, promoting democratic participation, fundamental rights and intercultural dialogue**.

The impact assessment research on the whole indicated that most of the above project's objectives have been accomplished.

More particularly the initial doubts expressed by trainers on how digital and media environments may be coupled with football3 methodology and rational (after the Oslo training) did not burden a sound implementation of the project's methodology. There is sound evidence to suggest that the **energizing of media and digital literacy skills** may indeed act as multipliers of the aims targeted by the DIALECT2 project. There was convergence of opinion among all participants (trainers and youths) that the pilot trainings had an impact on community building through an environment where adolescents felt as **just, inclusive, tolerant and healthy** learning at the same time to incorporate relevant values.

This way and despite the pilot nature of the DIALECT2 project, impact assessment evidence suggests that trainers and youths alike felt the project's activities to have

helped them *to promoting key life skills and empower them with knowledge and competence not only to increased participation in the community but also to increased participation to ‘mediascapes’ and digital worlds through the ability to search and use media content especially through the development of critical thinking in order to make informed choices.* Although trainers and adolescents feel confident in handling digital technology and believe they are familiar with most of the possibilities provided by these tools, they have become more aware through training of the risks associated with digital technology and safety issues. Dialect2 with its emphasis on *increased participation to ‘mediascapes’ and digital worlds through the ability to search, find, navigate and use media content and services, through critical thinking has an impact on trainers and youths in recognizing different types of media content and evaluating content for truthfulness and reliability. Awareness about content selection and use with respect to online security and safety risks was also raised.* However the project’s impact at a macro-level – due to its pilot nature - cannot be easily assessed. Thus the detected issues of social inclusion and the persistence of some evidenced resilient behavioral traits lie behind the scope of the present impact assessment research and of the DIALECT2 scope in general. There is no evidence to suggest *advanced creative skills of building and generating media content, interaction, engagement and participation in the economic, social and cultural aspects of society through the media, promoting democratic participation, fundamental rights and intercultural dialogue.*

Impact assessment research data indicate, however, that Dialect2 project had an impact not only considering *increased willingness to include others, regardless of gender, ability, age or background, but also regarding increased communication, decision-making and conflict-mediation skills, improved respect for women and girls, enhanced sense of fair play, responsibility and accountability, increased desire to become a role model for others and increased participation in the community.*

Finally it is important to note that the project’s impact *is not country specific but it is in fact affected by the age and migrant background parameters especially in cases where the participating kid’s are constantly “on the move” and the stability of their social environment is lacking.*



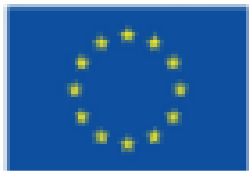
ANNEX

The Impact Assessment Research TOOLS

ANNEX I

OBSERVATIONAL TOOLS and MATERIALS USED

- 1) Agenda meeting
- 2) Consent form
- 3) Observation checklist



Co-funded by
the European Union

DIALECT2-V2

**"Combating youth raDicalizAtion: Building communities of tolerance
combining football with media and digital literacy"**

Training Program

28th + 29th + 30th June 2023

Venue: UngOrg, Møllergata 3d, 0179 Oslo

Agenda

28th June, Wednesday

9:30 -10:00 Welcome and get to know each other

10:00 - 10:30 Ice-Breaker + Balloon of Expectations

10:30 - 11:00 Make the Rules and Sign the Contract!

11:00 - 11:30 Group Building Activity- Action bound in Oslo

11:30 - 12:00 **Coffee Break**

12:00- 13:00 Basic Training Methodology- Kolb method

13:00 - 14:00 **Lunch**

14:00 - 15:30 Digital storytelling with a purpose

15:30 - 15:45 **Coffee Break**

15:45 - 16:30 Digital storytelling in practice- Stopmotion animation and mobile filmmaking

16:30 - 17:00 Presentation and Daily evaluation

Boat trip to Oslo islands

29th June, Thursday

9:30 -10:00 Energizer and welcome

10:00 - 11.15 Formation and workshops preparations

11:30 - 12:00 Workshops preparations

12.00 - 12:30 Presentation of workshop group 1

12:30- 13:30 **Lunch**

13:30 - 14:15 Presentation workshop group 2 & 3

14:15 - 15:30 Presentation workshop group 4 & 5

15:30 - 15:45 **Coffee Break**

15:45 - 16:30 Presentation workshop group 6 & 7

16:30 - 17:00 Daily evaluation

30th June, Friday

9:30 -10:00 Welcome & Energizer

10:00 - 12.00 Evaluation of the training

12:00- 13:00 **Lunch**



In the framework of the impact assessment research designed to assess the impact of DIALECT2 enhanced action plan, a non-participant observation will be, additionally to impact assessment tools, performed on behalf of EKKE's team. The non-participant observation will take place during the 3-day face-to-face workshop in Oslo and will support the impact assessment research results. According to the proposal, the impact assessment research focuses on a) learning outcomes achievement related to media and digital literacy skills of mediators, trainers and adolescents involved in the pilot testing; and b) measuring behavioral change of adolescents in relation to tolerance and non-discrimination and their online interactions and media consumption, enhancing their resilience to extremist values. The impact assessment research will be based on a comparative analysis of pre (for baseline data) and post data acquired, by using evaluation tools, survey and/or in-depth interviews with the involved stakeholders.

For this reason, all participants should give their consent that they are aware of the activity of a non-participant observation taking place during the 3-day workshop, which complies with the guidelines of the General Data Protection Regulation.

CONSENT FORM

I hereby, confirm, that I'm aware of the presence of a non-participant observer –on behalf of EKKE's team- during my participation to the 3day face-to-face workshop in Oslo (28-30 June 2023)

Place

Date

/06/2023

Signature

**NON - participant observation template
EKKE**

Training check list

Group Observed – Socio-demographic characteristics

Trainer Assigned

Title session

Conducted on: Date

Observed by:

ENVIRONMENT	Highly evident	Somewhat evident	Not evident	NA
The environment is welcoming and organized				
The environment is generally neat and attractive				
Developmentally appropriate materials are attractively displayed and easily accessible to students/trainees				
The environment reflects the culture, language, ethnicity and developmental stages of the students/trainees served.				
CLASS/GROUP STRUCTURE	Highly evident	Somewhat evident	Not evident	NA
Takes attendance				
Shows evidence of lesson planning (lesson plan is posted and utilized in class)				
Reviews previous day's course content				
Summarizes course content covered				
Classroom procedures posted & understood				
Materials - organized & accessible by students				
Organized for collaboration				
Lesson plans aligned				
Students engaged in inquiry				
Technology used by students				
Essential Questions meaningful & posted				
Flexible grouping				
Common assessments				
Evidence of differentiation				
Feedback posted				
Research based strategies				
METHODS	Highly evident	Somewhat evident	Not evident	NA
Provides well-designed materials				
Provides well-designed materials corresponding to project's scope and objectives				
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)				
Invites class discussion				

Employs other tools/instructional aids (i.e. technology, computer, video, overheads)				
Delivers well-planned lecture				
TRAINER - TRAINEE INTERACTION	Highly evident	Somewhat evident	Not evident	NA
Students/trainees are engaged and active				
Solicits student/trainee input				
Demonstrates awareness of individual student/trainee learning needs				
Triggers students/trainees interest				
Students/trainees participate in making use of what they learned				
Implemented and used results of pre-assessment to adjust the lesson/training				
Students/trainees pose questions during lesson				
Students/Trainees respond with enthusiasm				
Encourages students/trainees to inquire or search by themselves				
Sets trainees participation really attractive				
CONTENT	Highly evident	Somewhat evident	Not evident	NA
Appears knowledgeable				
Appears well organized				
Explains concepts clearly				
Relates concepts to students' - trainees' experience				
Selects learning experiences appropriate to the level of learning				
Accomplishes the training scope				
Meaningful activities that integrate lessons concepts with practice opportunities				
Appears attractive				
COMPLETION				
Students/trainers implemented successfully assignments at the end of the training-session				
The training meets the objectives of the project				
The training is tailored and contributes to the objectives of the project				

General Observations / Recommendations



ANNEX II

IMPACT RESEARCH TOOLS

FOCUS GROUPS TEMPLATES

GENERAL GUIDELINES TO THE MODERATORS CONDUCTING EACH FOCUS GROUP DISCUSSION

- Participants should be informed by the moderator about the process, which will be according to the GDPR guidelines.
- Before starting the discussion participants are asked to fill the specific form for providing their informed consent in order the focus group discussion to be recorded and their information to be collected and processed according to GDPR guidelines.
- Before starting the discussion participants are asked to fill in a special pre-designed document with their sociodemographic characteristics.
- Participants are asked to make a discussion according to the following thematic axes introduced by the moderator. In some cases, there are some probing 'questions - sentences'. These are not supposed to be asked directly by the moderator; only as follow-up questions to provide elaboration of answers and promote the discussion.
- Each tool is accompanied by a template which will be used to provide the results of each focus group discussion (see also below).
- For each focus group discussion to be performed there must be a translation of the focus group tool and guide in each partner's own language.
- Accordingly, upon the implementation of each focus group discussion there must be delivered:
 - List of participants/respondents
 - Consent forms
 - Minutes of focus group discussion (date, place, number of participants)
 - A 10-page interim report summarizing the results in each thematic field per partner in English (including a short description of their sociodemographic characteristics), forwarded to EKKE by the end of April 2024 (the latest). The templates reporting each focus group discussion are also attached herewith (one per different tool respectively).

Coaches/Mediators and Trainers Engagement

Focus group guide

addressed to a focus group comprised from those participating to the
online and face-to face trainings

IMPORTANT NOTE:

A focus group from coaches/mediators and trainers comprised from all persons who participated the training phase per country (6-12 persons) will be formed upon completion of the training phase (1st week of July 2023). The discussion will be conducted upon the following thematic areas.

Upon completion and no later than the 31st of July 2023 of the project partners will provide summaries of key results by use of the template attached.

Coaches/Mediators and Trainers

Focus Group / Interview Guide

Participants are asked to fill in a special pre-designed document with their sociodemographic characteristics:

A. Participant's profile

1. Project's partner country

Greece ☐

Hungary ☐

Italy ☐

Serbia ☐

2. Gender

Male ☐ Female ☐ Other ☐

3. Age Cohort

12-17 ☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56+ ☐

4. Educational level

☐ Compulsory Education-High School
☐ Advanced Educational Level (Tertiary Education, College, University)
☐ Other (specify) _____
☐

5. Professional Identity/Status

☐ Student
☐ Sports Professional
☐ Football professional
☐ Social Worker
☐ Psychologist
☐ Educator
☐ Other, specify _____

6. Prior experience with Football3

Yes

☐

No

☐

B. Thematic Fields

B.1. Information and Communication Technology (ICT) Literacy and Information Literacy

B.1.1. What participants think about their participation to media and digital worlds after their training considering their ability to search, find and navigate and use media and digital content and services? Provide examples and share experiences.

B.1.2. How valuable do participants consider their relevant training to understand how media and digital media messages are constructed in order to make informed choices about content selection and use? Provide examples and share experiences.

B.1.2.a. In what way this training has helped them towards this direction?

B.1.3. How do they perceive their 'advanced' role in reference to radicalisation practices appearing on and off the pitch

B.1.4. To what extent football3 mediators and trainers participating to the project have possessed the necessary skills to recognize media and digital literacy skills deficiency of adolescents in the context of the project's football3 activities?

B.2. Critical thinking, Safety and Risks

B.2.1. How valuable do participants consider their relevant training with respect to online security and safety risks? Provide examples and share experiences.

B.2.1.a. Have the participants acquired the necessary skills to confront cyberbullying? How differently do participants approach information they find online now (compared to the past i.e. before the training)?

B.2.2. How valuable do they consider their relevant training to recognizing different types of media content and evaluating content for truthfulness and reliability? Provide examples and share experiences.

B.2.3. To what extent they feel prepared to assess new information & knowledge and to express themselves? What is more, how much confident they feel to train youngsters to recognize and evaluate secure media content?

B.2.4. After the training their perspective and the degree of trust has been changed towards the use of media and digital tools? To what extent do they feel safe to create accounts in social media, Facebook and Instagram?

B.2.5. How confident do they feel (or suspicious they are) in sharing personal information through social media accounts? How confident do they feel in identifying relevant security risks and warnings?

B.3. Engaging and reflect

B.3.1. To what extent trainers through training have been cognizant of their own stereotypical perceptions and prejudices? Provide examples.

B.3.2. To what extent trainers through training have been qualified enough to help combating youth radicalization and increase resilience to extremist values and beliefs through sports and more particularly through football / football3? In what way they could contribute to this?

B.3. 3. Have they acquired the necessary skills to assess and report hate speech online? In what way they think that they would act differently now? Provide examples and experiences?

B.3.4. Have participants acquired the necessary skills to assess and report insulting comments online? In what they think that they would act differently now? Provide examples and experiences?

B.3.5. To what extent trainers have acquired the necessary media and digital literacy skills to exchanging knowledge and sharing lessons learnt from the application of anti-radicalization practices, in the context of football3 methodology?

B.3.6. To what extent trainers through training have acquired more self-reflection and critical knowledge of the self? Provide examples.

B.4. Social inclusion, tolerance and resilience

B.4.1. Do participants feel that through their training they became more tolerant and resilient to discriminatory, racist and intolerant behaviors as well as hate speech? Provide relevant stories, narrations.

More particularly, do participants feel that their training:

- *Increased their willingness to include others, regardless of gender, ability, age or background?*
- *Increased their communication, decision-making and conflict-mediation skills?
How are participants going to engage with individuals using e.g. abusive language? (please describe)*
- *Improved their appreciation of gender equality on and off the pitch?*
- *Enhanced their sense of fair play, responsibility and accountability?*
- *Increased their desire to become a role model for others?*

B.5. Participation

B.5.1. Do participants feel that through their training they gained more skills for increased participation in the community?

B.5.2. Do participants feel that through their training they gained more skills for interaction, engagement and participation in society through the media, promoting

democratic participation, fundamental rights and intercultural dialogue? In what ways? How, for example could they act together to reduce hate speech online?

B.5.3. All in all, could trainers say that through their training they have gained any values and skills such as:

- *Openness to cultural otherness and to other beliefs,*
- *World views and practices,*
- *Communicative and collaborative spirit,*
- *Civic mindedness,*
- *Responsibility,*
- *Self-efficacy,*
- *Tolerance of difference and ambiguity.*

B.6 Role performance, expectations and challenges

B.6.1 Overall, what are the basic principles and values that should underlie social relations on and off the pitch?

B.6.2 How participants intend to capitalize the acquired skills/competences? How much ready do they feel to perform their role? How do they perceive their role (e.g. as a mediator or as a trainer) and what kind skills or competences are required for this role?

B.6.3 What kind of challenges do participants expect to deal with?

B.6.4 What identity-related patterns and inequities do they expect to come-across in this context (on and off pitch)?

B.6.5 What do they think about adolescents' acceptance of the training? What do they expect from them?

DELIVERABLES

- 1) Translated guides in partners' own language
- 2) Lists of participants/respondents
- 3) Minutes of focus groups or summaries of interviews conducted
- 4) Consent forms
- 5) A ten page (10) interim report - summary of results in each thematic field per partner in English, forwarded at EKKE **by the end of July 2023.**

TEMPLATE FOR FILLING IN KEY RESULTS PER PARTICIPATING COUNTRY

SECTION A

- ➔ Provide short summaries of results in each thematic field as follows:
- ➔ Provide details on the profile of focus group participants
- ➔ Provide summary of results in each one of the following fields:

B.Thematic Fields

B.1. Information and Communication Technology (ICT) Literacy and Information Literacy

B.1.1. What participants think about their participation to media and digital worlds after their training considering their ability to search, find and navigate and use media and digital content and services? Provide examples and share experiences.

B.1.2. How valuable do participants consider their relevant training to understand how media and digital media messages are constructed in order to make informed choices about content selection and use ? Provide examples and share experiences.

B.1.2.a. In what way this training has helped them towards this direction?

B.1.3. How do they perceive their 'advanced' role in reference to radicalisation practices appearing on and off the pitch

B.1.4. To what extent football3 mediators and trainers participating to the project have possessed the necessary skills to recognize media and digital literacy skills deficiency of adolescents in the context of the project's football3 activities?

B.2. Critical thinking, Safety and Risks

B.2.1. How valuable do participants consider their relevant training with respect to online security and safety risks? Provide examples and share experiences.

B.2.1.a. Have the participants acquired the necessary skills to confront cyberbullying? How differently do participants approach information they find online now (compared to the past i.e. before the training)?

B.2.2. How valuable do they consider their relevant training to recognizing different types of media content and evaluating content for truthfulness and reliability? Provide examples and share experiences.

B.2.3. To what extent they feel prepared to assess new information & knowledge and to express themselves? What is more, how much confident they feel to train youngsters to recognize and evaluate secure media content?

B.2.4. After the training their perspective and the degree of trust has been changed towards the use of media and digital tools? To what extent do they feel safe to create accounts in social media, Facebook and Instagram?

B.2.5. How confident do they feel (or suspicious they are) in sharing personal information through social media accounts? How confident do they feel in identifying relevant security risks and warnings?

B.3. Engaging and reflect

B.3.1. To what extent trainers through training have been cognizant of their own stereotypical perceptions and prejudices? Provide examples.

B.3.2. To what extent trainers through training have been qualified enough to help combating youth radicalization and increase resilience to extremist values and beliefs through sports and more particularly through football / football3? In what way they could contribute to this?

B.3. 3. Have they acquired the necessary skills to assess and report hate speech online? In what way they think that they would act differently now? Provide examples and experiences?

B.3.4. Have participants acquired the necessary skills to assess and report insulting comments online? In what they think that they would act differently now? Provide examples and experiences?

B.3.5. To what extent trainers have acquired the necessary media and digital literacy skills to exchanging knowledge and sharing lessons learnt from the application of anti-radicalization practices, in the context of football3 methodology?

B.3.6. To what extent trainers through training have acquired more self-reflection and critical knowledge of the self? Provide examples.

B.4. Social inclusion, tolerance and resilience

B.4.1. Do participants feel that through their training they became more tolerant and resilient to discriminatory, racist and intolerant behaviors as well as hate speech? Provide relevant stories, narrations.

More particularly, do participants feel that their training:

- *Increased their willingness to include others, regardless of gender, ability, age or background?*
- *Increased their communication, decision-making and conflict-mediation skills?*
How are participants going to engage with individuals using e.g. abusive language? (describe)
- *Improved their appreciation of gender equality on and off the pitch?*
- *Enhanced their sense of fair play, responsibility and accountability?*
- *Increased their desire to become a role model for others?*

B.5. Participation

B.5.1. Do participants feel that through their training they gained more skills for increased participation in the community?

B.5.2. Do participants feel that through their training they gained more skills for interaction, engagement and participation in society through the media, promoting democratic participation, fundamental rights and intercultural dialogue? In what ways? How, for example could they act together to reduce hate speech online?

B.5.3. All in all, could trainers say that through their training they have gained any values and skills such as:

- *Openness to cultural otherness and to other beliefs,*
- *World views and practices,*
- *Communicative and collaborative spirit,*
- *Civic mindedness,*
- *Responsibility,*
- *Self-efficacy,*
- *Tolerance of difference and ambiguity.*

B.6 Role performance, expectations and challenges

B.6.1 Overall, what are the basic principles and values that should underlie social relations on and off the pitch?

B.6.2 How participants intend to capitalize the acquired skills/competences? How much ready do they feel to perform their role? How do they perceive their role (e.g. as a mediator or as a trainer) and what kind skills or competences are required for this role?

B.6.3 What kind of challenges do participants expect to deal with?

B.6.4 What identity-related patterns and inequities do they expect to come-across in this context (on and off pitch)?

B.6.5 What do they think about adolescents' acceptance of the training? What do they expect from them?

Coaches/Mediators and Trainers Engagement

Focus group guide
addressed to a focus group comprised by Coaches/Mediators and Trainers
participating to the pilot phase of the Project

IMPORTANT NOTE:

A focus group from coaches/mediators and trainers comprised from all persons who participated to the pilot phase per country (6-12 persons) will be formed upon completion of the pilot phase (end of March, 2024). The discussion will be conducted upon the following thematic areas.

Upon completion and no later than the 30th of April 2024 of the project partners will provide summaries of key results by use of the template attached.

As mentioned before, the general guidelines stand for this focus group discussion too!

Coaches/Mediators and Trainers

Focus Group / Interview Guide

Participants are asked to fill in a special pre-designed document with their sociodemographic characteristics:

A. Participant's profile

7. Project's partner country

- Greece ☐
- Hungary ☐
- Italy ☐
- Serbia ☐

8. Gender

- Male ☐ Female ☐ Other ☐

9. Age Cohort

- 12-17 ☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56+ ☐

10. Educational level

- ☐ Compulsory Education-High School
- ☐ Advanced Educational Level (Tertiary Education, College, University)
- ☐ Other (specify) _____

11. Professional Identity/Status

- ☐ Student
- ☐ Sports Professional
- ☐ Football professional
- ☐ Social Worker
- ☐

- ☐ Psychologist
☐ Educator
☐ Other, specify _____

12. Prior experience with Football3

Yes ☐ No ☐

B. Thematic Fields

B.1. Adolescents' behavioural change

B.1.1. Participants are asked to provide their remarks and examples (stories of incidents) on adolescents' behavioral change as the football3 games progressed with respect to the following:

- **Motivation** (e.g. Whether adolescents have developed more persistence to achieve goals, have become more opinionated, more keen to get involved in new friendships, neighborhood activities, better school achievements)
- **Self-esteem** (e.g. Whether there is a change in adolescents in terms of building confidence in general and self confidence in particular, feeling better with who they are)
- **Communication** (e.g. Whether adolescents have developed or improved skills of discussing issues, referring to what bothers them or makes them happy).

- **Team work** (e.g. Whether adolescents have developed or improve co-operative spirit, working with others to the achievement of a common goal e.tc.)
- **Deviating behavior with respect to football3 rules** (e.g. Whether adolescents were easily complying with football3 rules, occasions of deviations, provision of specific examples or stories)

B.1.2. Participants are requested to provide remarks and examples of adolescents' behavioral change with respect to:

- **Building of capacities combating racism and hate intolerance** (e.g. Whether adolescents have developed or improved skills to ask advice on these issues or incidents which are troubling them, to avoiding relevant conflicts or rows, to avoiding reacting when they are called names, be less intimidated, e.tc.)
- **Development of the sense of belonging** (e.g. Whether adolescents in fact are fond of the area they are living in, their neighborhood, they are feeling comfortable with their friends, they like living in the specific country)
- **Socialization** (e.g. Whether adolescents have developed new friendships, - they participate in common neighborhood, athletic or school activities, including the football3 team e.tc.)

B.1.3. Participants are requested to provide remarks and examples of adolescents' individual merits advanced such as:

- **Satisfaction** (i.e. Whether adolescents seem content and/or joyful with football3 game, whether they feel content with themselves, they are energetic, they feel comfortable throughout the game and beyond it, e.tc.)

- **Inclusive aspects – equal participation** (i.e. Whether adolescents feel they have same rights and obligations as everyone throughout the game, they are threatened and treating others with respect, they are energetic and making comments and contributions e.tc.)

- **Value of fair play** (i.e. Whether adolescents honor fair play rules throughout the game and afterwards)

- **Success in other sectors of life** (i.e. Whether adolescents are empowered and make their voices heard, whether they feel they are making progress at school and their lives).

- **Tasks or activities adolescents evade, prefer, develop ability to persist, sustain attention.**

B.2. Resilience towards intolerant behaviors in both: on and off the pitch

B.2.1. Participants are requested to provide remarks and examples of adolescents' individual skills advanced such as:

- *Internet and media use (frequency and scope of use)*

- *ICT Literacy and Information Literacy (understanding of content)*

- *Critically evaluate information and making judgements about texts*

- *Communicate safely and not being exposed to risks to Personal Data, Privacy and Reputation.*

B.2.2. Participants are requested to provide remarks and examples of adolescents' individual skills advanced building resilience, and combating hate speech and intolerance such as:

- *were any risks taken to overcome the challenges/barriers occurred?*
- *How did the diverse identities and set skills 'worked' during the team building process, as well as during the games?*
- *How did they dealt with diversity of discourse?*
- *Were there any conflicts or deviant behaviors?*
- *Were the rules and regulations set clearly and properly so that the participants could turn to?*

B.3. Recommendations and suggestions.

B.3.1. Would participants propose this program to continue? To what basis? What kind of activities would they suggest to be included and which to be omitted? (offer suggestions for modifications or improvements).

B.3.2. If participants had the opportunity to talk about their experience to the public, what would they tell them (what kind of arguments would they use to convince them about the significance of the project (e.g to be formally adopted to school curricula)?

TEMPLATE FOR FILLING IN KEY RESULTS PER PARTICIPATING COUNTRY

SECTION A

- ➔ Provide short summaries of results in each thematic field as follows:
- ➔ Provide details on the profile of focus group participants
- ➔ Provide summary of results in each one of the following fields:

B.Thematic Fields

B.1. Adolescents' behavioural change

B.1.1. Participants are asked to provide their remarks and examples (stories of incidents) on adolescents' behavioral change as the football3 games progressed with respect to the following:

- **Motivation** (e.g. Whether adolescents have developed more persistence to achieve goals, have become more opinionated, more keen to get involved in new friendships, neighborhood activities, better school achievements)
- **Self-esteem** (e.g. Whether there is a change in adolescents in terms of building confidence in general and self confidence in particular, feeling better with who they are)
- **Communication** (e.g. Whether adolescents have developed or improved skills of discussing issues, referring to what bothers them or makes them happy).
- **Team work** (e.g. Whether adolescents have developed or improve co-operative spirit, working with others to the achievement of a common goal e.tc.)
- **Deviating behavior with respect to football3 rules** (e.g. Whether adolescents were easily complying with football3 rules, occasions of deviations, provision of specific examples or stories)

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- ***Building of capacities combating racism and hate intolerance*** (e.g. Whether adolescents have developed or improved skills to ask advice on these issues or incidents which are troubling them, to avoiding relevant conflicts or rows, to avoiding reacting when they are called names, be less intimidated, e.tc.)
- ***Development of the sense of belonging*** (e.g. Whether adolescents in fact are fond of the area they are living in, their neighborhood, they are feeling comfortable with their friends, they like living in the specific country)
- ***Socialization*** (e.g. Whether adolescents have developed new friendships, - they participate in common neighborhood, athletic or school activities, including the football3 team e.tc.)

B.1.3. Participants are requested to provide remarks and examples of adolescents' individual merits advanced such as:

- ***Satisfaction*** (i.e. Whether adolescents seem content and/or joyful with football3 game, whether they feel content with themselves, they are energetic, they feel comfortable throughout the game and beyond it, e.tc.)
- ***Inclusive aspects – equal participation*** (i.e. Whether adolescents feel they have same rights and obligations as everyone throughout the game, they are threatened and treating others with respect, they are energetic and making comments and contributions e.tc.)

- ***Value of fair play*** (i.e. Whether adolescents honor fair play rules throughout the game and afterwards)
- ***Success in other sectors of life*** (i.e. Whether adolescents are empowered and make their voices heard, whether they feel they are making progress at school and their lives).
- ***Tasks or activities adolescents evade, prefer, develop ability to persist, sustain attention.***

B.2. Resilience towards intolerant behaviors in both: on and off the pitch

B.2.1. Participants are requested to provide remarks and examples of adolescents' individual skills advanced such as:

- *Internet and media use (frequency and scope of use)*
- *ICT Literacy and Information Literacy (understanding of content)*

- *Critically evaluate information and making judgements about texts*
- *Communicate safely and not being exposed to risks to Personal Data, Privacy and Reputation.*

B.2.2. Participants are requested to provide remarks and examples of adolescents' individual skills advanced building resilience, and combating hate speech and intolerance such as:

- *were any risks taken to overcome the challenges/barriers occurred?*
- *How did the diverse identities and set skills 'worked' during the team building process, as well as during the games?*
- *How did they dealt with diversity of discourse?*
- *Were there any conflicts or deviant behaviors?*
- *Were the rules and regulations set clearly and properly so that the participants could turn to?*

B.3. Recommendations and suggestions.

B.3.1. Would participants propose this program to continue? To what basis? What kind of activities would they suggest to be included and which to be omitted? (offer suggestions for modifications or improvements).

B.3.2. If participants had the opportunity to talk about their experience to the public, what would they tell them (what kind of arguments would they use to convince them about the significance of the project (e.g to be formally adopted to school curricula)?

Adolescents' behavioral change tool

Self-Completion Questionnaires

Addressed to participating to football3 pilot phase adolescents

IMPORTANT NOTICE:

- The pre-pilot phase and the post-pilot phase questionnaires should be completed in both (two) phases by the same persons (i.e. adolescents). Thus, it is necessary each partner (preferably, each coach) to assist participants to develop a unique id code for themselves (1 for each adolescent) completing the pre and the post pilot training questionnaire, so that the answers of phase 1 can be matched with those of phase 2 (without being identified and according to the terms of anonymity). The code should include personal info of each participant adolescent, i.e. [last digit of his/her mobile phone number] [2 digits for his/her date of birth] [initial letter of his/her name]
- An example of an id for a girl named Maria, born in 8 May 2005 with a mobile number 6900000001, is the following **[1][08][M]**. This code of each adolescent will be noted to a specific position in both questionnaires (pre and post phase pilot training) so that they can be matched.
- All participating adolescents are eligible to complete this task.

Pre-Pilot Questionnaire

A. Respondent's profile

In this survey, we want to know about you. This is NOT A TEST!

- ➔ Please put a tick (✓) only one answer for each question and let your coach know if you need help.
- ➔ Create your own ID code: [last digit of your mobile phone number] [2 digits for your date of birth] [initial letter of your name]
An example of an id for a girl named Maria, born in 8 May 2005 with mobile number 6900000001 is the following [1][08][M].
- ➔ your ID code is [....] [...] [....]

1.1 Gender:

- ☐ Male
- ☐ Female
- ☐ Other

1.2 Age:

(write your age)

1.3 Country of birth/origin:



















1.4 Project's partner country:


- ☐ Greece
- ☐ Hungary
- ☐ Italy
- ☐ Serbia

1.5 Is this your first time playing football 3?


Yes ☐ No ☐

➔ To what extent the following sentences hold true for you? Tick/circle one answer for each sentence you read. Remember that there are no “right” or “wrong” answers!

#	Statement	I strongly disagree	I'm not sure	I strongly Agree
1	I know how to react and protect myself from unwanted inquiries	 I strongly disagree	 I'm not sure	 I strongly agree
2	On the whole, I'm satisfied with myself	 I strongly disagree	 I'm not sure	 I strongly agree
3	At school I feel I fit in	 I strongly disagree	 I'm not sure	 I strongly agree
4	I ask for help when I need it	 I strongly disagree	 I'm not sure	 I strongly agree
5	I'm capable and have the skills to deal with intimidating comments	 I strongly disagree	 I'm not sure	 I strongly agree
6	I feel confident regarding my ability in media and digital content and services to retrieve, store and reuse ones content posted to social media	 I strongly disagree	 I'm not sure	 I strongly agree

7	Immigration increases crime	 I strongly disagree	 I'm not sure	 I strongly agree
8	I believe privacy and anonymity are necessary when dealing with social media or the internet	 I strongly disagree	 I'm not sure	 I strongly agree
9	I rarely respond or react publicly to online texts that come across	 I strongly disagree	 I'm not sure	 I strongly agree
10	The use of violence is a source of strength and respect	 I strongly disagree	 I'm not sure	 I strongly agree
11	Regarding articles/stories in internet/social media, etc., I believe that <i>"if a story sounds unbelievable, it probably is"</i>	 I strongly disagree	 I'm not sure	 I strongly agree
12	The most important part of the football game is that everyone is treated fairly	 I strongly disagree	 I'm not sure	 I strongly agree
13	 I finish everything I start	 I strongly disagree	 I'm not sure	 I strongly agree
14	I would be interested in clicking to the following link of an article titled <i>'Einstein's Relativity Proves The Earth is Flat'</i> https://theflatearthsociety.org/home/index.php/blog/einsteins-relativity-proves-earth-flat	 I strongly disagree	 I'm not sure	 I strongly agree
15	I feel confident regarding my ability in media and digital content and services to verify sources	 I strongly disagree	 I'm not sure	 I strongly agree
16	I do not respond to rude or disrespectful provocations	 I strongly disagree	 I'm not sure	 I strongly agree

17	Football is a boy's sport	 I strongly disagree	 I'm not sure	 I strongly agree
18	My friends stand by me during difficult times	 I strongly disagree	 I'm not sure	 I strongly agree
19	I don't think it's wrong to disregard your teammates or to exclude people from teamwork	 I strongly disagree	 I'm not sure	 I strongly agree
20	I feel that sometimes, intimidating comments and/or derogatory terms, on and off the pitch, are part of the game	 I strongly disagree	 I'm not sure	 I strongly agree
21	I feel confident regarding my ability in media and digital content and services to differentiate fact from fiction	 I strongly disagree	 I'm not sure	 I strongly agree
22	I give up easily when I'm challenged	 I strongly disagree	 I'm not sure	 I strongly agree
23	I'm good at listening to others	 I strongly disagree	 I'm not sure	 I strongly agree
24	I feel I can make my voice to be heard	 I strongly disagree	 I'm not sure	 I strongly agree
25	Girls are kind and soft; they wouldn't make a good team leader	 I strongly disagree	 I'm not sure	 I strongly agree
26	I feel that I don't know how to say 'no' when I'm pressured	 I strongly disagree	 I'm not sure	 I strongly agree
27	I feel I do not have much to be proud off	 I strongly disagree	 I'm not sure	 I strongly agree

28	I feel confident regarding my ability to assess and report insulting comments online	 I strongly disagree	 I'm not sure	 I strongly agree
29	Fat people are prone to diseases and die early	 I strongly disagree	 I'm not sure	 I strongly agree
30	Other kids in the neighbourhood are fond of me	 I strongly disagree	 I'm not sure	 I strongly agree
31	I'm often shy and nervous to communicate with others	 I strongly disagree	 I'm not sure	 I strongly agree
32	My teammates are acting as if they are better than me	 I strongly disagree	 I'm not sure	 I strongly agree
33	I am good at resolving conflicts	 I strongly disagree	 I'm not sure	 I strongly agree
34	I believe that 'freedom of expression undermines (threatens) the rights of others'	 I strongly disagree	 I'm not sure	 I strongly agree
35	I find it difficult to contribute to group activities	 I strongly disagree	 I'm not sure	 I strongly agree
36	I struggle to control emotions when I don't agree with a decision in the game	 I strongly disagree	 I'm not sure	 I strongly agree
37	The most important part of the football game is to score as many goals as possible	 I strongly disagree	 I'm not sure	 I strongly agree
38	I'm good at making friends 	 I strongly disagree	 I'm not sure	 I strongly agree

39	I'm good at standing up for myself 	 I strongly disagree	 I'm not sure	 I strongly agree
40	All in all, I feel confident about my skills in general	 I strongly disagree	 I'm not sure	 I strongly agree

Post-Pilot Questionnaire

1. Respondent's profile

In this survey, we want to know about you. This is NOT A TEST!

- ➔ Please put a tick (✓) only one answer for each question and let your coach know if you need help.
- ➔ Remember to use / check your own ID code created in the pre-pilot phase: [last digit of your mobile phone number] [2 digits for your date of birth] [initial letter of your name]

An example of an id for a girl named Maria, born in 8 May 2005 with mobile number 6900000001 is the following [1][08][M].

➔ your ID code is [...] [... ..] [...]

1.1 Gender:

- ☐ Male
- ☐ Female
- ☐ Other

1.2 Age:

(write your age)

1.3 Country of birth/origin:

1.4 Project's partner country:

- ☐ Greece
- ☐ Hungary
- ☐ Italy
- ☐ Serbia
















1.5. Is this your first time playing football? Yes ☐ No ☐

1.6. During the game, did you regularly make comments or suggestions in the pre-game or post discussion? Yes ☐ No ☐

1.7. Were you a mediator in a discussion group? Yes ☐ No ☐

1.8. Did you enjoy playing football? Yes ☐ No ☐

- ➔ After the completion of the pilot training please, answer to what extent the following sentences hold true for you? Tick/circle one answer for each sentence you read. Remember that there are no “right” or “wrong” answers!
- ➔ Some of the questions were asked before. If you recognize one of these questions from previous questionnaire, you can answer either in the same way or differently, depending on how you feel TODAY after the pilot phase you went through.

#	Statement	I strongly disagree	I'm not sure	I strongly agree
1	I know how to react and protect myself from unwanted inquiries	 I strongly disagree	 I'm not sure	 I strongly agree
2	On the whole, I'm satisfied with myself	 I strongly disagree	 I'm not sure	 I strongly agree
3	At school I feel I fit in	 I strongly disagree	 I'm not sure	 I strongly agree
4	I ask for help when I need it	 I strongly disagree	 I'm not sure	 I strongly agree
5	I'm capable and have the skills to deal with intimidating comments	 I strongly disagree	 I'm not sure	 I strongly agree

6	I feel confident regarding my ability in media and digital content and services to retrieve, store and reuse ones content posted to social media	I strongly disagree	I'm not sure	I strongly agree
7	Immigration increases crime	I strongly disagree	I'm not sure	I strongly agree
8	I believe privacy and anonymity are necessary when dealing with social media or the internet	I strongly disagree	I'm not sure	I strongly agree
9	I rarely respond or react publicly to online texts that come across	I strongly disagree	I'm not sure	I strongly agree
10	The use of violence is a source of strength and respect	I strongly disagree	I'm not sure	I strongly agree
11	Regarding articles/stories in internet/social media, etc., I believe that <i>"if a story sounds unbelievable, it probably is"</i>	I strongly disagree	I'm not sure	I strongly agree
12	The most important part of the football game is that everyone is treated fairly	I strongly disagree	I'm not sure	I strongly agree
13	I finish everything I start 	I strongly disagree	I'm not sure	I strongly agree
14	I would be interested in clicking to the following link of an article titled 'Elvis Presley, the man, the myth, the legend, the king of rock-n-roll, IS ALIVE and working as an undercover agent for the Drug Enforcement Agency (DEA)' https://www.elvis-is-alive.com/	I strongly disagree	I'm not sure	I strongly agree
15	I feel confident regarding my ability in media and digital content and services to verify sources	I strongly disagree	I'm not sure	I strongly agree

16	I do not respond to rude or disrespectful provocations	I strongly disagree	I'm not sure	I strongly agree
17	Football is a boy's sport	I strongly disagree	I'm not sure	I strongly agree
18	My friends stand by me during difficult times	I strongly disagree	I'm not sure	I strongly agree
19	I don't think it's wrong to disregard your teammates or to exclude people from teamwork	I strongly disagree	I'm not sure	I strongly agree
20	I feel that sometimes, intimidating comments and/or derogatory terms, on and off the pitch, are part of the game	I strongly disagree	I'm not sure	I strongly agree
21	I feel confident regarding my ability in media and digital content and services to differentiate fact from fiction	I strongly disagree	I'm not sure	I strongly agree
22	I give up easily when I'm challenged	I strongly disagree	I'm not sure	I strongly agree
23	I'm good at listening to others	I strongly disagree	I'm not sure	I strongly agree
24	I feel I can make my voice to be heard	I strongly disagree	I'm not sure	I strongly agree
25	Girls are kind and soft; they wouldn't make a good team leader	I strongly disagree	I'm not sure	I strongly agree
26	I feel that I don't know how to say 'no' when I'm pressured	I strongly disagree	I'm not sure	I strongly agree

27	I feel I do not have much to be proud off	I strongly disagree	I'm not sure	I strongly agree
28	I feel confident regarding my ability to assess and report insulting comments online	I strongly disagree	I'm not sure	I strongly agree
29	Fat people are prone to diseases and die early	I strongly disagree	I'm not sure	I strongly agree
30	Other kids in the neighbourhood are fond of me	I strongly disagree	I'm not sure	I strongly agree
31	I'm often shy and nervous to communicate with others	I strongly disagree	I'm not sure	I strongly agree
32	My teammates are acting as if they are better than me	I strongly disagree	I'm not sure	I strongly agree
33	I am good at conflict resolution	I strongly disagree	I'm not sure	I strongly agree
34	I believe that 'freedom of expression undermines (threatens) the rights of others'	I strongly disagree	I'm not sure	I strongly agree
35	I find it difficult to contribute to group activities	I strongly disagree	I'm not sure	I strongly agree
36	I struggle to control emotions when I don't agree with a decision in the game	I strongly disagree	I'm not sure	I strongly agree
37	The most important part of the football game is to score as many goals as possible	I strongly disagree	I'm not sure	I strongly agree

38	<p>I'm good at making friends</p> 	 I strongly disagree	 I'm not sure	 I strongly agree
39	<p>I'm good at standing up for myself</p> 	 I strongly disagree	 I'm not sure	 I strongly agree
40	<p>All in all, I feel that the whole training has broadened my skills in general</p>	 I strongly disagree	 I'm not sure	 I strongly agree