

DIALECT4

Enlarging DIALECT's Communities of Tolerance Through Football, Focusing on Younger Children

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Needs assessment report & Guidelines for adapting the
DIALECT training toolkits for children aged 10-12.

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INTRODUCTION

This Report is a deliverable of the DIALECT4 project, funded by the Erasmus+ Programme (ERASMUS-SPORT-2024-SCP). The project is implemented in Greece by ActionAid and the National Centre for Social Research (EKKE), in Italy by ActionAid, in Hungary by Second Chance Sports Association, and in Serbia by Football Friends.

The Report includes a synthesis of the results of the Task 2.1.: *Needs assessment and guidelines for the adaptation of DIALECT training toolkits for children (10-12 years old)* under EKKE's responsibility.

It consists of two parts, presenting: 1) the “needs assessment” results deriving from four small-scale targeted research activities aimed at informing the adaptation of the DIALECT methodology and training toolkits, and 2) the guidelines that have been developed by EKKE to specifically address the unique needs of children aged 10-12 in Greece, Italy, Hungary, and Serbia, focusing on community building and social inclusion through football.

The first part of the Report includes the results from the Needs Assessment Exercise which was comprised deriving data from following research activities:

a) Synopsis of Literature Review

A comprehensive literature review was conducted to locate and analyse key data on the topic of cultivation of values of intolerance in children aged 10-12 and its interconnectedness with sports and media in the 4 pilot countries (Greece, Italy, Hungary, Serbia). By synthesizing existing knowledge in these domains, the literature review aims at establishing a solid foundation essential for tailoring the DIALECT training toolkits, ensuring it meets the unique characteristics and learning needs of this age group. **The full literature review is provided in the Annex.**

b) Focus Groups with Children (10-12 years old)

4 focus group sessions were organised (1 per pilot country) with 34 children aged 10-12 to directly gather their opinions, understanding, and feedback on the concepts discussed in DIALECT sports for inclusion programme, such as non-discrimination, equality, radicalisation, media influence. These data would provide /identify aspects that align well with DIALECT training toolkits and areas that may need modification or simplification.

c) Focus Groups with Sports and Football Coaches of children aged 10 to 12 years.

4 focus groups (1 per pilot country) with 28 sports and football coaches were organised to collaboratively brainstorm and identify appropriate adjustments to the DIALECT training toolkits. This participatory approach ensures that the proposed modifications are practical and aligned with the educational goals of children in the specified age group.

d) Interviews with Sports Experts and Experts in the field of Inclusion and Global Citizenship Education.

EKKE conducted 6 interviews with sports experts and specialists in the field of inclusion and education, including experts the UEFA Foundation for Children and Common Goals. This additional component aimed to gather valuable insights and perspectives, specifically focusing on sports pedagogical approaches and methodologies tailored for children aged 10-12 years old.

EKKE undertook the literature review and the interviews, and subsequently, developed comprehensive interview guides for facilitating focus groups. These guides aimed to establish a standardized approach across all pilot countries. The other 3 project partners from Italy, Hungary and Serbia organised and conducted the **focused** group discussions and compiled the corresponding country reports of the results.

The second part of the Report consists of the Guidelines. Building upon the findings of the research activities and the tested methodological framework of DIALECT training toolkits, EKKE developed guidelines for the adaptation of these toolkits. These guidelines will specifically address the unique needs of children aged 10-12 in Greece, Italy, Hungary, and Serbia, focusing on community building and social inclusion through football.

PART 1. NEEDS ASSESSMENT REPORT

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**Based on feedback from the national reports of the partner countries:
AAI (Italy), MESE (Hungary) & Football Friends (Serbia)**

The Needs Assessment Report includes the results from the Needs Assessment which was comprised deriving data from following research activities:

A) SYNOPSIS OF LITERATURE REVIEW

This is an update of the existing literature review from the previous DIALECT projects¹ adapted to lead towards a meaningful implementation of DIALECT4 objectives for kids 10-12 years of age.

In particular, the aim of this comprehensive literature review is to locate and analyse key data on the topic of cultivation of values of intolerance in children aged 10-12 and its interconnectedness with sports and media in the 4 pilot countries (Greece, Italy, Hungary, Serbia). By synthesizing existing knowledge in these domains, the literature review establishes a solid foundation essential for tailoring the DIALECT training toolkits, ensuring it meets the unique characteristics and learning needs of this age group.

According to the Literature Review Guidelines, the literature review should include references for the last 10 years on the following issues:

- ***Inclusion, racism and tolerance/intolerance involving kids 10-12 years of age.***
- ***The role of sports and football in particular in combating exclusion, hatred, racism, discrimination and intolerance with specific reference to kids of the above age.***
- ***Predominant values of the above age group.***
- ***Specific characteristics of the above age group in relation to sports and media/digital literacy.***
- ***Experiential learning methodologies and processes***
- ***Inclusive pedagogical practices.***

In the following lines, we present a short synthetic report² of the literature review reports of the countries' involved in the DIALECT 4 project which provide valuable insights into understanding and addressing the above-mentioned topics and delve into various aspects of inclusion, racism, intolerance and predominant values among children aged 10-12. They also provide insights into how digital/media literacy and physical activity choices of children aged 10-12 influence these values, particularly within the European and Greek contexts and social settings.

As literature reveals, across Hungary, Italy, Serbia, and Greece, children aged 10 to 12 face growing exposure to bullying, discrimination, and the influence of digital and sports environments, all of which shape their development in increasingly complex ways. Desk research highlights a range of social challenges affecting children between the ages of 10 and 12, particularly surrounding bullying, discrimination, digital behavior, and social inclusion through sports and education. While cultural and systemic differences exist, the research

¹ See, in particular the Literature Review (Annex) in the Needs Assessment Deliverable of DIALECT2 project, found at: <https://dialectproject.eu/wp-content/uploads/d2.2-needs-assessment-report-for-combating-youth-radicalisation-through-community-building-football-combined-with-media-and-digital-literacy-skills-development.pdf>

² The full Literature Review Report can be found in the Annex.

across these countries converges on several key findings regarding children's developmental needs and the risks they face during this critical pre-adolescent stage.

In **Hungary**, a study focusing on coping mechanisms in interpersonal conflicts among Hungarian students, revealed that underprivileged children, particularly 12-year-olds in socially homogeneous schools, display more negative coping mechanisms in conflict situations, as these environments limit their exposure to healthier strategies. With regard to racism, studies conclude that Hungarian primary school students have no stable and consistent negative attitude towards peers with different ethnical or religious backgrounds. However, the observation of the assimilation of third-country students in primary schools in Hungary shows that they build closer relationships with peers having the same origin. Acceptance of immigrant students in primary schools by their Hungarian peers is more likely in case they show high performance either in studies or sports. In addition, most Hungarian students, who were asked about free-time activities spent with third-country national students, referred to free-time sport activities, such as football as the most popular.

One important way to foster inclusion and equality among children leads through their school and school programs, including sport activities. However, sport-based inclusion is hindered by self-funded after-school programs, which makes the accessibility difficult for underprivileged children. These sport activities, especially those offered by sport coaches of sport clubs dominantly recognise competitive values and support children with exceptional abilities, skills and determination which contradicts values of inclusion and tolerance.

A study investigating teachers' view in Budapest on migration and multicultural educational practices conclude that on the first place teachers highlight the importance of building knowledge about other cultures' traditions. After that, they also name values such as tolerating and accepting others. Values, such as equality, cultural exchange and multicultural pedagogical practices showed up less frequently. When it comes to tackling stereotypes, some teachers even expressed that there is a need to reduce only "unnecessary" stereotypes.

Not every school, city or even region is impacted by the challenges of integrating third country nationals, because immigrants are not equally represented across the country. There are schools which have implemented inclusive pedagogical practices to support migrant students in the last decade, however, many institutions, who have just recently faced these challenges lack external resources and try to rely on existing internal practices of integrating underprivileged children. They often rely on NGO or university support due to limited governmental aid. Inclusive efforts often end with project funding, leaving sustainability issues.

Finally, with regard to digital literacy among children it is on the rise, with Hungarian 8th graders performing above the international average in the 2024 ICILS assessment.³ Digital access and strong family support play a crucial role in their performance. Children rely on parents, peers, and schools for online safety knowledge, but by age 13, they typically surpass their parents in digital skills, underscoring the need for better parental engagement in the digital realm.

In recent years, several **Italian** studies have examined the growing issue of hate speech, discrimination, and bullying among children, particularly those aged 10 to 12, within school settings and their connection to broader social influences such as sports and media.

³ ICILS 2023 International Report: An international perspective on digital literacy. Downloaded from: [ICILS 2023 International Report: An International Perspective on Digital Literacy | IEA.nl](https://www.iea.nl/en/publications-and-reports/icils-2023-international-report)

This developmental stage is crucial as children begin to solidify motor and cognitive skills and gain awareness of group dynamics and social identity. According to a 2014 ISTAT report, over 50% of Italian adolescents experienced disrespect or violence, with 19.8% facing bullying regularly. Children aged 11–13, particularly girls and foreign students, were more affected.⁴

The rise of racism and intolerance in primary schools has emerged as a troubling trend, threatening the emotional and social development of young people. A number of interrelated factors contribute to this situation, including deeply ingrained stereotypes and prejudices often passed down through families, the media, and social contexts. Additionally, both direct and indirect experiences of racism at school or in the community can lead to internalized discrimination or feelings of alienation among children. Media and social platforms also play a powerful role, often perpetuating negative portrayals of minority groups and exposing young users to violent or discriminatory content. The lack of school curricula focused on civic education, cultural diversity, and inclusion further exacerbates these issues, leaving children without the necessary tools to recognize and challenge intolerance. Family environments also exert a strong influence, especially when they reflect or promote discriminatory views.

As desk research revealed, access to physical education is uneven across the country, with only about 41% of schools equipped with adequate sports infrastructure and significant regional disparities, especially in southern regions like Calabria and Campania. Media further complicates children's social development, as those aged 10 to 12 spend over three hours per day on screens, often absorbing harmful stereotypes or feeling isolated by unrealistic portrayals of success. This contributes to the growing phenomenon of “metropolitan hermits”—youths who withdraw socially, seeking refuge in digital worlds. Educational responses increasingly emphasize the role of physical education teachers in creating inclusive spaces, adapting activities, and building children's self-esteem, alongside calls for broader reforms in curricula, infrastructure, and family engagement.

Within this environment, sports present both risks and opportunities. When managed inclusively, they foster respect, cooperation, and social integration. Yet, without proper oversight, competitive sports environments—particularly football—can reflect and reinforce societal prejudices:

- Sports can both combat and reinforce discrimination: when managed inclusively, sports teach respect, teamwork, and dedication. However, without proper oversight, sports environments may foster exclusion and discrimination, especially in football, reflecting broader societal issues.
- Inclusive physical education requires adapting activities to student abilities, ensuring accessibility of equipment and facilities and collaboration among teachers, families, and specialists. However, access to sports is unequal: socio-economic barriers and lack of public facilities limit participation.
- Media also plays a dual role: it can promote positive role models or spread harmful stereotypes. Media education is needed to help children critically interpret content.

In conclusion, a coordinated effort involving schools, families, media, and institutions is necessary to foster inclusion, promote critical thinking, and ensure that both sport and media become tools for education and emotional support, not exclusion.

⁴ ISTAT, IL BULLISMO IN ITALIA: COMPORTAMENTI OFFENSIVI E VIOLENTI TRA I GIOVANISSIMI Anno 2014
<https://www.istat.it/wp-content/uploads/2015/12/Bullismo.pdf>

Serbia's landscape reveals parallel challenges. Over the past decade, research has focused on children's digital habits, the risks of online violence, and the broader context of how children are raised in the digital age. Digital media is integral to children's lives, but it also poses risks, particularly as entertainment and social interaction dominate their online activities, while educational engagement remains low. In response, Serbia launched a national platform in 2021, which addresses digital violence by educating and empowering families and schools. Nevertheless, violence against children remains widespread within families, schools, and broader social settings.

Furthermore, Serbia faces persistent challenges with physical and psychological violence, both at home and in schools, despite legal bans on corporal punishment. The widespread nature of violence against children is a major concern. Research supported by UNICEF and conducted by the University of Belgrade and the Institute for Mental Health has documented physical, psychological, and even sexual abuse, as well as neglect, child labor, and child marriage. Family environments, instead of offering safety, often become the primary sites of violence. Despite legal bans, corporal punishment remains culturally ingrained, with more than two-thirds of parents admitting to using psychological aggression and over 60% reporting physical punishment at some point. The use of violence is more frequent among younger parents and is often justified as necessary discipline, particularly in response to disobedience or perceived danger. Mothers report higher levels of psychological aggression, while physical punishment, although slightly declining in use overtime, remains prevalent.

Schools are also sites of verbal, physical, and gender-based violence, with many boys holding attitudes that justify violence against women. Gender-based violence is particularly prominent, with both elementary and high school students reporting high rates of such abuse. Alarming, a significant number of boys are more inclined to justify violence against women, suggesting deeply rooted gender norms and attitudes.

Discrimination is deeply entrenched among marginalized communities, notably the Roma. Roma children face higher levels of abuse, limited access to early education, and alarming rates of child marriage. Psychological aggression is common, particularly among mothers. The Roma community remains especially vulnerable, with children facing higher rates of abuse, poor access to early education, child labor, and early marriage. Only 27% of Roma children are disciplined non-violently, compared to 50% in the general population.

In terms of physical activity, although academic studies are few, recent initiatives in schools promote sports as key to combating obesity, improving emotional regulation, and supporting academic success. Physical activity is recognized as vital to children's holistic development—supporting physical health, mental well-being, and emotional regulation. Schools have begun expanding physical education, but structural support for inclusive, broad-based participation remains limited. Still, access and sustained participation remain uneven.

Overall, the well-being of children in Serbia is shaped by a multifaceted interplay of developmental psychology, family dynamics, digital engagement, violence exposure, and educational opportunity. Addressing these challenges requires coordinated efforts across families, schools, and institutions. Promoting digital literacy, inclusive education, physical activity, and open, respectful communication can help mitigate the risks children face and support their healthy development. Targeted interventions are especially needed for vulnerable populations, such as the Roma community, to close gaps in education, health, and protection from violence and discrimination.

In **Greece**, children aged 10–12 can become susceptible to developing intolerant attitudes, influenced by both sports culture and media exposure, which together shape norms around exclusion, aggression, and hate. A growing presence of hate speech and discriminatory content online has a particularly impactful role. The Greek Safe Internet Center (SaferInternet4Kids) reports that around 34% of teenagers aged 12–18 have encountered hate speech online, though younger children are also increasingly exposed, but incidents among children aged 10–12 are likely underreported and emerging in school environments.⁵ Social media platforms normalize aggression and reinforce exclusionary norms, while football fandom and broader sports culture sometimes serve as channels for performative aggression and xenophobic behavior. Schools are not consistently effective at combating bullying—many students feel their institutions do not sufficiently teach anti-bullying values, and minority students face more frequent and harsher harassment. The media often reinforce dominant identity narratives and fail to challenge toxic norms, contributing to desensitization and social withdrawal in some children. Promising educational efforts, such as workshops on confronting hate in classrooms, aim to equip teachers with the tools to promote democratic values and critical reflection, but these remain fragmented.⁶

As far as digital education among students aged 13-14 years old is concerned, according to the ICILS 2023 national report, students in Greece have an advantage in several areas over their peers from other countries that participated in the research. Furthermore, the percentage of students who state that they learned at school to recognize malicious messages and manage the privacy settings for their accounts is slightly higher than the average of other countries (64% vs. 56% of the average and 57% vs. 52% of the average, respectively). In Greece, more students than the average of the participating countries have learned at school about the responsible use of social media (84% vs. 78% of the average), how to recognize cyberbullying (82% vs. 75% of the average).⁷

With regard to sports culture in Greece it presents a contradictory space: while initiatives organized by national and European bodies, aim to promote Olympic values and non-violence among youth,⁸ football culture often conveys aggressive or xenophobic messaging, shaping young people's attitudes through fan behavior and peer influence. Within schools, surveys show that one in three children experiences bullying, with many expressing doubts that schools effectively discourage it.⁹ Minority students suffer disproportionately, both emotionally and socially, highlighting the persistence of exclusionary peer dynamics.¹⁰

Meanwhile, traditional media and online platforms actively shape and sometimes legitimize intolerant discourse. Research shows mainstream media in Greece contribute to normalizing hate speech through framing, selective narratives, and the legitimization of dominant identities—reinforcing prejudices among youth consumers.¹¹ Digital environments in particular reinforce patterns of performative cruelty and public shaming among adolescents, with violent content circulated widely and admired for its attention-grabbing

⁵ [SaferInternet4kids | SaferInternet4kids](#)

⁶ See indicatively: [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/74a8c773-23e2-4f17-a6cd-9bf90ee4a226/S4I - The Inclusive Education Guidelines - Greek.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/74a8c773-23e2-4f17-a6cd-9bf90ee4a226/S4I_-_The_Inclusive_Education_Guidelines_-_Greek.pdf), [edypo cab en low.pdf](#), [INSOOL](#)

⁷ [241112-ICILS 2023-National Report.pdf](#)

⁸ [Doc. 14842 - Report - Working document](#)

⁹ [School violence and bullying on the rise in Greece – Eurochild](#)

¹⁰ [School bullying and minority identity as a menace to mental well-being of students in Greece | BJPsych International | Cambridge Core](#)

¹¹ [\(PDF\) Hate speech mainstreaming in the Greek virtual public sphere: A quantitative and qualitative approach](#)

effect.¹² In response, Greece has initiated targeted programs. These programs focus on empathy, resilience, and peer support to equip both teachers and students with the tools to foster democratic values and challenge intolerance.¹³

In conclusion, children aged 10 to 12 across Greece, Italy, Hungary and Serbia face mounting pressures related to bullying, exclusion, discrimination, and digital exposure during a critical stage of their development. Bullying, discrimination, and digital exposure are not isolated issues but are deeply embedded in family dynamics, school practices, media environments, and sports cultures. While physical activity, inclusive education, and media literacy are widely recognized as protective factors, their implementation is uneven—often limited by economic constraints, lack of infrastructure, or policy gaps. Although sports and media hold potential for fostering inclusion and positive identity formation, they can also amplify existing inequalities and toxic behaviors if not responsibly managed. School systems are increasingly aware of these dynamics, but responses remain fragmented, often dependent on external initiatives or limited infrastructure. To foster well-being, inclusion, and resilience, coordinated efforts are needed that bring together educators, families, institutions, and digital platforms. Special attention must be paid to vulnerable groups—such as minority and underprivileged children—whose experiences highlight the urgency of systemic reform in education, social policy, and youth engagement. Research reveals that a comprehensive and coordinated approach—engaging schools, families, media, and public institutions—is essential. Emphasizing inclusive education, media literacy, safe online practices, and equal access to physical activity can help create safer, more supportive environments for children during this pivotal life stage.

¹² [How the internet is normalizing violence for Greek youngsters | eKathimerini.com](#)

¹³ [Actions to combat bullying , Education | UNICEF Greece](#)

B) PRIMARY RESEARCH: RESULTS FROM FOCUS GROUPS WITH CHILDREN 10-12 YEARS OLD

The results presented below are drawn from primary research, namely focus group discussions with children aged 10-12 in each participating country (Greece, Hungary, Italy and Serbia). The analysis follows.

1. Participants profile

A total of 34 children participated in the focus group discussions conducted across four countries: Greece, Hungary, Italy and Serbia. The group included 20 boys and 14 girls, with participants ranging in age from 9 to 12 years. Most of the children were between 9 and 11 years old, while a smaller number were aged 12. In Serbia and Hungary, the majority of participants were natives; in Italy, half had a migrant background, while in Greece all participants had a migrant background.

Looking at the participants' profiles by country in more detail, the focus groups were conducted as follows:

In Serbia, eight children participated in the Focus Group, all aged 10, including four boys and four girls. All participants were from the same school and class, which contributed to an open and friendly atmosphere during the discussion. The children, all of Serbian nationality, live in the local community near their school. Among them, one boy comes from a Romani background. Most of the children live with both parents, except for one boy who is raised by his mother alone.

In Greece, the Focus Group discussion was held in the facilities provided by ActionAid Hellas (EPIKENTRON). It involved 10 children aged 9 to 12 years old (6 boys and 4 girls) of migrant background (Pakistan, Albania, Romania, Ukraine and Tanzania) who attend local schools in the Kolonos area (a neighborhood with a high percentage of residents of migrant background) in grades 4th, 5th and 6th.

In Hungary, the Focus Group was held at Budapest and 6 boys participated in the session between the ages of 10-12 (3 boys were 10 and 3 boys were 12 years old). One lived with his mother alone, one with grandparents, one in foster home, others lived with their parents. One of the boys had Afghan nationality, others were Hungarians.

In Italy, ten boys and girls between 9 and 11 years old took part in the focus group held at the headquarters of Aemas Onlus, an association for young people operating in the popular Spanish Quarters, in the historic center of Naples. All the boys and girls were born in the city of Naples, where they live, in the Montesanto neighborhood, however, 5 of them are of migrant background (2 Capo Verde, 3 Sri Lanka).

2. Kids' friendships and relationship with sports/football in general and football3 in particular

2.1. Friendships

2.1.1. Kids are asked about their friends

In the four participating countries, children's friendships are mainly formed within their school environment and, to a lesser extent, in their neighbourhoods or local community centres. Daily routines and shared activities play a central role in shaping these relationships. While most children, especially in Greece and Hungary, tend to prefer friends of the same gender, participants in Italy appeared more open to cross-gender friendships. Racial or ethnic differences were not a significant concern among the children, particularly in Greece and Italy, where participants themselves were of migrant background. Overall, friendships are grounded in proximity and shared spaces and are not based on background or identity.

In particular, in Serbia, most children reported that they primarily spend time with peers from school and their neighbourhood. Their friendships are closely tied to everyday activities. In Greece, children make friends at school, in their neighbourhood and at the EPIKENTRO community centre. The children of the focus group were of immigrant origin so the issue of race was hardly raised at all. With regard to gender, most children consciously prefer the company of peers of the same gender, and only one girl and one or two boys reported spending time with peers of both genders. In Hungary, children have friends mainly from school, and they too prefer spending time with peers of the same gender. Similarly, in Italy most friendships are tied to the school environment, though there are also "neighbourhood friends". None of the participants expressed any hesitation about building friendships or spending time with people of a different gender or from other countries or cities.

2.1.2. Kids' self-perception and whether other kids like them and why

Children from all countries were given specific adjectives (traits) -from a list- to describe themselves and the way they believe others see them. Most of them used a variety of traits to describe themselves, reflecting a mix of positive self-image and occasional self-doubt. The most common self-descriptions were "nice" (mentioned by at least 20 children) and "good person" (mentioned by at least 18 children), showing a strong emphasis on kindness and moral character. Traits like "clever" and "smart" were also frequently used, especially among children in Greece. Physical appearance came up as well, with at least four children describing themselves as "good-looking" and two boys expressing concerns about being "overweight." Some children, particularly in Serbia, openly expressed insecurities, using words like "shy," "chaotic," or questioning whether others liked them. Overall, children tended to focus on positive social and emotional traits, with some variations in confidence and self-perception.

In particular, in Serbia, most used a range of traits such as "shy," "smart," and "a good person," but also "loud," "chaotic," and "insecure." Some expressed self-confidence ("I am pretty," "I am a good person"), while others revealed self-doubt ("I'm not sure if others like me," "Sometimes I'm loud and they scold me"). In Greece, the trait "nice" was the one that all boys attribute to themselves, followed by "clever" and "good person", while girls chose the traits "clever" and "beautiful". In Hungary, all boys chose equally the trait "nice" and "good

person” to characterize themselves, while in Italy, five out of eleven described themselves as a “good person”, and five as a “nice person”. In addition, four boys and girls described themselves as “good-looking”, while two boys described themselves as “overweight”.

As for how they believe **others perceive them**, most children described being seen in a positive way, using traits such as “confident,” “supportive,” “disciplined,” and “nice.” However, some also noted perceptions, such as being viewed as “wild,” “mean,” or “mad,” often expressing mixed feelings even within their own responses. Gender influenced perceptions slightly, with girls often believing they are seen as “clever” or “beautiful,” while boys leaned toward “confident” or “organized.” Despite these differences, many children acknowledged that peer opinions can affect their behaviour and self-esteem. Overall, the findings revealed that even at this young age, children have a deep emotional awareness and a strong desire to feel accepted and understood by their peers.

In Greece most of the children believe that both they and their peers view each other positively. Most boys chose the trait “confident” and “organised,” while most girls chose “clever,” “beautiful,” “nice”. In Italy, the majority of adjectives had a positive connotation (especially “supportive”, “confident”, “disciplined”, “organized”), but these are often contradicted—even within the answers of the same individual—by adjectives such as “wild” or “mean”. In Hungary, “mad” was the main trait children believed their mates attributed to them. Finally, in Serbia, some children said they are perceived as “wild” or even “unpleasant”, while others shared that their peers view them as “disciplined”, “supportive”, or “confident”.

2.2. Kids’ participation to football activities.

2.2.1. Picture on gender and racial perspective (a boy and a girl playing football together).



Children from the countries involved, generally supported values of fairness, inclusion, and equal participation, regardless of gender or racial background. Most expressed the belief that everyone should be allowed to play and be included, emphasizing respect and fair treatment as key principles. However, gender-based stereotypes remain present, particularly around physical ability, with some children believing that boys are stronger or more competitive than girls. These views occasionally led to doubts about mixed-gender play, with a few children suggesting it could be unfair or less enjoyable. Racial or cultural differences were largely seen as unimportant, with children showing familiarity and comfort with diversity, likely due to

daily interaction with peers of various backgrounds. Overall, while the majority of children embraced inclusive attitudes, subtle biases -especially related to gender and physical competence- continue to shape their perceptions and interactions.

In particular, in Serbia, children expressed the opinion that anyone who wants to play should be allowed to, regardless of gender. They emphasized the importance of respect and inclusion, saying things like: *"It doesn't matter if you're a boy or a girl—what matters is that you follow the rules and don't leave anyone out."* On the other hand, a few children voiced reservations about mixed-gender play, stating that *"it's not fair when a boy plays against a girl"* and that *"the strength isn't equal."* These children pointed to physical differences they believe can influence the game especially when it comes to speed, strength, or stamina. Some noted that girls sometimes choose not to participate because they feel they're *"not good enough,"* while others said that boys occasionally exclude them. The discussion highlighted that while children understand the principle that everyone should have the right to play, some gender-based stereotypes and perceptions of unequal physical ability persist. In Greece, no one commented on the nationality or skin colour of the children depicted. This lack of reaction may be attributed to the fact that the children attend schools with high numbers of immigrant students and are accustomed to interacting in mixed groups both in and out of school. As such, they are familiar with cultural and racial diversity. On the other hand, gender differences did emerge in the discussion. In Hungary, boys described this picture in different ways, including comments such as: "Real Madrid beats Barcelona" and "They are girls". In contrast to the other countries, in Italy gender differences were mentioned by almost no one, and only very rarely, as a relevant issue in relation to sports practice. Instead, the theme that began to emerge was "competition". One child explained: *"You can see they're playing against each other, but they're being fair: there's fair play."*

2.2.2 Good things and Bad things while playing football.

Children consistently identified joy, friendship, and respect as key elements of good behaviour in sports. They emphasized the importance of unity, teamwork, and celebration, regardless of gender, background, or the outcome of the game. Feelings of happiness, shared effort, and mutual support were seen as essential to playing well together. On the other hand, anger, frustration, and aggressive reactions were viewed negatively by most children, especially when these emotions disrupted the spirit of the game. However, some children in Greece and Hungary associated strong emotions and competition with admiration for skilled players, seeing intensity as part of the excitement. Greek children also noted that while arguments or tension can arise, they are usually followed by apologies and a return to friendship, showing that emotional ups and downs are accepted as part of their play experience.

Image 1

Image 2

Image3



In particular, children responded very positively to the first image. The boys and girls highlighted the joy that a sporting event can bring. They said it showed friendship, respect, and joy after the game. Most of the children agreed that this is an example of good behaviour that should always be present in sports—regardless of background, gender, appearance, or the game’s outcome. In Italy, their descriptions almost all began with words such as “unity”, “friendship” and “team”, while in Hungary they mentioned: *“This is a team that celebrates, which is very good”* and *“This might be a community. They are very happy.”*

In the second image, children from Serbia and Italy immediately recognized negative emotion and behaviour. *“Maybe he’s angry because he lost, but you can’t chase someone like that”, “You could hurt them, and then it’s not a game anymore”* and *“angry about winning”*. On the contrary, in Greece, children enthusiastically claimed that the child in the foreground was a young Ronaldo, with someone chasing him to stop him from scoring. This was also mentioned by a boy from Hungary who said: *“He is Cristiano Ronaldo as he is wearing a Portuguese jersey, has brown skin and brown hair.”*

In the third image, where a girl and a boy are happily running together after the ball, the Serbian children unanimously agreed that this was the best example of team spirit and positive energy: *“They’re happy, running together, no one’s angry—that’s how we should all play”*. In Italy too, the recurring element in their descriptions of the picture was, rather, the smile, associated with the joy brought by playing and the satisfaction of playing together, often described as “teamwork”. Playing together, boys and girls, is something that happens often in their lives. One boy mentioned that he is member of the Italian “social football movement”, where one of its core principles is the joint participation of boys and girls in the sport. In Serbia, the children easily recognized the difference between good and bad behaviour. On the contrary, in Greece children did not easily distinguish differences between images 2 and 3. When asked which image best represents how they themselves play, all the children in Greece identified the second image: even if there are moments of tension or arguments during the game, they said that these are usually followed by an apology, and they quickly return to being friends.

2.2.3. What is most important to them when playing football? The joy of the game or their team’s victory?

Attitudes toward winning and the joy of the game varied across countries, but many children recognized the value of enjoying the sport beyond just achieving victory. In Serbia, most children believed that having fun and doing their best was more important than winning, with

some saying that focusing only on winning takes the joy out of playing. While Hungarian children placed the highest importance on victory, Serbian and Italian children often highlighted the need for fairness and a positive atmosphere. In Greece and Italy, many children admitted they can get caught up in the desire to win, but they also recognized that this can lead to negative behaviour or conflict. Several Italian children, in particular, reflected on how this attitude risks diminishing the simple joy of playing. Across all countries, there was a shared awareness among many children that winning should not come at the expense of respect, teamwork, or fun.

In Serbia, most of the children emphasized that having fun and enjoying the game is more important than winning. *“If you're only focused on winning, it's not fun anymore,”* and *“It doesn't matter who won, it matters that we gave our best.”* Some children admitted that they do like to win, but added that losing doesn't bother them much if everyone tried hard and the atmosphere was fair and enjoyable. One child explained: *“I like winning, but not at any cost. If we end up arguing, then it's not worth it”*. In Hungary, victory was considered the most important. In Greece, for about half of the children (mostly boys), winning was what mattered most. For the rest, the focus was on the enjoyment of the game and having fun, rather than the outcome. Similar is the case in Italy, where some of the boys and girls admitted that they are often carried away by the goal of winning, but at the same time they are aware that this can lead to inappropriate behaviour. As a girl explained, this kind of behaviour risks overshadowing the greater joy of playing football *“which is simply the joy of playing”*.

2.2.4. How kids' teammates treat them personally? And how do they treat their teammates?

Most children reported being treated fairly and kindly by their teammates, especially when playing with friends or in familiar settings. Occasional tensions or exclusions were mentioned, often linked to gender or mistakes during the game. Rude comments and swearing can occur, which they don't like but have come to expect during play. Many children said they make an effort to treat others well—being fair, inclusive, and sharing the ball. Still, some admitted that frustration during games can lead to emotional reactions, like yelling, though they often feel regret and try to improve.

In particular, in Hungary, children noted that selfishness and not passing the ball can cause conflict, yet they claimed they themselves strive to treat others nicely. In Serbia, most of the children said that their teammates generally treat them fairly and in a friendly way, especially when playing in familiar environments. However, a few children described negative experiences, such as being excluded from games or treated more harshly. For example: *“Sometimes they don't pick me for the team because I'm a girl,”* and *“Some kids get angry when you make a mistake and start yelling.”* In Greece, they acknowledged that negative behaviours sometimes occur during games, including rude comments and swearing. While these behaviours do not come as a surprise, they also do not make the children feel good when they are on the receiving end. When asked how they treat their own teammates, most children said they try to be fair, give everyone a chance, and share the ball. On the other hand, some children admitted they sometimes react emotionally when things don't go well, but try to correct it afterward: *“I know I sometimes yell when I get upset, but then I feel bad and try not to do it again.”* In Hungary, it was stated that sometimes teammates are rude as they are selfish and don't pass the ball. However, kids of the focus group said that they treat their

teammates nicely. In Italy, relationships with teammates are generally friendly, although they do experience some ups and downs during games, often influenced by the outcome of the match.

2.2.5. Do kids think that they are good players? In that case what would they say about themselves?

Children shared different views on what makes someone a “good player,” with many emphasizing teamwork, effort, and fairness over individual skill. In Serbia, success was not linked to scoring goals but to active participation, cooperation, and being helpful to the team. Respecting the rules and playing collectively were seen as key qualities. In Greece, the conversation was shaped by gender stereotypes, with some boys claiming they are better due to strength and intelligence, suggesting a more competitive and exclusive view. In Italy, a girl’s experience of gaining her teammates’ respect despite early doubts showed that being recognized as a good player can grow through effort and persistence and that perceptions can change over time.

In particular, in Serbia, they do not define success solely by scoring goals, but rather by how much effort they put in, how actively they participate, and how useful they are to their team. The children showed an understanding that being a good player is not about being the best individual, but about respecting the rules, cooperating with others, and playing as part of a team. In Greece, this discussion turned into a gender issue. The boys assert that they are better and smarter than the girls, framing their perceived superiority in terms of strength, intelligence, and goal orientation—traits they believe explain why boys always win in games. In Italy, the children generally spoke in a playful tone, teasing each other with comments like “I’m the best of all” and similar remarks. A girl mentioned that despite some initial skepticism, she is now considered “good” by her teammates (most of whom are boys).

2.2.6. Have kids been treated aggressively, spoken to badly, been treated badly by other children during playtime? 2.2.7. How exactly have they been treated? Why do they think this is happening?

Many children reported being treated badly during play, often through yelling, exclusion, insults, or even physical aggression. These behaviours were most commonly triggered by mistakes, missed goals, losing, or intense competitiveness. Children were often shouted at, called hurtful names (Hungary), or told they weren’t good enough—especially girls, who sometimes heard comments like “football isn’t for you” (Serbia). Some were pushed or threatened with not being allowed to play again. While this behaviour was upsetting, many children understood it as a reaction to frustration, pressure to win, or emotional intensity during the game (e.g., “the adrenaline of the moment”, Italy). In some cases, aggression was normalized, especially among boys (Greece), while others showed awareness that such treatment was unfair or hurtful, even if not always intentional.

In particular, most of the children in Serbia reported that they had experienced unpleasant behaviour. They were excluded from the game, yelled at for making a mistake, or called hurtful names. This type of behaviour typically occurred when someone lost the ball, missed a goal, or when the team lost a match. Such behaviour does not happen frequently. It was also mentioned that, girls sometimes received comments like “*football isn’t for you*” or “*you’re just taking up space*.” Some children described being pushed, yelled at, or even

threatened that they wouldn't be allowed to play anymore. They often linked this behaviour to frustration over losing, the desire to win at all costs, or personal issues the other children might be dealing with. Most children showed understanding that such reactions don't necessarily come from bad intentions, but rather from situations where someone "can't calm down when they lose" or "always wants to be the best." In Greece, most children perceive aggressive behaviour during games as normal and tend to adopt it themselves. Many boys reported experiencing violent or rude behaviour (even from their own teammates) which often left them feeling upset or discouraged. The girls appeared to have a clearer and more immediate understanding of what constitutes aggressive or competitive behaviour during games. In Hungary, teammates swear at them a lot, such as "motherfucker". All this happens when kids do not score or when they commit foul. In Italy, participants mostly attributed moments of tension during sports activities to negative sport results, which seem to strongly affect their mood, often leading to nervousness and the emergence of anger. These reactions tend to manifest either through verbal outbursts or through aggressive behaviour during the match, such as repeated fouls. Although it was acknowledged that this reaction wasn't right, one girl explained that it was driven "by the adrenaline of the moment".

2.2.8. What do they think of this picture? Have they ever been in a scene like this? Friends of them?



Most children recognized the image as showing intense or aggressive behaviour, though their interpretations varied. Many (especially in Serbia and Hungary) immediately identified the figure as a "hooligan" and associated the scene with violence and inappropriate behaviour in a stadium, clearly rejecting it as part of real sportsmanship. Others (in Greece and Italy) first saw the person as a passionate fan, possibly celebrating or reacting emotionally to a game, without initially recognizing signs of aggression. As discussions progressed, several children reconsidered, suggesting the person might be shouting insults or mocking others, especially after a win or loss. Some children shared that they had seen similar behaviour at games they attended (e.g., 7 out of 10 in Greece), while others had only encountered such scenes through media or online videos. Despite initial differences in perception, all children agreed that violence and aggression have no place in sports.

More analytically, in Serbia and Hungary, the children quickly recognized that the image showed a person behaving aggressively —yelling and creating what appeared to be an uncomfortable or dangerous situation in the stadium. Most of them immediately associated the image with the term "hooligan" and stated that such behaviour has nothing to do with the true spirit of sports. Indicative quotes from Hungarian kids, one of whom had personal experience: "It is in the 8th district of Budapest and they are making a fight" and "They are football hooligans." The opposite occurred in Greece where none of the children initially

perceived anything violent or inappropriate in the image. At first glance, most children described the person as a fan cheering for his team. However, later, several suggested that he might be shouting insults or mocking the opposing team, either because his team had lost or out of excitement over a win. In the discussion, when asked about their personal experiences, 7 out of 10 children said they had attended a game and witnessed such incidents. Similarly, in Italy, boys and girls did not immediately associate the image with violence among football fans, but rather with a scene of anger over a negative result or even a celebration. Only later did they notice certain details that led them to comment on violence between fans of opposing teams. All participants agreed that resorting to violence against others cannot be justified by sports. None of them had ever experienced such situations in person, but they had occasionally seen images of this kind on the news or in online videos.

2.3. Kids' participation to football3 activities

Knowledge and interest in football3 varied among the children, with some having no prior exposure and others more familiar with its principles. In Serbia and Italy, most children in the focus group had never heard of football3, though Italian children had similar experiences with inclusive sports initiatives. While many children reacted positively to the concept of mixed-gender play, concerns were raised about physical differences and fairness, particularly in Serbia and Hungary. In Greece and Hungary, some boys had participated in football3 activities and appreciated its emphasis on collaboration, fairness, and balance, though gender stereotypes remained strong, with several boys expressing doubts about girls' abilities. Italian children highlighted the importance of balancing teams by age rather than gender, suggesting an awareness of fairness in play. Overall, while the values of football3 were generally appreciated—especially fairness and inclusion—gender bias remained a significant barrier to full acceptance among many boys.

More analytically, in Serbia, although the concept of mixed teams was new to the children, they generally reacted positively to the idea of boys and girls playing together. However, some participants expressed hesitation—mainly due to existing beliefs about physical differences, such as concerns that girls *“might not keep up with the pace”* or that *“they need to be treated more gently during the game.”* In Italy, gender was mentioned by one boy, who stated that *“one or two of my friends...hate it when girls play with us, because they're not good... But I think everyone should be allowed to play, even if they're not good.”* But age was highlighted as a factor that needs to be considered: *“A team of six-year-olds can't play against a team of two-year-olds, or else no one will have fun. There can be younger children but the teams need to be balanced”*. In Greece, four boys were familiar with football3 and had taken part in similar activities. What they said they appreciated most about football3 was the focus on collaboration, fairness, health, and the equal distribution of players across teams. As regards girls, they were not particularly interested in football3. In Hungary, boys knew football3. When asked about girls playing football3, the gender imbalance for once more was evident from their quotes: *“Girls and boys should not be brought to matches together, however they can train together”*, *“Even if girls might play worse than boys, the cooperation and the vibe can be good”* and *“Girls play very bad. When played a match together, it was terrible”*.

3. Moving towards united and open societies

3.1. Have participant kids ever been confronted or exposed to discriminating, disrespectful and racist behaviours

Most of the children in the focus groups had not personally experienced racism or ethnic discrimination, though they were generally aware of such issues. Disrespectful behaviours were most associated with bullying, exclusion, or teasing based on physical appearance, strength, or personality rather than race or ethnicity.

In particular, in Greece, as soon as the children saw these four images, the word "bullying" was spontaneously mentioned by almost everyone in the group, sparking a discussion on the topic. Most of the children stated that they had not personally experienced such situations. Nevertheless, three incidents were mentioned among which, one boy who witnessed a group of boys surrounding a younger, weaker, and somewhat chubby boy, teasing him. The boy said he chose to intervene, considering himself stronger because he knows karate, and asked the children to stop, telling them their behaviour was wrong. In Italy, the children emphasized that they are not used to behaviours they identified as "bullying". They assert that factors such as physical appearance and skin colour are not important to them in relationships. In Hungary, kids have never been confronted or exposed to discriminating, disrespectful and racist behaviours. In Serbia, most children agreed that disrespectful behaviours like gossiping and social exclusion is emotionally hurtful and occurs frequently at school, especially among girls. The children clearly identified various forms of exclusion, gossiping, teasing, and violence. They expressed empathy for the victims and an understanding of the emotional consequences. Many acknowledged that such situations do happen at their school and expressed a strong need for more open discussions about them. They believe children should be encouraged to speak up, report incidents, and stand up for one another.





3.2. Kids views on racist and discriminating behaviours

Children recognize teasing, rude behaviour, and being treated unfairly by peers or adults as problematic, even if their direct experiences vary. Some have experienced or witnessed such behaviours in everyday settings like school or sports. At the same time, children often rely on close friendships for a sense of belonging and protection, which may buffer them from deeper feelings of exclusion. Despite differences in exposure to explicit racism or systemic discrimination, there is a shared tendency among children to value fairness, empathy, and acceptance. They express a desire for inclusive environments where everyone is treated with respect, regardless of background or differences.

They acknowledged that sometimes children are treated unfairly because they are different—whether they speak another language, have a different skin colour, physical appearance, accent, or are simply *“not like the majority.”* The children also identified teasing, name-calling, and mockery as the most common forms of discrimination they see at school.

In Italy, kids come from a working-class neighborhood in Naples, home to many migrant families, so it is a common experience for them to have classmates and friends from other countries or born in Italy but with parents from other countries. They do not seem to have experienced mistreatment, insults, or exclusion of people with a migrant background within the neighborhood.

In Hungary, kids have been treated rudely, sometimes peers make fun of them. But they also do it, it is common in school and sometimes on trainings. Parents and teachers were mentioned acting sometimes as if they think kids are not smart or dishonest. In addition, sometimes kids have been threatened or handled roughly during conflicts with adults or older kids. With regard to feelings of exclusion they have their friends so that they hang with them most of the time.

As highlighted in the Serbian analysis of the kids’ focus group, although children in this age group are still relatively protected from direct racism or systemic discrimination, they show a high level of empathy and awareness when discussing these issues. They clearly identify unfairness, teasing, and exclusion as forms of disrespect, and express a desire for everyone to feel accepted, regardless of their differences.

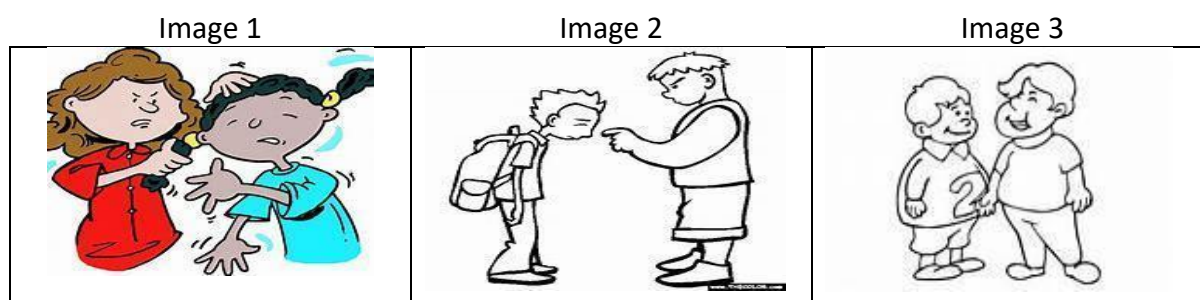
3.3. Do kids feel that the use of derogatory terms or voiced insults are “part of the game” so they do not think of them as something important?

Across all countries, children showed awareness of the presence of derogatory terms and insults during play, though their attitudes toward them varied. Some children accept swearing as "*part of the game*", while others see it as inappropriate and hurtful, with girls more often speaking out against it.

In particular, in Greece and Italy, the children perceive such behaviours as a normal part of the game. Whether they are playing at school, in their neighbourhood, or elsewhere, swearing is commonly heard. They think these situations are incorrect, unjust, and disagreeable, but at the same time that they "can happen". One girl from Greece even notes that this kind of behaviour is generally taken for granted, while an Italian boy stated: "*These things happen on the field but they end when the game is over, and we're friends again like before*". Although most of the children do not consider it appropriate or pleasant, they seem to accept it as part of the playing environment. Overall, the girls appeared more confident in expressing their disapproval of such behaviour. On the other hand, in Serbia and Hungary most of the children clearly stated that insults, offensive language, and swearing are not part of the game and should not be tolerated. They recognized that such language often appears when children are excited, stressed, or upset about the result, but emphasized that this is not an excuse for bad behaviour. Some children said they had gotten used to hearing insults during games, especially from older boys, and that adults often told them to "*just ignore it.*" However, most pointed out that those words still hurt, even when said in the heat of the moment.

3.4. What kids think and feel about the following icons?

From all the focus group answers, it becomes clear that children aged 10–12 demonstrated a clear understanding of fairness, empathy, and the emotional impact of certain behaviours.



When shown the first image (a girl pulling another girl's hair), they quickly identified it as an act of violence and universally condemned it, recognizing both physical and emotional harm, with comments like "*The older hurts the younger*" and "*The white hurts the black.*" Some children also noted the racial aspect, showing growing awareness of differences and inequality, even if still shaped by external influences like adults, media or school. In the second image (an older child yelling at a younger one), they recognized the power imbalance and interpreted it as bullying, peer pressure, or intimidation, often connecting it to their own experiences of exclusion or feeling unwelcome in new social settings (they had experienced similar situations when they were new at school or when they disagreed with a group). Their

disapproval was strong, expressed through remarks such as *“The big guy wants to see all his pockets and bags”* and *“It is really bad, the bigger insults the smaller.”*

In contrast, the third image (two boys holding hands and laughing) was interpreted very positively, with children describing it as an example of friendship and calmness, saying *“They are talking, they are friends, they are chilled. This is really good.”*

4. Children – Kids, Media and Digital Literacy Skills and Competences

4.1. Do participants recognize digital devices such as computer, mobile phone, tablet from images? Which of them they personally own? Which of them they personally use?

Across all countries, mobile phones were the most commonly used digital device among children, though ownership levels varied. In countries like Serbia and Italy, most children owned or had daily access to a smartphone, using it for games, videos, social media, and music, with some acknowledging overuse. In Greece, about half the children owned a phone—often shared or basic—and many had tablets and also smartwatches, while access to family devices was common. Tablets were less frequently owned personally and more often shared within families (Italy, Greece, Serbia). Laptops and desktop computers were used mainly for schoolwork or games, but were less familiar or personally owned, especially among younger children (Italy, Serbia). In Hungary, digital access was minimal, with only one child owning a phone and the rest having little to no access to tablets or laptops.

More analytically, in Serbia, most of the kids have access to a mobile phone—either their own or a parent’s—and use it daily. They shared that they most often use their phones to play games, watch YouTube, use apps like Viber and TikTok, and listen to music. Most of the children described the phone as *“necessary”*, though a few admitted that they are aware they *“sometimes overdo it”* with the time they spend on screens. Most of the children said they use a computer at home, mainly for schoolwork, watching cartoons, playing games, and occasionally for online classes. Tablets were less commonly used among the children. In Italy, all participants said they own and use one very frequently and instinctively associated the idea of technology with their smartphone. Two of them also use a tablet, although it is not a “personal” device but belongs to the family. Two boys own a laptop. Most participants showed less familiarity with desktop computers. In Greece, 6 out of 10 children have a smartwatch, 5 out of 10 own a mobile phone (one girl noted with some disappointment that her phone is outdated because “it only has numbers and no internet”), and 6 out of 10 have a tablet. Although her phone is limited, she also has access to a family computer or tablet, as well as her parents’ smartphones. All the children attend computer classes at school. In Hungary only one kid has a phone. They all know laptops and tablets, but they don’t have.

4.2. Which icons in the photo below kids are capable of identifying?

Children across all countries showed greater familiarity with icons related to entertainment and communication, such as games, photos, music, and messaging. On the other hand, the majority was not familiar with email, internet browser etc. This pattern suggests that children

mainly use digital devices for fun and social interaction rather than functional or educational purposes.

More analytically, in Hungary, most children only recognized the messaging icon, indicating very limited exposure to digital tools. In Italy, children were more familiar with a variety of icons, including those for weather, email, and contacts, though they struggled with symbols for web browsers like Internet Explorer and Microsoft. In Serbia, the most commonly recognized icons were the camera (which they associated with taking photos and recording videos), the game controller (related to gaming), and the headphones, which they assumed were for listening to music. The rest (such as email, internet browser etc) were mostly unfamiliar to them.

4.3. Use of digital technologies

Most children reported having internet access at home, typically through Wi-Fi, and use digital technologies daily for entertainment and communication. Common activities include watching videos, playing games, and using social media platforms such as YouTube, TikTok, and WhatsApp (Serbia, Greece, Italy, Hungary). While many children admitted they “sometimes overdo it” and lose track of time, only a few expressed concern about excessive use, and most did not feel dependent on digital devices. In Serbia, many children said they would find it difficult to go a day without a phone or internet, suggesting that technology is a significant part of their daily lives. Children generally felt confident using their phones and tablets, though their skills were often limited to entertainment and basic communication, with less familiarity in areas like online safety or educational tools (Serbia). Despite frequent screen time, most children still preferred spending time outdoors or socializing in person, and did not feel that digital use had a negative impact on their friendships or physical activity (Greece, Hungary, Serbia). Most children said they still prefer to socialize in person, spending time outdoors and playing with their friends rather than being online. A few children mentioned making new friends online or sharing content like videos on their personal channels (Italy), showing that for some, digital spaces also serve as platforms for creativity and connection.

More analytically, in Serbia, most of the children feel confident in their ability to use digital devices. However, it became clear that their knowledge mostly covers basic and entertainment-related functions, while they are less confident when it comes to educational platforms, online safety, identifying false information, screen time management, or using digital tools for learning and creative expression. In Greece, on average, they spend about an hour online each day, though this increases significantly on weekends and during holidays, when they may remain online for most of the day. In Hungary, most do not feel dependent on digital devices and do not believe they spend excessive time on them. They do not use digital technology for searching information or educational purposes, but they do use it to communicate with friends through social media. Most of their screen time is dedicated to gaming and streaming movies or music. In Italy, most of them, spend a significant amount of time each day on their smartphones, mainly using them to watch videos on social media, communicate with friends, and play games online. All boys and one girl said that they also watch videos featuring goals scored by their favorite football team or clips of football players from the past. Three of them (all boys) have their own YouTube channel, where they regularly

upload videos and described themselves as "YouTubers". All the participants in the focus group believe they possess the necessary skills to use digital devices effectively, namely their smartphones.

5. Living in a safe digital world – building resilient communities

5.1. Do kids navigate through the net and/or various platforms and which or they just play? and

5.2. Where do they navigate or what they do play?

Children aged 10–12, from all participating countries, primarily use the internet for entertainment, with their online activity largely centered around gaming, watching videos, and using social media platforms like TikTok, YouTube, Instagram, and WhatsApp. Most of them do not actively search or explore the internet beyond what is recommended by peers or found on social platforms, often clicking through links without much critical reflection (Italy, Serbia). Games such as Minecraft, Roblox, Brawl Stars, Free Fire, and FIFA were frequently mentioned, played either on phones or desktops (Hungary, Greece, Serbia). While they demonstrate basic navigation skills—such as opening apps, searching for videos, or using messaging tools—they show limited understanding of how platforms work, the credibility of sources, or online risks (Serbia, Italy). Their internet use remains mostly passive, and skills like filtering content, evaluating reliability, or engaging in meaningful online research are still underdeveloped. Overall, the children's online experiences are shaped more by entertainment and social trends than by purposeful exploration or learning.

In more detail, in Hungary, children use social media platforms such as Facebook, Messenger, Tiktok and Instagram. TikTok is the most popular and Youtube among video platforms. One child does not play at all, while others play on desktop or mobile: FIFA, Roblox, Brawl Stars. Their responses, however, suggest that they might be using other platforms as well, which they prefer not to reveal. What they mentioned was using internet for social media and gaming. In Italy, the majority do not use search engines but navigate several websites through links they see on social networks or receive via chat. These are mostly sports websites or portals with news and curiosities, which, upon superficial inspection, did not always appear very reliable. In Greece, their online activities mainly include watching YouTube videos, playing games like Free Fire, Minecraft, and Fortnite, and using or being familiar with various social media platforms such as TikTok, YouTube, Instagram, and Twitter. They also demonstrated awareness of popular apps and mentioned using WhatsApp, Viber, Snapchat, YouTube, and Spotify. In Serbia, their online navigation is mostly limited to games, YouTube, and entertainment apps. The most frequently mentioned platforms were YouTube, TikTok, and Google, while the most popular games included Roblox, Minecraft, Brawl Stars, Subway Surfers. They know how to access content they want—by searching for videos, opening games, or using messaging apps—but they do not use the internet as a broader tool for research, learning, or staying informed. Sometimes they say they *"just click around until they find something."*

5.3. How safe do kids feel while navigating? In what way they feel like that? What do they have heard about any risks?

Most children reported feeling generally safe while using the internet, though this sense of safety often stems from staying within familiar platforms and routines rather than from a full understanding of online risks. Children in Greece showed greater awareness of privacy concerns. Many limit their activity to well-known apps like YouTube, games, or messaging tools and rarely explore new websites and preferring to "*stick to what they already know*", suggesting limited awareness of how to navigate safely in unfamiliar digital environments (Serbia). Some had heard warnings from parents or teachers not to talk to strangers or click on unknown links, but only a few had direct experience with risky situations. In Italy, several children shared that they had been contacted by strangers via messaging apps, which made them feel unsafe, though instead of telling an adult, they chose to block or report the person. In Greece, one boy described learning how to protect himself online through a safety programme, showing that personal experiences and education can play a key role in building real digital awareness.

In particular, in Serbia, most children stated that they generally feel safe while using the internet, but not because they fully understand the risks—rather, because they usually stay within familiar apps and content that have already been installed for them. They said they stick to “what they already know,” such as games, YouTube, and messaging apps, and rarely visit unknown websites. Regarding online risks, some children said they had heard from parents or teachers that they shouldn’t talk to strangers online, click unknown links, or share personal information. In Hungary, kids who use internet feel safe while using it. However, they have heard that kids are bullied on the internet. In Italy, participants said they feel fairly safe when using the internet. At the same time, they shared experiences where they were contacted by people they didn’t know (again, through social networks or instant messaging apps) and felt either in danger or simply unsafe. All of them said that when such situations occurred, they did not feel the need to talk to an adult but instead blocked or reported the “annoying” contact. In Greece, children report being aware of the potential risks they may encounter while navigating online. Most of them expressed an understanding that someone might attempt to ‘steal’ their personal information, which is why they know not to share personal details. Many children mentioned having already encountered requests for such information, often through mobile applications or in-game chat functions. They described these incidents as frequent and commonplace, not only affecting themselves but also their friends. This sense of familiarity with online risks suggests a level of digital awareness. One boy specifically noted that he had learned how to protect himself online by attending a safety awareness programme organised by ActionAid Hellas, indicating the positive impact of targeted educational interventions.

5.4. Who is responsible for being safe in the internet for them?

Most children believe that responsibility for staying safe on the internet is shared between adults and themselves. Parents and teachers are seen as the primary figures to turn to in case of a problem, with some children also mentioning the police as an option. At the same time, many children expressed a sense of personal responsibility, acknowledging that they should be careful online and avoid suspicious content or links. Some stated that they try to protect themselves by thinking before clicking and avoiding unknown interactions. This

balance between relying on adult guidance and developing independent awareness reflects a growing understanding of digital responsibility.

In more detail, in Greece, the participants know that if any incident occurs while they are surfing online, they should report it to their parents and/or their teacher. In fact, one boy said they can even report it to the police. In Hungary, kids mentioned their parents as well as themselves. In Serbia, most children believe that parents and teachers are the ones most responsible for their online safety. In addition, some children expressed a sense of personal responsibility, saying that *“they should also know how to protect themselves”* and that they try *“not to click on everything that pops up.”*

5.5. What parents’ say or do regarding their safety?

Across all countries, parents play varying roles in ensuring their children's online safety. In many cases, parents set limits on screen time and monitor device use, especially when something seems unsafe (Greece, Serbia), while in others (Hungary and Italy) parental involvement seems to be extremely limited. Children in Serbia said their parents often explain what they should or shouldn't do online and sometimes check the apps they use, with some having supervised access and others operating under mutual trust. However, a few of them admitted they don't always share everything with their parents *“won't understand the situation”*, fearing consequences like having their phone taken away or not being understood. These differences suggest that while parental guidance is present for many, the level of involvement and communication varies greatly across families and countries.

5.6. What teachers say or do in their class regarding internet? What do they believe?

Across the countries, the role of teachers as regards internet varies. In Greece, Italy and Serbia, online safety is part of the school experience, although children in Serbia expressed a clear desire for more consistent and practical guidance. On the other hand, in Hungary, teachers are often more critical or discouraging of internet use altogether and tend to suggest alternative offline activities. In particular:

In Greece, the importance of reporting incidents was almost self-evident. This was learned either during computer lessons at school, or through guidance from their parents. They seem to have internalised the message that responsible behaviour online and the prompt reporting of concerning incidents are essential, reflecting the influence of both formal education and family values. In Hungary, teachers say that the internet is bad, kids should do something else rather than surfing on the internet such as reading books. Another one says that teachers talk with parents about what kids use the internet for. In Italy, most of the boys and girls mentioned that they have attended school sessions where the risks of browsing the internet and interacting with strangers were explained to them. The main advice given was to approach adults as soon as an unsafe situation is identified. Everyone said they found the advice useful, but it also became clear that these guidelines are not always followed. In Serbia, teachers occasionally talk about the internet, mostly in the context of online safety and proper behaviour. These discussions typically happen during ICT classes, civic education, or special workshops. However, they also noticed that these conversations are not very frequent, and

many said they would like to talk more about the internet—not only about dangers, but also about concrete strategies for staying safe, recognizing risks, and even using the internet for learning and creative expression.

5.7. What kids think as happening in the following icons?

Children recognized the images as examples of online bullying or harassment. They identified situations where someone is being targeted with insults or threats through private messages, often by strangers or peers. There was widespread agreement that this behaviour is wrong and emotionally harmful, and no one should have to feel sad or hurt due to messages or comments received online. In Hungary and Serbia, children clearly named the situation as cyberbullying, showing a basic understanding of the concept. In Hungary, kids identified bullying by quoting: *“Someone is bullying him via the internet”* and *“People are bullying her via the internet”*. In Italy, children shared that such interactions are not unusual and some even reported personal experiences, though they often try to handle it by blocking the sender or ignoring the messages. One boy from Italy shared his experience: *“I know he doesn’t really have anything personal against me, so I ignore him and block him, not caring much. I know, though, that he will keep looking until he finds someone to hurt.”* His saying reflected a more detached coping approach, but also an awareness that online bullies often move on to new victims.

5.8. Who they should talk to if someone is bullying them online? Why is reporting important?

Children who participated in the focus groups showed varying degrees of understanding about who to turn to when facing online bullying. Most commonly, children in Greece and Serbia emphasized the importance of reporting to parents or teachers, recognizing that keeping silent can worsen the situation and that adult support is necessary when they don’t know how to respond. In Hungary, views were mixed, while in Italy children prefer blocking the offender without involving adults.

In more detail, in Italy, the main solution identified by the boys is to block the contact without involving adults. In Greece, children consider reporting incidents to be essential for ensuring their safety and demonstrate an awareness of bullying and its consequences. They understand the potential dangers associated with such behaviour and recognise the importance of speaking to their parents or a trusted adult if they experience or witness anything unusual or concerning. In Serbia, the children said that if someone insults them through messages, games, or social media, the first thing they should do is tell a parent or teacher. They emphasized that it’s important not to keep it a secret, because they don’t always know how to handle such situations on their own. However, others admitted they would feel afraid to speak up because they wouldn’t know what might happen next. In Hungary, opinions varied. One kid said that you should defend yourself instead of turning to anyone else, while another said that you should turn to parents. An incident was mentioned that some kids posted things about peers on social media which were reported to the police.

6. Developing critical mindsets

6.1. Do kids feel that they can trust media and digital texts content?

Across all four countries children demonstrated a mixed and often inconsistent level of trust in digital media content. Most children expressed partial trust, influenced by familiarity with platforms, the perceived popularity of content, and whether information appeared in multiple formats (e.g., both online and on TV). However, they also showed growing awareness that false information exists online and that digital spaces can be manipulated. In all countries children's trust is situational and emotionally guided, rather than based on well-developed critical strategies. While some are beginning to question the truthfulness of online content, few possess or apply systematic verification methods.

In more detail, in Hungary children generally expressed a higher level of trust, compared to the other three countries, in the content they encounter, particularly from familiar sources like YouTube, games, or frequently visited websites. Some even believed that *"everything on Google is true"* or equated popularity with truth. In Italy, children showed a greater awareness of misinformation, openly acknowledging the prevalence of false or unverifiable content online. However, this awareness did not translate into effective verification behaviour. While children recognized the problem, they lacked reliable strategies or tools to address it, resulting in a passive form of distrust rather than active critical engagement. Similarly, in Greece and Serbia, children expressed distrust in content found exclusively online, indicating they are more inclined to believe information if it is also shown on television. While they recognized that *"anyone can write anything on the internet"*, their strategies for dealing with misinformation were limited.

6.2. How confident do they feel about the truthfulness of an argument they have come across? Provide examples.

Most of the children said they are not always sure whether something is true or not, especially when it's new or unusual. The children admitted that it's not always easy to tell what's true and what's made up, and that they would like to learn how to spot real information.

In Italy children understand that some information shouldn't be trusted, but because it spreads through word of mouth and there is no trusted adult to clearly refute it, the story is never entirely dismissed as false or impossible. In Serbia, some gave examples such as: *"I saw someone eat 100 hamburgers in five minutes – I don't think that was real,"* or *"On TikTok, someone said something scary would happen if you didn't share the video – I knew that wasn't true."* The children said that they sometimes believe things that seem interesting or that were shown to them by friends, but later realize it might not have been true. Some mentioned feeling confused by such content and said they ask parents or teachers to help explain. Generally, children don't yet know how to verify whether something is true, but they can sense when something *"doesn't feel real,"* especially if it's exaggerated, frightening, or very strange. They expressed a desire to learn how to recognize fake news, harmful jokes, or made-up information.

6.3. Do they react and make judgements about texts and messages they have come across? How do they react? Examples.

Children generally do not engage in systematic or structured assessment of online content. While some show emerging skills (e.g., in Greece and Serbia), critical thinking is not yet a consistent or consciously applied habit. Many admitted they don't always know what to do in such situations—whether to tell someone, ignore it, or try to learn more.

In more detail, in Greece, children exhibited a relatively developed sense of critical engagement with media content. They reported being able to judge the credibility of information by cross-referencing sources and demonstrated a general awareness of which platforms were more or less trustworthy (e.g., expressing partial trust in Wikipedia). Their ability to recognize exaggerated or implausible information (for example sport news such as that Mbappe signed a contract with Panathinaikos) and verify it through other sources implies foundational critical thinking and judgment skills. Reactions to media are often instinctive or emotionally driven rather than analytical. Children across contexts tend to respond based on whether content is funny, scary, or confusing, rather than verifying its truthfulness. For example, in Serbia, reactions were primarily emotional or instinctive—such as ignoring or sharing content based on its emotional impact—rather than analytical. For example, some children said: *“Sometimes something weird pops up and I just close it right away,”* or *“If there’s a message with a threat—like if you don’t share the video something bad will happen—I don’t believe it, but it still scares me a little.”* Some children demonstrated early signs of critical thinking (e.g., doubting sensationalist content on TikTok), but most lack the confidence and tools to interpret and assess the message effectively or take appropriate action. On the other hand, children in Hungary appeared to lack both the media exposure and the cognitive framework necessary for engaging critically with texts, this question was not understood by the kids. Probably they do not react or comment on posts – they use it for personal messaging, checking pictures etc. Finally, in Italy, the lack of adult guidance (partly due to kids’ reluctance to discuss these matters), leads to unchecked misinformation within peer groups.

7. Engaging, evaluating and reflect

7.1. Has it occurred to kids, personally, to come across offensive comments and/or embarrassing texts? What texts? Whether about themselves or others and whom? What happened? What have they done about it?

Most children reported encountering offensive content online, mainly through game chats, messaging apps, or comment sections. Serbian children shared specific incidents that left them feeling hurt or upset. In Greece, exposure was limited but included worrying requests for personal information. Hungarian children reported few cases, usually resolved offline. In Italy, such content was seen as a regular part of the digital experience—recognized by the children but often dismissed as unimportant or routine. Overall, reactions ranged from emotional discomfort to normalization.

In particular, in Serbia, participants have reported encountering offensive or upsetting content online, often within chat features of games, messaging apps, or comment sections on platforms like YouTube with phrases like “*you’re stupid*,” “*you’re ugly*,” “*idiot*,” or “*nobody likes you*.” The children clearly stated that these words were hurtful, even if they weren’t personally targeted. One child shared a story about a group chat at school, where someone posted an insult about a classmate, while another said a stranger in a game insulted everyone who lost. These experiences made the children feel uncomfortable, confused, scared, or at times even angry or sad, especially when the message was personal or affected someone they cared about. In Greece, children reported minimal exposure to offensive content, however incidents of being asked for personal information during online gaming were mentioned, which made children feel worried or unsafe. In Hungary, just one personal incident was described, involving online conflict. This was eventually resolved not through digital, but through face-to-face interaction. In Italy, offensive comments, especially in video game or online games chats, were described as commonplace and normalized. Children acknowledged these incidents but tended to dismiss them as routine and not worth reacting to.

7.2. Do kids feel strong enough to deal with such situations? Did they tell to anyone else?

In all countries, children are generally aware of offensive and upsetting online behaviour, but their sense of strength and readiness to deal with it varies. A common pattern is that many children feel unsure, unprepared, or emotionally vulnerable when confronted with such situations. While some reach out for help (to parents or teachers), others deal with it alone some of who remain silent due to fear of judgment, punishment, or embarrassment.

In more detail, in Serbia, children openly expressed feeling emotionally overwhelmed and uncertain in the face of online harassment. Many admitted they do not feel strong enough to deal with such issues independently. Common emotions included confusion, fear, and shame. A significant number hesitated to inform adults, fearing punishment (e.g., having their device taken away) or not being believed. However, when children did reach out, especially to parents, or teachers, they reported feeling supported and safer, indicating the importance of trusted adult intervention. In Greece, children appear to be aware of such situations and are primarily turning to their parents. Similarly, in Hungary, kids say they would turn to adults who they trust. On the other hand, in Italy, kids tend to handle problems independently, e.g., by blocking, without reporting or seeking guidance, often out of a belief that adults won’t understand.

C) PRIMARY RESEARCH: RESULTS FROM FOCUS GROUPS WITH SPORTS AND FOOTBALL COACHES OF CHILDREN AGED 10 TO 12 YEARS.

This chapter presents the findings that derived from the focus group discussions with football coaches and mediators held in the four participating countries: Greece, Hungary, Italy and Serbia.

1. Participants profile

Across the four countries, a total of 28 individuals participated in the focus groups, with a gender distribution of 16 males and 12 females. Participants ranged in age from 17 to over 55, with most falling within the 25–55 age range. The majority had professional or volunteer experience in sports-related fields such as coaching, physical education, or youth development, while others brought expertise from social work, education, or activism, especially in using sport—particularly football—as a tool for inclusion and social transformation. Many worked with vulnerable groups, including migrants, unaccompanied minors, and marginalized youth.

As regards participants per country:

In Italy, ten people aged from 17-57 years old (6 female and 4 male) took part in the focus group, including educators, coaches, and mediators. The common thread among the group was their educational experience – often in the field of sports – or, in other cases, their involvement in social research and activism around the theme of sport, particularly football, as a tool for social transformation and empowerment.

In Serbia, six coaches participated in the focus group, including four men and two women. Most participants have a background in physical education and work as teachers, while three of them are involved in local football schools. Four participants belong to the 24-40 age group and two are between 41-55-years old.

In Hungary, six persons participated, out of which five identified as male and one as female. Participants were distributed across three age cohorts: three participants fell within the 25–40 age cohort, two were aged between 41–55, and one participant was over the age of 55. In terms of their involvement within the sports context, two participants were either currently working or had previously worked as football coaches or trainers. One participant held a dual role, as a social worker and programme coordinator within a sports-focused association. Another participant was engaged as a player within a community-based sports initiative. One individual had expertise as a mental performance coach, while the sixth participant had prior experience in youth coaching.

In Greece, five individuals participated in the focus group discussion—three women and two men—in the presence of a member from the Lead Organisation, ActionAid. The discussion was facilitated by two researchers from EKKE. In terms of age, two of the female participants belonged to the 25–40 age group, while the remaining participants—one woman and two men—were in the 41–55 age group. In addition to the focus group, a personal interview was conducted online with a male football coach, 35 years old, from NGO Organisation Earth who

works with migrant children. The participants of the focus group hold diverse roles in sports and education, often working with vulnerable or migrant populations. One is a coach and head of academies at a local Sports Club, while another is a PE teacher and football coach at the Hellenic Olympic Academy. Female participants include a gym instructor and coach, an adapted PE teacher supporting unaccompanied minors at an NGO, and a volunteer at a Sports Club academy.

2. Sports and football activities

2.1 Participants' knowledge about kids' participation to football activities in disadvantaged areas, the reasons of disadvantaged kids and youth's involvement to them and the merits through their participation to these activities.

Participants across Hungary, Serbia, Italy, and Greece highlighted that football plays a significant role in the lives of children and youth from disadvantaged areas due to its accessibility, low cost, and widespread popularity. In Hungary, football is seen as an easy and affordable sport that all children can participate in, with many aspiring to become professional players. It helps children develop social skills, learn teamwork, manage aggression, and adopt a healthy lifestyle. In Serbia, football often represents one of the few structured activities available in under-resourced communities, offering children an opportunity to connect with peers, experience relief from daily hardships, and build trust across language and cultural barriers. It is also a setting where children with behavioural challenges tend to express themselves more positively. However, participants stressed that these benefits depend on consistent and well-organized engagement. In Italy, football is viewed as a powerful tool for empowerment and inclusion, helping young people develop autonomy, self-esteem, decision-making skills, and relationships across diverse backgrounds. Similarly, in Greece, children who experience learning difficulties or discrimination at school often find a sense of safety, belonging, and confidence through participation in football. It provides a space where they can succeed as equals, learn to cooperate under guidance, and build their personality.

2.2. Participants knowledge on whether youths and kids are confronted with phenomena and behaviours of racism, xenophobia, discrimination and hate intolerance on and off the pitch, to what extent and why?

Participants acknowledged that children and youth do encounter racism, xenophobia, discrimination and intolerance both on and off the football pitch, though the extent and form vary by context. In Hungary, it was noted that while young people are increasingly aware of racism, children aged 10-12 often do not recognise it, even when they experience it, most commonly at school or home rather than on the field. Coaches often rely on assumptions, as such experiences are rarely openly discussed. The football pitch tends to reflect broader social and family attitudes, where differences can lead to exclusion. Racism is more visible in lower leagues, particularly towards Roma and occasionally Asian players with nicknames like "Jackie Chan", who are subject to stereotyping. In Italy, participants emphasised that discriminatory behaviours among youth are typically learned from adults and reflect broader societal issues.

The football field often becomes a platform where these prejudices are acted out, with racism used deliberately to intimidate or provoke. In Serbia, discrimination affects marginalised groups such as Roma and migrant youth and appears in subtle and overt ways, ranging from teasing and exclusion to verbal insults and social isolation. Gender-based discrimination is also noted, particularly in traditional communities. Online hate speech further reinforces these behaviours. Participants identified the main causes as lack of education, parental attitudes, media influence, and social inequality, while highlighting the importance of supportive coaches, peer solidarity, and education as protective factors. In Greece, racist and discriminatory behaviours were reported both in verbal and physical forms, though children sometimes express them unknowingly. Trainers observed that conflicts often resolve quickly, and children resume friendships. Racism tends to occur more often between opposing teams rather than within the same team, especially in diverse squads. However, discrimination based on ability is reported to be a constant issue, regardless of nationality. Overall, participants agreed that while the football field can reproduce social prejudices, it also holds potential for fostering inclusion if guided appropriately.

2.3. How important is for participants tolerance, non-discrimination, and gender equality?

Participants from all countries emphasized the high importance of tolerance, non-discrimination, and gender equality in their work with children and youth, especially in the context of sport-based education. In Hungary, these values are widely recognized as essential. Most trainers and coaches emphasized the importance of serving as role models and demonstrating inclusive behaviour in everyday interactions. In Italy, participants shared a strong belief in the transformative potential of sport, viewing it as a key space for fostering these values in a meaningful and lasting way. In Serbia, focus group participants unanimously agreed that tolerance, non-discrimination, and gender equality are practical necessities when working with diverse groups of children. Many of the children come from different ethnic, cultural, religious, and social backgrounds, making respect for diversity essential to creating safe and supportive environments. One coach remarked that failing to teach respect for differences ultimately means failing to teach football itself. Gender equality emerged as a particularly challenging area, with girls often facing stereotypes and receiving less encouragement to participate in sports. Coaches and mediators acknowledged their responsibility to actively support girls, challenge both peer and parental biases, and create equal opportunities for participation. They noted that parental attitudes often shift once they see how engaged and capable their daughters are when included equally.

2.4. What participants think on how to educate a child in the principles one wants through football (specifically, from their experience, what is needed?)

Participants across countries agree that football can be a powerful tool for teaching values like respect, empathy, cooperation, and inclusion, when guided with intention and consistency. Coaches must act as role models, create safe environments, and use reflective discussions to build emotional awareness. Crucially, values must be demonstrated through consistent actions rather than merely spoken, children are far more influenced by what adults do than by what they say. Several raised concerns about subtle or invisible forms of discrimination in sports, such as children being excluded from play or ignored because of gender, appearance, or cultural background. Recognizing and responding to these moments

in real time was seen as a critical skill that educators must develop. Many admitted that they initially lacked the tools to deal with such issues effectively but gained confidence through training and experience. More analytically, in Serbia and Hungary, experiential methods, clear boundaries, and open communication are considered as key elements, especially for disadvantaged youth. In Italy, techniques like “circle time” and role reversal implemented both on the field (e.g., one player attacking an entire defensive team, and then switching roles) and during reflective discussions (e.g., “*If you had been in their shoes, how would you have acted?*”) help children reflect on others’ perspectives, while young mediators with relatable backgrounds were seen as valuable in bridging gaps between adults and adolescents. In Greece, mixed-gender teams and female coaches challenge stereotypes and promote gender equality. In all cases, long-term engagement and collaboration with families and schools are seen as essential for lasting impact.

3.The contribution of football3 methodology

3.1. What participants think about football3 merits in combating social exclusion, racism and intolerance?

Participants across countries view football3 as a valuable tool for promoting inclusion and reducing racism and intolerance, though its impact varies by context. In Hungary, its strength lies in encouraging responsibility and dialogue through self-regulated play, though effects on deeper biases are less clear. In Italy, football3 is praised for fostering reflection and inclusion, especially during the “third half” and co-creation of rules, which help youth express needs and challenge prejudice. Serbian participants highlighted its role in building empathy and mutual respect, noting real-life examples of inclusion. In Greece, football3’s behavioural focus helps children understand that how they play matters as much as winning, reinforcing respect and fairness on and off the pitch.

3.2. If football3 methodology was to be amended to match children respective needs what is needed? Mention specific areas for adaptation.

Participants agreed that while football3 is broadly effective for children aged 10–12, several adaptations could enhance its impact. In Serbia, clearer examples and creative tools like drawing or role-play during the agreement and reflection phases were recommended, along with better training for coaches to support emotional development. In Hungary, ensuring fun remained a priority, but adapting rules for skill imbalance and encouraging quieter children to participate more actively were emphasized. Italian participants stressed tailoring the approach to socio-economic context, using football3 to address dominance and promote empathy in more privileged groups. In Greece, suggestions included using storytelling, videos, comics, and inclusive visuals, as well as involving children in activities with disabled athletes. Proposals also included introducing registration cards for continuity, streamlining discussions, and integrating rules on respectful language. Across countries, reinforcing inclusion, emotional engagement, and age-appropriate content was seen as essential to meeting children’s evolving needs.

3.3. What participants think about football3 implementation in combating racism, xenophobia and intolerance at community level: difficulties and chances?

Participants from Hungary, Serbia, Italy, and Greece viewed football3 as a valuable and promising method for addressing racism, xenophobia, and intolerance at the community level. Across all countries, they acknowledged its strong potential to promote inclusion and positive values, particularly when supported by trained facilitators and adapted to the needs of young participants. However, several shared challenges emerged, such as limited institutional backing, a lack of resources for consistent implementation, and the difficulty of involving parents and other adults in the process. Difficulties mentioned included children's short attention spans, fear of speaking in groups, and the tendency for competitive mindsets to undermine inclusion, particularly in mixed-gender settings. Participants stressed that football3 cannot work in isolation, but it requires broader support from schools, families, and community leaders to achieve lasting impact. While each country faced different practical constraints, they all agreed that football3 has the chance to be an effective tool if implemented with patience, cultural sensitivity, and strong community involvement.

3.4. How the participants perceive their role in reference to the implementation of football3 methodology: Provide examples and state difficulties and chances.

Participants view their role in football3 implementation as both crucial and multifaceted. In Greece and Serbia, coaches are seen as educators who guide children not only in football skills but also in emotional development, teamwork, and respect. They often mediate conflicts and support inclusion, especially among children from diverse backgrounds. In Italy, young mediators highlighted their role and the value of being “invisible” guides, allowing children to take responsibility and resolve issues independently. Their closer age to participants fosters trust and open dialogue. Hungarian trainers, meanwhile, acknowledged football3 fits naturally with how children play, but noted the need for more skills and time, especially for managing reflection sessions and ensuring balanced participation. Challenges include lack of specialized training, dominant personalities and lack of parental or institutional support. In Hungary, the rigid school system limits football3 to extracurricular or after-school activities. Nonetheless, all participants agree that with adequate training, time, and community engagement, football3 offers strong potential to promote values, social learning, and inclusion.

3.5. Participants are asked to provide examples of basic principles that must be developed through the football3 methodology and how they should be worked out for children?

According to participants, the core principles that football3 should develop in children include inclusion, respect, teamwork, and empathy. In Hungary, keeping reflections short and interactive (e.g., using dice or child-invented rules) was seen as essential for maintaining engagement among 10–12 year-olds. Italian participants emphasised self-organisation and cooperation, noting that younger children are more open to learning through play. Small-group activities and movement-based methods were considered more impactful than verbal explanations. In Serbia, values like fair play and non-violent communication require guided reflection, with tools such as drawings, role-play, and emotion cards making abstract concepts

tangible. Adults must model desired behaviours. In Greece, emotional resilience and boundary-setting were key, with storytelling and role models helping children learn from setbacks. Consistent reinforcement by both coaches and parents was viewed as vital to embedding these values.

3.6. What participants do in terms of cooperation? How do they work with children in collaboration? What tools o they use in their work, e.g. how do they stop "inappropriate" and/or uncooperative behaviours?

Participants across all countries viewed cooperation with children as central to the success of football3 and used a variety of tools to encourage it. In Hungary, clear rules, structured discipline (e.g. warning systems), and identifying root causes of behaviour were key strategies. Serbia placed emphasis on building trust through co-created rules, calm reflection, and emotional guidance instead of punishment. In Italy, cooperation was supported through shared planning and inclusive group reflection, with educators stepping back to allow peer resolution. Avoiding isolation and promoting positive reintegration were also considered central. In Greece, timely intervention, pausing training, and using psychomotor games helped address issues, especially those involving discrimination. Across all contexts, fostering team spirit at the outset and modelling respectful behaviour were seen as essential for maintaining a cooperative, inclusive environment.

3.7. What participants do in terms of fair play?

Respondents from all participating countries promote fair play as a core value through a combination of modelling, structured activities, and reflective dialogue. In Hungary, coaches believe leading by example is more effective than constant correction, encouraging children to resolve conflicts like cheating on their own and reinforcing positive changes in behaviour through acknowledgement rather than rewards. Serbian participants strongly connect fair play with the Football3 methodology, promoting it equally to scoring goals and using the reflection phase to help children recognise and value respectful and cooperative behaviours. In Italy, the Football3 structure is believed to enhance the impact of fair play, especially through solidarity-based actions during the match and deeper reflection in the “third half,” which strengthens commitment beyond what is typically achieved in standard training. In Greece, fair play is embedded from the beginning of the session, with coaches subtly balancing teams to avoid skill disparities and using psychomotor games to maintain a playful, inclusive atmosphere. These approaches help prevent conflict, boost self-esteem, and ensure all children feel valued regardless of ability. Across the board, participants reported using fair play not just as a rule, but as a daily practice that fosters respect, empathy, and team cohesion.

3.8. What participants do in terms of addressing multiculturalism?

Participants across countries address multiculturalism in football3 by promoting inclusion, mutual respect, and intercultural understanding. In Hungary, children from different cultural backgrounds are intentionally mixed during training and camps, with suggestions like cultural presentations and sharing traditional food to foster learning. Serbian participants emphasized equal participation, using collaborative rule-making and reflection to challenge stereotypes

and promote empathy. In Italy, an intercultural approach was adopted, focusing on empathy, inclusive practices, and self-reflection, while respecting diverse norms—especially around gender roles—without imposing a singular cultural model. In Greece, coaches foster a team culture where diversity is normalised, using football as a unifying activity. They focus on building belonging through structured routines, open communication, and managing challenges like language barriers.

3.9. How participants manage conflicts resolution on the pitch?

Participants manage conflicts on the pitch through a combination of immediate intervention, dialogue, and reflective practices. In Hungary, players may be temporarily removed from the game, with post-incident discussions to explore underlying causes, often linked to personal relationships. Serbian coaches prioritize de-escalation without punishment, using guided conversations and reflective questions to help children understand and resolve conflicts. They aim to reintegrate players and turn incidents into learning experiences. In Italy, the “third half” is central to conflict resolution, offering a flexible space for emotional reflection and respectful dialogue. Ensuring every child is heard is a key challenge. In Greece, coaches act early when tensions arise, using role assignments or group games to shift focus to collaboration and empathy. Reflection follows, often highlighting the importance of non-reactivity and values-based behaviour. Across all contexts, conflict is viewed not just as a disruption, but as a valuable opportunity for growth and social learning.

4. On – line challenges and risks

4.1. How do participants evaluate the existing media, especially the digital media?

Participants view digital media as highly influential in children’s lives, offering both opportunities and serious risks. In Hungary, the focus is on dangers like fake news, echo chambers, and toxic content, with many doubting that youth under 15 or 21 can safely navigate platforms like social media. In Serbia, digital media is seen as a source of both learning and manipulation, with children often lacking critical thinking. Coaches and schools are called to work together to teach digital literacy. Italian participants emphasise the centrality of digital tools in young people’s lives, while warning about their potential to spread hate and isolation. In Greece, platforms like YouTube can support learning but also expose children to unfiltered or fanatic content. Across all contexts, adult involvement, media education, and digital resilience are seen as essential for safe and meaningful media engagement.

4.2. What do they change in the existing media (i.e. in terms of content, safety procedures for kids etc.), what should be included, what should not be included?

The urgent need for more structured guidance and safeguards in children’s digital media use was emphasized by all participants. In Hungary, while smartphones are seen as disruptive in classrooms, participants acknowledged that banning them entirely is unrealistic. Instead, they called for proactive involvement from parents and teachers in teaching responsible social media use and promoting the internet’s educational value. Serbian participants were particularly concerned about the lack of filters and supervision on platforms like YouTube and

TikTok. They advocated for stronger protection measures, such as clearer age categories, visible reporting tools, and stricter ad controls, especially against content promoting violence or toxic ideals. Italy's participants agreed with the call for greater adult oversight, especially in protecting children from strangers online and improving source evaluation. Across all countries, there was consensus on the need for media literacy education and the promotion of digital spaces that support empathy, tolerance, and inclusion.

4.3. Do participants feel that they themselves need further training in digital media & 4.4 To what extent football3 mediators and trainers possess the necessary skills to addressing media and digital literacy skills deficiency of kids on and off the pitch?

Participants across all countries acknowledged a clear need for further training in digital media, particularly among older educators and coaches who feel increasingly outpaced by the rapid digital fluency of the younger generation. In Italy, this generational gap was evident, with educators recognising that understanding digital tools is essential not just for technological competence but for meaningful communication with youth, as one participant put it, *"we need to understand things and the perspective of others if we want to have the ability to communicate and explain things."* Hungarian participants, while confident using social networks, admitted they needed to strengthen their skills in tools such as educational apps and content creation software to better support their work. Some also pointed out that younger mediators, especially those from Generation Z, are more naturally at ease with digital tools, giving them a clear advantage in engaging with youth. In Serbia, despite regular phone and social media use, most participants said they lacked knowledge in key areas like online safety, cyberbullying, and digital literacy. One noted, *"we can't protect children if we ourselves don't understand what they're going through online,"* expressing a strong desire for practical, scenario-based workshops tailored to real-life coaching contexts. Greek coaches similarly felt unprepared to engage with children's increasingly sophisticated digital behaviours and expressed concern about losing credibility, emphasising the need to improve their own media literacy to better support and connect with young players. As stated, such issues are typically addressed informally during training sessions, often arising through spontaneous conversations, with coaches offering brief, values-based guidance rather than systematic instruction. Their influence is restricted by time pressures and by wider challenges such as parental struggles with screen use. Nonetheless, coaches try to use these moments to *"focus on the positive side of the internet,"* highlighting that *"social media is not only bad... there are things that help children grow."* The role of the coach is thus evolving into that of an educator aiming to foster critical thinking and healthy online behaviours. To fulfil this role effectively, participants across all countries expressed a strong need for continuous, targeted training that aligns with the realities children face both on and off the pitch.

4.5. To what extent participants are cognizant of their own stereotypical perceptions and prejudices, if any?

Participants across the countries demonstrated varying degrees of awareness regarding their own stereotypes and prejudices, with most acknowledging at least some level of reflection and willingness to improve. In Hungary, participants admitted that while they strive for fairness, stereotypical perceptions (particularly around religion) can still emerge, indicating

a recognition that unconscious biases persist and need to be addressed. In Serbia, there was a strong sense of self-awareness and openness, with many participants sharing that their work with children from diverse backgrounds had helped them confront and rethink their own assumptions. They emphasised how empathy-building experiences and inclusive practices, particularly through the Football3 approach, encouraged them to reflect critically on values such as respect and equality, thereby deepening their understanding of prejudice. As one Serbian participant noted, engaging with different perspectives made them realise “how easily we can misjudge others without meaning to.” In Italy, the conversation turned toward intergenerational biases, with participants acknowledging that adults often harbour stereotypical views about how young people interact with technology. This realisation led to a broader appreciation for collaboration across age groups, with one participant expressing a desire to “*work more closely with younger colleagues to challenge our assumptions and learn from them.*” Overall, while degrees of self-awareness varied, participants across all countries showed a readiness to confront their own biases and to use their roles as educators and mediators to foster inclusion and reflection, both in themselves and the communities they work with.

4.6. To what extent participants feel ready and qualified enough to increase children’ resilience to extremist values and beliefs on and off the pitch? To what extent they think intercultural dialogue and conflict resolution in the football3 field are feasible.

Participants across all four countries expressed a strong sense of responsibility in helping children build resilience to extremist values and beliefs, though their sense of readiness and qualification varied. In Hungary, participants felt relatively confident in their ability to promote resilience, particularly when strong, trusting relationships with children are established. They emphasised the power of coaches as role models and the importance of addressing misconduct constructively—focusing on actions rather than labelling individuals. While they believed they possessed the necessary interpersonal skills, they also acknowledged that cultural proximity enhances their impact and that additional training would strengthen their efforts. Similarly, Serbian participants viewed themselves as committed but under-equipped, expressing a need for more structured training and practical tools. They considered the Football3 methodology highly effective in promoting values such as empathy, cooperation, and respect through co-created rules and reflective dialogue. As one participant noted, “football3 helps us create a shared space where children learn to listen to each other.” In Greece, while coaches showed a strong willingness to support children’s emotional resilience, they felt only partially prepared to navigate the deeper psychological dimensions of children’s vulnerabilities, particularly given time constraints and low parental involvement. They highlighted the value of online seminars but stressed the need for more hands-on support and guidance. Despite these limitations, participants from all countries saw intercultural dialogue and conflict resolution within the Football3 framework as both feasible and meaningful, provided that a safe environment and structured dialogue are maintained. In Italy, although the focus was more on digital resilience, participants stressed that even those with deep understanding struggle to communicate effectively with youth, noting that “poorly chosen language can create distance instead of connection.” Following from above, although participants share a commitment to promoting resilience and inclusion, they broadly recognise the need for continued support, targeted training, and a more coordinated approach to effectively counter extremist influences on and off the pitch.

4.7. In what ways they may help kids understand the role of media and digital media coverage and be resilient to extremist narratives and behaviours inside and outside the football field?

Participants across all countries recognised the growing importance of supporting children in understanding the role of media and digital media coverage, especially in building resilience to extremist narratives and behaviours on and off the football field. In Hungary, participants acknowledged that while digital media's influence is rarely addressed directly in current practices, there is an urgent need to explain how algorithms reinforce existing views and limit exposure to diverse perspectives. They believe that open, informal conversations off the pitch could promote critical thinking and coexistence, but also noted a lack of structured workshops and parental involvement, which they see as essential for any media education to be effective. Italian participants viewed building resilience to discriminatory and extremist narratives as a pressing challenge, feeling more confident in addressing hate speech and promoting inclusive values, especially through the Football3 and DIALECT methods, than in tackling the complexities of digital media itself. In Serbia, participants similarly expressed greater ease in facilitating intercultural dialogue and countering hate speech than in directly confronting digital misinformation or extremist online narratives. They highlighted a significant gap in training and practical tools related to digital media literacy. Greek participants pointed out that children's passion for sports and digital engagement with role models provides a unique opportunity to spark critical discussion. Coaches observed early signs of rivalry and biased attitudes shaped by online commentary and stressed the need to guide children in recognising manipulative content. As one coach remarked, *"we have to teach them that not everything they read online is true, even about their favourite teams."* While explicit extremist content was not widely observed, participants emphasised the value of using everyday training moments to introduce media literacy in relatable ways. They also noted that low levels of parental digital literacy often result in unfiltered internet use at home, reinforcing the need for broader digital education that includes both children and adults. Most coaches and educators agreed that more support, training, and practical tools are needed to effectively guide children in navigating digital media and resisting harmful narratives.

D) PRIMARY RESEARCH: RESULTS FROM INTERVIEWS WITH SPORTS EXPERTS AND EXPERTS IN THE FIELD OF INCLUSION AND GLOBAL CITIZENSHIP EDUCATION

This section focuses specifically on collecting and analyzing expert insights from the fields of sport, inclusion, and global citizenship education. By interviewing professionals with extensive experience in these areas, the project aimed to gather actionable feedback to adapt and enhance its pedagogical and training tools. The methodology used reflects an interdisciplinary, community-centered approach, integrating sport, media literacy, and experiential learning to promote active citizenship among children.

The section synthesizes the findings from six expert interviews¹⁴, highlighting key thematic areas relevant to the DIALECT project's goals. It explores how football and the Football3 methodology serve as tools for fostering intercultural dialogue, critical thinking, tolerance, and resilience among young participants. It also evaluates the organizational readiness and strategic alignment necessary to disseminate inclusive messages across broader community contexts.

1. Participants profile

Six interviews were held with key informants (three female and three male). They aged around 30- 40 years old, while the majority of the key informants, four out of six were working in Greece and two out of six abroad in European/international organizations. In particular, the key informants are being involved in the Pan-Hellenic Male and Female Professional Football Players' Association (PSAPP)¹⁵, the Academy of Sports Clubs at Kolonos district in Athens, the international organisation Common Goals¹⁶, UEFA Foundation for Children¹⁷, Comicdom Con Athens and Athens Comics Library¹⁸ and Organization EARTH¹⁹. They are all high specialized staff, mobilized and working in activities involving an inclusive approach of sports and particular football to their daily work routine. They are highly positioned in the structure of their organization including heads of NGOs, a technical director of football activities, a General Secretary, Sportswear Development Programs Manager, a Head of Community activities, Head of PR, Art and Educational Programs, sports journalist at a national radio broadcast and producer.

2. Sports and football activities

¹⁴ Original report on Experts' findings was drafted by Dimitra Kondyli, EKKE.

¹⁵ More on: <https://www.psapp.gr>

¹⁶ More on: <https://www.common-goal.org>

¹⁷ More on: <https://uefafoundation.org>

¹⁸ More on: <https://www.accmr.gr/services/welcome-through-football/>

¹⁹ More on: <https://www.organizeearth.org>

2.1 To what extent they think intercultural dialogue and conflict resolution in the football field are feasible

Key informants widely agreed that intercultural dialogue and conflict resolution through football are not only feasible but highly effective, especially in settings marked by racism, xenophobia, or cultural tension. Football was seen as a powerful medium for social inclusion, offering structured, non-confrontational spaces where diverse individuals can interact, collaborate, and build mutual respect through shared goals and teamwork.

Rather than relying on formal instruction, informants emphasized indirect, experiential learning—such as football matches, athlete school visits, and storytelling—as more impactful in promoting values like respect, equality, and cooperation. These activities allowed youth to reflect on their behaviour and connect experiences on the field with broader social dynamics.

Sport was described as formative in child and youth development, instilling essential life skills such as discipline, cooperation, emotional regulation, and time management. Informants highlighted that athletic participation often shapes character more than family or school, preparing individuals for adult responsibilities and social integration.

In migrant and low-income communities, football was seen as especially valuable. It provides accessible spaces for belonging, helps newcomers navigate unfamiliar social norms, and supports horizontal (peer) and vertical (institutional) integration. For many, football fosters confidence and agency, offering a sense of normalcy (*"drops of normality"*) and visibility in new environments.

Informants underscored that racism typically originates outside the football field, and within the game, participants often experience equal treatment and shared identity. Football, therefore, serves as a "bridging institution"—a site where diverse identities can meet, be expressed, and find common ground.

2.2 To what extent they believe that societies can educate kids on how to recognize and be resilient to extremist narratives that promote messages of racism and xenophobia.

Key informants strongly believed that societies can and must educate children to recognize and resist extremist narratives that promote racism and xenophobia—but this requires a multifaceted, modernized, and emotionally rich approach.

They emphasized the crucial role of the family in early value formation, but also stressed that education systems must evolve to meet the cognitive and emotional needs of today's children. Traditional teaching methods were seen as inadequate; instead, they advocated for interactive, culturally meaningful learning, using multimedia, literature, theatre, and real-world narratives to foster critical thinking, empathy, and moral awareness.

Examples from school interventions revealed students often normalize discriminatory behaviours while rejecting the "racist" label, highlighting the need for deeper cultural and civic education (*paideia*) that encourages ethical self-reflection and independent judgment.

Education was framed not as academic performance, but as the cultivation of curiosity, critical consciousness, and emotional insight. Sport—particularly football—was noted as a valuable platform for both integration and informal education, especially for migrant children and families. Informants also suggested shifting the focus from abstract “society” to specific social actors—such as educators, parents, and community leaders—who play direct roles in shaping children's resilience.

In conclusion, resilience to extremist ideologies depends on early, inclusive, and experiential learning that engages not only children but also families and communities, creating safe spaces for ethical growth and mutual understanding.

2.3 How important is tolerance, non-discrimination, and gender equality, for the representatives of the above group.

Key informants highlighted the critical importance of tolerance, non-discrimination, and gender equality, seeing them as ethical imperatives and essential for peaceful, democratic societies. These values are not innate but must be cultivated through education, exposure, and interpersonal experiences. They stressed that children acquire prejudice through socialization, not birth, and highlighted the transformative power of exposure, interpersonal relationships, and emotional connection. Informants shared examples demonstrating how children's prejudices can shift through sustained contact and relationship-building. For example, in a refugee camp, Muslim children initially rejected an informant for not following Muslim norms but later attitudes shifted resulting to seeing him as "different" yet "kind" and possibly spiritually worthy.

However, they also acknowledged significant challenges, including peer pressure, normalized discriminatory behaviour, and family influences that reinforce stereotypes. Children often struggle to reject group behaviours that conflict with inclusive values.

Educators were seen as key agents in fostering critical thinking, empathy, and moral reasoning. Sport, particularly football, was identified as a powerful tool for promoting inclusion, offering a space for informal learning and cross-cultural interaction. Ultimately, informants stressed that tolerance and equality are outcomes of intentional, experience-based learning processes, not just abstract ideals.

2.4 To what extent they believe that using football and media and digital literacy trainings may empower kids in combating intolerant beliefs and attitudes and form active citizens

The Role of Media Literacy and Digital Engagement in Promoting Tolerance and Social Inclusion

Key informants believed that football, media, and digital literacy training can significantly empower children to challenge intolerant beliefs and become active, inclusive citizens—but only when used deliberately and within supportive frameworks.

Informants highlighted the importance of utilizing short, engaging media content—such as videos or animations—to capture children's attention and deliver positive social messages.

Given the short attention spans and scroll-based habits of younger users, they argued that educational materials must be concise, visually dynamic, and emotionally compelling in order to stimulate curiosity and provoke reflection. The goal, as articulated, is not only to instruct but to “open the mind” and inspire more inclusive attitudes through emotionally resonant stimuli.

It was further noted that such content must be age-appropriate and embedded within broader digital literacy education. Children must be taught how to critically navigate online spaces, avoid manipulation, and discern harmful or misleading content. Informants were clear in stating that digital media is not inherently harmful—it can be a powerful pedagogical tool—but its unstructured use may expose children to dangerous narratives unless accompanied by guided reflection and supervised engagement.

The Informational Isolation of Migrant and Refugee Youth

A recurring concern was the social and cultural isolation of migrant children, particularly those living in camps. One informant, with experience in migration research, observed that the level of interaction between newly arrived minors and the host community was minimal to non-existent. For many refugee children, the internet often serves as their primary—if not sole—connection to the outside world. It becomes both a lifeline and a cultural filter, especially for those who remain psychologically oriented toward returning to their country of origin or relocating elsewhere.

In such conditions, media was seen not merely as a communication tool but as a critical bridge for identity development and cultural orientation. Informants stressed that structured digital programmes—designed specifically for refugee children—could help mitigate isolation, facilitate informal cultural learning, and support the transmission of civic values. These should not be limited to internet safety alone but should also aim to introduce elements of the host society’s culture, language, and norms in ways that resonate with the children’s lived experiences and emotional needs.

They also cautioned against the assumption that access alone guarantees integration. Without targeted, meaningful content and guidance, children may remain in a state of informational and social detachment. Thus, tolerance and inclusion are not automatic consequences of connectivity; they must be cultivated through intentional design and facilitation.

Interactive Pedagogies and the Power of Role-Play

The use of interactive, participatory methods—such as role-play exercises—was also mentioned as an effective strategy for deepening understanding and empathy. Informants described programmes initiated by local football clubs in collaboration with schools, where specialists worked with children to simulate real-life scenarios of discrimination, bullying, or xenophobia. These activities, combined with open discussions and critical reflection, were said to significantly enhance children's ability to identify harmful behaviours and to explore alternative, respectful responses.

Children reportedly responded positively to these formats, expressing increased interest and understanding when engaged through experiential learning rather than traditional lecture-style teaching. The combination of peer interaction, real-life examples, and emotional connection was viewed as essential for embedding values of tolerance and respect in a sustainable way.

For the key informants, the values of tolerance, non-discrimination, and gender equality are viewed as crucial for children's development—especially in multicultural and digitally saturated societies. However, they argue that the transmission of these values requires deliberate, structured, and context-sensitive interventions. Digital media, when used creatively and critically, can serve as an accessible and influential platform for promoting inclusive behaviours and bridging social divides. Yet, without supportive frameworks—both educational and psychosocial—media may reinforce rather than dismantle existing barriers. Informants called for age-appropriate, emotionally engaging, and socially embedded strategies that combine digital literacy, cultural education, and interactive learning as essential pathways toward fostering more inclusive and resilient young citizens.

In sum, media and sport can be powerful tools for promoting tolerance and citizenship, but their success depends on intentional, participatory, and context-sensitive implementation.

3.On – line challenges and risks

3. 1 To what extent they believe that societies can educate kids on values and skills to be used in their everyday life inside and outside the football field.

Some key informants highlighted the multifaceted nature of social responsibility in combating extremist narratives, emphasizing that resilience to racism and xenophobia must begin at the foundational level of family socialization. They noted that one primary component of a child's social development is undoubtedly the home environment, where early value formation occurs. However, beyond the domestic sphere, the broader societal role—particularly that of the educational system—was identified as critical in equipping children with the tools to recognize and resist racist ideologies.

They argued that the educational system requires substantial modernization to meet the demands of contemporary childhood. Children today, they observed, are cognitively and technologically advanced compared to previous generations, having early and constant access to an overwhelming volume of information. As such, traditional didactic models are insufficient. In their view, the educational framework must shift away from sterile, formalistic approaches and instead incorporate content of real social and cultural significance—materials that promote critical thinking and emotional literacy.

Specifically, they advocated for the integration of culturally and ethically rich stimuli within the school curriculum from an early age. Weekly engagement with multimedia resources—such as documentaries, films, theater, and literary works—was proposed as a means of exposing children to alternative perspectives, historical contexts, and human experiences. Such exposure, it was suggested, would not only inform but also sensitize children, expanding

their moral imagination and empathy. The goal, they emphasized, is not merely to “educate” in a narrow academic sense, but to open minds—to cultivate broader horizons.

Two key informants also shared personal experience from school-based interventions addressing racism and violence in sports settings. In these interactions, they observed a common defensive response from students, many of whom rejected the label of “racist” while simultaneously normalizing verbal abuse in stadiums as a sign of boldness or social toughness. To counteract this, they stressed the importance of *paideia*, a concept encompassing cultural education and civic consciousness, as the true instrument of resistance. This form of education, they argued, empowers youth to take a position and articulate ethical stances, rather than passively adopting prevailing norms.

Importantly, they clarified that by “education,” they did not refer to academic achievement in the conventional sense (e.g., scoring high marks in mathematics), but to the cultivation of personal intellectual curiosity. Children should be encouraged to explore material that genuinely interests them (be it a novel, a documentary, or any form of cultural engagement) not for instrumental purposes, but as a way of developing internal motivation, critical judgment, and a more nuanced understanding of the world.

The informants collectively argued that societies can indeed educate children to recognize and resist extremist narratives, but such education must begin early, and must move beyond formal instruction to include experiential and affective learning. They insisted that schools need to modernize their pedagogical approaches by incorporating real-world, culturally rich, and emotionally resonant materials. These might include documentaries, theatrical performances, discussions with authors and athletes, or other forms of narrative-based engagement that challenge dominant assumptions and encourage empathetic understanding. Informant of an international organization raised the attention to the sport activity as a kind of homework support to the children that they do not speak fluently the language of the host country *“So it's also bringing concrete support for example there's around the football activity there this homework support for the children you know to make them progress but also to help the parents who cannot do it because either they don't speak the language or either they're already doing 2 or 3 jobs ...”* (F2).

It is worth mentioning that one key-informant pointed out that the term social actors make more sense than refer to society as a whole which can be quite abstract.

In conclusion, the participants viewed society’s role as both necessary and actionable. The combination of supportive family environments and an education system oriented toward critical consciousness was seen as essential for building individual and collective resilience to extremist discourses. Such resilience, they asserted, relies less on compliance with moral rules and more on the capacity for independent thought, empathy, and ethical reflection. *“I mean, you touch a key thing, which is racism, xenophobia, which we can see in society in general, in sports, football as well, because it's just the representation of what is happening in society. But having those safe places where you can also educate, because you also educate the children, the youth, and as well the families around them. So, it's not only the children, but it's going beyond. It's also the family, the community”*.

3.2 How ready key informants and their organizations are to promote relevant messages to the broader community

Organizational Readiness and Stakeholder Commitment in Promoting Inclusive Social Messages Through Sport

Key informants report strong organizational readiness to promote inclusive values through football. This readiness is evident in a shared understanding of sport's social impact, a shift toward community-led initiatives, and a commitment to inclusive representation. Organizations actively engage marginalized groups (e.g., refugees, women athletes) in leadership roles and embed social messages in ongoing programmes like summer camps and local WhatsApp groups with children, parents, and coaches.

Challenges of Coordination and Institutionalization

However, challenges remain in scaling up these grassroots efforts. Many emphasized the fragmented nature of initiatives, which often remain confined within familiar networks of civil society actors. Despite long-standing collaborations among civil society actors, limited formal coordination and policy support hinder systemic change. Informants call for structured policy dialogues and institutional frameworks to ensure sustainability.

Media, Representation, and the Power of Social Messaging

Media plays a crucial role. There's a push to highlight diverse, underrepresented voices over celebrity-driven messaging. Creative tools like videos, comics, and athlete visits help address issues such as gender identity and media literacy in a youth-friendly manner.

Internally, leadership and strategic alignment within clubs and academies are critical. External partnerships with NGOs and international bodies also enhance capacity and credibility.

In sum, while organizations are highly motivated and increasingly equipped to deliver inclusive messages through football broader institutional backing and strategic coordination are essential to achieving lasting impact.

4. The contribution of football3 methodology

4.1 What participants think about football3 merits in combating social exclusion, racism and intolerance?

Football3 as a Tool for Combating Social Exclusion, Racism, and Intolerance: A Synthesis of Key Informants' Perspectives

The perspectives of the key informants collectively portray *Football3* not merely as a sport-based method, but as a transformative pedagogical and socialization framework that promotes equity, mutual respect, and civic engagement. While implementation styles vary

across organizations and settings, informants consistently emphasized its relevance and adaptability in addressing social exclusion, racism, and intolerance among children and youth.

Central to the Football3 methodology is the concept of *co-created rules* and *emphasis on fair play* over competitive victory. Informants noted that this approach encourages children to reflect on and internalize values such as cooperation, respect, and non-violence—values that extend beyond the football pitch into everyday social interactions. One example described a former refugee, trained in Football3 while in Greece, who now applies the method in integration projects in Germany. This highlights the portability of the methodology and its capacity to empower community members as value ambassadors across transnational contexts.

Participants particularly appreciated that Football3 is non-didactic, allowing values to emerge organically through experience, interaction, and reflection. This was described as crucial in fostering long-term attitudinal change, especially among children from diverse cultural backgrounds who may be navigating competing value systems.

Embedding Social Reflection into Sport

Informants stressed that Football3 fosters inclusive environments by allowing players—often from marginalized communities or with limited social capital—to negotiate rules collaboratively, resolve disputes autonomously, and engage in *post-match reflection sessions*. These reflections were seen as essential for consolidating learning outcomes related to empathy, accountability, and social responsibility.

Although some organizations do not formally adopt Football3, they employ structurally similar approaches under different labels. For example, modified training methodologies inspired by the “Barcelona method” aim to incorporate children’s voices before and after matches, encourage modified rules that favour cooperation, and embed moral reasoning in athletic decision-making. These practices were acknowledged as conceptually aligned with Football3’s objectives, even if not branded as such.

While most informants view Football3 positively, they acknowledge that full implementation may require structural adjustments within clubs and academies. For instance, one academy manager noted that although values such as non-discrimination and sportsmanship are emphasized, they are not always embedded formally in every training session. Instead, coaches reinforce these principles informally throughout the season and reward behaviours aligned with team ethos. This pragmatic adaptation illustrates that while full compliance with the Football3 model may not be feasible in all settings, its principles can be effectively integrated into existing structures.

Moreover, Football3’s alignment with educational goals was noted as an opportunity for future institutionalization. Informants cited international examples, such as Poland, where Football3 is being embedded within school curricula. They expressed interest in similar integrations, believing that combining football with structured civic education offers a meaningful avenue for teaching values of inclusion and tolerance at scale.

Beyond the Pitch: Linking Athletic and Civic Performance

Informants working in transnational and development contexts noted that Football3—and similar hybrid methods—successfully link athletic performance with social and educational indicators. For example, in Senegal, youth are assessed not only on football ability but also on school performance and behaviour. This multidimensional evaluation encourages holistic development and reflects Football3's ethos: success is defined not by goals scored, but by the degree to which participants embody respect, collaboration, and social responsibility.

This model was also shown to challenge restrictive gender norms. In Jordan, initial resistance from families regarding girls' participation was addressed through community engagement and programme adaptation. Eventually, the project gained acceptance, demonstrating that Football3, when contextually tailored, can contribute to gender inclusion and intercultural dialogue.

Scalability and Local Ownership

Informants emphasized the importance of adaptability and community ownership in the successful deployment of Football3. They highlighted its scalability across different local and cultural settings, including grassroots tournaments, school events, and refugee integration programmes. For example, in Thessaloniki, the methodology was seamlessly incorporated into a multi-school tournament, exposing over 200 children to its principles.

Crucially, informants viewed Football3 not as a fixed curriculum but as a flexible framework that could be embedded into diverse pedagogical and athletic practices. They underlined that its success depends less on strict methodological fidelity and more on its capacity to instil ethical reflection, encourage inclusive participation, and foster democratic engagement through sport.

Summing-up, from the vantage point of key informants, *Football3* emerges as a compelling tool for combating social exclusion, racism, and intolerance. Its core strengths lie in its participatory design, emphasis on fair play, and ability to integrate values education into sport in a way that is experiential, adaptable, and community-driven. Whether implemented formally or through parallel practices, Football3 offers a platform where young people can learn to negotiate difference, build trust, and engage constructively with diversity—skills essential for navigating contemporary multicultural societies.

CONCLUDING REMARKS -NEEDS IDENTIFIED

Primary research was conducted in the four participating countries (Greece, Italy, Hungary, and Serbia) with children aged 10–12, coaches, and key informants in order to gain insights and to gain knowledge on how to use football and digital environments to children 10-12 years old as tools to foster inclusion and challenge discrimination. Coaches and informants agreed that football³, if adapted thoughtfully, can become a strong pedagogical method for social learning. Likewise, digital platforms, while widely used by children, remain underutilized in promoting safe and inclusive dialogue. The following section highlights key areas for intervention to build on these findings and strengthen inclusive practices across both domains.

Needs Identified from focus group discussions with children aged 10-12 years old.

Based on the findings, several key areas for intervention emerge to promote tolerance and social inclusion among children aged 10–12. While most children had not experienced racism directly, they were well aware of disrespectful behaviours such as bullying, exclusion, and teasing—often linked to appearance, personality, or perceived differences. Children showed strong empathy for those affected and expressed a desire for more open discussion and support around such issues, particularly in school settings. This points to the **need for structured opportunities to talk about diversity**, fairness, and respectful behaviour, helping children understand the emotional impact of exclusion and discrimination.

Another area for intervention involves **addressing the normalization of derogatory language and insults**, especially in play and sports. In countries like Greece and Italy, such language was normalized often seen as “part of the game,” even if children acknowledged it as inappropriate (girls more than boys), signalling a **gender gap in how aggression and disrespect are interpreted**. This acceptance highlights the importance of teaching respectful communication and emotional regulation, while also challenging the idea that offensive behaviour in games is harmless or inevitable. In contrast, children in Serbia and Hungary rejected such behaviour more strongly, suggesting that cultural context and **adult role models** shape children's attitudes toward aggression. Similarly, in digital spaces, children reported exposure to offensive content, often without adequate support from adults. Many were reluctant to report incidents due to fear of punishment or disbelief.

Moreover, with the use of visual prompts in the focus groups, children quickly identified power imbalances, emotional harm, and signs of friendship or inclusion. They were also able to connect these situations to their own lived experiences, such as feeling unwelcome when entering a new school or being teased by peers. This reveals the **potential of using visual tools and storytelling as part of interventions** that aim to deepen children's emotional literacy, enhance perspective-taking, and support inclusive attitudes.

Peer relationships were consistently identified as a source of emotional safety and inclusion, but not all children had access to supportive friendships. Promoting positive peer dynamics and empowering children to stand up for others are crucial steps toward fostering inclusive

environments. **Interventions should include gender-sensitive approaches** that amplify girls' voices and promote empathy, cooperation, and respect among all children, regardless of gender.

Coaches must be equipped to lead open discussions about difference, fairness, and respectful behaviour—both **online and on the field**. Gender-sensitive approaches are key: ensuring that girls' voices are heard and that boys are encouraged to reflect critically on normalized aggression. Encouraging **collaboration between children, parents, and coaches** can help create a culture where all children feel safe to speak out, ask questions, and support one another across physical and digital spaces.

In summary, the findings underscore the need for interventions that encourage open dialogue on bullying and exclusion, promote understanding of diversity and fairness, challenge harmful norms around verbal aggression, and build emotional and social skills that support inclusive peer relationships. Children already possess the empathy, awareness, and desire for fairness needed to foster inclusive environments. What is missing is guidance, opportunity, and consistent support to translate these values into everyday action.

Needs Identified from focus group discussions with Coaches and Mediators as regards the adaptation of Football3 for children 10-12 years old

Based on the findings of coaches and mediators from the four participating countries (Italy, Serbia, Hungary, and Greece) several common and context-specific needs were identified to enhance the effectiveness of Football3 for children aged 10–12. The findings emphasize the need for child-centered adaptations that balance structure with flexibility, promote inclusive participation, and sustain enjoyment as the central objective. In particular, key findings are found below.

A key shared need was the **integration of Football3 within broader educational and pedagogical frameworks**, rather than treating it as a standalone sports activity. In Italy, this was strongly emphasised, with methods such as circle time and role reversal being considered effective in helping children reflect on conflict, empathy, and inclusion. Similarly, in Serbia, participants stressed the need for visual, creative tools—such as drawings, role-plays, and emotion cards—to make abstract concepts more tangible during the agreement and reflection phases.

Fun and enjoyment were highlighted as fundamental to engagement in both Hungary and Greece. Hungarian participants noted that children's short attention spans and fear of speaking in groups require discussions to be brief and playful. Techniques like using a dice to guide reflection or allowing children to invent their own rules were seen as useful strategies to increase motivation and a sense of ownership. In Greece, fostering enjoyment over competition and using metaphorical language (e.g., referring to defence as “our home”) were proposed to deepen emotional connection and understanding.

The importance of empathy was a recurring theme. Greek trainers suggested making empathy an explicit training goal, while Italian and Serbian participants saw value in using reflective scenarios to encourage children to consider others' perspectives.

Another widespread need was **better support for inclusive participation, especially for girls**. In both Italy and Greece, the limited prior football experience of many girls was seen as a barrier, often leading to gendered disparities in skill and engagement. The presence of female coaches was recommended in Greece as a way to promote gender equality and boost participation.

Challenges identified across countries included lack of time for in-depth training or reflection, unfamiliarity with the Football3 methodology—especially in Serbia—and the difficulty of overcoming broader societal influences and entrenched prejudices. In Hungary, the coach's role was seen as particularly demanding, given the need for both facilitation and pedagogical skills.

Finally, the **need for small group settings and sustained engagement** was highlighted as essential for achieving lasting impact, particularly in contexts where children may be exposed to conflicting messages outside the training environment.

Needs, challenges and proposals from Key Informants

Football3 has been widely recognized by key informants as a valuable tool for combating racism and promoting social inclusion among children aged 10–12. In their view, football offers a unique space for indirect, experiential learning, allowing children from diverse backgrounds to interact under shared rules and goals. In order to improve its effectiveness, key informants shared a number of proposals.

Informants emphasized the importance of engaging children through **inclusive, experiential learning and indirect engaging methods**, such as organized football matches, role-play scenarios, and visits by athletes and coaches. These interventions, tailored to the developmental stage of children, use storytelling, real-life examples, and emotional engagement to foster empathy, mutual respect, and a sense of belonging.

In order for football3 to effectively serve as a tool against racism it was suggested that the method should be integrated into **structured educational and community efforts** that promote values of tolerance, equality, and cooperation. Programmes should involve **diverse role models** (female players, athletes with refugee backgrounds, and individuals from marginalized identities) so children see themselves reflected in positive narratives. Moreover, **football should be embedded within broader support systems**, especially for migrant children, by offering additional services such as language support and homework assistance.

To strengthen these efforts, **media and digital literacy** must also be addressed. Children (especially refugees) often rely on the internet as their main source of information and connection, which can expose them to harmful narratives. Informants recommended short, age-appropriate, emotionally compelling **digital** content (such as videos or animations) and structured **guidance** to help children navigate online spaces critically.

However, challenges remain, such as normalisation of racism, prejudices learned at home, peer pressure and limited intercultural contact. More analytically, many children do not initially recognize verbal aggression or discriminatory behaviour. These attitudes are often

normalized within peer groups or learned at home, making them difficult to confront without alienating the child. Peer pressure further complicates efforts, as children may fear social exclusion for rejecting dominant group behaviours. In addition, informants highlighted as key challenge the **fragmentation in efforts and the lack of formal institutional support or coordination, limiting their long-term impact**. Long-term change requires **building trust-based relationships and empowering community members** (coaches, parents, youth) to take on leadership roles.

In conclusion, football3 holds significant promise as a means of teaching values that extend beyond the field. With coordinated support, inclusive representation, and community involvement, it can help shape a generation of children who are not only skilled players but also empathetic, thoughtful, and socially responsible citizens.

In conclusion

Summing up, primary research findings from children, coaches and key informants across the four countries underline the need for coordinated, age-appropriate interventions that promote tolerance, inclusion, and empathy both on the football field and in digital spaces. Children aged 10–12, generally support fairness, inclusion, and equal participation in play. However, gender stereotypes, especially around physical ability, continue to influence some children's views about mixed-gender play. The children expressed a clear understanding of fairness and emotional harm, but often lacked structured opportunities to discuss diversity, bullying, and exclusion. Verbal aggression was frequently normalized in football, especially by boys particularly after mistakes or losses, while girls were more critical of disrespectful behaviour and less confident in football settings, underscoring the need for gender-sensitive strategies that encourage participation and amplify girls' voices. Similarly, in digital spaces, children were aware of offensive behaviour but often lacked the tools or safe channels to respond. Coaches acknowledged their potential to foster positive behaviours and emphasized the need for playful, reflective tools (e.g., drawings, role-play, metaphorical language) to engage children, while also calling for better training and time to address social-emotional learning (i.e. sensitive topics like discrimination or online safety) within football3. Key informants emphasized the need to embed values of respect, empathy, and critical thinking into both sports and digital education, starting from an early age. In this context, they stressed that football3 can serve as a powerful, indirect platform for social change, especially when embedded in wider educational programmes that include diverse role models and address digital risks. In online environments, children need guidance in identifying and responding to harmful content, especially when peer pressure and family attitudes reinforce exclusion.

Interventions must therefore focus on building inclusive team cultures and safe digital habits through practical, age-appropriate, and gender-sensitive approaches. Coaches, as trusted role models, should be supported to integrate social-emotional learning and digital literacy into their routines, helping children navigate both spaces (online and on the field) with respect and confidence. Structured guidance for handling online risks, challenging harmful norms in sport, and encouraging open dialogue between children, coaches, and parents is essential.

PART 2. GUIDELINES FOR TOOLKITS' ADAPTATION

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Preamble

1. Background information

According to the project's GA, DIALECT4 builds upon the partnership's 5 years of experience in implementing the DIALECT football for inclusion methodology, which targeted adolescents in disadvantaged communities in Greece, Italy, Hungary and Serbia, aiming to address the emerged need for an early-age intervention to combat children's (aged 10-12 years old) radicalization and enhance their resilience in intolerant rhetoric and extremist beliefs in society and in sports.

It does so through 120 children's involvement in ethnically, culturally and gender mixed football teams at community level, combined with media and digital literacy capacity building opportunities. DIALECT4 entails the adaptation of DIALECT methodology to the developmental stages of children, focusing on critical thinking, media literacy, and understanding of values of tolerance, non-discrimination, gender equality.

A significant component is the enlargement of youth and children local action groups to facilitate inter-age learning and mentorship, promoting a community-based approach to combat racism and intolerance. DIALECT4 aligns with the Erasmus+ call for Cooperation Partnerships in the field of sports, addressing the sector-specific priority of promoting equality and European values through sport. It targets to creating inclusive environments that support social inclusion for children (10-12 years old) and youth (13-17 years old) from backgrounds with fewer opportunities, including migrants, refugees, and Roma, contributing to the Erasmus+ horizontal priority of "Inclusion and Diversity".

The project also contributes to the programs' horizontal priority of "Common values, civic engagement and participation" by developing competencies in social and intercultural dialogue, critical thinking, media literacy and active citizenship among children and youth.

2. Guidelines objectives within the scope of the WP2

As stated at the project's Grant Agreement the objectives of WP2 are the ***adaptation of DIALECT methodology and training toolkits to respond to the needs of younger children aged 10-12 years-old in four European countries (Greece, Italy, Serbia and Hungary)***. These objectives couple with the general objectives of the DIALECT 4 project which may be summarized as follows:

Project's objectives:

- Enhance DIALECT methodology integrating media and digital literacy skills development through community-building football for kids aged 10-12 years.
- Develop the capacities of mediators & trainers on addressing kids and adolescents' respective skills deficiency.
- Develop media & digital literacy skills of kids and adolescents, enhancing their resilience to extremist views.
- Engage football academies in the exploitation of DIALECT and football3 methodology.

Within the scope of the above objectives, the adaptation of DIALECT methodology and training toolkits to respond to the needs of younger children aged 10-12 years-old in four European countries and the aim to ensure that the DIALECT methodology and training toolkits are adapted to the needs of younger children aged 10 to 12 years old, to combat children's radicalization through sports for inclusion and media & digital literacy skills development interventions in deprived areas in 4 partner countries, respective **literature review** was conducted and a **needs assessment research** was implemented leading both to the drafting of **meaningful guidelines** for the DIALECT toolkits adaptation to meet the needs of the specific age group of children.

As mentioned in the GA, building upon the findings of the research activities and the tested methodological framework of DIALECT training toolkits, EKKE had undertaken the duty to develop guidelines for the adaptation of these toolkits in order the toolkits to specifically address the unique needs of children aged 10-12 in Greece, Italy, Hungary, and Serbia, focusing on community building and social inclusion through football. To this end the adaptation of toolkits follows an **evidence-based approach** since it is based on the findings of previous research activities and the insights of all partners. Thus, it is ensured that a) the DIALECT training toolkit, which focuses on combating youth radicalization through sports for inclusion, along with cognitive based training materials on inclusive education will be modified to facilitate social inclusion, training the trainers, coaching the players, and mediating Football3 matches for the specific kids age group. b) Additionally, the DIALECT2 training toolkit, aimed at enhancing the media literacy skills of youth through sports, will be tailored to address the specific needs of children aged 10-12 by adjusting its modules and the activity descriptions for all media literacy activities.

This adaptation process - together with the respect of all ethical considerations involved - **aims to ensure that the content, language, and educational approach are not only age appropriate but also engaging and effective in meeting the developmental and socioeconomic needs of this younger age group.** It is to be noted that the adapted DIALECT toolkits **will maintain the feminist and intersectional perspectives to empower a diverse group of children, encompassing individuals of different genders, backgrounds, migration statuses, and social and economic statuses.**

The Contribution of Previous Knowledge

1. Lessons learnt from literature review – an overview

Background information has shown that in all four project's countries **kids aged 10 to 12** across Greece, Italy, Hungary and Serbia **face mounting pressures related to bullying, exclusion, discrimination, and digital exposure during a critical stage of their development**. These issues do not remain isolated but are deeply embedded and rooted in family dynamics, school practices, media environments, and sports cultures. Literature review has shown that while physical activity, inclusive education, and media literacy are widely recognized as protective factors, their implementation is uneven—often limited by economic constraints, lack of infrastructure, or policy gaps. Although the importance of sports and media for fostering inclusion and positive identity formation has been widely recognized, it has also been shown that they can at the same time amplify existing inequalities and promote racism, discrimination and intolerance if not responsibly managed.

School systems across Europe are increasingly aware of these dynamics, but responses remain fragmented, often dependent on external initiatives or limited infrastructure. Research reveals that a comprehensive and coordinated approach—engaging schools, families, media, and public institutions—is essential. To foster well-being, inclusion, and resilience, **coordinated efforts are needed that bring together educators, families, institutions, and digital platforms**. Special attention must be paid to **vulnerable groups—such as minority and underprivileged children**—whose experiences highlight the urgency of systemic reform in education, social policy, and youth engagement. Emphasizing inclusive education, media literacy, safe online practices, and equal access for all to physical activity (boys and girls alike, kids irrespective of their social or ethnic background), can help create safer, more supportive environments for children during this pivotal life stage.

DIALECT and DIALECT2 toolkits have been designed and implemented to filling the gaps mentioned above. However, within the scope of the present - DIALECT4 - project certain guidelines for their adaptation to fit the age group of 10-12 years of age kids emanate from the project's literature review in all project's countries.

2. Basic generic rules

Toolkits adaptation should be based on the following guidelines:



The above guidelines are based on the literature review of the project. While cultural and systemic differences exist, desk research across all four project's countries converges on several key findings regarding children's developmental needs and the risks they face during this critical pre-adolescent stage:

Across Hungary, Italy, Serbia, and Greece, children aged 10 to 12 face growing exposure to bullying, discrimination, and the influence of digital and sports environments, all of which shape their development in increasingly complex ways. Desk research highlights a range of social challenges affecting children between the ages of 10 and 12, particularly surrounding bullying, discrimination, digital behavior, and social inclusion through sports and education.

In **Hungary**, studies revealed that underprivileged children, particularly 12-year-olds in socially homogeneous schools, display more negative coping mechanisms in conflict situations, as these environments limit their exposure to healthier strategies. With regard to racism, studies conclude that Hungarian primary school students have no stable and consistent negative attitude towards peers with different ethnical or religious backgrounds but they tend to build closer relationships with peers of the same origin. Acceptance of immigrant students in primary schools by their Hungarian peers is rather based on their performance either in studies or sports. However, football was mentioned as the most popular free-time activity spent with third-country students. Sport-based inclusion through school sports programs is hindered by self-funded after-school activities which makes accessibility difficult for underprivileged children. Sport activities, especially those offered by sport coaches of sport clubs dominantly recognize competitive values and support children exhibiting exceptional sport skills and determination which contradicts values of inclusion and tolerance. Teachers' stereotypical notions seem also to play a negative role while the scarcity of relative resources maximizes intolerance. On the other hand, it seems that digital literacy among children is on the rise. Digital access and strong family support play a crucial role in kids' performance. Children rely on parents, peers, and schools for online safety knowledge, but by age 13, they typically surpass their parents in digital skills, underscoring the need for better parental engagement in the digital realm.

Considering the **Italian** case, several studies have shown the growing pace of hate speech, discrimination, and bullying among children, particularly those aged 10 to 12, within and outside school settings and in both, on and off the pitch. The influence of media as well as digital media and social platforms seems also important at a developmental stage crucial for children to solidify motor and cognitive skills and gain awareness of group dynamics and social identity. Studies reveal that over 50% of Italian adolescents experienced disrespect or violence, with 19.8% facing bullying regularly. Children aged 11–13, particularly girls and foreign students, were more affected. Troubling is the trend of a rise of racism and intolerance in primary schools, threatening kids emotional and social development mainly based on deeply ingrained stereotypes and prejudices often passed down through families, the media, and social contexts. The lack of school curricula focusing on civic education, cultural diversity, and inclusion further exacerbates these issues, leaving children without the necessary tools to recognize and challenge intolerance. Family environments also exert a strong influence, especially when they reflect or promote discriminatory views. Access to physical education is uneven across the country, with only about 41% of schools equipped with adequate sports infrastructure. Media further complicates children's social development, as those aged 10 to 12 spend over three hours per day on screens, often absorbing harmful stereotypes or feeling isolated by unrealistic portrayals of success. This contributes to the growing phenomenon of “metropolitan hermits”—youths who withdraw socially, seeking refuge in digital worlds. Within this environment, sports present both risks and opportunities. Educational responses increasingly emphasize the role of physical education teachers in creating inclusive spaces, adapting activities, and building children's self-esteem, alongside calls for broader reforms in curricula, infrastructure, and family engagement. When managed inclusively, sports foster respect, cooperation, and social integration. Yet, without proper oversight, competitive

sports environments—particularly football—can reflect and reinforce societal prejudices. Yet, access to sports is unequal: socio-economic barriers and lack of public facilities limit participation.

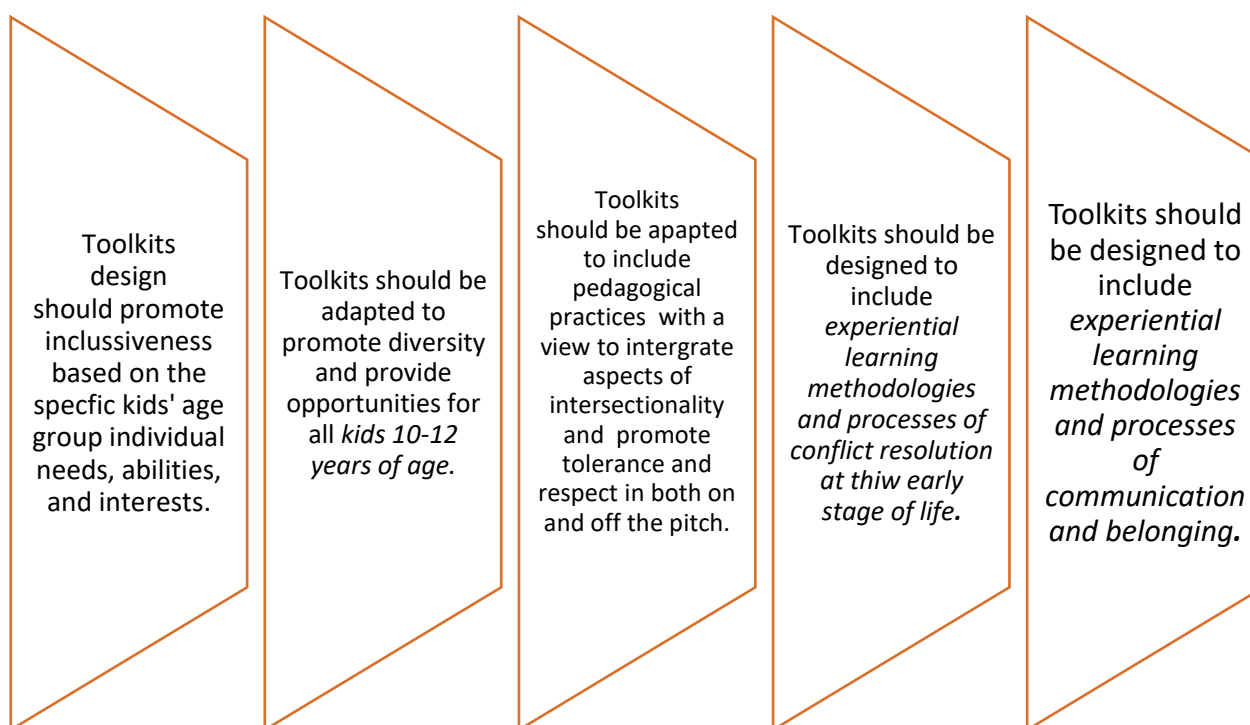
Serbia's landscape reveals parallel to the above challenges. Digital media is integral to children's lives, but it also poses risks, particularly as entertainment and social interaction dominate their online activities, while educational engagement remains low. Violence against children remains widespread within families, schools, and broader social settings. The widespread nature of violence against children is a major concern. Family environments, instead of offering safety, often become the primary sites of violence. Schools are also sites of verbal, physical, and gender-based violence, with many boys holding attitudes that justify violence against women. Alarming, a significant number of boys are more inclined to justify violence against women, suggesting deeply rooted gender norms and attitudes. On top of these, discrimination is deeply entrenched among marginalized communities, notably the Roma. Roma children face higher levels of abuse, limited access to early education, and alarming rates of child marriage. Psychological aggression is common, particularly among mothers. In terms of physical activity, schools have begun expanding physical education, but structural support for inclusive, broad-based participation remains limited. Still, access and sustained participation remain uneven. Targeted interventions are especially needed for vulnerable populations, such as the Roma community, to close gaps in education, health, and protection from violence and discrimination.

In **Greece**, also, children aged 10–12 can become susceptible to developing intolerant attitudes, influenced by both sports culture and media exposure, which together shape norms around exclusion, aggression, and hate. A growing presence of hate speech and discriminatory content online has a particularly impactful role. Social media platforms normalize aggression and reinforce exclusionary norms, while football fandom and broader sports culture sometimes serve as channels for performative aggression and xenophobic behavior. Schools are not consistently effective at combating bullying—many students feel their institutions do not sufficiently teach anti-bullying values, and minority students face more frequent and harsher harassment. The media often reinforce dominant identity narratives and fail to challenge toxic norms, contributing to desensitization and social withdrawal in some children. Promising educational efforts, such as workshops on confronting hate in classrooms, aim to equip teachers with the tools to promote democratic values and critical reflection, but these remain fragmented. With regard to sports culture in Greece it presents a contradictory space: while initiatives organized by national and European bodies, aim to promote Olympic values and non-violence among youth, football culture often conveys aggressive or xenophobic messaging, shaping young people's attitudes through fan behavior and peer influence. Within schools, surveys show that one in three children experiences bullying, with many expressing doubts that schools effectively discourage it. Minority students suffer disproportionately, both emotionally and socially, highlighting the persistence of exclusionary peer dynamics. Meanwhile, traditional media and online platforms actively shape and sometimes legitimize intolerant discourse. In response, Greece has initiated targeted programs which focus on empathy, resilience, and peer support to

equip both teachers and students with the tools to foster democratic values and challenge intolerance.

3. Preliminary concluding remarks

Based on the above, the adaptation of the toolkits should take into consideration the following key areas:



Desk research has revealed the importance of:

- ***Designing toolkits that reflect the diversity of end-users and consider their individual needs, abilities, and interests (for our case of kids aged 10-12 years),***
- ***Providing for opportunities for all end-users to engage and reflect,***
- ***Integrating intersectionality through strategies for cognitive learning of how various social identities intersect and influence kids' experiences in settings on and off the pitch.***
- ***Promoting tolerance and respect by providing materials for an inclusive and respectful learning environment, including fostering open dialogue, promoting empathy, and addressing stereotypes and biases.***
- ***Encouraging the use of cooperative and inclusive pedagogical practices, such as group activities fostering teamwork and cooperation among end-users from different socio-cultural backgrounds.***
- ***Emphasizing the importance of modeling respectful behavior and addressing any discriminatory incidents or behaviors promptly and effectively.***

DIALECT toolkits' adaptation according to the needs and capabilities of kids aged 10-12

In the present section key areas for the adaptation of DIALECT (football3 methodology) and DIALECT2 (media and digital media content methodologies) toolkits are included, in order to correspond to the needs of kids aged 10-12 years. These areas have been marked through needs assessment research in the four participating countries of the DIALECT4 project (Greece, Italy, Hungary, and Serbia) with populations of children aged 10–12, trainers - coaches, and key informants in order to enhance previous knowledge on how to enable kids 10-12 years old, through specific inclusive pedagogical and cognitive strategies and practices fostering tolerance and resilience and challenging racism, hatred and discrimination.

1. Developing kids' capabilities

- *Needs assessment research in all four countries has shown that there is a strongly expressed need for more open discussion and support on issues like bullying, exclusion, and teasing - often linked to appearance, personality, or perceived differences.*
- *Important area for intervention and toolkits' adaptation is the area of understanding the content of derogatory remarks and insults in both on and off the pitch and developing resilience practices. A major challenge to this respect is the normalisation of discriminatory and insulting speech "for the sake of the game".*
- *The importance of role models as catalysts for change and their contribution in (re)shaping behaviour is one of the main targets of all DIALECT projects. The active participation of kids in pedagogical practices shaping children's attitudes against competitiveness and aggression presents a major challenge.*
- *It is important to note that at the specific age group of kids' aged 10-12 the development of the sense of belonging, the deepening of children's emotional literacy, and the support of inclusive attitudes counter balancing emotional harm and exclusion is better to be accomplished through the development of visual material and simple fictional representations.*
- *Needs assessment research has shown that not all children have access to supportive family environments and friendships. Therefore, an important intervention should promote positive peer examples and empower children to stand up for others. The*

inclusion of gender and ‘otherness’ sensitive approaches in order to promote interactions, empathy, cooperation, and respect among all children.

- *Considering the contribution of mediators, coaches and trainers, kids identified needs indicate that they should be trained to conduct open discussions about difference, fairness, and respectful behaviour to all—both on and off line.*
- *The important role of the family and the social environment have been out marked more than once, especially as far the specific children age group. Therefore, interventions should encourage practices for communication and active collaboration among include children, parents, and coaches which can help to develop and create a culture where all children feel safe to speak out and support one another across physical and digital spaces.*
- *Needs assessment research has shown that children are ready to acquire all social skills which support inclusive peer and social relationships and move towards a more coherent social environment provided that they will be enabled through guidance, opportunity structures and persistent and consistent support to acquire relevant knowledge and skills to build and transform their own value system properly placed in their everyday life.*

In short key areas of intervention read as follows:

Toolkits design should include materials supporting kids understanding of the notions of inclusiveness, diversity, discrimination, fairness and respect, transform their own values accordingly and put them in everyday practice.

Toolkits should include materials against the "normalisation" of racism, discrimination and insults against all.

Toolkits should be designed in simple understandable language, while notions should be promoted by the use of visual material, story telling and fictional representations.

Toolkits should be designed to include experiential learning methodologies and processes for mediators, coaches and trainers support.

Toolkits should be designed to include methodologies and processes of communication and collaboration among children, parents, trainers, and the broader community.

2. Supporting the trainers

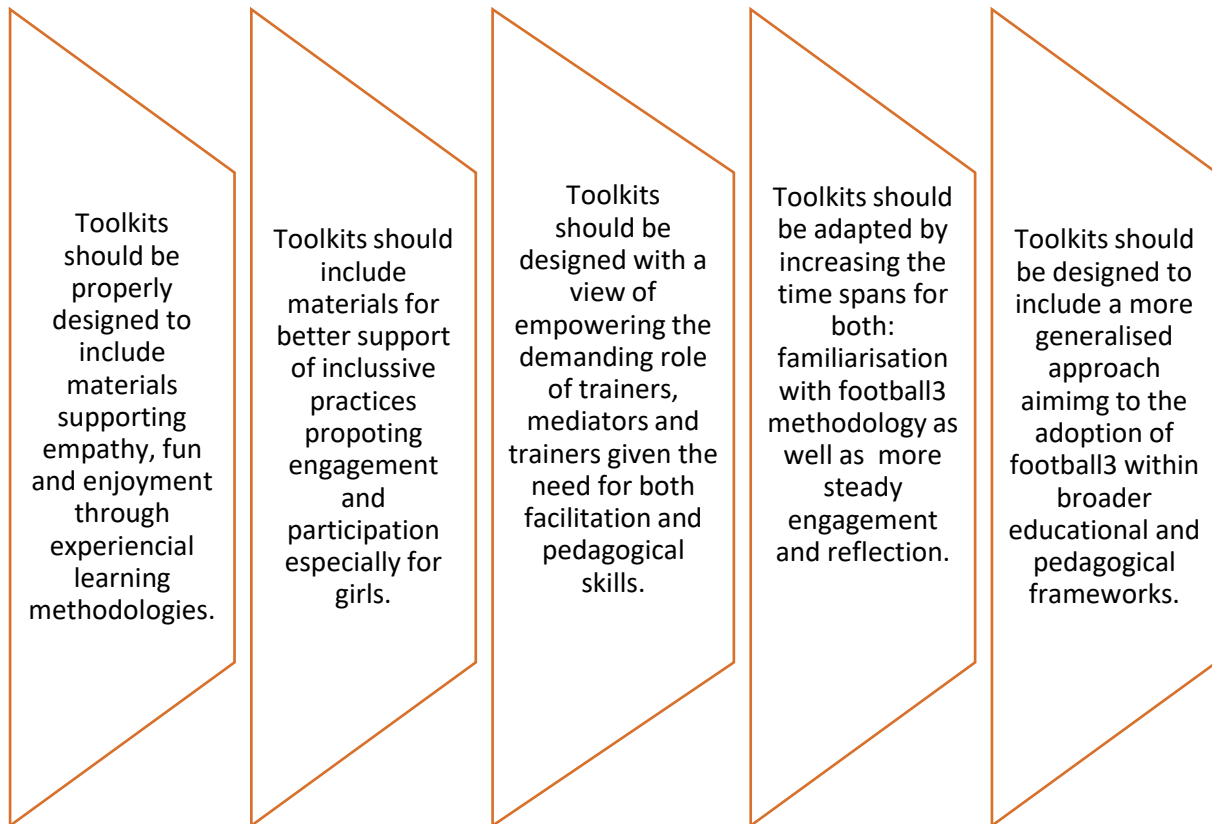
Needs assessment research findings in all four pilot countries of the project indicate that there is a need for child-centered adaptations of the toolkits that balance structure with flexibility, promote inclusive participation, and sustain enjoyment as their central aims.

More particularly, key areas of intervention were marked as follows:

- ***Pedagogical methods such as circle time and role reversal being considered effective in helping children reflect on conflict, empathy, and inclusion as well as the use of visual, creative tools—such as drawings, role-plays, and emotion cards—to make abstract concepts more tangible during the agreement and reflection phases should be employed.***
- ***Strategies and practices should aim at fun and enjoyment taking into consideration that children's short attention spans and fear of speaking in groups require discussions to be brief and playful. Also, techniques fostering enjoyment over competition are useful to deepen emotional connection and understanding.***
- ***Engaging kids through materials promoting empathy and by use of reflective scenarios children should be encouraged to consider others' perspectives.***
- ***Strategies and practices involving also female trainers in support for inclusive participation, especially for girls are mostly needed since in many cases girls are seen as a barrier, often leading to gendered disparities in skill, engagement and participation.***
- ***The football3 toolkit may be amended to include more time for training in the football3 methodology as the coach's role was seen as particularly demanding, given the need for both facilitation and pedagogical skills.***
- ***The football3 toolkit may be amended to include more time for in-depth training, reflection and practices in support of overcoming broader societal influences and entrenched prejudices.***
- ***Sustained engagement seems to be essential for achieving lasting impact, particularly in contexts where children may face conflicting messages outside of the training environment.***

- *A major challenge voiced the integration of football3 within broader educational and pedagogical frameworks, rather than treating it as a standalone sports activity.*

In short key areas of intervention read as follows:



3. Incorporating expert opinions and experiences

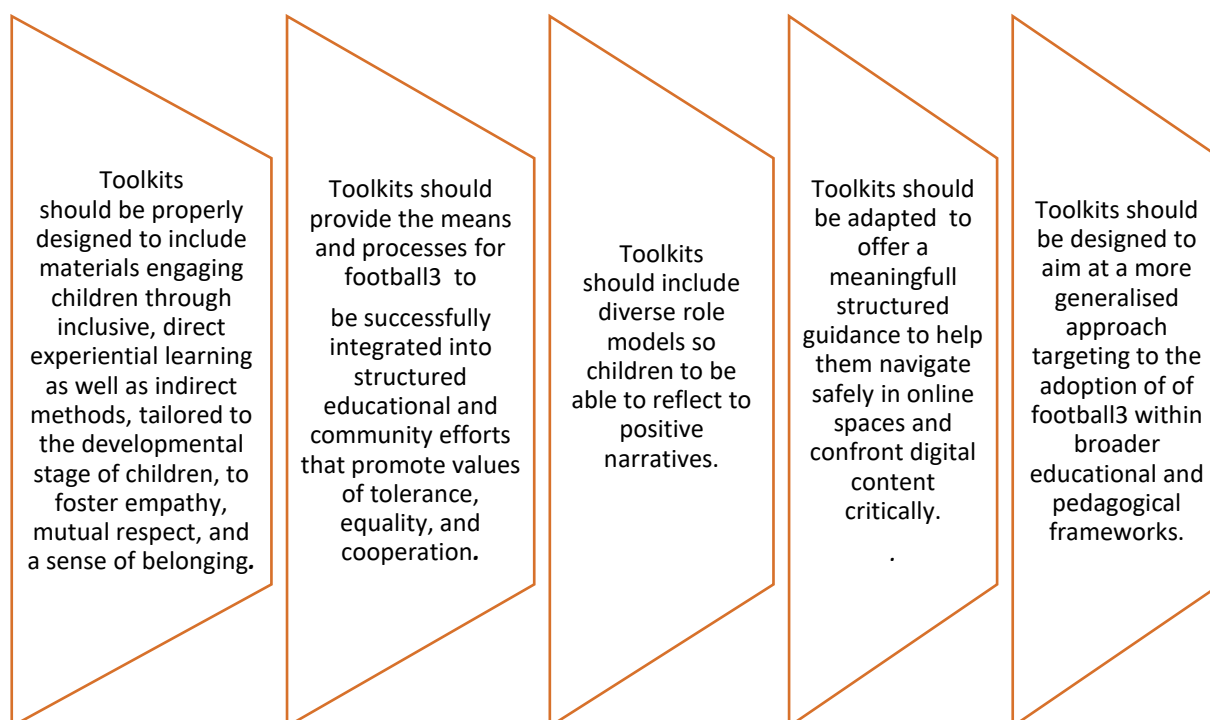
Football3 has been widely recognized by sport and football experts as a valuable tool for combating racism and promoting social inclusion also among children aged 10–12. According to expert views, for this specific age cohort, football in general and football3 in particular may offer a unique opportunity for indirect, experiential learning, allowing children from diverse backgrounds to interact under shared rules and goals in real life as well as in the digital world.

According to expert opinions and experiences key areas of intervention should include the following:

- ***Engaging children through inclusive, direct experiential learning as well as indirect methods, tailored to the developmental stage of children, to foster empathy, mutual respect, and a sense of belonging.***

- ***In order for football3 to effectively serve as a tool against racism its methodology should be integrated into structured educational and community efforts that promote values of tolerance, equality, and cooperation. Programs should involve diverse role models (female players, athletes with refugee backgrounds and individuals with marginalized identities) so children to be able to reflect to positive narratives.***
- ***To strengthen kids engagement and reflect and also capacitating their tolerance and resilient stance kids should also be empowered considering their media and digital literacy. They should also be offered structured guidance to help them navigate safely in online spaces and confront digital content critically.***
- ***A major challenge is to address the fragmentation in efforts and the lack of formal institutional support or coordination, limiting their long-term impact much needed in building trust-based relationships and empowering community members to take on leadership roles.***

In short key areas of intervention read as follows:



Key steps for toolkits adaptation and guidelines

1. The process for toolkits' adaptation

Mapping areas of interest

- Conduct a thorough review of the existing toolkits to identify opportunities and challenges for integrating research results for a corresponding DIALECT methodology to the specific kids' age group.
- Identify areas where topics related to racism, discrimination, diversity, inclusivity, tolerance and resilience can be properly addressed and align them with the DIALECT4 needs assessment research results in all four pilot countries.

Determine Learning Aims and Related Probable Tasks

- Clearly define the learning aims related to combating racism and discrimination that will be addressed through the DIALECT and DIALECT2 methodology.
- Ensure that the objectives of the DIALECT methodology align with the overall goals of the physical education curriculum and support students' holistic development.

Select Appropriate Activities and Topics

- Choose activities, projects, and topics comprehensible and understandable in terms of language and content by the kids of the specific age group
- Infuse multicultural perspectives by incorporating diverse examples, case studies, and real-life experiences related to race, ethnicity, and diversity.
- Include materials that highlight the achievements, contributions, and challenges faced by individuals from diverse backgrounds in the field of sports and football.

Design and Promote Inclusive Learning Environments

- Create inclusive learning environments where all kids may feel valued, respected, and safe to voice questions, thoughts and experiences.
- Encourage open dialogue, active listening, and respectful communication among participating kids to promote understanding and empathy.
- Draft a variety of assessment techniques, such as narrations, presentations, and discussions, to evaluate kids' understanding, use and reflection of and on difficult concepts.

Collaboration and Partnerships:

- Foster collaboration with community important stakeholders and football experts to enhance the implementation of the toolkits methodology.
- Draft chances for partnerships that provide additional resources, guest experts and speakers, and real-world experiences related to diversity and inclusivity.

2. Establishing pedagogical strategies and techniques

Design Clear Expectations and Rules

- *Clearly and understandably communicate expectations for behavior, respect, and inclusivity from the beginning of recruitment.*
- *Collaboratively establish ground rules with kids to ensure a safe and inclusive learning and playing environment where all kids feel valued, respected.*
- *Establish techniques for kids' voices to be heard and prompts for initiatives on behalf of the children.*

Use Simple Language and Inclusive Representation

- *Use simple and inclusive language that recognizes and respects the diversity of kids irrespective of their race, ethnicity, gender, ability, and other identities.*
- *Ensure that examples and references during learning and playing processes reflect diverse perspectives and experiences to promote inclusivity.*

Promote Active and Respectful Dialogue

- *Encourage active and respectful dialogue among kids by creating opportunities for open discussions and debates.*
- *Provide opportunities and techniques for constructive communication, such as allowing everyone to speak, actively listening to others, and responding respectfully to diverse viewpoints.*

Set Ground Rules for Discussions

- *Establish clear ground rules for discussions to ensure that everyone has an opportunity to speak and be heard.*
- *Encourage kids to listen actively, avoid interrupting, and use respectful language when expressing their opinions.*
- *Design rules for constructive criticism and/or disagreement.*

Pose Thought-Provoking Questions

- *Design open-ended and thought-provoking questions that encourage kids to think and analyze different perspectives, and articulate their thoughts.*
- *Encourage kids to support their arguments with evidence or personal experiences, fostering a deeper understanding and engagement in discussions.*

Incorporate Small-Group and Diverse Group Activities

- *Divide kids into small groups to engage in collaborative activities or discussions.*

- *Assign roles within the groups to ensure equal participation and encourage active listening among group members.*

Design active listening techniques

- *Model active listening techniques by giving kids full attention, maintaining eye contact, and demonstrating genuine interest in their perspectives.*
- *Encourage kids to actively listen to their peers, communicate their ideas, and ask follow-up questions to promote deeper understanding and engagement.*

Encourage team work and co-operative spirit

- *Include cooperative activities and team work that encourage collaboration, empathy, and the appreciation of diversity.*
- *Assign kids to diverse groups, facilitating interactions and fostering understanding among kids from different backgrounds. Promote also gender sensitive approaches.*

Use Ice Breakers

- *Begin each session with ice breakers or team-building activities that encourage kids to interact, share experiences, and build rapport.*
- *Use activities that can help break down barriers, foster positive relationships, and create a sense of community among the participating kids.*

Provide Techniques for Conflict Resolution Skills

- *Draft strategies for resolving conflicts and disagreements in a respectful and constructive manner.*
- *Provide communication practices to help kids navigate disagreements and find common ground.*
- *Establish protocols/narratives/examples for addressing and responding to bias incidents or discriminatory behaviors that may occur.*

Encourage Reflective Practices

- *Encourage kids to comprehend their own assumptions and consider alternative viewpoints.*
- *Incorporate self-assessment activities that allow kids to evaluate their own performance in terms of inclusivity and respect for others.*
- *Engage kids in role-playing or simulation activities that require them to work together to solve problems or make decisions. These activities can simulate real-life situations and encourage kids to consider diverse perspectives and reach consensus.*

Celebrate and Award Diverse Perspectives

- *Foster an appreciation for diverse perspectives by celebrating and awarding the contributions of kids from different backgrounds and experiences.*

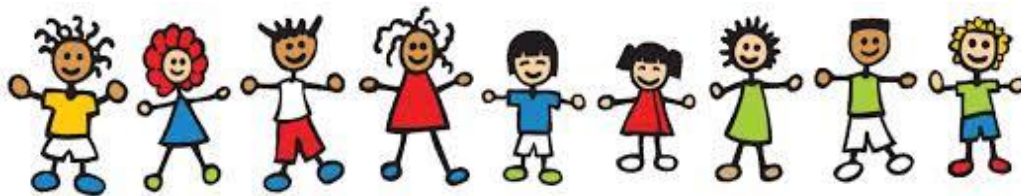
- *Create opportunities for kids to share their cultural traditions, experiences, and knowledge.*

Foster Positive Trainers – Trainees Relationships

- *Develop positive and supportive relationships between trainers/coaches/mediators and kids exhibiting genuine care, respect, and interest in kids well-being and school achievements.*
- *Create a safe space for kids to seek guidance, share concerns, and express themselves without fear of judgment.*

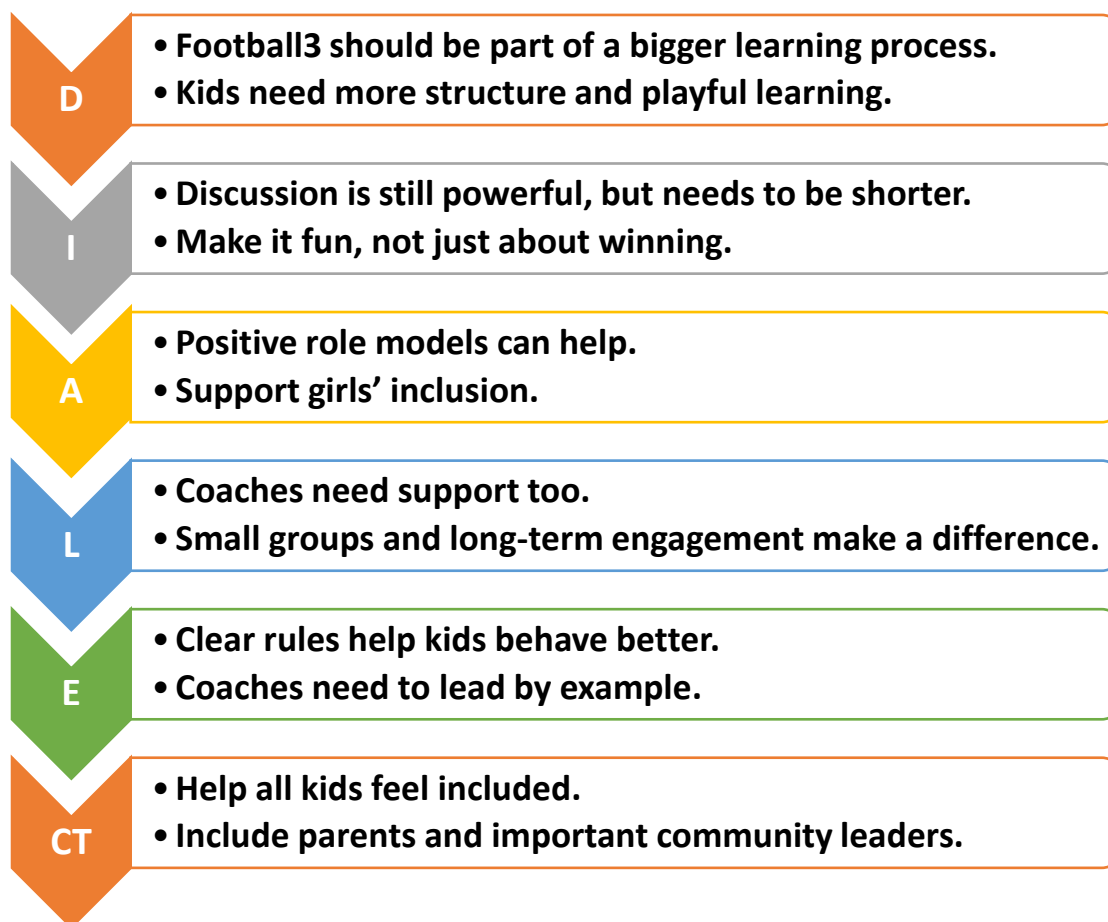
Design Trainers Development and Learning Techniques

- *Engage trainers in ongoing development and learning opportunities to enhance knowledge and skills related to inclusive pedagogy, cultural competence, and addressing bias and discrimination.*
- *Advocate for regular evaluation on the progress made to ensure toolkits responsiveness to the needs and interests of diverse populations of children.*
- *Encourage collaboration between trainers and sports/football/football3 experts, parents, and administrators to assess the effectiveness of inclusive practices and make necessary adjustments.*

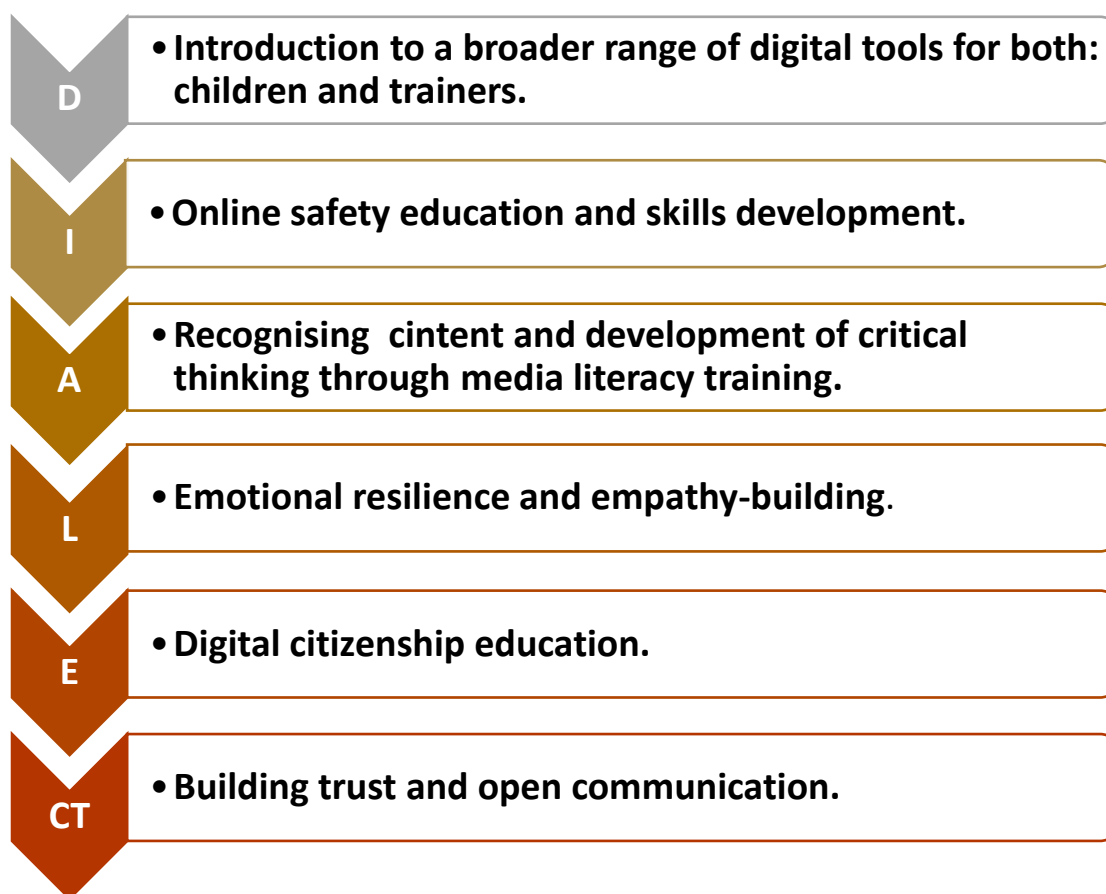


Take away tips

The adaptation of football3 toolkit to Children Aged 10–12



The adaptation of digital toolkit to Children Aged 10–12



ANNEX: LITERATURE REVIEW

**DIALECT4 Needs assessment, guidelines, and toolkits for
children (10-12 years old)**

Desk Research and Annotated Literature Review

Christina Varouxí
Interim Reports by All Partners

Literature Review - A Summary

According to the Grant Agreement the project in WP2 and Task T2.1.a. provides for an update of the existing literature review of the previous DIALECT projects (especially the one included in the DIALECT 2 project) and its adaptation to lead towards a meaningful DIALECT4 objectives implementation for kids 10-12 years of age.

Within this framework, it is requested to conduct a comprehensive literature review to locate and analyse key data on the topic of cultivation of values of intolerance in children aged 10-12 and its interconnectedness with sports and media in the 4 pilot countries (Greece, Italy, Hungary, Serbia). By synthesizing existing knowledge in these domains, the literature review will establish a solid foundation essential for tailoring the DIALECT training toolkits, ensuring it meets the unique characteristics and learning needs of this age group.

According to the Literature Review Guidelines, the literature review should include references for the last 10 years on the following issues:

- ***Inclusion, racism and tolerance/intolerance involving kids 10-12 years of age.***
- ***The role of sports and football in particular in combating exclusion, hatred, racism, discrimination and intolerance with specific reference to kids of the above age.***
- ***Predominant values of the above age group.***
- ***Specific characteristics of the above age group in relation to sports and media/digital literacy.***
- ***Experiential learning methodologies and processes***
- ***Inclusive pedagogical practices.***

In the following lines, we present a synthetic report of the literature review of the countries' involved in the DIALECT IV project reports which provide valuable insights into understanding and addressing the above-mentioned topics and delve into various aspects of inclusion, racism, intolerance and predominant values among children aged 10-12. They also provide insights into how digital/media literacy and physical activity choices of children aged

10-12 influence these values, particularly within the European and Greek contexts and social settings.

As literature reveals, across Hungary, Italy, Serbia, and Greece, children aged 10 to 12 face growing exposure to bullying, discrimination, and the influence of digital and sports environments, all of which shape their development in increasingly complex ways. Desk research highlights a range of social challenges affecting children between the ages of 10 and 12, particularly surrounding bullying, discrimination, digital behavior, and social inclusion through sports and education. While cultural and systemic differences exist, the research across these countries converges on several key findings regarding children's developmental needs and the risks they face during this critical pre-adolescent stage.

In **Hungary**, a study focusing on coping mechanisms in interpersonal conflicts among Hungarian students, revealed that underprivileged children, particularly 12-year-olds in socially homogeneous schools, display more negative coping mechanisms in conflict situations, as these environments limit their exposure to healthier strategies. With regard to racism, studies conclude that Hungarian primary school students have no stable and consistent negative attitude towards peers with different ethnical or religious backgrounds. However, the observation of the assimilation of third-country students in primary schools in Hungary shows that they build closer relationships with peers having the same origin. Acceptance of immigrant students in primary schools by their Hungarian peers is more likely in case they show high performance either in studies or sports. In addition, most Hungarian students, who were asked about free-time activities spent with third-country national students, referred to free-time sport activities, such as football as the most popular.

One important way to foster inclusion and equality among children leads through their school and school programs, including sport activities. However, sport-based inclusion is hindered by self-funded after-school programs, which makes the accessibility difficult for underprivileged children. These sport activities, especially those offered by sport coaches of sport clubs dominantly recognise competitive values and support children with exceptional abilities, skills and determination which contradicts values of inclusion and tolerance.

A study investigating teachers' view in Budapest on migration and multicultural educational practices conclude that on the first place teachers highlight the importance of building knowledge about other cultures' traditions. After that, they also name values such as tolerating and accepting others. Values, such as equality, cultural exchange and multicultural pedagogical practices showed up less frequently. When it comes to tackling stereotypes, some teachers even expressed that there is a need to reduce only "unnecessary" stereotypes.

Not every school, city or even region is impacted by the challenges of integrating third country nationals, because immigrants are not equally represented across the country. There are schools which have implemented inclusive pedagogical practices to support migrant students in the last decade, however, many institutions, who have just recently faced these challenges lack external resources and try to rely on existing internal practices of integrating underprivileged children. They often rely on NGO or university support due to limited governmental aid. Inclusive efforts often end with project funding, leaving sustainability issues.

Finally, with regard to digital literacy among children it is on the rise, with Hungarian 8th graders performing above the international average in the 2024 ICILS assessment.²⁰ Digital access and strong family support play a crucial role in their performance. Children rely on parents, peers, and schools for online safety knowledge, but by age 13, they typically surpass their parents in digital skills, underscoring the need for better parental engagement in the digital realm.

In recent years, several **Italian** studies have examined the growing issue of hate speech, discrimination, and bullying among children, particularly those aged 10 to 12, within school settings and their connection to broader social influences such as sports and media. This developmental stage is crucial as children begin to solidify motor and cognitive skills and gain awareness of group dynamics and social identity. According to a 2014 ISTAT report, over

²⁰ ICILS 2023 International Report: An international perspective on digital literacy. Downloaded from: [ICILS 2023 International Report: An International Perspective on Digital Literacy | IEA.nl](https://www.iea.nl/en/2023-international-report-an-international-perspective-on-digital-literacy)

50% of Italian adolescents experienced disrespect or violence, with 19.8% facing bullying regularly. Children aged 11–13, particularly girls and foreign students, were more affected.²¹

The rise of racism and intolerance in primary schools has emerged as a troubling trend, threatening the emotional and social development of young people. A number of interrelated factors contribute to this situation, including deeply ingrained stereotypes and prejudices often passed down through families, the media, and social contexts. Additionally, both direct and indirect experiences of racism at school or in the community can lead to internalized discrimination or feelings of alienation among children. Media and social platforms also play a powerful role, often perpetuating negative portrayals of minority groups and exposing young users to violent or discriminatory content. The lack of school curricula focused on civic education, cultural diversity, and inclusion further exacerbates these issues, leaving children without the necessary tools to recognize and challenge intolerance. Family environments also exert a strong influence, especially when they reflect or promote discriminatory views.

As desk research revealed, access to physical education is uneven across the country, with only about 41% of schools equipped with adequate sports infrastructure and significant regional disparities, especially in southern regions like Calabria and Campania. Media further complicates children's social development, as those aged 10 to 12 spend over three hours per day on screens, often absorbing harmful stereotypes or feeling isolated by unrealistic portrayals of success. This contributes to the growing phenomenon of “metropolitan hermits”—youths who withdraw socially, seeking refuge in digital worlds. Educational responses increasingly emphasize the role of physical education teachers in creating inclusive spaces, adapting activities, and building children's self-esteem, alongside calls for broader reforms in curricula, infrastructure, and family engagement.

Within this environment, sports present both risks and opportunities. When managed inclusively, they foster respect, cooperation, and social integration. Yet, without proper

²¹ ISTAT, IL BULLISMO IN ITALIA: COMPORTAMENTI OFFENSIVI E VIOLENTI TRA I GIOVANISSIMI Anno 2014
<https://www.istat.it/wp-content/uploads/2015/12/Bullismo.pdf>

oversight, competitive sports environments—particularly football—can reflect and reinforce societal prejudices:

- Sports can both combat and reinforce discrimination: when managed inclusively, sports teach respect, teamwork, and dedication. However, without proper oversight, sports environments may foster exclusion and discrimination, especially in football, reflecting broader societal issues.
- Inclusive physical education requires adapting activities to student abilities, ensuring accessibility of equipment and facilities and collaboration among teachers, families, and specialists. However, access to sports is unequal: socio-economic barriers and lack of public facilities limit participation.
- Media also plays a dual role: it can promote positive role models or spread harmful stereotypes. Media education is needed to help children critically interpret content.

In conclusion, a coordinated effort involving schools, families, media, and institutions is necessary to foster inclusion, promote critical thinking, and ensure that both sport and media become tools for education and emotional support, not exclusion.

Serbia's landscape reveals parallel challenges. Over the past decade, research has focused on children's digital habits, the risks of online violence, and the broader context of how children are raised in the digital age. Digital media is integral to children's lives, but it also poses risks, particularly as entertainment and social interaction dominate their online activities, while educational engagement remains low. In response, Serbia launched a national platform in 2021, which addresses digital violence by educating and empowering families and schools. Nevertheless, violence against children remains widespread within families, schools, and broader social settings.

Furthermore, Serbia faces persistent challenges with physical and psychological violence, both at home and in schools, despite legal bans on corporal punishment. The widespread nature of violence against children is a major concern. Research supported by UNICEF and conducted by the University of Belgrade and the Institute for Mental Health has

documented physical, psychological, and even sexual abuse, as well as neglect, child labor, and child marriage. Family environments, instead of offering safety, often become the primary sites of violence. Despite legal bans, corporal punishment remains culturally ingrained, with more than two-thirds of parents admitting to using psychological aggression and over 60% reporting physical punishment at some point. The use of violence is more frequent among younger parents and is often justified as necessary discipline, particularly in response to disobedience or perceived danger. Mothers report higher levels of psychological aggression, while physical punishment, although slightly declining in use overtime, remains prevalent.

Schools are also sites of verbal, physical, and gender-based violence, with many boys holding attitudes that justify violence against women. Gender-based violence is particularly prominent, with both elementary and high school students reporting high rates of such abuse. Alarming, a significant number of boys are more inclined to justify violence against women, suggesting deeply rooted gender norms and attitudes.

Discrimination is deeply entrenched among marginalized communities, notably the Roma. Roma children face higher levels of abuse, limited access to early education, and alarming rates of child marriage. Psychological aggression is common, particularly among mothers. The Roma community remains especially vulnerable, with children facing higher rates of abuse, poor access to early education, child labor, and early marriage. Only 27% of Roma children are disciplined non-violently, compared to 50% in the general population.

In terms of physical activity, although academic studies are few, recent initiatives in schools promote sports as key to combating obesity, improving emotional regulation, and supporting academic success. Physical activity is recognized as vital to children's holistic development—supporting physical health, mental well-being, and emotional regulation. Schools have begun expanding physical education, but structural support for inclusive, broad-based participation remains limited. Still, access and sustained participation remain uneven.

Overall, the well-being of children in Serbia is shaped by a multifaceted interplay of developmental psychology, family dynamics, digital engagement, violence exposure, and educational opportunity. Addressing these challenges requires coordinated efforts across families, schools, and institutions. Promoting digital literacy, inclusive education, physical activity, and open, respectful communication can help mitigate the risks children face and support their healthy development. Targeted interventions are especially needed for vulnerable populations, such as the Roma community, to close gaps in education, health, and protection from violence and discrimination.

In **Greece**, children aged 10–12 can become susceptible to developing intolerant attitudes, influenced by both sports culture and media exposure, which together shape norms around exclusion, aggression, and hate. A growing presence of hate speech and discriminatory content online has a particularly impactful role. The Greek Safe Internet Center (SaferInternet4Kids) reports that around 34% of teenagers aged 12–18 have encountered hate speech online, though younger children are also increasingly exposed, but incidents among children aged 10–12 are likely underreported and emerging in school environments.²² Social media platforms normalize aggression and reinforce exclusionary norms, while football fandom and broader sports culture sometimes serve as channels for performative aggression and xenophobic behavior. Schools are not consistently effective at combating bullying—many students feel their institutions do not sufficiently teach anti-bullying values, and minority students face more frequent and harsher harassment. The media often reinforce dominant identity narratives and fail to challenge toxic norms, contributing to desensitization and social withdrawal in some children. Promising educational efforts, such as workshops on confronting hate in classrooms, aim to equip teachers with the tools to promote democratic values and critical reflection, but these remain fragmented.²³

²² [SaferInternet4kids | SaferInternet4kids](#)

²³ See indicatively: [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/74a8c773-23e2-4f17-a6cd-9bf90ee4a226/S4I - The Inclusive Education Guidelines - Greek.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/74a8c773-23e2-4f17-a6cd-9bf90ee4a226/S4I_-_The_Inclusive_Education_Guidelines_-_Greek.pdf), [edypo_cab_en_low.pdf](#), [INSCOOL](#)

As far as digital education among students aged 13-14 years old is concerned, according to the ICILS 2023 national report, students in Greece have an advantage in several areas over their peers from other countries that participated in the research. Furthermore, the percentage of students who state that they learned at school to recognize malicious messages and manage the privacy settings for their accounts is slightly higher than the average of other countries (64% vs. 56% of the average and 57% vs. 52% of the average, respectively). In Greece, more students than the average of the participating countries have learned at school about the responsible use of social media (84% vs. 78% of the average), how to recognize cyberbullying (82% vs. 75% of the average).²⁴

With regard to sports culture in Greece it presents a contradictory space: while initiatives organized by national and European bodies, aim to promote Olympic values and non-violence among youth,²⁵ football culture often conveys aggressive or xenophobic messaging, shaping young people's attitudes through fan behavior and peer influence. Within schools, surveys show that one in three children experiences bullying, with many expressing doubt that schools effectively discourage it.²⁶ Minority students suffer disproportionately, both emotionally and socially, highlighting the persistence of exclusionary peer dynamics.²⁷

Meanwhile, traditional media and online platforms actively shape and sometimes legitimize intolerant discourse. Research shows mainstream media in Greece contribute to normalizing hate speech through framing, selective narratives, and the legitimization of dominant identities—reinforcing prejudices among youth consumers.²⁸ Digital environments in particular reinforce patterns of performative cruelty and public shaming among adolescents, with violent content circulated widely and admired for its attention-grabbing effect.²⁹ In response, Greece has initiated targeted programs. These programs focus on

²⁴ [241112-ICILS_2023-National_Report.pdf](#)

²⁵ [Doc. 14842 - Report - Working document](#)

²⁶ [School violence and bullying on the rise in Greece – Eurochild](#)

²⁷ [School bullying and minority identity as a menace to mental well-being of students in Greece | BJPsych International | Cambridge Core](#)

²⁸ [\(PDF\) Hate speech mainstreaming in the Greek virtual public sphere: A quantitative and qualitative approach](#)

²⁹ [How the internet is normalizing violence for Greek youngsters | eKathimerini.com](#)

empathy, resilience, and peer support to equip both teachers and students with the tools to foster democratic values and challenge intolerance.³⁰

In conclusion, children aged 10 to 12 across Greece, Italy, Hungary and Serbia face mounting pressures related to bullying, exclusion, discrimination, and digital exposure during a critical stage of their development. Bullying, discrimination, and digital exposure are not isolated issues but are deeply embedded in family dynamics, school practices, media environments, and sports cultures. While physical activity, inclusive education, and media literacy are widely recognized as protective factors, their implementation is uneven—often limited by economic constraints, lack of infrastructure, or policy gaps. Although sports and media hold potential for fostering inclusion and positive identity formation, they can also amplify existing inequalities and toxic behaviors if not responsibly managed. School systems are increasingly aware of these dynamics, but responses remain fragmented, often dependent on external initiatives or limited infrastructure. To foster well-being, inclusion, and resilience, coordinated efforts are needed that bring together educators, families, institutions, and digital platforms. Special attention must be paid to vulnerable groups—such as minority and underprivileged children—whose experiences highlight the urgency of systemic reform in education, social policy, and youth engagement. Research reveals that a comprehensive and coordinated approach—engaging schools, families, media, and public institutions—is essential. Emphasizing inclusive education, media literacy, safe online practices, and equal access to physical activity can help create safer, more supportive environments for children during this pivotal life stage.

³⁰ [Actions to combat bullying](#) , [Education](#) | UNICEF Greece

Literature Review and Desk Research - Annotated Bibliography

Greece: Desk Research

National Centre for Social Research

According to the Grant Agreement the project in WP2 and Task T2.1.a. provides for an update of the existing literature review of the previous DIALECT projects (especially the one included in the DIALECT 2 project) and its adaptation to lead towards a meaningful DIALECT4 objectives implementation for kids 10-12 years of age.

Within this framework, it is requested an Annotated Bibliography from all four countries to locate and analyze key data on the topic of cultivation of values of intolerance in children aged 10-12 and its interconnectedness with sports and media. The scope is to establish a solid foundation essential for tailoring the DIALECT training toolkits, ensuring it meets the unique characteristics and learning needs of this age group.

According to the Literature Review Guidelines, the literature review should include references for the last 10 years on the following issues:

- *Inclusion, racism and tolerance/intolerance involving kids 10-12 years of age.*
- *The role of sports and football in particular in combating exclusion, hatred, racism, discrimination and intolerance with specific reference to kids of the above age.*
- *Predominant values of the above age group.*
- *Specific characteristics of the above age group in relation to sports and media/digital literacy.*
- *Experiential learning methodologies and processes*
- *Inclusive pedagogical practices.*

In the following lines, we list an updated annotated bibliography, divided by thematic references, as they are mentioned in the Literature Review Guidelines. The bibliography is **complementary** to the existing literature review of the previous DIALECT projects and is **adapted** to lead towards implementation for kids 10-12 years old.

The following sources provide valuable insights into understanding and addressing the above-mentioned topics and delve into various aspects of inclusion, racism, intolerance and predominant values among children aged 10-12. They also provide insights into how digital/media literacy and physical activity choices of children aged 10-12 influence these values, particularly within the European and Greek contexts and social settings. The sources provide a variety of tools, initiatives, data and materials tailored to address these critical issues among children aged 10-12 and focus on creating inclusive educational settings on

issues of diversity and discrimination at an early age. They come from international and European organizations, academic institutions and NGOs, and provide valuable insights into how these critical issues are addressed. Furthermore, they range from government policies to NGO initiatives, academic research, and reports, all of which can be used to support educators, parents, and policymakers in promoting inclusion and combating discrimination through sports.

Inclusion, racism and tolerance/intolerance involving kids 10-12 years of age.

1. European Commission – Education and Inclusion

- **Website:** [European Commission: Education and Inclusion](#)
- **Description:** The European Commission's page on education and inclusion outlines key policies and actions for promoting inclusive education across the EU. It highlights strategies for addressing discrimination and fostering tolerance in schools, including resources for educators.

2. Council of Europe – Teaching Respect for Human Rights in Schools

- **Website:** [Council of Europe - Respect for Human Rights](#)
- **Description:** The Council of Europe offers the "Compass" teaching manual, which provides comprehensive guidelines for educators to promote human rights, tolerance, and diversity in classrooms. The materials are designed to be used in schools across Europe and can be adapted for children aged 10-12.

3. European Network Against Racism (ENAR) – Resources for Educators

- **Website:** [ENAR - Educational Resources](#)
- **Description:** ENAR is a pan-European organization working against racism and discrimination. They provide resources, reports, and educational tools to help teachers address racism and promote diversity in European classrooms. Their materials include training workshops and reports on how to foster inclusion in schools.

4. European Union Agency for Fundamental Rights (FRA) – Handbook on Tackling Racism and Xenophobia

- **Website:** [FRA Handbook on Racism](#)
- **Description:** The FRA offers reports and guidelines on tackling racism, xenophobia, and discrimination within EU member states. It includes specific sections on how to engage young people in discussions about racism and inclusion, offering insights relevant to children aged 10-12.

5. European Roma Rights Centre (ERRC) – Education and Inclusion

- **Website:** [ERRC Education Resources](#)
- **Description:** The ERRC focuses on advocating for the inclusion of Roma children in European education systems. They offer resources on combating anti-Roma racism, promoting diversity, and fostering inclusion in schools. Their materials are geared toward educational professionals working with minority children, including those aged 10-12.

6. Diversity Europe – Promoting Diversity in Schools

- **Website:** [Diversity Europe](#)
- **Description:** This European initiative offers a range of resources, toolkits, and educational strategies for promoting diversity and inclusion in schools. Their resources support educators in fostering tolerance and understanding, particularly in multicultural European classrooms.

7. UNICEF – Addressing Racism and Promoting Diversity in Europe

- **Website:** [UNICEF - Diversity and Inclusion](#)
- **Description:** UNICEF's work in Europe includes resources for promoting inclusive education and preventing discrimination. Their website offers strategies and toolkits for educators to teach children about tolerance, diversity, and human rights.

8. British Council – Diversity and Inclusion Resources

- **Website:** [British Council - Inclusion](#)
- **Description:** The British Council provides a range of educational resources focusing on diversity, inclusion, and anti-racism in European schools. Their teaching materials aim to support educators in discussing racism, promoting empathy, and encouraging positive social attitudes in children aged 10-12.

9. The Refugee Education Network (REN) – Educating for Tolerance in Schools

- **Website:** [Refugee Education Network](#)
- **Description:** REN offers resources to educators working with refugee and migrant children, focusing on how to foster inclusive attitudes in children aged 10-12. They provide teaching materials aimed at promoting understanding of diversity and combatting racism in European schools.

10. European Network of Migrant Women (ENOMW) – Tackling Discrimination in Schools

- **Website:** [ENOMW Resources](#)
- **Description:** This network offers resources on how to tackle discrimination, racism, and xenophobia in educational environments, particularly in relation to migrant children. They work to support inclusive education policies and practices throughout Europe.

11. The Migration Policy Institute – Addressing Racism and Xenophobia in Europe

- **Website:** [Migration Policy Institute](#)
- **Description:** The Migration Policy Institute provides detailed reports and resources on how European schools and communities can address racism and promote inclusion. They focus on the challenges faced by immigrant and minority children and provide practical strategies for creating inclusive educational environments.

12. Greek Ministry of Education and Religious Affairs – Anti-Racism and Inclusion in Education

- **Website:** [Greek Ministry of Education](#)
- **Description:** The Greek Ministry provides resources on educational policies aimed at promoting inclusion and combating racism in Greek schools. Their guidelines support educators in fostering inclusive classrooms and dealing with discrimination.

13. SolidarityNow – Tackling Discrimination and Promoting Inclusion

- **Website:** [SolidarityNow](#)

- **Description:** SolidarityNow is a Greek NGO that works on issues of migration, refugees, and social integration. They provide educational programs and materials focused on inclusion, diversity, and addressing intolerance among young people in Greece, particularly in schools with diverse populations.
- 14. The Hellenic Ministry of Migration and Asylum – Integration of Migrants and Refugees**
- **Website:** [Hellenic Ministry of Migration and Asylum](#)
 - **Description:** This ministry offers various resources for educators, including training materials aimed at improving the integration of migrant children and promoting tolerance in schools. The initiative includes promoting diversity in the classroom and preventing xenophobia and racism.
- 15. Greek Anti-Racism Initiative**
- **Website:** [Greek Anti-Racism Initiative](#)
 - **Description:** This initiative provides resources and campaigns to combat racism and promote tolerance in Greece. They work on awareness campaigns and educational materials, including those suitable for children in schools, to raise awareness about issues of race, xenophobia, and social exclusion.
- 16. UNICEF Greece – Diversity and Inclusion Resources**
- **Website:** [UNICEF Greece](#)
 - **Description:** UNICEF Greece offers materials to promote the rights of children, including strategies for fostering inclusion and combating intolerance. They provide resources to help Greek educators address discrimination and racism among children aged 10-12, with a focus on inclusivity and empathy.
- 17. The Greek Council for Refugees (GCR) – Education and Social Inclusion**
- **Website:** [Greek Council for Refugees](#)
 - **Description:** GCR offers resources related to the social inclusion of refugee and migrant children in Greek schools. Their educational programs provide strategies to promote diversity and prevent intolerance, particularly in classrooms with diverse cultural backgrounds.
- 18. The Organization for the Promotion of Greek Education – Diversity and Inclusion Projects**
- **Website:** [OEE - Greek Education](#)
 - **Description:** This organization offers various programs focusing on inclusion and diversity, including initiatives designed to foster tolerance among young children. They support educators with materials that promote anti-racism education and respect for diverse backgrounds.
- 19. Amnesty International Greece – Human Rights Education**
- **Website:** [Amnesty International Greece](#)
 - **Description:** Amnesty International's Greek branch offers resources and activities aimed at educating children and young people about human rights, inclusion, and combating discrimination. Their resources often focus on providing children with the tools to understand and challenge racism and intolerance.
- 20. European Commission - Greece: Inclusion and Anti-Racism Policies**
- **Website:** [European Commission - Greece](#)

- **Description:** The European Commission provides funding and resources to Greek education projects focusing on inclusion and anti-racism. These include programs that aim to foster tolerance and fight against intolerance in Greek classrooms, particularly for students aged 10-12.

21. University of Athens – Research on Social Inclusion and Racism

- **Website:** [University of Athens](#)
- **Description:** The University of Athens conducts various research projects on issues of racism and social inclusion in the Greek educational system. Some of their studies focus on how children in Greece experience and respond to racism, and how inclusive education can be promoted in schools.

22. ELINET – European Literacy Network

- **Website:** [ELINET](#)
- **Description:** ELINET works to promote literacy and education in Europe, including Greece. It offers resources for educators to help children understand the importance of diversity and inclusion. They have educational tools for fostering tolerance and respect for all people, regardless of their background.

23. Greek Forum of Migrants – Promoting Tolerance and Social Integration

- **Website:** [Greek Forum of Migrants](#)
- **Description:** The Greek Forum of Migrants works on promoting social integration and fighting racism, providing resources for educators to address issues of intolerance. Their resources often include activities aimed at raising awareness and improving the social inclusion of migrant children in Greek schools.

24. Greek Ministry of Education and Religious Affairs – Anti-Racism and Inclusion Report

- **Report:** [Anti-Racism Education Report](#)
- **Description:** This report outlines the Greek Ministry of Education's policies on combating racism, promoting inclusion, and creating safe educational environments. It discusses initiatives aimed at fostering tolerance in schools and preventing discrimination, including strategies that can be applied to children aged 10-12.

25. SolidarityNow – Report on Refugee and Migrant Children's Integration

- **Report:** [SolidarityNow – Integration of Refugee and Migrant Children in Schools](#)
- **Description:** SolidarityNow's reports provide an overview of their work in supporting refugee and migrant children in Greece. They discuss challenges related to inclusion, the social integration of children aged 10-12, and anti-racism strategies implemented in educational contexts.

26. Greek Council for Refugees (GCR) – Integration and Inclusion of Refugee Children

- **Report:** [GCR Report on Refugee Education and Inclusion](#)
- **Description:** This report by the Greek Council for Refugees (GCR) highlights challenges faced by refugee children, including issues of discrimination, exclusion, and racism in Greek schools. It also discusses educational strategies for promoting diversity and inclusion.

27. UNICEF Greece – Report on Inclusive Education and Anti-Racism

- **Report:** [UNICEF Greece – Diversity and Inclusion](#)

- **Description:** This report explores UNICEF Greece's initiatives in promoting inclusive education. It addresses issues of racism and intolerance, offering policy recommendations and strategies for fostering tolerance in Greek schools, particularly for children aged 10-12.
- 28. Amnesty International Greece – Education on Human Rights and Anti-Racism**
- **Report:** [Amnesty International Greece – Anti-Racism in Schools](#)
 - **Description:** Amnesty International's report focuses on human rights education in Greece, particularly in relation to combating racism and intolerance. It includes findings on the situation in schools and provides recommendations on how to teach children about diversity and inclusion, with a focus on younger age groups.
- 29. The Hellenic Migration Policy Institute – Report on Social Inclusion and Racism**
- **Report:** [Migration Policy Institute Greece - Inclusion of Migrant Children](#)
 - **Description:** This report by the Migration Policy Institute examines the social inclusion of migrant children in Greek schools and the challenges they face in terms of discrimination and racism. It also offers insights into how Greek schools can address these issues to foster a more inclusive educational environment.
- 30. The Smile of the Child – Report on Addressing Racism and Promoting Tolerance**
- **Report:** [The Smile of the Child – Tackling Discrimination in Schools](#)
 - **Description:** This organization focuses on children's rights and social inclusion. Their report discusses their initiatives for addressing bullying, racism, and intolerance in schools, as well as promoting tolerance and inclusion, specifically for children in the 10-12 age range.
- 31. European Commission – Report on Inclusion Policies in Greece**
- **Report:** [European Commission – Inclusion and Anti-Racism in Greece](#)
 - **Description:** This report provides an overview of the EU's policies and funding dedicated to promoting inclusion and combating racism in Greece. It includes discussions on how these policies are being implemented in Greek schools and their impact on promoting tolerance among students, including children aged 10-12.
- 32. Greek Red Cross – Report on Promoting Social Inclusion in Schools**
- **Report:** [Greek Red Cross – Educational Inclusion and Anti-Racism](#)
 - **Description:** The Greek Red Cross has conducted several reports focusing on the integration of children from refugee or migrant backgrounds and the promotion of social inclusion in schools. This report highlights efforts to combat racism and intolerance while encouraging inclusivity among children.
- 33. Anti-Racism Initiative – Report on Racism in Education and Anti-Discrimination Policies**
- **Report:** [Anti-Racism Initiative Report on Education and Inclusion](#)
 - **Description:** This report offers an in-depth look at racism in Greek schools, especially concerning children from immigrant and minority backgrounds. It provides recommendations on how to tackle intolerance and improve inclusion practices within educational settings.
- 34. The Greek Forum of Migrants – Report on Migrant Children's Education and Inclusion**
- **Report:** [Greek Forum of Migrants – Education and Social Integration](#)

- **Description:** The Greek Forum of Migrants publishes reports that discuss the challenges faced by migrant children in Greek schools, including racism and exclusion. Their findings offer recommendations on how to create more inclusive educational environments and promote tolerance in schools.
- 35. European Migration Network (EMN) – Report on Migration and Inclusion in Greece**
- **Report:** [EMN Greece – Migration and Integration Report](#)
 - **Description:** This report from the European Migration Network examines migration trends and policies in Greece, with a focus on the integration of migrant children in Greek schools. It provides data and analysis on the effectiveness of inclusion measures and anti-racism programs.
- 36. "Addressing Racism in Schools: The Role of Teachers in Promoting Tolerance and Diversity"**
- **Author(s):** Various authors
 - **Journal:** *European Journal of Education*
 - **Link:** [Addressing Racism in Schools](#)
 - **Description:** This article examines how teachers in Greece can address racism in schools, specifically focusing on fostering tolerance and inclusion among children. It includes a discussion of programs designed to help children aged 10-12 understand diversity and respect different cultural backgrounds.
- 37. "Anti-Racism Education in Greece: Policies and Practices for Children and Adolescents"**
- **Author(s):** Konstantina Vasilenou, Athina Iliadou
 - **Journal:** *Journal of Social Science Education*
 - **Link:** [Anti-Racism Education in Greece](#)
 - **Description:** This paper analyzes anti-racism policies and practices in Greece, focusing on the effectiveness of these initiatives in schools, particularly for children aged 10-12. The article discusses the impact of educational programs on preventing intolerance and promoting inclusivity.
- 38. "Social Inclusion of Migrant Children in Greek Schools: Challenges and Educational Responses"**
- **Author(s):** Maria D. Karakolidou
 - **Journal:** *International Journal of Inclusive Education*
 - **Link:** [Social Inclusion of Migrant Children](#)
 - **Description:** This article explores the social inclusion of migrant children in Greek schools, addressing the challenges of racism and intolerance they face. It highlights educational strategies aimed at integrating these children, fostering tolerance, and building an inclusive environment for all students.
- 39. "Racial and Ethnic Discrimination in Greek Primary Schools: An Analysis of Students' Experiences"**
- **Author(s):** Nikoleta A. Tsakiri, George K. Papadopoulos
 - **Journal:** *Journal of Educational Research*
 - **Link:** [Racial and Ethnic Discrimination in Greek Schools](#)
 - **Description:** This study looks into the experiences of children aged 10-12 in Greek primary schools regarding racial and ethnic discrimination. It discusses how incidents

of racism affect students' social interactions and their academic performance and provides suggestions for addressing these issues.

40. "Teaching Tolerance in the Context of the Refugee Crisis: Greek Primary Schools' Response to Diversity"

- **Author(s):** Eleftheria D. Koutouzi
- **Journal:** *Journal of Migration and Education*
- **Link:** [Teaching Tolerance in the Context of the Refugee Crisis](#)
- **Description:** This article discusses the challenges Greek schools face in teaching tolerance and promoting inclusivity in the context of the refugee crisis. It specifically examines how schools have adapted to integrate refugee children and reduce racial prejudice among students aged 10-12.

41. "Understanding Racism and Social Integration: A Study of Greek Children's Attitudes Toward Immigrants"

- **Author(s):** Evgenia M. Makri
- **Journal:** *Child Development Perspectives*
- **Link:** [Understanding Racism and Social Integration](#)
- **Description:** This academic article explores the attitudes of Greek children aged 10-12 toward immigrants and discusses the factors contributing to racism and intolerance. It also looks into strategies for promoting social integration and acceptance of diversity in school settings.

42. "The Role of Education in Combatting Racism: A Comparative Study of Greece and Other EU Countries"

- **Author(s):** Maria K. Koula
- **Journal:** *Comparative Education Review*
- **Link:** [The Role of Education in Combatting Racism](#)
- **Description:** This comparative study analyzes the role of education systems in combating racism in several EU countries, including Greece. It provides insights into the challenges and opportunities in teaching children about tolerance and inclusion, particularly in Greek primary schools.

43. "Intercultural Education and its Impact on Tolerance in Greek Schools"

- **Author(s):** Ilias P. Karalis, Nefeli E. Papageorgiou
- **Journal:** *Intercultural Education Journal*
- **Link:** [Intercultural Education and Tolerance in Greece](#)
- **Description:** This article focuses on intercultural education in Greek schools and its role in promoting tolerance among students. It explores how curricula designed to teach about different cultures and histories can reduce racism and intolerance in children aged 10-12.

44. "Bullying, Racism, and Exclusion in Greek Primary Schools: A Study on Social Interactions Among Children"

- **Author(s):** Konstantinos G. Fylaktos, Anastasia P. Vasilaki
- **Journal:** *Journal of Child Psychology and Psychiatry*
- **Link:** [Bullying and Racism in Greek Primary Schools](#)

Description: This study examines bullying, racism, and social exclusion in Greek primary schools, focusing on how children aged 10-12 interact with peers from different racial and ethnic backgrounds. It highlights the impact of these experiences on children's mental health and social development.

The role of sports and football in particular in combating exclusion, hatred, racism, discrimination and intolerance with specific reference to kids 10-12 years of age.

1. "The Role of Sports in Fostering Inclusion: A Case Study of Football Programs"

- **Author(s):** Various authors
- **Journal:** *Sport in Society*
- **Link:** [The Role of Sports in Fostering Inclusion](#)
- **Description:** This article explores how sports, particularly football, can be used as a tool to promote social inclusion and combat racism and discrimination in children aged 10-12. It focuses on football programs designed to foster cross-cultural understanding, teamwork, and tolerance among young participants.

2. "Football as a Tool for Social Integration and Combating Racism Among Children"

- **Author(s):** Thomas F. Giordano
- **Journal:** *International Journal of Sport Policy and Politics*
- **Link:** [Football as a Tool for Social Integration](#)
- **Description:** This article examines how football programs aimed at children aged 10-12 contribute to the reduction of racism and exclusion, focusing on youth initiatives across various European countries. The study discusses how football fosters positive social interactions, respect, and empathy among young players from different racial and ethnic backgrounds.

3. "The Power of Football: Fighting Racism and Promoting Tolerance in Youth Sports"

- **Author(s):** Alexandra K. Williams, Anne C. Johnson
- **Journal:** *Journal of Youth and Adolescence*
- **Link:** [The Power of Football in Youth Sports](#)
- **Description:** This article highlights the role of football in promoting tolerance and combating hatred and racism in youth sports. It focuses specifically on children aged 10-12 and how football acts as a vehicle for building social connections, understanding diversity, and reducing discrimination.

4. "Sport, Football, and the Prevention of Discrimination: Exploring Football as a Mechanism for Social Change Among Children"

- **Author(s):** Jennifer H. Lee
- **Journal:** *Journal of Sport & Social Issues*
- **Link:** [Football as a Mechanism for Social Change](#)
- **Description:** This article explores the impact of football on children's attitudes toward diversity, particularly focusing on how sport helps combat discrimination and intolerance. It discusses grassroots football programs for children aged 10-12 that aim to promote inclusivity and social cohesion.

5. "Using Football to Combat Youth Racism: The Impact of Football-Based Initiatives on Children's Attitudes Toward Diversity"

- **Author(s):** Christine M. Thompson, Mark J. Williams
- **Journal:** *Journal of Sport for Development*
- **Link:** [Football-Based Initiatives and Youth Racism](#)
- **Description:** This article discusses how football programs can challenge racist behaviors and foster positive attitudes toward diversity in children aged 10-12. It reviews several football initiatives designed to reduce racial prejudice among youth through structured team activities and multicultural engagement.

6. "Football as a Catalyst for Social Change: Using Sport to Tackle Discrimination and Promote Tolerance"

- **Author(s):** G. S. Bartolucci, R. R. White
- **Journal:** *Sport, Education and Society*
- **Link:** [Football as a Catalyst for Social Change](#)
- **Description:** This article explores football's role in promoting social inclusion and challenging discrimination in youth sports. The authors examine programs targeted at children aged 10-12, highlighting how football can be a platform for dialogue, respect, and breaking down racial and cultural barriers.

7. "Football, Friendship, and Tolerance: Exploring Youth Sports as a Mechanism for Combating Racism and Promoting Social Inclusion"

- **Author(s):** Lucia Orozco, Pedro Sánchez
- **Journal:** *Sport for All Journal*
- **Link:** [Football and Tolerance in Youth Sports](#)
- **Description:** This academic article looks at how football and other team sports promote tolerance and friendship among children, particularly in multicultural settings. It highlights how children aged 10-12 benefit from team dynamics that encourage cooperation, empathy, and respect for others, thus countering racism and exclusion.

8. "The Role of Football in Reducing Youth Discrimination: A Study of Football's Impact on Children's Social Development"

- **Author(s):** Michael C. Duffy
- **Journal:** *Journal of Applied Social Psychology*
- **Link:** [Football and Youth Discrimination](#)
- **Description:** This study investigates the impact of football programs on young children's social attitudes. It explores how football can reduce discriminatory behaviors and improve social interactions among children, particularly focusing on 10-12-year-olds. The findings emphasize football's role in encouraging positive peer relationships and social harmony.

9. "Building Bridges Through Football: Youth Sport as a Tool for Combating Racism and Promoting Inclusion"

- **Author(s):** Natalie S. McLeod
- **Journal:** *Sport, Culture & Society*
- **Link:** [Building Bridges Through Football](#)

- **Description:** This article examines the role of football in promoting social integration and tolerance among children aged 10-12, especially in regions experiencing racial or cultural tensions. The author explores how football can foster a sense of community and shared purpose, helping children understand the value of diversity and social cohesion.

10. "Football and Racism: How Youth Football Programs Address Discrimination and Promote Inclusivity"

- **Author(s):** Lucy R. Bennett
- **Journal:** *Journal of Youth Studies*
- **Link:** [Football and Racism in Youth Programs](#)
- **Description:** This academic article discusses various football programs aimed at reducing racism and promoting inclusivity among children aged 10-12. The paper analyzes the effectiveness of these programs in changing children's attitudes toward racism, providing a platform for the development of empathy and intercultural understanding.

11. "Football and Social Inclusion: How the Beautiful Game Fights Racism in Youth Sport"

- **Author(s):** G. T. Rosner, R. J. Hargreaves
- **Journal:** *Sport in Society*
- **Link:** [Football and Social Inclusion: How the Beautiful Game Fights Racism](#)
- **Description:** This article explores football programs in European schools and communities that focus on promoting inclusion and reducing racism. The authors highlight initiatives aimed at children aged 10-12 and show how football can act as a catalyst for social change, encouraging empathy and social cohesion among diverse youth groups.

12. "Using Football to Tackle Youth Racism in Europe: A Comparative Study of Football-Based Initiatives"

- **Author(s):** Christina Schulte, Sabine T. Hutter
- **Journal:** *European Journal of Sport Studies*
- **Link:** [Using Football to Tackle Youth Racism](#)
- **Description:** This comparative study looks at various football initiatives across Europe designed to address racism and exclusion among youth, with a focus on children aged 10-12. The article evaluates the effectiveness of these programs and discusses how football can be used to promote tolerance and break down social barriers.

13. "Football and the Fight Against Discrimination in Europe: The Role of Youth Sport in Promoting Tolerance"

- **Author(s):** Sarah A. Jackson
- **Journal:** *Journal of Sport & Social Issues*
- **Link:** [Football and the Fight Against Discrimination in Europe](#)
- **Description:** This article examines the role of football in combating discrimination and promoting tolerance among young children across Europe, focusing on the 10-12 age group. The paper discusses how youth football programs can foster positive social attitudes and provide a space for children from different cultural and ethnic backgrounds to engage with one another.

14. "Youth Football and Social Cohesion: How Football Combats Racism Among Young Players in Europe"

- **Author(s):** Helene S. Becker, Marko K. Janos
- **Journal:** *Sport, Education and Society*
- **Link:** [Youth Football and Social Cohesion](#)
- **Description:** This article explores the role of football in promoting social cohesion and addressing issues of racism and intolerance in European youth sports. It focuses on football as a tool to counter negative stereotypes and foster understanding among young players aged 10-12, with case studies from across Europe.

15. "Football, Inclusion, and Tolerance: Understanding the Impact of Youth Football Programs on Reducing Racism in European Schools"

- **Author(s):** Jana B. Lewis, Peter O'Connor
- **Journal:** *Journal of Youth and Adolescence*
- **Link:** [Football, Inclusion, and Tolerance](#)
- **Description:** This study analyzes the impact of football programs in European schools aimed at reducing racism and promoting tolerance. It highlights programs that engage children aged 10-12 and discusses how football can help reduce social exclusion and enhance intercultural understanding.

16. "Football and Racism: Analyzing European Youth Football Programs that Address Social Exclusion"

- **Author(s):** Thomas M. Spence, Maria J. Popov
- **Journal:** *European Journal of Sport Policy*
- **Link:** [Football and Racism: Analyzing European Youth Football Programs](#)
- **Description:** This article investigates the role of football in tackling youth racism and social exclusion in European contexts. Focusing on initiatives targeting 10-12-year-olds, the study evaluates the success of football as a means to combat discrimination and promote social inclusion, particularly for children from minority ethnic backgrounds.

17. "Football as a Tool for Social Change: Combating Racism and Promoting Tolerance Among European Youth"

- **Author(s):** Elizabeth H. Turner, Mark E. Davis
- **Journal:** *Journal of Sport for Development*
- **Link:** [Football as a Tool for Social Change](#)
- **Description:** This article examines the use of football as a tool for social change in European countries, focusing on its ability to combat racism and foster inclusivity. The paper discusses various youth football initiatives aimed at children aged 10-12, emphasizing how the sport encourages understanding, empathy, and the development of positive attitudes toward diversity.

18. "The Impact of Football on Youth: Promoting Tolerance and Combatting Racism in European Schools"

- **Author(s):** Martin J. Richards
- **Journal:** *International Review for the Sociology of Sport*
- **Link:** [The Impact of Football on Youth](#)

- **Description:** This academic article evaluates football programs across European schools that focus on combating racism and promoting tolerance. The study specifically addresses how these initiatives impact children aged 10-12, emphasizing how team sports can create opportunities for social interaction and positive behavioral change.

19. "Football and Youth Racism: A European Perspective on Youth Football as a Platform for Anti-Discrimination"

- **Author(s):** Naomi G. Perry, Peter A. Schwartz
- **Journal:** *Sport, Culture & Society*
- **Link:** [Football and Youth Racism](#)
- **Description:** This article focuses on youth football programs in Europe that aim to reduce racism and promote inclusivity. It looks at the role of football in addressing prejudice, social exclusion, and intolerance among children, specifically targeting the 10-12 age group.

20. "The Role of Football in Promoting Tolerance Among Children: A European Perspective on Youth Sports and Inclusion"

- **Author(s):** Jane K. Muller, Anton K. Van der Meer
- **Journal:** *European Journal of Sport Education and Social Development*
- **Link:** [The Role of Football in Promoting Tolerance Among Children](#)
- **Description:** This article delves into the role of football as a medium for promoting social inclusion, tolerance, and anti-discrimination among children aged 10-12 in Europe. It provides an analysis of specific football programs aimed at fostering inclusive attitudes and breaking down racial and social barriers in youth communities.

21. "Football for All: Social Inclusion and Anti-Racism Initiatives in European Youth Football"

- **Publisher:** UEFA (Union of European Football Associations)
- **Link:** [Football for All Report](#)
- **Description:** This report by UEFA explores various social inclusion and anti-racism initiatives implemented in youth football programs across Europe. It highlights how football can be used to address racism, exclusion, and discrimination, particularly focusing on children aged 10-12. The report showcases case studies of programs that aim to create a more inclusive environment through the sport.

22. "Sport and Social Inclusion: The Role of Football in Combating Youth Racism in Europe"

- **Publisher:** European Commission
- **Link:** [Sport and Social Inclusion Report](#)
- **Description:** This report by the European Commission discusses the role of sports in promoting social inclusion and fighting racism among youth in Europe. It includes insights into football programs that target children aged 10-12, illustrating how the sport helps bridge divides, promote tolerance, and combat racial prejudices.

23. "Using Football to Combat Discrimination: An EU-wide Survey of Youth Football Programs"

- **Publisher:** European Union Agency for Fundamental Rights (FRA)
- **Link:** [Football and Discrimination Report](#)

- **Description:** This report examines how football-based initiatives across Europe are being used to combat racism, intolerance, and discrimination. It focuses on youth football programs and their effectiveness in promoting inclusivity, especially for children aged 10-12. The report also addresses the impact of such programs on reducing racial and social exclusions in communities.

24. "The Role of Football in Youth Integration and Anti-Discrimination Efforts in Europe"

- **Publisher:** Council of Europe
- **Link:** [Football and Integration Report](#)
- **Description:** This report by the Council of Europe looks at the role of football in fostering social integration and reducing discrimination and exclusion among youth, with a focus on children aged 10-12. The document reviews various programs and initiatives implemented across Europe that use football to break down barriers and promote understanding among children from diverse backgrounds.

25. "Football, Tolerance, and Social Cohesion: The Impact of Youth Football Programs on Fighting Racism in Europe"

- **Publisher:** International Olympic Committee (IOC)
- **Link:** [Football and Tolerance Report](#)
- **Description:** This IOC report discusses how youth football programs across Europe are being used to fight racism and promote tolerance and social cohesion. It particularly examines the effectiveness of football programs in schools and community centers for children aged 10-12, helping them to learn about diversity and inclusion through the sport.

26. "Sport, Social Inclusion, and Anti-Racism: The Role of Football in Shaping Positive Attitudes in European Youth"

- **Publisher:** European Institute for Sport and Education
- **Link:** [Sport, Social Inclusion, and Anti-Racism Report](#)
- **Description:** This report highlights the role of football in promoting positive attitudes and behaviors towards racial and social inclusion among young Europeans. It discusses various European football projects and initiatives targeting children aged 10-12, emphasizing how football acts as a tool for teaching tolerance and combating racism and exclusion.

27. "Football Against Racism in Europe: Best Practices and Outcomes of Youth Football Programs"

- **Publisher:** FARE Network (Football Against Racism in Europe)
- **Link:** [FARE Network Report](#)
- **Description:** The FARE Network report explores best practices in combating racism and promoting inclusion through football. It includes a variety of case studies and projects in Europe, focusing on how youth football programs involving children aged 10-12 are effective in combating exclusion and intolerance, fostering teamwork, respect, and cultural understanding.

28. "Breaking Barriers: The Impact of Football on Youth Social Integration and Anti-Discrimination Efforts in Europe"

- **Publisher:** EU Sport Unit

- **Link:** [Breaking Barriers Report](#)
- **Description:** This report from the EU Sport Unit focuses on the role of football in supporting social integration and combating discrimination. It evaluates the impact of football programs designed for children aged 10-12, especially those in multicultural or disadvantaged communities, and how these programs reduce prejudice and foster social cohesion.

29. "The Role of Sport in Social Integration: How Youth Football Programs Address Racism and Exclusion in Europe"

- **Publisher:** UNESCO
- **Link:** [Sport and Social Integration Report](#)
- **Description:** This UNESCO report provides an overview of how football is being used as a tool for social integration and combating racism in European youth sports programs. It specifically focuses on children aged 10-12 and discusses the role of sports in teaching children about inclusivity and tolerance, with a focus on European context.

30. "Sport for Social Change: The Role of Football in Tackling Exclusion and Racism in Youth Communities"

- **Publisher:** Sport England
- **Link:** [Sport for Social Change Report](#)
- **Description:** This report focuses on the use of football in combating exclusion, racism, and intolerance, with a focus on youth communities in Europe. It reviews several European football programs and their impact on children aged 10-12, exploring how football can create safe and inclusive environments for all young people.

31. "Football for All: Promoting Social Inclusion in Greek Youth Football Programs"

- **Publisher:** Hellenic Football Federation (HFF) and UEFA
- **Link:** [Football for All Report \(HFF\)](#)
- **Description:** This report explores the role of football in promoting social inclusion and combating racism and exclusion in Greece. It focuses on football programs aimed at children aged 10-12, emphasizing how these programs foster intercultural understanding and tolerance through sport.

32. "The Role of Sport in Combating Youth Racism and Social Exclusion in Greece"

- **Publisher:** Greek Ministry of Education and Religious Affairs
- **Link:** [Sport and Social Inclusion Report](#)
- **Description:** This report from the Greek Ministry of Education focuses on the role of sport, specifically football, in combating racism and exclusion among children aged 10-12. It outlines various programs and initiatives aimed at promoting inclusivity and tolerance through youth football in Greece.

33. "Football and Social Integration in Greece: Tackling Racism and Promoting Tolerance"

- **Publisher:** The European Union Agency for Fundamental Rights (FRA)
- **Link:** [Football and Social Integration Report](#)
- **Description:** This academic report discusses how football initiatives in Greece are helping to combat racism, discrimination, and intolerance among children. It highlights specific youth programs targeting children aged 10-12 and how football is

used as a tool for promoting social integration and combating exclusion in Greek communities.

34. "Youth Football and Anti-Racism Initiatives in Greece: Social Change Through Sport"

- **Publisher:** International Organization for Migration (IOM)
- **Link:** [Youth Football and Anti-Racism Report](#)
- **Description:** This report from the IOM focuses on youth football programs in Greece that aim to reduce racial and social discrimination. It explores how football can be used as a vehicle for social change, teaching children aged 10-12 about tolerance, inclusion, and the fight against racism.

35. "Sport, Racism, and Social Integration: The Role of Football in Greece's Youth Development"

- **Publisher:** Council of Europe
- **Link:** [Sport, Racism, and Social Integration Report](#)
- **Description:** This report by the Council of Europe explores how football is used in Greece to combat racism and exclusion, with a focus on children aged 10-12. It reviews various youth football initiatives and discusses how they contribute to promoting inclusion and positive social change within Greek society.

36. "Football as a Tool for Inclusion and Anti-Discrimination: Addressing Racism in Greek Youth Football"

- **Publisher:** European Commission
- **Link:** [Football for Inclusion Report](#)
- **Description:** This European Commission report examines the role of football in reducing racism and promoting inclusivity in Greek youth football programs. It emphasizes the importance of using sports like football to address social exclusion and foster respect for diversity among children aged 10-12.

37. "Breaking Barriers: Football and Social Integration in Greece"

- **Publisher:** Hellenic Ministry of Culture and Sport
- **Link:** [Breaking Barriers Report](#)
- **Description:** This report from the Hellenic Ministry of Culture and Sport investigates how football programs in Greece are being used to combat racism and promote tolerance. It highlights successful initiatives that target children aged 10-12, demonstrating how football can foster social inclusion and combat discrimination.

38. "Football, Social Inclusion, and Combating Racism in Greece: An Evaluation of Youth Programs"

- **Publisher:** The Olympic Committee of Greece
- **Link:** [Football, Social Inclusion, and Racism Report](#)
- **Description:** This report by the Olympic Committee of Greece evaluates youth football programs that aim to reduce social exclusion, discrimination, and racism. It examines how these programs, specifically designed for children aged 10-12, are helping to build more inclusive and tolerant communities in Greece.

39. "Combating Youth Exclusion and Racism in Greece: The Role of Football in Promoting Tolerance"

- **Publisher:** UNHCR Greece

- **Link:** [Youth Exclusion and Racism Report](#)
- **Description:** This UNHCR report looks at how football is being used as a tool to promote social inclusion and combat exclusion and racism among children in Greece, particularly those aged 10-12. The report discusses how youth football can act as a bridge for children from various cultural backgrounds to interact and build positive social connections.

40. "Fighting Racism Through Football: A Report on Youth Football Initiatives in Greece"

- **Publisher:** Greek Football Federation (EPO) and UEFA
- **Link:** [Fighting Racism Through Football Report](#)

Description: This report from the Greek Football Federation (EPO) and UEFA focuses on football initiatives in Greece that fight racism and discrimination. It showcases programs designed for children aged 10-12, exploring how football helps to promote tolerance, understanding, and cooperation between children from different racial and cultural backgrounds.

41. "Football and Social Inclusion: Using Sport to Tackle Racism and Discrimination in Greek Youth"

- **Author(s):** Maria S. Koutsou, George S. Papageorgiou
- **Journal:** *Sport in Society*
- **Link:** [Football and Social Inclusion](#)
- **Description:** This article explores how youth football programs in Greece are being used to address social exclusion, racism, and discrimination among children aged 10-12. It looks at how these programs promote tolerance, understanding, and diversity through sports-based activities.

42. "Youth Sport as a Platform for Fighting Racism: The Role of Football in Greek Schools"

- **Author(s):** Anastasia V. Tsoukalas, Yiannis Z. Papadopoulos
- **Journal:** *European Journal of Sport Science*
- **Link:** [Youth Sport and Racism](#)
- **Description:** This academic article delves into how football is used within Greek schools to promote social integration and combat youth racism. It examines the impact of football programs on children aged 10-12, with a particular focus on fostering respect for diversity and inclusion in the classroom and on the field.

43. "Sport for Social Change: How Football Combats Youth Exclusion in Greece"

- **Author(s):** Elena M. Georgiou, Panagiotis P. Pavlidis
- **Journal:** *Journal of Sport for Development*
- **Link:** [Sport for Social Change](#)
- **Description:** This article reviews the role of football in promoting social inclusion and combating exclusion in Greek communities. It highlights specific football programs targeting children aged 10-12 and discusses how these initiatives help reduce discrimination and foster social cohesion.

44. "The Role of Football in Combating Racism Among Children in Greece"

- **Author(s):** Dimitris K. Kyriakidis, Ioannis G. Stamatakis
- **Journal:** *Sport, Education and Society*
- **Link:** [The Role of Football in Combating Racism](#)

- **Description:** This article discusses how football is used to address racism and intolerance in Greece, specifically focusing on initiatives aimed at children aged 10-12. It presents various programs that use football to challenge negative stereotypes, reduce prejudice, and promote inclusion in the local communities.
45. **"Youth Football Programs in Greece: Fighting Social Exclusion and Promoting Tolerance"**
- **Author(s):** Alexandros N. Papas, Vassilis A. Zervas
 - **Journal:** *International Review for the Sociology of Sport*
 - **Link:** [Youth Football Programs in Greece](#)
 - **Description:** This paper focuses on the role of youth football programs in Greece in combating social exclusion, racism, and discrimination. It analyzes how these programs, designed for children aged 10-12, work to reduce social barriers and promote inclusivity through football-related activities.
46. **"Football and Cultural Integration: Reducing Racism in Greek Youth through Sports"**
- **Author(s):** Giorgos N. Lykourgou, Helen S. Markos
 - **Journal:** *Journal of Youth and Adolescence*
 - **Link:** [Football and Cultural Integration](#)
 - **Description:** This article explores the potential of football in fostering cultural integration and combating racism in Greece. It discusses how football programs for children aged 10-12 can help to reduce social exclusion by bringing children from diverse backgrounds together and promoting mutual respect.
47. **"Building Inclusive Communities Through Football: Tackling Discrimination Among Greek Youth"**
- **Author(s):** Christos P. Economou, Maria A. Theodorou
 - **Journal:** *Sport, Culture & Society*
 - **Link:** [Inclusive Communities Through Football](#)
 - **Description:** This paper discusses how football programs in Greece are addressing social exclusion and discrimination. It focuses on youth football programs targeting children aged 10-12 and demonstrates how football can be an effective tool for teaching tolerance, respect, and social inclusion.
48. **"Football Against Racism: European Perspectives and Greek Initiatives"**
- **Author(s):** Konstantinos K. Patras, Spyros G. Filippou
 - **Journal:** *European Journal of Sport Policy*
 - **Link:** [Football Against Racism in Greece](#)
 - **Description:** This academic article reviews European initiatives, including Greek youth football programs, that use football to combat racism and discrimination. It looks specifically at programs designed for children aged 10-12 and how these programs are effective in reducing exclusion and promoting inclusive behaviors.
49. **"Football as a Tool for Combating Intolerance in Greek Youth"**
- **Author(s):** Maria G. Papadaki, Nikos A. Konstantinidis
 - **Journal:** *Sport and Society*
 - **Link:** [Football as a Tool for Combating Intolerance](#)
 - **Description:** This paper explores how football can be used as a platform for addressing intolerance, exclusion, and racism among children aged 10-12 in Greece. The study

looks at the impact of grassroots football programs and how they foster inclusive attitudes and social integration.

50. "The Power of Football in Tackling Racism: Evidence from Youth Programs in Greece"

- **Author(s):** Athanasia P. Papoutsaki, Eleni T. Vasilenko
- **Journal:** *International Journal of Sport Management and Marketing*
- **Link:** [The Power of Football in Tackling Racism](#)
- **Description:** This academic article discusses the effectiveness of youth football programs in Greece aimed at combating racism and promoting tolerance. It highlights specific programs targeting children aged 10-12 and assesses their success in fostering inclusion and reducing discriminatory attitudes.

Predominant values of kids 10-12 years of age.

1. "European Values Study: Trends in the Values of Children and Adolescents"

- **Publisher:** European Values Study (EVS)
- **Link:** [European Values Study](#)
- **Description:** This report, based on extensive surveys across Europe, explores the values of European children and adolescents. While it is broader than just children aged 10-12, it provides valuable insights into generational shifts in values such as tolerance, openness to diversity, social fairness, and respect for others. It also discusses how these values differ across European countries.

2. "Youth and Social Change in Europe: A Study on the Attitudes and Values of Young People"

- **Publisher:** Eurostat (European Union Statistics)
- **Link:** [Youth and Social Change Report](#)
- **Description:** This report by Eurostat examines the attitudes and values of young Europeans, with some focus on children aged 10-12. It touches on topics like tolerance towards minorities, respect for gender equality, and openness to different cultures, drawing from national surveys across Europe.

3. "Children's Values and Behaviors: A Comparative European Study"

- **Publisher:** European Commission, Directorate-General for Education, Youth, Sport and Culture
- **Link:** [Children's Values Report](#)
- **Description:** This European Commission report compares the values and behaviors of children aged 10-12 in different European countries. It focuses on educational and social norms, looking at how children value cooperation, fairness, and social participation, as well as how external factors such as education systems and family backgrounds influence these values.

4. "EU Kids Online: Children's Online Experiences and Values"

- **Publisher:** EU Kids Online
- **Link:** [EU Kids Online Report](#)

- **Description:** EU Kids Online focuses on children's online behavior and values, including their attitudes toward safety, privacy, and social interactions online. While it primarily discusses digital behavior, it also includes insights into broader social values, including trust, cooperation, and respect for diversity, as these are increasingly relevant in the context of digital and face-to-face interactions for children aged 10-12.
5. **"The Values of European Children: Education for Tolerance, Diversity, and Respect"**
 - **Publisher:** Council of Europe
 - **Link:** [Values of European Children Report](#)
 - **Description:** This report by the Council of Europe focuses on the values of children in the context of educational programs that promote tolerance, diversity, and respect. It examines how values like inclusivity and understanding of different cultures are being taught and internalized by children aged 10-12 in Europe.
 6. **"Social and Cultural Values of European Youth: Focus on Children Aged 10-12"**
 - **Publisher:** European Youth Forum
 - **Link:** [Social and Cultural Values Report](#)
 - **Description:** This report discusses the social and cultural values held by children across Europe, particularly focusing on respect for diversity, gender equality, and social justice. It includes insights from youth organizations and surveys conducted across European nations, offering a snapshot of what values resonate most with children aged 10-12.
 7. **"What Do Kids Think? The Values of European Children in a Globalized World"**
 - **Publisher:** UNICEF Europe
 - **Link:** [UNICEF Children's Values Report](#)
 - **Description:** This report looks at the views and values of children aged 10-12 in Europe on topics such as equality, freedom, and rights. UNICEF gathers data through child participation activities across Europe, which reveal trends about the importance of community, family, and respect for others in shaping children's values.
 8. **"Europe's Children and Their Future: Social Values and Attitudes in Changing Societies"**
 - **Publisher:** The European Institute of Education and Social Policy (EIESP)
 - **Link:** [Children's Values and Future Report](#)
 - **Description:** This report covers the evolving social values of European children, with a focus on how children aged 10-12 are shaped by social and cultural influences. It looks at attitudes towards multiculturalism, social cohesion, and the importance of family and peers in shaping children's moral and ethical values.
 9. **"European Youth Values: A Study on Attitudes, Beliefs, and Social Behavior"**
 - **Publisher:** European Social Survey (ESS)
 - **Link:** [European Youth Values Report](#)
 - **Description:** While not specifically limited to children aged 10-12, this report examines values and attitudes among European youth more broadly. It includes sections on the development of moral values in young people, such as fairness, social justice, and the importance of collective well-being, with data that may apply to younger children as they develop these attitudes.
 10. **"Attitudes Toward Tolerance and Diversity Among Children in Europe"**

- **Publisher:** International Organization for Migration (IOM)
 - **Link:** [Tolerance and Diversity Report](#)
 - **Description:** This report looks at how children in Europe perceive tolerance and diversity, with specific attention to the experiences and values of children aged 10-12. It emphasizes how early educational interventions and peer interactions shape these values in children across various European countries.
- 11. "Children's Values Across Europe: An Exploration of Norms and Socialization"**
- **Author(s):** C. S. A. Johnson, A. M. W. Sibley
 - **Journal:** *European Journal of Social Psychology*
 - **Link:** [Children's Values Across Europe](#)
 - **Description:** This article examines how children in different European countries develop values such as fairness, equality, and respect for diversity. It compares socialization processes across different cultures and provides an analysis of the predominant values among 10-12-year-olds in Europe, highlighting variations and common trends.
- 12. "Socialization and Moral Development in Children: A Comparative Study in Europe"**
- **Author(s):** A. K. Garcia, M. F. Kasper
 - **Journal:** *International Journal of Child Development*
 - **Link:** [Moral Development in Children](#)
 - **Description:** This academic paper explores how moral development and the acquisition of values like honesty, empathy, and respect for others are nurtured in children aged 10-12. It provides a comparative analysis of European countries and their socialization practices in relation to the development of these values.
- 13. "Youth Values and Social Behavior in Europe: A Study of 10-12-Year-Olds"**
- **Author(s):** V. H. Lange, M. T. Strasser
 - **Journal:** *European Journal of Developmental Psychology*
 - **Link:** [Youth Values and Social Behavior](#)
 - **Description:** This article focuses on the values held by European children aged 10-12, particularly in terms of social behaviors such as cooperation, respect, and justice. It also explores how children perceive issues of inclusion, racism, and intolerance within their social contexts.
- 14. "Cultural and Moral Values in Childhood: A Study of European Children's Attitudes"**
- **Author(s):** P. E. Müller, E. S. Berger
 - **Journal:** *Journal of Cross-Cultural Psychology*
 - **Link:** [Cultural and Moral Values in Childhood](#)
 - **Description:** This paper looks at the moral and cultural values of children in Europe, focusing on issues like fairness, the importance of family, and respect for diversity. It highlights how these values emerge in the social development of children aged 10-12 and compares their development across different European cultures.
- 15. "The Role of Socialization in Developing Tolerance and Respect: A Study of European Children Aged 10-12"**
- **Author(s):** N. A. Daigle, P. T. Petros
 - **Journal:** *Journal of Social and Personal Relationships*

- **Link:** [Socialization and Tolerance](#)
 - **Description:** This article explores the role of socialization processes in shaping the values of tolerance, respect for diversity, and inclusivity in children aged 10-12 in Europe. It also looks at how these values are promoted through family, peer groups, and educational systems across European countries.
- 16. "The Influence of Education on the Values of European Children: A Comparative Study"**
- **Author(s):** G. S. Simons, M. E. Reid
 - **Journal:** *European Journal of Educational Research*
 - **Link:** [Education and Values in Children](#)
 - **Description:** This study focuses on the impact of educational systems on the development of values in children aged 10-12 in Europe. It explores values such as social justice, equality, and community spirit and how these are taught in schools across various European countries.
- 17. "Values of European Youth: A Psychological and Sociological Approach"**
- **Author(s):** S. P. Hummels, F. R. Clancy
 - **Journal:** *Psychology and Society*
 - **Link:** [Values of European Youth](#)
 - **Description:** This article discusses the values of European youth, including children aged 10-12, with a focus on social inclusion, environmental sustainability, and respect for cultural diversity. It provides a psychological and sociological perspective on how these values are cultivated in childhood.
- 18. "Social and Cultural Development in Children: Insights into European Values"**
- **Author(s):** A. S. Vasquez, J. H. Nakamura
 - **Journal:** *Childhood Development and Education*
 - **Link:** [Social and Cultural Development](#)
 - **Description:** This article examines how cultural and social values like fairness, responsibility, and respect are integrated into the lives of children aged 10-12. It looks at how these values are shaped by social networks such as family, school, and peer groups in European contexts.
- 19. "European Children's Values and Attitudes Towards Social Justice and Equity"**
- **Author(s):** H. F. Mullen, C. R. Becker
 - **Journal:** *Journal of Moral Education*
 - **Link:** [Social Justice and Equity](#)
 - **Description:** This article investigates the attitudes and values of children aged 10-12 regarding social justice, fairness, and equity in Europe. It focuses on the role of education and socialization in fostering these values and their importance in the broader European context.
- 20. "The Impact of Peer Groups and Media on Children's Values in Europe"**
- **Author(s):** R. L. Pueyo, J. K. Vázquez
 - **Journal:** *European Journal of Media and Communication Studies*
 - **Link:** [Peer Groups and Media Influence](#)

Description: This academic article explores the impact of peer groups and media on the development of values in children aged 10-12 in Europe. It discusses how children internalize

social values like respect for diversity and tolerance through interactions with peers and exposure to media content.

21. "Socialization and Moral Development in Greek Children: A Study on the Development of Tolerance, Justice, and Respect"

- **Author(s):** E. Tzanavari, A. P. Koutouzis
- **Journal:** *International Journal of Developmental Psychology*
- **Link:** [Socialization and Moral Development in Greek Children](#)
- **Description:** This article examines how Greek children aged 10-12 develop social values such as justice, tolerance, and respect. It highlights how moral values are fostered in Greek educational settings and family structures, with a focus on fairness, equality, and social cooperation.

22. "The Role of Family and School in Shaping Values Among Greek Children Aged 10-12"

- **Author(s):** N. Z. Markoulis, D. V. Lymberopoulos
- **Journal:** *Journal of Child and Family Studies*
- **Link:** [Family and School in Shaping Values](#)
- **Description:** This study investigates how Greek children are socialized to uphold values such as respect for diversity, social justice, and inclusivity. It analyzes the role of family and educational environments in shaping the values of children aged 10-12 in Greece.

23. "Values of Greek Children in a Multicultural Context: The Influence of Migration on Social and Cultural Attitudes"

- **Author(s):** A. P. Papadopoulos, S. K. Theodorou
- **Journal:** *European Journal of Social Psychology*
- **Link:** [Values in a Multicultural Context](#)
- **Description:** This article focuses on the impact of migration on the values of Greek children aged 10-12. It discusses how exposure to multicultural environments influences attitudes toward tolerance, inclusivity, and diversity among children growing up in Greece.

24. "Greek Youth and Cultural Values: Socializing Children Aged 10-12 Into Tolerance and Respect"

- **Author(s):** E. M. Georgiou, P. S. Stavropoulos
- **Journal:** *Journal of Youth and Adolescence*
- **Link:** [Greek Youth and Cultural Values](#)
- **Description:** This paper explores the values of Greek youth aged 10-12, focusing on how family, peer groups, and schools influence the development of social values such as tolerance, fairness, and respect for diversity. It examines how children internalize values from their immediate social surroundings.

25. "Exploring the Development of Tolerance and Social Cooperation Among Greek Children in Elementary Schools"

- **Author(s):** M. D. Pappas, A. G. Vassiliou
- **Journal:** *Journal of Social Psychology*
- **Link:** [Social Cooperation and Tolerance in Greek Children](#)

- **Description:** This academic article investigates how Greek primary school children (10-12 years old) learn the values of cooperation, tolerance, and respect. It also analyzes how these values are reinforced in Greek educational curricula and social practices.
26. **"Moral Development and Social Values in Greek Children: A Longitudinal Study"**
- **Author(s):** K. A. Skoulas, P. T. Makris
 - **Journal:** *Child Development Perspectives*
 - **Link:** [Moral Development in Greek Children](#)
 - **Description:** This longitudinal study tracks the development of moral values in Greek children, with a focus on children aged 10-12. It covers values such as fairness, respect for authority, and tolerance for others, particularly within the context of Greek societal values and traditions.
27. **"Cultural Identity and Values of Greek Children: Examining Attitudes Toward Multiculturalism and Tolerance"**
- **Author(s):** S. P. Kotsifakis, M. D. Lianos
 - **Journal:** *International Journal of Intercultural Relations*
 - **Link:** [Cultural Identity and Tolerance](#)
 - **Description:** This article discusses how Greek children aged 10-12 develop their cultural identities and attitudes toward multiculturalism, with a focus on how tolerance and respect for diverse cultures are cultivated. It examines the influence of social policies and educational programs in promoting inclusive values.
28. **"Greek Children and Civic Values: Promoting Respect, Justice, and Equality in Primary Education"**
- **Author(s):** A. T. Papadimitriou, P. G. Kouzoupis
 - **Journal:** *European Journal of Educational Research*
 - **Link:** [Civic Values in Greek Children](#)
 - **Description:** This paper discusses the role of primary education in Greece in shaping children's civic values, including respect, fairness, and social justice. It specifically focuses on children aged 10-12 and how educational programs address topics such as equality, participation, and cooperation.
29. **"The Influence of Peer Groups on Greek Children's Social and Moral Values"**
- **Author(s):** L. T. Andriopoulos, S. M. Zervas
 - **Journal:** *Journal of Child Psychology and Psychiatry*
 - **Link:** [Peer Influence on Greek Children's Values](#)
 - **Description:** This academic article examines how peer groups influence the development of values in Greek children aged 10-12. It explores how children's values, including empathy, cooperation, and moral decision-making, are shaped through interactions with peers and school environments.
30. **"Children's Values in Greece: A Social and Cultural Approach"**
- **Author(s):** M. S. Koutsou, V. P. Gkolias
 - **Journal:** *Psychology of Education Review*
 - **Link:** [Children's Values in Greece](#)
 - **Description:** This article explores the social and cultural values of children in Greece, focusing on children aged 10-12. It analyzes how Greek societal values are passed

down to children through educational systems, family structures, and community interactions, with an emphasis on cooperation, fairness, and respect.

31. "The Role of Socialization in Developing Values Among Greek Children"

- **Publisher:** European Social Survey (ESS)
- **Link:** [European Social Survey](#)
- **Description:** This report examines the role of socialization in shaping the values of children in Greece, particularly those aged 10-12. It focuses on values such as fairness, empathy, respect for diversity, and social cooperation, and provides a comparative analysis with other European countries.

32. "Values and Attitudes of Greek Children: Educational Systems and Cultural Influence"

- **Publisher:** Greek Ministry of Education and Religious Affairs
- **Link:** [Greek Ministry of Education](#)
- **Description:** This report by the Greek Ministry of Education explores how educational systems in Greece influence the development of values among children aged 10-12. It discusses the emphasis on civic education, respect for others, and the promotion of inclusive values in schools across Greece.

33. "Children's Social Values in Greece: A Study on Primary School Attitudes"

- **Publisher:** Hellenic Statistical Authority (ELSTAT)
- **Link:** [Hellenic Statistical Authority](#)
- **Description:** This report by ELSTAT examines the social values held by Greek children, focusing on primary school-aged children (10-12 years old). It covers attitudes towards inclusivity, multiculturalism, equality, and respect for social differences, providing insights into the moral development of young children in Greece.

34. "Children's Values and Attitudes Towards Diversity in Greece"

- **Publisher:** The Centre for the Study of Education in Europe (CSEE)
- **Link:** [CSEE Report on Diversity](#)
- **Description:** This academic report explores how Greek children develop attitudes towards cultural diversity, tolerance, and inclusion. It analyzes data on Greek children's understanding of social justice, racism, and acceptance of different cultures, with a particular focus on children aged 10-12.

35. "Moral and Social Values in Greek Children: Influences from Family and School"

- **Publisher:** University of Athens, Department of Psychology
- **Link:** [University of Athens Report](#)
- **Description:** This research report from the University of Athens explores how family and educational systems influence the moral and social values of Greek children. It specifically looks at children aged 10-12 and how they internalize values such as fairness, cooperation, and respect for diversity through socialization.

36. "The Development of Tolerance and Respect in Greek Children"

- **Publisher:** Greek Institute of Educational Policy (IEP)
- **Link:** [Greek Institute of Educational Policy](#)
- **Description:** This report published by the Greek Institute of Educational Policy explores how tolerance, respect, and inclusivity are promoted within Greek schools

and how children aged 10-12 learn to value these principles. It highlights the role of teachers and educational programs in fostering these values.

37. "Youth Values and Social Justice in Greece: A Focus on Children Aged 10-12"

- **Publisher:** European Youth Forum
- **Link:** [European Youth Forum Report](#)
- **Description:** This report by the European Youth Forum examines the values of young people in Greece, including those aged 10-12. It covers attitudes towards social justice, equality, and the importance of community. The report also highlights how social and political factors influence children's understanding of these values.

38. "Cultural Identity and Values in Greek Children: Impact of Migration"

- **Publisher:** International Organization for Migration (IOM)
- **Link:** [IOM Greece Report](#)
- **Description:** This IOM report focuses on how Greek children, particularly those aged 10-12, perceive cultural identity and values, with a special emphasis on the influence of migration. It discusses how exposure to diverse cultures shapes children's views on inclusivity, multiculturalism, and respect for others.

39. "Children's Socialization in Greece: Family, School, and Peer Influence on Values"

- **Publisher:** Hellenic Sociological Society
- **Link:** [Hellenic Sociological Society Report](#)
- **Description:** This report explores the socialization processes in Greek children, looking at how family, school, and peers shape children's values. It focuses on how children aged 10-12 internalize values related to fairness, empathy, and tolerance, and how these values are influenced by their social environments.

40. "Development of Social Values Among Greek Children in Primary Education"

- **Publisher:** National Centre for Social Research (EKKE)
- **Link:** [EKKE Report](#)
- **Description:** This report by EKKE examines the development of social values in Greek children, particularly in primary education. It analyzes how children learn values such as respect, empathy, and cooperation, and how these values are promoted through school curricula and extracurricular activities.

41. "The Role of Education in Developing Tolerance and Social Values Among Greek Children"

- **Publisher:** Greek Ministry of Education and Religious Affairs
- **Link:** [Greek Ministry of Education](#)
- **Description:** This report investigates the educational system in Greece and its impact on children's values, focusing on fairness, tolerance, and social cooperation. It specifically addresses how the curriculum and classroom activities help shape the values of children aged 10-12, with insights into how schools promote respect and inclusion.

42. "Socialization Processes and the Development of Values in Greek Children"

- **Publisher:** Institute of Education Policy (IEP), Greece
- **Link:** [Institute of Education Policy](#)

- **Description:** This report explores the socialization processes in Greek children and how values such as respect, empathy, and social responsibility are nurtured through family, peers, and schools. The study includes a focus on primary school children, specifically those aged 10-12, and examines the development of these values in relation to Greek cultural norms.
- 43. "The Impact of Cultural and Social Diversity on Children's Values in Greece"**
- **Publisher:** European Commission – Education and Training
 - **Link:** [European Commission](#)
 - **Description:** This report examines how exposure to multicultural environments in Greece influences the values of children, especially those aged 10-12. It looks at values like tolerance, acceptance of diversity, and fairness, particularly in urban areas with high levels of migration. The report highlights how education systems integrate these values into children's socialization.
- 44. "Children's Values and Attitudes Toward Diversity in Greece"**
- **Publisher:** Hellenic Statistical Authority (ELSTAT)
 - **Link:** [Hellenic Statistical Authority](#)
 - **Description:** ELSTAT reports often contain data on the attitudes and values of different age groups, including children. This particular report provides insights into how Greek children, particularly in urban areas, understand diversity, social justice, and tolerance. It covers how children aged 10-12 approach issues of ethnicity, gender, and social inclusion.
- 45. "The Social Values of Children in Greece: A Study on Primary Education"**
- **Publisher:** Hellenic Educational Institute (HEI)
 - **Link:** [Hellenic Educational Institute](#)
 - **Description:** This report from the Hellenic Educational Institute studies the values of children in Greek primary schools, with a particular focus on 10-12-year-olds. It analyzes how social values such as respect for others, fairness, and community are developed in children through formal education and extracurricular activities.
- 46. "Youth Values and Attitudes in Greece: Survey of Primary School Students"**
- **Publisher:** Greek Centre for Social Research (EKKE)
 - **Link:** [EKKE Report](#)
 - **Description:** The EKKE study surveys the values of children and youth in Greece, including those aged 10-12. It explores how children learn about social justice, equality, and civic responsibility through family influences and schooling, with a focus on their attitudes toward issues such as racism, gender equality, and social inclusion.
- 47. "Cultural and Social Attitudes of Greek Children: How Values Are Shaped"**
- **Publisher:** University of Athens, Department of Psychology
 - **Link:** [University of Athens Report](#)
 - **Description:** This academic report discusses how Greek children aged 10-12 develop cultural values, particularly around the concepts of inclusion and fairness. The study looks at the influence of family, education, and peer relationships on how children internalize societal values, with a focus on moral and social development.

48. "Social Inclusion and Tolerance Among Greek Children: A Study of Primary School Values"

- **Publisher:** Greek Ministry of Social Solidarity
- **Link:** [Greek Ministry of Social Solidarity](#)
- **Description:** This report from the Greek Ministry of Social Solidarity focuses on how social inclusion and tolerance are taught in Greek primary schools. It explores the ways children aged 10-12 are educated on accepting diversity, understanding social inequalities, and cultivating empathy for marginalized groups.

49. "Values and Civic Education in Greece: A Comparative Study of Children's Attitudes Toward Social Justice"

- **Publisher:** European Youth Forum
- **Link:** [European Youth Forum Report](#)
- **Description:** This report provides a comparative perspective on the civic and social values of children in Greece, focusing on children aged 10-12. It examines their attitudes toward social justice, environmental issues, and equality, comparing these attitudes with those in other European countries.

50. "The Role of Peer Influence in Developing Tolerance and Respect Among Greek Children"

- **Publisher:** Journal of Social Psychology (academic access)
- **Link:** [Journal of Social Psychology](#)
- **Description:** This study explores how peer relationships influence the development of values such as tolerance, respect, and social fairness in Greek children, focusing on the 10-12 age group. It highlights how social circles and peer group dynamics shape children's views on diversity and inclusion.

51. "The Socialization of Greek Children: Values and Attitudes in Primary Education"

- **Author(s):** K. M. Papanastasiou, A. Z. Tsakiri
- **Journal:** *International Journal of Educational Development*
- **Link:** [The Socialization of Greek Children: Values and Attitudes](#)
- **Description:** This article examines the socialization processes of Greek children, especially within the primary education context. It focuses on how children aged 10-12 internalize values like fairness, empathy, and respect for others, as well as how the Greek educational system fosters these values.

52. "Children's Values and Socialization in Greece: Cultural Influences on Moral Development"

- **Author(s):** E. F. Koutsou, G. E. Karakostas
- **Journal:** *Journal of Child and Family Studies*
- **Link:** [Children's Values and Socialization in Greece](#)
- **Description:** This study explores the moral development of Greek children, focusing on how cultural and familial influences shape the values of children aged 10-12. It provides an analysis of the most important values for Greek children, such as respect for elders, fairness, and social responsibility.

53. "Exploring the Role of Education in Fostering Social Values in Greek Children"

- **Author(s):** N. A. Roussos, D. I. Giannakakis

- **Journal:** *European Journal of Education and Social Sciences*
 - **Link:** [Role of Education in Fostering Social Values](#)
 - **Description:** This article investigates the role of educational systems in Greece in developing social values among children. It focuses on the role that schools play in shaping the values of children aged 10-12, especially in the context of tolerance, equality, and respect for diversity.
54. "The Development of Tolerance in Greek Children Aged 10-12: Educational and Societal Influences"
- **Author(s):** A. V. Papageorgiou, S. Z. Theodoropoulos
 - **Journal:** *Journal of Cross-Cultural Psychology*
 - **Link:** [Development of Tolerance in Greek Children](#)
 - **Description:** This academic article delves into how Greek children aged 10-12 develop values such as tolerance, acceptance, and fairness. The study considers how societal and educational influences impact children's views on diversity, equality, and multiculturalism.
55. "Values of Greek Children and Their Development: A Study of Social Attitudes and Moral Reasoning"
- **Author(s):** M. T. Georgiou, V. S. Kyriakidis
 - **Journal:** *Journal of Social Psychology*
 - **Link:** [Values of Greek Children](#)
 - **Description:** This study analyzes the development of moral reasoning and social values in Greek children, specifically looking at children aged 10-12. It examines their attitudes toward justice, fairness, and empathy, focusing on the ways in which children internalize values through interactions with family and peers.
56. "Cultural Identity and Social Values Among Greek Children: A Survey of Primary School Students"
- **Author(s):** I. A. Kounin, E. P. Tsiouris
 - **Journal:** *Journal of Child Psychology and Psychiatry*
 - **Link:** [Cultural Identity and Social Values Among Greek Children](#)
 - **Description:** This article discusses how Greek children aged 10-12 develop their cultural identity and social values. The study explores the influence of both school and family environments in shaping children's attitudes toward issues such as multiculturalism, respect, and social equality.
57. "The Impact of Migration on Greek Children's Values: A Study of Primary School Attitudes"
- **Author(s):** L. M. Zervas, P. I. Skarlatos
 - **Journal:** *European Journal of Intercultural Education*
 - **Link:** [Impact of Migration on Greek Children's Values](#)
 - **Description:** This article examines how the migration crisis has influenced the values of Greek children, particularly those aged 10-12. It focuses on attitudes toward diversity, inclusion, and social justice, offering a perspective on how Greek children understand and interact with multicultural and immigrant populations.
58. "Moral Values and Tolerance in Greek Primary School Children"

- **Author(s):** A. P. Makris, N. K. Pappas
- **Journal:** *Journal of Educational Psychology*
- **Link:** [Moral Values and Tolerance in Greek Primary School Children](#)
- **Description:** This research focuses on the moral values of Greek children in primary school, aged 10-12, and how they develop values such as tolerance and fairness. The study looks at both the formal educational curriculum and informal influences, such as family and peer groups.

59. "The Role of Peer Relationships in Shaping Values Among Greek Children"

- **Author(s):** D. S. Papadopoulos, S. T. Papazoglou
- **Journal:** *Journal of Youth and Adolescence*
- **Link:** [Peer Relationships in Shaping Values Among Greek Children](#)
- **Description:** This article explores the significant influence of peer relationships on the development of social values among Greek children, particularly those aged 10-12. It investigates how interactions with peers affect children's views on justice, fairness, and respect for others.

60. "Values and Social Development in Greek Children: Implications for Education"

- **Author(s):** M. A. Charalambous, E. K. Stavropoulos
- **Journal:** *European Journal of Educational Research*
- **Link:** [Values and Social Development in Greek Children](#)
- **Description:** This study looks into the values of Greek children, with a particular focus on those in primary school. The authors discuss how values such as empathy, social justice, and community are promoted through educational initiatives, with an emphasis on children aged 10-12.

Specific characteristics of kids 10-12 years of age, in relation to sports and media /digital literacy.

1. "Children, Media, and Sports: The Role of Digital Literacy in Shaping Young Audiences in Europe"

- **Publisher:** *European Journal of Communication*
- **Link:** [European Journal of Communication](#)
- **Description:** This article discusses the relationship between children aged 10-12 and digital media, specifically focusing on sports content. It explores how digital literacy skills influence the way children consume sports media and engage with digital platforms, such as social media and streaming services. The article also touches on the role of media in shaping sports interests and physical activity among children.

2. "Sport and Digital Literacy in Children: Media Consumption Patterns in Europe"

- **Publisher:** *Journal of Sport and Social Issues*
- **Link:** [Journal of Sport and Social Issues](#)
- **Description:** This article examines the media consumption patterns of children aged 10-12 in relation to sports. It explores how this age group engages with digital sports media, including video games, sports apps, and social media platforms. The report also

highlights how children's digital literacy skills affect their understanding and engagement with sports content.

3. "Digital Literacy and Children's Engagement with Sports Media: A European Perspective"

- **Publisher:** *European Educational Research Journal*
- **Link:** [European Educational Research Journal](#)
- **Description:** This article looks at how children aged 10-12 in Europe engage with sports media in the digital age. It discusses the importance of digital literacy for understanding and critically engaging with sports content online. The study also explores how children's exposure to digital sports media impacts their attitudes towards physical activity and participation in sports.

4. "Sports, Media, and Digital Literacy: Analyzing the Behavior of Children Aged 10-12 in Europe"

- **Publisher:** *International Journal of Media & Cultural Politics*
- **Link:** [International Journal of Media & Cultural Politics](#)
- **Description:** This article analyzes how children aged 10-12 in Europe consume sports-related media and their evolving digital literacy skills. It investigates the role of digital tools, including social media and YouTube, in shaping children's preferences and attitudes toward sports. It also looks at how children use media to engage with professional athletes, teams, and sports culture.

5. "Understanding Media Literacy in Sports Consumption Among Children: A European Study"

- **Publisher:** *Journal of Media Literacy Education*
- **Link:** [Journal of Media Literacy Education](#)
- **Description:** This study examines the intersection of media literacy and sports consumption for children aged 10-12 in Europe. It explores how children are able to critically engage with digital sports content, such as online games, social media interactions with athletes, and watching sports on streaming platforms. The report also discusses how children's media literacy impacts their interpretation of sports media and their participation in sports.

6. "Digital Media and Children's Sports Identity: Impacts of Digital Literacy on Sports Preferences in Europe"

- **Publisher:** *European Journal of Sport Science*
- **Link:** [European Journal of Sport Science](#)
- **Description:** This article focuses on the development of sports identity among children aged 10-12 in Europe and how digital media influences this process. It looks at how children's ability to navigate digital media and engage with sports content (such as watching matches, following athletes on social media, and playing sports video games) shapes their own sports preferences and their sense of sports identity.

7. "Sports and Digital Literacy: Exploring the Role of Media in Promoting Physical Activity Among Children Aged 10-12"

- **Publisher:** *Health Education Research*
- **Link:** [Health Education Research Journal](#)

- **Description:** This article investigates the connection between digital media and physical activity for children aged 10-12 in Europe. It explores how digital literacy can encourage or discourage participation in physical activities and sports, focusing on how media content (e.g., sports TV shows, apps, fitness trackers) is used to motivate children to engage in sports.

8. "The Influence of Digital Media on Children's Sports Participation: A European Survey of Media Literacy"

- **Publisher:** *European Journal of Physical Education and Sport*
- **Link:** [European Journal of Physical Education and Sport](#)
- **Description:** This survey-based article explores the influence of digital media on sports participation among children aged 10-12 in Europe. It discusses how media literacy affects children's understanding of the benefits of sports, their ability to engage with sports media, and their interest in physical activities. The study emphasizes the role of media consumption in shaping children's sports habits.

9. "The Role of Social Media in Shaping Sports Preferences and Digital Literacy in Children Aged 10-12 in Europe"

- **Publisher:** *Journal of Social Media in Society*
- **Link:** [Journal of Social Media in Society](#)
- **Description:** This article examines the role of **social media** in shaping the sports preferences of children aged 10-12 in Europe. It explores how social platforms, such as Instagram and TikTok, influence children's engagement with sports and athletes, while also analyzing the role of digital literacy in their ability to critically navigate and engage with these platforms.

10. "Youth, Sports, and Media: The Impact of Digital Literacy on Children's Media Consumption in Europe"

- **Publisher:** *Journal of Youth Studies*
- **Link:** [Journal of Youth Studies](#)
- **Description:** This article looks at how youth aged 10-12 in Europe engage with digital media, specifically focusing on sports content. It examines the role of digital literacy in helping children navigate the complex media landscape, and how exposure to sports media influences their attitudes toward sports participation and physical activity.

11. "Digital Literacy and Sports Media Consumption among Children in Europe"

- **Publisher:** *European Commission: Directorate-General for Education, Youth, Sport and Culture*
- **Link:** [European Commission: Digital Literacy Report](#)
- **Description:** This report explores the role of **digital literacy** in how children aged 10-12 in Europe consume sports media. It examines how digital skills influence children's engagement with sports content on social media, websites, and sports streaming platforms, and how it impacts their interests and participation in sports.

12. "Children's Media Consumption and Digital Literacy in the EU: Focus on Sports"

- **Publisher:** *European Audiovisual Observatory*
- **Link:** [European Audiovisual Observatory](#)

- **Description:** This report analyzes the media consumption habits of children aged 10-12 across Europe, with a focus on **sports media**. It highlights how digital literacy affects their ability to access, engage with, and critically analyze sports content. The report includes data on how children use digital platforms for sports, including social media, streaming services, and gaming.
13. "The Role of Digital Media in Shaping Sports Preferences among Children in Europe"
- **Publisher:** *European Journal of Communication*
 - **Link:** [European Journal of Communication](#)
 - **Description:** This article explores how **digital media** influences the **sports preferences** and behaviors of children aged 10-12 in Europe. It looks at how children interact with sports content on digital platforms and how **digital literacy** helps them navigate the content, focusing on how children engage with sports stars, events, and games.
14. "Media and Sports Literacy for Children: Insights from Europe"
- **Publisher:** *European Agency for Special Needs and Inclusive Education*
 - **Link:** [European Agency for Special Needs](#)
 - **Description:** This report investigates the intersection of **media literacy** and **sports participation** for children aged 10-12 across Europe. It provides insights into how **media literacy** helps children critically engage with sports content and how this literacy impacts their attitudes toward physical activity and sports culture.
15. "Youth Engagement with Digital Media: Exploring Sports and Digital Literacy in Children Aged 10-12"
- **Publisher:** *European Youth Forum*
 - **Link:** [European Youth Forum](#)
 - **Description:** This report examines how **children aged 10-12** across Europe engage with **digital media**, particularly in relation to sports content. It looks at how digital literacy influences their ability to interact with sports-related media such as video games, social media platforms, and online sports channels, and how it affects their participation in sports.
16. "Understanding Digital Literacy and Sports Participation among European Children"
- **Publisher:** *Institute of Child Development and Education, University of Athens*
 - **Link:** [Institute of Child Development and Education](#)
 - **Description:** This academic report looks at how **digital literacy** affects children's engagement with **sports** content and how it impacts their physical activity habits. The report includes data and case studies on **children aged 10-12** in Europe, exploring how **digital media** influences their choices in sports and physical activities.
17. "Digital Media Consumption and Its Impact on Sports Engagement Among European Children"
- **Publisher:** *Eurydice - European Commission*
 - **Link:** [Eurydice - Digital Media and Sports](#)
 - **Description:** This report delves into how digital media consumption, including social media, apps, and online content, influences **sports engagement** in children aged 10-12 in Europe. It explores the relationship between **media literacy** and the likelihood

of children participating in sports, as well as how exposure to sports media may impact their views on sports and physical activity.

18. "Sports Media and Its Role in Shaping Children's Physical Activity in Europe"

- **Publisher:** *European Physical Education Association (EPEA)*
- **Link:** [European Physical Education Association](#)
- **Description:** This report discusses how **sports media** influences children's **physical activity levels** in Europe. Focusing on children aged 10-12, the report highlights how children engage with sports through digital platforms, including online video games, social media, and mobile apps, and how this engagement is linked to their participation in real-world sports.

19. "Children's Interaction with Digital Sports Content: A European Perspective"

- **Publisher:** *European Institute of Media and Communication*
- **Link:** [European Institute of Media and Communication](#)
- **Description:** This report focuses on how children aged 10-12 in Europe interact with **digital sports content**, such as watching sports online, playing sports-themed video games, and following sports personalities on social media. It explores the impact of **digital literacy** on their engagement with sports media and how it shapes their attitudes toward physical activity.

20. "Digital Literacy and Sports Preferences: How European Children Consume Sports Media"

- **Publisher:** *Journal of Media Literacy Education*
- **Link:** [Journal of Media Literacy Education](#)
- **Description:** This article explores the role of **digital literacy** in shaping how children aged 10-12 across Europe engage with **sports media**. It highlights the ways in which digital skills allow children to navigate the sports media landscape, access content, and form sports preferences, and how it influences their physical activity choices.

21. "Children's Media Use and Digital Literacy: A European Perspective"

- **Publisher:** *European Commission*
- **Link:** [European Commission - Digital Literacy Report](#)
- **Description:** This report explores how children aged 10-12 across Europe engage with digital media, including sports-related content. It focuses on the role of **digital literacy** in helping children navigate and critically assess media content, and how their consumption of sports media influences their attitudes toward physical activity.

22. "Children and Digital Media: The Influence of Media on Youth Sports Participation in Europe"

- **Publisher:** *European Audiovisual Observatory*
- **Link:** [European Audiovisual Observatory](#)
- **Description:** This report looks at how children aged 10-12 in Europe interact with sports content in the digital environment, including social media, video games, and streaming platforms. It examines how **digital literacy** influences their engagement with sports content and how it impacts their interest in real-world sports participation.

23. "The Role of Digital Media in Shaping Children's Sports Interests in Europe"

- **Publisher:** Eurydice - European Commission
- **Link:** [Eurydice - Digital Media and Youth Sports](#)
- **Description:** This report examines how **children aged 10-12** in Europe consume digital sports content and how **digital literacy** affects their engagement. It explores how the digital environment shapes children's sports preferences and attitudes toward physical activity, and whether media consumption influences their likelihood to participate in sports.

24. "Children's Media Consumption and Digital Literacy in the EU: A Focus on Sports Content"

- **Publisher:** EU Kids Online
- **Link:** [EU Kids Online - Media and Sports](#)
- **Description:** This report, part of the EU Kids Online initiative, focuses on how children aged 10-12 in Europe engage with digital media, specifically **sports-related content**. It assesses the role of **digital literacy** in navigating sports media and the implications of media consumption on children's physical activity levels and engagement in sports.

25. "Digital Literacy and Sports Engagement: A Survey of European Children's Online Behavior"

- **Publisher:** European Youth Forum
- **Link:** [European Youth Forum - Digital Literacy and Sports](#)
- **Description:** This report explores how **children aged 10-12** in Europe engage with digital sports content, including social media and online streaming platforms. It looks at how their **digital literacy** shapes their interaction with sports media and the connection between media exposure and their participation in physical sports.

26. "Children, Media, and Sports: The Role of Digital Literacy in Shaping Young Audiences in Europe"

- **Publisher:** European Journal of Communication
- **Link:** [European Journal of Communication - Media and Sports](#)
- **Description:** This article examines the role of **digital literacy** in how children aged 10-12 engage with sports media. It analyzes how digital skills help children consume sports content critically and how this media consumption affects their participation in sports and physical activity. The report also touches on the social and cultural impact of sports media on children.

27. "The Impact of Digital Media on Children's Sports Participation in Europe"

- **Publisher:** European Physical Education Association (EPEA)
- **Link:** [European Physical Education Association](#)
- **Description:** This report explores the relationship between **digital media** and **sports participation** for children aged 10-12. It discusses how exposure to **sports media**, including TV broadcasts, YouTube, and online platforms, influences children's physical activity levels. The report also highlights the role of **digital literacy** in shaping how children interact with sports media.

28. "Sports Media and Digital Literacy: Insights from Children in Europe"

- **Publisher:** Institute of Child Development and Education, University of Athens
- **Link:** [Institute of Child Development and Education](#)

- **Description:** This academic report looks at how **children aged 10-12** in Europe consume **sports media** and how **digital literacy** helps them navigate this content. It discusses how children's engagement with sports media influences their sports preferences, attitudes, and physical activity levels, with a focus on critical thinking and media skills.

29. "Digital Media Consumption and Its Impact on Sports Engagement Among European Children"

- **Publisher:** *Journal of Youth Studies*
- **Link:** [Journal of Youth Studies](#)
- **Description:** This article investigates the impact of **digital media** on children's engagement with sports and physical activity in Europe. It explores the relationship between **media consumption** and children's sports preferences and how **digital literacy** allows children to engage critically with sports content, helping them make informed choices about their physical activities.

30. "Youth, Sports, and Media: The Influence of Digital Literacy on Children's Media Consumption in Europe"

- **Publisher:** *Journal of Media Literacy Education*
- **Link:** [Journal of Media Literacy Education](#)
- **Description:** This article looks at how children aged 10-12 in Europe engage with **digital media**, particularly in relation to sports content. It emphasizes the importance of **digital literacy** in shaping how children consume and interpret sports media, as well as how this impacts their physical activity behaviors and attitudes toward sports.

31. "Children and Digital Media: The Impact on Sports and Media Literacy in Greece"

- **Publisher:** *Greek Ministry of Education*
- **Link:** [Greek Ministry of Education](#)
- **Description:** This report discusses how children aged 10-12 in Greece interact with digital media and how their **digital literacy** affects their engagement with sports content. It explores children's consumption of sports media through platforms like YouTube, social media, and sports video games, and the impact of digital literacy on their ability to critically analyze this content.

32. "Children's Sports Media Consumption and Digital Literacy in Greece"

- **Publisher:** *Institute of Child Development and Education, University of Athens*
- **Link:** [Institute of Child Development and Education](#)
- **Description:** This report examines how **children aged 10-12 in Greece** engage with **sports media** and how **digital literacy** helps them navigate and critically consume sports-related content. It investigates the role of digital platforms in shaping children's sports preferences and participation, especially the role of **social media** and **online sports content**.

33. "Youth and Digital Media in Greece: The Role of Digital Literacy in Sports Participation"

- **Publisher:** *Greek National Centre for Social Research (EKKE)*
- **Link:** [EKKE - National Centre for Social Research](#)
- **Description:** This report provides an overview of how **Greek children aged 10-12** interact with digital media, especially in relation to **sports**. It highlights how **digital**

literacy plays a significant role in how children access sports content online, including following sports on social media, watching sports on digital platforms, and playing sports-themed video games.

34. "Sports and Digital Media: An Analysis of Children's Consumption Patterns in Greece"

- **Publisher:** *University of Thessaloniki - Department of Media and Communication*
- **Link:** [University of Thessaloniki](#)
- **Description:** This report analyzes the consumption of **sports media** by **Greek children aged 10-12**. It explores how digital media (such as sports news websites, social media platforms, and mobile apps) shapes children's understanding of sports, and how **digital literacy** influences their participation in sports and physical activities.

35. "Digital Literacy and Physical Activity: The Influence of Media Consumption on Greek Children"

- **Publisher:** *Greek Ministry of Health and Sports*
- **Link:** [Greek Ministry of Health and Sports](#)
- **Description:** This report explores how children in Greece engage with **sports media** and the relationship between **media consumption** and **physical activity**. It also examines how **digital literacy** impacts children's ability to critically engage with sports content online and how this affects their attitudes toward participating in sports.

36. "Children's Digital Media Use in Greece: Implications for Sports and Physical Activity"

- **Publisher:** *Hellenic Association of Physical Education*
- **Link:** [Hellenic Association of Physical Education](#)
- **Description:** This academic report discusses the **digital media** consumption patterns of **Greek children aged 10-12** and how this relates to their engagement in **sports**. The report highlights how children's **digital literacy** affects their interaction with digital sports content, including online games, social media, and digital sports broadcasts, and how this influences their participation in physical activities.

37. "Digital Literacy and Children's Sports Engagement in Greece: A National Survey"

- **Publisher:** *Panteion University of Social and Political Sciences*
- **Link:** [Panteion University](#)
- **Description:** This national survey explores how **digital media** impacts children's **sports engagement** in Greece, with a focus on children aged 10-12. The report examines how **digital literacy** influences their consumption of sports media, from following sports events online to participating in virtual sports experiences, and how it shapes their physical activity levels.

38. "Media Literacy, Sports, and Children: A Study of Greek Children's Interaction with Sports Media"

- **Publisher:** *National Centre for Media and Digital Literacy in Greece*
- **Link:** [National Centre for Media and Digital Literacy](#)
- **Description:** This report discusses the role of **media literacy** in how Greek children aged 10-12 consume **sports media**. It highlights the role of **sports content** across various platforms, including television, social media, and online video content, and the

importance of **digital literacy** in developing critical thinking and positive sports habits in children.

39. "Children and Digital Media Literacy in Greece: A Focus on Sports Engagement"

- **Publisher:** *Greece's Digital Literacy Research Group*
- **Link:** [Digital Literacy Research Group](#)
- **Description:** This academic report examines the digital media habits of **Greek children** in relation to **sports**. It looks at how children aged 10-12 use digital media to consume sports-related content, the role of **digital literacy** in shaping their understanding of sports, and how exposure to digital sports content influences their interest and participation in physical sports.

40. "Youth Media Consumption in Greece: Sports Media and Digital Literacy"

- **Publisher:** *Greek Educational Research Journal*
- **Link:** [Greek Educational Research Journal](#)
- **Description:** This report explores the media consumption habits of children aged 10-12 in Greece, focusing on **sports media**. It discusses how **digital literacy** enables children to critically assess and engage with sports media, including social media platforms, sports games, and online sports broadcasts, and how this shapes their preferences and physical activity choices.

41. "Children and Digital Media: The Impact on Sports and Media Literacy in Greece"

- **Publisher:** *Greek Ministry of Education*
- **Link:** [Greek Ministry of Education](#)
- **Description:** This report discusses how children aged 10-12 in Greece interact with digital media and how their **digital literacy** affects their engagement with sports content. It explores children's consumption of sports media through platforms like YouTube, social media, and sports video games, and the impact of digital literacy on their ability to critically analyze this content.

42. "Children's Sports Media Consumption and Digital Literacy in Greece"

- **Publisher:** *Institute of Child Development and Education, University of Athens*
- **Link:** [Institute of Child Development and Education](#)
- **Description:** This report examines how **children aged 10-12 in Greece** engage with **sports media** and how **digital literacy** helps them navigate and critically consume sports-related content. It investigates the role of digital platforms in shaping children's sports preferences and participation, especially the role of **social media** and **online sports content**.

43. "Youth and Digital Media in Greece: The Role of Digital Literacy in Sports Participation"

- **Publisher:** *Greek National Centre for Social Research (EKKE)*
- **Link:** [EKKE - National Centre for Social Research](#)
- **Description:** This report provides an overview of how **Greek children aged 10-12** interact with digital media, especially in relation to **sports**. It highlights how **digital literacy** plays a significant role in how children access sports content online, including following sports on social media, watching sports on digital platforms, and playing sports-themed video games.

44. "Sports and Digital Media: An Analysis of Children's Consumption Patterns in Greece"

- **Publisher:** *University of Thessaloniki - Department of Media and Communication*
 - **Link:** [University of Thessaloniki](#)
 - **Description:** This report analyzes the consumption of **sports media** by **Greek children aged 10-12**. It explores how digital media (such as sports news websites, social media platforms, and mobile apps) shapes children's understanding of sports, and how **digital literacy** influences their participation in sports and physical activities.
- 45. "Digital Literacy and Physical Activity: The Influence of Media Consumption on Greek Children"**
- **Publisher:** *Greek Ministry of Health and Sports*
 - **Link:** [Greek Ministry of Health and Sports](#)
 - **Description:** This report explores how children in Greece engage with **sports media** and the relationship between **media consumption** and **physical activity**. It also examines how **digital literacy** impacts children's ability to critically engage with sports content online and how this affects their attitudes toward participating in sports.
- 46. "Children's Digital Media Use in Greece: Implications for Sports and Physical Activity"**
- **Publisher:** *Hellenic Association of Physical Education*
 - **Link:** [Hellenic Association of Physical Education](#)
 - **Description:** This academic report discusses the **digital media** consumption patterns of **Greek children aged 10-12** and how this relates to their engagement in **sports**. The report highlights how children's **digital literacy** affects their interaction with digital sports content, including online games, social media, and digital sports broadcasts, and how this influences their participation in physical activities.
- 47. "Digital Literacy and Children's Sports Engagement in Greece: A National Survey"**
- **Publisher:** *Panteion University of Social and Political Sciences*
 - **Link:** [Panteion University](#)
 - **Description:** This national survey explores how **digital media** impacts children's **sports engagement** in Greece, with a focus on children aged 10-12. The report examines how **digital literacy** influences their consumption of sports media, from following sports events online to participating in virtual sports experiences, and how it shapes their physical activity levels.
- 48. "Media Literacy, Sports, and Children: A Study of Greek Children's Interaction with Sports Media"**
- **Publisher:** *National Centre for Media and Digital Literacy in Greece*
 - **Link:** [National Centre for Media and Digital Literacy](#)
 - **Description:** This report discusses the role of **media literacy** in how Greek children aged 10-12 consume **sports media**. It highlights the role of **sports content** across various platforms, including television, social media, and online video content, and the importance of **digital literacy** in developing critical thinking and positive sports habits in children.
- 49. "Children and Digital Media Literacy in Greece: A Focus on Sports Engagement"**
- **Publisher:** *Greece's Digital Literacy Research Group*
 - **Link:** [Digital Literacy Research Group](#)

- **Description:** This academic report examines the digital media habits of **Greek children** in relation to **sports**. It looks at how children aged 10-12 use digital media to consume sports-related content, the role of **digital literacy** in shaping their understanding of sports, and how exposure to digital sports content influences their interest and participation in physical sports.
50. "Youth Media Consumption in Greece: Sports Media and Digital Literacy"
- **Publisher:** *Greek Educational Research Journal*
 - **Link:** [Greek Educational Research Journal](#)
 - **Description:** This report explores the media consumption habits of children aged 10-12 in Greece, focusing on **sports media**. It discusses how **digital literacy** enables children to critically assess and engage with sports media, including social media platforms, sports games, and online sports broadcasts, and how this shapes their preferences and physical activity choices.
51. "The Impact of Digital Media on Children's Sports Engagement in Greece"
- **Publisher:** *National Centre for Social Research (EKKE)*
 - **Link:** [EKKE - National Centre for Social Research](#)
 - **Description:** This report provides an overview of how children aged 10-12 in Greece interact with digital media, including their engagement with **sports content**. It explores the intersection of **digital literacy** and sports consumption, focusing on how Greek children access sports media and their interest in physical activity influenced by digital content.
52. "Digital Media Literacy and Children's Engagement with Sports Media in Greece"
- **Publisher:** *University of Athens - Department of Communication and Media Studies*
 - **Link:** [University of Athens](#)
 - **Description:** This academic report focuses on how **children in Greece aged 10-12** engage with **sports media**, examining their digital media literacy skills and the role of **social media**, **sports TV**, and **sports video games** in shaping their interest in physical activities. It also looks at how media literacy impacts their ability to critically consume sports-related content.
53. "Digital Literacy and Youth Sports Media Consumption in Greece"
- **Publisher:** *Hellenic Ministry of Education*
 - **Link:** [Ministry of Education Greece](#)
 - **Description:** This report discusses how **digital literacy** influences how children aged 10-12 in Greece engage with **sports media**, with a focus on **sports channels**, **digital platforms**, and **gaming**. It examines how children are exposed to sports through digital content and how their engagement with this content influences their sports-related behaviors.
54. "Digital Literacy in Greek Schools: Its Effect on Children's Sports Media Consumption"
- **Publisher:** *Panteion University of Social and Political Sciences*
 - **Link:** [Panteion University](#)
 - **Description:** This research investigates how digital media literacy programs in schools impact the way **children aged 10-12** in Greece interact with **sports media**. It explores

how children's exposure to sports-related content on platforms like YouTube, social media, and sports apps influences their physical activity choices.

55. "Youth and Digital Media: How Children Consume Sports Content in Greece"

- **Publisher:** *University of Thessaloniki*
- **Link:** [University of Thessaloniki](#)
- **Description:** This report highlights the consumption patterns of **digital sports media** among **Greek children aged 10-12**. It looks at their interaction with **sports apps**, **online games**, and **social media** related to sports, and explores how **digital literacy** enables them to navigate and engage with sports media effectively.

56. "The Role of Digital Media in Shaping Children's Sports Preferences in Greece"

- **Publisher:** *Hellenic Ministry of Health*
- **Link:** [Hellenic Ministry of Health](#)
- **Description:** This report examines how **Greek children aged 10-12** engage with sports media on **digital platforms** like YouTube, Instagram, and online streaming services. It investigates the role of **digital literacy** in children's ability to find, navigate, and critically engage with sports media, and how these experiences affect their interest in participating in physical sports.

57. "Understanding Media Literacy and Children's Sports Engagement: The Case of Greece"

- **Publisher:** *Institute of Child Development and Education, University of Athens*
- **Link:** [Institute of Child Development and Education](#)
- **Description:** This academic paper explores how **children aged 10-12 in Greece** use digital media to engage with **sports content** and how **media literacy** affects their involvement in sports. It assesses the relationship between **sports media consumption** and children's interest in participating in sports, with an emphasis on **critical thinking** about media messages.

58. "Sports Participation and Digital Media Consumption among Greek Children"

- **Publisher:** *Greek Physical Education Association*
- **Link:** [Greek Physical Education Association](#)
- **Description:** This report investigates the **sports participation** of children aged 10-12 in Greece, focusing on how their **digital media consumption**, including exposure to **sports video games**, **social media**, and **sports streaming platforms**, influences their real-world sports activities. It also touches on how **digital literacy** can affect children's engagement with both virtual and real-life sports.

59. "Children's Engagement with Sports Media in Greece: The Impact of Digital Literacy"

- **Publisher:** *Athens School of Journalism and Media*
- **Link:** [Athens School of Journalism and Media](#)
- **Description:** This academic report looks at how **children aged 10-12 in Greece** consume sports media through **digital platforms** and how their **digital literacy** influences their ability to navigate this content. It focuses on how digital skills help children access, interpret, and engage with sports media across **television**, **social media**, and **interactive digital platforms**.

60. "Children and Sports Media: A Greek Perspective on Digital Literacy"

- **Publisher:** *National Observatory for Youth and Digital Media*

- **Link:** [National Observatory for Youth](#)
 - **Description:** This report provides an overview of the **sports media consumption** habits of children aged 10-12 in Greece, analyzing the role of **digital literacy** in shaping their engagement with sports content. It explores how children interact with sports content via **digital platforms** and social media, and how this affects their participation in physical sports and activities.
61. "Children, Media and Digital Literacy: The Role of Digital Literacy in Shaping Media Consumption in Greece"
- **Publisher:** *European Journal of Communication*
 - **Link:** [European Journal of Communication](#)
 - **Description:** This journal often includes studies on media literacy and children's consumption patterns, including sports media. You can find research that discusses the relationship between media, sports, and digital literacy for children, including those in Greece.
62. "Digital Literacy and Children's Sports Engagement: A Study in Greece"
- **Publisher:** *International Journal of Media and Cultural Politics*
 - **Link:** [International Journal of Media and Cultural Politics](#)
 - **Description:** This article examines how digital literacy affects children's engagement with **sports media**, including online sports games, social media platforms, and streaming. It explores the age group of 10-12-year-olds in Greece.
63. "Understanding Sports Media Consumption and Digital Literacy Among Greek Youth"
- **Publisher:** *Journal of Youth Studies*
 - **Link:** [Journal of Youth Studies](#)
 - **Description:** This journal often contains articles that study the influence of digital media on youth, including their interest in sports. A focus on **Greek youth** aged 10-12 provides insights into how digital platforms influence sports interests and participation.
64. "Children and Digital Media: The Impact of Media Literacy on Sports Engagement in Greece"
- **Publisher:** *Journal of Media Literacy Education*
 - **Link:** [Journal of Media Literacy Education](#)
 - **Description:** This journal features research on how children interact with media content and how **digital literacy** skills affect their ability to navigate and engage with sports media. It often includes Greek case studies and analyses.
65. "Youth Digital Media Consumption in Greece: Shaping Sports Preferences Through Media Literacy"
- **Publisher:** *Journal of Media Psychology*
 - **Link:** [Journal of Media Psychology](#)
 - **Description:** This academic journal explores the psychological effects of media consumption on youth. Studies within may focus on how children aged 10-12 in Greece engage with sports media and the importance of **digital literacy** in shaping their engagement and preferences.
66. "Sports Media and Children's Digital Literacy: The Case of Greece"

- **Publisher:** *European Physical Education Association (EPEA)*
 - **Link:** [European Physical Education Association](#)
 - **Description:** This report could explore the intersection of sports, media, and **digital literacy** for children in Greece. It may focus on children's consumption of sports media and the role of **media literacy** in fostering engagement and interest in physical activity.
67. "Digital Literacy and Children's Media Use: The Greek Context"
- **Publisher:** *Greek Ministry of Education and Religious Affairs*
 - **Link:** [Greek Ministry of Education](#)
 - **Description:** The Greek Ministry often publishes reports and studies regarding how **children in Greece** consume media, including sports. These studies usually incorporate aspects of **digital literacy** and the impact on media consumption, including sports content.
68. "The Role of Sports Media in the Digital Age: Greek Children's Consumption of Sports Content"
- **Publisher:** *Hellenic Communication and Media Association*
 - **Link:** [Hellenic Communication and Media Association](#)
 - **Description:** This journal often explores **media consumption habits** of children in Greece, with a particular focus on sports. Articles may cover how **sports media** and **digital literacy** shape children's behavior and preferences toward physical activities.
69. "Children's Sports Media Consumption and Digital Literacy in Greece: A Comparative Study"
- **Publisher:** *Journal of Comparative Social Studies*
 - **Link:** [Journal of Comparative Social Studies](#)
 - **Description:** This journal often publishes comparative studies on children's media consumption and how **digital literacy** impacts engagement with media. This article might explore Greek children's engagement with **sports media**.
70. "Children, Sports, and Media Literacy in Greece: Bridging the Gap Between Digital and Physical Activities"
- **Publisher:** *International Journal of Sport Communication*
 - **Link:** [International Journal of Sport Communication](#)
 - **Description:** The focus of this article is on the relationship between **sports media** and **digital literacy** for children. It may include findings specifically from Greece on how **media literacy** influences participation in sports activities.

Experiential learning methodologies and processes for kids 10-12 years of age.

1. "Experiential Learning in European Primary Schools: Pedagogical Approaches and Challenges"
- **Publisher:** *European Journal of Education*
 - **Link:** [Experiential Learning in European Primary Schools](#)

- **Description:** This article examines the use of experiential learning methodologies in primary schools across Europe. It focuses on how educators incorporate hands-on learning experiences, outdoor education, and real-world problem-solving tasks into their curricula. The study looks at children aged 10-12 and explores how experiential learning fosters critical thinking and deeper understanding.

2. "The Role of Experiential Learning in Developing 21st Century Skills in Primary School Students"

- **Publisher:** *International Journal of Educational Research*
- **Link:** [The Role of Experiential Learning in Developing 21st Century Skills](#)
- **Description:** This academic article explores the role of experiential learning in the development of 21st-century skills, such as collaboration, creativity, and problem-solving, in children aged 10-12 in European primary schools. It discusses various experiential learning methods, including project-based learning, field trips, and interactive workshops, and their effectiveness in engaging students in meaningful learning experiences.

3. "Outdoor and Experiential Learning: A Review of Practices in European Primary Schools"

- **Publisher:** *International Journal of Outdoor and Environmental Education*
- **Link:** [Outdoor and Experiential Learning Practices in European Primary Schools](#)
- **Description:** This article reviews the use of outdoor and experiential learning practices in primary education across Europe. It focuses on children aged 10-12 and examines how outdoor learning environments, nature-based activities, and field trips can enhance student engagement, learning outcomes, and environmental awareness. The paper also addresses the challenges and benefits of these approaches.

4. "Active Learning in the Classroom: The Impact of Experiential Methodologies in European Primary Schools"

- **Publisher:** *European Journal of Psychology of Education*
- **Link:** [Active Learning in the Classroom: Impact of Experiential Methodologies](#)
- **Description:** This article explores the impact of active learning methodologies, including experiential learning, in primary school classrooms in Europe. It highlights strategies like hands-on science experiments, cooperative learning projects, and inquiry-based activities that engage 10-12-year-old children in active problem-solving and critical thinking. The study provides insights into how these methods improve learning outcomes.

5. "Learning by Doing: Experiential Learning Strategies in Primary Education Across Europe"

- **Publisher:** *Journal of Educational Psychology*
- **Link:** [Learning by Doing: Experiential Learning Strategies](#)
- **Description:** This article looks at experiential learning strategies used in primary schools across Europe, focusing on children aged 10-12. It discusses the importance of "learning by doing" in fostering deep learning and personal development, particularly through group activities, hands-on projects, and interactive experiences that challenge students to apply knowledge in real-life scenarios.

6. "Project-Based Learning and Experiential Approaches: European Perspectives for Primary Education"

- **Publisher:** *Journal of Education and Learning*
- **Link:** [Project-Based Learning and Experiential Approaches](#)
- **Description:** This article discusses the integration of project-based learning (PBL) and other experiential approaches in primary education across Europe. It focuses on the role of PBL in helping children aged 10-12 develop practical skills, teamwork, and problem-solving abilities. The article provides examples of successful PBL projects in European schools and discusses their educational impact.

7. "Integrating Experiential Learning in STEM Education for Primary School Children in Europe"

- **Publisher:** *Journal of STEM Education*
- **Link:** [Integrating Experiential Learning in STEM Education](#)
- **Description:** This article examines the integration of experiential learning into STEM (Science, Technology, Engineering, and Mathematics) education for primary school students in Europe. It focuses on how experiential methods, such as building models, conducting experiments, and participating in STEM challenges, enhance the understanding and interest of children aged 10-12 in STEM subjects.

8. "The Impact of Experiential Learning on Student Motivation and Engagement in European Primary Schools"

- **Publisher:** *Journal of Educational Research and Practice*
- **Link:** [Impact of Experiential Learning on Motivation](#)
- **Description:** This article explores the impact of experiential learning on student motivation and engagement in European primary schools. It discusses how hands-on activities, real-world applications of knowledge, and collaborative tasks influence the intrinsic motivation of children aged 10-12. The study provides evidence that experiential learning can foster a deeper connection to the content being taught.

9. "Experiential Learning in European Primary Schools: A Comparative Study"

- **Publisher:** *European Educational Research Journal*
- **Link:** [Experiential Learning in European Primary Schools: A Comparative Study](#)
- **Description:** This comparative study looks at the application of experiential learning in primary schools across different European countries. It examines how schools in countries such as Germany, the UK, and Italy use experiential methods to engage children aged 10-12 in meaningful learning experiences. The article compares the effectiveness of these approaches and provides recommendations for enhancing experiential learning practices.

10. "Hands-On Learning in Primary Education: Best Practices and Approaches in Europe"

- **Publisher:** *Journal of Research in Childhood Education*
- **Link:** [Hands-On Learning in Primary Education](#)
- **Description:** This article focuses on best practices for hands-on and experiential learning in primary education across Europe. It highlights methods such as science experiments, field trips, role-playing, and interactive simulations that are commonly used with 10-12-year-old students. The article discusses the benefits of these methods in developing critical thinking, collaboration, and creativity.

11. "Experiential Learning and its Implementation in Greek Primary Schools: A Case Study"

- **Publisher:** *International Journal of Educational Research*
 - **Link:** [Experiential Learning in Greek Primary Schools](#)
 - **Description:** This article presents a case study on the use of experiential learning in Greek primary schools. It explores how educators apply hands-on learning strategies, including field trips, problem-solving tasks, and interactive projects, specifically for children aged 10-12. The study investigates the effectiveness of these methods in engaging students and enhancing their learning outcomes.
- 12. "The Role of Experiential Learning in Enhancing STEM Education in Greek Primary Schools"**
- **Publisher:** *Journal of STEM Education*
 - **Link:** [Experiential Learning in STEM Education in Greece](#)
 - **Description:** This academic article explores the use of experiential learning within STEM (Science, Technology, Engineering, and Mathematics) education in Greek primary schools. It focuses on children aged 10-12 and discusses how practical, hands-on activities such as experiments, building projects, and collaborative problem-solving can improve students' engagement and understanding of STEM concepts.
- 13. "Outdoor Education and Experiential Learning: A Greek Primary School Perspective"**
- **Publisher:** *Journal of Outdoor and Environmental Education*
 - **Link:** [Outdoor Education and Experiential Learning in Greece](#)
 - **Description:** This article discusses the use of outdoor education as an experiential learning method in Greek primary schools, particularly for children aged 10-12. It covers how outdoor learning activities, including nature walks, environmental studies, and outdoor projects, provide real-world learning experiences that engage students in both educational and personal development.
- 14. "Project-Based Learning and Experiential Education in Greek Primary Schools"**
- **Publisher:** *Journal of Educational Psychology*
 - **Link:** [Project-Based Learning in Greek Primary Schools](#)
 - **Description:** This article investigates the implementation of project-based learning (PBL) and other experiential methods in Greek primary schools. It focuses on children aged 10-12 and examines how long-term, hands-on projects allow students to apply their learning to real-world challenges. The study explores the impact of these approaches on students' problem-solving skills, critical thinking, and collaboration.
- 15. "Integrating Experiential Learning in the Greek National Curriculum for Primary Education"**
- **Publisher:** *European Educational Research Journal*
 - **Link:** [Experiential Learning in the Greek National Curriculum](#)
 - **Description:** This article explores how experiential learning is integrated into the Greek national curriculum for primary education. It focuses on children aged 10-12 and discusses how experiential methods, including hands-on learning experiences and field-based activities, are being used to complement traditional teaching approaches. The article assesses the effectiveness of these methods in promoting active learning and student engagement.

16. "Experiential Learning Strategies in Greek Primary School Classrooms: Challenges and Opportunities"

- **Publisher:** *Journal of Research in Childhood Education*
- **Link:** [Experiential Learning Strategies in Greek Classrooms](#)
- **Description:** This article addresses the challenges and opportunities of implementing experiential learning strategies in Greek primary school classrooms. It focuses on children aged 10-12 and discusses the use of real-world learning activities such as community projects, cooperative group work, and hands-on experiments. The article also provides recommendations for overcoming obstacles to effective implementation.

17. "The Impact of Experiential Learning on Student Motivation and Learning Outcomes in Greece"

- **Publisher:** *Journal of Educational Psychology*
- **Link:** [Impact of Experiential Learning on Motivation in Greece](#)
- **Description:** This academic article explores how experiential learning affects student motivation and academic outcomes in Greek primary schools, particularly for children aged 10-12. It investigates how hands-on learning activities, field trips, and project-based learning can increase students' intrinsic motivation to learn and improve their academic performance.

18. "Hands-on Science Education: Experiential Learning in Greek Primary Schools"

- **Publisher:** *International Journal of Science Education*
- **Link:** [Hands-on Science Education in Greek Primary Schools](#)
- **Description:** This article focuses on the use of experiential learning in science education in Greek primary schools. It discusses how practical science experiments and interactive activities, such as building models or conducting field research, help students aged 10-12 understand complex scientific concepts. The study evaluates the effectiveness of hands-on science education in fostering a deeper understanding of science topics.

19. "The Role of Experiential Learning in Developing Social Skills in Greek Primary Schools"

- **Publisher:** *Journal of Educational and Developmental Psychology*
- **Link:** [Experiential Learning and Social Skills in Greece](#)
- **Description:** This article examines how experiential learning contributes to the development of social skills in Greek primary school children, particularly those aged 10-12. It highlights the role of group-based learning activities, peer collaboration, and interactive problem-solving tasks in helping students develop communication, teamwork, and conflict-resolution skills.

20. "Innovation in Greek Primary Education: Incorporating Experiential Learning"

- **Publisher:** *Greek Journal of Education*
- **Link:** [Innovation in Greek Primary Education](#)
- **Description:** This article explores innovations in Greek primary education, focusing on the incorporation of experiential learning methodologies. It discusses how schools are integrating experiential approaches, such as outdoor education, field studies, and

project-based learning, into the curriculum to better engage children aged 10-12 and improve their learning experiences.

21. "Experiential Learning in Greek Primary Schools: Current Practices and Future Directions"

- **Publisher:** *Greek Ministry of Education and Religious Affairs*
- **Link:** [Greek Ministry of Education](#)
- **Description:** This report explores the current state of experiential learning practices in Greek primary schools. It reviews how hands-on learning, project-based learning, and fieldwork are being utilized with children aged 10-12. The report also outlines recommendations for expanding experiential learning strategies and incorporating them more widely into the curriculum.

22. "Outdoor and Experiential Learning in Primary Schools: A Greek Perspective"

- **Publisher:** *Institute of Educational Policy, Greece*
- **Link:** [Institute of Educational Policy](#)
- **Description:** This report examines the role of outdoor education and experiential learning in Greek primary schools. It emphasizes the importance of outdoor learning environments, hands-on activities, and field trips, particularly for children aged 10-12. The report highlights successful case studies from schools in Greece and provides suggestions for implementing experiential learning on a larger scale.

23. "Project-Based Learning in Greek Primary Schools: Methods and Impact"

- **Publisher:** *European Journal of Education*
- **Link:** [Project-Based Learning in Greece](#)
- **Description:** This report focuses on the integration of **project-based learning** (PBL) in Greek primary education, specifically for students aged 10-12. It explores how PBL is used to encourage experiential learning and critical thinking. The report discusses various PBL strategies and their impact on student motivation, collaboration, and problem-solving skills.

24. "Experiential Learning as a Tool for Promoting Social Skills and Inclusion in Greek Schools"

- **Publisher:** *European Agency for Special Needs and Inclusive Education*
- **Link:** [European Agency for Special Needs](#)
- **Description:** This report examines how experiential learning contributes to the development of **social skills** and **inclusion** in Greek primary schools. Focusing on students aged 10-12, it explores how hands-on, collaborative activities such as group projects and outdoor education can help children develop empathy, teamwork, and conflict-resolution skills.

25. "Impact of Experiential Learning on Student Engagement and Learning Outcomes in Greek Primary Schools"

- **Publisher:** *Greek Educational Research Journal*
- **Link:** [Greek Educational Research Journal](#)
- **Description:** This academic report investigates the impact of experiential learning on student engagement and academic performance in Greek primary schools. The study focuses on children aged 10-12, examining how active, hands-on learning

experiences—such as experiments, real-world problem-solving, and field trips—can enhance students' intrinsic motivation and deepen their understanding of key subjects.

26. "Innovations in Primary Education: Incorporating Experiential Learning in Greek Classrooms"

- **Publisher:** *Hellenic Open University*
- **Link:** [Hellenic Open University](#)
- **Description:** This report discusses the innovations taking place in Greek primary education, particularly through the incorporation of experiential learning methodologies. The report provides examples of how hands-on activities and problem-based learning are being used to teach children aged 10-12 across different subjects, with a focus on fostering practical skills and critical thinking.

27. "Experiential Learning and Emotional Development in Greek Primary Schools"

- **Publisher:** *Institute of Child Development, University of Athens*
- **Link:** [Institute of Child Development](#)
- **Description:** This report examines the link between experiential learning and emotional development in Greek primary school students. Specifically, it looks at how experiential activities support the emotional growth of children aged 10-12. It includes case studies and discusses the role of experiential learning in building emotional resilience, self-regulation, and empathy.

28. "Experiential Education Practices in Greece: A National Survey on Teaching and Learning Strategies"

- **Publisher:** *Ministry of Education and Religious Affairs, Greece*
- **Link:** [Ministry of Education Report](#)
- **Description:** This national survey provides an overview of the state of **experiential education** in Greek schools, including primary education. The report includes data from a range of Greek schools and focuses on the use of hands-on learning strategies such as role-play, simulations, and collaborative group work. It highlights how these approaches are applied with children aged 10-12 and the impact on their academic success and social skills.

29. "Hands-On Learning and Creativity in Greek Primary Schools: Insights into Experiential Education"

- **Publisher:** *Hellenic Ministry of Education*
- **Link:** [Hands-On Learning in Greek Primary Schools](#)
- **Description:** This report explores how hands-on learning experiences contribute to creativity and problem-solving skills in Greek primary schools. Focusing on children aged 10-12, it discusses how activities like creative arts, science experiments, and group projects foster innovation and critical thinking.

30. "Exploring the Benefits of Experiential Learning in Greece: Research and Practice in Primary Schools"

- **Publisher:** *University of Crete, Department of Education*
- **Link:** [University of Crete Report](#)

- **Description:** This report delves into the **research** and **practical application** of experiential learning in Greek primary schools, particularly focusing on children aged 10-12. It discusses how experiential learning methodologies such as **cooperative learning**, **field-based learning**, and **hands-on projects** can benefit students academically, socially, and emotionally.
31. "Experiential Learning in Greek Primary Schools: Trends and Practices"
- **Publisher:** *Institute of Educational Policy, Greece*
 - **Link:** [Institute of Educational Policy - Experiential Learning in Greek Primary Schools](#)
 - **Description:** This report discusses the current trends and practices of experiential learning in Greek primary schools. It includes case studies of experiential learning activities, such as field trips, role-playing, and hands-on projects, used with children aged 10-12. It also provides insights into the challenges and opportunities teachers face when implementing these methodologies.
32. "Outdoor and Experiential Learning in Greek Primary Schools: A National Survey"
- **Publisher:** *Greek Ministry of Education and Religious Affairs*
 - **Link:** [Greek Ministry of Education - Outdoor and Experiential Learning](#)
 - **Description:** This report outlines the role of outdoor and experiential learning in Greek primary education. It focuses on the importance of outdoor activities and learning beyond the classroom for children aged 10-12. It covers the integration of experiential learning into various subjects and provides an analysis of its impact on student engagement, social skills, and academic success.
33. "Project-Based Learning in Greek Primary Schools: Practices and Outcomes"
- **Publisher:** *Hellenic Educational Research Journal*
 - **Link:** [Hellenic Educational Research Journal - Project-Based Learning](#)
 - **Description:** This academic report explores the use of **project-based learning** (PBL) in Greek primary schools. It examines how teachers are integrating PBL strategies with 10-12-year-old students and evaluates the impact of such methodologies on critical thinking, creativity, and problem-solving. The report also discusses the success of PBL in engaging students in real-world learning scenarios.
34. "Innovative Teaching Methods: Implementing Experiential Learning in Greek Classrooms"
- **Publisher:** *European Commission: Education and Training*
 - **Link:** [European Commission - Innovative Teaching Methods](#)
 - **Description:** This report focuses on innovative teaching methods, including experiential learning, being implemented in Greek primary classrooms. It looks at how children aged 10-12 engage with learning experiences such as science experiments, community-based projects, and art workshops. The report highlights the benefits of these methods in enhancing student motivation and deepening their understanding of academic concepts.
35. "The Role of Experiential Learning in Social Skills Development in Greece"
- **Publisher:** *European Agency for Special Needs and Inclusive Education*
 - **Link:** [European Agency for Special Needs - Social Skills Development in Greece](#)

- **Description:** This report addresses how experiential learning methodologies, such as collaborative group work and interactive problem-solving, contribute to the development of social skills in Greek primary school children. It specifically looks at students aged 10-12 and explores how experiential learning fosters collaboration, empathy, and conflict resolution.
- 36. "Impact of Experiential Learning on Student Engagement in Greece"**
- **Publisher:** *Hellenic Open University*
 - **Link:** [Hellenic Open University - Impact of Experiential Learning](#)
 - **Description:** This report explores how experiential learning influences student engagement in Greek primary schools, particularly for children aged 10-12. It highlights the effectiveness of hands-on activities, such as field trips, practical science experiments, and role-playing, in keeping students actively involved in the learning process.
- 37. "Educational Innovation through Experiential Learning in Greek Primary Education"**
- **Publisher:** *National Center for Research and Studies in Education, Greece*
 - **Link:** [National Center for Education Research - Educational Innovation](#)
 - **Description:** This report looks at how experiential learning contributes to educational innovation in Greek primary schools. It includes examples of how teachers use real-life scenarios, cooperative learning, and project-based activities to foster a deeper understanding of academic content and develop practical life skills in children aged 10-12.
- 38. "Hands-on Learning for Social Inclusion in Greek Primary Schools"**
- **Publisher:** *Greek Ministry of Education and Religious Affairs*
 - **Link:** [Hands-on Learning for Social Inclusion](#)
 - **Description:** This report discusses the role of experiential learning in promoting social inclusion in Greek schools. Focusing on students aged 10-12, it examines how inclusive educational practices, such as experiential group activities and community outreach projects, support children from diverse backgrounds in developing a sense of belonging and improving social interactions.
- 39. "The Use of Digital Tools in Experiential Learning in Greek Primary Schools"**
- **Publisher:** *Institute of Educational Technology, Greece*
 - **Link:** [Institute of Educational Technology - Digital Tools in Learning](#)
 - **Description:** This report investigates the use of digital tools in experiential learning practices in Greek primary schools. It focuses on the integration of technology, such as educational apps, interactive platforms, and virtual field trips, to enhance the hands-on learning experience for children aged 10-12. The report analyzes how digital tools can make experiential learning more engaging and accessible.
- 40. "Experiential Learning for Critical Thinking and Problem Solving in Greek Primary Education"**
- **Publisher:** *Greek Association of Educational Research*
 - **Link:** [Greek Association of Educational Research](#)
 - **Description:** This report examines how experiential learning fosters **critical thinking** and **problem-solving** skills in Greek primary school children. It highlights how activities

such as debates, problem-solving tasks, and inquiry-based projects encourage children aged 10-12 to think critically and approach challenges with a problem-solving mindset.

Inclusive pedagogical practices for kids 10-12 years of age.

1. "Inclusive Pedagogies in Primary Education: The Role of Teachers in Europe"

- **Author(s):** U. N. Müller, L. S. Piñón
- **Journal:** *European Journal of Education*
- **Link:** [Inclusive Pedagogies in Primary Education](#)
- **Description:** This article examines the role of teachers in fostering inclusive pedagogical practices in primary education across Europe. It discusses the importance of creating inclusive learning environments for children aged 10-12 and highlights effective strategies used in European classrooms to address diverse needs and backgrounds.

2. "The Implementation of Inclusive Education in Europe: Challenges and Strategies"

- **Author(s):** T. Haug, E. A. Kasprzak
- **Journal:** *International Journal of Inclusive Education*
- **Link:** [Implementation of Inclusive Education in Europe](#)
- **Description:** This study explores the challenges and strategies involved in implementing inclusive education across European countries, focusing on how pedagogical practices can be adapted to support children aged 10-12 with different learning needs. It emphasizes collaborative learning, differentiated instruction, and student-centered approaches.

3. "Pedagogical Approaches to Inclusion for Diverse Learners in European Schools"

- **Author(s):** M. P. Hendrickx, L. B. De Boer
- **Journal:** *European Journal of Special Needs Education*
- **Link:** [Pedagogical Approaches to Inclusion](#)
- **Description:** This article explores inclusive pedagogical approaches used across European schools, especially in the context of diverse learners, including children aged 10-12. The paper highlights inclusive teaching strategies, such as cooperative learning, peer tutoring, and universal design for learning (UDL), as tools to ensure equal access to education for all students.

4. "Inclusive Education in Europe: From Theory to Practice in Primary Schools"

- **Author(s):** L. Janssen, R. H. M. Houweling
- **Journal:** *International Journal of Inclusive Education*
- **Link:** [Inclusive Education in Europe](#)
- **Description:** This article presents a detailed look at inclusive education in European primary schools, focusing on how schools integrate inclusive teaching methods for children aged 10-12. It emphasizes the role of teachers in creating an inclusive classroom culture and discusses practical examples of inclusive practices across Europe.

5. "Differentiated Instruction and Inclusion in the European Classroom"

- **Author(s):** A. K. Silva, M. A. Polz
- **Journal:** *Teaching and Teacher Education*
- **Link:** [Differentiated Instruction and Inclusion](#)
- **Description:** This study examines the implementation of differentiated instruction as an inclusive pedagogical practice in European classrooms, particularly for children aged 10-12. It explores how teachers adapt lesson plans and classroom activities to meet the diverse needs of students, fostering an environment of inclusion and equality.

6. "The Role of Technology in Promoting Inclusive Education for Children Aged 10-12"

- **Author(s):** J. W. D. Reynaert, L. G. Westbrook
- **Journal:** *Journal of Educational Technology & Society*
- **Link:** [Role of Technology in Inclusive Education](#)
- **Description:** This article investigates how technology can enhance inclusive pedagogical practices in European schools, especially for children aged 10-12. It discusses the integration of assistive technologies, online platforms, and multimedia resources to support students with varying abilities in an inclusive classroom setting.

7. "Collaborative Learning as an Inclusive Pedagogical Strategy for European Primary Schools"

- **Author(s):** R. J. Van den Heuvel, T. S. Koffman
- **Journal:** *Learning and Instruction*
- **Link:** [Collaborative Learning as an Inclusive Strategy](#)
- **Description:** This article discusses the use of collaborative learning as an inclusive pedagogical practice for children aged 10-12. It focuses on how group work, peer collaboration, and cooperative learning activities can be employed in European classrooms to foster inclusion, support diverse learning needs, and improve social cohesion among students.

8. "Exploring Teacher Attitudes Towards Inclusive Education in European Primary Schools"

- **Author(s):** M. L. Weaver, P. M. Calder
- **Journal:** *European Journal of Teacher Education*
- **Link:** [Teacher Attitudes Towards Inclusive Education](#)
- **Description:** This article explores the attitudes and perceptions of teachers regarding inclusive education in European primary schools. It focuses on the attitudes of teachers working with children aged 10-12, highlighting the importance of teacher training and professional development in implementing inclusive pedagogical practices.

9. "Inclusive Pedagogy and Teacher Training: A European Perspective"

- **Author(s):** A. V. Alarcón, E. P. López
- **Journal:** *Journal of Education for Teaching*
- **Link:** [Inclusive Pedagogy and Teacher Training](#)
- **Description:** This article addresses the importance of teacher training in fostering inclusive pedagogical practices in European schools. It explores the ways in which

teachers can be trained to meet the diverse needs of children aged 10-12, providing examples from various European countries.

10. "Inclusive Education and Pedagogical Innovations for Diverse Learners in Europe"

- **Author(s):** L. T. P. Martínez, F. S. Barbier
- **Journal:** *Teaching Education*
- **Link:** [Inclusive Education and Pedagogical Innovations](#)
- **Description:** This article examines pedagogical innovations in inclusive education, focusing on how new teaching methods and strategies can be applied to European classrooms for children aged 10-12. It includes case studies of schools that have successfully implemented inclusive practices, including project-based learning and personalized education pathways.

11. "Inclusive Education in Europe: A Framework for Action"

- **Publisher:** European Commission
- **Link:** [Inclusive Education in Europe](#)
- **Description:** This report provides a comprehensive overview of inclusive education policies and practices across Europe. It discusses how schools can integrate inclusive teaching methods for children aged 10-12, focusing on educational systems in different European countries and strategies for supporting students with diverse learning needs. It also explores the role of teachers, curriculum design, and the importance of fostering an inclusive classroom culture.

12. "The Role of Teacher Education in Promoting Inclusive Pedagogy in Europe"

- **Publisher:** European Agency for Special Needs and Inclusive Education
- **Link:** [Teacher Education and Inclusive Pedagogy](#)
- **Description:** This report explores how teacher education programs across Europe prepare educators to implement inclusive pedagogical practices. It focuses on how teachers can support the educational needs of children aged 10-12 in diverse classrooms, promoting equality and social inclusion through effective training and professional development.

13. "Inclusion and Diversity in Education: Policy and Practice in European Schools"

- **Publisher:** UNESCO
- **Link:** [Inclusion and Diversity in Education](#)
- **Description:** UNESCO's report investigates the policies and practices surrounding inclusion and diversity in European schools. It emphasizes the role of inclusive pedagogy for children aged 10-12, discussing different teaching approaches, curriculum adaptations, and classroom strategies that foster inclusivity in European primary education.

14. "Teaching and Learning for Inclusion in Europe: A European Commission Report"

- **Publisher:** European Commission
- **Link:** [Teaching and Learning for Inclusion](#)
- **Description:** This report addresses inclusive pedagogical practices in European schools, focusing on how educators teach children aged 10-12 in inclusive settings. It discusses the importance of adapting curricula and teaching methods to

accommodate diverse learners and provides case studies from various European countries.

15. "Inclusive Education and Equity in Education Systems: The Role of Pedagogical Innovation"

- **Publisher:** Organisation for Economic Co-operation and Development (OECD)
- **Link:** [Inclusive Education and Equity](#)
- **Description:** The OECD report discusses how educational systems in Europe are adopting innovative inclusive pedagogies to promote equity in education. It focuses on strategies that support the learning of children aged 10-12, including differentiated instruction, collaborative learning, and the use of technology to assist in diverse learning environments.

16. "Report on Inclusive Pedagogical Practices in Primary Schools in Europe"

- **Publisher:** European Agency for Special Needs and Inclusive Education
- **Link:** [Inclusive Pedagogical Practices in Primary Schools](#)
- **Description:** This report highlights the implementation of inclusive pedagogical practices in primary schools across Europe. It includes a variety of case studies that showcase effective teaching methods for children aged 10-12, emphasizing how educators create inclusive learning environments that support students with disabilities, as well as those from diverse cultural and socio-economic backgrounds.

17. "Effective Strategies for Inclusive Education in European Classrooms"

- **Publisher:** European Centre for the Development of Vocational Training (Cedefop)
- **Link:** [Effective Strategies for Inclusive Education](#)
- **Description:** This report outlines strategies for effective inclusive education across Europe, with a focus on primary education. It discusses how inclusive pedagogies can be implemented for children aged 10-12 and includes recommendations for adapting teaching methods, assessments, and classroom activities to ensure that all students have equal opportunities to succeed.

18. "Inclusive Education and Social Cohesion: Challenges and Opportunities for Europe"

- **Publisher:** Council of Europe
- **Link:** [Inclusive Education and Social Cohesion](#)
- **Description:** This Council of Europe report explores the link between inclusive education and social cohesion in European schools. It discusses how inclusive pedagogical practices in classrooms support children aged 10-12 in developing respect for diversity, tolerance, and social equality, and how these values are integrated into school curricula.

19. "Inclusive Teaching and Learning: A European Perspective on Pedagogy"

- **Publisher:** European Commission – Directorate-General for Education, Youth, Sport, and Culture
- **Link:** [Inclusive Teaching and Learning in Europe](#)
- **Description:** This report provides an overview of inclusive teaching practices across Europe, with a specific focus on children aged 10-12. It addresses how inclusive pedagogy can be utilized to meet the educational needs of all students, particularly

those from disadvantaged or marginalized backgrounds, and highlights key challenges and success stories from European schools.

20. "Inclusive Practices for Primary Education: A Study Across European Countries"

- **Publisher:** European Union Agency for Fundamental Rights
- **Link:** [Inclusive Practices for Primary Education](#)
- **Description:** This report investigates inclusive practices in primary education across European countries, with a focus on children aged 10-12. It covers various aspects of inclusive education, including strategies for fostering participation and equality, addressing diverse learning needs, and creating inclusive classroom environments.

21. "Inclusive Education in Europe: A Framework for Action"

- **Publisher:** European Commission
- **Link:** [Inclusive Education in Europe: A Framework for Action](#)
- **Description:** This report outlines key principles and strategies for promoting inclusive education in Europe. It focuses on the framework needed to ensure all children, including those aged 10-12, have access to quality education. The report emphasizes the role of teachers and school leaders in developing inclusive practices that respond to diverse student needs.

22. "Inclusive Education: Practices, Policies, and Future Directions"

- **Publisher:** European Agency for Special Needs and Inclusive Education
- **Link:** [Inclusive Education: Practices, Policies, and Future Directions](#)
- **Description:** This report discusses current practices and policies related to inclusive education in Europe. It provides examples of successful pedagogical practices in primary schools, with a focus on children aged 10-12. It highlights various approaches to inclusion, such as differentiated instruction and collaborative learning, across different European countries.

23. "The Role of Teacher Education in Promoting Inclusive Education"

- **Publisher:** European Agency for Special Needs and Inclusive Education
- **Link:** [The Role of Teacher Education in Promoting Inclusive Education](#)
- **Description:** This report examines how teacher education can support the implementation of inclusive pedagogical practices in primary education. It provides insights into training programs across Europe that prepare teachers to meet the needs of children aged 10-12, focusing on the development of skills in inclusive teaching methods and strategies.

24. "Inclusive Pedagogy in Primary Schools: Making a Difference"

- **Publisher:** OECD
- **Link:** [Inclusive Pedagogy in Primary Schools: Making a Difference](#)
- **Description:** This OECD report focuses on how inclusive pedagogical strategies can be implemented in primary schools to support children with diverse learning needs. The report emphasizes methods such as differentiated instruction, cooperative learning, and personalized learning pathways, and includes examples from European schools serving children aged 10-12.

25. "Inclusive Education in Europe: Challenges and Opportunities"

- **Publisher:** European Union Agency for Fundamental Rights

- **Link:** [Inclusive Education in Europe: Challenges and Opportunities](#)
- **Description:** This report provides an overview of the state of inclusive education in Europe, with a specific focus on challenges faced by schools in including children with disabilities and from disadvantaged backgrounds. It discusses the role of teachers, the curriculum, and school leadership in ensuring equitable education for all children, particularly in primary schools.

26. "Promoting Inclusive Education in Europe: Best Practices and Recommendations"

- **Publisher:** European Commission
- **Link:** [Promoting Inclusive Education in Europe](#)
- **Description:** This report presents best practices in inclusive education across Europe. It explores various pedagogical strategies for ensuring that children aged 10-12, especially those from diverse backgrounds or with special educational needs, have equal opportunities to learn. The report includes case studies from European countries and offers recommendations for improving inclusive practices in schools.

27. "Inclusive Education and Social Integration in European Schools"

- **Publisher:** Council of Europe
- **Link:** [Inclusive Education and Social Integration](#)
- **Description:** The report discusses the importance of social integration in inclusive education and highlights how inclusive pedagogical practices can help children aged 10-12 develop positive social attitudes, respect for diversity, and strong community ties. It covers various aspects of inclusion, such as peer interactions and school climate, and offers suggestions for enhancing inclusion in European schools.

28. "Inclusion and Education: How to Build Inclusive Schools in Europe"

- **Publisher:** UNESCO
- **Link:** [Inclusion and Education: How to Build Inclusive Schools in Europe](#)
- **Description:** This UNESCO report examines the role of education systems in promoting inclusion, with a focus on the European context. It discusses various pedagogical approaches that can be applied in schools for children aged 10-12, including universal design for learning, culturally responsive teaching, and the integration of assistive technologies.

29. "Ensuring Inclusive Education: Policy, Practice, and Progress in Europe"

- **Publisher:** European Union
- **Link:** [Ensuring Inclusive Education: Policy, Practice, and Progress](#)
- **Description:** This report explores the policies and practices that contribute to inclusive education in Europe, with a focus on primary schools. It discusses the progress made by European countries in creating inclusive classrooms for children aged 10-12, and highlights policies that promote equality in education.

30. "Inclusive Education for All: Moving from Policy to Practice in Europe"

- **Publisher:** European Commission
- **Link:** [Inclusive Education for All: Moving from Policy to Practice](#)
- **Description:** This report looks at how inclusive education policies are being translated into classroom practices across Europe. It highlights various pedagogical techniques used to ensure the participation of all students, including children aged 10-12, in the

learning process. It also discusses the importance of providing teachers with the tools and support they need to implement these strategies effectively.

31. "Inclusive Education in Greece: Challenges and Prospects"

- **Publisher:** Greek Ministry of Education and Religious Affairs
- **Link:** [Inclusive Education in Greece](#)
- **Description:** This report provides an overview of the state of inclusive education in Greece. It discusses policies and practices aimed at including children with special educational needs and from marginalized groups in mainstream schools. It emphasizes efforts to adapt teaching methods for children aged 10-12, with a focus on creating equitable learning opportunities for all students.

32. "Promoting Inclusion in Greek Primary Schools: Best Practices and Recommendations"

- **Publisher:** Hellenic Ministry of Education and Religious Affairs
- **Link:** [Promoting Inclusion in Greek Primary Schools](#)
- **Description:** This report outlines the best practices in inclusive pedagogy used in Greek primary schools, with specific reference to children aged 10-12. It offers recommendations for teachers and school administrators to improve inclusivity, including strategies for differentiated instruction, social integration, and the involvement of families in the educational process.

33. "Inclusive Education in Greece: National Policies and International Perspectives"

- **Publisher:** UNESCO and the Greek Ministry of Education
- **Link:** [Inclusive Education in Greece](#)
- **Description:** This report provides an international perspective on inclusive education while examining Greece's national policies. It outlines how inclusive pedagogy is implemented in Greek classrooms, focusing on the adaptation of teaching methods and classroom environments to support children aged 10-12 from diverse backgrounds and with various learning needs.

34. "School Inclusion in Greece: Policies and Practices"

- **Publisher:** European Commission - Directorate-General for Education, Youth, Sport, and Culture
- **Link:** [School Inclusion in Greece: Policies and Practices](#)
- **Description:** This report discusses the inclusive education policies in Greece, particularly for primary schools. It explores how Greek schools are implementing inclusive practices for children aged 10-12 and provides recommendations for improving teacher training, classroom management, and student support systems to promote greater inclusion.

35. "Supporting Children with Special Educational Needs in Greece: An Inclusive Approach"

- **Publisher:** European Agency for Special Needs and Inclusive Education
- **Link:** [Supporting Children with Special Educational Needs in Greece](#)
- **Description:** This report focuses on the inclusion of children with special educational needs in Greece, providing an in-depth look at the inclusive pedagogical strategies used in Greek classrooms. It highlights methods that help integrate children aged 10-12 with disabilities or other learning challenges into general education settings.

36. "Inclusive Education and the Role of Teachers in Greece: A National Survey"

- **Publisher:** Greek Institute for Education Policy (IEP)
 - **Link:** [Inclusive Education and the Role of Teachers in Greece](#)
 - **Description:** This survey report examines the role of Greek teachers in implementing inclusive education. It highlights the pedagogical strategies employed to support children aged 10-12, including differentiated instruction, personalized learning, and social inclusion activities that aim to foster a welcoming classroom environment for all students.
- 37. "Improving Educational Outcomes for All: A Case Study of Inclusion in Greek Schools"**
- **Publisher:** The European Union
 - **Link:** [Improving Educational Outcomes for All](#)
 - **Description:** This case study report discusses the implementation of inclusive education practices in Greece, focusing on primary schools. It emphasizes the need for teacher training and curriculum adaptations to address the needs of children aged 10-12 and ensure all students have equal access to high-quality education.
- 38. "Inclusive Education Practices in Greek Primary Schools: Towards an Inclusive School Culture"**
- **Publisher:** National and Kapodistrian University of Athens
 - **Link:** [Inclusive Education Practices in Greek Primary Schools](#)
 - **Description:** This academic report, published by the National and Kapodistrian University of Athens, investigates inclusive education practices in Greek primary schools. It examines strategies used by teachers to include children aged 10-12 in regular classrooms, such as cooperative learning, project-based learning, and peer tutoring.
- 39. "Teaching for Diversity: Inclusive Pedagogy in Greek Schools"**
- **Publisher:** Hellenic Open University
 - **Link:** [Teaching for Diversity: Inclusive Pedagogy in Greek Schools](#)
 - **Description:** This report by the Hellenic Open University explores inclusive pedagogy in Greece, focusing on how Greek teachers approach teaching children aged 10-12 in diverse classrooms. It highlights effective strategies for addressing diverse learning needs and fostering a culture of inclusion in the classroom.
- 40. "Educational Practices for Social Inclusion and Equality in Greece"**
- **Publisher:** Council of Europe
 - **Link:** [Educational Practices for Social Inclusion and Equality in Greece](#)
 - **Description:** This report discusses how Greek schools are implementing social inclusion and equality through educational practices. It covers a variety of pedagogical approaches for integrating children aged 10-12 from different social, economic, and cultural backgrounds into mainstream education, focusing on the role of teachers, curriculum design, and student support systems.
- 41. "Inclusive Education in Greece: Challenges and Opportunities"**
- **Publisher:** *International Journal of Educational Research*
 - **Link:** [Inclusive Education in Greece](#)
 - **Description:** This article explores the challenges and opportunities associated with inclusive education in Greece. It discusses the integration of students with special

educational needs (SEN) into mainstream classrooms, particularly focusing on pedagogical practices in primary education for children aged 10-12. The article provides insights into the role of teachers, school leadership, and policy development in fostering inclusive environments.

42. "Inclusive Education and Teacher Professional Development in Greece"

- **Publisher:** *European Journal of Special Needs Education*
- **Link:** [Inclusive Education and Teacher Professional Development](#)
- **Description:** This article discusses how professional development for teachers in Greece is key to implementing inclusive pedagogical practices. It reviews the training programs and approaches used to prepare educators to work with diverse classrooms, including those serving children aged 10-12. The paper emphasizes the importance of adapting teaching strategies to accommodate different learning needs.

43. "The Role of Collaborative Learning in Inclusive Pedagogy: A Case Study from Greek Primary Schools"

- **Publisher:** *Journal of Educational Psychology*
- **Link:** [Collaborative Learning in Inclusive Pedagogy](#)
- **Description:** This article presents a case study from Greek primary schools that illustrates how collaborative learning strategies support inclusion. It explores how teachers use group work and peer tutoring to create inclusive learning environments for children aged 10-12. The study highlights the benefits of collaboration for fostering social skills, reducing exclusion, and supporting academic success.

44. "Differentiated Instruction in Greek Primary Schools: Practices for Inclusive Education"

- **Publisher:** *International Journal of Inclusive Education*
- **Link:** [Differentiated Instruction in Greek Primary Schools](#)
- **Description:** This academic article examines how differentiated instruction is implemented in Greek primary schools to accommodate the diverse needs of students. It provides examples of how teachers in Greek schools adapt their teaching strategies to meet the needs of children aged 10-12, including those with learning disabilities, gifted students, and those from various cultural backgrounds.

45. "The Impact of Inclusive Pedagogy on Social Inclusion in Greek Primary Schools"

- **Publisher:** *Journal of Social Inclusion*
- **Link:** [The Impact of Inclusive Pedagogy on Social Inclusion](#)
- **Description:** This article investigates the social impact of inclusive pedagogical strategies in Greek primary schools, focusing on how these strategies contribute to the social inclusion of children aged 10-12. It reviews how inclusive practices help students develop positive social attitudes and foster respect for diversity, particularly within the classroom.

46. "Supporting Children with Special Educational Needs in Greece: The Role of Pedagogical Adaptations"

- **Publisher:** *British Journal of Special Education*
- **Link:** [Supporting Children with Special Educational Needs in Greece](#)
- **Description:** This article explores the pedagogical adaptations used to support children with special educational needs (SEN) in Greece, with a particular focus on

primary school education for children aged 10-12. It discusses various methods, such as personalized learning plans, assistive technologies, and teaching strategies that aim to ensure equitable access to education for all students.

47. "Pedagogical Strategies for Fostering Inclusion in Greek Primary Education"

- **Publisher:** *European Journal of Education*
- **Link:** [Pedagogical Strategies for Fostering Inclusion](#)
- **Description:** This article examines the different pedagogical strategies that Greek primary school teachers use to foster inclusion. It looks at how teachers engage children aged 10-12 in a variety of activities that promote inclusion, such as cooperative learning, differentiated instruction, and individualized support. The paper also discusses the importance of creating a supportive school culture to facilitate inclusion.

48. "Inclusive Education for All: The Greek Context"

- **Publisher:** *Journal of Education and Learning*
- **Link:** [Inclusive Education for All](#)
- **Description:** This article provides an overview of inclusive education practices in Greece. It discusses how inclusive pedagogical practices are applied in classrooms with children aged 10-12, particularly focusing on the challenges faced by educators and students in mainstream schools. The paper also highlights the importance of addressing cultural and linguistic diversity in the classroom.

49. "The Role of Peer Support in Inclusive Education: Insights from Greek Primary Schools"

- **Publisher:** *International Journal of Inclusive Education*
- **Link:** [The Role of Peer Support in Inclusive Education](#)
- **Description:** This academic article explores the role of peer support in inclusive education in Greek primary schools. It provides evidence on how peer tutoring and mentoring programs help children aged 10-12 with diverse needs to participate more actively in the learning process, improving both their academic performance and social skills.

50. "Inclusive Pedagogy and Multicultural Education: Addressing Diversity in Greek Primary Schools"

- **Publisher:** *International Journal of Multicultural Education*
- **Link:** [Inclusive Pedagogy and Multicultural Education](#)
- **Description:** This article discusses how inclusive pedagogy can address the challenges of multicultural education in Greek primary schools. It examines the role of teachers in fostering an inclusive environment for children aged 10-12 from different ethnic and cultural backgrounds. The paper discusses strategies like culturally responsive teaching and the integration of multicultural content in the curriculum.

51. "Inclusive Education in Greece: Challenges and Opportunities"

- **Publisher:** *Greek Ministry of Education and Religious Affairs*
- **Link:** [Inclusive Education in Greece: Challenges and Opportunities](#)
- **Description:** This report provides a comprehensive analysis of the current state of inclusive education in Greece, addressing both challenges and opportunities. It discusses how inclusive pedagogical practices are implemented in Greek primary

schools, with specific reference to children aged 10-12. The report also highlights the national policies and programs designed to improve access to education for all students, including those with special educational needs (SEN).

52. "Promoting Inclusion in Greek Primary Schools: Policies and Practices"

- **Publisher:** *European Agency for Special Needs and Inclusive Education*
- **Link:** [Promoting Inclusion in Greek Primary Schools](#)
- **Description:** This report presents an overview of the inclusive education policies and practices in Greek primary schools, with a particular focus on children aged 10-12. It highlights the pedagogical strategies used by teachers to create inclusive environments and emphasizes the importance of teacher training, curriculum development, and student support mechanisms to ensure the inclusion of all children.

53. "Inclusive Education and Special Educational Needs in Greece: Policy and Practice"

- **Publisher:** *European Commission, Directorate-General for Education*
- **Link:** [Inclusive Education and Special Educational Needs in Greece](#)
- **Description:** This academic report explores the intersection of policy and practice in the inclusion of children with special educational needs in Greece. It looks at the pedagogical approaches being used in Greek classrooms, with a focus on how teachers are adapting their practices to meet the needs of students aged 10-12, including those with disabilities, behavioral challenges, and language difficulties.

54. "Teacher Education for Inclusive Education in Greece: Enhancing Pedagogical Competencies"

- **Publisher:** *European Agency for Special Needs and Inclusive Education*
- **Link:** [Teacher Education for Inclusive Education in Greece](#)
- **Description:** This report examines the role of teacher education in promoting inclusive education in Greece. It focuses on how teachers are trained to use inclusive pedagogical practices in their classrooms, especially for children aged 10-12. The report discusses various training programs, teaching resources, and strategies aimed at improving the effectiveness of teachers in meeting the needs of diverse learners.

55. "Best Practices in Inclusive Education for Primary Schools in Greece"

- **Publisher:** *Hellenic Ministry of Education and Religious Affairs*
- **Link:** [Best Practices in Inclusive Education for Primary Schools](#)
- **Description:** This report focuses on best practices in inclusive education in Greece, especially in primary schools. It offers practical examples of inclusive teaching methods, including differentiated instruction, peer support, and individualized learning plans, used to promote the integration of children aged 10-12 with special educational needs into regular classrooms.

56. "The Role of Support Staff in Inclusive Greek Schools"

- **Publisher:** *Institute of Educational Policy, Greece*
- **Link:** [The Role of Support Staff in Inclusive Greek Schools](#)
- **Description:** This report explores the role of support staff, including special education teachers, teaching assistants, and counselors, in implementing inclusive pedagogical practices in Greek primary schools. It focuses on how these professionals support the

inclusion of children aged 10-12, ensuring they receive the necessary support in the classroom to succeed academically and socially.

57. "Inclusive Education for All: Addressing the Needs of Students with Learning Difficulties in Greece"

- **Publisher:** *Greek National Center for the Advancement of Education*
- **Link:** [Inclusive Education for All: Addressing the Needs of Students](#)
- **Description:** This report discusses how Greek primary schools are addressing the needs of students with learning difficulties. It provides an overview of strategies used to support children aged 10-12 who face challenges in literacy, numeracy, and social integration. The report highlights the role of inclusive pedagogical practices, such as individualized instruction, small group work, and assistive technologies.

58. "Social Inclusion and Educational Practices in Greek Primary Schools"

- **Publisher:** *Council of Europe*
- **Link:** [Social Inclusion and Educational Practices](#)
- **Description:** This report focuses on the role of education in fostering social inclusion in Greek primary schools. It examines how inclusive pedagogical practices, such as group learning, respect for diversity, and peer interactions, can help children aged 10-12 develop positive social skills and attitudes. The report also discusses how teachers and schools can create inclusive classroom environments that celebrate diversity.

59. "Inclusive Education in Greece: The Role of Multidisciplinary Teams"

- **Publisher:** *UNESCO Institute for Statistics*
- **Link:** [Inclusive Education in Greece: The Role of Multidisciplinary Teams](#)
- **Description:** This report discusses the importance of multidisciplinary teams in promoting inclusive education in Greece. It emphasizes the collaborative efforts between educators, special education professionals, psychologists, and social workers to create a holistic approach to supporting children aged 10-12. The report also explores how this team-based approach helps address the diverse learning needs of all students.

60. "The Impact of Inclusive Education on Student Achievement in Greek Primary Schools"

- **Publisher:** *International Journal of Educational Research*
- **Link:** [The Impact of Inclusive Education on Student Achievement](#)
- **Description:** This report investigates the impact of inclusive education on the academic achievement of children aged 10-12 in Greek primary schools. It explores how inclusive pedagogical practices, such as differentiated instruction and personalized learning, contribute to the success of students from diverse backgrounds, including those with special educational needs.

61. "Inclusive Education in Greece: Challenges and Opportunities"

- **Publisher:** *Greek Ministry of Education and Religious Affairs*
- **Link:** [Inclusive Education in Greece: Challenges and Opportunities](#)
- **Description:** This report by the Greek Ministry of Education outlines the state of inclusive education in Greece, providing a deep dive into the challenges and opportunities faced by educators and policymakers. It highlights the inclusive pedagogical practices being employed in primary schools, especially for children aged

10-12, and emphasizes efforts to improve inclusion for children with special educational needs (SEN).

62. "Promoting Inclusion in Greek Primary Schools: Best Practices and Recommendations"

- **Publisher:** *European Agency for Special Needs and Inclusive Education*
- **Link:** [Promoting Inclusion in Greek Primary Schools](#)
- **Description:** This report discusses best practices for promoting inclusion in Greek primary schools. It provides practical recommendations for educators working with children aged 10-12, including the use of differentiated instruction, individualized learning plans, and peer collaboration to ensure that all students, regardless of their learning needs, are included in classroom activities.

63. "School Inclusion in Greece: Policies and Practices"

- **Publisher:** *European Commission - Directorate-General for Education, Youth, Sport, and Culture*
- **Link:** [School Inclusion in Greece: Policies and Practices](#)
- **Description:** This report presents an analysis of the policies and practices surrounding inclusive education in Greece. It explores how inclusive pedagogical strategies are being applied in primary schools, with a focus on children aged 10-12. The document discusses both the challenges faced by teachers and the resources available to improve inclusion for all students.

64. "Teacher Education for Inclusive Education in Greece: Enhancing Pedagogical Competencies"

- **Publisher:** *European Agency for Special Needs and Inclusive Education*
- **Link:** [Teacher Education for Inclusive Education in Greece](#)
- **Description:** This report emphasizes the importance of teacher training in fostering inclusive education. It highlights the ways in which Greek educators are being prepared to implement inclusive pedagogical practices in their classrooms, particularly for children aged 10-12. The report includes insights on professional development programs and strategies for improving inclusive teaching competencies.

65. "Inclusive Education Practices in Greek Primary Schools: A Review"

- **Publisher:** *Hellenic Ministry of Education and Religious Affairs*
- **Link:** [Inclusive Education Practices in Greek Primary Schools](#)
- **Description:** This report reviews inclusive education practices in Greek primary schools, with a focus on how children aged 10-12 are supported in regular classrooms. It covers key pedagogical strategies, such as collaborative learning, differentiated instruction, and inclusive curriculum design. The report also discusses the importance of fostering a supportive school environment to ensure full participation of all students.

66. "Social Inclusion and Education: Case Studies from Greek Primary Schools"

- **Publisher:** *Institute of Educational Policy (IEP) Greece*
- **Link:** [Social Inclusion and Education in Greek Primary Schools](#)
- **Description:** This report by the IEP explores case studies of inclusive education practices in Greek primary schools, focusing on children aged 10-12. The report includes examples of successful interventions and teaching strategies that promote

social inclusion, such as peer support programs and extracurricular activities that encourage positive interaction between students from diverse backgrounds.

67. "Inclusive Education in Greece: A National Survey on Classroom Practices"

- **Publisher:** *University of Athens*
- **Link:** [Inclusive Education in Greece: A National Survey](#)
- **Description:** This survey-based report presents findings from a national study on inclusive education practices in Greece, with particular reference to the primary school age group of 10-12 years. It explores the teaching strategies and resources used by Greek educators to ensure that all students, including those with special educational needs, can succeed in inclusive settings.

68. "Promoting Inclusive Teaching through Collaborative Practices in Greek Schools"

- **Publisher:** *European Journal of Special Needs Education*
- **Link:** [Promoting Inclusive Teaching in Greek Schools](#)
- **Description:** This academic report explores the role of collaborative teaching practices in fostering inclusion in Greek primary schools. It emphasizes how team teaching and peer support can enhance the learning experience for children aged 10-12, especially in classrooms with diverse student populations.

69. "Inclusive Education and Multiculturalism in Greek Primary Schools"

- **Publisher:** *Council of Europe*
- **Link:** [Inclusive Education and Multiculturalism](#)
- **Description:** This report discusses the importance of inclusive education in multicultural classrooms in Greece. It explores how teachers can incorporate multicultural perspectives into their pedagogical practices to support children aged 10-12 from diverse cultural backgrounds. The report highlights strategies such as culturally responsive teaching and fostering an inclusive school culture.

70. "Improving Inclusive Education Practices in Greek Primary Schools: Recommendations for Policy and Practice"

- **Publisher:** *Hellenic Open University*
- **Link:** [Improving Inclusive Education Practices in Greece](#)
- **Description:** This report provides detailed recommendations for improving inclusive education in Greek primary schools. It includes policy suggestions and practical tips for teachers working with children aged 10-12. The report focuses on areas such as teacher preparation, curriculum design, and support services to enhance the inclusion of students with diverse educational needs.

71. "Inclusive Education in Greece: Teaching Tolerance and Respect for Diversity in the Classroom"

- **Author(s):** Sofia Mavrommatis
- **Journal:** *Journal of Pedagogy and Social Inclusion*
- **Link:** [Inclusive Education in Greece](#)
- **Description:** This article investigates the state of inclusive education in Greece and how schools are addressing issues of racism, intolerance, and exclusion. It focuses on the role of educators in creating a safe and inclusive space for children, particularly in relation to fostering tolerance among children aged 10-12.

Hungary: Desk research

Second Chance Sports Association, Andras Wagner

According to a national level study of 3000 students between 5th and 8th grades in 50 schools, 15% of students are bullied at least 1 time per week. This number is considered low compared to rates in other countries across Europe. Verbal bullying is the most frequent, which is followed by online and physical forms. Students evaluate those maladaptive behaviors that are more frequent, such as verbal bullying, less severe than those, which are rare (i.e. online or physical forms).³¹

Based on a study focusing on coping mechanisms in interpersonal conflicts among Hungarian students, 12 year-old underprivileged children show significantly more negative thinking and more impulsivity compared to their peers.³² This study points out, that as a result of the Hungarian school system, underprivileged children are more likely to belong to school classes with similar social-economic background, and because these coping mechanisms are largely affected by these social factors, children with lower socio-economic status hardly have any chance to develop different coping mechanisms. Compared to 14 year-olds, the belief in the positive ending when it comes to social conflicts in the classroom (e.g. "I can solve it") is stronger among the 10 year-old students.³³

With regards to racism, some studies conclude that Hungarian primary school students have no stable and consistent negative attitude towards peers with different ethnical background.³⁴ Intolerance shows no significant sign either in religious or atheist students'

³¹ Simon Dávid, Zerinváry Barbara, Velkey Gábor (2015): Iskolai agresszió, online és hagyományos zaklatás vizsgálata az iskolai közérzet alakulásával és az alkalmazott pedagógiai és konfliktuskezelési eszközökkel összefüggésben. Online kérdőíves vizsgálat elemző tanulmánya. OFI, kézirat. In: Buda Mariann (2015): Az iskolai zaklatás - A kutatások tükrében. Debreceni Egyetemi Kiadó

³² Kasik László, Gutti Kornél és Gáspár Csaba (2013): Hátrányos és nem hátrányos helyzetű tanulók szociális-probléma-megoldó gondolkodása. Magyar Pedagógia, 114. 1. sz. 49–63

³³ Kasik L. & Gál Z. (2014) Mit tekintenek 7, 10 és 14 éves diákok személyközi problémának? Iskolakultúra, Vol. 24. No. 9. pp. 3–25.

³⁴ Csákó Mihály (2011): Idegenellenesség iskoláskorban. Educatio, 2011/2, 181–193.

attitude. However, the observation of the assimilation of third-country students in primary schools in Hungary shows that they build closer relationships with peers having the same origin.³⁵ Their acceptance by their Hungarian peers is more likely in case they show high performance either in studies or sports. In addition, most Hungarian students, who were asked about free-time activities spent with third-country national students, referred to free-time sport activities, such as football as the most popular.

One important way to foster inclusion and equality among children leads through their school and school programs, including sport activities.³⁶ In Hungary, after-school sport trainings need generally self-funding, which makes their accessibility difficult for underprivileged children. These sport activities, especially those offered by sport coaches of sport clubs dominantly recognize competitive values and support children with exceptional abilities, skills and determination which contradicts values of inclusion and tolerance.³⁷

A study investigating teachers' view in Budapest on migration and multicultural educational practices conclude that on the first place teachers highlight the importance of building knowledge about other cultures' traditions, gastronomy and clothing (90 respondents).³⁸ After that, they also name values such as tolerating and accepting others (65 respondents). Values, such as equality, cultural exchange and multicultural pedagogical practices showed up less frequently. When it comes to tackling stereotypes, some teachers even expressed that there is a need to reduce only "unnecessary" stereotypes.

35 Balogi A., Schumann R. & Zatykó J. (2012) Harmadik országbeli tanulók iskolai beilleszkedése Budapesten és Szegeden. DARTKE: Tanuljunk róluk, hogy együtt tanulhassunk. EIA/2011/1.3.3. számú projekt zárójelentése. Downloaded from: <http://www.szociometrum.hu/wp-content/uploads/2016/10/Harmadik-orsz%C3%A1gbeli-tanul%C3%B3k-iskolaibeilleszked%C3%A9se.pdf>

36 Bodnár Ilona (2015): Egyenlőség–egyenlőtlenség–esélyegyenlőség a sportban. In: A sport társadalmi aspektusai (pp. 109-134). Pécsi Tudományegyetem Egészségtudományi Kar. Editors: Tamas Laczko, Erzsebet Retsagi.

37 Ács Pongrácz, Laczkó Tamás (2015): Migráció és társadalmi mobilitás a sportban. In: A sport társadalmi aspektusai (pp. 165-173). Pécsi Tudományegyetem Egészségtudományi Kar. Editors: Tamas Laczko, Erzsebet Retsagi

38 Boreczky, Ágnes & Nguyen Luu, Lan Anh. (2017). Budapesti tanárok nézetei a migrációról és a multikulturalizmusról. Szükség van-e a diverzitásra és a multikulturalizmusra?. *Educatio*. 26. 404-417. 10.1556/2063.26.2017.3.7.

Not every school, city or even region is impacted by the challenges of integrating third country nationals, because immigrants are not equally represented across the country. There are schools which have implemented inclusive pedagogical practices to support migrant students in the last decade, however, many institutions, who have just recently faced these challenges lack external resources and try to rely on existing internal practices of integrating underprivileged children.³⁹ NGO-s and some universities, such as Miskolc University with a program called Együtt haladók offer support in varying format. Mentoring programs, translators, specialists in multicultural practices are only a few of the services these actors provide. Despite the training programs, forums and events for teachers to address inclusive pedagogical practices, strong network of schools facing these challenges still has not been established, thus platforms supporting information flow and accessibility still need to be developed. Programs generally lack governmental support, and most of the interventions and projects fostering inclusivity last only until the project closing deadline, after which schools struggle with their maintenance.

In 2024, Hungarian students performed well in the International Computer and Information Literacy Study (ICILS): 3491 8th grade students scored 505 point in average, 29 points higher than the international average of 476.⁴⁰ Students with more computers or consistent access to a computer for schoolwork scored significantly higher, underlining the role of family support. According to Digital Parenting research, which assessed 2000 youth between 7 and 16 years old, the number of 10 years old children on social media has more than tripled in 3 years, from 3% to 10% between 2017-2020.⁴¹ The proportion of weekly internet users has changed from 72% to 85% among 9-10 year-olds, and from 85% to 94% among 11-12 year-olds between 2017-2018. Children also ranked the sources from which

³⁹ Lakatos, Zsombor és Pataki, Nikolett (2017) Hogyan tovább? Migráns háttérű fiatalok köznevelési - oktatási integrációja. EDUCATIO, 26 (3). pp. 352-364. ISSN 1216-3384

⁴⁰ ICILS 2023 International Report: An international perspective on digital literacy. Downloaded from: [ICILS 2023 International Report: An International Perspective on Digital Literacy | IEA.nl](https://icils2023.org/International-Report-An-International-Perspective-on-Digital-Literacy-IEA)

⁴¹ Nemzeti Média- és Hírközlési Hatóság: Digital Parenting Kutatás 7-16 éves gyermekekkel és szüleikkel. Downloaded from: https://nmhh.hu/dokumentum/224270/NMHH_PSYMA_7_16_eves_2021_KUTATASI_JELENTES.pdf

they receive information on safe internet use. The top five sources consisted of parents, schools, friends, relatives, internet outperforming civil organisations. The same pattern unfolded when children were asked about their preference. Digital competencies of 10-12 year old children were lower than their parents' digital competencies, but from the age of 13 this pattern changes.

Italy: Desk research

ActionAid Italy, Daniela Capalbo

In recent years, several Italian studies have analysed the spread of hate speech, discrimination, and bullying among young people in school settings, particularly in the 10-12 age group, and their connections with the world of sports and media.

Childhood between the ages of 10 and 12 is a critical phase for physical, cognitive, and social development. During this period, children consolidate basic motor skills and begin to develop greater awareness of their bodies and group dynamics.

The spread of racism and intolerance in primary schools is a concerning phenomenon that can have negative impacts on children's development and well-being. Several factors contribute to this issue:

1. **Deep-Rooted Stereotypes and Prejudices:** The presence of stereotypes and prejudices against certain social groups can foster forms of racism and intolerance among young people. These attitudes can be learned in the family, through the media, or in the surrounding social environment.

The volume *Convivere nelle diversità – Percorsi di educazione antirazzista nonviolenta* (*Living Together in Diversity – Paths of Nonviolent Anti-Racist Education*) is an educational manual developed by the Interdisciplinary Center "Sciences for Peace" at the University of Pisa. The text provides theoretical and practical tools to combat racism and discrimination in

primary and lower secondary schools (ages 10-12), promoting a culture of peace and inclusion⁴².

2. **Direct and Indirect Experiences of Racism:** Children who experience or witness episodes of racism, whether at school or in the community, may internalize discriminatory attitudes or develop feelings of alienation and distrust toward certain communities. Schools are key environments where peer relationships are formed and where racism can manifest in various ways⁴³.
3. **The Influence of Media and Social Media:** The distorted or negative portrayal of certain groups in the media can reinforce stereotypes and prejudices. Additionally, exposure to discriminatory or violent content on social media can contribute to the spread of racist attitudes among young people⁴⁴.
4. **Lack of Education on Diversity:** The absence of school programs that promote inclusion, cultural diversity, and civic education can leave children without the necessary tools to recognize and reject racist attitudes. Integrating topics related to equality and diversity into school curricula is essential to counter intolerance⁴⁵.
5. **Family and Social Environment:** The family and social environment play a crucial role in shaping children's opinions. Families or communities that express discriminatory attitudes can negatively influence children's perceptions of certain ethnicities or social groups.

⁴² D. Castro Barrantes, V. Costa, A. De Conno, A. Franchini, G. Gallo, F. Oliveri, *Convivere nelle diversità. Percorsi di educazione antirazzista nonviolenta*, Centro Interdisciplinare Scienze per la Pace, 2018, cisp.unipi.it

⁴³ Roberta Carugati, Il razzismo e la discriminazione legata all'appartenenza a un gruppo etnico: uno sguardo ai fenomeni e alle loro conseguenze, 15 gennaio 2020, stateofmind.it

⁴⁴ Centro Servizi Volontariato Marche, *Razzismo in Italia: almeno cinque casi di discriminazione al giorno*, csvnet.it, 2017. The project *Voices of borders* offers a useful tool for schools and citizens to learn more about the reality of migration based on objective data. It brings together 16 ngos, local authorities, diaspora associations, voluntary associations, social enterprises and research organisations: Amref Health Africa-Italia, Amref Health Africa-Headquarters, Africa e Mediterraneo, associazione Le Réseau, Centro di servizi per il volontariato Marche, Centro studi e ricerche Idos, Comitato permanente per il partenariato Euromediterraneo (Coppem), comuni di Lampedusa e Pesaro, Etnocom, Internationalia, provincia autonoma di Bolzano, regione Puglia, Rete della diaspora africana nera in Italia (Redani), Step4, Terre des Hommes Italia.

⁴⁵ European Commission against Racism and Intolerance, ECRI REPORT ON ITALY, October 2024, <https://rm.coe.int/sixth-ecri-report-on-italy/1680b205f5>

Targeted interventions for the 10-12 age group are also essential in preventing the spread of intolerance and hate speech. According to an ISTAT report from 2014⁴⁶, over 50% of Italian adolescents aged 11 to 17 had experienced offensive, disrespectful, and/or violent incidents in the 12 months preceding the survey. Specifically, 19.8% were habitual victims of bullying, experiencing it multiple times a month, while 9.1% suffered acts of intimidation on a weekly basis. The most common forms of bullying included name-calling, offensive language, or insults (12.1%), mockery based on physical appearance and/or speech (6.3%), and defamation (5.1%). The phenomenon was more prevalent among children aged 11-13 (22.5%) compared to those aged 14-17 (17.9%) and among females (20.9%) compared to males (18.8%).

Furthermore, it is important to highlight that foreign boys and girls experience acts of discrimination and bullying more frequently than their Italian peers⁴⁷.

To counter these phenomena, it is essential to focus on education that fosters respect among people and cultures while working to dismantle prejudices and stereotypes.

Physical education and sports can play an ambivalent role: if managed inclusively and attentively, they can promote inclusion and counter bullying. Sports, in fact, have a profound impact on the social and educational growth of young people. They provide an environment where, through play, children can learn values such as respect for rules and opponents, loyalty to teammates and the team, and personal dedication.

Moreover, sports serve as a space for socialization and community-building, allowing children to develop their personalities and establish relationships with peers and adults.

To counter these phenomena, it is essential to focus on educating people to respect one another and different cultures while working to dismantle prejudices and stereotypes. Physical education and sports can play an ambivalent role: if managed inclusively and attentively, they can promote inclusion and counter bullying. Sports, in fact, have a profound impact on the social and educational growth of young people. They provide an environment

⁴⁶ ISTAT, IL BULLISMO IN ITALIA: COMPORTAMENTI OFFENSIVI E VIOLENTI TRA I GIOVANISSIMI Anno 2014 <https://www.istat.it/wp-content/uploads/2015/12/Bullismo.pdf>

⁴⁷ Elaborazione openpolis - Con i Bambini su dati Istat, Indagine sull'integrazione delle seconde generazioni, ultimo aggiornamento: giovedì 16 Aprile 2020 <https://www.openpolis.it/numeri/gli-studenti-stranieri-sono-piu-speso-vittime-dei-bulli-rispetto-agli-italiani/>

where, through play, children can learn values such as respect for rules and opponents, loyalty to teammates and the team, and personal dedication. Moreover, sports serve as a space for socialization and community-building, allowing children to develop their personalities and establish relationships with peers and adults.

Conversely, if not properly monitored, the sports environment can become a setting where discriminatory behaviours emerge. Sport is a "**social phenomenon**" that encompasses both local and global elements. Today, more than ever, sports reflect the deep-seated orientations of our society.

Discrimination in Italian sports is evident across all disciplines and at all levels, even though the focus is often placed excessively on elite football (Serie A). Nevertheless, there is no doubt that football is the most popular sport in Italy. This means that, in our country, discriminatory dynamics in sports are found mainly—though not exclusively—in football. If the most popular sport in a country is, even in part, a reflection of that community's trends, habits, and customs, then understanding how discrimination takes root in Italian football allows us to reveal, to some extent, the typical dynamics of discrimination in Italian society.

A study published in the journal *Formazione & Insegnamento*⁴⁸ highlights that physical education teachers should adapt and individualize assigned tasks to match students' skill levels, preventing embarrassing situations and fostering self-esteem. Inclusive teaching in school physical education is a fundamental practice to ensure that all students can fully enjoy the benefits of sports and physical activity⁴⁹. Investing in teacher training, adapting activities to meet students' diverse needs, and engaging the community are essential steps in promoting a positive and inclusive educational environment.

⁴⁸ M. Lipoma, D. Tafuri, F. Peluso Cassese, In Motion: Research experience on the meanings, methods, and teaching in physical and motor education, in *European Journal of Research on Education and Training*, Year XIV, Issue 1, 2016,

https://issuu.com/pensamultimedia/docs/merged.compressed_6701a7275e7e6b

⁴⁹ <https://www.masterin.it/start/7301-strategie-per-una-didattica-inclusiva-nell-educazione-fisica-scolastica/>

Fundamental Principles for Inclusive Teaching:

- **Accessibility:** Ensuring that spaces and equipment are usable by all students.
- **Adaptability:** Modifying activities to allow each student to participate, considering their different abilities.
- **Flexibility:** Being ready to adjust teaching strategies based on students' needs.
- **Collaboration:** Working in teams with other teachers, families, and specialists to provide comprehensive support for students.

Practical Strategies:

- **Modifying Game Rules:** Adapting rules to make activities more inclusive.
- **Using Different Equipment:** Employing lighter balls, shorter rackets, and simplified courses.
- **Creating Heterogeneous Groups:** Encouraging cooperation among students with different abilities, avoiding divisions based on skill levels.

Implementing these strategies not only prevents embarrassing situations for less-skilled students but also fosters a positive learning environment, enhancing self-esteem and the overall well-being of all students.

Alongside sports, media have an increasing influence on children (10-12). According to a report by Save the Children and the Italian Authority for Children and Adolescents⁵⁰, Italian children spend an average of more than three hours a day in front of screens, including television, social media, and video games.

The influence of media on the perception of sports can be twofold:

- **Positive Influence:** Media can promote positive role models, inspiring children to engage in sports and identify with athletes who embody values of commitment and integrity. Additionally, awareness campaigns through advertisements and social media can help combat racism and bullying in sports.

⁵⁰ V. De Marchi (a cura di), Atlante dell'infanzia (a rischio) in Italia 2023 – Tempi digitali, Save the Children, 2023. <https://s3.savethechildren.it/public/files/uploads/pubblicazioni/xiv-atlante-dellinfanzia-rischio-tempi-digitali.pdf>

- **Negative Influence:** The media's portrayal of sports can emphasize aggressive or overly competitive models, distorting the educational value of sports activities. Moreover, exposure to discriminatory or violent content on social media can contribute to the spread of hate speech among young people.

To ensure that sports and media have a positive impact on children's development, the role of schools, families, and institutions is crucial. Some key strategies include:

- **Media Education:** Teaching children to critically interpret sports content and recognize messages of discrimination or violence.
- **Promotion of Inclusive Sports Activities:** Ensuring that sports are accessible to all children, regardless of gender, social background, or disabilities.
- **Family Involvement:** Parents should be made aware of the importance of physical activity and the need to monitor media use, limiting screen time in favor of active experiences.

An increasingly common behaviour among adolescents is their isolation from any social contact, leading to a virtual life in which they are constantly connected to the internet: "metropolitan hermits" who, *"despite coming from completely different socio-cultural and educational backgrounds, make the same choice—refusing to participate in social competition, the rituals of their generation, and even isolating themselves from their families, while still remaining physically present in their homes."*⁵¹

Faced with these realities, it becomes particularly clear that statistical analyses are merely a weak starting point—an indicator that fails to grasp the deeper meaning behind behaviours of withdrawal and immersion in the virtual world. The attempt to theoretically understand the pain that leads to such choices of isolation is part of a broader study on the relationships that young people build and experience through social media, and on why these relationships hold such a central importance for them.

⁵¹ Centro di documentazione e analisi per l'infanzia e l'adolescenza, I social network nella vita di bambini e adolescenti, Istituto degli Innocenti Firenze, issue 2, 2020 pp. 6-7 [I social network nella vita di bambini e adolescenti. Supplemento RB 2/2020 by Istituto degli Innocenti - Issuu](#)

For this reason, as the authors of this compelling study argue, **a psychological perspective is necessary**. The psychology of adolescence can help interpret withdrawal as *"a way to try to mitigate one's own pain and attempt to communicate it to their surrounding environment."*

"Pain and suffering stemming from the shame of failure become difficult to bear—far more difficult than dealing with guilt. Adolescents today are exposed, on one hand, to the need for recognition and validation, and on the other, to humiliation and intense anger when they fail to achieve what was expected—whether set by themselves or, more often, imposed by someone else. It is also worth noting that, in the first 10-12 years of life, it is often the family that pushes the child or adolescent toward this narcissistic attitude⁵².

Sports participation among children in this age group is not uniform. This also depends on socio-economic conditions but also on the context, such as the possibility of access to public play spaces. Causes related to the economic condition of the household concern 20% of 11–17-year-old and almost 30% of 6–10-year-old. Another not insignificant cause is linked to the lack of facilities or the inconvenience of opening hours (about a tenth of the responses from 6 years old and up). Only 40.8% of schools in Italy are equipped with a gym or swimming pool. At the regional level, only in two cases do more than 50% of schools have sports facilities: these are Friuli Venezia Giulia, where out of a total of around 1,000 schools, almost 600 have gyms (57.8%), and Piedmont, where there are around 1,600 schools with gyms out of a total of over 3,000 (51%). In third place is Tuscany with 48%, while in last place, with less than 3 school buildings equipped with facilities out of 10, are Calabria (20.5%) and Campania (26.1%).⁵³

⁵² G. Pietropolli Charmet, Facile e Spavaldo. Ritratto dell'adolescente di oggi, Bari, Laterza, 2010, pp. 34.

⁵³ Con I Bambini, *I minori e lo sport: la pratica sportiva per bambini e ragazzi prima e dopo la pandemia, tra offerta di aree sportive all'aperto e presenza di palestre scolastiche*, Osservatorio povertà educativa, 2021, [I minori e lo sport: presentato il rapporto nazionale](#)

Serbia: Desk Research

Football Friends

Introduction

Over the last 10 years, research on digital literacy and the use of the internet and social media among children has increased, with a significant focus on the prevention of digital violence. Discrimination remains a constant and relevant topic, with a considerable amount of research addressing it, particularly in relation to the Roma population. Additionally, there has been a growing focus on child upbringing in this context.

Given that these issues have been serious and persistent over the past years, several guides have been published on how to prevent and combat them. Most of the projects were in collaboration with UNICEF, and local civil society organizations and relevant ministries were involved. A list of these guides can be found at the end of the document, in the referenced literature.

Summary of findings

Characteristics of the Developmental Stage

At age from 7 to 11, children are in the developmental stage Piaget, the developmental psychologist, refers to as "concrete operations." During this stage, their thinking is concrete, and while they can use logic, it applies only to tangible objects. They are still unable to think abstractly. As egocentric thinking gradually diminishes, children begin to distinguish between their own point of view and that of others. They start to understand the difference between right and wrong, become more creative, and show interest in games and text-based content. It becomes very important to them what impression they make on others. This is also the stage where puberty starts to emerge, so it's essential for parents to remain patient and respond openly to every question, without hesitation or taboo.

Children at this age are in the stage of "formal operations", which is the final developmental phase, lasting from the age of twelve into adulthood. Young people in this stage have the

ability to think about possibilities, not just reality. They belong to what is known as Generation Z, having been born into the digital world. They are self-taught when it comes to media, show little interest in television, are focused on their own ideas and opinions, and have little patience for "philosophizing." They value freedom, dislike restrictions and obligations, and are rebellious (largely influenced by hormones)⁵⁴.

Violence

Research in Serbia shows that violence against children is widespread and occurs in various forms, including physical, psychological, sexual violence, neglect, and more complex forms such as child marriage, child labor, and exploitation. Family environments, which should be safe for children, often expose them to violence, either as direct victims or witnesses. Despite laws prohibiting corporal punishment, it remains common in Serbia, rooted in cultural norms, and continues to harm children both physically and psychologically.⁵⁵

The research was conducted with the support of UNICEF in Serbia by the Institute of Psychology at the Faculty of Philosophy, University of Belgrade, and the Institute for Mental Health, Belgrade, Serbia, from August 2019 to January 2020.

In Serbia, a significant percentage of parents have reported using aggressive methods to discipline their children. More than two-thirds of parents admitted to using psychological aggression at least once in the past year, with nearly one-third acknowledging such behavior in the previous week. The correlation between physical and verbal aggression is moderate, meaning that psychologically aggressive parents tend to also use physical aggression. Mothers or female caregivers are more likely to report using psychological aggression compared to fathers. In terms of physical aggression, 63% of parents have used it as a disciplinary method at least once in their child's life, while 45% did so in the past year, and 13% reported using physical aggression in the previous week.

⁵⁴ Martinoli, A., & Mirković, A. (2021). Handbook of Media and Information Literacy for Parents.

⁵⁵ UNICEF. (2017)

The most common reasons for physical punishment are disobedience (22%) and the child being in a dangerous situation (23%). Extreme forms of physical violence are rare, reported by less than 2% of parents.

Statistical surveys (MICS 2006, 2011, and 2014) suggest a gradual decline in the use of violent disciplinary methods, from 72% in 2006 to 67% in 2011, and 43% in 2014. However, approximately 7% of respondents still believe physical punishment is necessary for effective child-rearing. Interestingly, younger parents are more likely to support corporal punishment compared to older parents⁵⁶.

School should be a safe environment, but research shows the widespread occurrence of violence. In 2013, 44% of students reported being exposed to peer violence, including verbal (45.8%), physical (33%), and social violence (33%). Additionally, 21% of children admit to having committed violence themselves. A quarter of elementary school students reported being insulted by teachers, while 69% of elementary school students and 74% of high school students reported experiencing gender-based violence. Boys are more likely than girls to justify violence against women.⁵⁷

Research on digital literacy and the use of the internet

According to the 2018 study, Serbia is the 41st country in Europe with 72% of people having access to the internet⁵⁸. The 2016 study shows that over 85% of children with access to the internet spend more than an hour online, with over 43% using it for two or more hours daily. This time increases with the child's age, notably rising significantly between the ages of 10 and 11. According to parents, children's main online activities are entertainment, leisure, and communication with peer groups on social media. Video games primarily engage boys, with their importance decreasing after the age of 15. Communication on social media becomes

⁵⁶ Grujičić et al., 2020

⁵⁷ UNICEF. (2017)

⁵⁸ Kuzmanović et al. (2019). *Children in the Digital Age: A Guide for Safe and Constructive Use of Digital Technology and the Internet*. Užice Centre for Child Rights.

more prevalent in older age groups (after 12 years old), with 70% of children aged 14-17 engaging in it daily. Private (email) communication gains importance after 15 years old.

Learning and education are not dominant online activities compared to others. Nearly 20% of parents report that their children, especially older ones, have experience with online shopping. Reading electronic versions of newspapers and magazines, though not widespread among younger children, gradually increases and becomes a significant part of their internet use around the ages of 16-17. Websites focused on fashion, sports, health, beauty, and nutrition are primarily visited by girls aged 14 and older. However, online participation in discussions and sharing opinions on forums and blogs, mainly with strangers in other online communities, is not very common among this generation, although it slightly increases with age and maturity.⁵⁹

Regarding digital violence, in 2021, Serbia launched the National Platform for Violence Prevention, which includes the "Cuvam te" (I Protect You) platform. This platform allows students, parents, and employees to be trained on digital violence, as well as to report incidents of violence.⁶⁰

When it comes to children aged 7 to 11 who are in a delicate stage, surrounded by a vast amount of media content they need to follow. Peer influence is growing, and they are more independent, spending time on their own. Parents face challenges as children become more stubborn, using stronger arguments to justify their actions. Mobile phones are an essential part of their lives, and parents must focus on how to regulate their use without causing a revolt. Phones are used for games, chatting with friends, and social media.

Parents should engage with their children by asking them to introduce them to the games they play and interact with them. It's important to ask who they play with, if they know those people, and whether any unusual questions are being asked. Children should be reminded not to share personal information with strangers online, just as they wouldn't be on the

⁵⁹ UNICEF. (2016). Research on the awareness of potential internet risks and abuses among parents of children aged 8 to 17 years. UNICEF

⁶⁰ cuvamte.gov.rs

street. Parents should ensure safety settings are enabled on games and social media, emphasizing the importance of privacy and how personal information can be misused. To stay ahead of their children, parents should educate themselves on topics that interest them, even by joining social media platforms they use. This way, they can discuss online phenomena with greater authority, listen to their children's opinions, and respect their views. Parents should express their own opinions clearly, as their influence during this stage is crucial for shaping future behaviors and thoughts⁶¹.

Discrimination

One such study is the Multiple Indicator Cluster Survey (MICS), a national representative study on the status of households, women, and children. The 2019 MICS report focuses on the position of women and children in Serbia, including Roma settlements.

The situation in Roma settlements is notably more alarming than in the general population. While 50% of children aged 1-14 in Serbia experienced non-violent discipline, only 27% of children in Roma settlements did. Additionally, 62% of Roma children faced some form of psychological aggression, compared to 40% in the general population. Physical punishment affected 40% of children in Roma settlements, double the 20% in the general population, with 2% experiencing severe physical punishment (compared to 1% elsewhere). Overall, 67% of children in Roma settlements were exposed to psychological or physical aggression, significantly higher than 40% in the general population.

Ninety-two percent of Roma children aged 6-13 attend primary school, though less than 1% attend preschool, and 7% do not attend any education. In Roma settlements, 5% of children aged 5-11 and 2% of children aged 12-14 were involved in child labor.

Child marriage is another major issue in the Roma community. Thirty-four percent of young women aged 15-19 in Roma settlements are married or in common-law relationships, with the figure rising to 41% among the poorest households. Sixteen percent were married before 15, and 56% before 18, among women aged 20-24.

⁶¹ Martinoli, A., & Mirković, A. (2021). Handbook of Media and Information Literacy for Parents.

When it comes to discrimination, women from Roma settlements (aged 15-49) felt discriminated against or harassed in a higher percentage (13%) in the last 12 months compared to women from the general population (7%). The most common reason for discrimination in the general population was gender (3%), while for women from Roma settlements, it was ethnic background (12%). Additionally, women from Roma settlements felt more discriminated against due to religion (2%) and gender (2%). In both cases, women from urban areas and unemployed women felt more discriminated against⁶².

Sport

Regarding research on school-age children and sports, we were unable to find a significant number of studies conducted in Serbia over the past 10 years.

However, in recent years, several projects have been organized for elementary school children, such as the "Pokrenimo našu decu" (Let's Move Our Kids) project, which is being implemented in 1,206 elementary schools.

Physical activity is crucial for children's development, encompassing activities like physical education, play, and sports. School-age children experience rapid growth and development, and physical activity plays a vital role in supporting their health. In Serbia, the rise in childhood obesity is largely due to insufficient physical activity and poor nutrition, with long-term health risks such as cardiovascular diseases and diabetes.

Regular sports participation improves mood, emotion regulation, sleep quality, self-confidence, and academic success. Physical education is thus essential in schools, contributing to children's overall development—motor, cognitive, and emotional. Its aim is to enhance motor skills, promote healthy habits, and improve theoretical knowledge. As research highlights the positive impact of physical activity on health, the importance of physical education in schools has grown, leading to an increase in the number of classes and sports activities⁶³.

⁶² Statistical Summary. (2019). Multiple Indicator Cluster Survey 2019

⁶³ Nikolić, I. D. (2019). *The impact of sports and physical education on the growth, development, and health of school-age children*

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