



# EDU:PACT

## Module Review and Validation Report

*Intercultural Education through Physical Activity,  
Coaching, and Training*

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29 March 2021

UNIVERSITY OF VIENNA



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# Introduction

Schools as well as sport clubs are an important vehicle to facilitate integration and foster positive, intercultural learning experiences. The objective of the Erasmus+ project funded with support of the Erasmus+ Programme of the European Union is to help address the intercultural challenges schools, clubs, teachers and coaches are facing. It aims to provide innovative evidence-based intercultural pedagogy in physical education and coaching.

## Module Review and Validation – Work Package 5

Work package 5 includes the review of the pilot units/study units; the adaptation and validation of study units; and the adaptation, implementation and validation of the module and guidelines. WP5 is led by the University of Vienna, with all project partners involved.

In practical terms this means that the project partner University staff, PE teacher, and coaching education students from the partners who had been directly trained through EDU:PACT in WP4 gave feedback about the implementation phase (see Training of Trainers Feedback Summary and reports partner organizations).

This feedback was used to check if all developed material and courses are suitable to reach the intended learning outcomes and if they still match the results of WP2. Both the students and trainers were able to provide their views and to influence the products together with the project's quality assurance team. Then, the products were adapted accordingly.

Last, for final validation, external sport education stakeholders, PE teachers and coaches were involved (alongside the WP6 activities) in order to polish and validate the Module Handbook, the Study Units, and the Teaching Guidelines. By the evaluation of the National Multiplier Events an external view on the developed contents and adaptations made to the handbook was obtained. Additionally a survey on the EDU:PACT Module Handbook was conducted and is still ongoing (available on the new interactive website <http://edupact.sporteducation.eu>).

## 1. EDU:PACT Training of Trainers Feedback Summary

From 23rd to 25th of September 2019 the EDU:PACT Training of Trainers Implementation Meeting was hosted by the Vienna Institute for International Dialogue and Cooperation (VIDC) in close cooperation with the University of Vienna.

Using the modules and study units developed by experts within the project, selected physical education teachers, trainers and coaches were familiarized with the EDU:PACT objectives and

trained in providing intercultural learning activities in existing PE and coaching programs. The pilot was evaluated in order to optimize the project outputs.

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### 1.1. Cultural Survey Feedback

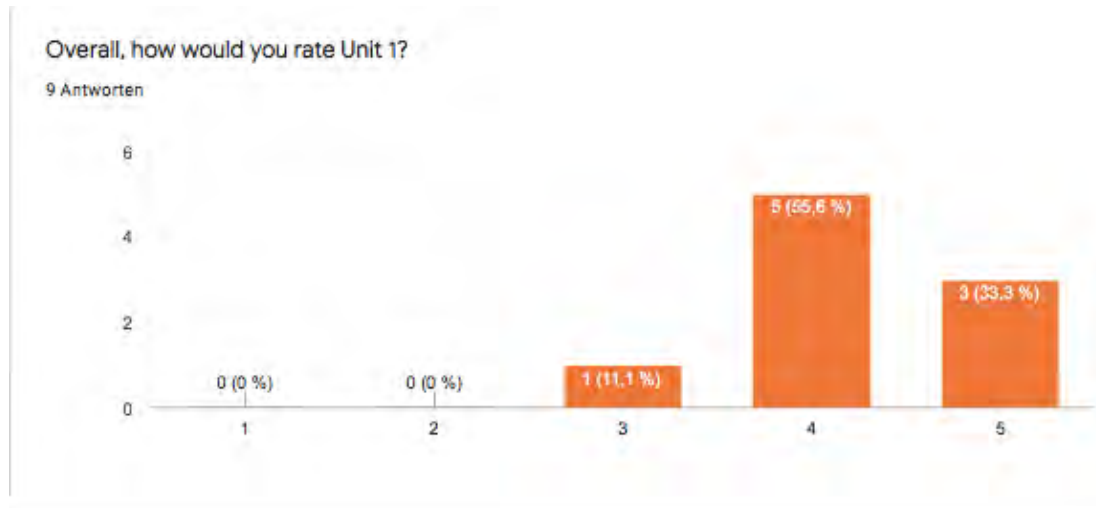
At the beginning of the Training-of-Trainers pilot on September 23<sup>rd</sup>, all participants were handed a survey meant to gain insights on participant experiences with intercultural learning, as well as provide a baseline regarding their cultural attitudes and competences. As the instrument was designed specifically for this project, it was also an opportunity to test the survey and obtain feedback.

Below is a short summary of the feedback provided.

+ positive	- could be improved
<ul style="list-style-type: none"> <li>• Questionnaire perceived as useful, practical and relevant in the context of intercultural education</li> <li>• Questionnaire viewed as a good basis for both self-reflection and broader discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire reduces the complexity of a rather complex issue, and perhaps too much</li> <li>• Lack of open questions prevents collection of deeper insights</li> <li>• Survey was delivered in a somewhat rushed fashion, especially given the complexity</li> <li>• Better introduction to survey needed</li> </ul>

## 1.2. Unit 1 Feedback

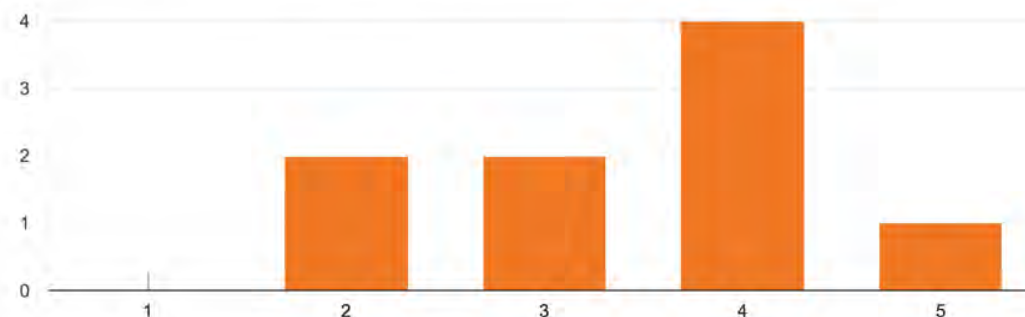
Below is a summary of selected results from the online feedback survey related to Unit 1. In total, 9 participants responded to the survey. Full survey results can be provided upon request.



1=very poor, 5=very good

How likely are you to deliver the contents of Unit 1 in your organisation or institution?

9 Antworten



1=not at all likely, 5=very likely

### Core Message

It is very important to be aware of yourself, your understanding of sport/coaching/teaching and your professional identity.

## Changes

- Clear guidelines need to be implemented to clarify how activities apply to specific unit, as opposed to simply potentially
- Missing the background / modelling of professionalism (what is professionalism as a teacher, as a coach - and with regard to interculturalism)

## Thoughts and comments

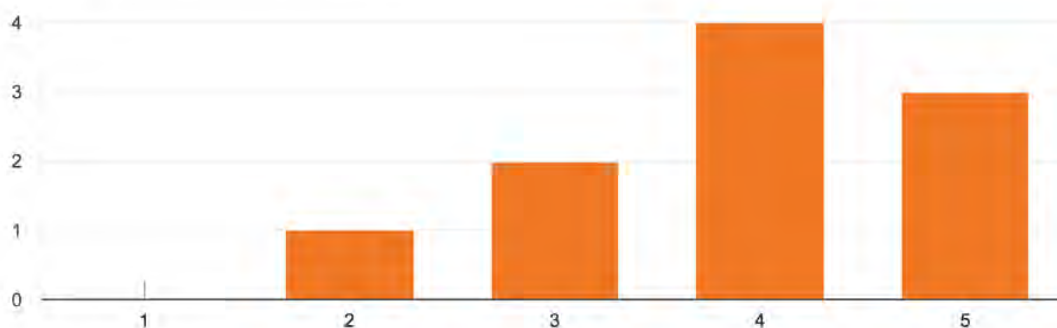
- Unless the activities fit the main purposes of PE or the training setting, they will probably not or hardly ever be used.
- Needs and reasons for reflection must emerge from the activity itself!
- For the school/coaching process is it important that you have more movement in the practical phases.

## 1.3. Unit 2 Feedback

Below is a summary of results from the online feedback survey related to Unit 2. In total, 10 participants responded to the survey. Full results can be shared upon request.

Overall, how would you rate Unit 2?

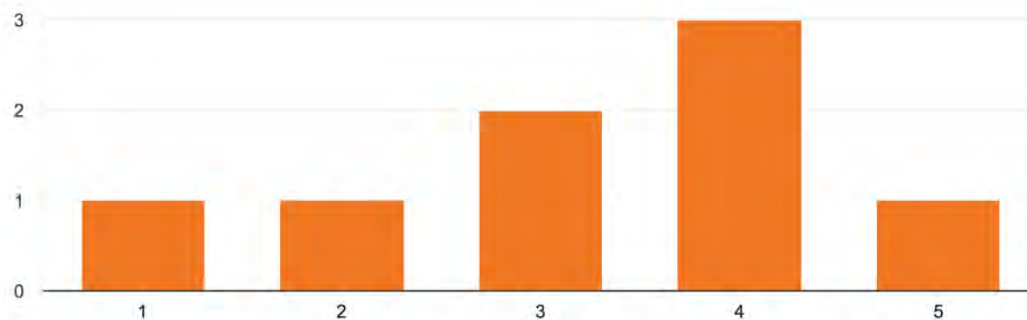
10 Antworten



1=very poor, 5=very good

To what extent do you feel that the contents in Unit 2 are applicable to your work in coaching or physical education?

8 Antworten



1=not at all likely, 5=very likely

### Core Message

Reflecting about your own leadership and trying to understand the need of others

### Changes

- Make the connection between leadership and understanding others more explicit.
- Adapt elements of Motivational Interviewing to group settings and sport/reflection settings.
- Many of the elements in MI (open questions, active listening), are essentials to lead good reflections and discussions.

### Comments

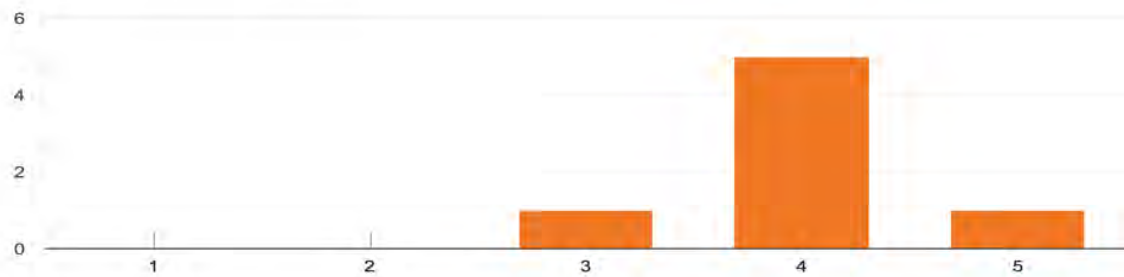
- For both main contents, motivational interview and leadership, I do not yet quite see the link to intercultural learning, both would need more embedding
- Maybe worthwhile to also look into pedagogical -> conflict solving literature (Gordon)
- The problem solving as a main part of teaching could be used in practical reflections on the basis of concrete practical moments (e.g. in a game) and reflecting individual and group perspective
- The activity should be really active for the school context otherwise the pupils will be demotivated or show striking behavior.
- We could add "the outsider". It's a practical activity proposed for the trainers (teachers or coaches). Some people make a circle, while touching their shoulders and there is always one person as "the outsider", who is trying to get in the circle. The others must keep him out, but his aim is to find a way to be included (we repeat the activity by changing the outsiders - we can also have more than one circle and more than one outsider). The purpose of this activity is for the participants to feel an outsider's position and the most important part is the reflection and also the discussion, after the activity.



## 1.4. Unit 3 Feedback

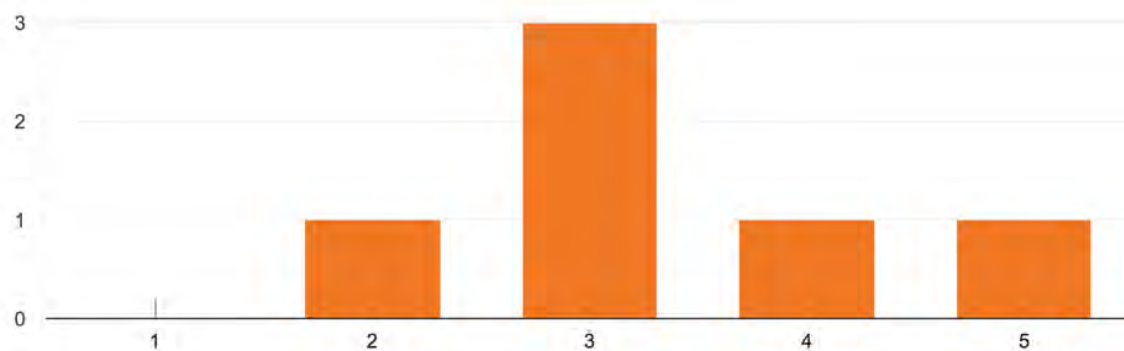
Below is a summary of results from the online feedback survey related to Unit 3. In total, 7 participants responded to the survey. Full results can be shared upon request.

Overall, how would you rate Unit 3?  
7 Antworten



1=very poor, 5=very good

How likely are you to deliver the contents of Unit 3 in your organisation or institution?  
6 Antworten



1=not at all likely, 5=very likely

### Core Message

How different sub-cultures and their backgrounds can impact them in a PE/coaching setting.

## Changes

- Theoretical parts were very short so the direct line to the practical exercises were not clear.
- It is also important to present the background and the tools that allow PE teachers/coaches to adapt their sessions to different groups (i.e. adapted sport methodologies or frameworks)
- Adjust the card game into a sport context

## Comments

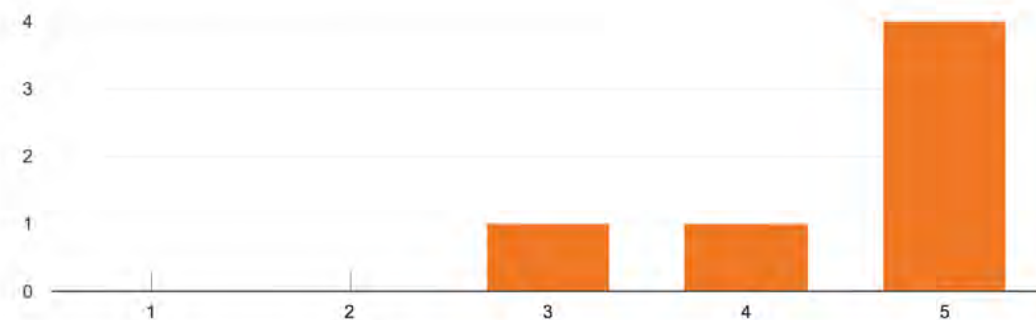
- Stronger reference to the intercultural education with more movement in the games.
- Give the teachers/coaches impulse/reflection questions in advance and point out the importance of the coaches/teachers' role in the reflection phase
- Could be helpful for the teachers to have some ideas what questions could be asked if the questions trigger some bad feelings for the students
- We could add the "spreading rumors" activity, in which people get in a row and they are all one behind the other. The first one hits his front one in the shoulder and shows him a set of movements, only once. Then, he turns back and he has to do the same with his front one, by repeating the same set of movements he saw before. After the row of people is over, the last one has to show to everyone what his previous one showed him. In this activity, participant can realize how rumors are spreading and maybe which are the consequences. They can also realize the different aspect that people have about something and how this perception can influence someone else's perception, too.

## 1.5. Unit 4 Feedback

Below is a summary of results from the online feedback survey related to Unit 4. In total, 6 participants responded to the survey. Full results can be shared upon request.

Overall, how would you rate Unit 4?

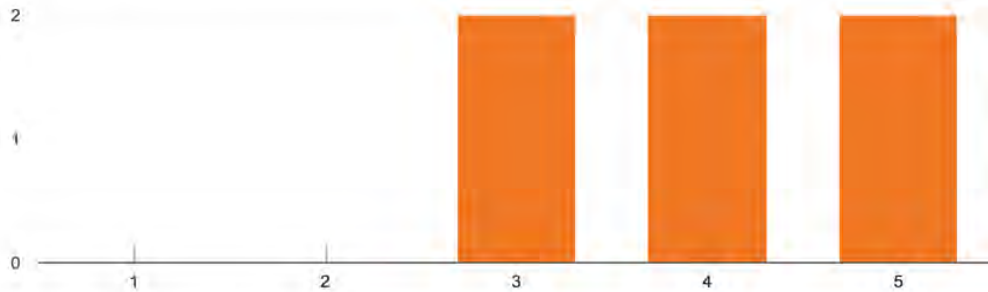
6 Antworten



1=very poor, 5=very good

How would you rate the practical activities of Unit 4?

6 Antworten



1=not at all likely, 5=very likely

### Core Messages

It is very important to evaluate both the process and the impact or outcomes.

The problem tree is a very helpful picture for teachers/coaches in the intercultural learning context, as it helps to be aware of its importance and gives tools how to do it (indicators etc.)

### Changes

- We should consider how the content of Unit 4 could be made more relevant for the master trainers and maybe the teachers and coaches

### Comments

- Play with the methods: it could be hard for some pupils to show their opinion to the class/group, so give them the chance to evaluate hidden e.g. in "safe groups" and write down/give sticky points to a poster for the themes
- We could add in the observation part a chart with key points of what we are observing in student's behavior and what are we observing in teacher's behavior. In the same part we can show to the participants a short video with some activity taking place, asking for the participants' opinion about how did the activity took place, what did they observe during the activity, what they would change and what would they keep in their own teaching process.

## 1.6. Focus Group Feedback

At the end of the Training-of-Trainers piloting in Vienna, Austria on the 25<sup>th</sup> of September 2019, the EDU:PACT facilitators held four small focus group discussions with participants from the ToT. The discussion focused on four main topics, namely the core message of the Module, the relevance of the presented material, the usability of the material, and overall

positives and negatives. Below is a short summary of the key points for each of those areas as obtained from the Focus Group discussions:

### **Core Message**

The Core Message of the EDU:PACT Module was muddled by a number of factors. One of the main points brought about in discussions was the perceived lack of a clear connection between the theoretical materials, the activities and the final target groups. Though participants could see the potential use and relevance of the theory presented, the connection needed to be more explicit. In addition, the facilitators did not present the goals of the project or provide a clear definition of 'intercultural education' from the outset, further impeding understanding.

### **Relevance**

The content and the approach of EDU:PACT were generally deemed to be highly relevant by the participants, especially considering the current political and social issues in many European countries. Participants also specifically noted the high relevance of many of the activities presented in connection with these aforementioned issues.

### **Usability**

Participants felt that usability of the presented Module was hindered by some of the same factors that inhibited a clear communication of the core message(s) of the module. Namely, the lack of a clear theory-practice connection and definitions were viewed as problematic. Additionally, some participants also felt that implementation guidelines and tips (e.g. advice on how to handle certain groups or situations) would enhance the usability of the content.

Some participants also expressed that the ultimate target group of the presented materials was not clear (teachers, coaches, youth) and that also had an impact of the ability to use the presented materials. Finally, others noted the importance of building flexibility within the Module (e.g. ability to pick and choose relevant sections) to enhance usability in a variety of contexts.

Positive	Negative
<ul style="list-style-type: none"> <li>• Open-minded, positive atmosphere</li> <li>• Good balance of theoretical and practical approaches</li> <li>• Relevance of activities and tools presented</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of clarity due to lack of initial overview, clarity and definitions</li> <li>• Only a partial ToT – facilitators also had many questions and opinions</li> <li>• Lack of vision or guidelines for implementation missing</li> <li>• Lack of definition and clarity relating to Target Groups</li> </ul>

## 2. Report University of Vienna

### 2.1. EDU:PACT Courses and Implementation

In winter terms 2019/2020 and 2020/2021 the University of Vienna and the VIDC implemented the EDU:PACT modules in the existing compulsory course for primary school teachers “Interkulturelle Kompetenz im Sportunterricht” at the University College of Teacher Education in Lower Austria. Scope of the course: 1 study hour per week / semester, block seminar (3 blocks). While in winter term 2019/20 implementation was possible without any restriction, the course in winter term 2020/21 was partly held online and the practical activities were somewhat impaired by the Covid-19 related restrictions.

#### Evaluation and Results

Course 2019: from 15<sup>th</sup> of Oct. 2019 – 12<sup>th</sup> of Nov. 2019, 21 participants (feedback: 6). Implementation: practical, no restrictions.

All participants attending the course in 2019 rated the course, the practical activities and the lecturer as very good. The theoretical components were rated good (2) to very good (4).

The applicability in the participants sport courses or lessons was rated with applicable (4) and very applicable (2). Participants stated that they would likely (2) or most likely (4) use the learned in their sport courses or lessons.

The **core messages** of the course mentioned by the participants were: *fair play, integration and group dynamics, mindfulness and carefulness, awareness.*

The contents or activities participants wanted to be kept in the course were games and reflection. Answers showed that the mix between theoretical and practical input was very good. No content or activities should be removed from the course, but adaptations of the content to the relevant age group (in this case primary school) should be considered. In the section for general comments the participants praised the course and its atmosphere.

Course 2020: 13<sup>th</sup> of Oct. 2020 – 10<sup>th</sup> of Nov. 2020, 19 participants (feedback: 2). Implementation: online and practical parts.

The participants attending the course in 2020 rated the course, its theoretical and practical components and the lecturer as good to very good. The question about the applicability in the participants sport courses or lessons was rated with neutral and very applicable. Participants stated that they would most likely or likely use the learned in their sport courses or lessons. The specific content related questions remained unanswered.

## **Sustainability**

The compulsory course for primary school teachers “Interkulturelle Kompetenz im Sportunterricht” at the University College of Teacher Education in Lower Austria will continue to be held annually in winter term, and the implementation of the EDU:PACT Modules in the course will be continued.

## **2.2. International Dissemination Event**

The 15th ENSE Forum was held at the University of Vienna's Institute for Sport Science on the 26th and 27th of September 2019 under the theme *Sport – Education – Society. Links and Solutions*.

With more than 100 participants from many European countries it was a perfect setting for the International Dissemination Event. The Forum offered a space for reflection and discussion about the potential of sport to address the societal and educational challenges facing Europe and ways to maximize this potential. Through interactive sessions, working groups and presentations, the Forum generated knowledge and recommendations that will help both researchers and practitioners alike. Presenting the EDU:PACT project and its objectives to a broad audience and PE experts from different European countries during the ENSE Forum was a full success, 44 participants enlisted for the presentation.

## **2.3. National Multiplier Event**

Due to the pandemic the NME had to be postponed various times, and finally be adapted to an online format. The Austrian National Multiplier Event „*Move and Integrate! Integration and intercultural learning in sport: EDU-PACT concept and tools for teaching and sports practice*“ took place in form of an interactive online event / webinar in cooperation with Sport Austria on 6th of November 2020 (9:00 – 14:00). The focus of this interactive advanced training was the communication of skills for the design of inclusive intercultural sports units. Self-reflection, planning and preparation of positive intercultural learning situations, the critical evaluation of approaches and activities, as well as the identification of problems and conflicts or how to deal with them were the theoretical and practical topics of this training. An overview of the project and the 4 units were presented.

78 participants attended the workshop, 72 of them Austrian, 6 of them from Columbia, Serbia, Nepal and Germany. The participants were sports teachers and trainers of all levels of education and different sports, as well as an interested audience of experts.

We used an interactive online format, combining theoretical inputs, small group works/breakout rooms, shared notes and discussions.

## Evaluation and Results

We received a lot of positive feedback during the event. At the end of the event participants were asked to fill in an online survey, which was completed by 20 of the attendees.

Rating of the:

- event: 20% medium, 60% good, 20% very good.
- theoretical components of the event: 45% good, 35% as very good.
- practical activities: 30% medium, 55% good, 15% very good.
- lecturers: 40% satisfied, 55% very satisfied.
- applicability of the contents in training or sports lessons: 45% applicable, 25% medium
- likelihood to use the contents of the webinar in professional activities: 75% likely or very likely.
- expectations of the event: 65% met or absolutely met, 25% medium.

Key messages the participants identified were: awareness, tolerance, acceptance, respect, openness to new cultures, perspectives, different approaches, adaptability, questioning, common language, own identity, reflexion, , interculturality, solving issues in a playful and easy way with sports, feasibility of tolerant and colourful coexistence.

The content or activities participants wanted to be kept in the course: *practical examples (including school practice), theoretical inputs, small group work/breakout rooms, shared notes, everything.*

The participants did not want any content or activities to be removed from the course, only a few found the introductions a bit too long.

Participants suggest the following changes in the course: *nothing, presence instead of online, shorter and more breaks, more practical examples - focus on elementary school, different ages, sport specific exercises, newer games.*

The participants found the webinar great, interesting and helpful and liked the variety of methods.

Feedback of the lecturers (3) delivering Units 1-4: they rated the overall delivery of the course and the usability of the EDU:PACT modules as good to very good. They suggested the following changes: *create even more practical relevance, expand homepage content, fit theoretical reference models to (proposed) implementation examples.*

## **2.4. Final Conference**

The Interactive Online Conference, “Educate and Integrate?! Intercultural Education in Physical Education and Sport Coaching” took place on 2<sup>nd</sup> of March 2021, 09:30 - 12:00 (CET).

263 participants from 34 nations registered for the event, 102 attended the conference. The sessions were recorded and can be accessed online through the final conference website.

### **Evaluation and Results**

41 participants gave their feedback right after the event. Nationalities: 31 Philippines, 2 Austria, 1 Botswana, 1 Germany, 3 Greece, 1 Hungary, 2 Italy.

The overall rating of event was good 29% to very good: 71%. The discussions were considered useful by 17% and very useful by 75% of the attendees. 20% rated the conference topic as relevant in their country, 80 % as very relevant. The role of intercultural education in PE teacher and coach education in their country was described as very important by 73% and important by 15%. Implementation of intercultural education in PE teacher and coach education in their country was considered very important by 88% of the participants. 20% rated that feasible, 73% estimated that this would be absolutely feasible. The usability of the EDU:PACT Module Handbook and the Toolkit was considered very high by 80% of the participants.

Participants were thankful for the event, considered it of great help for teachers and coaches and expressed the wish for more conferences / webinars on the topic of intercultural education.

## **2.5. Summary, Findings & Recommendations**

For the compulsory courses for primary school teachers adaptations of the content to the relevant age group (in this case primary school) should be considered.

The participants of the National Multiplier Event had very different backgrounds, making the selection of activities a challenge. Quite some of them were related to equestrian sports, which might explain the restricted usability of the modules some of the participants indicated.

The results suggest that sport education providers should choose and adapt the developed modules and activities to fit the requirements of the respective target groups.

Unfortunately the quality of the courses suffers due to digital implementation forced by the Covid-19 related restrictions. While the theoretical components can be taught online and the toolkit and Module Handbook can be considered of great value for that, only few activities are suitable for an online course. The practical part needs to be experienced and tested, and requires proximity, which is not possible during the pandemic.



If online course formats are applied, the use of breakout rooms/group work, shared notes, polls and discussions is highly recommended to enable interaction between participants. We recommend implementation of practical courses or a combination of theory and practical implementation.

The evaluation of the final conference showed that there is a need to include intercultural education in the curricula of PE teacher and coach education, not only in Europe but also internationally.

## **3. Report German Sport University**

### **3.1. EDU:PACT Courses and Implementation**

Due to the local changing Covid-19 restrictions, the delivery of a full EDU:PACT course by the German Sport University was not possible. Instead, the course content was selectively included in the “Sport for Development” Module of our Master’s Degree programme “International Sport Development and Politics”. This allowed for mostly theoretical contents to be included throughout the semester and disseminated to 26 students in the programme. Questions related to EDU:PACT were also included in the Module’s final (scored) assignment.

#### **Evaluation & Results**

Overall, students had good engagement with the topic and posed critical, insightful questions. However, given the lack of full course delivery, the students were not required to partake in the course evaluation survey.

#### **Sustainability**

There remain questions about the sustainability of the overall EDU:PACT Module at the German Sport University. We will undoubtedly endeavour to include EDU:PACT contents in upcoming versions of the “Sport for Development” Module. It is difficult to include the course into the regular curriculum of the Physical Education and/ or Coach Education Programmes at the German Sport University. We are currently exploring the possibility of integration the EDU PACT Module into an existing further education programme (for teachers and coaches).

### **3.2. National Multiplier Event**

We used a small, ‘flipped’ discussion format for our Dissemination Event (29.01.2021, 12:00-15:00). Participants were divided into small groups and, beforehand, were asked to review the content of the EDU:PACT handbook and toolkit. Based on their findings, the groups prepared 4-5 questions or comments for the event leaders (Louis Moustakas and Karen Petry). This flipped format allowed critical questions to be asked and provided opportunities for feedback and reflection. In addition, participants were invited to complete the Intercultural Sensitivity Quiz and discuss their results.

Following the individual discussions with the four groups, we came together and gave a broader overview of the project, presenting both the research findings and the overall module curriculum.

## **Evaluation & Results**

In total, 26 external participants and 26 German Sport University students were initially registered to attend. Approximately 35 total participants took part in the event, while 24 filled out the online attendance sheet. Participants predominantly came from Germany and included individuals from Belarus, Zambia, Namibia and South Africa.

Based on one-on-one discussions with participants, the interactive, 'flipped' nature of the event was appreciated and allowed for interesting, critical discussion. However, the lack of full interaction was seen as a significant hindrance to the dissemination and understanding of the EDU:PACT approach.

## **3.3. Summary, Findings & Recommendations**

Implementation of both the course and multiplier event were compromised by the Covid-19 pandemic and the changing landscape of restrictions. Further interactive activities and approaches should be developed to support online activities.

## **4. Report University of Rome – Forco Italico**

### **4.1. EDU:PACT Courses and Implementation**

Due the long and uncertain delay due to the pandemic COVID-19 and the national restrictions that are still in effect in the country, the University of Rome “Foro Italico” had to further postpone the implementation of several teaching activities designed to promote and to provide on-the-field teaching experiences on the core tenets of EDU:PACT.

The UFI EDU:PACT team has decided and agreed upon with the governance body of the University that the implementation will take two distinct steps or phases:

- I. The first phase will be taking place during the first days of April 2021 (7-8<sup>th</sup> of April) and will include two online two-hour seminars to be offered to approximately a total of 300-350 undergraduate Sport Science students currently enrolled at UFI. The initial arrangement was for running these two seminars within the time and deadline of the project (i.e., during the month of March 2021), but the pandemic situation imposed a further delay of a few days. The scope of these seminars is to introduce the students to the broad issue of Intercultural Education and to the main teaching Units of EDU:PACT. These seminars are intended to gather students’ interest and commitment to a full semester non-curricular course that will take place in phase 2 of the implementation.
- II. The second phase will be taking place in the 2021 fall semester and will consist of a 12-week semester elective course fully devoted to EDU:PACT. Undergraduate students will choose to enroll to this teaching course on a voluntary basis, as part of their elective study requirements, and it is expected that the course will be attended by approximately 30-40 students. As of now, this full semester course will be offered to students who will attend and be present in teaching classrooms. Should the COVID-19 pandemic still impose national restrictions, the UFI EDU:PACT team is fully prepared to offer the semester EDU:PACT course in online modalities.

#### **Evaluation & Results**

Due to the specific activities planned and described above for the phases I and II, the UFI EDU:PACT team expects to be able to collect feedback evaluations from the undergraduate students who will be following the series of seminars planned for the month of April 2021. The goal is to collect and make available this feedback in the days immediately after the series of seminars and surely by the end of April 2021.

## Sustainability

As to the broader issue of sustainability, the inclusion of the EDU:PACT as elective course in the formal teaching offer at UFI from the academic year 2021-2022 will guarantee its sustainability in the mid and long term. Considering the social environment and job market of our graduates, there is the promise to reach sport and physical activity centers, as well as primary and secondary schools, in the local community.

## 4.2. National Multiplier Event

Due to the long and uncertain delay due to the pandemic COVID-19 and the national restrictions that are still in effect in the country, the University of Rome “Foro Italico” had to postpone the organization and the realization of the National Multiplier Event (NME), which took place online in the afternoon of the 25<sup>th</sup> of February 2021, 15:30 – 17:00. After having made available the EDU:PACT Handbook in advance, the NME has been organized in two sessions. In the first session, UFI team members presented the core tenets of the four teaching Units of EDU:PACT, whereas the second session included an open discussion session in which the UFI EDU:PACT team addressed and answered specific questions from the schoolteachers and also collected online feedback and evaluations on the merits of EDU:PACT.

### Evaluation & Results

The NME has been attended by 119 primary and secondary school teachers who are currently enrolled in a specialization master-level program funded by the national Ministry of Education and that has its administrative headquarters at UFI. The schoolteachers have their residence mainly in the center-south of Italy, and their consent to participation to the NME is part of the requirements of their master program.

In addition to the positive feedback collected during the event, the outcomes of the NME have been collected through an online survey, which was completed by 118 attendees.

Rating of the:

- event: 2,5% medium; 20,3% good; 77,1% very good.
- applicability of the contents in training or sports lessons: 1,7% low; 16,9% medium; 39,8% good; 41,5% very good.
- likelihood to use the contents of the webinar in professional activities: 25,4% medium; 39,8% good; 34,7% very good.
- usefulness of the contents with respect the context of teaching/coaching environment: 3,4% low dependency; 11,9% medium dependency; 31,4% high dependency; 53,4% very high dependency.
- expectations of the event: 3,4% medium; 29,7% met; 66,9% absolutely met.

- usefulness of the discussion: 16,9% medium, 28,8% good, 53,4% very good.

### **4.3. Summary, Findings & Recommendations**

Based on the final discussions with participants and the results from the survey, the novelty of the NME content and the interactive modality of the event was appreciated and allowed for interesting, critical discussion. In general, the participants consider the content and methodology of EDU:PACT highly applicable and usable in the teaching/coaching environment, although about 80% of the attendees consider an high intrinsic dependency with the social and working contexts.

Of course, the quality of the NME and of the EDU:PACT seminars to be implemented by the end of the project suffered and will suffer from the virtual implementation forced by the Covid-19 related restrictions. While the theoretical components can be offered online and the digital tools developed by the consortium (toolkit and Module Handbook) can be of great support, only few practical activities are suitable for an online course, claiming for a revision of the outcomes in a near future.

## 5. Report University of Southern Denmark

### 5.1. EDU:PACT Courses and Implementation

Module Unit 2 was tested on third year Sports Science and Health bachelor students during an already existing course related to the topic of motivation for physical activity. Mainly, the motivational interviewing was tested, yet, we had planned for testing the leadership part as well. This was, however, not possible due to the Covid-19 circumstances.

The tested course took place in a virtual setting, also due to the Covid-19 situation meaning that the practical part was somewhat difficult to execute.

35 students participated in the course, and the EDU-PACT content was tested in one module for three hours.

#### Evaluation and Results

##### Lecturer feedback:

The overall implementation of the course was graded 3 (1= very bad, 5= very good) by the lecturer. Since Elements of Unit 2 were offered as part of an already ongoing course only the theoretical parts were presented for the students. The students were not presented for any practical exercises (due to the online format) which made it even more difficult for the student to relate to.

Since Only Unit 2 were tested it is difficult for the lecturer to determine the applicability of the EDU-PACT modules. The lecturer think it is very important to set the setting in a proper way for the students to find the modules relevant. The Units should not be integrated in to other modules, since the main purpose then is lost

##### Student feedback:

In general the students found it difficult to relate to the elements of Unit 2 since it was presented as a part of another ongoing course in their education. Motivational interviewing were presented and it was discussed how this framework could be used for "Understanding others". The students said the framework was relevant but it was difficult for them to assess if it would be useful in a setting where refugees should be included in a Danish health and sport context. They mentioned it would be relevant to do practical exercises and to do the Unit with the specific aim of EDU:PACT. As a part of an already existing course the applicability was too difficult for them to see. The online format made it even more difficult.

## 5.2. National Multiplier Event

Under normal non-Covid-19-existence circumstances, the Research and Implementation Centre for Human Movement and Learning at the University of Southern Denmark arranges People Science events, where important topics related to physical activity, children, youth, implementation etc. are being touched upon. Normally, those events are being held as an “on the way home from work” event, where interested people can stop by if they feel like. The original plan was for the Danish National Multiplier Sport Event to be held in such a frame, yet, that requires a possibility for a physical meeting which keeps being postponed in Denmark.

Therefore, the event was changed into a virtual event, which had been held on March 24, 2021. The agenda for the event:

- 15.00-15.15: Welcome
- 15.15-15.30: The overall intercultural challenge in today’s Denmark
- 15.30-15.45: The EDU:PACT project
- 15.45-16.30: Presenting the EDU:PACT project output
- 16.30-17.00: Discussion
- 17.00: Thanks for today

Many stakeholders (especially teachers) in this field are busy following up on what has been missed out during the corona pandemic, so a broad audience was expected.

## 5.3. Summary, Findings & Recommendations

In general, there are some interesting perspectives related to the work done in EDU-PACT. An interesting observation, we have made is, that the refugee crisis is very different for the countries taking part in the project. From a Danish perspective, we have not been as thoroughly touched upon the refugee crisis as some of the countries closer to the boarder. This doesn’t meant, that the content in EDU-PACT is not of usage at all, but for Danish students it is a very narrow way to go. There are examples of using physical activity as a way to include and involve people with other backgrounds as Danish. The Danish associational life is representing a huge possibility within the field, and it is not seen in that way in other countries. Also, it could be of relevance for students who are seeking to go abroad and use the skills in other countries.

In general, there is a huge implementation barrier in terms of ensuring usability of the project outcomes – the module. First step is getting them to the website, next is getting their interest in the material, next up is a through go-through of the content before finally enrolling it at a course somewhere. This is, however, more a general note for European projects.



## 6. Report University of Thessaly

### 6.1. EDU:PACT Course and Implementation

The course was named “Practice in Intercultural Education through Physical Education“, and its’ aim was to provide the theoretical background combined with practical activities regarding intercultural education and sports. It was an optional course for 3<sup>rd</sup> year pre-service students.

The course lasted from 4/2/2020 until 26/5/2020 (14 weeks), thereof 3 weeks off (1 week because of Covid-19 and 2 weeks because of Easter Holidays). The content of the program based on the EDU-PACT project, was organized in 4 Units (understanding yourself, understanding others, planning and delivering sessions and monitoring and evaluation). 24 participants were attending the course, 20-24 years old. Nationalities: one Italian (master student – observer) and 23 Greeks (pre-service students).

There were 6 live courses and 8 online courses, because of Covid-19. We managed to modify the course, adding videos with practical activities and organizing group discussions.

#### Evaluation & Results

Participants were asked to fill the following questions:

1. In which level do I think I was **before attending the course** concerning:
  - Awareness of my attitudes and perceptions about intercultural education → 0.....10
  - My knowledge in the field of intercultural education → 0.....10
  - My skills to design and implement a lesson in a multicultural context → 0.....10
2. The same questions were also answered **after attending** the course.

Before attending the course	After attending the course
Awareness → Average 6.4	Awareness → Average 8.9
Knowledge → Average 5.7	Knowledge → Average 8.4
Skills → Average 4.9	Skills → Average 8.5

3. The online version of the activity “The living scale” was used, answering the question of “How satisfied are you from attending this course?” (0 = not satisfied, 10 = very satisfied). The result showed an average of 9.5.
4. A participant’s quote: “It was one of the most practical courses I have ever attended to.”

#### Photos from the implementation of the course



### Comments

Participants identified; **leadership, interculturalism, knowing self, characteristics of effective coaches/teachers, stereotypes, empathy, cooperative learning, positive reinforcement, teachable moments, observation, evaluation** as core messages of the course. However, the answers were highly dependent on the time of the course. For instance, while leadership was a very common answer among the participants in February, observation was very popular among students from May. Most of the answers occurred with high intensity in certain time periods.

Participants identified; **group discussions, writing down motivations, life mapping, busting stereotypes, football field, picture observation, problem tree and all content** as the content that should stay in the course. Here the answers were more homogeneous in terms of time frame.

Participants identified **nothing** as the content and activities that need to be removed from the course.

Some participants identified **more group work** as what should be changed in the course. However, the majority responded, **nothing**.

Participants shared **no specific comments other than overall positive feedback.**

### **Sustainability**

We have a group on facebook (with the participants) where we upload useful materials (e.g. videos, pdf, images) related to intercultural education and where we can also communicate about any questions or comments.

## **6.2. National Multiplier Event**

We hosted our National Multiplier Event on 8/12/2020, it lasted 6 hours and we presented the Edu-Pact project. There were 21 participants (master students) from Greece, Cyprus, USA, Canada and Italy. The participants had a bachelor degree on physical education and sport science, sociology and psychology. The event was delivered in an online version, because of Covid-19, but it had an interactive character as there were group discussions and video views.

### **Evaluation & Results**

Participants were asked the following questions and answered as follows:

- Overall how would you rate the event? → 56% (Very good) and 44% (Good)
- How would you rate the theoretical components of the event? → 61% (Very good), 22% (Good) and (18% Neutral)
- How would you rate the practical activities of the event? → 67% (Very good) and (33% Good)
- How satisfied are you with the speakers? → 72% (Very satisfied) and 28% (Satisfied)
- What do you think you gained from your participation in this webinar today?
  - “Different points of view, elements which we should be careful about an intercultural class, interactive communication makes it interesting”.
  - “I feel that I can create more responsibly at PE program for intercultural students. Feel more confident.”
  - “it refreshed some parts of my current knowledge but also introduced me some new ways of thinking, speaking and acting”
  - “I gained a very useful knowledge about my job”
  - “Empathy”
- If you had the chance would you be interested to attend the whole program? → 78% (Yes, of course) and 22% (I am not sure).
- How likely is it that you will use the contents of the webinar in your professional environment? → 61% (Very likely), 28% (likely) and 11% (Neutral).
- What should we change in the program?

- “Nothing at all, sure that the online session was weird but concerning the conditions it was the best you could do.”
- “Unfortunately, it was online! I can’t wait to attend it in person.”
- “The program is well structured and I am quite satisfied of the experience.”

### **6.3. Summary, Findings & Recommendations**

Summarizing the whole experience from getting our own training to the delivery of the whole program, it was everything very touching, helping us to develop our knowledge and skills for delivering such courses in intercultural education. Unfortunately, Covid-19 pandemic deprived us of the chance to complete the implementation of the program in a live version. However, we managed to transform this process in an online version and finally to complete the implementation of the program according to the timeline of the project. Considering the results from the participants’ evaluation, we are very satisfied from everyone’s efforts and also from the final outcome. We are trying to keep in touch with the participants (having a group on facebook) and they all know that we are willing to answer in any comments or concerns that they might have whenever they will have to deal with multicultural classes.

What we realized through the implementation of the program is that people usually think that they are capable to teach in a multicultural class, until they do it. Most of our participants declared at the end of the program that they are now feeling “real confident” to deal with multicultural classes than they thought they felt before attending the program. We also observed participants’ changing behavior and ways of responding to the activities as the program progressed. For example, they seemed to think deeper in order to provide their arguments and they used concepts and ideas that we had already discussed about in previous meetings. Furthermore, we consider of high importance the giving space and time for participants to reflect and modify the activities, adjusting those to their own style, based on the guidelines of intercultural education. Finally, there was a group discussion at the end of the program, in which participants confessed that intercultural education is a “way of thinking that is always evolving” and they all endorsed their decision to select this course.

Our future suggestions for the project would be to try out the implementation of the whole program in a live version (which we actually hope to manage), in order to have a holistic approach and overview of participants’ attitudes, knowledge and skills concerning intercultural education. Furthermore, we suggest to observe the impact of participants teaching to multicultural classes after the implementation of the program. In that way, we could also observe students’ behaviors both before and after a course with a trained PE teacher/coach in intercultural education.

# 7. Report Hellenic General Secretariat of Sport

## 7.1. EDU:PACT Courses and Implementation

Based on EDU:PACT program as well as the strategical need to strengthen the implementation of sports and culture actions as a crucial tool regarding the rapprochement and social inclusion of vulnerable social groups, a special educational program titled: "Develop, Organize and Implement Sports Events & Actions aiming at social inclusion" was established at the Hellenic National Center of Public Administration and Local Government to strengthen the capacity of PE teachers, trainers as well as executives of public bodies that involved in relevant policy areas.

The educational program is addressed to public sector administrators, PE teachers who either have responsibilities and/or functions in the context of sports policies and services, or will be involved in the design and implementation of programs for active inclusion of vulnerable social groups through sports and culture.

The purpose of the educational program/seminar is the immediate information and awareness of central government and local government officials, PE teachers and trainers, in order to promote actions of rapprochement and social inclusion of vulnerable social groups through sports and culture.

More specific objectives of the educational program/seminar are:

- ✓ raising participants' awareness of the "social dimension" of sport and culture
- ✓ the creation of conditions for the planning and implementation of actions regarding the effective rapprochement and social inclusion of vulnerable social groups through sport and culture.

The educational program/seminar was designed to have a duration of 5 days for 7 hours per day, with 20-25 participants. The last day of educational program/seminar was reserved in order for the participants to design and develop a Sport Event and / or Innovative Sport Actions, as a good practice for actions of rapprochement and social inclusion of vulnerable social groups through sports and culture.

The initial educational program/seminar was implemented between 18<sup>th</sup> and 22<sup>nd</sup> of January 2021 and will be repeated every month, for over a year.

Due to the pandemic COVID-19 and the national restrictions that are still in effect in the country, the seminars were implemented online.

### Evaluation

The goal is to collect and make available the feedback evaluations (through a qualitative mainly close ended type questionnaire) by the participants, who will be following the series of

seminars, in the days immediately after the 3<sup>rd</sup> series of seminars and surely by the end of March 2021.

However, the majority of participants (over 80%) wrote the following comments in the questionnaires free text session (in the open ended session):

- “I JUST WANTED TO EXPRESS MY WARM CONGRATULATIONS FOR THE SEMINAR ....”
- “IT WAS THE FIRST TIME THAT WE WERE SO MANY PE TRAINERS IN A DIFFERENT, EFFECTIVE AND ESSENTIAL SEMINAR ...”

## **7.2. Summary, Findings & Recommendations**

Summarizing the whole experience from the initial phase of implementation of the educational program/seminar training, to the delivery of the whole program, it was a very important and effective approach towards an innovative educational field, helping us to develop our knowledge and skills for delivering such courses in intercultural education. Furthermore, we believe that the implementation of the educational program/seminar is absolutely recommendable and a good combination with the EDU:PACT Module Handbook and online toolkit, for PE teachers who already have experience in related (multicultural) schools or coaches in sport clubs.

## **8. Report Right To Play**

### **8.1. EDU:PACT Courses and Implementation**

The Evaluation results of the ToT in Vienna and the Focus Groups informed the final modifications of the units as well as the outline of the Module Handbook. The handbook is clearly explaining the need of the modules, how to use the handbook and provides a step-by-step approach to the content. The Handbook is organised clear and user friendly. The mix of theory and practical activities is very good and will address the needs of the different users.

*Implementation of the developed modules so far by the EDU:PACT partners*

As we can observe, the partners have been able, despite the challenges from COVID19, to implement the EDU:PACT modules in their different settings successfully.

Some were even able to provide a taste of the practical activities to the participants, and this was appreciated and deemed useful for future application.

It can also be observed that the participants of the courses understood the key messages of the module handbook / course content and this underlines the effectiveness of the training sessions.

We are especially impressed how the University of Thessaly was able to deliver the module handbook as part of a 14 week course to their 3<sup>rd</sup> year pre-service students.

### **8.2. National Multiplier Event**

Right To Play has not implemented a National Multiplier Event but could observe that the EDU:PACT Partners were, despite the challenges of COVID19, able to inform about EDU:PACT and to stir up interest in the topic of intercultural education through physical activity, coaching and training.

### **8.3. Summary, Findings & Recommendations**

We are convinced that the developed contents are suitable to reach the intended learning outcome, to facilitate integration and foster positive, intercultural learning experiences. The different units of the module handbook ensure a comprehensive approach, starting with “understanding yourself” as a precondition for “understanding others” and followed by technical input on how to plan, deliver as well as monitor and evaluate such sessions. Each unit is accompanied by practical examples that are all based on the same experiential learning methodology, making it easy to follow, to adapt and to facilitate the transfer of learning content to learners and to ensure that it is embraced by them.

From our global experience working with different audiences (children, youth, teachers, coaches, Ministry of Education Officials, etc), we highly recommend investing sufficient time to explain and let participants experience the experiential learning cycle during future course modules / training sessions. To ensure that each participant fully understands what this means and fully embraces the concept of experiential learning and using the reflect – connect – apply methodology. If the participants are embracing this concept (ideally by experiencing and practising it themselves), they will be able to adopt the methodology in any circumstances, with any questions arising, with any learning objectives they would like to deliver to their target group.

In addition, we think it is very important to start when possible as outlined in the module handbook with Unit 1. It is key that the person coaching, working with children “understands him/herself”. The critical reflection on one owns attitudes is the basis of being able to work with intercultural groups as well as to facilitate the learning journey within intercultural groups. It is highly recommended to also reflect on the interculturality of those participating in the course, of those students who attend the module course. Very often in our own work, we forgot about intercultural difference, ignore and not openly reflect on them. However, such a reflection will support the learning process as well as the collaboration throughout the course.



# 9. Report Vienna Institute for International Dialogue and Cooperation (VIDC) -fairplay Initiative

## 9.1. EDU:PACT Courses and Implementation

VIDC-fairplay was holding a compulsory course for ongoing school teachers at the University College of Teacher Education in Baden (Lower Austria) in 2019/20 and 2020/21. This was done in close cooperation with the University of Vienna, which also evaluated the programme. The developed EDU:PACT modules were integrated in the course as good as possible, while the focus was held on the practical activities, which can also be found in the handbook and the online toolkit. The theoretical part was included as well but even more integrated in another seminar held by our colleagues from “Interkulturelles Zentrum” (IZ).

The Scope of the course: 1 study hour per week / semester, block seminar (3 blocks). While in winter term 2019/20 implementation was possible without any restriction, the course in winter term 2020/21 was partly held online and the practical activities were somewhat impaired by the Covid-19 restrictions.

Therefore, the last block of the seminar in Winter term 2020/21 was held online. The block was planned to go deeper in the EDU:PACT Unit 3 and to learn even more practical methods on intercultural learning, social inclusion and diversity, which the PE students could use for their work in schools. This could actually not be done online in a same way as it would be in a sport hall. The exercises were presented in theory, the lectures tried to simulate video online exercises or show some existing videos of the games.

In fact, it was working, and students got the point, but it could not replace important teaching moments on the field.

### Evaluation & Results

Course 2019: from 15<sup>th</sup> of Oct. 2019 – 12<sup>th</sup> of Nov. 2019, 21 participants.

Course 2020: 13<sup>th</sup> of Oct. 2020 – 10<sup>th</sup> of Nov. 2020, 19 participants (feedback: 2). Implementation: online and practical parts.

The course was evaluated internally by the University College of Teacher Education in Lower Austria as well as by the University of Vienna in the frame of EDU:PACT. The participants attending the course in 2020 rated the course, its theoretical and practical components, and the lecturer as good to very good. The question about the applicability in the participants sport courses or lessons was rated with neutral and very applicable. Participants stated that they would most likely or likely use the learned in their sport courses or lessons. The content related specific questions remained unanswered.

It needs to be mentioned that the future PE teachers of this course will work with a younger target group than foreseen in the EDU:PACT project. Therefore, the content and exercises need to be adopted, when implemented by the students.

### **Sustainability**

The collateral publications (handbook, online toolkit) will support the implementation of the compulsory course in future, as this course for primary school teachers “Interkulturelle Kompetenz im Sportunterricht” at the University College of Teacher Education in Lower Austria will be held annually in winter term, and the implementation of the EDU:PACT Modules in the course will be continued.

## **9.2. Summary, Findings & Recommendations**

Our idea is to further develop this format and adjust it to the 3 blocks format for the format at the University College of Teacher Education. In fact, an extension of the existing scope of the course (1SSSt) would be highly recommendable and useful to implement all 4 Units and it's practical exercises in an even more meaningful way. For the lectures it was a challenge to deliver all 4 Units in exact planned structure and order as it's meant to be by the EDU:PACT project. More time and facilities would be needed, therefore. Besides that, it is not easy to find experts who are able to cover all 4 units, especially both, the theoretical and practical part. Content wise it is not always just one practical exercise, which is just fitting to one unit, but some games can be used to cover more areas. We see a potential to show exercises and let students find out the main objectives and connections to the units.

The seminar “Interkulturelle Kompetenz im Sportunterricht” could be organised at further University Colleges of Teacher Education in Austria.

There still is the need of the organisation and implementation of a compulsory or even optional course/seminar on the level of Sport Universities for future teachers of high schools (age 14-18 years) in Austria.

We also see a need and potential to implement the courses in the education level of PE teachers on a state level. For example, as advanced training for PE teachers who are already having experience in schools or sport educators and coaches, who are already working with youth in sport clubs.

All in all excellent it the developed format in EDU:PACT is an excellent approach towards an innovative educational field. Awareness of diversity, intercultural settings, discrimination, identity, is highly needed in sport education and PE lessons! Absolutely recommendable and good combination with the developed handbook and online toolkit.

# **10. Report International Council for Coaching Excellence (ICCE)**

## **10.1. Summary, Findings & Recommendations**

EDU:PACT is an excellent direction towards development of knowledge and skills of coaches on all levels. This innovative education helps coaches understand diversity, intercultural environment and inclusion and tackles discrimination and isolation. The education package is highly recommended in sport coaching.

Covid-19 caused difficulties with implementation and gathering subsequent valuable feedback, therefore ICCE cannot offer detailed evaluation, we can only provide a general theoretical feedback collected from coaching communities. In practice all participants of such sport activities represent very different backgrounds, there might be challenges related to language skills, culture and gender; and last but not least a different perception of physical activity in different cultures. This all require a complex knowledge and skills once coaches will have to deal with multicultural classes. Many coaches in Europe work already in a multicultural environment and are already capable to lead multicultural groups. However, their further education in the area of knowledge and skills related to intercultural education provides a valuable horizontal development.

Adaptations of the content to the needs of practicing coaches in form of continuous professional development (CPD) would be welcome. This would allow to pick up certain elements of the curriculum which is suitable to given environment and age group. For practicing coaches it is difficult to deliver all units in full volume and exact structure. In future use some practical elements of the education could be embedded into already used exercises by their slight amendment. Also, there is a great potential by reaching out to the coaches working in school sport by offering EDU:PACT as their advanced training.

ICCE is a global organization offering assistance to their members and partners in the field of education. EDU:PACT provides an excellent addition to the portfolio, we believe that this educational package will be well received and widely used.

# 11. EDU:PACT Module Handbook Feedback

## Demographics

13 participants completed the survey between February-May 2020.

## Rating

On average participants thought that the goals of the handbook were clearly identified. (4.5/5)

On average participants thought that size and format of the handbook were adequate. (4.1/5)

Participants were unified in considering the theoretical content of Unit 1 as adequate.

Participants were unified in considering the activities of Unit 1 as adequate.

Participants were unified in considering the theoretical content of Unit 2 as adequate.

Participants were unified in considering the activities of Unit 2 as adequate.

Participants were unified in considering the theoretical content of Unit 3 as adequate.

Participants were unified in considering the activities of Unit 3 as adequate.

Participants were unified in considering the theoretical content of Unit 4 as adequate.

Participants were unified in considering the activities of Unit 4 as adequate.

## Commentary

Participants were unified in thinking that the discussions and reflect-connect-apply (RCA) approach were clear within the introduction and the activities.

Majority of the participants were satisfied with the level of physical activity within the practical activities. However, some argued that there should be more.

Majority of the participants thought that the connections between the theoretical and practical sections were clear.

Some of the participants argued that the handbook could be used in PE. Some reported that they can use it to understand themselves better. The consensus among the participants was that the handbook can be implemented overall.

Participants found:

- practical activities
- clear colour scheme: e.g. colours of the framework
- A broader explanation of the concept of integration

- some pictures from the training sessions, e.g. for the Unit 4 missing from the handbook.

Participants said:

- Videos (from the activities that include the physical activity part)
  - Comments from people who have delivered the program
  - Year to year updates about anything new that comes up
  - Reflection forms for anyone who would like to share some comments or questions
  - Quiz or questionnaires with which participants' could probably assess themselves
- could be added to the handbook.

The feedback was used to improve the EDU:PACT Module Handbook and Toolkit.

## **12. Intercultural Sensitivity Survey**

The Intercultural Sensitivity Survey is supposed to give you an idea about your overall intercultural sensitivity, and support your self-understanding within the context of the EDU:PACT Toolkit. The survey has been adapted from [Chen & Starosta, 2000](#). At the end of the survey, you will obtain a score across five areas related to intercultural sensitivity. It is available on the new interactive [website](#).

## **13. Summary and Conclusions**

This Module Review and Validation report was performed within the quality assurance process of the EDU:PACT program aiming to ensure that the developed study units and modules can enable the learner to acquire and demonstrate the necessary knowledge, skill and competence in the field of intercultural education. Based on feedback from surveys, comments and recommendations following an international Training of Trainers pilot seminar and workshop an evaluation has been performed. Initial adaptations to the modules and study units have been made and teaching and learning material revised accordingly. Both, national and international implementation and dissemination measures including feedback surveys have been performed by the project consortium and all project partners to enhance project visibility and get feedback, comments and recommendations from a broader group of multipliers, which again was evaluated and validated (internally and externally) according to quality assurance guidelines of the project.

The intercultural aspect of school education and sport participation in usual circumstances constitutes a space where young people can come together, make contact and interact with difference and otherness – which requires soft skills, emotional involvement and social closeness. Based on the pandemic situation with schools and sport clubs frequently closed and social distancing required to minimize spreading of the virus - coming together, making contact and interacting with difference and otherness proved challenging and frequently required specific adaptations to implement project goals. Although the feedback from participants (both on site and online) was general positive one criticism on this project frequently was the doubt that there really can be a one size fits all approach in intercultural education. Therefore further studies and further practical application in various subgroups have to identify which modules and which developed contents really work for whom, in what respect, to what extent and in which context.

