

## ACT WP3 FIELD TRIALS REPORT

### COUNTRY: GREECE

#### Introduction

The **aim** of this report is to **record and present** the information gathered from the **ACT Field Trials Phase of the ACT project** that was conducted at a national level **within the Greek context** during the academic year 2018 – 2019, and that was implemented in accordance with the ACT Experimental Protocol for Field Trials, which defines the parameters under which each phase of the project is to occur as regards the overall methodology, teacher training and mentoring, project implementation in the classroom, and the relevant qualitative and quantitative evaluation framework.

#### 1. Objectives

The **objectives** for this phase of the ACT project are summarised as follows:

- To prepare the implementation phase of the ACT project.
- To train teachers into the ACT methodology.
- To familiarize teachers with the basic tools of the ACT project.
- To test the ACT Experimental Protocol for Field Trials.
- To test innovative methods and practices which have been identified as suitable for training teachers on the ACT methodology.
- To test innovative methods and practices which have been identified as suitable for enhancing students' social and civic competences.
- To test innovative methods and practices which have been identified as suitable for contributing to the formation of active and responsible citizens.

#### 2. Methodology

##### 2.1 Recruitment

The **Ministry of Education and Religious Affairs** (former Ministry of Education, Research and Religious Affairs - MERRA), in collaboration with the **Institute of Educational Policy** (IEP) and the **National and Kapodistrian University of Athens** (UoA), addressed in June 2018 an open call letter for submission of applications of interest to lower secondary schools located in the Attica region of Greece.

The rationale behind the **open call letter** was to attract a big number of schools and volunteer teachers so as to participate in the project, and in this respect the invitation letter included a **detailed presentation of all the necessary information** regarding the ACT project such as the aim and methodology, the thematic fields, the pilot phase, the timeline (of training, mentoring and implementation), the requirements of the project (duties and commitments) as well as the eligibility criteria in terms of the application. Further information and details were provided to interested schools and teachers via telephone and emails from the Ministry of Education and Religious Affairs (former MERRA) throughout the whole time period during which the call was open.

The call required the following **criteria** to be **met by the interested schools and teachers**:

- i) previous experience in related projects
- ii) qualified and trained teacher staff
- iii) facilities to enable participation in survey polls and other digital forms of project evaluation
- iv) a supportive administration framework at school.

Public Lower Secondary schools that wished to express an interest in participating in the ACT project were to send the **application form** that accompanied the open call letter as an appendix along with the minutes of the relevant teaching staff meeting during which the teachers of the school unit:

- i) agreed to participate in the project
- ii) nominated one to two volunteer teachers assigned to teach in class the Social and Civic Education school subject and
- iii) named the class(es) that would implement the project.

The **chosen incentive scheme** encouraging schools and teachers to apply included the following parameters:

- i) the schools that were allocated to the control group would receive treatment the following school year (2019 - 2020),
- ii) schools could be awarded The "European ACT" Label, as a way of certifying their involvement and participation in the project,
- iii) and volunteer teachers as well as students could receive a certificate for participating in the ACT project.

After the completion of the recruitment phase, the Ministry of Education and Religious Affairs proceeded with the signing of **contracts/ letters of agreement** between the Ministry and the selected school units. The ultimate aim of this action was to safeguard the schools' participation and commitment to the ACT project.

**2.2 Sample of schools**



The lower secondary schools that were invited to participate in the ACT project were **located in the Attica region**, which is the **most densely populated prefecture of Greece**. The region of Attica is one of the thirteen (13) regions of the country, consisting of the Prefecture of Attica, based in Athens and divided into the following

eight regional units: Central Athens, South Athens, North Athens, West Athens, Piraeus, West Attica, East Attica, and the Islands Unit (including Salamina, Aegina, Agistri, Poros, Hydra, Spetses, Kithyra and Trizina-Methana, in Peloponnese). About 3.750,000 people are estimated to be currently living in the region, of whom more than 95% are inhabitants of the Athens metropolitan area.

The **91 lower secondary schools** that participated in the recruitment phase of the ACT project are located in the following eight (8) regional units:

<b>Regional Units of Attica, Greece</b>	<b>Number of recruited Lower Secondary Schools</b>
Central Athens	20
South Athens	17
North Athens	26
West Athens	8
Piraeus	3
West Attica	3
East Attica	2
Islands Unit	2
<b>Total:</b>	<b>91</b>



**Lower secondary schools of the Attica region** fall under the jurisdiction of the Regional Directorate of Primary and Secondary Education of Attica, **supervised by the Ministry of Education and Religious Affairs** (former MERRA).

While obtaining their compulsory secondary education, Greek students follow a common curriculum, without any differentiations. However, some lower secondary schools offer an experimental curriculum or are oriented towards students with specific inclinations or educational needs. Various types of educational institutions expressed their interest to participate in the ACT Field Trials, as presented in the list below:

Types of schools in the ACT Field Trials 2018-19	Number of recruited Lower Secondary Schools
Day Secondary Schools	79
Day Secondary Schools for Girls	1
Secondary Art Schools	1
Model Secondary Schools	4
Experimental Secondary Schools	2
Unified Special Vocational Secondary Schools for the Deaf and Hard of hearing	2
Evening Secondary Schools	1
Intercultural Secondary Schools	1
<b>Total:</b>	<b>91</b>

### 2.3 Articulation with the evaluation teams

**Open and constant cooperation** with the evaluation teams was prioritized in order to successfully meet all the challenges involved in the ACT Field Trials Phase. To this end, both face-to face and online meetings were organized and held at the premises of the Ministry or via online tools provided by IEP in order to plan and prepare the necessary steps to meet all the deadlines set by the project.

With regard to the teachers’ and school’s response to the invitation letter, it should be noted that 107 volunteer schools initially expressed their keen interest to participate in the ACT Project. However, out of the initial 107 schools, **91 school units met the call criteria**. In the beginning of December 2018, the schools were randomly allocated to treatment and control groups, after the completion of the necessary teacher and student surveys. More specifically, out of the 91 schools in total, 46 schools were allocated to the treatment group and the remaining 45 schools were assigned to the control group.

The **main criterion/variable** for the quantitative and qualitative evaluation and the allocation of schools, either treatment or control groups as mentioned above, was the **geographical location** of the volunteer schools. The **sub-criteria** were the income based on post- code area where each school is located (socio-economic status), percentage of immigrant students in schools, school types (e.g. multicultural, art, etc) and teachers’ allocation in more than one school, i.e. if teachers were assigned to teach in two schools, then, both schools should be allocated to the same group, either treatment or control.

All in all, collaboration with the evaluation teams, vital for the successful implementation of the ACT Field Trials, was effective despite the challenges of collecting school data (e.g. teacher and student lists, within a short time span). Instructions and guidelines that were provided to schools, regarding baseline and endline questionnaires, were direct and comprehensible, and thus contributed greatly to the successful completion of the preparation phase of the ACT Field Trials.

Below, there is a brief calendar depiction with regard to the ACT Field Trials Phase.

Calendar of preparation phase for the implementation of ACT Field Trials 2018-19	
Period	Tasks
June-September 2018	Recruitment of schools
September- October 2018	Teacher & student lists, selection of sub-sample (10 schools) for Qualitative Evaluation
November-December 2018	Teacher and student surveys (for Quantitative Evaluation), Randomization, Interviews with i) school principals ii) teachers (for Quant. Evaluation)

### 3. Project implementation within each country

#### 3.1 Teacher training sessions

In Greece, the two-day face-to-face **training sessions** were conducted on 17<sup>th</sup> and 18<sup>th</sup> December 2018. The sessions were organised by IEP in collaboration with the Ministry of Education (former MERRA) on the premises of the Ministry in Maroussi, Attica.

In order to prepare the teacher training sessions both face-to face and online meetings were organized and held between IEP and the Ministry focusing on the programme, the ACT Protocol, the training material, the trainers as well as administrative and practical details.

More specifically, during the two-day face-to-face training sessions, **nine (9)** assigned **teacher trainers** introduced the ACT Protocol and the teacher training material to the volunteer teachers. The trainers were very familiar with the ACT resources since eight (8) of them are members of the Ministry's and IEP's ACT Team. Moreover, six (6) of the assigned teacher trainers had also participated in the two-day face-to-face training sessions of the ACT pilot phase (2017-2018).

**Forty-six (46) public lower secondary schools of Attica Region** comprising the treatment group were officially invited by the Ministry, the national coordinator, to the two-day face-to-face-training sessions. In particular, 53 volunteer teachers, representing 43 out of the 46 treated schools, attended the training sessions. The three (3) treated schools, which were not represented by their assigned volunteer teachers, did not finally proceed to the implementation phase of the ACT project in the classroom.

The **first day** of the two-day face-to face-training sessions, conducted both in plenary session (first half) and in workshops (second half), was designed so as to:

- provide teachers with all the introductory information about the ACT project, its objectives and the ACT protocol,
- demonstrate the need for citizenship and explore its three dimensions (as status, feeling and practice) and
- explore the three ACT themes of discrimination, social inclusion and diversity in relation to Citizenship Education within a trusting school environment.

The **second day** of training sessions, conducted mostly in workshops aimed at facilitating teachers on how to implement the ACT project in the classroom with primary focus on:

- what the key elements of a successful ACT citizenship project are
- how to facilitate students to plan and run their projects
- provide guidance on appropriate pedagogy and techniques, including how to handle controversial issues in the classroom
- how to implement innovative assessment methods (self and peer evaluation) through the use of portfolios.

For the interactive ACT workshops the **53 volunteer teachers** representing the treated schools were divided into three (3) groups of approximately eighteen (18) teachers per trainer and each group was later divided into subgroups of 4-5 teachers, in order to effectively simulate the implementation of the ACT project in the classroom by performing the same ACT activities students would in the actual classroom.

At the end of the second day of the two-day face-to-face- training sessions teachers had the chance to reflect, in a plenary session, on the ACT training experience and discuss their concerns and ideas about how to effectively implement ACT in their classrooms.

All volunteer teachers received a folder that included training resources and posters.

Moreover, all volunteer teachers received a certificate of attendance via the [online services of IEP Platform](#) and were granted free access to the [online ACT Project repository](#), where all the available ACT resources/ material could be viewed and downloaded at any time.

Lastly, it should be noted that a member of the Qualitative Evaluation Team of UoA attended and observed how the two-day face-to-face- training sessions were carried out, as stipulated by the ACT Protocol.

### 3.2 Implementation in the classrooms

In Greece, the implementation phase of the ACT project in the classroom **started in January 2019 and ended in mid-May 2019**. After the completion of the two-day face-to-face training sessions in mid-December 2018, the **forty-three (43) schools** comprising the treatment group proceeded to the ACT Field Trials. In the following months, two participating teachers, each representing a treated school, decided to withdraw due to administrative and personal issues.

Throughout the ACT implementation in the classroom collaboration with treated schools, principals and teachers involved had been very effective, apart from one treated school with which communication was extremely hard to achieve, due to imponderable administrative issues.

During the school year 2018-2019, **forty (40) schools** of the treatment group successfully completed the implementation of **sixty-one (61) ‘ACT citizenship projects’** in the classroom, organised around at least one of the ACT themes, fighting discrimination, social inclusion and cultural diversity. In some treated schools there were more than one class that participated in the ACT project and implemented one project in every class, thus explaining the bigger number of projects in relation to the number of treated schools.

The **ACT citizenship projects** which were proposed and **organised by students themselves** were designed to benefit a specific group of people, either at school or in the community, as presented in the list below:

No	ACT citizenship projects
1.	<i>“Fighting discrimination against people with disabilities”</i>  <i>(Action for their full participation in social life)</i>
2.	<i>"YOU ARE NOT ALONE. WE ARE HERE TO HELP YOU"</i>  <i>(Supporting Action for Language Learners)</i> <i>(This is an in-school action. It concerns the social inclusion of two students who study in our school and do not speak the Greek language at all or almost at all, resulting in their social exclusion and poor performance)</i>
3.	<i>“Social Discrimination / People with disabilities”</i>
4.	<i>“Social Discrimination / Racial Racism”</i>
5.	<i>"I care about my fellow man"</i>
6.	<i>"No one on the sidelines"</i>
7.	<i>"Same ages, same opportunities"</i>  <i>(The title refers to 2 action plans (2 classes) to be presented at an event)</i>

8.	<i>" The Differences That Join Us"</i> <i>(In the context of cultural diversity)</i>
9.	<i>"Don't trade your authenticity for approval"</i> <i>(In the context of the thematic unit of social discrimination)</i>
10.	<i>"We were born different, but equal"</i>
11.	<i>"NEVER ALONE AGAIN!": Art as a means of social inclusion"</i>
12.	<i>"Give Art an Opportunity": Art as a means of integrating refugees</i>
13.	<i>"Combating discrimination on grounds of nationality and colour"</i>
14.	<i>"We are fighting discrimination"</i>
15.	<i>"In the place of the other"</i>
16.	<i>"It's not you by chance"</i>
17.	<i>"Refugee: equal member of society or not?"</i>
18.	<i>"Exploring other cultures"</i>
19.	<i>"The diversity in the school community"</i>
20.	<i>"Integration of Muslims to school"</i>
21.	<i>"Integration of children with disabilities"</i>
22.	<i>"The importance of mutual help"</i>
23.	<i>"Presentation and respect of disabled parking places of the municipality of Elefsina"</i>
24.	<i>"Fighting discrimination"</i>
25.	<i>"Fighting discrimination for persons with special needs"</i>
26.	<i>"The position of Woman in today's society"</i>
27.	<i>"Homeless"</i>
28.	<i>"The Woman in the labor market today! Discrimination .... rights ... myths and reality"</i>

29.	<i>“Violence and Bullying at School - Neighborhood ”</i>
30.	<i>“Jobs for everyone”</i>  <i>(Focusing on discrimination in the workplace and job orientation on the basis of gender)</i>
31.	<i>“DIET” (Eating Disorders)</i>  <i>(Raising awareness on discrimination against people with eating disorder)</i>
32.	<i>“We are one. We say “YES” to diversity’</i>
33.	<i>“Accessibility for everyone”</i>  <i>(Highlighting accessibility issues for disabled persons in our city)</i>
34.	<i>“Food to homeless people in Halandri (suburb)”</i>
35.	<i>“Addressing school bullying”</i>
36.	<i>“Disabled people and wheelchair access in the Municipality of Halandri”</i>
37.	<i>“Coexistence of different religious communities in Halandri (suburb)”</i>
38.	<i>“Discriminations in Filothei (suburb): Theory and Practice”</i>
39.	<i>“Friends and fun”</i>  <i>(Raising awareness on the orphanage as an institution for child care and inviting children from local orphanage to a school ball/ dancing event)</i>
40.	<i>“Domestic violence”</i>  <i>(Raising students’ awareness on cases of domestic violence and organizing an open discussion at school with specialists)</i>
41.	<i>“I don’t look the other way, I help...all standing together”</i>  <i>(Raising awareness on discrimination against people with disabilities)</i>
42.	<i>“Tell me your school grades and I’ll tell you who you are”</i>  <i>(Raising awareness on discrimination against students on the basis of their school performance)</i>
43.	<i>“All Different, All Equal”</i>  <i>(Raising awareness on discrimination against students because of their origin, religion, gender or sexual orientation)</i>
44.	<i>“Acceptance and Integration or Rejection and Marginalization of subgroups with</i>

	<i>characteristics different from the dominant core of society” (Raising awareness on discrimination against Roma, refugees, Muslims and disabled people)</i>
45.	<i>“I take ACTion in Aspropyrgos (suburb)” (Raising students’ and people’s awareness on social issues and how to take actions)</i>
46.	<i>“Change the world by fighting injustice... Save Babis!” (Raising awareness on impoverished and homeless people and gathering supplies for the local communal grocery)</i>
47.	<i>“Let's do something (good) for the poor”</i>
48.	<i>“ACTION FOR REFUGEES”</i>
49.	<i>“Children with autism, children different”</i>
50.	<i>“Don’t let me DOWN” (Raising awareness on people with Down Syndrome)</i>

Samples of the materials produced by students are being uploaded by their teachers on the [on-line repository of the IEP-ACT Project Moodle Platform](#), presenting the students’ trip and endeavour to become active citizens.

### 3.3 Mentoring sessions

**Mentoring sessions**, in parallel with implementation stages, provided participating teachers with continued support on how to successfully implement ACT in the classroom. **Three (3) members of IEP were assigned** to become involved in the mentoring process, since they were all teachers’ trainers during the two-day face-to-face training sessions and two of them also took part in the pilot phase of the ACT project.

Each trainer (**one per approximately 14-15 treated schools**) guided and supported participating teachers throughout the implementation period via synchronous (video and phone calls) and asynchronous communication (emails and posts uploaded on IEP-ACT Project-Moodle Platform). Apart from frequent phone calls and e-mails, 30-minute video calls via BBB web conferencing tool were carefully planned and carried out in groups of 4-5 teachers per trainer, from mid to end of February 2019, aiming at monitoring the progress of ACT implementation and providing answers to questions and issues regarding the ACT Protocol and implementation stages.

## 4. Main outcomes

### 4.1 Testimonies

The majority of the testimonies, as these have been recorded so far, were positive and encouraging. Below we indicatively portray testimonies on the trainers', teachers' and students' part:

*«ACT resources successfully guide teachers and motivate students through their endeavour to become active citizens», Greek trainer*

*“...At the end of the project (ACT Project) we have gained many pleasant experiences that will remain unforgettable and will accompany us throughout our lives...”*, Greek students during their presentation of their ACT citizenship project at a school festival organised by their local Municipality

*“Satisfied with our students’ eager participation and initiatives while implementing ACT Project”, Greek teacher*

*“...The active contribution of each one of us can make the world a more welcoming and fairer place for all...”, Greek students during their presentation of their ACT citizenship project for an awareness-raising event about discrimination against refugees at the town hall of their Municipality*

#### 4.2 Short-term impact

During mentoring sessions, teachers pointed out that students have gradually taken more initiatives and a more active role in their classroom. Many participating teachers also mentioned that students who tended to be distant gradually became more involved and felt part of a team.

In addition, teacher had the opportunity to implement holistic teaching methods in the classroom and facilitate students in a more constructivist learning environment.

#### 4.3 Middle / long - term expectations

The lower secondary schools of the control group will implement the ACT project during the school year 2019-20. To this end, a teacher training session for the control group will be carried out in Mid-December 2019.

After the completion of the European programme and the thorough examination and study of the evaluation outcomes, an evidence-based proposal will be drafted and addressed to the Minister of Education and Religious Affairs regarding the possibility and usefulness of including the ACT project in the School Curricula.

#### 4.4 Interdisciplinarity with the ACT project

The teachers who were involved in the ACT training were primarily secondary teachers who were assigned to teach the school subject of Social and Civic Education at the third grade of lower secondary education.

However, it must be noted that while implementing the ACT project in the classrooms, teachers and students themselves felt the need to involve other teachers from different school subjects even if they were not actually trained with the ACT protocol. In some cases, teachers of Social and Civic Education collaborated with Foreign Language teachers, Music teachers, IT teachers, Literature teachers, PE teachers and Art teachers in order to gather and edit material, prepare events and promote their projects. In this respect, they were not involved in presenting the ACT protocol but assisting with its implementation. Therefore, an interdisciplinary approach has been adopted with teachers of other specialties assisting students in their ACT endeavours.

## 5. Issues

### 5.1 Related to the relevance of the project

The ACT programme was more than welcome by the Greek teacher and student community involved in the project. The thematic fields of the project were highly motivating for the Greek students and stirred open discussion and active participation and collaboration. The relevance of the ACT project has been confirmed by all interested parties: the Ministry of Education and Religious Affairs (former MERRA), the Institute of Educational Policy, the University of Athens, the ACT trainers, the ACT teachers and most importantly the ACT students.

### 5.2 Methodological

In the Greek context, the implementation of various school projects in the classroom is common practice. Both teachers and students are generally very familiar with the methodology and principles behind the design, development and implementation of a school project. In this respect, we have not recorded any problematic issues concerning the methodology of the ACT programme.

What is more, all the documents and resources that have been prepared by the four partners of the programme and used for the teachers' training and the students' involvement have served their purpose by fully assisting them to plan and carry out active citizenship projects in the Greek classrooms.

### 5.3 Technical Imponderables

It should be noted that no unexpected issues obstructed the smooth progress of the ACT project during the ACT Field Trials Phase. Minor issues that appeared were dealt with successfully through the solid cooperation among the **Ministry of Education and Religious Affairs, the Institute of Educational Policy and the University of Athens.**

**APPENDIX 1: INTERESTING PRACTICES**

To be submitted at a later stage, as decided during the fourth consortium meeting.

**APPENDIX 2: LIST OF SCHOOLS**

No	List of Lower Secondary Schools allocated to <u>Treatment Group</u> (ACT Field Trials 2018-19)	No	List of Lower Secondary Schools allocated to <u>Control Group</u> (ACT Field Trials 2018-19)
1	3 <sup>rd</sup> Secondary School of Vyronas	1	72 <sup>nd</sup> Secondary School of Athens
2	12 <sup>th</sup> Secondary School of Athens	2	51 <sup>st</sup> Secondary School of Athens
3	52 <sup>th</sup> Secondary School of Athens	3	13 <sup>th</sup> Secondary School of Athens
4	1 <sup>st</sup> Secondary School of Kaisariani	4	6 <sup>th</sup> Secondary School of Zografou
5	2 <sup>nd</sup> Secondary School of Galatsi	5	1 <sup>st</sup> Secondary School of Vyrona
6	4 <sup>th</sup> Secondary School of Zografou	6	8 <sup>th</sup> Secondary School of Halandri
7	2 <sup>nd</sup> Secondary School of Halandri	7	2 <sup>nd</sup> Secondary School of Vrilissia
8	Secondary School of Psychiko “K. Karatheodori”	8	7 <sup>th</sup> Secondary School of Amaroussion
9	Model Secondary School of Anavyta	9	‘Varvakeio’ Model Secondary School
10	4 <sup>th</sup> Secondary School of Amaroussion	10	5 <sup>th</sup> Secondary School of Agia Paraskevi
11	6 <sup>th</sup> Secondary School of Amaroussion	11	1 <sup>st</sup> Secondary School of Amaroussion
12	1 <sup>st</sup> Secondary School of Agia Paraskevi	12	Secondary School of Anoiksi
13	Secondary School of Drossia	13	1 <sup>st</sup> Secondary School of Nea Erytria
14	2 <sup>nd</sup> Secondary School of Alimos	14	Secondary School of Kryoneri
15	3 <sup>rd</sup> Secondary School of Moschato	15	1 <sup>st</sup> Secondary School of Elliniko
16	5 <sup>th</sup> Secondary School of Paleo Faliro	16	2 <sup>nd</sup> Secondary School of Elliniko
17	2 <sup>nd</sup> Secondary School of Moschato	17	2 <sup>nd</sup> Secondary School of Argyroupoli
18	3 <sup>rd</sup> Secondary School of Ilioupoli	18	5 <sup>th</sup> Secondary School of Nea Smyrni
19	1 <sup>st</sup> Secondary School of Moschato	19	5 <sup>th</sup> Secondary School of Alimos
20	9 <sup>th</sup> Secondary School of Kallithea	20	4 <sup>th</sup> Secondary School of Ilioupoli
21	7 <sup>th</sup> Secondary School of Peristeri	21	13 <sup>th</sup> Secondary School of Kallithea
22	1 <sup>st</sup> Secondary School of Ilion	22	2 <sup>nd</sup> Secondary School of Agia Varvara

23	11 <sup>th</sup> Secondary School of Acharnes	23	12 <sup>th</sup> Secondary School of Acharnes
24	2 <sup>nd</sup> Secondary School of Pallini	24	4 <sup>th</sup> Secondary School of Aigaleo
25	1 <sup>st</sup> Secondary School of Koropi	25	3 <sup>rd</sup> Secondary School of Pallini
26	4 <sup>th</sup> Secondary School of Nea Ionia	26	3 <sup>rd</sup> Secondary School of Gerakas
27	1 <sup>st</sup> Secondary School of Metamorfossi	27	1 <sup>st</sup> Secondary School of Markopoulos
28	2 <sup>nd</sup> Secondary School of Nea Filadelfia	28	2 <sup>nd</sup> Secondary School of Nea Ionia
29	1 <sup>st</sup> Secondary School of Nea Filadelfia	29	3 <sup>rd</sup> Secondary School of Nea Ionia
30	2 <sup>nd</sup> Experimental Secondary School of Athens	30	6 <sup>th</sup> Secondary School of Nea Ionia
31	'Ionidios' Model Secondary School of Piraeus	31	26 <sup>th</sup> Secondary School Athens - Marasleio
32	5 <sup>th</sup> Secondary School of Galatsi	32	'Ralleio' Secondary School for Girls
33	59 <sup>th</sup> Secondary School of Athens	33	16 <sup>th</sup> Secondary School of Athens
34	1 <sup>st</sup> Secondary School of Heraklion	34	2 <sup>nd</sup> Secondary School of Amarousion
35	Secondary School of Filothei	35	3 <sup>rd</sup> Secondary School of Amarousion
36	6 <sup>th</sup> Secondary School of Halandri	36	Unified Special Vocational Secondary School of Agia Paraskevi for the Deaf and Hard of hearing
37	Unified Special Vocational Secondary School of Elefsina for the Deaf and Hard of hearing	37	2 <sup>nd</sup> Intercultural Secondary School of Elliniko
38	Evening Secondary School of Lavrio	38	Experimental Secondary School of Agion Anargyron
39	'Evangeliki' Model Secondary School of Smyrna	39	3 <sup>rd</sup> Secondary School of Agios Dimitrios
40	Secondary Art School of Gerakas	40	2 <sup>nd</sup> Secondary School of Salamina
41	7 <sup>th</sup> Secondary School of Glyfada	41	4 <sup>th</sup> Secondary School of Aspropyrgos
42	1 <sup>st</sup> Secondary School of Salamina	42	5 <sup>th</sup> Secondary School of Peristeri
43	3 <sup>rd</sup> Secondary School of Aspropyrgou	43	2 <sup>nd</sup> Secondary School of Gerakas
44	6 <sup>th</sup> Secondary School of Petroupoli	44	8 <sup>th</sup> Secondary School of Glyfada

45	1 <sup>st</sup> Secondary School of Rafina
46	2 <sup>nd</sup> Secondary School of Nikaia
<b>Note:</b>  (* ) The 3 treated schools, which were not represented by their assigned volunteer teachers, did not proceed to the implementation phase of the ACT project in the classroom	

45	3 <sup>rd</sup> Secondary School of Elefsina
<b>Note:</b>  (* ) Control groups will receive teacher training and will implement ACT Project during the school year 2019-20	

### APPENDIX 3: ADMINISTRATIVE ISSUES

The ACT Project had the full support of the national coordinator in Greece, the Ministry of Education and Religious Affairs and thus the project was not impeded by any administrative issues that would jeopardize the successful implementation of the project.

Certain administrative issues that raised some concerns on how to better implement the ACT Protocol, while taking into account school units and the recruitment criteria, are the following:

1. The allocated schools of the treatment and the control group should have been fifty (50) in each group, one hundred (100) in total, as stipulated by the ACT Protocol. However, this was not feasible. While one hundred and seven (107) volunteer schools initially expressed their interest to participate in the ACT Project, only 91 school units met the call criteria.
2. Forty-three (43) schools participated in the two-day face-to-face training sessions in mid-December 2018. However, (forty) 40 treated schools managed to complete implementation of the ACT Project due to administrative and personal issues.