

Newsletter of EKKE for the project: “ADressing intersectionAL stEreotypes, building sCHOOL communities of Tolerance through physical education”- DIALECT3

Under the Scientific Responsibility of EKKE, the first research actions of the DIALECT3 project, in which EKKE participates as a partner, are nearing completion. The project DIALECT 3: "ADressing intersectionAL stEreotypes, building sCHOOL communities of Tolerance through physical education" is co-financed by the EU (EUROPEAN COMMISSION, EU GRANT AGREEMENT , Project 101084968 — DIALECT3 — CERV-2022 EQUAL) and its duration is two years, from 1 January 2023 to 31 December 2024.

DIALECT3 seeks to harness the potential of physical education teachers to support inclusive education, and combat racism and intolerance in secondary schools (high schools) in Greece. The goal is to integrate in the high school physical education curriculum the already tested "Football3" methodology¹ that contributes to "an integrated and cross-sectoral approach for preventing and combating intolerance, racism, and discrimination." Tackling racism as part of intersectional stereotypes in schools, the project seeks to support the inclusion of immigrant, refugee and Roma adolescent students, boys and girls, by promoting the creation of school communities of tolerance through the physical education curriculum.

The project is managed and coordinated by ACTION AID HELLAS (AAH), while the National Center for Social Research (EKKE) together with the Aristotle University of Thessaloniki (AUTH) - Department of Physical Education are partners. The project is supported by the Institute for Education Policy (IEP) and the Ministry of Immigration & Asylum.

As regards EKKE, Dr. Ioanna Tsiganou (Director of Research IPE-EKKE) is the Scientific Responsible of the project and Natalia Spyropoulou is the co-responsible (Researcher IKE-EKKE). EKKE's core team consists of Dr. Dimitra Kondyli (Director of Research IKE-EKKE), Christina Varouxi (Researcher IPE-EKKE) & Katerina Vezyrgianni (Researcher IKE-EKKE) and Dr. Magdalini Tsevreni (Special Scientist IPE-EKKE).

The project aims to train 80 lower secondary physical education professionals and 100 relevant university physical education students in Greece on the implementation of the project methodology, enhancing their inclusive educational capacities. Through the creation of 16 mixed 'football3' teams within physical education classes in schools in 4 intervention areas, 200 vulnerable teenagers aged 12-15 will strengthen their multicultural understanding

¹ The methodology was developed in the framework of the European Commission's Rights, Equality and Citizenship Program (2014-2020) co-funded DIALECT1 project "Disrupting polarisAtion: buiLding communitiEs of toleranCe through fooTball".

and sense of belonging in the school environment, creating intercultural bonds with their peers.

The results of the impact evaluation of the intervention will feed into the development of policy recommendations. The results of the DIALECT3 project include, among others, the availability of the "Football3" tool in the Greek physical education curriculum to promote an inclusive education, while the methodology is expected to be transferred to 100 relevant bodies at EU level through targeted practice exchange workshops.

EKKE has the Scientific Responsibility for the research activities of the DIALECT3 project. At the moment, the research tasks of EKKE concern Work Package 2 entitled: "Needs assessment for the integration of DIALECT1 "community building through football methodology (of Football3) to prevent intolerance" to the school context under the lens of intersectionality".

The research activities of EKKE include, among others: 1) literature research on the impact of the physical education course on discrimination and racism, and 2) design of 6 separate research tools, each of which had specific but interrelated objectives and which were used in research actions. In more detail, 2 distinct research tools - electronic questionnaires for quantitative research, 2 Interview Guides for students (with immigrant and non-immigrant background) as well as two Guides for Focused Discussion Groups (educational authorities and school community) were designed.

In addition, the following quantitative and qualitative researches were carried out:

1) Quantitative online research using 2 online Questionnaires:

The survey was addressed a) to public school physical education teachers and b) to AUTH physical education students with the aim of evaluating the existing level of skills and practices that promote tolerance through physical education. Currently, the survey of students has been completed, while the survey of secondary school PE teachers is also in the process of completion.

2) Qualitative research: 24 personal interviews and 8 focus group discussions were conducted.

a) Personal interviews: 24 personal interviews were conducted, half of which were with teenagers with an immigrant background and the rest with teenagers with a non-immigrant background to identify beliefs and attitudes.

For students of immigrant background, the questions were designed to identify their needs and values, the potential level of discrimination they face in the school environment, challenges regarding racist incidents, existing relationships with non-immigrant children and points of disagreement with other students and teachers. Regarding students with a non-immigrant background, the questions were also designed to identify their existing framework of values, beliefs and attitudes, but also the level of intolerant beliefs, types and modes of

expression in the school context, with an emphasis on physical education and the role of sports.

b) Focus Groups Discussion

A total of 8 Focus Groups were held in Athens, Thessaloniki, Thesprotia and Evia. The Focus Groups were addressed to a) officials of educational authorities and b) teachers from the school community.

The main topics discussed in the Focus Groups with education authorities, included issues designed to evaluate policies and in particular a) the existing level of capacity and practice promoting tolerance through physical education and b) the policy framework around racism in schools and how the existing physical education curriculum promotes tolerance, combating racism and intersectional stereotyping.

In the Focus Group Discussions with representatives from the school community, the research questions addressed the challenges faced by physical education teachers and school principals regarding racism and discrimination in the school environment and the ways in which they have been used so far for handling cases.

Through the empirical research the following, among others, were investigated:

- The needs and values of young people.
- Means and ways of building the identity of teenagers, in times of social and political polarization
- Aspects of racism, intolerance and xenophobia promoted against the acceptance of "otherness" and multiculturalism in the school and in general at the community level.
- Existing stereotypes and prejudices that hinder social integration and facilitate intolerance and hatred.
- The importance of sports culture in the fight against racism and discrimination
- Football in general and football3 in particular as a means of bridging cultural differences in the school, community and social environment.

To see more about the DIALECT3 Project and its actions, you can visit the projects website:

<https://dialectproject.eu/dialect-3/project/>