Deliverable D2.1
''Needs Assesment report for fighting racism and discrimination in schools through physical education''

Project Title:
ADdressIng intersectionAL stEreotypes, building sChool communities of Tolerance through physical education

Project number: 101084968

NEEDS ASSESSMENT REPORT
for fighting racism and discrimination in schools
through physical education

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Introduction

This Report titled "Needs assessment Report for fighting racism and discrimination in schools through physical education", is drafted by EKKE and it incorporates the results of the DIALECT3[1] research activities from Work Package No2: "Needs assessment for the integration of DIALECT1 "community building through football methodology to prevent intolerance" to the school context under the lens of intersectionality". The latter, has as its objective to develop needs-based guidelines for the integration of DIALECT1 methodology in Greek lower secondary schools through physical education, fighting racism and discrimination in the school environment under the lens of intersectionality. EKKE is the lead beneficiary of WP2, and this Report is based on the results of the first six out of the total seven research activities of WP2, the seventh being a separate deliverable developed by AUTH.

In particular, the present Needs Assessment Report consists of six chapter, each chapter presenting the results from each of the Tasks of WP2, as these are described below.

In task *T2.1 desk research* on the interrelation between discrimination on the basis of racism and physical education was provided. This activity focused on reviewing existing academic literature, policy papers and reports of European and International Organizations to identify and analyse the correlation of physical education in schools with stereotypes about ethnic, cultural diversity as well as gender roles and their interrelation under the lens of intersectionality. The search focuses on the EU and the case of Greece and investigates how a pedagogical approach for physical education can be oriented towards educational equity, reducing structural discrimination.

In task *T2.2 the design of research methodology, questions and tools* was developed. This activity included the definition of the research questions, the research methodology and related protocols (incl. ethical issues and mitigations measures) and evidence collection tools concerning a) an online survey questionnaire targeting physical education professionals and relevant university students (T2.4), b) 2 focus group guides targeting representatives of educational authorities and stakeholders of the local school community (T2.5), and c) 2 interview guides targeting migrant and non-migrant students (T2.6). The research methodology includes also the criteria for selecting the 4 Greek areas for intervention, focusing on areas characterized by enhanced poverty and unemployment, weak social networks, relative lack of opportunity structures, increased voting rates in favour of political extremist and populist parties, incidents of racism and intolerance, high percentages of migrant populations (including newcomers), while combining urban areas with rural ones.

In task ***T2.3 the review of existing lower secondary physical education curricula*** from the perspective of promoting tolerance was completed by AUTH. This activity includes the targeted review and analysis of existing physical education curricula of lower secondary schools as well as of higher education level in Greece, from the perspective of inclusive education under the lens of intersectionality and the existence of pedagogical practices that promote tolerance.

In task ***T2.4 an online survey with physical education professionals and university students of physical education departments*** was implemented. Two online questionnaires were developed, focusing on assessing existing level of competences and practices promoting tolerance through physical education. The survey was targeted to current physical education professionals in Greek schools, preferably on schools with high percentages of migrant and refugee students and unaccompanied minors, as well as to university students of the department of Physical Education and Sports Science of AUTH, who will be the future physical education professionals in schools.

In task ***T2.5 focus groups with educational authorities and local stakeholders of the school community*** were designed to be implemented. The design included the conduction of eight (8) focus groups in total in Greece (2 per intervention area) by EKKE targeting at: a) educational authorities, including representatives of IEP and the Ministry of Education and Religious Affairs, and of directorates of lower secondary education in Greece, and b) Representatives of the school community, i.e. directors of lower secondary schools, physical education professionals and CSOs operating at local level in the field of non-discrimination.

In task ***T2.6 interviews with adolescents coming from migrant and non-migrant background*** *were conducted* to identify beliefs & attitudes. Based on two in-depth interview guides, twelve (12) interviews were conducted with adolescents 12-15 years old who had a migrant background, and 12 interviews with adolescents with non-migrant background.

In total, the Needs Assessment Report for fighting racism and discrimination in schools through physical education consists of six chapters, each one presenting the results from the first six tasks of the WP2. It is based on Interim Reports for these tasks. The five Tasks have been completed by EKKE (T2.1, T2.2, T2.4, T2.5, T2.6) and one task by AUTH (T2.3). The personnel of EKKE and AUTH who was engaged in the writing of the chapters of this Report is the following: For Chapter 1, C. Varouxi and I. Tsiganou, for Chapter 2 I. Tsiganou in co-operation of C. Varouxi, K. Vezyrgianni, D. Kondyli, N. Spyropoulou & E. Tsouparopoulou, for Chapter 3, M. Nikopoulou, G. Tzetzis & E. Semaltianou, for Chapter 4 E. Tsouparopoulou in co-operation with N. Spyropoulou, for Chapter 5 C. Varouxi and K. Vezyrgianni with the collaboration of N. Spyropoulou and D. Kondyli, for Chapter 6 C. Botsou, A. Daskalaki, D. Kalampaliki, I. Kourou and M. Malainou. The present Needs Assessment Report for fighting racism and discrimination in schools through physical education has been edited by N. Spyropoulou, while EKKEs' Research Director I. Tsiganou holds the Scientific Supervision for all the tasks under the WP2 of the DIALECT3 Project.

1. Desk research - Literature review on the interrelation between discrimination on the basis of racism and physical education

Introduction

Desk research on the interrelation between discrimination on the basis of racism and physical education (T2.1) constitutes the first activity of WP2 "Needs assessment for the integration of DIALECT1 "community building through football methodology to prevent intolerance" to the school context under the lens of intersectionality" of the project "ADdressIng intersectionAL stEreotypes, building sChool communities of Tolerance through physical education" (DIALECT3). In the current Report, only a summary of the desk research is provided. The full deliverable of the Desk Research T2.1 can be found in the Annex.

Desk research focuses on reviewing existing academic literature, policy papers and reports of European and International Organizations to identify and analyse the correlation of physical education in schools with stereotypes about ethnic, cultural diversity as well as gender roles and their interrelation under the lens of intersectionality. The research focuses on the EU and the case of Greece and investigates how a pedagogical approach for physical education can be oriented towards educational equity, reducing structural discrimination.

The present text is drafted with a view to establishing a common understanding of the field of discrimination and racism with that of physical education, in order to integrate DIALECT1 "community building through football methodology to prevent intolerance" to the school context under the lens of intersectionality".

Building on existing knowledge and research experience

Literature findings during the implementation of DIALECT project (2019-2022) have demonstrated that aspects of racism, intolerance and xenophobia were identified all over Europe and Greece as well.[2] Desk research has also reaffirmed that racism is strongly based on values of intolerance, defined as the unwillingness or refusal to accept beliefs, views, practices or behaviours that differ from our own and that intolerance can take various forms, ranging from avoidance to acts of hate and physical harm of people who differ. Xenophobia, as a form of intolerance, entails strong negative emotions, such as hostility or hatred towards foreigners. It is, most often directed towards members of other ethnic, religious, political or sexual orientation.[3]

Considering the issue of youths' identity construction in times of social and political polarization and the respective role of populist groups in adolescents' recruitment and radicalization, our desk research has reaffirmed that populist groups are playing a role in adolescents' identity construction, in times of social and political polarization with the promotion and reinforcement of existing stereotypes and prejudices which are occasionally used to classify and organize the external world and might be translated to action when the conditions are favourable. In order to prevent the growth of such phenomena, experience has shown that an increase in the levels of inclusion and tolerance in communities can lead to both better governance of diversity and to societies better

[2] Indicatively see ECRI Country Monitoring Reports and ECRI Report on Greece (2022), FRA (2013) & Gazakis A. (2014).

[3] See DIALECT (2020). *Primary and Secondary Research Results. Synthesis Report*.

inoculated against violent extremism.[4] Young people are an important focus in the prevention of radicalization as they can be both the perpetrators and the victims of violent extremism. Because of their adolescence they constitute a very vulnerable 'at-risk' group.

Addressing the above challenges, studies have focused on how sports can be used as a tool to fight inequality, discrimination and oppression and on how they bring people together in spite of their differences and build bridges, and in this way, they acquire a unique potential for fostering social inclusion. However, racism and ethnic discrimination is also present in sports. Sports continue to face a number of challenges related to racism and ethnic discrimination, incidences that affect sports at professional as well as at amateur level. Studies are devoted on how to integrate diversity and anti-discrimination in sports and in particular into football's organizational structures and activities. Football is valued as a social space, where community and identity construction are taking place with increased relevance and significance for the youth. Football communities indeed provide the opportunities for the construction of collective identities, although professional football was and has increasingly been politicized. This is so, especially due to the fact that football provides an opportunity in order to build collective identities, in times of frustration and uncertainty (i.e., increased migration, economic crisis, covid pandemic). Young people are extremely attracted by football and shaped by values surrounding it. Literature also reveals that the disruption of polarization through football builds on the power of sports 'to change perceptions, counter prejudices and improve behaviour, as well as to inspire people, break down racial and political barriers, promote gender equality and combat discrimination'[5]. In promoting mutual respect and tolerance, sports teach important social and interpersonal skills. Using sports to help people, especially youth, has proven to be an effective tool in keeping them from falling into a cycle of anti-social behaviour, violence, crime and drug use'.[6]

In accordance to the above, sports in general, and football in particular, provide opportunities to developing innovative tools in engaging youths in order to avoid social segregation in community level. To this respect Football3 is an ideal tool for addressing community based and context-bound social challenges and a valuable tool for enabling players to put values they learn into action and become engaged in their communities. Engaging with the football3 methodology encourages informed decision-making and stimulates an interest in how social challenges can be overcome. An emphasis on dialogue and conflict-resolution enables players to grasp the power of consensual decision-making allowing them to bridge cultural differences in a social environment marked by a constant inflow and outflow of community members. As an alternative model of football, football3 adopts a human rights approach built upon the principles of equality and equal opportunities for all, regardless of age, gender, ability, religion, ethnicity and ideological or political views, of respect for human dignity and justice youth development and active participation, synergy, solidarity and tolerance, pluralism, peaceful coexistence and conflict resolution. Within the scope of the DIALECT project football3 targets to the prevention of discrimination and racism by means of an attractive sport to youths and its all-inclusive rational expressed through the moto *"football for all"*. Furthermore, in reference to aspects of combating hate intolerance by the adolescents, it is

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[4]United Nations Development Programme (UNDP) (2016). *Preventing violent extremism through promotion inclusive development, tolerance and respect for diversity: a development response to addressing radicalization and violent extremism*.

[5] UN Resolution adopted by the General Assembly *"Integrating sport into youth crime prevention and criminal justice strategies"*, A/RES/74/170, 7/1/2020.

[6] UNODC, Doha Declaration Global Programme, *Sports, keeping youth away from crime*, available at: https://www.unodc.org/dohadeclaration/en/news/2018/02/sports--keeping-youth-away-from-crime.html

observed the development of a sense of belonging, formation of new friendships and gradual improvement of skills to ask advice on issues or incidents which were troubling them, of avoiding relevant conflicts or rows, of avoiding reacting when they were called names and of being less intimidated. The adolescents' acquaintance with foorball3 methodology and its implementation proved fruitful in developing individual merits and helped adolescents' own empowerment and respect the fair play. Overall outcomes on the individual level indicate a positive change on how participating adolescents perceive themselves in the sense of the development of personal skills, tasks they prefer to perform, and how they perceive themselves towards the others, 'the real world' in the sense of belonging, their engagement to decision-making processes, as well as their perception and response to issues of equality, respect, justice, but also hate intolerance and discrimination.

Education and Training

Education and training are considered as an important tool for tackling racism and discrimination and building inclusive societies. In recent decades the rise of violence, racism, extremism, xenophobia, discrimination and intolerance has been posing serious challenges to our societies. Education has increasingly been seen as a defence against such phenomena, as well as a major contribution to social cohesion, social justice and peace. The problems of intolerance and discrimination are dynamic and are constantly shifting as a result of political events, migration, economic trends and other factors. Promoting diversity and countering intolerance and discrimination is a challenging and multi-faceted undertaking. Studies and findings by international organizations show that school segregation is still in place in many countries.[7]

The serious impact of discrimination and intolerance in the school environment has been highlighted by educators, school communities and European and international organizations. The OSCE Office for Democratic Institutions and Human Rights (ODIHR) emphasizes that students who are discriminated against can develop a sense of isolation, fears, negative feelings and other reactions. Discrimination and intolerance in schools may have a particularly negative impact on individuals, since school is supposed to be a safe place where students have the opportunity to develop their skills, capacities and personalities. Students subject to discrimination or intolerance in schools have been reported as developing a number of negative effects, including low self-esteem, self-segregation, internalized oppression, disengagement from school activities, not fulfilling their potential, attraction to violent extremist ideologies, drop out or school refusal, health problems, depression and suicidal thoughts.[8]

In the area of diversity and inclusion, we understand intersectionality to mean that a person can embody multiple dimensions of diversity and as such, be exposed to the different types of discrimination and disadvantages that occur as a consequence of the combination of identities.[9] As OECD acknowledges, in education, intersectionality can be used as a framework to conceptualize how students may embody multiple dimensions of diversity and combinations of identities that expose them to multiple types of discrimination and disadvantage. An intersectional approach to diversity understands identities as fluid and overlapping with one another to form new and diverse

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[7] Council of Europe (2017). *Fighting school segregation in Europe through inclusive education: a position paper*, COM (2020) 275 final.
[8] OSCE/ODIHR, Council of Europe and UNESCO, (2011).
[9] Cerna L. (2021), OECD Education Working Papers

identities. In turn, intersectional student identities carry implications with respect to creating inclusive classroom environments for all students.[10]

Intersectionality between dimensions of diversity and overarching factors
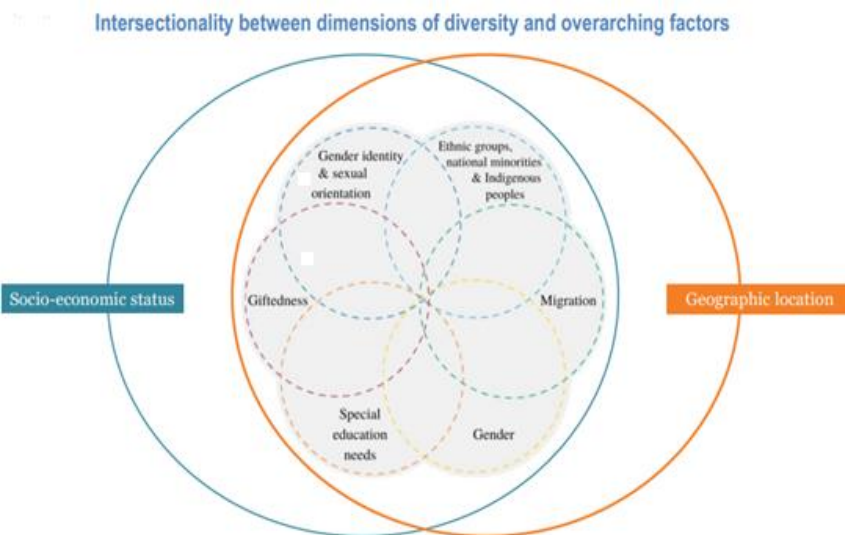
Source: Cerna L. (2021), OECD Education Working Papers

In protecting adolescents against racism, intolerance, xenophobia and radicalization that may lead to violent extremism, literature review reveals the significance of the role of education "[…] *We need soft power such as education. In particular, we need relevant, inclusive and equitable quality education. UNESCO's Education Sector is seeking to build the capacities of key education stakeholders, namely education policymakers, teachers, school staff and actors working in non-formal educational settings*[11]".

As far as inclusion in education is concerned, UNICEF understands it as a process that helps overcome barriers limiting the presence, participation and achievement of all learners. It is about changing the system to fit the student, not changing the student to fit the system, because the 'problem' of exclusion is firmly within the system, not the person or their characteristics. According to UNICEF, inclusive education is defined as a dynamic process that is constantly evolving according to the local culture and context, as it seeks to enable communities, systems and structures to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people. All personal differences (i.e., age, gender, ethnicity, Indigenous status, language, health status, etc.) are acknowledged and respected. The key message is that every learner matters and matters equally.[12]

To promote inclusive school settings for all, building teacher capacity for inclusive teaching represents a key policy area. Teachers play a fundamental role in this and must be equipped with the knowledge, skills and tools to incorporate inclusive teaching strategies into pedagogies, curricula and assessments while promoting an inclusive classroom environment. Education systems need to ensure that teachers are adequately prepared for inclusive teaching and supported throughout their career. Mechanisms to attract and retain a more diverse teaching body as well as to monitor and

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[10] Cerna L. (2021), OECD Education Working Papers
[11] UNESCO (2017)
[12] UNICEF (2014).

evaluate teacher preparation and work with respect to diversity and inclusion should also be developed. While teacher policies have increasingly addressed some of these areas, most education systems lack comprehensive capacity-building frameworks for inclusive teaching.[13] The Radicalization Awareness Network (RAN) emphasizes that institutions of formal education are key actors in preventing racism, intolerance, xenophobia and radicalisation. What teachers teach (curriculum), how they teach (pedagogy) and how they monitor student learning (assessment) largely contribute to promoting or hampering diversity and inclusion in the classroom. Pedagogies, curricula and assessments are considered to be the three main elements for designing and implementing inclusive teaching in the classroom. Understanding how each plays a role in the development of inclusive teaching is essential to promote student well-being effectively.[14]

Education and Training at the Sports Milieu

The power of sports to contribute to protecting and countering youth intolerance, radicalization and violent extremism has been emphasized in existing literature, policy papers and reports of European and International Organizations. United Nations Office on Drugs and Crime (UNODC) acknowledges that "*Sport and physical activity are vital to the development of young people as they foster their physical, social and emotional health. They can also provide positive experiences to both boys and girls, such as a sense of belonging, loyalty and support, and can promote positive changes in relationships by encouraging collaboration, understanding, tolerance and acceptance between participants from different backgrounds. What is more, sport has clear educational benefits, as it can help skills development to empower young people to make positive changes in their own lives and their communities*".[15] In another paper UNODC acknowledges that "*While sport alone cannot tackle crime prevention, it is recognised that sport-based approaches may offer an effective means of engaging youth in a meaningful way and building life skills that enhance protective factors and reduce risk factors linked to crime, violence and substance use*"[16].

The use of sport as an intervention to reduce intolerance, racist violence and crime in the community and to reduce radicalisation of young adults has become a common practice. Studies suggest that participating in sport may improve self-esteem, enhance social bonds and provide participants with a feeling of purpose. RAN emphasizes "*Sports can play a positive and constructive role in the lives of young people. Physical activity can boost their self-confidence and provide young people opportunities to meet and make friendships with other young people. This can lead to positive identity development and a sense of belonging – two protective factors when it comes to the prevention of violent extremism. However, it is important to note that sports initiatives do not automatically lead to these positive outcomes. To ensure positive outcomes, sports initiatives should be accompanied by educational programme and fulfil certain conditions*"[17].

In another paper, RAN acknowledges that "Sport can increase self-awareness and nurture team spirit, serve as a tool to process emotions and experiences, and play a part in identity formation. Especially during childhood and puberty, sport can play an important role in personality and

[13] Brussino (2021).

[14] ibid

[15] Van der Kreeft P. (2017). *Life skills training through sport to prevent violence, crime and drug use. Trainer Manual.* United Nations Office on Drugs and Crime (UNODC).

[16] Sanders B. (2020). *Youth crime prevention through sport. Insights from the UNODC "Line Up Live Up" pilot programme*. United Nations Office on Drugs and Crime (UNODC).

[17] Radicalization Awareness Network (December 2021). *Inclusion through sports.* Conclusion paper. RAN Youth & Education (Y&E), Radicalization Awareness Network, European Commission.

competency development and can enhance social and cognitive skillsets. However, the inconvenient truth about all of these positive factors is that, as is often the case with many supposed protective or "resilience" factors, they can also prove to be negative, depending on the social context and individual needs as well as the influential factors. Hence, sports can also be viewed from a sceptical perspective that showcases the implications of sociocultural narratives. First, "performance" as a success category in sports can result in a "body cult", where performance improvement is the sole focus. Second, the sporting competition dynamic can create a "cult of victory", where winning and defeating opponents is the principal consideration. The consequences are typically excessive ambition, overestimation and a hostile attitude towards opponents. And third is the "cult of violence", where the dynamic of competitive sports leads to verbal and physical violence, both between competitors and in the social context of the match). These negative aspects in sports offer potential entry points for recruitment strategies by extremist actors. This has become evident, for example, in the development and formation of the violent hooligan groups involved in violent actions and riots for many decades across the European Union. Here, "belonging" is often defined by a typical in-group/out-group dynamic and is strengthened by almost ritualized acts of violence against "enemy" groups and other groups perceived as different[18].

Finally, the revised European Sports Charter recognizes the importance of education in values through "sport ethics" (article 7), which is "*a positive concept that guides human behaviour. It is defined as a way of thinking and not just a way of acting. It underpins sports integrity, equality, honesty, excellence, commitment, courage, team spirit, respect for rules and laws, respect for the environment, respect for self and others and a spirit of community, tolerance and solidarity. It also includes respect for human rights and sustainability. […] Being educated about how to choose the ethical course of action inside and outside sport is an integral part of the competences that should be acquired through sport. Practicing values-based sport can empower people and teach fairness, teamwork, equality, discipline, inclusion, respect and integrity*".

Physical Education in building school communities of tolerance

Physical Education (PE) is not limited to training in physical skills but has also a societal worth that has been expressed in various documents. Physical education can contribute crucially to the personal growth of young people in helping them to develop physical awareness and belief in their own physical abilities, along with a general feeling of bodily well-being and thus greater self-confidence and self-esteem. Physical education also develops their willpower, sense of responsibility, patience and courage. At the same time, it helps them to be realistic about their physical and other capabilities and in their decisions and actions, so that they both learn to accept themselves and tolerate differences in others (European Commission, 2013)

In relation to gender issues and access of girls and women in sport practices (CoE/EPAS, 2011), physical education in school is a key part of both boys' and girls' education. Because physical education covers all the boys and girls in the same age group, it is regarded more than ever as a sphere of equal opportunities and a key means of democratizing sport. Yet, what happens in practice

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[18] Handle J. & Scheuble S. (2021). *The role of sports in violent right-wing extremist radicalization and P/CVE*, p.p. 4-7. Radicalization Awareness Network, European Commission. See also Violent right-wing extremism in focus. *Spotlight,* (May 2020), Radicalization Awareness Network and Farinelli F. and Marinone L. (2021). *Contemporary violent left-wing and anarchist extremism (VLWAE) in the EU: Analysing threats and potential for P/CVE*. Radicalization Awareness Network, European Commission.

does not always live up to these intentions and major gender inequalities can be seen both in access to physical education and in the way it is practiced.

Literature findings reveal that for many children, especially those from less advantaged backgrounds, physical education provides their only regular sessions of physical activity.[19] Schools offer the only compulsory opportunity in most countries for young people to take part in, and learn about, physical activity through education programmes in formal settings. It is evident therefore that there is a need for children to receive their entitlement of quality physical education (QPE)[20] within school curricula. Therefore, an overarching inclusive strategy for education is required to combat all forms of disadvantage and discrimination.

The growing number of divisive phenomena makes preventive social and educational measures all the more relevant.[21] The central idea always remains the same: using the game of football itself to educate and empower young people.[22] This way youth can become more self-worth and confident, acquire resilience skills[23] to overcome adverse living experiences and reject polarization. Sport

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[19] According to HBSC/WHO survey (2018) with regard to adolescents in Greece, research findings highlight the need to strengthen the role of the school (especially the public one) as a central body for promotion of physical activity and physical exercise in adolescent-students both within school building as well as outside school hours. The benefits of frequent physical activity of teenagers are not limited only to the teenagers themselves and their families but are reflected back to the school helping to improve academic performance and generally the quality of life at school. Πανελλήνια έρευνα για τις συμπεριφορές που συνδέονται με την υγεία των εφήβων μαθητών (Έρευνα HBSC/WHO) (epipsi.gr)

[20] Quality Physical Education (QPE) is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life. Quality physical education is distinct from physical education. Critical distinctions relate primarily to frequency, variety, inclusivity and meaning or value content. Quality physical education places emphasis on peer-led learning and rounded skill development. UNESCO (2015 & 2021).

[21] As the OSCE recognizes "*Racism, intolerance and discrimination in society continue to be matters of concern. Individuals are targeted and properties are vandalized as a result of racist and/or xenophobic sentiments. Such acts jeopardize the safety of victim communities and may impact the stability of societies. Acts of intolerance and discrimination also affect the relationships between different communities and present a threat to cohesive societies*". OSCE (2012). *Combating racism, intolerance and discrimination in society through sport*.

[22] As the Council of the European Union underlines "*the human and social conditions which provide fertile ground for radicalization, particularly in young people, are complex and multifaceted and may include: a profound sense of personal and/or cultural alienation, real and/or perceived grievances, xenophobia and discrimination, limited education, training or employment opportunities, social marginalization, urban and rural degradation, geo-political interests, distorted ideological and religious beliefs, unstructured family ties, personal trauma or mental health issues*". (*Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the prevention of radicalisation leading to violent extremism* (2016/C 467/02). As UNESCO stresses *"[Sport] represents a safe refuge to find original and good values and moral principles. […] Sport can play a role in bringing the population together, decreasing crime rate and having a social and cultural impact. Sport is still of fundamental importance in our modern society, where understanding the importance of diversity among individuals is getting more and more difficult and where respect for the neighbor is constantly losing importance*". UNESCO (2018). *The question of values education through sport*.

[23] As resilience skills (the 7Cs of Resilience) are considered the following: competence, confidence, connection, character, contribution, coping and control. See UNESCO/IICBA (2019), *Play and Resilience*, p.p. 71-72.

spreads and shares a universal framework of values: honesty, fair play, respect for self and others, adherence to the rules and teamwork.[24] Sport can teach values such as fairness, teambuilding, democracy, diversity, tolerance, equality, discipline, empathy, inclusion, perseverance and respect,[25] the propagation and adoption of which is more important today than ever before in a world that seems to be becoming more polarized.[26] Sport is used as a tool for creating learning opportunities and gaining access to often disadvantaged or marginalized populations. In the specific context of disrupting polarization, the more commonly used interventions would be "plus sport" interventions, the majority of which would provide sport in addition to supporting social outcomes.[27]

Desk Research contribution to the DIALECT3 project

It has long been recognized that physical education and sport can be used as a vehicle to promote the social inclusion of marginalized populations, and to contribute towards better understanding

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[24] UNESCO (2018). *The question of values education through sport*.

[25] Council of the European Union (2018). *Promoting European values through sport*.

[26] As UNODC states *"sport fosters important human values and can be used as a tool to promote respect for rules and for others, teamwork, a sense of belonging and community, tolerance, diversity, hospitality and empathy. In this context, sport can serve as an effective platform to address the ideologies and root causes of violent extremism by strategically providing a tool to create ideal conditions for learning, social participation and the meaningful and positive engagement of youth within communities".* UNODC (2020), *Preventing violent extremism through sport. Technical Guide*. UN: Vienna, p.17.

[27] UNODC (2020), *Preventing violent extremism through sport. Technical Guide*. UN: Vienna, p.4. As the Council of the European Union recognizes *"Sport plays a strong societal role with a powerful potential for social inclusion in and through sport, meaning that participation in sport or in physical activity in many different ways contributes to inclusion into society; whereby inclusion in sport involves a combination of 'sport for all', equal access to sport, equal opportunities in sport, and varied demand-oriented sporting opportunities and sport facilities, and whereby social inclusion through sport involves inclusive participation in society, community development and strengthened social cohesion".* The Council of the European Union, *Council conclusions of 18 November 2010 on the role of sport as a source of and a driver for active social inclusion* (2010/C 326/04). Among the common priorities identified is *"to make better use of the potential of sport as a contribution to community building, social cohesion and inclusive growth by: 1. focusing on the use of sport to promote inclusion into society of disadvantaged groups so as to develop more cohesive communities; 2. recognizing and increasing the acquisition of skills and competences such as discipline, team-work and perseverance through informal learning activities in sport, including voluntary activities, as a way of enhancing employability; 3. acknowledging the economic, employment and learning potential of sport for contributing to the smart, sustainable and inclusive growth necessary for achieving a sustainable future".* The Council of the European Union, *Council conclusions of 18 November 2010 on the role of sport as a source of and a driver for active social inclusion* (2010/C 326/04).

The contribution of sport to social cohesion by breaking down prejudices, stereotypes and social barriers has also been emphasized by the European Commission. *"Sport and physical activity are valuable motivators for social inclusion and integration. Such activities provide opportunities for marginalized and underprivileged groups, such as migrants and people at risk of discrimination, to interact and integrate with other social groups. Sport also provides those with a disability an opportunity to showcase their talents and challenge stereotypes. Persons with disabilities have the right to participate on an equal basis with others in sporting activities, the mainstreaming of gender issues into sport-related activities is encouraged, in order for the under-representation of women in some areas of sport to be addressed, while sport enables immigrants and the host society to interact in a positive way, thus furthering integration and inter-cultural dialogue. Sport can be a vehicle to promote social inclusion of vulnerable or disadvantaged groups and contribute towards better understanding among communities".*[27] European Commission, *Communication on Sport (2011). Developing the European Dimension in Sport*. COM (2011) 12 final, 18.1.2011.

among communities. Physical education and sport enable immigrants and the host society to interact in a positive way, thus furthering integration and inter-cultural dialogue. Moreover, sport can play an important role in reducing social tensions and conflicts at the community and national level by addressing the sources of this exclusion and providing an alternative entry point into the social and economic life of communities. At the most fundamental level, well-designed activities that incorporate the core values of physical education and sport — self-discipline, respect, fair play, teamwork, and adherence to mutually agreed upon rules — help individuals to build the values and communication skills necessary to prevent and resolve conflict in their own lives.

The dialect3 project intends to use all the valuable information from the desk research and procced to a combined effort in schools, through the pilot introduction of Football3 in physical education in selected schools. Therefore, good practices as the case of football3 rational and methodology are most welcome as in accordance with all the above. Football3 targets to promoting key life skills and empower youth to become leaders as well as to providing both players and mediators with knowledge and life skills, are enhanced. It is aiming not only to increased willingness to include others, regardless of gender, ability, age or background, increased communication, decision-making and conflict-mediation skills, improved respect for women and girls, and appreciation of gender equality, enhanced sense of fair play, responsibility and accountability, increased desire to become a role model for others and increased participation in the community but also to increased social participation. It is also aiming to advance creative skills of building interaction, engagement and participation in the economic, social and cultural aspects of society through sports, promoting democratic participation, fundamental rights and intercultural dialogue.[28]

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[28] Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (http://www.unesco.org/open-access/terms-useccbysaen). Also, *Mapping of media literacy practices and actions in EU-28*, European Audiovisual Observatory, Strasbourg, 2016.

2. Design of research methodology, questions and tools

This chapter includes the definition of the research questions, the research methodology and related protocols and evidence collection tools concerning: a) two (2) online survey questionnaires targeting physical education professionals and relevant university students (T2.4), b) two (2) focus group guides targeting representatives of educational authorities and stakeholders of the local school community (T2.5), and c) two (2) interview guides targeting migrant and non-migrant students (T2.6). All of these tools are to be found in Annex I of the Report. This chapter also includes the criteria for selecting the 4 Greek areas for intervention (to be found in Annex II of the Report), focusing on areas characterized by enhanced poverty and unemployment, weak social networks, relative lack of opportunity structures, increased voting rates in favour of political extremist and populist parties, incidents of racism and intolerance, high percentages of migrant populations, while combining urban areas with rural ones.

Research methodology

Concepts and indices

Based on the desk – literature research outcomes, DIALECT findings and in accord with each research task objectives of the DIALECT3 project, the following definitions and indices have been adopted in order to operationalize research items and questions. Following UNESCO[29] and in order to identify tolerant or intolerant beliefs and behaviours we have decoded the meaning of *'tolerance'* in accord with certain conceptual components:

➢ *Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.*

➢ *Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and states.*

➢ *Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments.*

➢ *Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions. It means that one is free to adhere to one's own convictions and accepts that others adhere to theirs. It means*

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[29] 1994 UNESCO preliminary version of a longer, more comprehensive guide which will be published during the United Nations Year for Tolerance, 1995. UNESCO Declaration of Principles of Tolerance, Proclaimed and signed on 16 November 1995. In UNESCO (1995) Tolerance the threshold of peace -Unit 1- pp 127

accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one's views are not to be imposed on others.

We have also adopted the rational of the **principles for the practice of tolerance in schools.[30]**

1. *School responsibility [to educate for tolerance].*
2. *Positive approach to ethnicity.*
3. *Learning to think inclusively.*
4. *Integrating intercultural education.*
5. *Focusing on similarities.*
6. *Combating racism on a broad front.*
7. *Creating a positive school atmosphere.*

Following the work done in the DIALECT project we have also adopted certain conceptual connotations relevant to the identification of intolerance: for example, there are aspects of the relationship between ethnicity and social position that have been generally ignored in literature research. For example, measures of social position often fail to account for both the accumulation of disadvantage over the life course and/or the role of ecological effects produced by the concentration of ethnic minority groups in deprived residential areas. Another aspect of the above relationship ignored by many approaches is the effect of being a victim of racism, in terms of its effect on group social identity, social status, and socioeconomic position. As a consequence, the investigation of the way in which social and economic disadvantage may structure the experiences of different ethnic groups has remained relatively superficial. Discrimination has been shown to occur in almost every facet of public and private life—from the "daily hassles" experienced when going about one's normal life to major events, such as being the victim of a racist physical attack. For example, there is widespread evidence of intolerance toward immigrants and asylum seekers across Europe. This can be seen in the growth of far-right electoral parties across some countries of Europe since 1990s.

Racism can enter people's lives in a number of ways. It may be based on "race"/ethnicity, religion, or nationality and combine with other negatively stereotyped aspects of identity to produce experiences of multiple discrimination. It may be experienced directly though interpersonal discrimination or perpetuated via an institution's discriminatory policies. But whereas racism has repeatedly been shown to be associated with at least part of the socioeconomic disadvantage of many people from ethnic minority groups, tangible exploration is required to fully understand how racism affects people's lives.[31]

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[30] If schools are to be such places, they will need principles and guidelines for tolerance. The following is a list of the 'ingredients' of anti-racist education as it is being developed by the Anne Frank Foundation (the Netherlands). It provides an excellent list of principles for education for tolerance:

[31] Indicatively, see Saffron Karlsen and James Yzet Nazroo, MEASURING AND ANALYZING "RACE," RACISM, AND RACIAL DISCRIMINATION,
https://d1wqtxts1xzle7.cloudfront.net/30220584/social_epidemiology_methodology.pdf

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In an ideal identification and measuring scheme of intolerance and racist discrimination *"an intolerant schema measure",*[32] one should be cognizant not only of the conceptual issues influencing analyses of "race," racism, and racial discrimination, but must also be mindful of the various measurement issues. Measuring and analysing "Race, Racism, and Racial Discrimination", as well as Interpersonal (Individual) Racism, the major problem associated with measuring relevant incidents concerns recognition, both for those exploring issues of racism and for its victims. Defining exactly what does and does not constitute racism is complex, and this often leads to inconsistencies in data collection. Thus, questions and measurement scales should not be vague or general exploring, for example, experiences over the past year or a lifetime or the frequency with which someone is generally exposed to racism. Certain issues, however, in *"an intolerant schema measure",* fruitful to identify and address racism, hatred and discrimination may include, indicatively, the following:

Forms of disrespect, such as:
➢ *being treated with less courtesy or respect than other people;*
➢ *receiving poorer service compared with other people;*
➢ *people acting as if they think you are not smart;*
➢ *people acting as if they are afraid of you;*
➢ *people acting as if they think you are dishonest;*
➢ *people acting as if they think they are better than you are;*
➢ *being called names or insulted;*
➢ *being threatened or harassed;*
➢ *being followed while shopping.*

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

Forms of racist discrimination, hatred and intolerance, in exploring issues such as:
➢ *ever having been unfairly fired, not hired, or denied promotion;*
➢ *ever having been unfairly stopped, searched, questioned, physically threatened, or abused by the police;*

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1. **[32] As in Allison C. Aosved, Patricia J. Long, Emily K. Voller (2009), Measuring Sexism, Racism, Sexual Prejudice, Ageism, Classism, and Religious Intolerance: The Intolerant Schema Measure", Journal of applied Psychology Vol. 39, Issue 10, First published: 01 October 2009,** https://doi.org/10.1111/j.1559-1816.2009.00528.x

> *ever having been unfairly discouraged by a teacher or advisor from continuing education;*
> *ever having been unfairly prevented from moving into a neighbourhood because the landlord or a realtor refused to sell or rent you a house or apartment;*
> *ever having moved into a neighbourhood where neighbours made life difficult for you or your family;*
> *ever having received poorer service, compared with others, from a plumber or car mechanic.*

However, it is important to distinguish between what have been called "major" or "life" events, "chronic stressors," and "daily hassles". Daily hassles, also called "everyday discrimination" are chronic or episodic events considered part of everyday life, the impact of which is perceived to be minor and relatively short-term: negative treatment or hostility that is not seen as serious enough to constitute "racial harassment." Unlike more "major" experiences, information regarding daily hassles is often not collected in surveys. There is evidence, however, that racially motivated daily hassles may have a greater impact than other forms of daily hassles, as they can evoke painful memories relating to past racist experiences and communal histories of prejudice in a way that other daily hassles may not. Racially motivated daily hassles may have more of a cumulative effect or combine with other racist experiences to produce more severe consequences. Ignoring these aspects of experience may, then, seriously underestimate the impact of racism on people's lives. Thus, the identification of intolerance should be based on information which is direct and address the multiple facets of discrimination, ask about distinct types of unfair treatment in particular situations and locations, and avoid global questions about experiences or awareness. Also important are assessments of the domain in which the racism occurs, the magnitude and temporal characteristics of the event, the associated threat, and the impact of other individual characteristics and stressors.

At the same time, it has been argued that unlike other unlawful acts, racism need not have been experienced personally for it to produce a sense of threat, interpersonal incidents being viewed as "an attack on the community as a whole". As it has been stated, *the distinguishing feature of racial violence and harassment is not simply that it involves members of different racial groups or ethnic groups; it is that the action is racially motivated. Racially motivated behaviour, therefore, is not an attack aimed at a person purely as an individual, but an attack on a member of a category or group. This may be seen in findings that suggest that those living with the threat or fear of racism are more numerous than those reporting actual personal experience of racism*.[33] To explore this, some studies also ask about respondent knowledge of other people's (in this case, family members') experiences of racism. Other studies have asked more directly about people's concerns about being the victim of racism. Measuring only an individual's actual experience may fail to explore the effects of the threat produced by knowledge of racism in a community if this is not reflected in the actual experience of those asked.[34]

On the other hand, from our research experience in DIALECT project adolescents' behavioural change involves aspects of their **social inclusion**, like social capital, sense of belonging, group cohesion and an individual's new communications, socialization and life skills. We have adopted

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[33] J. Michael Oakes Jay S. Kaufman (2006) eds, METHODS IN SOCIAL EPIDEMIOLOGY, John Wiley & Sons, Inc. Pp. 114 ff.

[34] For more see National Research Council. 2004. *Measuring Racial Discrimination*. Washington, DC: The National Academies Press. https://doi.org/10.17226/10887. "Attitudinal and Behavioral Indicators of Discrimination" pg. 162 ff.

both, a narrow concept which defines social inclusion in terms of an individual's social capital (i.e. social relationships) and sense of belonging and the holistic concept which defines social inclusion as the process of improving: (1) the terms for individuals and groups to take part in society, and (2) the ability, opportunity, and dignity of those disadvantaged on the basis of their identity to take part in society.

Research Activities

The **research activities** leading to relevant to the scope of the project needs assessment include the design and implementation of *6 distinct research tools* each one aiming at specific but interrelated objectives:

1) On-line quantitative research:

It includes the design and implementation of two distinct research tools targeting: a) *physical education professionals* and b) *relevant university students*.

The aim was to assess existing level of competences and practices promoting tolerance through physical education. Although the initial proposal foresaw 1 online survey questionnaire, EKKE decided to design two separate questionnaires so as to better address the issue to students and physical education professionals accordingly.

2) Qualitative research:

The qualitative research included the design and implementation of focus group discussions and personal interviews with students aged 12-16 as follows:

2.1. Organisation of Focus group discussions with *a) educational authorities and b) local stakeholders of the school community*

In total, eight focus group discussions were designed in four distinct intervention areas (Attiki, Thessaloniki, Evia & Thesprotia) in Greece. In each area two focus group discussions would be conducted: one with educational authorities and one with physical education professionals and directors from the school community and in particular from lower secondary education. It was expected that 6-8 participants would be involved in each group.

The aim of the focus group discussion with the educational authorities (including representatives of IEP and the Ministry of Education and Religious Affairs, and of directorates of lower secondary education in Greece) was to document the policy context around racism in schools and the way that the existing physical education curriculum promotes tolerance, fighting racism and intersectional stereotypes, whereas **the aim** of the focus group discussion with representatives of the school community, i.e. directors of lower secondary schools, physical education professionals and CSOs operating at local level in the field of non-discrimination, was to identify relevant day-to-day challenges faced by physical educators and schools' directors concerning racism and discrimination in the school environment, and ways employed so far for handling cases.

2.2 Personal interviews with two groups of adolescents *a) with migrant background and b) with non-migrant background* to identify beliefs & attitudes.

Twenty-four (24) face-to-face interviews were conducted with students aged 12-15 years old out of whom, half had a migrant background and the other half didn't have a migrant background. **The aim** of the interviews with adolescents 12-15 years old **coming from a migrant background**, was to identify their potential level of discrimination faced in the school environment, the challenges in

terms of racist incidents, existing relations with non-migrant adolescents and points of dispute with other students and educators.

The aim of the interviews with adolescents 12-15 years old **coming from a non-migrant background**, was to identify their existing values framework, beliefs and attitudes, measuring level of intolerant beliefs, types and ways expression within the school context, with a focus on physical education and the role of sports.

Research Questions

For each category of research population specific research questions were formulated in order to couple the objectives of each research task.

With regard to the online survey, the questions aimed at **assessing** *the existing level of competences and practices promoting tolerance through physical education.*

A set of question items was designed for focus group discussion with representatives of educational authorities in order to **assess policies** and in particular: *On the policy context around racism in schools and the way that the existing physical education curriculum promotes tolerance, fighting racism and intersectional stereotypes.* Another set of research questions, was designed **to address relevant to the scope of the project challenges** faced by physical educators and schools' directors concerning racism and discrimination in the school environment, and ways employed so far for handling cases.

Considering interviews with **migrant adolescents**, questions were designed to address their **needs and values,** potential level of discrimination faced in the school environment, the challenges in terms of racist incidents, existing relations with non-migrant adolescents and points of dispute with other students and educators. For those with a **non-migrant background**, questions were also designed to identify their **existing values framework, beliefs and attitudes**, but also the level of intolerant beliefs, types and ways expression within the school context, with a focus on physical education and the role of sports. From the above it is evident that the main themes under empirical investigation include:

➢ Youth's needs and values.
➢ Means and ways of adolescents' identity construction, in times of social and political polarization
➢ Aspects of racism, intolerance and xenophobia promoted against the acceptance of "otherness" and multiculturalism at school and broadly in community level.
➢ Existing stereotypes and prejudice hindering social inclusion facilitating hate intolerance.
➢ The significance of sports culture in combating racism and discrimination
➢ Football in general and football3 in particular as a means to bridge cultural differences in school, community and social environment.

Selection of Intervention Areas

1) Selection criteria

According to the Project's Proposal, 4 areas in Greece (2 urban and 2 rural) need to be selected in order for the main interventions of the Project to be implemented. These areas will be selected on the basis of specific socio-economic characteristics. In particular, as stated in the approved proposal of DIALECT 3, all relevant actions of the project will focus on a combination of urban areas with rural ones, characterized by:

a) enhanced poverty and unemployment, weak social networks and relative lack of opportunity structures,

b) increased voting rates in favour of political extremist and populist parties and incidents of racism and intolerance,

c) high percentages of migrant populations (including newcomers).

In addition to the above mentioned socio-economic and political characteristics of the areas to be selected, one more set of criteria was included in the decision-making process. These include: a) access and b) pre-existing active networks. It goes without saying, that the existence of a favourable environment with strong partnership networks so as to facilitate the implementation of the projects' actions and its effectiveness, is considered very decisive for the selection of the areas where the interventions will take place. That is, ensuring access to lower secondary school units and achieving high levels of cooperation and engagement with as many school directors and physical education professionals as possible is crucial for the successful implementation of the project's actions and final goals. Taking these latter comments into account, the partnership for this project will also prioritize areas presenting one or more of the following characteristics:

a) Areas where the partnership, and in particular AAH, has previous experience in successful project implementation

b) Areas where local authorities and relevant actors maintain a close cooperation with the consortium, and in particular with AAH, and are open to participation in initiatives aiming at enhancing social inclusion and tolerance.

c) Areas where most school directors are positive towards staff training and actions targeted to students for fighting racism and intolerance.

d) Easily accessible areas allowing proper implementation and monitoring of the actions.

Summing up, *the selection of the areas will be based on two broad categories of criteria, namely: 1) Socioeconomic characteristics, and 2) Access and Networks criteria.*

2) Assessment of areas

Considering the criteria set above, official statistical data were used in the first set of socio-economic and political characteristics, in order to help us with the selection of the areas. It should be noted, that due to the lack of hard evidence at a lower geographical level, the analysis is mainly based at the level of NUTS 2 geographical regions and sometimes at NUTS 3 level.

According to the examination and analysis of official data considering the abovementioned list of selection criteria (see ANNEX II for the full text), it is evident that *4 regions comply with all criteria set. These are: Kentriki Makedonia, Sterea Ellada, Attiki and Ipeiros.* Taking into consideration all the information provided, Kentriki Makedonia is the first region to be selected. It scores 7 out of 8 in the socio-economic selection criteria, while it is also high in the access and network criterion. The region of Kentriki Makedonia, consists of 7 regional units, namely Chalkidiki, Imathia, Kilkis, Pella, Pieria, Serres and Thessaloniki. We will opt for the regional unit of Thessaloniki, since it has also been proposed in the Grant Agreement. It includes the second biggest urban city in Greece. Thessaloniki, presents (together with Kilkis) the highest rates of voting far-right, and has the second highest number of non-EU students in lower-secondary education. It is therefore proposed that the **regional unit of Thessaloniki is the first urban area** selected for the project's interventions.

Sterea Ellada is the second region to be selected. Sterea Ellada scores 7 out of 8 in the socio-economic selection criteria, while it is also high in the access and network criteria. Sterea Ellada consists of 5 regional units, namely Evrytania, Evia, Fokida, Fthiotida and Viotia. AAH has a strong network in the regional unit of Evia. Furthermore, AAH operates a support center in nothern Evia. Evia, has a high number of non-EU students, while it is also close to host facilities for refugees. It is proposed therefore that **the regional unit of Evia is the first rural area** selected for the project's interventions.

Attiki is the third area to be selected. Attiki region scores 4 out of 8 in the socio-economic criteria, while it is also high in the access and network criteria. It is also the regional unit with the biggest town, the capital, and the highest population of natives and non-EU students. It should be noted, that Attiki is a region exhibiting many inequalities. It consists of 8 regional units, namely Anatoliki Attiki, Dytiki Attiki, Dytiki Athens, Central Athens, North Athens, South Athens, Piraeus and Islands. It is proposed that **the regional unit of Central Athens is the second urban area** selected for the project's interventions. Athens, has already been identified in the Grant Agreement as one of the urban areas of intervention. However, schools in the wider Athens area could also be included in the interventions, if this seems necessary for the successful implementation of the project.

Finally, Ipeiros is proposed as the fourth region to be selected. Ipeiros scores 3 out of 8 criteria, less than Dytiki Ellada or Peloponnisos (scoring 4 out of 8). The reason for selecting Ipeiros, instead of the other two regions, is the high performance with regard to the access and network criterion, which somehow guarantees the success of the interventions. Ipeiros consists of four regional units, namely Arta, Ioannina, Preveza and Thesprotia. AAH has previous experience, access and networks in both Ioannina and Thesprotia. For this project, however, which requires a **rural area, the region of Thesprotia is proposed.**

Summing up, out of the four areas to be selected, it is proposed that Athens and Thessaloniki, will be the selected to be involved in the intervention as the two major urban cities in Greece. This is also concurrent with the fact that these two urban areas where already proposed for intervention in the Grant Agreement. With regard to the selection of rural areas, the areas of Evia (in Sterea Ellada) and Thesprotia (in Ipeiros) are proposed for the implementation of the actions of the DIALECT 3 Programme.

3. Review of existing secondary physical education curricula from the perspective of promoting tolerance

Introduction

The Physical Education Curricula Need Analysis was carried out by AUTH to meet the requirements of the action T2.3: Review of existing lower secondary physical education curricula from the perspective of promoting tolerance of the framework of the WP2: Needs assessment for the integration of DIALECT1 "community building through football methodology to prevent intolerance" to the school context under the lens of intersectionality.

For this reason, a number of official education curricula and relevant documents were explored and analysed[35].

Physical Education Curriculum Need Analysis

Secondary physical education in Greece consists of 3 years (13, 14, 15 years of age) in Highschool and 3 years (16, 17, 18 years of age) in Lyceum. In this project the emphasis is on the effect of the project on Physical Education in High School.

The aim of the physical education curriculum analysis is to investigate whether tolerance and inclusive education are included in both lower secondary and higher education. For this purpose, the National Physical Education Curriculum[36], the Interdisciplinary Integrated Framework of the Physical Education Curriculum[37] and the Physical Education Curriculum for the Reception frame of refugees' education[38] will be reviewed regarding the lower secondary education as well as the Curriculum of the Departments of Physical Education and Sports Science.

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[35] These are the following: the National Physical education curriculum for Secondary Education (http://iep.edu.gr/el/nea-ps-provoli), the Interdisciplinary Integrated Framework of Physical Education (http://www.pi-schools.gr/programs/depps/), and the National guidelines for the intercultural education and for the refugee education (http://iep.edu.gr/) as well as the Higher Education Curriculum of the Departments of Physical Education and Sports in Athens (https://www.phed.uoa.gr/fileadmin/depts /phed.uoa.gr/www/uploads/Programmata_spoudwn/PPS-Odigo__s_2019-Perigra_mmata_Mathima__ton_Final_30-7-2020.pdf), Trikala (http://www.pe.uth.gr/images/files/ prog_spoudwn/%CE%A4%CE%95%CE%A6%CE%91%CE%91_%CE%A0%CE%98_%CE%9F%CE%B4%CE%B7%CE% B3%CF%8C%CF%82_%CE%A3%CF%80%CE%BF%CF%85%CE%B4%CF%8E%CE%BD_2022-2023.pdf), Thessaloniki (https://www.phed.auth.gr/sites/default/files/ odigos_spoydon_tefaa_eisahthenton_to_akadimaiko_etos_2022-2023.pdf), Serres (https://tinyurl.com/2go5nn9a), and Komotini (http://www.phyed.duth.gr/ undergraduate/images/files/publications/sguide21n.pdf)

[36] New National Physical Education Curriculum. Government gazette 203/19-01-2023.

[37] Interdisciplinary Integrated Framework of the Physical Education Curriculum Government gazette 304/13-03-2003.

[38] Physical Education Curriculum for the Reception frame of refugees' education, http://iep.edu.gr/images/IEP/EPISTIMONIKI_YPIRESIA/Epist_Monades/A_Kyklos/Diapolitismiki/2016/2016-10-11_EKPAID_PROGR_FYSIKH_AGOGH_GYMNASIUM.pdf

In particular, the aims, the courses, the methodology framework, the teaching instructions included in the curriculum of both lower secondary and higher education were analysed and conclusions are presented below.

New and Complementary Physical Education Curriculum

According to the Instructions of the Ministry of Education and Religious Affairs for the teaching of the Physical Education course of the Daily High Schools for the school year 2022-2023, the fifty (50) hours of Physical Education per year are distributed in two (2) teaching quarters (Government Gazette B 3791/13-08-2021), and includes the teaching of a variety of sports (football, volleyball, track and field, gymnastics, basketball, and handball), traditional dances, physical fitness drills, as well as in-school adapted sports events and work project (introduction to non-mainstream sports, para-athletics, wet sports, etc.).

Teachers follow mainly the content and the instructions of the National Physical Education Curriculum and optionally of the complementary ones, the Interdisciplinary Integrated Framework of the Physical Education Curriculum, and the Physical Education Curriculum for the Reception frame of refugees' education. The purpose of the National Physical Education Curriculum in secondary school is the acquisition of lifelong habits of physical activity for the promotion of health, the improvement of quality of life and social well-being, through the formation of physically literate students, through the effective teaching on the content of the Thematic Areas proposed.

Four main aims are defined for the PE lessons: a. Motor: students demonstrate competences in a range of sport and movement skills that are useful for lifelong exercise for health and quality of life, b. Cognitive: learners understand and become able to apply science concepts and knowledge that contribute to lifelong physical activity for health and quality of life, c. Experiential/Behavioural: students participate regularly in physical activities and maintain or develop an appropriate level of physical fitness for health, and d. Moral/Social/Emotional: learners demonstrate responsible behaviours, respect for diversity and has developed social and emotional skills that contribute to lifelong exercise for health and quality of life.

Of the aims, the one that seems most relevant to tolerance and inclusion education is the 4th Aim "Moral/Social/Emotional". To achieve this aim students are expected to a. gain positive experience from the course, reflect, cultivate, and develop psychosocial and life skills that contribute to the adoption of positive attitudes and behaviours towards lifelong exercise for health and quality of life, and develop teamwork, cooperation, respect, and acceptance of other people with different characteristics and abilities, skills that are important for personal and social fulfilment.

Teachers should plan the PE lesson appropriately, using the proposed plans, the indicative activities, the learning strategies, the teaching principles, and the methods proposed. However, each PE teacher in the annual lesson planning retains a considerable degree of autonomy to plan and implement teaching scenarios and daily lessons. So, teachers are encouraged to a. create a positive motivational climate, b. use experiential approach to teaching in a supportive environment, c. integrate both interdisciplinary integrated framework and intercultural education, to achieve the central and individual objectives, d. implement work projects and teamwork, e. apply a range of teaching styles giving emphasis on methods that promote students' autonomy and self-regulation skills, f. emphasize on goal setting programmes to improve physical activity levels, skills, responsibility, g. achieve learning outcomes, even those that fall within the cognitive purpose, by

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maximizing the amount of time all children are engaged in movement and physical activity during the PE lesson, h. assess and self-evaluation of pupils' progress and i. evaluate the aims and learning outcomes.

Complementary Physical Education Curriculum

As far as it concerns the Interdisciplinary Integrated Framework, the purpose of physical education in the compulsory education is to contribute primarily to the physical development of pupils and at the same time to contribute to their mental and spiritual development and their harmonious integration into society. Priority is given to the development of students' motor skills and, through them, the cultivation of their physical abilities and the enhancement of their health. The development of students' values and attitudes are mentioned in terms of a. understanding the right of equal participation, b. development of a positive attitude towards cooperation, team spirit, willingness, responsibility, self-discipline, patience, perseverance, and courage, c. Understand the concept of ''fair play'', d. understand the importance of respecting the opponent and of human dignity, e. appreciate the prudent approach to winning and defeat, f. become aware of the democratic way of resolving differences, g. develop special bonds of friendship and cooperation with colleagues and opponents. Free motor activities with or without music, (b) sports and competitions (c) traditional Greek folk dances and (d) swimming, are indicated activities to be used. Like National Physical Education Curriculum, emphasis is given mostly on the learning of motor skills and in the technical aspects of various sports. Additionally, in the methodology part there are no teaching instructions, proposed methods and strategies for teaching and developing the above-mentioned values and attitudes. The only relevant instructor that is given seems to be that "*Sports and competitions should be taught to both male and female students without discrimination*".

As it concerns the Physical Education Curriculum for the Reception frame of refugees' education it follows the national Physical Education Curriculum with additional aims and instructions. In specific, it aims to the active participation of all students in exercise programmes that promote and encourage equality in society, respect for human rights, tolerance of diversity and the communication of cultures. Indicated instructions given for teachers to achieve the goals are to: a. create a positive learning environment and incorporate inclusive activities, b. establish rules of behaviours, c. compare performance to self rather than others, d. personalise activities according to children's needs and interests, providing feedback primarily on behaviour, e. incorporate exploration, guided discovery, problem-solving and encourage children to become independent learners, f. resolve disagreements and maintain positive expectations and g. act as a role model for students.
The instructions for the establishment, organization, operation, coordination, and education of the Reception Centres for the Education of Refugees (REFU)[39], include three (3) hours of physical education lessons on a weekly basis.

Physical Education Curriculum in Higher Education

As mentioned before, the review of the curriculum of the Physical Education and Sports Departments, in terms of aims, courses, methodology framework, teaching instructions, was made, to explore the existence of tolerance and inclusive education in higher education.

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[39] Minister Decision for the establishment, organization, operation, coordination, and education of the Reception Centers for the Education of Refugees (REFU), Government Gazette, 3502/31-10-2016.

More specifically, the main aims of the Physical Education Curriculum in higher education are to a. promote the science of physical education and sports through academic knowledge and research, b. equip students with the necessary knowledge and skills for their scientific and professional improvement, c. contribute to the progress of Greek Sports and promote athletic spirit and ideals, d. contribute to the awareness of the citizens of the importance of physical education as the basic medium for wellbeing and improvement of quality of life.

The expected learning outcomes of the lessons for the higher education students are to a. acquire the necessary knowledge of the issues involved, both at a theoretical and a practical level b. apply the educational methods and skills, c. to develop abilities and skills for the implementation of the knowledge learnt after graduation.

The undergraduate programme of study is structured in eight semesters, which is the minimum time for obtaining the degree. It consists of theoretical and applied core courses, major orientation courses (Sports, Recreation, Sports Tourism and Health) elective courses (theoretical and applied). In the final year (4th), students receive a specialization in a theoretical or in an applied field. In total, each student will have to successfully complete fifty-two (52) courses to receive the degree worth 240 credits (EC TS). Among them there are the specialization courses, (27 different specializations) in the areas of applied sports training as sport coaches, adapted physical education, managers for sport recreation, sport tourism and health. Even though all students take their undergraduate degree with pedagogical qualification, and they are qualified to work in primary and secondary schools as physical education teachers they are not trained on teaching inclusive education and promoting tolerance of diversity. Only, the students that follow the specialization for adapted physical education, are trained on inclusive education for people with disabilities.

In general, there are no teaching instructions proposed for the higher education teachers in a general setting, and in the framework of teaching inclusive education and promoting tolerance of diversity in students.

Also, the development of tolerance and the inclusive education are not included in the courses of the higher education curriculum. Relevant issues such as culture, multicultural education, and socialisation are analysed during the "Sociology of Sports" course in a general way. Only in the curriculum of the Department of Physical Education of the University of Thessaly there is a free elective course titled "Practical exercise in intercultural physical education" where students are taught about intercultural education in general, basic principles and models for managing cultural diversity, stereotypes and racism, the development of intercultural activities, etc. The main aims and the learning outcomes of the course are for students to acquire the basic knowledge of intercultural education, be able to use rules and protocols to manage cultural diversity and retain a safe and effective learning environment.

Conclusions

Overall, the existing physical education curricula in Greece, both at lower secondary and higher education levels, could benefit from a stronger focus on inclusive education, intersectionality, and pedagogical practices that promote tolerance. By incorporating these elements, the curricula can better address the diverse needs of students and foster a more inclusive and respectful learning environment in physical education settings.

Specifically, it seems that the greatest emphasis of the physical education curricula at lower secondary school level in Greece is given on the promotion of lifelong exercise for health and quality of life through physical education. As it is mentioned on the relevant paper "The promotion of lifelong exercise for health and quality of life through physical education needs to be the overarching goal", analysing that school-based PE, should help students: (a) to fully understand the reasons why regular participation in physical activities is beneficial to their health; (b) to learn effective ways of exercising for better health; (c) to be able to develop and maintain a physical activity programme in their daily lives; and (d) to enjoy physical activity in any form in order to gain knowledge and experience and develop positive attitudes towards physical activity. Instructions for teachers to promote inclusion and the development of tolerance of diversity are provided only in the Physical Education Curriculum for the Reception frame of refugees' education which is referred only to refugees.

However, there is plenty of room in the National Physical Education Curriculum for improvement in terms of inclusive education and promotion of tolerance. Additions should be made concerning the:

a) Intersectionality: The existing curricula often do not adequately address the diverse needs and experiences of students from different social, cultural, and economic backgrounds. Intersectionality, which recognizes that individuals may face multiple forms of discrimination and disadvantage, should be incorporated into the curricula. This could involve introducing activities that encourage students to explore and appreciate different cultural practices, values, and perspectives.

b) Pedagogical Practices: The curricula should include pedagogical practices that promote tolerance and respect for diversity. Teachers can create an inclusive environment by fostering open dialogue, encouraging cooperation and teamwork, and addressing issues of discrimination or prejudice that may arise during physical education classes. Additionally, incorporating cooperative games and activities that encourage students to work together regardless of their differences can help foster a sense of inclusivity.

Additionally, at the higher education level in Greece, physical education curricula often focus on specialized sports and activities, as well as theoretical knowledge related to exercise science and coaching. It seems that students acquire the necessary knowledge and skills for teaching physical education and coaching sports and recreational physical activities, but they are not educated on inclusive education and the practices to deal with and develop intercultural issues as tolerance of diversity through physical education and sports. Like lower secondary school curricula, there is a need for greater emphasis on inclusive education and tolerance. This could be achieved with:

a) Intersectionality: Higher education curricula should incorporate discussions and analyses of intersectionality in relation to physical education. This could involve examining how various social identities intersect with physical activity participation and performance. Such discussions can help future educators understand the diverse experiences and needs of their future students.

b) Pedagogical Practices: It is crucial to equip future physical education teachers with pedagogical practices that promote tolerance and inclusivity. Teacher training programmes should emphasize the importance of creating an inclusive and respectful learning environment. This includes strategies for adapting activities to accommodate diverse abilities, promoting fair play and sportsmanship, and addressing any discriminatory behaviours that may arise during instruction.

4. Results from the Implementation of (two) online surveys

An online survey was initially designed, addressed to Physical Education Professionals working in public lower secondary schools and to Physical Education University Students, with the aim to assess/evaluate existing skill levels and practices that promote tolerance through physical education. However, due to the different characteristics among the two population groups under investigation (in terms of levels of experience, skill levels and practices), EKKE decided to develop not one, but two separate online questionnaires and to use two different online platforms, one for each of the population group. As a result, two surveys run during the period May-June 2023 after the completion of which, two statistical databases were created, one entailing the results from the online questionnaires to Physical Education Professionals working in public lower secondary schools and the other entailing the results from the online questionnaires to Physical Education University Students.

a. Physical Education professionals

The first online questionnaire was addressed to Physical Education Professionals working in lower secondary public schools. The initial target was to reach 70 Physical Education Professionals, which was successfully achieved, as 78 questionnaires were completed.

Sample Information

In total, the sample comprised of 78 physical education professionals, out of which 42.3% are men and 57.7% are women[40]. In their majority (53.8%) they work in schools in the wider area of Athens, in Attica prefecture. Most respondents are over 51 years old (66.7%), hold a bachelor's degree (48.7%) or a master's degree (46.2%), and have more than 11 years of experience in the education field in total (84.6%). More than half (57.7%) work in schools where 150 to 300 students are enrolled.

Most survey participants work as permanent teachers (70.5%) in general lower-secondary schools (91.0%), with no reception structures (89.7%) or reception classes for the education of refugee children (80.8%). In these schools, the socio-economic background of the students' families was characterised as low (39.7%) or medium (34.6%).

Children of the general population are found in 84.6% of participants' schools. In addition, more than half of participants teach in school classes with no Roma children (57.7%) and no Refugee children (53.8%). Roma children are found to a moderate and a small extent in 10.3% of respondents' classes, and to a very small extent in 20.5% of the classes. Similarly, children of refugees are to be found to a small extent in 14.1% of the classes and to a very small extent in 21.8% of the participants' classes. Children of migrant background are found in 23.1% of classes to a moderate extent, 24.4% to a small extent and 29.5% to a very small extent.

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[40] Only the statistically significant results based on the gender differences at the .05 level (p-value < .05) are presented. Since the data do not meet the assumptions of the asymptotic method, the Monte-Carlo method was applied to the performed chi-square tests.

According to 35.9% of respondents, no programmes/actions on school integration, inclusion, and anti-discrimination were implemented in participants' schools in the last five years, while another 35.9% mentioned the implementation of one to three programmes/actions in the last five years. More than seven (7) programmes/actions were implemented in 10.3% of participants' schools. A significant proportion of participants (42.3%) did not attend any seminar related to the inclusion of students belonging to socially vulnerable groups in the population (discrimination based on ethnic origin, religious beliefs, sexual identity, socio-economic status, specific learning difficulties, etc.)

On school premises, physical education professionals surveyed have been aware of incidents of harassment, aggressive or violent behaviour of certain students towards other students sometimes or occasionally (47.5%), while a 14.1% has not noticed such behaviours. The majority of the physical education professionals answered that these incidents involve mostly verbal teasing, mockery, and bad language (88.1%, N = 59). The incidents that take place at schools often involve discrimination because of origin/nationality (32.8%), gender, sexual orientation (31.2%), and "other" reasons (34.4%) such as personal disputes (18.2%), physical power-evidence of physical strength (13.6%) and the external appearance (13.6%). All (but one) participants claimed that they do interfere when they witness such incidents (83.3%, N = 66), and the majority of them discuss privately with the student(s) involved (100%, N = 62), refer to the school administration (86.3%, N = 51) or have a general discussion about the incident in class (92.0%, N = 50).

With regard to students' participation in physical education courses, in half of the respondents' classes (53.8%), there are students who inexcusably don't participate. Also, professionals have noticed often (9%) or sometimes (64.1%) in their class, certain students being "excluded" by other classmates when forming groups. Female physical education professionals notice more often these types of "exclusion" attempts compared to males, and those differences based on gender are considered statistically significant at .05 level. According to most of the participants, the main reason of exclusion, is students' capabilities (63.8%, N = 58), followed by physique (12.1%).
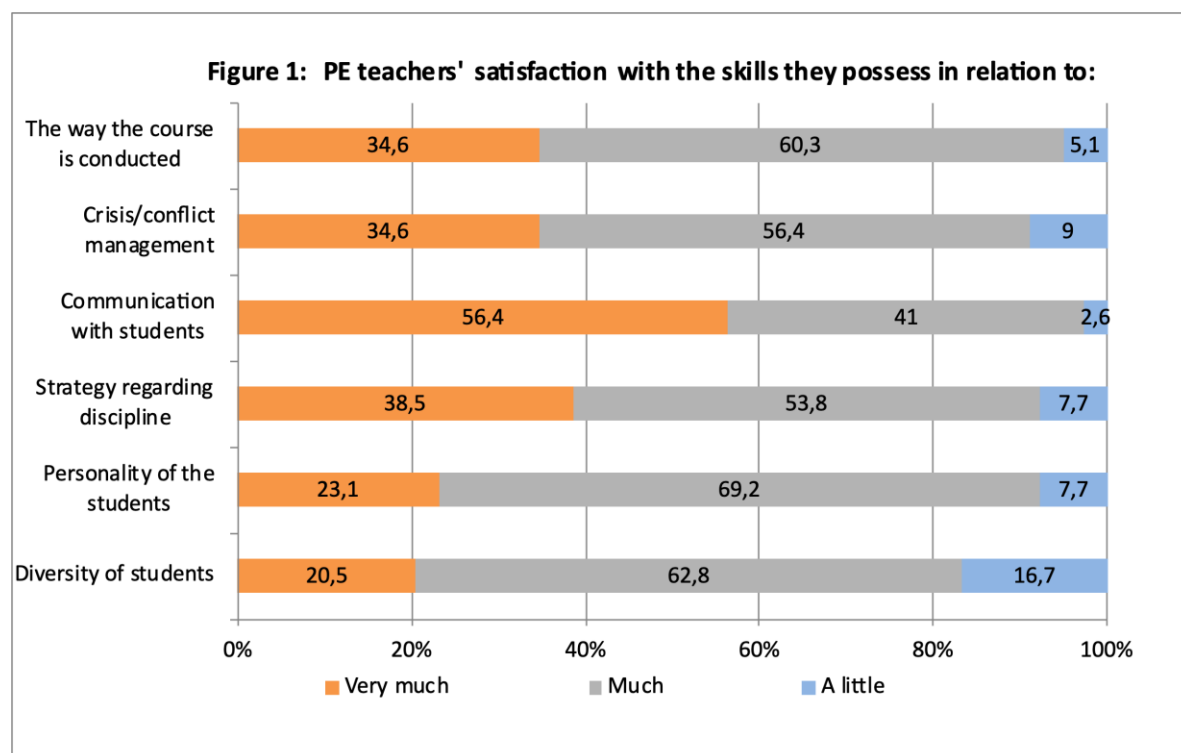
The team sport mostly used in participants' physical education classes is volleyball, with one out of two physical education professionals using it (51.2%). Although a similar number of male physical education professionals (one out of two) use football or volleyball as team sports, for females' volleyball is a one-way street since 60% of females use it the most. Those differences based on gender are considered statistically significant at .05 level. Among the reasons why participants tend to use most a specific sport, most of them answered that it is the students' preference (42.3%), followed by those who believe that students can participate in the sport independently of gender (15.4%), while lack of available space and other restrictions were also mentioned (15.4%).

Despite the fact that the majority of the participants stated that there is "a little" gender differentiation in the physical education sports activities (44.9%), they have noticed preferences in team sports between sexes either very much or much (56.4%). Moreover, participants very much (59.0%) believe that today the teaching of physical education contributes to the promotion of equality, the inclusion of diversity, and the fight against discrimination mainly due to the teamwork and cooperation that is promoted through the physical education course (34.5%).

In more detail, in physical education courses, the following can be achieved "very much" in the student population according to participants: the development of motor skills and sports activities (51.3%), an experiential approach to knowledge about exercise for health (60.3%), the development of psychosocial skills (56.4%), the creation of positive attitudes towards lifelong learning (70.5%), and the development of teamwork cooperation, respect, and acceptance of diversity (82.1%).

Most participants "very much" (38.5%) or "much" (51.3%) believe they have the knowledge and necessary training to develop teamwork and promote cooperation, respect, and acceptance of diversity within their classes. However, there was also a 10% who admitted to have little knowledge and training in these areas. This kind of knowledge is mainly gained through practice in schools, as most of the participants indicated (34.5%) and through personal involvement and the reading on these subjects (30.8%). Answers based on gender are considered statistically significant at .05 level with most males stating to have gained knowledge through practice in schools, while females in a similar proportion either gained this knowledge through practice in schools or in the context of training seminars, or through personal involvement and studying about this topic.

In general, participants, are satisfied with the skills they possess for conducting the physical education lessons. In particular, they are "very much" satisfied with their background skills concerning communication with the students (56.4%), and with the strategy regarding discipline (38.5%). On the other hand, *dealing with the diversity of students* concentrates the most answers of being "a little" satisfied (16.7%) with the skills they possess, followed by crisis/conflict management with 9% being "a little" satisfied (see Figure 1).

Figure 1: PE teachers' satisfaction with the skills they possess in relation to:

Category	Very much	Much	A little
The way the course is conducted	34,6	60,3	5,1
Crisis/conflict management	34,6	56,4	9
Communication with students	56,4	41	2,6
Strategy regarding discipline	38,5	53,8	7,7
Personality of the students	23,1	69,2	7,7
Diversity of students	20,5	62,8	16,7

All participants stated that **they have autonomy in their course**, they are **adapting teaching according to the composition** of each class, and the overwhelming majority is **taking initiatives** in the course (98.7%).

Furthermore, the physical education professionals are only "a little bit" satisfied with the school's sports facilities (47.4%), their information on inclusive education (48.7%) and the frequency of training seminars (46.2%). On the other hand, they are "much" satisfied with their scientific awareness (56.4%), their information on pedagogical issues (60.3%) and the cooperation and support from colleagues (56.4%) (see Figure 2).

Figure 2: PE teachers' satisfaction with regard to:
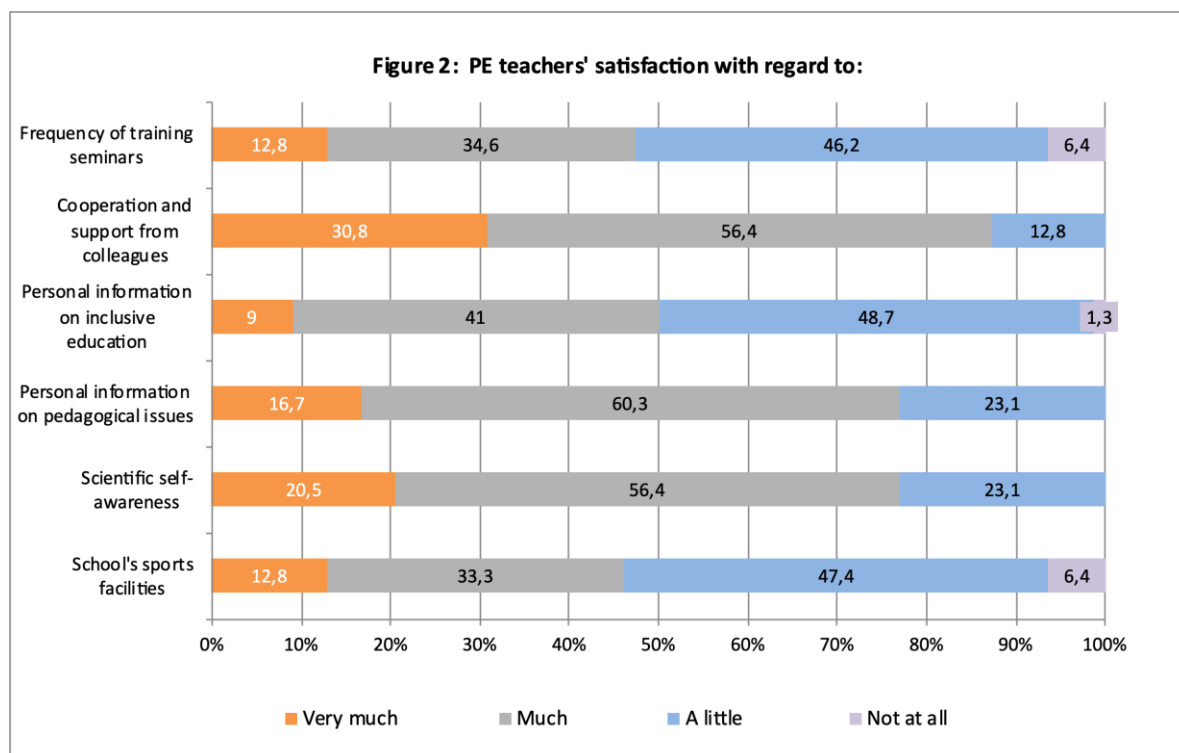
With regard to the guiding principles and good practices of the syllabus for inclusive education in physical education, these are considered to be only "a little" adequate (52.6%) by the participants who, in their majority, were "very much" or "much" interested in learning about a different football game that promotes equality for all students regardless of gender, identity, etc. (91%) and willing to pilot such a game in a physical education class (94.9%). Differences based on gender were considered statistically significant at .05 level for the willingness to pilot such a game in a physical education class since women in a more significant proportion seem to generally try to incorporate new techniques and activities into the course compared to men.

From the participants experience, the most significant barrier to an inclusive school promoting tolerance and equality for all students is considered to be on equal terms both the entrenched stereotypical perceptions of society (about gender, diversity) that are reproduced in the school environment (32.1%) and the lack of a framework of support for the integration of new techniques and activities by the Ministry of Education & Religious Affairs (32.1%). Regarding that, 74.4% of the participants have, in the past two years, either cooperated one or two times (37.2%) or have not yet cooperated with the Physical Education Counsellor (37.2%) on training, educational priorities, introducing innovations, etc. Finally, the vast majority indicated that the Physical Education and Sport course mainly offers students teamwork and collective spirit (85.9%), followed by wellness (57.7%) and entertainment (55.1%), while Socialization, integration, and acceptance are to be found in the last places (Figure 3).

Figure 3. What do participants believe that Physical Education and Sport course in school offers to students
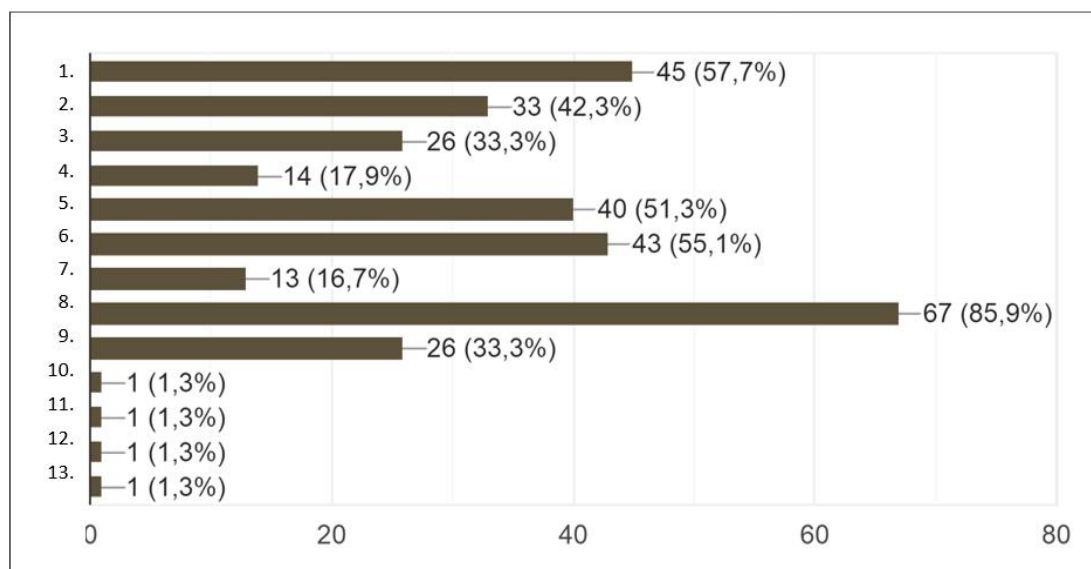
* 1 = Wellness, 2 = Psychology, 3 = Self-discipline, 4 = Physique, 5 = Health, 6 = Entertainment, 7 =Critical Thinking, 8 =Teamwork-collective spirit, 9 = Fair play, 10 =Knowledge of the importance of physical movement for the life, 11 =Sociability-systematic tolerance, 12 =Development of motor skills and basic knowledge of health, fitness, and nutrition, 13 =Socialization, integration, and acceptance.

Conclusion

Gender inequality consolidated at all levels is also transposed in sports, predominantly associated with robustness and strength. These elements are synonymous with the male gender. The data revealed that in the context of the physical education course, where students embody communication and cooperation, the factor of ability is a decisive intersection for exclusions that, at a symbolic level, are covertly transcribed as a personal choice. It is also clear from the different choices that physical education professionals make based on their gender regarding the team sport they choose as part of their lessons that football is a sport for boys, chosen in some cases because there are club athletes among the students and in order to have inter-school competitions. At the same time, volleyball, being the most favourable among PE teachers, is a more neutral sport that does not require muscle strength and is something everyone can play, promoting inclusiveness regardless of gender. The very claim that a sport is for everyone points to the barriers of inequality and multiple discrimination as, on the other side is something that is only for the few, the able, and the skilled. This is where the contribution of this programme and originality is highlighted, as apart from promoting equality and inclusion for all students regardless of gender, economic status, race, and sexual preferences in school communities, it also changes how students see football as a sport. The openness of physical education professionals in learning about a different football game that promotes equality for all students regardless of gender and identity and the willingness to pilot such a game in a physical education class in such an overwhelming percentage is an optimistic hope for the future.

Almost one in two participants have witnessed, sometimes or occasionally, incidents of harassment, aggressive or violent behaviour of students towards other students, and incidents involving in their vast majority verbal teasing, mockery, and bad language mainly due to the origin/nationality and gender/sexual orientation. The extent of the phenomenon is truly alarming, and as the research reveals, there is an urgent need for training activities and seminars for these professionals on school integration, inclusion, and anti-discrimination. It is also urgent to provide physical education professionals with more tools for managing incidents of violence in the context of practical training, which appeared to be helpful for them.

According to physical education professionals, the two most significant obstacles to the existence of an inclusive school that will promote tolerance and equality for all students are the entrenched stereotypical perceptions of society (about gender and diversity) that are reproduced in the school environment and the lack of a support framework for the integration of new techniques and activities by the Ministry of Education, Religious Affairs and Sports. The first requires work from society globally and a long time to be resolved, but creating a framework of support and professional tools to build a new inclusive school community is a fair demand that must be met.

b. Physical Education University Students

The second online questionnaire was addressed to Physical Education Students from Aristotle University of Thessaloniki (AUTH). It consisted of 18 closed-ended and open-ended mandatory questions. The initial target was to reach 50 undergraduate university students, which was successfully achieved, as 71 questionnaires were completed.

Sample Information

In total, the sample comprised of 71 students of the Aristotle University of Thessaloniki out of which 50.7% were men and 49.3% women. With regard to gender, the sample was considered balanced[41]. The majority of all the students and the female students declared themselves to be in their second year of study (35.2% and 42.9% respectively), while the majority of the male students are attending their fourth year (33.3%) of university. Moreover, the majority have lived most of their lives in Central Macedonia region (54.9%).

Main results on Skills & Practices for Promoting Resilience through Physical Education

According to survey results, more than half of the participants (57.7%) would be interested in working as physical education teachers in schools and the vast majority (91.6%) believes that Physical Education in schools can function, to a great (42.3%) or a big extent (49.3%), as a means to promote democratic values, equality and freedom, to fight discrimination and to include diversity. In addition, the participants agreed much (49.3%) or very much (42.3%) with the proposition that: *"The physical education teacher is the person who will arouse the interest of the students and create the appropriate learning environment, so that good interpersonal relationships between the students can be cultivated"*.
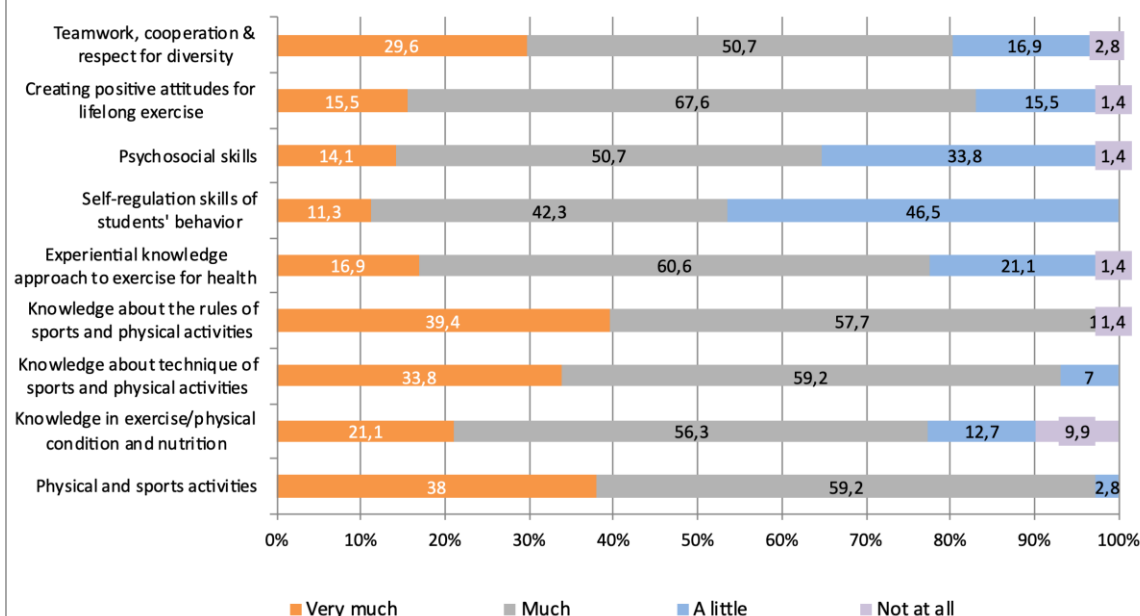
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[41] Only the statistically significant results based on the gender differences at the .05 level (p-value < .05) are presented. Since the data do not meet the assumptions of the asymptotic method, the Monte-Carlo method was applied to the performed chi-square tests.

With regard to the **acquisition of the necessary knowledge/skills**, less than half (45.1%) of the students feel "much" and 28.2% feel a "little" when asked if they have the necessary knowledge/skills to handle the issue of multiculturalism and the different composition of students in a classroom. Similarly, less than half of the students feel to have "much" (46.5%) and 29.6% feel to have "little" knowledge "*to enrich the lesson and promote intercultural values in teaching physical education*" (Table 6), while there is also a 5.6% of students who declared that they have "not at all" the skills for that. On the other hand, almost six out of ten students feel much that they have the necessary knowledge/skills to promote mixed teams of boys and girls in physical education team sports (59.2%) and to deal with conflicts/crisis/disagreements that arise during physical education class (59.2%) (see Figure 1).

Figure 1: PE University Syudents' feeling of having the following necessary knowledge/skills:
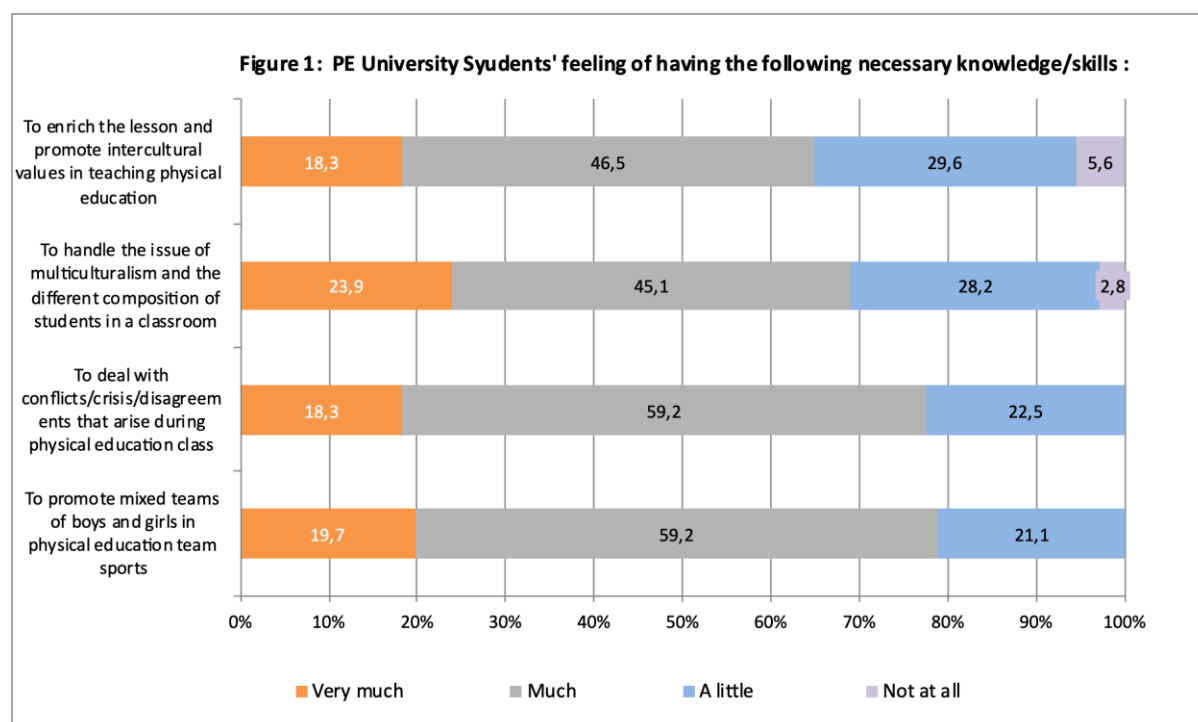
The majority of the participating to the survey students stated that their **University's curriculum** places much emphasis on achieving educational goals for the student population such as on the development of physical and sports activities (59.2%), the development of knowledge in exercise/physical condition and nutrition (56.3%), the development of knowledge about the technique of sports and physical activities (59.2%), the developing knowledge about the rules of sports and physical activities (57.7%), the experiential knowledge approach to exercise for health (60.6%), the creating positive attitudes for lifelong exercise (67.6%) and the development of teamwork, cooperation, respect and acceptance of diversity (50.7%) (Table 7). But the majority of the students stated that their university's curriculum places a little emphasis on the development of self-regulation skills of students' behaviour (46.5%). The development of psychosocial skills also concentrates a relatively high percentage of students (33.8%) who think that little emphasis is placed. Moreover, 59.2% of students think that curriculum is in terms of practices to promote tolerance and inclusion of all students through Physical Education "much" adequate, while 32.4% think it is "a little" adequate (see Figure 2).

Figure 2: Emphasis of the University's curriculum educational goals according to PE Students :

Category	Very much	Much	A little	Not at all
Teamwork, cooperation & respect for diversity	29,6	50,7	16,9	2,8
Creating positive attitudes for lifelong exercise	15,5	67,6	15,5	1,4
Psychosocial skills	14,1	50,7	33,8	1,4
Self-regulation skills of students' behavior	11,3	42,3	46,5	
Experiential knowledge approach to exercise for health	16,9	60,6	21,1	1,4
Knowledge about the rules of sports and physical activities	39,4	57,7	1	1,4
Knowledge about technique of sports and physical activities	33,8	59,2	7	
Knowledge in exercise/physical condition and nutrition	21,1	56,3	12,7	9,9
Physical and sports activities	38	59,2		2,8

Legend: ■ Very much ■ Much ■ A little ■ Not at all

According to the participants, the **team sports that promote cooperation and equal participation of all students** in physical education class is volleyball (32.4%), basketball (26.8%), handball (18.3%), football (16.9%) (Table 9). Only four out of the seventy-one participants have chosen the answer "other" filling in options such as dance, climbing, classical sports, general pedagogical games (Table 9).

Participants were asked to state the reasons why they consider the chosen sport to be a sport that promotes cooperation and equal participation of all students in physical education. The participating students who declared football as their sport of preference stated the following: *"Because it's the most popular sport", "Because it is the sport that requires the most cooperation and teamwork due to the number of players", "Because of the teamwork and ease", "Because in football everyone is familiar with the way of playing to a certain extent and because of the fact that it is played with the feet most people are at the same level and it is a sport that even if a child is not of great intelligence he can cope with having stamina or something else and not feel disadvantaged"*.

The participating students who declared volleyball as their sport of preference stated the following (indicatively): *"It is a sport in which all students show interest", "It is the least aggressive sport among players", "It promotes team spirit and ensures equal participation of students, while being one of the safest team sports , as you do not come into physical contact with the opponent", "All students are playing from all position-roles and it is harder for a student to try to do everything alone", "Students will participate equally in all positions, which is difficult to do in other sports"*.

The participating students who declared basketball as their sport of preference stated the following: *"My knowledge of the subject is quite sufficient and it is a subject that requires cooperation and teamwork", "Because it is one of the sports that the highest percentage of students will choose*

(regardless of gender)", "Everyone can participate", "Because it is a sport in which all students are more actively involved than other sports".

The participating students who declared handball as their sport of preference stated the following: *"It is less popular and competition is limited", "Because it is easier to understand the rules and be equal between boys-girls", "It's easy, understandable and fun for kids", "Because it is the only sport in school lessons where the biological differences between boys and girls were not so obvious and the mixed game was very functional", "Handball in Greece is a sport which does not separate gender and height so all children will be able to participate in different positions according to their specificities".*

Eight out of ten participants would be much or very much **interested in learning about a different football game that promotes equality for all students** regardless of gender, identity etc. (84.5%). Participants were also asked to state the reason why they would be interested in a specific extent in learning about a different football game that promotes equality for all students regardless of gender, identity etc. Two students (*N* = 2) not interested at all stated that: *"I do not like football"* and that "*I consider it to be a racially unequal sport by nature".* Among answers of those interested a little (N=8) it was stated that: "*No more football", "I'm not that interested in football", "I don't think it would be of much use to me in the work I want to do in the future and I can't imagine how different it might be so I don't appreciate it enough I guess", "It doesn't have to be a different game of football*". Furthermore, out of the sixty respondents (*N* = 60) interested much and very much about the new football game:

- Eleven students (*N* =11) stated that it is something important, useful and necessary for the society nowadays
- Fifteen students (N =15) stated that they would be very interested in using a tool like that in the educational process for example some of the submitted responses were the following: "*To use in teaching", "I like the purpose of it", "It will be an original way of conducting a football course", "Football is the sport that will occupy me professionally so these kinds of games would definitely come in handy*", and
- Twenty-two students (*N* = 22) stated that is important due to the need of promoting equality, or gender-equality, or inclusion of all students or in general because football is a male-dominated sport (for example some of the submitted responses were the following: *"Football is male-dominated and there is a perception among many people that it is for men, while on the other hand many people now disparage the sport. Something like the above would help both the sport and the athletism by promoting the right things*", "*I would be interested mainly because there are still stereotypes that influence female students - e.g. football is only for boys - not to choose to play*", "*Football is a sport which has to this day some taboos which can be eliminated by bringing a new different game of football and making a start for a new vision of football*", "*Because of the racist incidents I've seen*").

With regard to **performance among genders** in physical education in general, seven out of ten students believe that **boys and girls do differ from each other** in general in terms of their performance in physical education stating that boys perform better (73.2%). Half of the female students believe that there is no difference (45.7%) while male students believe that boys do perform better (91.7%) and those differences based on gender are considered statistically significant at .05 level (Table 12). Moreover, 81.7% of the participants have very much and much noticed different preferences in team sports between the sexes.

The majority of the students disagree with the statement that girls are more interested than boys in physical education (76.1%) and strongly disagree that girls should not be competitive, because boys don't like them that way (60.6%).

Furthermore, half of the students agreed with the statements that **boys have more physical-motor abilities to achieve high performance in physical education** (57.7%) and boys prefer to participate in physical education activities (49.3%). Almost half of the female students disagree or strongly disagree that boys have more physical-motor abilities to achieve high performance in physical education (45.7%) compared to only 16.7% of male students. Furthermore, half of the female students disagree or strongly disagree that boys prefer to participate in physical education activities (51.4%) while only four out of the thirty-six (*N* = 36) male students responded the same. Those **differences based on gender are considered statistically significant** at .05 level.

The majority of students think that there is **no difference to the performance of young people in sports activities according to their nationality** (87.3%). Most participants disagree (45.1%) or strongly disagree (50.7%) with the statement that immigrants are less skilled than Greeks in sports. Also, the majority of the students strongly agree that "*they would not mind if a qualified immigrant became the captain of their team*" (66.2%). The differences between male and female students are statistically significant as female students strongly agree in a much higher proportion compared to that of male students. Also, the majority of the students disagree or strongly disagree with the statement that immigrants have jobs that Greeks should have (87.3%).

According to the participants **a good physical education teacher in schools** should be a good teacher (87.3%), be pleasant to children (71.8%) and be able to effectively manage conflicts in the classroom (53.5%) (Figure 3).

Figure 3 A good physical education teacher in schools should have the following characteristics
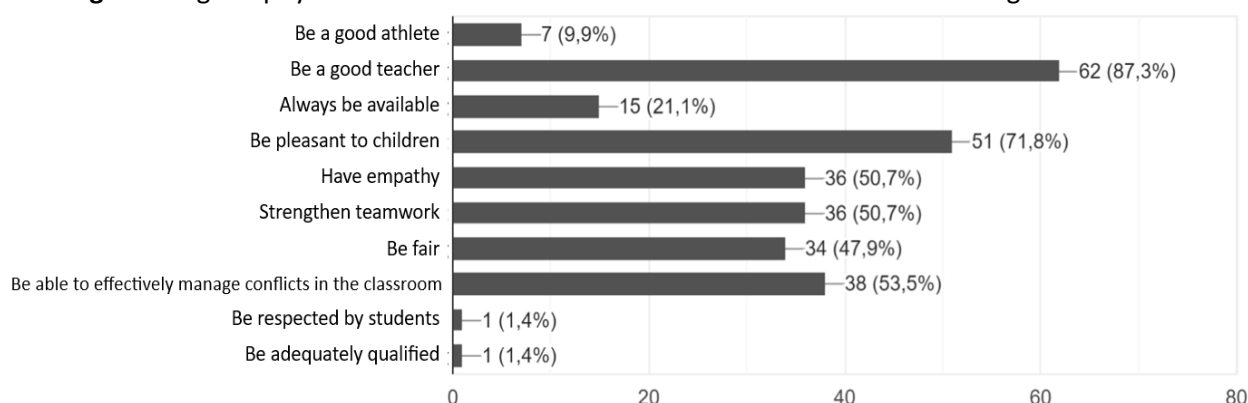
The participating in the survey students were asked to state which specific values they have in mind by stating that they have the necessary knowledge/skills to enrich the lesson and promote intercultural values in teaching physical education. Based on the lexicometric analysis applied to this open-ended question out of the twenty-one responses (*N* = 21) received in this specific question fifteen responses (*N* = 15) mentioned the word *respect*, six (*N* = 6) the word *equality*, five (*N* = 5) the word *cooperation*, four (*N* = 4) the word *solidarity*, two (*N* = 2) the word acceptance and seven (*N* = 7) the word *different or difference* with the meaning of accepting the diversity in general. Individual

responses (*N* =1) included words such as love, sportsmanship, understanding of each other, democracy, self-confidence, honesty, teamwork, patriotism, friendship and discipline.

Conclusion

The data revealed some evidence of attitudes of intolerance, racism, and discrimination. For instance, football was declared the last of a list of five team sports that could promote cooperation and equal participation of all students in physical education class· the reasons for this are based, for example, on stereotypes such as "football is only for boys" and "football is male-dominated, and there is a perception among many people that it is for men…" reproduced by the respondents even under the umbrella of the necessary change of the status quo. The female students did not "refute stereotypical perceptions" such as "Boys have more physical-motor abilities to achieve high performance in physical education" statements confirming that gender inequality stereotypes are annihilated through socialization without the subjects being aware. While traces of racism were also detected, these attitudes were less prevalent than gender discrimination. Interesting is the fact that a non-small percentage of students (4.2% to 12%) agreed that immigrants were less skilled than Greeks in sports and should not have jobs that Greeks could have but the same students stated that they would support a qualified immigrant as their team captain (96%). Although these findings may seem contradictory, they refer to two different values because the first express opinions embedded to ethnic broader values whilst the acceptance of a migrant as team leader relies upon their expertise and professionalism as future PE. Positive is also students' openness towards a different football game that promotes equality for all students regardless of gender and identity but not at a rate that predicts that combating intolerance, racism, and discrimination will be an easy social task.

Overall, the survey results suggest that promoting equality for all students regardless of gender and identity is a positive and necessary step, though it is not straightforward. Since less than half of the students believed that Physical Education classes could promote democratic values, equality, and diversity, the project's goal remains essential and ambitious.

5. Results from the Implementation of eight (8) focus groups

Within the framework of the WP2 "Needs assessment for the integration of DIALECT1 "community building through football methodology to prevent intolerance" to the school context under the lens of intersectionality", T2.5.1 eight (8) focus groups had been scheduled: four focus groups discussions with educational authorities and four (4) Focus Group Discussions with representatives from the wider school community team in the four selected areas of intervention, i.e. Attiki (Athens), Thessaloniki (Thessaloniki), Evia (Chalkida) and Thesprotia (Igoumenitsa).

a. Results from Educational Authorities

Four focus groups discussions with representatives of educational authorities were initially designed in four areas-prefectures, namely Attiki, Thessaloniki, Evia and Thesprotia. However, due to the unavailability and other difficulties expressed by the potential participants-representatives of educational authorities, there were some amendments in the initial design of the implementation of the focus groups discussion. In particular, EKKE conducted three Focus Groups Discussions with educational authorities in Thessaloniki (23.05.2023), in Athens (16.06.2023), while a third focus group discussion with educational authorities of Evia was conducted by EKKE online (22.06.2023). With regard to the fourth Focus Group discussion in Igoumenitsa (Thesprotia), this was called off due to unforeseen circumstances[42]. Instead, a personal interview with a representative of educational authorities (Responsible of Physical activities at the directorate of secondary education of Thesprotia) was conducted (face-to-face in Igoumenitsa on the 29.05.23). In addition, an extra interview in Athens was held online on 13.6.2023, with a Physical Education Consultant who could not participate in the focus group discussion, but wanted to share his experience. Participants were asked to fill a specific form for providing their informed consent so that the focus group process to be recorded and their information to be collected and processed according to GDPR guidelines.

The aim of the focus group discussion with educational authorities was to document the policy context around racism in schools and the way that the existing physical education curriculum promotes tolerance, fighting racism and intersectional stereotypes. In total, both in the focus group discussions and the interviews, there was a wide participation from a variety of representatives from central authorities (Institute of Educational Policy, Ministry of Migration and Asylum, Unit for the Integration and Support of Unaccompanied Minors Directorate of Physical Education of the Ministry of Education and Religious Affairs etc.), regional educational authorities and physical education departments, education departments of municipalities, authorities engaged in the school education of children with migrant origin, as well as Physical Education Consultants. The discussion was organized around four main thematic fields which covered different aspects of school educational policy and inclusive education through physical education and sports, as well as, Integrating Football3 methodology into school physical education (see Annex I for the Focus Group Guide). The

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[42] The focus group was scheduled for the 29th of May 2023 which was then the first day of the panhellenic exams for the entrance to the Greek universities. However, that day, a technical issue raised related to the running of the school exams at the regional level rendering the participation of three out of four potential participants extremely difficult. Efforts to organize remotely another day personal interviews or a new focus group with other representatives had been unsuccessful.

main findings of the Focus Group Discussion, as well as the Personal Interviews with representatives of the educational authorities can be summarized as follows:

Physical education is a very important **pillar of inclusion** within the school context. It is considered as the "number 1" course that promotes both the inclusion and the acceptance of diversity, followed by music and art. "*Sport … is the most important tool […] to incorporate children from different cultures and different countries.* ". The main advantage of physical education is the ability to communicate through physical movement and to discharge. "*Children express themselves much easier through Physical Education... they don't need to speak...*". However, physical education has not been exploited as much as it should be. Quite often, the subject of physical education is not considered as "**equal**" to other school subjects – both by the educational authorities and by the students and their parents. As a result, there is no proper investment in PE by the state and the school administration. «*This downgrading and discrediting mindset needs to be changed*". "*They don't see the overall educational benefit and focus on the sport and game. Moreover, PE activities is a showcase course (vitrine) that takes place in the schoolyard and needs special attention in terms of equality and inclusive education*".

The new National Physical Education Curriculum for lower secondary school is considered to be "**student-centred**" in its physiognomy, conceptual framework, aims, courses, teaching methodology and **aims at inclusive education and respect of diversity** in its philosophy. *"The new curricula, not only in Greece but also worldwide, are innovative and place a lot of value on the **inclusion** and management of children in a way that they all have the same opportunities of **participation** through the course, as well as the same treatment, regardless of their physical characteristics (e.g., obesity), motor skills or social, religious or any other background (e.g., migrant or refugee status). […] they promote **socialization** as much as possible. The new Curricula are particularly supportive of everyone's participation"*.[43]

There are, however, some concerns about the scope and extent of the consultation on the curriculum design, accompanied by a call for **greater involvement of experts from different disciplines in the consultation process**. Another issue that emerges is the lack of a comprehensive **evaluation process** of the results of the implemented physical education curriculum by and independent authority, through a **feedback and reassessment** process, which, while foreseen, does not evolve effectively. **"Quite often there is a great gap between theory and practice"**. Also, certain **difficulties** were mentioned in the **implementation** of the curriculum within the school context, being characterized as *"an academic paper"*. The difficulties are mainly related to the **inadequate infrastructure** and physical education equipment available in schools, as well as to the **insufficient expertise, knowledge and teaching experience of the PE teachers in matters of inclusive education**. This lack is due mainly to the **inadequacy of inclusive education courses provided** in the Schools/Departments of Physical Education and Sport Science **Undergraduate Curricula** - "*The undergraduate study programmes do not provide enough inclusion education courses*" - or to the

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[43] The new Curriculum provides that "The PE lesson and its motor content offer a uniquely suitable environment to school for the formation of character, the development of positive social interaction, **respect and acceptance of diversity, the elimination of social exclusion and marginalization, and the inclusion of people disadvantaged on grounds of gender, appearance, standard of living and origin**. […] the learning outcomes of the moral/social/emotional aim for students are expected to be … the development of teamwork, cooperation, **respect and acceptance of other people with different characteristics and abilities**, skills that are important for personal and social fulfillment". See Ministerial Decision 4293/D2, Government Gazette B' 203/ 19.1.2023 Νέα Προγράμματα Σπουδών - Αρχική σελίδα - Ινστιτούτο Εκπαιδευτικής Πολιτικής (iep.edu.gr)

reluctance, sometimes, **of physical education teachers to attend lifelong learning and professional training** on such matters.

Despite the fact that there is a plethora of training seminars, most of them are theoretical and not experiential. In addition, such training is neither mandatory nor it provides any additional benefit or bonus or advantage in the form of recognition of teacher's additional qualifications. Finally, educators may teach under harsh, adverse or restrictive conditions, *'they have a multiple role within classroom, and they deal with a lot of issues and a lot of children',* thus being reserved to take on extra duties. Therefore, there is a need to improve the conditions under which physical education is (being) taught as well as to promote the training of those who teach it, by giving them some kind of extra motivation or incentive. Next steps should focus on implementation. *«We should not stick to the plans on paper. Information, evaluation, assessment and training are needed, especially for educators, either mandatory or with the provision of some kind of bonus".*

With regard to inclusive education, the new National Physical Education Curriculum provides for many thematic units and PE activities which are suitable for the inclusion of all students having or not special educational needs. According to representatives of educational authorities *"…the PE course and sports in general is inclusive in nature. Look, for example, at the football or basketball teams that have players from all nationalities playing in them"*. According to the representatives of educational authorities, the most frequently mentioned problems for students with **migrant or refugee origin** are considered to be administrative rather than educational, for example, their transfer from the Reception Centres to the schools. As far as the **Roma** students are concerned, according to the representatives of educational authorities the most frequently mentioned problems are those related to drop-outs. *"Often students start the lessons, because they also get an allowance for this reason, but quite often they drop out. […] It's a very closed society, with its own rules, customs and traditions, and it is difficult to approach them ".*

In compliance with the Physical Education Curriculum, physical education courses are considered to be gender neutral, in terms of physical activities. *'For example, in recent years girls' football (in high school) has been included in the Panhellenic and World Championships. At lower levels (primary and secondary education) where there is neither such a strong competition nor so strong biological differences between the sexes, it is much easier for the two sexes to coexist in the same team'*. In practice however, **gender segregation** exists, especially in the upper secondary education. As it was mentioned, girls sometimes want to play something that is considered *"more girlish, lighter"*, for example traditional dances or volleyball and boys want to play something more *"competitive"*, for example football. On the other hand, to get a girl into a soccer team, there is no need to create a different team, *"teachers can diversify the game itself by diversifying the space, time, materials, rules and decisions which can be taken by the children. […]* Gender stereotypes have declined and are decreasing as more students are better informed and teachers are better trained. Furthermore, in recent years, issues of sexual orientation have also been introduced. Discussion has started for the children and educators *"to understand that others can have the right to self-determination. Stereotypes are less strong as much as education gets better"*.

In the context of inclusive education, **children with disabilities were also mentioned** and the efforts to change from the medical model to a social model.[44] However, legislation between General and

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[44] The medical model perceives disability as a characteristic of the individual and focuses on the medical treatment of people with disabilities. On the other hand, the social model perceives disability as a problem created by society itself and focuses on improving the living conditions of people with disabilities.

Special Education is considered to be **"*divisive*"** in nature, contrary to inclusive education, creating a conflicting culture. Educators' duties are completely segregated, and the General Education teachers do not have any training in the management of children with disabilities, although children with mild forms of disabilities can attend General Education.

With regard to the **role of the PE teacher, it is considered** particularly important in encouraging and empowering all students to participate in school sports activities, regardless of their physical characteristics, weaknesses or skills, or their religious and social particularities. The state gives the tools through the curricula, but its implementation also *"depends on the PE teacher, how much he wants to engage, be lifelong educated/trained and invest… how much does he love to run it"*. That is why PE teachers need to be encouraged to participate in continuing training on the new didactic methods and pedagogical approaches of inclusive education.

Parents, who are considered as *"co-educators"*, are sometimes against inclusive education, but relations work better when parents are informed and feel they can trust the educator to choose the best for the child. It is considered important to work in synergy with students' parents in order for the school to be able to "**intervene early**" in any problematic situation (e.g., bullying, aggressive or violent attitude or racist behaviour). However, **parents are often unwilling to work in synergy with teachers or participate in school counselling**. *"Parents have an opinion on everything that happens in the school community, but on the other hand, when teachers inform or "warn" them about an event or ask for their support or participation in school community activities, they are indifferent and usually absent"*. There is a need to raise awareness and inform parents on inclusive education, both within schools and at neighbourhood and local community levels.

Some concerns were raised relating to **the lack of information** and **coordination** of sports and other educational activities **between institutions engaging with sports activities at different or intra organizational levels.** As a result, **multiple actions** are organized within the school context or the local or sports community, and both students and physical education teachers are **overloaded**. This multiplicity of actions acts as a **deterrent to the participation** of students and physical education teachers in the activities and results in a lack of communication between institutions involved in decision-making at school, national, local and sports' levels. **Better dissemination of information and coordination of the different organizational institutions** of physical education activities within the school programmes and extracurricular sports activities is needed. Especially, there is need for a **better coordination and collaboration between municipalities and schools** within their jurisdiction. «*Collaborative practices are important*».[45] As stated: *"There are three different kinds of actions/projects organized by three different Ministries in relation to the same children without each Ministry knowing what project/action is organized by another Ministry"*. There is a need for the appointment of a **PE Coordinator**, as a **central institutional structure**, organizing all the school PE activities between the different or intra levels and PE partners. *"A unified school PE strategy is needed, and each institutional partner will contribute according to his competence and abilities"*.

According to representatives of educational authorities, a very important initiative for supporting inclusive education is "The **21st Century Skills Labs" ('Ergastiria Dexiotiton")** which was introduced in the compulsory timetable of primary and junior high school in September 2022. The addressed

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[45] For example, municipalities could provide PE facilities within their jurisdiction, for use by schools, financing their operation. In this way, either within school timetable or outside school hours, PE didactic visits could be organized and could function as good practices for the evaluation of activities outside the school yard. However, municipalities rarely finance PE school activities because they have other financing priorities. There are also some problems reported with the priorities of the Municipal School Committees.

skills include critical thinking, creativity, collaboration, communication, flexibility and adaptability, empathy and social skills, problem solving and digital literacy. The programme of the Skills Labs is grouped into four thematic pillars which can be used to promote human rights, democratic culture and tolerance in pluralistic societies on all axes of discrimination such as race, disability, social status, gender and sexual orientation.[46]

Law 4547/2018[47] established new structures to support educational counselling, providing for 21 posts of Physical Education Coordinators operating within the framework of the **Regional Centres for Educational Planning**, these centres are practically abolished since the **Physical Education Coordinators** transferred their competences within the framework of each Regional Directorate. This change, without prior assessment, resulted in hindrances to everyday interaction of educators, to exchange of knowhow, counselling and good practices between the PE coordinators in different regions and directorates, both in primary and secondary education, the deterioration of joint planning and implementation of activities and the isolation of each regional directorate's PE consultant. "*We were in the same place, all the work was done in synergy, there was a daily interaction between consultants on all issues, the planning of actions (e.g., educational or sports actions) was jointly comprehensive*". Moreover, the regional centres were a scientific institution that functioned in parallel with the administration. Now the administration also decides on the scientific part too. *"[...] these two competences - science and administration - which sometimes may come into conflict, must function independently"*. As it seems, there is a need for reactivating the Regional Centres for Educational Planning and the posts of Physical Education Coordinators within their framework.

As regards **Integrating Football3 methodology into school physical education,** the representatives of the educational authorities appeared **very positive and willing to recommend the integration of football3 in schools**, as an alternative way of **non-competitive** football, suitable to support inclusive education through the physical education courses. *'Football could be a good practice since it is popular, it does not need special equipment and can be played in small spaces (5X5) that can be in schoolyards, or lesser time, therefore a suitable sport for inclusive education, because it teaches acceptance of rules and discipline, respect for fans and sportsmanship, fight against hooliganism and gender equality. It is also a lifelong training for tomorrow's athletes, as well as for parents and fans. It works on multiple levels and in addition to physical activities, it also strengthens mental health by facilitating, for example, the creation of friendships outside the sports field'.*

Regarding the training of teachers for football3, it was considered as a disadvantage, the fact that usually trainings take place after the school hours, because many teachers are unable to participate due to other family/personal/professional obligations. Another suggestion was that training should not be theoretical, but rather use an experiential approach through the formation of small training groups comprised of 12-25 teachers. It was also argued that primary education is more suitable than secondary for promoting methodologies such as Football3. Firstly, with regard to the age of the children, most participants agreed that the earlier inclusive education begins, in primary school, the more effective it is, *"when children are young, they are sensitive, malleable and absorb like sponges. They respond better. […] Young children accept anything and anyone"*. In secondary education, the

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context is a little *"harder"*, it is more difficult to change fixed perceptions.[48] However, children themselves develop **mechanisms of inclusion *"from below"*** and *"may be ahead of the teachers on issues of diversity and inclusion"*. Secondly, because in primary education, consultants have the right to use the school within school hours during the period 15-21 June for educational reasons and for training the educational staff in the school. Thirdly, it was mentioned that in primary school there is more flexibility in school sports activities with mixed teams of boys and girls. On the contrary, in secondary school sports competitions, the teams are not mixed, while the performance of the teams (mainly in High School) also affects the entrance in universities, being thus more competitive and leaving less room for alternative sports activities.

b. Results from the School Community

Four (4) Focus Group Discussions with representatives from the wider school community were conducted by EKKE's team in the four selected areas of intervention. The aim of the focus group discussions with representatives of the wider school community was to identify relevant day-to-day challenges faced by physical educators and schools' directors concerning racism and discrimination in the school environment, and ways employed so far for handling cases.

In total, twenty-nine (29) representatives from the school community (secondary school principals, physical education professionals, school psychologist etc) participated in the four focus group discussions which took place during the period May – June 2023. This period proved to be rather busy for school community from the aspect of school obligations (end of term, conducting promotional exams, supervision of Panhellenic exams, exams in sports at the University, registration of new students in secondary school, other obligations of the school year closure, etc).

At the beginning of each session, all participants were asked to fill a specific form for providing their informed consent so that the focus group process to be recorded and their information to be collected and processed according to GDPR guidelines. The discussion to each focus group was based to the focus group guide (see Annex I) which included axes concerning, on the one hand, experiences and phenomena of racism, xenophobia and hate speech among young people in the school environment and management protocols, and on the other hand views on the subject of physical education as it is taught today with any restrictions or freedoms it entails.

The main findings of the Focus Group Discussion, with representatives of the school community can be summarized as follows:

With regard to **experiences of phenomena** and behaviours of racism, xenophobia and hate speech among young people in the school environment, participants observe that, adolescents, while building identity, are expected to develop a kind of competition which can sometimes be reinforced by ethnic differences and micro-conflicts might occur. However, this can also happen to people of the same ethnic group. Some participants observe that school mentality is more open now and principles of tacit inclusiveness and political correctness intersect transversely the whole school system. In parallel, many children try to be integrated as much as they can, given that children do

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[48] Another problem mentioned is the lack of any investment in PE activities in the tertiary education, so that students can go on with physical education. As mentioned, *"University PE activities are totally neglected by the State and educational authorities"*.

not like to' differ' from the majority. In this changing modern multi-cultural society, discriminations tend to be less visible or obvious that they used to be in the past.

There are small-scale delinquency problems that our respondents do not identify as issues of racist origin. Sometimes "*petty crimes are being detected as a means of making pocket money*". Also, they consider that occasionally 'gang' groups may be formed to resolve local disputes. For example, they organise a task force -outside the school environment- which 'attacks' a similar group in the neighbouring municipality (Lutsa vs. Spata) with minor losses. In some cases, they even consider that "*the worst that can happen is simply the threat of what is about to happen at night*". These conflicts are considered to have a rather local than an ethnic basis. When adolescents are asked to justify an incident of conflict at school, they usually attribute this on "*just having fun*" covering up in this way some kind of abusive behaviours. Also, participants underlined the fact that in many cases the use of a discriminatory linguistic discourse or words is a result of different influences like internet/social media "viral phrases"/songs/"streamers words" that are commonly used by youth.

Some conflicts may involve claiming a girl, where often girls unfortunately expect boys to play the role of their protector, reproducing in that way gender discrimination. A particular pattern attitude seems to be adopted by Albanian adolescents of 2nd or even 3rd generation of migrants who, although are fully integrated, a clear demarcation is also observed. Even when playing among them they address each other "come on, Albanian!" as if they want to remind each other who they are and where they are from. A similar attitude was hold in the preparation for the greek school parade to which they participated voluntarily, where on the one hand they shouted slogans like "long live Albania" and on the other, they marched in rhythm, confirming in a way "*I am participating, but on my own terms and I don't forget where I am and where I have come here from*".

Towards the opposite direction seem to be often children with a **different skin colour** (e.g. from India). Discriminations are identified not verbally expressed but applied in a systematic way, as when the students are asked to be divided into groups some children are never selected. This results to their marginalization and withdrawal. As participants observe they become "invisible" by forming their own subgroups. The same pattern seems to adopt their parents too, nor do they claim the children's presence. Quite interestingly these children while in primary school may had made an effort to join groups of Greek mates, over time they withdraw presumably because in the phase of adolescence -when the opinion of their peers counts- they did not manage to 'gain the impressions' of the other group and be integrated. Quite similarly it is noted a difficulty to fit in of girls wearing headscarves (hijabs) "… *their culture did not allow them to open up*".

During the **refugee crises** and particularly in 2015-2016, discriminatory incidents were performed by native parents in which they didn't allow their children to enter the school yard (in Evia) because of the presence of minors residing in refugee camps (Ritsona or Avlida). In that case, the intervention of the prosecutor was also needed to allow the children to enter the school, while the director and the teachers' association organized various informational activities for the citizens. Within the framework of "School for all", activities were implemented in cities near refugee camps during which native and refugee students exchanged visits, cultural activities such as food recipes and dances as well as sports activities.

One problem they identify at the level of interventions (actions in **reception classes in** schools) is their discontinuity and non-systematic nature due to the movement of populations (mainly refugees). What seemed to work towards mitigating discrimination or any 'diversity' is the contact of children, not only within the school structure, but also in the places of residence of their refugee classmates (camps), in order to participate in sports and other activities organised there, e.g.,

holding a football match on camp pitches. Unfortunately, in the case of refugees' inclusion and integration actions have been unsuccessful for many of the children due to a lack of incentive to stay in the country. It seems that they have remained 'invisible' at school, hanging out with each other. The same was the case with their parents who did not even show up at the call of the headmaster, without overlooking though the fact that most of them did not know the language. Regarding the integration of refugees living in closed type structures, the participants commented that it is not a simple issue. In practice, these people are not visible, a fact that creates "...*a political exclusion, not social, nor educational*" which obviously abolishes any attempt of inclusiveness.

Particularly in the **case of the Roma**, especially for those living in conditions of extreme poverty (in areas such as Aspropyrgos, Nea Zoi, Zefyri, etc.), delinquency is detected even in schools. Any clashes that were detected were between fellow nationals to "settle scores". The case of the Roma in schools, mainly in West or East Attica and Evia, was discussed extensively as particular difficulties were mentioned in participation to school activities due mainly to **dropping-school-out**. Some children living in deprived areas (Roma camps) don't even know how to read or write when they are in secondary school, so the gymnastics lesson seems quite tempting for them as it gives them a degree of freedom to do 'whatever they want'. Especially for Roma boys, football seems to be popular and particularly high in their preference, avoiding though to follow the rules. On the other hand, Roma girls avoid gymnastics, even though they have the physical potential to do it. Nevertheless, despite their often drop-out (for both, boys and girls), after persistence and constant effort by the PE teachers they are slowly integrating somehow, in the sense that there are more and more Roma parents declaring that they wish their children to complete school education.

Another characteristic that our participants observe in adolescents is a kind of **harshness** with which they express themselves mainly verbally, showing a kind of **social insensitivity**. This attitude shown in the post-covid-19 era is attributed to the lack of social skills to handle simple situations due to their confinement for 2 years at home and their excessive engagement with social networks. This caused mal developed social reflexes or sensitivities for current issues (e.g. ignorance for the train accident in Tempe). Teachers of PE consider this as a serious challenge which needs to be addressed via the practices they adopt.

As far as diversity in terms **of sexual orientation** of a student is concerned, the participants admit that it is really hard to make an intervention as the wider Greek society is not ready yet to accept it, nor is there a corresponding culture both in the teachers' association and in the parents as well. Unfortunately, the proposed actions can hardly be implemented as such in the Greek reality.

Another conclusion reached by almost all focus group discussions is that if a marginalized student ever manages to get a distinction in a specific field (e.g. math competition, sports, music etc), then usually his/her peers stop bothering him/her, or even accept him/her regardless his/her gender, race, or preferences.

In any case, most participants agree that although the Ministry of Education provides specific guidelines for inclusivity, however this is not enough. Each intervention is a matter of school administration in the micro level. The director along with the teachers' association creates a **culture** in the school about **how issues are resolved** and what line will be followed. Obviously, this applies to Physical Education which indeed is the course that could offer children insight from their contact with the natural environment, as well as freedom by being outside, where the children can do what they want. "..*The PE course is a tool for students to relax, but also an opportunity to get activated within certain limits and discipline"*.

As for the **potential** that physical education can offer, they state that either as **prevention** actions (strengthening children's self-control, mutual respect, as fundamental life skills), or as an **intervention** in the case of a child with difficulties in social relations, actions can be adopted (such as football3) that will have an impact on the whole class as well. They also point out that it can have an impact on parents too, who often watch their children from the stands exhibiting bad temper, making derogatory or inappropriate comments, etc.

Nevertheless, they also agree that the course of PE is **depreciated;** it is hierarchically placed in a "third" category of courses alongside Music and Art, whereas these courses could serve in the management of 'dysfunctional' situations and the relaxation of children. For instance, football often acts as an escape for students who are perhaps naughtier or bored in attending other lessons in class where they choose to leave class (e.g. Ancient Greek lesson) and ask the PE teacher to play football. The **reduction of teaching hours** and the **discontinuation of school championships** is considered disastrous because it has taken away the motivation for children to participate. The existence of the school championships functioned as a 'tool' for the PE teachers because it enabled them to set certain rules for the participants (such as that of absenteeism) and certain discipline. They even draw a contrast between the downgrading of PE (along with Music and Art) lessons and the creation of "Skills' workshops/labs" which, while promising much, in '*practice offer nothing to children*'. The lessons are taught by any available teacher required to fill hours, without any other evaluative criterion or expertise.

As far as **practices that** Physical Education teachers follow, the course seems to be rather autonomous in the sense that, by its nature, it offers relative flexibility in its structure and delivery. As an example, PE teachers report using **"tweaked"/alternative games/sports**[49] to create groups and rules that promote cooperation in a 'diverse environment'. Towards the direction of cooperative spirit stands the use of games that combine the relay race along with various puzzles which children are asked to solve, either working in pairs or as a team. Usually, when children are given the opportunity to choose players on their team, then the most able player, regardless of race or gender, is selected. In order to avoid the exclusion of children who are not particularly popular or able to play the game (the obese, the slightly tall, the very thin are always chosen last, while girls are never chosen), the **teachers themselves assign the groups**. The key of success is to find "the appropriate balance" among the team as the "competent" in sports students might get "bored" while the less "competent" ones might be reluctant to participate.

Apparently, various creative interventions are promoted by physical education teachers who become aware and inventive, even when the infrastructure is not sufficient. They even mention, among other things, activities involving children with disabilities (such as motor difficulties, blindness, etc.). The idea of inclusion starts from the formation of groups by putting children (without disabilities) to **play in the place of the other**, i.e. disabled child (e.g. sitting in his/her wheelchair or blindfolded) in order to show them "*what it is like to step into the shoes of another*". Also, special treatment/care is followed in cases of children on the autism spectrum where it is difficult for them to join a group. Regarding **gender inequalities**, in the course of Physical Education through **differentiated teaching** there is great flexibility where skills can be cultivated individually in a child in order to join a group where he/she will respond according to his/her abilities. In collective sports there is the potential to shape the rules accordingly so that gender equality occurs.

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[49] i.e. a variation of the original ones; an example is a game in between handball and rugby or the korfball

Another point identified by the participants is the existence of infrastructure in the school. "*Trying to mitigate any differences and doing inclusive education has a lot to do with infrastructure. The better infrastructure you have, the more things you can do.*" It is noted that **several schools** -mostly in the centre of Athens- despite the fact that they have a sufficient number of students, **lack infrastructure**. In some cases, the school infrastructure is so poor that it does not even offer to students a proper yard for the school breaks, let alone the possibility of organising sports activities. Characteristically, participants mentioned that "*they are children of a lesser God, they are abandoned. While these schools should have been educational priority zones[50] and should have been strengthened, instead, they have been abandoned.* As a first step, towards inclusivity of adolescents in the course of physical education and to avoid overcrowding they suggest constructing larger school playgrounds "…*even prisons have large courtyards for the prisoners to exercise in*".

Family cooperation is difficult; when it comes to assert children's rights they do so in a more aggressive and less assertive way. Parental immaturity proves to be a symptom of nowadays. The **role of the family** in the management of 'in-school' crises, is a seeming interest from parents. Teachers feel that parents not having time to deal with their children -probably due to workload- try to 'cover up' situations without thoroughly dealing with them which often brings them into conflict with the teachers' association. For teachers, parents are a major 'nuisance' "…*the problem nowadays is parents. It is not the children!*", which usually complicates procedures and requires special handling, time and patience in order to establish a channel of communication, whether it concerns parents whose child is being targeted for some reason or parents who are not trained in diversity.

Adolescents' empowerment to combat stereotypes, racism and hate speech, gives emphasis to the co-existence and acceptance of diversity. The role of PE teachers is to enable children to **accept the 'other'** in terms of race, gender, disability, or even sexual preference etc. What more, children need to be helped to acquire the necessary life skills for the future, to **become resilient** so that they don't succumb to peer pressure; when they don't agree with something in a group like a sexist joke where everyone laughs and they feel bad, or they feel they have to laugh too. The same notion goes for parents to realise that their child needs to be reinforced with these skills "*...and not to be patient because he/she is just unlucky!*" However -beyond the educators' commitment and qualifications- it **takes time** to invest systematically in empowering young people. In fact, time can act as a comparative advantage to bond with children, to observe their needs, to trust and be trusted. This in turn becomes productive and gives ideas of how you can work with them. Apparently, time in the course of Physical Education is progressively limited.

With regard to the **use of football3 as a mean of inclusiveness** and reducing discrimination between boys and girls, participants expressed their interest to integrate in the school physical education curriculum an alternative football game as Football3. However, they underline some difficulties. The first one concerns the idea of implementing football3 in secondary schools. It was proposed to start a bit earlier (in the last two grades of primary school) when they are still forming gender (and/or race) identity and some gender stereotypes have not yet been established. In addition, during adolescence boys and girls face extra difficulty in managing changes in their bodies. This makes it much more difficult to promote competitive games such as football where intense effort and

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[50] The aim of the educational priority zones is the equal integration of all students into the education system through the operation of supportive actions to improve learning achievement, in particular through the operation of reception classes. Reception classes involves intercultural education and aim to support students from vulnerable social groups (minors, Roma), by providing them supportive extra Greek teaching classes.

inevitable physical contact with the opponent is required. In addition, handling the ball with the feet is a very complex motor skill which is cultivated by boys from an early age, while girls fall short of at the age of 13-15 years because they have simply not practiced it at all. In addition, they note that possibly for certain nationalities (especially for those that girls wear headscarves) but also for Roma, football seems more difficult to be played by boys and girls because of their beliefs and perceptions regarding football as a "masculine" sport.

The **importance of training teachers** in seminars with an experiential dimension/character was highlighted as a means to meet inclusive educational needs. Unfortunately, the theoretical equivalent cannot be effective because without the experiential element it is difficult to apply it in the classroom, nor to personalise it to specific cases that need intervention, flexibility and innovative thinking. Other participants informed us about the slightly new training seminars/workshops, which demand from the teacher to design real course scenarios (course duration 2-5 hours), defining from the beginning what the main objective is, (e.g. cooperation, responsibility, motor, etc) different each time, depending on the needs of the class. Thus, the teacher creates the so-called course scenario based on the objective, while the physical education course, i.e. the movement becomes the means for its implementation.

It is proposed to link the pedagogical part of educational process with the academic one, changing the teaching philosophy. This should be applied to all courses in a coordinated way, starting with the arrangement of desks in the classroom and setting the sense of **the group as the main reference point**. This means that by arranging the desks in pairs (i.e. creating groups of four, which will rotate regularly) children are forced in all courses to work together as a team to perform a task/activity. The idea of cooperating towards a certain goal or activity takes already place in PE courses. Apparently, applying it for 1 or 2 hours a week cannot be sufficient for radical attitudinal changes. The teachers seem rather sceptical about the achievement of multiple objectives through the PE lesson (development of children's skills, lifelong exercise and fitness development, etc.) taught twice a week only. They conclude that, the only goal that can be realized is the development of some motor skills.

6. Results from the 24 interviews with adolescents

In the framework of DIALECT3, WP2, interviews with 24 adolescents were conducted in May 2023. From the total number of the participants, 12 of them are Greeks and 12 have a migrant background. Also, from the 24 participants 15 are boys and 9 girls.

a. Interviews with students of migrant background

In total, twelve students from migrant background were interviewed. The structured interviews were carried out in Athens, at Action Aid Hellas' Community Centre in the area of Kolonos, as well as privately mostly in Athens and Thessaloniki. The interviews' duration ranged between 20 to 30 minutes. The process of conducting the interviews was completed successfully, while the project was welcomed by the interviewees. They showed interest in the subject, and were willing to share their experiences.

Students profile

Twelve students with migrant background were interviewed, aged from 12 to 15 years old, out of which 3 were girls, and 9 boys. Except for one interviewee that resides at a working-class area of Thessaloniki, the rest of the respondents live in Athens, mostly in the centre of the city and in working-class districts (such as Kolonos, Aghios Nikolaos, Ampelokipi), with their parents and siblings. Most fathers are manual workers (e.g., employed in the construction or cleaning industries), while mothers are unemployed, except for one mother. Their origin varies with many participants having Egyptian, Albanian, Congolese, Pakistani and Armenian origins.

Sports and physical activities in school and after school

It is evident from the interviews that most participants have heavily involved with sports in school. Football was presented as their usual option, followed by volleyball, basketball, badminton and traditional dances. Although some reported playing in mixed teams, a gendered segregation was occasionally the issue at stake, with boys opting for football or basketball and girls for volleyball or other not mainly "male" sports. Finally, while some participants reported enjoying these activities, others had neutral to negative emotions towards the lesson of physical education, criticizing the obligatory training in volleyball or the absence of necessary equipment.

For almost all interviewees, sports are part of their daily routine in their leisure time, displaying great interest towards them and devoting a considerable amount of time to them. While a variety of favoured sports were mentioned during the interviews, football was most interviewees' favourite game, as well as generally team sports. Other games include basketball, volleyball, martial arts (such as Tae Kwon Do and kickboxing) and rhythmic gymnastics. As to the participant's preference in team sports, enjoyment, socialization and companionship appeared to be the primary reasons. Additionally, promotion of their well-being and recognition/admiration by others were also noted. Some participants even mentioned their desire to pursue a professional career as athletes in their sport of preference.

Beliefs about sports

Most participants give more value to **the joy of the game** rather than their team's or personal victory. One boy, even though highly passionate with football, characterized it as *"just a game"*, thus neither a serious matter of concern nor one that can justify serious negative emotions and conflicts among teammates and friends. A girl that wants to be a professional in rhythmic gymnastics, thinks that both fun and success are important and interrelated, since if you don't enjoy the process, you won't achieve something big.

Some of the respondents recognized sports' **positive impact** towards personal development, as a way of creating friendships, promoting well-being through exercise, and eliminating negative feelings like nervousness and anxiety. The majority of the interviewees shared the opinion that sports help you to believe in yourself. Some explained that athletic activities make them feel better at the emotional and mental level, while two boys, explicitly mentioned that sports boost their self-esteem and make them feel positively about their capabilities. An interviewee who participates in athletic tournaments characterized sports as an opportunity to make *"public relations"*. On the contrary, two boys, although keen on making friends through sports, view sports as "an opportunity to have fun and not for personal enhancement". Finally, one participant said that "sports don't necessarily make someone better, since they may trigger arrogance or aggressiveness".

When asked to choose between being a good athlete or a good student, most respondents preferred to be good athletes, while some aspire to be professional athletes. Other respondents however, answered that being a good student is more important in order to find a better job in the future.

Values in sports and general attitudes

In school, fights and disputes were almost absent between team members. However, **gender discrimination** was obvious in some cases (see below). Respect and supportiveness were also prevalent in extracurricular athletic activities. Antagonism, jealousy, hate and conflict were reported by a few participants who experienced it from opponent teams. A girl participant specifically mentioned past disputes with a few antagonizing teammates.

The majority of the participants referenced treating their teammates with respect and integrity, as equals, like they would like to be treated. Some of them mentioned that ethnicity or gender don't matter to them. However, a **gendered segregation** of teams and sports (especially in school) emerged from most interviews. In some cases, girls are directly (e.g., straight rejection) or indirectly (e.g., selection of boys in the formulation of teams among the classmates in mandatory games, or lack of invitation in their free game-play in school) excluded by boys' teams.

From the male participants' perspective, although most of them were positively inclined in playing with girls, they had differentiated beliefs about each gender's abilities in sports. For instance, a participant stated that "*boys are stronger, run better. They can lift more weight and have more stamina*". Another interviewee views girls as bad players and/or less good than boys, either in volleyball or in football, with only rare exceptions. He supports his opinion both based on his experience (boys' teams win girls more often during the mandatory common volleyball games) and

based on his beliefs (he said that girls don't *"seem"* good football players, despite the fact that he hasn't seen them play).

From the female respondents' viewpoint, segregation was also mentioned, yet no particular beliefs on boys' abilities in sports emerged. A girl participant mentioned that she has been maltreated by her playmates in school when she wanted to play football, yet when the teacher intervened by encouraging her participation, they understood that no matter what gender you are, you can enjoy the game equally. Another female interviewee, when justifying why girls in school almost always play volleyball while boys football, said that the latter have *"other interests"*. Later on, she added that girls like football too but, having not been given the opportunity to gain experience on this game, they don't know how to play well. Also, she has never seen boys and girls play football together. In general, interviewees stated that they would like things to be different in this respect.

All the interviewees mentioned having a great familiarity with children from other countries and ethnic backgrounds, viewing them as equals both as friends and as teammates. Based on what the interviewees claimed, one of the main reasons they have migrant friends is because they attend multicultural schools and live in such neighbourhoods. Yet, when it came to **Roma children**, many interviewees appeared concerned, with one quoting "*That is, they can strike out of nowhere, they can do anything and you haven't done anything to them. And they might have done something and if you're their friend they might say you did it and you might get the punishment or suspension*". Some other interviewees did not have any contact with Roma kids, neither from school nor from the neighbourhood, or some had Roma classmates that rarely appeared in school. Only one interviewee, who had a Roma classmate, expressed very positive feelings, quoting "*he is very good and we hang around a lot, he doesn't do anything bad*". An interesting note is that this child did not understand the term Roma in the beginning, but only after the interviewer explained the word with synonyms or examples. This situation could depict the limited use of the term word in adolescents, or/and in society in general.

Discriminatory behaviours in sports and school

Inclusiveness in school was discussed primarily around ethnicity, followed by gender. For example, the inclusiveness of classmates with disabilities was mentioned only once, by a participant which shared discriminatory practices that occur against one student with disability by students and teachers. Another single statement was recorded regarding a fat-shaming incident of a girl during sports class. To a lesser extent, it was noted that in some schools, teachers are informed about instances of discrimination and intervene when necessary. At the same time, an interviewee shared that during sport's class, teachers create mixed teams -as to the player's performance- to strengthen them. A girl that migrated to Greece also noted that her teacher helped significantly in her integration to elementary school. Nevertheless, there is no indication of a systematic effort as part of school, especially in the lesson of physical education, to promote inclusiveness based on race or gender, since the teachers usually let the kids do whatever they want.

With regard to the **teacher's reactions** and handling discriminatory behaviours, it was recurrently stated that teachers break off/separate the classmates that are fighting, mainly boys. This can be seen as a quick response, but short-term, as limited references were made on the investigation/conversations around the incident, actions towards mitigating negative feelings or prevention. Another common practice was the referral to the school's principal, without any information on the outcome of this process. It was also noted that fights during sports may occur by

students to save time out from the educational programme. Also, fights happen without being noticed by the teachers. Lastly, indifference of administration and teaching staff towards fights was repeatedly stated by the interviewees. One student noted that although the principal was being called to face the issue of fights in school, *"he is instead scheduling coffee with his friends"*.

Examining the students' views on the quote "in athletic activities we are all equal**"**, this was not comprehensible for all participants, and for some had different meanings. Most participants agreed on the statement, saying that regardless of nationality, gender or athletic performance, everyone is equal. One participant stated that many people think that girls are not equal to boys in football, something that he disagreed with, as he experienced playing football with great female players. Nevertheless, some of the students expressed that there cannot be gender equality in sports, due to men's superior physical strength. One participant stated that "*it is unfair for both girls and boys to play football, as girls will lose the game*". Another male participant believes that, in terms of skills, we are not all equal, while a female participant stated that equality depends on the training a person gets, in order to evolve his/her skills and capacity.

When asked if they have been **treated aggressively, spoken to badly, been treated badly by other children during playtime** and sports, some participants admitted to have experienced such incidents. A female participant shared an experience regarding aggressive behaviour, after successfully preventing goals, as a goalkeeper. Competition and jealousy were also noted as a reason for aggressive or bad behaviour. In particular, a girl interviewee also noted that during rhythmic gymnastics, some girls may express jealousy or anger over her win, but remain friends in school. One participant experienced aggressive behaviour during a football game, which was attributed to the other team's need to win. Another participant explained that if his teammates are his friends, they treat him well. If not, they may make negative comments or omit good comments. He was defensive over such incidents, stating that "*no one bullies me*", and that the aforementioned disputes do not relate to his ethnicity. On the other hand, a boy interviewee described that during fights that occurred in athletic activities, classmates defended the native kid instead of him, due to his ethnicity. Also, incidents of bad behaviour by coaches were depicted due to the athlete's bad performance or the coach's petulance. Mostly, participants did not elaborate on the reason for the incidents, allowing to interpret this situation as the adolescents' difficulty to understand them.

With regard to incidents of discriminatory behaviour in general, participants who experienced such incidents claim that their ethnicity was the main reason. They shared stories of being made fun of, because of their origin and skin colour. In particular, a boy interviewee shared an incident[51] that happened during primary school by a classmate and a teacher. He described the experience with detail as unjust and acknowledged that it happened because of his migrant identity, as no one was from Egypt in that school. He stated that prejudice around ones' ethnicity leads to unjust behaviour. He has moved to another school. In his current school, he also described the exclusion and mocking of a student with disabilities, both from the students and from the teacher. However, not all children have noticed conflicts relating to race and ethnicity. One boy said that he or his friends may call each other by their ethnicity (e.g., "hey Pakistani"), but in the context of friendship. A girl commented that "fortunately", they don't have "this kind of kids" in school.

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[51] A native kid copied his answers during a spelling test. Then, the participant received a lower grade, while the native kid received "excellent" with a sticker. When talking to the teacher about the incident, she disbelieved him, taking the side of the native kid that she favored. He noted that classmates thought his ethnic background was bad, but endured the situation because he was going to change school.

A distinctive remark arose from some male interviewees that live in working-class neighbourhoods of central Athens, where multiculturalism is a well-known and well accepted reality. In that framework, they could not seem to grasp the concept of exclusion because of one's ethnicity. Lastly, only one participant shared her own experience of positive behaviour towards her regarding her migrant identity in the area of rhythmic gymnastics. She noted that almost everyone treated her greatly and were very excited for her Russian ethnicity, since it's the homeland of the best athletes in rhythmic gymnastics., which she practices.

All participants disapproved of hooliganism. Some of them were initially not familiar with the term, but after elaborating it, they all agreed that they are against it. Scepticism was also noted around attending football matches, considering relevant events of violence that were made recently. In some cases, such behaviours were justified as an impulse, emerging from angry emotions over their preferable team's defeat. Indicatively, a male participant, who is passionate about football, shared a story of him attending a football match, when he was urged to get on the field and hit the player of the opposite team, because he scored. He described it while smiling, as something funny. At the same time, he expressed concern over hooliganism incidents, which should not happen during a game, and the ones that interrupt it "don't deserve" to be in the field.

Discussions at school regarding hate speech, racism and discrimination in sports are not systemized, rather than occurring singularly in lessons such as Greek Language/Literature, about fair play. A male participant also mentioned that a psychologist had visited his school and spoke about the issue. It must be noted that many participants have never had responding discussions. The issue has been discussed among some boys in school, e.g., after a violent incident at a football match.

Conclusion

According to the research findings, respondents with migrant background are particularly involved in collective athletic activities with friends, both in school and in their neighbourhoods. In many cases, available spaces for relevant activities were noted. On the other hand, some participants underlined the limited places for playtime in their neighbourhood. Although a few participants presented a neutral to negative stance on sports played in the context of the school environment, the majority of them were highly active in informal and formal athletic extracurricular activities, which they seem to choose in accordance with their interests or, in a few instances, after the encouragement of their parents at a younger age.

Placing high performance in sports as a priority over school/studying, an important number of interviewees expressed their willingness to become professional athletes. Most of them underscored significant benefits of sports, such as socialization, companionship, well-being, personal development and safety, valuing enjoyment over victory. To a similar extent, teamwork and fair play characterized their teams' and personal attitude, viewing sports as not a serious matter of conflict, except for, in a few cases, when it came to opponents. All participants disapprove hooliganism, presented as the result of emotional impulsiveness, and expressed tolerance over fans of opposite teams. Almost none of them is being bullied or negatively influenced by their teammates, whilst having a rationalized opinion of themselves as athletes and condemning any possible arrogance from more skilled players.

In terms of how teams are formulated, participants appeared to be socially integrated in athletic teams and friendly companionships. Familiarity with multicultural environments and attitudes of acceptance and pro-equality prevailed, with the exception of Roma children, since in case social

contacts with them exist, many respondents showed exclusionary tendencies and dislike towards them. Otherwise, any conflictual instances and discriminatory practices during sports which were occasionally mentioned, were rarely stemming from participants' or their teammates' ethnic background. Nevertheless, gender bias and segregation in sports were the status quo for many interviewees, with some male participants holding diminishing stereotypes over girls' athletic competences and some girl interviewees denouncing their exclusion from male-dominant sports. Nevertheless, opposing opinions were also noted, with participants from both genders supporting equal participation in sports.

Concluding with the school's involvement in the promotion of inclusiveness and tolerance into sports, no such systematic effort became apparent from the interviews. Most times, students resolve their differences on their own, while the school intervenes in the context of punishment (principal's office, expulsions). With regard to the physical education teachers, most students characterized them as being indifferent towards promoting an inclusive education and combating incidents of exclusion and racism in their lesson. Likewise, discussions on discriminatory behaviours in school and hooliganism occurred rarely, mainly in the context of humanitarian classes (especially in essay writing), where social topics such as violence, are analysed.

b. Interviews with students of non-migrant background

Students profile

Twelve participants, six girls and six boys, with Greek origin were interviewed, aged from 12 to 15 years old. Most of them live in the centre of Athens or in working-class neighbourhoods of Attica, like Kamatero, Peristeri and Nikaia in Piraeus. All participants live with their families, one of them belonging to a single-parent family. Except for two unemployed mothers, all other parents are employed in various professions, ranging from manual to scientific ones (e.g., owner of a lock-smith shop, administrative officer, university professor, director of second chance school).

Sports and physical activities in school and after school

Most participants seem to enjoy participating in sports games with their classmates during the lesson of physical education. Football and volleyball were prevalent options by the interviewees, followed by basketball and, in one case, ping pong. It is noteworthy that a few respondents did not express interest in sports in school, due to rejection and discouragement by their classmates, lack of equipment/infrastructure, or even disappointment due to the physical education teacher's indifference.

Findings with regard to **respondents' involvement with sports in their free time** were ambivalent. Some of them practise in local athletic clubs, such as football, swimming, dance and volleyball. A few also reported quitting from organised sports teams, due to difficulties in finding a new club or to coach's indifference. It should be mentioned that in either case, interviewees noted that the choice of a particular sport was influenced by the proximity of the stadium, the suitability of the practise's time schedule to theirs, or by the example of a relative (e.g., brother). In another case, the option was random, while a female interviewee noted that her choice was based on her preference to the specific sport. Her sport's teacher during primary school, organised tournaments in all sports, allowing her to experience them. Additionally, even though some informants play in their neighbourhoods and courts with friends, others noted having stopped these activities because of "growing up" and/or enjoying more to go for a walk.

The overall picture that emerges from the interviews is that there is a variety of mostly favoured athletic activities. The primary ones were football, volleyball, basketball, swimming, and dancing. Socialisation, team work, enjoyment, personal development, self-awareness and enhanced well-being were among the reasons behind the respondents' options. However, some of the adolescents did not appear to be very fond of sports in general. When answering this question, they seemed to provide an answer just for the sake of the conversation and not because they really enjoyed any particular sport.

Beliefs about sports

Almost all the informants **give more value to the joy of the game rather than their team's or personal victory.** They seemed to focus on team bonding and building relationships through the game, while enjoying spending time with friends through cooperation more than fighting over the game. One respondent, having a more professional standpoint towards sports, put an emphasis on

the good execution of the game, emerging from good cooperation, team-spirit, and fair gameplay among teammates. One participant, which preferred both fun and winning, stated that *"when I play with my friends, for me it's clearly the joy of the game, because okay, I don't try as hard as I can, we generally play, laugh and play for fun, but in the game of course we have to have fun, but I try as hard as I can to win and let me play a little less so that someone better can play to win"*.

All respondents **recognized sports' positive impact towards personal development**, under the lens of *"socialisation"* and the cultivation of values such as cooperation, respect and solidarity (helping each other become better). As one interviewee articulated *"through sports, cooperation, team spirit, helping others is strengthened, e.g., when someone is down you pick them up. In general, sport only gives you, it doesn't take anything away from you, you learn to love your teammates and work well with them, no matter what animosity you have"*.

When asked to choose between being a good athlete or a good student, the majority of the participants stated that being a good student, which some equated to having good grades, is more important, since it will help them create a better future for themselves in terms of their jobs and livelihoods. Nonetheless, all of them believe that sports, if not equally vital, is also significant to one's life and daily routine, for reasons such as the promotion of their emotional (e.g., relaxation and pleasure), mental and physical wellbeing, as well as due to the opportunity sports provides for socialisation and for the acquisition of important principles in life. One participant that viewed sports as a potential profession, didn't seem inclined to choose it as a future career, but was in favour of engaging with it as a hobby due to the above-mentioned advantages.

All interviewees believed that **sports help you to believe in yourself**. Two of them explained that through sports they gain experience, while another one that it keeps her in a good physical state, helps her stay occupied and feel pleasantly. Yet some participants appear to filter their self-image through the lens of others' support. One girl highlighted *"the prerequisite to have people around you that help you believe that for yourself"*, to encourage and support you. At the same time, two participants reported feelings of discouragement "*because I have simply noticed that no one cares"* or because others negatively -yet not particularly aggressively- point out their mistakes during the game. As an outcome, one interviewee questions whether sports are suitable for him, while another interviewee considered leaving the sport of his choice, as it entails high demands (since she was enrolled in a football team up until two years ago), along with feelings of disappointment.

Most of the participants have a good yet modest and rationalized self-image as players. Specifically, most interviewees correlated the level of their abilities with the consistency of playing a game, with more regular players making better explicit or implicit remarks for themselves, and less regular players recognizing great or moderate limitations in their skills. Additionally, almost all children compared their capabilities with other teammates', acknowledging that other players are better than them. Some respondents agreed upon the importance of trying to play, without shame, as well as of the support of their social environment. As previously mentioned, three participants had low self-esteem due to rejection or criticism from other teammates, while one of them recognizes that her performance has indeed declined compared to her standards. Finally, none of the participants reported being bullied, although three girls reported being occasionally underestimated by boys when they play football or basketball.

Values in sports and general attitudes

The majority of the participants mentioned a positive atmosphere with their teammates, without fights about sports. Some patronising or excluding behaviours from the game have been mentioned. It was noted that some female participants experienced more negative comments from their teammates, who are boys, when they failed to catch a goal, or were underestimated by them. They also pointed out the importance of everyone playing equally during the game, and that if a mistake is made, others shouldn't offend the person that made it.

When asked what they like to do with their teammates, most of the participants mentioned that they like to celebrate together: "*Everybody is happy, but somehow you are happier than the others. And then you're all in a hug. And that's what it feels like.*". The majority of the participants mentioned that they treat their teammates equally, with respect and kindness, like they want to be treated by others. They have a very strong bond with their teams. They all mentioned their strong beliefs about equality, no matter what gender or origin you are. A girl participant pointed out that it's fair for everyone to participate in the game equally, for everyone to have the ball and not be scolded in case they make a mistake.

Important differences are depicted between the two sexes and sports, as gender is occasionally a crucial factor for choosing the sport of preference. In particular, female participants mostly play volleyball, and male ones, football, although some girls reported participating in football teams. In addition, girls more frequently reported preferring to go for a coffee or a walk with friends during their spare time.

Moreover, some **gender-specific stereotypes** in sports were mentioned both from girls and boys, with some of the former facing discrimination, despite the fact that a few examples of equal and collective participation were noted. Women were depicted as more vulnerable by comments from male interviewees, regarding their ability to play a male-dominated sport, like football. A girl respondent that plays in a football team, mentioned that she was the first to join boys' teams, which then became a trend, as it sparked and normalised the formulation of mixed teams. Other female participants reported that sometimes, boys underestimate girls, saying things (to other boys) like *"oh, look what the girl did to you"*. The girls appear annoyed by that, saying that boys *"may have gone to one training in their lives and think that they play better"* and that girls cannot only play football or basketball for fun, but professionally too. When asked if they have addressed such incidents to boys, a participant answered that although she has addressed them, *"you can't make sense of boys"*. In the discussions on girl's athletic capacities, some of the boys mentioned: "*They're not very intrigued [by sports] at school. But I know girls in general who do. And most let's say at school are relatively good, but the rest just don't exercise at all with us*". Concluding, female participants expressed their desire for this stereotypical situation to be overturned, since collective participation in athletic activities for both genders was viewed not only as an indication of respect, but also as an opportunity for having more fun during the game.

Concerning their **opinions, values and beliefs towards kids from different ethnic backgrounds** as playmates, the participants noted that the schools of Attica are to a point multicultural, while the interviewees were quite familiar with issues of equality and inclusion. It appears that children of non-migrant background are familiar with migrants, accepting them into their team, while in their class there are children from other countries. When it comes to Roma children, some of the participants expressed their fear and sense of unknown towards them. Finally, for one participant, discrimination and rejection of classmates originates primarily from the children's ethnicity.

The majority of the participants, while they would like to have relationships with kids from different ethnic backgrounds, outside school and/or in the neighbourhood, claim that **they have not had the chance to develop more contacts**. They create contacts in the school context and in extracurricular sports, and they believe that all kids are the same. Some of the participants mentioned that they have Albanian friends that they play together and also other kids from Balkan ethnic backgrounds. A girl participant stated that she does not happen to socialise with migrants outside of school.

Discriminatory behaviours in sports and school

Most participants reported that at school they are not encouraged to develop deeper relationships through sports, and that most teachers do not engage with them. It was mentioned that they are given the autonomy to play any sport they wish and to divide themselves into teams. This separation is usually done in gender terms and is related to the friendships they have already formed. It was noted that one female participant, who is a football player, said that her physical education teacher is very fond of women's football, and that he supported her when she was the only girl that played with boys.

Regarding the **fights in school sports-teams**, a participant stated that "*generally, this happens in matches, especially when there is tension, and the score is close. In the tension, the other guy can swear at you, you can swear at him, anything can happen. But in the end, we all shake hands like that, meaning they stay on the field*".

Interviewees expressed that in such incidents, teachers try to separate them or address the situation, while sometimes they simply ignore them. Others stated that the teacher's response depends on the fight's severity, ranging from a simple conversation between the students involved, to refer them to the principals' office.

Examining the students' views on the quote "in athletic activities we are all equal**"**, all **participants agreed on equality in sports, in the sense of respecting one another.** Some male participants noted that this does not mean we are all the same, performance and characteristics-wise. Others mentioned that only through inclusive involvement can one evolve and boost self-confidence.

As regards the best players, the emerging finding is that they are always dominant. This is interpreted as a positive element, needed to assure the team's victory, but at the same time as discouraging for other teammates, and controlling. Indicatively, a participant stated that they "*feel they are superior from the kids that play less good, or because they have issues and want to underestimate others*". Others consider them as persons who behave well.

When asked if they have been **treated aggressively, spoken to badly, been treated badly by other children during playtime** and sports**,** there was no participant that has received aggressive comments or bad behaviour. With regard to incidents of discriminatory behaviour in general, participants did not experience relevant incidents. Some interviewees experienced threatening by the student council's president, a phenomenon that affects many students in the school, but people do not speak up, in the fear of possible consequences outside of school. There was no interpretation of the incident recorded.

Interviewees who live in multicultural places of Athens, like the city's centre, seemed quite familiar with migrant children, and did not mention different, -and especially- negative behaviour towards them. **Comments regarding a person's ethnicity and skin colour were said to be made only as a joke**. Nevertheless, a participant noted that *"They call him black, or they call him white. Or they curse his country, some tell him: go back from the country you came from. And many other things, they say"*, as a way to underscore racist beliefs that still exist.

All participants condemned hooliganism. A female interviewee viewed the hooligan as a person who is "proud" of his team, so much that he may talk badly. She described fights between fans of opposing teams, by saying that *"anyone has his/her own reason to support a team and not everyone should share the same opinion"*.

Finally, **many interviewees have never had discussions against** hate speech, racism and **discrimination in sports in school**. An event that sparked conversations around the subject between students, and as well as in class, was the murder of Alkis Kampanos, as a result of athletic violence. Only a few participants have had discussions in classes on the issue, mostly in literature class, or political and social education.

Conclusion

Based on the research findings of the interviews, it is evident that most adolescents with non-migrant background maintain a good relationship with sports, especially team-sports, and are keen on athletic activities both inside and outside school. Physical proximity with athletic facilities, as well as parents' and teachers' encouragement were among the justifications of their extracurricular athletic options. Yet some of them depicted a relevantly distant relationship with sports, emphasising almost only on school athletic activities, or generally abstaining from the latter, due to either previous experienced disappointments or plain change of interests as they grow up.

The majority of the participants prioritised their school performance over their athletic one, thinking it can offer more strong and stable advantages for their future's economic and professional sustainability. Moreover, in almost all cases, **sports' beneficial role was collectively recognized**, focusing on their contribution to socialisation and enjoyment, cultivation of values and self-awareness, as well as personal mental and physical development. **Team-spirit and fair play among teammates prevailed** in almost all cases, while condemning hooliganism. At the same time, many participants showed interest towards the game's outcome, focusing on the joy. Another finding was that in some cases, especially when participants were not regularly involved with sports, formed hierarchies -based on performance, gender, or reputation- or simply conflictual interactions may undermine respondents' self-image and lead to their social exclusion from (collective) sports.

With regard to the formulation of teams, **discriminatory phenomena and stereotypes were apparent between genders,** but not between children from different ethnic backgrounds. Notwithstanding respondents' positive attitude towards equality (in terms of mutual respect) in sports and some positive examples of gender inclusiveness, **males' stereotypical representation of girl athletes as less skilled and/or competent was apparent**, especially when it came to male-dominated activities such as football and basketball. The above can be interpreted as a way of accepting gender-specific segregation in sports, and justifies its prevalence. In terms of ethnicity, interviewees had familiarity with other ethnic backgrounds, due to their belonging in multicultural environments, which also accompanied with the inclusion of migrant children in their group friends

and sports teams, except for Roma children as some uphold a bad view over them or do not have Roma classmates.

Concerning students' views for the role of school in all the above results, physical education teachers were mostly depicted disengaged from their students. The systematic autonomy given to the latter was occasionally depicted or interpreted by students as lack of interest and idleness on teachers' behalf. With a few exemptions, **sport's teachers neither actively nor passively promote inclusive behaviour.** As to their role in fights during playtime, their response was mainly limited to breaking them up, without delving into the incident, engaging with the students, mitigating negative feelings, working towards binding the team and preventing its reoccurrence. As to extremist behaviours and hooliganism, **all participants condemned such actions, while have not experienced any/or adequate knowledge and awareness from the school about these issues.** A recent murder of a young person in the framework of sport's violence sparked the dialogue on violence in sports between humanitarian and social sciences' teachers and students.

Despite the fact that education and training are considered as important tools for tackling racism and discrimination and building inclusive societies, the serious impact of discrimination and intolerance in the school environment has been highlighted in literature review by educators, school communities and European and international organizations. In the fight against discrimination and intolerance, physical education and sport can be used as a vehicle to promote the social inclusion of marginalized populations and contribute towards better understanding among communities. The use of sports as an intervention to reduce intolerance and radicalisation of young adults has become a common practice. Studies suggest that participating in sport may improve self-esteem, enhance social bonds and provide participants with a feeling of purpose. Indeed, well-designed activities that incorporate the core values of physical education and sport — self-discipline, respect, fair play, teamwork, and adherence to mutually agreed upon rules — help individuals to build the values and communication skills necessary to prevent and resolve conflict in their own lives.

The **research methodology** developed by EKKE for Work Package No2: "Needs assessment for the integration of DIALECT1 "community building through football methodology to prevent intolerance" to the school context under the lens of intersectionality" included, among others, the design of six (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 online-quantitative research, 2 Interview Guides for students (with migrant and non-migrant background) as well as two Guides for Focused Discussion Groups (educational authorities and school community) were designed. It also included the methodology for the proposed areas for the implementation of the actions of the DIALECT3 Programme. For the latter, two broad categories of criteria were set: criteria on socioeconomic characteristics, and access and networks criteria. Applying these criteria, Athens and Thessaloniki, were proposed to be involved in the intervention as the two major urban cities in Greece. As to the selection of rural areas, the areas of Evia (in Sterea Ellada) and Thesprotia (in Ipeiros) were proposed. These areas fulfil the socioeconomic criteria set by the project, but also comply to the access and network criteria, which is considered very crucial, since it somehow safeguards the success of the interventions.

The analysis of **the existing physical education curricula in Greece**, both at lower secondary and at higher education levels, showed that it could benefit from a stronger focus on inclusive education, intersectionality, and pedagogical practices that promote tolerance. By incorporating these elements, the curricula could better address the diverse needs of students and foster a more inclusive and respectful learning environment in physical education settings. At present, at the lower secondary school level, the greatest emphasis of the physical education curricula in Greece is given on the promotion of lifelong exercise for health and quality of life through physical education, while at the higher educational level, physical education university students acquire the necessary knowledge and skills for teaching physical education and coaching sports and recreational physical activities, however they are not educated on inclusive education and the practices to deal with and develop intercultural issues as tolerance of diversity through physical education and sports. As a result, there is a need both at secondary education and at higher education level in Greece for greater emphasis on inclusive education and promotion of tolerance, which could be achieved through intersectionality and pedagogical practices.

The findings from the two online surveys on assessing/evaluating existing skill levels and practices that promote tolerance through physical education addressed to Physical Education Professionals working in lower secondary schools and to Physical Education University Students, confirmed that there is a need for actions to promoting equality, tolerance and inclusion of all students, since <u>participants don't feel they have adequate knowledge in terms of practices</u>.

With regard to the **Physical Education Professionals** working in lower secondary schools, the research reveals, that <u>there is an urgent need for more training activities and seminars on the subject of inclusive education, inclusion, and anti-discrimination.</u> Guiding principles and good practices of the syllabus for inclusive education in physical education, are considered to be a little adequate for more than half of respondents. It is also urgent to provide <u>physical education professionals</u> with more tools, since 16.7% <u>feels unsatisfied with the skills they possess for dealing with the diversity of students</u> and 9% for crisis/conflict management. <u>Physical education professionals did not opt for Football as their favourite choice of team sport</u>, however <u>the vast majority, were very much or much interested in learning about a different football game</u> that promotes equality for all students regardless of gender, identity, etc and were willing to pilot such a game in a physical education class. As to the **students in tertiary education**, one in three <u>University students feels only "a little" adequate</u> *to enrich the lesson and promote intercultural values in teaching physical education.* Also, with regard to <u>the gender discrimination</u>, the majority of participating students seem to believe in male superiority in sports, stating that boys perform better than girls in physical education. It is interesting that, as is the case with PE teachers, most University students prefer volleyball, however, they would be "open" to learn a different football game that promotes equality for all students regardless of gender and identity.

In the **Focus Groups with representatives of educational authorities**, <u>physical education</u> <u>was considered as a very important pillar of inclusion</u> within the school context, which, nevertheless, <u>has not been exploited as much as it should be</u>. According to educational authorities' representatives, <u>the new National Physical Education Curriculum</u> for lower secondary school <u>is "student-centred"</u> aiming at inclusive education and respect of diversity. However, the distance between the theory of the Physical Education Curriculum and the practice was acknowledged, while deficiencies such as <u>inadequate infrastructure and insufficient expertise, lack of knowledge and teaching experience of the PE teachers in matters of inclusive education were mentioned</u>. With regard to inclusive education, according to participants' views, most problems with refugees, Roma children and other vulnerable population groups arise from administrative deficiencies rather than the education content itself, while gender segregation still exist in practice although in theory the content of physical education activities is gender neutral.

The role of the <u>PE teachers</u>, is considered particularly important and they <u>need to be encouraged to participate in continuing training on the new didactic methods and pedagogical approaches of inclusive education.</u> The need for better dissemination of information and better coordination of the different organizational institutions of physical education activities within the school curriculum and extracurricular sports activities has also been pointed out. In addition, reactivating the Regional Centres for Educational Planning and the posts of Physical Education Coordinators within their framework was proposed by the participants. Finally, <u>educational authorities appeared very positive and willing to recommend the integration of football3 in schools</u>, as an alternative way of non-competitive football. However, it was highlighted that such actions are better suited for implementation in the last years of primary school, due to several reasons. With regard to possible

implementation issues, trainings hours and content were mentioned. It was proposed that training would take place inside school working hours and that trainings should have an experiential and not a theoretical approach.

In the **Focus Groups with representatives from the wider school community**, most participants agreed that although the Ministry of Education provides specific guidelines for inclusivity, this is not enough. Each intervention is still a matter of school administration and the teaching personnel in the micro level. As for what physical education can offer, it can offer both prevention actions (strengthening children's self-control, mutual respect, as fundamental life skills), and intervention actions (such as football3) that will have an impact on the whole class as well. It was also pointed out that although the course of PE is considered ideal, alongside with Music and Arts, for promoting inclusion and equality among students, there has been a reduction of teaching hours and a discontinuation of school championships which was disastrous, as it has taken away the motivation for children to participate. As far as practices that Physical Education teachers follow, the lesson seems to be rather autonomous and various creative interventions are being promoted by physical education teachers who become aware and inventive, even when the infrastructure is not sufficient. The latter is considered to be a great problem especially in heavily populated schools with no appropriate spaces. The use of football3 as a mean of inclusiveness and reducing discrimination was welcomed by most participants, who expressed their interest to introduce it in the school physical education curriculum. However, specific drawbacks were underlined with regard to the implementation of football3 in the group of adolescents 12-15 years old, proposing instead the ages of 9-12 as more suitable for such actions. Finally, systematic training seminars to physical education professionals that offer experiential and not theoretical content was highlighted as a means to meet inclusive educational needs.

Results from the **interviews with students of migrant background**, showed that they are particularly involved in collective athletic activities with friends, and football is their first option in team sports, followed by volleyball. Although most students referred to treating others with respect and equity in terms of ethnicity, gender segregation was noted, with boys mentioning that "males have better performance and ability in sports than girls". Some participants also admitted to have experienced aggressive behaviour in athletic activities, due to gender or ethnicity characteristics. In a more general context, discriminatory behaviour due to ethnicity was mentioned. Back to sports, most of the students underscored significant benefits of sports, such as socialization, companionship, well-being, personal development and safety, valuing enjoyment over victory. Students were familiar with multicultural environments and attitudes of acceptance prevailed, with the exception of Roma children. According to students with migrant background, the school intervenes to discriminatory phenomena only in the context of punishment, while many physical education teachers display a rather indifferent attitude towards their students and the class and take no initiative towards promoting inclusive education and combating incidents of exclusion and racism in their lesson.

With regard to **students with non-migrant background**, most of them maintain a good relationship with sports, especially football and volleyball. Sports' beneficial role was collectively recognized, focusing on their contribution to socialisation and enjoyment, cultivation of values and self-awareness, as well as personal mental and physical development. Discriminatory phenomena and stereotypes were apparent between genders, but not between children from different ethnic backgrounds. In terms of ethnicity, interviewees had familiarity with other ethnic backgrounds, due to their belonging in multicultural environments and migrant children were included in their group friends and sports teams, except for Roma children. As to the physical education teachers, the

systematic autonomy given to the students was occasionally depicted or interpreted by them as lack of interest and idleness on teachers' behalf. With a few exemptions, sport's teachers neither actively nor passively promote inclusive behaviour. In conflict incidents during playtime, the teachers' response was mainly limited to breaking them up, without delving into the incident, engaging with the students and mitigating negative feelings.

IV. On line survey questionnaires

     Physical Education Professionals

     Physical Education University Students

V. Focus Groups Guides

     Educational Authorities

     School Community

VI. Interview Guides for students

     Students with migrant background

     Students with non-migrant background

Assessment/evaluation of existing skill levels and practices that promote tolerance through physical education

The Physical Education Teachers'_DIALECT3 questionnaire was developed by the EKKE project team, with the aim of conducting an online survey within the DIALECT3 project entitled "ADdressIng intersectionAL stEreotypes, building sChool communities of Tolerance through physical education" tolerance and combating stereotypes, through the course of physical education"). The project is funded by the European Commission - EU - CERV-2022-EQUAL, within the framework of the EUROPEAN COMMISSION - Citizens, Equality, Rights and Values Program (CERV) initiative and is implemented in Greece by ActionAid, the National Centre for Social Research (EKKE) and the Aristotle University of Thessaloniki (AUTH).

The questionnaire is addressed to Physical Education Teachers working in Low Secondary Schools, who are invited to complete it in order to contribute to the achievement of the project's objectives. All questionnaire information will be kept anonymous and confidential and will be treated in accordance with the Principles of the Personal Data Protection Regulation and the Regulation of the Ethics and Deontology Committee (EHDE) of EKKE.

A. PERSONAL INFORMATION OF RESPONDENT

1) Gender
   - Male / Female/ Other

2) Age
   - 22-30
   - 31-40
   - 41 -50
   - 51+

3) Highest educational level acquired
   - Bachelors
   - Master's degree
   - Ph.D.

4) Years of experience in school units
   - Up to 5 years
   - 6- 10
   - 11 and more

B. SCHOOL UNIT INFORMATION
5) How many students are there in the high school you work?
   - Up to 150
   - 150 – 300
   - 300- 500

6) In high school, you work as:
- Permanent stuff
- Detached stuff
- Deputy stuff
- Hourly wage stuff
- Other _____

7) α. The high school you work is: (multiple answers)
- Morning
- Evening
- Intercultural
- Model
- Experimental

7) β. Does the high school you work offers:
- Reception and Education Structures for Refugees (DYEP) - YES/NO
- Reception classes – YES/NO

8. α) In which municipality does the school you work in belongs to?_____

8β) In which region?

▪ Eastern Macedonia and Thrace	▪ Sterea Ellada
▪ Central Macedonia	▪ Attica
▪ Western Macedonia	▪ Peloponnese
▪ Epirus	▪ North Aegean
▪ Thessaly	▪ South Aegean
▪ Ionian Islands	▪ Crete
▪ Western Greece	

9. How would you characterize the socio-economic background of your students' families?
- Low
- Medium to low
- Medium
- Medium to high
- High

10. In your school, the classes you teach are made up of:

10.1. Children of the general population (Greeks)
To a very large extent/ To a large extent/ To a moderate extent/ To a small extent/ To a very small extent/ Not at all

10.2. Refugee children
To a very large extent/ To a large extent/ To a moderate extent/ To a small extent/ To a very small extent/ Not at all

10.3 Children with a migrant background

To a very large extent/ To a large extent/ To a moderate extent/ To a small extent/ To a very small extent/ Not at all

10.4. Roma children

To a very large extent/ To a large extent/ To a moderate extent/ To a small extent/ To a very small extent/ Not at all

10.5 Other_____

To a very large extent/ To a large extent/ To a moderate extent/ To a small extent/ To a very small extent/ Not at all

C. INFORMATION ON TOLERANCE IN SCHOOLS

11. How many programmes/actions for school integration, inclusion and anti-discrimination have been implemented in your school in the last 5 years;
   - None ……
   - 1-3
   - 4-6
   - 7 and more

Please mention one _____

12. How many programmes/actions have been implemented at your school in the last 5 years for respecting diversity and promoting non-discriminatory participation of all students, in Physical Education and sports in general;
   - None ……
   - 1-3
   - 4-6
   - 7 and more

13. Have you attended a seminar/s on the inclusion of students who belong to socially vulnerable groups of the population (discrimination due to national origin, religious belief, sexual identity, socio-economic status, special learning difficulties, etc.);
   - Yes/No

14. In school, has it come to your attention any incidents of disturbance, aggressive or even violent behaviour of students towards other students;

   - Yes, often
   - Yes, sometimes
   - Yes, occasionally
   - Yes, rarely
   - No, I have not observed such behaviours – (go to Q.18)

15. If yes, these incidents concern:
    - verbal teasing, mockery, bad characterizations
    - spreading lies and rumours
    - jokes, comments or gestures and teasing of a sexual nature
    - exclusion from common groups and activities
    - bullying using physical violence
    - psychological bullying (digital media included)

16. Incidents that take place at school usually involve discrimination due to: (Mark the most prevalent)
    - Origin/Nationality
    - Religion
    - Gender/Sexual orientation
    - Economic status
    - Other _____

17. α. In case you witness such an incident, what do you do?
    - I do not interfere
    - I intervene

17 β. If you intervene, in what way?
    - I talk privately with the students involved YES/NO
    - I refer to the school management YES/NO
    - I have a general discussion about the event in the lesson YES/NO
    - Other:_____

D. PHYSICAL EDUCATION CLASS & SPORTS

18. Are there students who do not participate in your class without reason?
    - YES/NO

19. α. Have you noticed in your course that certain students are "excluded" from other classmates when forming groups, etc.?
    - Yes, it happens often
    - Yes, it sometimes happens
    - No

19)β. If yes, on what ground?

    - Gender
    - Nationality/Ethnicity
    - Religion
    - Skills
    - Appearance
    - Sexual orientation
    - Other_____

20. Which team sport do you use the most in the Physical Education class?
- Football
- Volleyball
- Basketball
- Handball
- Other_____

20.α) Why? _____

21. Is there a difference in the sports activities that take place within the course according to gender?
- Too much / Much / A little / Not at all

22. Have you noticed different preferences in team sports between genders?
- Too much / Much / A little / Not at all

E. SKILLS & PRACTICES FOR PROMOTING ENDURANCE THROUGH PHYSICAL EDUCATION

23. Do you think that today the gym class contributes to the promotion of equality, the inclusion of diversity and the fight against discrimination?
- Too much / Much / A little / Not at all

Please elaborate: _____

24. How much emphasis do you place in your course on achieving the following goals for the student population:

24.1 Development of physical and sports activities
- Too much / Much / A little / Not at all

24.2 Development of knowledge on Exercise/Physical Condition and Nutrition
- Too much / Much / A little / Not at all

24.3 Development of knowledge about the technique of sports and physical activities
- Too much / Much / A little / Not at all

24.4 Developing knowledge about the rules of sports and physical activities
- Too much / Much / A little / Not at all

24.5 Experiential knowledge approach to exercise for health
- Too much / Much / A little / Not at all

24.6 Development of self-regulation skills of students' behaviour
- Too much / Much / A little / Not at all

24.7 Development of psychosocial skills
- Too much / Much / A little / Not at all

24.8   Creating positive attitudes for lifelong exercise
- Too much / Much / A little / Not at all

24.9   Development of teamwork, cooperation, respect and acceptance of diversity
- Too much / Much / A little / Not at all

25   Do you feel that you have the necessary knowledge and training to develop teamwork, and promote cooperation, respect and acceptance of diversity through your course?
- Too much / Much / A little / Not at all (if Not at all, go to Q.27)

26   Your knowledge on promoting cooperation, respect and acceptance of diversity among students was mainly acquired:
- During my studies
- In the context of training seminars
- Through my practical experience in schools
- Through my personal involvement and reading about these issues
- Other _____

27   Are you satisfied with your skills in order to deal with:
    1. Students diversity
- Too much / Much / A little / Not at all

    2. Students personality
- Too much / Much / A little / Not at all

    3. Your discipline strategy
- Too much / Much / A little / Not at all

    4. Communication with students
- Too much / Much / A little / Not at all

    5. Crisis/conflict management
- Too much / Much / A little / Not at all

    6. How to conduct the course
- Too much / Much / A little / Not at all

28   Do you have autonomy in your course? (YES/ NO)
29   Do you take initiatives in the class; (YES/NO)
30   Do you adapt your teaching according to the composition of each class? (YES/NO)

31   How much are you satisfied with:

    31.1 The schools' sport facilities
- Too much / Much / A little / Not at all

31.2 Your scientific knowledge
- Too much / Much / A little / Not at all

31.3 The information you get on educational matters
- Too much / Much / A little / Not at all

31.4 The information you get on issues of inclusive education
- Too much / Much / A little / Not at all

31.5 Cooperation and support from colleagues
- Too much / Much / A little / Not at all

31.6 The frequency of training seminars
- Too much / Much / A little / Not at all

32 How adequate do you think that the guiding principles and good practices of the analytical programme are for an inclusive education in the Physical Education course?
- Too much / Much / A little / Not at all

33 Would you be interested in learning about a different football game that promotes equality for all students regardless of gender, identity, etc.
- Too much / Much / A little / Not at all/ I already know

34 Would you be willing to pilot such a game in the physical education course?
- Yes, of course. I try to incorporate new techniques and activities into the lesson
- Yes, I could try it
- No, I am a bit skeptical with untested activities and techniques
- No, I don't usually change my teaching plan

35. In your experience, what do you consider to be the most important obstacle for an inclusive school that will promote tolerance and equality for all students?
- The consolidated stereotypical perceptions of society (about gender, diversity) that are reproduced in the school environment
- The non-existence of a support framework for the integration of new techniques and activities by the Ministry of Education & Religion
- The lack of specialized knowledge of the professors around issues of inclusion
- The lack of disposition of the professors in such a direction
- Other:_____

36. How many times have you collaborated with the Counselor of Physical Education in matters of training, educational priorities, introduction of innovations, etc. in the last 2 years?
- None / 1-2 times/ 3-4 times/ we collaborate frequently

35 Overall, what do you think the Physical Education class and Sports at school offer to the students? Mark the 3 most important.

- Wellness
- Psychology
- Self-discipline
- Body type
- Health
- Entertainment
- Critical Thinking
- Contact
- Teamwork – Collective spirit
- Fair play
- Other_____

36   Would you like to add something else? _____

Thank you for your participation!

Online Questionnaire for Physical Education University Students – DIALECT3

Assessment/evaluation of existing skill levels and practices that promote tolerance through physical education

The Physical Education Students_DIALECT3 questionnaire was developed by the EKKE project team, with the aim of conducting an online survey within the DIALECT3 project entitled "ADdressIng intersectionAL stEreotypes, building School communities of Tolerance through physical education" tolerance and combating stereotypes, through the course of physical education"). The project is funded by the European Commission - EU - CERV-2022-EQUAL, within the framework of the EUROPEAN COMMISSION - Citizens, Equality, Rights and Values Program (CERV) initiative and is implemented in Greece by ActionAid, the National Centre for Social Research (EKKE) and the Aristotle University of Thessaloniki (AUTH).

The questionnaire is addressed to AUTH Physical Education Students, who are invited to complete it in order to contribute to the achievement of the project's goals. All questionnaire information will be kept anonymous and confidential and will be treated in accordance with the Principles of the Personal Data Protection Regulation and the Regulation of the Ethics and Ethics Committee (EHDE) of EKKE.

A.   PERSONAL INFORMATION OF RESPONDENTS

1) Gender
- Male / Female / Other

2) Year of study
- 1st – 2nd – 3rd- 4th - 5th+

3)   In which University do you study?
- AUTH Thessaloniki
- University of Serres

4) Where have you lived most of your life? Municipality_____

4b. In which region:

▪ Eastern Macedonia and Thrace	▪ Sterea Ellada
▪ Central Macedonia	▪ Attica
▪ Western Macedonia	▪ Peloponnese
▪ Epirus	▪ North Aegean
▪ Thessaly	▪ South Aegean
▪ Ionian Islands	▪ Crete
▪ Western Greece	

B. SKILLS & PRACTICES FOR PROMOTING RESILIENCE THROUGH PHYSICAL EDUCATION

5) After completing your studies, would you be interested in working as a physical education teacher in schools? YES NO

6) To what extent do you think that the Physical Education course in schools can function as a means to promote democratic values, equality and freedom, to fight discrimination and to include diversity?
- To a great extent / to a big extent/ to a little extent / Not at all

7) Do you agree with the proposition: The physical education teacher is the person who will arouse the interest of the students and create the appropriate learning environment, so that good interpersonal relationships between the students can be cultivated?
- Very much / A lot / A little / Not at all

8) Do you feel that you have the necessary knowledge/skills

8.1 To promote mixed teams of boys and girls in physical education team sports?
- Very much / A lot / A little / Not at all

8.2 To deal with conflicts/crisis/disagreements that arise during physical education class?
- Very much / A lot / A little / Not at all

8.3 To handle the issue of multiculturalism and the different composition of students in a classroom?
- Very much / A lot / A little / Not at all

8.4. To enrich the lesson and promote intercultural values in teaching physical education?
- Very much / A lot / A little / Not at all

8.4. a Please, state which values _____-

9) How much emphasis does your curriculum place on achieving the following educational goals for the student population:

9.1. Development of physical and sports activities
- Very much / A lot / A little / Not at all

9.2. Development of knowledge in Exercise/Physical Condition and Nutrition
- Very much / A lot / A little / Not at all

9.3. Development of knowledge about the technique of sports and physical activities
- Very much / A lot / A little / Not at all

9.4. Developing knowledge about the rules of sports and physical activities
- Very much / A lot / A little / Not at all

9.5. Experiential knowledge approach to exercise for health

- Very much / A lot / A little / Not at all

9.6. Development of self-regulation skills of students' behaviour
- Very much / A lot / A little / Not at all

9.7. Development of psychosocial skills
- Very much / A lot / A little / Not at all

9.8. Creating positive attitudes for lifelong exercise
- Very much / A lot / A little / Not at all

9.9. Development of teamwork, cooperation, respect and acceptance of diversity
- Very much / A lot / A little / Not at all

10) How adequate do you think the curriculum is in terms of practices to promote tolerance and inclusion of all students through Physical Education?
- Very much / A lot / A little / Not at all

11) a. Which team sport would you choose to promote cooperation and equal participation of all students in physical education class
- Football
- Volleyball
- Basketball
- Handball
- Other_____

11) b. Why; _____

12) a. Would you be interested in learning about a different football game that promotes equality for all students regardless of gender, identity, etc.
- Very much / A lot / A little / Not at all/ I already know

12 b) Please justify your answer:

13) Do boys and girls differ from each other in general in terms of their performance in physical education?
- Yes, boys perform better
- Yes, girls perform better
- No, there is no difference

14) Have you noticed different preferences in team sports between the sexes?
- Too much / Much / A little / Not at all

15) In general, do you agree or disagree with the following statements:

15.1. Girls are more interested than boys in physical education
- Strongly agree / Agree / Disagree / Strongly disagree

15.2. Boys have more physical-motor abilities to achieve high performance in physical education
- Strongly agree / Agree / Disagree / Strongly disagree

15.3. Girls should not be competitive, because boys don't like them that way
- Strongly agree / Agree /Disagree / Strongly disagree

15.4 Boys prefer to participate in physical education activities
- Strongly agree / Agree /Disagree / Strongly disagree

16) Do you think that the performance of young people in sports activities differs according to their nationality?
- Yes, natives perform better
- Yes, foreigners perform better
- No, there is no difference

17) In general, do you agree or disagree with the following statements:

17.1 Immigrants are less skilled than Greeks in sports
- Strongly agree / Agree /Disagree / Strongly disagree

17.2 I would not mind if a qualified immigrant became the captain of my team
- Strongly agree / Agree /Disagree / Strongly disagree

17.3 Immigrants have jobs that Greeks should have
- Strongly agree / Agree /Disagree / Strongly disagree

18) In your opinion, a good physical education teacher in schools should: (choose the top 3)
- Be a good athlete
- Be a good teacher
- Always be available
- Be pleasant to children
- Have empathy
- strengthen teamwork
- Be fair
- Be able to effectively manage conflicts in the classroom
- Other _____

Focus Group with Educational Authorities
Focus Group Guide - Thematic Fields

Thematic fields – Issues for discussion

1. **Brief description of the agency/department's competence in matters of:**

- School education policy
- Inclusive education through school physical education and sports

2. **School education policy – Inclusive education**

- In the context of school education policy, is a high-quality inclusive education sought?
- If so, what is its meaning and content?
- How is it implemented? With what teaching methods and pedagogical means? What is the framework that supports it?
- In the context of the school education policy, are any inclusive education programmes and initiatives designed and implemented that could contribute to a school culture accepting student heterogeneity?
- Do they differ by target group?
- Are they effective?
- What are the most important obstacles to their implementation?
- Are they evaluated upon completion?
- Examples of such successful measures and initiatives.
- In the context of school education policy, is there a system of continuous training for teachers regarding inclusive pedagogy?
- Is the cross-sectoral cooperation of education institutions with other institutions that could contribute to inclusive education policy (e.g., Ministry of Immigration and Asylum, General Secretariat for Gender Equality, etc.) foreseen?

3. **Inclusive education through school physical education and sports**

- In the context of school education policy, to what extent can physical education and sports activities contribute to the formation of identities, values, attitudes, behaviours and beliefs of the student population, their parents, their families as well as the local community?
- What are the critical competences and life skills of the student population that need to be taught and developed through school physical education and sport?
- To what extent are physical education and sports utilized for the equal participation of all students in school life and the creation of a school culture accepting student heterogeneity?
- Can school physical education and sport operate or do they actually operate effectively as tools to promote equality, combat discrimination, tolerance and inclusion of diversity?
- Is the school physical education curriculum sufficiently flexible to provide equal participation opportunities for all students and respond to heterogeneity?
- In the context of the school education policy, is there a system of continuous training for physical education teachers regarding inclusive pedagogy through their specialty?

- Does the curriculum of school physical education provide sufficient guiding techniques and good practices related to inclusive education?
- In the context of school education policy, are inclusive education programmes and initiatives implemented, through school physical education and sports?
- What are their goals?
- How are they implemented? By what methods and means? What is the supporting framework?
- Do they differ by target group?
- Is there a difference in the participation of students depending on their gender or social characteristics?
- What sports and/or sports activities are included?
- Is football included? Yes/No, why?
- What are the most important obstacles to their implementation?
- Are they effective?
- Examples of successful programmes and initiatives of school physical education and sports/football activities, in terms of integration and inclusion of the student population.
- Proposals and action plans to empower young people to combat negative stereotyping, racism, xenophobia and youth violence through physical education and school sports?
- What should be done and by which agency? Institutional interventions, priority areas, policies, measures, which institutions and at what level (central administration, local government, community level, sports associations, civil society organizations, etc.)?

4. Integrating Football3 methodology into school physical education:

- How would you think of the integration into the physical education school programme of an alternative football game that promotes a culture of respect and acceptance of student heterogeneity, the equality of all students, diversity, fair play, interplay, co-decision on the rules of the game, non-competitiveness and equal participation of all of students regardless of national origin, gender, cultural differences, religious beliefs, sexual identity, ability, physical structure, athletic performance and skills?

- Would it be attractive to students? Would it be beneficial in inclusive education, promoting a climate of equality and tolerance for all students through school physical education?

- Would you be willing to propose piloting, in the context of school physical education curricula such a sports game?

5. Issues not addressed

Thematic fields – Issues for discussion

1. **Experiences of phenomena and behaviours of racism, xenophobia and hate speech among young people in the school environment**
   - Have you observed any phenomena of **discrimination and conflicts** in the school environment? To what extent do they occur and under what circumstances? What are the main characteristics of such behaviours?

2. **Break, discrimination & free sports activities**

   - What sports do children play during recess? Are there any **differences** by gender, race, etc.?

3. **Procedures for dealing with discrimination & racism - school protocols**
   - How do you deal with/**manage incidents** of discrimination and racism? Are there specific protocols?
   - What is the role of the **student community** and **family** in managing 'in-school' crises?

4. **The role of the principal and/or physical education teacher**

   - What is the **role** of the principal in relation to promoting education for all?
   - What are the **critical skills** and **competences** that the teacher must possess in order to perform his/her role in relation to inclusive education and what are the training needs?

5. **Physical education in secondary school as a tool to promote inclusive sport values**

   - Is multiculturalism promoted through the physical education course?
   - How do you teach the course (choice of teams, choice of sports, etc.)? Is there relative autonomy? How do you manage student non-participation?
   - What are the **advantages** and **possibilities** it offers?
   - What are the difficulties and shortcomings in promoting multiculturalism through the course of physical education?

6. **Suggestions for empowering adolescents to combat stereotypes, racism and hate speech**

   - How could your role empower adolescents to manage incidents of discrimination and become more **resilient** through school sports activities? What do you suggest?

7. **Views on the integration of alternative football in the school physical education programme**

   - How would you like to integrate in the school physical education curriculum an alternative football game (Football3) that promotes a culture of acceptance of student heterogeneity, equality, diversity, cooperation, etc.?
   - Would you be willing to implement/include such a sports game as an innovative activity in the context of a physical education lesson?

8. **Issues not addressed**

T2.5.6: Interviews with Adolescents

Interview guide – Students with migrant background

1. Respondent's socio-demographic characteristics

1.1. Gender: Male   Female
1.2.   Age: ……………………………….
1.3.   Country of birth /Origin……………………..
1.4.   Country, city, area of living (eg. Athens area)………………………
1.5.   Educational level –Grade ……………………………………………………..
1.6.   You live …
    With both of your parents?
    Your mother alone?
    Your father alone?
    None of your parents?
1.7.   Parents' occupation:
    Fathers' occupation …………………………………..
    Mothers' occupation ……………………………….
1.8   How long you have been living in Greece?
1.9   Do you have friends?
1.10   Where are your friends from? Are they exclusively from your country?
1.11 Do you hang out with kids from other countries or from Greece?

2. Respondent's relationship with athletic activities as well as his/her values /beliefs regarding sports in his/her life

2.1   Do you like to do sports? Do you participate in athletic activities? What school and extracurricular sports activities do you participate in?
2.2.   Do you prefer team sports or individual sports? Why …
2.3   Which sport do you prefer?
2.4   Why do you prefer this sport?
2.5   Do you play your favourite sport both at school and in your free time?
2.6   Do you play this game only with classmates or also with friends from the neighbourhood in your free time?
2.7   This sport includes players both girls and boys?
2.8   Would you like both, boys and girls to be involved? Why?
2.8.a. Do the kids who were not born in Greece, participate too? Would you like these kids to be involved? what do think about it, how do you feel?
2.8.b. Do you hang out with kids from other countries? Which countries?
2.9   Are there any children excluded from the game? Why?
2.10   What do you think, how do you deal with it?
2.11   What are your thoughts when you see this picture?

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actionaid
για έναν κόσμο πιο δίκαιο

EK KE

ΑΡΙΣΤΟΤΕΛΕΙΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΣΣΑΛΟΝΙΚΗΣ

2.12   In school, do your PE teachers take care so that you play boys and girls all together? Or do you play boys and girls separately?

2.13 How does the PE teacher select the children who will play in team sports at school? Do you agree with the way of selection?

2.14 What is most important to you when you play? The joy of the game or your team's victory?

2.15 What do you think of this picture? Do you like it? Why?

2.16 In this picture we see a group of children at a PAO-PAOK basketball game raising a banner that proclaims "I am PAO, they are PAOK, we are best friends and together for the basketball". What do you think about this motto?

2.17 Would you go with your friends who support another team than yours, to a game in order to support their team?

3. Respondent's relationship with his/her favourite team sport

3.1. Do you like this picture? Why? What do you think when you see it?

3.2. How do your teammates treat you personally?

3.3. How do you treat your teammates?

3.4. Do you think that you are a good player? What would you say about yourself?

3.5. Have you been treated aggressively, spoken to badly, been treated badly by other children during playtime?

3.6. So what exactly have they told you? How exactly have you been treated? Why do you think this is happening?

3.7. Why do you think some children treat other children or even you badly?

3.8. Do the best players usually behave well towards their team-mates? How do they treat them? Why?

3.9. Have you noticed that some children treat differently children who were not born in Greece? Why?

3.10. In team sports at school if there are fights, differences between the kids what does your teacher react, how does he/she deal with it?

3.11. Some people say that in athletic activities we are all equal. Do you agree with that, for which reasons?

3.12. With the children you play with at school, do you also hang out together outside of school?

3.13. Have you ever met kids through sport born in other country than Greece and become friends outside school?

3.14. Do you have children in your class who were not born in Greece? Do you have Roma children in your class?

3.15. Do you hang out with them? Whom do you hang out with most?

3.16. Do you think that by doing sports you become a better person, you make friends? And why?

3.17. In what specific locations do you play after school? Are there places in the neighbourhood, athletic installations, football courts, squares, e.tc.)

3.18. What do you think of this picture? Have you ever been in a scene like this? Friends of yours?

3. 19. Have you had discussions in school?

3.20. Finally, we would like to ask you. What is more important to you, being a great student or a great athlete? Why?

3.21. Does sport help you to believe more in yourself, in your abilities, to become a better student?

4. Do you think that you have something else to add?

Thank you!

T2.5.6: Interviews with Adolescents

Interview guide –Students with non-migrant background

1. Respondent's socio-demographic characteristics

1.1. Gender: Male   Female

1.2. Age: …………………………….

1.3. Country of birth /Origin……………………..

1.4. Country, city, area of living (eg. Athens area)………………………

1.5. Educational level –Grade …………………………………………………..

1.6. You live …
> With both of your parents?
> Your mother alone?
> Your father alone?
> None of your parents?

1.7. Parents' occupation:
> Fathers' occupation …………………………………..
> Mothers' occupation ……………………………….

1.8. Do you have friends in Greece?

2. Respondent's relationship with athletic activities as well as his/her values /beliefs regarding sports in his/her life

2.1. Do you like to do sports? Do you participate in athletic activities? What school and extracurricular sports activities do you participate in?

2.2. Where do you play after school? Are there places in the neighbourhood, athletic installations, football courts, squares, e.tc.)

2.3. Do you prefer team sports or individual sports? Why?

2.4. Which sport do you prefer?

2.5. Why do you prefer this sport?

2.6. Do you play your favourite sport both at school and in your free time?

2.7. With who do you play this game in your free time? only with classmates or also with friends from the neighbourhood?

2.8. This sport includes players both girls and boys?

2.9. Would you like both, boys and girls to be involved? Why?

2.10.a. Do the kids who were not born in Greece, participate too? Would you like these kids to be involved, what do you think about it, how do you feel?

2.10.b. Do you hang out with kids from other countries? Which countries?

2.11. Are there any children excluded from the game? Why?

2.12. What do you think, how do you deal with it?

2.13. What are your thoughts when you see this picture?

2.14. In school, does your PE teachers takes care so that you play boys and girls all together? Or do you play boys and girls separately?

2.15. How does the PE teacher select the children who will play in team sports at school? Do you agree with the way of selection?

2.16. What is most important to you when you play? The joy of the game or your team's victory?

2.17. What do you think of this picture? Do you like it? Why?
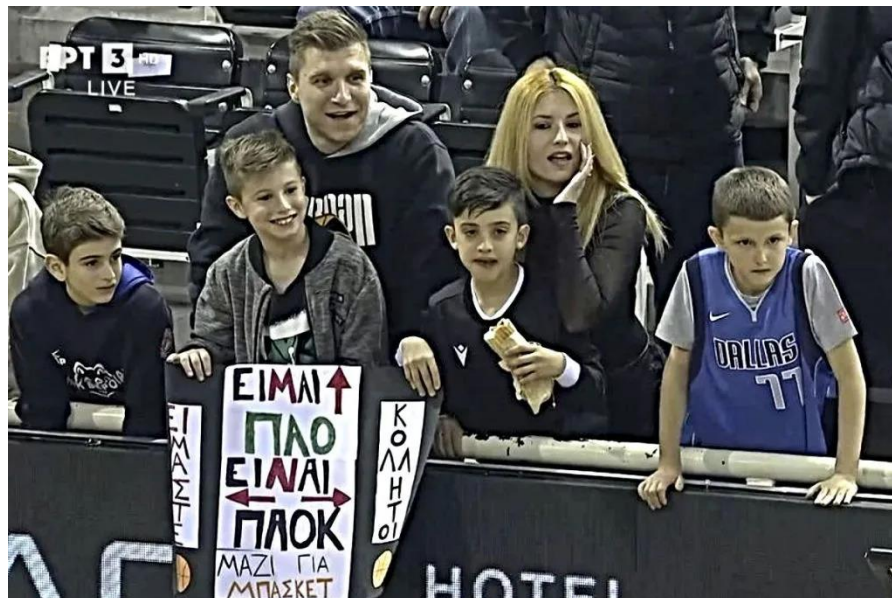
2.18. In this picture we see a group of children at a PAO-PAOK basketball game raising a banner that proclaims "I am PAO, they are PAOK, we are best friends and together for the basketball". What do you think about this motto?

2.19. Would you go with your friends who support another team than yours, to a game in order to support their team?

3. Respondent's relationship with his/her favourite team sport

3.1. Do you like this picture? Why? What do you think when you see it?

3.2. How do your teammates treat you personally?

3.3. How do you treat your teammates?

3.4. Do you think that you are a good player? What would you say about yourself?

3.5. Have you been treated aggressively, spoken to badly, been treated badly by other children during playtime?

3.6. What exactly have they told you? How exactly have you been treated? Why do you think this is happening?

3.7. Why do you think some children treat other children or even you badly?

3.8. Do the best players usually behave well towards their team-mates ? How do they treat them? Why?

3.9. Have you noticed that some children treat differently children who were not born in Greece? Why?

3.10. In team sports at school if there are fights, differences between the kids what does your teacher react, how does he /she deal with it?

3.11. Some people say that in athletic activities we are all equal. Do you agree with that , for which reasons?

3.12. With the children you play with at school, do you also hang out together outside of school?

3.13. Have you ever met kids through sport born in other country than Greece and become friends outside school?

3.14. Do you have children in your class who were not born in Greece? Do you have Roma children in your class?

3.15. Do you hang out with them? Whom do you hang out with most?

3.16. Do you think that by doing sports you become a better person, you make friends? And why?

3.17. What do you think of this picture? Have you ever been in a scene like this?

3.18. Have you had discussions in school?

3.19. Finally, we would like to ask you. What is more important to you, being a great student or a great athlete? Why?

3.20. Does sport help you to believe more in yourself, in your abilities, to become a better student?

3. Do you think that you have something else to add?

Thank you!

ANNEX II: Selection of intervention areas

Introduction

DIALECT 3 project focuses on supporting the inclusion of migrant, refugee, and Roma adolescents, boys and girls and on promoting the formation of school communities of tolerance through the physical education curriculum. This will be accomplished by using physical education professionals working in schools as promoters of inclusive education, fighting structural racism and intolerance within the lower secondary school environment. The action aims to vulnerable adolescents enhancing their multicultural understanding and sense of belonging in the school environment, creating intercultural bonds with their peers.

In order to implement the main objectives of the programme, 4 geographical areas in Greece (2 urban and 2 rural areas) need to be selected in WP2. Based on the identification of the four intervention areas physical education professionals working in lower secondary schools with high percentage of migrant and refugee students as well as unaccompanied minors will participate in the training activities organised by the project. In total, 80 physical educational professionals from 50 lower secondary schools will be trained in Football3 methodology in these 4 areas. At a second stage in the context of the physical education classes in schools, it is expected that at least 16 school football3 teams will be created in the 4 intervention areas (4 per area), engaging 200 adolescents aged 12-15 years old coming from different ethnic and cultural backgrounds.

Also, prior to these training actions which will be addressed to teachers and students, part of the research activities for the assessment of the situation with regard to racism and intolerance within lower secondary schools will take place in the 4 selected intervention areas. In particular, a qualitative research of eight (8) focus groups (2 per intervention area) will be implemented targeting at: a) educational authorities, including representatives of IEP and the Ministry of Education and Religious Affairs, and of directorates of lower secondary education in Greece, and b) Representatives of the school community, i.e. directors of lower secondary schools, physical education professionals and CSOs operating at local level in the field of non-discrimination

A) Setting the Criteria for the selection of the areas

According to the Project Proposal, 4 areas in Greece (2 urban and 2 rural) need to be selected in order for the main interventions of the Project to be implemented.

These areas will be selected on the basis of specific socio-economic characteristics. In particular, as stated in the analytical approved proposal of DIALECT 3, all relevant actions of the project will focus on a combination of urban areas with rural ones, characterized by:
   a) enhanced poverty and unemployment, weak social networks and relative lack of opportunity structures,
   b) increased voting rates in favour of political extremist and populist parties and incidents of racism and intolerance,
   c) high percentages of migrant populations (including newcomers)

In addition to the above mentioned socio-economic and political characteristics of the areas to be selected, one more set of criteria was included in the decision-making process. These was:

It goes without saying, that the existence of a favourable environment with strong partnership networks so as to facilitate the implementation of the projects' actions and its effectiveness, is considered very decisive for the selection of the areas where the interventions will take place. That is, ensuring access to lower secondary school units and achieving high levels of cooperation and commitment with as many school directors and physical education professionals as possible is extremely important for the successful implementation of the project's actions and final goals.

Taking this into account, the partnership for this project will also prioritize areas presenting one or more of the following characteristics:

a) Areas where the partnership, and in particular AAH, has previous experience in successful project implementation
b) Areas where local authorities and relevant actors maintain a close cooperation with the partnership, and in particular with AAH, and are open to participation in initiatives aiming at enhancing social inclusion and tolerance.
c) Areas where most school directors are positive towards staff training and actions targeted to students for fighting racism and intolerance.
d) Easily accessible areas allowing proper implementation and monitoring of the actions.

Summing up, the selection of the areas will be based on two broad categories of criteria, namely: 1) Socioeconomic characteristics, and 2) Access and Networks.

B) Assessment of areas

Considering the criteria set above, official statistical data were used in the first set of socio-economic and political characteristics, in order to help us with the selection of the areas. It should be noted, that due to the lack of hard evidence at a lower geographical level, the analysis is mainly based at the level of NUTS 2 geographical regions and sometimes at NUTS 3 level.

Below is the analysis of the first criterion, that refers to the socio-economic and political characteristics of the selected areas, as these were mentioned in the proposal.

Criterion 1: Socio-economic and political characteristics

a) Areas characterized by poverty and unemployment, weak social networks and relative lack of opportunity structures.

According to the Hellenic Statistical Authority, the regions (at NUTS 2 level) that exhibited the highest poverty rate in Greece in 2021 were the following: 1. Anatoliki Makedonia, Thraki (29%), 2. Dytiki Ellada (28.5%), 3. Kentriki Makedonia (25.5%), 4. Sterea Ellada (24.2%) and 5. Peloponnisos (24.2%).

Examining the performance of the regions in Greece under the indicator "Poverty and Social Exclusion", there is a slightly different performance by regions. That is, Dytiki Ellada presents the highest rate (42%), followed by Peloponnisos (35.8%), Anatoliki Makedonia (35.3%) & Thraki, Kentriki Makedonia (33.7%) and Sterea Ellada (30.8%).

Table: Persons at risk of poverty or social exclusion (%) by NUTS2 regions
**[ILC_PEPS11N$DEFAULTVIEW]**

NUTS 2	2021
Dytiki Ellada	42.0
Peloponnisos	35.8
Anatoliki Makedonia, Thraki	35.3
Kentriki Makedonia	33.7
Sterea Ellada	30.8
Ionia Nisia	29.4
Dytiki Makedonia	28.9
Kriti	28.8
Voreio Aigaio	28.1
Ipeiros	28.0
Thessalia	26.1
Notio Aigaio	23.2
Attiki	21.6

Source: Eurostat, Database

With regard to the unemployment rate[52], the regions exhibiting the highest unemployment rates for the third quarter of 2022 were: 1. Dytiki Makedonia (19.1%), 2. Thessalia (17.2%), 3. Ipeiros (15.2%), 4. Kentriki Makedonia (13.7%) and 5. Sterea Ellada (12.9%).

Graph: Unemployment rate (%) by Region (NUTS 2)

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[52] EL.STAT., PRESS RELEASE- LABOUR FORCE SURVEY: 3rd quarter 2022, Piraeus, 16 December 2022
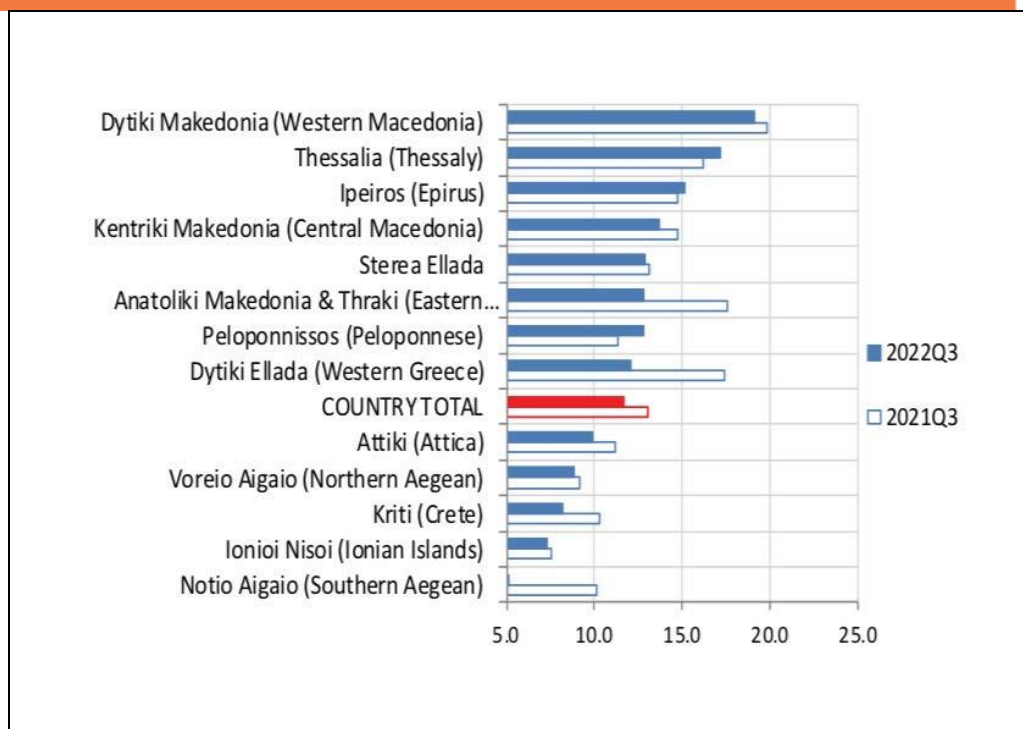
Source: EL.STAT., Graph extracted from Press Release LFS

b) increased voting rates in favour of political extremist and populist parties, and incidents of racism and intolerance

In the latest national elections of 2019, the highest rates of voting the far-right neo-nazi *political* party Golden Down[53], were found in the NUTS 2 region of **Kentriki Makedonia** (Central Macedonia) where four geographical areas (NUTS 3) with the highest rates were included namely: Halkidiki (5.26%), Kilkis (5.24%), Thessaloniki (B': 4.21% and A:' 3.92%), and Imathia (4.04%). **Attiki** follows with the areas of Western Attica (B') at 4.62% and Piraeus (B') at 3,69%. **Thessalia** is the third NUTS2 region with high rates of Golden Dawn, with Magnesia concentrating 3.89% of the votes, while Dodecanese followed with 3.69%.

Apart from the voting data, another source of data on racist incidents comes from the Racist Violence Recording Network. According to the Annual Report 2019 of the Racist Violence Recording Network[54], during the year 2019, 70 racist incidents took place in Athens, 5 in Samos and 3 in Thessaloniki, while the rest were geographically scattered. In the 2021 Annual Report[55], Athens still presents the most incidents (39), while 12 incidents took place in Lesvos and 5 in Thessaloniki. In addition to the above, according to the Report of the Observatory for the Advocacy and Defense of Roma Human Rights for the period March 2022 – August 2022[56], in total 170 complaints were

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[53] Source: https://www.iefimerida.gr/ekloges/hrysi-aygi-ta-ypsilotera-pososta-stis-ekloges-2019
[54] https://rvrn.org/wp-content/uploads/2020/06/ETHSIA-EKTHESH-2019-GREEK.pdf
[55] https://rvrn.org/wp-content/uploads/2022/08/ETHSIA-EKTHESH-2021_GR_TELIKO-1.pdf
[56] https://www.romproject.gr/images/Nea/2023-01/3__.pdf

submitted with a geographical dispersion as follows: Attika (61% of complaints), Dytiki Ellada (23%), Sterea Ellada (13%) and, finally, Thessaly (3%).

c) high percentages of migrant populations, including newcomers

Due to the fact that updated regional migration data from the Census of 2021 have not as yet been announced, and that the latest available data refer to 2011, which is more than 10 years ago, we used for our selection criteria, available statistical data on the number of students with foreign nationality who attended lower secondary schools during the school year 2019/20[57].

According to these data by Prefecture, Attiki has the highest number of students with non-EU foreign nationality in public lower secondary schools, namely 3,845 students. Kentriki Makedonia exhibits the second highest number of students with non-EU foreign nationality amounting to 1,835. The third highest number of non-EU students in lower secondary schools is found in Peloponnisos amounting to 624 students. Sterea Ellada comes fourth, with 445 non-EU students enrolled in public lower secondary schools for the year 2019/20.
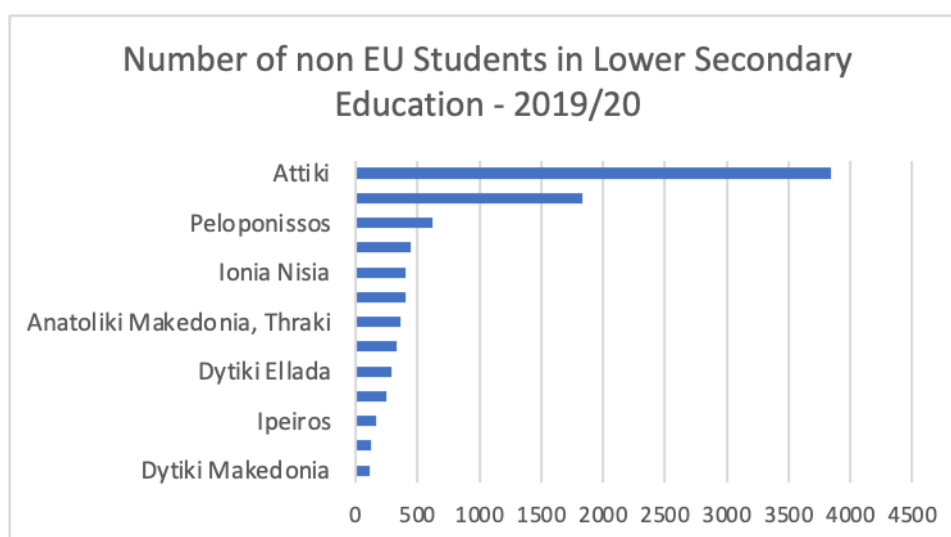
Source: EL.STAT.

Examining the same data at a municipality level, Athens and Piraeus (both in Attiki) present the highest numbers of non EU students, amounting to 2,094 and 1,014 respectively, while in Thessaloniki (Kentriki Makedonia) there were 1,189 non-EU students enrolled in lower secondary schools. Messinia presents the highest number in Peloponnisos of non-EU students amounting to 207. Finally, both Viotia and Evia (in Sterea Ellada) have high numbers of non EU students, that is 182 and 172 respectively.

Apart from the number of non EU students in Greek schools, the number of hosting facilities for refugees was taken into consideration in order to capture newcomers. With regard to the regions

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[57] ELSTAT, Lower secondary education schools 2019, found at: https://www.statistics.gr/el/statistics/-/publication/SED21/-

who host refugees, according to available data, the vast majority is hosted in the mainland[58]. Hosting facilities are presented below by region[59]. It seems that, Kentriki Makedonia has the biggest number of facilities for hosting refuges, followed by Attiki, Sterea Ellada and Ipeiros.

Nuts 2 Region	Number of facilities for refugees in mainland
Anatoliki Makedonia, Thraki	2
Attiki	4
Dytiki Ellada	2
Dytiki Makedonia	1
Ipeiros	3
Kentriki Makedonia	9
Peloponnisos	1
Sterea Ellada	4
Thessalia	2

The synthesis table 1 below, shows the first 5 areas in each one of the 8 sub-criteria used in accordance with the socio-economic and political criteria set by the project proposal for the selection of the 4 intervention areas.

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[58] https://www.gcr.gr/media/k2/attachments/Greece_Advocacy_Update_Q1_2022_English.pdf
[59] https://www.news247.gr/koinonia/oi-28-domes-filoxenias-stin-endochora-kai-oi-proslipseis-toy-ypoyrgeioy.7609540.html

Synthesis Table 1: Presentation of the first 5 areas in performance in each one of the following socio-economic criteria

	POVERTY		UNEMPLOYMENT		EXTREMIST VOTING RATES AND INCIDENTS OF RACISM AND INTOLERANCE		HIGH PERCENTAGES OF MIGRANT POPULATIONS	
	Poverty Rate	Poverty & Social Exclusion	Unemployment Rate	Youth unemployment rate	Votes in far right	Racism Incidents	Number of migrant students in schools	Number of accommodation facilities for refugees in mainland
1	Anatoliki Makedonia, Thraki	Dytiki Ellada	Dytiki Makedonia	Sterea Ellada	Kentriki Makedonia	Attiki	Attiki	Kentriki Makedonia
2	Dytiki Ellada	Peloponnisos	Thessalia	Dytiki Makedonia	Attiki	Voreio Aigaio	Kentriki Makedonia	Sterea Ellada
3	Kentriki Makedonia	Anatoliki Makedonia, Thraki	Ipeiros	Anatoliki Makedonia, Thraki	Thessalia	Kentriki Makedonia	Peloponnisos	Attiki
4	Sterea Ellada	Kentriki Makedonia	Kentriki Makedonia	Dytiki Ellada	Dodecanese	Dytiki Ellada	Sterea Ellada	Ipeiros
5	Peloponnisos	Sterea Ellada	Sterea Ellada	Ipeiros	Peloponnisos	Sterea Ellada	Ionia Nisia	Thessalia

The Synthesis table 2 below, shows the regions that present the highest scores when all the sub-criteria of socio-economic and political characteristics are included.

Synthesis Table 2: Areas with highest scores in socio-economic and political characteristics

	Poverty Rate	Poverty & Social Exclusion	Unemployment Rate	Youth unemployment rate	Votes in far right	Racism Incidents	Number of migrant students in schools	Number of accommodation facilities for refugees	Score out of 8
Anatoliki Makedonia, Thraki	✓	✓	-	✓	-	-	-	-	3/8
Attiki	-	-	-	-	✓	✓	✓	✓	4/8
Dytiki Ellada	✓	✓	-	✓	-	✓	-	-	4/8
Ipeiros	-	-	✓	✓	-	-	-	✓	3/8
Kentriki Makedonia	✓	✓	✓	-	✓	✓	✓	✓	7/8
Sterea Ellada	✓	✓	✓	✓	-	✓	✓	✓	7/8
Thessalia	-	-	✓	-	✓	-	-	✓	3/8
Peloponnisos	✓	✓	-	-	✓	-	✓	-	4/8

The short-listed regions that emerged from the first criterion, namely the socio-economic and political characteristics are the following:
1) Kentriki Makedonia 7/8
2) Sterea Ellada 7/8
3) Attiki 4/8
4) Dytiki Ellada 4/8
5) Peloponnisos 4/8
6) Ipeiros 3/8
7) Thessalia 3/8

Criterion 2: Access and networks.

With regard to the second criterion namely access and networks, the following sub-criteria were examined:

a)   Areas with previous experience in successful project implementation from AAH
b)   Areas where local authorities and relevant actors maintain a close cooperation with the partnership and are not opponent to initiatives and projects aiming at.

c)   Areas where there is close cooperation with school directors who welcome staff training and relevant actions to students for fighting racism and intolerance.

d)   Easily accessible areas allowing proper implementation and monitoring of the actions.

	Previous experience	Cooperation with local authorities	Cooperation with School directors	Accessible	Score
Kentriki Makedonia	strong	strong	✓	✓	4
Sterea Ellada	strong	strong	✓	✓	4
Attiki	strong	strong	✓	✓	4
Dytiki Ellada	-	-	-	✓	1
Peloponnisos	-	-	-	✓	1
Ipeiros	strong	strong	✓	✓	4
Thessalia	-	weak	weak	✓	1

From the table above, it is evident that 4 regions come out, where AAH has previous experience and established networks with local actors and schools. These are: Kentriki Makedonia, Sterea Ellada, Attiki and Ipeiros.

In particular, in the NUTS 2 region of **Kentriki Makedonia**, ActionAid Hellas is already delivering programme activities, through its Community Center which is located in Thessaloniki prefecture (NUTS3). In Thessaloniki, there is also a strong network of cooperation with local authorities and actors, as well as with school units. Furthermore, it is where one partner of the project is lacated, namely the Aristotle University of Thessaloniki (AUTH).

Sterea Ellada is another NUTS 2 region of Greece where AAH has past experience in programme implementation and also maintains a good cooperation with local authorities and schools. Furthermore, in the municipality of Evia (nuts3), AAH has recently started operating an Open Support Center for Residents of Northern Evia, aiming at three areas: the improvement of people's daily lives, the strengthening of economic life and the education of the young people of the region.

The region of **Attiki** is also considered favourable for the implementation of the actions of DIALECT 3 project. It is characterized by both access and networks. EKKE and AAH have long standing experience in project implementation in Attiki area, while both are located in the wider Athens area. In addition, AAH has very strong networks with local actors and NGOs, as well as with school units and migrant students. AAH runs also the "Epikentro" Community Centre aiming at the empowerment of vulnerable social and economic groups through the provision of programmes and services, free of charge. Furthermore, the Institute of Educational Policy and the Ministry of Migration are located in the wider Athens area.

Ipeiros is the fourth region, where the partnership, and in particular AAH, has access and strong networks enabling thus, intervention in this area. Indeed, AAH has previous experience in project implementation in this region and also maintains collaboration with local authorities. In addition, there are communication channels with school units and administrative staff.

C) Conclusion

Following from above and taking into consideration all the information provided, **Kentriki Makedonia** is the first region to be selected. It scores 7 out of 8 in the socio-economic selection criteria, while it is also high in the access and network criterion. The region of Kentriki Makedonia, consists of 7 regional units, namely Chalkidiki, Imathia, Kilkis, Pella, Pieria, Serres and Thessaloniki. We will opt for the regional unit of Thessaloniki, since it has also been proposed in the Grant Agreement. It includes the second biggest urban city in Greece. Thessaloniki, presents (together with Kilkis) the highest rates of voting far-right, and has the second highest number of non-EU students in lower-secondary education. In addition, two municipalities (Evosmos, Thessaloniki) show increased indications of vulnerabilities. It is therefore proposed that the **regional unit of Thessaloniki is the first urban area** selected for the project's interventions.

Sterea Ellada is the second region to be selected. Sterea Ellada scores 7 out of 8 in the socio-economic selection criteria, while it is also high in the access and network criteria. Sterea Ellada consists of 5 regional units, namely Evrytania, Evia, Fokida, Fthiotida and Viotia. AAH has a strong network in the regional unit of Evia. Furthermore, AAH operates a support center in nothern Evia. Evia, has a high number of non-EU students, while it is also close to host facilities for refugees. It is proposed therefore that **the regional unit of Evia is the first rural area** selected for the project's interventions.

Attiki is the third area to be selected. Attiki region scores 4 out of 8 in the socio-economic criteria, while it is also high in the access and network criteria. It is also the regional unit with the biggest town, the capital, and the highest population of natives and non-EU students. It should be noted, that Attiki is a region exhibiting many inequalities. It consists of 8 regional units, namely Anatoliki Attiki, Dytiki Attiki, Dytiki Athens, Central Athens, North Athens, South Athens, Piraeus and Islands. It is proposed that **the regional unit of Central Athens is the second urban area** selected for the project's interventions. Athens area has already been identified in the Grant Agreement as one of the urban areas of intervention. However, schools in the wider Athens area could also be included in the interventions, if this seems necessary for the successful implementation of the project.

Finally, **Ipeiros** is proposed as the fourth region to be selected. Ipeiros scores 3 out of 8 criteria, less than Dytiki Ellada or Peloponnisos (scoring 4 out of 8). The reason for selecting Ipeiros, instead of the other two regions, is the high performance with regard to the access and network criterion, which somehow guarantees the success of the interventions. Ipeiros consists of four regional units, namely Arta, Ioannina, Preveza and Thesprotia. AAH has previous experience, access and networks in both Ioannina and Thesprotia. For this project, however, which requires a **rural area, the region of Thesprotia is proposed.**

Summing up, out of the four areas to be selected, it is proposed that **Athens and Thessaloniki**, will be the selected to be involved in the intervention as the two major urban cities in Greece. This is also concurrent with the fact that these two urban areas where already proposed for intervention in the Grant Agreement. With regard to the selection of rural areas, the areas of **Evia** (in Sterea Ellada) and **Thesprotia** (in Ipeiros) are proposed for the implementation of the actions of the DIALECT 3 Programme.