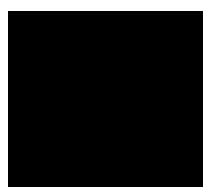




Kick Racism Out of Schools, Soccer and Society

Literature Review

Phase 1: first draft



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1 Introduction: Sport and racism

Most countries of Europe have seen increasing levels of migration and demographic changes in recent years. However, the adjustments that both migrating and receiving communities need to make to adapt to each other have not kept pace with the scale of social changes taking place. Consequently numerous fault lines and areas of conflict exist in society, which if not addressed can flourish in the form of racism and xenophobia. **The Eurobarometer 2007** survey shows that levels of prejudice towards ethnic minorities remain high, but also that the longer people benefited from education, the more they favour the concept of a multicultural society. All countries share concerns about integration and issues of equality and anti-discrimination. Additionally as the fear of terrorism spreads, community cohesion has become as a key national priority in many member states.

The EU also recognises and seeks to address these problems through its anti-discrimination legislation and social inclusion policies. It emphasises the need to create genuinely intercultural societies as evidenced by this current Year of Intercultural Dialogue. The organisations involved in the proposed project have a clear understanding of indicators of inequality and discrimination in education and society through well established service monitoring frameworks and a vast track record in addressing educational and social inequalities based on strong evidence of need.

Education and sports organisations are traditionally at the forefront of addressing these issues within schools, communities and the wider public. However sports themselves are not immune from the discrimination and prejudices of broader society as numerous incidents in many football grounds from around Europe show. There is also a lack of systematic research and analysis to link learning processes with sports philosophies and principles to address social problems. There is also a lack of opportunities for teachers to develop the skills and understanding to help them to combine formal teaching with sports based pedagogies to tackle issues of racism and discrimination, as well as to involve communities and wider society in the process.

This project seeks to review best practices and achievements of sport and education providers in this field and enable dissemination of learning from this process through the development of an in-service training course for teachers and coaches, and of a resource pack with a curriculum module for use with young people in schools.

1.1 Social cohesion and integration: Overview

A variety of models of integration can be identified across Europe all of which have important ramifications on sports policy and social inclusion. A broad distinction has traditionally been drawn between assimilationist approaches on the one hand and cultural diversity approaches on the other. More recently these two general models have also been joined by the emerging national identities of the accession states of Eastern European.

Diversity approaches seek to value or promote notions of ethnic and cultural pluralism within a society, with social integration strategies informed by pluralistic principles. The diversity model is most commonly associated with the UK and its tacit policy response to

cultural diversity, otherwise known as ‘multiculturalism’. Whilst not an overt strategy, multiculturalism refers to the managerial strategies adopted by public bodies in light of migration from post commonwealth states in the 1960s. The strategy was underpinned by discrimination legislation that preserved cultural rights in the public and private sphere. However criticisms of the approach have also highlighted that in practice on the ground multiculturalism often equated to segregationist community management and ‘ethno centric’ public culture.¹

Assimilationist approaches are more commonly associated with the French republican model and the German Ethno nationalist model. The French republican model fixes a national culture around the shared principles of the French republic, including liberty, equality and solidarity. The German ethno nationalist model emphasises shared national culture based around a broad shared ethnicity and language identity. The current tensions in these approaches have been highlighted recently by the ban on the wearing of religious headscarfs in public places in France and protests against the building of Mosques in Germany. More recently assimilationist approaches have been highly prominent in debates and policy in the Netherlands following the murder of Theo van Gogh in 2005. Assimilationist models are often criticised for lack of inclusiveness in ethnically based national identities and a lack of recognition of the unequal access to national rights and principles for minority communities in practice.

All of these models are undergoing important shifts and should not be viewed as fixed or complete models. For example, in the UK multiculturalism has been joined by recent policy that emphasises ‘community cohesion’ in local community engagement and fostering of ‘shared values’. Nevertheless, discrimination legal frameworks have recently reinforced 6 discrimination strands and principles of cultural equality in employment and public life. Likewise, in German context granting of citizenship to the growing Turkish minority is a break with past approaches, though tensions with national identity also remain. A third model is also emerging out of eastern European states who are reassessing their identity in the context of post soviet era and recent membership of the European Union.

(What does this mean in practice on the ground?)

1.2 European Context

The creation of a cohesive society based on equality and the celebration of differences constitutes one of the core principles of the European Union (EU). Education, notably, is being increasingly regarded as a vital tool in the fight against racism and discrimination. A number of policy and legal measures have been adopted over the past decade in support of this, such as the 1995 Resolution of the Council and of Representatives of member states’ governments meeting within the Council on ‘The response of educational systems to the problems of racism and xenophobia’, which highlighted the necessity for educational systems to encourage equality of opportunity and promote respect for all by helping improve awareness and knowledge of European cultural diversity. Similarly, the 2000 Race Equality Directive stated that ‘*specific action in the field of discrimination based on racial or ethnic origin should go beyond access to employed and self-employed activities and cover areas such as education*’.

¹ It should be noted that...

The Lisbon Agenda (2000), which aims to turn the EU into the most competitive economy in the world, based on increased sustainability through more and better jobs and greater social cohesion, has put much emphasis on the significance of education in the promotion of social inclusion. Education and Training 2010, designed to help the implementation of the new guidelines for jobs and growth, prompted the creation of the Lifelong Learning Programme (LLP), which actively seeks to develop, through its Comenius project, knowledge and understanding among young people and educational staff of the diversity of European cultures, languages and values (Comenius is a European programme, which supports transnational co-operation between schools, teacher training institutions and other institutions in the field of education).

As there is currently no EU competence for sport, EU funding for sports projects comes via other policy areas, such as education or social affairs. However the EU recognises the potential of sport as a device for promoting social inclusion and cohesion in European societies.

“Sport provides citizens with opportunities to interact and join social networks; it helps immigrants to develop relations with other member of society; and it constitutes a tool for reaching out to the underprivileged or groups at risk of or facing discrimination. Through its contribution to economic growth and job creation, it can also help to revitalise disadvantaged areas. Some Member States already use sport as a tool and an indicator in their social policies, in the framework of the Open Method of Coordination on social protection and social inclusion.” European Commission, 2009

In March 2006: The Parliament adopted a written declaration condemning all forms of racism linked to football. This was followed an exchange of views between the Commission and European sports organisations and institutions on the social function of sport in 2006. The importance of sport to promoting social inclusion and integration has been highlighted in a range of European forums, including the All Different, All Equal an international conference and the European Youth and Sport Forum 2007 – with the declaration 'Welcome diversity - Let's move Europe'. The importance of sport in intercultural understanding was again emphasised during the 2008 European year of Intercultural Dialogue that highlighted sport as one of the tools to promote intercultural dialogue.

The EU White Paper on Sport, adopted in July 2007, proposes a number of actions to be implemented and supported by the Commission regarding the societal role of sport. These include, for example, volunteer activities, social inclusion, and fighting racism. The new Lisbon Treaty, which might enter into force in 2009, gives the EU a competence to carry out actions to support and promote European sporting issues and to coordinate or supplement the actions of the member states on the field "while taking account of the specific nature of sport, its structures based on voluntary activity and its social and educational function"

The European Commission against Racism and Intolerance (ECRI), the Council of Europe's independent human rights monitoring body specialised in combating racism, racial discrimination, xenophobia, anti-Semitism and intolerance, has recently launched (March 2009) a General Policy Recommendation on combating racism and racial discrimination in the field of sport. This Recommendation proposes more than 50 concrete measures to member States for:

- ensuring equal opportunities in access to sport for all
- combating racism and racial discrimination in sport in general
- building a coalition against racism in sport

1.3 Methodology

This project seeks to review best practices and achievements of sport and education providers in this field and enable dissemination of learning from this process through the development of an in-service training course for teachers and coaches, and of a resource pack with a curriculum module for use with young people in schools. As part of this exercise a literature review of current practice has been conducted.

The literature review provides an overview of current 'state of the art' in relation to the areas of sport, social inclusion, anti racism and integration and education. The review is intended to frame the development of the in service training course as part of the KROSSS project.

Literature review is being conducted via web search using key terms and will progressively incorporate a citation analysis. A range of sources were reviewed including;

- Academic and policy research
- Policy and practice, including football clubs and umbrella organisations, European agencies and non-governmental organisations
- Curriculum and good practice including;
 - Educational resources and materials developed by sports groups and other organisations, including
 - Community development and outreach initiatives
 - Training and development
- University and other teacher training courses addressing sport and educational development and social inclusion

The review is currently a work in progress and will be developed further during 2009 in order to generate a comprehensive overview of European activity in the field of sport, race, integration and education. The review is limited at this stage by language constraints and primarily covers English language sources. Additional European language source contributions will be included as the review progresses.

2 Research Review

The review of the current field of academic and other research covered three broad thematic areas. These included;

- The role of sport in inclusion, including community development and anti racism
- Participation and access to sport
- Education and diversity, including in relation to physical education

2.1 Sport and promoting social inclusion

“The role of sport in promoting social integration, in particular of young people, is widely recognised. Sport... is a recognised social phenomenon. Sport offers a common language and a platform for social democracy. [Sport] creates conditions for political democracy and is instrumental to the development of democratic citizenship. Sport enhances the understanding and appreciation of cultural differences and it contributes to the fight against prejudices. Finally, sport plays its part to limit social exclusion of immigrant and minority groups”²

Throughout the research the relationships between sport and a variety of social inclusions agendas were highlighted. Among the many social issues that have been addressed through sport activities included:

- Youth development
- Community development
- Multiculturalism and Cohesion
- Educational attainment

2.1.1 Youth development

The benefits of sport are widely understood but are not supported by significant levels of systematic research. However a number of important themes can be identified when reviewing literature assessing the social benefits of sports participation.

- Team building and development of social relationships
- Building of self esteem
- Promoting trust and engagement
- Developing new skills and confidence
- Support identity development

² The Council of Europe Study on Diversity and Cohesion (Niessen, 2000) in Studies on education and sport: sport and multiculturalism

- Motivation

2.1.1.1 Youth development and integration

Sport is highlighted as playing an influential role in the social and identity development of young people.³ Studies show that the formation of identity and questions of self esteem are important issues in the personal development of youth from minority ethnic backgrounds and often more pronounced than their majority counterparts.⁴ The development of personal identity and self esteem can have important ramifications on personal development and social inclusion.⁵ Key areas for intercultural competence and development include:

2.1.2 Community development

Sport can be influential for community development activities that focus on bring groups together and developing skills. In particular sport has been used in areas of socio-economic marginalisation in order to provide opportunities and focus for groups, particularly young groups but of all ages.

In addition to the themes highlighted as part of educational and youth development, sport can also be of benefit as a vehicle for community development in a number of additional ways including;

- Development of spaces for social engagement
- Development of social capital including;
 - Bonding
 - Bridging
 - Linking

2.1.2.1 Community cohesion and integration

The benefits of sport for community development are particularly valued in relation to community contexts that have high levels of cultural diversity.

The role of sport in promoting community cohesion and integration has already been noted by the European Commission and member states through a variety of statements including the Lisbon and Amsterdam treaties. Further research undertaken on behalf of the European Commission highlighted the role of education and sport and multiculturalism strategies from across Europe.⁶ This study highlighted how approaches to sports policy and

³ Study on sport as a tool for the social integration of young people European Commission 2000

⁴ Phinney, J: The Multigroup Ethnic Identity Measure: A New Scale for Use with Diverse Groups; *Journal of Adolescent Research* 1992; 7; 156

⁵ Intercultool (due for publication)

⁶ Studies on education: sport and multiculturalism DG Education and Culture 2004

multiculturalism varied from across the member states of Europe along the lines of differing models of integration as highlighted previously. Sport was being used in relation to macro initiatives such as international understanding between groups from different member states, such as through 'world cups' and youth exchanges, and micro initiatives that focused on social integration in local areas.

Micro level examples can be broken down into three broad headings;

- The use of sport to promote social integration in ethnically diverse communities, including both 'cohesion' or 'diversity' models
- The use of sport for the integration of newly established migrants within the community, specifically refugees and asylum seekers
- The use of sport for the integration of national minorities, including Roma populations

2.1.3 Educational attainment and sport

- Motivating children (links to dfes & Arsenal Double Club example)
- Educational attainment linked to physiological benefits of sport?

2.2 Social inclusion and discrimination in sport (participation)

Participation: The challenge of social inclusion and the role of discrimination in sport is an area that is receiving some academic attention. Research conducted in the UK highlights on going patterns of exclusion of minority ethnic groups from a number of sports in the UK, most notably in the national sport of football as well as the smaller sports of Cricket and Rugby.

The level of participation of British Asian communities in football is an area of ongoing research in the UK. Research conducted in 1996 by Kick it Out highlighted the alienation of British Asian communities from football in the UK. The 1996 research was followed up in 2005 and highlighted ongoing discrepancy between grass roots participation rates among British Asians and their representation within the national game.⁷

Reasons cited in research on ethnic minority exclusion from sport have included;

- Racism and prejudice,
- Stereotyping of ethnicities in relation to ability and attributes relevant to sports,
- Access to grass roots and governance structures of sports,
- Differing cultural practices, including self exclusion,
- Self image
- Powerlessness
- Socio-economic marginalisation.

Stereotyping: Research conducted in the UK also highlights that alongside variations in participation in different sports among ethnic communities, there is also associated stereotyping of different sports. Researchers from Leeds Metropolitan University spoke to spectators at several league basketball games. They discovered that while 82.3% of spectators though basketball was a 'natural' sport for African-Caribbeans, only 65.1% considered it a 'natural' sport for Asians.⁸

More required

Role of policy and organisational responses: Research conducted by Spraken, Hylton and Long highlights the role of policy makers and senior managers in accepting and accommodating equality and diversity practices, the importance of high-profile antiracism campaigns such as Kick It Out established by people in British sport and government agency-

⁷ Asian's Can Play Football: Kick it Out 2005

⁸ Leeds Metropolitan Research - BBC

led intervention.⁹ However progress by sports organisations has been variable. Recent evaluation of sporting equals programme in the UK has highlighted that the impacts of race equality standards has been variable. Issues cited as areas of challenge include¹⁰;

- Resistance to inclusion and participation agendas from 'elite' competition culture of sports organising bodies such as sports England
- Challenge of promoting practice throughout the network of smaller grass roots and voluntary sector sports organisations of important to any participation agenda

Governance: Other areas of research highlight ongoing discrepancy in governance within sport. Minority ethnic communities remained under-represented in the governance of clubs and sports bodies.¹¹ The research conducted on behalf of the Commission for Racial Equality in the UK found that there was a *"striking disparity between the relatively high number of black footballers and the under-representation of ethnic minorities in boardrooms and governance arrangements of football clubs and national football organisations."*

The research also expressed concerns that the organisational practices of many clubs did not follow basic standards of good practice around organisational HR management intended to improve working practices and organisational change areas that were not being addressed included

- Equality policy
- Formal monitoring of recruitment, promotion and training
- Lack of adoption of best practice guidance from race equality authorities

⁹ Hylton, K; Managing and Monitoring Equality and Diversity in UK Sport An Evaluation of the Sporting Equals Racial Equality Standard and Its Impact on Organizational Change

¹⁰ Spraklen, Hylton and Long; Managing and monitoring

¹¹ Sporting Equals

2.3 Diversity, anti racism, education

- Review of anti racism and diversity education in schools
- Education and integration
- Intercultural competences

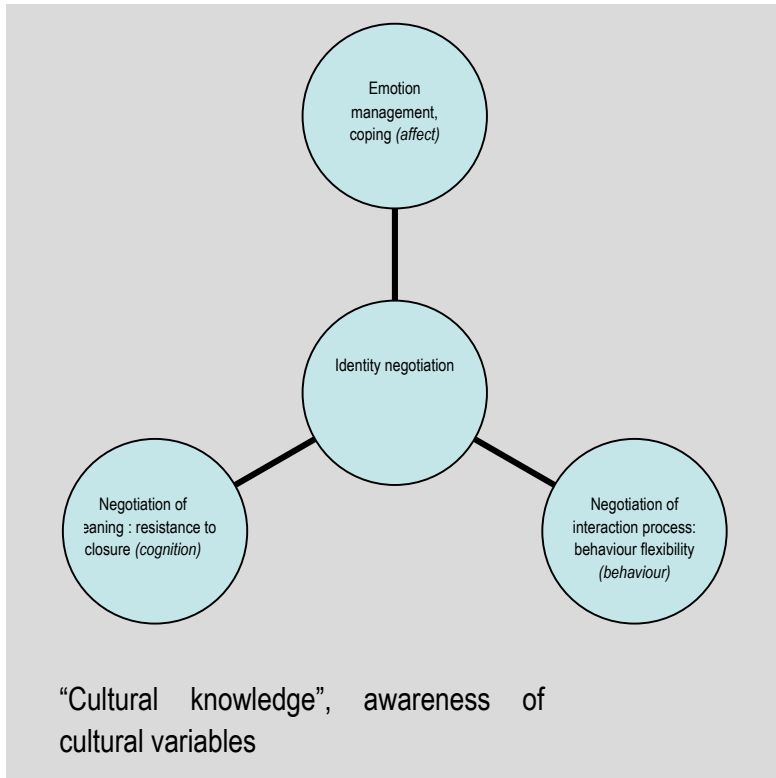
- Teaching in culturally diverse environments
 - Challenges
 - Opportunities

2.3.1 Developing intercultural competence

Intercultural competence refers to the strategies and ability of individuals to manage cultural difference in diverse environments. A number of personal attributes influence an individual's cultural identity and how this relates to others in intercultural settings. Negotiation and development of identity is placed at the centre of intercultural development and is influenced by a number of dimensions including¹²:

- Affective: i.e. emotion management and dealing with difference
- Behaviour: negotiation of interaction process including behaviour flexibility
- Cognition: opens to negotiation and understanding of meaning

¹² Intercultool forthcoming



3 RESPONSES

The development of responses to issues of sport, social inclusion and education involve a number of important actors. These include:

- European funded initiatives (??)
- Government sponsored bodies or initiatives
- Civil society groups and organisations, in particular football associations and associated bodies

3.1 European Commission funded initiatives

Grant funding streams

3.2 Member state sponsored bodies/initiatives

3.2.1 United Kingdom

The UK Government has put in place a number of activities through non departmental funded bodies primarily designed to improve access and participation in sport. A of these initiatives are also beginning to address questions of community integration and cohesion, however these activities are in the main delivered by local partners and sports clubs. The development of these initiatives is in part underpinned by anti discrimination legislation that places a pro active duty on public bodies to promote race equality through their work.

3.2.1.1 *Sport England and Sporting Equals* <http://www.sportingequals.com/>

Sport England is the English government's agency responsible for developing a world-class community sport system. In collaboration with the Commission for Racial Equality, Sport England set up the Sporting Equals Programme in 1998. Sporting Equals was set up in recognition of the fact that ethnic minorities are poorly represented at decision making levels in most sports. Sporting Equals also seeks to address problems around minority communities being socially excluded from various sports facilities, and experiences of being overlooked by sports development officers and coaches.

Sporting equals works with governing bodies of various sports and with key national umbrella organisations to develop policies and working practices that promote racial equality, including the Sport England Equality Standard: A Framework for Sport (The Standard).The Equality Standard is a framework and vehicle that promotes whilst the equality standard focuses on practices and procedures for sports organisations as part of an agenda for widening access and increasing the participation and involvement in sport and physical activity from under represented individuals, groups and communities, especially women and girls, ethnic minority groups and disabled people. It is intended to assist sports organisations in developing equality-proofed policies, structures and processes and will allow for performance to be assessed, ensuring continuous improvement in equality.

Sporting Equals also goes beyond the process and policy emphasis of the equality standard by undertaking proactive work designed to improve access for ethnic minority groups including;

- Policy Advice,
- Research,
- Training,
- Resource Development,
- Independent Assessment.

In July 2008 Sporting Equals initiated a project to produce and provide a wide range of research-based resources in order to foster a more sensitive and knowledgeable sports sector, at the national and local level which actively engages with and empowers ethnic minorities, migrant and refugees communities. This will result in two research reports (due soon):

- 'Faith, Religion and Sport' which looks at the impact of faith and religion on sport in England,
- 'Sport and Emerging Communities' which explores England's changing demographic profile and identified key factors affecting participation in sport.

Sporting Equals has produced a series of Factsheets covering the six main Religions and the issues for sport. It has also produced Factsheets covering the A8 migrations into the UK and the issues for sport. Sporting Equals has an E-Learning Programme consisting of a downloadable Toolkit on Engaging faith communities in Sport. This covers:

- Understanding and applying the principles of quality and diversity to planned and current services,
- Promoting equality and diversity and challenging discrimination,
- Providing tools designed to develop policies, management and practice
It also has a series of Case study reports which identify some examples of good practice and innovative work that has been taking place across the country over a period of time.

It is currently in the process of producing a training package and workbook guide to help participants understand the impact that race and faith has on participation in sport. The training package will allow participants to:

- Gain a better understanding of race equality in sport,
- Develop an understanding about race and religion and what this means for sport,
- Understand the historical context of immigration, asylum and refugees and the implications for this for current day sport,

- Understand the demographics in sport and the UK and make connections with the impact that makes on delivery in their local environment,
- Gain a better understanding of the differences/similarities between the main religions and implications for someone's involvement in sport,
- Recognise the legal framework relating to race equality and religion and the implications for sport,
- Identify the positive actions/interventions that can be taken to support involvement by people from different ethnic minority backgrounds,
- Understand and challenge traditional views such as 'we're open to anyone, I'm colour blind' etc,
- Be able to recognize best practice.

3.2.1.2 Playing for Success (Pfs)

Playing For Success (Pfs) is a Department for Education & Skills (DfES) educational attainment initiative which established a series of study support centres in sporting locations and venues. It began in 1997 in partnership with the FA Premier and Football Leagues and their clubs, and local education authorities, and was set up as a 10-week study support programme targeted at underachieving pupils in key stages two and three (ages 12 and 13). Scheme the scheme is designed to use the motivational benefits of holding literacy and numeracy support in high profile local football clubs and other sports venues, and linking it to sporting activities both as part of the educational resource and through sporting activities after classroom based activities.

Originally intended to run at Premier League and First Division football clubs this hugely successful initiative is now also established in a variety of professional football, rugby league, rugby union, cricket and gymnastics clubs. The centres open out of school hours and mainly cater for 10 to 14 year olds who are at risk of underachieving, using the stimulus of sport to motivate them. A flag ship example of this work is undertaken by the Arsenal in the Community programme through their 'Double Club'.

4 FOOTBALL SPECIFIC RESPONSES

Throughout football, recognition of the popularity and power of the game have also been tempered by the existence of racism throughout the sport. Multiple instances of racism in football grounds and at grass roots have reflected the broader problems of society. As a result concerted efforts have been made throughout Europe and beyond to try and address the issue of racism in football and society through a number of broad themes;

- Football regulation and sanctions against clubs
- Development of anti racism good practice in football clubs and associated organisations
- Outreach programmes and activities focused on promoting participation, integration and anti racism, including through education and other community development activities

4.1 Europe

FIFA the world football governing body has recently introduced regulations designed to combat racism in football stadiums. However the implementation is highly variable and limited by regional federation competency in this area. UEFA also reinforced disciplinary regulations against racism in December 2000 we reinforced our disciplinary regulations against racism at football matches. However whilst the power to close grounds and force clubs play in neutral arenas has been employed for crowd violence, fines have in the main been nominal in instances of racist abuse.

The main area of anti racism activity undertaken at European levels focuses on the development of anti racism good practice in football clubs and associated organisations. Under its 'Unite Against Racism' programme UEFA has partnered with the European network Football Against Racism (FARE) in Europe and has provided funding for a number of its activities. FARE was set up by supporters organisations in 1999 to promote the anti racism agenda in Europe and beyond. It works with UEFA and FIFA to promote the 'Unite Against Racism' campaign and now operates in 37 different countries. Key activities include:

- Development of a 10 point anti racism action plan that clubs can take that was supported by UEFA in 2002
- Unite Against Racism Conference (London, 2003) and the subsequent publication produced by FARE 'Unite Against Racism in football: UEFA Guide to good practice' (UEFA, 2003). The report provides examples of good practice and recommendations for action for:
 - National associations,
 - supporters groups
 - Players and clubs
 - Ethnic minorities and migrants

- Gaining media buy in
- Development of anti racism action plans by national associations as well as action plans for clubs
- Policing and stewarding and action at matches
- A 10 point plan of action for clubs
- Tackling Racism in Club Football: A Guide for Clubs (UEFA, 2006) that set out the results of the second Unite Against Racism conference held at the Camp Nou, Barcelona in 2006. The report covered actions for clubs to tackle racism and discrimination of all types. The report built on the 2003 report as well as setting out advice for clubs to engage with
 - Ethnic minority communities and fans, including increasing opportunities for ethnic minorities
 - The report also included recommendations for the development of activities in schools that directed clubs to access materials produced by NGOs.

4.2 England

Throughout the UEFA literature relating to activities and actions to fight racism and football, the activities being undertaken by organisations and clubs of the English leagues are consistently highlighted as examples of best practice. The impetus for activity in England has been underpinned by increasing levels of ethnic diversity within the English population since the 1960s and the rights afforded minority ethnic communities through long term well developed anti discrimination legislation. The emergence of a number of talented black footballers in the 1970s and 1980s brought new ethnic diversity to professional football teams in England that had previously been primarily comprised of players from across the British Isles. However many of these players experienced racism from within the game and the diversity of the teams was not reflected in the stands or in grass roots organisational structures of the game.

Proactive work by the Commission for Racial Equality, the national race relations watchdog, as well as supporters groups and the game's governing authorities have underpinned assertive campaigns against racism since the early 1990s and the development of extensive good practice. These proactive steps were also taken in the context of shifts in the running of the game during the early 1990s and improvements in stadiums and crowd monitoring following the disasters at Bradford in 1985 and Hillsborough in 1989 where 56 and 96 people died. Likewise concerted efforts were made to address football hooliganism in the English game that led to the banning of English clubs from European competition from 1985 to 1990 following the Hysel stadium disaster, with a concerted emphasis on improving access to the game to all sections of society otherwise deterred by the experiences of hooliganism and racism in football stadia.

Examples of developments that have been linked to anti racism activities in England include:

- Improved stadium regulations and policing with specific criminal legislation and codes of conduct specifically addressing racial hatred

- High profile assertive anti racism campaigns since 1993
- Development of educational outreach initiatives supported by charities and adopted by clubs as part of their community outreach activities
- Community development and inclusion and participation initiatives

4.2.1 Anti Racism

The main impetus for the development of anti racism activities has been through the work of two NGOs, Kick It Out and Show Racism the Red Card.

4.2.1.1 Kick it Out

Kick it Out are the major anti racism organisation in English football. Kick it out started as a Campaign set up in 1993 by the then Commission for Racial Equality, the national race equality watchdog in England. It was established as a formal body and is funded by the game's governing bodies, including founding body the Professional Footballers Association (PFA), the Premier League, the Football Foundation and The Football Association.

Kick it Out undertakes a two pronged approach work throughout the football, educational and community sectors, from national to local levels.

- They raise awareness through national campaigning and representation throughout the football industry
- They promote activities and actions with different groups in football with the aim of eradicating racism in football

As part of the delivery of these objectives, Kick it out undertake a variety of specific activities across three main areas:

Main campaign: The original stand of Kick its Out's activity is the Kick It Out Campaign. With highly visible branding that is adopted at English league clubs, the campaign also undertakes 'One Game, One Community' Weeks of Action which are one of the most prominent equality and community engagement initiatives in the country. The period sees the game's biggest names stand alongside communities across the UK under the banner of 'One Game, One Community'. Grassroots clubs, schools, community groups and fans join the professional game in coming together in symbolic activities promoting inclusion.

Education: Kick It Out draws on the appeal of football to help educate young people about the effects of racism on both society and individuals. Kick it Out provides a range of support to teachers who are always looking for innovative ways to help get messages across to young people, and the introduction of Citizenship education into the National Curriculum has opened up a space to assist them in bringing football into the classroom.

Community and participation: In addition to their activities in schools, Kick it Out also undertake community development activities in local areas in collaboration with the Football foundation (further details below). They provide advice and guidance to groups and organisations in order to improve access and participation in the game. They particularly

work with groups and organisations from minority ethnic backgrounds as well as a range of other groups including grassroots football clubs; estate based projects; refugee groups; traveller communities; schools; prisons; girls and women's groups; and youth clubs.

4.2.1.2 Show Racism the Red Card

Show Racism the Red Card is an anti-racist educational charity that was set up in 1996. The charity aims to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. This is primarily achieved through:

- Producing educational resources (films, education packs, magazines and posters)
- Developing activities to encourage people, including young people, to challenge racism
- In parts of the UK, challenging racism in the game of football and other sports.

The organisation has built up a pool of professional footballers as patrons and one of the highlights of its work remains the interaction of the players with young people at our events at Football Clubs.

Work with Schools:

a) Workshops: Show Racism the Red Card's Community Education teams are available to deliver workshops free of charge to schools and youth groups in North East England. They combine football training delivered by professional coaches, ex-Sunderland captain Gary Bennett and ex-Newcastle player John Anderson with high quality anti-racist education.

The teams work with young people from year 5 upwards and have various workshops tackling general issues surrounding racism or focussing more specifically on areas such as racism towards asylum seekers and refugees, travellers and Islamophobia.

b) Competition: Each year, Show Racism the Red Card organises a competition throughout England, with an estimated 70,000 pupils of different ages and abilities producing anti-racist themed artwork, creative writing, films and music. Prizes include included match tickets and autographed football items such as shirts or footballs, as well as a framed certificate.

Teaching Resources:

Show Racism the Red Card also produce a range of educational resources for teachers. Examples include the DVD & Education Pack is an educational film and teaching pack with top Premier league and international footballers. It also includes a brand new documentary, *Racism in the Beautiful Game*, which has been produced in conjunction with the international players' union, FIFPro, and examines the changing face of racism in football.

Islamophobia is a new film tackling this growth area in racism, featuring the views of many top players and also young people discussing their experiences of and views on Islamophobia. *A Safe Place* is an updated version of its film addressing issues and attitudes around Asylum Seekers and Refugees.

Publications:

Show Racism The Red Card has produced a number of publications (<http://www.srtrc.org/about/publications?page=1>), including:

- Guide for Schools – Wales
- Guide for Clubs - Wales
- Guide for Football Clubs
- Guide for Councils

4.2.1.3 Football Unites Racism Divides (FURD)

Football Unites' was set up in 1995 and aims to tackle racism by increasing the availability of relevant and user-friendly anti-racist resources coupled with ideas about how they can be used. Resources & information work has underpinned the project's educational work since 1997 when its resource library was first opened in Sheffield. The work of the centre includes a library, learning resource centre, enquiry service, exhibitions and a website. Its collection of nearly 1000 resources includes a wide range of materials ranging from biographies of successful black sports stars, to research into the absence of Asian professional footballers in the UK, to guidance for workers with asylum seekers and refugees. It also has children's fiction and non-fiction, and feature films and documentaries with an anti-racist theme on video and DVD.

4.2.1.4 The Football Association (the FA)

In addition to the support provided to Kick it Out the Football Association (FA) runs a football development programme, titled RESPECT that seeks to address unacceptable behaviour in football – on and off the pitch. The campaign has two main aims focused on ensuring ongoing participation and equality of access in football. Specifically the campaign aims to;

- To support the growth and retention of new and existing players and workforce by helping people understand how they can make their club or league accessible to everyone e.g. women and girls, disabled people, ethnic minorities and emerging communities.
- To help people involved in football identify what language or behaviour is offensive, insulting and abusive e.g. racist, homophobic, sexist or abuse relating to disability. This supports the RESPECT programme by making clear, what is and what isn't acceptable and what action people can take if they experience something that is offensive, insulting or abusive.

4.2.2 Community Development

4.2.2.1 Football Foundation

The Football Foundation is a national sports charity in the UK that is funded by Premier League, The FA, Sport England and national Government. It works undertakes community outreach projects, often through professional football clubs that aim toward a number of objective. They work toward promoting participation in the game, including

- maintaining access to football facilities and
- promoting participation in the game.

They deliver on these objectives by working through 5 thematic areas:

- **Improve health and wellbeing** we want to support projects that use football and sport to contribute to tackling health inequalities, major health killers and improving mental health and wellbeing.
- **Encourage education and lifelong learning** we want to support projects that use football and sport to contribute to educational attainment, closing the skills gap, improving lifelong learning and personal development from participation through volunteering, training and employment.
- **Promote social inclusion** we want to support projects that use football and sport to contribute to tackling social exclusion, preventing and reducing offending and promoting respect amongst communities, bringing people together through football.
- **Build equality** we want all projects to use football and sport to increase participation and to consider equality of access as part of their programme, focusing especially on women and girls, disability groups and black and ethnic minority groups.
- **Respect the environment** we want to promote environmental best practice.

4.3 Other Examples

4.3.1 Ireland

SARI (Sport Against Racism Ireland) (http://www.sari.ie/sarisite/Who_We_are.html)

COUNT US IN Children and Youth Sports Integration Project:

-Objective: to build social capital and create intercultural dialogue in and out of the classroom using the medium of sport.

-Phase 1: students participated in the education module delivered in the classrooms in January and February where they were introduced to terms such as Racism, Integration, and then made aware of sporting themes such as Fair Play, Respect and Team Work.

-Phase 2: the interschool sports day, was held under the banner of positive integration through sport and formed the practical application of the education module. Students were introduced to a range of sports from Badminton to Basketball and from Table Tennis to Brazilian Soccer School. The students participated with enormous enthusiasm culminating in new friendships being made along the way.

4.3.2 Spain

4.3.3 Denmark

4.3.4 Germany

4.3.5 Italy

4.3.6 France

5 Curriculum and good practice

As highlighted throughout the responses of government bodies and civil society organisations there are a range of activities that seek to address issues racism, inclusion and sport in educational and community development contexts.

5.1 Classroom based education examples

5.1.1 Arsenal in the Community

Arsenal's football in the community team undertake a multifaceted approach to promoting educational attainment, race equality and diversity and sports participation in schools and communities in the local area. Their flagship schools based education initiative is the double club.

The Double Club

The Double Club is an educational attainment initiative focused on improving educational achievement in local schools that was established in 1998. The original programme offered pupils a combined education and football-coaching package outside of school hours. In Autumn 2003, with the support of ministers and the DfES, it was agreed to pilot a daytime programme for targeted groups of Year 7 and 8 pupils (ages 11 and 12) in two local inner city schools.

Double Club uses the theme of football in literacy and numeracy programmes, combined with football coaching, to improve standards of achievement, increase motivation and raise self-esteem. The Double Club provides pupils with a "double experience", a classroom lesson followed by a sports session. In the main this double lesson is delivered in a local primary or secondary school either curriculum time (increasingly so) or as an extra curricular club. An Arsenal "track suited" member of staff is employed on a full time basis in each school to implement a Double Club and specialist football coaching programme during school time and run a range of study support activities beyond the school day.

Funding has been provided by the DfES since 2004 (Innovation Unit, Playing for Success, London Challenge and PE and Sport in schools). However, it is worth noting that Arsenal's Double Club programme is not linked in to their PFS Study Support Centre, although Arsenal FC does have a good relationship with the Arsenal PFS Centre (who are involved with Double Club through their management of the Oval PFS Centre).

Four qualified teachers were appointed and took up their posts in January 2004. Results from pre and post testing of reading and maths ages showed improvements in literacy and numeracy of participating pupils over the twelve-week programmes.

In order to create the excitement and special environment of the sports club, the Double Club tries to create "PFS style" classroom in the schools. Club excitement is also generated by

- Club branded and linked resources and stationary
- Teacher in club branded kit (often a school teacher delivering the classroom part)

- Community coach from the club delivering the sports session
- Club incentives (match tickets, programmes, player appearances, etc)

The Arsenal Double Club has branched out into other subject areas following the initial success of Literacy, Numeracy and ICT. This has often been as a result of requests from local schools to produce Arsenal resources to help engage their students. The most popular modules are French, German and Spanish, but there has also been lots of interest in Geography and Science.

Arsenal and many other sports clubs are ideally placed to provide excellent languages resources due to the international make up of many English clubs these days, particularly in football and rugby union. The Arsenal Double Club began their German Double Club in 2006 in the build up to the 2006 World Cup in Germany. The Arsenal goalkeeper at the time, Jens Lehmann, was featured in the module that was put together with the Goethe Institute and the UK-German Connection. Working with these partners established a model that Arsenal then replicated in French and Spanish using Gael Clichy and Cesc Fabregas respectively. These secondary school language modules were all launched by Arsene Wenger at an event in 2007 that was attended by Lid King, the DCSF's National Director for Languages.

Cultural diversity and race equality

Arsenal FC is located in inner London and the local school population is marked by high levels of ethnic diversity. Arsenal educational work values this diversity as a central feature of life in London. Many of the teaching materials directly use the value of the local cultural diversity as a prop for educational attainment and delivery.

Places of Worship: Religious Education

Improve pupils knowledge of places of worship for the six main religions.

The Arsenal classroom session will teach:

- 1) The different places of worship for Islam, Christianity, Judaism, Buddhism and Sikhism.
- 2) What each place contains on the inside.

Attitudes and atmospheres in a place of worship

Range and content

The depth that each place is studied can be adapted to suit the age and level of the class. For example year 2 could look at the names of each place and what religion they belong to whilst year 6 could continue onto more advanced themes such as types of worship that is undertaken there.

Key themes and ideas

- What do people do in specific buildings?

E.g eating in restaurants

- Why do people go to places of worship?
- What do they do there?
- How does each place differ/ how can they be identified?

What is inside the place and why?

Key Words

- Attitudes
- Worship
- Prayer
- Atmosphere

Curriculum Opportunities

The class discussion and activity would mainly cover two units of the Religious Education Key Stage 2 curriculum:

- *2D – Visiting a place of worship*
- *1D – Beliefs and practice*

*This resource acts as a great introduction to the **Places of Worship and Prayer and Worship** topics outlined in the CEA Religious Education Scheme of Work for Key Stage 2.*

Class Tasks

At Emirates we will begin with a discussion on attitudes and atmospheres in different places, reasons for going to specific places and what we do when we are there.

Each pupil will be given a picture of the inside and outside Emirates. Underneath the pictures they will answer a series of basic questions about visiting that venue.

Then discuss how we might behave in a place of worship and the different approach we would take when visiting. They will complete a worksheet similar to the previous one but related to a place of worship.

They will then go on a stadium tour.

Worksheets

Pictures of stadium, church, mosque, Buddhist Temple, synagogue, Gurdwara

The picture above shows the inside of Arsenal's home. Using the picture above answer the questions below.

- 1) What is the name of this place?

- 2) When would people usually go here?
- 3) What would they do here?
- 4) What would the atmosphere be like in here?
- 5) List three things that you might find in here

Arsenal Around the World: Geography

Using the international composition of the Arsenal football team and the local Islington communities to improve pupil's knowledge of global geography.

To come

5.1.2 Streetfootball Norway

<http://www.streetfootball.no/> OR <http://www.streetfootballworld.org/>

Target Group: Youths between the ages of thirteen and nineteen.

Thematic Field: Anti-Discrimination & Social Integration

Mission: to use football as a pedagogical tool for fair play and social integration. The organisation cooperates with the Norwegian Football Association (NFF) and different government departments to establish permanent activities in troubled areas. Music, art, and leadership training programmes are incorporated into the football program, bringing creativity and practicality onto the playing field. The project takes football back to its roots and incorporates today's youth culture and street elements into the game.

Support in the Framework of the Football for Hope Movement: Football for Hope is supporting the development and implementation of a Coaching Programme to cater to Streetfootball Norway's increasing number of participants. The organisation has developed a unique approach and methodology using "extreme fair play", creativity and music & football rhythms. The objectives of the Coaching Programme are to establish this philosophy and football as a pedagogical tool for fair play and social integration. The Coaching programme is available for senior tutors from various projects, as well as for youth representatives.

5.1.3 Kick it out

Kick It Out draws on the appeal of football to help educate young people about the effects of racism on both society and individuals. It supports teachers in offering innovative ways to help get messages across to young people. The introduction of Citizenship education into

the National Curriculum has opened up a space to assist them in bringing football into the classroom. Kick It Out educational work is wide ranging and includes the following:

- *Secondary Schools Competition*: Kick It Out organise an annual schools' competition each year as part of the One Game, One Community weeks of action
- *Football, Citizenship and Anti-Racism - A conference for practitioners*: Kick It Out has organised two conferences in recent years at Manchester United FC to provide teachers and other professionals working in education with ideas and examples of good practice.
- *Work with prisons and other educational establishments*: An increasing amount of educational activities are taking place with prisons, youth offending institutes, pupil referral units and youth clubs.
- *'Respect: Together We Can Beat Racism'*: Kick It Out have also worked closely with the DfES in the production of the anti-racism resource, Respect: 'Respect: Together We Can Beat Racism'. This pack aims at providing PFS Centre Managers with materials with which to approach the subject of racism and to help celebrate diversity.
- *Moving on Up Events*: Moving On Up Youth Forums provide young people in different areas of the country with the chance to hear and meet from a number of role models, drawn from football, other sports, music and the media, to help raise motivation and achievement.
- *Respect: A Playing for Success resource*: Playing for Success (PFS) is a partnership between the DCSF, local authorities and a broad range of sports, which establishes study support centres within sports clubs' grounds and sporting venues. The centres open out of school hours and mainly cater for 10 to 14 year olds who are at risk of underachieving, using the stimulus of sport to motivate them. 'Respect: a playing for success resource' is a material aimed at providing Playing for Success Centre Managers with materials with which to approach the subject of racism and to help celebrate diversity:
<http://www.playingforsuccessonline.org.uk/Pages/default.aspx?SectionID=1&CategoryID=23&ContentID=115>

Kick it Out Curriculum Ideas

Kick IT Out provides suggestions on how to address 'racism' in class. It highlights how football can be used to explore a number of issues <http://www.kickitout.org/390.php>

It produces teaching resources and curriculum ideas for teachers such as the example detailed below. The following ideas provide a useful starting point for a number of activities in the classroom that incorporate many aspects related to the teaching of citizenship. They also highlight how football can be used to explore a number of issues:

Starting Point

A good starting point for any classroom work on anti-racism is to look at definitions of race,

prejudice and discrimination

Race: A group of people connected by common descent

Racism: The word 'racism' comes from the word 'race'. Racism is the belief that people are inferior because they are of a different colour or come from another part of the world. Most commonly racism is prejudice backed up by power.

Prejudice: Is a judgement about something based upon ignorance, making up your mind before you have any facts.

Discrimination: Is when you treat someone differently because of the prejudices that you have about them.

Teachers may want to set some boundaries within the classroom when working in this area about acceptable language etc.

Teachers should ensure that discussions are carefully managed to ensure that a balanced view is given. All of those involved in these activities should be encouraged to listen carefully and sensitively.

History of Black Footballers

An explosion of talented black footballers changed the game in Britain in the 1970's and 80's, many from families who had arrived in Britain as immigrants after World War 2, but the history of black footballers, like that of ethnic minority communities in Britain is much longer.

Activity: Many people would be surprised to learn that the first black professional footballer to play in England was Arthur Wharton, who made his debut in 1886, for Preston the year after football became professional.

Ask the pupils to carry out some research about the first black player to play for their local and/or their favourite club.

An interesting activity is to get the pupils to produce their own timeline on black Britain. On one side they could put notable dates related to football and on the other side notable dates relating to wider society. A blank timeline, with one or two dates to help pupils get started can be downloaded from the education section on Kick It Out's website.

Racism in football

Many black players who played in Britain, particularly during the 1970's and 80's faced abuse from the crowds because of the colour of their skin. This abuse was in many forms and included monkey chanting and the throwing of bananas onto the pitch. Although as Rio Ferdinand acknowledges, this is less frequent during today's matches, it does still happen, particularly in Europe. There have been a number of high profile cases recently when the England team have played overseas.

Activities: The game between England and Spain in Madrid in 2005 gained huge media attention because of the racist abuse a number of England players received. Organise a class

discussion about how those players would have felt and how their white teammates might also have reacted.

Ask pupils to carry out a mock interview with one of the black players who played in the game about their experiences that night.

Rio Ferdinand criticises clubs in Europe because of their lack of security and lack of action in removing fans who participate in racist abuse. In England, strict laws are set out about how to deal with fans when this occurs. Ask pupils to research what these laws are. How have they changed over recent years? Do they think that they are strong enough and how would they change them?

What would pupils do if they faced racism at school? Pupils should consider their own roles and responsibilities for ensuring their school is free from racism. It is important that pupils are empowered to believe they all have a responsibility to address this issue, whatever their colour or nationality. Classes could come up with their own code of conduct.

Prejudice and stereotyping

Both Rio Ferdinand and Zesh Rehman talk about the lack of Asian players who play at a professional level. A number of stereotypes are often mentioned when trying to explain this absence. This includes physical make up, diets and the belief that parents would rather their children became doctors or dentists rather than professional footballers.

Activities: It would be helpful to get pupils to carry out some general work to look at why we have stereotypes about different racial groups. It is important to point out that these are rarely based on fact. What stereotypes exist about other ethnic groups? What stereotypes do people overseas have about Britain?

Organise a classroom debate on 'Asian's Can't Play football'. To prepare for this debate, pupils should carry out some general research, including information about the number of Asians playing professional football. Did you know that in the 1890's the Anglo-Indian Cother brothers played for Watford.

Promoting different faiths and cultures

Rio Ferdinand believes that through initiatives such as the national anti-racism week, football help promote understanding of different faiths and cultures. Zesh Rehman is one of an increasing number of Muslims who play professional football, even during the holy month of Ramadan.

Activities: Pupils should carry out some research about the different religious festivals that are celebrated by different religions. When do they occur and what customs and festivities are practised? How might this festival have an impact on professional footballers? Are there any professional footballers that celebrate this festival in England?

An interesting activity to help pupils think about different religious festivals would be to imagine that they were a player at the local football club. One of their teammates was from overseas and celebrated a different religious festival. The player was feeling a bit home sick, and so to cheer them up you decide to organise a party for them at the club to celebrate the

festival.

Pupils should each pick a different religious festival to plan. They will need to think about what they should serve to eat and drink, what people might wear and what customs might be practised. Pupils could also design and produce an invitation to the party.

Role Models

Rio Ferdinand lists amongst his role models his mum and dad, John Barnes, Paul Gascoigne and Ian Wright. He also gives details of the support that he got from the staff at Manchester United during his enforced absence from the game.

Young people will have many role models from the world of films, music and sport. They will also be influenced by the behaviour of their peers.

Activities

Some class discussion could take place around role models, including who do the young people look up to and respect? What qualities does this person have? What is a positive role and negative role model? Is having a role model a good thing? Who chooses role models?

Pupils could write a diary entry on behalf of Rio Ferdinand during the period in which he was banned. The piece could focus on how he was going to try and keep motivated and how he was going to try and use this time in a positive way.

The work could also describe Rio's feelings when he found out about the length of the ban. To help put this into context pupils could also think about what they would do if they were banned from doing something for a long period of time.

Fans and supporters

There are still only a small number of black and Asian fans that regularly go to watch football matches in this country. In most grounds, less than 1% of the total crowd is made up from the black and Asian community. Campaigns like Kick It Out are working to help increase this number, and to encourage clubs to welcome black and Asian fans into the game

Activities: Carry out a survey within the group about the number of people that go to watch football matches. Do they feel safe and welcomed? Why might people not go to games and what can be done to overcome this?

Pupils could be encouraged to develop their own campaign to encourage the community to go to watch their local team. This campaign should focus on a number of different areas, such as writing articles for their local media and developing posters and advertisements that could feature in schools, youth centres and local libraries.

Refugees and Asylum seekers

There are a number of professional footballers that are currently playing in England whose families came to Britain to seek asylum. These include Lomana Lua Lua (Portsmouth FC) and Calvin Zola (Tranmere Rovers FC)

Activities: Pupils should be encouraged to think about the reasons why people leave their own countries and the difficulties they often face settling into a new country.

This process can often be made worse through the negative headlines that often appear in the tabloid press, which are based upon stereotypes and prejudice. Some interesting work can take place comparing how the different media report on this issue.

Pupils could write a letter to one of the tabloid newspapers, setting out their concern about the way that they portray refugees and asylum seekers.

Ask pupils to research some of the reasons why the family of Lua Lua might have fled their original country of residence.

5.1.4 Show racism the red card

Awaiting materials from Sanjiv

5.1.5 Football Unites Racism Divides

FURD Provides a range of classroom resources for include guidance:

- Racism in football and other sports.
- Race, racism and anti-racism in general.
- Ideas and tools for challenging racism.
- Youth and community work.
- Black and ethnic minority history.
- Refugees and asylum-seekers.
- Women in sport.
- Sexism and homophobia in sport.
- Fiction and non-fiction for children and adults.
- Football fan culture and hooliganism.
- Feature films on video and DVD.
- Biographies and autobiographies.
- Football coaching.
- Sport around the world.

Report - **Bullying around racism, religion and culture:**
<http://www.furd.org/resources/6562-DfES-Bullying.pdf>

Conf. Chapters 4 and 5 about 'preventing' and 'training' Review 2003
<http://www.furd.org/resources/FURD%20Review%202003.pdf>

Conf. 'Education and Youth Work section'

5.1.6 Sport Relief

Sport Relief: In support to Sport Relief's programme of education work in schools, Premier League footballers help educate school children about citizenship, tolerance and the many different cultures around the world.

The Sport Relief website provides a range of resources for teachers to organise a Sport Relief lesson. The lessons are based on stories exploring a number of issues (e.g. challenges facing young carers in the UK) <http://www.sportrelief.com/schools/teach/resource-bank>

5.2 Community development and integration initiatives

5.2.1 Vard Model

The ethos of “Sports for everyone” drives the club’s initiatives to ensure that migrants can participate in its’ activities. FC Vard is involved with schools, organisations and individuals who are important in the lives of young people. The club emphasise cooperation with parents. FC Vard aims to provide a program for the entire family in the club environment. These activities show how integrating young refugees and asylum seekers can tear down barriers of racism.

FC Vard believes that authorities alone cannot deal with the issues of inclusion and anti-discrimination. The Vard Model wants sports activities combined with other activities and arenas in the local community to be a catalyst for creating a safe, pleasant and diverse local society. Building strong bridges and cooperation between voluntary work and the authorities is a vital aim that we help to fulfil through our work.

We have experienced over the past 13 years that participants in the Vard Model have improved their understanding of the Norwegian culture and language. They have also established friendships and good social networks within the local community. At the same time members of FC Vard have received valuable knowledge of other cultures, all of which is contributing to the break down prejudices and xenophobia.

The FC Vard clubhouse is a meeting place for various social meetings, conferences and seminars.

5.2.2 Kick it out

Kick It Out is working with community groups all over the country. Groups needs range from requiring support with events they are organising to raising awareness of issues relevant their community, advice on funding applications to improve playing facilities. Here are a few case studies of groups that have been working with Kick It Out, using football as a tool for positive change.

Debden United

In the June '04 local elections 3 BNP councillors were elected in Debden, Essex. The BNP had leafleted on the issue of refugees in the area alleging an unfair allocation of resources.

After the campaign the area saw an increase in race hate crime with young people involved in racially aggravated nuisance activities, targeting minority shopkeepers and pensioners. The homes of the few asylum seekers that had been settled in the area were attacked.

The local authority, Epping Forest council, teamed up with local youth clubs to use footballing activities in an attempt to bring harmony.

The authority, through its community partners, received a Community Chest grant from Kick It Out for the 2004 week of action to set up an awareness day with a football skills workshop run by West Ham United, along with music and drama performances by youth and school children.

Those interested in football were encouraged to set up a cross- community club, later named Debden United, and train together to increase understanding and harmony. The team has become a focus for the community of young people from different ethnicities who are playing and training together every week.

The project has made a real impact in the area attracting widespread support from other agencies. They have received funding from the Football Foundation to further the clubs development and for a continuation of their aims of working and learning together.

Midland Ethic Albanian Foundation (MEAF), Birmingham

MEAF supports 5,000 Albanian-speaking refugees from Eastern Europe in Birmingham on immigration and social welfare issues.

The group entered a team, Friends of Birmingham, in the Unity Cup in July 2004 in Manchester. Having enjoyed the experience they decided it would be a good way of helping the community to settle into life in the Midlands and of breaking down stereotypes of asylum seekers.

As well as establishing a football team they have developed a number of educational projects working in schools to raise awareness and educate children about the reality of being a refugee. They go into schools with Birmingham City's Njazi Kuqi (younger brother of Blackburn Rovers striker Shefki Kuqi) as a volunteer.

The kids are told how Albanians fled here from Slobodan Milosevic and how they are contributing to life in Birmingham.

The Friends of Birmingham football team have sent players on coach education courses and are looking to sustain themselves in the Birmingham leagues.

They are currently planning an application to the Football Foundation for £250k over 5 years after successfully applying for a community Chest grant in 2004.

Apostolic Christian Church (Sheepfold), Enfield

KIO first supported this group during the week of action in 2001, and later in 2003, to hold a football tournament and educational workshops for local young people.

The church, led by Pastor Kyri Yiallouris, wanted to challenge the influence of drugs, ease disputes between young men from different communities and tackle anti- social behaviour by offering a Saturday morning workshop followed by a football coaching session. The sessions are taken by the Pastor and two parents who have taken their basic football coaching qualifications in order to get involved.

The project has been enormously successful and the recipient of a small grant of £9000 from the Football Foundation which has given the group the confidence to seek further funding to continue to their positive community work.

5.2.3 Football foundation & Kickz

One project developed through the football foundation includes Kickz. The Kickz concept was born out of discussions between the Metropolitan Police and the Football Industry. It was piloted at Tottenham Hotspur, Fulham and Brentford Football Clubs in April 2006, and Manchester City from August 2006.

Government support for the programme, through the Respect Task Force saw the programme extend nationally and led to the involvement of the Association of Chief Police Officers and Association of Police Authorities. The programme name and logo Kickz – Goals Thru Football was designed by participants on the programme.

With Funding from HM Treasury via the Football Foundation and additional support from the Department for Culture Media and Sport (DCMS), the youth volunteering charity v, the respect Task Force and the Department of Health, 25 Kickz projects were launched at clubs nationally during the 2006/2007 season.

In September 2007, the Prime Minister Gordon Brown announced further expansion of the Kickz programme. This was part of a three year, multi million pound investment from the Football Foundation and Metropolitan Police, along with support from the DCMS via the Premier League's good causes fund. The joint investment means the Kickz expansion could reach up to 100 projects and engage over 15,000 teenagers in the most deprived areas of the country, more than four times the previous prevision. At present 39 different clubs are involved in the programme.

5.3 Development and training courses (Sports)

5.3.1 The Football Association (England)

As part of their respect campaign the FA runs two Equality workshops that are focused on improving practice and encouraging participation throughout grass roots football administration. Aimed at individuals involved in the running and administering of the game at local levels, outside of the professional structures workshops address a number of important themes:

- Raise awareness of barriers to inclusion
- Generate ideas to address challenges
- Encourage inclusion by under-represented groups
- Develop positive action/interventions/programmes to address under-representation
- Identify offensive, insulting and abusive language and behaviour
- Help people to appreciate differences and similarities

5.3.2 Sporting Equals

Training needs analysis conducted with National Governing Bodies, Local Authorities, CSPs and CSPANs has highlighted the need for the development of bespoke training materials and resources to help them better engage with BME communities.

Sporting Equals' Sport For Communities programme highlighted that strategic partnerships, for example CSPs and CSPANs, were not engaging with the BME third sector organisations involved in sport and physical activity. Sport, health and physical activity interventions often bypass or do not yield positive outcomes for BME communities.

Our training programme will aim to:

- increase the Government's understanding of issues relating to BME communities and sport and physical activity, particularly within the DH and DCMS
- increase strategic bodies' awareness and understanding of issues relating to the involvement of BME communities in sport and physical activity
- increase BME third sector's awareness of issues relating to sport and physical activity

5.4 Development and training courses (Teacher training)

5.4.1 Kick it Out

- Working with the NUT: The NUT has provided financial support to Kick It Out for a number of years. Recent projects include 'The Other Side of Silence', a one day seminar to help teachers, who work within mainly white schools develop practical and sustainable strategies for valuing cultural diversity and challenging racism
- Football, Citizenship and Anti-Racism - A conference for practitioners: Kick It Out has organised two conferences in recent years at Manchester United FC to provide teachers and other professionals working in education with ideas and examples of good practice.

5.4.2 Show Racism Red Card

Awaiting material from Sanjiv

5.5 Higher Education courses

In the UK a number of universities offer undergraduate or post-graduate courses in Sports, Physical Education or Sports Management. Most of these courses mention the issue of community development/social inclusion, usually in the aims and objectives of the course programmes. For example, the BA Sport and Leisure Management course at Canterbury Christ Church University states that:

Sport and Leisure feature prominently in the modern economy. They are also considered important with regard to contemporary social policy - today's emphasis on 'social inclusion' in government often refers to the role of sport and leisure in tackling social problems. As a consequence, opportunities for management in sport and leisure have grown, as has the diversity of such roles. This degree is designed to equip students with the necessary skills and knowledge to pursue employment in this broad area.

Similarly, the BA Hons Sport Development BA at the University of Bedfordshire states:

"The course is aimed at students with an interest in developing sport related opportunities for others, whether in schools, community clubs, National Governing Bodies of sport, health-related services, or in commercial settings. Emphasis is placed on the role of sport development as a mechanism to enhance physical activity, community cohesion and social inclusion. As well as imparting the skills required for sport development, the course also equips students with a range of wider employability skills."

However, such course aims do not necessarily translate into any meaningful course content. So for example in the three year programme for the Canterbury course, the only module that touches upon 'society' is a compulsory 'Introduction to Sport, Culture and Society' module in Year 1, with no other content linked to issues of equality or inclusion. The Bedfordshire course offers a module on 'Issues in Sport'. None of the courses available have any specific anti-racist content. Where modules on equal opportunities etc do exist, they are mostly included in the form of standalone modules that are not integrated into the overall course curriculum.

We were only able to identify one higher education course that is specifically about sport and equality. This is the MA Sport, Leisure and Equity, offered by Leeds Metropolitan University. In addition to delivery of the MA programme, the course team have also carried out and published a wide range of research into issues of race and sport. <http://www.leedsmet.ac.uk/carnegie/8861.htm>

6 Conclusions

Football and sport can be beneficial for youth development and community engagement. It can be used to help promoting diversity and tolerance. However sport not equal for all.

Nevertheless there are many examples of good practice and activities that can be adapted. Specific activities and guidance can be adopted by teachers and sports groups wishing to use football and sport for a variety of learning objectives including:

- attainment,
- anti racism and
- integration

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ACADEMIC COURSES – SPORT AND SOCIAL INCLUSION

Sport is now broadly recognised as one of the largest fields of academic interest in the UK:

“Degree programmes in sport are now commonplace across the UK, providing a credible and valid academic pursuit for those students interested in a wide range of career options. Employment in sport, leisure, tourism, management, education, research and health are common graduate pathways for students completing these courses. Many students will also complete postgraduate qualifications to further enhance their employability or to pursue a particular career such as teaching in FE or HE.”

Quality Assurance Agency for Higher Education, 2008

The curriculum content offered to sport students cover a very large spectrum, ranging from the study of health and science to social and management related programmes. The decision of the London 2012 Olympics Legacy to make social inclusion in sport one of its top five priorities (<http://www.london2012.com/plans/sustainability/legacy/index.php>) has highlighted the need for academic institutions to address both the challenges and opportunities linked to diversity in sport. Community/development-based sport courses are now becoming a significant area of study, with growing numbers of universities offering sport degrees with a social component.

“Sport and Leisure feature prominently in the modern economy. They are also considered important with regard to contemporary social policy - today’s emphasis on ‘social inclusion’ in government often refers to the role of sport and leisure in tackling social problems. As a consequence, opportunities for management in sport and leisure have grown, as has the diversity of such roles. “

Canterbury Christ Church University, 2009

Below is a list of some of the academic institutions identified as providing courses that address, at least partially, the issue of social inclusion in sport:

- Glasgow Caledonian University (BA Sport and Active Lifestyles Promotion)
- Canterbury Christ Church University (BA Sport and Leisure Management)
- Edge Hill University (BA Sports Development)
- Glyndwr University (BA Community Sport Development)
- Leeds Metropolitan University (MA Sport for Development)
- Liverpool Hope University (BA Sports Development)
- Sheffield Hallam University (BA Sport and Community Development)
- University of Bedfordshire (BA Sport and Community Leadership)
- University of Brighton (Fda and BA Sport Coaching and Development)
- University of Gloucestershire (BA Sports Development)
- University of Greenwich (BA Community Sport)
- Etc.

Case study - Bedfordshire University

Programme title: BA Sport and Community Leadership

Mode: full -time/part-time

Duration: 3 years full-time

Course description: The course is aimed at students who are interested in the planning, delivery, teaching and coaching of sport but do not necessarily want to become PE teachers (although this remains a possible career outlet via a PGCE). Broadly encompassed by the term 'sport leadership', this degree builds knowledge, expertise, experience and skills needed to work with a range of groups and organisations in the local community. These might be children or the elderly, women's groups, disabled groups, ethnic minority groups and other groups distinguishable by race and culture.

Stage one leads to the Sports Leaders UK accredited level three Sports Leaders Award. Stages two and three are concerned with developing the skills and knowledge to work with diversity and create equitable and sustainable sports programmes in the community. Work placement and other aspects of vocational sensitivity are integrated into the course.

Distinctive Feature:

- The community as a concept, drawing upon and being defined by an applied theoretical framework that explores 'social capital', 'social justice', equity and sustainability. The intention is to explore why Sport and Community Leadership matters and how it happens / can be made to happen.
- The community as a place, and in particular the community centred on the Bedford-Luton- Milton Keynes axis. Every opportunity will be made to build and strengthen links between the University and these local and regional communities – students will be the flux in this system.

Modules include:

1. *Community Sport in Action:* This unit is designed to develop and extend students' sport leadership skills in anticipation of working in the community. The degree focuses attention on both the knowledge and the practical skills required to work professionally and safely across a diverse set of community groups (e.g. young people, ethnic minority groups, older people, women's groups and people with disabilities).

This module will take the form of lectures, workshops and practical sessions, following the outline below:

- a) Introduction to Higher Sports Leadership
- b) Sports Leadership in the community
- c) Principles and practice for children in sport
- d) Principles and practice for older people in sport
- e) Principles and practice for disabled people in sport
- f) Understanding fitness and health in sport
- g) Dealing with first aid and emergency situations in sport
- h) Demonstration of higher sports leadership skills (NGB award)

- i) Organising and running a sports event
2. *Sports Leadership: Working Creatively with Diversity:* This unit is designed to:
- Engage students with a grounded and practical understanding of the challenges and opportunities of social and cultural diversity of British society and;
 - Further develop the leadership and interpersonal skills students will require to work creatively with communities and the challenges and opportunities of increasing diversity.

This module will take the form of lectures, seminars, workshops and field work, following the outline below:

- a) Introduction to the unit
 - b) Understanding sport, diversity and community cohesion
 - c) Mapping and Evaluating Community based Sport and Physical Activity Programmes
 - d) Understanding Conflict
 - e) Practical Workshop: Group Building
 - f) Practical Workshop: Responding to conflict and conflict styles
 - g) Practical Workshop: Resolving Conflict
 - h) Principles of Working Mediatively
 - i) Practical Workshops: Working Mediatively
 - j) Applied Field work
 - k) Working Creatively with Diversity - Implications Community based for Sport and Physical Activity Programmes
3. *Community and Sport: Cohesion, Equity and Sustainability:* This unit addresses fundamental issues inherent in the area of community and sport. Through analysis and practical investigation the relevant concepts are examined and evaluated. Sport and community organizations charged with the delivery of social objectives such as cohesion, equity and sustainability will be examined and assessed. Consideration will be given to the social and political ideologies that support these dimensions as well as the philosophies that underpin them.

This module will take the form of lectures, seminars, workshops and field work, following the outline below:

- a) Indicative content: Critique contemporary political agenda (local & national) in relation to sport, community, social capital, social justice, cohesion, diversity, and sustainability.
- b) Identify relevant structures that define the area of interest – education, health, local government, voluntary sector.
- c) Evaluate relevant organizations (local and national) in the context of objectives, programmes delivered, and outcomes.

- d) Examine the demands of funding issues and changing political objectives (local and national).
- e) Consider community need, stakeholder involvement, local specificity, conflict, and aspiration.