



KROSSS

KROSSS- Kick Racism Out of Sports, Schools and Society

Final Report

Public Part

Project information

Project acronym: KROSS

Project title: Kick Racism Out of Sports, Schools and Society

Project number: 142471-LLP-1-2008-1-NO-COMENIUS-CMP
Agreement number: 2008-1-NO-3385/001-001

Sub-programme or KA: LLP Comenius

Project website: www.karmoyped.no/krosss

Reporting period: From 01/12/2008
To 01/12/2010

Report version: '1'

Date of preparation: Dec 2010-Jan 2011

Beneficiary organisation: Karmøy skole-og kulturetat, Pedagogisk Psykologisk Senter,

Project coordinator: John Rullestad

Project coordinator organisation: Karmøy skole-og kulturetat, Pedagogisk Psykologisk Senter

Project coordinator telephone number: + 47 52 81 14 77 or + 47 9964 4001

Project coordinator email address: john.rullestad@karmoyped.no

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© 2008 Copyright Education, Audiovisual & Culture Executive Agency.
The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

Executive Summary

The Kick Racism out of Schools Sports and Society project brought together practitioners from the areas of formal education and sports to develop the role of sport for educating children on anti racism and interculturalism. The project sought to make a positive contribution to the fight against racism and xenophobia in Europe today. It has supported the development of anti racism activity among teachers, education practitioners and policy makers in the formal education system and in non formal education, particularly sports clubs. The project was based around a collaborative network of sports clubs, education organisations and social researchers and opened up exchange and sharing of experiences and practice between partners as a principle that is an important output of the project itself. The KROSSS partners included:

- Arsenal FC Arsenal in the Community
- SK Vard (Norway)
- The Spanish Confederation of Education and Training Centres (CECE)
- Pædagogisk Center Albertslund (PCA)
- PPS Karmøy
- The Change Institute

The project worked to understand the complex challenge of anti racism in Europe and to emphasise the important role that teachers, managers, coaches or clubs can play to shape society in a way that is positive for all regardless of race. The project also developed practical support for individuals and organisations to realise this potential through reform and activities. Over the course of the project, KROSSS has succeeded in directly engaging with a large and diverse group of people across the four partner countries to address the issue of racism in education and sport. Including over 1500 school children, 100 teachers, about 20 schools and has disseminated the aims and objectives of the project to nearly 100,000 people. The two year project produced a variety of core outputs, much of which can be accessed from the KROSSS website, including:

- A one week long teacher training course that was held in London in September 2010 and attended by 29 teachers and sports leaders from 12 European countries, including a course handbook based on the materials supporting the course.
- A research report into the challenge of racism in Europe and the development of effective anti racism strategies in education and sport.
- A policy and practice document to support the development of anti racism education strategies in classrooms, schools and education systems.
- A manual for the development of a schools programme using sport as an pedagogical tool in schools for teaching about racism and difference for use by teachers and youth coaches.
- Three education videos targeted at education practitioners addressing the challenge of racism in education and sport in the UK, Denmark and Norway.
- A series of visits and meetings with schools and sports clubs and initiatives to discuss the challenge of anti racism and disseminate experience and best practice.

The project addressed a number of key EU policies in the field of non discrimination and education and skills. The project supported the practical realisation of non discrimination directives through the development of effective educational interventions that address racism and xenophobia. In addition the project addressed the Lisbon strategy for skills key competency 8 promoting active citizenship and intercultural competence. The project also

supported the strategic framework for European cooperation in education and training 2020. The project has actively promoted exchange and cooperation between education and sports partners in different European states as well as addressing strategic objective 2: Improving the quality and efficiency of education and strategic objective 3: Promoting equity, social cohesion and active citizenship by advancing the practice of anti racism and intercultural education in the field of education.

*Part of the
KROSSS project
team with the
Mayor of
Haugesund, Petter
Steen, at City Hall,
Haugesund, Norway
y 5th June 2009
presenting and
discussing the
KROSSS project*



Table of Contents

| | |
|---|-----------|
| 1. PROJECT OBJECTIVES..... | 6 |
| 2. PROJECT APPROACH..... | 7 |
| 3. PROJECT OUTCOMES & RESULTS..... | 8 |
| 4. PARTNERSHIPS | 17 |
| 5. PLANS FOR THE FUTURE | 20 |
| 6. CONTRIBUTION TO EU POLICIES | 21 |
| 7. EXTRA HEADING/SECTION..... | 22 |

1. Project Objectives

The Kick Racism out of Schools Sports and Society project brought together practitioners from the areas of formal education and sports to develop the role of sport for educating teachers and children on anti racism and interculturalism. Whilst great efforts and progress have been made at the EU and member states levels to tackle discrimination and social inequalities, all available evidence paints a picture of continuing inequality, prejudice, discrimination and intolerance. Racism continues to be a negative force on communities and individuals throughout Europe. 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.

Sport, as an activity that is both participatory and followed by many children and adults alike, has long been viewed as an important tool in countering racism. The potential role of sport has often been linked to public awareness campaigns around sports stars and major events. The positive role of sport in personal development has also long been recognised, with sports activities an important feature of most education systems. However, although sport plays an important tool in the fight against racism the potential negative impacts of sport in perpetuating racism and exclusion is also an ongoing challenge that must be recognised in any educational activity.

The role of education is fundamental to the fight against racism and intolerance in European societies today. Alongside major sports organisations, education providers are at the forefront of addressing issue of racism and discrimination with young people. A great deal of activity and examples of good practice in education and sport to combat racism exist across the member states. However there are limited opportunities for sharing and promoting this work in a systematic way across the education and sports sectors in order to support the development and dissemination of good practice through the education systems of Europe and improve their capacity to counter racism and intolerance.

The KROSSS project brought together key experts from the fields of education, sport, civil society and policy research to review and develop best practices and achievements of sport and education providers in this field. The project worked to make a positive contribution to the fight against racism and xenophobia in Europe today through research, teacher training, education and dissemination. It has supported the development of anti racism activity among teachers, education practitioners and policy makers in the formal education system and in non formal education, particularly sports clubs. The KROSSS project connected the important work that is being undertaken by many sports clubs in their local communities to promote anti racism and social inclusion. The project has identified and developed good practice in the use of sport in education interventions and linked these relate to the principles of anti racism education.

2. Project Approach

The project has been delivered by a collaborative network of sports clubs, education organisations and social researchers. It worked to improve capacity of teachers and educationalists to use sport as an educational tool to promote anti racism and interculturalism to challenge racism and in tolerance in Europe. The project also sought to influence policy makers in order to advance the role of education and sport in the fight against racism by encouraging strategic engagement by policy makers with issues identified through the KROSSS project. In order to achieve these aims the project was structured around four main strands of work

- a) An in-service training course for teachers from the perspective of teaching/ learning anti-discrimination and co-operation principles through sport.
- b) A schools curriculum with a programme of sports activities involving teachers, pupils and representatives of sports bodies and voluntary organisations
- c) A series of publications and teaching resources for wider dissemination across the education and sports communities
- d) A European wide conference on Equality in Sport, Schools and Society

One of the main challenges for the project was to address the issues of racism found in different European states and types of anti racism strategies that can be employed. The project developed and evolved over the course of the project through project team meetings, ongoing dialogue between the project partners and a programme of research, exchange and knowledge gathering. This process enabled the project to identify the similarities of racism that are found in different European countries, such as reactions to difference, the development of stereotypes based on colour and religion and the conflict that can develop from these. The project also worked to address the differences between different contexts, including the different histories and current patterns of migration, national diversity. The project also looked at some of the new trends of racism and anti racism such as the rise of religion and the use of interculturalism as a new neutral language for diversity.

Central to the overall success of KROSSS has been an emphasis on communicating to individuals, be they teachers, managers, coaches or clubs about their ability and important role in shaping society in a way that is positive for all races. This has been achieved by educating people about the challenges and difficulties of racism and empowering people to take first steps to ongoing changes in their personal and professional lives and the organisations that they are involved in. Based on feedback from the teacher training course and the schools programme and observation by evaluators this approach has been a central feature of the overall success of the core aims of KROSSS to contribute to the ongoing fight to Kick Racism out of Schools Sports and Society.

3. Project Outcomes & Results

The project has achieved its goal of generating awareness, encouraging commitment spreading knowledge about anti racism in education and sport. The project has achieved this through combining educational, sporting, research and dissemination activities. Over the course of the two year programme of activities the project has produced:

- A one week long teacher training course that was held in London in September 2010 and attended by 29 teachers from 12 European countries, including a course handbook based on the materials supporting the course.
- A research report into the challenge of racism in Europe and the development of effective anti racism strategies in education and sport.
- A policy and practice document to support the development of anti racism education strategies in classrooms, schools and education systems.
- A manual for the development of a schools programme using sport as an pedagogical tool in schools for teaching about racism and difference for use by teachers and youth coaches.
- Three education videos targeted at education practitioners addressing the challenge of racism in education and sport in the UK, Denmark and Norway.
- A series of visits and meetings with schools and sports clubs and initiatives to discuss the challenge of anti racism and disseminate experience and best practice.

Over the course of the project, KROSSS has succeeded in directly engaging with a large and diverse group of people across the four partner countries to address the issue of racism in education and sport. This engagement has been through a combination of visits, KROSSS events, schools programmes, training courses classes and individual meetings and interventions and has included over:

- 1500 school children
- 200 schools
- 100 parents and volunteer coaches
- 7 sports and youth clubs
- 100 teachers
- 30 interviews, visits and meetings
- Dissemination activities potentially reaching nearly 100,000 people.

The KROSSS logo was chosen from a number of designs submitted from school children in Denmark and the UK. with Arsenal FC prizes awarded to the winner. A brochure outlining the course content has been disseminated via the partners' networks and the Comenius training database. The KROSSS website contains further details of the aims and objectives of the project and its partners, includes further details of the in-service course including the course brochure and resources as well as guidance on how to apply.

Teacher training course

At the core of the KROSSS project was a weeklong training course for European teachers and practitioners on the subject of racism in sports and education and practical strategies for classrooms and local communities. The course was originally scheduled for April 2010 however the original date had to be cancelled due to the transport chaos caused by the closing of European airspace cause by the ash cloud from the eruption of the Eyjafjallajoeukull volcano in Iceland. The course was rescheduled for the first week of September 2010 with all

of the original participants plus some additional participants who joined over the course of the summer, with a total of 29 participants arriving in London for the kick off meeting and ice breaker on Sunday the 5th of September. A total of 12 European countries were represented for the course with the majority being teachers of 11 to 15 age groups alongside education advisors and managers as well as sports instructors and leaders.

The course was hosted by Arsenal in the Community in conferencing facilities at Arsenal FC's state of the art Emirates Stadium. The course sought to:

- Inform participants about the ideas behind the KROSSS project
- Share best practice from all over Europe in the field of integration of children and youngsters.
- Encourage course participants to include the European and international dimension in their future projects and actions plans
- Promote exchange of professional and cultural experiences among course participants.
- Inspire to individual or team based reflective projects and action plans undertaken by the course participants – with particular emphasis on developing action plans for implementation within home schools and developed at the conference in partnership with experienced mentors.

The content of the course was informed by the practical experience of project team members and the findings from the consultation and literature review. The course programme was structured around a combination of presentations and practical opportunities. In particular the course sought to empower participants to become anti racists in their own personal and professional lives and to give them practical tools to take achieve this aim. Participants were encouraged to contribute to the content of the course to make it relevant to their lives and identify common issues between participants. Contributions included a number of participant led presentations presented an opportunity to learn about the differences of education systems, racism and integration around Europe. The detailed programme of the course is found in the KROSSS strategic policy document that contains further information about practical steps that can be taken in schools and class rooms to address education. The course included the following elements:

- *The history and theory of racism and anti racism:* three presentations and workshops focused on the theory and history of racism and anti racism including current trends in racial inequality and the manifestation of racism in sports and education. This included sessions where participants developed a collective view of what a racist society may look like which encouraged personal reflection on how their own views and actions may contribute to this. Presentations also looked at the principle of how anti racism can be put into practical action in schools and sports clubs. A further workshop looked at how conflict develops and provided participants with knowledge of conflict escalation ladders, identity formation and conflict and provided them with practical steps for deescalating conflicts.
- *The practice of anti racism and integration in education and sports clubs:* presentations were given by the participating sports clubs SK Vard and Arsenal that gave an insight into how they had developed their work. Arsenal's in the Community presented their work, with a particular focus on their Double Club initiative that takes Arsenal in the Community teachers and coaches into local schools to run classroom sessions and sporting activities as part of education attainment. This also highlighted antiracism outreach initiatives such as Arsenal for Everyone as well education materials such as Arsenal through the ages. One of the principles of the Arsenal education approach was to focus on embracing the racial and cultural diversity of the

club's local community and classrooms and using this diversity as a positive tool in encouraging learning and intercultural understanding.

SK Vard also gave a presentation about the development of their work and how they have sought to encourage the participation of new migrants into the area in order in their club as part of wanting to encourage participation and membership of SK Vard and an understanding of the positive role that their club can play in developing and maintaining a positive and inclusive local community. Both clubs highlighted the role that active individuals and clubs can play in developing links with local schools and community group in order to encourage participation. Other presentations included family education and integration in schools from Norway and integration projects of the PCA Albertslund.

- *Practical opportunities for learning:* A number of practical opportunities for learning were structured into the week, including workshop sessions linked to content about racism and education and a workshop on integration in schools. At the end of the week participants had an opportunity to try out education materials with local schools children and to begin developing their own materials and strategies with support from Arsenal staff and project team members.
- *Cultural visits:* A visit to the Southall area of London included hosted visits to the local Sikh Gurdwara and Hindu Mandir that provided participants an insight into these important local community and religious institutions. Unfortunately the local mosque was not able to host us for the rearranged September dates due to time pressures caused by a clash with Ramadan and the run up to Eid festival on the Friday of that week. A number of visits were also conducted at local schools giving participants to see schools in London and meet head teachers and teachers and discuss their experiences.

The course also included ice breakers between participants, including the 'KROSSS Market Place' where participants bought food and drink from their home country for other participants to share with resounding success. Evenings were spent eating at the variety of restaurants that can be found in London, ranging from Indian, Chinese, Caribbean, Turkish and European foods. Participants were also given some free time to visit the 'West End' of London and other cultural sights. Based on feedback participants believed that the week was very positive and broadly managed to strike the right mix between practical and theoretical content and opportunities to learn from one another. The group have continued to stay in touch through a mailing list and participants have sought out ongoing support and advice from course facilitators and other participants in relation to challenges that they experience in their day to day work. A course handbook, including presentations and content from the course were given to all participants and the materials are available on the KROSSS website.

Research reports and policy documents

Over the course of the KROSSS project two strategic reports have been produced based on research and a review of practice in the field of anti racism. The findings developed in these reports informed the focus of KROSSS activities and in particular shaped the design of the content of the teacher training course in tandem with the professional expertise of project team members. The strategic reports include:

- A research report looking at the state of the art of racism and anti racism in Europe, education and sport and that guided the overall content of the teacher training course
- A policy document providing practical recommendations and guidance for the development of anti racism strategies in schools.

The research report provided the theoretical background to the project as well as providing further detailed context to the situation of racism in Europe today. The report was developed through review of academic and NGO literature as well as 30 interviews, meetings and visits throughout the duration of the project. This included a series of presentations by teachers, education practitioners, advisory services and policy makers in Copenhagen, Karmoy, London and Madrid. A series of additional interviews were conducted with education and sports policy makers, practitioners and researchers in the field of anti racism and education. Respondents included individuals from UEFA, Kick it Out, FARE, Show Racism the Red Card, the International Sport and Culture and Association, the Danish Centre for Conflict Resolution and the Fundamental Rights Agency of the European Union. These interviews gathered insights and experience from people working on racism and integration in education and sport throughout Europe in order to identify the state of the art of the field and the necessary focus for the report. The research report covers the following areas:

- The history and profile of racism and integration in Europe. Providing context to the issue of racism and how broader social processes are shaping attitudes and communities at local levels as well as associated European legal and policy frameworks.
- Anti racism strategies: This includes and the role of Human rights and intercultural competence in fighting racism as the lifelong learning skills and personal characteristics that help individuals navigate situations of cultural differences without negative emotions linked to issues of identity threat.
- The pedagogical principles of anti racism education: Including how racism has manifested itself in education systems and the role that education can play in developing anti racism and intercultural competencies and the necessary reforms and practices that are required to develop these skills effectively.
- Anti racism and social policy in sport: The issues of discrimination and marginalisation in sport, including how sport and competition can reinforce prejudices and the role of sport and sports clubs in addressing social issues such as racism.

One of the key challenges highlighted during the research was the importance of understanding how racism manifests itself in society and what people can do to change behaviour and influence those around them in their professional and social lives. It highlighted the role that European anti racism directives, intercultural dialogue and human rights also play in developing racial equality in society. Schools are fundamentally important to this development however they are also affected by the problems of racism and can help to perpetuate inequality. As a result the role of training for teachers and practical reform of education institutions of national policy is frequently identified as the central components of Anti Racism Education. The experience of anti racism in European education is also one of slow progress and development and in many instances due to latent attitudes relating to racial difference to change and loss of privilege. Teachers and schools need to overcome this resistance with sensitivity and tact in order to avoid alienating people from the overall cause of anti racism.

Alongside schools, sports clubs were highlighted as important social institutions and the role that sports can play as a pedagogical tool for promoting positive social outcomes. However there are also ongoing challenges for the role of sport and sports clubs to be recognised and the competing priorities that are often found, including the priorities and ethos of competitive sport and the frequent occurrence of using sports for short term external political and social goals in an unsustainable manner. The research found that the foundation for the role of sport in developing social benefits is linked to focusing on developing sustainable sports participation, with associated club infrastructure. In the case of anti racism the challenge was to encourage participation in clubs from across the community regardless of race and

background, not only as participants in sporting activities, but across the fabric of the clubs, such as coaching and administration. In addition to the study it looked at the role that sports clubs play in developing 'social capital' and how this can be developed and utilised as part of social policy objectives. This includes the mutually beneficial nature of partnerships between sports clubs and schools that can encourage participation and integration in local communities.

The findings from the consultation exercise helped to guide the overall framework of the report and identify crucial areas to be addressed as part of a teacher training course. Based on the findings of consultations and literature review a framework for case studies of the participating football clubs was also developed and included into the report that looked at how these clubs had developed their activities and work. This highlighted in more detail how sports clubs can actively invest their own resources, financial or volunteers in the development of participation amongst local communities around shared enjoyment of sport. What was also notable was the comparable ethos of both clubs in relation to their community engagement activity, despite their contrasting sizes, with the commitment and activism of members and staff a central feature of their respective success. It also highlighted the important role that internal reform of sports clubs to make them welcoming to new members from different cultural or migration backgrounds is essential for any sustainable and effective last change and to avoid potential negative outcomes of polarised identities sometimes associated with sport.

Building on the findings generated by the research report, and drawing on parallel work looking at anti racism education policy in Europe conducted on behalf of the European Network against racism and the Fundamental Rights Agency a policy document has also been produced. This document provides practical guidance for teachers and education managers including:

- The contents of anti racism teacher training course held in London in September 2010
- A template for schools anti racism policy based on an exemplar framework developed by the commission for racial equality in the UK
- A template framework for integration of students and parents.

Both publications have been published on the KROSSS website for access by those wishing to do so.

Schools programme and exchange

Both the football clubs involved in the project already have highly developed community engagement activities, including the leading Arsenal in the Community Double Club schools programme and the Vard's 'Vard Model' of migrant family integration. Over the course of the KROSSS project a series of exchanges have been developed between SK Vard and Arsenal FC. This has included four visits by Arsenal in the Community to Haugesund and visits from SK Vard to Arsenal in London to learn more about their respective activities and approaches. These exchanges have developed into a schools programme of activities including educational and sporting activities as well as guidance for good practice on engaging parents and local authorities in integration and anti racism education and activities. The knowledge of Arsenal in the Community and SK Vard and their experiences from the KROSSS schools programme have been compiled into a manual and brochure for educators and sports clubs to undertake similar activities including:

- Curriculum for schools based education modules promoting knowledge of different cultures and migration in Europe using sport as a pedagogical tool based on the double club model.

- A manual for hosting 'colourful football' tournaments to promote teamwork and friendship as part of social integration.
- Brochure of the Vard Model of encouraging integration through participation in sports and sports clubs, and engagement and outreach with schools and other community organisations.

Arsenal in the Community coaches visited Haugesund on four occasions to take Double Club sessions with children in local schools. Double Club activities involve Arsenal in the Community teachers holding lessons about different religions and cultures, using sport and Arsenal FC as a basis for the teaching content that helps to encourage school children to engage with the classes. This approach has been developed by Arsenal in their local area but was also able to translate into Norwegian classes due to the international profile of Arsenal FC, English football and more general participation in football. During these exchanges they have worked in four schools from the local area and engaged with over 500 school children. In addition they have helped to raise the profile of anti racism and integration activities such as the Vard model through meeting local official, dissemination activities and work with teachers.

In addition to the Double Clubs, Arsenal in the Community and SK Vard held the Fargerik (colourful) football competition for local school children in June 2009 and 2010. Fargerik football is a non competitive football competition where children dress with a theme in their teams and take part in a non competitive tournament. The main prize of the tournament is for the team with the best costumes with the football for fun. This type of game was seen as a good way of bring children from different backgrounds together without the potential divisiveness that competitive sports can bring. However it still encourages teamwork and exercise through the presence of the sporting element. This approach was felt to be a useful exercise for schools and classes who want to try and bring people together, including conflict resolution or integration exercises. However it is also the case that the non competitive and fancy dress aspect of the tournament can be quite new and requires a high degree of communication and commitment from teachers and community coaches in areas where competitive approaches to sport are more prominent, as was found when trialling the approach in London.

The KROSSS project and SK Vard have also included activities that encourage participation of parents from migrant and minority children in sports clubs and events. The emphasis on including the whole family has been a central feature of SK Vard's work and has included the development of links with local schools and community groups. The development of close relationships with schools and other local agencies in order to develop shared initiative and to engage with people features in both Vard and Arsenal's work and represents a transferable good practice for other sports clubs and schools to follow. The KROSSS programme provided a large number of opportunities to further extend these links, examples of activities included meeting a group of immigrant parents in the local Haugesund area to discuss the issues associated with KROSSS and facilitate their participation as well as their children in local sports clubs.

Three education videos have been produced that look at the activities and approach of Arsenal and SK Vard as well as the Albertslund commune and are targeted at teachers and education managers to promote awareness of anti racism agendas. Three videos include interviews with teachers, sports practitioners and children about the challenge of racism and integration in local areas and practical steps that they are taking to address the challenge. The videos are available on YouTube via the KROSSS website and had been viewed by over 600 people in their first two months.

Dissemination

The project has also been particularly successful in disseminating awareness about the aims and content of KROSSS to a wider audience and has developed a platform to which ongoing KROSSS outputs and future activities can be targeted and developed. This dissemination has been supported by the networks developed by PPS Karmoy, PCA Albertslund, CECE and the Change Institute through their own national activities and previous European project. New networks and dissemination platforms, including websites, have been developed as part of consultation and research exercises for KROSSS and the promotion of the teacher training course. The KROSSS activities have enabled direct engagement with a number of education managers and advisory services as well as policy makers in education and sporting authorities and equalities institutions at European and member state level. The project has also begun to engage with other social policy fields about the role of sport and education in addressing social challenges in the member countries as well as with other social policy fields such as policing.

The national and international profile and reach of Arsenal FC and SK Vard have also contributed significantly to disseminating the KROSSS project to a far wider audience. Dissemination activities include press releases on the Arsenal FC website that receives a large volume of web traffic expected of a football club with a worldwide profile. SK Vard have also received national press coverage relating to their work and their participation in the KROSSS project. The teacher training course received coverage in the Arsenal FC match day programme that is potentially read by the 60,000 attendees at the match. In addition the visit was also reported by the local newspaper the Islington Gazette with a readership of 20,000. The KROSSS project has also been featured in the local newspaper in Haugesund as well as radio and TV and been raised in meetings with the national Norwegian FA and the Norway's National Sports Association. Arsenal in the Community and Vard also gave interviews to local radio to promote the KROSSS project. They also met with local dignitaries and officials linked to the work. During the project team meetings in Madrid and Denmark both Arsenal and Vard have promoted awareness of KROSSS and imparted their knowledge and experience to the clubs and educators that they have met.

The KROSSS project has also been promoted during the activities of partners including at teaching conferences, academic conferences, with practitioners and policy stakeholders at the national and European level. A project website was set up carrying information about the project and all the materials associated with it as well as a face book group with over 200 members to keep people up to date on developments. Other dissemination activities include a brochure and newsletters circulated by the individual partners as well as on the European training database in order to raise awareness and participation in the training course by teachers from all around Europe. CECE have been particularly active in publicising the KROSSS project across their extensive networks of teachers and education managers and at various conferences and manager forums in Spain and Portugal. Similarly PCA Albertslund and PPS Karmoy have been active in promoting the KROSSS project to local sports clubs and initiatives in order to encourage awareness of the issues and the potential steps actions that could take to promote integration and anti racism in their local communities. PCA Albertslund, CECE and PPS Karmoy were active in raising awareness about the training course and ensured a strong representation of Danish, Spanish and Norwegian teachers on the teacher training course.

Project meetings

The project was developed through the partnership and cooperation of the main partners driven via 5 project team meetings that lasting for two-three days and rotated between the cities of the different partners. The meetings developed the contents of the overall project and delivery of the key outputs they served as a forum of exchange between partners about

their activities and the local issues relating to racism in education and sport. In particular the contrasting experiences between the members in Madrid, Copenhagen, Norway and London was one of the key issues to emerge related to the challenge of integration of new minority groups in education and schools. The exchange of knowledge was supported through presentations and visits to local schools and initiatives addressing issues of racism and integration at each meeting. All project team meetings included visits to local schools and sports initiatives with opportunities to meet education and sports practitioners to discuss the challenges of racism and integration in education and sport. The individual meetings covered the following:

- Karmøy/Haugesund in January 2009: The kick off meeting to agree the parameters of the project. The kick off meeting included introductions of the partners, the agreement of work packages, schedules and budgets. The meeting also commenced planning for venue and dates for the in service training course and conference. The trip also included a tour of educational institutions in the Karmøy area and their experiences and approach to integration of new migrant children.
- Madrid May 2009: The meeting in Madrid was focused on initiating the design of the content of the training course, including presentation of review of literature of the role of sport and education and workshops on the legal and social context of racism. The work programme for the subsequent phase of work was also agreed between partners. The meeting finalised the venue and dates for the training course and the conference. The visit also included a tour of a Madrid school participating in the project and presentations from education managers and officials linked to CECE.
- Copenhagen November 2009: This meeting finalised the content for the teacher training course in 2010. This included the structure for the week, the content of the course and the contributions of individual members. The meeting also allowed for progress updates from all members, including an update on the exchange programme between Arsenal and Vard. The meetings included visits to local education integration project within the Albertslund area.
- London September 2010: meetings held during the teacher training course during the week focused on plans for the conference and final project outputs. The teacher training course included presentations and talks from education officials and teachers and visits to local schools.
- Madrid October 2010: The final project team meeting focused on finalising the overall project. This included confirming completed and outstanding outputs and requirements for final project reporting. The meeting also included an evaluation session of the schools exchange programme conducted by the Change Institute with Arsenal and Vard to explore what worked and what didn't and what they and other participants had learnt from the overall KROSSS exercise.

Minutes were produced for all meetings.



Classroom activities are part of the KROSSS project.

Here activities in a geography lesson

4. Partnerships

The project was structured around partnership between experts from the fields of education, sport, civil society and policy research. The lack of opportunities of exchange between practitioners from the different areas concerned with issues of racism in education, sports and broader society was a key motivating factor in the design and intended outcomes of the project. As a result the project actively sought to open up exchange and sharing of experiences and practice between partners as a principle that is an important output of the project itself. The key project partners include:

Arsenal Football Club are a leading English Premier League club with a worldwide profile and a team drawn from players from around the globe. Arsenal Football Club has recognised for a long time the power of football to create positive influence and connections at a cultural and sociological level. The Club has strong credentials in pursuing racial equality and have been at the heart of a multi-cultural local community for several decades. In the last decade they have combined long standing local community focus and heritage with the development of an international playing staff and brand that is a true global celebration of the power of the diversity of race and nationality.

Arsenal in the Community have a range of innovative schools programmes on a wide range of issues, from improving attainment to race and diversity education. Projects include the Local Schools Programme; the award winning Double Club an innovative education and football programme that also sees full time 'Arsenal Teachers' working in schools. This model is now receiving support from the national education ministry and is being emulated by a range of sports clubs in England. Other projects include 'The World on our Doorstep' celebrating the diversity of the local area and a Religious Exchange events and Maimonides Football Programme that brings together Jewish, Hindu and Muslim pupils into mixed activities. Arsenal also undertakes extensive activity as part of Black History Month. Arsenal are currently working with the Commissioner for multilingualism from the E.C to encouraging young people to learn a foreign language.

SK Vard Is a Norwegian second division football club with 1200 members, 55 teams and 220 leaders/coaches. The club is actively engaged in the local community and has a strong volunteer culture. It has been notably active in promoting social inclusion in the local community by systematically working to include children with immigrant, refugees and asylum seeker background. The approach of Vard is notable as it will offer the entire family an opportunity to be included in an active club environment with all the rights and duties this entails. Some of the activities that Vard have undertaken include:

- Accompany all children to training sessions
- Family visits
- Information to coaches, team leaders, schools, reception centres, local authorities and other partners
- Social arrangements

There are a number of Key educational outputs that the Vard Model has produced. These include:

- Improved language skills
- Developed social skills
- Positive leisure time
- Learn Norwegian culture

- SK Vard has got new knowledge that breaks down differences in culture and frees it from prejudice
- Adult immigrants take part as coaches and leaders, being good role models

The Spanish Confederation of Education and Training Centres (CECE) is a not-for-profit employers' and professional organization founded in 1977. It represents the whole educational sector in Spain from nursery school to university level and has federations in every Autonomous Community. Additionally, some sectoral federations like that of tourist colleges, hairdressers/beautician institutes or nursery schools are also members of CECE. The Institute of Education Technology (ITE) of CECE realizes its activities in four areas:

1. Assistance in the implementation of the European Quality Assurance System in its member institutions
2. Organisation of continuing training courses for teachers
3. Implementation of technological innovation in its members
4. internationalization of the members

The Teacher Training Department of ITE develops continuous professional training (CPT) courses for teachers from all educational levels based on needs analysis and financed by different actors (European Social Fund, Autonomous Communities, Ministry of Education, employers contribution). The annual number of teachers who participate in these CPT courses exceeds 10,000.

Pædagogisk Center Albertslund (PCA) is a regional Teachers Learning and Resource Centre for the municipality of Albertslund in Denmark. PCA supports the pedagogic development through courses and in-service training for teachers and by making pedagogic expertise available. Pedagogic personnel and advisers are attached to the centre, to which schools and preschool in need of advice and instruction can apply. A number of CPD courses and activities are provided at the centre for teachers and pedagogic personnel from pre-school to secondary schools.

The Centre has excellent media-workshop facilities and provides technical and pedagogic assistance to teachers working on producing their own teaching materials. Up to date networked ICT is used throughout the Centre supporting both administrative and pedagogic needs. The Centre supports the compulsory schools in developing their own curriculum networks. PCA has vast experience with international co-operation through participation in Minerva, Grundtvig and Comenius projects.

PPS Karmøy is responsible for all in-service training for its 600 teachers and 90 support staff. Karmøy has been involved in more than 40 EU-projects and in 2005 PPS Karmøy awarded the first national Comenius prize in Norway. Personnel at PPS have many years experience of running conferences and being key-note speakers at courses. The expertise of the staff includes:

- Educational innovation
- In-service-training
- Collaboration with universities on decentralized post-graduate courses
- Advise on methodology
- Co-ordination of pedagogical initiatives
- Advising pupils, teachers, parents and politicians
- Implementing external and internal evaluation
- Developing school management programmes
- Providing ICT support

- Operating a regional resource centre

Karmøy has also worked with schools on combating racism. Much of the expertise in this area has been acquired through participation in EU- supported actions. Since the 1997 European Year Against Racism Kamøy has collaborated with European partners in organising three anti-racist conferences, has developed Comenius funded intercultural education courses and produced an anti-racism package for all its schools.

The Change Institute: is a specialist consultancy offering research, evaluation and organisation development services in issues of race, faith, diversity and identity and the development of cross-cultural understanding, awareness and competence for public and private organisations. Interventions include educational modules, analysis and evaluation of learning and development needs, audit and evaluation of how institutions are responding to diverse societies, through to the design and direct delivery of strategies and staff development programmes.

The Change Institute focuses on a range of key fields that includes education, arts and culture and the challenges of integration and countering violent extremism. Education is a core specialism led by CI staff with a long track record of work to promote educational achievement, equality and intercultural education fields across all levels and sectors of education. Recent work includes authorship of a report titled 'Fighting racism and promoting equal rights in the field of education' on behalf of the European Network Against Racism, and collaboration in a LEONARDO project to develop an assessment tool for use in Vocational education and training.



The KROSSS team at project meeting in Madrid ,May 2009

5. Plans for the Future

Overall the KROSSS project has been highly successful. It took a developmental approach to the project content and outputs in order to be flexible in the face of to the complex nature of the issues and needs of the partners and groups with which it engaged. The main gap was the failure to host a conference on racism in education and sport after it was delayed due to the impact on schedules caused by the volcanic ash cloud and subsequently cancelled at its rescheduled November due to insufficient participants. In its place Norwegian partners took the opportunity to invite scheduled guests, including representatives from the Kickz project in London, a partnership between football clubs and the London Metropolitan police force working with socially excluded children. This extending of the principles of outreach and engagement by schools and sports clubs to support integration and anti racism in local communities is one that could be extended to other agencies and areas.

Most importantly however KROSSS has directly engaged with such a large number of school children, teachers and coaches in a way that has educated these people about the challenge of racism and encouraged them to take practical steps to become anti racists. This success was at the heart of what the project set out to do. It has produced a resoundingly successful teacher training course alongside useful research, policy and practical materials for use by teachers, educationalists and sports clubs. The teacher training course is scheduled to be repeated on the same dates and venue in 2011 and is expected to generate even more interest via recommendation from previous participants and the networks developed by the KROSSS project. The partnerships developed by the project will be maintained, in particular the exchanges between Arsenal and Vard. There is also planned a school and club visit to Albertslund with teachers/coaches from Arsenal in April 2011.

In addition the project team will also look into the possibility of developing a training course targeted at education managers to build on the current course that is primarily targeted at class room teachers aiming at the Socrates database catalogue in 2011/12 or 2012/13.

6. Contribution to EU policies

The project worked to support directly certain key planks of EU policy. These include

- Practical realisation of non discrimination directives
- Promotion of intercultural competence and active citizenship in line with the Lisbon agenda for skills
- Driving exchange between European partners

Although the majority of member state governments have now transposed the EU equalities directives, legislation by itself is not enough to address racism in society and its institutions. Educational institutions, alongside the media and sports organisations are expected to take a lead in promoting anti-racism. Consequently there is a vast expectation on teachers to tackle racism at both the school and broader societal levels. However, there is very little information, training and support available for teachers to address these issues. This project seeks to directly address this capacity gap in the implementation of directives by delivering training and facilitating exchange.

The KROSSS project will contribute to the promotion of intercultural education practice and the promotion of lifelong learning skills in area of social and civic competences. Social and civic competencies are one of the eight key competences for education and training as part of the EU's Lisbon strategy for skills. The competencies for lifelong learning as recommended by the European parliament and adopted as part of the Lisbon strategy and are defined as as:

“essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.”¹

The KROSSS programme also supports the delivery of the strategic framework for European cooperation in education and training ('ET 2020'). It promotes cooperation and exchange between European education partners and partners to foster exchange. Specifically it supports strategic objective 2: Improving the quality and efficiency of education and training through in the development and promotion of teacher training and competencies. The project also directly supports the aims of Strategic objective 3: Promoting equity, social cohesion and active citizenship by advancing the practice of anti racism and intercultural education in the field of education.

¹ Recommendation of the European Parliament and of the Council, of 18 December 2006, on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]

7. What we learnt

The KROSSS project is being externally evaluated by an independent expert to assess the overall effectiveness of the project. The project also built ongoing internal evaluation in order to ensure that the project was progressing in line with overall project timelines and agreed outputs. As an education project opportunity for reflection on the success and learning outcomes of the project through a formal evaluation and reflection session at the conclusion of the project as well as responses from teachers who had participated in the programme run by Arsenal and SK Vard.

Racism, integration and education systems

For many of the participants and schools who we met during the project the challenge of racism is fundamentally linked to integration of multicultural societies from relatively recent migration. Child centred approaches to teaching that focus on teaching the children that are in a class, school or education system are fundamental to successfully engaging and supporting children from a variety of backgrounds. A key concern for many educationalists has been a tendency to perceive minority children as problematic by virtue of being different from the expected and desired racial or cultural norms of class rooms and schools.

Other key issues that were noted included the variety of language development needs, engagement with parents, curricula content and the need to ensure fair evaluation practices. However classroom diversity is also increasingly being seen as a positive for the learning and teaching experience, with a variety of languages, national and cultural backgrounds that can help teachers develop lessons that are engaging and relate to students in their class room. Simple steps such as improving awareness and understanding of racism are important in order to enable people to avoid unwittingly maintaining inequalities. Likewise improved knowledge of diversity and difference and techniques can improve confidence when dealing with class room diversity.

Whilst different countries and cities have different histories of migration, the power of individual teachers to make a difference within their own classrooms was a key feature of the training course and work. However teachers also need to be supported in their efforts to promote integration in the class room with commitment through curricula and practical resources to support initiatives and their own professional development. Without leadership and support through training and advice, teachers can feel isolated when addressing the complex challenges of integration, leading to alienation and resentment of the pressure that they are placed under.

School leadership also need to recognise the important role that schools play in educating local communities by working with parents of all backgrounds and developing links and partnerships with local community organisations such as sports clubs and cultural organizations. Leadership also needs to be reflected by education managers and authorities at local and national levels by ensuring that schools are adequately supported to deliver change. This includes implementation of race equality policies, encouraging the recruitment of teachers from minority backgrounds and a commitment of resources to support positive initiatives. Fundamentally anti racism in education requires education systems to evaluate and take steps to ensure that all children receive a quality education and learning experience.

The role of clubs

Throughout the project the role that clubs can play in supporting education and integration was evident through their role in encouraging participation in sporting activities and in the club itself. Sports clubs are community institutions with extensive networks through their participants and volunteers that are drawn together around a shared enjoyment of sports such as football. The presence of a variety of professional and social backgrounds in clubs means that they can not only bring people of different social backgrounds together as well as a variety of skills. These different backgrounds can help groups and communities develop bridging links to other community groups and links with schools and other local authorities, as well as to other community groups to work together to encourage social outcomes for local communities.

However it is also the case that clubs are not immune to excluding and polarising communities and identities. It is important that clubs recognise the positive role that they can play in encouraging participation from across the local community and the positive benefits that this can produce for clubs in terms of new membership, a dynamic club culture and a positive experience for its members. This is achieved through reaching out to new sections of the local community by developing partnerships with other community groups, services and organisations such as schools and developing an ethos of inclusion and participation.

The two participating football clubs are widely contrasting in their size and profile, however both show how positive commitment to encouraging participation from all sections of the local community can be achieved. Both clubs have been successful in developing links with local authorities and schools in order to encourage positive community outcomes and both have made anti racism and diversity a key feature of this work. However whilst the Arsenal in the Community team may be relatively, they are also in a good position to engage with local and national authorities to gather support and buy in to their activities through their status and have had been able to influence national policy and activity. Whilst SK Vard have been highly successful in developing links with their local education authorities they continue to struggle to get commitment from policy makers in terms of resources that would support their good work through further investment in staffing for the club. The ongoing need to obtain funding to help support the positive work of clubs is a challenge that was reported by many of the smaller organisations that the project engaged with. Key challenges included the knowledge of potential funding streams, the skills needed to develop effective funding proposals and the time and resource required to submit successful bids.

The schools programme

The school programme was developed and tested by Arsenal and SK Vard and gathered feedback from a number of the teachers who were involved. The schools programme used the Arsenal Double Club model to teach about diversity in Norwegian schools. The approach proved popular and successful in Norway the principles of which can be adapted to a variety of different backgrounds an adaptable approach. The Arsenal materials draw on the global character of football, the multinational nature of the Arsenal team and the multicultural nature of the local area of London in which arsenal are located. The materials help to support learning about geography, experience of migration, languages and cultural differences that encourage positive understanding of diversity and difference. In addition the use of external teachers linked to football clubs such as Arsenal can also bring an added motivation alongside the use of physical activities to encourage enjoyment.

However as with all sports based initiatives it is also important to recognise that not all children will feel comfortable participating. The non competitive nature of Fargerik football provides a fun physical activity that combines physical activity with creative elements such as

fancy dress. It can encourage teamwork and cooperation in a way that can break through competitive and polarising mentalities. The non competitive of the sporting component did require additional groundwork when translated to London in order to encourage participation in the spirit of the games and make the exercise fun for those who may enjoy more competitive games. However based on feedback from teachers who were involved in the project it was felt that with adequate engagement from teachers it was possible to encourage participation from all students as well as parents throughout the whole event, such as fancy dress and judging, which goes beyond just the football games themselves.



KROSSS soccer activity at Lillesund school, Haugesund (NO)

