



EuroClio

Inspiring History and Citizenship Educators



Co-funded by the
Erasmus+ Programme
of the European Union

Football Makes History¹- Innovative collaborations of school education and youth through the prism of local football history for social inclusion and diversity.

Policy and Action Recommendations

anne
frank
house



Eintracht
FRANKFURT MUSEUM

network
fare

EVENZO



¹ Implemented with the financial support of the Erasmus+ Programme of the European Union as part of the initiative “Football History for Inclusion - Innovative collaborations of school education and youth through the prism of local football history for social inclusion and diversity”. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The Football Makes History project and the policy recommendations has furthermore benefitted from the academic advice of Professor Gijsbert Oonk from the History Department of Erasmus University Rotterdam.

For these Policy and Action Recommendations, the Football Makes History team would also like to extend its sincere thanks to the following individuals who acted as “critical friends” in providing feedback, comments and review to earlier drafts: Dr. Kevin Moore, former founding director of the National Football Museum for England, lecturer and academic author on football history; Dr. Andreas Kahrs, AK projekte (Berlin); An De Kock, Football & Social Responsibility coordinator, Royal Belgian Football Association; State Secretary Enikő Katalin Lacziko, Department for Interethnic Relations, Romania; Claudia Krobotzsch, Diversity Manager, Deutscher Fussball-Bund; and Lou Manders, Secretary, John Blankenstein Foundation (Netherlands).

Recommendation 1: Embrace teachers' freedom through open curricula

Teachers should be awarded the freedom, space and flexibility to incorporate non-traditional and innovative learning activities in their classrooms.

Formal educators have, in most countries, limited leeway in incorporating new and innovative teaching materials when applying prescribed curricula. Many syllabi are by design comprehensive to a degree in which teachers cannot introduce their own devices or activities. Making use of innovative educational activities, including on football history, can as a result be difficult. To counter this, policymakers should embrace the concept of a more open, teacher-led curricula. Allowing teachers to unleash the full potential of their unique knowledge and expertise would be an important step in using football history as a tool to foster social inclusion in classroom settings.

Recommendation 2: Encourage clubs and associations to explore their heritage and history

Football clubs and associations should make use of their own histories for social inclusion

Football clubs and football associations are often not fully aware of the potential in using their status and heritage in local communities for social inclusion activities. This includes the potential of dealing with local history from the perspective of national football or club history, including players who left their marks on society, iconic events (e.g. matches and tournaments) which took place in historically relevant contexts, or reflecting prevalent historical features (e.g. regimes, ideologies and social developments). This is particularly relevant as clubs and associations can use inspiring, and sometimes difficult and challenging, stories from their past as a foundation in their work in combatting expressions of racism, homophobia and other forms of discrimination and intolerance in their stadiums.

Recommendation 3: Advance partnerships for football heritage and history

Both the heritage and football worlds should foster cross-sectoral partnerships, including with local communities and the education sector

Just as some football bodies could be more aware of the potential that exists in their role as 'owners' of heritage and history, the history, museum and heritage sectors may also not be fully aware of the role football and football history can play in reaching new and varied audiences. Advancing partnerships between traditional custodians of heritage (such as museums), the education sector (including schools) and the world of football could similarly inspire new and engaging educational materials tackling social exclusion through the lens of football history.

Recommendation 4: Employ multidisciplinary approaches

Educators (both formal and non-formal) should be encouraged to combine their activities with other aspects of popular culture in order to reach broader audiences

History is a pervasive discipline and there is a story to be told about all subject matters. In the same way that sport and history can help address discrimination, policy should encourage the application of other cross-discipline projects, as they can garner the particularities of different disciplines and put them at the service of education in general. The transferability or the combining of activities in local football history for tackling exclusion with other domains of popular culture, such as music, dance, comics, gaming, literature, film and other sports should be encouraged.

Recommendation 5: Teach, embrace and emphasise the impact of diversity in football (and its history)

Educators (both formal and non-formal) and football clubs/associations should emphasise and embrace the diversity that exists in football and football history

Football is the world's most popular sport. As a sport whose popularity spans every continent, football has long been at the forefront in patterns of migration and globalisation. The diversity of the game and the people who watch and practise it, provide us with a unique opportunity to promote inclusion. All organisations and individuals involved in football and football history should strive to give a voice to those who have so far been left out of popular narratives in football history. The women's game, for instance, was largely ignored, or outright banned, for decades. The potential to (re-)discover stories of people who were otherwise ignored is key to using football for inclusion purposes. Educators, clubs, associations and federations all bear a responsibility to tackle not only the history of success and achievement, but to also look beyond the 'good stories' towards people who were excluded or were pioneers in giving the game its current diversity.

Summary

With millions of practitioners, fans and spectators, football is the most popular sport in the world. Football has also been at the vanguard of migration and globalisation and is, by now, an incredibly diverse sport. At the same time, discrimination in football runs deep. Episodes of racism, homophobia and discrimination based on gender, class and religious identity are experienced across both the professional and grassroots sides of the game. This discrimination is certainly not unique to football and is a problem felt across society. Yet the diversity of football and the people who watch and play the sport, does however provide policy-makers in a number of fields, including social affairs, sports and education, with unique opportunities to promote inclusion and anti-discriminatory measures.

A clear dilemma thus presents itself: the diversity of football has the potential to strengthen common values and overcome barriers and distrust, cultural misconceptions, prejudices and fears. On the other hand, football can also be

a platform for xenophobic, discriminatory and homophobic discrimination. Discrimination is similarly felt in education, a sector which in turn has the potential to play perhaps the most significant role in fostering social inclusion and tackling the very root causes of the problems that we face. Research conducted for the Football Makes History project confirms that educators see a role for football and football history - and that more work is needed to employ it at greater effect.

With clear guidelines and policies in place, a focus on football heritage and football history through educational programmes can thus inspire positive change and make clear contributions towards social inclusion. Policy-makers should start by taking note of the many success stories that already exist. This document highlights several, including those conducted by the Football Makes History project partners, but also best practices from other organisations and initiatives across Europe. While these inspiring stories exist, the potential to use football history and heritage for social inclusion purposes remains a largely untapped resource.

Taking note of the current best practices, this document zooms in on five concrete recommendations that would help unleash the potential of football history and football heritage in tackling social exclusion. Educators have an immensely important role to play in this regard. Unfortunately, current policies will often stand in their way and reforming how teaching is currently conducted by embracing open curricula would be an important step in unleashing their potential.

Clubs and Football Associations should also play a greater role as communities look to them as providers of identity and a sense of belonging. Clubs and Associations would do well by first acknowledging their unique role and by exploring their own histories. Policy-makers at different levels will naturally have different means at their disposal. The vast majority of clubs will simply not have the means available to them to establish museums or to run educational programmes. National associations may already run learning programmes, with support from, for example, FIFA or UEFA. Greater collaboration across sectors, from schools and youth workers through to civil society organisations, government ministries and international football federations is therefore necessary.

The very diverse nature of football should also not be taken for granted. Behind the trophies and celebrations of iconic matches and tournaments, a more violent and exclusionary past also exists. Football did not become the diverse sport it is today by pure chance. Both educators and the football community should confront these histories with a view to promote a more inclusive future.

To aid policy-makers in making the most appropriate decisions they can, this document finally highlights a number of concrete action points at all levels of decision-making. Conducted by partners from the worlds of football, heritage and history education and social inclusion work, these Policy and Action Recommendations aim to shed evidence-based light on how football and football history can be employed at the best possible service of social inclusion.

Background

Sharing and celebrating the heritage and history of diverse communities contributes to raising awareness and acceptance of differences and commonalities between cultures. It is especially important to reach people targeted by exclusionary attitudes through xenophobia, racism, antisemitism, homophobia and transphobia.²

Sport – and particularly football – appeals to millions of Europeans, regardless of their sexual orientation, colour, gender, age, nationality or religion, often becoming a defining factor of identities and communities. The rich local cultural heritage of football and its shared history covering the turbulent 20th century history offers direct access to addressing past and present diversity. In addition, it can help to promote shared values, equality, non-discrimination and social inclusion with an integrated perspective, encompassing and innovating formal and non-formal learning, as well as youth work.

These policy and action recommendations have been developed as part of the [Football Makes History project](#). Consisting of EuroClio, Evenzo Consultancy, the Anne Frank House, Fare network, the Eintracht Frankfurt Museum and the Romanian Football Federation, the project draws on expertise in history and heritage education, social inclusion and anti-discrimination work and of the football community.³ Together, these partner organisations share the conviction that the diversity of football and football history can help address issues of social exclusion and discrimination.

Relevance

Football remains a sector with significant issues of discrimination and exclusion. The Fare network is actively monitoring and reporting on incidents of discrimination in European and international fixtures. The Fare observer system was developed to help address incidents of discrimination in international football, by collecting first hand data that allows us to develop an understanding of what happens inside stadiums, assist governing bodies in identifying incidents, and provide a remedy for victims.

² Voices of Culture “*Structured Dialogue between the European Commission and the cultural sector*”, Brainstorming Report: Social Inclusion: Partnering with Other Sectors (October 2018)

³ The Football Makes History project and the policy recommendations has furthermore benefitted from the academic advice of Professor Gijsbert Oonk from the History Department of Erasmus University Rotterdam. For these Policy and Action Recommendations, the Football Makes History team would also like to extend its sincere thanks to the following individuals who acted as “critical friends” in providing feedback, comments and review to earlier drafts: Dr. Kevin Moore, former founding director of the National Football Museum for England, lecturer and academic author on football history; Dr. Andreas Kahrs, AK projekte (Berlin); An De Kock, Football & Social Responsibility coordinator, Royal Belgian Football Association; State Secretary Enikő Katalin Lacziko, Department for Interethnic Relations, Romania; Claudia Krobitzsch, Diversity Manager, Deutscher Fussball-Bund (Germany); and Lou Manders, Secretary, John Blankenstein Foundation (Netherlands).

The system was first introduced in 2013 and since expanded its operation at UEFA Champions League (UCL) and UEFA Europa League (UEL) matches and national team matches in Europe. Since 2015 a similar system has been developed and deployed in co-operation with FIFA at the FIFA World Cup Russia 2018 qualifiers, the FIFA Confederations Cup 2017, and the final tournament, as well as the FIFA World Cup 2022 Qatar qualifiers.

During the period from 2013 to 2020, Fare analysed over 6,000 international matches and deployed trained international observers to over 1,200 matches globally. Reports of the Fare observers about incidents of discrimination resulted in over 250 sanctions issued by football governing bodies. Fare now have over 150 trained experts globally, helping to collect intelligence, analyse fixtures, attend high-risk matches and produce reports for legal action.⁴

Figures from *Kick it Out*, English football's equality and inclusion organisation, suggest that discrimination in both professional and grassroots football rose significantly in the 2018/19 season, with reports to the organisation up by 32 per cent. Racism remains the most common form of discrimination in both professional and grassroots football, constituting 65 per cent of reports – a 43 per cent rise from 2017/18. Faith-based discrimination – which includes islamophobia and anti-Semitism – rose higher than other forms of discrimination (up 75%), with an increase reported also for discrimination related to sexual orientation.⁵

Discrimination is also felt in the education sector. As part of the Football Makes History project that these policy recommendations form part of, a Needs Assessment survey was carried out in order to identify what educators in the field need to properly address matters of discrimination in their daily activities. The following conclusions were drawn about the experiences, desires and needs of education professionals across Europe:

Educators across Europe encounter cases of discrimination

The results of the Football Makes History [Needs Assessment](#) confirmed that both formal and non-formal educators across Europe encounter cases of discrimination.⁶ These include most frequently xenophobia, but also occurrences of islamophobia, anti-Semitism, gender or LGBTI discrimination.⁷ 55% of formal educators and 60% of non-formal educators have observed race or gender based discrimination more than once a year.

Educators express interest and belief in using football history as a tool for social inclusion

The results showed a clear interest from respondents in the use of football history as an educational tool to tackle issues of discrimination and intolerance, with 90% of formal educators and 65% of non-formal educators expressing a strong belief in the use of football history as a tool for inclusion.

⁴ For monthly overviews, see <https://farenet.org/get-involved/report-discrimination/incidents-lists/>

⁵ Kick It Out's annual report for the 2018/19 season in English football, <https://www.kickitout.org/Pages/FAQs/Category/reporting-statistics>

⁶ *Football Makes History Needs Assessment*, Wagenaar, Willem and Joram Verhoeven (eds.), Anne Frank House, 2019, see <https://www.euroclio.eu/wp-content/uploads/2019/07/IO1-Needs-Assessment-Final.pdf>

⁷ Please note that the term LGBTI was used in the Football Makes History Needs Assessment survey. In line with current recommendations on language, this document will however use the term LGBTQI+ when addressing the issue in contexts outside of the Needs Assessment results.

There is a need for educational material on football history

Among formal educators, 83% of respondents expressed a need for improved sources on football history. Ready-to-use lesson plans and teaching strategies should be further developed or improved according to 67% and 58% of respondents respectively. Finally, 80% agreed that new material for the teaching of football history should be developed.

Among non-formal educators, 30% of the respondents consider it necessary to develop educational materials on football history. However, all respondents mentioned they would be interested in using such materials.

Both groups were also consulted on the kinds of material they would consider most beneficial. Non-formal educators provided their preferences for multimedia items such as flyers and videos. What matters for non-formal educators is that the material is engaging for youngsters and focuses on positive examples with which youngsters can identify. Formal educators, in turn, expressed a need for new sources about football history to be used in the classroom, and also for ready-to-use lesson plans and new teaching strategies.

Analysis

The discrimination reported in football by organisations such as Fare network and Kick it Out are a timely reminder that significant work remains to be done to ensure that all participants can feel safe and included in the sport. With the vast amount of reporting on discrimination in football being done at the professional level, it can also be expected that there is a vast scale of underreporting at the grassroots level of the sport. It should be noted, however, that the awareness of the problems associated with discrimination and exclusion in football has undoubtedly increased over the last decades. In addition to the work of Fare network and Kick it Out, many professional football clubs, national associations and international federations such as FIFA and UEFA, have spoken out against racism and discrimination and have taken firm stances against such occurrences. It is also clear that discrimination in football does not exist in a vacuum, but is rather a problem felt in society at large. Discrimination is thus similarly a cause for concern in both the formal and non-formal education sectors, as evidenced by the Football Makes History Needs Assessment.

At the heart of all forms of discrimination is prejudice based on concepts of identity, and the need to identify with a certain group. This can lead to ignorance, or even hate. As evidenced by the Football Makes History Needs Assessment, both formal and non-formal educators share a belief in the potential of football heritage and football history as a tool for social inclusion. With football forming such an important part of the identity of both communities and individuals, the potential to re-shape identities in a positive direction is clear. This need not be limited to making the sport more inclusive, but also shows the potential for football and football history as a tool to bring about positive change in local communities and societies at large.

Football history and heritage is however rarely used as a vehicle for social inclusion. Some clubs, associations and federations have established museums showcasing their history. Often, these are largely geared towards fans and showcase trophies and ‘memorabilia’ of limited interest to educators aiming to foster social inclusion. More commendable still are the efforts by an increasing number of clubs to engage with local schools, community centres and youth workers. While these efforts are valuable, the potential in making use of the rich and varied history of football is often left untapped.

Education is undoubtedly the ideal platform to tackle the root causes of discrimination, such as ignorance and fear of the unknown. Education has a clear role to play in instilling students and youth with life skills such as empathy, non-judgement, active listening, critical thinking and nonviolent communication. As such, the statistics gathered on the frequency with which discrimination occurs in both football and educational environments emphasise the urgency with which new approaches to foster tolerance should be implemented. A recent report by the European Union similarly emphasised the need for teachers to adapt to new classroom realities and how increasing diversity in EU schools calls for dedicated professional development for teachers and schools’ leaders, and school-level policy measures to promote social inclusion.⁸ Worryingly, the same report also indicated that teachers in Europe in general do not feel valued in society at large.⁹ Allowing teachers more freedom to incorporate their own unique knowledge – both of their classroom and of societal issues – could address this concern by restoring a sense of self-esteem and independence among educators, while at the same time providing them with the space required to transmit life skills to students and youth.

Anecdotal evidence gathered through the Football Makes History project points to a few additional issues that can help explain some of the current limitations in using football history as a tool for inclusion. A workshop designed to provide a diagnosis of the key challenges facing both formal and non-formal educators when making use of activities related to football history provided some clues to that effect. Formal educators, in particular, indicated that they struggle to integrate innovative teaching plans, strategies and exercises due to limitations placed on them by nationally defined teaching curricula. The educators also indicated that the increasing levels of bureaucracy and paperwork required to take students and youth outside of the classroom and other more traditional educational settings can be problematic.

In general, the involvement of students and youth not otherwise associated with, or interested in, football was identified both as a challenge and an opportunity. The level of interest in football is certainly not uniform across Europe and depends on a number of local factors. It should be noted, however, that findings related to football and football history could be transplanted to other sports, or even other forms of popular culture. The educators finally

⁸ European Union, *Education and Training Monitor*, volume 1 (Luxembourg: Publications Office of the European Union, 2019), p 25

⁹ European Union, *Education and Training Monitor*, volume 1, p 41

indicated a perception that many football clubs and associations may lack awareness of the *potential* they have in making use of their social responsibilities in local communities.

Existing recommendations & opportunities for change

Both external reports and the Football Makes History Needs Assessment have pointed to the fact that discrimination is a concern both in the worlds of football and of education. There are, on the other hand, a number of initiatives countering incidents of discrimination and providing frameworks for using football and football history and heritage for inclusion purposes. These include initiatives from civil society organisations, fan groups, football associations and clubs, among others.

There are also a great number of existing policy recommendations in the fields of education and on sports and social inclusion. The following non-exhaustive overview keeps a focus on the EU level and the countries represented in the Football Makes History project – highlighting both policy recommendations and best practices.

European Union

European Union Agency for Fundamental Rights: Tackling racism and discrimination in sport¹⁰

FRA, in their 2013 Guide of Promising Practices, Initiative and Activities, presented concrete examples of initiatives carried out by a number of stakeholders in order to tackle racism and discrimination in sport. The practices, initiatives and activities have been successful, and have been selected because of their transferability to other sociocultural contexts and their intrinsically inspiring nature.

Among the highlighted initiatives is the organization *Progetto Ultrà*, which organises their yearly *Mondiali Antirazzisti*, Anti-racist World Cup, in Italy. Participants from all over Europe travel to the Emilia-Romagna in Northern Italy to attend the World Cup, where they participate for the title and also attend a variety of workshops, debates and cultural activities (FRA, 2013, p 12). Of particular interest is Progetto Ultrà's *Anti-racist school: Football as an instrument of intercultural mediation*, focused on secondary school students. The classes imparted at the school use football as a medium to engage students in citizenship topics.

Netherlands

Curriculum.nu (2019) & Onderwijsraad (2018)

Several recent recommendations in the field of Dutch education stress the relevance of flexible curricula in order for

¹⁰ European Union Agency for Fundamental Rights, *Tackling racism and discrimination in sport* (May 2013) <https://fra.europa.eu/en/publications-and-resources/publications?title=sport>. The FRA is an independent EU body with the competency of providing assistance and expertise to all EU institutions and Member States.

schools to adapt it to local contexts, situations and available qualities of educators. In 2019, Curriculum.nu, a selected consortium of educators, scientists, educational institutions and advising bodies, produced a set of policy recommendations for the Dutch government. The underlying goal was to revise the existing curricula for every field of education. A unanimous recommendation in all publications was the importance of the government setting guiding principles for school curricula. But, as important, these guidelines should leave considerable space and flexibility for schools and teachers to fill their curriculum, make it their own and use their unique knowledge and expertise, instead of limiting educators with an overload of set guidelines and tasks. This recommendation was taken to heart by the Minister of Education, looking at his announcement that future school curricula should not be set in stone and educators should have more freedom to use their own input.

Other recent policy recommendations contain similar advice. For example, the above mentioned recommendation follows the advice of the Dutch Educational Council to the Minister of Education on the new law regarding citizenship education (Onderwijsraad, 2018). They produced an urgent recommendation to the Minister where they call for, amongst other things, clear instructions on what citizenship education should contain, and what it should not contain. This will allow schools the opportunity to educate youngsters within the ‘boundaries’ of citizenship education, while providing schools the freedom to give their curricula their own ‘twist’ and using the full potential of the unique expertise of teachers.

Romania

The Romanian Football Federation adopted in 2017 the Antidiscrimination Strategy, after a series of consultations with relevant stakeholders, including other football organizations, NGOs, Government authorities, Fare network and civic education think tanks. The role of the strategy was to tackle discrimination using football as an educational and promotional tool and to create a coalition for safeguarding the integrity of the game.

The Antidiscrimination Strategy has three pillars of action: education and communication, monitoring and awareness, sanctioning and correction. In terms of education, the most important antidiscrimination football activity is the Diversity Cup, a football tournament dedicated to the fight against racism, xenophobia and any other form of discrimination, organized in cooperation with the Department for Interethnic Relations of the Government every year in September. The average participation is of 14 adult and 9 children’s football teams. The football tournament is every year accompanied by a cultural or civic programme, including exhibitions, dialogue with football legends of Romania with various ethnic backgrounds, and by an intensive public communication campaign, with the support of the public television.

In terms of monitoring and awareness, the Football Safeguarding Coalition is monitoring any form of discrimination or hate speech against football players or fans, and incidents are documented and promptly reported to the National Broadcasting Council, National Antidiscrimination Council or Disciplinary Committee of the Romanian Football Federation. In spite of the relatively reduced incidence of discriminatory incidents, the Coalition was able to identify,

report and obtain the sanctioning of at least three incidents since 2017. Also, since 2018 the match observer's report form contains a distinct field for the reporting of discriminatory incidents.

Since the implementation of the strategy various synergic effects have been observed and the Romanian Football Federation has contributed to the increase of quality of these initiatives. Some examples are: the football tournament of Policy Centre for Roma and Minorities, under the name "Goal ToGether", with 8 children's teams from the ethnic minorities organizations; the involvement of the Romanian Football Federation in the European funded project FIRE (Football Including Refugees) together with Fare network and other European stakeholders; and the involvement in various safeguarding projects of Terre des Hommes Foundation in Romania.

United Kingdom

The link between football and education in order to promote diversity and tackle discrimination is important and has been acknowledged already by international governing football authorities. In 2003 UEFA published a guide for clubs on tackling racism in club football.¹¹ In this guide UEFA encourages professional football clubs to create their own educational resources to organise activities in schools and/ or support NGOs who developed these educational resources.

In 2017 FIFA published a Good Practice Guide on Diversity and Discrimination, including a separate chapter on the importance of education. FIFA specifically refers to the sensitisation of youngsters and football fans. As part of this sensitisation process they clearly state "educational material can be developed for teachers at schools or for social workers in local projects. Such material can make clever use of people's interest in football, its history and its fan cultures in order to address target audiences such as youngsters and fans in the most appropriate way."¹²

Both football clubs and non-formal grassroots organisations or community organisations do see the additional value of football, education and history combined. One best practice example is the UK based organisation FURD (Football Unites, Racism Divides).¹³ FURD has developed and created multiple exhibitions on several topics including the history of pioneers' players in English football. They developed exhibitions on the history of black players, South African footballers in Britain, Refugee Footballers in Britain and exhibitions about specific pioneer players such as Walter Tull, Arthur Wharton and Cyrille Regis.

Germany

Frankfurt – Theresienstadt: Searching for traces

In 2019 the 'Frankfurt – Theresienstadt: Searching for traces' project brought fan liaison officers, the Eintracht Museum and numerous Eintracht fans together on a trail that extended beyond the boundaries of the city of Frankfurt

¹¹ UEFA (2008), Tackling racism in club football A guide for clubs, see https://www.uefa.com/MultimediaFiles/Download/uefa/KeyTopics/448328_DOWNLOAD.pdf

¹² FIFA Good Practice Guide On Diversity And Anti-Discrimination, see <https://img.fifa.com/image/upload/wg4ub76pezwcxsoaj98.pdf>

¹³ See Furd, Resources – Exhibitions: <https://furd.org/resources/exhibitions>

and ultimately led to Theresienstadt. The town in what is today the Czech Republic was annexed by the Nazis between 1938 and 1945 and served as a ghetto and relay station during the mass killing of Jews during the Holocaust.

Eintracht members were also among those sent to Theresienstadt, known as Terezin in Czech, where they were incarcerated, disenfranchised and deported to camps further east. Many of the victims died in Theresienstadt. Nevertheless, the town developed a rich cultural scene and even established its own football league. During this project, the Club Museum was accompanied by Helmut “Sonny” Sonneberg, who was deported as a child from what used to be Frankfurt’s main market - the Großmarkthalle - to Theresienstadt in February 1945 and survived the ghetto. After the war Sonny became a huge Eintracht fan, and remains so to this day.

Over the course of various events, the search for evidence led the participants to diverse locations relating to Jewish history in Frankfurt. From the Börneplatz memorial to the Square of the Forgotten Children and the memorial site at the Großmarkthalle – from where Sonny was deported to Theresienstadt – participants visited sites that played a crucial role in Jewish history. The project also focused on the topic of football in Theresienstadt. Oded Breda, whose father Moshe escaped the holocaust by fleeing to Palestine, recognised his own uncle playing football in the ghetto in a Nazi propaganda film.

Through research on Oded Breda, witness interviews, visits to Theresienstadt and to Pavel Breda’s former home in Brno in the Czech Republic – as well as reflections from today’s perspective – the moving film ‘Terezin League’ was produced in 2012. Fan liaison officers and the Eintracht Museum showed it to Breda at the museum, with the film’s producer in attendance. The Museum also spoke to authors Dr. Stefan Zwicker and Peter Dippold about their books ‘Fußball unter dem gelben Stern’ (Football Under the Yellow Star) and ‘Lindenstraße – der Fußballspieler mit dem gelben Stern’ (Lindenstraße – The Footballer with the Yellow Star), which are primarily about football in the ghetto.

The project concluded with a trip to Theresienstadt. Together with 25 Eintracht supporters, the Museum visited the former ghetto in the Czech Republic on 11 October 2019. Among the travelling party was Sonny Sonneberg, who had left the camp in June 1945 after five months of imprisonment and now, returning for the first time in over 74 years, was on hand as a contemporary witness. After four moving days paying tribute to the victims of the Nazi regime, a memorial plaque from Eintracht Frankfurt was installed at the columbarium in the presence of the director of the memorial site.

The wounds on Sonny’s leg took a long time to heal, but he still feels the emotional scars to this day. He did not speak about his past for a great deal of time and it is only in recent months that Sonny has found the strength to publicly voice his story – and one matter in particular is of deep significance to him. “History should never be forgotten, but tolerance is the most important thing and that starts with ourselves,” he said, before concluding: “How can a nation be so stupid?”

The organisations involved in the Football Makes History project have several long-standing initiatives, providing examples of educational activities at the intersection of football history and social inclusion involving partnerships between clubs, football associations and NGOs:

Where do the 'Frankfurt Boys' come from? – Eintracht Frankfurt Museum

The Museum offers visitors the opportunity of partaking in workshops which aim to eliminate prejudice, develop social skills and democratic values, and develop historical knowledge. The Museum aims to show to participants that, through football and the sharing of a common goal, cultural differences become irrelevant.

With the guidance of the Museum, participants delve into the history of the club and explore the countries of origins of Frankfurt players of today and the past. Their rich histories are studied and the connections with migratory trends in Europe and elsewhere are traced. Hereby, participants get introduced to historical topics through the accessible medium of football, and they discover that migration is not a new phenomenon, developing empathy skills and historical thought.

Value Added by Diversity to Football Management – Romanian Football Federation

The Romanian Football Federation is piloting a project with a number of aims. Firstly, it aims to develop an organisational culture that fosters diversity. The *Value Added* project also aims to promote diversity in decisions and managerial outputs of the Federation, and build trust between the management of the FA and the representatives of national minorities by promoting cooperation, especially within common projects. This will be done through the creation of Working Groups, which will include representatives of Romanian ethnic minorities and specialists from academia. These working groups will produce a number of outputs, such as common statements, policy papers and communication campaigns in order to identify relevant issues and propose potential solutions, profiting from the diversity of voices and expertise of the Working Group. These outputs are operationalised by the FA and included in their action plans that deal with social inclusion and discrimination. Practical applications of the Working Groups are, for example, the organisation of the Diversity Cups. Diversity Cups are conformed of teams representing ethnic minorities and aim to foster tolerance and inclusion within society for often marginalised minorities.

Fare network - #FootballPeople Educational Resources¹⁴

In 2018 Fare developed a new educational resource kit, which can be used to educate young people against discrimination and to celebrate diversity. The educational materials are aimed at teachers in schools, clubs, NGOs and others who want to bring anti-discrimination to the classroom. The low-threshold and activating approach used in the materials deals with discrimination in football, advocates diversity and encourages people to act against exclusion. The target group for the resources are young people between the ages of 14 and 18. The kit offers four

¹⁴Fare Network, #FootballPeople Educational Resources: https://issuu.com/farenetwork/docs/8p_educational_pack_document_-_v3?e=7127467/65041864 & Fare Network, European Pioneers: https://issuu.com/farenetwork/docs/a2_pioneers_-_v4?e=7127467/65041546

different methods that raise young people's awareness of discrimination and encourage them to promote diversity and equality in football. The building blocks can be used individually or combined and adapted to the needs of the respective learning group. Educators can design sessions between 45 minutes and up to two project days. The resources were initially made available as inspiration for groups participating in the FootballPeople weeks, as inspiration to organise activities. The FootballPeople weeks, organised by Fare annually over two weeks in October, is the largest campaign for social change and diversity in global football. The FootballPeople weeks unite supporters, clubs, players, minority groups and communities affected by discrimination to stand for equality and inclusion. During the two-week period over 150,000 people in more than 60 countries organise and participate in events and activities to bring about social change and take a joint stand against all forms of discrimination and racism. The educational resource was developed in cooperation with the renowned German based agency Kooperative Berlin, and consists of the following four lessons:

Lesson 1: Mapping: Experiences of discrimination

Lesson 2: Billboard Gallery of Diversity

Lesson 3: Quiet Written Discussion: What to do against exclusion in football

Lesson 4: Fishbowl discussion: Working together for diversity in the stadium

In addition to the educational resources Fare has collected a number of European and global pioneers in football whose life story can be an inspiration for students and can be an inspiration to include in lesson 2.

Workshop on Anti-Semitic Chants – Anne Frank House

Prompted by the occurrence of anti-Semitic chants in Dutch stadiums, especially in the context of the Ajax Amsterdam-Feyenoord Rotterdam rivalry, the Anne Frank House has developed a project that aims to counter such occurrences through the development of mutual understanding among football fans. Together with Feyenoord Rotterdam, the Anne Frank House organises tours through Rotterdam with fans who have been convicted for misconduct in the stadium. Through visits to historically relevant locations, and informal talks with Jewish people who also support the same team as they do, the tour seeks to find common ground between fans who partake in discriminatory behaviour and those they target. The love for their city and their club is their common ground, and participants get a deeper understanding of the implications their behaviour entails – and how it often hurts fellow Rotterdammers and fellow Feyenoord fans.

Lessons learnt

Beyond the activities undertaken by this project's partner organisations, football clubs and football associations may not be fully aware of how they can employ their social responsibility in the community and the potential of dealing with local history from the perspective of national football or club history, including players who left their marks in society, iconic events (e.g. matches, tournaments) which took place in historically relevant contexts, or reflecting prevalent historical features (e.g. regimes, ideologies, social developments). At the same time, many clubs around Europe do face the challenge of combating racism, discrimination and promoting tolerance and diversity

amongst their fans and as part of their club identity – as shown by, for instance, the project led by the Anne Frank House. A key lesson learnt from these highlighted projects is that football stakeholders, starting at the club level but scaling up to leagues, associations, and confederations, should consider more seriously the potential of working closely with NGOs and educators in highlighting and tackling their pasts in educational settings for inclusion purposes.

Recommendations for Actions

As the many good practices that have been highlighted in this document illustrates, there are several ways of actively engaging with football history and heritage for social inclusion purposes. Based on our recommendations for policy-makers, we suggest the below concrete action points. This is a non-exhaustive list of recommended action points sorted by policy areas and levels of policy-making. The various actions are not mutually dependent on each other and are intended to give policy-makers concrete ideas for action. The authors of these policy recommendations acknowledge that some of these action points may be unattainable for certain target audiences, due to financial or other limitations. The authors encourage the establishment of effective communication and cooperation tools among the below mentioned stakeholders to ensure coherent application and to avoid parallelism. All stakeholders are also recommended to ensure that the proposed action points are targeted to vulnerable groups, as well as to linguistic and ethnic minority groups.

Recommendation 1: Embrace teachers' freedom through open curricula	
<i>Who should take action</i>	<i>Suggested action points</i>
Government ministries (policy areas: education)	<ul style="list-style-type: none"> ● Involve teachers throughout curriculum reform processes ● Value formative assessment based on the development of critical thinking skills over knowledge-based assessment to allow new and innovative lessons and learning activities to be used in classrooms ● Implement systems encouraging teachers' professional development preparing them for greater freedom in designing their own curricula
Schools / school boards	<ul style="list-style-type: none"> ● Support teachers who go beyond the mandated curriculum and implement new and innovative lessons and learning activities ● Value professional development courses and training for teachers by giving them the opportunity to take days off and providing financial

	support
(History, civics, PE) Teachers	<ul style="list-style-type: none"> ● Seize opportunities for training on new teaching methods and activities ● Embrace change and innovative approaches by incorporating them in classroom settings
Researchers & academics	<ul style="list-style-type: none"> ● Investigate and produce research on the implications of more open curricula on students' attainment/achievements
Civil Society Organisations	<ul style="list-style-type: none"> ● Develop training opportunities for teachers that promote the most innovative teaching tools and assist teachers in designing their own lessons, curricular- and extracurricular activities ● Advocate for curriculum reform

Recommendation 2: Encourage clubs and associations to explore their own heritage and history	
<i>Who should take action</i>	<i>Suggested action points</i>
Government ministries (policy areas: education, sports)	<ul style="list-style-type: none"> ● Establish funding schemes for educational projects promoted by football clubs, associations and their partners
Football clubs	<ul style="list-style-type: none"> ● Set up or open up archives to researchers, historians and/or the general public/fans ● Work with researchers/historians to discover club and association histories ● Go beyond a history of success and prizes to include social and cultural aspects of local history ● Aim to establish club museums, actively involving fan bases and local communities ● Embed football history in the club's community work, highlighting football's own diverse history ● Assign a (retired) player as ambassador for football history social inclusion activities.
National Football Associations / Leagues	<ul style="list-style-type: none"> ● Establish association museums, actively involving fan bases and local communities ● Support clubs in setting up museums and spaces to engage with the wider community by providing funding, best-practice guidelines and networks

	<ul style="list-style-type: none"> ● Open up archives to researchers, museums, historians and/or the general public/fans (or establish such archives when non-existent)
Football Confederations	<ul style="list-style-type: none"> ● Envisage funding schemes for clubs and FAs, specifically targeting football history/heritage, education projects and social inclusion projects ● Share and promote success stories of clubs and FAs that have taken action to explore their football history and heritage
Club/Association Museums	<ul style="list-style-type: none"> ● Broaden their exhibitions and reach to go beyond the celebration of achievements and trophies ● Consider innovative methods, such as crowdsourcing, for gathering sources and examples of intangible heritage (e.g. chants or stories of individual fans/players) for collections and exhibits ● Encourage and work with fan groups to highlight diversity and social inclusion aspects of club history during match days

Recommendation 3: Advance partnerships for football heritage and history	
<i>Who should take action</i>	<i>Suggested action points</i>
Government ministries (policy areas: education, heritage, culture, sports)	<ul style="list-style-type: none"> ● Establish funding schemes for educational projects promoted by football clubs, associations and their partners ● Recognise the added value of active partnerships between football clubs, schools, museums, and other players in the educational field, for instance by promoting and sharing success stories in policy papers and communication efforts
Municipal & Regional authorities	<ul style="list-style-type: none"> ● Open up archives to researchers and historians ● Provide physical spaces for conversations on heritage and football, e.g. through local libraries and museums ● Leverage existing partnerships, such as the sister cities' scheme, to foster new partnerships on football and football history
Schools / school boards	<ul style="list-style-type: none"> ● Actively seek out local clubs and educational programmes using football history to reach pupils in new and innovative ways, for instance by organising Sports Days inviting local football clubs as well as museums and heritage institutions

Football Clubs & National Football Associations/Leagues	<ul style="list-style-type: none"> ● Offer opportunities to schools, youth organisations, grassroots football clubs and youth workers in their local communities, for instance by hosting open days ● Allow free use of archives and heritage items (including currently copyrighted materials such as logos and images) for educational purposes ● Use football history in educational grassroots activities, school projects and with supporters
Football Confederations	<ul style="list-style-type: none"> ● Allow free use of archives and heritage items (including currently copyrighted materials such as logos and images) for educational purposes
Club/Association Museums	<ul style="list-style-type: none"> ● Allow free use of archives and heritage items (including currently copyrighted materials such as logos and images) for educational purposes ● Collaborate with teachers and youth workers in the design of education programmes and social inclusion activities. ● Provide educational materials on football/club history online ● Provide guidance to other clubs/associations on how to establish museums or other forms of sharing football heritage (e.g. in the form of online resource database/ museum)
Researchers & academics	<ul style="list-style-type: none"> ● Develop guidelines for how to value football heritage ● Make the connection between football heritage and history accessible to the general public (e.g. by avoiding academic jargon and engaging in public debates) ● Highlight the potential uses of their research for the general public (e.g. newspaper feature stories) ● Offer support to clubs in exploring their history and heritage
Civil Society Organisations	<ul style="list-style-type: none"> ● Strengthen cross-sectoral relations with other civil society organisations, schools, youth workers, football clubs and associations, for example by establishing channels that allow the active sharing of information, contacts and networks, and other resources, including in-kind support and cooperation in projects. ● Offer support in the form of workshops to both the football world and education professionals.¹⁵

¹⁵ See for instance the efforts by [Anne Frank House on tackling anti-Semitism in Dutch football stadia](#) or the workshops offered by the [John Blankenstein Foundation](#) on LGBTQI+ in sports.

	<ul style="list-style-type: none"> • Develop guidelines on how football heritage can be used for diversity and social inclusion activities.
Museum & heritage sector	<ul style="list-style-type: none"> • Provide space for football clubs and associations to share their heritage and history, proactively seeking such opportunities • Allow free use of archives and heritage (including currently copyrighted materials such as logos and images) for educational purposes • Offer expertise to clubs wishing to set up their own museums / spaces of heritage and history
Youth workers and non-formal educators	<ul style="list-style-type: none"> • Establish partnerships with local football clubs and offer expertise in design of education programmes • Include visits to clubs and club museums in activities
(History, civics) teachers	<ul style="list-style-type: none"> • Establish partnerships with local football clubs and offer expertise in design of education programmes • Include visits to clubs and club museums in teaching activities • Include lessons on football history in teaching plans

Recommendation 4: Employ multidisciplinary approaches	
<i>Who should take action</i>	<i>Suggested action points</i>
Government ministries (policy areas: culture, sports, education)	<ul style="list-style-type: none"> • Envision funding schemes for educational projects that bring together multidisciplinary approaches and novel collaborations • Recognize the added value of popular culture for educational purposes in reaching new and broader audiences • Encourage the connection of cultural events to sport events. Involve local/national cultural and human rights/minority rights organizations with a special focus on intercultural learning
Schools / school boards	<ul style="list-style-type: none"> • Support teachers who cross into different subjects and collaborate with colleagues from other disciplines in creating common lessons and teaching activities
(History, civics, music, science, literature, PE) teachers	<ul style="list-style-type: none"> • Consider the interests and socio-economic backgrounds of their students and design relevant educational materials, increasing the potential to reach

	<p>students not otherwise interested in their topic matter</p> <ul style="list-style-type: none"> • Update professional capacity to incorporate elements of popular culture in teaching • If the curriculum allows, design common lessons with teachers of other subjects (e.g. history of music, history of science, literature, sports, etc.) • Invite external experts, including youth workers, to their classrooms
Youth workers / non-formal educators	<ul style="list-style-type: none"> • Encourage youth themselves to take initiative and responsibility for proposing/organising/designing activities or events • Develop social inclusion activities to be undertaken in cooperation with grassroots and or professional football clubs
Football Clubs & National Football Associations/Leagues	<ul style="list-style-type: none"> • Collaborate with experts in other fields to showcase the links between football culture and other forms of popular culture, e.g. the origins of chants and links to popular music; • Large clubs with divisions in other sports should consider synergies across sporting disciplines and showcase how the different sections play a role in local communities
Museum & heritage sector	<ul style="list-style-type: none"> • Offer expertise and spaces at the service of clubs and educators • Envision exhibitions that are geared towards younger audiences, combining history with varied expressions of popular and youth culture
Civil Society Organisations	<ul style="list-style-type: none"> • Offer expertise to educators and clubs, e.g. by holding workshops at schools

Recommendation 5: Embrace the diversity of football (history)	
<i>Who should take action</i>	<i>Suggested action points</i>
Government ministries (policy areas: education)	<ul style="list-style-type: none"> • Recognise professional development opportunities for teachers, particularly those promoting inclusive education. This could be done through points-based systems influencing salaries and promotions¹⁶ or through subsidies to specific types of training.¹⁷

¹⁶ One such example is the system in place in Slovenia, see country report by the Education, Audiovisual and Culture Executive Agency of the European Union: https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-education-73_en

¹⁷ Finland, for instance, provides free training on certain topics without otherwise maintaining any promotion- or salary- linked incentives. See country report by the Education, Audiovisual and Culture Executive Agency of the European Union: <https://eacea.ec.europa.eu/national->

Football Clubs	<ul style="list-style-type: none"> ● Invite and offer space to Civil Society Organisations for inclusion work, e.g. by organising training both for internal staff and for the general public such as their fans. Training on intercultural education, managing multicultural groups, diversity as key to success, and mediation should be offered to coaches acting as role models ● Include current and former players in activities related to football history and social inclusion
National Football Associations / Leagues	<ul style="list-style-type: none"> ● Collaborate with clubs, both at professional and grassroots level, that promote a non-mainstream identity (e.g. minorities/migrants' based, gender-mixed, or LGBTQI+ friendly clubs) ● Make use of their national team players (former and current) to talk about diversity and involve them in educational programmes ● Make use of minority languages in promoting events and information about the cultural diversity that exists in football (history)
Club / Association Museums	<ul style="list-style-type: none"> ● Dedicate space to less known histories as well as to the voices “less heard” in football history, e.g. national minorities, women’s teams and the history of the women's game
Civil Society Organisations	<ul style="list-style-type: none"> ● Offer expertise at the service of educators and clubs ● Advocate on behalf of groups facing discrimination or that have been left out of historical narratives ● Establish networks/ platforms on local and national level for all concerned parties as a more efficient way to tackle racism and promote diversity.
Museum & heritage sector	<ul style="list-style-type: none"> ● Give voice and space to minorities and groups otherwise not represented in their exhibitions
Researchers & academics	<ul style="list-style-type: none"> ● Support museums and clubs in identifying voices not heard and emphasis the diversity of (football) history
(History, civics) teachers	<ul style="list-style-type: none"> ● Consider the diversity of each classroom when designing teaching plans ● Incorporate teaching on groups whose voices do not feature in traditional historical narratives, including on football history (e.g. the history of the women’s game, of migrant players, etc.)

References

- European Union Agency for Fundamental Rights, *Tackling racism and discrimination in sport* (May 2013) <https://fra.europa.eu/en/publications-and-resources/publications?title=sport>
- European Union, Education, Audiovisual and Culture Executive Agency, *Slovenia country report* (March 2019), https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-education-73_en
- European Union, Education, Audiovisual and Culture Executive Agency, *Finland country report* (March 2019), https://eacea.ec.europa.eu/national-policies/eurydice/finland/continuing-professional-development-teachers-working-early-childhood-and-school-education_en
- European Union, *Education and Training Monitor*, volume 1 (Luxembourg: Publications Office of the European Union, 2019)
- Fare Network, *incident list*, <https://farenet.org/get-involved/report-discrimination/incidents-lists/>
- Fare Network, *#FootballPeople Educational Resources*, https://issuu.com/farenetwork/docs/8p_educational_pack_document_-_v3?e=7127467/65041864;
- Fare Network, *European Pioneers*, https://issuu.com/farenetwork/docs/a2_pioneers_-_v4?e=7127467/65041546
- FIFA, *Good Practice Guide On Diversity and Anti-Discrimination*, <https://img.fifa.com/image/upload/wg4ub76pezwcxsaaj98.pdf>
- Kick It Out, *Annual Report 2018/19 season in English football*, <https://www.kickitout.org/Pages/FAQs/Category/reporting-statistics>
- UEFA, *Tackling racism in club football: A guide for clubs* (2008), https://www.uefa.com/MultimediaFiles/Download/uefa/KeyTopics/448328_DOWNLOAD.pdf
- Voices of Culture, *Structured Dialogue between the European Commission and the cultural sector*, Brainstorming Report: Social Inclusion: Partnering with Other Sectors (October 2018), <http://www.voicesofculture.eu/wp-content/uploads/2018/10/FINAL-Brainstorming-report-SD7-Social-inclusion.pdf>
- Wagenaar, Willem and Joram Verhoeven (eds.), *Football Makes History Needs Assessment*, Anne Frank House, 2019, see <https://www.euroclio.eu/wp-content/uploads/2019/07/IO1-Needs-Assessment-Final.pdf>