

Sport as a Mediator between Cultures

International Conference on Sport for Development and Peace

September 15th – 17th, 2011

Wingate Institute for Physical Education and Sport, Israel

Proceedings



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המשרד לשיתוף פעולה אזורי
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Sport as a Mediator between Cultures – International Conference on Sport for Development and Peace

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Athletes United for Peace: Reconciliation through Sport

Irene Kamberidou

Bridges to Understanding: Moving Forward through Sport

Policy makers consider that sport contributes to a wide range of ideals such as intercultural understanding, reconciliation and social integration (Peace First 2011, 2009, Munro 2009, Peace Games 2006, Brion-Meisels & Corcoran 2006). Grassroots programmes involving tens of thousands of participants around the globe from visionaries, educators, civic activists, volunteers, etc. are using sport to tackle the most pressing problems of the developing world – from AIDS in Africa to violence in Rio and Haiti. Is this vision of salvation through sports too grandiose? Can such projects make a lasting difference?¹ Remarkable results have been documented by many NGOs that have been using sport as a tool to promote reconciliation and respect for ethnic diversity.

Sport is considered a vital social space, especially in light of today's xenophobic worldviews. For example, the recent *Norway tragedy*, the terrorist attacks on July 22, 2011, where 86 people were killed by the Norwegian right-wing extremist Anders Behring Breivik in the context of his mission for the violent annihilation of multiculturalism. Specifically, the bombing of government buildings in Oslo that resulted in 8 deaths, and the mass shooting at a camp of the Workers' Youth League (AUF) of the Labour Party on the island of Utøya where Breivik killed 69 people, mostly teenagers. Breivik's far-right militant ideology is described in a compendium of texts (1,510 pages) entitled *2083–A European Declaration of Independence*,² which he distributed electronically a few hours before the attacks. In his text, Breivik lays out his worldviews that include support for varying degrees of cultural conservatism, anti-feminism, Islamophobia, ultra-nationalism, far-right Zionism, white nationalism, Serbian paramilitarism and right-wing populism. He regards Islam and "cultural Marxism" as the enemy, and argues for the violent annihilation of Multiculturalism and "Eurabia" (the Muslim population in Europe, specifically "the merging of Europe and the Middle East") in order to preserve a Christian Europe. "It is our duty as Europeans" he argues, "to prevent the annihilation of our identities, our cultures and traditions and our nation states! Please contribute to distribute the compendium to as many patriotic minded Europeans as humanly possible in all 26 European countries."³

Additionally disturbing are the results of an EU study concerning the perceptions of migrants and migration in Europe (European Commission 2009, Cordis 2007). A survey carried out as part of the EU funded Femage project, "Needs for female immigrants and their integration in ageing societies", examined the views of 21,000 native citizens in eight European countries: Germany, Austria, Finland, the Czech Republic, Estonia, Hungary and Slovenia (Cordis 2007a, 2007b). In all countries examined, the majority of the respondents were found to have more negative views and attitudes towards the immigrants in their countries than positive ones. A survey conducted by the European Monitoring Centre on Racism and Xenophobia (EUMC) and the RAcism and XENophobia Network

(RAXEN) reveals that one in two Europeans is xenophobic and one in three is racist.⁴ Another EUMC study regarding manifestations of anti-Semitism in the European Union reveals that anti-Semitic conspiracy theories are rapidly spreading over the Internet (Bergmann and Wetzel 2003). Anti-Semitism is also on the rise in Canada. The League for Human Rights of B'nai Brith Canada⁵ reported 965 cases of harassment, 317 incidents of vandalism and 24 cases of violence. "Incidents were reported across the country in synagogues, schools, playgrounds, on campus, at street rallies, sporting events, workplaces, even reaching people's own homes," said Frank Dimant, CEO of B'nai Brith Canada (Kaplan 2011). The League for Human Rights reported that it has received 564 reports of web-based hate activity with a Canadian connection, a significant increase compared to the 435 reports in 2009 and the 405 reports in 2008. "New technologies are giving a modern twist to age-old anti-Jewish messaging," Dimant said while stressing that Cyber-bullying is one of the newest threats to society (Kaplan 2011).

Sport has not remained unaffected by these trends. An EUMC report that examined football supporter sites confirms that "the internet has proved to be an effective medium for the dissemination of racist, hate-filled ideas and dialogue" (Baletti 2002: 4). In recent years we have also seen many manifestations of violence and racial intolerance at football matches that have been converted into stages for regional and identity conflicts. In Malaysia for example, during the match in Kuala Lumpur on July 21, 2011, the English club Chelsea lodged a complaint to the Malaysian Football Association about the anti-Semitic racist abuse of Israel captain Yossi Benayoun (CNN 2011). When Middlesbrough entertained Newcastle on August 27, 2007, Egyptian striker Mido-Ahmed Hossam Hussein Abdelamid was subjected to chants of "He's got a bomb, he's got a bomb" by Newcastle supporters who believed that he resembled the shoe-bomber Richard Reid (Sekar 2009), a member of al-Qaeda who attempted to destroy a commercial aircraft in flight (American Airlines Flight 63 from Paris to Miami) by detonating explosives hidden in his shoes, and the list goes on! (Kamberidou 2011a, Patsantaras, Kamperidou, Panagiotopoulos 2009) Even at friendly matches many athletes have been racially abused, such as at the match between Spain and England, at which black England players Shaun Wright-Phillips and Ashley Cole endured monkey chants from Spain supporters (Keeley 2006).

Inevitably, global grassroots movements for peace education have been underway for many years (Kamberidou 2011a, 2008a). Remarkable results have been documented by many NGOs and social movements that have been providing *bridges to understanding*, namely implementing their peace education programmes in schools and communities throughout the world – age-appropriate curriculum, service-learning activities, sports and civic engagement/activism – inspiring a new generation of educators, students, athletes and volunteers to become peacemakers. Accordingly, this paper provides an overview of the ongoing peace education programmes, conflict resolution curricula and collaborative-intergenerational activities of:

- (1) Athletes United for Peace;
- (2) Mercy Corps;
- (3) Peace First (formerly Peace Games);
- (4) Sport in Society (SIS);
- (5) Teachers Without Borders, (TWB);
- (6) Bridges To Understanding;

- (7) Volunteer Action for Peace (VAP);
- (8) Women's Initiative for Peace (WINPEACE); and
- (9) the Institute for International Sport and its 2011 *World Peace Walks and World Scholar-Athlete Games*, that took place in the framework of the World Youth Peace Summit.

What is Peace Education?

Peace education is a broad field that uses different approaches and disciplines. It has been defined as multicultural education, as conflict resolution education, as human rights education and as global citizenship education. To put it in simple terms, peace education empowers individuals and social groups with the skills, tools, knowledge and values necessary to end violence and injustice and promote a culture of peace. It is learning the skills, behaviour and attitudes to live together successfully, respecting/valuing diversity: race, religion, gender, physical disability, etc.

Peace Education is an educational process that operates on the basis of prototypes (role models), along the lines of Pierre de Coubertin's Olympic education (*pédagogie olympique/peace education*). However, it would be useless and ineffective to incorporate Coubertin's 19th century Olympism (Olympic values) and Olympic Education (peace education) into today's educational systems, into today's public schools, without first taking into consideration the complex social processes of change and transformation. For example, today's Olympic athletes (role models) and members of the Olympic movement seem to be in dire need of Olympic education (peace education), since they themselves do not reflect Olympic values, if we take into account the systematic abuse of substances (doping), obsessive competitiveness that leads to violence, commercialization, the social capital drain due to the migration of athletic talent or the so called sport migration phenomenon, the global migrant athlete, the migration of athletic talent or sports labour as well as the under-representation of migrants in mainstream sport institutions (Poli 2010, Darby, Akindes and Kirwin 2007, Takahashi & Horne 2006, Maguire 2004, Kamberidou 2011 α).

Although many of the world's finest athletes and players are migrants or ethnic minorities, they are still under-represented in non-playing positions, in SGBs and in positions of authority. Moreover, some sports still perceive themselves as not affected by exclusionary practices such as racism and the exclusion of migrants. To highlight the issues confronted by ethnic minorities and migrants in sport today, the partners of the European Union funded Sport Inclusion Network (SPIN) initiative will be hosting a conference in Vienna, 19-20 September 2011, titled 'Sport and Integration: Challenging Social Exclusion in and through Sport'. So far the conference has attracted representatives from 21 European countries: NGOs, migrant organisations, sport bodies, football associations, athletes, European governing bodies, the European Commission, etc.⁶. One need reiterate that reconciliation through sports, athlete activism and intercultural cooperation, namely *bridging social inequality gaps through sport* are vital, not only in view of the systematic misuse of Olympic values today but primarily in light of the impact of globalization on racism and xenophobia. Consequently, the Olympic movement needs to work with the leaders in the field of peace education today.

Peace First-Peace Games

Remarkable results have been documented by many NGOs that have been implementing their peace education programme throughout the world, such as Peace First, formerly Peace Games. Peace First staff, volunteers, athletes and activists have been working directly with entire communities, empowering children, students and parents in creating their own safe classrooms (Peace First 2011, 2009). It has a proven track record of building safe and productive school climates as indicated in the data that follow.

Peace First's holistic school change model starting in Boston, Chicago, New York, Los Angeles and Fairbanks, Alaska, which has become international, has taught over 40,000 students critical conflict resolution skills. It has recruited over 4,000 volunteers who have provided 400,000 hours of volunteer teaching service and trained 2,500 teachers in conflict resolution and classroom management skills. It has worked with 9,000 family members and executed 2,500 peacemaker projects (volunteerism, social service and civic engagement). Documented results in the Peace First partner schools have shown a 60 percent reduction in violence – as well as invisible forms of violence, such as racism, sexism, homophobia and bullying – and a 70 to 80 percent increase in instances of children breaking up fights as well as in helping one another (Peace First 2011).

The long-term positive effects of Peace First are clearly shown in the data for the 2008-2009 school year. During this period, Peace First worked with 14 schools in Boston, Los Angeles and New York: 3,575 students received the weekly Peace First curriculum and executed 135 original community service learning projects with the help of 408 volunteers who provided approximately 15,940 hours of direct service⁷:

- 72 percent less students brought weapons to school;
- 87 percent of students reported they rarely tease others;
- 77 percent reported that they are rarely teased, pushed or threatened by others;
- 81 percent reported that they can walk away from a fight without feeling like a coward.

At the same time, students reported that Peace First helped them:

- Understand how other people feel (95%);
- Cooperate and share with others (97%);
- Include other students in games or groups (94%);
- Improve their school work (95%);
- Want to come to school more (84%).

A study on the Peace First programme conducted by the University of Southern California (USC) also found a dramatic drop in incident reports⁸:

- 41 percent fewer verbal altercations;
- 70 percent reduction in racial/ethnic tensions;
- 50 percent fewer weapons being brought to school.

The age-appropriate curriculum⁹ – in elementary schools and high schools – focuses on Team and Trust: collaborative games, fun sport activities, the power of play, teamwork, democratic discip-

line, multicultural awareness, non-violent conflict resolution skills, combating hate-filled dialogue and respect for cultural diversity. In promoting volunteerism, community service projects and civic engagement, their aim is to reduce (and eventually eliminate) violence, ethnic prejudices and racial tensions. Peace First also offers training to institutions of higher learning, non-profit agencies, clubs and corporations, providing a spectrum of services from their one-time trainings to their full model of a three-year partnership. Student volunteers are offered course credits to participate in the programme and studies confirm that having university students work for the programme provides pupils and high school students with excellent role models and mentors (Kamberidou 2011a, Feldscher 2006, Brion & Corcoran 2005).

Sport in Society (SIS): Athletes as Mentors in Violence Prevention

Sport in Society (SIS), a leading social justice organisation¹⁰, has also been active in formulating peace education curricula and activities. It promotes respect for ethnic and gender diversity, including non-violent conflict resolution programmes in public schools, such as the SIS programme that empowers student athletes to combat bullying and harassment in their schools and communities¹¹ and the mixed-gender leadership programme that focuses on gender equality due to the lack of female role models, leaders, coaches, etc. SIS also supports and educates emerging leaders and organisations within sport to implement innovative and impactful solutions for social change. Through research, education and advocacy, it has been using sport to create social change both nationally and internationally. The SIS programmes – also staffed by former students and professional athletes – have been cited as one of the National Crime Prevention Council's "50 Best Strategies to Prevent Violent Domestic Crimes" (<http://www.sportinsociety.org/aboutUs.php>). In 2009, after decades of work and research contributing to peace education, SIS launched its *Olympism and Social Justice Institute*¹², marking its official recognition as one of the IOC's Olympic Studies Centres (OSCs), one of ten OSCs worldwide, and the only OSC in the United States.

With the goal of drawing attention to the values of Olympism – human rights and social justice – SIS has been active in promoting athletes as mentors of peace and hosting a series of activities, workshops and seminars, partnering with other organisations. For example, on July 28, 2010, in partnership with the Urban Soccer Collaborative, SIS hosted a screening of *Fair Play* at its annual Youth Leadership Institute. High school students from communities throughout the United States participated to learn about the pivotal role that sport played in ending apartheid and discuss what opportunities exist today to use sport to create a more just world. Another successful programme is SIS's "Mentors In Violence Prevention (MVP)", a mixed gender and racially diverse leadership programme composed of former professional and college athletes: men and women working together in preventing gender violence, solving problems that historically have been considered women's issues, such as sexual harassment and rape¹³. This programme has successfully facilitated training sessions with 15,000 high school students and administrators at over a hundred Massachusetts schools. It has developed original teaching materials, including MVP playbooks for high school and college students, professional athletes and adult professionals, along with accompanying trainers' guides and supplemental exercises that utilize media excerpts from popular culture. It has conducted sessions with thousands of student athletes and administrators at over 100 colleges nationwide, and the list goes on.

Other successful SIS peace programmes and activities include:

- Workshops and Awareness Raising Sessions;
- Train the Trainer Programmes;
- Project TEAMWORK (PTW) Diversity and Violence Prevention Training;
- Human Rights Squads; and
- The Squad of Student Athlete Volunteers: Athletes in Service programme.

Athletes United for Peace and Mercy Corps

Athletes United for Peace (AUP) and Mercy Corps have also been promoting reconciliation and peace through sport. Athletes United for Peace¹⁴ (AUP) – founded by a group of concerned Olympic athletes in the 1980s after the boycott of the Moscow Olympics by the United States – is a non-profit organisation and member of the United Nations team of worldwide NGOs committed to promoting peace, education and friendship through sport and media projects. The AUP programmes and ongoing projects include: the Academics and Sports Project, the Community Media Outreach Project, and the Digital Technology Academy¹⁵. Additionally, their activities include Peace Runs, such as the Heartland Chapter of Athletes United for Peace that ran for peace on February 13, 2011 and August 14, 2011, and will be meeting at the Heartland Cafe (www.heartlandcafe.com) to run for peace in November 20, 2011 as well as December 31, 2011, on New Year's Eve¹⁶.

Mercy Corps¹⁷, a non-profit organisation with innovative programmes that have reached 16.7 million people in more than 40 countries, also recognizes that sports can transcend difference. Although it is not a sport organisation, it is using sport to build constructive communication and solidarity. For example, their programme Moving Forward is a sport and play-based social support programme designed for youth affected by the January 12 earthquake in Haiti. In July 2011, in the framework of their Mercy Corps Moving Forward sports programme, local youth workers were being trained in Port-au-Prince, the largest city of the Caribbean nation of Haiti. Mercy Corps has also trained 55 mentors from 23 local organisations to hold their own sport programmes. Through these 23 institutions, Mercy Corps is directly reaching about 1,650 children and youth (Kamberidou 2011a). These 55 local mentors were trained in a unique curriculum of innovative games and fun sports activities that support the recovery and development of youth in four key areas: team-building, constructive communication, self-esteem and resiliency. This programme will be brought to 23 orphanages as well as to local and national organisations, camps and schools in the Port-au-Prince area.

World Youth Peace Summit: Peace Walks and Scholar-Athlete Games

Peace Walks took place all over the world on 21-22 May 2011 in support of the World Youth Peace Summit¹⁸. The Peace Walks were an initiative of the Institute for International Sport, in the framework of the World Youth Peace Summit, with the support of the United Nations, the Peace Corps, universities, colleges, philanthropic institutions, and many others. The inaugural World Youth Peace Summit, which included the World Scholar-Athlete Games, was held in Hartford, Connecticut from July 1-4, 2011¹⁹.

The World Youth Peace Summit's mission is to develop scholar-athletes and scholar-artists into successful peace advocates. By providing the opportunity to study peace policies through an intensive series of lectures and workshops, the summit furnished participants with practical knowledge on how to develop and implement their own peace initiatives in their home communities²⁰. The programme of the World Scholar-Athlete Games (non-profit), held June 26 to July 4, 2011 at the University of Connecticut, included celebrity visits for discussions of world events, music performances and sport activities: soccer, basketball, baseball, golf, field hockey, lacrosse, rugby, squash, softball, swimming, tennis, track & field, volleyball. It also included dance, chess, art, choir, culinary, symphony orchestra, theatre, writing/poetry and photography.

The next World Youth Peace Summit will be held in 2016 and the succeeding summits will be held every five years thereafter.

Teachers Without Borders (TWB), Volunteer Action for Peace (VAP) and Many More!

Sport could and should be included in the on-going peace education programmes and activities of other NGOs that have the expertise and a proven track record among those contributing to the growing movement towards a global culture of peace, such as Teachers Without Borders, (TWB), Bridges To Understanding, Volunteer Action for Peace (VAP), the International Institute on Peace Education and Women's Initiative for Peace (Winpeace).

The *Teachers Without Borders (TWB)*²¹ peace education programme, designed to help teachers lead the way towards peace in their classrooms and communities, has been adopted by educators in several countries²². It has been successfully implemented in San Diego, Uganda, Mexico, Democratic Republic of the Congo, Kenya, etc. In 2010-2011, TWB provided a worldwide community of teachers with a framework for peace education²³: offline and online self-paced or instructor-led courses and workshops, peace education modules, mentors for support, feedback, volunteer and internship opportunities, community radio programmes on peace education, etc..

TWB is currently looking for strategic partnerships and requesting more ideas on how to expand their peace education programme, making it essential to include sport. Accordingly, the TWB, the peace education programme will soon be adopting the programmes and content of Bridges To Understanding, another education-focused non-profit organisation²⁴. By transferring and transitioning the Bridges To Understanding programmes to TWB, it will be made available to many more teachers and students around the world. The Bridges name will continue to be used to identify the programme that will include Bridges' curriculum, online learning community, teacher training workshop and online training webcast, award-winning classroom programmes and discussion forums. TWB is currently developing additional modules to supplement their main curriculum, such as anti-drug education, interfaith harmony, art, music, critical media and literacy. Needless to say sport, as a tool for cultivating a culture of peace, can and must be included in this peace education programme, as it should be included in the peace programmes and activities of Volunteer Action for Peace (VAP), which currently operates through a network of partner organisations in over 80 countries²⁵.

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Volunteer Action for Peace (VAP), a UK based charity organisation that works towards creating and preserving international peace, justice and human rights has been providing volunteers with opportunities to work together with people from around the globe. Voluntary services include activities to develop interpersonal understanding between different social classes, races, cultures, religions and nationalities. So unquestionably the social space of sport needs to be included here as well, as it should be included in the activities of the International Institute on Peace Education²⁶ (IIPE) whose social purposes are also directed toward the development of the field of peace education in theory, practice and advocacy. The time to act is now, since the IIPE is also seeking strategic international and institutional alliances with universities and agencies involved in peace education today, which is essential in increasing the benefits of shared expertise concerning best practices as well as in advancing educational reform initiatives.

Sport could also be incorporated into the peace education programme of Women's Initiative for Peace²⁷ (Winpeace), as strategic alliances with the social space of sport are essential in cultivating a culture of peace. In the last ten years, Winpeace has been implementing its peace education programme for high-school students and teachers around the globe, building trust and communication beyond stereotypical prejudices and hostilities. For example, on August 31, 2009 a peace education and conflict resolution workshop for youth was held in the Greek island of Spetses for young participants from Greece, Turkey and Cyprus. In May 2006, Winpeace organised the first international peace education seminars for teachers in Athens at which a group of peacemakers from Bosnia, Cyprus, Turkey and Greece combined their conflict resolution skills to train 50 teachers. Many of these teachers went on to become teacher trainers themselves.

There are so many more social movements and NGOs out there, a plethora of international non-profit organisations and social networks. So the question is how can we pull together all these peace education programmes and activities and establish the required synergies? How can we enhance collaborations between all stakeholders with so many peace programmes out there? How can we include the social space of sport in all these activities and organisations? How can we draw on the experiences and insights of diverse peace educators and advocates from all world regions, learn from each other's experiences and work together towards resolving conflicts? In other words, how can we promote active participation and not just symbolic declarations. The answer may be in setting up a Common Networking Platform for Peace, an All Encompassing Hub of Information for Peace.

Concluding Remarks: An All-Encompassing Hub of Information for Peace

Providing a common hub of information for networking with progressive thinking peers, experts in the field and especially the media would facilitate dialogue with those who are at the forefront of implementing change. Specifically, diverse stakeholders working together – thinking globally and acting locally – via peace education school programmes, peacemaker projects, annual conferences, workshops, sport peace camps, mentorship programmes, online courses and workshops, etc.. The upsurge of racial or xenophobic violence indicates that joint action has to be initiated. Regrettably, there are no patented or quick solutions available since it is not possible to formulate

only one strategy which would be effective everywhere in the world due to cultural, social and religious diversity, making inter-religious, intercultural and interdisciplinary dialogue and synergies essential. This hub could pull together the multifaceted and diverse peace education curricula and activities, and in particular those that offer both leadership programmes as well as a foundation for new ones. This could contribute to the dissemination of dialogue on issues such as finding an alternative-holistic sports model, best practices, sustainable cooperation, monitoring and ensuring accountability processes, successful lobbying, raising the profile of role models and mentors in sports. Such an effort partnered with universities, education ministries and policymakers could also ensure that peace education is mainstreamed throughout the system.

In order to revive Olympism (Olympic values), teach youth pro-social attitudes and values through sport – instead of obsessive competitiveness that leads to violence and racial conflicts – the Olympic movement needs allies and networks in order to promote, among other things, initiatives, such as those of “Football against Racism”²⁸ and the “Let’s Kick Racism out of Football” (LKROOF) campaigns²⁹.

Recommendations

Peace Education

Creating such a common platform for peace would facilitate discussions, collaborations as well as the establishment of multicultural task forces for peace on issues such as:

- The institutionalization of peace education as an integral part of the curricula in state schools, beginning in pre-school or kindergarten, namely getting them while their young before they formulate social prejudices and stereotypes;
- Teacher training and retraining: the implementation of formal requirements for all teachers in the EU to take courses/seminars/workshops on multiculturalism and peace education to learn about different cultures, religions, traditions, etc.;
- The inclusion or mainstreaming of sport – which surpasses language barriers – in on-going peace education programmes and activities, such as those of Teachers Without Borders, (TWB), Bridges To Understanding, Volunteer Action for Peace (VAP) and the International Institute on Peace Education (IIPE);
- The establishment of *Researchers and Activists Without Borders*: a multicultural and gender diverse sport collaboration-alliance model – which will include the IOC, sport federations, SGBs, NGOs, etc. (drawn together through the common hub of information for peace). This would facilitate in discussions concerning 1) the expansion and empowerment of a movement of *Athletes United for Peace*, 2) the underreporting of racial or xenophobic incidents in the media, how ethnic groups are presented in the media or analyses on how racism is exploited and perpetuated in the media, 3) the formulation of a *conduct code* to be signed by coaches, athletes, sport officials, etc. with repercussions when violations are cited. Subsequently, this sport collaboration-alliance model would assist in setting up *Task Forces for International Cooperation* that will: 1) mobilize the support of political and social leaders to foster peace education and research; 2) promote intercultural and inter-religious exchanges and campaigns against racism, islamophobia and anti-Semitism; 3) monitor the formulation and implementation of preventive measures to confront

racial violence at large-scale sporting events; and 4) exert pressures on media representatives, large scale internet providers, etc..

Internet: digital experts

The internet has proved to be an extremely effective medium for the dissemination of racism and xenophobia. Even football supporter sites are filled with racial hate-filled dialogue. Consequently, the establishment of a task force of 'digital experts', an international pool to evaluate and monitor such phenomena – in the framework of the above mentioned *Task Forces for International Cooperation* – is also vital in order to:

- Mobilize the internet for addressing ethnic and cultural issues in the spirit of promoting reconciliation, human rights, respect for multiculturalism and a culture of peace;
- Develop projects for utilizing the internet to combat racism and xenophobia: monitor and block access to homepages with racist propaganda, exert pressure on large scale internet providers to remove racist content from the net, support anti-racist hotlines and codes of conduct, filter software and analyze common patterns;
- Investigate how racist content is conveyed via websites from football fans and how effective they are in mobilizing support, etc..

Discriminated groups: social equality/equity experts

The establishment of an international/multicultural task force of social equality experts, not exclusively from the social space of sport but from different disciplines, to deal with issues, such as:

- Increasing the number of discriminated social groups into power positions (SGBs, IOC);
- Breaking the glass ceiling: promoting inclusion of ethnic minorities and migrants;
- The role of public sport bodies, associations and clubs in promoting social inclusion;
- Strategies, innovative approaches, campaigns and tools against exclusionary practices in sport, i.e. appointing diversity officers;
- Self-organisation and empowerment of migrant groups and minorities in sport;
- Partnerships for closing the gender gap in Europe, re-evaluating the gender agenda in sport, focusing on changing attitudes and social stereotypes and in particular in formulating policies and best-practices that will break the glass ceiling and get women to ride up the "glass escalator" (Kamberidou 2011b, 2008a) in sport governing bodies;
- Raising the profile of our role models and mentors with Annual *Shadowing Sport Events* – similar to those of the European Commission's Shadowing activities (www.ec.europa.eu/itgirls);
- Inviting the media to focus on these events;
- Redefining professional success, especially in light of the *European Year of Volunteering 2011*³⁰. Namely, redefining professional success requires rewarding volunteerism. It means valuing social work, civic engagement, community and social services – and especially with regard to advancement practices in the gender-blind sport hierarchies. Studies confirm that women usually dominate as volunteers or as members in NGOs, in non-profit organisations, in community service work and civic activism (Kamberidou 2011b). This applies to the academia as well where it is additionally vital to reward academic volunteer services and Teaching equivalently to Research ('publish or perish') in advancement or tenure procedures. At this point one need point out that

social contributions and volunteerism are rarely recognized in promotions or tenure processes, as they are not recognized in the sport hierarchies as confirmed by the under-representation of women in SGBs and in the IOC (Kamberidou 2011a, 2011b).

Mentors-leaders-role models in sport: formal mentorship programmes

Setting up a task force to promote new role models and mentors in sport is also necessary in order to promote dialogue and best practices on issues such as:

- Mentorship programmes, promoting new role models along the lines of the initiatives implemented by Peace and Sport³¹, such as their *Champions for Peace* as well as their *Ambassadors for Peace and Sport*;
- Establishing a training programme for Mentors – similar or comparable to the one proposed at the European Commission *Shadowing* event (Kamberidou, 2008b). This includes re-training/re-educating mentors so that they acquire the necessary skills and know-how to discuss and handle issues such as overt racial or gender discrimination, subtle institutional and cultural forms of discrimination and social biases observed within sport federations, universities, colleges, and so forth;
- The institutionalization of formal mentoring programmes in the academia with compulsory participation of both male and female faculty members of all ranks (extended beyond tenure, including professors and not just the lower academic ranks). This will contribute to changes in gender and racial attitudes and stereotyping as well as safeguard continued professional growth;
- The formulation of specific guidelines/handbooks/toolkits on what Mentor should do for mentees – with respect to race, religion, etc – such as discuss the curriculum they are teaching, their services, duties, contributions and obligations, inform mentee about where to present or publish, where to apply for grants, scholarships, etc..

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Endnotes

- ¹ Sports Illustrated (SI) senior writer Alexander Wolff set off on a year long journey to find the answer. See article in SI by Alex Wolff (2011) *Sports saves the world*. SI, September 19, 2011 in: <http://sportsillustrated.cnn.com/vault/article/magazine/MAG1190627/7/index.htm> (last accessed 29/09/2011).
- ² See Anders Behring Breivik's "2083 – A European Declaration of Independence", published under his anglicised pseudonym Andrew Berwick. London, 2011 in: <http://www.kevinislaughter.com/wp-content/uploads/2083+-+A+European+Declaration+of+Independence.pdf> and in: <http://www.dailymail.co.uk/news/article-2018206/Norway-gunman-Anders-Behring-Breiviks-manifesto-Vlad-Impaler-genius.html#ixzz1TV0gkfpc> (last accessed 29/07/2011).
- ³ *Ibid.*, p. 6.
- ⁴ The primary task of the EUMC is to provide reliable information and data on racism, xenophobia, islamophobia and anti-Semitism at the European level in order to help the EU and its Member States establish measures against racism and xenophobia. The very core of the EUMC's activities is the European Information Network on Racism and Xenophobia (RAXEN), designed to collect data and information at national and European levels. (See EUMC websites: www.eumc.eu.int/index.php), EUMC-RAXEN-DATABASE and the EUMC Annual Report, 2005 in www.eumc.eu.int.
- ⁵ For further information about the League of Human Rights see website: <http://www.bnaibrith.ca/league/league.htm>

- ⁶ Details on the Vienna conference in:
<http://www.streetfootballworld.org/news-center/eventsfolder/201csport-and-integration-challenging-social-exclusion-in-and-through-sport201d-conference> (last accessed 8/9/2011).
- ⁷ See statistics in Peace First (2011). "Results/Return on Investment": 1-2 .
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- ⁸ Available at http://www.peacefirst.org/site/?page_id=74&page=2 (last accessed: 18/08/2011).
- ⁹ The age-appropriate curricula include language arts, biography, science, math, art, music and decision-making. These academic skills are integrated into real-life activities that benefit students, volunteers and the school community (Kamberidou 2008, Peace First 2009).
- ¹⁰ Located in the heart of Boston, at Northeastern University: <http://www.sportinsociety.org>, <http://www.northeastern.edu/sportinsociety/> (last accessed 27/09/2011).
- ¹¹ See news report "Empowering Student Athletes to Combat Bullying" Franklin, MA (3-29-11), SIS, <http://www.northeastern.edu/sportinsociety/news/2011/248.html> (last accessed April 7, 2011): "On March 23-24, a team of over 30 student athlete ambassadors from across Massachusetts gathered at the Massachusetts Interscholastic Athletic Association (MIAA) headquarters to collectively take on the problem of bullying in their schools and communities with help and guidance from Sport in Society."
- ¹² See Olympism and Social Justice Institute at http://www.northeastern.edu/sportinsociety/research/published/Research_Initiatives/3.html (last access 18/08/2011).
- ¹³ See details on 'Leader's Act, Mentors in Violence Prevention' in <http://www.northeastern.edu/sportinsociety/leadership/mentors/index.html> (last accessed Sept. 7, 2011).
- ¹⁴ Located in San Francisco California. See website: www.athletesunitedforpeace.org.
- ¹⁵ See ongoing projects at <http://www.athletesunitedforpeace.org/programs.html>, <http://www.athletesunitedforpeace.org/p-digital.html>, <http://www.athletesunitedforpeace.org/p-cmop.html> (last accessed Sept. 8, 2011).
- ¹⁶ See http://www.heartlandcafe.com/ap_index.htm and Heartland Runs 2011: http://www.heartlandcafe.com/ap_index.htm Also see Heartland Journal, *Body and Mind* at: http://www.heartlandcafe.com/hj_index.htm (last accessed Aug. 5, 2011).
- ¹⁷ Mercy Corps Mercy Corps responds to emergencies, conflict, poverty and hunger: (<http://www.mercycorps.org/>) headquarters in Portland, Oregon. See also: <http://www.mercycorps.org/topics/sports> and (<http://www.mercycorps.org/whoweare>).
- ¹⁸ See: <http://www.youthpeacesummit.org/peace-walks.cfm> (last accessed Aug. 8, 2011).
- ¹⁹ See: <http://www.youthpeacesummit.org/keyFacts.cfm> and <http://www.youthpeacesummit.org/index.cfm>.
- ²⁰ The full programme and speaker list can be found in the 2011 World Youth Peace Summit Programme in: <http://www.youthpeacesummit.org/schedule.cfm>.
- ²¹ TWB is a Seattle-based non-profit organisation founded in the year 2000.
- ²² See Peace education programme: <http://teacherswithoutborders.org/page/peace-education-program-activity> (last accessed 27/09/2011).
- ²³ Analytically see Teachers Without Borders, article entitled: 'Peace Education Teachers without Borders, Helping teachers promote peace in their classrooms and communities'. TWB, In: <http://www.teacherswithoutborders.org/> (last accessed 5/8/2011).
- ²⁴ See: <http://teacherswithoutborders.org/programs/teacher-programs/peace-education/bridges-understanding> (last accessed 5/8/2011)

- ²⁵ Volunteer Action for Peace (VAP): <http://www.vap.org.uk/about-vap/> (last accessed 5/8/2011).
- ²⁶ See IIPE: <http://www.i-i-p-e.org/index.html> (last accessed 27/09/2011).
- ²⁷ See: Winpeace (<http://www.winpeace.org>), NGO, Centre for Research and Action on Peace (KEDE) (<http://www.kede.org>). See also: <http://www.kede.org/index.php?do=article&pcid=71> (last accessed 27/09/2011).
- ²⁸ See FARE (<http://www.farenet.org>); at the FIFA conference on racism in football in Buenos Aires, July 2001, for the first time the federation discussed the problem, including references to anti-Semitic incidents (last accessed Sept. 7, 2011).
- ²⁹ A campaign of the UK Commission for Racial Equality, working in conjunction with the football associations of England, Wales and Scotland. See details in: <http://www.people.ku.edu/~boroboy/futbolero/abstract/horne2.html> (last accessed Sept. 7, 2011).
- ³⁰ Read about *European Year of Volunteering in EU website*: http://ec.europa.eu/citizenship/focus/focus840_en.htm.
- ³¹ Renowned individuals recognized for the excellence of their commitment to peace and sport in the world. See Peace and Sport International Forum (known as Peace and Sport) in <http://www.peace-sport.org/List-of-Champions/champions-for-peace.html> (last accessed Sept. 7, 2011).

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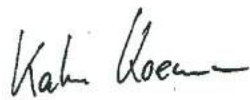
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Proceedings 'Sport as a Mediator between Cultures'

Dear authors and contributors,

We are very pleased to present to you our proceedings publication 'Sport as a Mediator between Cultures' as a follow-up to our conference in September of last year in Israel. We would like to take this opportunity to once again thank all of you for your work over the last months, during the conference as well as afterwards. We hope you are as pleased with the final result of our joint work as we are.

With best wishes from the entire ICSSPE team,

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