

# Preventing Racist Violence in Europe:

Seminar Report and Compendium of  
Good Practice

# Runnymede: Intelligence for a Multi-ethnic Britain

Runnymede is the UK's leading independent thinktank on race equality and race relations. Through high-quality research and thought leadership, we:

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- Provide evidence to support action for social change;
- Influence policy at all levels.

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# Foreword

There is currently not a single European country untouched by the problem of racist violence. Numbers of incidents seem to be increasing every year, a trend which goes hand in hand with the growing popularity of extreme right movements, both in EU member states, as well as in the European Parliament itself. Therefore, European countries simply cannot ignore this problem. Racist violence and harassment takes various shapes and forms. In some cases, it expresses itself through extreme violence, such as the recent murders of Roma families in Hungary at the hands of extreme-right groups, or violence experienced by African migrants in Italy. However, racist violence is not only about the extreme cases; it also manifests itself in the daily harassment of minority groups because of what they look like, whom they worship or where they come from.

Taking all these things into consideration, as well as the fact that most perpetrators of racist (and other) violence do not get caught, Runnymede has long argued for a stronger focus on prevention. While it is crucial to ensure that victims of racist violence and harassment get appropriate support and particular attention needs to be paid to bringing perpetrators to justice, it is equally important to find ways to reduce the number of people actually engaging in such violence. This can be done by working with them to challenge sometimes deeply entrenched racist attitudes. Over the past decade Runnymede has taken an interest in what works to prevent racist violence, in particular through challenging racist attitudes with potential perpetrators.

Past research has found that prevention work takes many forms, and can work at a variety of levels. In particular, our 2005 research reported that prevention work could be found in diverse policy areas, ranging from community cohesion to crime reduction strategies, youth policy and arts engagement. Similarly, we have seen a variety of responses to the violence affecting minorities in Europe. The response can depend on the country's tradition of answering to racist violence, whether it is recognized as an issue, whether data on racist violence is available or not, or if for instance extreme right parties are part of government. All these factors have an impact on both levels of racist violence nationally and any responses (or lack of) to it.

This report is the result of two days of discussions between practitioners from several European countries that work with young people to tackle the underlying causes of racism, with an aim to prevent it. It draws together the commonalities and lessons learnt from the different practices outlined. Prevention is not always a popular notion. It is hard to quantify, and showing the impact of preventative strategies can also be a challenge. How do you, for instance, prove that a particular young person would have committed a racist crime without a particular intervention? Similarly, not all racists will go on to commit an act of racist violence, but those who do often operate in a broader context of racist attitudes, coming from their peers and the wider society around them. For this reason, it is important to have a holistic approach to prevention. These are just a few of the themes discussed in the roundtable and which feature in this report. In addition, it includes good practice examples of work carried out by the various organizations present, highlighting the unique feature for each project that could be replicated in different settings.

This publication will be of use to any practitioner working towards combating racist violence, through work with young people in particular. We also hope that the good practice outlined in these pages will contribute to making a strong case for further support to this type of intervention, both nationally and at European level.

**Sarah Isal**

Deputy Director, Runnymede

# PART 1: SEMINAR REPORT

## Introduction

### ***Racist violence in Europe***

Throughout Europe, racist violence appears to be increasing. In EU member states where criminal justice data on racist violence is robust enough to be reliable, there has been a steady rise in recorded incidents since 2000 (Fundamental Rights Agency, 2009). These developments have gone hand in hand with a growing popularity of extreme right wing organized groups and parties. Many of the far right political parties in Europe have made an effort to clean up their appearance and conduct in order to rid themselves of their traditional image as violent thugs, and to distance themselves from racist violence. Nonetheless, such parties are particularly apt at exploiting community tensions and stoking up fear and hate.

This rise and gentrification of the far right represents the extreme end of a Europe-wide backlash against diversity (Grillo, 2005), characterized by a major shift away from accepting and valuing difference amongst the public, politicians and the press. Many countries in which multiculturalism has previously been a consensus ideology, such as the Netherlands, have increasingly turned to more assimilationist policies, with mainstream politicians pandering to the far right and adopting their language on issues such as immigration and Islam. This state of affairs has brought a certain degree of legitimacy to far right arguments that minority ethnic groups pose a threat to western values, culture and national identity (Guibernau, 2010).

In the context of these social and political changes, the need for work to prevent racist violence becomes increasingly important. As with other forms of violence, racist violence is a traumatic experience for those who suffer it. When violence is motivated by hate and targeting particular social groups, however, this involves a negation of the victim's very humanity. As such acts entail a violent rejection of the victim's identity, and a message that 'people like you' have no place in society, this can leave victims even more fearful of repeat victimization and further violence. In this way, hate crimes also impact on other people who share the victim's characteristics that were object

of hate, extending fear and terror throughout entire communities (ODIHR, 2009: 17-18).

The benefits of preventing racist violence from happening in the first place should, on the face of it, be obvious. Stopping something from happening is self-evidently better than punitively responding after the event. Yet strategies for preventing racist violence have struggled to be recognized as effective tools to reduce hate crime. Both within individual EU member states as well as EU institutions, there is a distinct lack of formal structures to provide leadership, share good practice and embed prevention in policy.

### ***EU policy and institutions***

Combating racism is present in the EU Treaty which stipulates:

*The Union shall endeavour to ensure a high level of security through measures to prevent and combat crime, racism and xenophobia, and through measures for coordination and cooperation between police and judicial authorities and other competent authorities, as well as through the mutual recognition of judgments in criminal matters and, if necessary, through the approximation of criminal laws. (Article 67 of TEU)*

This provides the European Union with the legal basis to draft laws on combating racism and harmonize legislation across the Union. To that effect a Framework Decision on Combating Racism and Xenophobia was adopted in 2008, after seven years of negotiations (the first version of the Decision was presented in 2001).

The result is a somewhat watered down version compared to the initial proposal. It calls on member states to develop a minimum standard on making racist conduct punishable by effective, proportionate and dissuasive penalties and makes provisions for increased judicial cooperation between member states to tackle racist crime across national borders (European Network Against Racism, 2009: 27).

The Framework Decision does not, however, focus on prevention and prevention is generally mentioned from the perspective of deterrent actions, i.e. providing better mechanisms for recording racist incidents, and being more effective in bringing perpetrators to justice, therefore reducing the numbers of racist crimes as a result (ODIHR, 2009: 28).

There is currently no specific focus on the prevention of racist violence in European policies; however, in the same way that national initiatives can be located in a variety of policy areas (such as community cohesion, crime reduction or education), the European Union offers the opportunity to talk about prevention under different policy areas (fundamental rights, education, intercultural dialogue).

### ***The aims of this report***

The Runnymede Trust has a long history of examining and analysing the issue of racist violence and harassment and of how to respond to it. In recent years, our work in the UK has focused more specifically on the prevention of racist violence, an area that we identified to be both under-researched and under-practised. Whilst the Stephen Lawrence Inquiry had led to significant progress in the reporting of racist incidents and in bringing perpetrators to justice, in 2002 there was virtually no research (and hence very weak evidence and knowledge) on appropriate effective interventions to prevent perpetrators, and those at risk of becoming perpetrators, from actually committing racist violence. In addition to this, challenging racist attitudes was also an area that remained under-researched and poorly understood in relation to racist violence and harassment.

To remedy this and make a contribution to the much needed evidence base, Runnymede undertook a major piece of research, aimed at finding specific examples of practice across a range of sectors (youth work, education, crime reduction, race equality, etc.) and assessed these models against the general objective of preventing racist violence. A report (Isal, 2005) of these findings was launched in a major conference which brought together a wide range of stakeholders involved in racist violence prevention.

Our European-level project aims to build on our previous research, highlighting a range of successful activities that aim to prevent racist violence in Britain amongst young people, and by expanding on those findings to examine and

report on further European projects that also meet this purpose. The objective is to place prevention work at the heart of youth policy across Europe by show-casing good practice, based on projects carried out on the ground by Non-Governmental Organisations (NGOs), youth workers and other relevant agencies.

To this end, Runnymede coordinated a roundtable on good practice, bringing together initiatives from across the EU that are specifically targeted at the prevention of racist violence among young people. The aim of the roundtable, which took place in the autumn of 2009, was to share good practice and methodologies on prevention work. We identified a number of exemplary projects across the EU – in Belgium, France, Hungary, Italy, The Netherlands, Poland and Slovakia – that work with young people to tackle the underlying causes of racism with an aim of preventing it.

Part 1 of this report outlines the main outcomes, and Part 2 contains a compendium of successful projects across the different countries, drawing together the commonalities and lessons learnt from the different practices outlined.

## **Cross-Cutting Themes**

### ***1) Defining and addressing racist violence***

One of the problems with preventing racist violence is how racist violence should be defined and delineated in the first place. Research from the UK (Bowling, 1999; Khan, 2002; Isal, 2005) has revealed how the understanding of what constitutes racist violence often reflects the values, standards or pragmatic considerations of the bodies that produce the definitions. As a result, there is a proliferation of concepts, definitions and perceptions of racist violence – even within sectors such as the criminal justice system or amongst NGOs – which can in themselves be in contradiction and conflict with one another (Bowling, 1999: 3). This problem is inevitably amplified when we move our scope of analysis from a national to an EU wide context. This is not just an argument about semantics; the working definition of racist violence can in many ways influence priorities, whether in policy or how and where NGOs decide to focus their energies.

Runnymede has been engaged in work to prevent racist violence for a number of years, and we

have adopted some key definitions which have guided and shaped our agenda in this field (see Khan, 2002 and Isal, 2005 for a more in-depth discussion). Most pertinent to this compendium is the importance of adopting a holistic approach to conceptualizing racist violence and working to prevent it. It may be true that most perpetrators of racist violence are male and aged 18 to 25, but focusing exclusively on the perpetrators themselves disregards the fact that they do not operate in a vacuum.

Those who commit racist violence will be supported in their views by their wider communities. Racist violence is always, as Gordon Allport observes, 'an outgrowth of milder states of mind' (Allport, 1954: 57). Acts of aggression, in this sense, are a violent manifestation of racist everyday discourses and more subtle forms of exclusionary practices. As Ben Bowling argues, 'any discussion of violent racism must link the extreme to the "everyday"' (Bowling, 1999: xiii). Thus, it is important to analyse the specific situations or contexts in which racist violence, or threat of racist violence, is taking place before preventive strategies and interventions are planned.

Given this 'whole community' approach, it is important not to pigeonhole racist violence as a 'youth problem'. It is unhelpful to pin down the specificity of youth in the context of racism, even when the perpetrators are young people. Although racist violence is often labelled a youth problem, it is more complex than that. Young perpetrators of racist violence are influenced by the society and community within which they live. Therefore, even when a project is specifically targeting young people – that is to say, where the aim is to challenge racism amongst young people – it is impossible to ignore the society around them; such an approach would be ineffective.

At the same time, however, it would be equally inept to disregard the importance of targeting preventative measures specifically for young people. The predominance of young people among perpetrators of racist violence gives good reason to encourage projects that access young people in particular and engages them in anti-racist work. Furthermore, young people are often impressionable and easily influenced. They can therefore be particularly vulnerable to racist rhetoric in the wider community, and more susceptible to acting impulsively and violently on their views.

With this in mind, Hollin and Palmer (2000) developed three categories of intervention: Primary Intervention works to challenge racist discourses and practices in society as a whole; Secondary Intervention identifies and works with potential perpetrators to prevent them from offending; and Tertiary Prevention targets those who have already engaged in racist violence with the aim of preventing them from reoffending.

The projects that took part in the roundtable demonstrate the great width and variety of anti-racist work in the EU. Most were working on the primary level of intervention, although some combined these methods. For example, the Living Library Project (The Netherlands) organizes encounters between refugees and people holding anti-immigrant sentiments, thus using both primary and secondary intervention.

Broadly speaking, the projects could be categorized into three types:

- 1) Projects that challenge racist discourses and change the environment through leisure activities or humour. For example, Les Indivisibles (France) seek to identify racist prejudice in public discourse. Rather than directly challenging it, they use humour to allow people to think about it and not take the newspaper headlines for granted as the truth. They stage a mock ceremony, handing special 'awards' to politicians and journalists who have made the most racist comments.
- 2) Projects that bring different groups together in various activities to challenge racist attitudes and stereotypes. For example, Plant a Flag Against Racism (Belgium) uses leisure activities to teach about anti-racism, bringing youth of different backgrounds together to break down stereotypes. They give quality labels to local youth work groups and projects who work on anti-racism. This highlights good practice examples on diversity, through playing games and making it fun.
- 3) Projects that provide training and promote awareness raising. For example, Show Racism the Red Card (UK) engage in anti-racism education using the high profile of professional footballers. They produce anti-racist resources such as DVDs, education packs, posters and magazines, and organize educational programmes of work for young people, as well as festivals, events and competitions.

## 2) *Inter-agency work*

For prevention strategies to be successful, a range of agencies need to share ideas, techniques and intelligence. Effective networking and collaborative exchanges between agencies are therefore crucial. Such multi-agency work must represent the full range of relevant sectors, such as schools, the voluntary sector, black and minority ethnic community organizations, along with law enforcement agencies and other statutory bodies (Isal, 2005: 2). The role played by each of these agencies will vary significantly depending on the nature of the preventative work, so prevention projects need to be both strategic and pragmatic in their approach to forming and maintaining inter-agency alliances. While dialogue and information sharing is valuable, it is also important to turn dialogue into action by collaborating on projects, for example to host a joint activity which has a tangible outcome or a product of value to all parties.

The roundtable participants all considered inter-agency cooperation as vital to their work, and all engaged with other organizations and sectors to some extent. In some instances, multi-agency work can build on existing multi-agency structures that projects can tap into. For example, Show Racism the Red Card has developed a good relationship with trade unions, who have the promotion of anti-racism as part of their remit. They make it easy for the unions to fulfil that objective, who will in turn provide support back. This can take the form of funding, but other types of support are important. For instance, the National Union of Teachers gives Show Racism the Red Card access to their network of teachers throughout the country, and is able to help with organizing national school competitions, or the distribution of anti-racist teaching material.

Other projects, like Kurt Lewin Foundation (Hungary), stressed the importance of convincing key stakeholders that anti-racist work is not only the right thing to do, but can actually help them to achieve their own objectives and is beneficial for society as a whole. If the support of the police, for instance, is crucial for the success of a specific project, their cooperation could be secured by making the case that engaging with the project will help them to reduce levels of crime. Indeed, the primary responsibility for combating racist violence lies with government, but in many cases it is the NGO sector which prompts government to take action, and NGOs can be instrumental in shaping the government's agenda and strategies (ODIHR, 2009: 13).

The extent of inter-agency work varied to a great extent, however, and some projects reported barriers or unfavourable circumstances for building alliances. Thus, a vigorous level of cooperation with key agencies is not always possible, and inter-agency work fraught with challenges. Some projects reported a resistance of vital agencies to engage in anti-racist work. In many instances, this stems from reluctance on the part of the authorities to acknowledge the existence of racism. In this sense, anti-racism work can be intimidating, and the mere subject matter may arouse suspicion and come across as an accusation. Furthermore, some organizations or sectors may be in agreement that anti-racist work is important and worthwhile, but may not see it as part of their remit and do not consider anti-racism to form an explicit part of their work. Another problem is that different organizations with the same aim may be in direct competition for resources.

## 3) *Whole community approaches*

As we have already established, racist violence does not take place in isolation. Perpetrators of racist violence are part of a wider network of racist ideology and are supported in their views by their family and/or local community. In a sense, they are acting out what many in their immediate environment are thinking and feeling, and their acts of violence may be sanctioned or even encouraged by their communities. Thus, in order for prevention work to be effective, projects must take account of the social context within which perpetrators live and operate and have a clear understanding of how attitudes in wider society may contribute to violence.

The roundtable projects were all aware of the importance of holistic approaches to tackling racist violence, and do so in various different ways. For instance, COSPE's Memory Palace project (Italy) focuses specifically on challenging racism and breaking down barriers between different groups in schools. Part of this is to raise awareness on how well intended actions or policies may actually serve to reinforce stereotypes and have an impact on the way children think about diversity. These stereotypes may not induce violence in and of themselves, but can strengthen certain ideas that feed into violence.

In this sense, the interpretation of what constitutes crime and racism is of crucial importance and can impact on the work of anti-racist NGOs. Even



when the community networks are there to support young people in the community, practitioners providing this support need to have a very clear understanding about what they are supporting. For instance the Bede project (UK) found that crucial to its approach to creating a relationship with local police was to clarify what kind of work they were doing and why it was important. Once the police had an understanding of this, they were clearer about how they could manage anti-racist work, and to recognize racism amongst young people in its various forms.

An issue mentioned by various projects is the difficulty in making the case that racist discourses in society can influence violent acts by individuals. In many countries, the racist element in violent crime is often downplayed or ignored, partly because it is difficult for people to acknowledge the presence of racism in society. This difficulty can extend to the criminal justice agencies as well as local and national governments, which can present a host of problems. In the absence of a strong legislative framework or a political will to tackle racism in society more broadly, racist behaviour may seem more acceptable.

If a central component to preventing racist violence is to challenge more subtle racist discourses in society, it is impossible to ignore the role of the media in communicating and reinforcing these discourses. A number of projects reported that it had become increasingly acceptable to publicly express views that previously were unmentionable, and that the media has had an important role in legitimizing xenophobic attitudes. Les Indivisibles do a great deal of work in this field by taking an active part in media discussions on racism. A particular challenge, however, comes from the internet and the material young people can access online. This can be difficult to control. Les Indivisibles reported that there is a website that monitors their activities, and each time they make a public appearance, the website publishes racist rants. As the website is not based in France, there is nothing they can do about it.

#### **4) Support needs of staff**

Anti-racist work can be difficult, straining and dangerous, especially when the aim is to combat violence. A number of factors – such as a perceived lack of progress, setbacks, or intimidation and harassment by racist individuals or groups – can leave anti-racist practitioner demoralised and reluctant to carry out their work.

For this reason, adequate support – vocational, psychological and financial – is crucial for practitioners to feel confident in their work.

The support needed by anti-racist NGOs and practitioners will be specific to the aims of a project and the context (local or national) within which it is operating. In some countries, for example, the far right is gaining a lot of support and is becoming increasingly emboldened to carry out violent attacks. The offices of People Against Racism (Slovakia) for example, were at one point fire bombed by a Nazi group, and their offices burned down as a consequence. Others face other challenges, such as suffering racist abuse online or feeling demoralized due to a perceived lack of impact of their work.

Certain challenges, however, are universal to anti-racist work. The Europe-wide rise in the far right was commented on by the participants of the roundtable, who said that it was increasingly difficult to remain positive and focused on anti-racist work in the shadow of such social developments. When time consuming and careful work is undone and destroyed by forces beyond your control, it is crucial to have the support to be able to psychologically and intellectually cope. Because it's difficult to see results and change takes years, it's difficult to keep going and motivation gets affected. However, the appearance of things getting worse can actually signal progressive social developments; as racism in society is revealed and becomes more visible, people become more aware of it, allowing for new tactics to challenge racist views.

#### **5) Evaluation**

One of the greatest challenges of prevention work generally, is the ability to evaluate the impact of the work. Often, the data to collect is difficult and can be misleading. For instance, a low number of reports of racist violence in an area can mean a lack of confidence by victims to report crimes when they occur. Conversely a rise in racist incidents can be linked to increased confidence in reporting such incidents to the police, as opposed to a rise in the actual numbers of racist incidents. It is therefore difficult to prove that prevention work makes a difference. So far, evaluation of prevention work is often unsatisfactory at best and the lack of flexibility and tendency to focus on quantitative approaches to evaluation fails to measure effective work with potential perpetrators and actual outcomes of prevention projects.

Discussion with participants in the roundtable highlighted the need for a number of prerequisites to try to address the challenge. This includes:

- A recognition of anecdotal and qualitative evidence to monitor the impact.
- The importance of building monitoring mechanisms at the start of a project, and setting up a baseline from which to measure the distance travelled. This is particularly important in ensuring that progress is measured.
- The value of involving the target groups of the project in the monitoring and evaluation practice. It is often more powerful to hear from the target group itself, for instance young people, about the impact of work carried out.
- The importance of coming back at a later stage to re-evaluate the impact of the work. This is particularly important to measure the sustainability of the intervention.

**Show Racism the Red Card** has developed a structured methodology for evaluation. Their work begins with young people age 9 and 10. First, they do a baseline assessment through a stereotyping activity, where they get photographs of different people, and get them to work in groups to come up with stories about them, what they like and enjoy doing. So, for example, participants may deliberate that the black boy lives in Zimbabwe, he spends a lot of his free time finding water and so on. Their expectations are then reversed, for instance by revealing that the white girl is actually Muslim and lives in Kosovo. This is then discussed. At the end of the day, participants fill out basic questionnaires, answering questions such as 'Did you feel today that you've learned about racism?'; 'Can you name one thing you've learned?'; 'If you saw someone being racist, could you do something about it?' They also complete an action plan: 'Racism is wrong and shouldn't be tolerated; this is what I'm going to do about it'.

When working with older young people, Show Racism the Red Card use a pre-workshop questionnaire and a post-workshop questionnaire. This allows them to quantitatively gauge changes in opinion that have resulted from the workshop. Participants also write letters, for instance to an asylum seeker which has visited them in the classroom. This is followed up with the young people again the following year, when they are asked 'What do you remember from last year's workshop? What actions have you taken since then?'

What the Show Racism the Red Card example shows is the importance of engaging the young people in the actual process of evaluation and allowing their voices to be heard. Rather than speaking on their behalf, Show Racism the Red Card gives them an opportunity to say 'This is something I think I can do', thereby allowing the young people to be active and to have a sense of ownership. The follow-up is also very important in order to monitor changes in attitude over time.

## 6) Funding

Challenging the social attitudes and structures that give rise to racist violence is a long term project, and requires dedication and perseverance. Anti-racist work is difficult, straining and dangerous. For this reason, effective and innovative work to bring about attitude change needs to be long-term, secure and consistent.

The projects that participated in the roundtable reported a variety of funding sources. However, there was a consensus that fundraising takes up too much valuable time, and there was a strong feeling of dissatisfaction with the funding system. Work in this area needs sustained and sustainable funding. In reality, funding structures are very project based, short term, and affected constantly by changes in policy, terminology and priorities. It is also very complicated and time-consuming while being essentially unpaid, or at least very uncertain.

The roundtable participants identified a number of problems. For example, funders like to fund projects that are 'new' and innovative, but are less devoted to long-term ventures. When a project comes to an end, it is difficult to find new funding. Even when projects are highly successful and proven to work, they are often not deemed interesting enough to continue funding. As a result, NGOs have to constantly reinvent and repackage their projects.

Part of the problem, however, is that sustainability is often not built into projects from their very inception. NGOs need to build sustainability into their long term plan and be strategic about it. Where there is little official recognition of racist violence, or willingness to tackle it, this can be difficult. Some funding bodies do not see it as their role to provide sustainable funding to individual projects. They want to kick-start new initiatives, but are not responsible for sustaining momentum. This, they argue, is actually the role of the state; therefore, NGOs need to convince local or national authorities that their projects are effective and put

pressure on them to provide secure and consistent funding. There is a question, however, of how much NGOs are able to lobby the state. This will depend on the situation of the country, and the government at each given time. Some governments are hostile to these issues.

There needs to be a real concept of the value and the contribution of the NGO sector, especially in terms of prevention, from both government and funders. Often this is weak and poor. Often they merely use the NGO sector for symbolic and short term purposes. Good projects should be funded, but it should also be part of supporting that NGO to continue their programme of work in a particular field.

## Conclusions

This report is the result of bringing together a collection of projects that are sometimes very diverse in the work they are undertaking, but which all have as a common trait their objective to prevent racism (both in terms of behaviour and attitudes). The roundtable and Runnymede's past research in this area has shown that there are many creative and inspiring ways in which racism can be tackled using a preventative approach (whether educational, through awareness-raising, using sport role models, or building on existing crime reduction work for instance). However, prevention work is still currently insufficiently promoted and supported. Each project that contributed to this roundtable has an element making it unique, which is brought out in the compendium section of this report. The roundtable provided a great opportunity for practitioners to share their experiences of what actually works to prevent racist violence. It will be crucial to continue to facilitate such exchanges and encourage policy makers, both at national and European levels, to support a strong preventative agenda to combat racism and xenophobia.

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# PART 2: COMPENDIUM OF GOOD PRACTICE

## BELGIUM

### National Context:

The situation in Belgium is complicated by the country's division into language areas, where there are different issues in different parts of Belgium. In the French speaking part, the largest right wing party is Front National, which only has marginal electoral support. In the Dutch speaking part, however, there is strong support for the separatist Vlaams Belang party, which has been charged with holding anti-immigrationist and racist views. Although Vlaams Belang is the biggest Flemish political party, there is a strong coalition of non-extreme right parties, who have implemented a 'Cordon Sanitaire' policy to prevent Vlaams Belang from getting in power. One consequence of Vlaams Belang's popularity, however, is that head teachers are often aware of the fact that a third of the electorate vote for them, and are therefore wary of approaching organizations such as School Without Racism, for fear of parents' reaction.

### *Démocratie et Courage, Cento, Belgium*

#### *Background:*

Démocratie et Courage was set up in Belgium in 2005 when a delegation from MRAX, the oldest and most active anti-racist NGO in Belgium, was invited to France for an international seminar held by Leo Lagrange to learn about a peer education project called 'Démocratie et Courage', developed by a group of German activists in the late 1990s. Initially, the project was created in Germany to prevent racist violence in the eastern part of the country. In Belgium, Démocratie et Courage has conducted workshops on anti-racism and intercultural learning in schools and organizations since 2005. It also carries out week-long training for new volunteers and ongoing education for volunteers. After five years and many developments, several active trained volunteers decided to set up their own organization, Cento. Trained by professionals from MRAX, Cento members now pass on their knowledge to other volunteers. Cento is today one of the best examples of the peer education method in Belgium.

#### *Mission and Objectives:*

The project addresses a variety of dimensions of racism: from biological racism to cultural racism. The project aims to understand the social construction of discriminatory behaviour, starting with stereotypes and prejudice. The training sessions give people the opportunity to question their representation of the 'other' and to gather new insights on the various groups that may experience prejudice.

#### *Action:*

Cento has designed six different training workshops, including one on racism and discrimination and one on migration and intercultural learning. Since 2006, Démocratie et Courage has organized three residential training courses per year for peer trainers. Almost 200 volunteers have been trained and about 250 training days are carried out every year, mainly in schools but also in other institutions such as trade unions or community centres. In the same way that MRAX volunteers created Cento in Belgium, other volunteers have since exported the project to Romania and Congo.

### Replicable Element:

A peer-to-peer approach to educating about anti-racism.

## *Plant a Flag Against Racism, Youth Against Racism, Belgium*

### *Background:*

Jongeren Tegen Racisme vzw (JTR - Youth Against Racism) is a national Belgian NGO based in Brussels, which was set up in 1980 in response to the increasing popularity of extreme right-wing political parties in Belgium. It provides educational training to challenge racism and racial prejudice in the school curriculum, in particular through its programme 'School Without Racism'. Driven by the conviction that preventing racism can only be achieved through a holistic approach and if attention is given to all levels of a young person's life (not just in schools), the organization launched an anti-racism project targeting volunteer youth workers in Flanders. The project, called Plant a Flag Against Racism, works with local youth groups by getting them to join an anti-racist programme for a year. Once they have joined, the project awards the groups with a special 'quality label'.

### *Mission and Objectives:*

The original aim of the project was to eliminate racism and preconceptions towards ethnic minorities by children and young people. It wanted to help different youth associations and youth clubs learn how to think positively about the multicultural society and to reduce racism amongst the young people taking part in the youth centres and groups. However, their research of the different associations concluded that a broader angle was needed to prevent racist thinking in youth work. Similarly to education, different associations in youth work often reach a narrow demographic and socio-economic category of young people. Most associations indicate that the problem in their group (if there is one) takes the form of general anti-social behaviour towards other individuals or social groups rather than to specific ethnic minorities. Thus, the focus of Plant a Flag Against Racism seeks to broaden its scope to anti-social behaviour in general.

### *Action:*

In cooperation with Jeugdwerknet – a governmental network website for youth work groups in Flanders – JTR developed an interactive website [www.planteenvlagtegenracisme.be](http://www.planteenvlagtegenracisme.be) as the focus of the project. Any interested group has to register itself on Jeugdwerknet before subscribing to the project. Once they have subscribed, a small meter pops up that gradually fills up while the group comes closer to the end of their process. To finish and to receive their quality label, the participating group organizes four described activities. JTR offers activities on the website but they can also get inspiration from other groups to construct their own activities. After each activity, the group gives a brief report on the website. When a group finishes the fourth activity, they get an electronic version of the quality label for their website, magazine, etc. and a real flag to display on their summer camp or in their clubhouse.

### **Replicable Element:**

**A tailor-made approach to anti-racist work, adapted for leisure and youth activities.**

## FRANCE

### National Contest:

**In France, amongst the most significant recent events is the Islamic headscarf controversy, when the French government introduced a law explicitly forbidding any visible sign of religious affiliation in schools. Although this law extends to all religious articles, it clearly targeted the Muslims headscarf and was widely regarded as an anti-Islamic measure. The debate around this controversy was one of the reasons why Les Indivisibles was founded; they were very sensitive to this discourse and wanted to challenge it. In this sense, the headscarf controversy represents an example of central government action which needed an intervention by anti-racist projects or NGO action.**

### *Les Indivisibles, France*

#### *Background:*

'French, no comment!' is the slogan of Les Indivisibles, an NGO created in 2007. Les Indivisibles uses humour and irony in public spheres to fight racism and stigma in French society, amongst, the media and the general public, both nationally and locally.

#### *Mission and Objectives:*

The goal is to reveal racist mentalities as absurd and harmful elements of society and need to be challenged. Les Indivisibles seek to create and sustain a citizen-led movement that promotes awareness and consciousness of this problem, and therefore abolish stigmas from the public discourses and contribute to a more neutral discourse.

#### *Action:*

On 17 March 2009, the Indivisibles – which brings together over 100 activists – organized the Y'a bon Awards to 'recognize' public figures (politicians, authors, journalists, etc.) who had made racist remarks throughout the year. It is, so to speak, the Best of the Worst. None of the winners were present to collect their award: a gold-coloured sculpture in the form of a banana skin. The ceremony was hosted by footballer Lilian Thuram and journalist Audrey Pulvar and represented the final stage of a year-long media monitoring project conducted by Les Indivisibles. The organization, chaired by Rokhaya Diallo, is now continuing its activities with public appearances in schools, universities and NGOs, participation in festivals and conferences, the production and distribution of articles and animated videos, and preparations for the next Y'a bon Awards 2010 Ceremony.

The name of the awards refers to an advertising slogan – 'Y'a bon Banania' – used for many years in marketing a French chocolate beverage. The slogan accompanied the image of a grinning African soldier serving in the French colonial army whose faulty pronunciation of 'c'est bon' was regarded as emblematic of the amusing childlike simplicity attributed to Africans in European eyes.

**Replicable Element:  
Using humour and irony to challenge racist attitudes.**

## HUNGARY

### National Context:

Hungary has, in the last years, seen a number of brutal murders of Roma people. Several people were killed, including women and children. The assaults were savage; the perpetrators attacked in the night and threw Molotov cocktails on houses of Roma people, and shot people as they were fleeing. The murders caught the public's attention. Initially, the government responded by offering a bounty, and the police embarked on an extensive manhunt. Nonetheless, the police and government initially denied that there were any racial undertones to the murders, and that they were more likely due to internal conflict in the Roma community. At the time of the murders, the OSCE's Office for Democratic Institutions and Human Rights undertook a fact finding expedition to gauge the responses to the attacks. Their conclusion was that the murders were only the tip of the iceberg in the strong tensions between Roma and Hungarians.

### *Tolerance Programme, Ec-Pec Foundation, Hungary*

#### *Background:*

Ec-Pec Foundation is a national Hungarian organization based in Budapest. Founded in 2001, its main mission is the promotion of the child-centred Step by Step programme in various educational institutions in order to support the integration of disadvantaged children and children with special needs into the education system.

Ec-Pec acts as the Hungarian member of the International Step by Step Association (ISSA), an organization with members in 28 countries worldwide. As such, it took part in ISSA's quality management programme in order to ensure high standards in implementing the Step by Step programme and high quality job performance by educators and trainers. The Tolerance Programme is a division of Ec-Pec Foundation which aims to provide anti-bias education to various educational fields.

#### *Mission and Objectives:*

The Foundation's main activities consist of providing teacher and adult trainings, complex school improvement programmes in the interest of establishing the philosophy of inclusive pedagogy in education. The Foundation cooperates with 70 highly qualified teacher trainers in four methodology centres throughout Hungary.

In its present form, the Tolerance Programme covers early childhood education, primary school education and elementary education. The goal of the programme is to increase tolerance through training and education. Since 2001, approximately 1500 teachers have received this type of education. The programme has primarily focused on anti-bias in education, but due to the great need for anti-bias in various sectors (public institutions, health care, etc.), the programme has recently opened to other sectors as well. The goal is to work in different sectors to reduce racism and stereotyping, and to foster democratic attitudes.

#### *Action:*

All ongoing programmes and those planned for the future have the common mission of helping Roma children achieve school success. Ec-Pec's experience and research results show that social disadvantage leads to disadvantage in the classroom, and that the initial setbacks eventually lead to students falling so far behind their peers that they have no chance of catching up with them. Ec-Pec's work is driven by a belief that social disadvantage does not affect ability; it only limits possibilities. The child-centred approach and the selection of the appropriate method present a feasible solution. The Foundation considers it one of its responsibilities to help their affiliate institutions in creating a pedagogical environment conducive to progress. They base all their initiatives on the assumption that improvement cannot occur without the active participation of those involved.

#### **Replicable Element:**

**Targeted methodology that focuses on teachers as actors of change.**

## *Educational Programme, Kurt Lewin Foundation, Hungary*

### *Background:*

Institutional segregation is a major problem in Hungary and can be found in almost every Hungarian institution. Schools – as institutions of socialization and models of social cooperation – play an important role in society. Discrimination and racism against Roma students is common, even on an institutional level. The Kurt Lewin Foundation’s educational programme initially took place in a small town in Eastern Hungary where severe tensions were apparent among different social and ethnic groups, manifesting in school segregation and social marginalization.

### *Mission and Objectives:*

The Kurt Lewin Foundation’s objectives include:

- Increasing access to social and civic knowledge.
- Prevention of aggravation of inter-group conflict.
- Increasing social activity of citizens.

The aim of the Educational Programme is to change the approach to segregation and discrimination of Roma students in schools. Instead of being an unsolvable problem that schools must hide, Kurt Lewin initiates talks about inclusion as a social investment that is in everyone’s interest. As such, the project tries to change the narrative and problem solving methods people usually use by disrupting the confines of how people think about segregation and diversity.

### *Action:*

The Educational Programme is about more than just education. Its development and implementation is based on the results of comprehensive research involving all affected parties. The education programme starts with the question: ‘What is your problem in your everyday life?’

During the one-year long programme, the Kurt Lewin Foundation has facilitated workshops, forums and trainings for different groups of participants – teachers, social workers, members of local NGOs, inhabitants of the community, etc. – and provides personal consultation for anyone, especially for community leaders. It is crucial to create a network of local groups, to disseminate the knowledge and the methodology, and to maintain internal motivation. By using informal education methods, the programme helps participants realize that co-operation is the key to prevention.

The Kurt Lewin Foundation’s initiative is a cross-sector dialogue and network programme. It helps all members of the community to develop democratic and active citizenship skills. It helps them to develop empathy, train them to question their own prejudices and to take responsibility. In this way, the network functions as an early warning system preventing the emergence of serious social tension, overt discrimination and hate crimes.

At the end of the programme, delegates of the different groups create an ethical code to record the principles determining the development, the named objectives and the contact points for cross-sector co-operation. Even though it is not legally binding, the use of the ethical code becomes obligatory because the participants create it themselves. The document contains the main values and policies for preventing racism and segregation, primarily in schools but also in other areas of society.

### **Replicable Element:**

**A multi-agency approach that works locally to ensure buy-in by all local actors.**



## ITALY

### National Context:

**In Italy, like elsewhere in Europe, there has been a sharp rise in anti-Roma sentiments. Recently, there have been several violent attacks on Roma camps, including forceful evictions from camps by the Italian police. The issue surrounding the Roma demonstrates the importance of preventive work, but also a need for positive and constructive responses from the government. Unfortunately, many government policies only serve to increase levels of stereotyping and prejudice. Negative stereotypes are often combined with so-called positive stereotypes (the Roma as happy-go-lucky people, singing and dancing) which do not help. They may not be the source of violence towards the Roma, but they do reinforce certain ideas which can feed into violence.**

### *INSETRom, Italy*

#### *Background:*

The seven European partners composing the INSETRom project (Cyprus, Greece, Romania, Slovakia, Austria, UK, and Italy) shared the European wide concern for Roma pupils' low and irregular school attendance, unsatisfactory learning and school performance, and high rate of adolescent school drop outs. By educators and teachers they are recognized as educational 'challenges', or diagnosed as 'problems', that are compounded by the discrimination and prejudices that Roma suffer and by the hard conditions – either defined as 'cultural deprivation' or 'socio-cultural disadvantage' – in which they live. The persistence of such hard conditions together with schools' failure to attain educational equality, as well as the impact of socio-cultural factors on children's experience and Roma/non-Roma relations continues to be a concern for various European nation states.

#### *Mission and Objectives:*

INSETRom training course seminars aimed: 1) to address the indifference to, or the exclusion of Roma history, language and culture from classrooms where Roma pupils are enrolled, that has been indicated as one of the possible reasons for their learning difficulties; and 2) to reflect on and question why the reification of Roma cultural diversity, and of Roma groups' embedment in a cultural 'script', can be as unjust and oppressive as the indifference or denial of their diversity.

#### *Action:*

In planning INSETRom goals and activities for the teachers' training course, partners decided that close consideration had to be paid to the organization and culture(s) of the schools, and their impact on learning and teaching processes as well as on pupil–teacher relations and mutual expectations. It was agreed that both the INSETRom contents and the pedagogical approach should be elaborated so as to be a sensitive and effective answer to the countries' different educational situations and provisions, and to the multicultural dimension now characterizing most countries' classrooms.

After the training course finished, teachers in Turin were asked if they wished to try and implement in their classrooms relevant aspects of what they themselves had learned. In all of the six schools where teachers work, a special activity was carried out before the end of school year 2008-2009. Children acted historical events, drew their views on the culture of the school or the classroom, practised some Romaní language through stories and songs, and made graph charts.

INSETRom project was recognized as one of the 30 best practice projects for Roma, see EU projects in favour of the Roma community, European Union, 2010. For further information INSETRom, see [www.iaie.org/insetrom](http://www.iaie.org/insetrom)

### **Replicable Element:**

**A focus on changing the narrative through work with teachers**

## *The Memory Palace, Cospe, Italy*

### *Background:*

Differential educational outcomes between Italian and minority ethnic pupils are a longstanding concern in Italy. Statistics show that pupils with foreign citizenship fall behind in primary school, and the gap grows further as the pupils get older. There are several factors which explain this difference. Cospe has been working for many years to prevent academic failure of minority ethnic children, and has contributed to the setting up of a scientific committee made by teachers, headmasters, cultural mediators of Florence and Prato.

The Memory Palace project came from local demand, especially from Chinese immigrant families, to challenge racism experienced by foreign pupils and to demonstrate that immigrants are holders of valuable knowledge and experience. The project was set up to address racism against young Chinese pupils in particular. There were several cases of verbal and physical violence in and out of schools. The violence was often based on the idea that Chinese migrants were stealing jobs from Italian workers.

### *Mission and Objectives:*

The Memory Palace project aims to create the conditions for pupils of different origin: 1) to have their educational rights respected (in a wide sense, including the same opportunities of educational success regardless of their origin, gender, status, or language skills); 2) to break down barriers built by racial prejudice and social environment; and 3) to build a educational, cultural, linguistic and affective continuity between schools and between areas of origin and of arrival for children of immigrants, starting from those with Chinese origin, but potentially to include all nationalities.

### *Action:*

The Memory Palace project involves a number of activities:

- Building and maintaining educational partnerships between Tuscan and Zhejiang schools (the main origin area of origin of Chinese pupils). Schools that show interest to enter in an educational partnership process, or that are already involved, are supported in exchanging their experiences and sharing them with other schools.
- Reinforcement and support to the formalization of 'Associazione di Interscambio culturale Toscana – Cina'. For a number of years, a group of Chinese parents (who used to be teachers in China) have been working in order to promote courses of Chinese language for the new generation growing up in Tuscany schools (connected with the schools management).
- Editing a bilingual Italian - Chinese magazine 'Zhong Yi Bao', distributed to schools, associations and university students of the course in Intercultural Studies.
- Workshops in Tuscany schools and exchanges between pupils and teachers in the Tuscan and Chinese schools.
- Celebrations and meeting to improve socialization and positive dynamics between pupils, organized by associations of Chinese citizens and/or educational institutions.

### **Replicable Element:**

**A direct involvement of the 'victim' groups and their families to prevent racism.**

## THE NETHERLANDS

### National Context:

In the Netherlands, the murder of film-maker Theo van Gogh by a Dutch-Moroccan Muslim changed the country's approach to diversity. Although parts of the government supported demonstrations against racism and attempts to prevent a surge of Islamophobia, many officials saw this as a confirmation of Dutch Muslims as a 'problem population'. A more serious issue, though, was that right wing parties were able to exploit the situation to increase their support. As in the UK, this has led to a situation where far right ideology has entered mainstream politics, with even left wing parties use expressions that were unthinkable 10 years ago. In some ways, this situation makes anti-racism work easier, as racist views have resurfaced and are out in the open again. However, this clearly highlights the need for prevention work.

### *The Living Library, Dutch Council for Refugees, The Netherlands*

#### *Background:*

The Living Libraries concept came from Denmark and was brought to the Netherlands by Kim Tsai who organized a few Living Libraries in the East of the Netherlands with great success. The Living Library is a mobile library set up as a space for dialogue and interaction. People come to Living Library events and are given the opportunity to speak informally with 'people on loan'. Kim came into contact with the national office of the Dutch Refugee Council offering to use the Living Library concept to tackle prejudice against refugees.

As a result, the Living Libraries model was adapted to fit with the mission of the Refugee Council and a methodology was developed to implement it in regional branches of the Refugee Council across the country.

#### *Mission and Objectives:*

The aim of the project is to raise awareness among local Dutch citizens on the position of refugees in the Netherlands; to reduce prejudice against refugees; to prevent racism towards refugees and migrants; and to organize an accessible platform for refugees to speak out.

This project fulfils two key objectives of the Dutch Refugee Council which are to increase the potential for refugees to be part of Dutch society and to encourage their successful integration.

#### *Action:*

Following the development of a methodology to implement the Living Library throughout the country, a dedicated website ([www.mensendoeneenboekjeopen.nl](http://www.mensendoeneenboekjeopen.nl)) was developed for visitors and clients as well as for employees of the Refugee Council wanting to organize a Living Library. All Refugee Council regional branches can set up their own Living Library, provided they can find staff, funding and time to do so.

There are currently four regional departments with one or more Living Libraries. Examples of Living Libraries organized by the Refugee Council include organizing a Living Library at two of the big Liberation day festivals, or being invited to hold a Living Library during the Amsterdam police away day. According to the setting and where the Living Library takes place, it can be customized.

### Replicable Element:

**An innovative methodology, used broadly to challenge prejudice, which can be applied in many different circumstances.**

## POLAND

### National Context:

Soon after the first ever Black footballer to play for the Polish national team was granted citizenship, he suffered racist chants and was pelted with bananas on the football pitch. Although this incident caused a media outcry, it did not appear out of nowhere; the racist culture in Polish football had been allowed to grow and fester for years. Racism was clearly visible in symbolism, slogans and chants, but had never been given sustained attention. Given the political will, it should have been possible to check this growth of racism, but this was not done. Instead, the authorities turned a blind eye for many years, until it turned into this very graphic manifestation of racism. Even after this ugly incident, there was reluctance on the part of the authorities to acknowledge the presence of racism in Polish football.

### *‘NEVER AGAIN’ Association, Poland*

#### *Background:*

The ‘NEVER AGAIN’ Association has existed as an informal group since 1992 and was officially registered in 1996. It is an independent, apolitical organization which aims to promote multicultural understanding and to contribute to the development of a democratic civil society in Poland. ‘NEVER AGAIN’ is particularly concerned with the problem of education against racial and ethnic prejudices amongst young people.

#### *Mission and Objectives:*

The objectives of ‘NEVER AGAIN’ Association include:

- Raising awareness of the problem of racism and xenophobia in contemporary Poland.
- Building a broad and inclusive movement against racism and discrimination.
- Eliminating or marginalizing racist, xenophobic and anti-Semitic tendencies in various spheres of life.

#### *Action:*

Since 1994 ‘NEVER AGAIN’ has produced a regular publication in the form of ‘NEVER AGAIN’ (‘NIGDY WIECEJ’) magazine, providing reliable information and in-depth analysis on hate crime and on extremist and racist groups operating in Poland and in the rest of Europe. ‘NEVER AGAIN’ closely monitors racism and xenophobia on the ground. Through its national network of voluntary correspondents and regular grass-roots contacts with various minority communities, ‘NEVER AGAIN’ has built the most extensive register of racist incidents and other xenophobic crimes committed in Poland, the ‘Brown Book’. The ‘NEVER AGAIN’ Association also provides information directly to journalists and researchers interested in the problem of racism and xenophobia.

‘NEVER AGAIN’ have been consulted on numerous programmes on national television, as well as assisted in writing many articles for the national and international press. About 2000 press articles, books, TV and radio broadcasts have been prepared with the assistance of ‘NEVER AGAIN’. ‘NEVER AGAIN’ has provided expertise to institutions such as the Parliamentary Committee on Ethnic Minorities as well as consulted and influenced legislation on issues of racism and xenophobia. Among others, it successfully campaigned for a ban on racist and neo-Nazi activities to be included in Poland’s Constitution. It has consulted the National Action Plan against Racism, Racial Discrimination, Xenophobia and Related Intolerance.

One recent project of ‘NEVER AGAIN’ is the ‘Delete Racism’ project which aims to combat racism and anti-Semitism on the Internet. It has also conducted successful high-profile educational campaigns in the field of popular culture, such as ‘Music Against Racism’ and ‘Let’s Kick Racism out of the Stadiums’. It is currently planning major educational activities to take place before and during the European Football Championship in Poland and Ukraine in 2012.

**Replicable Element:**  
**Project based on strong documentation and monitoring elements.**

## UNITED KINGDOM

### National Context:

**In the UK, the growth of the British National Party is a particular concern. Prior to 2000 there was not a single BNP councillor. Now the BNP are represented in several councils, some with several BNP councillors. As a result of the EU election in 2009, which saw two BNP members get elected at the European Parliament, the party moved from being an underground movement to speaking out and being confident enough to voice controversial opinions in public. In their response, the British government could have taken a strong line on immigration and asylum, but instead moved towards the BNP by pandering to their ideas on immigration. When politicians start using the language of the far right, their message and discourse is brought into mainstream politics. This affects the work of anti-racists because young people hear these messages, which are given an air of authority.**

### *Bede Anti-Racist Detached Youth Work Project, UK*

#### *Background:*

In 1993, in the context of heightened racist violence in South London, including a number of racist murders, Bede was set up to carry out detached youth work in the area of Bermondsey where an alarming rise in the number of racist attacks on black and minority ethnic communities by white young people had been noted.

#### *Mission and Objectives:*

The project involved working with potential and actual perpetrators of racist violence, with the aim of challenging the racist views of white young people in the area through providing them with alternative anti-racist views. It also looked at the wider picture and aimed to foster young people's sense of empowerment as well as their ability to take greater social, political and economic control of their lives.

#### *Action:*

Although challenging racism was always on the agenda for the detached youth workers, Year 1 was spent mostly gathering intelligence on the area, and building trust with the hard-to-reach young people, without necessarily any direct mention of racism. The process of gaining trust and allowing young people to feel they could engage with and talk to the youth workers was indispensable groundwork before any attempt was made at challenging racist views and attitudes. In addition, a number of months were needed to stabilize the team of detached youth workers, highlighting the difficulties of finding people who were both willing and able to operate in an unsafe environment where their patience and tolerance towards racism would be tested.

Years 2 and 3 were spent engaging the young people, inviting them to take on outdoor activities and using these activities as tools for talking about issues around their racist attitudes. Simply talking to them and sharing views and interests was often effective enough to create a change in attitudes.

The outcome of the project, although hard to measure statistically, was a reduction of racist street crime in the targeted neighbourhood by 40 per cent observed by the police. In addition, anecdotal evidence and systematic, continuous evaluation of the work by the detached youth workers through briefing sessions indicated that the project had a positive influence on the nearly 200 young people it came in contact with.

### Replicable Element:

**Detached youth work approach, with a strong anti-racist element present from the start of the project; robust and continuous monitoring and evaluation mechanism.**

## *Show Racism the Red Card, UK*

### *Background:*

Show Racism the Red Card was set up in 1996 when the now Chief Executive Ged Grebby was volunteering with Youth Against Racism in Europe. He produced an education pack aimed at educating young people against racism and sent it out to many people including Shaka Hislop who was then the Newcastle United Goalkeeper. Shaka responded with a cheque for £50 and an offer of support. This sparked the idea of harnessing the potential of professional footballers as anti-racist role models and combating racism through anti-racist education and the Show Racism the Red Card Campaign was born.

### *Mission and Objectives:*

Show Racism the Red Card aims to combat racism through education; enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. The campaign takes a very broad remit, with the idea of introducing young people to a definition of racism in all of its forms, explaining how racism manifests itself, exploring where people acquire racist ideas, the harm that these can cause and what they as young people can do to help combat racism. As the campaign has grown and developed, resources have been developed to educate against specific racisms, such as racism towards Asylum Seekers and Refugees, Islamophobia and racism toward Gypsies, Roma and Travellers.

### *Action:*

Show Racism the Red Card produce a number of different resources:

- Show Racism the Red Card DVD and education pack (updated September 2008).
- Scottish Show Racism the Red Card DVD and education pack (updated October 2008).
- A Safe Place DVD and Education Pack (updated September 2008) combat racism against asylum seekers.
- Islamophobia DVD and Education Pack (completed September 2008).
- The Red Card magazine.
- Posters with football clubs.
- Stickers, badges, T-shirts, carrier bags and wrist-bands.
- The Show Racism the Red Card website.

The main target area for these anti-racist resources is schools but they are also used by a whole range of other organizations including trade unions, the police, the probation and prison service, football clubs, youth clubs and other voluntary sector organizations.

They organize annual anti-racist schools competitions in England, Scotland and Wales. The competitions are a great way of engaging young people directly in their campaign and harnessing their talents to produce anti-racist resources. Over 600 schools participated in their 2008 Schools Competition in England.

Combining football training from an ex-professional footballer with anti-racist education has shown to increase participation and engagement with the anti-racist message. The organizations has worked directly with over 16,000 young people in the last year.

They also deliver high profile events: football grounds are exiting venues for young people to attend and when the footballers attend as well, these events are the highlight of the campaign. They also attract great media coverage, thus getting the anti-racist message to a much wider audience.

They organize teacher training conferences. Teachers can often feel ill-prepared to engage with these issues. By providing training together with accessible, resources Show Racism the Red card is able to empower people to take the first steps in addressing racism and educating against it.

**Replicable Element:**  
**Using sport and role-models to change young people's attitudes.**

# Selected Runnymede Publications

## **Did They Get It Right? A Re-examination of School Exclusions and Race Equality**

A Runnymede Perspective edited by Debbie Weekes-Bernard (2010)

## **The Future Ageing of the Ethnic Minority Population of England and Wales**

A Runnymede/Centre for Policy on Ageing Report by Nat Lievesley (2010)

## **The Costs of 'Returning Home': Retirement Migration and Financial Inclusion**

A Runnymede Report by Omar Khan and Phil Mawhinney with research assistance from Camille Aznar (2010)

## **Ethnic Profiling: The Use of 'Race' in UK Law Enforcement**

A Runnymede Perspective edited by Kjartan Páll Sveinsson (2010)

## **Lone Mothers of Mixed Racial and Ethnic Children: Then and Now**

A Runnymede Perspective by Chamion Caballero and Professor Rosalind Edwards (2010)

## **Seeking Sound Advice: Financial Inclusion and Ethnicity**

A Runnymede Report by Phil Mawhinney (2010)

## **Labour and Cohesive Communities**

A Runnymede Platform by the Rt Hon John Denham MP with responses from Professors Derek McGhee, Mary J. Hickman and Chris Gaine (2010)

## **Race Equality and the Liberal Democrats**

A Runnymede Platform by Lynne Featherstone MP with responses from Professor Harry Goulbourne and Dr Claire Alexander (2010)

## **Conservatism and Community Cohesion**

A Runnymede Platform by Dominic Grieve QC MP with responses from Professors Lord Bhikhu Parekh, Ludi Simpson and Shamit Sagar (2010)

## **Why Do Assets Matter? Assets, Equality, Ethnicity – Building Towards Financial Inclusion**

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