



The UK's Anti-Racism Educational Charity

# Business Plan

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# Show Racism the Card

## 1. Executive Summary

**1.1** Show Racism the Red Card (SRtRC), an anti-racism charity, was established in Tyneside in January 1996 with the aim of harnessing the potential of professional footballers as anti-racist role models and combatting racism through anti-racism education. The campaign has been very successful and now involves hundreds of top footballers and managers. SRtRC has produced a number of educational resources in meeting its aims on anti-racism as well as some specific contemporary issues. Some of these resources are listed below:

- **Show Racism the Red Card** (2012) - An anti-racism DVD supported by an education pack
- **A Safe Place** (2008) - Addresses myths and prejudices towards asylum seekers and refugees
- **Islamophobia** (2008) - A DVD and Education Pack tackling prejudice towards Muslims
- **Out of Site** (2009) – dealing with prejudice towards Gypsy, Roma and Traveller communities
- **Rivals not Enemies** (2010) - educating against religious intolerance and sectarianism
- **Homophobia (Let's Tackle It!)** (2012) - featuring two films and an accompanying education pack to tackle homophobia
- **No Place for Hate** (2013) - challenges contemporary racism & educates against the dangers of far right groups

**1.2** The charity now has a national and international reach, with offices in North Tyneside, Glasgow, Cardiff and Southend-on-Sea. To support and strengthen its work, the charity organises and delivers:

- Programmes of direct anti-racism education with young people across England, Scotland and Wales
- Teacher training
- Workplace training

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- High profile anti-racism events with professional sporting clubs
- National schools competitions
- Anti-racism events featuring non-sporting role-models, such as 'Stand Up Against Racism'; comedy nights with an anti-racism message

**1.3** It is a sad reality but racism is growing and evolving. Islamophobia, myths, prejudices and intolerances towards immigrants, asylum seekers, refugees and travellers have been on the increase, as seen not only in media but also through far-right street movements targetting young people.

**1.4** Despite the changing economic climate, unprecedented public sector cuts and a change in government, SRtRC has continued to deliver on most of the objectives set out in its 2011 Business Plan. These include our high quality and professionally delivered educational workshops, national school competitions and events around the UK.

**1.5** In 2013, SRtRC secured Government funding in England, Scotland and Wales for the first time.

**1.6** In 2013, SRtRC devised and delivered a training programme for the one of the largest providers of secure and step-down care across the UK, Partnerships in Care. The project consisted of:

- A 45 min induction workshop that induction facilitators can deliver along with associated materials
- A competency unit which will be included in new staff portfolios. This will be signed off by their immediate line manager at the end of their probationary period (12 weeks)
- Manager training to support the induction process and to offer further development/ support to managers in ensuring that Partnerships in Care complies with legislation and builds their own confidence to deal with issues arising in the workplace
- A 'train the trainers' event so Partnerships in Care can deliver the above independently.

This innovative new project allowed us to develop both our staff and our resources to deliver materials around equality and diversity. Although SRtRC are keen to ensure that we focus our resources on anti-racism education, this may be a potential area for future development.

**1.7** We owe our successes to our partners, schools, staff, volunteers, Management Committee and Advisory Committees.



## Section A – Background, management & funding

### 2. Background

**2.1** In 1996, Show Racism the Red Card started as North East of England project supported by a small Management Committee. Shaka Hislop and Viv Anderson were the first footballers to support the project and became patrons.

**2.2** The Management Committee was constituted in March 1996 with representatives from the Independent Newcastle United Supporters Association; Newcastle City Council: Racial Equality Councils of Cleveland and Tyne and Wear and Youth Against Racism in Europe.

**2.3** In June 2006, SRtRC became a private limited company and as such the committee became a Board and its members Directors and Trustees of the company.

**2.4** SRtRC produced its first video in 1996 with assistance from the big three football clubs in the North East. The demand for this came from all over the UK. WE built on this need by producing another video through a grant from the European Commission during the European Year Against Racism. This film was subtitled into seven major European languages.

**2.5** SRtRC continued to increase the number of football players and clubs supporting its work alongside increasing the range and scope of its resources.

### 3. Management

**3.1** The need to tackle racism and other contemporary issues, regrettably is as great as it was in 1996 and the manner in which SRtRC has addressed this through its activities meant that it had to grow and respond to the needs of its partners and supporters.

**3.2** SRtRC has its Head Office in North Tyneside and offices in Glasgow, Cardiff and Southend-on-Sea.

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**3.3** There is a Board of Directors for the organisation and Advisory Committees for Scotland and Wales providing strategic direction nationally and supporting work at devolved governmental level.

**3.4** The delivery of the Business Plan and other related activities is undertaken by a highly committed and professional team under the leadership of the Chief Executive.

**3.5** Annexes 1-3 provide the names of all Board and Advisory Committee members, Annex 4 the Senior Management Team and Annex 5 an organisational structure chart.

## 4. Funders

**4.1** Historically, the charity has received funding from local authorities and trade unions, mainly UNISON, The National Union of Teachers (NUT) and the Professional Footballers' Association (PFA).

**4.2** The development and expansion of our successes across the UK has also seen an increase in organizations valuing and supporting our activities.

**4.3** Annex 6 is a list of SRtRC's major funders as of January 2014.

## Section B - SRtRC's Products & Services

### 5. Products & Services

**5.1** The main target group for our anti-racism resources are schools, however these resources are also used by a host of organisations, such as the police, the probation and prison service, football and youth clubs respectively and many third sector organisations.

**5.2** We make use of Social Media and utilise Facebook, Twitter, LinkedIn and our E-Newsletters to promote our work and our resources. Our promotional film, Annual Review, YouTube channel, research documents, flyers and 'Get Involved' are used to promote our work, in demonstrating the varying ways external partners can engage and increase involvement.

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**5.3** SRtRC organises annual school competitions in England, Scotland and Wales with an anti-racism theme. The competitions are a great way of engaging young people directly and harnessing their talents to produce anti-racism resources. The success of each competition is demonstrated by the number of schools participating. In England over the last 5 years, averaging 588 schools, approximately 2% of all schools. The SRtRC competition in England has the largest participation rate of all national school competitions with an anti-racism or equalities theme.

The competition in England is promoted to all schools in the country and SRtRC strives to increase participation annually, utilising a variety of promotional tools. Where councils and other regional partners can support the campaign in promoting the competition, we see an increase in participation rates. Our internal monitoring and evaluation has shown us that 81% of teachers felt that participation in the competition would be an engaging way to discuss issues of racism with pupils. 90.9% of teachers led classroom discussions on racism as part of preparatory work in class and over 90% of teachers agreed that taking part in the competition had improved pupils understanding of racism.

**5.4** The Scottish competition is open to all students in Scotland's nursery, primary and secondary schools and Further Education colleges. Through using our on-line educational resources we ask teachers and lecturers to develop an understanding of the issues around racism and offer a space for students to develop creative work which gets the message across; racism is not acceptable in modern Scotland. The message can be portrayed in visual art, song, creative writing, dance, drama or multimedia and participants can enter as individuals or as part of a group.

The 2013 competition saw 4,500 young people take part. The competition culminates with an Awards Ceremony at Hampden Park, courtesy of the Scottish Football Association. It is a huge incentive to the young people taking part that many football players from Scottish professional clubs give up their time to present prizes donated by their clubs and encourage the young people to continue to stand up to racism and sectarianism.

**5.5** In Wales, the competition has become the most popular anti-racism, competition in schools, with winners of categories meeting international football and rugby players as part of their prize thanks to the support of the Football Association of Wales (FAW) and the Welsh Rugby Union (WRU).

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The 2013 competition received registrations from 152 schools. The total number of young people who were involved from the registered schools was approximately 8,664 which has been consistent over the past few years.

Supported by Unions and Councils to promote the competition, all materials are bilingual, the categories include t-shirt design and a Welsh medium category.

The Welsh Awards Ceremony is held at a prestigious venue with well-known sports stars and personalities handing out the prizes. Recent competitions have been sponsored by private companies and unions that have helped make the day even more special for the young people.

**5.6** We deliver anti-racism educational workshops in schools, colleges, various other educational settings and with groups of ‘hard to reach’ young people across England, Scotland and Wales.

The combination of an engaging fun, football and fitness session from an ex-professional footballer and anti-racism workshop from one of our Education Workers has been a great success and the number of bookings made by schools reflects this. The teams across the UK work with over 50,000 young people annually and , overwhelmingly, evaluations of our work indicates that we are successful in changing attitudes and behaviours.

In Scotland we deliver workshops in schools on the issue of sectarianism and the uptake by local authorities wishing to educate their young people on this prevalent Scottish issue has been extremely encouraging, around 10% of Scottish workshop requests are for an anti-sectarianism input.

**5.7** We organise an annual Fortnight of Action in Scotland and Wales in October. This period of concerted action encourages participation from all sections of communities to celebrate diversity and tackle racism. A major aim of the Fortnight of Action is to encourage anti-racism actions, events and initiatives to take place throughout the year and we provide an “Action Grants Scheme” to support non-statutory organisations to do this. Many organisations begin their actions during October and run follow-up events throughout the year. Top players in Scotland and Wales put aside their rivalry for the anti-racism cause. The Fortnight of Action in Scotland has been developed to take a stance against both racism and sectarianism.

## **Fortnight of Action Scotland**

- a. Players ‘RED card’ action at SPFL, SJFA, Scottish Cup, Youth, SWPL & SWFL games

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- b. All SPFL strips carrying a 'Show Racism and Bigotry the Red Card' branded badge at their home game action during the Fortnight
- c. SPFL clubs are asked to recommend a player as an ambassador for the fortnight and publicise this on their website and in their match day programme, complemented by a statement highlighting their continued support to the anti-racism and anti-sectarian message
- d. Players wearing SRtRC t-shirts during warm-ups, training sessions
- e. Anti-racism tannoy announcements
- f. Articles in match programmes
- g. Articles on club websites
- h. Unveiling of anti-racism stadium hoardings
- i. Involvement with local clubs and communities
- j. Managers and Coaches wearing 'Show Racism and Bigotry the Red Card' pin badges during every fixture across the fortnight, and during any press/media conferences and interviews

In 2013 Show Racism the Red Card made individual grants of up to £300 and distributed resources across Scotland, for the development of community-based projects. However, it is important to highlight that many organisations take action outside the grants scheme. A number of the above actions were easily replicated in junior, youth, and school football teams, allowing communities to embrace the anti-racism and anti-sectarian message.

## **Fortnight of Action Wales**

In Wales the Fortnight of Action involves over 50 clubs that include teams from the Premier League, The Football League, Welsh Premier League, Welsh League and Huws Gray Alliance League. The Welsh National football team also host their own action around the FOA.

Actions at games include:

- a. Players 'RED card' action at WPL, FL, WL & HGA
- b. Players wearing SRtRC t-shirts during warm-ups, training sessions
- c. Anti-racism tannoy announcements
- d. Articles in match programmes
- e. Articles on club websites
- f. Involvement with local clubs and communities
- g. Managers and Coaches wearing 'Show Racism the Red Card' pin badges during the FOA match, and during any press/media conferences and interviews.

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In 2012 we launched the Sporting Legends Charity match in Wales during the FOA with the aim to raise awareness of the campaign and our key messages. Former legends of all sports were involved during 2012 & 2013. The campaign Legends played against a Football Association of Wales XI that included national team manager Chris Coleman. The Sporting Legends match will continue to be a key feature in future FOA periods.

In 2012 Show Racism the Red Card launched a grants project funded and supported by the Football Association of Wales. Initially we awarded small grants of up for £150 for the development of community-based projects. This figure increased to £300 in 2013 where we awarded 10 projects grants for actions around the FOA and we will endeavor to continue distribution of grants in future.

**5.8** The Scottish campaign's primary role remains anti-racism education but because Kick It Out doesn't operate in Scotland we have the job of combating racism in football. This means that our profile in Scotland in the media is even higher and we work far more closely with the football authorities. Additionally, we have now been charged, and funded, by the Scottish Government with the promotion of anti-sectarianism to run in tandem with our anti-racism work. Sectarianism and racism are two forms of prejudice which, unhappily, have a currency amongst a section of Scottish society. Football is not the cause of such prejudices but grounds across Scotland can provide opportunities for their most dramatic expression. Recent troubling incidents are symptomatic of a wider social malaise, one which, in large part, must be tackled by means of education: education which encourages social inclusion, celebrates diversity and cultivates equality and respect.

The DVD 'Rivals not Enemies' with its accompanying education pack is the major resource we employ in the anti-sectarianism work we undertake in schools, at club events, with hard to reach groups and at community football locations. Given that between 2005 and 2013 7,818 people were convicted of sectarian offences across Scotland, there is an obvious need for urgent action to be taken in the field of anti-sectarianism education.

**5.9** We have built up great relationships with football clubs throughout our history. Football stadia are exciting venues for young people to attend an event and the interaction of footballers and young people at the events are one of the highlights of our campaign. These events also receive great media coverage, highlighting our anti-racism message to a much wider audience.

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SRtRC recognises that the positive impact of these events can be further enhanced by increasing the time young people spend thinking about the issues and the variety of the educational activities carried out. In the last few years we have altered the formats of our events to include half day events that feature a full audience hour-long workshop and full day events which include a carousel of workshops on anti-racism and related themes, before a full audience film screening and Q&A in the afternoon. Where partnerships with football clubs and funders allow, the campaign prefers to run the full day format events.

SRtRC also organises high profile publicity events with the input of football clubs and professional footballers. These events can take place in football stadiums or other high profile venues. They may include launches of new campaign resources, or Awards Ceremonies for supportive players, managers and organisations. In recent years we have also arranged football matches between politicians and ex-professionals, at professional football stadia. These events are beneficial to our relationship with players, sponsors and potential funders and increase the campaign's profile with the public through press coverage.

**5.10** Since 2009 we have been delivering training to empower teachers to tackle racism and promote equality in the classroom. We deliver regional teacher training events, work with trainee teachers and INSET and twilight teacher training. Workshops explore: responding to racist incidents, taking a whole school approach to embedding equality and educating against racism.

The Initial Teacher Training conferences in Wales have developed and a new partnership with the NUT Cymru has allowed us to work with every final year trainee teacher in Wales. In the 2012/13 Academic year, 88% of all major ITT colleges were involved in our programme, in the 2013/14 Academic year, it was 100% of ITT colleges. All delegates receive a USB stick that includes lesson packs, powerpoint slides and SRtRC films. The NUT Wales themselves have seen the benefits of the partnership, in fact many delegates that attend the conferences sign up as NUT members.

**5.11** We have expanded the variety of role models who engage with the Show Racism the Red Card campaign, including musicians such as Snow Patrol, Sonic Boom Six and Two Door Cinema Club.

**5.12** In 2010 we launched "Stand Up Against Racism" (SUAR) which involves comedians delivering Stand Up Comedy to an adult audience, which helps to take the anti-racism message to a new audience and raise funds for the charity. More info can be found on the SUAR YouTube Channel: <http://www.youtube.com/user/standupagainstracism>

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**5.13** In 2013 we launched Writers Against Racism (WAR), a group of creative artists who publicly back the work of SRtRC. Over the past year we have worked closely with writers to produce articles dealing with contemporary issues of racism and hope to expand this further utilising social media. We urge writers across the UK to sign up and show that in a free and democratic society we must not tolerate racism, islamophobia and sectarianism. More info can be found at: <http://theredcard.org/about/war>

**5.14** Annex 7 is a full list of SRtRC's products and services as of January 2014.

## Section C - Monitoring & Evaluation

### 6. Monitoring

**6.1** We monitor all of our programmes using both qualitative and quantitative methods. Where appropriate participants complete questionnaires prior to and after our engagement to allow us to measure any change in opinion. In other situations we take a baseline assessment by asking participants to anonymously provide information at the start of the session. This often yields quite shocking results in terms of the misinformation held by individuals but it enables us to tailor the workshop around the needs of the learners. With younger pupils we conduct activities which bring out any stereotypes they may be holding to allow us to gauge the issues of a particular group.

We employ spot measures at the end of some activities, such as providing post-it notes for young people to record one thing they learnt or stickers to place in boxes to record their opinions.

We provide all schools/institutions who take part in any of our activities with questionnaires for both organisers and participants.

We revisit some groups 6 months and a year after our initial engagement in order to measure the longer term impact of our work through further questionnaires, informal discussion and interviews. Local Authorities who part-fund our work in many areas have provided their own assessment of the impact of our work.

We have revisited a number of young people aged 10-11 a year after their initial engagement with the campaign and spent some time discussing what they remembered from the work and its impact.

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- 71% of the 169 pupils surveyed had put the poster that they had received on their wall
- 32% had witnessed racism since the initial workshops (and of these)
- 79% had felt better able to deal with the situation than prior to the workshop and were able to challenge the behaviour and/or inform a parent or teacher

The key messages that they remembered were: what racism is, that there are different forms of racism, correct terminology and the actions they should take if they witness an incident.

We compile photographic records of events and activities and have conducted filmed and taped interviews with young people and adults. In 2014 we have commissioned 8 Gateshead Film College students to film two club events at Newcastle United and Sunderland Football Club. During these events 6 children were selected to answer questions about how the day had impacted on their thoughts and perceptions. The film students have then gone back to the participating schools, some two months later, and re-interviewed the same children. The outcome is pending at the time of writing but demonstrated how we are attempting to measure the impact our work has on children and young people. If this pilot project is successful it will become a basis for all future filmed events. This longitudinal assessment of our work addresses the stipulations laid down by current and future funders as they want their given funding to provide a lasting legacy.

In addition to the information gathering methods listed above, we now use electronic data gathering methods to measure attitudinal shift and to evaluate the effectiveness of our school-based workshops. Using Survey Monkey, the young people are asked to answer a series of questions. A lot of these are based around commonly held myths. After the workshop, the young people fill in a similar questionnaire to measure the 'distance travelled' during our visit to their school.

## 7. Evaluation

**7.1** The following areas of our work have been independently evaluated by external agencies and some of the key findings were as follows:

### **A. Schools Competition in Scotland**

<http://theredcard.org/resources/publications?publication=4245>

The Schools competition was evaluated by Fair Play and their findings published in March 2009. Key findings of that evaluation are listed below:

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- The Schools Competition has been a highly successful component of SRtRC's anti-racism campaigning
- Almost 1 in 5 of Scotland's schools have participated in the competition
- The number of Competition participants marginally 'tailed off' in 2008, but overall numbers remain high
- Around 80,000 pupils had participated in the competition from 2003 to 2008
- There was universal agreement among teachers that the Competition contributed significantly towards combating racism in schools
- The competition has achieved coverage across the whole of Scotland. Thirty one out of the thirty two local authorities have participated in the competition
- The Competition has a high level of support and goodwill among partners, funders and other key stakeholders
- The annual prize giving event at Hampden has proved a highly successful focal point and climax for the competition
- The competition (and its materials) is viewed as a useful teaching tool in schools, particularly in terms of its inter-disciplinary applications across the curriculum

The evaluation made a number of recommendations which we acted upon, such as introducing a creative writing/multi-media category. After the evaluation we widened the scope of the competition, opening it up not only to schools but also to Colleges. We re-branded it as a Creative Competition and sought a new administrative partner, the Scottish Qualifications Authority (SQA), to allow the competition to grow. We also extended the categories for entries stating that entries could be: artwork, poetry, short story, creative writing, music, dance or drama performance, research project, multi-media presentation. This allows for cross-curricular participation and gives participants more opportunity to create what they want.

## **B. North East Education Team Evaluation**

<http://theredcard.org/resources/publications?publication=933>

In 2009 SRtRC commissioned Paul Woodhead Associates to assess the impact of the project. Following the growth of the Community Education team, it was deemed an appropriate time to examine the overall performance of the project from an external perspective. The study highlighted and acknowledged areas of strength and identified areas for development.

### Summary of organisational strengths

- Show Racism the Red Card has a very strong brand and identity

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- The linkage of football to racism and its use as an educational tool is a simple but powerful concept seen as effective and easy to understand
- The accessibility of the approach has facilitated the development of widespread and active support for the organisation's education work
- The Education Team's work across the different strands of activity including school based work, educational workshops linked to sports clubs, training and community based events is highly regarded and highly respected across a wide range of agencies and partnerships
- Show Racism the Red Card has a diverse range of strong operational partnerships and relationships
- The organisation's relationship with professional football is a major asset to the Community Education Team
- The use of ex-professionals as coaches within the workshops is an effective method of engaging with young people and adds significantly to the ability of the team to provide enjoyable and positive inputs
- The use of sporting facilities such as St James's Park and the Stadium of Light as workshop venues adds value as does the presence and participation of current players
- The ability of the organisation to gain the participation of high profile players in the making of the DVDs is a significant factor in the production of the educational materials
- The Community Education Team has been able to produce strong educational materials. The feedback from schools and partner agencies confirms that they are effective in engaging young people and for wider use
- The staff team is highly motivated and skilled and is highly rated by schools and partner agencies

## Summary of Organisational Challenges

- The use of football as the main tool in the organisation's approach to anti-racism education presents two basic challenges. The first relates to the need to ensure that the strength of interest and engagement with football and footballers does not over-ride the anti-racism content and message. The second challenge is ensuring that the focus of engagement is upon racism in society generally and not on racism in football. Both these issues are about balance and the Community Education Team will need to constantly review materials and activity to keep the balance right.

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- Feedback from partners and schools indicates that the approach used by the team is hugely successful at engaging boys interested in football in the educational process. Feedback also strongly indicates that the coaches and facilitators work hard to be inclusive and that girls and non-sports fans have a positive experience and participate fully in the sessions. It may be that the programme would be enhanced if female role models were included more prominently in the DVDs and educational material. In addition the recruitment of a female coach may be something for the organisation to consider
- Several respondents and partner agencies have the perception that the organisation is working to such a high level of capacity that it is sometimes over stretched. This has led to anxiety about delivery and in a few cases concerns about the quality of the work. Generally this is perceived as the organisation being 'a victim of its own success.' The balance between demand and expectation and organisational capacity is something which should be reviewed on a regular basis before it becomes a wider issue
- The diverse range of activities and high number of funders alongside the commitment to review and improve practice presents a challenge in developing a suitable monitoring and evaluation system. The demand for reporting will increase as the organisation increases its funding base and operational reach. The current approach works well for individual events and activities and provides material for reporting. It is less well adapted when examining the programme as a whole as information is not collected in a standardised way and extracting and collating information is time consuming. There is also an expressed desire on the part of some funders to have more outcome focused appraisal. Show Racism the Red Card could usefully review the monitoring and evaluation system to address some of these issues
- As a successful organisation, Show Racism the Red Card and its Community Education Team is constantly seeking and appraising new opportunities and developments. Recent examples include the expansion of the teacher training programme and the engagement with the Prevent agenda through the Police. In order to provide a mechanism for planning and evaluating new opportunities the organisation should consider developing an appropriate planning tool. This process would then feed into the development of existing business plan and long term planning processes.



### **C. Evaluation of Educational Events at Football Clubs**

<http://theredcard.org/resources/publications?publication=3236>

#### Research Background

Ask For Research and Qa Research (Qa) were commissioned by Show Racism the Red Card (SRtRC) to undertake an external evaluation of the charity's Educational Events at football clubs.

The report sets out the objectives of the evaluation, the methodology employed, and the key findings emanating from the evaluation. It also highlights the main conclusions and recommendations that can be taken from these findings.

#### Evaluation Objectives

The objectives of the evaluation were to:

- Evaluate the impact of events on the target audience – young people
- Evaluate the impact of events from the views of teachers and programme supporters
- Highlight and acknowledge areas of strength
- Identify areas for development and potential improvement

#### Research Methodology

The evaluation involved three core strands of research activity:

- Observation and semi-structured interviewing at an event
- Post-event workshops in three primary schools
- A pre-event and post-event survey of young people and their teachers

#### Evaluation Conclusions

The following conclusions are drawn from the observation, semi-structured interview, post-event workshop and survey findings.

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## The impact of events on the target audience – young people

Arguably, the most significant impact of events on young people is the sense of empowerment that it awakens.

Those consulted reported that they, as individuals, feel that they can do something about racism – whether this be consciously removing racist words from their own vocabulary or feeling confident in their ability to directly confront peers engaging in racist behaviour. Such empowerment appears to be founded on young people's understanding that racism is a problem in Britain today, and that its effects can be very serious. Indeed, a number of young people consulted during this evaluation made reference to the murders of Stephen Lawrence and Anthony Walker (the latter of whom featured within the film), and several post-event workshop participants stated that they would contact the police to report racially motivated abuse.

Findings also suggest that when departing from an event, attendees do seek to discuss racism within their home environments, and in some instances have sought to challenge the racism exhibited by their relatives.

The importance of this finding should not be overlooked. By fuelling young people's passion to speak out against racism, Show Racism the Red Card may be breaking the transmission of inter-generational racism.

## The impact of events from the views of teachers and programme supporters

Semi-structured interview findings reveal that teachers believe the events to be interesting, engaging and that event content challenges their pupils' thinking. Due to a low response rate, no solid conclusions can be drawn from the post-event survey of teachers at this point in time. In order to

- a) achieve a deeper understanding of the impact of the events
- and
- b) gain further insight into the post-event survey results, Show Racism the Red Card may wish to consider undertaking telephone depth interviews with teachers in the future.

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## Areas of strength

A key strength of the events is the expertise and drive displayed by the Show Racism the Red Card staff involved in its design and implementation.

Educational activities are delivered in an interactive, enthusiastic and engaging manner by workers who are able to successfully create a 'safe space' for young people to learn about a rather sensitive topic.

Findings indicate that key messages conveyed during the event are recalled by attendees (i.e. 'don't judge a book by its cover', 'report racism to a trusted adult') and the roaming microphone technique appeared to encourage young people to remain alert.

The contribution of Show Racism the Red Card patrons is also praiseworthy. Such individuals not only donate their time to educating young people about the necessity of combating racism, but also speak passionately about their own encounters with racism when answering questions from the audience. With regards to the Q&A session generally, quality over quantity appears to be crucial, with findings indicating that those who make the most significant impression on young people are those who impart information accessibly and honestly.

The competition prizes and free / autographed posters are clearly appreciated by event attendees – regardless of their interest in football.

## Section D - Needs analysis

### 8. Evidencing the need

**8.1** Throughout the UK, ethnicity still impacts on a child's experience of the education system. Racism can lead to children from black, Asian and other minority ethnic backgrounds and groups becoming disempowered and disenfranchised as learners (Ross, 2002: 3). African-Caribbean boys in particular begin their schooling at roughly the same level as other pupils but many fall further and further behind during the course of their education (Richardson, 2005:13). Black children are disproportionately excluded from school (DfES, 2006). Gypsy Roma and Traveller pupils are also particularly at risk, showing promise in primary education and then very low attainment at secondary level.

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There are many reasons to challenge racism and promote race equality in schools and colleges; the country is becoming more diverse and institutions face an increasing challenge to equip young people with an education that is appropriate for them to live harmoniously in a multi-ethnic society (Knowles and Ridley, 2006:5). Race equality is an issue for all schools and all pupils.

In 1985 the Swann report stated that: “For schools to allow racist attitudes to persist unchecked in fact constitutes a fundamental miseducation for their pupils” (DES, 1985).

The Equality Act (2010) imposes a legal obligation on schools to engage with these issues and an institution which is promoting race equality and tackling racism provides a safe and supportive educational experience for pupils from black, Asian and other minority ethnic backgrounds and groups (Gaine, 2005).

The NSPCC report Childline Review of 2013/2013 showed a 69 per cent rise in counselling with young people who have experienced racist bullying. Over 1,400 young people told Childline that they were experiencing racist bullying, a common theme was for young people to be called a “terrorist” or a “bomber”, and to “go back to where they came from”. These constant insults left many young people feeling upset, insecure and frustrated.

Racism needs to be confronted in schools because it is during these formative years that young people are developing their value systems and that racism can be most easily challenged and prevented (Ross, 2002: 3). The educational system cannot be expected to carry the burden of eliminating racism alone, as it pervades social and political structures outside the control of a school. However, racism in education leads to misery and underachievement and a waste of intellectual and economic resources in society (Arora, 2005:48). Young people need to be empowered with knowledge and skills to help them to identify, resist and combat racism when they meet it (Swann, 1985) and schools are uniquely placed to influence young people’s understanding of issues of racism and tackle intellectual and moral bias amongst young people (The Runnymede Trust, 2000: 146).

However, there is a significant lack of training for teachers in this area. 39% of teachers who responded to our recent research had never received training in tackling racism or promoting equality. Of those who had, most felt the training was cursory and that they felt ill-equipped to promote equality and tackle racism in the classroom. Teachers need to be equipped with skills, knowledge and confidence to tackle racism and promote equality in the classroom, in order to create school environments where every child feels safe and able to achieve.

# Show Racism the Card

Despite or even because of the current economic climate it is vital to maintain emphasis on reducing inequalities, combating prejudice and improving cohesion between communities.

**8.2** Many issues of racism cut across the UK, however having offices in England, Scotland and Wales means that we are also able to look at specific regional issues:

**8.3 England:** Over the last few years, there has been an increase in islamophobic sentiments which have been provoked and exploited by far right groups such as the English Defence League (EDL). The brutal murder of Lee Rigby in Woolwich in May 2013 prompted a wave of anti-islamic feelings across social media. Hope not Hate reported 193 Islamophobic incidents, including attacks on 10 mosques, as of 27 May. On 1 June, Tell Mama, a government-funded project, reported 212 anti-Muslim incidents, including 125 online incidents, 17 incidents involving physical attack, and 11 attacks on mosques. On 10 June, a senior Metropolitan Police officer confirmed there had been an eight-fold increase in the number of Islamophobic incidents since Rigby's death, and that the real figure may be higher due to under-reporting.

As of January 2014 restrictions were eased on migrants from Romania and Bulgaria working in the UK. This has ensured that the issue of immigration has remained at the top of the political agenda and the feature of front page newspaper headlines on an almost daily basis. With a general election on the horizon, the topic of immigration will only increase in prevalence.

**8.4 Wales:** A report produced in 2012 by Race Council Cymru ('Race Equality & Racism in Wales'), found considerable evidence of everyday racism in public spaces, particularly verbal abuse affecting the lives of BME groups living in Wales. The research showed evidence that racism is not being challenged or tackled and that people experiencing hate often deal with racism by challenging their own behaviour. Racist incidents and Hate Crime continue to be under-reported to police. Furthermore, 69% of survey respondents think that there is racism in Wales today, but only 18% have reported these experiences to the police.

The EHRC ('How Fair is Wales?' report 2011), stated 63% of people think Gypsies and Travellers are unsuitable to be teachers, 38% would be unhappy about a close relative marrying a gypsy or traveller. Nearly two thirds of people would have a strong objection to a gypsy or traveller site being near their home. It also highlights that asylum seekers are not well-regarded with 37% unhappy about a close relative marrying an asylum seeker.

# Show Racism the Card

Our own survey with 142 teachers across Wales in January 2012, highlighted a lack of training and confidence from teachers to deal with racist incidents, 86% stated they had never received training, less than 15% of the teachers felt very confident in dealing with the issue, 80% felt they would be more confident with dealing with racism if they had undertaken some anti-racism training beforehand.

**8.5 Scotland:** Since the advent of the Scottish Parliament there has been a recognition that Scotland must confront the facts both of racism within the country and of ethnic group differences in pupil experiences of schools.

Scottish Government statistics tell us that race related incidences are not only on the rise a 10% rise of racist incidents and 8% rise in racially motivated crime from 2011 to 2012. However, they are also occurring in some areas in much higher incidences than in others (For instance, in Glasgow in 2011, there were 22.4 race related incidences per 10,000 of the population, 9.4 is the Scottish average. We also know that young people who are experiencing social exclusion are more at risk. 44% of those committing off-line hate crimes against Muslims (abuse, violence, damage to property) were under 40.

Scottish schools unfortunately remain a place where incidences of racism take place. Although individual local authorities have their own policies and procedures, it is recommended that they do all record racist incidences. Figures released under a Freedom of Information request in August 2013 showed there were 1274 incidents recorded in 2011 and 2012.

Research by the Coalition For Race Equality and Rights in 2012 also interestingly suggests that while 7% of school staff reported dealing with a racist incident in the last week, 29% of pupils report witnessing it in the same time period. These figures suggest that racially-motivated discrimination and prejudice, in our schools, are both widespread and under-reported by pupils and staff alike.

It is likely this under-reporting is due to a lack of knowledge and confidence in recognising and dealing with the incidents. Teaching professionals often make initial contact with us telling us they often struggle to find ways to respond to racist incidents in school, with one in two not aware of the MacPherson definition of a racist incident or their local authority's policy on racist bullying (Show Racism the Red Card Scotland, 2013).

# Show Racism the Card

Scotland has embarked on a journey towards a multi-cultural society; there is still a distance to travel. Every young person needs to be provided with the appropriate education to enable them to relate positively to people from other ethnic groups, and, through a curriculum permeated by anti-racism and anti-sectarianism, to recognise and reject prejudice.

## Section E - Business Plan

### 9. Mission Statement

**9.1** Show Racism the Red Card is the UK's anti-racism educational charity, aiming to combat racism and religious intolerance through enabling role models, who are predominately but not exclusively footballers, to present an anti-racism message to young people and others.

**9.2** Show Racism the Red Card acknowledges that racism and religious intolerance changes, as do the experiences of black, Asian and other Minority Ethnic communities in the UK. Our message and activities therefore need to be able to respond to such changes as and when appropriate.

We achieve this through:

- Producing educational resources
- Developing activities to encourage people, including young people to challenge racism
- In Scotland and Wales: challenging racism in the game of football and other sports
- In Scotland: Educating against sectarianism and challenging sectarianism within football
- Providing training and guidance for teachers and trainee teachers

### 10. Geographical Strategy

**10.1** Show Racism the Red Card will work throughout the UK; however the organisation recognises that the work we undertake in Scotland and Wales has a different dimension due to separate legislative and footballing institutions. In particular, in Scotland we have a role around combating racism and sectarianism within the game of football.

# Show Racism the Card

**10.2** As a small organisation the work we can undertake directly with young people is geographically limited and our strategy of establishing regional offices and building local partnerships has ensured that we are able to expand the reach of the campaign and the work that we are able to undertake. By expanding our office base we envisage building new partnerships and increasing the amount of work that we undertake in further areas of the UK such as North West England and/or the Midlands.

**10.3** We currently concentrate our work as follows:

UK Wide	Production of resources and educational tools and delivering anti-racism education to young people, trainee teachers, teachers and other adults within the workplace Work with clubs, footballing authorities, press work, national campaigns, schools competitions etc. Developing partnerships with local authorities
Scotland and Wales	Campaigning to combat racism in football and other sports
Scotland	Delivering anti-sectarianism education and campaigning to combat sectarianism within football

## 11. Strategic Priorities

**11.1** To equip those working within education to better tackle racism and promote race equality in the classroom

**11.2** To continue to educate against sectarianism in Scotland

**11.3** To utilise all forms of media to reach increased numbers of young people with an anti-racism message

**11.4** To develop our programmes of anti-racism workshop delivery in England, Scotland and Wales

# Show Racism the Card

**11.5** To maintain, sustain and continuously strengthen funding partnerships with local authorities, trade unions, the police, corporate partners and other charities throughout England, Scotland and Wales

**11.6** To generate income through an increase of sales in our products and services

**11.7** To maintain and further strengthen our partnerships with footballers, football clubs and footballing institutions

**11.8** To further diversify the types of role-models that we work with and events that we deliver in order to reach a wider audience with the anti-racism message

**11.9** To respond quickly to tackle emerging trends in racist attitudes

**11.10** To raise the profile of the issue of racism amongst policy makers, the media and those working within education

## 12. Delivery Plan

During this period we will meet our strategic priorities by:

**12.1** Updating and developing our educational resources to combat emerging trends in racist attitudes

**12.2** Organising training to better equip those working in education to tackle racism and promote equality in the classroom

**12.3** Working within educational institutions to educate trainee teachers to tackle racism and promote equality in the classroom

**12.4** Delivering programmes of education to young people across England Scotland and Wales

**12.5** Continuing our programmes of educational events with football clubs

**12.6** Working in partnership with other organisations to secure involvement in the Show Racism the Red Card schools competitions in England, Scotland and Wales

# Show Racism the Card

**12.7** Continuing our programme of anti-sectarianism education in Scotland

**12.8** Strengthening our Fortnight of Action initiatives in Scotland and Wales

**12.9** Improving our ability to sell services and resources to respond to emerging trends in the ways that educators access resources

**12.10** Working effectively with established and emerging forms of media

**12.11** Conducting research

**12.12** Lobbying UK and regional governments

**12.13** Working with non-sporting role models to further develop new initiatives

## 12.1 Updating and developing our educational resources to combat emerging trends in racist attitudes

Activity Summary	We will annually review our existing resources to ensure that they remain current and we will produce new educational materials which can be used to combat specific aspects of racism, particularly those which are in danger of gaining currency.
Aims	To ensure that our resources are as wide ranging and effective as possible.
Targets	<ul style="list-style-type: none"> <li>• To produce a new SRtRC magazine in 2015</li> <li>• Update our main SRtRC Film and education pack in 2016</li> <li>• To review our Islamophobia and A Safe Place resources by the end of 2014</li> <li>• Produce a Welsh film &amp; education pack by end of 2015</li> <li>• To review anti-sectarianism educational materials</li> <li>• To develop resources to combat misinformation around the issue of immigration</li> </ul>
Resources	Staff Time External Expertise Venues/Equipment/Refreshments for consultation sessions Design Time Manufacturing costs

# Show Racism the Card

	Printing Costs Travel/Accommodation costs
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## 12.2 Organising training to better equip those working in education to tackle racism and promote equality in the classroom

Activity Summary	We will hold a series of events; regional, local and within schools, to empower teachers to deal with issues of racism in the classroom and promote equality through their teaching.
Aims	<ul style="list-style-type: none"> <li>• To raise awareness amongst teachers of issues of racism and how these issues impact on young people</li> <li>• To empower teachers with knowledge to recognise racism and challenge racist myths</li> <li>• To encourage teachers to be reflective in their work and consider race equality in their lesson planning and delivery</li> <li>• To equip teachers with knowledge and resources to educate young people against racism in the classroom</li> </ul>
Targets	<p>2014: Organising regional, local events and twilight sessions in England, Wales and Scotland</p> <p>2015: Organising regional, local events and twilight sessions in England, Wales and Scotland</p> <p>2016: Organising regional, local events and twilight sessions in England, Wales and Scotland</p>
Resources	<p>Staff time</p> <p>Ex-footballers costs</p> <p>Venues</p> <p>Publicity Materials</p> <p>Assistance with mailing and promotion from partners</p> <p>AV Equipment</p> <p>Refreshments</p> <p>Resources to distribute</p> <p>Guest Speakers</p> <p>Travel/Accommodation costs</p>

# Show Racism the Card

## 12.3 Working within educational institutions to educate trainee teachers to tackle racism and promote equality in the classroom

Activity Summary	To deliver education to students within initial teacher training institutions to enable them to tackle racism and promote equality once they begin working in the classroom in the classroom.
Aims	<ul style="list-style-type: none"> <li>To equip trainee teachers with knowledge and resources to reflect on issues of race equality and educate young people against racism in the classroom</li> </ul>
Targets	<p>2014: Work with 7 Institutions in England and 6 in Wales</p> <p>2015: Work with 7 Institutions in England, 6 in Wales</p> <p>2016: Work with 8 Institutions in England, 6 in Wales and 2 in Scotland</p>
Resources	<p>Staff Time</p> <p>Delegate packs for students</p> <p>Resources for distribution</p> <p>Travel/Accommodation costs</p>

## 12.4 Delivering programmes of anti-racism education to young people across England, Scotland and Wales

Activity Summary	Education managers and Coordinators will secure funding and local support to deliver high-quality educational workshops alongside fun-football fitness sessions delivered by ex-professional footballers to young people in schools.
Aims	<ul style="list-style-type: none"> <li>To raise awareness amongst young people of issues of prejudice and racism</li> <li>To help young people to think critically about the information that they receive and understand the harm caused by division and hatred</li> </ul>

# Show Racism the Card

	<ul style="list-style-type: none"> <li>To empower young people with knowledge and understanding to challenge and refute racist and prejudicial ideals</li> <li>To provide teachers and youth leaders with a better understanding of the issues amongst the young people they work with and provide them with tools to continue to tackle race inequalities amongst their pupils</li> </ul>
Targets	<p>2014: Work with 25,000 young people in England, 6,000 young people in Scotland and 15,000 young people in Wales</p> <p>2015: Work with 25,000 young people in England, 6,000 young people in Scotland and 15,000 young people in Wales</p> <p>2016: Work with 25,000 young people in England, 6,000 young people in Scotland and 15,000 young people in Wales</p>
Resources	<p>Staff time</p> <p>Ex-footballers costs</p> <p>Travel costs</p> <p>Football cones, bibs and balls</p> <p>Lesson Plans</p> <p>DVDs</p> <p>Resources for distribution: Posters, Magazines, Prizes, Certificates and Stickers</p> <p>Feedback forms and other Monitoring Methods</p>

## 12.5 Continuing our programmes of educational events with football clubs

Activity Summary	To further develop our programme of educational events with football clubs and wherever possible include more educational activities for young people and increase the engagement and involvement of external agencies, the football clubs and players.
Aims	<ul style="list-style-type: none"> <li>To deliver a stronger and more in depth educational, anti-racism message to the young people</li> <li>To provide increased opportunities for partnership work and to showcase the strengths of the organisation to external partners</li> </ul>

# Show Racism the Card

	<ul style="list-style-type: none"> <li>To increase the engagement of footballers and football clubs to take an active role in Show Racism the Red Card's anti-racism work</li> </ul>
Targets	<p>2014:</p> <ul style="list-style-type: none"> <li>To review "Get Involved for Football Clubs" document</li> <li>To run 16 all day events and 24 half-day events in England, 12 all-day events in Scotland and 20 all day-events in Wales</li> </ul> <p>2015:</p> <ul style="list-style-type: none"> <li>To run 16 all day events and 24 half-day events in England 12 all day in Scotland and 22 all-day events in Wales</li> </ul> <p>2016:</p> <ul style="list-style-type: none"> <li>To run 16 all day events and 24 half-day events in England, 12 all day events in Scotland and 24 all-day events in Wales</li> </ul>
Resources	<p>Staff time          Ex-footballers costs          Design &amp; Printing          AV equipment          Travel/accommodation costs          Venue hire          Refreshments          DVDs          Posters/Wristbands/Stickers/Carrier Bags/prizes for distribution          Lesson Plans</p>

## 12.6 Working in partnership with other organisations to secure involvement in the Show Racism the Red Card schools competitions in England, Scotland and Wales

Activity Summary	We will continue to organise and promote our competitions in England, Scotland and Wales and aim to increase involvement of both participating schools and external partners.
Aims	<ul style="list-style-type: none"> <li>To engage more young people in actively creating items which combat racism</li> <li>To harness new ideas and keep the competition fresh for participants</li> </ul>

# Show Racism the Card

	<ul style="list-style-type: none"> <li>To increase the number of schools working with our campaigns resources</li> <li>To ease the administrative burden on SRtRC staff by working in partnership with external agencies</li> </ul>
Targets	<p>2014: 550 schools to take part in England, 150 schools in Wales and 4,500 young people in Scotland</p> <p>2015: 550 schools to take part in England, 150 schools in Wales and 4,500 young people to take part in Scotland</p> <p>2016: 550 schools to take part in England, 150 schools in Wales and 4,500 young people to take part in Scotland</p> <p>2014-2016: A partner organisation supporting each competition financially and where appropriate, administratively</p>
Resources	<p>Staff Time</p> <p>Promotional Material</p> <p>Prizes</p> <p>Design &amp; Printing</p> <p>High profile guests</p> <p>Venue/AV Equipment/Travel/accommodation/courier costs for Awards Ceremonies</p>

## 12.7 Continuing our programme of anti-sectarianism education in Scotland

Activity Summary	<p>We will work to further promote and develop the anti-sectarian message into all the main programmes of work within SRtRC Scotland. In addition initiatives targeting the following groups:</p> <ul style="list-style-type: none"> <li>(i) 'hard to reach' young adults</li> <li>(ii) young people involved in grass roots football</li> </ul> <p>The campaign will be developed further to offer anti-sectarian training to professionals working directly with the public.</p>
Aims	<ul style="list-style-type: none"> <li>To continue to raise awareness of issues of prejudice and sectarianism throughout Scotland and across the generational spectrum</li> </ul>

# Show Racism the Card

	<ul style="list-style-type: none"> <li>• To help people to think critically about the information that they receive and understand the harm caused by division and hatred</li> <li>• To encourage participants to eschew prejudicial attitudes, language and behaviour</li> <li>• To empower people with knowledge and understanding to challenge and refute prejudicial ideals</li> <li>• To create increased opportunities for people to express their feelings, opinions and experiences of sectarianism which contributes to policy makers understanding of the issue</li> </ul>
Targets	<p>April 2014-March 2015:</p> <ul style="list-style-type: none"> <li>• Organise, deliver and evaluate all Scottish Government funded anti-sectarian activities</li> <li>• Incorporate anti-sectarian initiatives into the SRtRC Scotland main work programme</li> </ul> <p>April 2015-March 2016:</p> <ul style="list-style-type: none"> <li>• Update the “Rivals not Enemies” film to include participation of high profile players to develop training resources for frontline professionals by December 2012</li> <li>• Develop a CPD training pack for teachers and a programme of training around tackling sectarianism by March 2013</li> </ul> <p>April 2016-March 2017</p> <ul style="list-style-type: none"> <li>• To develop and start delivering the training packs for both frontline professional and teachers by January 2014</li> <li>• To expand all anti-sectarian educational initiatives by March 2014</li> </ul>
Resources	<p>Office Space Office Equipment Expenses Additional staff to cover the expansion of SBtRC initiatives SBtRC resources: Posters, DVDs, Education Pack, Magazines, Merchandise</p>

## 12.8 Strengthening our Fortnights of Action in Scotland and Wales

Activity Summary	Two weeks of concerted anti-racism activity in October encouraging participation from all sections of Scotland and Wales' communities and football clubs to tackle racism. (and anti-sectarianism – Scotland only)
Aims	<ul style="list-style-type: none"> <li>• To encourage community groups, schools, supporters clubs to hold an event (Red Card Action) during the fortnight that celebrates diversity and tackles racism (and sectarianism in Scotland)</li> <li>• Professional football clubs to take part in a Red Card Action. This includes Red Card displays, anti-racism tannoy announcements and articles in match programmes and club websites</li> <li>• Encourage non-professional football clubs to take part in Red Card Actions</li> <li>• Distribute small grants to community groups, schools and supporters clubs in Scotland and Wales</li> <li>• Provide limited free resources to community groups, schools and supporters clubs</li> </ul>
Targets	<p>2014: Scotland – 100 Red Card Actions Wales - 50 Red Card Actions</p> <p>2015: Scotland – 100 Red Card Actions Wales - 50 Red Card Actions</p> <p>2016: Scotland – 100 Red Card Actions Wales - 50 Red Card Actions</p>
Resources	<p>Staff Time</p> <p>On-Line Booklet</p> <p>Finance for grants scheme</p> <p>Support from the SPL/SFL, Welsh and Scottish FA</p> <p>Free resources</p> <p>T-shirts for clubs to wear during match warm-up</p> <p>Sticker transfers for all SPL and SFL strips</p> <p>Armband for all Fortnight of Action Ambassadors / Captains</p>

# Show Racism the Card

	T-shirts for all SPL ball attendants
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## 12.9 Improving our ability to sell services and resources to respond to emerging trends in the ways that educators access resources

Activity Summary	Reviewing our production of materials and dissemination of information to further encourage people to buy in Show Racism the Red Card resources and services.
Aims	<ul style="list-style-type: none"> <li>• To provide resources in a range of formats to respond to emerging trends in the way that educators access information</li> <li>• To ensure that the widest number of people possible are aware of the services that we are able to deliver</li> <li>• To ensure that the widest number of people possible are able to access the resources that we offer</li> <li>• To increase the amount of income Show Racism the Red Card receives through selling resources and services</li> </ul>
Targets	<ul style="list-style-type: none"> <li>• Utilise local authorities and trade unions to help with a wide-scale distribution of school flyers</li> <li>• Undertake market research into the way that people prefer to access resources and the options available to password protect downloadable resources</li> <li>• Make all films available to download</li> <li>• Explore external expertise in promotion</li> <li>• Investigate producing resources for the deaf community</li> </ul>
Resources	Research costs Resource Flyers Workshop flyers Design & Printing costs Web based advertising and promotion Production/digitalisation costs

## 12.10 Working effectively with established and emerging forms of media

Activity Summary	To respond quickly to issues of racism in the media and develop relationships with journalists and news channels to ensure that our responses are distributed as widely as possible.
Aims	<ul style="list-style-type: none"> <li>To provide informed responses to issues of racism to educate people about the damage that racism causes within society</li> <li>To increase the profile of Show Racism the Red Card as an anti-racism educational charity</li> </ul>
Targets	<p>2014-2016: To develop regional and national press databases in each office. To post regular responses to emerging issues of racism in the media to the SRtRC website, Facebook and Twitter feeds in accordance with Social Media Guidelines</p> <p>2014-2016: To produce local and/or national statements in response to large-scale issues of racism</p> <p>2014-2016: To create an organisational policy for media engagement and a dedicated person within the organisation who coordinates media responses</p>
Resources	Facebook, Twitter, Website, YouTube, Linked In Press databases Staff Time Social Media Guidelines for staff

## 12.11 Conducting research

Activity Summary	Building upon success of barriers and DCLG research To produce research documents exploring different aspects of racism within UK society
Aims	<ul style="list-style-type: none"> <li>To inform policy makers and educators on the issues within society</li> </ul>

# Show Racism the Card

	<ul style="list-style-type: none"> <li>To inform the development of future Show Racism the Red Card resources and activities</li> </ul>
Targets	<p>March 2014: To produce research document which explores the influence of far right street movements such as the EDL on young people's attitudes and behaviours and hold a high-profile launch of this research in conjunction with the NUT</p> <p>2014-2016: To respond to emerging issues of racism in Wales and build a research project which responds to these needs</p> <p>2014-2016: Ongoing research with young people</p>
Resources	<p>Questionnaires</p> <p>External research expertise</p> <p>Semi-structured interviews &amp; focus groups</p> <p>Design and Printing</p> <p>Venues for research launches</p> <p>Staff time</p>

## 12.12 Lobbying UK and regional governments

Activity Summary	To write letters, arrange meetings and deliver presentations to the Scottish, Welsh, English and UK Parliaments to encourage them to consider the need to promote equality and tackle racism in their policy making.
Aims	<ul style="list-style-type: none"> <li>To ensure that the need to combat racism and sectarianism and promote equality is considered in government policy making</li> <li>To stress the need for adequately resourced education programmes to tackle racism, sectarianism and promote equality</li> <li>To ensure that all UK governments are aware of the work of Show Racism the Red Card and its importance</li> </ul>

# Show Racism the Card

Targets	<p>2014-2016:</p> <p>To have an audience with the UK, Scottish and Welsh governments and continue to secure government funding for work in Scotland and England.</p> <p>To work to influence the English government to build in increased measures regarding anti-racism in education policy</p>
Resources	<p>Staff time</p> <p>Funding</p>

## 12.13 Working with non-sporting role models to develop new initiatives

Activity Summary	Utilising the role-model status of comedians, musicians and writers and other non sporting role models to reach out to different audiences and further spread the anti-racism message
Aims	<ul style="list-style-type: none"> <li>To further diversify the type and number of role-models that engage with the campaign</li> <li>To demonstrate that the campaign is not just about racism in football</li> <li>To help to increase the profile of the Show Racism the Red Card campaign</li> <li>To provide new anti-racism material through YouTube clips and pieces of contemporary anti-racism writing</li> </ul>
Targets	<ul style="list-style-type: none"> <li>Stand Up Against Racism event to be held in each region</li> <li>To involve a broader range of role models in some activity for our anti-racism work. For example presenting a prize at the Awards Ceremony for the school competition</li> </ul>
Resources	<p>Staff time</p> <p>Web-based promotion</p> <p>Role-models: Comedians, Writers and Artists</p> <p>Venues for events</p> <p>AV Equipment</p> <p>Marketing for events</p>

## 13. Annual Targets

### 13.1 Year 1: 2014

- a. Ensure all existing Staff wages, running costs and delivery are met
- b. Diversify funding streams for school workshop delivery
- c. Organise Teacher Training and Initial Teacher Training events across England, Scotland & Wales
- d. Produce, launch and disseminate research undertaken into the ideas that young people share with far right groups
- e. Produce up to one million England World Cup posters
- f. Hold Parliamentary events to raise awareness amongst politicians of the work of the campaign
- g. Evaluation of DCLG funded project
- h. Evaluation of educational resources and accessibility
- i. Further develop methods of pre and post school workshop evaluation
- j. Further develop Business Friends network
- k. Work to produce educational resources to combat the growing prejudice around immigration

### 13.2 Year 2: 2015

- a. Ensure all existing Staff wages, running costs and delivery are met
- b. Diversify funding streams for school workshop delivery
- c. Build upon focus groups held with Trade Unions by producing a “Get Involved for Trade Unions document” to further develop relationships with unions to secure increased funding
- d. Secure a sponsor to extend our grants scheme for the Fortnight of Action in Scotland & Wales
- e. Further analysis of DCLG data set to support/evidence the need for anti racism educational delivery
- f. Evaluate /review/update Islamophobia/A Safe Place and Rivals Not Enemies
- g. Continue Teacher Training and Initial Teacher events across England, Scotland & Wales
- h. Develop options to download films/resources from the website
- i. Further develop methods of pre and post school workshop evaluation
- j. Produce a new educational magazine
- k. Further develop Business Friends network
- l. Create an organisational policy for media engagement and a dedicated person within the organisation who coordinates media responses

# Show Racism the Card

- m. To expand our regional office base in line with our geographical strategy

## **13.3** Year 3: 2016

- a. Ensure all existing Staff wages, running costs and delivery are met
- b. Continue Teacher Training and Initial Teacher Training events across England, Scotland & Wales
- c. To work towards influencing government policy regarding anti-racism in education
- d. Further develop methods of pre and post school workshop evaluation
- e. Develop corporate relationships to secure further funding
- f. Increase number of partners supporting School Competition
- g. To update the main SRtRC educational film & pack
- h. Further develop Business Friends network
- i. Evaluate /review/update Out of Site & No Place for Hate
- j. Conduct further research into young peoples attitudes/key issues regarding racism
- k. To expand our regional office base in line with our geographical strategy

## **14. Annexes**

### **14.1 Annex 1: Management Committee**

Kevin Miles – Chair  
Laura Fleck – Vice Chair  
Derek Gardner – Treasurer  
David Foster – Secretary  
Simone Doyle – Personnel Sub-Committee  
Sue Abbott– Personnel Sub-Committee  
Nadeem Ahmad  
Sumati Bala  
Martin Lightfoot  
Pete Widlinski  
Vicki MacPhail  
Karen Puddephatt



#### **14.2 Annex 2: Advisory Committee Scotland**

Tony Higgins – Chair (FIFPro)  
Fraser Wishart (PFA Scotland)  
Eileen Dinning (UNISON)  
Bill Ramsey (EIS)  
Kevin O’ Neil (UNISON)  
Elaine Dougall (UNITE the Union)  
Tommy Breslin

#### **14.3 Annex 3: Advisory Committee Wales**

Jon Beynon (Welsh Government)  
Andrew Howard (FAW)  
Lynne Hackett (UNISON)  
Hazifur Rahman (Welsh Football Trust)  
Shereen Williams (Newport Council)  
Roberto De Benedictus (NUT Cymru)  
Stuart Williams (NUT Cymru)  
Tom Overton (Sport Wales)  
Belinda Robertson (UNITE the Union)

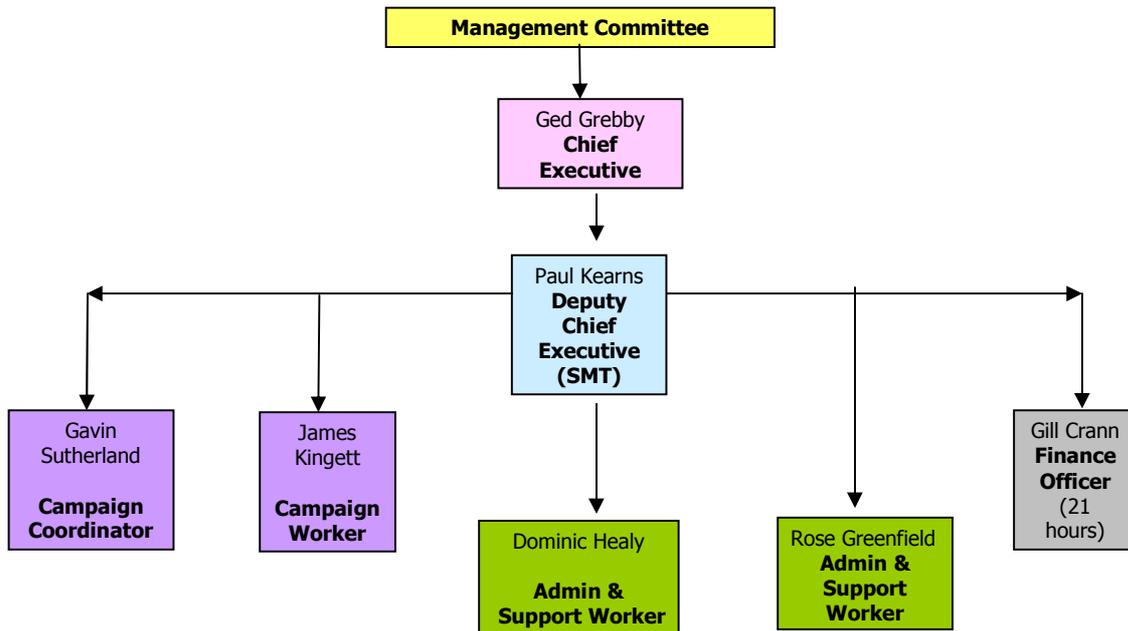
#### **14.4 Annex 4: Senior Management Team (SMT)**

**Chief Executive:** Ged Grebby  
**Deputy Chief Executive:** Paul Kearns  
**North East Education Manager:** Jeff Morgan  
**Southern Regional Manager:** Steve Goodsell  
**Campaign Manager Scotland:** Vicki Burns  
**Campaign Manager Wales:** Sunil Patel

# Show Racism the **Red** Card

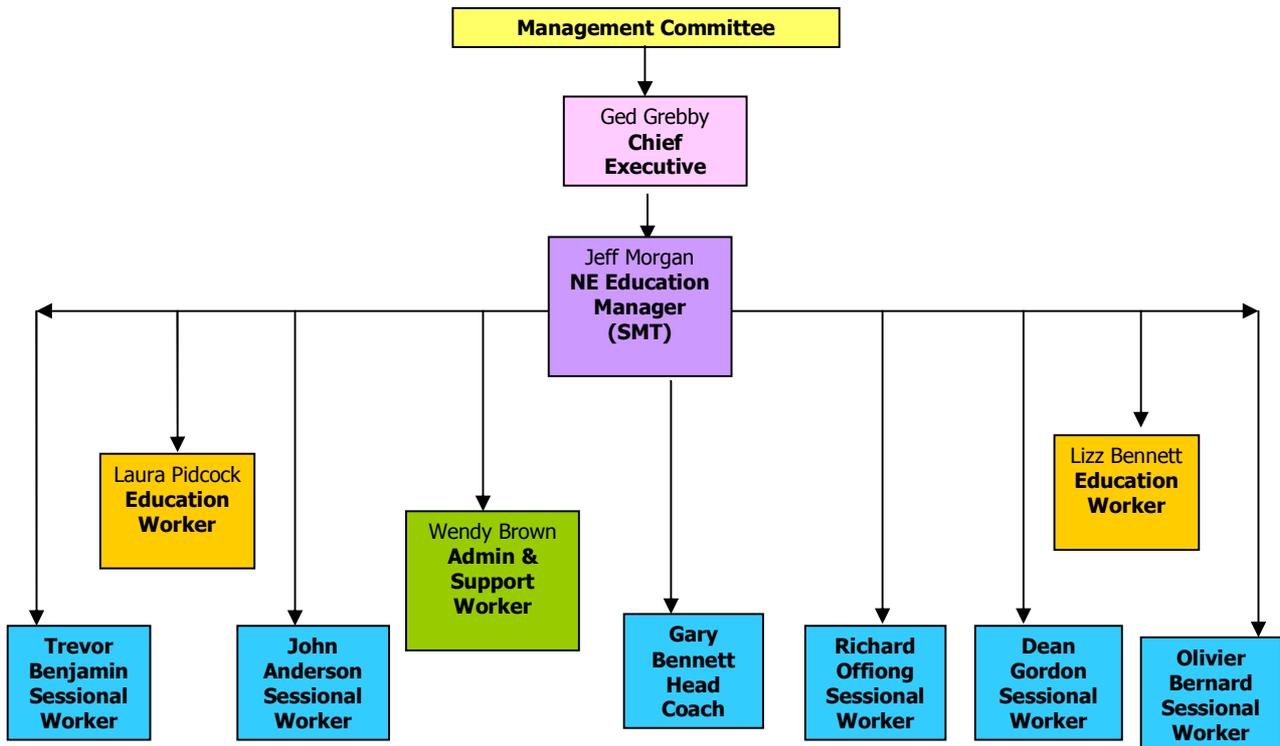
## 14.5 Annex 5: Organisational Structure

### Campaign Team



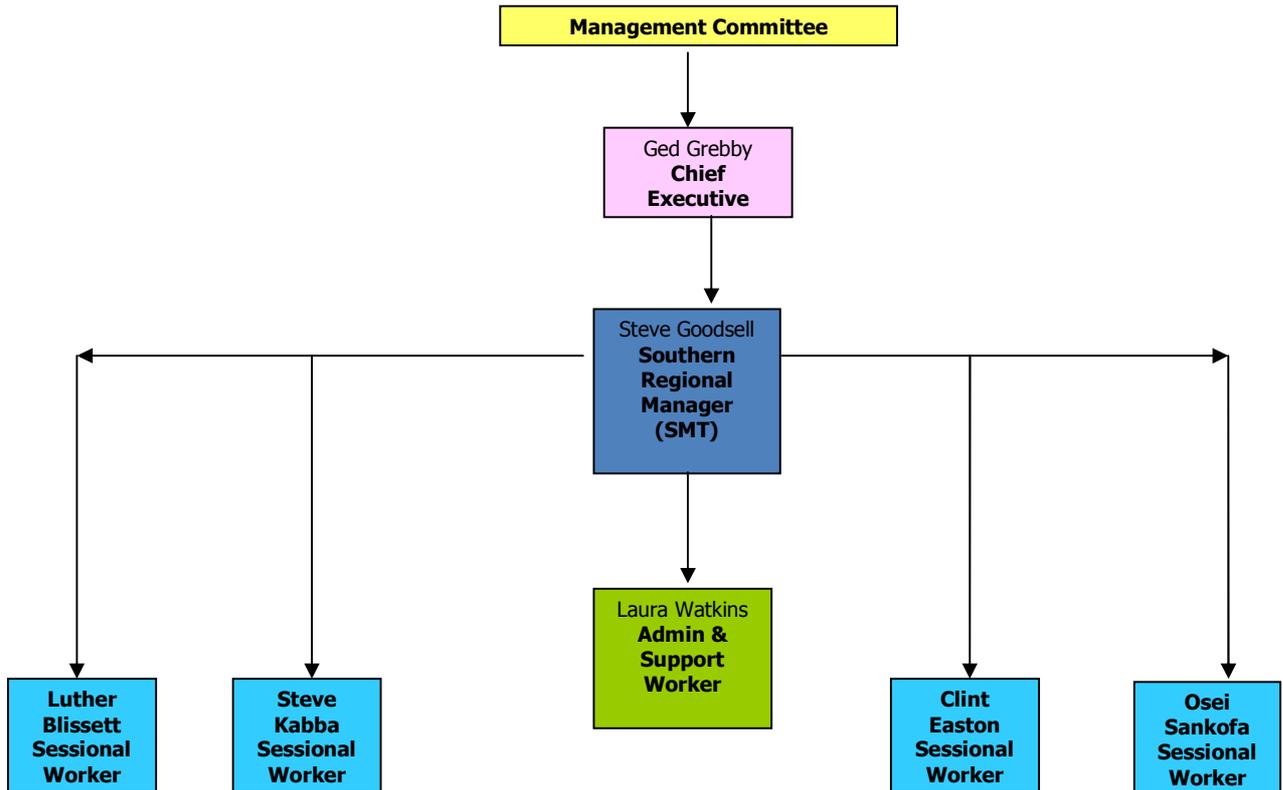
# Show Racism the **Red Card**

## North East Education Team



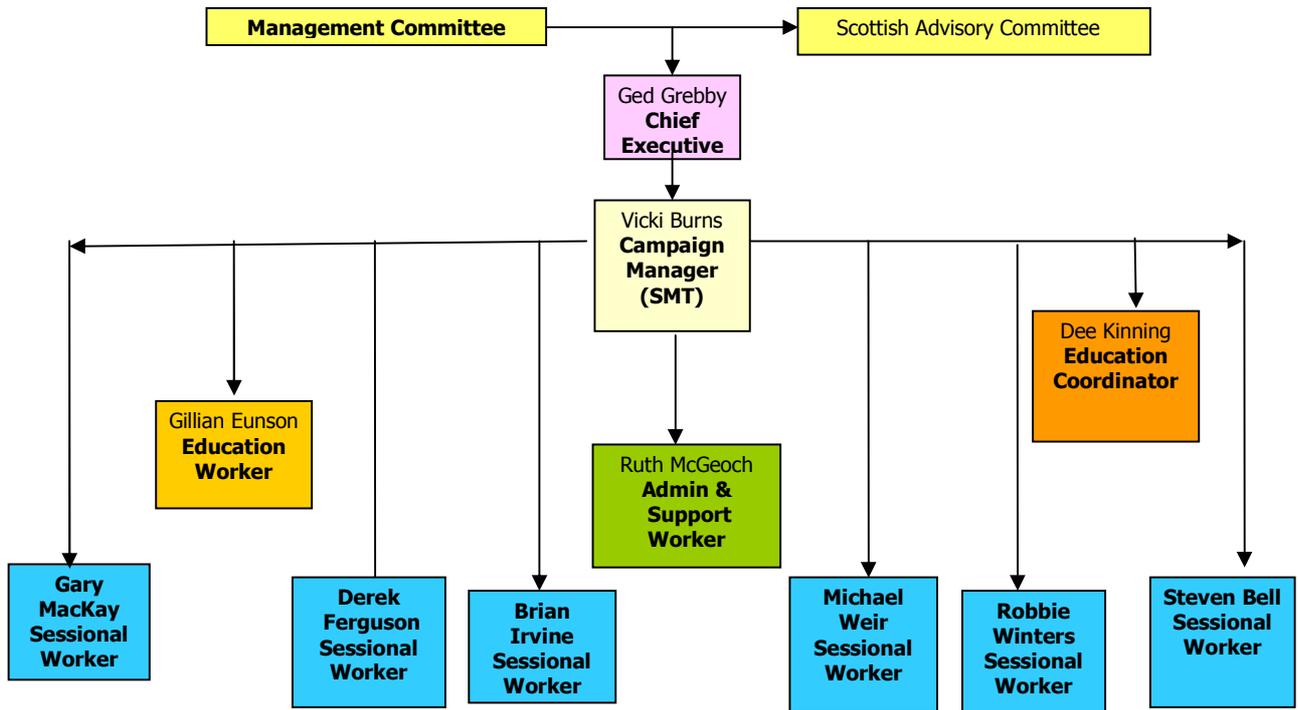
# Show Racism the **Red Card**

## Southern England Team



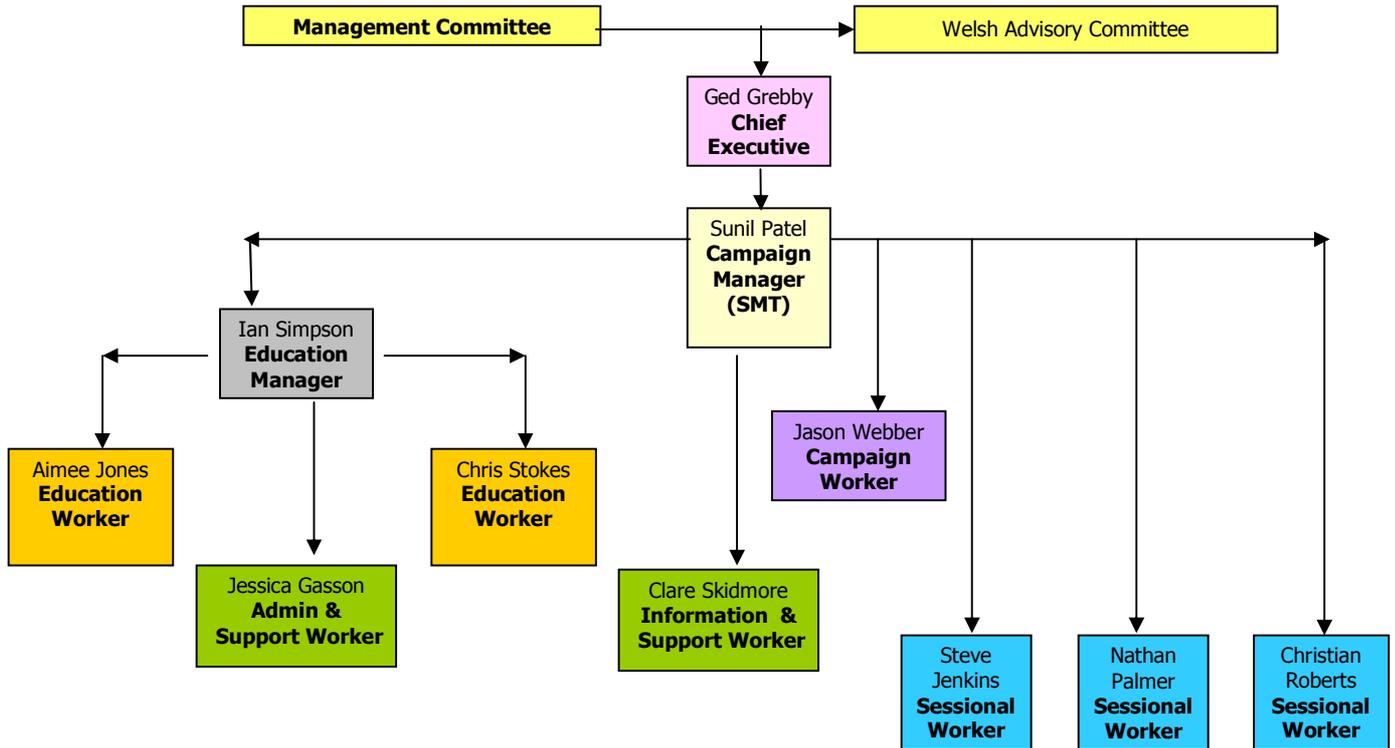
# Show Racism the **Red** Card

## Show Racism the Red Card Scotland



# Show Racism the Red Card

## Show Racism the Red Card Wales



# Show Racism the Card

## 14.6 Annex 6: Funders

As of January 2014, our funders are:

**North East:** North Tyneside Council, Gateshead Metropolitan Borough Council, South Tyneside Council, Sunderland City Council, The Northern Rock Foundation, Newcastle City Council, NASUWT, Police and Crime Commissioner for Durham and Darlington, Northumberland County Council, Northern Rock Foundation

**Southern England:** Buckinghamshire County Council, Hertfordshire County Council

**Design and Printing:** Potts Print (UK) Ltd

**Scotland:** SPFL, PFA Scotland, Scottish Government, SQA, EIS, SPL, SFA, City of Edinburgh Council, Perth and Kinross Council, South Ayrshire Council, Inverclyde Council, South Lanarkshire Council and the Robertson Trust.

**Wales:** Football Association of Wales, Newport Council, Rhondda Cynon Taff Council, Blaenau Gwent Council and Vale of Glamorgan Council, Swansea Council, Big Lottery Wales, Welsh Assembly Government, Ceridigion Council, Torfaen Council, Caerphilly Council, NUT Cymru

**Schools Competition:** National Union of Teachers, Football Association, UNISON, Nationwide, Potts Print UK, Welsh Assembly Govt

**Posters & educational events:** Professional Footballers' Association, Unite the Union, USDAW, PROSPECT, COMMUNITY, UCATT and various Local Authorities

**England wide:** The Department for Communities & Local Government, Liverpool City Council, Dudley, NUT

## 14.7 Annex 7: Products & Services

- Show Racism the Red Card DVD and education pack (updated 2012)
- Scottish Show Racism the Red Card DVD and education pack (updated October 2008)
- Rivals Not Enemies DVD & Education Pack (produced 2010)

# Show Racism the Card

- A Safe Place DVD and Education Pack (updated September 2008) combating racism against asylum seekers
- Islamophobia DVD and Education Pack (completed September 2008)
- Homophobia: Let's Tackle It DVD and Education Pack (produced 2012)
- Out of Site Education Pack (produced 2009)
- No Place for Hate Education Pack (produced 2013)
- Welsh translations of all education packs (2010)
- Posters with football clubs
- Calendar
- Posters of young people's artwork and poetry
- Promo flyers, resource brochures, stickers, badges, T-shirts, carrier bags, and wristbands
- [www.theredcard.org](http://www.theredcard.org) [www.theredcardscotland.org](http://www.theredcardscotland.org)  
[www.theredcardwales.org](http://www.theredcardwales.org)
- Facebook pages, Twitter and LinkedIn profiles
- Youtube Channels (& links)
- Promotional Film (produced 2010)
- Get Involved – Services, Sponsorship & Partnership opportunities (produced 2010)
- Magazine (updated 2013)
- Annual Review
- The Barriers to Challenging Racism and Promoting Race Equality in England's Schools (produced 2011)
- Guidance for initial teacher trainers (produced 2010)
- Monthly Electronic Newsletter
- External Evaluation of Scottish School Competition  
<http://theredcard.org/resources/publications?publication=4245>
- External Evaluation of North East Education Work  
<http://theredcard.org/resources/publications?publication=933>
- External Evaluation of Educational Events at clubs  
<http://theredcard.org/resources/publications?publication=3236>