Acknowledgements

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Additional assistance was provided by Saurav Sarkar (National Union of Teachers).
Unions have a key role in identifying institutional racism at work and to work with employers to reach agreements to set up new policies and practices which will make the workplace fairer for all. The most effective way to achieve long-lasting change is through collective agreements, backed by the law, which promote equality at work.

This edition of the *Tackling Racism* workbook is a tool to assist union reps in vigorously opposing racism and promoting race equality in the workplace. This is the fifth edition of this influential publication, offering a contemporary take on this work which was begun almost 30 years ago.

Also available is an A5 booklet, *Tackling Racism in the Workplace: a negotiators guide*. These two publications will help unions – as well as employers and voluntary organisations – to recognise race discrimination at work and take practical steps to end it.

Please let Liz Rees (lrees@tuc.org.uk) know if you find this publication useful, and I hope that you will join me in rooting out racism in the workplace, and promoting a society that is based on justice and equality.

Brendan Barber
General Secretary
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About this workbook

Whitechapel Market, London © Duncan Phillips/reportdigital.co.uk
Institutional racism remains a fundamental problem in our society. This means that all organisations and communities, including trade unions, need to continue to tackle racism and promote race equality. The TUC and its affiliates give the highest priority to tackling racism in the workplace and to promoting and publicising the ongoing work of unions in their sectors, industries and structures. This workbook, aimed at workplace representatives, is a tool to help make this happen.

_Tackling Racism_ aims to:

• demonstrate that diversity at work and in our society is a strength
• raise awareness of how trade unions can help eliminate racism in the workplace and promote race equality
• provide step-by-step guidance to union representatives and others to put policies into practice
• encourage representatives to see promoting race equality at work as a mainstream activity.

Over the last decade, a number of developments have occurred with respect to race equality in the United Kingdom. The Stephen Lawrence Inquiry in 1999 resulted in widespread attention to institutional racism not just in the police force, but also through a wide array of social institutions. Among the major advancements that resulted from the Stephen Lawrence Inquiry was the enactment of the Race Relations (Amendment) Act in 2000. This law created positive duties for public sector organisations, such as schools, the NHS and others, to actively address race inequality.

Many public and private sector organisations have now adopted measures to do this, such as positive action and monitoring the impact of policies on people of different ethnic groups. The TUC and its affiliate unions have also been part of this positive development, and many unions have adopted a more proactive approach to addressing race equality issues with employers and within the trade union movement.

However, despite some positive changes in race equality law and organisational practices, there is much work to be done to address racism in Britain, particularly in relation to the implementation and enforcement of the law.
Who is this workbook for?

_Tackling Racism_ places at its centre the activities of trade union representatives at work and in their communities. Its aim is to provide arguments, information and step-by-step help to union reps to enable them to challenge racism and promote race equality at work. There are practical examples of:

- challenging racist arguments and myths
- the experiences of workers who have suffered racist attitudes and behaviour
- trade union activities to end discrimination and promote race equality at the workplace, branch, national and international levels.

In addition, information and learning activities that trade union representatives, employers, training personnel and community groups will find valuable are also included.

Using this workbook

_Tackling Racism_ is intended to be used actively, rather than just read. As well as being an information resource, it seeks to ask questions to stimulate discussion and debate so that individuals and groups can act on their commitment to challenge racism and promote race equality wherever they work and in their communities. In each of the main parts of the book there are:

- things to find out
- ‘What do you think?’ sections to help you work through arguments and responses
- checklists that suggest practical step-by-step approaches to race equality issues
- activities to help structure your discussions and investigations.

_Tackling Racism_ is part of a suite of workbooks designed to be used across the trade union education curriculum, in particular the TUC Stage 1 Union Representatives course. These workbooks include _Working Women_ and _Out at Work_. You will see that some of the sections have similar headings to those in the Stage 1 materials. Some sections can also be used in a health and safety context. This will help union representatives address discrimination at work and take up race grievances with confidence. It will also provide methods for union representatives to monitor what happens at the workplace and to involve black workers in the union. The TUC offers a range of short courses on equality, fairness at work and tackling racism – these are available at TUC Education units or online. Talk to TUC Education Officers (details in the back of this book) to learn more about the programme.
ABOUT THIS WORKBOOK
TACKLING RACISM

Why tackle racism?

UAF rally against the English Defence League march in Bradford
© Jess Hurd/reportdigital.co.uk
Racism damages society by dividing people and creating conflict, antagonism, resentment and fear. Racism is everyone’s problem and challenging racism and promoting race equality is in everyone’s interests.

Racism can be insidious, embedded within taken-for-granted practices in everyday life and in organisations and society as a whole. This can include the disproportionate stopping by the police of black youngsters, segregation of housing and schooling in the community and workers from different ethnic groups working at different shifts or in different employment sectors. This everyday racism is a reality for most black and minority ethnic workers and impacts on us all. These realities do not always attract the attention of the public.

Racism can also be overt, violent and blatant. This can include racist attacks and even murders.

Racism creates inequality and injustice. By failing to use the best talents of the entire community, racism also has a negative impact on our country’s economic success. Racism undermines worker/trade union solidarity, making collective action harder for all workers.

People and communities suffer terribly because of discrimination and racism in society. It is difficult for black and minority ethnic people to carry out their normal daily routines if they are afraid to leave the house, speak to another person or join in with other people in their locality.

Racist attacks and murders

The last 10 years have been marked by continued prevalence of racist attacks ranging from harassment to murder. In 2005, The Observer reported that racist attacks had increased from 48,000 to 52,700 between 2000 and 2004. In 2008, The Guardian reported the number of racist incidents recorded by police rose from 31,436 in 2003 to 43,780 in 2007 – an increase of 39 per cent.

www.guardian.co.uk/uk/2005/mar/27/foodanddrink.expertopinions

www.guardian.co.uk/world/2008/apr/27/race.ukcrime
The human stories behind these statistics range from the high profile cases, such as the murder of promising secondary school student Anthony Walker in Merseyside in 2005, to everyday harassment. Specific events have contributed to these increases – for example, the aftermath of the 2001 (9/11) violent political attacks by individuals claiming to act in the name of Islam has led to an increase in Islamophobia. A commission set up by the Runnymede Trust found that after these events, life in the UK has become increasingly difficult for Muslims and ethnic minorities perceived to be Muslim.

However, the ties between different forms of racism extend beyond news events – the ways in which people think about groups of other people can easily be extended from one group to a different one, depending on which groups are the target of the day. For example, the far right in the UK has started to use Islamophobic language and, in part as a veiled substitute for attacks on the basis of race, ethnicity and nationality.

Racist attacks on the rise in rural Britain

Ethnic minorities living in parts of Britain are now four times more likely to have suffered from racism than they were before the last general election, according to one of the most exhaustive studies of race and crime, undertaken by The Observer.

However, it was the sparsely populated areas, home to the smallest, most isolated minority communities, that witnessed the significant increases. North Wales Constabulary recorded 80 racist incidents in 2000. Last year that jumped to 337, meaning that more than 4 per cent of the region’s 6,000 ethnic minorities experienced some form of racial intolerance.

Source: Observer, March 2005
www.guardian.co.uk/uk/2005/mar/27/foodanddrink.expertopinions

Racist attacks on Afghan taxi driver

Police are investigating a racial attack – in which remarks were made about the atrocities in the US – that left an Afghan minicab driver paralysed.

The victim, who now lives in Acton, west London, had picked up three men and a woman in the area before dropping them off in Twickenham on Sunday.

Police officers found the 28-year-old man shortly after 3am outside the Prince Blucher pub on The Green, Twickenham.

He was taken with serious injuries by ambulance to West Middlesex Hospital, where his condition deteriorated.

The victim was transferred to Charing Cross Hospital where he is currently stable in the high dependency unit.

He is paralysed from the neck down.

news.bbc.co.uk/1/hi/uk/1548981.stm
ACTIVITY  Challenging racism

Aims  To help you:
• review your experience
• identify successes
• recognise issues for you to deal with in the future.

Tasks  In groups:
1. Discuss your experiences of racism, particularly if you have challenged racism and racist remarks in the workplace. Make a note of the following:
• a brief description of the situation
• how you dealt with it
• the outcome
• things you would do differently.

2. Using the attached worksheet, make a list of the dos and don’ts that the group thinks are the key points reps need to consider when challenging racism in the workplace.

Report back  Elect a spokesperson to give the group report.

WORKSHEET  Challenging racism

Things to remember when challenging racism:

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TACKLING RACISM
Rising inequality in Britain

Despite legislation, discrimination in employment and in access to services continues to exacerbate racial inequality. Black job applicants are:

“...disproportionately likely to fail to get jobs that they apply for, even when class, education and location have been accounted for. Some of the unexplained residual difference can be connected to racism or lack of cultural awareness.”


The inequalities that racism helps to create can themselves contribute to racism. When people’s lives are difficult, it is easier for those who seek to create divisions to use that situation to scapegoat certain groups. An article in *The Guardian* showed that inequality has increased substantially from 1976 to 2006 (http://image.guardian.co.uk/sys-files/Guardian/documents/2009/03/13/inequality.pdf) and that the UK is faring poorly compared to most other industrialised countries. It also shows that more unequal societies result in higher prison populations, lower overall literacy rates, more obesity and more mental health issues.

A 2009 TUC Report *Black Workers and the Recession* found that:

“There are good reasons for worrying that the recession may hit black and minority ethnic workers harder than other groups: that is what has happened in previous recessions. The good news is that this does not appear to have happened so far: BME unemployment did rise during the early months of the recession, but not as steeply as white unemployment. Black and minority ethnic people are still less likely than white people to be employed and more likely to be unemployed, but the employment and unemployment gaps fell a little in 2008. (It is important to remember that we still only have data for the early stages of the recession, and the picture may change as new figures are published.)
"Another possible cause has been the fact that the public sector was somewhat sheltered in the early stages of the recession, and the sectors where BME employment performance has been strong have been largely in the public sector. Now that a number of public sector employers are making redundancies the picture may change radically. The case that BME workers would be especially hard hit by an attack on the public sector is very strong."

This means that the planned cuts in the public sector have implications for race equality.

**Fairness at work**

Sometimes people who are against racism slip into a belief that tackling racism is relevant only for black workers and black people more generally. However, racism is a problem that affects all of us. When black workers are discriminated against in the workplace, are confronted by the police more often than white people, or face other forms of discrimination or barriers in work or society, it means that society's resources are being misused, divisions are being created unnecessarily, and people with shared interests will have a harder time coming together.

In a workplace in which black workers are discriminated against routinely and in which they feel separate from their white counterparts, the workforce will be more divided than it would be otherwise. This means that encouraging participation by all workers in a trade union will be more difficult, branch solidarity will be weakened and unscrupulous employers will have a ready tool to divide workers. Fighting racism is an intrinsic part of fighting for all workers' rights.

In a society that continues to have social and economic winners and losers, it is therefore important to avoid approaches that lead to polarisation around racial identity, gender, skills or language as this helps to divide workers. Loss of jobs, re-organisation and casualisation all contribute to insecurity and fear and the conditions for blaming others. Procedures and practices that are unfair should be challenged as this further contributes to resentment and recrimination. Bullying and harassment affect the health and safety of workers.

**Unions that work for everyone**

Racism saps the strength of union organisation, which needs unity to defend and improve jobs and conditions, and to promote healthy and vibrant communities for all. The union and its representatives gain credibility if they are seen to be taking an active role in promoting equality and combating racism.

Unions will need to take specific measures to ensure that black members are listened to, are represented and contribute fully to the organisation. This is not just to be fair to them, but for the strength of the union for everyone.

**Education and information**

Racism creates, and thrives on, views that exaggerate and distort the differences between cultures and nationalities and underplay the similarities between peoples. Diversity is seen as a problem rather than as a strength that enriches our society.
Myths and misinformation give negative and inaccurate views about people's beliefs and their way of life. Some people believe what they hear without direct experience or contact with other communities. Some of the myths about black and minority ethnic groups are linked to Europe's colonial past. National stereotyping was promoted to justify the ill-treatment and exploitation of other races. Ideas about racial superiority have been proved untrue by genetic science and daily experience.

An important aspect of promoting race equality at work and combating racism is to challenge racist myths and stereotyping by providing information and training.

Racism, anti-semitism and Islamophobia

An attack on one minority group is an attack on all. There are some important similarities between anti-semitism and Islamophobia. For example, there is a strong religious element in both kinds of hostility and negative stereotypes are used to justify exclusion and discrimination. It is therefore important that action against anti-semitism and Islamophobia is integrated with action against other forms of racism and discrimination.

Countering the arguments

What people read in the newspapers and see on television can reinforce racial and ethnic stereotypes. The media often sensationalise or create stories that focus on conflict and violence. Black people are often associated with crime, Muslims represented as potential terrorists, and people from developing countries as poor and starving or the victims of drought or famine. The news stories about scientists, writers, artists, filmmakers or workers from these communities are rare. Such stereotypes will not disappear until there is a conscious effort to tell a different story. This is beginning to happen as a result of increasing numbers of black journalists, presenters and film writers and the integration of black and minority ethnic groups into mainstream television programmes. However, there is a long way to go.

“I think the BBC is hideously white. The figures we have at the moment suggest that quite a lot of people from different ethnic backgrounds that we do attract to the BBC leave. Maybe they don’t feel at home, maybe they don’t feel welcome.”

Greg Dyke, Director General, BBC (2001)
Understanding inequality

It is important to our understanding of racism to place it in the context of inequalities more broadly. The following equality issues impact on individuals and groups in complex and interrelated ways:

- race and culture
- nationality
- religious and political affiliation
- class
- gender
- sexual orientation
- age and disability
- accent
- dress and appearance
- language.

ACTIVITY  Tackling racism in your local area

Aims

To help you:
- develop contacts in your local area
- improve your communication skills
- plan an event.

Tasks

In pairs:
1. Having made contact with local groups in your area that are involved in tackling racism and bringing communities together, select one of the groups and arrange a visit to find out more about the organisation, and what it is involved in.

2. Write a short report on its activities. Discuss how you could use this information. Think about:
   - presenting a short report to your branch committee
   - inviting a speaker from the group to talk to members/the branch committee about activities the group is involved in to tackle racism
   - getting members/the branch committee involved in local activity.

Report back

Prepare a report on what you propose to do for the rest of the course.
Understanding terms and definitions

**Anti-semitism** is usually defined as racism against Jewish people. It is a certain perception of Jewish people, which may be expressed as hatred towards Jews. Verbal and physical manifestations of anti-semitism are directed toward Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

**Institutional racism** is “the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantages minority ethnic people.” (The Stephen Lawrence Inquiry, 1999)

**Islamophobia** – the fear and/or hatred of Islam, Muslims or Islamic culture. It can be characterised by the belief that all or most Muslims are religious fanatics, have violent tendencies towards non-Muslims, and reject (as being directly opposed to Islam) such concepts as equality, tolerance, and democracy. Therefore, a set of negative assumptions is made regarding the entire group to the detriment of members of that group. Muslims are an ethno-religious group, not a race, but in Islamophobia are nevertheless construed as a race.

**Prejudice** is an attitude that predisposes a person to think, feel or perceive and act in a favourable or unfavourable way towards a group or its individual members.

**Racism** consists of conduct or words or practices that disadvantage people because of their colour, culture or ethnic origin. It can be subtle or overt, intentional or unwitting. It can be highly personal – name-calling, abuse, harassment and violence.

**Xenophobia** is the ‘hatred or fear of foreigners or strangers or of their politics or culture’ ([http://en.wikipedia.org/wiki/Xenophobia](http://en.wikipedia.org/wiki/Xenophobia)). Sometimes people think that xenophobia and racism are similar and their usage can be interchanged. However, the two words are very different. Xenophobia refers to dislike or fearing something unknown or different from you. An example of xenophobia is the negativity and discrimination suffered by white migrant workers from Eastern Europe.

Racism on the other hand, is the belief that some races or ethnic groups are superior to others, and this belief is used to devise and justify actions that create inequality between racial groups.
## THINGS TO FIND OUT  Local contacts

Find out about local groups and organisations in your area, eg:
- the Community Relations Council
- your local authority’s equalities department
- your local black community groups and organisations
- other local groups representing the interests of other communities, for example, Asian, Polish, Muslim and Jewish organisations.

## Activity  Stereotypes

<table>
<thead>
<tr>
<th>Aims</th>
<th>To help you:</th>
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<tbody>
<tr>
<td></td>
<td>• become more aware of assumptions we make about people</td>
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<td>• consider how these assumptions affect people.</td>
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<table>
<thead>
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<th>Tasks</th>
<th>In your group:</th>
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<tr>
<td></td>
<td>1. Discuss examples of assumptions people make about members of the group based on the following:</td>
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<td>• where they come from</td>
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<td>• what they look like</td>
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<td>• being a member of a trade union</td>
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<td>• being a member of other organisations.</td>
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<td>2. How did this make you feel?</td>
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<td>3. How did you react?</td>
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| Report back | Use a flipchart to give your report and elect a spokesperson from your group. |
Equality and diversity
Global journeys

Migration is a global phenomenon. Migration across the globe has occurred as people look for work, food and shelter or as a result of wars, conflict, oppression or natural disasters. Increasing globalisation of economies, goods and services and employment have given international migration a new impetus in recent years. For some, like Travellers and Gypsies, movement is part of a traditional way of life, as communities move with seasonal work changes.

ACTIVITY  Myths and facts (Part 1)

**Aims**

To help you:
- increase your knowledge of immigration
- think about how to present information
- become more confident when challenging racism.

**Task**

Working in pairs, answer the following statements by ticking the true or false box.

1. The UK takes more than its fair share of immigrants.  
   - True  
   - False
2. Britain is becoming a country of racial ghettos.  
   - True  
   - False
3. Ethnic minorities don’t mix with other groups.  
   - True  
   - False
4. Immigrants are lazy and unskilled.  
   - True  
   - False
5. Immigrants cause housing shortages.  
   - True  
   - False

Now look at page 23 to see whether these statements are true or false.

**Report back**

Elect a spokesperson to give the group report.

Settled communities in the UK

Britain’s diverse communities include groups that have moved and settled here for economic or political reasons and are now established communities. In some cases these communities have been in Britain for some generations. This includes, for example, Asian and Afro-Caribbean communities who arrived in the 50s and 60s.

Like migrants worldwide, these communities maintain their roots and aspects of their culture and identity. While successfully making adjustments to life in the UK, they often face obstacles to being accepted as part of mainstream British society.
Migration of Britons to other parts of the world

Most of the time, when people think about migration, they think of people entering the UK. However, in 2006, there were 5.5 million British nationals living outside the UK – roughly 10 per cent of the UK population (www.direct.gov.uk/en/Nl1/Newsroom/DG_064666).

Do we appreciate how people from the UK benefit from being able to live and work in other parts of the world just as people from other parts of the world can benefit from living in the UK?

Migrant workers

Migrant workers make up a significant proportion of the UK’s labour force. The TUC supports the freedom of movement of workers in the European Union and a managed migration system for those outside the EU, based on the principles of workers’ rights.

The number of migrant workers has increased with the expansion of the European Union in 2004 and 2007.

Since 2004 over a million migrants from EU accession countries have arrived in the UK; approximately half are thought to have subsequently returned home. Migrants from the accession countries are employed throughout the UK, often in areas that have not previously received large numbers of migrants. Migrants work in a wide range of industries, ranging from low-paid unskilled agricultural work to highly paid skilled finance and managerial roles.

Source: Migrant Workers from the EU Accession Countries, Health Protection Agency, 2008

Once in the UK, many migrant workers are unaware of their legal rights or unable to enforce them and face exploitation at work as a result. Unions have a crucial role in fighting for equal rights for migrant workers, and to recruit, represent and organise migrant workers. The Joint Council for the Welfare of Immigrants (JCWI) / TUC guide on migrant workers (Migrant Workers: a TUC guide) provides detailed information on the issues and what unions and union representatives can do. Protecting migrant workers’ rights is crucial for preventing unscrupulous employers from undermining the rights of all workers in a workplace.

Refugees and asylum seekers

Refugees flee from their country because of persecution or because of a well-founded fear of persecution. This may be because of a refugee’s race, religion, nationality, social group, political opinion or trade union activities or as a result of war.

Some women refugees suffer gender persecution. Many have been split up from their families and friends and feel isolated in a foreign country with different customs, beliefs and values to their own. Sometimes they are traumatised by their experience – their children, in particular, suffer. Many women refugees have husbands back home who are in prison or who have been killed. They have little family support and very little money.

Refugees and asylum seekers in the UK often experience harassment, violence, homelessness, unemployment and poverty.
A **refugee** is someone who has made a successful claim for asylum.

The word ‘refugee’ is often used to describe anyone who has fled their home; but it also has a precise legal meaning. A refugee is someone who has fled to another country to escape persecution and who has been given asylum.

An **asylum seeker** has not yet received a decision.

An ‘asylum seeker’ is someone who has fled to another country to escape persecution and exercised their legal right to apply for asylum.

---

**ACTIVITY**  
Migration and racism

**Aims**

To help you:
- increase your knowledge of migration
- understand why people migrate
- improve your communication skills.

**Task**

You will be asked to talk to the following groups:
- union members
- family members
- friends.

Draw up a short questionnaire to include the following:

- **Parents**
- **Grandparents**
- **Great-grandparents**

\{
  \text{Where they live} \quad \text{How they came to be there}
\}

What were they taught in school about the history of other countries, continents and colonialism?

How does this compare to what you were taught in school or what your children are taught?
Refugee stories

**Mercedes Rojas** came to the UK from Chile in 1977. She travelled with her husband, Oscar, who had been imprisoned by the Pinochet regime for his trade union activities. He was released after a campaign led by Amnesty International. Oscar later returned to Chile where he became one of the disappeared. Mercedes, already a qualified nurse, successfully re-qualified and now works as a district nurse in London.

**Asmeret Tesfazghi** was born in Eritrea in 1979. She came to the UK in 1989 with her mother and siblings, escaping the Eritrean war of independence. In 2005 Asmeret won the GMTV Carer of the Year Pride of Britain Award for her work fostering vulnerable teenagers. Asmeret and Letina, her mother, live in South London.

**Mohamed Maigag** was born in Hargeisa, Somalia, in 1967. He left Somalia in 1978 after his father, a civil servant, was made redundant for his involvement in political activities against the dictatorial regime of Siyad Barre.

> “The immigration status itself has become difficult, and people are suspended without any sort of immigration state for years and that affects their life a lot, because you cannot go anywhere when the Home Office has not taken a decision about your Home Office status. It’s a big problem because you cannot go on to take education, you cannot get employment, and housing becomes difficult.”

**Fawzia Anwari** was born in Kabul, Afghanistan. She came to London with her husband, two sons and her brother’s fiancée in 1991. Their stay was initially supposed to be temporary, as they had left as if to go on holiday, but due to the worsening situation in Afghanistan they never returned. A teacher back home, Fawzia found herself working in a tailoring factory in London. She then took a course in hairdressing, and began working as a hairdresser. She is now a senior stylist at the salon.

Source: *Refugee Stories: untold stories from around the world*  
Museum of London, Oral History Collection

Global refugee distribution

Developing countries are host to four-fifths of the world’s refugees. Based on the data available for 8.8 million refugees, UNHCR estimates that half of the world’s refugees reside in urban areas and one-third in camps. However, seven out of ten refugees in sub-Saharan Africa reside in camps (*2008 Global Trends: Refugees, Asylum-seekers, Returnees, Internally Displaced and Stateless Persons*, United Nations High Commission for Refugees).
National Refugee Population

Source: Population Data Unit, UNHCR, Geneva, European Council on Refugees and Exiles, 2002

Using all talents in the labour market

Since 2002 the government has refused permission to work for almost everyone seeking asylum.

Refugees come to the UK seeking sanctuary from persecution. Some wait years for their claim to be finally resolved. They want to take responsibility for looking after their families and escape from destitution when they cannot access state support. Long periods of unemployment during their asylum claim mean that, when allowed to stay, they are often underemployed in jobs far beneath their qualifications and skills. If they have their asylum claim refused, they return home with out-of-date skills and find it harder to get a job than before they left.

Society is losing too, as the policy prevents people from contributing to the economy. People seeking asylum find themselves living in poverty and scapegoated as scroungers, when they would welcome the opportunity to work but are not allowed to do so.

Many campaigns around the UK are fighting for asylum seekers’ right to work. These campaigns, such as the Let Them Work campaign, are supported by several trade unions and the TUC.
The economic contribution of immigrant communities

In the modern globalised world, it is wealthy societies with high expectations for living and working that are diminishing in population. Economies need immigrants to replace ageing and shrinking populations, particularly in Europe. In 1995 in the UK, there were 4.1 working-age people for every pensioner; by 2050 that ratio will have fallen to between 2 and 2.75, with a dramatic impact on jobs, economic growth, health care and pensions. A UN population study showed that in the absence of immigration the average UK retirement age would be 72 and in Italy 77.

In 2001, the Home Office published a research study, *Migration in the UK: an economic and social analysis*. This was supplemented in 2002 by a more detailed look at the fiscal impact of migration, *The Migrant Population in the UK: fiscal effects*, by Gott and Johnston. The headline finding of the more detailed paper was that migrants contributed more than natives. In 1999–2000, first-generation migrants in the UK contributed £31.2bn in taxes and consumed £28.8bn in benefits and state services. After rounding, this amounted to a net fiscal contribution of £2.5bn.

UK population by ethnicity

Source: *The UK population by ethnic group*, April 2001

<table>
<thead>
<tr>
<th>Total population</th>
<th>Minorit y ethnic population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Count</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
</tr>
<tr>
<td>54,153,898</td>
<td>92.1</td>
</tr>
<tr>
<td><strong>Mixed</strong></td>
<td></td>
</tr>
<tr>
<td>677,177</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Asian or Asian British</strong></td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>1,053,411</td>
</tr>
<tr>
<td>Pakistani</td>
<td>747,285</td>
</tr>
<tr>
<td>Bangladeshi</td>
<td>283,063</td>
</tr>
<tr>
<td>Other Asian</td>
<td>247,664</td>
</tr>
<tr>
<td><strong>Black or Black British</strong></td>
<td></td>
</tr>
<tr>
<td>Black Caribbean</td>
<td>565,876</td>
</tr>
<tr>
<td>Black African</td>
<td>485,277</td>
</tr>
<tr>
<td>Black Other</td>
<td>97,585</td>
</tr>
<tr>
<td><strong>Chinese</strong></td>
<td>247,403</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>230,615</td>
</tr>
<tr>
<td><strong>All minority ethnic population</strong></td>
<td></td>
</tr>
<tr>
<td><strong>All population</strong></td>
<td>58,789,194</td>
</tr>
</tbody>
</table>
The size of the minority ethnic population was 4.6 million in 2001 or 7.9 per cent of the total population of the United Kingdom.

Indians were the largest minority group, followed by Pakistanis, those of mixed ethnic backgrounds, Black Caribbeans, Black Africans and Bangladeshis. The remaining minority ethnic groups each accounted for less than 0.5 per cent but together accounted for a further 1.4 per cent of the UK population.

Ethnic group data was not collected on the Northern Ireland Census in 1991. However, in Great Britain the minority ethnic population grew by 53 per cent between 1991 and 2001, from 3.0 million in 1991 to 4.6 million in 2001.

Half of the total minority ethnic population were Asians of Indian, Pakistani, Bangladeshi or other Asian origin. A quarter of minority ethnic people described themselves as black – that is Black Caribbean, Black African or Other Black. Fifteen per cent of the minority ethnic population described their ethnic group as mixed. About a third of this group were from white and black Caribbean backgrounds.

Census ethnic group questions

In both 1991 and 2001 respondents were asked to which ethnic group they considered themselves to belong. The question asked in 2001 was more extensive than that asked in 1991, so that people could tick ‘Mixed’ for the first time. This change in answer categories may account for a small part of the observed increase in the minority ethnic population over the period.

Different versions of the ethnic group questions were asked in England and Wales, in Scotland and in Northern Ireland, to reflect local differences in the requirement for information. However, results are comparable across the UK as a whole.

Sources: Census, April 2001, Office for National Statistics; Census, April 1991, Office for National Statistics
Myths and facts

Britain has always been a tolerant society – and rightly proud of it. Immigrants have been welcomed for generations and most people think nothing of visiting a Pakistani doctor, Caribbean restaurant or French dentist. And most people’s circle of friends and family includes people from different races. Yet many in the media (and some senior politicians) claim that a flood of foreigners is dividing the nation into race ghettos.

Based on the last Census in 2001, which included race origins for the first time, it shows we happily live in multicultural communities everywhere.

**Myth**
The UK takes more than its fair share of immigrants.

**Truth**
Numbers rose from 2.6 million in 1961 to 5.4 million in 2005 – a 110 per cent increase that is in line with the rest of the world.

Less than three per cent of the world’s migrants live in Britain.

And we have a smaller proportion of immigrants than the USA, Canada, Australia and several European countries including Germany.

The percentage of world’s migrant population living in:
- UK – three per cent
- Germany – five per cent
- USA – 13 per cent.

**Myth**
Britain is becoming a country of racial ghettos.

**Truth**
The only concentrations of anything like ghettos are of white people.

There are no very high concentrations of particular ethnic groups.

At street level the average white person lives in an area that is 94 per cent white.

At street level the average Pakistani person lives in an area that is 26 per cent Pakistani.

**Myth**
Ethnic minorities don’t mix with other racial groups.

**Truth**
Less than 20 per cent of minorities born in Britain have friends from only their own group.

White people are actually the most isolated in their friendships; more than half have only white friends. For most ethnic minority young people, roughly half of their friends are white.

There is also a big rise in children born to mixed ethnicity parents.

The percentage of population who have only friends of same race:
- 56 per cent white
- 20 per cent ethnic minority.

**Myth**
Immigrants are lazy, unskilled scroungers.

**Truth**
They are entrepreneurial, fill labour gaps and improve productivity.

Most tend to be professionals and managers – and this has been the case for three decades.

Immigrants are more likely than those born in Britain to be graduates.

Even refugees, often thought of as a burden, are on average more highly skilled than the population of Britain.

The percentage of population who have a skilled trade:
- 23 per cent refugees
- 12 per cent rest of UK.

**Myth**
Britain is full. Immigrants cause housing shortages.

**Truth**
Apparent pressure on housing is caused by the trend for smaller household numbers and larger houses rather than immigration.

Ethnic minorities are less responsible for space and housing pressure than the white population.

Thirty per cent of white UK citizens live in one-person households. Nine per cent of Bangladeshis do the same.

The average number of people per household:
- White British – 2.3
- Bangladeshi – 4.2.

For more on this, see Professor Ludi Simpson and Dr Nissa Finney, *Sleepwalking to Segregation? Challenging myths about race and migration*, published by The Policy Press.

Source: Article at www.mirror.co.uk, “Britain’s immigration myths exploded by new study”, Mike Swain, 22 January 2009 based on *Sleepwalking to segregation? Challenging myths about race and migration*, written by Professor Ludi Simpson and Dr Nissa Finney of Manchester University published January 2009 by The Policy Press.
### ACTIVITY

**Myths and facts (Part 2)**

<table>
<thead>
<tr>
<th>Aims</th>
<th>To help you:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• increase your knowledge about immigration</td>
</tr>
<tr>
<td></td>
<td>• present information</td>
</tr>
<tr>
<td></td>
<td>• practice putting across your arguments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Work in the same pairs as the previous activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Your tutor will allocate one of the myths from the previous activity. Look at the information provided on page 23 for your myth. Discuss how best to present this information to your members. Will you use a visual aid, for example a poster, leaflet, illustration, map or graph?</td>
</tr>
<tr>
<td></td>
<td>2. What other sources of information might you need to help put across your arguments?</td>
</tr>
<tr>
<td></td>
<td>3. The other course members will play the part of a group of your members and you will role play presenting your response to the myth to them. You will be asked to make notes on each presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report back</th>
<th>Your tutor will lead a discussion on the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• how the information was presented</td>
</tr>
<tr>
<td></td>
<td>• how the arguments were used.</td>
</tr>
</tbody>
</table>

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### Racism and fascism in Europe

Recent years have continued to see a disturbing rise in the levels of racism and xenophobia across Europe. This has been evidenced by physical attacks on minority ethnic groups and their families, racist murders, attacks on Jewish cemeteries, racist graffiti, fire bombings, attacks on refugee hostels, racist violence, street demonstrations and electoral gains of parties of the far right.

The re-emergence of support for the far right and racist political parties is a product of economic uncertainty, unemployment and poverty. Fascism thrives under such conditions by offering apparently easy answers to social problems and by finding someone else to blame. Anti-foreign, anti-immigrant propaganda is a major part of fascist groups’ political programmes.

Below are recent examples of racism and xenophobia from around Europe.

### French Secretary of State asks young French Muslims to stop talking slang

The French Secretary of State for family and solidarity, Nadine Morano, said on 14 December 2009 that she wanted young French Muslims “not to speak slang” during a debate on national identity in Charmes, Vosges. “I want young French Muslims to like their country, find a job, not speak slang and not wear a cap back to front”, the Secretary of State explained to a young man who questioned her about the compatibility of Islam and the French Republic. The SOS Racisme campaign denounced her comments as “abject” and called on the Prime Minister François Fillon to “urge his ministers to stop making stigmatising statements”.

© Izabela Habur
Italy’s culture of racism exposed by fans’ abuse of a black football star

Football songs are varied, offensive and, in at least one case, openly racist. “If you jump up and down, Balotelli dies” was a favourite with supporters of arguably the most famous Italian football club, Juventus. “A negro cannot be Italian” is the chant that explains the vitriol. The target of the abuse was 19-year-old Mario Balotelli, a footballer who at the time was with Italian champions Inter Milan, and a rising star of Italy’s under-21 national team. In England, Balotelli is making headlines in the sports pages as one of the most exciting young prospects in the national sport. In Italy, his treatment at the hands of a minority of hostile football fans turned him into a symbol of the country’s seeming inability to embrace a multi-ethnic identity. Juventus was fined in January 2010 for the second time that season for anti-Balotelli chanting at a match.

German Muslims feel growing Islamophobia

Muslims living in Germany don’t believe a Swiss-like minaret ban is possible there, but they say they feel threatened by growing Islamophobia. “I was made a Turk,” says Burhan Kesici, the vice president of the Islamic Federation Berlin, a group that represents 12 Muslim congregations in this city. Born and raised in Germany, for the first 35 years of his life Kesici told everyone that he was “German, a Berliner”. Yet all those years, people replied that he wasn’t really German. Sadly, Kesici has given up telling those people otherwise. “Today I’m saying that I’m a Turk.” He even moved to Turkey a few years ago, but soon came back to Germany because he realised that this was his home – although people there don’t always make him feel that way. Kesici said migrant organisations have in past years tried to establish ties with non-Muslim clubs and organisations, but with limited success.

Austria eyes language tests for migrants

The Austrian government is eyeing tougher immigration rules, including asking prospective new residents to learn German before arriving in the country, as is already the case in the Netherlands. "Mastering the German language is a prerequisite for successful integration,” said a new action plan for immigration tabled on 15 December by the centre-right minister of the interior, Maria Fekter. Under the draft proposals, higher levels of German will be required from migrants already living in the country and for spouses or family members who want to join them. Until now, a basic level was enough while applying for a residence permit. But, if the new law goes through, language proficiency enabling the migrant to access the labour market will be mandatory, with the government empowered to expel people who do not come up to scratch. Green politicians and civil rights groups have slammed Ms Fekter’s project as a ‘sharpening’ of immigration policy, which is already a playground for far-right groups.
Roma

The Roma, often referred to as Travellers, Gypsies and Sinti, is an ethnic group with origins in India that is widely dispersed, with its largest concentrated populations in Europe, especially Central and Eastern Europe. Roma represents the largest ethnic minority in the European Union with some 10 to 12 million in the EU. Eighty per cent of the Roma population is excluded from employment and is mainly resident in Bulgaria, Hungary, Romania and Slovakia.

A major priority for the EU is to tackle the systemic abuse of Roma rights by member states across Europe. Recent action by governments, including the dismantling of Roma settlements in France and Italy and the increase of forced removal of Roma to eastern European countries of origin, highlight the abuses taking place and the threats to Roma rights under the EU freedom of movement provisions.

Far-right activity in the UK resisted by anti-racist campaigns

In the UK the British National Party gained its first seats in the European parliament at the election in June 2009. BNP leader Nick Griffin narrowly took the final seat in the North West of England region with 8.0 per cent of the vote. Andrew Brons, a former National Front chairman, took the final seat in Yorkshire & the Humber with 9.8 per cent of the vote.

In the local elections held the same day, the BNP gained its first three county councillors, in Lancashire, Leicestershire and Hertfordshire. The BNP polled strongly across Lancashire and Leicestershire, as well as pulling in large votes in other parts of the country such as Essex.

The BNP’s vote has increased dramatically over the last two decades, to the point where it is now polling the highest votes ever for a fascist organisation in British history. In the London elections the BNP polled 130,714 votes (5.3 per cent) in 2008, enough to secure a seat on the London Assembly, compared to 47,670 (2.7 per cent) in 2000.

In the 2006 English local elections, the party doubled its number of seats in England. The BNP finished fifth in the 2008 London mayoral election with 5.2 per cent of the popular vote and secured one of the London Assembly’s 25 seats.

The far right landscape has been complicated further by the establishment of the English, Scottish and Welsh Defence Leagues.

The English Defence League (EDL) is an English far-right single-issue organisation formed in 2009. Its stated aim is to oppose the spread of Islamism, Sharia law and Islamic extremism in England, though the EDL’s political direction is being debated within the group.

The EDL uses street-based marches against ‘Muslim extremism’ to attract attention to its objective. It presents itself as being multi-ethnic and multi-faith, and states that it opposes only ‘jihadists’, not all Muslims. Nevertheless, EDL members were reported to have chanted “we hate Muslims” at pro-Palestinian demonstrators in London on 13 September 2009.

Estimates of the size of EDL membership vary, but analysts believe the group has 300 to 500 active supporters that it can mobilise at any given time. The Scottish Defence League is a sister organisation formed to hold demonstrations in Glasgow, while the Welsh Defence League was formed to demonstrate in Swansea and Newport.

The increasing far-right activity in the UK has been actively resisted through a number of anti-racist campaigns, including Unite Against Fascism, Searchlight, Show Racism the Red Card and Love Music Hate Racism. Unions and the TUC are strong supporters of these campaigns. Across Europe, similar campaigns, such as SOS Racisme in France, are being run.
These organisations have had a number of successes in preventing intimidatory marches and demonstrations by fascist groups, challenging myths propagated by the far right and opposing the election of far right candidates in elections.

In the 2010 general election the BNP was routed and lost all of its council seats as well as failing in its bid to gain election of its first member of Parliament.

All case studies: European Network Against Racism (December 2009)

Anti-racism activity in the European Union

Despite the fact that the European Union has for many years focused on preventing discrimination on the grounds of nationality and sex, it began to take the fight against racism seriously only relatively recently.

In 1997, Article 13 of the Amsterdam Treaty (now Article 19 of the Treaty on the Functioning of the EU) gave the European Union a legal base on which to develop ”appropriate measures to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation”.

Using these powers the European Union adopted the Race Equality Directive 2000/43/EC in June 2000 (and later that year the Employment Equality Directive 2000/78/EC). The Race Equality Directive gives protection against discrimination in employment and access to a range of goods and services, including social protection, health, social security and education. It puts forward a number of important definitions, including direct and indirect discrimination, harassment and victimisation. Other significant aspects of the Directive are that it allows for positive action measures, the sharing of the burden of proof and the establishment of equality bodies.

In 2000, the European Charter of Fundamental Rights summarised rights previously recognised in a range of sources into one comprehensive document. The Charter prohibits ”any discrimination on grounds such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation” (Article 21). With the new EU Lisbon Treaty, the Charter is now legally binding, which is an important step forward in protecting EU citizens’ fundamental rights.

On 20 April 2007, the Council of EU Justice Ministers reached a political agreement on a framework decision on combating racism and xenophobia. In addition, the EU is able to take action in other policy areas that either directly or indirectly impact on the fight against racism, including social inclusion, migration and asylum, and education.

Europe continues to experience problems of hate crimes and violence perpetrated against religious and ethnic minorities. The manifestations of racial violence are difficult to quantify as official data collection on racist violence in many EU countries is non-existent or requires further development. Across Europe many migrants are socially excluded and subject to various forms of discrimination with regard to access to rights, employment, education and social services.
What do you think?

Imagine you might be arrested in the morning and have to leave home tonight without any belongings. Where would you go for a safe haven? What difficulties would you face?

**ACTIVITY**

**Why do people migrate?**

<table>
<thead>
<tr>
<th>Aims</th>
<th>To help you:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• consider the reasons why people migrate</td>
</tr>
<tr>
<td></td>
<td>• identify problems experienced by migrants</td>
</tr>
<tr>
<td></td>
<td>• be clear about the benefits migrants bring to the UK.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>In groups, using the information you gathered from the previous activity, discuss the following questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• what is a migrant?</td>
</tr>
<tr>
<td></td>
<td>• why do people migrate?</td>
</tr>
<tr>
<td></td>
<td>• what benefits has migration brought to migrants?</td>
</tr>
<tr>
<td></td>
<td>• how has society benefited from migrant workers?</td>
</tr>
<tr>
<td></td>
<td>• what problems do migrant workers encounter?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report back</th>
<th>Make a list of your key points to each question and elect a spokesperson to give your report.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Pages 17–23 of workbook.</th>
</tr>
</thead>
</table>
ACTIVITY

Inclusion/exclusion

Aims
To help you:
• identify different groups we belong to
• compare experiences of being included/excluded
• be clear about the impact this can have.

Task 1
Make a list of the groups you belong to. Examples could include:
• religious group
• sports team
• trade union
• tenants’ association.

Explain:
• how and why you joined the group
• the rules to join
• your likes and dislikes about the group
• whether you have ever had to do something as part of the group that you did not like.

Task 2
In groups, think of a time when you were made to feel different or excluded from a group.

Explain:
• what happened
• how you felt
• why you think you were different/were excluded
• what you would do if the same thing happened to you now.

Report back
Elect a spokesperson to give the group’s report.

Show Racism the Red Card

Show Racism The Red Card is an anti-racist educational charity. It aims to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others.

Show Racism The Red Card acknowledges that racism changes, as do the experiences of black and minority ethnic communities in the UK. Its message and activities therefore need to be able to respond to such changes as and when appropriate.

It achieves this through:
• producing educational resources
• developing activities to encourage people, including young people, to challenge racism
• in parts of the UK, challenging racism in the game of football and other sports.

www.theredcard.org  email: info@theredcard.org  tel: 0191 257 8541

What do you think?

• What do you think we have gained by being a multicultural society?
• How does your workplace encourage the celebration of different festivals?
Discrimination and the law

Poonam Bhari, barrister specialising in family law, taking instructions from client in her chambers, London
© Joanne O’Brien/reportdigital.co.uk
Equality Act 2010

The Equality Act 2010 brought together all the previous discrimination laws into a single Act. It replaces the Race Relations Act, Sex Discrimination Act, Equal Pay Act, Disability Discrimination Act, Sexual Orientation Regulations, Age Regulations and Religion or Belief Regulations. It applies to all acts of discrimination committed on or after 1 October 2010, though a few new provisions in the Act aimed at securing further progress on equality do not take effect until a later date.

The Act prohibits discrimination in employment and public functions, and in the provision of goods, facilities and services because of age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, religion or belief, sex and sexual orientation. Race includes colour, nationality, ethnic or national origins.

As in the old discrimination laws, there are four forms of discrimination that are prohibited by the Act:
• direct discrimination
• indirect discrimination
• victimisation
• harassment.

These prohibitions apply to all the protected characteristics covered by the Act, though the descriptions and examples given below focus on race.

Direct discrimination

Direct race discrimination is when a person is treated less favourably than someone else is or would be treated in a similar situation because of race. Direct race discrimination claims can be brought by people who have been treated less favourably because of their own race, because they associate with someone of another race or because they are wrongly perceived to be of a particular racial group.

If direct race discrimination is found an employer has no defence and cannot justify their actions.

Hamilton de Gale, a black probation officer, was denied access to further professional training, though it was made available to white colleagues of a similar standing. Supported by his union he won an award of £5,000 for injury to feeling. As a result the Merseyside Probation Service undertook a positive commitment to his continuing personal development.

Union Action for Race Equality, LRD
Indirect discrimination

When a provision, criterion or practice is or would be generally applied but it puts or would put people who belong to a certain racial group at a particular disadvantage, this is indirect race discrimination. The organisation can defend the use of the provision, criterion or practice if it can show that it was a proportionate means of them achieving a legitimate aim.

After failing to get job interviews, and suspecting discrimination, Tahir Hussein started to make double applications for jobs, one giving his own details and a second implying he was a white person. His white persona was called for several interviews while his real persona was less successful. Hussein successfully sued or settled for compensation in nearly a dozen cases.

union action for race equality, LRD

Aina v Employment Service [2002] DCLD 103D

A black African employee applied for the post of equal opportunities manager in his organisation. He was assessed as having the skills and ability for the job. However, his application was rejected because, unknown to him, the post was open only to permanent staff at higher grades than his. Monitoring data showed that the organisation had no permanent black African employees at the grades in question.

The employment tribunal held that there was no justification for the requirement, and that it amounted to indirect discrimination on racial grounds.
Examples of provisions that may be indirectly discriminatory because of race include the following:
• Rigidly insisting on certain educational qualifications that may not be essential to performance of the job.
• Employer regulations about clothing or uniforms that could prevent some groups from seeking or gaining employment. For example, some Asian women may not be able, or may not wish, to comply with a uniform that requires them to wear a skirt or dress.
• Requiring higher language standards than are necessary for the safe and effective performance of the job.
• Word-of-mouth recruitment where this is likely to exclude racial groups that are under-represented in the existing workforce.

Victimisation

Victimisation is when a worker is treated badly by their employer (or a prospective or previous employer) because they have made or supported a complaint or raised a grievance under the Equality Act or because they are suspected of doing so. This legal provision is to ensure workers are not afraid to bring complaints of discrimination under the Act and also that individuals such as trade union reps that help them with their complaints or colleagues that provide information or evidence to support their claims are not targeted as a result. An example of victimisation would be an employer providing a bad reference for an ex-employee because they had complained of discrimination. Note that the protection does not apply if a false allegation of discrimination or harassment was maliciously made or supported against an employer.

Source: Summary of the Law on Race Discrimination, Thompsons Solicitors, 2009
Harassment

Harassment is when there is conduct in the workplace that is related to race that has the purpose or the effect of violating a person’s dignity or creating an intimidating, hostile or offensive environment for them. It is not necessary for the conduct to be related to the victim’s race; it could be related to the race of someone they associate with or a misperception of the perpetrator. It is also not necessary for comments to be specifically targeted at the victim, for example, a white worker whose partner is Asian overhears frequent racist banter from colleagues in the workplace and this creates an offensive working environment for them. In deciding whether or not there has been unlawful racial harassment in such a case, the perception of the victim and all the circumstances of the case must be considered, and whether or not it was reasonable for the victim to have the response they had to the comments they overheard. Employers are liable for acts of harassment by their employees if they have failed to take all reasonable steps to prevent it happening, for example, by failing to put in place adequate policies and provide training to staff that makes clear such behaviour will not be tolerated.

Third party harassment

The Equality Act 2010 makes employers liable for harassment of their employees by third parties such as customers, clients or service users in some circumstances. The employer becomes liable if the employee has been harassed on at least two previous occasions by a third party such as a customer or service user (it doesn’t have to be the same third party on each occasion), the employer was made aware of those two previous occasions and failed to take reasonable steps to prevent it happening again, such as displaying notices to the public that it will not tolerate harassment of its staff or banning customers who had harassed staff previously.

Sukhjit Parma, a production worker at Ford Motors, suffered the worst case of racial harassment that his union, the TGWU (now Unite), had ever come across. Mr Parma suffered years of abuse by his foreman and team leader who opened his sealed pay packet and scrawled racist words inside, sprayed him with oil when he needed medical attention and kicked food out of his hand. Management took no action for 10 months. The company admitted liability and the team leader was dismissed and the foreman demoted.
Occupational requirement

The Equality Act 2010 makes an exemption to the principle of equal treatment where there is an occupational requirement that someone must have one of the protected characteristics, such as belong to a particular racial group in order to do the job. This will apply to a very narrow range of jobs, for example, if a film company were recruiting for the lead role in a film about Martin Luther King they could specify that the actor must be black.

Positive action

The Equality Act allows organisations to do things differently or to target initiatives at particular groups if it is a proportionate way of them addressing under-representation, a disadvantage they reasonably think the group has suffered, or a different need they have. For example, an employer may decide to establish a mentoring scheme to help BME employees to progress into management roles where they have been under-represented. However, there are limits to positive action and it is not possible to positively discriminate to address disadvantage or under-representation by appointing someone to a job or treating them more favourably in the recruitment process just because they have a protected characteristic. Such decisions should always be based on individual merit. The Equality Act does contain a new provision that came into effect in April 2011 allowing employers to use a protected characteristic such as race as the tipping factor when deciding between two candidates who are ‘as qualified as each other’. So, for example, if black people were under-represented in a particular job and there was a black candidate and a white candidate who, according to scoring against the job’s selection criteria, would be as capable as each other of doing the job, the employer could choose to appoint the black candidate because they wanted to address the under-representation. However, they could not appoint the black candidate if they met the minimum requirements of the job but the white candidate was deemed to be more capable.

The public sector equality duty

From April 2011, public authorities and organisations that are carrying out public functions must show ‘due regard’ to the need to:

• eliminate discrimination, harassment and victimisation that is prohibited under the Act

• advance equality of opportunity between people who share a relevant protected characteristic and those who don’t share it

• foster good relations between people who share a relevant protected characteristic and those who don’t share it.

The relevant protected characteristics covered by the duty are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

According to the Act, advancing equality of opportunity means removing or minimising disadvantage, taking steps to meet different needs and encouraging people who are from under-represented groups to participate in public life. Fostering good relations is described as tackling prejudice and promoting understanding.
To show an organisation has paid 'due regard' to equality when it is carrying out its public functions it needs to consider the impact of any of its policies or practices on different groups and if there is, or is likely to be, a disproportionate impact on particular groups, in which case the organisation needs to consider whether it can amend the policy or practice or put in place measures to mitigate the negative impact. A failure to show 'due regard' can be challenged through a judicial review, legal action brought by any person or group who has sufficient interest in the fulfilment of the equality duty (for example a trade union, the EHRC or a voluntary group representing those affected by a public authority's decision).

This public sector equality duty replaces the similarly worded race equality duty that was introduced into the Race Relations Act in 2000. It is important to remember that the race duty was introduced in response to the Macpherson report into the murder of Stephen Lawrence and the failings of the police investigation. The duty was intended to address the problem of what was termed 'institutional racism' by placing the onus upon public bodies like the police, councils, schools, hospitals and government departments to take positive steps to tackle unlawful discrimination and to promote equality and good relations rather than relying upon individual victims to retrospectively challenge instances of discrimination. The equality duty is therefore a useful tool when negotiating collectively, especially in the public sector, to bring about change to policies and practices to prevent discrimination arising.

Specific duties

To help public authorities comply with the general equality duty to pay 'due regard' to tackling discrimination, advancing equality and fostering good relations that are set out in the Equality Act, there is a set of 'specific duties' in the Equality Act 2010 (Statutory Duties) Regulations 2011. These duties apply only to the public authorities that are listed in the Regulations (government departments, local councils, fire services, police forces, NHS trusts, schools, colleges and universities are among those listed).

The specific duties that will come into effect this year are different from those that applied under the old race, gender and disability equality duties. This is because the coalition government wanted to reduce the procedural requirements and give public authorities more flexibility in how they fulfil the duty (but note that the Scottish and Welsh governments have imposed a set of specific duties on Scottish and Welsh public authorities that more closely resemble the old duties).

Under the new specific duties Regulations 2011, a public authority will have to prepare and publish “sufficient information to demonstrate its compliance” with the equality duty in the Act. This must be done by 31 July 2011 (or, if it is an educational institution, by 31 December 2011) and at least every year after that. The information that has to be published is as follows:

• if it has more than 150 employees, information on the effect of its policies and practices on people who share a protected characteristic
• information on the effect of its policies and practices on service users who share a protected characteristic
• evidence of analysis it undertook to establish whether its policies or practices would further equality of opportunity and foster good relations
• details of information it considered when doing that analysis
• details of engagement it undertook with people it considered had an interest in furthering the aims of the equality duty.
Although the Regulations do not specify what kind of workforce information should be published, the EHRC in its non-statutory guidance has said it expects organisations with 150 or more staff to publish:

- the race, disability, gender and age distribution of the workforce
- an indication of likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result
- an indication of any issues for transsexual staff, based on engagement with transsexual staff or voluntary groups
- gender pay gap information
- grievances and dismissals brought by protected characteristic.

It also advises that it would be useful to publish information on:

- return to work rates after maternity leave
- success rates of job applicants
- take-up of training opportunities
- applications for promotion and success rates
- applications for flexible working and success rates
- other reasons for termination such as redundancy and retirement
- length of service/time on pay grade
- pay gap for other protected groups.

In addition to the information publishing requirements, before 6 April 2012 listed public authorities are required by the Regulations to:

- prepare and publish objectives that it thinks it should achieve to further the equality duty
- publish details of engagement it undertook when developing its objectives with people it believed have an interest in furthering the equality duty
- ensure that objectives are specific and measurable and set out how progress towards the objectives is to be measured
- consider, when developing its objectives, the information it published on the impact of its policies and practices on different groups.

Objectives must be reviewed at least every four years.

Note that, while any interested person can enforce the general equality duty through judicial review, only the EHRC has legal powers to enforce the specific duties.
Examples of discrimination at work

1. Complaints of race discrimination are not taken seriously.
2. There is a culture of racist banter.
3. Promotion seems to be on the whim of the manager with no formal procedures.
4. In a recent redundancy exercise more black, minority and ethnic workers were selected for redundancy than white workers.
Making the union work for everyone

Learning rep and Unite rep signs up a colleague to a course, Tottenham Arriva Bus Garage
© Jess Hurd/reportdigital.co.uk
The role of the union representative

Union representatives can play a central and unique role in tackling racism because of the trust and confidence invested in them and because racism is a workplace issue. They are the first point of contact when members want to make a complaint or sometimes when they just want to talk something over.

It is important that representatives support their members in race discrimination complaints. Taking up such issues can be complex, particularly in a workplace where racist attitudes and practices exist. Where racist practices are condoned, black members will feel that they are not receiving the service they have a right to expect from their union. In tackling racist attitudes and practices, union representatives may sometimes find themselves challenging other members as well as the leadership of the organisation or workplace.

Union representatives also have a key role to play in:

- making the union accessible for everyone – providing a service to all members
- monitoring the workplace to ensure fair practices in employment and promotion
- involving members and ensuring that the union provides equal opportunities to everyone to be active within its different structures and activities.

Being prepared to examine their own prejudices and challenging themselves as well as other people is central to the role of union representatives in promoting anti-discriminatory practice and behaviour. Union representatives should regularly seek out training opportunities to raise their understanding of race equality issues and their impact in the workplace and on black workers.

The ‘canteen culture’

Sixty-nine per cent of the participants in this research said that they have suffered racism in one form or another while in the employment of the police services in Scotland. One area of concern according to officers is the ‘light-hearted’ banter and jokes embarked upon by their colleagues. Such banter often includes a blatant display of racist language. The problem, the officers say, is the fact that the use of such language and attitudes is so widely accepted that such banter has become something of an occupational sub-culture. It is this sub-culture that is sometimes referred to as ‘canteen culture’.

Source: The Experience of Black/Minority Ethnic Police Officers, Support Staff, Special Constables And Resigners In Scotland, The Scottish government, 2006
Challenging racist remarks and behaviour

Challenging discrimination and racism is never easy – it requires confidence. Union representatives’ confidence is influenced by:
• their level of knowledge, experience and training
• the support they receive from others
• the culture of the organisation
• their role and status
• their experiences of challenging discrimination in the past.

It will always be difficult to challenge the ‘canteen culture’ if union representatives are acting on their own. It can be much easier to walk away, particularly if everyone else is joining in.

**THINGS TO FIND OUT**

• Ask other people at your workplace how they would respond if they heard or saw racist language or behaviour.
• Find out whether there are any policies that take up racism, harassment, bullying and discrimination at work.

**WHAT DO YOU THINK?**

• Do you think trade union representatives and members receive enough information and training about racism, harassment, bullying and discrimination?
• What training would you find useful?

It is important that union representatives approach challenging racist behaviour in ways that are enabling rather than disabling.

Challenges that are **disabling** tend to ‘put the person down’, humiliating them and making them feel vulnerable. This rarely leads to long-term change and may even cause an escalation of the problem.

Challenges that are **enabling** focus more on offering guidance through clear and consistent explanations, attempting to support the person through a process of understanding. It acknowledges that everyone at some time has made an unjustifiable remark, laughed at a discriminatory joke or made a decision that was based on prejudice.

Union representatives should consider:
• the issues involved and the options available
• the particular arguments that can be brought to the situation
• taking advice beforehand and being aware of any complaints procedure
• when to make the challenge (for example, whether it is likely to be more productive to challenge an individual on their own rather than in a group).
Developing wider support

Many white workers are unaware of the barriers to the involvement of their black colleagues within the union. It is important that unions ensure that more black members become involved in the formal structures of the union, including as workplace representatives. There continues to be an under-representation of black union representatives and office holders as compared to the proportion of black workers in the labour force.

Support for the work of union representatives can be developed by:
• educating and involving members, including emphasising that equality at work is in the best interest of all workers – black and white
• obtaining a commitment from employers to examine and implement procedures and practices to promote race equality in the workplace
• taking up race discrimination cases swiftly and effectively
• promoting and encouraging the involvement and representation of black workers within the union’s structures
• supporting black self-organisation and networking.

Building support

Union representatives may find themselves in an environment that is challenging and where there is limited support from members in the struggle against racist language, behaviour and procedures. In order to widen support for promoting race equality, union representatives can adopt a step-by-step strategy that involves different types of activities.

The strategy could include:
• using your branch structures
• targeting sympathetic members
• distributing and displaying leaflets and information that contain arguments to counter myths and explain topical race-related issues
• organising small informal lunchtime discussion groups
• publicising events that promote cultural diversity – for example, special food days in the canteen, union social trips to restaurants and shows
• publicising successful race equality cases
• organising a programme of union training for representatives and members with the help of other representatives and officers
• negotiating a programme of training as part of a wider commitment from the employer to challenge racism and discrimination at work.

Self-organised groups are a mechanism through which unions can provide black workers with:
• a space to identify and highlight current problems of discrimination in the workplace
• a way in which black workers can find mutual support
• a method through which black worker issues can influence the collective bargaining agenda.

Work-based training on race equality may include:
• awareness-raising about the issues that affect black people at work
• discussion of the roots and nature of racism and why such a divisive ideology is contrary to the interests of all workers – black and white
• identifying racist and discriminatory behaviour and ways to challenge them
• examination of the employer’s equal opportunities and other policies, including on ethnic monitoring
• new legislation
• recording and reporting discriminatory incidents in training for union representatives
• organising workplace anti-discrimination campaigns
• developing negotiating skills to set up or examine procedures including harassment and bullying policies as well as employment practices.

Involving black members

Union representatives have a key role to play in encouraging black workers to become involved in the union. Following the publication of the Stephen Lawrence report, the TUC and individual unions have recognised that ‘institutional racism’ can and does prevent black members from getting involved and being represented effectively at all levels within the trade union movement. A prerequisite for providing an equal service is for the voices of black members to be heard at all levels of union activity.

Unions and black workers

Black workers have played a key role in the development of the British trade union movement and have been highly influential in getting unions to address issues of discrimination and equality of opportunity in the labour market.

The 2008 Labour Force Survey shows that, at 33 per cent, union density was highest in black or black British employees. Union density was 27.8 per cent for white employees, 22.9 per cent for Asian or Asian British employees and 20.4 per cent for employees from mixed ethnic background. Union membership rates were lower among Chinese and other ethnic groups at just 16.3 per cent.
### Checklist: What union representatives can do to support black members

**Talk to members**
- Find out where black members are located within the workplace and the union.
- Find out about local issues, particularly racist incidents.
- Listen to their concerns.

**Branch meetings**
- Arrange to meet new black members before meetings and go with them so that they can find out what goes on.
- Make sure union meetings take place in venues and at times that all can attend.
- Encourage individuals who show an interest in the union to choose a representative whom they can ‘shadow’ to encourage them to become a union rep themselves in the future.
- Produce agendas and minutes in appropriate languages.
- Arrange for interpreters if required.
- Ensure racist comments are challenged at all meetings and that members are aware of equal opportunities clauses in the standing orders.

**Publicity, information and education**
- Prove specific recruitment literature in different languages. At national level, the Rule Book can be produced in relevant languages appropriate to the membership.
- Invite a speaker to your branch to speak on anti-racism, for example a member of the Commission for Equality and Human Rights; a local teacher with a special interest in anti-racist education; a representative from the Kick it Out or Show Racism the Red Card campaigns; a speaker with particular knowledge of bullying at work. This could be a joint venture with a local black community group.
- Build up a library of popular videos/posters and other publicity on combating racism and regularly display information on topical issues.
- Allocate resources at branch level for race equality issues to be pursued seriously.
- Pay particular attention to black women in the union, who can suffer both sexual and racial discrimination and harassment. Ensure that there are black women representatives, a network for black women and publicity that is of interest to them.
- Ensure that the race equality element is considered when tackling other equality issues such as disability and sexual orientation.
- Produce a newsletter for black members with information that is of particular interest to them.
- Adopt an international campaign around a common interest and send emails and other communications to keep in touch.
- Use this book to arrange discussion circles or talk to your TUC Regional Education Officer about courses.
Committee work
- Co-opt black workers into workplace and branch committees.
- Organise meetings of black workers and publicise their agenda and decisions. Ensure that regular reports are integrated into other committees.
- Designate a race equality post at branch level.
- Monitor equal opportunities policies and practices on an ongoing basis.
- Prepare detailed negotiating aims, for example, on language training, health and safety and meeting the specific needs of black workers.

Working with employers
Union representatives can urge employers to:
- adopt procedures and policies that tackle racism and discrimination
- review procedures for ethnic monitoring, training opportunities, promotion and inclusion of black staff on decision-making bodies
- improve black representation on negotiating committees
- jointly organise training in race equality issues
- promote partnerships to tackle some of the issues jointly.

In the wider community
- Organise training for black union members who would like to sit on public bodies, for example, as school governors.
- Involve the union branch in community activities, for example, local cultural festivals.
- Support local anti-racist and anti-deportation campaigns (for more advice on supporting anti-deportation campaigns see the joint TUC and The National Coalition of Anti-Deportation Campaigns’ guide (2009).
- Invite local youth bands and theatre groups to union events.
- Urge local trades councils to research and produce a local history of black trade union involvement in the locality.
- Organise events to mark Black History Month (October).

What unions can do to help union representatives support black members
- Produce the Rule Book in relevant languages appropriate to the membership.
- Organise national black workers’ conferences and black members’ weekend workshops.
- Where necessary, create additional places for black members on national committees, including the national executive.
- Monitor membership, participation and representation by ethnicity.
- Provide training for members, officers and staff on race equality.
- Develop a national strategy and action plan on race equality to set the standards for the work of the union as a whole.
- Publicise formal links with trade unions around the world.
- Prioritise campaigns within the same commercial sector or acts of solidarity with trade unionists suffering repression and threats to their organisation.
- Set up study visits and exchanges.
Why have black members’ committees?

Many unions have introduced positive action measures to involve more black members. These include:
• union policies on opposing racism and discrimination within the union
• guaranteed places for black members on key union committees, including the executive
• ethnic monitoring of union officers and staff
• guidance material for union reps and officers on taking up race-related cases
• regular reports and articles in union journals
• black members’ committees and conferences.

However, the willingness of black members to join unions is still not translated into equal involvement within union structures. Black forums are therefore an important aspect of union activity to encourage the involvement of black members because they:
• provide black perspectives
• give black members the opportunity to discuss issues in a supportive environment
• provide a greater focus to, and increase the effectiveness of, the work of the union on race equality
• enable black members to articulate their own priorities and campaigns
• provide black members with the opportunity and experience to become involved at all levels of the union.

WORKPLACE ACTIVITY

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<th>Aims</th>
<th>To help you:</th>
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<td>• identify who is employed at your workplace</td>
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<td>• examine areas of potential discrimination.</td>
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<th>Tasks</th>
<th>Ask your HR department for the following information:</th>
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<td>• the numbers of employees from black, minority and ethnic groups</td>
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<td>• the numbers of men/women</td>
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<td>• the departments they work in</td>
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<td>• whether they are full- or part-time</td>
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<td>• what grades are they on.</td>
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<th>Report back</th>
<th>Draw a workplace map to show where workers from different ethnic backgrounds work and the jobs they do.</th>
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<td>You will be asked to present your workplace map to the rest of the course.</td>
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What are trade unions doing?

Trade unions are engaged in a variety of activities to promote race equality at work and within unions themselves.

CWU The union’s Race Advisory Committee is engaged in a programme of visiting regions and engaging the BME membership with the direct intention of encouraging them to consider playing a more active role in the branch. This is being done by inviting them on to mentoring/shadowing schemes.

Usdaw Over the last four years the union has held a national black workers’ event called Black Members’ Weekend Workshop, which helps encourage black and minority ethnic members to get more involved in the union.

UNISON Proportional representation and fair representation have had a huge impact in shaping and driving the union’s policies and priorities. The UNISON national strategic objectives have equality embedded in all the four key strategic areas. This has changed the agenda, structure and future of the union in key areas where equality outcomes are having a positive impact in the union’s achievement and recruitment.

CSP The union has developed a members-only interactive website called CSP Interactive (also known as iCSP), which features special-interest virtual networks, targeted at a broad array of members’ groups, that members can subscribe to. In relation to equality, the CSP interactive website has two layers – including an open-access diversity area that more than 300 members have subscribed to. These members receive a fortnightly e-bulletin displaying links to new content on the diversity area of the site and can post their own content too. iCSP networks mirroring the CSP diversity networks for race and sexual orientation have been created. The Black Minority Ethnic iCSP Network is public and the size of the group has doubled to 150 since its creation.

Source: TUC Equality Audit 2007
Anti-racist alliances

There is much more that unites the equality movements than divides them. A useful strategy at the workplace is to seek to integrate the race equality work across all workplace functions and practices. This strategy ensures that race equality issues are not marginalised and are seen as a mainstream activity. Promoting race equality at work is everyone’s responsibility.

Unite has a comprehensive race equality negotiators’ guide with case studies and covering legislation, the business case for race equality, dealing with race discrimination, racial harassment, the bargaining agenda, monitoring and organising and recruitment.

RMT has produced a guidance booklet for representatives Immigration Checks at Work in response to a dramatic increase in queries on the subject from members and representatives.

Source: TUC Equality Audit, 2009

What is the TUC doing?

In 2001, following the recommendations of the General Council Stephen Lawrence Task Group, the TUC changed its rules to ensure that the trade union movement uses every means possible to work for a trade union movement that is free of any taint of institutional discrimination and sets an example in responding to our increasingly diverse community.

As a result, the TUC has developed a number of priorities in the area of race equality to lobby government, assist trade unions and work with communities to fight racial discrimination in the workplace and in wider society. These include:

- **TUC Equality Audit** – the audit is a comprehensive survey of union structures, policies and services relating to equality, the results of which can be compared with those from previous audits and provide important reading for all member unions. This audit focuses specifically on bargaining and workplace activities. The TUC has also produced a Charter for Black Workers’ and Trade Unions, which is a set of agreed objectives to ensure that black workers can play their part fully in the trade union movement.

- **Tackling Racism in the Workplace** – the TUC believes that union representatives should be tackling not just overt forms of racism such as harassment but also taking action to challenge restructuring and processes within the workplace that disadvantage black workers. The TUC has produced *Tackling Racism in the Workplace: a negotiators’ guide* (TUC, 2009) to assist union representatives to raise problems of institutional racism with employers and is encouraging trade unions to increase the level of collective bargaining on race equality within workplaces.
Asylum and refugees UK – the TUC continues to work for the rights of the most vulnerable in society and is especially concerned about the plight of asylum seekers and refugees. The TUC is working with the Refugee Council on a campaign to get the government to allow those seeking asylum in the UK to work after six months and continues to oppose further proposals for restrictions that limit the ability of asylum seekers to seek sanctuary in the UK.

Anti-racism/fascism – the trade union movement has a long tradition of fighting fascism as the TUC believes that trade union members share values with a community of like-minded people. Those values are directly opposed to those of fascist and far right organisations, which do not believe in democracy and equal rights for all. The TUC continues to work with Searchlight and Unite Against Fascism to oppose far right organisations such as the British National Party and the English Defence League. The TUC has published guides on campaigning against racism and fascism in the workplace and in the community and has developed courses to equip union activists to carry out campaigns in their workplaces and communities.

Migrant workers – the TUC works to ensure that the rights of migrant workers, who make up a significant proportion of the UK’s labour force, are respected and to prevent exploitation of these workers by unscrupulous employers. The TUC has produced guides for workers from Eastern Europe coming to work in the UK, giving information about their legal rights to work in this country, and has also produced a negotiator’s guide for trade unions to help deal with the challenges faced by unions to protect non-EU migrant workers who are subject to immigration checks and workplace raids.

Training for black union reps

A recent survey of course participants found that only seven per cent identified themselves as members of a major ethnic group. Work to help address this includes:

- workshops to develop tutorial best practice tutor guides
- discussion leader courses to encourage new black tutors
- dedicated black tutor training for TUC Education
- developing new materials for joint training
- mainstreaming tackling racism across the TUC Education curriculum through this new edition of the workbook
- conducting a pilot project to assist with skills for lay officials to apply for posts as officers or tutors in writing application forms, interview techniques and presentation skills.
MAKING THE UNION WORK FOR EVERYONE
Representing members

Union representative with migrant worker at Christian Salvesen, Lutterworth
© Timm Sonnenschein/reportdigital.co.uk
Handling complaints of racism, harassment, bullying and discrimination

The purpose of this section is to provide guidance and advice to union representatives and trade union members on reporting or dealing with cases of racism, harassment, bullying, discrimination and victimisation. There is often a lack of confidence in the way in which unions represent their black members. Grievances are sometimes not taken seriously and officials may not challenge the leadership of organisations over issues of race equality. Black members may feel reluctant to complain about racism, harassment, bullying and discrimination due to:

- fear of not being taken seriously
- fear of being blamed for creating the problem
- fear of being told that they have a ‘chip on their shoulder’ and the problem being ignored
- feelings of guilt, demoralisation or trauma
- concerns about damage to their reputation
- fear of victimisation and accusations of damaging the working environment
- fear of losing their job
- feeling unsure about the workplace policy on confidentiality and its procedures for making complaints.

At no time should a union representative suggest that:

- the member was being too sensitive
- the member has a ‘chip on their shoulder’
- the representative knows the alleged perpetrator and cannot believe that they would do/say such a thing
- that perhaps it was only a joke.

“Our store is atrocious. You get managers swearing and racial abuse being hurled every day. The store manager knows about it, but doesn’t do anything. So the only way you can get your voice heard, or push back the boundaries, or do something about it, is to be part of a union. The fact that I am a union rep, the fact that I am very active and that I face them [makes a difference]. I say [to staff] ‘How are you expecting to change things if you’re not part of it. [You need to say] I’ll be part of this and we work together as a whole to change things.’ Or, you stand on the outside shouting ‘Oh it’s terrible’ and then you don’t do anything about it… [We have] very poor management and racial abuse is rife in my store… Literally every other week I am going through grievance procedures simply because management can’t keep a civil tongue in their head.” (Sasha, shop steward, Usdaw)

Source: Black and Minority Ethnic Workers and Trade Unions: strategies for organisation, recruitment and inclusion, Jane Holgate, Queen Mary College, University of London, 2004
Union representatives should develop procedures to ensure that black members’ cases are speedily assessed, that decisions on support and action points are conveyed as quickly as possible and that they are given a detailed explanation if their case is not to be supported. At all times representatives should follow the union’s policies on who should be involved in taking up cases of racial discrimination and who should be kept regularly informed and briefed on the progress on the case.

It is essential that representatives know about the union’s policies and procedures for dealing with cases of racial discrimination and that they are able to engender confidence in the complainant such that black members feel that they will be supported by their union and the leadership at the workplace. This is vital to ensure that unions are seen as credible on race equality by black members and that they feel that they will get the level of service from their union to which they are entitled.

As black members are a very diverse group and will include women, LGBT, young members and those who are disabled, it is important that representatives have a working knowledge of the union’s policies and procedures on all the equality strands.

There should be space in the procedures for learning and understanding from black perspectives, and these perspectives should inform action on tackling racial discrimination. Where this is not possible, some unions have groups at regional or national level or trained officers who can offer advice and support to the representative and the member. There are many union representatives who would find starting such a case demanding and may not feel confident about the issues. It is quite understandable to feel this but there are some key issues that the union representatives should know about.

- Know who to go to for help and advice in the union.
- Know which procedures to use. Are there separate procedures for harassment or is the grievance procedure used?
- If there are no procedures, for example in the voluntary sector, members should not be discouraged from pursuing complaints.

Once the member has made the complaint, union reps need to decide what to do.

**Interviewing members**

Find out what happened – who, what, where, when, why and witnesses.

Discuss with the complainant what action they wish to take and the options available. This can be:

- an informal approach to the alleged racist/harasser, by the member alone or accompanied by the union representative
- an informal approach in writing by the member or by the representative on their behalf
- a written approach, with the letter copied to the manager or personnel department
- a formal approach invoking the agreed procedures.

A record should be kept of which option is chosen.

Advise the member to keep a note of all incidents and to remember and record others that may have occurred before the complaint. These should be kept in a secure place.

Remember that those who experience racism or harassment want it stopped. Where informal methods fail, formal procedures should ensure that the alleged harasser is dealt with appropriately.
The wishes of the complainant should be paramount and attempts to remove the complainant rather than the alleged harasser should be rejected unless that is the complainant’s choice. Moving complainants against their will can give rise to an additional claim of victimisation under current anti-discrimination legislation because the complainant is being subjected to an additional detriment.

Formal procedures should be monitored carefully to ensure they are followed.

There should be close links between representatives and their union structures and officers to ensure that all complaints are taken up.

Alleged harassers and racists also require representation by the union. It should be explained clearly to them that representation does not mean that it negates the seriousness with which the union views the incident nor does it condone the offensive behaviour. Both the complainant and alleged harasser should receive representation from the union, but the same representative should not represent both parties.

### CHECKLIST: Interviewing members

**DO**
- Interview in a quiet and private place.
- Try to make the member feel relaxed or calm them down if they are upset or worried.
- Show concern about the problem. Take the matter seriously. What seems like a small issue can be of great significance to the person who has experienced it.
- Listen carefully and be supportive.
- Advise the member that you’ll be taking notes.
- Ask open questions as well as when, how and where the incident took place and who was involved (names, jobs, working relationship with the complainant); what happened?, why do they think it happened?, have they approached management?, how have they been affected?, have they seen a doctor or been off sick as a result of the incident?
- Advise them to keep a diary of events.
- Summarise as you go along and check back information at the end of the interview to ensure accuracy.
- Make sure they are aware of any union rules or policies that affect the case.
- Inform them about support and assistance within the union. This will reassure them and make them feel more at ease.
- Inform them about the different options for action that are available and reach agreement on what they want to do.
- Tell them what you intend to do next.

**DON’T**
- Ask the member to recount the incident more than is necessary.
- Interrupt with your own experience.
- Disagree or criticise.
- Promise anything that cannot be delivered.
- Ask leading questions that look for the ‘right’ answer.
After the interview

- Have a break and consider what has been said. Don’t rush into things but don’t do nothing either.
- Try to corroborate the story if you can. Frequently incidents have no witnesses so speaking privately with other members in the department may throw more light on the situation.
- Check additional potential evidence – sickness records, performance reports, work allocation and/or overtime.
- Keep the member informed of all developments.
- Take time to write up your notes while they are fresh in your mind.
- Seek advice if you are not sure what to do.
- Check for any legal time limits that may be relevant.
- Decide on a step-by-step plan bearing in mind that in some situations you will have to move swiftly to prevent further occurrences.
- Keep to agreed procedures at all times.
1. A young Asian member has approached you in the strictest confidence to say that the people she works with have been taunting her about arranged marriages. They don't understand how arranged marriages work and she would like to put the record straight but doesn't have the confidence to raise the matter with them.

2. A black member complains that they are being given more work to do than anyone else in the department and suspects that the manager does not like them. The manager has made a few critical remarks about their work but no one was around when this happened.

3. A Polish work colleague tells you that they have been told not to bother applying for a job by their supervisor because their English is not good enough. The job would be a promotion and better pay.

4. A black member has had some time off work to look after elderly parents. Members in the department are supportive but the line manager says your member is taking advantage and that people from the West Indies are known for their bad time-keeping.

5. A new employee complains that other workers are making it difficult for them to fit in. They don't tell her where things are kept or give her help on doing work she is not familiar with. This morning she found a racist joke pinned to her workstation.

6. A black member informs you that they are being bullied but they don't want anything done about it as they fear what might happen. The manager knows the situation but tells you they will not be taking any action since the person being bullied has asked them not to.

7. A young black member tells you that the manager has told him he cannot come to work with dyed blonde hair because it "doesn't look right" and that if it is not back to its natural color by tomorrow morning he can forget about working there.

8. A new member of staff has started work in your department. Her English is not very good and she cannot follow some of the work instructions. Members are saying that she should leave as she cannot do her job and she is a problem in terms of health and safety if she cannot read emergency fire procedures.

Activity

**Taking up members’ problems**

**Task**

In groups, you will be asked to respond to the situations below. Think about:

- the information you will need
- whether to treat the issue informally or formally
- what workplace policies and procedures might be useful.

**Report back**

Elect a spokesperson from your group to report back.
Building equality rights at work
Black workers in the labour market

Black workers play a significant role in the labour market in the UK and make a substantial contribution to the economy. Black workers are also disadvantaged and discriminated against in the labour market. Trade unions have a vital role to play in the workplace to challenge discrimination and to address racial disadvantage.

Ethnic minorities in the labour market

Population
- Almost one in eight people of working age in Great Britain is of an ethnic minority background.

Age
- 24 per cent of the working age ethnic minority population is under 25 years old, compared with 19 per cent for whites.

Geography
- Over two-thirds of all working-age ethnic minorities are concentrated in London, West Midlands Metropolitan, East Midlands, West Yorkshire and Greater Manchester, with 43 per cent concentrated in London alone.

Employment
- Only 59 per cent of ethnic minorities are employed, compared with 73 per cent of the general population.
- Bangladeshi women have the lowest employment rate of all groups, with just 28 per cent being employed.
- About a quarter of ethnic minorities are employed in the distribution or hotel and restaurant industry sectors compared with under a fifth of white people.

Unemployment
- 13 per cent of ethnic minority people are unemployed (ILO unemployment), compared with only 8 per cent of the general population.
- Other Asian unemployment is the lowest of all ethnic minority groups at 9 per cent.
- Pakistani and Black African women (both 21 per cent) and Black Caribbean males (22 per cent) are the groups most likely to be unemployed.
- The employment gap between people from ethnic minority communities and the general population stands at 13.8 percentage points.

Economic inactivity
The economically inactive group includes those who are of working age and retired, those studying, looking after the family or home and those people who are long-term sick or disabled.
- 32 per cent of people from an ethnic minority background are economically inactive, compared with only 21 per cent of people for the general population.
- Two-thirds of all Bangladeshi women are economically inactive, compared with only a quarter of white women.
- 76 per cent of Chinese people who are outside of the labour force are students.
- Over half of the Bangladeshis who are outside of the labour force are taking care of the family or home.

Black workers’ pay

Racial discrimination and racial disadvantage may take several forms. This ranges from disproportionate levels of employment and pay (as compared to white workers), access to full-time employment and lack of promotion opportunities in the workplace.

Trends over the last 10 years

While the data in this report cannot be used to give any absolute picture of what was taking place over the last decade, it is a good indicator of trends in the labour market and reveals a complex picture that shows that:

- The employment gap between ethnic groups and white workers has reduced from 5.5 points in 1997 to 4.5 points in 2007, despite widening to 7.6 points in 2001.
- The unemployment rates for ethnic groups, while still over double that of white workers, has reduced from 7.5 in 1997 to 6.9 points in 2007.
- The pay gap has reduced, with the male ethnic pay gap falling from 12.8 per cent in 2001 to 11 per cent in 2007; however, the pay gap between ethnic minority and white women shows almost no difference.
- Black men are significantly more likely to be working part time than white men and this has increased over the last 10 years. Black and minority ethnic women are significantly less likely than white women to be working part time.
- The gap between black and minority ethnic employees and white employees in permanent jobs has shrunk from 3.96 points in 1997 to 2.4 points in 2007, with levels of permanent employment increasing during that period.
- While the proportions of black and minority ethnic workers has increased slightly in all industries, the majority of black workers are still employed in public services, distribution, hotels and restaurants and banking, finance and insurance.


Unions have played a key role in protecting black workers from pay discrimination. Average hourly wages for black workers who are not covered by collective bargaining are 14 per cent lower than for their non-white counterparts. However, when black workers are covered by collective bargaining, their average hourly pay is 3 per cent higher than the average hourly pay of white workers.

Black workers and the recession

It is well established that black workers suffer disproportionately when the economy is in recession, with the unemployment gap between black and white workers widening. The TUC, in its Race Relations Committee Report 2009, expressed concern about how the recession is likely to impact upon black workers:

“...the effect of job losses in finance, retail and distribution, hotels and restaurants – all sectors where black workers are over-represented – have not yet fed through into the unemployment figures. Currently unemployment in black communities is at least twice the rate of the majority population and any disproportionate effect on employment because of the recession will increase the problems of poverty in black communities.” (TUC Race Relations Committee Report, 2009)

A TUC report on the recession (Black Workers and the Recession, 2009) highlights the danger of large-scale public sector cuts in employment that will impact particularly on black workers who are disproportionately employed in the public sector and expresses particular concern about youth unemployment in the black community.

Half of young black people unemployed, says report

Almost half of black people aged between 16 and 24 are unemployed, compared with 20 per cent of white people of the same age, a think tank has claimed.

The Institute for Public Policy Research (IPPR) said a survey of 7,200 young people showed a wide variation in unemployment by ethnic group.

Black unemployment had risen 13 per cent since March 2008, compared with 8 per cent among white people and 6 per cent among Asians.

Campaigners said action was needed from government to help the black community.

The IPPR report came as official figures showed that the total number of people out of work had unexpectedly fallen by 7,000 in the three months to November.

‘Lost generation’
The think tank looked at data from the Labour Force Survey – a quarterly sample of about 60,000 households. Within that, it examined the responses of 16- to 24-year-olds – a total of 7,200 in November 2009.

It said mixed ethnic groups had seen the biggest increases in youth unemployment since the recession began, rising from 21 per cent to 35 per cent in the period.

That trend echoed the recession in the early 1990s, it added, where unemployment among ethnic minorities rose by 10 per cent, compared with a 6 per cent increase overall.

In terms of individual groups, 48 per cent of black people, 31 per cent of Asians and 20 per cent of whites reported that they were out of work.

Lisa Harker, co-director of the IPPR, said the findings were a ‘worrying reminder’ that those from ethnic minorities or with fewer qualifications were “far more likely to become part of a generation lost to unemployment and disadvantage”.

The think tank said the government’s pledge to shield ethnic minorities had “not been effective” and urged the government to draw up alternative measures to prevent long-term unemployment.

The IPPR said unemployment was highest for those with no qualifications, standing at 43 per cent.

It said men fared worse than women, with 22 per cent of male graduates unemployed, compared with 13 per cent of females.

Black workers and the privatisation of public services

Black workers are disproportionately employed in the public sector and black communities are major users of public services. Privatisation of public services often leads to lower pay, worsening of workers’ conditions of service, lower equality standards and poor service delivery. Privatisation of public services, therefore, can have a devastating impact on black people.

Private contractors who perform the functions of public authorities are not directly covered by the Race Relations Amendment Act 2000. The responsibility for meeting the general and specific duties remains with the ‘outsourcing’ parent public authority. Consequently, public authorities are obliged to ensure that private enterprises carrying out public functions comply with the Race Relations Amendment Act 2000. Public authorities need to ensure that a private contractor acts in accordance with the Race Relations Amendment Act in meeting the general duty as a minimum.

It is good practice for workplace representatives to persuade private sector employers and public authorities that contract out services to the private sector, to seek to eliminate race discrimination and promote equality of opportunity. In promoting good practice, workplace representatives could use the provisions contained in the Race Relations Amendment Act 2000 as a benchmark.

Negotiating for equality

The best way to deal with discrimination is to negotiate, implement and monitor agreements with the employer that promote equal treatment for all workers. Many employers have equal opportunities policies but often there is a wide gap between the policy and its implementation. No workplace should be without policies and agreements that address the issues of:

- recruitment, selection and promotion
- training, qualifications and skills
- conditions of service that meet the specific concerns of minority ethnic groups, such as extended leave and time off for religious observance
- racial harassment and bullying
- positive action
- monitoring progress in promoting race equality.

Recruitment, selection and promotion

Word-of-mouth recruitment continues to be the norm in many workplaces. Employers prefer to give jobs to relations of current employees, or to recruit them from predominantly white, outer-city areas and schools. Advertising is often restricted to the mainstream press, with scant attempt made to use the ‘ethnic’ media on a regular basis. The practice of ‘headhunting’ can also exclude black workers.

Unions should seek to negotiate that:

- all vacancies are advertised in job centres and in the media, including the ‘ethnic’ media
- equal opportunities’ statements are included in all advertisements and information about jobs
- educational requirements are appropriate to the job and are not favourable to any one particular racial group
- overseas’ qualifications are accepted if they are comparable with UK equivalents
Training, qualifications and skills

Black workers are significantly disadvantaged even when they have similar qualifications. There have been rising skill levels among black workers and they are now much more likely to hold a higher level qualification than their white colleagues. Despite this trend, many black employees are trapped in part-time work that limits career opportunities. This, the TUC suggests, is due to:

- limited opportunities for full-time work for large numbers of African-Caribbean women in sectors where they were traditionally engaged
- the changing age profile of black women wanting to balance work and family life
- racism in the job market forcing workers to accept part-time working when they would prefer to work full-time.

Evidence suggests that black workers are also discriminated against in receiving training opportunities at work and that trade union membership can make a difference.

Main findings: Workplace Training – A race for opportunity

- Some 31 per cent of BME workers have never been offered training by their current employer. This compares with 29 per cent of white employees not being offered training.
- Public sector employees are much more likely to be offered training by their employer. Only 15 per cent of BME public sector employees say they have never been offered training, compared to 37 per cent working in the private sector. The equivalent figures for white employees are 14 per cent and 35 per cent.
- Those belonging to a trade union have a huge advantage in being offered training. Just 16 per cent of unionised BME employees have never been offered training compared to 36 per cent who are not union members.
- In certain industrial sectors there is a clear divide in equality of access to training. For example, in manufacturing nearly half (48 per cent) of BME employees say that they have never been offered training compared to only 37 per cent of white employees.
- The ‘qualification divide’ has a huge impact on who is offered job-related training by their employer. For the workforce at large, there is a clear ‘training hierarchy’, with only 17 per cent of employees with a degree saying that they have never been offered such training compared to 55 per cent of those employees without any qualifications.

Unions should seek to negotiate that:
• all opportunities for training are advertised throughout the organisation
• equal opportunities training is included in training for all staff
• training is not just about courses but also mentoring and the establishment of support mechanisms
• pre-employment training schemes are established where appropriate.

Activity Workplace Inductions

**Aims**
To help you:
• find information
• be clear about what information an induction procedure should include.

**Task**
Examine your induction procedures. Check that they contain information on:
• racism
• discrimination
• bullying and harassment.

**Report**
Discuss whether the group feels the information provided is sufficient. Are there any gaps? Can the information be improved upon?

**Back**
Elect a spokesperson to give the group's report.

Extended leave

Extended leave agreements were first made in Australia in the 50s and 60s for British migrant workers wishing to visit relatives in the UK. Extended leave arrangements can benefit all workers who need to visit relatives abroad, go on religious pilgrimages or deal with family bereavement and other duties. Extended leave should be available regardless of grade, length of service or occupation. In order not to lose pay, workers should be able to claim compassionate leave where appropriate and to aggregate holidays over an extended period. If workers are forced to take leave on an unpaid basis, unions should ensure that members do not lose out on pensions, continuity of service and other benefits relating to service.

On return to work, employees should not be required to undergo medical checks as a matter of course. Such a practice would raise questions about civil liberties and discrimination if it only applies to black workers. Negotiators should note that forms asking employees to confirm that if they do not return on time they will have agreed to dismiss themselves are not automatically enforceable by the employer. Indeed, a legal case in 1984 established that dismissal of an employee in these circumstances was deemed as unfair (Union Action For Race Equality, LRD, 1998). The threat of losing employment can also add to the stress of the employee if the extended leave is due to bereavement or a family crisis.
Time off for religious holidays and observance

Time off should be given for religious holidays and observance for workers who wish to observe the main holy days of their faith. Adequate notice for time off is usually required so that shift patterns and timetables can be worked out. For prayer, time off can usually be accommodated in breaks and a room can be set aside for worship.

Workplace representatives should also ensure that employers’ policies and practices on matters related to religion and/or belief do not contravene the legal provisions contained in the Equality Act 2010.

Monitoring progress

Monitoring is a process of collecting, analysing and evaluating information to examine the extent to which an equal opportunities policy has been implemented and is effective in realising and promoting race equality.

There are a number of key areas for monitoring progress:

• collecting and analysing by ethnic origin information such as earnings, hours of work, job grades, access to training and fringe benefits
• reviewing questions, criteria, procedures and actual practice on recruitment, selection and promotion
• progress towards achieving equality targets
• incidents of racial harassment and bullying and how they are dealt with
• complaints of race discrimination and how they are tackled.

This information will provide negotiators with a profile of what is happening in the workplace and how different groups are being treated. From here, targets can be reviewed and these in turn monitored. Monitoring in itself will achieve very little if the information is not acted upon.

Union representatives should discuss with employers the approach to monitoring, how statistics will be interpreted, and how they will be used to develop positive action plans. Action plans should include the role of managers, outcomes and targets, time scales, methods for measuring progress and methods of consultation with employees and service users.

## ACTIVITY  Building equality at work

### Aims
To help you:
- examine policies at your workplace
- identify any gaps
- plan how to make improvements.

### Tasks
In your groups, look at your employer’s equal opportunities policy and compare with those of other members of the group.

Does the policy cover:
- recruitment, selection and promotion?
- training, qualifications and skills?
- conditions of service that meet specific concerns of ethnic groups such as extended leave and time off for religious observance?
- racial harassment and bullying?
- positive action?
- monitoring progress?

Are there any gaps in the policies?

Discuss how the group would approach getting improvements in their policies.
For example:
- What information would they need?
- Who would they talk to?

### Report
Put your key points on a flipchart and elect a spokesperson to give the group’s report.
Unions on the global stage

A worker pulling out dry grass outside the Jin Mao Tower, Shanghai, China
© Timm Sonnenschein/reportdigital.co.uk
There are many reasons for unions to work globally. Trade unions need to play an increasing role in campaigning in the international trade union movement against the spread of policies that seek to divide workers on the basis of their race or religion.

Many global issues such as climate change, poverty and globalisation have a disproportionate effect on black communities and workers in developing countries. As part of their effort to eliminate racism at work, unions need also to seek to work towards eradicating racial inequality across the world.

Unions have members with origins in countries around the world and working globally can be an incentive to get such members more involved in the union.

The global economy

We live in an increasingly interdependent world. The success and security of others around the world has a profound effect on us. The global financial crisis has proved this interdependence, with financial turmoil in one part of the world proving a strong catalyst for economic turmoil almost everywhere else.

The term ‘global economy’ refers to an integrated world economy with unrestricted and free transnational movement of goods, services and labour. It projects the picture of an increasingly interconnected world, with free movement of capital across countries. This is closely linked to globalisation – the integration of production and consumption in all markets across the world.

Some people believe that globalisation would not only benefit all countries across the world but would also work towards the betterment of the economy as a whole. Country-specific economic and political decisions are being taken on a global scale in today’s world, with global considerations becoming more important than narrow national interests.

While a global economy has the potential to raise world productivity and incomes and bring about a worldwide improvement in the standard of living for all people, it has the dangerous side-effect of growth in inequality. This has been evidenced in the less developed economies of India, China and Brazil, where the benefits of globalisation have not percolated to the lowest levels. This has resulted in a wide divide between the ‘have-nots’ and the ‘have-lots’.

Globalisation also leads to a moving of jobs from the developed countries to the developing countries as wage rates are much lower there. This allows companies from developed countries to grow exponentially. For example, we might find that computer chips produced in China are exported to the USA for designing, which may be subsequently used in Japanese computers supplied across the world. This ‘outsourcing’ leads to exploitation of workers in developing economies where income inequalities already exist.

Nonetheless, a global economy may be beneficial for the world at large. This may result in the economies of the world fighting issues such as global warming, climate change and environmental degradation collectively and effectively.

Globalisation means that workers and trade unions cannot ignore what is happening in other countries. The low-wage, flexible labour market has been created by business interests to take advantage of the weak bargaining position of countries in debt. It has been accompanied by the break-up of welfare and health services, the creation of casual part-time work and the stripping away of workers’ rights.
Global economic issues are race equality issues as the majority of people in the global South are black and the majority of people in the global North are not.

Core labour standards

Trade unions can help promote the core labour standards and rights at work of the International Labour Organisation (ILO), adopted in June 1998, to ensure that global wealth is shared equally.

The core labour standards is a set of four fundamental, universal and indivisible human rights:
• freedom from forced labour
• freedom form child labour
• freedom from discrimination at work
• freedom to form and join a union, and to bargain collectively.

These four rights are enshrined in eight International ILO conventions. They are the minimum ‘enabling rights’ people need to defend and improve their rights and conditions at work, to work in freedom and dignity, and to develop in life.

Implementing these rights internationally will ensure that globalisation benefits the majority, rather than the rich few.

What workplace representatives can do

Workplace representatives can play a vital role in promoting core labour standards worldwide. They can:
• encourage members to write to their MPs to press the case for action on core labour standards
• promote core labour standards by telling members about them and facilitating discussion about them (see strategy at www.tuc.org.uk/international/tuc-9271-f0.cfm)
• support the British trade union movement’s work on international development
• encourage members to get involved in the international development activities of their union
• promote initiatives with employers and members such as the ethical trade initiative and fair trade.

Many unions are affiliated to their own international trade secretariats, which group national trade unions from specific sectors from around the world. Their websites (listed in the TUC Directory) contain valuable information about trade union disputes and national campaigns of different countries. These can suggest good campaigns and fundraising activities that your trade union branch may wish to adopt. Many workplaces have the same employer. Where this is the case, UK unions can:
• put pressure on parent companies in dispute with sister unions for an amicable and mutually acceptable resolution
• assist in building pressure for parent companies to adopt ILO labour standards
• provide financial support for fellow trade unionists
• provide agreements and other information for collective bargaining
• host exchange and study visits
• publicise international union campaigns
• organise demonstrations outside workplaces and shops to highlight poor working practices.
Slave and forced labour in the twenty-first century

The use of forced labour continues today as a means of getting something for practically nothing. It is practised by people who use their economic, social and/or political power to make others work for them, using threats or intimidation to maintain the relationship of subjugation.

The International Labour Organisation (ILO) estimates that more than 12 million people are working in conditions of forced labour – in Africa, Asia, the Americas and Europe, including the UK.

Slave and forced labour today takes many forms – some covered by the cloak of ‘tradition’, others obscured by the apparent freedom of individuals who are locked into working relationships that are involuntary, degrading and maintained by threat. These forms include:

**Child labour**

Of the 12.3 million forced labourers that the ILO has identified as existing globally, 40–50 per cent are estimated to be children. There is often a fine line of distinction between these and the millions of other children under 14 who work and are unable to protect themselves from horrific conditions or abuse. Some children are born into bondage, some are abducted, and others are handed over to people whom they believe will care for them in return for work.

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**ACTIVITY  The wider world**

**Aims**
To help you:
- identify organisations your union is affiliated to
- increase your understanding of the global world and its impact
- plan how you can become involved.

**Task**
In groups, log onto your unions’ websites and identify what international organisations your unions are affiliated to. These could be trade groups or sector groups and examples could include:
- clothing/textiles
- food production
- transport.

In addition to trade and sector groups, are there other examples of affiliations to international organisations? If so give examples.

List the activities of your unions’ international involvement and discuss how relevant/important you think these relationships are to your unions and your members and the reasons why.

**Report back**
Elect a spokesperson to give the group’s report.
Bonded labour
Bonded labour or debt-bonded labour is the most widely practised form of slave or forced labour. Extreme poverty often forces parents to offer themselves or their children as collateral against a loan. Although they are told they will work only until the debt is paid off, inflated interest rates or excessive charges for food or accommodation often make this impossible.

Trafficked labour
The ILO estimates that at any one time 2.5 million men, women and children are victims of trafficking. Trafficking occurs when people agree to take up work and are then tricked or forced into working against their will. Sometimes workers agree to take up work that is offered (which may be legal or illegal and in a different country), but may then be sold, tricked or coerced into working under conditions not agreed to.

State forced labour
Around 20 per cent of forced labour is imposed by the state. This group includes people who are made to work for government labour mobilisation campaigns, through penal systems and by rebel or military groups. Some states make extensive use of prison labour for forced, exploitative production for private companies or for state purposes.

Leelu Bai  India

"I became bonded after I got married to my husband 20 years ago – his family had been bonded for three generations to the same landlord. They took loans for marriage, for illness, for education and so it went on… I used to work from 6am in the landlord’s house – cleaning, fetching water… Then I would go to work on the farm… cutting, threshing and so on until 7pm or later. Sometimes I would have to go back to the landlord’s house to clean and wash everything. Only after I had finished could I go home to feed my family. My landlord never let me work with another landlord, he would abuse us and threaten to beat us if we ever went to work for someone else. If we were ill, the landlord would come to our houses and tell us that we were very lazy and so on… As women, we had to work more than men because women had to work in the landlord’s house as well as the farm. Even after working on the farm, we had sometimes to go back to the landlord’s house to work…"

Former bonded labourer adivasi (indigenous) woman from Thane District, India, 1999 Source: Anti-Slavery International
Ahmed United Arab Emirates

When Ahmed* was five years old he was trafficked from Bangladesh to the United Arab Emirates to be a camel jockey. He was forced to train and race camels in Dubai for three years.

"I was scared... If I made a mistake I was beaten with a stick. When I said I wanted to go home I was told I never would. I didn’t enjoy camel racing, I was really afraid. I fell off many times. When I won prizes several times, such as money and a car, the camel owner took everything. I never got anything, no money, nothing; my family also got nothing."

Ahmed was returned home only after a Bangladesh official identified him during a visit to Dubai in November 2002. A local partner Bangladesh National Women Lawyers’ Association provided him with the specialist support and help he needed to resume his life with his family.

*Name changed
Source: Anti-Slavery International

Global campaigning – the role of trade unions

Globalised economies, workplaces and workforces have changed the very nature of trade union campaigning. Decisions that affect workers’ lives may be taken on a different continent from their workplace and companies may be affected by competition on an international scale. Consequently unions are developing new approaches to campaigning with globalisation at its heart. This has given a renewed meaning to trade union solidarity, with increasing partnerships with sister unions across the world and strong relationships with global federations of unions within and outside the labour sector.

Workers from the South to get a louder voice on the global stage

Thanks to a new agreement between the TUC and Trades Union Advisory Committee to the OECD (‘TUAC’), developing and emerging country trade unions have a better chance of influencing decisions that affect billions of poor workers worldwide.

As the world’s poorest workers continue to be hit the hardest by the casino capitalism that caused the financial crisis, it is essential they get a say in the global discussions to fix the mess. The new deal will help trade unionists from developing countries such as South Africa, Indonesia, India and Brazil to better influence the outcome of key G20 and OECD meetings.

Source: TUC Online Globalisation, February 2010
Poverty reduction and debt elimination

There is growing consensus that poverty is multidimensional and requires economic growth, equity, security, progressive public policies and social justice.

There is increasing recognition that economic growth on the one hand, and social justice and poverty reduction on the other, are not competing alternatives. Of course, economic growth is vital for poverty reduction. Economic growth requires better governance and economic stability. In addition, sustainable economic growth requires the provision of education and health services to the entire population, improving income distribution and, in some cases, land reform as well.

The TUC supports a rights-based approach to poverty reduction – that is, poverty elimination is not a matter of charity. Decent living standards, access to services, and security are part of the fabric of rights of poor people in developing countries. These rights are enshrined in national laws and international agreements, covenants etc., and form the basis on which unions formulate their policies. Participation in the formulation of such policies by poor people is an equally important part of a rights-based approach.

According to the Jubilee Debt Campaign, the world’s poorest countries pay almost $100m every day to the rich world. The poorest 48 countries have debts totalling US$222bn, while for the poorest 128 countries, it is over US$3.4tr. The total external debt of the very poorest countries (the ‘low income countries’ that have an average annual income of less than $935 per person) was US$222bn in 2007. During 2007, these countries paid over $12.4bn to the rich world in debt service (payments of interest and principal) – that is $34m a day.

For all ‘developing’ countries, total external debt owed in 2007 was $3.4tr, and over the course of that year they paid $540bn servicing these debts. There has been some debt cancellation in 2008 and 2009, but there also have been new debts taken on, particularly in response to the global financial crisis. If anything, the latest figures are likely to be even higher.

Many unions have signed up to the Jubilee Debr Campaign’s ‘Drop the Debt’ campaign, which is “calling for an end to unjust, or ‘illegitimate’, debt, which should not be paid either because payment is an intolerable burden on poor countries, or because the supposed ‘debt’ itself is simply unfair”.

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Getting involved and finding out more
TUC publications

Bearing the Brunt, Leading the Response: women and the global economic crisis 2011

Beating the Pandemic: report of the TUC conference on the workplace response to the global challenge of HIV and AIDS £24

Black Voices at Work 2003 £4

Getting to the Core: trade unions and international core labour standards 2007


Gone West: Ukrainians at work in the UK 2004 £5

Hadi Never Died: Hadi Saleh and the Iraqi trade unionists 2006 £10


Have Pride Not Prejudice: a set of four workplace anti-racism posters £1

Holding Multinationals to Account: using OECD guidelines to protect workers’ interests 2003 £2

Immigration Document Checks and Workplace Raids: a negotiator’s guide 2010 £2

International Women’s Day 2009: Time to End Women’s Poverty £6

Migrant Workers: a TUC guide 2002 £9.50

Moving On: how Britain’s unions are tackling racism 2004 £4

Organising Against Fascism in the Workplace 2008

Overworked, Underpaid and Over Here: migrant workers in Britain 2003 £5

Propping Up Rural and Small Town Britain: migrant workers from the new Europe 2004 £5


Tackling Racism in the Workplace: a negotiators’ guide 2010 £2

A Trade Union Guide to Ethical Trade 2010

Trade Unions and International Health and Safety 2004 £10

TUC Black Workers’ and Trade Union Charter 2006

TUC Equality Audit 2005 £8

TUC Equality Audit 2007 £8

TUC Equality Audit 2009 £8

TUC Guide to Equality Law 2011

Working Against Racism: the role of trade unions in Britain 2006 £5

Working for Global Justice 2011

Workplace Training: a race for opportunity 2005 £4

For further information on TUC Publications contact 020 7467 1293/4 or go to www.tuc.org/publications
Useful contacts

Organisations

Amnesty International
1 Easton Street
London WC1X 0DW
Telephone: 020 7413 5500
Fax: 020 7956 1157

Amnesty International UK
The Human Rights Action Centre
17–25 New Inn Yard
London EC2A 3EA
Telephone: 020 7033 1500
Fax: 020 7033 1503
Textphone: 020 7033 1664
Email: sct@amnesty.org.uk

Anti-Slavery International
Thomas Clarkson House
The Stableyard
Broomgrove Road
London SW9 9TL
Telephone: 020 7501 8920
Fax: 020 7738 4410
Email: info@antislavery.org

Discrimination Law Association
PO Box 7722
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Berkshire RG20 5WD
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Email: info@discriminationlaw.org.uk

Equality and Human Rights Commission (Cardiff)
3rd floor
3 Callaghan Square
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Fax: 02920 447712
Email: wales@equalityhumanrights.com

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The Optima Building
58 Robertson Street
Glasgow G2 8DU
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Fax: 0141 228 5912
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Ethical Trading Initiative
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Fax: 020 7833 1569
Email: eti@eti.org.uk

Hope Not Hate
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Ilford
Essex IG5 0NG
Telephone: 020 7681 8660
Email: via http://www.hopenothate.org.uk/contact/

Human Rights Watch (UK Office)
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London N1 9HF
Telephone: 020 7713 1995
Fax: 020 7713 1800
Email: hrwuk@hrw.org

Labour Research Department
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Telephone: 020 7928 3649
Fax: 020 7902 9815
Email: info@lrd.org.uk

Love Music Hate Racism
Telephone: 020 7801 2781
Fax: 020 7801 2782
Email: via http://lovemusichateracism.com/contact-us/
One World Action
Bradley's Close
74–77 White Lion Street
London N1 9PF
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Email: info@oneworldaction.org

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Email: info@theredcard.org

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GMB Union
Fountain House
1–3 Woodside Crescent
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Email: info@theredcardscotland.org

Show Racism the Red Card (Wales)
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Email: wales@theredcard.org

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Telephone: 08000 224 224
Email: enquiries@thompsons.law.co.uk

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Great Russell Street
London WC1B 3LS
Telephone: 020 7636 4030
Fax: 020 7636 0632

Unite Against Fascism
PO Box 36871
London WC1X 9XT
Telephone: 0207 801 2782
Email: unite@ucu.org
Websites

www.1990trust.org.uk/roots
Human rights and race equality charity with focus on research and policy and community leadership programmes.

www.amnesty.org
Amnesty International is an international human rights organisation. Amnesty UK is at www.amnesty.org.uk.

www.antislavery.org
The website of Anti-Slavery International.

www.black-history-month.co.uk
Black History Month is celebrated each October.

www.britkid.org
This website aims to give young people information and provide online games and role-playing situations.

www.coi.gov.uk
Website of the UK government Central Office of Information.

www.discrimination-law.org.uk

www.enar-eu.org
The website of the European Network Against Racism.

www.equalityhumanrights.com
The website of the Equality and Human Rights Commission.

www.eti.org.uk
Website of the Ethical Trading Initiative.

www.hmd.org.uk
Website of Holocaust Memorial Day, which helps to organise the annual day of remembrance for victims of the Nazi Holocaust and other genocides.

www.hopenothate.org.uk
Website of Hope Not Hate.

www.hrw.org
Website of Human Rights Watch.

www.ilo.org
Website of the International Labour Organisation.

www.irc.org.uk
The website for the Institute for Race Relations.

www.ituc-csi.org/+-racism-+.html
The website of the International Trade Union Confederation.

www.lrd.org.uk
Website of the Labour Research Department.

www.migrantsrights.org.uk
Website of the Migrants Right Network.

www.ncadc.org.uk
Website of the umbrella group National Coalition of Anti-Deportation Campaigns (NCADC).

www.newint.org
Website of New Internationalist magazine, which reports on issues of global justice.

www.obv.org.uk
The website of Operation Black Vote, which encourages black people in Britain to become involved in politics and the electoral process.

www.oneworldaction.org
Website of One World Action.

www.refugeecouncil.org.uk
Website of the Refugee Council.

www.ran.org.uk
Website of the Runnymede Trust.

www.searchlightmagazine.com
Website of Searchlight Magazine.

www.southallblacksisters.org.uk
The website of Southall Black Sisters, a voluntary-sector organisation that aims to meet the needs of black women.

www.strtc.org
Website of Show Racism the Red Card, an anti-racist organisation focused on football.

www.thompsons.law.co.uk
Thompsons Solicitors has taken many race equality cases.

www.tuc.org.uk
Website of the Trades Union Congress.

www.uaf.org.uk
Website of Unite Against Fascism.

www.ukblackpride.org.uk
UK Black Pride organises the annual festival for black LGBT people.

www.un.org
The website of the United Nations.
Museums

British Empire and Commonwealth Museum
(Soon to relocate to London. Holds frequent race equality-related exhibitions.)
Willerforce House Museum
23–25 High Street
Hull HU1 1NQ
Telephone: 01482 300 300
Fax: 01482 613 710
Email: museums@hullcc.gov.uk
Website: www.empiremuseum.co.uk

Horniman Museum & Gardens
100 London Rd
Forest Hill
London SE23 3PQ
Telephone: 0208 699 1872
Email: enquiry@horniman.ac.uk

International Slavery Museum
Albert Dock
Liverpool
Merseyside L3 4AX
Telephone: 0151 478 4499
Website: www.liverpoolmuseums.org.uk

Manchester Jewish Museum
190 Cheetham Hill Road
Manchester M8 8LW
Telephone: 0161 834 9879
Fax: 0161 834 9801
Email: administrator@manchesterjewishmuseum.com

Museum of London Docklands
(Houses a slavery exhibition; more information at www.museumindocklands.org.uk/English/EventsExhibitions/Special/LSS/Default.htm.)
No1 Warehouse
West India Quay
London E14 4AL
Switchboard: 0207 001 9844
Fax: 0207 001 9801
Website: www.museumoflondon.org.uk/docklands

National Museum of Labour History
103 Princess Street
Manchester M1 6DD
Telephone: 0161 228 7212
Website: www.phm.org.uk

People’s History Museum
Left Bank
Spinningfields
Manchester M3 3ER
Telephone/Fax: 0161 838 9190
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