

MAYOR OF LONDON

SHARED

ENDEAVOUR

FUND

Call One
**Evaluation
Report**

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MAYOR OF LONDON
OFFICE FOR POLICING AND CRIME

Google.org

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Executive Summary

In 2017, the UK experienced a significant rise in terror attacks, resulting in 36 lives lost and hundreds more injured. Four out of five of these attacks took place in London, alongside a number of other plots that were foiled by security services. Police also reported a spike in 'racially or religiously aggravated' hate crime in the aftermath of these attacks, on top of the general upwards trend in hate crime reporting since the early 2010s. In response to the concerning trajectory of terrorist violence and a rise in extremism and polarisation more broadly, the Mayor of London, Sadiq Khan, launched his Countering Violent Extremism (CVE) Programme to identify new, improved and renewed efforts to tackle hate, intolerance and extremism.

Led by the Mayor's Office for Policing and Crime (MOPAC), the programme aims to 'strengthen London's minority and marginalised communities, safeguard people vulnerable to radicalisation and stop the spread of extremist ideologies'. Citywide research conducted by the CVE Programme has found that supporting local, community-based responses to hate and extremism is important to achieving these aims, a sentiment that has been repeatedly mirrored by multilateral counter-terrorism institutions like the Global Counter-Terrorism Forum (GCTF). Among London's grassroots organisations, support in the form of resources and accessible funding opportunities was found to be especially important. Many community groups have found existing funding sources 'restrictive, with overly complicated application processes and criteria which made small organisations ineligible'.

Recognising the importance of supporting local responses and the gaps in existing funding models, the Mayor of London launched the Shared Endeavour Fund in January 2020, an £800,000 joint investment by City Hall and Google.org to counter hate, intolerance and extremism in London. Call One of the Fund supported 31 organisations in delivering innovative and scalable solutions to these issues that could be deployed across London. These ranged from educational projects intended to raise awareness about issues of hate, intolerance and extremism in schools to community-based capacity-building initiatives designed to help Londoners identify and respond to hate crimes and radicalisation.

To understand the impact of the 31 projects funded by Call One of the Shared Endeavour Fund, the Institute for Strategic Dialogue (ISD) conducted an external evaluation of the projects and their contribution to the Fund's strategic objectives. This report presents ISD's findings from the evaluation and provides a series of recommendations for future iterations of the Shared Endeavour Fund and other funding schemes of this type.

Strategic Objectives of the Shared Endeavour Fund

Launched in January 2020 and led by the MOPAC and its administrative partner, [Groundwork London](#), the Shared Endeavour Fund was developed to support civil society and community-based organisations in London in preventing hate, intolerance and extremism in their local communities. The Fund offered grants for projects designed to contribute to one or more of the following strategic objectives:

1. Raise awareness of and increase resilience to the dangers of hate, intolerance and extremism, particularly among vulnerable people
2. Directly counter and/or offer positive alternatives to the promotion of hateful, intolerant or extremist messages and content online and offline
3. Encourage and empower others to stand up to hate, intolerance and extremism online and offline

Evaluation Objectives and Approach

In October 2020, MOPAC commissioned ISD to conduct an external evaluation of the Shared Endeavour Fund with the dual aims of showcasing the achievements of supported projects and determining the extent to which they contributed to the scheme's strategic objectives. Shared Endeavour Fund projects were assessed against three key themes:

1. Quality of implementation
2. Alignment with Shared Endeavour Fund strategic objectives
3. Effectiveness of funded projects

A combination of approaches was adopted to evaluate projects against these themes. To identify trends across the portfolio, a performance rating rubric was developed and applied to each of the projects based on a document review of grantees' proposals and reporting. Supported projects were assessed against a range of criteria under each overarching theme and awarded ratings on a three-point scale. This allowed for a quantitative analysis of trends across the portfolio.

To supplement the findings from the rating rubric, evaluators also developed in-depth case studies on four of the projects using data collection tools and processes designed by ISD. This ensured a higher quality of evidence and reliability for any findings and conclusions drawn from the case studies. Cross-case analysis was then used to identify potential patterns between the cases and to supplement the findings from the rating rubric, particularly in relation to the effectiveness of funded projects.

Finally, as an additional output of the performance rating process and to showcase the achievements of the portfolio, short project summaries were produced for each initiative based on a document review of grantees' proposals and reporting.

Key Findings from the Evaluation

- **The Shared Endeavour Fund successfully encouraged and supported 31 grassroots, civil society and community-based organisations to become more involved in efforts to prevent hate, intolerance and extremism in their local communities.**

The Shared Endeavour Fund disbursed £800,000 to 31 civil society and community-based organisations in London to implement projects challenging hate, intolerance and extremism, some of which had not operated in this field before. Supported projects adopted a variety of delivery models including communications campaigns, schools-based education, community action, sports, and creative and performing arts.

- **28,000 Londoners were engaged in activities designed to tackle hate, intolerance and extremism through the Shared Endeavour Fund.**

Over the course of the funding period, projects directly reached over 28,000 Londoners and indirectly benefited a further 1,300,000. The portfolio delivered activities to a range of beneficiaries in all 32 London boroughs, covering various hateful views, ideologies and other themes, including far-right extremism, Islamist extremism, Islamophobia, antisemitism, homophobia, racism, online radicalisation, and misinformation and disinformation.

- **Projects supported by the Shared Endeavour Fund had a significant impact on the resilience of Londoners to hate, intolerance and extremism, particularly in terms of their tolerance for others, support for democracy and rule of law, and sense of civic engagement.**

Pre- and post-surveys used for the case studies revealed that beneficiaries in selected projects developed a range of psycho-social resilience factors over the lifetime of the Fund, including a 25% increase in tolerance for others, a 27% increase in civic engagement, a 13% increase in support for democracy and a 23% increase in support for the rule of law.

- **Four out of five Londoners participating in the case study projects reported feeling empowered and motivated to stand up to hate, intolerance and extremism when they encounter them.**

84% of Londoners surveyed for the case studies felt capable of challenging individuals expressing hateful or intolerant views, up from 45% at the beginning of the projects. Similarly, 84% reported that they would actively want to challenge these views even when they came from close friends and family members, up from 56%.

- **Despite the data collection challenges posed by the COVID-19 pandemic and sometimes limited monitoring and evaluation (M&E) capacity of supported organisations, almost two-thirds of grantees presented clear evidence of their project's contribution to the Fund's strategic objectives and impact on hate, intolerance and extremism in London.**

The pandemic and subsequent shift to virtual delivery disrupted many grantees' data collection and evaluation plans, forcing them to adopt new approaches and tools which they were not always familiar with. Nevertheless, 58% of grantees were able to overcome these challenges and submit strong or moderate evidence in support of their project results.

The remaining projects faced greater difficulties collecting data and supplied weak or no evidence in their reporting; this meant that their contribution and impact could not be adequately assessed. Limited capacity and expertise in monitoring and evaluation contributed to this outcome. This does not mean that those projects failed to have an impact on their beneficiaries – only that grantees were unable to provide sufficient evidence to demonstrate that impact. Assisting grantees to set results-based objectives for their projects and then measure, analyse and report progress against them would greatly strengthen their ability to demonstrate the value of their projects in preventing hate, intolerance and extremism and thus improve MOPAC's ability to make informed funding decisions.

- **The flexible grant management approach adopted by the Shared Endeavour Fund in response to the pandemic allowed most of the grantees to successfully implement their activity plans (94%) and meet their beneficiary reach targets (61%).**

Shared Endeavour Fund grantees were very successful in implementing their projects despite the continuous disruptions to project delivery caused by the pandemic and related government restrictions. Though activities repeatedly needed to be rescheduled and adapted, 94% of projects were implemented as intended, with 29% surpassing their original activity plans in either scope or depth. Similarly, 16% of grantees met their beneficiary reach targets, while a further 45% exceeded those targets, often by a wide margin. A key factor in this success was flexibility in the grant management processes for the Fund, including the option to revise activity plans and access project extensions.

- **Projects that received more funding – those in Tiers Two and Three – were more likely to exceed their activity and reach plans, and to provide robust evidence for their results.**

Projects that received more funding tended to come from larger organisations with more capacity and experience in project delivery and evaluation. As a result, they were often better placed to expand the scope and depth of their activity plans and capitalise on the opportunities provided by online delivery to reach more beneficiaries: 50% of Tier Three grantees delivered additional project activities compared with 25% for Tier Two and 11% for Tier One. Similarly, 50% of Tier Three and Two grantees reached more beneficiaries than projected, while only 33% of Tier One grantees did the same. On average, higher-tier grantees also provided more-robust evidence in support of their project results and contribution to the Fund. Strong evidence was submitted by 40% of Tier Three projects, 33% of Tier Two projects and 11% of Tier One projects. Nevertheless, projects that fell short of their activity plans and reach targets or provided weak evidence of impact were always in the minority and occurred at roughly the same rate across the three funding tiers.

- **Promoting shared understanding of language and concepts related to counter-extremism would improve the evaluability of funded projects; it would also increase their impact and help them to link their activities more closely with wider resilience-building and counter-narrative outcomes.**

Supporting grantees to understand, identify and report on the specific resilience factors and extremist narratives they aim to address would help to improve the coherence and impact of their projects. It was not always clear from the project proposals and reporting which attitudes and behaviours grantees were trying to change and how they linked with wider counter-extremism outcomes. For example, building resilience was listed as a key objective for most projects, but the exact risk or protective factors that projects aimed to address (e.g. empathy, perspective-taking, self-esteem, sense of belonging, awareness of extremist narratives, etc.) were not always explicitly defined.

- **Grantees need more support to articulate how and why they select beneficiaries for their projects to ensure that they are reaching the Londoners most in need of their services.**

In order to realise the full value of their projects, grantees need to cater to those Londoners most in need of their services, based on established research into vulnerabilities to hate, intolerance and extremism. The rationale behind these choices also needs to be clearly communicated and referenced so that all parties can develop a shared understanding of why certain individuals were selected. In total, 45% of grantees submitted strong selection criteria for their choice of beneficiaries, backed up by existing research and a detailed overview of participant characteristics in their reporting. In contrast, 52% of grantees provided selection criteria that lacked specificity or explanation in one area or another, such as overly broad targeting or a failure to submit a participant breakdown. Making sure that the Fund's expectations regarding beneficiary targeting are clearly communicated to grantees and assisting them to identify and access relevant research would help to ensure that selection criteria are equally robust across the portfolio.

Recommendations for the Shared Endeavour Fund

- **Devote a portion of Shared Endeavour Fund resources to improving the quality of evidence for the impact of funded projects by supporting grantees to collect, analyse and report on their results.**

As part of Call Two of the Shared Endeavour Fund, MOPAC should consider building the capacity of supported organisations to evaluate and report on the results of their projects. This could be achieved through a training session for all Call Two grantees focusing on the development of results-based objectives; approaches to robust data collection and analysis; and clear reporting guidelines and expectations. In addition, grantees could be offered consultation sessions with the evaluation team for the Fund to provide them with technical assistance and advice tailored to their specific needs and evaluation plans. Finally, any evaluation of Call Two of the Shared Endeavour Fund should include a wider selection of grantees. The adoption of a common set of survey measures that can be applied across the portfolio would ensure that robust, reliable data is available for all projects and allow results to be aggregated to demonstrate the cumulative impact of the Fund on hate, intolerance and extremism in London.

- **Continue to apply a flexible approach to grant management processes and funding timelines.**

The offer of funding extensions and the flexibility of MOPAC and Groundwork London's grant management processes were essential for grantees to successfully navigate the COVID-19 pandemic and associated government restrictions. Retaining a flexible approach to the management of the Shared Endeavour Fund would build resilience against any future shocks and allow projects to adapt their activity plans to ensure the greatest impact on their beneficiaries.

- **Refine the strategic objectives of the Shared Endeavour Fund based on an underlying theory of change for the prevention of hate, intolerance and extremism in London.**

MOPAC should ensure that future iterations of the Shared Endeavour Fund are grounded in an evidence-based theory of change informed by the latest research into risk and protective factors for resilience to violent extremism. Developing a theory of change would help to inform the management of the funding scheme, guide the selection of projects and help grantees to better understand the underlying logic of the Fund. The strategic objectives of the Fund could also be further refined to make sure that they are clearly expressed; distinct and mutually exclusive; and focus more explicitly on the medium- to long-term behavioural changes that MOPAC would like to engender.

- **Increase the volume of money available for larger projects by removing Tier One grants (funding of up to £10,000).**

On average, Tier Two and Three projects, which received a greater volume of funding, were more likely to exceed their activity and reach plans, and to provide robust evidence for their results. MOPAC should therefore consider removing the option of Tier One grants, up to £10,000, as part of Call Two of the Fund to ensure that more money is available for larger projects that can have a more significant impact on hate, intolerance and extremism in London.

- **Ensure that the evaluation process is fully integrated into the funding timeline for future iterations of the Shared Endeavour Fund.**

Integrating evaluation functions more holistically into funding timelines will expand the variety of options available for assessing the impact of Shared Endeavour Fund projects. It will also ensure that learning can be more readily adopted into the management processes of the Fund, allowing for more informed decision-making.

- **Promote shared understanding of language and concepts related to counter-extremism among grantees**

Grantees should be assisted to develop a shared understanding of key counter-extremism concepts and increased familiarity with the existing evidence base on prevention, particularly as it relates to their own resilience-building outcomes. Where required, any gaps in capacity and expertise can be filled through support and training from external practitioners.

- **Consider maximising the time allotted for project delivery in future iterations of the Fund.**

Extending performance periods for funded projects beyond six months would provide greater opportunity for sustained engagement with beneficiaries and allow for the emergence of measurable behavioural change.

1 Introduction

In January 2020, the Mayor of London launched the [Shared Endeavour Fund](#) as an £800,000 joint investment by City Hall and [Google.org](#) to counter hate, intolerance and extremism in London. Led by the [Mayor's Office for Policing and Crime \(MOPAC\)](#) and administered by [Groundwork London](#), a federation of charities supporting grassroots delivery in London, Call One of the Fund ran from July 2020 to June 2021. In October 2020, MOPAC commissioned the [Institute for Strategic Dialogue \(ISD\)](#) to conduct an external evaluation of the Shared Endeavour Fund. This report outlines the findings of that evaluation.

1.1 Strategic Objectives of the Shared Endeavour Fund

The Shared Endeavour Fund was developed to support civil society and community-based organisations in London to build resilience to and challenge hate, intolerance and extremism in their local communities. The Fund offered grants of between £10,000 and £50,000 for projects designed to contribute to one or more of its strategic objectives:

- 1. Raise awareness of and increase resilience to the dangers of hate, intolerance and extremism, particularly among vulnerable people**
- 2. Directly counter and/or offer positive alternatives to the promotion of hateful, intolerant or extremist messages and content online and offline**
- 3. Encourage and empower others to stand up to hate, intolerance and extremism online and offline**

1.2 Evaluation Objectives

This evaluation had the dual aims of showcasing the achievements of supported projects and assessing the extent to which they contributed to the scheme's strategic objectives. Based on these aims, Shared Endeavour Fund projects were evaluated against three key themes:

- 1. Quality of implementation**
- 2. Alignment with Shared Endeavour Fund strategic objectives**
- 3. Effectiveness of funded projects**

The evaluation incorporated several methodologies and approaches, including the use of a performance rating rubric and case studies. More details on the evaluation methodology can be found in [Chapter 3](#) of this report.

2 The Shared Endeavour Fund

2.1 Background

In March 2017, a car was intentionally driven into pedestrians on Westminster Bridge, killing five and injuring many more.⁸ Less than three months later, two more terror attacks struck the city of London. On 3 June, three individuals killed eight and injured 48 more when they drove a van into pedestrians on London Bridge and then attacked civilians on foot; and on 19 June, another fatal vehicle attack killed one and seriously injured ten.⁹ In September, an improvised explosive device (IED) was left on a commuter train and partially detonated at Parsons Green station, resulting in over 30 people injured. In addition to attacks that were successfully perpetrated, several plots were foiled by security services, and some reports state that there were over 400 terrorism-related arrests in 2017 – a 50% increase from the previous year.¹⁰ Police also reported a pronounced spike in ‘racially or religiously aggravated offences’ following the 2017 attacks, increases in which were also witnessed following the EU Referendum in June 2016 and the Black Lives Matter protests in 2020.¹¹

Most recently, the COVID-19 pandemic has aggravated polarisation and extremism, with a ‘growing number of young people’ being exposed to and consuming ‘hateful ideologies online’, especially right-wing extremist content, as a result of pandemic-related isolation and extremist exploitation of the public health crisis.¹² The role of the internet in spurring community polarisation and hate had been recognised long before the pandemic, however. For example, following the scale of successful and attempted terrorist violence in 2017, the UK’s Counter Terrorism Police (CTP) and MI5 launched an investigation into environmental and personal factors that may have been significant in the radicalisation process of the perpetrators. Among others, the scope, volume and accessibility of extremist content online were recognised as influential factors, with at least two of the perpetrators having downloaded and consumed harmful content in the lead-up to their attacks.¹³ Perhaps most critically, findings from the investigation also underscored the importance of local-level resource and efforts to prevent and counter violent extremism (P/CVE), noting the need for cooperation with partners operating locally and that the government would commit to ‘build[ing] stronger partnerships with communities, civil society groups, public sector institutions and industry’.¹⁴ Globally, local responses against hate and extremism are increasingly regarded as a crucial component of holistic P/CVE delivery. The Global Counter-Terrorism Forum (GCTF), for example, recommends that states ‘consider working with civil society groups and/or individuals that often have developed strong ties in the relevant local communities’,¹⁵ and lists ‘invest[ing] in local actors, frameworks and programmes’ as P/CVE best practice.¹⁶

In line with global best practice and recommendations from MI5 and CTP’s investigation into the spate of attacks that the UK, especially London, suffered in 2017, the Mayor of London, Sadiq Khan, launched a [CVE Programme](#) to improve and drive P/CVE efforts across the city. Led by MOPAC, the Programme has conducted citywide consultations with practitioners, community leaders, members of the general public and other public safety stakeholders to better understand P/CVE in London. This consultative process revealed that ‘a lack of support, resources and information’ was impeding the delivery of sustained community-based P/CVE efforts.¹⁷ Importantly, London’s grassroots organisations reported that existing funding opportunities were often restrictive or entailed too many administrative obstacles and were therefore inaccessible to small organisations delivering hyper-local programming. To address this gap, the Mayor of London launched a small-grants initiative in partnership with Google.org, aptly titled the [Shared Endeavour Fund](#), which is designed to support hyper-local responses to hate, intolerance and extremism.

“We must all stand together to tackle hatred, intolerance and extremism to ensure that we keep Londoners safe and uphold and cherish the values that extremists so hate – democracy, justice, equality and our openness to others. To truly defeat extremism, this must be a shared endeavour and we all have an important role to play.” – Mayor of London, Sadiq Khan

2.2 What is the Shared Endeavour Fund?

The Shared Endeavour Fund is an £800,000 joint investment by City Hall and Google.org for grassroots responses to hate, intolerance and extremism in London. The Fund is a model of collaboration between the public and private sectors, leveraging City Hall’s contextual understanding of the threat in London and Google.org’s resources to support hyper-local responses to issues that divide London’s communities. It was launched at Google’s headquarters in London by the Mayor on 14 January 2020 with the aim of encouraging and supporting civil society and community-based organisations to address hate, intolerance and extremism in London.

Application and Review Process

The Fund was divided into tiered grant opportunities categorised by funding amount and geographic reach (Table 1). Organisations were invited to apply for funding from one tier only.

Table 1: Funding tiers and associated stipulations

Tier	Maximum funding amount	Scale of delivery	Length of delivery
One	£10,000	At least one borough	Six months
Two	£25,000	At least two boroughs	Seven months
Three	£50,000	At least four boroughs	Eight months

The Fund received 70 applications – 25 in Tier One, 25 in Tier Two and the remaining 20 in Tier Three. These were jointly reviewed by MOPAC, Groundwork and ISD. Applicants to the Fund had to demonstrate that they could satisfy one or more of the strategic objectives, and were also assessed on innovation, scalability, and whether they demonstrated access to the communities and target groups with whom they proposed to work. Funding also prioritised organisations and boroughs that were not already heavily supported with funds or other support for P/CVE programming.

The application and review process for the Shared Endeavour Fund resulted in 31 civil society and community-based organisations being selected for funding (Table 2).

Table 2: List of projects selected under each funding tier (n=31)

Tier One	Tier Two	Tier Three
Arc Theatre Ensemble	Afghanistan and Central Asian Association	EXIT UK
CRIBs Charitable Trust	Bengali Workers Association	Faith Associates CIC
Excel Women’s Association	Eastside Community Heritage	Future Leaders Programme
Future M.O.L.D.S. Communities	Groundswell Project	Heartstone
Iraqi Community Association	League of British Muslims	Integrity UK
Kazzum Arts Projects	Limehouse Project	JAN Trust
Limehouse Boxing Academy	Maccabi GB	Naz Legacy Foundation
Pan Intercultural Arts	Manorfield Charitable Foundation	The Anne Frank Trust
Refugee Access	New Horizons in British Islam	Union of Jewish Students
	Protection Approaches	West Ham United Foundation
	Salaam Peace	
	Universal Board Games	
Total: 9	Total: 12	Total: 10

Overview of Funded Projects

The 31 projects supported by the Shared Endeavour Fund varied significantly in the amount of funding received, the delivery models employed, the beneficiaries targeted and the specific issues they addressed.

Project delivery models

Funded projects employed a variety of unique delivery models based on their specific objectives, content and targeted beneficiaries. Delivery models fell into five broad categories (Table 3).¹⁸

Table 3: Core delivery models adopted by projects supported by the Shared Endeavour Fund

Category	Definition	Number of projects	Number of projects
	Community action	Activities that empower community members to challenge hate, intolerance and extremism locally	14
	Communications	Production and dissemination of communication campaigns, including counter- and alternative narratives	4
	Education	Activities specifically with students or in schools (including with teachers)	15
	Creative and performing arts	Activities based on drama, theatre, board games, traditional arts and role-playing	8
	Sports	Inclusion of physical activity as part of the core project delivery	4

While the majority of projects planned to access beneficiaries in person, government restrictions during the COVID-19 pandemic required grantees to adapt their delivery models to new circumstances. As a result, all of the projects were reformulated so that they could be carried out either entirely online or through a hybrid of online and offline sessions. Ultimately, 39% (12) of Shared Endeavour Fund projects were delivered online and 61% (19) through a hybrid model.

Project reach and intensity

The reach (number of beneficiaries accessed) and intensity (average number of contact hours with each beneficiary) of projects in the Shared Endeavour Fund portfolio also varied and was categorised using a three-point low-medium-high scale, with allowances made based on the volume of funding received. Projects reaching up to approximately 100 individuals were considered low reach and over 300 for Tier One, 400 for Tier Two and 500 for Three were considered high reach, with anything in between designated medium reach. Table 4 provides a comparison of the planned and actual reach of supported projects.

Table 4: Overview of projects by planned and actual reach (n=31)

Project reach	Planned		Actual		Percentage change
	Number of projects	Percentage of projects	Number of projects	Percentage of projects	
High	11	36%	12	39%	▲ 3%
Medium	9	29%	10	32%	▲ 3%
Low	11	36%	9	29%	▼ 7%

The intensity of funded projects was more ambiguous, but in general less than three contact hours was considered low intensity, three to eight hours medium intensity, and over eight hours high intensity. Grantees were not required to submit projected contact hours as part of their proposals (Table 5).

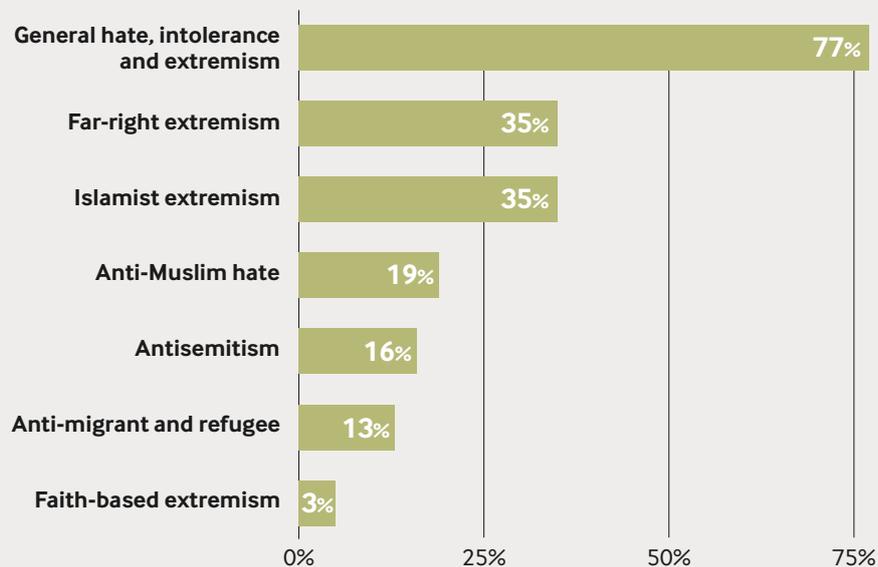
Table 5: Overview of projects by actual intensity (n=31)

Project intensity	Actual	
	Number of projects	Percentage of projects
High	7	23%
Medium	16	52%
Low	8	26%

Hateful, intolerant and extremist views addressed by the projects

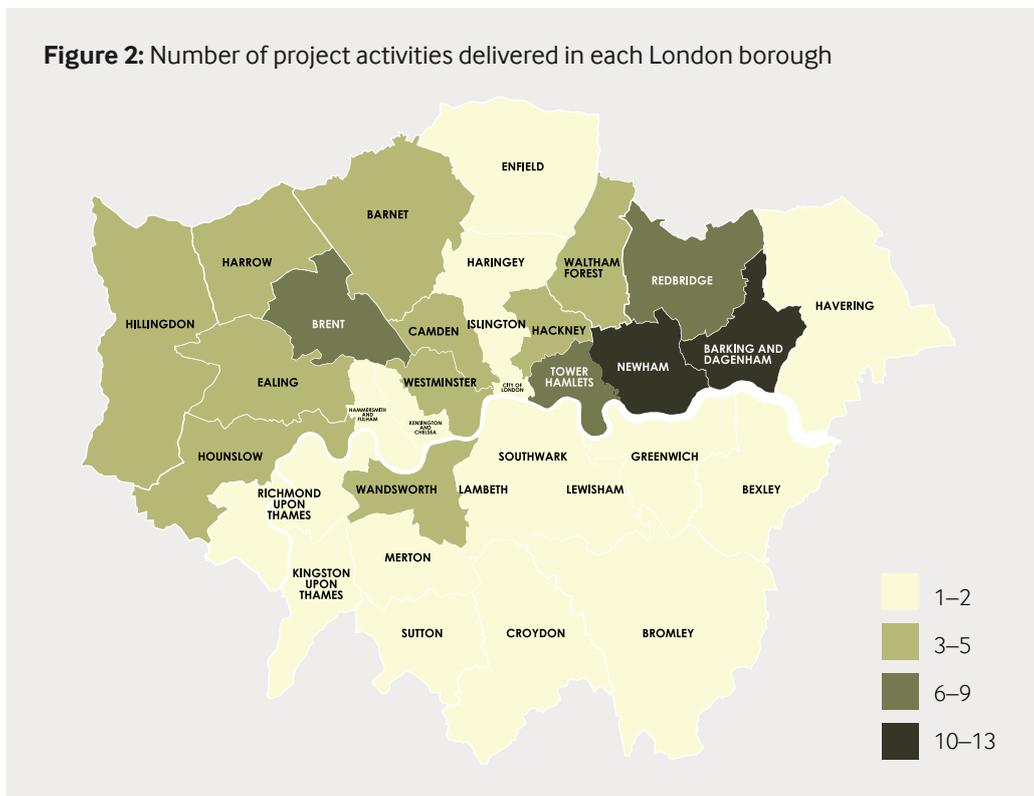
Projects were picked so as to ensure that a wide range of hateful, intolerant and extremist views would be challenged by the Shared Endeavour Fund portfolio as a whole. Grantees largely opted to counter multiple ideologies with their activities. In certain cases the ideologies selected were explicitly defined, while other projects focused on hate, intolerance and extremism more broadly. Ultimately, ‘general hate, intolerance and extremism’ proved the most popular topic addressed, at 77% of all projects, followed by ‘far-right extremism’ and ‘Islamist extremism’, at 35% each (Figure 1). As projects typically sought to counter more than one ideology, these figures do not add up to 100%.

Figure 1: Percentage of projects by type of hateful, intolerant and extremist views addressed (n=31)



Geographic scope of the projects

Collectively, Shared Endeavour Fund grantees delivered their projects in all 32 London boroughs, reaching a wide variety of target groups (Figure 2).



2.3 COVID-19 and the Shared Endeavour Fund

The spread of the COVID-19 pandemic and subsequent government restrictions had a significant effect on Shared Endeavour Fund grantees, and on civil society and community-based organisations in the UK more broadly. A survey conducted by London Plus on the impact of the pandemic on London's civil society found that over 80% of respondents felt the virus had had a significant impact on their capacity to deliver their activities, with many organisations having to furlough staff or make them redundant as a result.¹⁹

In order to address the effects of the pandemic, most Shared Endeavour Fund grantees were forced to adapt their programming, adopting either entirely virtual or hybrid delivery models. Given the disruptions to project activities and the wider impact of the public health crisis, MOPAC allowed the Fund's grantees to apply for project extensions. Sixteen organisations applied and were offered three-month extensions, delaying their project end dates from March to June 2021. This flexibility was essential to allow grantees to adjust their projects to the situation and to account for the financial and resourcing implications of the pandemic, particularly for small, grassroots organisations like those supported by the Shared Endeavour Fund.

PROJECTS AND BENEFICIARIES

FUNDED PROJECTS



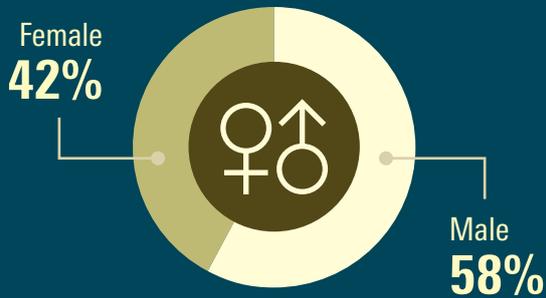
TOTAL FUNDING

£800,000

FUNDED PROJECT TIERS



GENDER OF DIRECT BENEFICIARIES

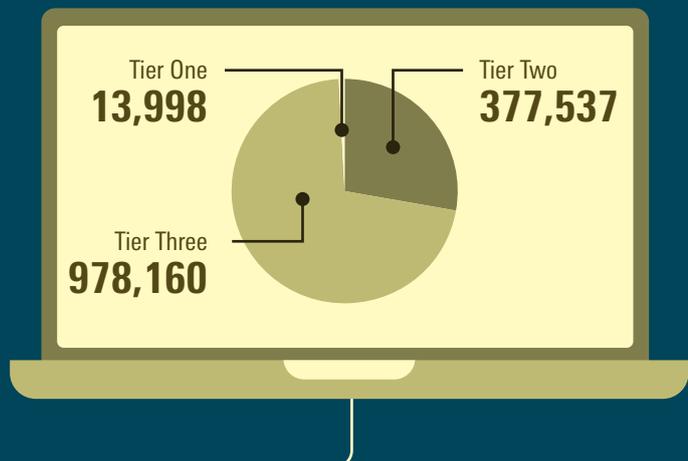


DIRECT BENEFICIARIES



ESTIMATED NUMBERS OF INDIRECT BENEFICIARIES

Indirect beneficiaries of the Shared Endeavour Fund come from a variety of populations, including friends and family of direct beneficiaries, member of the general public, classmates at school or the online audience of a social media campaign.



3 Evaluation Methodology

3.1 Purpose and Scope of the Evaluation

ISD was commissioned by MOPAC in October 2020 to conduct an external evaluation of the Shared Endeavour Fund. As part of the evaluation, ISD was contracted to showcase the results of the 31 projects supported by the Fund; develop in-depth case studies on four initiatives; and support MOPAC and its administrative partner, Groundwork London, to refine the reporting processes for the funding scheme.

The purpose of the evaluation was threefold: to ensure the accountability and transparency of the Shared Endeavour Fund by evaluating the impact on hate, intolerance and extremism in London of projects supported under the scheme; to draw out lessons and recommendations that could be applied to Call Two of the Fund, launched in June 2021; and to provide an external assessment of projects funded under Call One of the scheme in order to facilitate decision-making on Call Two applications.

This evaluation is primarily intended to service the needs of MOPAC; however, it may also be of value for other practitioners and funding schemes operating in the P/CVE field and grantees supported under Call One and Two of the Shared Endeavour Fund.

3.2 Evaluation Framework

As stipulated in the Terms of Reference, ISD's evaluation of the Shared Endeavour Fund sought to showcase the achievements of projects supported by the Fund and determine the extent to which they contributed to the scheme's strategic objectives.

Shared Endeavour Fund projects were assessed against the three themes outlined in the evaluation framework: quality of implementation; alignment with strategic objectives; and effectiveness of funded projects (Table 6).

Table 6: Evaluation framework for the assessment of the Shared Endeavour Fund

Theme	Evaluation questions
Quality of implementation	Were projects implemented according to activity plans? Did projects reach the number of beneficiaries outlined in their activity plans? Were the beneficiaries selected by grantees clearly defined and appropriate for the projects in question?
Alignment with strategic objectives	What evidence is there that projects contributed to the strategic objectives of the Shared Endeavour Fund? How aligned were supported projects to each of the Fund's three strategic objectives?
Effectiveness of funded projects	What results did the case study projects achieve in support of strategic objective 1 on increasing awareness and resilience? What results did the case study projects achieve in support of strategic objective 2 on promoting counter- and alternative narratives? What results did the case study projects achieve in support of strategic objective 3 on encouraging and empowering others?

3.3 Evaluation Approach and Methods

A combination of approaches was adopted to evaluate the Shared Endeavour Fund. To answer the questions in the evaluation framework, a performance rating rubric was constructed to identify trends across the Shared Endeavour Fund portfolio. The findings from the rubric were supplemented with cross-case analysis of four projects selected to serve as in-depth case studies for the evaluation.

To further showcase the work of initiatives supported by the Fund, a complete set of project summaries was also developed; this is included in [Annex 2](#) of this report.

Performance Rating Rubric

To answer the questions in the evaluation framework and assess the contribution of supported projects to the strategic objectives of the Shared Endeavour Fund, a rating rubric was designed to evaluate the performance of the 31 funded projects. The rating rubric contained a series of performance criteria grouped under two overarching themes: quality of implementation and alignment with strategic objectives. Projects were awarded ratings on a series of three-point scales for each criterion based on their performance. Some additional data about the projects was also integrated into the rubric to allow potential trends across the portfolio to be identified. A full list of the criteria used in the rubric and their rating procedures can be found in [Annex 1.1](#).

The performance rating rubric was independently completed by two evaluators based on a document review of grantees' project proposals, and mid- and final project reports. Statistical procedures performed to assess the reliability of the rubric showed high levels of agreement between the evaluators, indicating that anyone completing the rubric would be likely to reach the same conclusions based on the criteria definitions and document review evidence provided. A detailed explanation of the procedures employed to assess the reliability of the performance rating rubric can be found in [Annex 1.2](#).

As the sample size of projects in the Shared Endeavour Fund portfolio was insufficient to identify statistically significant associations between the criteria in the performance rating rubric, any findings discussed in the evaluation are based solely on a descriptive analysis of the data.

Case Studies

Four projects were selected as case studies in November 2020, midway through the planned performance period of the Fund. A case-based approach was adopted to balance the need for a robust evidence base on which to assess project impact with the resources available for the evaluation. The approach was also chosen for its ability to produce an in-depth illustration of the results achieved by supported initiatives.

Case study sampling methodology

A criterion sampling approach was adopted to select projects that could be considered 'typical' of the portfolio as a whole while illustrating the different types of initiatives supported by the Fund (Table 7). However, sampled projects should not be understood as truly representative of the wider portfolio.

Projects were selected based on the following criteria agreed with MOPAC before the evaluation:

- Projects selected only from Tiers Two and Three
- Sample to include projects aligned with all three strategic objectives
- Sample to include projects addressing a range of hateful, intolerant and extremist views and ideologies
- Sample to include a range of project types and delivery models
- Sample should not include projects that have been independently evaluated in the past or already have a strong evidence base for their impact

Table 7: Overview of projects selected as case studies for the Shared Endeavour Fund evaluation

Project	Funding tier	Project type	Project reach and intensity	Extremist views and ideologies addressed	Alignment with strategic objectives
Time to Act <i>EXIT UK</i>	Three	Community action	High reach, low intensity	Far-right extremism	1, 2 and 3
Positive Routes <i>Salaam Peace</i>	Two	Sports, community action	Low reach, high intensity	General hate, intolerance and extremism; Islamist extremism; far-right extremism	1 and 3
Future Leaders Programme <i>Tomorrow's Leaders</i>	Three	Education	Low reach, high intensity	General hate, intolerance and extremism	1 and 3
Stop the Hate <i>West Ham United Foundation</i>	Three	Education, sports	High reach, low intensity	General hate, intolerance and extremism	1

Case study evaluation methods

To develop the case studies, the evaluator engaged grantees in a multi-stage consultation process and provided them with robust evaluation plans and data collection tools for their projects. These data collection tools included reflexive pre- and post-surveys, document reviews and unstructured interviews. The tools selected were reflective of the contracting timelines for the evaluation and included various retrospective measures for assessing short-term outcomes among direct beneficiaries. Data was collected on behalf of the evaluators by grantees themselves using tools constructed by ISD. This approach was adopted to ensure that the case studies would be based on in-depth analysis using data of higher quality and reliability than grantees would otherwise be likely to collect.

An overview of the data collection tools developed for each project can be found in [Annex 1.3](#). The exact methodology employed for evaluating each project is further explained in the case studies in [Chapter 5](#).

Project Summaries

The project summaries offer a concise overview of each of the initiatives supported by the Shared Endeavour Fund, in order to showcase their results. The summaries synthesise secondary information submitted by the grantees as part of their project proposals and mid- and final project reports. As a result, the quality of evidence and reliability of the findings cannot be guaranteed and varies significantly between initiatives.

Each project summary contains the following information: a project description; a list of key objectives; a brief description of activities; a synopsis of the major outputs and outcomes achieved under each objective; and a story of change illustrating the impact of the initiative on an individual beneficiary.

Most grantees' objectives were redrafted for the project summaries to more clearly and concisely describe their aims. Any project objectives that were unclear, repetitive, output-focused or ancillary or that lacked sufficient evidence were removed or refined. Grantees' project objectives were redrafted independently by the evaluator based on a review of the grantees' proposals and reporting. During this process the evaluator tried to retain as much of the original wording as possible while ensuring a focus on the outcome-level changes that the projects sought to bring about.

The full set of project summaries can be found in [Annex 2](#).

3.4 Limitations of the Evaluation Approach

There are several limitations to the evaluation approach adopted for the Shared Endeavour Fund. While efforts were made to mitigate anticipated limitations, this was only partially possible in most cases. Key limitations of the evaluation are shown in Table 8.

Table 8: Limitations and mitigations for the Shared Endeavour Fund evaluation

Factor	Limitation(s)	Mitigation(s)
Misreporting of project results	<ul style="list-style-type: none"> Evaluation based on self-reported results submitted by grantees Quality of evidence submitted by grantees was mixed and included misleading and inaccurate results 	<ul style="list-style-type: none"> Development of case studies using data collection processes designed by the evaluator Where possible, results were critically assessed before inclusion in the evaluation
Timeline for evaluating impact	<ul style="list-style-type: none"> Evaluation coincided with the end of the performance period so findings are based on short-term outcomes COVID-19 pandemic limited opportunities for Fund beneficiaries to exhibit behavioural change 	<ul style="list-style-type: none"> Evaluation plans for case study projects included measures for prospective behavioural change
Attribution of outcomes	<ul style="list-style-type: none"> No comparison/control groups established to definitely attribute results to funded projects Other P/CVE initiatives operating in London may have contributed to project outcomes 	<ul style="list-style-type: none"> Findings from pre-post measures provide plausible evidence for contribution to short-term outcomes in applicable projects No mitigation attempted
Generalisability of case study findings	<ul style="list-style-type: none"> Case study projects not representative of the wider portfolio Findings from case studies cannot be extrapolated to beneficiaries reached in the first half of the projects, before the evaluation process began 	<ul style="list-style-type: none"> No mitigation attempted Where applicable, retrospective measures were employed for case study projects²⁰

4 Evaluation Findings and Conclusions

All of the projects supported under the Shared Endeavour Fund were expected to contribute to one or more of the scheme's strategic objectives. This chapter evaluates progress towards those objectives by assessing funded projects on their quality of implementation, alignment with strategic objectives and effectiveness of project activities. The findings and conclusions outlined in this evaluation are based on trends identified in the performance rating rubric and from cross-case analysis of the four projects selected as case studies.

4.1 Quality of Implementation

Evaluation Questions

- Were projects implemented according to activity plans?
- Did projects reach the number of beneficiaries outlined in their activity plans?
- Were the beneficiaries selected by grantees clearly defined and appropriate for the projects in question?

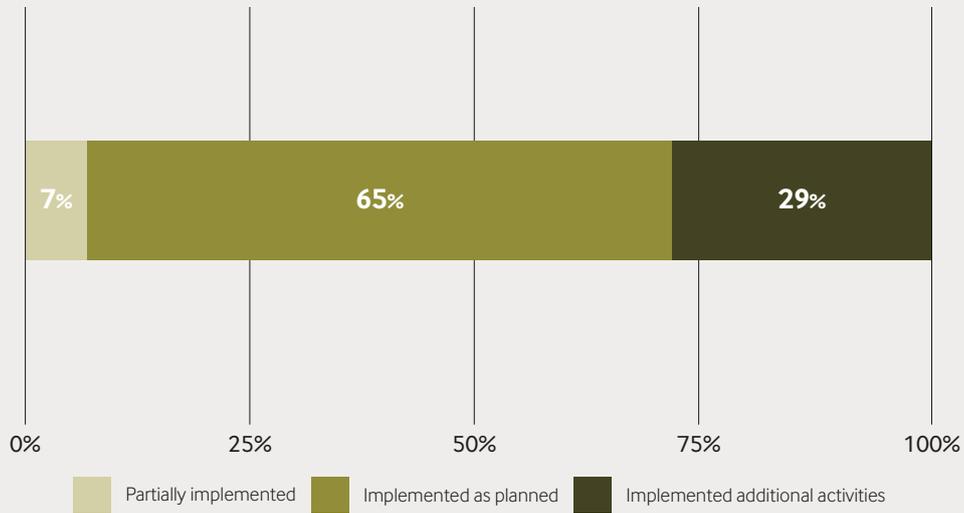
Activities Delivered

Like the rest of the UK, projects supported by the Shared Endeavour Fund were significantly impacted by the COVID-19 pandemic and associated government restrictions which began in March 2020. Projects that included major offline components, such as training sessions, workshops or site visits, quickly became impossible to implement as planned. As a result, most projects were forced to repeatedly alter their original delivery plans to accommodate the restrictions. The majority of projects opted to transition to a hybrid online-offline model for implementation, delivering workshops and training through video conferencing platforms or as pre-recorded sessions. Projects grounded in activities that could not be conducted online, such as sports-based events, were forced to implement their activities ad hoc or abandon them entirely. For most hybrid projects, activities were ultimately implemented in bursts over the performance period when government restrictions eased enough to allow for this. Conversely, a small pool of grantees elected to more radically alter their delivery plans and conduct all of their activities online, using the aforementioned approaches.

In light of the unprecedented situation and the challenges it posed to project delivery, MOPAC allowed grantees to revise their original activity plans and offered extensions, increasing the performance period from six, seven or eight months to ten months running from August 2020 to June 2021. This provided grantees with additional time to implement their activities and make use of any relaxations in government restrictions. Of the 31 funded projects, 16 made use of the extensions offered.

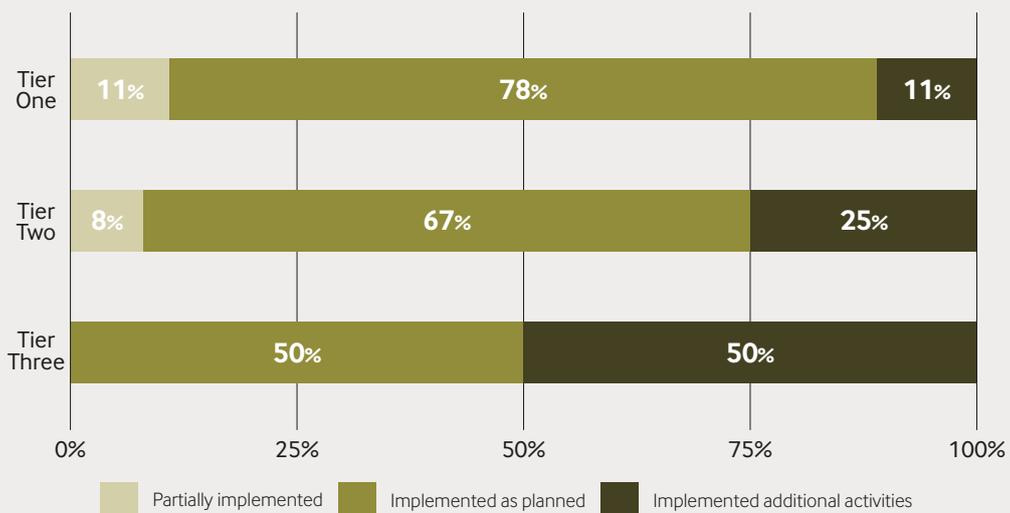
Ultimately, despite the challenges posed by the pandemic, Shared Endeavour Fund grantees were largely successful in implementing their revised activity plans. In total, 65% of Shared Endeavour Fund projects (20) were completed as planned, with a further 29% (9) exceeding their original activity plan in either scope or depth. Only 7% of grantees (2) were unable to deliver all of the activities in their revised plans (Figure 3).

Figure 3: Percentage of projects implementing planned activities (n=31)



However, the extent to which grantees were able to implement their revised activity plans was not consistent across funding tiers. As Figure 4 shows, projects that received a greater volume of funding from the Shared Endeavour Fund tended to be more successful in implementing or exceeding their stated activity plans. While the vast majority of supported initiatives across the three funding tiers delivered their activities as intended, 50% of Tier Three and 25% of Tier Two grantees incorporated additional activities into their projects compared with only 11% of Tier One projects.

Figure 4: Percentage of projects implementing planned activities by funding tier (n=31)



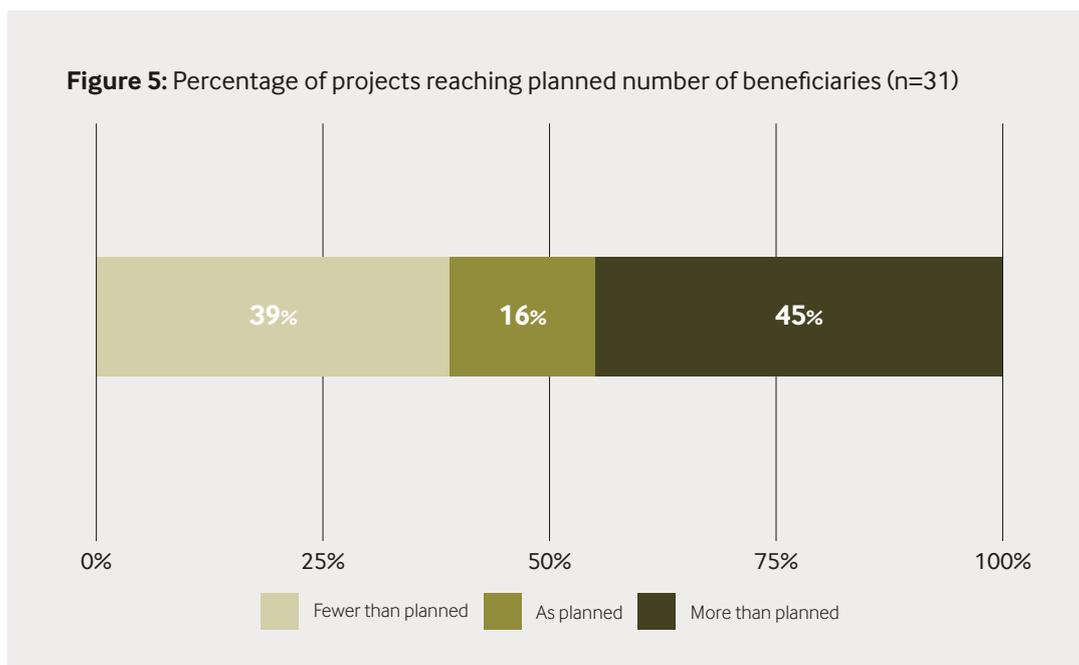
As would be expected, grantees who always intended to rely on an online model for delivery or those who fully embraced it following the UK COVID-19 restrictions were also more likely to implement additional activities than those using a hybrid delivery model: 42% of projects delivered online exceeded their activity plans compared with 21% that employed a hybrid online-offline delivery model. The use of online platforms or pre-recorded content allowed grantees to reach their beneficiaries without extensive logistical planning and at reduced cost, thus boosting their ability to deliver additional programming. In contrast, in-person activities were frequently delayed and had to be carried out in bursts when government restrictions were relaxed.

Beneficiaries Reached

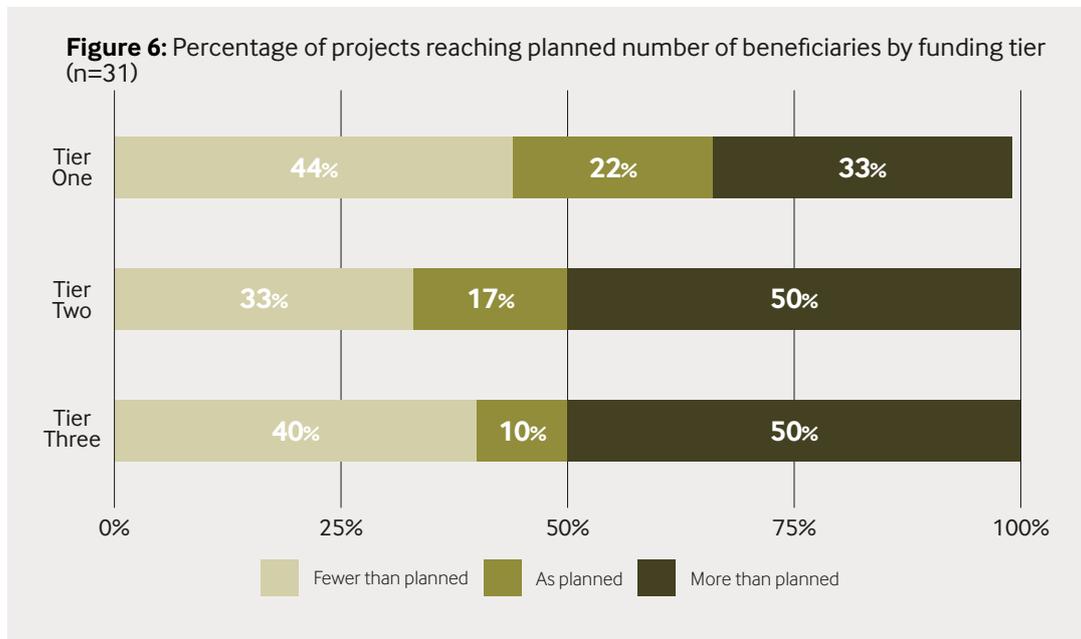
The COVID-19 pandemic also affected grantees' ability to reach the number of beneficiaries they had projected in their proposals. Government restrictions meant that grantees were often unable to access their proposed beneficiaries for long periods of time, particularly young people engaged through schools, youth centres or other location-based avenues. In these cases, grantees were again forced to concentrate implementation into those periods when restrictions were eased and they could either deliver their activities to assembled groups or meet beneficiaries in person. On the other hand, the shift to online and hybrid delivery did provide some projects with the opportunity to expand the reach of their activities into additional areas at limited cost. As a result, the impact of the pandemic on grantees' ability to access their beneficiaries was quite mixed, with certain projects able to capitalise on the situation while others were determinately affected.

While the pandemic was an important contributing factor in grantees' ability to meet the targets they had projected, it was not the only one. In several cases, grantees did not clearly articulate which beneficiaries they hoped to access or develop a suitable recruitment or dissemination strategy for whatever activities they planned to run. Consequently, while government restrictions often hindered grantees' efforts to engage beneficiaries, certain projects would likely have faced issues in this area regardless.

Ultimately, 45% of projects were able to capitalise on the transition to virtual delivery and reach more individuals than they had originally intended, often by quite a substantial margin, while 39% reached fewer beneficiaries than planned (Figure 5).

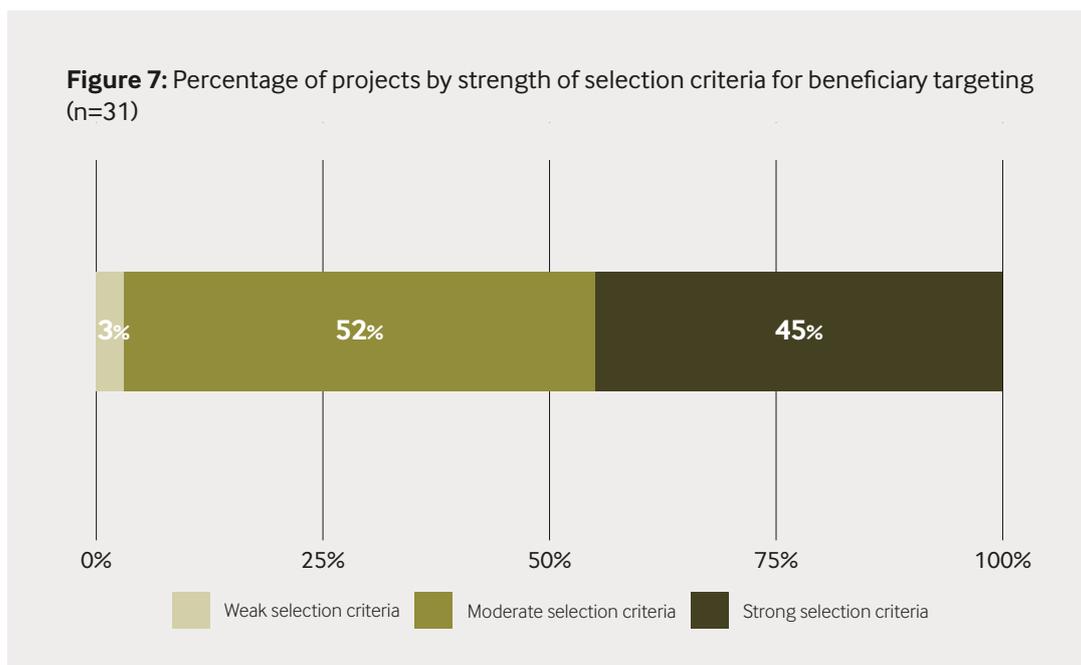


Whether a project met its reach targets also varied by the amount of funding secured for delivery. While the number of projects reaching fewer beneficiaries than planned was roughly similar across the three funding tiers, Tier Two and Tier Three projects tended to be more likely to exceed their reach targets (Figure 6).



Beneficiary Targeting and Selection

As part of their project proposals and reporting, all Shared Endeavour Fund grantees were required to specify what types of beneficiaries they would engage, provide evidence that they had reached these individuals and give a reasonable justification for their selection. In total, 45% of grantees submitted a detailed breakdown of the beneficiaries they reached and the specific characteristics or vulnerabilities that made them suitable for the project (Figure 7).



However, while most grantees reached the types of beneficiaries they planned to, 52% did not provide an entirely robust justification for their selection or sufficient background information on their participants.

Projects that received a weak or moderate rating for their beneficiary targeting and selection largely did so for one or more of the following reasons. In some cases there was a lack of evidence regarding who had been reached and why. In this case, overall figures for direct participation were reported, but no further breakdown was given as to the make-up of beneficiaries reached. As a result, it was not possible to draw any meaningful conclusions about the appropriateness of the beneficiaries.

The second reason was projects relying on overly broad justifications for their participant selection. For example, many projects designed to cater to young people targeted London boroughs with higher rates of hate crime. However, they did not outline why working with the specific schools selected within each borough would be more likely to contribute to reducing hate, intolerance and extremism than would targeting their provision at others. Similarly, a number of projects claiming to cater to individuals vulnerable to extremist ideologies targeted large pools of beneficiaries without providing any evidence that they were at risk. In these cases, participants instead appeared to be targeted because they were young, available and belonged to certain socio-demographic groups. While targeting broad groups of beneficiaries makes sense for certain initiatives – for example, those focusing on misinformation – this was not the case for many of the projects in the portfolio and would still require grantees to provide clear justifications for their choice.

Finally, a proportion of grantees did not adequately select their beneficiaries. A significant number of funded projects aimed to 'inoculate' beneficiaries against specific extremist ideologies by raising their awareness or exposing them to counter- and alternative narratives. To be effective, programming of this kind needs to be targeted at individuals or groups who might be susceptible to the extremist messages addressed by the activities. However, this was not always the case, as some projects recruited individuals who, for socio-demographic reasons, were unlikely to be well served by these activities. Projects that targeted and engaged with beneficiaries for whom their content was not entirely appropriate were still able to have a small beneficial impact on their participants; however, the ultimate value of these initiatives could not be realised.

Conclusions: Quality of Implementation

- Despite the challenges posed by the COVID-19 pandemic and subsequent government restrictions, most Shared Endeavour Fund grantees were able to successfully implement their activity plans (94%) and reach the number beneficiaries set out in their proposals (61%).
- Flexibility in grant management processes, including the option to revise activity plans and access project extensions, was essential to allowing grantees to deliver their activities. The majority of supported projects made revisions to their activity plans in light of COVID-related restrictions, and 16 requested project extensions.
- Projects in Tiers Two and Three that received a greater amount of funding were better able to expand the scope and depth of their activity plans and capitalise on the opportunities provided by online delivery to reach additional beneficiaries.
- In order to deliver the greatest value with their initiatives, grantees had to have a clear rationale for their choice of beneficiaries, based on research into established vulnerabilities to hate, intolerance and extremism. These justifications also needed to be clearly communicated in project proposals and reporting.

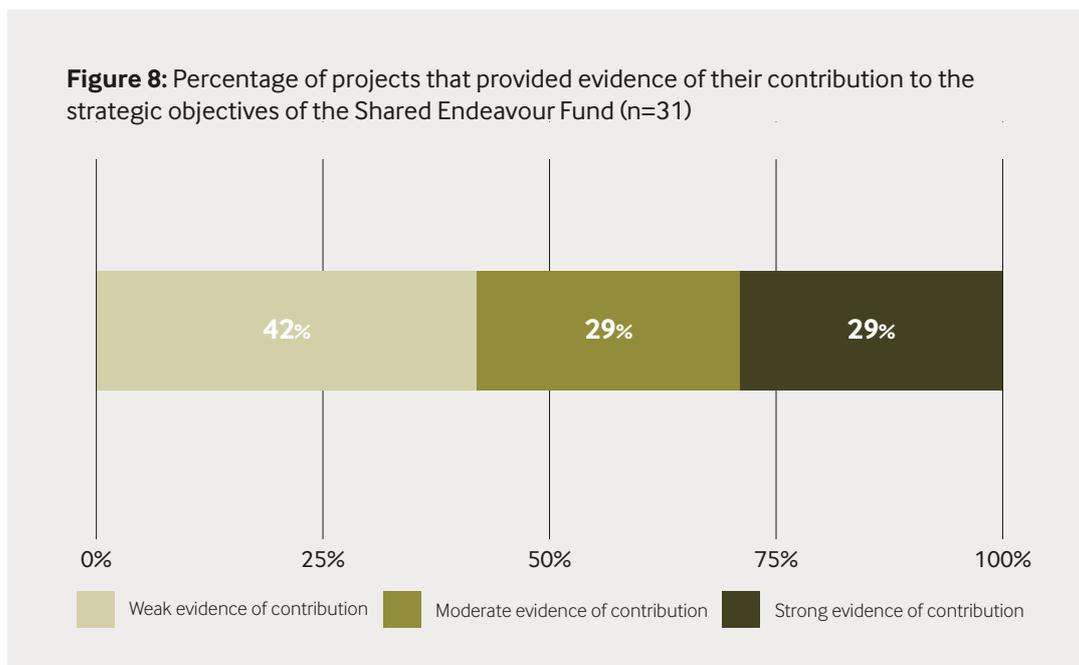
4.2 Alignment with Strategic Objectives

Evaluation Questions

- What evidence is there that projects contributed to the strategic objectives of the Shared Endeavour Fund?
- How aligned were supported projects to each of the Fund's three strategic objectives?

Contribution to the Fund's Strategic Objectives

The projects supported by the Shared Endeavour Fund were required to provide evidence demonstrating their contribution to one or more of the Fund's strategic objectives. The quality of evidence provided by grantees varied significantly in volume and rigour. More than half of the portfolio (58%) submitted moderate or strong evidence for their contribution to at least one of the strategic objectives, while the contribution of the 13 (42%) remaining projects could not be determined (Figure 8). For the most part, these 13 projects provided little or no tangible evidence of impact and therefore their potential contribution to the Fund could not be accurately measured or evaluated.



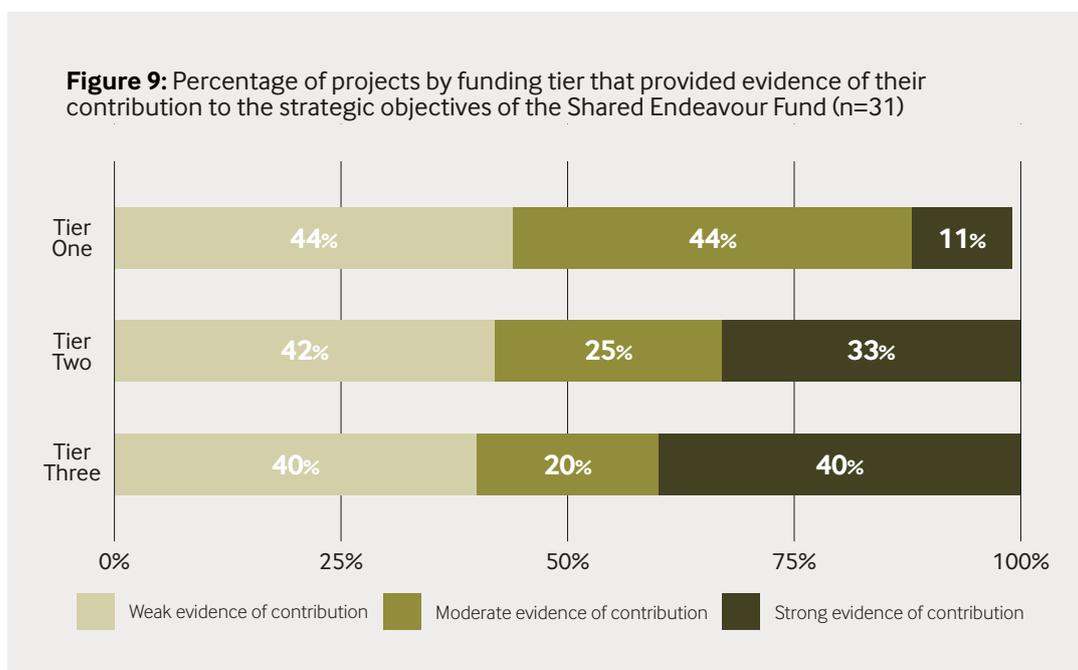
There were a number of factors that undermined the validity of evidence provided by grantees. The 29% of grantees (9) who submitted moderate evidence of contribution included a selection of the following issues:

- Grantees did not employ pre-post measures to establish a baseline for change
- The sample size for results was insufficient to judge the impact of the project on its beneficiaries more broadly
- No clear methodology was provided for how data was collected and analysed
- Data was not collected at the level of individual project beneficiaries, and any group data collection through focus group discussions or observations did not appear to be conducted in a valid or rigorous manner
- Data collection methods and results appeared to be significantly affected by research and response biases (e.g. use of excessively leading questions)

For the 42% of grantees (13) who provided weak or no evidence of their contribution to the Fund objectives, project reports were submitted with either:

- No quantitative or qualitative evidence demonstrating progress towards project outcomes or contribution to the Fund’s strategic objectives
- Evidence provided was not relevant to the strategic objectives of the Fund
- Data was not collected from beneficiaries to whom project outcomes or strategic objectives related

The quality of evidence provided for contribution also varied by funding tier. As Figure 9 shows, projects that received a greater volume of funding from the Shared Endeavour Fund tended to submit more-robust evidence for their contribution to the strategic objectives. This was most likely explained by the fact that projects funded under Tiers Two and Three typically came from larger organisations with greater experience and capacity for evaluating and reporting on their initiatives. Nevertheless, the number of projects submitting weak or no evidence of contribution was roughly equal across the three funding tiers. This would indicate that while Tier One grantees may have had less capacity to rigorously collect, analyse and report on their projects, they were no more likely to forgo presenting any evidence of their achievements than projects awarded grants under Tiers Two and Three.



A document review of project reporting combined with some informal conversations with grantees revealed two main reasons why some projects provided weaker evidence for their contribution to the Fund.

The first reason was a simple lack of capacity and expertise. The Shared Endeavour Fund supported grassroots organisations in order to encourage civil society and community-based organisations to become more involved in efforts to prevent hate, intolerance and extremism. However, this meant that many grantees had limited experience of the formalised reporting systems used by funding schemes of this type. As a result, a sizeable proportion of grantees were unfamiliar with how to set results-based objectives for their projects and then measure, analyse and report progress against them. This was demonstrated by the number of grantees who submitted activity descriptions and output numbers as evidence of impact or employed inadequate methodologies for assessing change. Moreover, where grantees had in-house monitoring and evaluation (M&E) expertise it did not always extend to methods designed to assess the prevention of hate, intolerance and extremism, such as measuring changes in resilience or support for counter-narratives. Consequently, while grantees were informed in advance of the reporting requirements for the Fund and were provided with short, voluntary consultation sessions on M&E by ISD in November and December 2020, these were not always sufficient to ensure that adequate evidence was submitted to determine the impact of funded projects.

The COVID-19 pandemic and subsequent government restrictions also had a significant impact on the quality of evidence provided. The pandemic forced grantees to make significant adjustments to their activities and, by extension, their plans for evaluating their projects. Most grantees initially intended to collect data in person using paper surveys administered during their activities; the pandemic largely prevented this approach. As a result, projects that accessed their beneficiaries through third parties such as schools and youth centres faced significant challenges with M&E. The lack of physical interaction with beneficiaries forced them to rely on online methods for data collection, which depressed response rates; meanwhile, the strain placed on teachers and youth workers during this period meant that they were less able to assist in M&E processes. Consequently, the sample sizes for many projects in the portfolio was far smaller than expected. In contrast, projects that had direct access to their beneficiaries or enjoyed a particularly strong relationship with intermediaries were better insulated against these challenges. Likewise, grantees who had always intended to deliver their projects virtually were more prepared for online data collection and thus did not have to adapt to a medium with which they had limited experience.

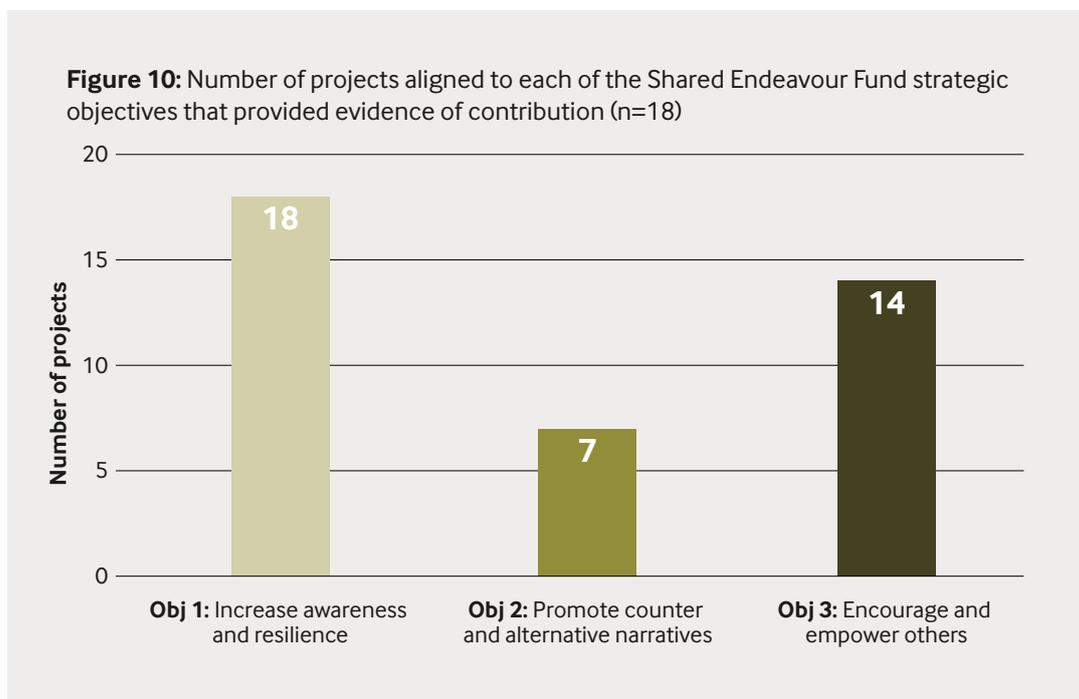
Working in concert, these two factors significantly affected grantees' ability to robustly demonstrate the impact of their projects and thus their contribution to the strategic objectives of the Shared Endeavour Fund. While future iterations of the Fund are unlikely to experience the kind of significant disruptions caused by the COVID-19 pandemic, limited M&E capacity and expertise among grantees will be a recurring challenge that should be addressed through training and support.

Alignment with the Fund's Three Strategic Objectives

While projects were only required to contribute to one or more of the Shared Endeavour Fund's strategic objectives, the vast majority of grantees stated that their projects were aligned with and had positively impacted all three. However, this did not always conform with the specific project objectives listed for each initiative or the evidence submitted in grantees' reporting. In large part this inconsistency was due to a misunderstanding in the early phases of the fund, where some communications implied, but did not state, that projects should aim to support all three of the strategic objectives rather than just one or more. The natural overlap between the content of the three strategic objectives is also likely to have added to this misunderstanding.

Another factor which impacted some grantees' ability to clearly explain how their projects aligned with and contributed to the Fund's strategic objectives was a lack of familiarity with P/CVE terminology and concepts. This was most notable in relation to resilience and counter- and alternative narratives. Though referenced frequently, the specific resilience factors or vulnerabilities that grantees planned to affect through their activities were not always clearly defined, and nor was the relationship between proposed actions and desired resilience-related outcomes. Similarly, while counter- and alternative narratives were an explicit component in many projects, they were often poorly described: it was unclear exactly what extremist narratives grantees intended to address; the counter- and alternative narratives they were employing to do so; and why these narratives were best suited to the purpose and audience. Grantees' reporting also rarely indicated if beneficiaries were more aware or supportive of counter- and alternative narratives or willing to reject the extremist messages they refuted as a result of their inclusion in the projects. Together, these two factors made it difficult to determine exactly how many projects were aligned with each of the Fund's strategic objectives.

Nevertheless, a review of grantees' proposals and reporting indicated that of the 18 projects which submitted sufficient evidence on which their contribution could be judged, most were actually more closely aligned with one or two of the Fund's strategic objectives (Figure 10).



Shared Endeavour Fund projects were most closely aligned with strategic objective 1, ‘Raise awareness of and increase resilience to the dangers of hate, intolerance and extremism, particularly among vulnerable people’. All 18 (100%) of the projects that submitted sufficient evidence to judge contribution provided information in support of this objective. This was to be expected given the overlap between the strategic objectives, as raising awareness of hate, intolerance and extremism formed the cornerstone of most Shared Endeavour Fund projects and was normally a prerequisite for achieving their other outcomes. Project outcomes related to this objective included ‘inoculating’ beneficiaries against extremism by raising awareness and developing personal resilience factors like tolerance, self-esteem and sense of belonging.

The least alignment was seen with strategic objective 2, ‘Directly counter and/or offer positive alternatives to the promotion of hateful, intolerant or extremist messages and content online and offline’. In total, 7 (39%) of the projects that provided sufficient evidence to judge contribution were aligned with this objective. As discussed, the lower rate of alignment between funded projects and objective 2 did not directly equate to lack of attention by grantees, as counter- and alternative narratives were an explicit component in many projects. However, it was frequently not possible to adequately determine alignment with or contribution to this objective based on the explanations and evidence provided in their reporting.

Finally, 14 (78%) of the projects were shown to be aligned with strategic objective 3, ‘Encourage and empower others to stand up to hate, intolerance and extremism online and offline’. This objective could be accomplished either directly with beneficiaries or indirectly by motivating participants to model and encourage these behaviours among their peers. The types of behaviours encouraged under this objective included reporting hate crimes and incidents, bystander interventions, flagging hateful content online, and developing campaigns and initiatives that sought to counter hate and extremism.

Conclusions: Alignment with Shared Endeavour Fund Strategic Objectives

- Despite the challenges posed by the COVID-19 pandemic, almost two-thirds of the projects supported by the Shared Endeavour Fund were able to evidence a clear contribution to the Fund's strategic objectives and demonstrate a positive impact in terms of preventing hate, intolerance and extremism in London.
- Improving processes for collecting, analysing and reporting on results among civil society and community-based organisations would significantly strengthen their ability to demonstrate the value of their projects in preventing hate, intolerance and extremism. Of the projects supported by the Fund, 42% would particularly benefit from capacity-building on M&E.
- Projects implemented by larger organisations that had received a higher volume of funding – those in Tiers Two and Three – tended to have a greater capacity to evaluate and report on their projects and thus provide robust evidence of their contribution to the strategic objectives of the Fund.
- Projects selected for the Shared Endeavour Fund were strongly aligned with its strategic objectives; however, expectations regarding the content and requirements of project proposals and reporting need to be more clearly and consistently communicated to grantees.
- Promoting shared understanding of language and concepts related to P/CVE is essential to ensuring that grantees are able to clearly explain their activities and outcomes and to demonstrate that their projects are aligned with and contribute to the aims of the Shared Endeavour Fund.

4.3 Effectiveness of Funded Projects

Evaluation Questions

- What results did the case study projects achieve in support of strategic objective 1 on increasing awareness and resilience?
- What results did the case study projects achieve in support of strategic objective 2 on promoting counter- and alternative narratives?
- What results did the case study projects achieve in support of strategic objective 3 on encouraging and empowering others?

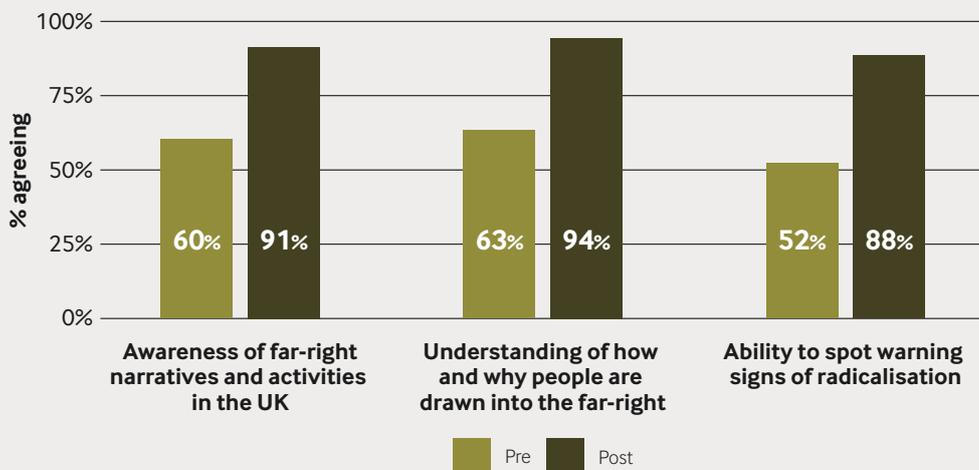
Results Achieved in Support of Objective 1

All four of the projects selected as case studies for the evaluation were aligned with and contributed to strategic objective 1 of the Shared Endeavour Fund, 'Raise awareness of and increase resilience to the dangers of hate, intolerance and extremism, particularly among vulnerable people'. As a cornerstone of preventing hate, intolerance and extremism, awareness-raising figured prominently in almost all of the projects supported by the Fund and was explicitly evaluated in two of the four case studies. Through their activities, both EXIT UK and West Ham United Foundation were able to improve Londoners' awareness of hate, intolerance and extremism, thus helping to 'inoculate' them against extremist messaging and recruitment techniques that they might encounter. Both projects produced a positive change in awareness among their beneficiaries, despite participants reporting a strong understanding of these issues in advance of their involvement.

Case Study One: Time to Act by EXIT UK

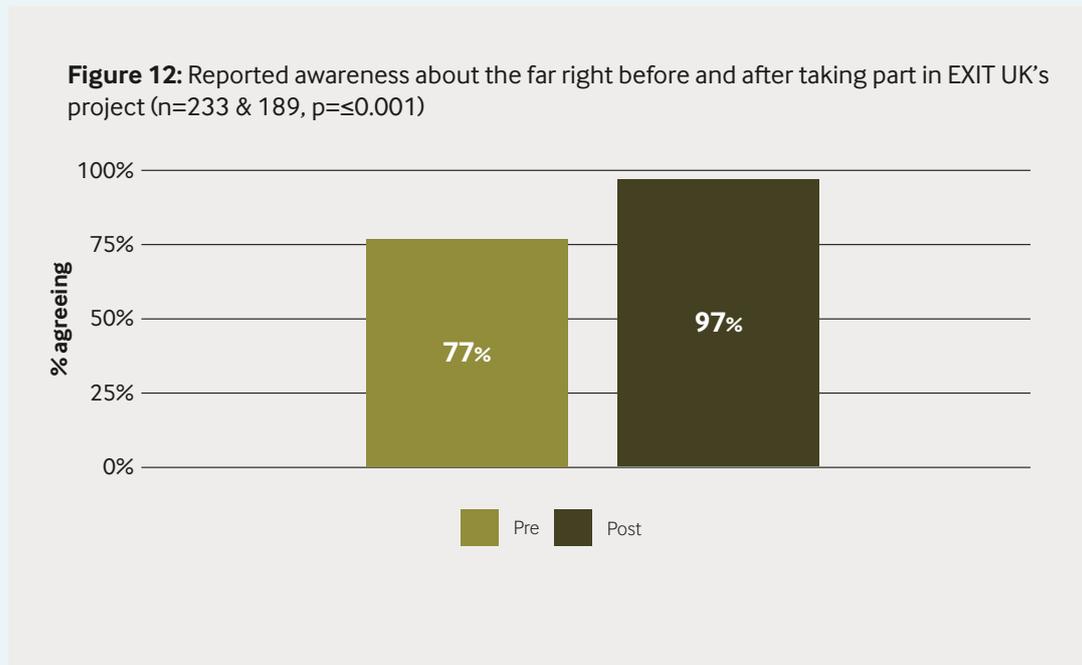
EXIT UK ran short training sessions led by former extremists designed to raise the awareness of the general public about the threat posed by the far right in the UK. On average, the number of Londoners reached by the project who reported being aware of far-right narratives, radicalisation pathways and warning signs increased by 56% (Figure 11).

Figure 11: Reported awareness about the far right before and after taking part in EXIT UK's project (n=233 & 189, p= \leq 0.001)



Case Study Four: Stop the Hate by West Ham United Foundation (WHUF)

WHUF ran a four-part training curriculum in primary and secondary schools designed to familiarise youth with the impact on a tolerant society of racism and discrimination, and how they can connect with wider forms of extremism. Despite very high levels of reported understanding in the pre-survey, WHUF was still able to produce a 26% increase in the number of students who were familiar with the topic by the end of the training session (Figure 12).

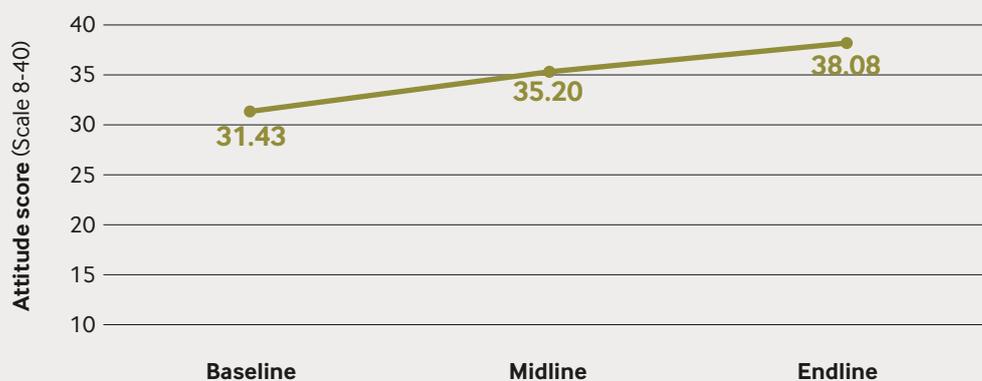


A range of the projects supported by the Shared Endeavour Fund focused directly on developing psycho-social factors among their beneficiaries that have been shown to be associated with resilience to hate, intolerance and extremism. The most common of these factors were tolerance and mutual respect, and these were addressed by a number of grantees. Two of the case study projects, the Future Leaders Programme and Positive Routes, explicitly focused on building psycho-social resilience through their activities, particularly tolerance, support for British values and civic engagement/sense of belonging. Over the course of the performance period, these two projects were able to demonstrate significant progress in developing the resilience of the young people they worked with.

Case Study Two: The Future Leaders Programme by Tomorrow's Leaders

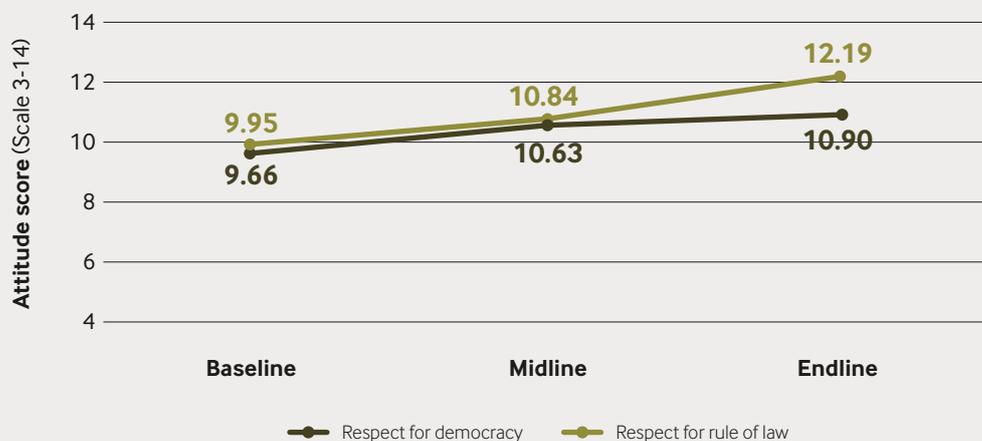
The Future Leaders Programme worked with 85 secondary school students over the course of eight months to build their resilience to hate, intolerance and extremism by developing their tolerance for others and support for British values. Despite high initial levels of tolerance, project participants reported a sizeable improvement in their attitudes in this area over the performance period. Average scores on a rating scale designed to measure tolerance climbed from 31.43 to 38.08 out of 40 by the end of the project, which equated to a 23% increase in this attitude (Figure 13).

Figure 13: Beneficiaries' reported tolerance for others at the beginning, mid-point and end of the project as measured on an attitudinal Likert rating scale consisting of eight item statements (n=83, p≤0.001)



Beneficiaries also experienced a moderate increase in their respect for the rule of law and for democracy, even though they had again reported strong support for these values at the outset of the project. As Figure 14 shows, between the beginning and end of the project, beneficiaries' respect for democracy increased by 13% and their respect for rule of law by 23%.

Figure 14: Beneficiaries' reported respect for democracy and rule of law at the beginning, mid-point and end of the project as measured on two attitudinal Likert rating scales each consisting of three item statements (n=83, p≤0.001)

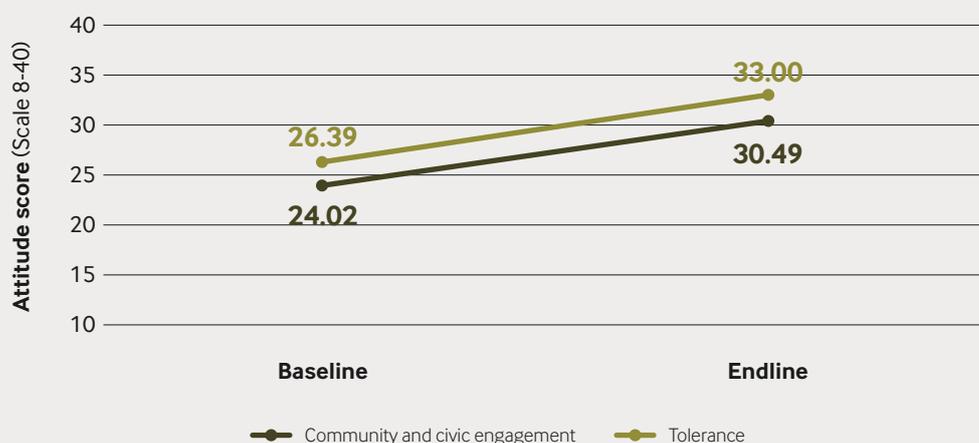


As was the case with the wider portfolio, proposals submitted by the case study grantees did not clearly explain the specific psycho-social resilience factors their projects were intended to address, focusing instead on resilience in broad terms. This presented an initial challenge for identifying measurable outcomes of the projects and evaluating progress towards them. By working with evaluators, grantees were able to more expansively outline what they meant by resilience and define the specific psycho-social outcomes they aimed to affect. As the case studies illustrate, where grantees were assisted in defining and measuring these outcomes they were typically able to encourage significant changes in resilience among their beneficiaries. This would suggest that smaller civil society and community-based organisations have a strong appetite to engage in preventing hate, intolerance and extremism and can be very effective partners in this space, but are generally less familiar with terminology, concepts and research associated with P/CVE. For this reason, capacity-building on these topics would likely help to improve the coherence, impact and evaluability of grassroots efforts to address hate, intolerance and extremism.

Case Study Three: Positive Routes by Salaam Peace

Salaam Peace engaged vulnerable young people in Hackney, Newham and Waltham Forest in a sports-based project designed to build their resilience to hate, intolerance and extremism by encouraging community and civic engagement and tolerance for others. Over the course of the project, beneficiaries reported significant increases in a range of attitudes commonly associated with engaged citizens and community members, and in tolerance for others. Average scores on a rating scale designed to measure civic and community engagement rose by 27%, from 24.02 to 30.49 out of 40, by the end of the project. Likewise, beneficiaries' tolerance improved from 26.39 to 33.00 out of 40, an increase of 25% (Figure 15).

Figure 15: Beneficiaries' reported community and civic engagement and tolerance for others at the beginning and end of the project as measured on an attitudinal Likert rating scale consisting of eight item statements (n=55, p=≤0.001)



As the findings from the case studies illustrate, selected projects made substantial progress in building their beneficiaries' awareness and resilience to hate, intolerance and extremism. These projects secured some of the strongest results across the portfolio, making a significant contribution to strategic objective 1 of the Shared Endeavour Fund. The results achieved by the case study projects may have been idiosyncratic to the initiatives in question; nevertheless, the support provided in evaluating their effectiveness also appears to have been a factor in their success. While the evaluation support did not affect their activity plans or beneficiary targeting, it did help grantees to more robustly assess and

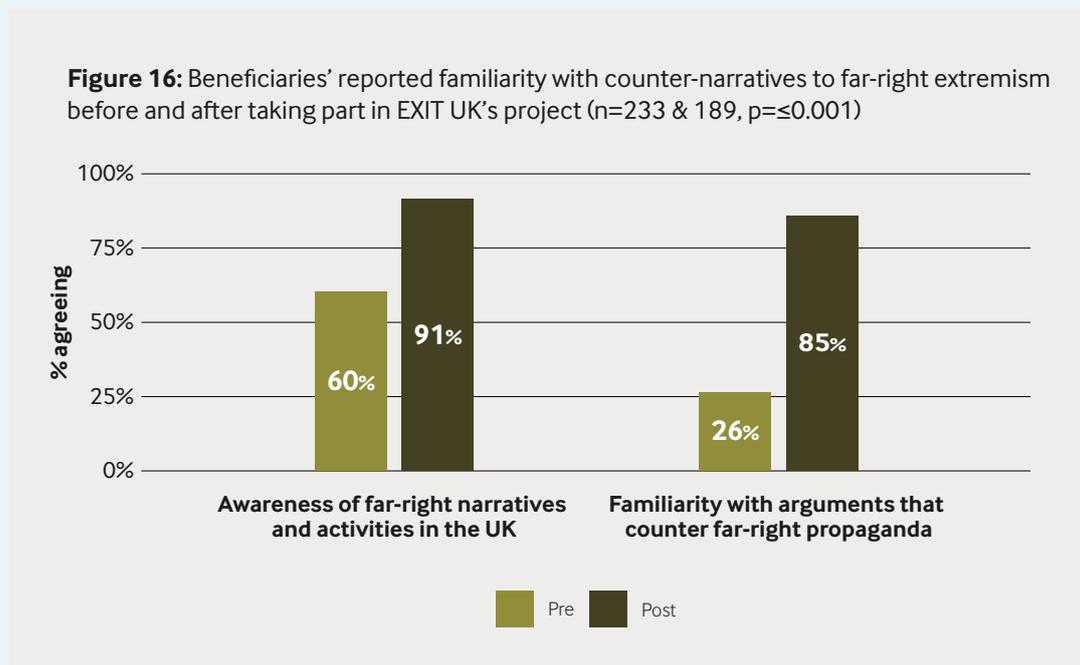
highlight the effectiveness of their initiatives. However, the case study projects were not immune to the disruptions caused by the COVID-19 pandemic, particularly for data collection. This was seen in WHUF's project, Stop the Hate, which faced significant difficulties securing responses to its survey when it was no longer possible to collect data from students in person.

Results Achieved in Support of Objective 2

In a broad sense, all of the projects supported by the Shared Endeavour Fund promoted alternative narratives to hate, intolerance and extremism by increasing beneficiaries' awareness of extremism and promoting positive values. However, only a portion of the portfolio provided a clear explanation of the counter- and alternative narratives they used in this task and the extremist messages they sought to refute. Of the four projects selected as case studies, EXIT UK's Time to Act project was the only one with an explicit focus on disseminating counter-narratives to extremism. The project reached 583 members of the general public across ten London boroughs and proved to be quite successful in providing beneficiaries with convincing counter-arguments to common themes raised in far-right propaganda. More information about Time to Act's results can be found in the box below and the case study for this project.

Case Study One: Time to Act by EXIT UK

Identifying common far-right narratives in the UK and sharing convincing counter-narratives to these messages was a core component of EXIT UK's project. The Time to Act training sessions proved to be very effective in countering far-right narratives. As Figure 16 shows, 91% of beneficiaries ended the training with a greater awareness of far-right narratives and 85% with a better understanding of the counter-narratives that oppose them.



In order to judge the effectiveness of grantees' efforts to promote counter- and alternative narratives to extremist messaging, future iterations of the Shared Endeavour Fund will need to include detailed questions on this topic in the application and reporting procedures for the Fund. Grantees will also need to be supported to identify and measure outcomes related to the use of counter- and alternative narratives.

Results Achieved in Support of Objective 3

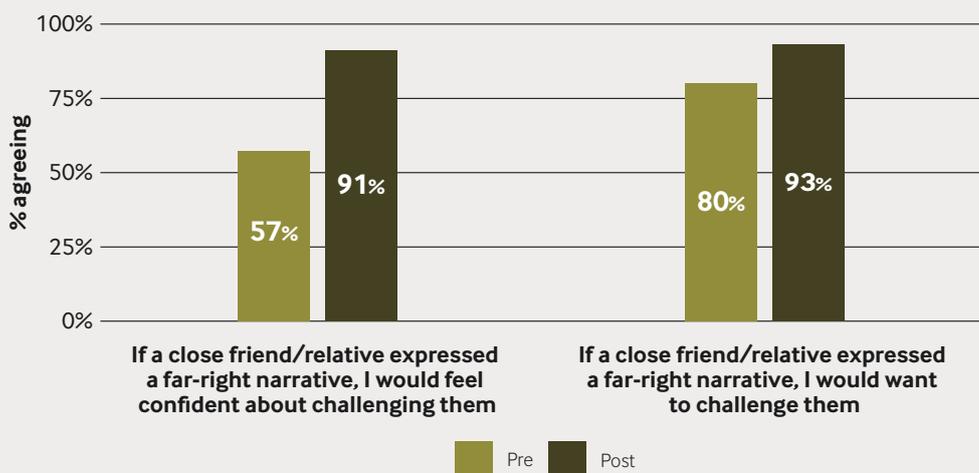
All of the projects selected as case studies for the evaluation were designed to contribute to strategic objective 3 of the Shared Endeavour Fund, 'Encourage and empower others to stand up to hate, intolerance and extremism online and offline'. However, due to the scope and timelines for the evaluation, identifying concrete behavioural change in this area was not possible. Instead, case study projects were assessed on the degree to which they were able to empower and motivate beneficiaries to engage in these behaviours following the projects.

Of the four case study projects, three proved to be very effective in empowering and encouraging their beneficiaries to challenge hate, intolerance and extremism. EXIT UK produced a 60% increase in the number of individuals who reported feeling confident to challenge hateful views when they encountered them, while Tomorrow's Leaders and Salaam Peace both doubled the number of young people who felt able to stand up to hate. The projects also secured similar results in regard to the willingness and motivation of their beneficiaries. By the end of the projects, 93% of EXIT UK's participants, 98% of Tomorrow's Leaders' students and 72% of Salaam Peace's youth beneficiaries reported that they would want to challenge someone expressing hateful views. These findings strongly indicate that projects supported by the Shared Endeavour Fund have had a major impact on the number of Londoners willing and able to stand up to hate, intolerance and extremism in their daily lives. Only WHUF's project, Stop the Hate, was unable to demonstrate progress against this strategic objective owing to issues with their data collection which prevented them from capturing a sufficient sample to judge their results in this area. It should be noted that this does not mean the project failed to contribute towards strategic objective 3 – only that there was insufficient evidence upon which to make a determination.

Case Study One: Time to Act by EXIT UK

The final part of the Time to Act training focused on equipping and empowering members of the public to safely engage with individuals who repeat or are sympathetic to far-right narratives. The findings from the evaluation indicate that the project was successful in encouraging beneficiaries to challenge friends or family members who expressed these views (Figure 17).

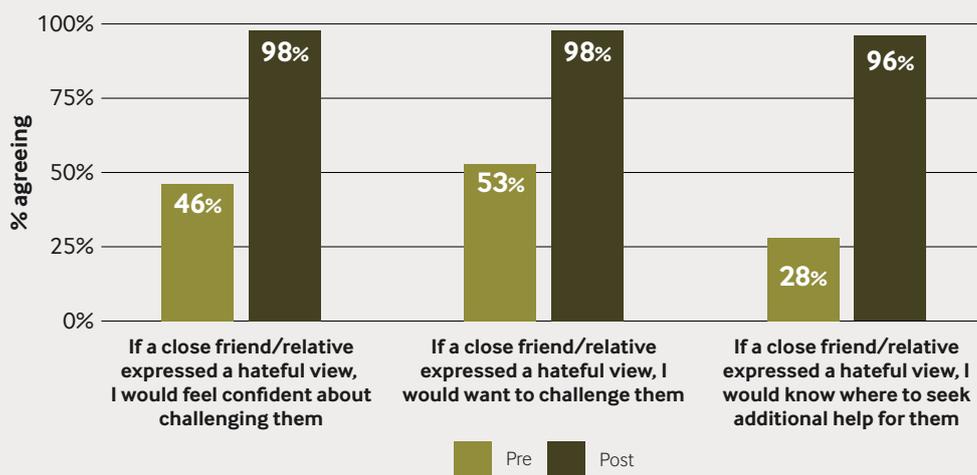
Figure 17: Beneficiaries' reported capacity and willingness to challenge far-right extremism before and after taking part in EXIT UK's project (n=233 & 189, p= \leq 0.001)



Case Study Two: The Future Leaders Programme by Tomorrow's Leaders

In order to maximise its impact in schools, Tomorrow's Leaders sought to empower beneficiaries to act as role models for fellow students by standing up to hateful views when they encountered them. The Future Leaders Programme proved to be very effective in this regard, with almost all beneficiaries reporting that they felt confident and motivated to challenge hateful views expressed by friends and family members (Figure 18).

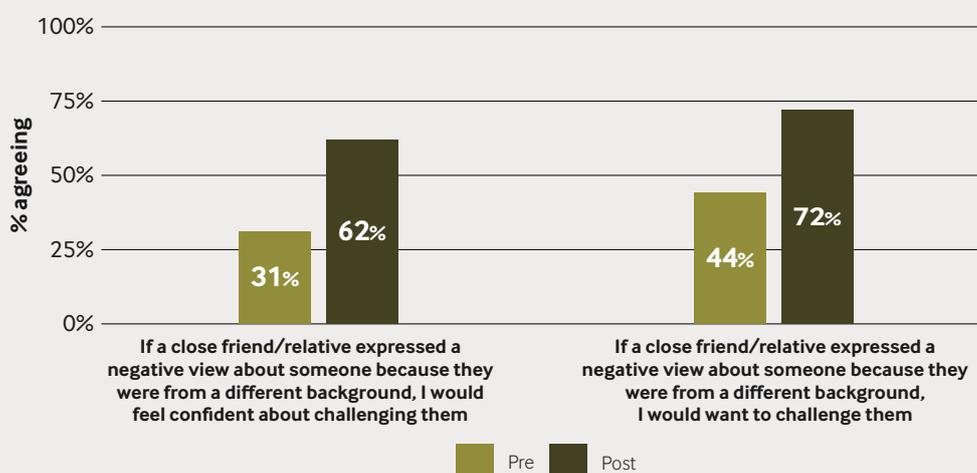
Figure 18: Beneficiaries' reported capacity and willingness to challenge hate before and after taking part in Tomorrow's Leaders project (n=83, p=≤0.001)



Case Study Three: Positive Routes by Salaam Peace

Positive Routes aimed to not only increase the tolerance of vulnerable young people but also encourage them to safely challenge intolerant views in others. By the end of the project, 62% of beneficiaries reported that they would feel confident challenging friends and family who expressed hateful views about people because they came from a different background, while 72% stated that they would actively want to stand up to these views (Figure 19).

Figure 19: Beneficiaries' reported capacity and willingness to challenge hate before and after taking part in Salaam Peace's project (n=54, p=≤0.001 & 0.022)



Conclusions: Effectiveness of Funded Projects

- While the case studies cannot be seen as representative of the wider portfolio, they do indicate that grassroots, civil society and community-based organisations can be effective partners in implementing counter-extremism agendas at local level and contribute to wider awareness- and resilience-building outcomes.
- The support provided by the Shared Endeavour Fund had a direct impact on the number of Londoners who felt empowered to stand up to hate, intolerance and extremism; however, longer-term follow-up is needed to determine if this translates into tangible changes in behaviour.
- While the evaluation demonstrated that grassroots organisations can contribute to preventing hate, intolerance and extremism, if the value of these initiatives is to be truly realised then funding bodies need to support them in defining and measuring their outcomes.

5 Case Studies

The case studies provide in-depth illustrations of grassroots P/CVE delivery from across the Shared Endeavour Fund portfolio. The four projects selected were chosen because they represent typical examples of initiatives supported by the Fund and cover a variety of delivery models, extremist ideologies and geographies (Table 9).

To ensure that the findings from the case studies were based on a robust evidence base, grantees received extensive support from ISD evaluators in developing and implementing data collection processes. Each case study contains a description of project activities and beneficiaries and an assessment of the initiative's progress against its stated objectives.

Table 9: Overview of projects selected as case studies for the evaluation

Time to Act by EXIT UK		
		<p>A community action awareness-raising project about far-right extremism, delivered in ten boroughs.</p>
<ul style="list-style-type: none"> • Bexley • Bromley • Greenwich • Harrow • Havering • Kingston • Hillingdon • Merton • Richmond • Sutton 		
The Future Leaders Programme by Tomorrow's Leaders		
	<p>An education project focused on promoting British values delivered in three boroughs.</p>	<ul style="list-style-type: none"> • Newham • Redbridge • Waltham Forest
Positive Routes by Salaam Peace		
	<p>A sports and community action project about hate and extremism, delivered in three boroughs.</p>	<ul style="list-style-type: none"> • Hackney • Newham • Waltham Forest
Stop the Hate by West Ham United Foundation		
	<p>An education project about racism, discrimination and extremism, delivered in five boroughs.</p>	<ul style="list-style-type: none"> • Barking and Dagenham • Havering • Newham • Redbridge • Tower Hamlets

5.1 Time to Act by EXIT UK



Project Description

Time to Act is an EXIT UK project that provided educational training, resources and support to Londoners who may encounter far-right extremist messaging. Building on a successful pilot project carried out in 2018 entitled 'London: It's Time to Talk', Time to Act delivered training sessions along with online support to local communities in London. Through this support, the project aimed to create a community of Londoners who have the motivation, knowledge, skills and resources needed to stand up against far-right extremism. Time to Act worked with 583 beneficiaries across London, delivering 45 training sessions.

Project objectives

Time to Act set out to train local communities with the aim of achieving the following objectives:

1. Increased awareness of local communities of the specific narratives and activities utilised by the far right in their local area
2. Improved ability to identify far-right sentiments and potential warning signs of radicalisation among vulnerable individuals
3. More Londoners feel confident and motivated to challenge individuals expressing far-right narratives when they encounter them

Project activities

Time to Act's curriculum for the training sessions covered ten topics and was based on their previous community engagement work under the London: It's Time to Talk project. Prior to the training sessions, EXIT UK carried out consultations and research with local authorities, community groups and the police to tailor their approach according to local issues, sensitivities and grievances related to far-right activity. In response to the COVID-19 pandemic, all workshops were delivered online and lasted for approximately one hour.

The ten topics covered in each of the training sessions were:

- **Introduction to the training session facilitator.** To ensure the credibility and impact of Time to Act, the project's facilitators were either former far-right activists or a family member of individuals currently or previously involved in far-right activity.
- **Awareness-raising of far-right activism.** Each session was tailored to the specific far-right activities in the location of the session. Training sessions built participants' knowledge of extremist messaging in their local communities and the types of methods used to promote and spread this messaging.
- **Awareness-raising of the impact of far-right activism.** Using real-life case studies, participants explored the negative impact that far-right activism has on the victims of hate crimes and the broader community.
- **Spotting the signs of vulnerability and radicalisation.** Participants were provided with guidance on how to spot warning signs that an individual may be on a path towards extremism.
- **Guidance on how and when to seek help from the authorities.** Participants were provided with information on the types of support available to them and who to contact for this support.
- **Coaching on how to deconstruct and discredit false narratives and negative stereotypes.** Participants were coached on how to have difficult conversations that challenge extremist narratives while avoiding harmful conflict.
- **A call to action.** Participants developed their own ideas for activities that promote positive alternatives to extremist messages.
- **Introduction to EXIT's online support hub.** Participants were introduced to EXIT UK's online support hub and how to use it.

Background of project beneficiaries

Time to Act delivered 45 training sessions to 583 beneficiaries in ten London boroughs: Bexley, Bromley, Greenwich, Harrow, Havering, Hillingdon, Kingston-Upon-Thames, Merton, Richmond-Upon-Thames and Sutton. EXIT UK recruited individuals from local communities with the support of local authorities, community groups, policing teams and local councillors. In order to reach those who were not known to local stakeholders, participants were recruited through social media and by word of mouth. They were encouraged to talk to others in their communities about the training in order to recruit more local people who would be interested in improving community cohesion.

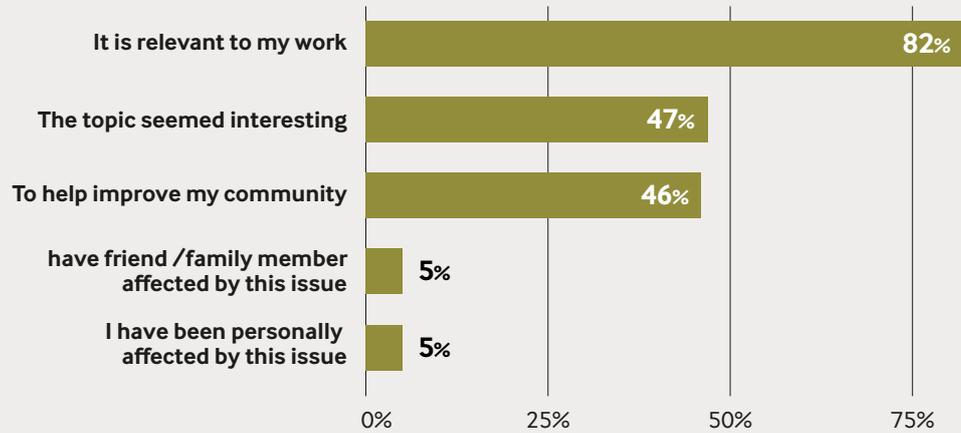
As the Time to Act training was open to the general public, the beneficiaries involved in the project came from a range of backgrounds. While socio-demographic data was not collected on all 583 participants, a sample of beneficiaries were asked in a pre-survey to provide more information on their background and motivation for attending the training sessions (Table 10). The information collected from these beneficiaries should not be seen as representative of the wider whole, but it does provide an indication of the types of people who attended the trainings and their motivations for doing so.

Table 10: Socio-demographic breakdown of pre-survey respondents (n=233)

	Number	Percentage
Gender		
Female	168	72%
Male	64	28%
Other preferred description	1	<1%
Age		
18–29 years old	29	12%
30–39 years old	42	18%
40–49 years old	57	25%
50–59 years old	77	33%
60–69 years old	21	9%
70+ years old	7	3%
Ethnic background		
White	158	68%
Asian/Asian British	27	12%
Black/African/Caribbean/Black British	29	12%
Mixed/Multiple ethnic groups	10	4%
Other ethnic group	9	4%

The majority of beneficiaries surveyed, 82%, saw the training sessions as inherently relevant to their work and this appears to have been the primary motivation for most participants in signing up for the project. A general interest in the topic and a desire to help improve their communities were also key factors in participation. Conversely, for the most part beneficiaries did not have much previous experience with the far right and had largely not been affected by the issue either personally or through friends and family (Figure 20).

Figure 20: 'What motivated you to attend the Time to Act training session?'
Multiple-choice, multiple-answer question (n=231)



Methodology

Evaluation approach and methods

The methodology adopted for the evaluation of the Time to Act training sessions was designed to assess the project's progress towards its objectives. This evaluation measured the short-term outcomes that the project produced among its beneficiaries over the course of the performance period, based on feedback from training participants using multiple data collection methods. Data was collected on behalf of the evaluators by the EXIT UK team using data collection tools provided by ISD.

At the core of the evaluation were reflexive pre- and post-surveys assessing self-reported changes in the knowledge, confidence and attitudes of project beneficiaries. Due to the contracting timelines for the evaluation, data was collected only from participants who attended training sessions in the latter half of the project. Beneficiaries completed the pre- and post-surveys online through SurveyMonkey with the pre-surveys conducted during the sign-up process for the training sessions and the post-survey sent out after the event.

Due to the brief duration of the training and the difficulty of securing survey responses for a project of this type, ISD and EXIT UK opted to develop a short questionnaire collecting unmatched pre-post data from any beneficiaries willing to complete the surveys. The survey contained a series of bespoke questions based on the learning outcomes of the training sessions and the objectives of the project.

The pre-survey received 233 responses and the post-survey 189. Findings were analysed using SPSS. Statistically significant changes were predominantly identified using Mann-Whitney U tests. All the findings outlined in this case study are statistically significant unless reported otherwise. Percentages may add up to more than 100% due to rounding or where assessed as a percentage of responses.

To supplement the findings from the pre- and post-surveys, a short additional endline survey was also sent out to all 583 beneficiaries who attended the training sessions. This survey was designed to assess if any of the project participants had encountered people expressing far-right narratives since completing the training and if they had attempted to challenge these individuals. The expectation was that the response rate for this survey would be very low and that very few beneficiaries would have encountered far-right narratives in the short time which had elapsed since taking part in the training. Overall, 35 project participants responded to the endline survey, of which only two had encountered individuals expressing far-right views.

Finally, additional data for the evaluation was captured through a document review of the project proposal and mid- and endline reporting for the Time to Act project. Several informal, unstructured interviews were also held with the EXIT UK team throughout the latter half of the project performance period to better understand the project and its objectives, and to fine-tune the data collection process.

Limitations of the evaluation approach

In addition to the limitations of the Shared Endeavour Fund evaluation listed in the methodology, there are also some specific limitations inherent in the approach adopted to assess EXIT UK's Time to Act project (Table 11). While efforts were made to mitigate anticipated limitations, this was only partially possible in most cases.

Table 11: Limitations and mitigations for the Time to Act case study

Factor	Limitation(s)	Mitigation(s)
Generalisability of the findings	<ul style="list-style-type: none"> Data only collected from beneficiaries in the second half of the project Findings cannot be directly extrapolated to beneficiaries reached in the first half 	<ul style="list-style-type: none"> Responses collected from a large sample of project beneficiaries Beneficiaries accessed in first half of the project not expected to differ in any systematic way
Surveys do not match pre-post responses	<ul style="list-style-type: none"> May be systematic differences between respondents to the pre- and post-surveys, distorting evaluation findings 	<ul style="list-style-type: none"> No mitigation possible/attempted
Misreporting of beneficiaries attitudes	<ul style="list-style-type: none"> Reliance on self-reported responses Survey responses may be positively or negatively influenced by courtesy bias, social desirability bias, recall bias, response-shift bias and overconfidence effect 	<ul style="list-style-type: none"> No mitigation possible/attempted

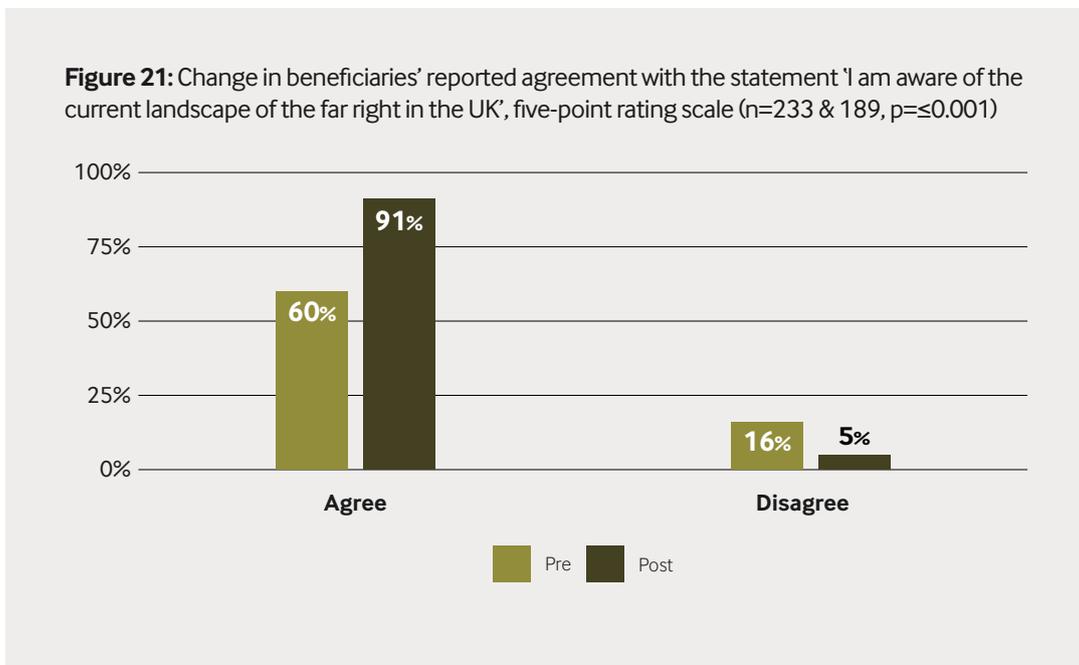
Many of the limitations outlined in this methodology are common to short awareness-raising and training projects of this type. Despite these limitations, the survey results provide a useful perspective for understanding how beneficiaries feel they have grown while taking part in the project and indicate how their behaviours may change in the wake of the Time to Act training sessions.

Case Study Findings

Objective 1: Increased awareness of local communities of the specific narratives and activities utilised by the far right in their local area

During the first phase of each training session, facilitators focused on outlining the landscape of far-right groups, activities and messaging in the UK, with particular attention paid to the specific borough in which the training occurred. Relying on local research conducted by EXIT UK and the first-hand experiences of the facilitators, participants were also made aware of the consequences of far-right organising for the individuals and communities impacted by it.

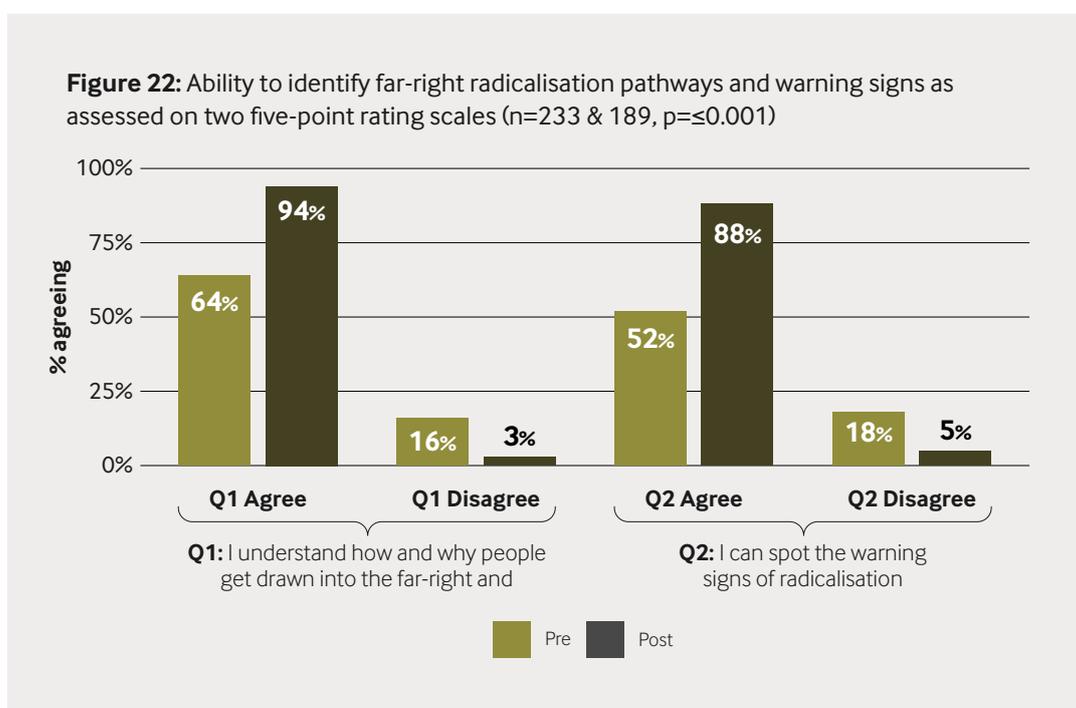
By the end of the training session, beneficiaries reported significant improvement in their knowledge of far-right narratives and activities in the UK (Figure 21). The proportion of individuals reporting at least some awareness of these issues increased from 60% in the pre-survey to 91% by the post-survey, a percentage increase of 52%. Awareness was evaluated using a five-point rating scale based on agreement with the following item statement: 'I am aware of the current landscape of the far right in the UK'.



Objective 2: Improved ability to identify far-right radicalisation pathways and potential warning signs among vulnerable individuals

A major component of the training sessions was increasing beneficiaries' understanding of how people are drawn into supporting far-right narratives and groups, with particular emphasis on the types of warning signs one might observe in individuals undergoing this process. Facilitators also signposted participants to the support available in these instances, and discussed when it is appropriate to contact the authorities in a case of suspected radicalisation.

To assess progress towards Objective 2, the evaluation investigated beneficiaries' reported knowledge of radicalisation pathways and their ability to identify potential warning signs of radicalisation. As Figure 22 shows, the project produced significant improvements in beneficiaries' capabilities in these areas. The volume of participants who felt that they understood radicalisation pathways increased by 49% between the pre- and post-surveys, climbing from 63% to 94% by the end of the training session. Similarly, the percentage of beneficiaries who believed that they could identify the warning signs of radicalisation grew from 52% in the pre-survey to 88% in the post-survey, a percentage increase of 69%.



As part of its reporting, EXIT UK also provided a short story of change illustrating the value of this aspect of the training, which appears to support the findings from the survey that beneficiaries are better able to identify warning signs of radicalisation.

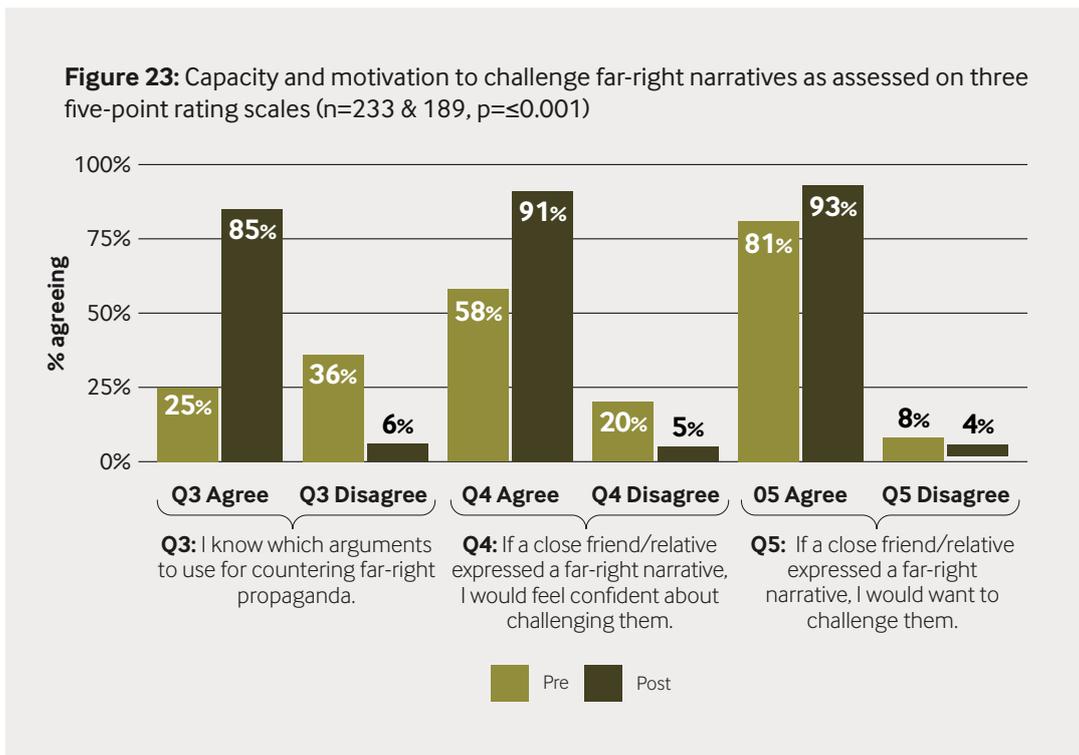
One beneficiary spoke to us [EXIT UK] about their concerns for their son after recognising some of the behaviour patterns and narratives outlined in the training, which suggested he may be sympathetic to and supportive of some far-right ideas. In speaking with the training facilitator, the parent stated they felt energised to speak with their son and try to offer them alternative viewpoints to the narratives they were expressing. In later communication with this beneficiary they reported that since engaging with their son on this topic they have voluntarily removed themselves from a number of social media platforms and groups where they had previously encountered far-right propaganda.

Objective 3: More Londoners feel confident and motivated to challenge individuals expressing far-right narratives when they encounter them

The final parts of the Time to Act training sessions focused on having difficult conversations and using counter- and alternative narratives to challenge individuals expressing far-right views. EXIT UK focused on equipping beneficiaries with the skills and knowledge to safely engage with individuals who repeat or are sympathetic to certain far-right narratives, while also building their confidence and motivation to enact these positive behaviours in their daily lives.

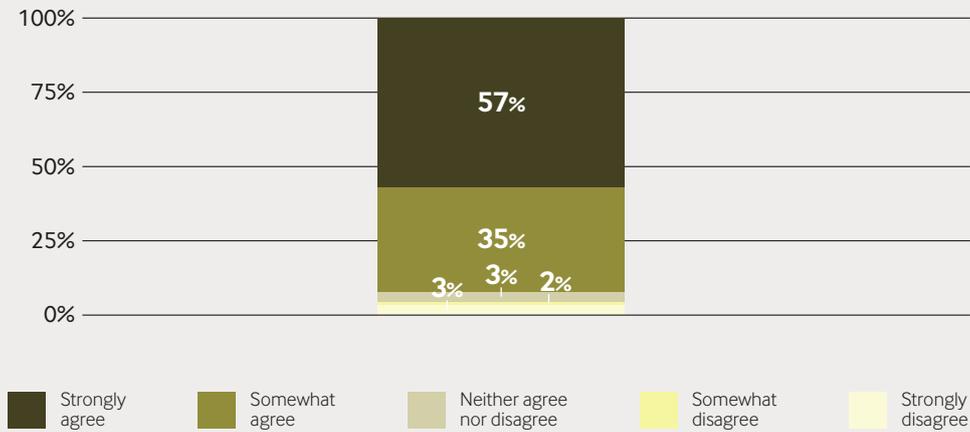
By the end of the training sessions, most of the beneficiaries felt empowered and motivated to challenge far-right narratives, even when these came from close friends or relatives: 85% of project participants reported that they would know which arguments to use to counter far-right propaganda, 91% stated they would feel confident challenging close friends or relatives expressing far-right views, and 93% claimed that they would want to challenge friends and families if they espoused these positions

The project had a similar impact on beneficiaries' confidence and motivation: 91% of survey respondents stated that they would feel confident challenging close friends or relatives expressing far-right views, a 60% increase from the pre-survey. Equally, 93% of beneficiaries reported that they would want to challenge friends and families if they espoused these positions, a 16% increase from the pre-survey (Figure 23).



Overall, beneficiaries stated that the training sessions were a useful exercise and that the skills they learned would be of value in their lives. In the post-survey following the training sessions, participants were asked how likely they would be, on a five-point rating scale, to use the training on challenging far-right narratives in their lives. The vast majority said that they would be likely to use it, with 35% agreeing and 57% strongly agreeing with this sentiment (Figure 24).

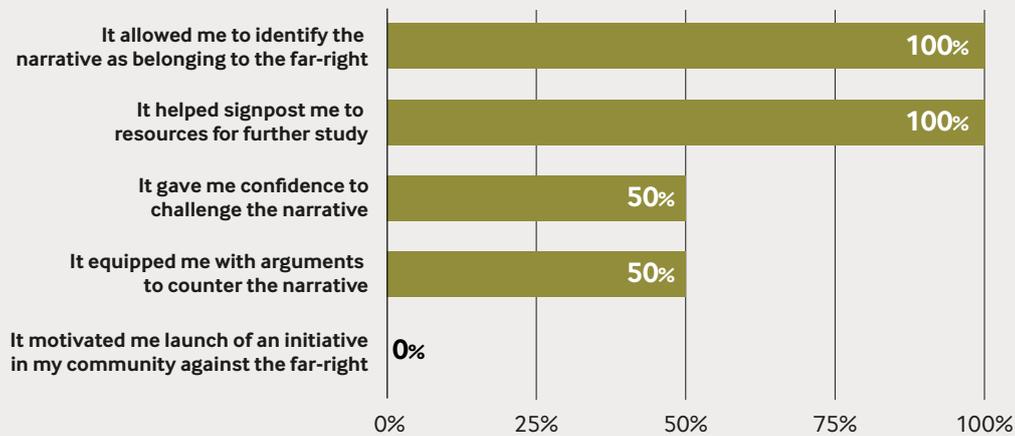
Figure 24: 'The training I received on challenging far-right narratives is something I will use in my life', five-point rating scale (n=189)



To supplement the findings from the pre- and post-surveys and investigate whether any of the beneficiaries had used the skills they learned in the Time to Act training, an endline survey of the project participants was also conducted. Most of the beneficiaries who responded had not encountered anyone expressing far-right narratives, most likely due to the relative rarity of such incidents and the restrictions on public meetings during the performance period because of the COVID-19 pandemic. However, a couple of the beneficiaries had encountered individuals espousing far-right views. Their responses to the survey provide a potential indication of the longer-term impact of the training on project participants' behaviour.

Both beneficiaries who had encountered a person expressing far-right narratives claimed that they had sought to challenge this individual and that the Time to Act training had been 'extremely useful' in this endeavour, the top rating available on the scale. These respondents were also asked a multiple-choice, multiple-answer question to investigate how the training had supported them in this incident. As Figure 25 shows, both beneficiaries felt that Time to Act had helped them to identify the narrative as belonging to the far-right and signposted them to information that could support them in these encounters.

Figure 25: 'How did the Time to Act training help you to challenge the far-right narrative you encountered?' Multiple-choice, multiple-answer question (n=2)



A story of change provided by EXIT UK from one of their beneficiaries further illustrates how the training sessions empowered participants to challenge far-right views.

Following the training, a teacher who had attended the session reached out to EXIT UK regarding the activities of a small number of male pupils in their class who were acting in a racist manner. The beneficiary reported that as a result of the Time to Act training, they felt confident to engage with this group and had begun to take steps to tackle the students' behaviour.

Case Study Conclusions

EXIT UK delivered a series of low-intensity, high-reach training sessions to communities across London, engaging almost 600 people in its project. The findings from the evaluation show that Time to Act was able to make significant headway towards its objectives over the project performance period. The number beneficiaries who were aware of how the far-right operates in the UK increased by 52%, the number who understand radicalisation pathways by 49% and the number who can identify warning signs by 69%. These figures suggest that the project was successful in sensitising communities to the existence and activities of and risks posed by the far right in the UK while also providing them with the knowledge they need to identify and resist any far-right narratives they encounter.

Equally, findings from the evaluation suggest that the project has been successful in empowering community members to challenge extremist views in others, a strategic objective of the Shared Endeavour Fund itself. Beneficiaries not only reported that they were more aware of the counter-narratives that might be effective should they encounter an individual expressing a far-right narrative, but 91% of participants claimed they would feel confident doing so and 93% reported they would actively want to challenge the person. While it is not possible to determine the degree to which these attitudes will translate into actual behaviours, the findings from the endline survey of past project participants are encouraging. Though most community members did not encounter any far-right narratives in the short period which could be evaluated, the two individuals who did both reported attempting to challenge these views and finding that the Time to Act training had been 'extremely useful' in this endeavour. Two responses are not a sufficient sample size to draw any meaningful conclusions about the project's ability to encourage counter extremist activism in communities, but it is still a promising sign of impact that merits further investigation in future iterations of the project.

5.2 The Future Leaders Programme by Tomorrow's Leaders



Project Description

The Future Leaders Programme is a youth education project for Year 11 and 12 students designed to empower young people to reject hate, intolerance and extremism, and instead to support and promote 'fundamental British values', in their local communities and schools. Along with these aims, the project also sought to support young people in their future education and career aspirations. Over the course of eight months, a cohort of 85 students met weekly to attend a series of workshops and discussion sessions with inspiring guest speakers, and participated in a series of relevant site visits to work towards these aims.

Project objectives

Tomorrow's Leaders laid out a set of ambitious objectives for the project which it felt its activities would contribute towards and could be evaluated against, namely:

- 1. Enhanced leadership skills and aspirations of young people in the boroughs of Newham, Redbridge and Waltham Forest**
- 2. Increased support for 'fundamental British values' (mutual respect and tolerance, democracy, the rule of law, and individual liberty) among youth in Newham, Redbridge and Waltham Forest**
- 3. More young people in Newham, Redbridge and Waltham Forest feel confident and motivated to challenge individuals expressing hateful and intolerant views when they encounter them**

Project activities

The curriculum for the Future Leaders Programme was designed by a team of teachers, safeguarding leads and ex-police officers, and was first piloted for the London Borough of Redbridge in 2019. The project curriculum consisted of four parts, delivered across 22 sessions. In response to the COVID-19 pandemic, a hybrid delivery model was ultimately adopted, with 30% of the sessions held in person and 70% conducted virtually. This also curtailed some of the site visits planned for the project.

The four topics covered by the curriculum were:

- **Fundamental British Values.** The cohort learned about the government's four 'fundamental British values', why they are important in safeguarding British society and their role in supporting this. For 'democracy', students learned about the democratic systems of the UK, including how voting works, the role of Parliament and MPs, and the role of government. For 'rule of law', students discussed the origin and purpose of British laws and how they help keep society safe and fair for all. Finally, for 'individual liberty' and 'respect and tolerance', students took part in several workshops led by guest speakers about groups that have historically been disadvantaged in society.
- **Extremism and Radicalisation.** These sessions covered the different types of extremist ideologies present in British society (particularly focusing on Islamist and far-right extremism), why they exist and why they conflict with British values. They also learned about how extremist groups radicalise people, which warning signs of radicalisation to look out for and how to report concerns.
- **Online Safety and Manipulation.** This portion of the curriculum was based on the 'Be Internet Citizens' resources created by YouTube and ISD. During these sessions, the beneficiaries learned about a variety of topics, including media literacy, echo chambers, filter bubbles, critical thinking, emotional manipulation and free speech vs hate speech online.
- **Becoming Future Leaders.** The final part of the project aimed to prepare beneficiaries to become future leaders, supporting them in making their next steps in life to ensure that they stay positively engaged in society and do not become marginalised. This included discussions about university and careers, together with personal statement workshops for those who wish to attend university and CV-writing and apprenticeship workshops for those looking to enter the workforce.

Background of project beneficiaries

The Future Leaders Programme worked with 85 young people from across Newham, Redbridge and Waltham Forest. Tomorrow's Leaders liaised with schools in the three boroughs to recruit participants for the project. It provided high-quality resources, including posters to put around schools and an assembly PowerPoint. It also offered an information evening to schools and parents so they could find out more about the project. Beneficiaries then applied directly through the Tomorrow's Leaders website and teachers supported the process by providing references. Ultimately, the Future Leaders Programme received over 500 applications for the 85 places and was able to successfully engage with 39 schools across the three boroughs, equating to over 90% of eligible schools in these areas.

The socio-demographic breakdown of beneficiaries reflected the boroughs from which they were selected and was recorded based on participants' gender, ethnic background, religion, sexual orientation and whether they received free school meals (Table 12).

Table 12: Socio-demographic breakdown of project beneficiaries (n=83)

	Number	Percentage
Gender		
Female	56	66%
Male	29	34%
Ethnic background		
White	16	19%
Asian/Asian British	44	52%
Black/African/Caribbean/Black British	13	15%
Mixed/Multiple ethnic groups	10	12%
Other ethnic group	2	2%
Religion		
Muslim	33	39%
Christian	25	29%
No religion	11	13%
Hindu	6	7%
Sikh	3	4%
Any other religion	3	4%
Sexual orientation		
Heterosexual	73	86%
LGBTQ+	8	9%
Prefer not to say	4	5%
Receipt of free school meals		
Receive free schools meals	19	22%
Do not receive free school meals	66	78%

The project was ultimately very successful in maintaining strong engagement with its beneficiaries, with all students attending over 90% of the sessions across the eight months of project delivery.

Methodology

Evaluation approach and methods

The methodology adopted for the evaluation of the Future Leaders Programme was designed to assess the project's progress towards its objectives. This evaluation measured the short-term outcomes that the project produced among its beneficiaries over the course of the performance period based on feedback from the youth themselves and their parents and teachers using multiple data collection methods. Data was collected on behalf of the evaluators by the Tomorrow's Leaders team using data collection tools provided by ISD.

At the core of the evaluation was an attitudinal survey of project beneficiaries based on a partially retrospective 'post-then pre-' survey design. Due to the contracting timelines for the evaluation, mid- and baseline data was collected halfway through the project using a retrospective survey intended to collect comparable data from two points in time. This data was then supplemented by a traditional endline survey of the beneficiaries using the same series of survey measures.

The survey was built around three established Likert scales, which were used to assess progress towards the project's key objectives among youth beneficiaries. Along with the Likert scales measuring leadership and 'fundamental British values', a series of bespoke survey questions was also developed to evaluate the Future Leaders Programme. The Likert scales used in the survey included:

- **Youth Leadership scale:** Developed for the 2015/2016 evaluation of the Amherst H. Wilder Foundation's Youth Leadership Initiative²¹
- **Fundamental British Values index:** Youth survey developed by Janmaat, consisting of four related sub-scales²²
 - Tolerance and mutual respect sub-scale
 - Rule of law sub-scale
 - Democracy sub-scale
 - Individual liberty sub-scale
- **Tolerance as Acceptance, Respect and Appreciation for Diversity scale:** Developed as part of Hjerm, Eger, Bohman and Connolly's study on a new approach to measuring tolerance.²³

The youth survey results were analysed using SPSS. Statistically significant changes were predominantly identified using Wilcoxon Signed Rank and Mann-Whitney U tests. Thematic analysis of open-ended questions was conducted manually by the evaluator. All the findings outlined in this case study are statistically significant unless reported otherwise. Percentages may add up to more than 100% due to rounding or where assessed as a percentage of responses.

To supplement the findings from the youth survey, data was also collected from the parents and teachers associated with each of the project beneficiaries. A short endline survey was sent to parents and teachers consisting of rating scales and open-ended questions designed to assess if participants had begun to act out any of the attitudes or behaviours encouraged by the project.

Finally, additional data for the evaluation was captured through a document review of the project proposal and mid- and endline reporting for the Future Leaders Programme. Several informal, unstructured interviews were also held with the Tomorrow's Leaders team throughout the latter half of the project performance period to better understand the project and its objectives and to fine-tune the data collection process.

Limitations of the evaluation approach

In addition to the limitations of the Shared Endeavour Fund evaluation listed in the methodology, there are also some specific limitations inherent in the approach adopted to assess the Future Leaders Programme. While efforts were made to mitigate anticipated limitations this was only partially possible in most cases (Table 13).

Table 13: Limitations and mitigations for the Future Leaders Programme case study

Factor	Limitation(s)	Mitigation(s)
Case study selection date	<ul style="list-style-type: none"> Baseline data could not be collected from beneficiaries at the beginning of the project Not possible to accurately or reliably measure the magnitude of change 	<ul style="list-style-type: none"> Retrospective post- then pre-survey design adopted, which has been proven to provide robust proxy for traditional baseline data²⁴
Inflated results from parent/teacher survey	<ul style="list-style-type: none"> No baseline against which responses can be compared Not possible to accurately or reliably measure the magnitude of change 	<ul style="list-style-type: none"> No mitigation possible/attempted
Misreporting of beneficiaries attitudes	<ul style="list-style-type: none"> Reliance on self-reported responses Survey responses may be positively or negatively influenced by courtesy bias, social desirability bias, recall bias, response-shift bias and overconfidence effect 	<ul style="list-style-type: none"> No mitigation possible/attempted

Many of the limitations outlined in this methodology are common to youth education and P/CVE projects of this type. Despite these limitations, the survey results provide a useful perspective for understanding how youth feel they have grown while taking part in the project and indicate how their behaviours may change in the wake of the Future Leaders Programme.

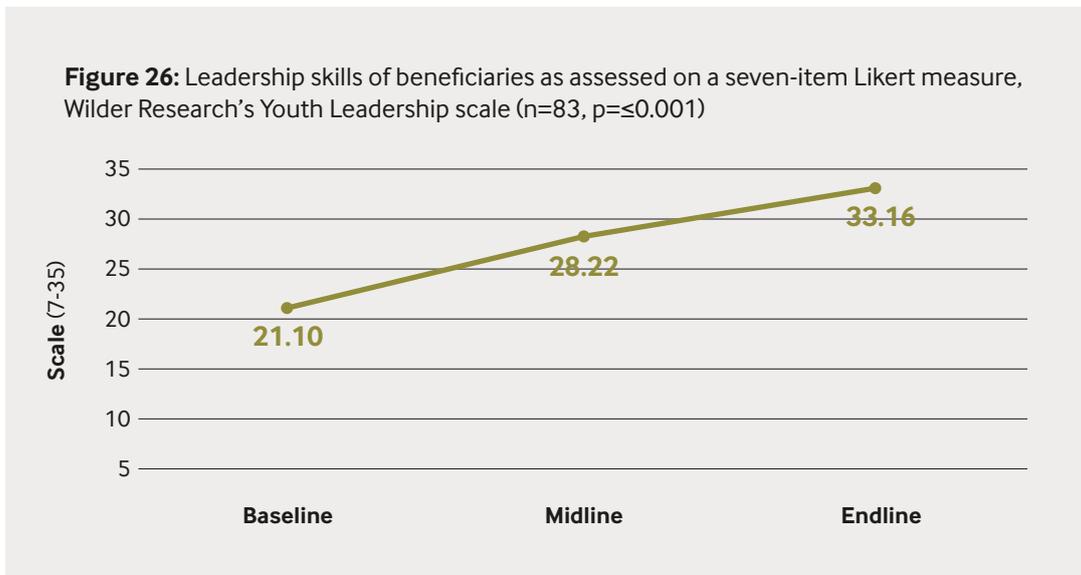
Case Study Findings

Objective 1: Enhanced leadership skills and aspirations among young people in the boroughs of Newham, Redbridge and Waltham Forest

Over the course of the project, the Future Leaders Programme conducted a number of activities designed to develop the leadership skills and aspirations of beneficiaries in order to build their resilience to hate and extremism and prepare them to take a more active role in pushing back against these phenomena. Leadership-building activities included developing public speaking, communication and creativity skills. Beneficiaries also worked towards the ASDAN Leadership qualification and were awarded this at the end of the course.

Leadership skills

By the end of the project, beneficiaries reported significant improvements in competencies and attitudes associated with good leadership. Leadership was evaluated using a Likert scale consisting of seven item statements in which respondents were asked to indicate their level of agreement from 1 to 5, with composite scores for the whole scale ranging from 7 to 35. Over the course of the project, beneficiaries' reported leadership scores climbed from an average of 21.10 to 33.16 out of 35, equating to a 57% increase in this area (Figure 26).

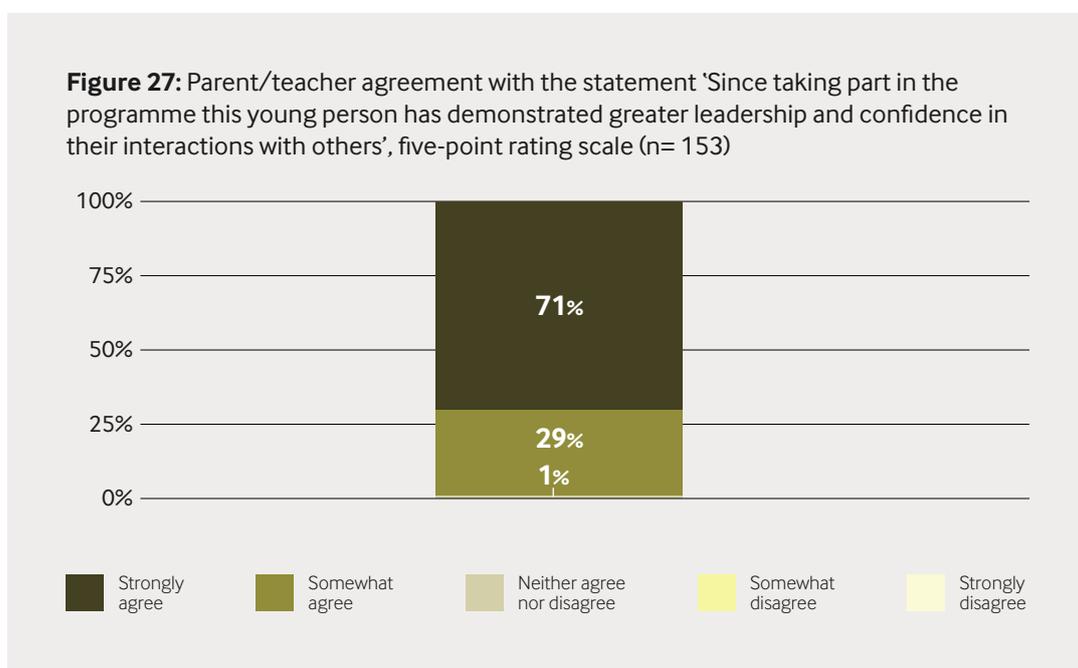


A complete list of item statements and scores can be found in Table 14. Beneficiaries experienced the most extensive growth in their understanding of what it means to be a leader and their preparedness for leadership, which increased from 27% and 21% at the beginning of the project to 99% and 96% by its end respectively.

Table 14: Response to Wilder Research's Youth Leadership scale (n=83)

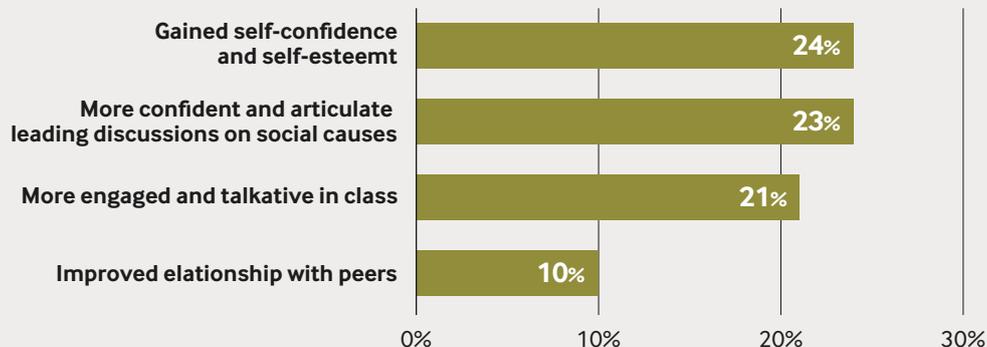
Item statement	Agree			Disagree		
	Baseline	Endline	Change	Baseline	Endline	Change
I understand what it means to be a leader	27%	99%	▲ 72%	41%	1%	▼ 40%
I feel prepared to be a leader	21%	96%	▲ 75%	52%	1%	▼ 51%
I know what I can do to help make the community a better place	52%	98%	▲ 46%	20%	1%	▼ 19%
I am willing to take risks and stand up for what is right	33%	98%	▲ 65%	44%	1%	▼ 43%
I have the skills to speak in front of a group	58%	92%	▲ 34%	20%	1%	▼ 19%
I think about what will happen as a result of my decisions	44%	96%	▲ 52%	24%	1%	▼ 23%
I have the skills needed to solve problems	99%	94%	▼ 5%	1%	1%	0%

The growth in leadership qualities demonstrated in the student survey was supported by the findings from the parent/teacher survey conducted at the end of the project: 99% of respondents to the parent/teacher survey felt that the young people in their care had demonstrated greater leadership and confidence in their interactions with others since taking part in the project (Figure 27).



Parents and teachers were also asked to give concrete examples of how changes in the leadership and confidence of the students had manifested during their inclusion in the Future Leaders Programme. A thematic analysis of the responses indicated that students had strengthened a number of traits that parents and teachers associated with increased leadership and confidence (Figure 28).

Figure 28: 'How have these changes in leadership or confidence shown themselves?'
Thematic analysis of an open-ended question (n=71)



Education and career aspirations

The evaluation also assessed the degree to which beneficiaries felt that the Future Leaders Programme had affected their education and career ambitions, in terms of both heightening their aspirations and providing them with the tools and confidence to make informed decisions. An endline survey of project participants included nine rating scale questions on this topic, as seen in Table 15. The survey responses show that 95% of beneficiaries felt they had developed more ambitious educational aspirations and 87% felt they had greater career aspirations. Similarly, 95% of the students claimed they had a clearer idea of how to achieve their education aspirations and 93% had a clearer idea of how to achieve their career aspirations.

Table 15: Youth education and career aspirations, five-point rating scales (n=83)

Item statements	Strongly agree	Somewhat agree	All neutral and negative responses
Developed more ambitious education aspirations	77%	18%	5%
Possess a clearer understanding of how to achieve their educational aspirations	73%	22%	5%
More likely to attend university	76%	11%	13%
More likely to apply to a Russell Group or Oxbridge university	72%	15%	14%
Possess a clearer understanding of the training and apprenticeship process	65%	19%	16%
Developed more ambitious career aspirations	69%	18%	13%
Possess a clearer understanding of how to achieve their career aspirations	70%	23%	8%
More confident about their long-term success	75%	19%	6%
Better access to a peer and professional networks	75%	23%	0%

Again, these findings were mirrored by the parents and teachers associated with young people involved in the project, almost all of whom felt that the students had developed more ambitious education and career aspirations over the course of the project. The parents and teachers of beneficiaries also perceived them as having a clearer understanding of how to achieve their education and career aspirations since taking part in the Future Leaders Programme (Table 16).

Table 16: Parent/teacher assessment of youth education and career aspirations. five-point rating scales (n=151–153)

Item statements	Strongly agree	Somewhat agree	All neutral and negative responses
Developed more ambitious education aspirations	74%	21%	5%
Possess a clearer understanding of how to achieve their educational aspirations	62%	34%	4%
Developed more ambitious career aspirations	70%	25%	5%
Possess a clearer understanding of how to achieve their career aspirations	64%	33%	4%

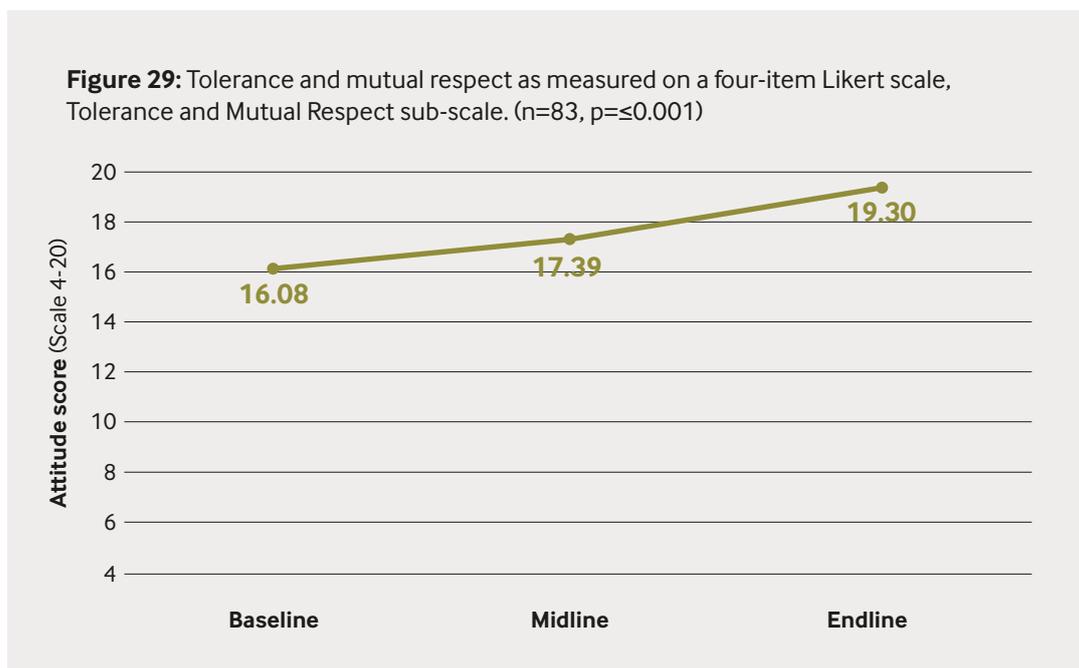
Objective 2: Increased support for ‘fundamental British values’ (democracy, the rule of law, individual liberty, and mutual respect and tolerance) among youth in Newham, Redbridge and Waltham Forest

A significant component of the Future Leaders Programme was building support for ‘fundamental British values’ among the beneficiaries, and the majority of the workshops sessions focused on topics related to this. The project used the ‘fundamental British values’ outlined in the Prevent strategy to underpin this section of the curriculum: mutual respect and tolerance, and respect for democracy, rule of law and individual liberty.

Mutual respect and tolerance

To increase beneficiaries’ tolerance and mutual respect, the Future Leaders Programme arranged workshops led by individuals from diverse backgrounds with lived experience of discrimination. Guest speakers shared their stories in order to help beneficiaries understand the barriers that people from minority groups continue to face. These included workshops on Black Lives Matter, LGBTQ+ equality, disability rights, women in leadership, and multiculturalism in the UK and sessions covering different religions.

While beneficiaries reported high levels of tolerance at the outset of the project, the findings from the evaluation still showed that a meaningful change in attitudes had taken place among the students involved in the project. Beneficiaries reported a 20% improvement in their attitudes over the course of the project as measured on a Likert scale of four item statements with a composite score running from 4 to 20 (Figure 29).

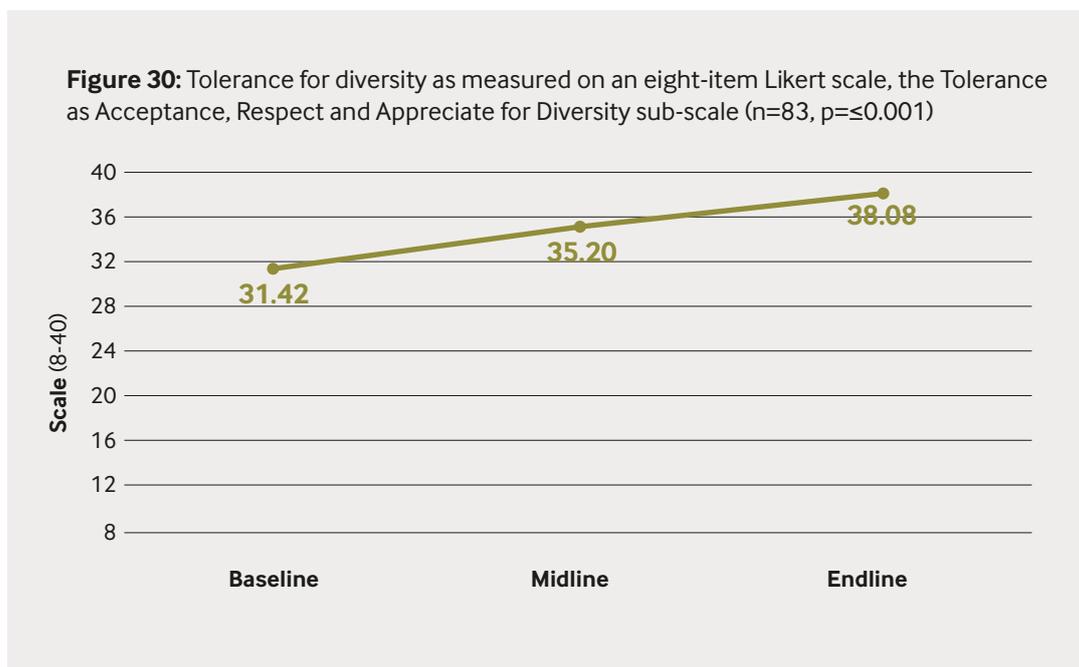


A complete list of item statements from the Tolerance and Mutual Respect sub-scale and a breakdown of specific results are shown in Table 17. Most beneficiaries agreed that they would be happy to have classmates from different races, religions and languages at baseline, though improvements were still seen in these areas. More significantly, participants experienced substantial growth in their support for classmates with different sexual orientations, which increased from 57% to 96% by the end for the project.

Table 17: Response to the Tolerance and Mutual Respect sub-scale (n=83)

Item statement	Agree			Disagree		
	Baseline	Endline	Change	Baseline	Endline	Change
How much you would like to have people of a different race or ethnicity as classmates?	80%	100%	▲ 20%	8%	0%	▼ 8%
How much you would like to have people of a different religion as classmates?	78%	99%	▲ 21%	5%	0%	▼ 5%
How much you would like to have people who speak a different language as classmates?	72%	98%	▲ 26%	9%	0%	▼ 9%
How much you would like to have people with a different sexual orientation as classmates?	57%	96%	▲ 39%	15%	0%	▼ 15%

Reported attitudes at the beginning of the project were similarly high in the second measure used to assess tolerance, the Tolerance as Acceptance, Respect and Appreciation of Diversity sub-scale. Nevertheless, beneficiaries still demonstrated sizeable improvements in their tolerance for others, with average scores rising from 31.43 to 38.08 out of 40 by the end of the project (Figure 30). This equated to an average increase in tolerance of 23%.



A complete list of item statements and results from the Tolerance as Acceptance, Respect and Appreciate for Diversity scale can be found in Table 18. While agreement with most of the item statements was high at baseline, significant improvements were still observed in beneficiaries' respect for the opinions of others, willingness to spend time with individuals different to them and fondness for those who challenge them to think differently.

Table 18: Responses to the Tolerance as Acceptance, Respect and Appreciate for Diversity sub-scale (n=83)

Item statement	Agree			Disagree		
	Baseline	Endline	Change	Baseline	Endline	Change
People should have the right to live how they wish	73%	96%	▲ 23%	4%	4%	0%
It is important that people have the freedom to live their life as they choose	72%	96%	▲ 24%	4%	4%	0%
It is okay for people to live as they wish as long as they do not harm other people	84%	98%	▲ 14%	7%	2%	▼ 5%
I respect other people's beliefs and opinions	82%	99%	▲ 17%	5%	1%	▼ 4%
I respect other people's opinions even when I do not agree	58%	98%	▲ 40%	15%	2%	▼ 13%
I like to spend time with people who are different from me	58%	92%	▲ 34%	12%	2%	▼ 10%
I like people who challenge me to think about the world in a different way	52%	96%	▲ 44%	19%	4%	▼ 15%
Society benefits from a diversity of traditions and lifestyles	72%	89%	▲ 17%	5%	11%	6%

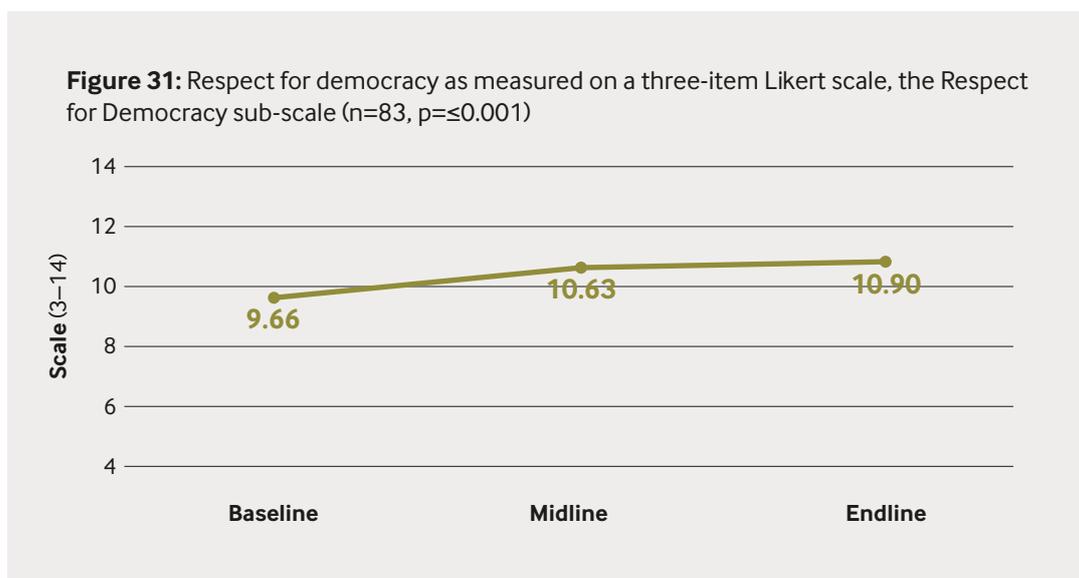
As part of its reporting, Tomorrow's Leaders also provided a short story of change from one of the beneficiaries which highlights how the project affected their respect and tolerance for others. This student reported a significant shift in his attitudes towards the LGBTQ+ community, as demonstrated in the story of change below.

One beneficiary came from a traditional African household, having been brought up in Nigeria and only recently immigrated to the UK. He comes from a very religious family and has always been taught that being LGBTQ+ is wrong. He expressed these views openly and without remorse at the start of the programme. However, through our workshops, guest speakers and meeting other young people who held different views to him (some of them LGBTQ+), he began to change his mind and his tolerance and acceptance for this minority group grew. By the end of the project, he was clear that he no longer held this view, he now had LGBTQ+ friends and he felt confident enough to challenge others who expressed LGBTQ+phobic views in his home, at his school and at his church.

Respect for democracy

To build knowledge of and support for democracy, the Future Leaders Programme delivered a number of sessions where beneficiaries learned about how democracy works, including virtual visits to Parliament, City Hall and a local town hall. It was also arranged for two Members of Parliament and the leader of a local council to attend some of the workshops. Finally, the project hosted a mock election so that beneficiaries could gain first-hand experience of the democratic process.

Project participants reported a modest improvement in their respect for democratic institutions and principles by the end of the performance period despite strong support for these values at baseline. Respect for democracy increased by 13% from over the course of the project, moving from an average score of 9.66 to 10.90 out of 14 (Figure 31).



A complete list of item statements and results from the Respect for Democracy sub-scale can be found in Table 19. Attitudinal change was not as extensive in this area as it was in other parts of the Future Leaders Programme. While more beneficiaries felt that democracy was a superior form of government by the end of the project, increasing from 52% to 87%, there was little change in their willingness to vote in general elections due to strong support for this behaviour at the outset of the project. One negative finding from the evaluation was that beneficiaries' perception of democratic governments as indecisive became more polarised over the course of the project. The percentage of individuals who agreed with this view increased from 35% to 52% and those who disagreed from 16% to 25%.

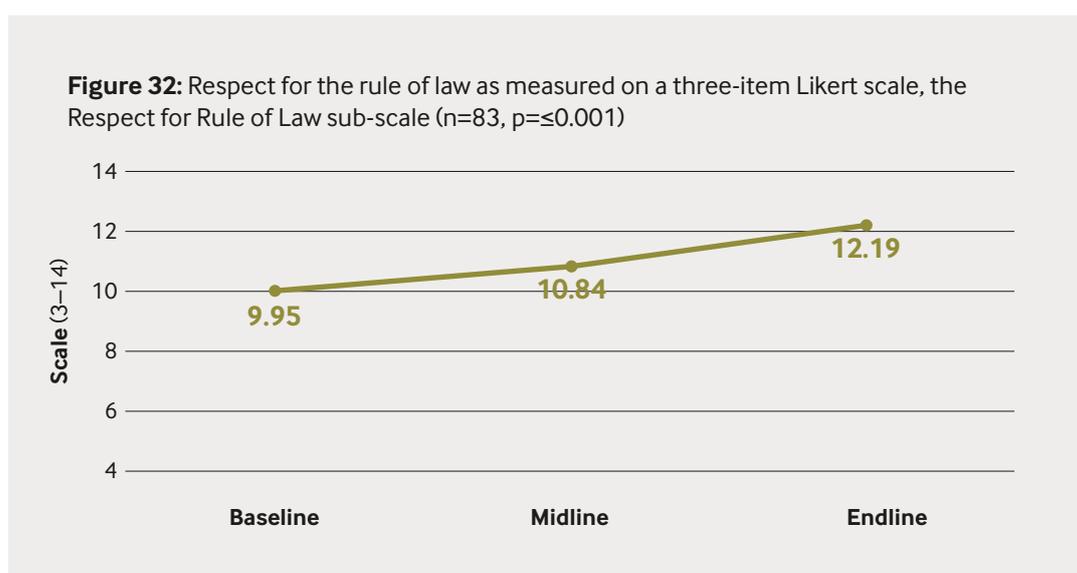
Table 19: Responses to the Respect for Democracy sub-scale (n=83)

Item statement	Agree			Disagree		
	Baseline	Endline	Change	Baseline	Endline	Change
Democracy may have problems but it's better than any other form of government	52%	87%	▲ 35%	13%	5%	▼ 8%
Democracies are indecisive and have too much squabbling [reverse scored]	35%	52%	▲ 17%	16%	25%	▲ 9%
In the future, will you vote in general elections?	85%	92%	▲ 7%	15%	8%	▼ 7%

Respect for rule of law

In order to develop students' knowledge of and support for the rule of law, the Future Leaders Programme arranged a virtual visit to a Crown Court and had judges and lawyers attend some of the workshops. The Deputy Mayor of London, Sophie Linden, and the Head of SO15 Operations, James Harman, also agreed to contribute to some of the sessions. Finally, the project included workshops on the history and purpose of the law to help beneficiaries further develop an appreciation for its role in a just society.

Over the course of the project, beneficiaries reported a 23% increase in their respect for the rule of law. The average score for attitudes in this area shifted from 9.95 to 12.19 out of 14 between the beginning and end of the Future Leaders Programme (Figure 32).



Respect for the rule of law was assessed using a three-item Likert scale (Table 20). Despite sizeable support for some of the positive attitudes outlined in the scale at baseline, beneficiaries still improved their reported respect for the rule of law by the end of the project, particularly in regard to the statements that good citizens obey the law and violence is never justified.

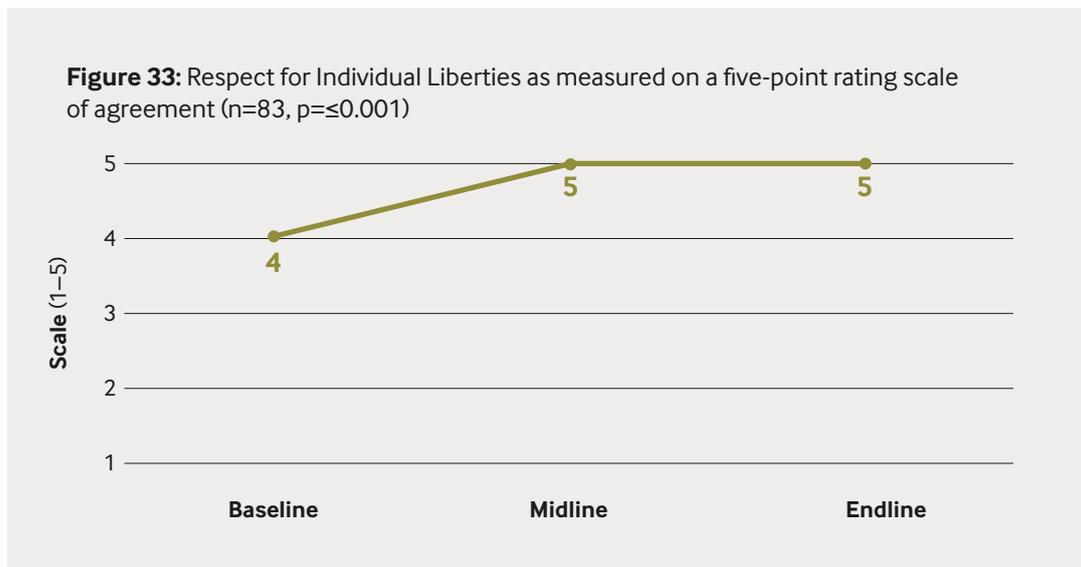
Table 20: Responses to the Respect for Rule of Law sub-scale (n=83)

Item statement	Agree			Disagree		
	Baseline	Endline	Change	Baseline	Endline	Change
A good citizen obeys the law	56%	93%	▲ 37%	8%	2%	▼ 6%
Violence is never justified	38%	77%	▲ 39%	26%	13%	▼ 13%
If you were confronted by something you thought was wrong, would you take part in a violent demonstration? [reverse scored]	22%	7%	▼ 15%	78%	93%	▲ 15%

Respect for individual liberties

Finally, to increase support for individual civil liberties, the project delivered sessions on human rights in collaboration with Queen Mary University of London. These sessions included discussions on the formation and purpose of civil liberties and included guest speakers who shared their lived experience of discrimination based on race, gender, sexuality, disability, socioeconomic background and religion.

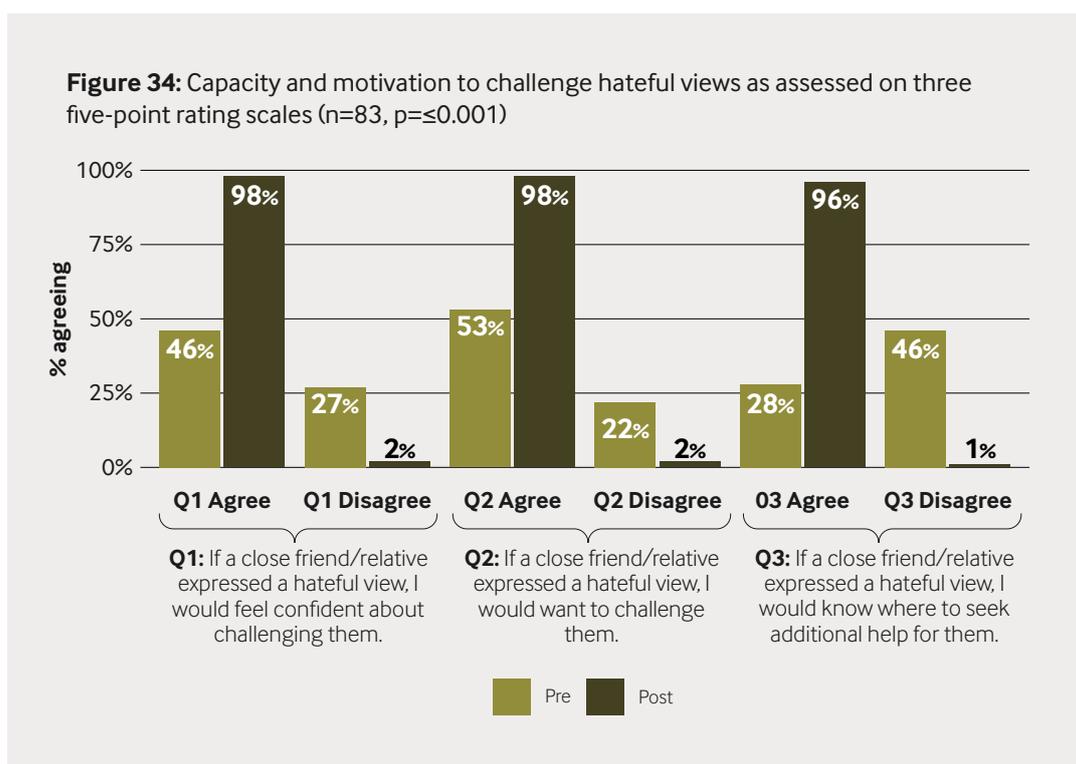
Respect for individual liberties was measured using a single five-point rating scale with the statement, 'People should be able to protest peacefully against a law that they believe to be unjust'. On average, the students reported that they 'somewhat agreed' (4) with this position at baseline, climbing to 'strongly agree' (5) by the end of the project (Figure 33).



Objective 3: More young people in Newham, Redbridge and Waltham Forest feel confident and motivated to challenge individuals expressing hateful and intolerant views when they encounter them

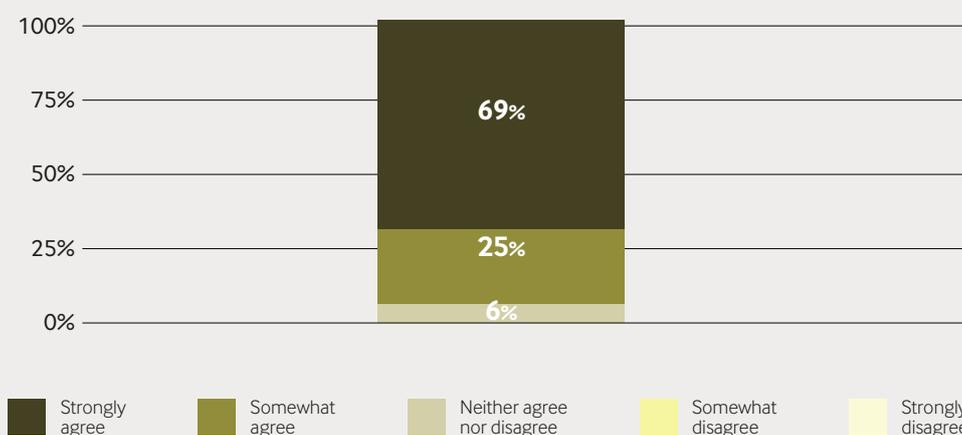
A major ambition of the Future Leaders Programme was to empower beneficiaries to challenge hateful and intolerant views. To this end, the project included confidence-building, communication and conflict resolution components so that the young people would be better equipped to challenge these types of views when they encountered them in their school and communities. Beneficiaries were also trained on the Human Rights Act and the Equality Act so they had a good understanding of the law. Furthermore, the Tomorrow's Leaders team shared the first-hand accounts of people who had experienced discrimination through discussions with guest speakers who outlined the impact that hate and intolerance had had on their lives. Through these stories of lived experience, the project galvanised and empowered beneficiaries to want to take action and challenge hateful views whenever they come across them.

To determine if beneficiaries would challenge hate and intolerance following the project, efforts were made to evaluate the students' confidence and motivation to engage in this sort of behaviour. Beneficiaries were asked a series of three statements about their capacity to challenge hate and intolerance during the pre- and post-surveys. Findings from these measures show that almost all of the students felt confident and motivated to challenge hateful views by the end of the project, climbing from around half at the outset of the Future Leaders Programme. The number of project participants who knew where to seek out support also improved significantly, rising from about a quarter of the students to almost all of them (Figure 34).



The parents and teachers surveyed by the Future Leaders Programme as part of this evaluation also indicated that the project had improved beneficiaries' confidence and motivation to challenge hate and intolerance. When asked if the young people in their care were more motivated to stand up to hate and intolerance in their community and interactions with others, 94% of the parent/teacher respondents reported that they were (Figure 35).

Figure 35: Parent/teacher agreement with the statement 'Since taking part in the project this young person has been more motivated to stand up to hate and intolerance in their community and/or in their interactions with others', five-point rating scale (n=153)



These same respondents were also asked to give examples of how beneficiaries' behaviour had changed in relation to challenging hate and intolerance or engaging in social causes. A thematic analysis of their answers showed that 22% of parents and teachers reported observing young people challenge hateful and intolerant narratives or statements in conversation and 12% reported that a beneficiary they knew had started or supported a campaign or other activity addressing hate and intolerance.

Case Study Conclusions

Over the course of the project, the Future Leaders Programme was able to make considerable progress towards its objectives. The initiative proved itself to be particularly effective at developing young people's leadership skills and aspirations, a finding confirmed by the parents and teachers associated with the students who took part. Beneficiaries ultimately experienced a 57% increase in their reported leadership skills, ending the project with near perfect scores in this area at 33.16 on a 35-point Likert scale.

Despite strong support for 'fundamental British values' at the start of the project, the Future Leaders Programme also had an important impact on beneficiaries' tolerance and respect for democracy, rule of law and individual liberties. The young people involved in the project ended the course with reported scores near the upper limit for the measurement scales used to evaluate these attitudes; particular growth was seen in their tolerance and respect for the rule of law, which both increased by 23%. The primary limitation for improvements in these areas was the strong support for these values at the outset of the project, which was likely explained by the self-selecting nature of the application process. As a result, the beneficiaries reached by the project were already quite supportive of 'fundamental British values' at the beginning of the project. Consequently, future iterations of the Future Leaders Programme would be more effective if they were targeted at young people who are more in need of this curriculum and could be better served by it.

Finally, the Future Leaders Programme appears to help young people feel significantly more empowered to challenge hate and intolerance when they encounter them, a key strategic objective of the Shared Endeavour Fund. The number of beneficiaries who felt confident and motivated to challenge these issues had doubled by the end of the project, and 94% of parents and teachers claimed they had witnessed this change among the young people in their care. While assessing concrete behavioural change is beyond the scope of this evaluation, it seems likely that beneficiaries will be able and prepared to enact these positive behaviours in their own lives.

5.3 Positive Routes by Salaam Peace



Project Description

The Positive Routes project brought together teenagers and young adults from the boroughs of Hackney, Newham and Waltham Forest to build their resilience to hate, intolerance and extremism. Through the use of physical activities and critical thinking workshops, the project promoted tolerance and respect and supported beneficiaries to better understand how to be engaged citizens and community members. The activities and workshops were led by mentors experienced in educating and addressing challenging issues related to gang violence, hate, intolerance and extremism. Mentors both provided one-to-one support and led group sessions to explore the issues that beneficiaries face on a daily basis, such as marginalisation, hate, intolerance, unemployment, domestic violence, radicalisation, extremism and gang violence.

Project objectives

Positive Routes set out to work with young people in the local community and assist them to achieve the following objectives:

- More young people in Hackney, Newham and Waltham Forest become active, engaged citizens who give back to their communities
- Increased tolerance and respect for others among youth in Hackney, Newham and Waltham Forest
- More young people in Hackney, Newham and Waltham Forest feel confident and motivated to challenge individuals expressing hateful and intolerant views when they encounter them

Project activities

Positive Routes operates by engaging young people through sports and then establishing strong relationships between beneficiaries and project mentors through shared involvement in activities. Beneficiaries and mentors then work together to discuss and address more challenging topics related to building identity and belonging in the face of intolerance and challenging hate and extremism.

Over the course of the project, Salam Peace organised 70 physical activity sessions to build trust, teamwork and understanding among the youth. The physical activity sessions offered included football, basketball, cricket, athletics, cycling and general fitness. Due to COVID-19 and the accompanying government restrictions, some of the physical activity and discussion sessions were adapted to take place virtually.

Project content was delivered through dialogue sessions integrated into the Positive Routes curriculum using a mixture of informal one-to-one talks with mentors, post-activity group discussions and more formal workshops. In total, beneficiaries received over 50 opportunities to engage in discussions, which focused on the following topics:

- Conflict resolution and critical thinking sessions engaged participants in physical activity, role play and drama as a means for resolving violent situations.
- Critical thinking workshops looked at prominent terror attacks in London, exploring circumstances and extremist narratives that led to these events and how society and communities can work to avoid them from happening again.
- Discussions about the pathways in and out of criminal activity and gang violence.
- Local harms and counter-narrative sessions led by Local Authority counter-extremism staff and police.
- While beneficiaries' attendance was not mandatory for any of the project activities nor were any detailed records kept of the individuals present, the Salam Peace team reported that participation rates were high among the 55 beneficiaries.

Background of project beneficiaries

Over the course of the project, the Salam Peace team worked with 55 teenagers and young adults from the boroughs of Hackney, Newham and Waltham Forest. Table 21 provides a socio-demographic breakdown for these participants. Beneficiaries were recruited for Positive Routes through a three-tier referral system.

- **Formal referral:** Young people in this group were selected in collaboration with partner agents such as the police, social services, Young Hackney, probation and schools. Along with engaging in the project, beneficiaries were expected to work with a referral agent to complete a referral form, set agreed targets and take part in monthly follow-ups and quarterly meetings.
- **Informal referral:** Youth in this group were engaged through similar channels to those in the formal referral tier, but without a written record. For example, this included engaging groups of young people who were dispersed on the streets of Hackney by the police and then voluntarily referred to Salam Peace as a positive engagement tool.
- **Self-referral:** A young person living or studying within the geographical delivery area for Positive Routes who self-selected to take part in the project.

Table 21: Socio-demographic breakdown of project beneficiaries (n=55)

	Number	Percentage
Gender		
Female	0	0%
Male	55	100%
Other preferred description	0	0%
Age		
12–16 years old	22	40%
17–24 years old	30	55%
25–34 years old	3	5%
Ethnic background		
White	8	15%
Asian/Asian British	28	51%
Black/African/Caribbean/Black British	15	27%
Mixed/Multiple ethnic groups	3	6%
Other ethnic group	1	2%

Methodology

Evaluation approach and methods

The methodology adopted for the evaluation of the Positive Routes project was designed to assess the initiative's progress towards its objectives. This evaluation measured the short-term outcomes that the project produced among its beneficiaries over the course of the performance period based on feedback from the youth themselves, collected through a retrospective endline survey. Participant satisfaction with Positive Routes was also an important element of this project and so this was assessed as part of the evaluation. Data was collected on behalf of the evaluators by the Salaam Peace team using data collection tools provided by ISD.

At the core of the evaluation was an attitudinal survey of project beneficiaries based on a retrospective post- then pre-survey design. Due to the contracting timelines for the evaluation, the suspicion with which many of the youth involved viewed authorities and the difficulty of predicting which individuals would remain engaged with the project, an effort was made to keep the data collection process as simple as possible and rely on a single survey at the end of the performance period. The survey was completed by all of the core project beneficiaries, 55 individuals, of whom 18 filled in the survey online and 37 completed it through in-person interviews with Salaam Peace staff.

The survey instrument employed in this evaluation was built around two established Likert scales, which were used to assess progress towards the project's key objectives among youth beneficiaries. Along with the Likert scales measuring civic engagement, and tolerance and mutual respect, a series of bespoke survey questions were developed to evaluate the Positive Routes project. The Likert scales used in the survey included:

- **Tolerance as Acceptance, Respect and Appreciation for Diversity scale:** Developed as part of Hjerm, Eger, Bohman and Connolly's study on a new approach to measuring tolerance, this scale measures three established dimensions of tolerance for diversity: acceptance, respect and appreciation.²⁵
- **Community Engagement scale:** Designed by Doolittle and Faul, this scale measures a range of civic attitudes and behaviours commonly associated with engaged citizens and community members. For the purpose of this evaluation only, the eight-item attitudinal sub-scale was employed because of its appropriateness for the Positive Routes objectives and in order to reduce overall survey length.²⁶

The responses from the survey were analysed using SPSS. Statistically significant changes were identified in the matched retrospective pre- and post- responses of beneficiaries using Wilcoxon Signed Rank and Mann-Whitney U tests. All the findings outlined in this case study are statistically significant unless reported otherwise. Percentages may add up to more than 100% due to rounding or where assessed as a percentage of responses.

To supplement the findings from the survey, additional data for the evaluation was captured through a document review of the project proposal and mid- and endline reporting for the Positive Routes project. Several informal, unstructured interviews were also held with the Salaam Peace team throughout the latter half of the project performance period to better understand the project and its objectives, and to fine-tune the data collection process.

Limitations of the evaluation approach

In addition to the limitations of the Shared Endeavour Fund evaluation listed in the methodology, there are also some specific limitations inherent in the approach adopted to assess Salaam Peace's Positive Routes project. While efforts were made to mitigate anticipated limitations, this was only partially possible in most cases (Table 22).

Table 22: Limitations and mitigations for the Positive Routes case study

Factor	Limitation(s)	Mitigation(s)
Case study selection date	<ul style="list-style-type: none"> Baseline data could not be collected from beneficiaries at the beginning of the project Not possible to accurately or reliably measure the magnitude of change 	<ul style="list-style-type: none"> Retrospective post- then pre-survey design adopted, which has been proven to provide robust proxy for traditional baseline data²⁷
Inflated results from parent/ teacher survey	<ul style="list-style-type: none"> No baseline against which responses can be compared Not possible to accurately or reliably measure the magnitude of change 	<ul style="list-style-type: none"> No mitigation possible/attempted
Misreporting of beneficiaries attitudes	<ul style="list-style-type: none"> Reliance on self-reported responses Survey responses may be positively or negatively influenced by social desirability bias, recall bias, response-shift bias and overconfidence effect 37 survey responses collected through in-person interviews by project team Respondents may have provided information they thought the enumerator wanted to hear or overestimated any changes in an effort to be courteous and/or polite 	<ul style="list-style-type: none"> No mitigation possible/attempted

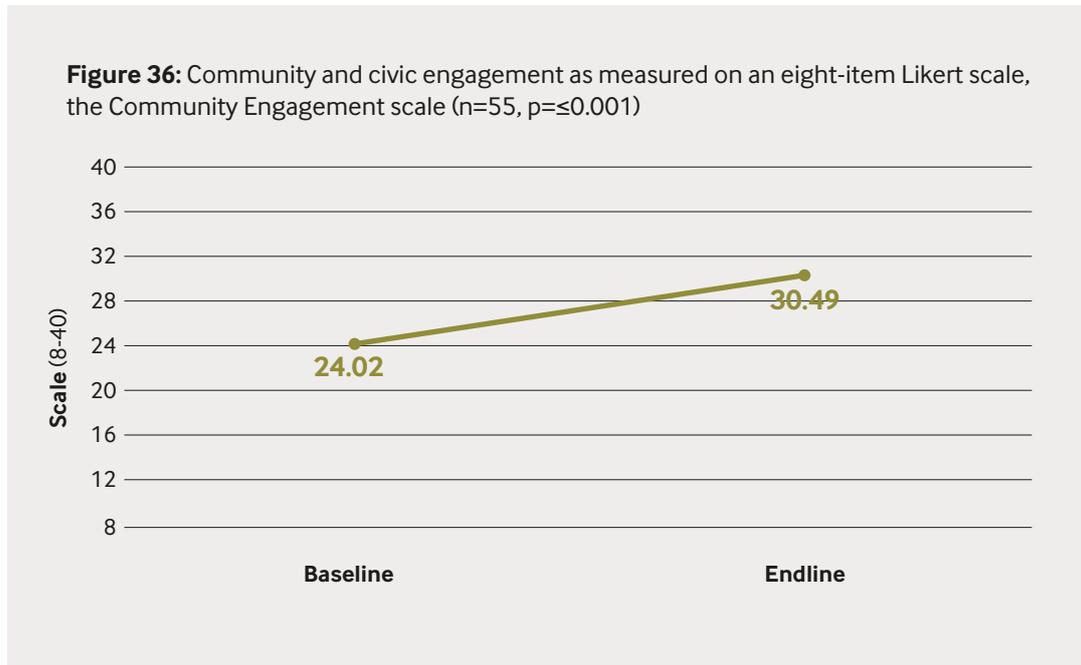
Many of the limitations outlined in this methodology are common to youth P/CVE projects of this type. Despite these limitations, the survey results provide a useful perspective for understanding how young people feel they have grown while taking part in the project and indicate how their behaviours may change in the wake of the Positive Routes initiative.

Case Study Findings

Objective 1: More young people in Hackney, Newham and Waltham Forest become active, engaged citizens who give back to their communities

Over the course of the project, beneficiaries reported a significant increase in a range of civic attitudes commonly associated with engaged citizens and community members. These attitudes were measured using an eight-item Likert scale running from 8 to 40 delivered through a retrospective post- then pre-survey of project participants. The findings from the survey show that beneficiaries had increased their community engagement by 27% by the end of the project, with average scores climbing from 24.02 to 30.49 out of 40 (Figure 36).

Figure 36: Community and civic engagement as measured on an eight-item Likert scale, the Community Engagement scale (n=55, p≤0.001)



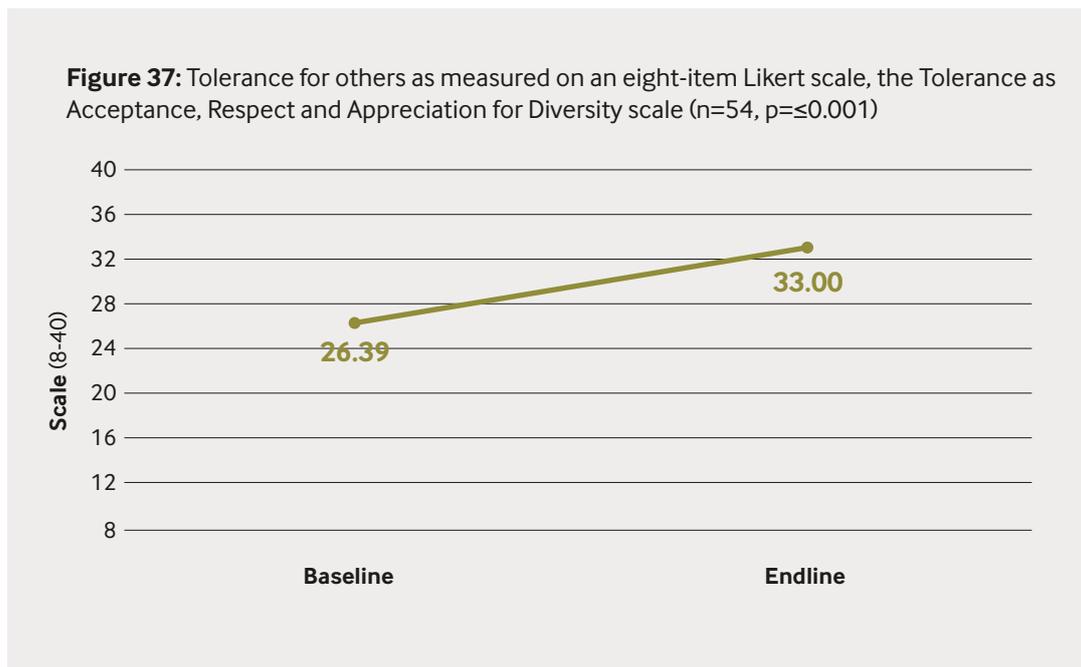
The percentage of individuals agreeing with the attitudes listed in the scale doubled between the beginning and the end of the project, with particular growth in the number of beneficiaries who felt it was important to make a difference in their community and those committed to serving their community. A complete list of item statements and results from the Community Engagement scale can be found in Table 23.

Table 23: Responses to the Community Engagement scale (n=55)

Item statement	Agree			Disagree		
	Baseline	Endline	Change	Baseline	Endline	Change
I feel responsible for my community	36%	69%	+33%	49%	9%	-40%
I believe I should make a difference in my community	31%	71%	+40%	38%	7%	-31%
I believe that I have a responsibility to help the poor and the hungry	31%	64%	+33%	46%	6%	-40%
I am committed to serve in my community	31%	76%	+45%	55%	6%	-49%
I believe that all citizens have a responsibility to their community	42%	58%	+16%	27%	11%	-16%
I believe that it is important to be informed of community issues	31%	71%	+40%	46%	8%	-38%
I believe that it is important to volunteer	33%	65%	+32%	40%	5%	-35%
I believe that it is important to financially support charitable organisations	31%	56%	+25%	44%	13%	-31%

Objective 2: Increased tolerance and respect for others among youth in Hackney, Newham and Waltham Forest

Building tolerance and respect for others was a key objective of Salaam Peace's Positive Routes project and thus important to measure in the evaluation. Young people's tolerance was assessed using a Likert scale consisting of eight item statements which investigated three dimensions of tolerance: acceptance, respect and appreciation for diversity. Project participants reported an improvement in their tolerance for others by the end of the performance period, with average scores on the scale increasing from 26.39 to 33.00 out of 40. This equated to a 25% reported increase in their tolerance and respect for others (Figure 37).



The greatest improvements were seen in beneficiaries' respect for other people's opinions even when they do not agree with them and how much they like spending time with people who are different from them. The percentage of respondents agreeing with these statements more than doubled over the course of the project. Conversely, no statistically significant change was seen in participants' belief that 'people should have the right to live how they wish'. Table 24 provides a complete list of item statements and results.

Table 24: Responses to the Tolerance as Acceptance, Respect and Appreciation for Diversity scale (n=54)

Item statement	Agree			Disagree		
	Baseline	Endline	Change	Baseline	Endline	Change
People should have the right to live how they wish	67%	65%	▼ 2%	6%	4%	▼ 2%
It is important that people have the freedom to live their life as they choose	63%	83%	▲ 20%	11%	2%	▼ 9%
It is okay for people to live as they wish as long as they do not harm other people	39%	89%	▲ 50%	6%	0%	▼ 6%
I respect other people’s beliefs and opinions	35%	87%	▲ 52%	30%	2%	▼ 28%
I respect other people’s opinions even when I do not agree	33%	80%	▲ 47%	54%	8%	▼ 46%
I like to spend time with people who are different from me	32%	87%	▲ 55%	44%	0%	▼ 44%
I like people who challenge me to think about the world in a different way	43%	69%	▲ 26%	41%	19%	▼ 22%
Society benefits from a diversity of traditions and lifestyles	33%	74%	▲ 41%	28%	26%	▼ 2%

As part of its project, Salaam Peace recorded short interviews with some of its beneficiaries. An anecdote from one such beneficiary demonstrates how the project and the Salaam Peace team were able to affect the lives of young people and help them to develop improved tolerance and respect for others even when they come from previously distrusted or disliked out-groups.

“I was bought up in Leyton and attended George Mitchel. Although I am half Burmese, my upbringing has been that of a typical English person. My circle of family and friends were mainly white. At secondary school, the Somali and Pakistani young men were often loud and aggressive, especially the Somalian boys, and my impression of Muslims and their religion was negative.

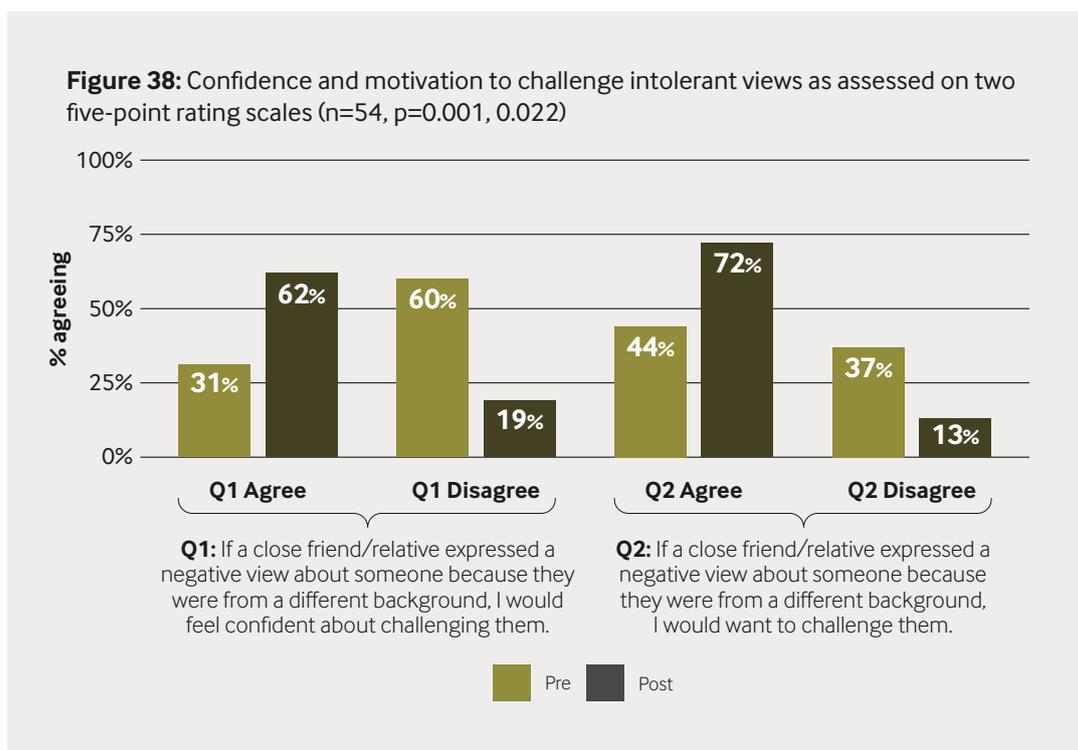
I met Sab at LSC. I used to stand outside the ball court while he was delivering lunch time PE. He kept encouraging me to join in, and I did, and two years later have never stopped. It was the first time in my life that someone had invited me for sports. My physical appearance and my limited skills were never appealing to me or anyone. Sab, as we all know, has a way of making you all feel welcomed. This was probably my first positive interaction.

I was then asked to try the Positive Routes project. I did. As well as the sports training, the football coaching, the fitness, it was the workshops and the interaction with not just Muslims, but other communities, black and Eastern Europeans, that opened my mind. I learnt that despite our differences we have more in common and through learning we become friends and family. Two years since meeting Sab and taking part in Positive Routes and other Salaam Peace projects, I have learnt a lot about myself and the people around me and learnt not to just follow the media and stereotypes.

From the middle of June, Sab has asked me to take up the volunteering through the Community Champions Programme. I hope to be like Che and Azi in the months and years to come.”

Objective 3: More young people in Hackney, Newham and Waltham Forest feel confident and motivated to challenge individuals expressing hateful and intolerant views when they encounter them

Encouraging behavioural change was a key objective of the Positive Routes project, particularly empowering young people not only to be more tolerant themselves but also to safely challenge hateful and intolerant views in others. To evaluate if young people would be likely to enact these behaviours after the project, beneficiaries were asked about their confidence and motivation to challenge close friends or relatives expressing negative views about others because of their background. Beneficiaries' responses demonstrate that they felt far more confident in their ability to challenge intolerant views, with the percentage of individuals agreeing with the statement doubling over the course of the project. Similarly, the percentage of respondents who felt motivated to challenge close friends and relatives also improved, climbing from 44% to 72% (Figure 38).

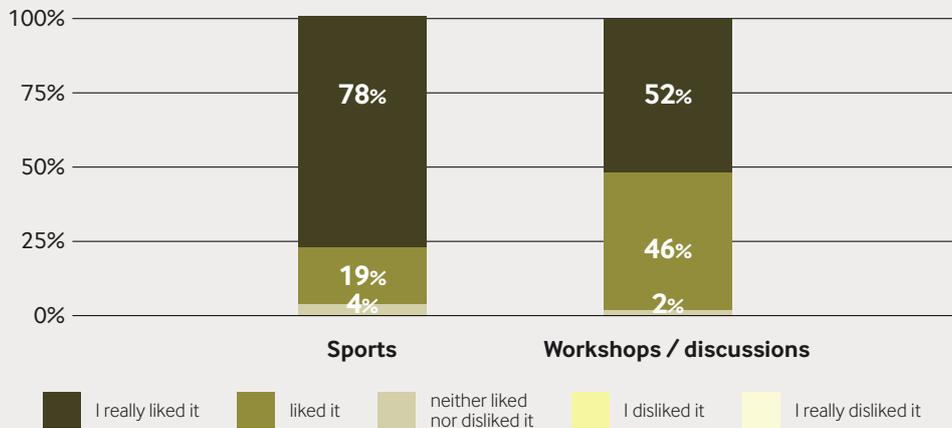


Project satisfaction

Keeping beneficiaries engaged with Positive Routes and providing them with a safe space in which to air their views and have challenging discussions on topics of identity and belonging were crucial to achieving the project's other objectives. Beneficiaries were engaged using the sports elements of the project and then worked with Salaam Peace's mentors one-on-one and in groups in order to build trusting relationships and discuss some of the issues they face, such as marginalisation, hate and gang violence.

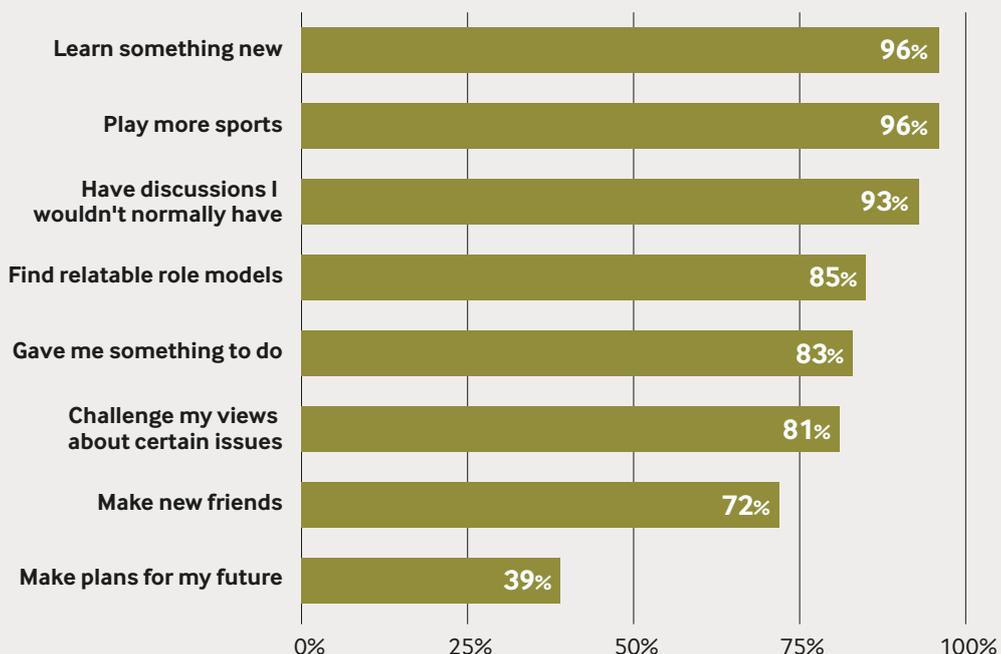
The vast majority of the participants, 97% and 98%, reported liking the sports and workshop elements of the project, with 78% and 52% really liking them. Based on the surveyed contingent of participants, just two students felt indifferent towards the sports elements of Positive Routes and just one reported neither liking nor disliking the workshop and discussion elements (Figure 39).

Figure 39: 'How much did you enjoy the [sports or workshops/discussion] element of Salaam Peace's Positive Routes project?', five-point rating scales (n=55)



Along with high levels of project satisfaction, beneficiaries also reported that Positive Routes had presented them with a number of opportunities for which they were grateful. At the top of this list, almost all of the participants felt that they had been able to learn something new, play more sports and engage in discussions they would not normally have been able to have as a result of the project. Equally important for the objectives of the Positive Routes project, 85% of the young people involved claimed to have found relatable role models at Salaam Peace and 81% stated that the project had challenged their views on certain issues. Making plans for the future was the only option for this question not selected by a majority of respondents, but was not itself a key aim of Positive Routes (Figure 40).

Figure 40: 'Participation in the project helped me to ...', multiple-choice, multiple-answer question (n=54)



Case Study Conclusions

Over the course of the project performance period, Salaam Peace was able to achieve considerable progress in its work with a select group of young people, making significant headway towards the objectives set for Positive Routes. Beneficiaries came from a variety of backgrounds and included many participants who would not have had an opportunity to engage in this type of programming before. This included a large group of young people referred through local authorities such as the police and social and probation services.

The findings from the evaluation indicate that Positive Routes proved itself to be an effective means of encouraging young people to become more community-minded. Beneficiaries' attitudes towards community engagement improved by 27% over the course of the project, with the majority of the youth reporting that they felt able to make a difference in their communities and that they and others had a responsibility to do so.

Participants' tolerance for others also seems to have been similarly impacted by the discussion sessions and mentoring provided by Salaam Peace. The cohort of youth involved in the project reported a 25% increase in their tolerance, with particular progress observed in their respect for other people's opinions and beliefs and their appreciation for engaging with diverse viewpoints and groups.

Finally, the evaluation showed that Positive Routes helps youth feel significantly more empowered to challenge intolerance when they encounter it. The number of beneficiaries who reported feeling confident and motivated to challenge intolerant views increased by 100% and 64% respectively, with the majority of young people involved claiming they felt empowered to engage in this behaviour by the end of the project. As with many of the other case studies, assessing concrete behavioural change was beyond the scope of this evaluation; however, at minimum, Positive Routes seems to have left participants capable and prepared to challenge any hateful views they encounter.

5.4 Stop the Hate by West Ham United Foundation

Project Description

Harnessing the power of football to explore issues of racism, discrimination and extremism, Stop the Hate supported and empowered young people to challenge and stand up to these issues. The project worked with young people from primary and secondary schools and youth centres across the boroughs of Barking and Dagenham, Havering, Newham, Redbridge, and Tower Hamlets. Through interactive sessions, students were supported to think critically about the information that they receive and understand the harm caused by racism, discrimination and extremism.

Project objectives

Stop the Hate set out to work with young people in schools and youth centres in order to achieve the following objectives:

1. Increased awareness of racism, discrimination and extremism among young people in Barking and Dagenham, Havering, Newham, Redbridge and Tower Hamlets
2. More young people in Barking and Dagenham, Havering, Newham, Redbridge and Tower Hamlets feel confident and motivated to challenge racism and discrimination when they encounter them

Project activities

Stop the Hate delivered a series of training sessions addressing the project's aims in age-appropriate ways. Each school received up to three days of delivery covering the four main units in the training course, which were supported by follow-up activities. Specific conditions in the delivery of the four core units varied based on the school in question and were either conducted separately or grouped together in a single session depending on the time available. The course was also delivered multiple times at each school to different classes and age groups to ensure wide coverage of the students. Overall, 62% (267) of the 431 training sessions were delivered in person, with the remainder taking place online. The core of the Stop the Hate curriculum consisted of the following units:

- **Introductory assembly:** This was led by West Ham United Foundation Ambassador for Equality, Diversity and Inclusion Leroy Rosenior MBE, who shared his experiences of racism throughout his career as a professional footballer. Each assembly also hosted a screening of a film about the experiences of young people and professional footballer players subjected to hateful and intolerant messages, produced by Show Racism the Red Card. For schools that were not holding assemblies due to COVID-19, a short introduction session was added to the first unit in the course covering the missed content. The Show Racism the Red Card film was also folded into the curriculum wherever time was available.
- **Anti-racism unit:** Students scrutinised what racism is and why it happens by looking at numerous case studies. The session analysed where racist ideas originate and how critical thinking can help to combat them. The students assessed language and context, and discussed words and phrases that are unacceptable to use. Finally, they established the difference between not being a racist and being an anti-racist.
- **Unconscious bias unit:** This session began by defining and discussing unconscious bias. Facilitators identified stereotypes and why they occur, and discussed how they manifest themselves in society and the danger they pose to individuals and groups. Participants were guided to look at their own unconscious biases and talk about how active thinking can help to overcome them.
- **Extremism unit:** Students explored what extremism is, and how extremist ideas manifest themselves in society. The facilitator defined extremism and worked through the reasons why it occurs. During the session, participants looked at what makes someone vulnerable to becoming an extremist and discussed how they can stop this from happening in the future. Beneficiaries were also provided with advice and guidance on how they could avoid falling into extremism themselves.
- **Prevention unit:** Building on the three previous units, the facilitator finally established how racism, unconscious biases and extremism can fuel hate crime and radicalisation and discussed what people can do to ensure that these ideas do not grow within communities. Students established a set of positive values they could promote and were provided with a list of key contacts they could get in touch with if they ever needed support.

In addition to the core training curriculum offered by Stop the Hate, the West Ham United Foundation team also took part in a series of public webinars to disseminate some of the key messages from the project. These webinars included a Metropolitan Police presentation for National Hate Crime Awareness Week in which West Ham United Foundation staff featured as panellists; a presentation of the organisation's work at the Tower Hamlets No Place for Hate Forum; and hosting a public webinar titled 'Racism and Hate Crime Online', which included Barking and Dagenham Councillor Darren Rodwell and Police Constable Suzanne Stanbrook.

Background of project beneficiaries

Stop the Hate targeted the boroughs Barking and Dagenham, Havering, Newham, Redbridge, and Tower Hamlets due to their above-average rates of hate crime and hate incidents according to the 2019 MOPAC Hate Crime dashboard. Initially, the organisation planned to recruit exclusively from secondary schools; however, recruitment was extended to primary schools and youth centres as a result of the COVID-19 pandemic. The project utilised its existing network of schools to recruit direct participants as well as recruiting from new schools and youth centres within the five target boroughs. Ultimately, the project engaged 5,497 beneficiaries from twelve secondary schools, six primary schools, two youth centres and one college.

Methodology

Evaluation approach and methods

The methodology adopted for the evaluation of Stop the Hate was designed to assess the project's progress towards its objectives. This evaluation measured the short-term outcomes that the project produced among its beneficiaries over the course of the performance period based on feedback from the students themselves using multiple data collection methods. Data was collected on behalf of the evaluators by the West Ham United Foundation team using data collection tools provided by ISD.

At the core of the evaluation was a reflexive pre- and post-survey assessing self-reported changes in the knowledge and attitudes of project beneficiaries. Due to the contracting timelines for the evaluation, data was collected only from a sample of participants from a couple of the schools accessed in the latter half of the project. Beneficiaries completed the pre- and post-surveys online through Google Forms a few days before and after the training sessions.

Unfortunately, due to difficulties in the data collection process at the sampled schools, the post-survey used in the evaluation of the Stop the Hate project received a very low response rate. In total, the post-survey secured 23 responses, of which only 13 could be matched with corresponding respondents from the pre-survey. As a consequence, the sample used in the evaluation is insufficient to make any substantial claims about the achievements of the project. Any findings discussed in this case study should therefore be seen only as very loose indications of the types of changes that the project may have produced among the beneficiaries it reached.

The survey instrument used in the evaluation was designed by ISD and West Ham United Foundation, and contained a series of bespoke questions based on the learning outcomes of the training sessions and the objectives of the project. Survey results were analysed using SPSS. Due to the low response rate and limited sample of matched pre- and post-survey responses, statistically significant results could not be identified. This case study therefore provides only the descriptive results from survey. Percentages may add up to more than 100% due to rounding or where assessed as a percentage of responses.

To supplement the small sample secured for the main student survey, some data collected by West Ham United Foundation in the first half of the project is also included in the case study. This data was collected from three of the schools that had received the training using a survey instrument developed by West Ham United Foundation. The survey included two ten-point rating scale questions, one of which included a retrospective post- then pre- measure. Overall, the survey received 138 responses from a selection of students at the three schools. Any findings originating from this survey are clearly marked in the case study.

Finally, additional data for the evaluation was captured through a document review of the project proposal and mid- and endline reporting for Stop the Hate. Several informal, unstructured interviews were also held with the West Ham United Foundation team throughout the latter half of the project performance period to better understand the project and its objectives and to discuss the evaluation approach.

Limitations of the evaluation approach

In addition to the limitations of the Shared Endeavour Fund evaluation listed in the methodology, there are also some specific limitations inherent in the approach adopted to assess West Ham United Foundation's Stop the Hate project. While efforts were made to mitigate anticipated limitations, this was only partially possible in most cases (Table 25).

Table 25: Limitations and mitigations for the Stop the Hate case study

Factor	Limitation(s)	Mitigation(s)
Insufficient data to evaluate project results	<ul style="list-style-type: none"> Not possible to determine if 13 matched respondents are representative of the other beneficiaries Sample size insufficient to determine if changes are statistically significant 	<ul style="list-style-type: none"> No mitigation possible/attempted Findings should only be seen as potentially indicative of wider impact
Generalisability of the findings	<ul style="list-style-type: none"> Data collected only from beneficiaries in the second half of the project Findings cannot be directly extrapolated to beneficiaries reached in the first half 	<ul style="list-style-type: none"> Responses collected from a large sample of project beneficiaries Beneficiaries accessed in first half of the project not expected to differ in any systematic way
Misreporting of beneficiaries attitudes	<ul style="list-style-type: none"> Reliance on self-reported responses Survey responses may be positively or negatively influenced by courtesy bias, social desirability bias, recall bias, response-shift bias and overconfidence effect 	<ul style="list-style-type: none"> No mitigation possible/attempted

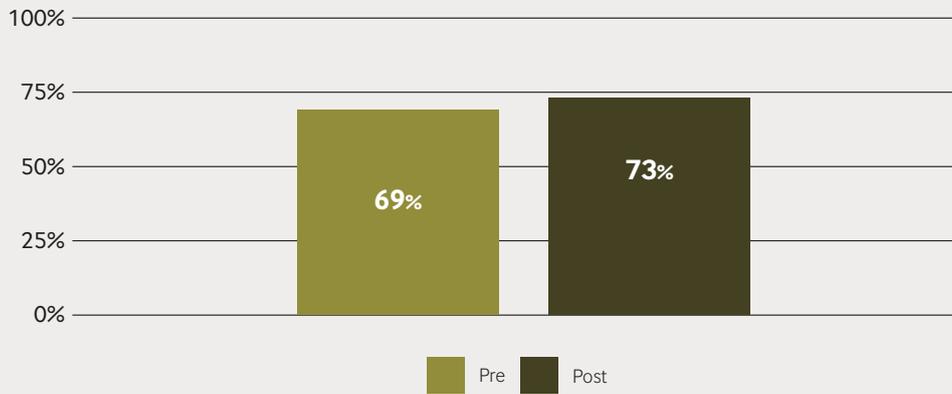
Case Study Findings

Objective 1: Increased awareness of racism, discrimination and extremism among young people in Barking and Dagenham, Havering, Newham, Redbridge and Tower Hamlets

A large proportion of the Stop the Hate curriculum and training focused on increasing students' awareness of the existence and impact of racism, discrimination and extremism. Beneficiaries heard from professional footballers about their experience of racism and took part in a series of training sessions designed to deepen their understanding of these issues, the threat they pose to a tolerant society, and how racism and discrimination connect with wider forms of extremism.

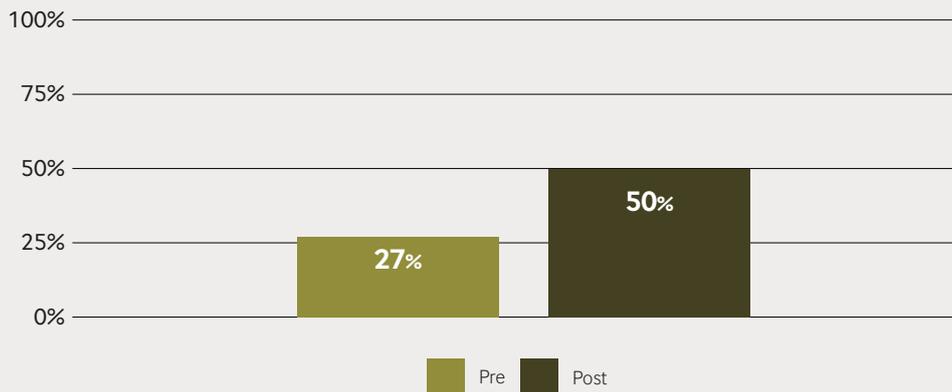
These training sessions appeared to have a small but positive impact on the surveyed students' knowledge of racism, discrimination and extremism. Respondents completed two quiz questions in the survey, one of which consisted of a series of six dichotomous true/false statements and the other a multiple-choice question on the characteristics of unconscious bias. The matched beneficiaries who completed the true/false question recorded a modest increase in their knowledge, with the average score climbing from 69% to 73% over the course of the training session (Figure 41).

Figure 41: Average score on six true/false questions about racism, discrimination and extremism before and after the training session (n=13)

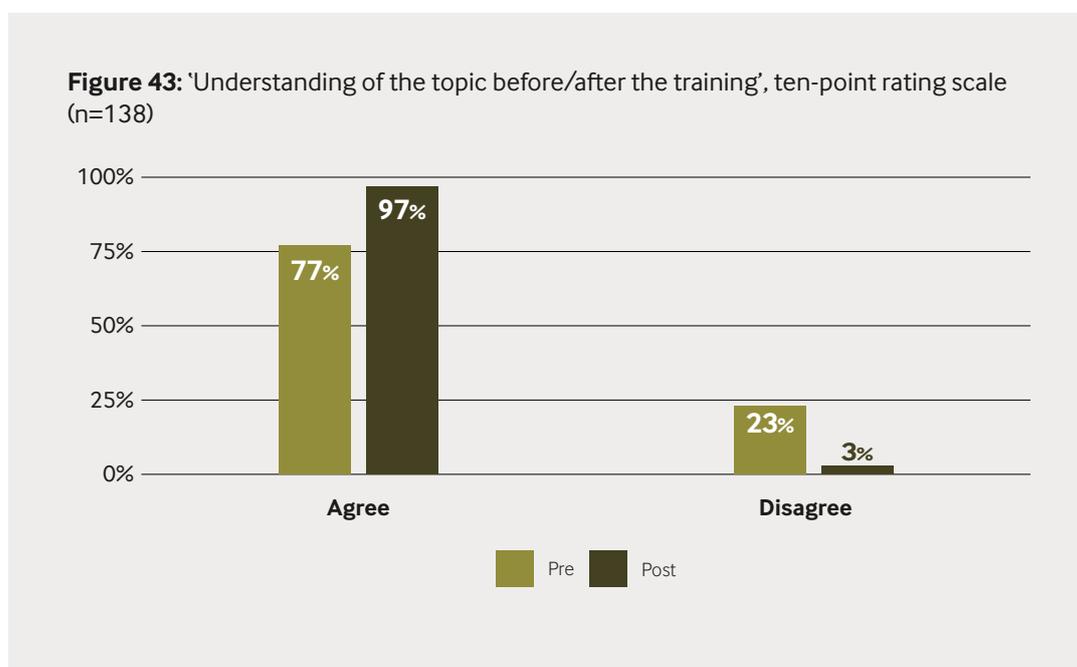


The project's impact on beneficiaries' knowledge was better demonstrated in the question on unconscious bias seen in Figure 42. Here, survey respondents were given several characteristics of unconscious bias and were given the option of selecting any or all of the available answers. The average score of matched participants increased from 27% to 50% over the course of the training sessions.

Figure 42: Average score on a question about the characteristics of unconscious bias before and after the training session (n=13)



Finally, to supplement the small number of matched responses, data collected from 138 students in the first half of the project is also included in the case study. Responses to this survey indicate that the training sessions had a positive effect on students' knowledge-confidence about racism, discrimination and extremism. Despite many students (77%) feeling they had a good understanding of these concepts before the training, by the end of the session almost all of the respondents agreed with this sentiment (Figure 43).



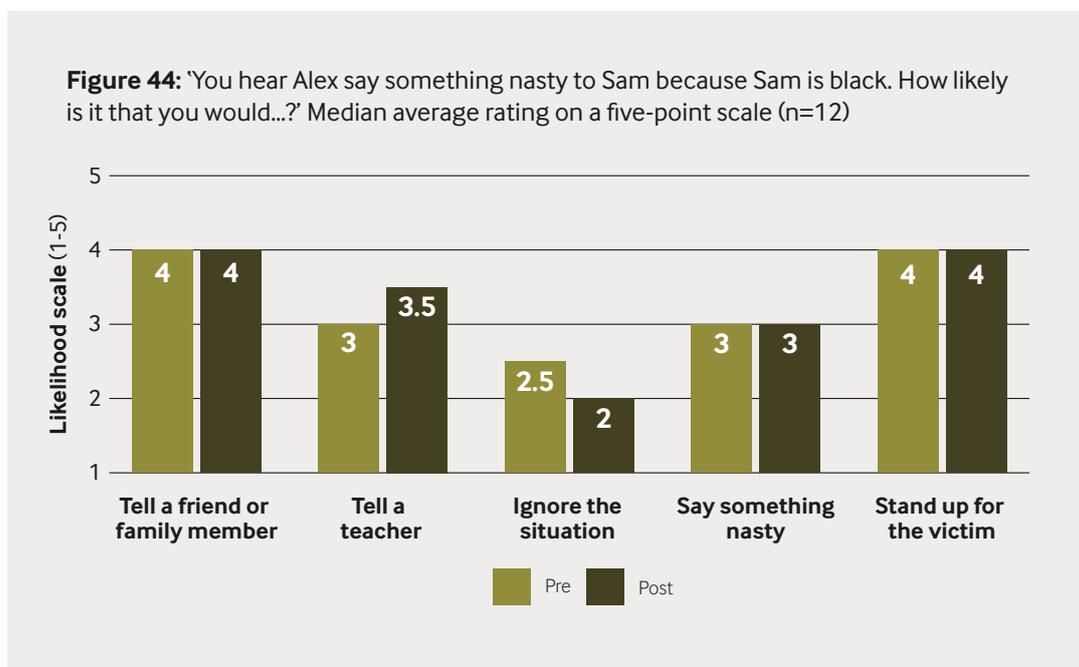
As part of its reporting, West Ham United Foundation also provided a short story of change illustrating how beneficiaries' understanding of racism, discrimination and extremism had changed as a result of the training sessions. One such beneficiary ('Student X') came from London East Alternative Provision, a school with many students who have challenging home circumstances and who are often involved with worrying social groups outside of school. Students at this school are seen to be particularly vulnerable to risks associated with racism and extremism, making the school an important target for Stop the Hate. West Ham United Foundation delivered its training sessions at the school over a four-week period, visiting one day a week.

When we first started the training sessions Student X was mostly quiet, keeping his emotions and comments to himself. However, by the end of the first training session in the school Student X began to make some troubling comments regarding racism and the use of racist language. It was clear that the student had been exposed to views that were fuelled by hate and intolerance. Over the next few weeks, we worked with the group and this student to educate them on the use of language, what is acceptable and what is not, and what can be dangerous. Student X made tremendous progress over the course of the trainings and by the final session was able to articulate why racist language was wrong and why it should never be used.

Objective 2: More young people in Barking and Dagenham, Havering, Newham, Redbridge, and Tower Hamlets feel confident and motivated to challenge racism and discrimination when they encounter them

Along with increasing awareness of racism, extremism and discrimination, Stop the Hate also included sessions on having difficult conversations to safely challenge these views when encountered at school, in public or online. An important aim of the project was to encourage beneficiaries to intervene when they witnessed hate incidents in a way that would support the victim and report the situation to the relevant authorities while not aggressively interacting with perpetrators. As a result, students were also introduced to the processes for reporting hate incidents to the police or social media platforms when online.

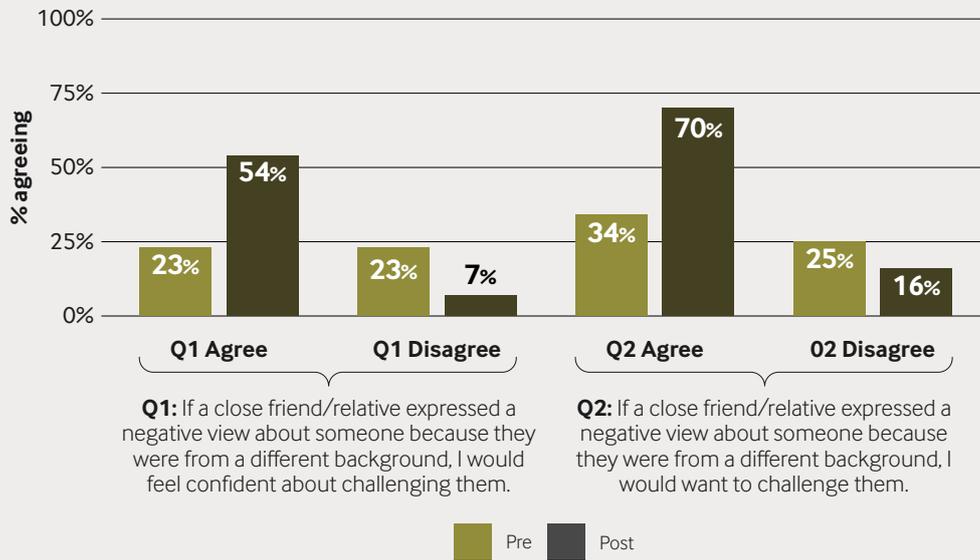
A comparison of pre- and post-training data indicates that there were only small changes in young people's intended responses to witnessing a racist incident at school. Beneficiaries were presented with a hypothetical racist incident and several potential responses, and asked how likely they would be to react in the manner described on a five-point rating scale. Figure 44 shows the average likelihood of selecting any one option before and after the training.



The matched survey responses indicate that beneficiaries would be slightly more likely to tell a teacher after the training, with a median rating of 3.5 (between 'neither likely nor unlikely' and 'somewhat likely') compared with 3 before the sessions ('neither likely nor unlikely'). Another behaviour encouraged by the project that saw a positive change was beneficiaries' likelihood of ignoring the incident all together. Matched respondents gave an average rating of 2.5 (between 'somewhat unlikely' and 'neither likely nor unlikely') before the training, but this had reduced to 2 ('somewhat unlikely') after the training. Conversely, beneficiaries were no less likely to say something nasty to the perpetrator as a result of the training, despite efforts to discourage this type of response. Finally, beneficiaries' likelihood of telling a friend or family member or standing up for the victim – both behaviours encouraged by Stop the Hate – appeared to remain unchanged by the training, although before the training surveyed participants reported high likelihood that they would engage in these behaviours.

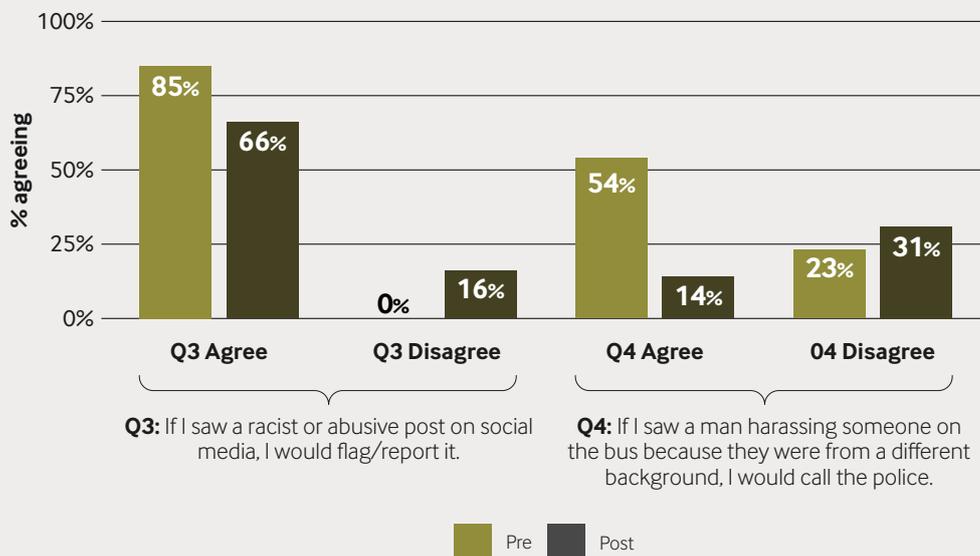
In addition to investigating beneficiaries' response to witnessing a racist incident, their confidence and motivation to challenge intolerant views was assessed. The evaluation results suggest that the project had a positive impact on participants' confidence and motivation to challenge hateful views even when they came from a close friend or family member. As Figure 45 indicates, the percentage of matched participants who felt confident challenging individuals expressing such opinions increased from 23% before the project to 54% by the end of the project. Similarly, surveyed beneficiaries reported increased motivation to challenge intolerant views. Motivation doubled from 34% in the pre-survey to 70% in the post-survey.

Figure 45: Confidence and motivation to challenge intolerant views as assessed on two five-point rating scales (n=13)



In contrast to the increased likelihood of beneficiaries challenging intolerant views, the findings from the 13 matched survey responses suggest that project participants would not be more likely to report hate incidents encountered online or offline. The number of individuals willing to report or flag hateful posts online actually declined between the pre- and post-surveys, from 85% to 66%. Equally, surveyed participants reported they would be less willing to call the police if they witnessed a hate incident on a bus, with the percentage of individuals agreeing that they would do so falling from 54% beforehand to 14% by the end of the training (Figure 46).

Figure 46: Willingness to report hate incidents and crimes on- and offline as assessed on two five-point rating scales (n=13)



The reduced willingness to report hate incidents after the training suggested by the 13 matched survey responses stands in contrast with the findings from West Ham United Foundation's own survey conducted in the first half of the project performance period. This questionnaire, which was completed by 138 students from three schools, indicates that 83% of surveyed participants felt more confident reporting hate crimes as a result of the training.

Conclusions

Judging Stop the Hate's progress towards its objectives was not possible with the amount of data collected for the evaluation. This poses a challenge for drawing evidence-based conclusions about the project. Most of the data collection issues encountered by the project can likely be explained by the COVID-19 pandemic and subsequent government restrictions. Under these conditions, West Ham United Foundation was forced to first delay then move its delivery online, preventing the use of paper surveys for data collection, which the team had relied on successfully in the past. Equally, the disruption in school timetables and attendance put significant pressure on teachers over the last year, reducing the time available for them to ensure that students completed the surveys. While many of these challenges will naturally resolve themselves with time, for future iterations of Stop the Hate, West Ham United Foundation will need to give careful consideration to how teachers and students can be incentivised to engage in the M&E processes of the project – a task it has already begun. Expanding the number of schools involved in the sample will also go a long way towards mitigating any issues that arise at any one delivery site.

Despite the small sample size for the evaluation, some tentative conclusions may be drawn about the relative strengths and weaknesses of the project. Beneficiaries do appear to have become more confident about their understanding of racism, discrimination and extremism over the course of the training sessions, though this may have only partially translated into an actual increase in knowledge. Matched project participants seemed to experience a sizeable improvement in their understanding of unconscious bias, but demonstrated little change in their knowledge of extremism.

In terms of challenging hateful views when they are encountered, the matched survey respondents reported a large increase in their confidence and motivation. This would suggest that Stop the Hate had a positive impact on students' ability to engage in these behaviours.

Finally, the findings regarding reporting hate online and offline are more contradictory. The matched survey responses suggest that the project was unsuccessful in meeting this aim while the survey conducted by West Ham United Foundation in the first half of the project indicates that beneficiaries felt more confident in their ability to report hate incidents. This may mean that while project participants feel more confident reporting hate, they would be unlikely to do so in practice; however, without additional data it is difficult to reach any meaningful conclusion in this matter.

Annex 1

Methodology Notes

Annex 1.1: Overview of the Performance Rating Rubric

Table 26: Criteria definitions for the performance rating rubric.

Theme	Criterion	Criterion definition	Rating scale
Project overview	Funding tier	Funding tier under which each project was supported	<ol style="list-style-type: none"> 1. Tiers One 2. Tier Two 3. Tier Three
	Project reach	Number of beneficiaries accessed by a project: fewer than 100 equals low reach; between 100 and 300, 400 or 500 equals medium reach for Tier One, Two and Three projects respectively; more than 300, 400 or 500 equals high reach	<ol style="list-style-type: none"> 1. High 2. Medium 3. Low
	Project intensity	Average number of contact hours spent with beneficiaries: less than 3 hours equals low intensity; between 3 and 8 hours equals medium intensity; over 8 hours equals high intensity	<ol style="list-style-type: none"> 1. High 2. Medium 3. Low
	Delivery mode	Medium through which activities were delivered	<ol style="list-style-type: none"> 1. Offline 2. Online 3. Hybrid
	Hateful and extremist views addressed	List of hateful, intolerant and extremist views and/or ideologies addressed by each project	<ol style="list-style-type: none"> 4. Open-ended
Quality of implementation	Delivered activity plan	Did the project deliver all of the activities outlined in the proposal or where agreed with the donor?	<ol style="list-style-type: none"> 1. Partially implemented 2. Implemented as planned 3. Implemented additional activities
	Reached planned beneficiaries	Did the project reach all of the beneficiaries projected in the proposal or where agreed with the donor?	<ol style="list-style-type: none"> 1. Fewer than planned 2. As planned 3. More than planned
	Beneficiary targeting and selection	Did the project reach the beneficiaries it planned to and provide sufficient justification for their selection, and were beneficiaries appropriate for the project?	<ol style="list-style-type: none"> 1. Weak selection criteria 2. Moderate selection criteria 3. Strong selection criteria
Alignment with Shared Endeavour Fund strategic objectives	Contribution to the Shared Endeavour Fund	Did the project submit evidence demonstrating a contribution against one or more of the strategic objectives of the Shared Endeavour Fund?	<ol style="list-style-type: none"> 1. Weak or no evidence of contribution 2. Moderate evidence of contribution 3. Strong evidence of contribution
	Alignment with strategic objective 1	To which of the strategic objectives did the project align? Grantees were expected to align their projects with one or more strategic objective; projects that did not provide sufficient evidence to judge contribution were excluded from these criteria	<ol style="list-style-type: none"> 1. Yes 2. No 3. NA
	Alignment with strategic objective 2		
Alignment with strategic objective 3			

Annex 1.2: Reliability of the Performance Rating Rubric

To ensure that the findings from the performance rating rubric represented a reliable assessment of the projects, the rubric was independently completed by two evaluators based on a set of clear scoring procedures for each criteria. The scores of the two evaluators were then harmonised through a process of deliberation to produce a final set of ratings for each project. Statistical analysis of the ratings awarded by the two evaluators using the intraclass correlation coefficient (ICC) demonstrated that the rubric was sufficiently reliable and replicable to identify trends across the portfolio. According to social sciences convention, agreement at, or above, 71% in the ICC would indicate sufficient reliability. As displayed in Table 26, the lowest ICC for the rating rubric was 77% (0.774), with an average ICC of 89% (0.888). It can therefore be expected that anyone completing the rubric would be likely to award similar ratings based on the criteria definitions and document review evidence provided.

Table 27: Intraclass correlation coefficients between evaluators for the rating rubric.

Criteria	Intraclass correlation	P-value
Activities delivered	0.891	≤0.001
Beneficiaries reached	1.000	≤0.001
Beneficiary targeting and selection	0.774	≤0.001
Contribution to strategic objective 1	0.820	≤0.001
Contribution to strategic objective 2	0.886	≤0.001
Contribution to strategic objective 3	0.884	≤0.001
Quality of evidence	0.963	≤0.001

Annex 1.3: Case Study Data Collection Methods

Table 28: Data collection methods and sources for case study projects

Project	Data collection methods	Data source
Time to Act <i>EXIT UK</i>	Pre- and post-workshop surveys	Disseminated to community members attending the training workshops before and after the event
	Endline project survey	Disseminated to all community members who took part in the training workshops at the end of the project
	Document review	Project proposal; midline and final reports
	Unstructured interviews	EXIT UK team
Positive Routes <i>Salaam Peace</i>	Retrospective post- then pre-project survey	Disseminated to youth beneficiaries at the end of the project
	Document review	Project proposal; midline and final reports
	Unstructured interviews	Salaam Peace team
Tomorrow's Leaders <i>Future Leaders Programme</i>	Retrospective post- then pre-project survey (baseline and midline)	Disseminated to student beneficiaries midway through the project
	Endline project survey	Disseminated to student beneficiaries at the end of the project
	Parent/teacher questionnaire	Disseminated to parents and teachers associated with project beneficiaries at the end of the project
	Document review	Project proposal; midline and final reports; questionnaire responses
	Unstructured interviews	Tomorrow's Leaders team
Stop the Hate <i>West Ham United Foundation</i>	Pre- and post-workshop surveys	Disseminated to students attending the training workshops before and after the event
	Document review	Project proposal; midline and final reports
	Unstructured interviews	WHUF team

Annex 2

The project summaries showcase the achievements of the 27 initiatives not selected as case studies for the evaluation of the Shared Endeavour Fund. The summaries provide a brief overview of the supported initiatives and include a project description, a review of outputs and outcomes, and a story of change from an individual beneficiary reached by the initiatives. Project summaries synthesise secondary information and evidence submitted by grantees to Groundwork London in their project proposals, and midline and final reporting.

Project Summaries

Annex 2.1

Tier One projects received grants of up to £10,000 to deliver activities in at least one London borough (excluding exclusively online delivery).

Nine organisations were selected for Tier One funding:

[Arc Theatre Ensemble](#)

[CRiBS Charitable Trust](#)

[Excel Women's Association](#)

[Future M.O.L.D.S. Communities](#)

[Iraqi Community Association](#)

[Kazzum Arts Projects](#)

[Limehouse Boxing Academy](#)

[Pan Intercultural Arts](#)

[Refugee Access](#)

Tier One

Arc Theatre Ensemble Unlimited

Arc Theatre's Unlimited project delivered interactive theatre to primary school children (aged 9–11) and their teachers in the borough of Barking and Dagenham. In the safe and familiar environment of their school, interactive live theatre performances enabled students to practise critical thinking skills, explore and recognise extremism, and increase their empathy and understanding towards people from different backgrounds.

Prior to the student sessions, training sessions were held with the teachers so that they were equipped with strategies and resources for understanding extremist narratives and issues in the local community (particularly related to housing, immigration, religious freedom and understanding identity in changing communities) and how to explore these topics in their lessons after the project had finished. The project consisted of three activities using original live theatre, interactive activities and expert-facilitated discussion. Phase 1 consisted of a teacher training session. Phase 2 delivered two 120-minute interactive workshops to students in each school, featuring live theatre performance, videos and discussion. Unlimited was also performed to Arc's Raised Voices female empowerment group – an audience of 15 young women aged 11 and over from Barking and Dagenham and surrounding areas, who act as a focus and steering group for the project's work with young people.

“It teaches me to not do things which could be dangerous just because someone else wants me to.”
– Project beneficiary

Objectives

1. Improved understanding of hate and extremism and its consequences
2. Increased empathy, tolerance and respect for people with different beliefs, attitudes and backgrounds
3. Improved critical thinking skills and ability to identify and challenge prejudice
4. Improved resilience to hate and extremism

Boroughs

Barking and Dagenham

Activities

- Teacher training to increase understanding of local extremist narratives and issues
- Interactive live theatre to engage children on the difficult topics of hate and extremism in an age-appropriate, palatable and memorable format

Outputs

- Reached 506 direct beneficiaries
- Delivered eight live theatre sessions to pupils across five schools
- Delivered five teacher training sessions with 21 school staff across five schools

Outcomes

- 92% of teachers reported that Unlimited improved the children's understanding of what constitutes hate and extremism and how it is spread
- 'The children have a much better and broader understanding of hate crime' (teacher, beneficiary)
- 'They [the children] understood the word extreme and its meaning and how some extreme behaviour is inappropriate' (teacher, beneficiary)

- 92% of teachers reported that Unlimited was successful in helping young people understand the importance of respecting others, regardless of their background

- 89% of students reported that they would not be so quick to judge others after engaging with a story about prejudice

- 92% of teachers felt that Unlimited was effective in providing strategies for resilience to hate, negative influences, bullying and peer-pressure among young people.
- 'Great clarification of the relevance to our specific area and explanation of how online extremism can be a threat to children. Especially liked the steps that can be taken to build resilience online' (teacher)

“I was out with my brother and two men walked past us – they was talking a different language. My brother said they was well dodgy, but I think now I'll make my own mind up.”
– Project beneficiary

Story of change

We feel the project has been very effective in building resilience and developing empathy and understanding for others: 100% of teachers surveyed who saw the pupil sessions reported that Unlimited was effective in providing strategies for resilience to hate, negative influences, bullying and peer-pressure. For example, one teacher commented, 'when we were discussing the play back in class, one boy said that if you are judging other people wrongly, then they are probably judging you wrongly too'. He said that he'd started thinking more about how this feels, which I think is a very positive thing. – Teacher

CRiBS Charitable Trust

Living Values for Primary Children: Respect Workshops



The Respect Workshops project delivered a variety of activities to children in eight primary schools in the boroughs of Bexley and Greenwich to support them to better understand concepts of hate and extremism, and tolerance and mutual respect. In each school, the project began with whole-group assembly sessions with approximately 90 children from one or more year groups. Following this, a series of smaller creative and interactive group sessions took place where the children could explore concepts and issues of intolerance and respect using puppetry, discussion and games. Through exploring the concept of respect, the project provided an age-appropriate setting in which to introduce issues of hate and intolerance in society.

Objectives

1. Increased respect for others among children, even if they disagree with them
2. Increased understanding among children of what behaviours are respectful and disrespectful in a tolerant society
3. More children in Bexley and Greenwich with the confidence to challenge disrespectful behaviour and stand up for others

Boroughs

Bexley and Greenwich

Activities

- **Puppetry:** Children used finger puppets to role-play two scenarios, one marked by intolerance, hate and disrespect for others and another in which the interaction between the puppets was based on mutual respect and thoughtfulness. Children discussed how they thought the characters should respond in a tolerant society and what sorts of interactions they aspire to have with others.
- **Spot the Respect:** The children were shown a cartoon board depicting everyday scenes of people showing respect for others. The children took part in a guided discussion about what they could see and identify as respectful behaviour and whether that is something they see or would like to see in their communities.
- **Giant jigsaw:** Children discussed and added pieces to a giant jigsaw that demonstrated how they can be respectful to those who may differ from themselves, the dangers of not being respectful and what to do if they witness individuals with poor attitudes.

Outputs

- Reached 1,711 direct beneficiaries
- Delivered 52 sessions

Outcomes

- 95% of beneficiaries reported that the workshop helped them think about how to show respect, even when disagreeing with others
- 95% of beneficiaries stated that the workshop helped them to understand what types of behaviour could be disrespectful to others
- 92% of beneficiaries reported that the workshop made them feel more confident in their ability to stand up for others

“The children were very engaged in sessions and now have a good understanding of respect, respecting others and being a better person in day-to-day life.”
–Teacher

Story of change

An autistic pupil at one of the schools had difficulties maintaining control and respecting his peers, particularly when playing games with others. During the workshop the pupil had the opportunity to discuss respectful and disrespectful behaviour and work with his classmates to develop a role-play scenario where he could practice self-control. His support teacher expressed that by the end of the workshop he had benefited from the opportunity to practice respectful behaviour with his peers. – Teacher

Excel Women's Association Digital Dialogue for Women



The Excel Women's Association Digital Dialogue for Women project sought to tackle online hate, intolerance and extremism by educating Black, Asian and minority ethnic (BAME) women in the London Borough of Barking and Dagenham on these issues and on how to keep themselves and their families safe online. Through the use of case studies, beneficiaries learned how to identify divisive and extremist messaging online, including hate speech, fake news and extremist narratives. For those who were unfamiliar with social media, the project provided weekly information technology (IT) skills sessions on how to use different digital platforms. Beneficiaries were also advised on how to speak with family members about online extremism, hate crime and grooming; how to keep them safe online; how to report online extremist content anonymously; and how to get support if they or their children become victims of online harm.

Objectives

1. Increased awareness of online harms, including grooming, hate, extremism and radicalisation, among BAME women in Barking and Dagenham
2. Increased digital resilience among women and their families to online harms and extremist messaging
3. More women empowered to challenge and report hate, intolerance and extremism online

Boroughs

Barking and Dagenham

Activities

- Excel Women's Association ran three activities with their beneficiaries for the project:
- Six online workshops which introduced participants to key concepts related to online hate, intolerance, extremism, radicalisation and bias and their causes
- Weekly IT skills sessions to improve digital literacy
- Weekly coffee support sessions aimed at reducing stigma and dispelling misconceptions around existing counter-extremism services and providing a space for beneficiaries to discuss their feelings and attitudes towards such interventions

Outputs

- Reached 72 direct participants
- Delivered 26 training sessions
- Provided an online toolkit on lessons learned, translated into various languages used by beneficiaries

Outcomes

- 100% of beneficiaries reported a strong understanding of grooming, hate, extremism and radicalisation by the end of the project, compared with 58% before the training
- By the end of the project, 95% of the women reported they felt very confident in their ability to identify and resist extreme ideas online and to keep their children safe online as a result of the project
- 100% of beneficiaries who attended the weekly IT sessions reported that they felt confident using the internet by the end of the project
- By the end of the project, 96% of beneficiaries stated that they felt very confident reporting harmful content online and knew who to contact for help
- During interviews with a selection of the beneficiaries, many women reported that taking part in the project made them feel more confident talking about online extremism – something they had previously felt afraid to do due to fears of stigmatisation

Story of change

Prior to starting the project, one of the women had no knowledge or confidence about accessing the internet, was unaware of risks online and did not feel confident talking about online extremism with other people. She attended the IT skill sessions, where she learned how to access the internet using her phone. She quickly learned how to use Zoom and regularly attended the online workshops, where she learnt about the risks online and how to deal with them. By the end of the project, she said that she felt confident in using the internet and confident enough to speak with her children and advise them on how to stay safe online. The workshop tutor observed that she was confident in engaging with the topics with other people.

“I took part in the project because I wanted to learn how to use computers and how to use the internet. I have seven children and all of them spend the majority of their time on the internet. I felt afraid over what they were being exposed to online... I've seen racism myself living in Barking and felt afraid that my children are probably being bullied online as well... I got to learn how to use computers and how to keep my children safe. I now know what kind of ideas exist on the internet and what I need to teach my children to stop them from being brainwashed... I know how to report hate crime as well.”
– Project beneficiary

Future M.O.L.D.S. Communities

Footie 4 Us



Footie 4 Us delivered a series of football sessions and workshops to young people in the borough of Barking and Dagenham and was designed to challenge hateful, intolerant and extremist views that are prevalent in the borough. The football sessions and workshops brought together young people from different social backgrounds to promote community cohesion and sensitise them to issues of hate, intolerance and extremism. Playing football provided young people with the opportunity to be part of a team with individuals from out-groups that they might not usually come into contact or socialise with. In this way the football sessions actively promoted inclusion, communication and team-working skills among the youth. Using role-playing and case studies, the workshops directly explored the risks that hate, intolerance and extremism pose in a tolerant society, and potential ways that young people can challenge these views in the borough and their local communities. The project also enabled two beneficiaries to undertake a Level 3 Sports Coaching Qualification.

Objectives

1. Increased awareness of hateful, intolerant and extremist narratives and how they can be challenged
2. Increased awareness of issues relating to equality and diversity among young people
3. More young people in Barking and Dagenham positively engaging with individuals from diverse groups and backgrounds

Boroughs

Barking and Dagenham

Activities

- 20 football sessions promoting inclusion, communication and team-working skills
- 20 workshops exploring hateful, intolerant and extremist views and how to tackle them
- Level 3 Sports Coaching Qualification for two beneficiaries
- Establishing a beneficiary-led steering committee

Outputs

- Reached 64 direct beneficiaries
- Delivered 43 football and workshop sessions

Outcomes

- 100% of surveyed beneficiaries reported that they are now more aware of hateful, intolerant and extremist views and how to challenge them as a result of the project
- Beneficiary feedback after the workshops suggested increased awareness of the issues and desire to pass on what they had learned: for example, one beneficiary commented 'I didn't know extremism was such an issue in the borough'; another responded, 'I'm going to show [what I learned] to my dad'

- 100% of beneficiaries reported they are more aware of issues relating to equality and diversity as a result of the project
- Beneficiaries demonstrated commitment to equality and diversity by establishing a set of ground rules for the workshops to ensure that the sessions were a safe space where different views and ideas could be expressed and shared

- 80% of beneficiaries reported they engaged with people they previously did not know during the project
- Young people successfully worked with individuals from out-groups in one-to-one and group activities during the project

Story of change

One of the beneficiaries considered herself to be a feminist and initially wanted to get involved in the project 'to spite the boys involved'. She was honest that she was not very good at football but wanted to 'be a part of something'. She disclosed that she did not have many friends who were not white and said some of her family often made racist comments, but 'they were only joking'. She immediately got along with some of the other girls in the steering group and became very involved with exploring the workshop materials and looking at different websites and sources of information. When the opportunity came to start the sports coaching course, she accepted straight away even though she had had a negative experience of education in the past. She became a peer leader on the project from the start. She understood the aims and objectives, she understood her community and most of all she was learning about herself. She stated 'I didn't realise that was racist' many times during the project. In her own statement of learning, she said 'I think I was just focused on women and girls getting a hard time but life is pretty hard for everyone and I would like to make it a little bit easier for people who were like me'. A youth worker's comment on the same person was 'she's changed so much, from someone who hated everyone and everything she seems to understand things so much better and seems so much happier'. The beneficiary continues to be a volunteer, sports coach, peer leader and online mentor, and a valued member of the team.

Iraqi Community Association

Unity in Community



Unity in Community connects Iraqi and Arabic-speaking communities in London and provides safe spaces for them to learn about recognising and addressing hate and intolerance. The project aimed to raise awareness of the dangers of hate and intolerance through structured workshops, supplemented with printed and online materials disseminated throughout the target communities, to promote positive alternatives to hateful, intolerant and extremist messages.

Objectives

1. Increased ability to address issues related to hate and intolerance among Iraqi and Arabic-speaking communities in London
2. Reduced stigma in reporting incidents of hate and intolerance to relevant authorities
3. Promote harmony between women from Iraqi and Arab-speaking communities in London

Boroughs

Online – whole of London

Activities

- Community workshops: The project collaborated with artists and arts-based organisations to run workshops designed to facilitate community dialogue and engagement on the topics of hate and intolerance
- Coffee mornings: To reach women who are out of work, are isolated at home, have family commitments or are carers, or for whom language or lack of skills are barriers for full engagement in society

Outputs

- Reached a total of 215 women from Iraqi and Arabic-speaking communities

Outcomes

- 58% of beneficiaries reported that they felt more confident in dealing with issues related to hate and intolerance by the end of the project
- One participant commented: 'I think I will [now] be more comfortable discussing issues which can be a bit awkward with some of my friends'
- Another commented: 'I think that I might say something if I hear someone say something not nice, or at least question them'

- After the workshops on how to deal with hate and intolerance and where to report it, a number of beneficiaries indicated that they would now be more willing to reach out to relevant authorities should they witness or experience such incidents; relevant authorities they learned could support them included Tell Mama and Stop the Hate

- Some of the beneficiaries demonstrated how the sessions helped them to find commonalities despite their differences; two beneficiaries demonstrated this when, having discovered they were from the same hometown, they began to discuss their shared memories and found they had more in common culturally than they had first thought
- Another beneficiary has a son with learning disabilities and shared with the group the discrimination she (as a woman who wears hijab) and he (with his disabilities) have faced, the latter including stigma from within Iraqi and Arabic-speaking communities; she later explained in feedback that she had rarely shared these issues concerning her son before, but that she felt she was in the right space to do so, in the hope that it would foster some increased understanding within the community

Story of change

One of the women who participated in the project reported that she felt increasingly isolated as a result of the COVID-19 pandemic and being unable to work for health reasons. When Unity in Community began running online activities, she was more able to attend and did so regularly, reducing her isolation and increasing her confidence through discussions with other beneficiaries and sharing her thoughts and opinions. She also mentioned that she now had conversations with her son about some of the issues related to hate and intolerance raised during the project workshops.

Kazzum Arts Projects

Pathways: Awareness Raising



The Pathways: Awareness-Raising project used stories of refugees to encourage primary and secondary school students to challenge common misconceptions that inspire hateful and intolerant views towards migrant communities. In collaboration with the Brighter Futures migrant advocacy group, the project developed a series of resources to support the development of young peoples' understanding of migration, highlighting its positive impact on society, building empathy, and challenging negative stereotypes that are often depicted throughout media and society. The project provided the schools with publicly available digital resources on migration so that they can freely disseminate information and activities for teachers and students on an ongoing basis.

“Students were surprised at the severity of the issues people face and have decided to do more to make migrants feel welcomed in their communities.”
– Teacher

Objectives

1. Increased awareness among young people about the history of migration and the issues that migrants face
2. Increased empathy for young migrants and other marginalised groups among students in Bromley, Kensington and Chelsea, Merton, Newham, and Tower Hamlets
3. Increased awareness among young people about the dangers posed by hate and intolerance to migrant communities and society more broadly

Boroughs

Bromley, Kensington and Chelsea, Merton, Newham, and Tower Hamlets

Activities

- Creative writing exercises that encouraged students to rewrite negative news headlines about migrants into positive stories
- Poetry writing exercises that increased empathy and understanding of the migrant experience
- Resources: facts and statistics about migration; animated story-telling of migrant experiences; poster campaign identifying what hate crime is and what to do if you witness one; poster campaign on migration in the UK from 43 BCE to 2021

Outputs

- Reached a total of 590 direct beneficiaries
- Delivered 16 sessions across two secondary and five primary schools
- Kazzum Arts activity packs were downloaded 89 times during the project delivery period
- Kazzum Arts online animations and workshop videos received 2,682 views during the project delivery period

Outcomes

- 100% of schools reported that the project helped students to understand migration
- “I learned about migrants’ situation and problems and now understand how we can help.” – Project beneficiary

- 86% of schools reported that the project enabled students to develop emotional awareness of and empathy for the experiences of young migrants
- 86% of schools reported that their students had a greater understanding of the need to celebrate diversity as a result of the project

- 100% of schools reported that the project encouraged their students to challenge intolerance
- 72% of schools reported that the workshops raised awareness of the dangers of intolerance in society and provided the students with a better understanding of racism
- “I learned about immigration and racism and what they mean; to raise awareness of the dangers [migrants] face; and to try to help them the best I can.” – Project beneficiary
- “I learned that you have to stand up to intolerance and it taught me to understand racism better.” – Project beneficiary

Story of change

The workshop allowed our students to participate in discussions involving social and economic issues which deepened their understanding of the world they live in. It gave them the opportunity to speak in front of others and increase their confidence speaking in public. The students all came to the workshop with some understanding of migration; however, the sessions allowed us to tackle common misconceptions and raise awareness that news outlets and social media can spread fear and not always tell the entire truth about migration. Many of the class have stories of their own and the workshop allowed these stories to be celebrated and shared. It was an excellent way of acknowledging the diverse society which we all live in and that we are all equal, we all have feelings and talents no matter our background. – Teacher

Limehouse Boxing Academy

KO Racism



KO Racism combined boxing sessions and workshops to support young people to explore identity, culture and community and promote tolerance and respect for others. The boxing component aimed to harness the diverse, inspiring and empowering nature of the sport to increase self-esteem and a sense of inclusion among young people in Tower Hamlets, London. The workshop component sought to address hateful, intolerant and racist rhetoric online, particularly among boxing communities. During workshop sessions, boxing professionals were invited to share their experiences of hate and intolerance, as well as their experiences of actively challenging it, in order to motivate and inspire young people to do the same. Despite boxing having greatly benefited from the diversity of its participants, there remains a great deal of hateful and intolerant rhetoric around the sport, often targeting the Muslim community. Sometimes this is perpetuated and disseminated by boxing coaches themselves. To address this, KO Racism also endeavours to influence change at the institutional level of England Boxing, the national governing body for boxing in England, through educating boxing coaches on these issues.

Objectives

1. More young people in Tower Hamlets empowered with the knowledge and confidence to challenge hate, intolerance and racism when they encounter them
2. Increased awareness among boxing institutions and the boxing community of hate, intolerance and racism in the sport

Boroughs

Tower Hamlets

Activities

- Workshop 1: Respect and tolerance film screening and Q&A
- Workshop 2: Exploring identity, heritage and family histories
- Workshop 3: Exploring culture, how it is formed and how it shapes society
- Workshop 4: Exploring community, what it is, its benefits and how getting involved in positive community activities can benefit society
- Workshop 5: Goal setting to make a better community
- Workshop 6: Celebrating community

Outputs

- Reached 126 young people in Tower Hamlets
- Delivered 36 sessions, including one workshop delivered to 23 England Boxing coaches from 15 different boxing clubs
- Developed a six-step plan to challenge racism and intolerance

Outcomes*

- 97% of beneficiaries reported that they felt more confident addressing hate, intolerance and racism after participating in the project and learning the KO Racism six-step plan to challenge racism
- 100% of beneficiaries reported that they now understood how creative group work can provide tools to heal rifts within and between groups
- Feedback from the England Boxing coaches demonstrated that they felt the project was an important and necessary addition to coaching education for Boxing England and the wider boxing community
- Limehouse Boxing Academy reported that the national body has endorsed its KO Racism project and is looking to integrate it into its coach education system

Story of change

One of the teenagers who attends the boxing club reported that he had often seen his peers making derogatory comments about other races and cultures on social media. He knew this was wrong but did not feel confident to challenge it directly. After participating in the project, he felt inspired by what he was learning and the actions and stories of others, and he began to challenge and educate his peers about the harmful effects of hateful and intolerant rhetoric online. He has since fed back that many of them have stopped expressing negative viewpoints or content about others online.

Pan Intercultural Arts Building Bridges at Bosco



The Building Bridges at Bosco project brought together students aged 16–18 from migrant and non-migrant communities in the borough of Southwark. The Bosco Centre is a small college that caters for English for speakers of other languages (ESOL) students and students with behavioural difficulties. The centre is located in Bermondsey and was chosen because of reported tensions between youth from migrant and non-migrant communities in the local area. Through a series of creative workshops, the project sought to deepen understanding and strengthen cohesion between migrant and non-migrant teenagers in the area and increase their understanding of, and resilience to, extremist narratives and thinking. Using videos, plays, songs and debate, each creative workshop gave students the opportunity to think critically about the meaning of identity, in- and out-groups, and hate speech, as well as to implement exercises to build self-confidence and promote positive self and group identities.

Objectives

1. Enhanced feelings of self-worth, self-esteem and confidence among host and migrant youth
2. Increased tolerance and cohesion between host and migrant youth communities in Bermondsey
3. Increased ability to think critically and understand hate and extremism

Boroughs

Southwark

Activities

- Training sessions: exploring identity; physical and psychological exercises for confidence-building and self-reflection; creating vlogs and autobiographies; critically analysing hateful and extremist discourse; final presentation by beneficiaries

Outputs

- Reached 12 beneficiaries
- Delivered 30 sessions

Outcomes

- 100% of beneficiaries reported that they felt empowered to reflect on their experiences and the positives and negatives of their environment and share this with others
- 56% increase in reported levels of self-worth and confidence by the end of the project; one beneficiary reported that the project allowed him to let down his 'mask' and express feelings more openly

- 100% of beneficiaries reported that they now understood how creative group work can provide tools to heal rifts within and between groups
- 42% increase in reported empathy towards others by the end of the project; beneficiaries from the host group reported that the project had broken down tensions between two group members, who 'are now like a team'

- 47% increase in reported understanding of how hate speech and extremist rhetoric is constructed and deployed
- 35% increase in reported ability to develop and apply creative and reflective thinking around issues of hate and extremism by the end of the project

“Nobody had ever asked us about what we think before, not deeply.”
– Project beneficiary

“I have learned not to judge others by what they do [their cultural practices], that is not what makes them good or bad people.”
– Project beneficiary

Story of change

M is a refugee. At the beginning of the project, he was withdrawn and felt isolated and ignored by teachers and students at the college. Encouraged by an invitation to create a vlog about his daily activities, M showed his neighbourhood, place of worship and his home. He wrote text to share with others about his need for friends, which he practised in depth with a project facilitator. This process of analysing, sharing and exploring what is hate versus unifying speech led to (1) M looking beyond his initial prejudices and questioning how and why he judged his peers, saying that he needed to look for the good in people rather than stereotyping them; and (2) M realising that presenting his work to peers had a significant effect, reporting that he felt a part of the community and that people no longer looked at him as an 'other', and feeling that teachers talked more readily to him.

Refugee Access Arts Unite Us



Arts Unite Us is a project that targets young refugees aged 18–25 in London, including first and second-generation refugees. The project was inclusive of refugees from different backgrounds, including those with disabilities, from LGBTQ+ communities, and with different religions and beliefs. Arts Unite Us invited a number of British youth from the local community to attend workshops designed to allow them to learn about refugees integrating into their neighbourhoods and exchange experiences with local refugees to strengthen community coherence. The project used various arts-based activities such as film-making, drama and painting to facilitate these aims, as well as equipping beneficiaries with advocacy, campaigning and project management skills.

“Before the project, I didn’t have much knowledge, I was just hearing about these issues on the news. This training educated me with new information.”

– Project beneficiary

“I want to share and learn more and make a YouTube channel to help more people.”

– Project beneficiary

Objectives

1. More refugees provided with the tools to protect themselves and their community from terrorism, extremism, hate crime, knife crime and gang recruitment
2. Increased ability to plan and manage community projects, especially those with the purpose of creating safer neighbourhoods, among refugees in London

Boroughs

Online – whole of London

Activities

- Safer Neighbourhood workshop: Involved training on preventing terrorism, extremism, knife crime, hate crime and gang recruitment
- Empowerment workshop: Participants planned projects based on skills learned during the Safer Neighbourhood training; the workshop also included employability skills, with participants taught how to write CVs and cover letters
- Film-making workshop: Beneficiaries created their own awareness-raising campaign videos about gang violence and recruitment in their local communities, addressing the risks posed by gang violence and knife crime and how people can positively respond to them

Outputs

- Reached 21 direct participants
- Delivered nine training sessions
- five beneficiaries created their own campaign videos, raising awareness about gang crime, gang recruitment and hate crime in their local areas, which were published in a video montage online

Outcomes

- Prior to the project, beneficiaries said they had little to no knowledge about radicalisation and extremism; by the end of the project, 100% of beneficiaries reported their knowledge was good or very good after having completed the training sessions
- One beneficiary said, ‘my knowledge was poor but now it is good after completing the training’
- Likewise, 100% of beneficiaries felt that their knowledge of knife crime and gang recruitment had improved to ‘good’ or ‘very good’ after completing the training
- All beneficiaries demonstrated that they had learned effective and practical ways to protect themselves and their neighbourhoods from radicalisation and crime; for example, one beneficiary said, ‘I will organise sessions for new refugees and share the knowledge with them to protect themselves’

- 100% of beneficiaries demonstrated that they had learned the right skills to plan and manage community projects when they were assessed on the subject after the project
- Common skills that beneficiaries reported having learned through the project included creative story-telling, leadership and problem-solving, as well as better understanding of audio-visual technologies

Story of change

B is a 25-year-old from Africa. He arrived in the UK three years ago and recently received his refugee status. He reported that arriving in the UK alone had been challenging, especially with the COVID-19 pandemic and government restrictions. This increased his sense of isolation and he began to feel depressed and anxious. His only escape had been going to the mosque. After seeing an advertisement for the Arts Unite Us project on Facebook, he was interested in the topic and decided he would join the project. At the end of the training, B said that he had enjoyed the project and benefited significantly from the awareness-raising sessions and the project management training. He felt that the training had improved his mental health and given him hope. He had decided to use the project management skills he had learned to organise a support group for young refugees who struggle with loneliness and mental health issues.

Annex 2.2

Tier Two projects received grants of up to £25,000 to deliver activities in at least two London boroughs (excluding exclusively online delivery).

Twelve organisations were selected for Tier Two funding:

[Afghanistan and Central Asian Association](#)

[Bengali Workers Association](#)

[Eastside Community Heritage](#)

[Groundswell Project](#)

[League of British Muslims](#)

[Limehouse Project](#)

[Maccabi GB](#)

[Manorfield Charitable Foundation](#)

[New Horizons in British Islam](#)

[Protection Approaches](#)

[Salaam Peace \(selected as a case study\)](#)

[Universal Board Games](#)

Tier Two

Afghanistan and Central Asian Association Building Resilience, Digital Awareness and Increasing Understanding of Radicalisation

The Building Resilience, Digital Awareness and Increasing Understanding of Radicalisation project worked with parents and members of the community engaged with the Afghanistan and Central Asian Association (ACAА) to educate them on how to better protect themselves and their families from extremist messaging online. The project delivered eight sessions on a range of topics, including shared British-Muslim values, misinformation, and discussing difficult topics like extremism with friends and family members. Experts from some of the UK's leading universities and charities were invited to contribute to the training sessions, providing a high-quality educational experience for participants, many of whom had not had access to education for a long period. Through these sessions, participants interactively engaged with concepts of digital resilience, online safety and community integration. Participants were then actively encouraged to share what they had learned with their families and their communities.

Objectives

1. Increased ability among beneficiaries and their families to critically assess and identify misinformation and extremist messaging online
2. Increased ability among beneficiaries to confidently challenge extremist points of view
3. More beneficiaries connected to support networks, authorities and services dedicated to addressing issues related to radicalisation and extremism

Boroughs

Barking and Dagenham, Brent, Ealing, Harrow, Hillingdon, Hounslow

Activities

- Four training sessions to help beneficiaries and their families develop the resilience, skills and confidence to question hateful extremist and false information online and reduce their susceptibility to radicalisation
- Four educational sessions to create support networks for isolated communities, promoting shared British-Muslim values, confidence-building for discussions about extremism and misinformation, and promoting the role of migrants and refugees in challenging hate and intolerance

Outputs

- Reached 90 direct beneficiaries
- Delivered eight workshops

Outcomes

- 100% of beneficiaries reported increased ability to identify fake news and propaganda after the workshops
- Over 60% of beneficiaries reported that they had discussed what they learned during the workshops with family and friends
- 80% felt more confident to challenge extremist points of view after attending the workshops
- 100% of beneficiaries reported that they felt better informed about the resources available to them and were able to identify a relevant service they could access to support them in addressing violent extremism and radicalisation

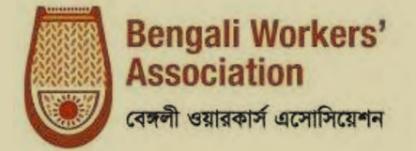
Story of change

Two beneficiaries demonstrated the impact the project has had on their lives. When interviewed, one woman reported that, along with recommending the workshops to friends and family, she had used what she learned about discussing difficult topics and fake news to prevent family members from being influenced by misinformation. Another woman indicated that her views had shifted since attending the workshops. In particular, she noted how much she shared with other cultures in Britain, having previously considered them to be very different and potentially incompatible.

“I am very much surprised by how much we share with British society... we are all human beings and we are all equal in dignity.”
– Project beneficiary

Bengali Workers Association

My Voice



The My Voice project engaged young British Muslims, aged 18–25, from a variety of communities across London to develop their understanding of hate, intolerance and extremism and to support them through a number of professional and self-development workshops. The project delivered sessions dedicated to improving participants' understanding of hate, intolerance and extremism of all kinds. Urban Muslimz, a partner of Bengali Workers Association, delivered a number of workshops to support beneficiaries to develop their own positive campaigns and to publish them on the Urban Muslimz website. Training sessions provided beneficiaries with skills and experience to improve their employment prospects, such as public speaking, interviewing and networking. The project also delivered training sessions, dedicated to young Muslim women, called 'SHEmpowered', focusing on developing self-esteem and leaderships skills as well as an opportunity to meet other women who have become leaders in the fields of politics, law and higher education.

Objectives

1. Increased awareness of hate and extremism and how to challenge it among young Muslims in London
2. More young Muslims in London empowered to develop and launch digital content that promotes community cohesion, active citizenship and inclusion
3. Increased employment prospects and aspirations among young Muslims in London

Boroughs

Barking and Dagenham, Barnet, Brent, Camden, City of Westminster, Ealing, Hackney, Hammersmith and Fulham, Haringey, Hillingdon, Hounslow, Lambeth, Newham, Richmond-Upon-Thames, Tower Hamlets

Activities

- Hate, intolerance and extremism training sessions
- Urban Muslimz Level Up (digital media and PR) workshops
- Young Muslim women's SHEmpowered training sessions
- Politics, leadership and democracy training sessions

Outputs

- Reached 213 direct beneficiaries
- Delivered 31 sessions

Outcomes

- 80% of beneficiaries reported they have a deeper understanding of issues surrounding intolerance, hate crime and extremism after the workshops
- 100% of respondents agreed that they are more confident in challenging harmful narratives after attending the workshop

- 91% of beneficiaries reported that they are now more confident at attending job interviews after attending the workshops
- Following the SHEmpowered workshops, 92% of participants reported that they now feel more confident about public speaking

- Since completing the Urban Skills Level Up workshops, beneficiaries have created their own original campaign content, which was published on the Urban Muslimz website; 11 beneficiaries have also continued to produce content for Urban Muslimz since the project finished
- 97% of beneficiaries reported that they are more confident at producing digital media campaigns after attending the workshops
- 88% of beneficiaries feel that they have a better understanding of developing a social media campaign
- 75% now feel more confident in their ability to plan and deliver a social media campaign after attending the workshop

Story of change

One of the beneficiaries who played a key role in chairing the Level Up workshops, creating social media content and helping to facilitate live community seminars was able to demonstrate their skills to employers at the community organising and networking events provided by the project. As a result of these interactions they have since been able to secure a global public relations role at Unitas Communications based on the connections they made through My Voice.

Eastside Community Heritage

Draw up a Chair

Draw up a Chair by Eastside Community Heritage worked with Key Stage 2 students to educate them about prejudice, hate and intolerance, increase their resilience to hateful messages, and empower them to stand against these issues. The project relied on interactive story-telling, based on *The Boy at the Back of the Classroom*, a book by Onjali Rauf, through which students explored the story of Ahmet, a ten-year-old Kurdish refugee from Syria. Immersing students in the story via drama and performance allowed them to connect with, explore and understand the issues refugees and migrants face in an emotional but safe manner. The students then created short, 'cut-out' animated films to raise awareness among their peers about what it is like to be a refugee, how they can stand up to prejudice, hatred and intolerance, and why it is important to do so. The project targeted the boroughs of Barking and Dagenham, Newham, and Redbridge – areas which are reported to host some of the highest numbers of refugees and asylum seekers in London.

Objectives

1. Increased understanding and empathy among students towards refugees and their situations
2. Increased ability among students to identify, deconstruct, and resist prejudices and hateful narratives about others
3. More students in Barking and Dagenham, Newham, and Redbridge empowered to publicly stand up to prejudice, intolerance and hate

Boroughs

Barking and Dagenham, Newham, Redbridge

Activities

The training sessions provided by Eastside Community Heritage consisted of four exercises:

- Reading and discussion: Interactive exploration workshops based around an adapted reading of *The Boy at the Back of the Classroom* by Onjali Rauf. Extracts and illustrations from the book, along with sound clips, videos, drama and poetry, followed by discussion activities enabled the students to know what the word 'refugee' meant and to understand and feel empathetic about the experience of being a refugee. Students also explored reasons why some people show hatred to others and how to counter hateful remarks and actions.
- Chair exercises: Two chair exercises were held, one at the beginning of the class and one at the end. The first allowed students to share, using sticky notes, their perceptions, questions, knowledge and understanding of refugees. The second enabled students to see how much awareness, knowledge and understanding they had gained about refugees.
- Backpack exercises: The backpack exercises facilitated thinking about refugee journeys, including what you might have to face ahead, and what might you have to leave behind.
- Stickman exercise: The stickman exercise enabled students to understand how bullying, hatred and intolerance can impact individuals. It also helped to develop empathy, awareness and feelings of support for peers, as well as a greater awareness of the consequences for others of their actions and words.

Outputs

- Reached 710 direct beneficiaries
- Delivered 72 workshop sessions

Outcomes

- 89% of reviewed student posters, diary entries and chair exercises demonstrated an awareness of refugees and their situations
- 100% of reviewed student posters, diary entries and chair exercises showed an increased empathy towards refugees and the challenges they face
- Messages from the reviewed student posters illustrated the views that young people had developed towards refugees. For example, 'Refugees are human too. let them live with dignity and hope'

- Some of the student diaries demonstrated that beneficiaries now understood how other people's views and opinions can influence their own and how to resist being swayed by the prejudiced, hateful or intolerant views they encounter
- 100% of reviewed student diaries demonstrated awareness of how their opinions could be influenced by the views and narratives of others and the media
- 80% of submitted diaries included evidence that the students had challenged negative and prejudicial stereotypes and narratives about others

- 80% of submitted materials from the mind-map activity showed that students had a clear idea of how to stand up to hateful words and actions
- Student posters and diaries showed not only awareness and empathy towards refugees, but also students' ability to communicate this to others in order to challenge hateful and intolerant views. Posters included titles such as, 'I stand up for refugees' and 'Don't judge a book by its cover'
- During the mind-map exercise, students wrote messages to encourage others how to react to hateful messaging, such as, 'show empathy' or 'talk to an adult'

Story of change

One of the primary schools was invited to participate because of the number of refugee families living in the local community. The school was delighted to be offered a set of books, and sessions to increase awareness of refugees and support the delivery of the cross-curriculum objectives. The school was aware of having students with direct and indirect refugee experience, and was keen to use the project to enhance awareness and promote inclusion. Participants found the teachers' workshop and additional support materials very useful. They said that the school benefited from the resources and the discussions about refugee inclusion and awareness. Teachers reported that the students really enjoyed the sessions and poster making, stating that their understanding of refugees had increased and that they wanted to be more inclusive and kind. They found the activities that looked at different viewpoints and how to deal with bullying and intolerance very helpful, and felt more confident about standing up to bullying. This primary school has already requested that Eastside Community Heritage repeat the sessions next year.

Groundswell Project Groundswell Project

Groundswell Project is an initiative that brings together local organisations in London that work to counter hate, intolerance and extremism. The initiative used a three-stage approach to support local initiatives:

- **Find:** Groundswell Project worked with local authorities and established community networks to map out local initiatives and activities working to achieve similar objectives
- **Connect:** Groundswell Project connected community activists and organisations, funded under the Shared Endeavour Fund and beyond, to improve effectiveness and maximise participation in community engagement work
- **Amplify:** Groundswell Project provided resources, contacts and networking experience to all other grantees of the Fund in order to broaden the reach, engagement and impact of their projects

Through connecting and promoting community peacebuilding and counter-hate initiatives, the project worked to increase the impact and effectiveness of organisations funded under the Shared Endeavour Fund. Groundswell combines on-the-ground counter-extremism expertise with an innovative online platform that maps out and connects London-based community initiatives and provides communications resources to spread the messages of organisations.

“It’s been a pleasure working with the team at Groundswell Project. We love the fact that they are about helping everyone and actually interested in collaborating. This is very refreshing and acts as a great support.” – Project beneficiary

Objectives

1. Improved connectedness among organisations working to address hate, intolerance and extremism in order to improve effectiveness and maximise participation in community engagement initiatives
2. Amplification of the work of other organisations addressing hate, intolerance and extremism on social media

Boroughs

Barnet, Camden, Haringey, Redbridge

Activities

- Workshops and events: the rise of hate crime during the pandemic; spotlight on hate crime; talking terror and counter-extremism; online radicalisation workshop led by Facebook; and a networking session for grantees of the Shared Endeavour Fund
- Produced two video resources as part of Groundswell Project’s ‘Communities Countering Hate’ series

Outputs

- 171 direct beneficiaries
- Brought together and integrated Shared Endeavour Fund organisations into the existing Groundswell Project Community Mapper, an interactive tool that maps out the different community organisations working to counter hate, violence and extremism across London
- Designed and disseminated online promotional flyers for each project funded by the Shared Endeavour Fund

Outcomes

- The Groundswell Project facilitated face-to-face and virtual meetings between community organisations in London to build relationships between those counter hate, violence and extremism. Some beneficiaries reported that this has made more effective, ‘Groundswell has allowed our organisation to connect with other initiatives in order to reach and support a larger number of families that are struggling with isolation and loneliness, and encourage social integration. Without Groundswell creating [these connections] and introducing us to other organisations, we would have struggled to support the people we serve.’ Another stated, ‘Groundswell’s unique ability to bring together like-minded organisations to amplify our work has proved very successful in helping us collaborate and network with others, meaning all our work has benefited’
- The project also connected organisations to local councils, police and interfaith groups; for example, one beneficiary reported that they had formed a new relationship with a local London council as a result of Groundswell Project’s networking initiatives
- One organisation commented that as a result of the Groundswell Project networking event, ‘We have continued to share ideas with other education projects about how we can keep kids engaged’

- Groundswell Project used ad credits on various social media platforms to advertise the work of other organisations; these posts reached an average of 16,602 individuals each
- 180% increase in engagement on the Groundswell Project Community Mapper after adding all the grantees of the Shared Endeavour Fund
- One Shared Endeavour Fund grantee reported that they ‘were really pleased to be included in the local council newsletter, which gave more exposure to the work we do. Thousands of new people reached us and we had a greater presence on social media’

Story of change

One particular Shared Endeavour Fund grantee was finding it particularly difficult to engage with potential volunteers and individuals. Like many social services, the organisation had to move its activities online as a result of the COVID-19 pandemic. The grantee sought the help of Groundswell Project to help it to engage beneficiaries and the broader public online. In particular, the organisation was struggling to recruit volunteers for key workshop trainings which it had planned. Groundswell was able to use its networking experience and contacts to help the organisation not only directly find volunteers but expand its own network. The Community Mapper enabled the identification of organisations and individuals which the grantee could reach out to and connect with. This resulted in an influx of new volunteers at the grantee’s organisation and new relationships with other civil society organisations working to counter hate and violent extremism.

League of British Muslims Community Empowerment, CVE Prevention and Creating Community Voices and Third Party Advocates

Community consultations conducted by the League of British Muslims found that there was a gap in the knowledge and understanding of local community leaders in Redbridge and Barking and Dagenham around issues of Islamist extremism and how to address it. The League of British Muslims provided training to imams, mothers and P/CVE practitioners in order to increase their knowledge of the ideological drivers of Islamist extremism and empower them to lead their communities to challenge extremist narratives. The project was delivered by imams who are experts in Islamic theology and have experience working with Convicted Terrorism Act (TACT) offenders, allowing them to provide effective counter-narratives to those who exploit Islamic texts for extremist ends.

“The project used excellent facilitators who explained coherently how to challenge those who do evil work.”
– Project beneficiary

Objectives

1. Empower imams to address extremist narratives in their communities
2. More women in Redbridge and Barking and Dagenham feeling confident to discuss issues of violent extremism with their families and young people
3. Increased awareness among P/CVE practitioners of the ideology, behaviours and practices required to challenge Islamist extremism

Boroughs

Barking and Dagenham, Redbridge

Activities

- Violent extremism training: Worked with 100 mothers and 60 imams to raise their awareness of issues relating to violent extremism in society and in their communities
- P/CVE practitioner training
- Youth awareness-raising sessions: Youth workshops held with Councillor Jas Athwal, Sam Tarry MP and imams from the local community, in partnership with the Future Leaders Programme

Outputs

- Reached 303 direct beneficiaries
 - 60 Imams
 - 100 women
 - 23 P/CVE practitioners
 - 120 youth
- Delivered 25 sessions
- Created a toolkit and other online materials for imams, mothers and P/CVE practitioners to challenge violent extremism

Outcomes

- Imams who completed the post-training survey awarded the session 8.7 out of 10 for how much it had benefited them as community leaders
- Imams reported an average rating of 9.6 out of 10 for how much the training session improved their understanding of Islamist extremism
- 90% of the Imams who completed the survey reported that they now felt confident addressing hateful and extremist rhetoric in their position as religious leaders, compared with 40% before the training

- 100% of practitioners who attended the training reported learning something new about effectively challenging Islamist extremist narratives
- One beneficiary noted, ‘as a Counter-Extremism Coordinator, I have taken so much from this session. I did not really know the intricacies of the ideologies used by extremists and how they distort Islamic texts. The session has provided me with an incredible insight and this will be extremely useful for me in my role’

Story of change

One of the participating imams had faced challenges with some members of his mosque who were aligning themselves to the ideologies of the Islamist extremist group Hizb-ut Tahrir. These individuals were sharing hateful material and promoting hateful rhetoric outside the mosque, specifically targeting young people. The imam was unsure about how to manage this situation. After participating in the project, he felt empowered by what he had learned from the project leaders, who shared their experience and theological understanding of texts and how to effectively challenge those who distort the teachings of the Quran and Hadith. Following his involvement with the project, the imam addressed these issues at the mosque, employing a series of alternative narratives to the messaging of the Hizb-ut Tahrir supporters, including a Friday sermon on the Islamic responsibility to stand up to hate and a workshop in the mosque on what it means to be a British Muslim. The imam received positive feedback on the sessions and reported that one of the individuals of concern had sought counsel with the Imam and is now on a journey away from Hizb-ut Tahrir.

- On average, women who attended the training gave a rating of 9.7 out of 10 for how much the session increased their understanding of Islamist extremism
- Before attending the session on challenging extremist and hateful rhetoric, only 20% of the women reported that they felt comfortable addressing these issues with their families; after the session, this rose to 70%
- One beneficiary stated, ‘I’ve never been comfortable talking about these issues with my children. We do not do it. How can we? However, after these sessions, I feel more comfortable to discuss [these issues] and have a better understanding of how to articulate myself and explain right from wrong to my kids’

Limehouse Project Sheros



Limehouse Project

The Limehouse project worked with local Muslim women of Bengali and Somali heritage to raise their awareness and support them in dealing with the dangers of hate crime, extremism and radicalisation in their community. The project delivered a series of workshops centred around the ethos of listening, sharing and understanding the issues that impact families. The project sought to establish local support networks for improving cohesion, respect for others and safeguarding disengaged individuals in the community who are vulnerable to extremist messaging, particularly online. The workshops allowed women to come together in a supportive, informal and welcoming environment to learn about the online risks their children and younger relatives face and collectively explore strategies for online safety. The project also supported women, particularly single parents, to develop confidence, abilities and English language skills to better assert themselves in their daily lives.

“The project was very informative. I learned how to identify my children’s moods and behaviours.”
– Project beneficiary

Objectives

1. Increased awareness of BAME women in Barking and Dagenham, and Tower Hamlets about the dynamics and risks posed by hate and extremism and where to access support on these issues
2. Improved ability of BAME parents to positively support, safeguard and discuss issues of hate and extremism with children and young people in their lives

Boroughs

Barking and Dagenham, Tower Hamlets

Activities

Limehouse Project ran workshops consisting of five separate sessions:

- Understanding the dangers of hate crime and extremism
- Online and digital safety
- Safeguarding children
- Parallels between British and Islamic values
- Strategies for strengthening families

Outputs

- Reached 84 direct beneficiaries
- Delivered 12 sessions

Outcomes

- 100% of beneficiaries reported that they were now aware of the dangers of hate crime and extremism, compared with 25% at the beginning of the project
- 82% of beneficiaries reported that the workshops had improved their understanding of radicalisation and who to contact for support if they need it
- At the beginning of the project about 25% of the beneficiaries felt confident spotting warning signs of radicalisation and discussing extremist ideas and attitudes. By the end of the project over 67% of women reported being ‘quite confident’ or ‘very confident in these areas

- Some of the beneficiaries provided feedback demonstrating how the project had supported them to keep their children safe online. For example, one of the mothers reported, ‘I am glad I attended this workshop and learned about safeguarding issues. I was not aware of the online dangers that my daughters can face. A Limehouse Project worker helped me to learn about basic IT. I now know how to talk to my daughters about online abuse and how to deal with this, such as being my daughter’s first-hand contact so that if she has any questions or needs anything she can come to me rather than going to a third person for advice’
- Another mother commented, ‘Before attending the workshop, I thought I knew how to deal with my children better than many, but I was wrong. I didn’t know that using the internet can sometimes be harmful to children if they go to the wrong sites. Since the workshop my parenting skills have improved. I also learned how to seek help and advice if needed. The facilitator gave us handouts and contact details of organisations that provide advocacy services for parents and teenagers’

Story of change

Ms B attended the workshop in September 2020. She is a grandmother of 12 children aged 3-18 years old. Prior to attending the workshops, she had no knowledge of hate crime and extremism or online safety. Ms B reported that she was pleased that she attended the workshop. Between the pre and post-workshop surveys Ms B showed a significant increase in her knowledge and understanding of the issues. She also filled in the additional information section with positive feedback. The Sheros project followed up with Ms B to find out how she was doing, she replied:

‘I have been talking to my grandkids regularly about the internet and online threats, including how a simple thing such as wearing a hijab can lead to hate crime. They really enjoy listening to me and also feel very proud that I have been engaging with Limehouse Project and gaining useful knowledge to promote their safety. I have been sharing information with my relatives who are now keen to attend a safeguarding workshop too’.

Maccabi GB

Stand Up! Education Against Discrimination



Stand Up! Education Against Discrimination is a school-based education project designed to empower young people to act against discrimination and racism, particularly antisemitic and anti-Muslim hate. Stand Up! is an interfaith programme, which brought facilitators from Jewish and Muslim backgrounds into the classroom, creating a safe space for young people to explore issues of discrimination and racism, and providing expert advice on the specific topics of antisemitic and anti-Muslim hate. Through Stand Up!'s interactive workshops, young people were encouraged to develop their sense of civic and social responsibility to their local communities and British society more broadly. Throughout the funding period (June 2020 – May 2021), the Stand Up! Team delivered 181 individual sessions in 36 schools and a further 16 out-of-school settings, reaching a total of 6,356 young people.

Objectives

1. Enhanced awareness of issues of discrimination, specifically antisemitism and anti-Muslim hate, among students
2. Increased knowledge of practical strategies to counter hate crime and incidents, including encouraging reporting to schools, the police or other relevant institutions
3. Improved support for schools and local communities in addressing antisemitism and anti-Muslim hate

“I felt really safe and confident and have found people who share the same ideas about racism, discrimination and hate crimes as me.”
– Project beneficiary

Boroughs

Barking and Dagenham, Barnet, Hackney, Harrow, Havering, Redbridge

Activities

- What Is Islam? And What Is Judaism?: Two workshops designed specifically for Jewish and Muslim primary school students from years 4–6, to explore representations, meanings, and practices of each religion and their communities
- Anti-bullying programme: This educated secondary school students, in years 7–8, about racial and religious bullying, encouraging pupils to move from being ‘bystanders to upstanders’
- Anti-discrimination workshop: The core workshop of Stand Up!, which educates secondary school students from years 9–11 on what antisemitic and anti-Muslim hate is. The workshops emphasise British values and the 2010 Equality Act as guiding principles for overcoming all forms of racism and discrimination
- The Media and Propaganda: Free Speech or Hate Speech?: This workshop was provided as a follow-up to the core anti-discrimination session for secondary school and sixth form students from years 10–13, and investigated the boundaries of free speech, hate speech and the rise of fake news, encouraging students to question and critique news sources and providing methods and tools for campaigning online and reporting misinformation

Outputs

- Reached 6,356 direct beneficiaries
- Delivered 181 sessions

Outcomes

- At the end of the project students received an average score of 80% on a test about the legality of hate crimes in the UK, rising from 63% in the pre-test
- Beneficiaries could identify 61% of the protected characteristics under the 2010 UK Equality Act by the end of the project, compared with 50% in the pre-test.

- By the end of the project, 81% of students stated they were confident reporting hate crimes if they witnessed or experienced them
- Beneficiaries now have a better understanding of where to report antisemitic and anti-Muslim hate crimes, besides the police: 52% said they now knew other organisations to report antisemitic hate crimes to and 60% stated that they knew where else to report anti-Muslim hate crimes, compared with 39% and 48% respectively at the beginning of the project
- One beneficiary commented that the sessions were ‘a really valuable insight into what I can do as a whole to help fight racism in communities everywhere’

Story of change

Our school is so pleased that we were able to secure a workshop with Stand Up!, as media issues were heightened and sensitive at the time we felt it would be a good time to give the students a forum to express and educate themselves. We are a very diverse school and we embrace opportunities for our students to be mindful of their peers and the adults around them. The team who delivered the workshop were absolutely amazing from the minute the girls walked into the room, they welcomed them in a warm manner and the girls immediately felt comfortable. As a member of staff in the room I was given an insight to many things I never knew, so I am sure the students were also enlightened. The students were all engaged throughout the workshop and this is testament to the delivery of the sensitive content. The positive feedback from the students after the workshop was also incredible, they all want the team to return and felt that it was a really good opportunity for them and were extremely grateful. We look forward to Stand Up! returning to our school in the very near future. – Teacher

- In the wake of renewed tensions in Israel-Palestine in May 2021, antisemitic and anti-Muslim hate sharply increased. Stand Up! was called upon by the Secretary of State, Gavin Williamson, to provide educational workshops to directly address these issues in schools. Moreover, Stand Up! has featured in a number of panels and conversations as a model for positive educational responses to world events which directly affect the Jewish and Muslim communities
- Maccabi GB received 40 referrals by the Community Security Trust (CST) and Tell MAMA surrounding the rise of Islamophobic and antisemitic school incidents towards pupils, staff and teachers

Manorfield Charitable Foundation

Building Resilience to Extremism through Enquiry



The Building Resilience to Extremism through Enquiry (BREE) project developed the skills of students in Newham and Tower Hamlets to think critically and independently to question and challenge hate, intolerance and extremism. The project trained teachers to use the 'Philosophy for Children' (P4C) enquiry methodology, which empowers young people to explore challenging issues and encourages them to develop behaviours and skills that make them less susceptible to extremist persuasion. P4C provides teachers with a structure to facilitate discussion of controversial topics and a safe space where students can express, examine and challenge views. BREE has been specifically designed as a teaching and learning resource to take students on a planned learning journey through sequenced activities of increasing complexity.

Objectives

1. Increased knowledge among teachers and students of how to safely and confidently explore and challenge issues related to extremism and terrorism as and when they arise
2. Increased understanding and critical thinking among students in relation to extremism and terrorism
3. More young people in Newham and Tower Hamlets with the knowledge, skills and confidence to stand up against hate, intolerance and extremism at school, at home and in their communities.

Boroughs

Newham and Tower Hamlets

Activities

- The BREE resource takes students on a planned learning journey of activities of increasing complexity in relation to four themes:
 - Exploring identity
 - Understanding terrorism
 - Responding to terrorism
 - Developing shared values
- Teacher training in the P4C approach: One full day of training for teachers already practising P4C and two full days of training for teachers new to P4C
- Five whole-group Zoom sessions, and two school-specific support sessions for each school
- A legacy plan to embed project practice into the school curriculum and ensure longer-term sustainability
- Online celebration event for participating schools to showcase their achievements

Outputs

- Reached 404 direct beneficiaries
- Delivered 22 sessions

Outcomes

- 82% of pupils reported that P4C had helped them to feel confident to discuss ideas about extremism and terrorism with their teachers and classmates
- 78% of teachers stated that they now have a teaching and learning approach that provides a safe space and structure for pupils to explore challenging issues related to extremism and terrorism together, increasing from 12% at the start of the project
- 100% increase in the number of teachers who felt they could address issues relating to extremism and terrorism with their students when they arise
- 100% of school senior leaders strongly agreed that the project has significantly enhanced their school's ability to meet its statutory requirements under the Prevent Duty

- 100% of teachers agreed that their students understand and think critically about factors involved in extremism and terrorism, up from 6% at the start of the project
- 80% of pupils agreed that their views about extremism and terrorism have changed due to the project activities
- 85% of pupils reported that they now have a better understanding of the factors involved in extremism and terrorism

- 100% of teachers reported they felt confident in their ability to build their pupils' resilience to views that spread hate, intolerance and extremism by the end of the project compared with 63% beforehand
- 75% of pupils stated that after the project, they feel confident challenging hateful and extremist views when they encounter them

Story of change

Through engaging with extremism and terrorism in a safe, structured and supportive environment, children were offered a platform to explore the context behind many of the negative discourses related to them. It has given them a voice to challenge those cynical connotations and to learn perhaps why those perceptions exist at all. It has allowed them to see how and why any person in society might walk down a path that leads to extremism and has made them more resilient against views that spread hate, intolerance and extremism. It has empowered children to understand that terrorists come in all shapes and sizes, from a plethora of backgrounds and from individuals that may, or may not, look like them. The resources used to support children in reaching these conclusions were outstanding: balanced, well thought out and age appropriate. – Teacher

New Horizons in British Islam

No Them, Only Us

No Them, Only Us is a resource-based project that provided classroom materials designed to empower teachers and students to stand up to hate, intolerance, prejudice and discrimination, and supported the development of critical thinking skills to increase resilience to extremist narratives. The teacher packages consisted of resources, tools and training sessions aimed at helping educators to understand how to aid their students to identify these issues. Student packages consisted of a variety of activities and workshops aimed at allowing students to understand how to identify stereotypes, discrimination and hate, and what they can do as young people to combat them. These materials were delivered during assemblies, theatre workshops and religious education or personal, social, health and economic lessons. The resources were designed by educational specialists, life coaches and radicalisation experts and were guided by three core principles: raising awareness, developing critical thinking and enhancing resilience.

“Your resources and training were excellent and exactly what schools need.”
– Teacher

Objectives

1. Increased awareness of hate, prejudice and discrimination and the responsibility to address them among students in Barking and Dagenham, Newham, and Tower Hamlets
2. Improved critical thinking skills among students so that they are better able to challenge and critique ideas and messages
3. Enhanced resilience among students to negative ideas, beliefs and attitudes of prejudice and hate

Boroughs

Barking and Dagenham, Newham, Tower Hamlets

Activities

- Resources: lesson plans; worksheets; student activity kits; debating toolkit; tailor-made videos; Google Classroom application to aid teachers during school closures in lockdown
- Workshops:
 - Hate, prejudice and discrimination workshop
 - Fake news and misinformation workshop
 - How to resist hate workshop
 - Anti-hate campaign challenge
 - Poetry, rap and song-writing workshop

Outputs

- Reached 12 teachers
- Delivered four sessions
- Produced resource pack for teachers which included lesson plans, worksheets, activity packs, tailor-made videos and a Google Classroom application to aid teachers during school closures in lockdown
- The anti-hate campaign challenge and poetry, rap and song-writing competition

Outcomes

- One of the teachers reported that her students were now more able than they were before engaging with the project and its resources to understand the difference between prejudice, stereotypes and discrimination and to recognise these as they occur in society. She felt that her students went from a ‘minimal understanding and lack of resilience’ to ‘more awareness and understanding’. She also noted an improvement in her students’ ability to understand the idea of collective responsibility in tackling these issues
- One of the teachers reported that her students had a ‘minimal and non-informed’ ability to think critically about information they encountered online. After the project, the teacher shared that she felt ‘the programme offered a balanced platform to discuss hate, prejudice and discrimination and engage the students’ critical thinking’. She noted significant improvement in the ability of students to think critically about information they see online

Story of change

One of the teachers of a year 7 group delivered the No them, Only Us KS3 lesson plans to her students. She reported that prior to using the project’s resources, the students had had little understanding of prejudice, discrimination, fake news, and how to recognise and address these issues when they arise. The teacher reported that the best aspects of the programme were relevance, clarity, and everyday examples that had allowed her students to gain new knowledge and skills. As a result of the project, the teacher noted significant improvements in her students’ understanding of what prejudice, stereotypes and discrimination are, their ability to recognise them when they encounter them and their ability to think critically about information they see online.

The resources are really good! Well done to your team! New Horizons has created an educational enrichment resource that is ground-breaking and holds the potential of positive outreach at the school level. Well done!
– Teacher

- One of the teachers reported that before using the project’s resources, her students responded to tensions within the community or school without making informed decisions, acting emotionally rather than rationally. After engaging with the project, the teacher felt there was an improvement in the students’ resilience to negative beliefs and attitudes

Protection Approaches Empowering Communities in Our Shared Endeavour

Empowering Communities in Our Shared Endeavour built a sustainable model for standing up to hate by equipping 315 community activists across London with the tools and methodologies to build strong and resilient communities. This project worked to ‘seed’ and ‘feed’ local capacity during a period when communities across London faced unprecedented stress due to the COVID-19 pandemic, but also at a time when thousands of people across the capital came forward to help their neighbours. The project’s model aimed to leverage the resources of local community members to lead in creating connections and building resilience in their communities. Between October 2020 and March 2021, 315 Londoners across 30 boroughs took part in an online training programme, bringing best practice from around the world to local communities to help them stand up to hate, intolerance and extremism. These training sessions were accompanied by bespoke materials to empower beneficiaries, who are already deeply involved in their local areas and therefore best placed to deliver community-building work. Following the training, the community builders were tasked with putting their training into action in their own communities. This included working with their communities to start new projects, build new networks, and support individuals and groups in the shared endeavour of preventing hate, intolerance and extremism. Protection Approaches is providing ongoing support and toolkits to these community builders as they do this work.

Objectives

1. Increased ability among community activists in London to develop and manage effective initiatives to empower, encourage and support local communities to prevent hate, intolerance and extremism

2. Increased provision of grassroots, community-building and networking initiatives in London designed to empower, encourage and support communities to prevent hate, intolerance and extremism

Boroughs

Online – whole of London

Activities

Training sessions:

- Strengthening local community capacity and building local networks against hate and intolerance: Participants learned how they can develop local networks of volunteers and expertise to support individuals and groups who are doing positive work to build community resilience
- Best practice for bridging community divides and building resilient communities: Participants learned the key principles of cohesion building, such as how to create meaningful interactions between those from different backgrounds, how to support and empower marginalised communities, best practices in advocacy and creating local change, how to champion and celebrate difference, and conflict resolution and having difficult discussions between groups where there are tensions.
- Empowering, encouraging and supporting other community members to stand up to hate, intolerance and extremism: Participants learned how to raise awareness of the processes that lead to hate, intolerance and extremism and how to challenge hateful or extremist ideology, and were taught best practice and evidence-based methodologies to create more positive messages to challenge such ideologies.

Outputs

- Reached 315 direct beneficiaries
- Delivered 76 training sessions

Outcomes

- 93% of community activists reported that they are now better equipped to ensure their initiatives contribute to building more cohesive communities
- 88% said they would now think about the inclusiveness of their initiative
- 77% said they would now think about how they monitor and evaluate their initiative
- Focus group feedback from beneficiaries suggested that their confidence in organising initiatives had increased because of the training. One participant stated that the training had: ‘increased their understanding about theories, giving them the confidence to work effectively’. Other participants agreed, explaining that the training ‘gave [them] more confidence and motivation to apply what works’ and positively ‘influenced motivations and willingness to participate in community-building initiatives’
- Participants also said that the training gave them ‘a solid grounding on the principles of community-building’ and ‘provided a toolkit that is motivating’

- Eight weeks after the training, 52% of beneficiaries had organised or facilitated new initiatives aimed at strengthening local communities and building local networks against hate, intolerance, and extremism
- 92% of community activists trained said they planned to develop an initiative to prevent hate, intolerance and extremism within the next year
- One focus group participant summarised: ‘Even though the pandemic has made it harder to apply lessons, the training has provided a toolkit that is motivating’

Story of change

In 2020, one beneficiary received a grant to start a new community-based project. However, she did not feel confident enough to start running the project and therefore joined the training. She said: ‘I enjoyed how participatory it was. It was not just one person talking, you created a space for us to go on a journey together. I especially enjoyed the diversity of the group: we learnt as much from one another as from the facilitators.’ Some of the most important things that she learned were the principles of community building, as well as what barriers there are to engaging different communities and how to overcome them: ‘I am glad I attended the course, before starting to run the project. It changed my perspective and approach. I am applying the principles of community building in my daily work; I think of different ways of engaging with communities, I know that printing a leaflet might just not work.’ She reported that after the training she had more confidence and that the training helped her to fill in the gaps of her knowledge: ‘I felt very energised and inspired at the end. The thing I said I “could” do, is now something I can do. I felt that this is now possible. The project that I set up felt a lot less daunting.’ The beneficiary stayed in touch with the facilitators and a few months later she asked Protection Approaches to organise a similar workshop for her team: ‘I wanted to make sure that the whole team is on the same page and understands what it is we are trying to do, and how we are going to do it.’ She also says that as a result of the training, her team has a solid foundation before starting work with different communities.

Universal Board Games

Our World Too Advocates



The Our World Too Advocates project trained young advocates aged 11–18 to use and share the Our World Too picture card game with their peers to explore how to counter hateful, intolerant and extremist messages through immersive game-playing. Universal Board Games aims to develop the critical thinking and listening skills of young people in order to build their confidence, understanding and resilience to cope with and counter hate and extremism in their daily lives. The design of the game was informed by the needs and ideas of young people across Hackney, who felt that too often, young people are not given the space and opportunity to articulate and share their experiences and fears relating to these issues. The aim of the Our World Too game is to win the most narrative cards by getting other players to vote for the most effective and least personally damaging responses to an extremist narrative. The game enables participants to articulate and share experiences of hate, intolerance and extremism that have impacted their daily lives, as well as empowering them and their peers to develop their own responses to these issues in a safe and constructive space.

“I used to get angry and upset but now I know lots of ways positively to respond to hateful and racist situations.”
– Project beneficiary

Objectives

1. Improved critical thinking and listening skills among young people regarding hate, extremism and mis/disinformation
2. Increased resilience among young people to hateful and extremist narratives
3. Improved self-esteem and confidence among young people to discuss issues of hate, intolerance and extremism with peers and family

Boroughs

Hackney, Newham, Redbridge

Activities

- Session 1: Introduce the Our World Too game and show beneficiaries how to play it
- Session 2: Beneficiaries lead a small group session with their peers, learning how to facilitate a safe and open environment for discussion and play
- Session 3: Reflect on and discuss the skills and attributes developed during playing and leading Our World Too games, such as resilience, self-esteem, confidence, leadership, empathy, compassion and teamwork
- Session 4: Gather feedback and lessons learned from advocates' experience of playing with other groups

Outputs

- Trained 120 Our World Too advocates

Outcomes

- 89% of beneficiaries reported their ability to critically assess hateful and extremist messaging as either good or very good by the end of the project, compared with 61% at the beginning
- 97% of beneficiaries reported that their confidence to detect 'fake news' was either high or very high by the end of the project, compared with 62% at the beginning of the project

- 89% of beneficiaries reported by the end of the project that listening to the experiences of others and sharing their own increased their resilience to hateful and extremist messages, compared with 69% at the beginning
- Beneficiaries commented that, 'no one here accepts racism, so we know we have each other's support in resisting and standing up to it'

- By the end of the project, 92% of beneficiaries reported that they felt confident to discuss issues of hate, intolerance and extremism with their friends and family, compared with 58% at the beginning
- By the end of the project, 89% of beneficiaries reported they felt 'empowered to speak up and respond intelligently' to issues that concern them, compared with 73% at the beginning of the project
- Advocates also reported that it has been easy to engage their peers and families in playing the game because they can see the benefit of open honest discussion around hateful messages

“I feel confident to detect fake news on social media now”
– Project beneficiary

Story of change

One of the beneficiaries is an athlete for Team GB. He felt pressure after being contacted to comment on the murder of George Floyd and Black Lives Matters protests. However, after engaging with the project, he felt more equipped to discuss these issues and was eager to use the Our World Too tool to engage the rest of his team in taking action to address hate crime and extremist messaging. He said, 'I want to get the team talking and understanding more about each other's backgrounds and then we can better support each other ... I hope to play the game with the British canoeing community to get them thinking about diversity and people's emotions.' He went on to run a workshop using Our World Too at his university in early 2021. Another advocate who was also an athlete said that his 'confidence and ability to speak up and talk about difficult issues has transformed over the eight months of the project'. He went from being a confused, pressured teenager to a confident young advocate able to speak intelligently and calmly about hate crime and extremists' messages.

Annex 2.3

Tier Three projects received grants of up to £50,000 to deliver activities in at least three London boroughs (excluding exclusively online delivery).

Ten organisations were selected for Tier Three funding:

EXIT UK (selected as a case study)

Faith Associates CIC

Tomorrow's Leaders (selected as a case study)

Heartstone

Integrity UK

JAN Trust

Naz Legacy Foundation

The Anne Frank Trust

Union of Jewish Students

West Ham United Foundation (selected as a case study)

Tier Three

Faith Associates

Muslim Digital Safety Ambassadors and Citizens Programme



The Muslim Digital Safety Ambassadors and Citizens Programme is an interactive and peer-led training project that gives beneficiaries the confidence to challenge and build resilience to hate among peer groups. Six interactive sessions involving discussion, role-playing and games were delivered to students to develop practical ways to understand and champion digital citizenship, stay safe online and counter hate speech. Through this process, students were allocated roles as 'digital citizens' and 'digital ambassadors' to support their peers and share what they had learned. An online portal allowed digital citizens and digital ambassadors to complete further activities, interact with their peers, and provide feedback on what they had learned after each session. The project closed with digital citizens and digital ambassadors submitting an online safety campaign proposal for their schools to implement what they had learned going forward.

Objectives

1. Increased awareness among young people about the principles associated with being a good digital citizen
2. More young people develop robust practices to keep themselves safe online
3. Increased understanding among young people about hate speech online and how to challenge it

Boroughs

Brent, Croydon, Newham, Tower Hamlets, Waltham Forest

Activities

- Training sessions: digital citizenship and becoming a Muslim digital safety ambassador and model digital citizen; media balance and well-being; (3) privacy and security; (4) fake news; (5) relationships and communication; (6) cyberbullying and hate speech.
- Online activity portal: Exclusive online space for digital ambassadors and digital citizens to engage in further activities, communicate with their peers about what they had learned, and gain feedback through questionnaires and interviews.

Outputs

- Reached 275 direct beneficiaries
- Delivered 72 training sessions in six schools

Outcomes

- 91% of students classed their knowledge and understanding of digital citizenship as either 'excellent' or 'great' by the end of the project, an increase from 36% at the beginning
- Through the online portal, students demonstrated increased confidence in finding solutions to online challenges as well as an ability to practically support their peers; digital ambassadors reported relaying what they had learned to other classmates, who in turn had a better understanding of digital citizenship and how to solve online problems
- 95% of beneficiaries reported that they would act as digital activists and campaigners going forward

- 67% of students said that their behaviour and the way they engage online had changed following the project
- In terms of changes in behaviour after participating in the project, 72% stated they would now fact-check information online before sharing, 43% said they would stand up and speak out against hateful comments, 57% would limit their time online, and 34% said they now talk more to their family about social media

- Digital ambassadors rated their understanding of hate speech as 9 out of 10 by the end of the project, an increase from 5 out of 10 at the beginning
- 76% of students reported that they are now more resilient to hateful content online; in terms of students' ability to counter hate speech online, 87% said they are 'more aware of how to effectively counter hateful and intolerant messages'

Story of change

I wanted to take part in the Muslim Digital Ambassador programme because I've always loved putting myself out there and learning new things with new people. Before I had started this programme, I was on social media a lot and always thought it was very intriguing finding out new things but after I joined the programme I learned a lot about how social media and technology can affect my physical and mental wellbeing, how to protect my privacy and keep myself and loved ones safe online and the way I can respond to hate.

When my teacher informed us that only two students will get the opportunity to be ambassadors I immediately wanted to experience the great responsibility of this role, as I wanted to help my friends and classmates make the right choices online and be able to protect themselves from hateful and inappropriate content.

Even though most of the sessions were online due to covid-19, the member of Muslim digital safety ambassador programme was very efficient and the session was made very interactive and it was a fun way of learning. I enjoyed taking part in the safety competition with other schools that will carry the learning of the programme forward even after it has finished. – Project beneficiary

Heartstone

Heartstone Story Circles



Heartstone Story Circles provided a practical and innovative approach to raising the awareness of children in Brent about prejudice, intolerance and hate and how these issues can be challenged. The project was centred on Heartstone’s fictional book, *The Heartstone Odyssey*, and was supplemented by photographs and images of real-life events that reflect the issues raised in the book. The stories and images were designed to engage children in a safe and sensitive environment to explore practical methods to deal with hate and intolerance should it occur and ways to prevent it from happening. The project also touched on the existence of hate crimes and hate incidents in society. Children participated through group ‘Story Circles’ where they discussed issues of hate and intolerance in relation to the book and images as well as engaging with guest speakers from the local police service. Each Story Circle was child-led and supported by teachers, librarians and community police officers. This project set up ten Story Circles as a seed initiative in areas of Brent where hate crimes and incidents have been recorded as an issue.

“The children have shown a strong sense that racism must not be tolerated and that the school should stay that way.”
– Teacher

“The children want to make sure the message that we should not be racist or intolerant is in place for all to see so the exhibition was placed in the public hall for everyone.” – Teacher

Objectives

1. Increased knowledge of the causes and consequences of hate and intolerance against individuals and society
2. Improved ability among children in Brent to process incidents of hate and intolerance when they encounter them
3. Enhanced confidence among children in Brent to actively challenge hate and intolerance when they encounter it

Boroughs

Brent

Activities

- Introductory training session for the leaders of the Story Circles including teachers, librarians and police officers
- Story circles activities: (1) Reading and discussion of *The Heartstone Odyssey*; (2) analysing supplementary visual materials alongside reading the *Heartstone Odyssey* book; (3) guest presentations from community police officers
- Final presentation event

Outputs

- Reached 900 direct beneficiaries
- Delivered 450 sessions

Outcomes

- Child-led discussion during the Story Circle suggested beneficiaries could relate examples of hate to issues they had experienced in everyday life; for example, some children commented on older generations using racist language and recognised how this is no longer acceptable
- Another example reported by the Story Circle leaders was that the project allowed the children to relate contemporary global events to the issues being discussed, such as the killing of George Floyd and the Black Lives Matter protests
- All Story Circle leaders commented that the Heartstone activities had enabled the children to reflect on hate and intolerance they had either experienced or witnessed in their daily lives

- Qualitative feedback provided by the children suggested increased awareness of how they could develop their own solutions to deal with hate and intolerance: some of the children commented that they would use the positive stories and characters from *The Heartstone Odyssey* for inspiration when dealing with incidents of hate and intolerance
- Some teachers reported that children now actively promoted raising awareness about hate and intolerance among their peers
- Some of the beneficiaries commented that the Story Circles provided them with a safe space to express their feelings, knowing that their fellow class members would support them

Story of change

At our school, we have noticed that the children are having more open conversations about racism and discrimination in their everyday life. They are now able to articulate their feelings about racism and talk about real life events that they may have witnessed. The children have a better understanding of the insidious effects of bullying and racism thanks to *The Heartstone Odyssey*. – Teacher

In our school, one child from a Syrian refugee family was able to feel much more included as a result of the project. He wanted to complete the ‘mouseport’ (an alternative ‘passport’ promoting an individual’s identity and sense of belonging as seen in some of the characters in *The Heartstone Odyssey*) as his personal addition to the exhibition we produced’ – teacher

- During the final event where children presented and shared what they had learned, some of the beneficiaries reported that they felt increased confidence and self-esteem to challenge hateful messages and promote tolerance
- For example, some of the children talked about not judging others based on their appearance, understanding that people may look different but underneath they have similarities; others discussed challenging and understanding what it means to be ‘British’: celebrating differences of appearance, beliefs and preferences
- Inspired by one of the characters who experienced hate and intolerance in *The Heartstone Odyssey*, the children wrote to a local police officer to ask what would happen in real life. They wanted to know what the police could do and what measures they could take

Integrity UK

Bridging Divides: Strengthening Communities and Challenging the Far Right

Integrity UK's Bridging Divides: Strengthening Communities and Challenging the Far Right project consisted of a two-part programme aimed at equipping community activists with the knowledge and skills to tackle far-right and faith-based forms of extremism on the one hand and promote dialogue between individuals from potentially hostile communities on the other. Part one consisted of bespoke training, led by expert practitioners, for community leaders and activists who work on themes of extremism, social cohesion and challenging hate in their local communities. Part two delivered a series of discussions that brought together young adults, aged 18–35, from Muslim, Jewish, Sikh, Christian, and secular backgrounds, to facilitate open and safe dialogue and break down barriers between potentially hostile communities.

Objectives

1. Increased knowledge among community activists about far-right extremism and faith-based forms of violence
2. More community activists in Barnet, Camden, Haringey and Redbridge understand how to actively challenge and report hate from far-right and faith-based sources, both online and offline
3. Increased understanding and engagement between young adults from different social and religious backgrounds

Boroughs

Barnet, Camden, Haringey, Redbridge

Activities

- Far-right training sessions: Six training sessions on the key trends, tactics and individuals within the far right and practical steps that can be taken to challenge hate from the far-right online and offline.
- Faith-based violence training sessions: Four training sessions on faith-based forms of violence, exploring how faith can be weaponised, the globalised nature of faith-based violence, and the reciprocal relationship between the far-right and faith-based forms of violence. The training also built upon some of the collective action campaigns from the far-right training, looking at how faith can be utilised for positive means when challenging faith-based extremism.
- 'Difficult discussions': These sessions facilitated interaction and discussion between young people from different communities that experienced hostilities or who might not otherwise have had the opportunity to engage with one another.

Outputs

- Reached 170 direct beneficiaries
- Delivered 26 sessions

Outcomes

- 91% of participants reported that their knowledge and awareness of far-right extremism had increased after the training sessions
- 91% of participants reported that their knowledge and awareness of faith-based violence had increased after the training sessions
- 73% of beneficiaries stated that they had a stronger understanding of how to actively challenge and report far-right hate both online and offline
- 71% of beneficiaries stated that they had a stronger understanding of how to actively challenge and report faith-based violence, both online and offline

Story of change

One beneficiary came to the Muslim and Jewish discussion in the second part of the project. This person was immediately very vocal in the discussion and at times tried to monopolise the virtual floor. On two separate occasions, they went off topic and began aggressively questioning the validity of the opposing community's religious texts. At one point they even alluded to the opposing side not caring about dead children in Israel and Palestine. These very direct comments caused much consternation and shock amongst participants from the other community, heightening the tension in the discussion. However, one of the other moderators, who was from this person's religious community, intervened and helped to alleviate their concerns, dramatically reducing tensions within the wider group. The moderator followed up with the participant after the session and it turned out that they were deeply moved by recent events in the region, influencing their approach, and did not harbour actual aggression against the other community. They noted they felt that they had little knowledge of the other faith and were open to exploring further dialogue with the community. The moderator put the participant in touch with a faith leader of the other community to answer any questions, and to arrange a visit to the faith institution itself. The participant had expressed concerns in the discussion that the faith institutions in question were never open to members of other faiths so a visit was organised to allay these concerns.

- Follow-up engagement with 29 participants from these sessions highlighted that the discussions had allowed them to interact and engage with others outside of their communities; something many of the beneficiaries had not previously had the opportunity to do
- 100% of the beneficiaries from the session bringing together individuals from Muslim and Jewish communities in London reported greater willingness to engage further with members of the other community after the project

JAN Trust

Another Way Forward



The Another Way Forward project by JAN Trust was designed to empower young women to work together to prevent and counter hate, extremism and radicalisation. The project worked with groups of young women, predominantly from BAME communities, through a series of expert-led workshops exploring issues related to extremism, violent crime, racism and the motives behind them. The project also established a cohort of 40 ambassadors who worked together to develop a series of peer-targeted campaigns, using what they had learned to promote safer communities and offer counter-narratives to individuals vulnerable to hate and extremism.

The campaigns were developed with the support of digital campaign experts and included short videos, visual resources and social media interventions. The project delivered much-needed advice and support to young people, improving their understanding of extremism and its impact on society, as well as greatly improving the availability of accessible and reliable resources to young Londoners.

Objectives

1. Increased awareness among young women in London of the dangers of hate and extremism in society
2. More young women in London actively seek to challenge hate and extremism and counter extremist narratives in society
3. More young women better equipped to debate and discuss their ideas and viewpoints about hate and extremism with individuals from different backgrounds

Boroughs

Barnet, Camden, Enfield, Haringey, Islington, Waltham Forest

Activities

- SAFE workshops: Beneficiaries learned about hate and extremism in society and how to practise online safety, avoid extremist messaging and support friends if they think they might be vulnerable to radicalisation
- Young Ambassadors programme: 45 ambassadors were identified to receive in-depth training, education and resources, and worked together to build digital campaign materials

Outputs

- Reached 2,915 direct beneficiaries
- Distributed over 135 infographics and resources created by the young ambassadors
- Received over 275,000 campaign video views across TikTok, Instagram and YouTube

Outcomes

- By the end of the project, 100% of beneficiaries surveyed reported that they understand what extremism is, compared with 27% in the pre-survey
- 100% respondents reported that they know how women can be affected by extremism, compared with 13% at the start of the project
- 100% of beneficiaries surveyed said that they would know what to do if they were concerned that someone was at risk of extremism, compared with 11% before the project
- 100% of teachers claimed that their students are now more confident in identifying someone at risk of extremism or becoming involved in a gang as a result of the project

- Many beneficiaries noted that the project had allowed them to freely debate ideas and engage with others from different backgrounds, an opportunity they had not previously had; this gave many the confidence to then discuss their thoughts with people outside of the project

- By the end of the project, 100% of beneficiaries surveyed said that they would know how to respond if someone they knew 'was following a path to extremism', compared with 11% at the start of the project
- At the end of the project, some of the beneficiaries commented that they had 'really learned' how to counter hate and extremism, and all young ambassadors claimed that they now felt motivated to stand up against hate
- 100% of young ambassadors reported that they now understand the importance of campaigning in pushing back against hate and extremism as result of the project, compared with 18% at the beginning

Story of change

One of JAN Trust's participants was a 19-year-old woman who joined the project out of curiosity as she felt that hate and extremism were not issues about which people are generally knowledgeable. In her feedback, she told the JAN Trust team that she learned a lot, including about specific terrorist groups. Whilst she was aware of major incidents happening, she hadn't previously been cognisant of their full implications or how these issues can be framed in the news. An example she provided was Shamima Begum, which she remembered distinctly as a Muslim herself, but at the time wasn't as aware of what the case specifically meant for extremism and how girls can be radicalised. After attending the workshops, she reported that she understands the importance of learning about extremism, hate crimes and radicalisation, as equipping yourself with accurate information prevents the need to make false assumptions, which can lead a person to be radicalised or engage in hateful behaviour. At the end of the project, she produced a video about her own experiences of being a victim of a hate crime, why we should all act against hate, and how we can combat hate and intolerance in society.

Naz Legacy Foundation Diversity Programme

The Diversity Programme delivered a series of awareness-raising workshops to young people aged 14–24 from diverse ethnic and religious backgrounds across London. The project supported schools to host five ‘Diversity Day’ workshops, which promoted new education and career opportunities for young people and their futures. The workshops aimed to inspire young people about the opportunities available to them and connect them to some of Britain’s leading cultural, political and business institutions. The majority of the workshops were delivered by a team of presenters from diverse ethnic and social backgrounds.

The Diversity Programme also delivered two workshops on community cohesion. The first workshop raised awareness of the issues of hate crime and extremism, such as discrimination, prejudice and radicalisation. Two speakers from different backgrounds led these sessions: the first Imam Mahmoud, the ‘hero’ imam from the 2017 Finsbury Park Mosque terror attack, and the second a former member of the far-right who now educates young people about hateful ideologies, grooming and the motivations of right-wing extremist groups. The second workshop educated beneficiaries about civic participation and how civic action can counter hateful, intolerant and extremist messages. Young people were taught about the democratic process, power relationships and how individuals can make a positive difference in society.

Boroughs

Bromley, Lambeth, Lewisham, Newham, Redbridge, Tower Hamlets, Waltham Forest, Wandsworth

“I learnt that everyone in society has a responsibility to help out vulnerable minorities targeted by extremists and that there are many things we can do to respond to hate crimes.”
– Project beneficiary

Objectives

1. Increased awareness among young people from disadvantaged and minority communities about the positive opportunities available to them in British society
2. Improved knowledge and understanding among young people of hate crime and extremism
3. More young people empowered to challenge hate and extremism and take part in civic action projects designed to prevent and counter them

Activities

The project organised five Diversity Days:

- Foreign, Commonwealth and Development Office (FCDO services) Diversity Day
- Metropolitan Police Diversity Day
- Parliament Diversity Day and MPs Q&A
- Imperial College (STEMM) Diversity Day
- Ernst & Young (EY) Diversity Day

And two Community Cohesion workshops on:

- Extremism and hate crime
- Civic action

Outputs

- Reached approximately 1,000 young people
- Delivered 15 workshops to 12 schools in eight boroughs

Outcomes

- 85% of beneficiaries stated that the project had raised their awareness of the opportunities available to them
- 70% reported that they now think differently and positively about the careers available to them after the workshop
- 65% of beneficiaries felt inspired by the opportunities available to them as a result of the project

- 80% reported that their knowledge and understanding of hate crime and extremism had increased following the workshops
- 83% of beneficiaries stated that their understanding of the far right in the UK had increased as a result of the workshop on extremism
- The workshops challenged some of the students’ preconceptions around perpetrators and victims of violent extremism. For example, some beneficiaries reported, ‘I found it surprising, the fact that extremism is not only for people of religion’ and ‘there are different forms of extremism – I thought there was only one’

- 74% of beneficiaries reported that they felt encouraged to consider getting involved in community-building and civic action projects
- 71% of beneficiaries reported that the sessions had improved their understanding of how communities can work together to tackle extremism and hate crime
- 60% of the students reported that the workshop had encouraged them to do more to challenge hate crime or extremism

“I would want to campaign, get involved in social action and maybe perhaps in the future speak out in Parliament. We can change the world and empower our peers around us too.”
– Project beneficiary

Story of change

Many beneficiaries reported that the community cohesion session provided them with the confidence to stand up against hate crime and extremism. For example, one student commented, ‘Before the webinar, I would have kept silent but I have now learnt that you have to stand up against oppression.’ Another said, ‘in the session, a video was shown of Joe Biden quoting the holy prophet Muhammad (peace be upon him): ‘Whoever among you sees a wrong, let him change it with his hand; and if he is not able to do so, then let him change it with his tongue; and if he is not able to do so, then with his heart.’ This had a great effect on me and how I should react to hate when I encounter it.’

The Anne Frank Trust

Switch Off Prejudice London



The Switch Off Prejudice project worked with Key Stage 3 students (aged 13–15) in schools across the boroughs of Barking and Dagenham, Havering, Lewisham, Redbridge, and Waltham Forest to equip them with the knowledge, skills and confidence to stand up to hate, intolerance and extremism. The Anne Frank Trust UK ran a series of workshops that used historic and contemporary examples of prejudice and discrimination, including the story of Anne Frank, to educate students about the dangers of intolerance and how society can stand against it. To increase the sustainability of the project, ‘peer educator’ sessions were also held to teach students how to share what they had learned and encourage others to challenge hate and intolerance. Finally, ambassador training sessions were conducted, which gave students the opportunity to work in groups to create a film, art, music, poem or performance about challenging hatred and intolerance to showcase to their peers.

“It was lovely to see how open they were, and quite shocking, we heard some really unbelievable stories of normalised racism, sexism, homophobia that [the students] have faced, it reminds you why it’s important to keep empowering students to have a voice and say when they are being discriminated against, or facing prejudice because so often they are normalising it and laughing it off. They are a powerful generation, they have a voice that should be heard.” – Teacher

Objectives

1. More young people in London with a greater sense of tolerance and commonality with individuals from different backgrounds and social groups
2. More young people in London empowered to challenge prejudice, discrimination, hate and intolerance

Boroughs

Barking and Dagenham, Havering, Lewisham, Redbridge, Waltham Forest

Activities

- Workshops on the Nazi Holocaust and Anne Frank’s legacy
- Peer education training
- Ambassador training
- Additional workshops: Based on need, additional workshops on Islamophobia, antisemitism and extremism were conducted in certain schools

Outputs

- Reached 875 beneficiaries, of which:
- 251 were also trained as peer educators
- 150 took part in the ambassador training sessions

Outcomes

- Changes in commonality were measured using the Commonality Grid tool developed by social psychologists at the University of Kent for the Anne Frank Trust UK
- 54% of young people reported greater feelings of commonality with at least one other social group, 36% with two other social groups, and 26% with three or more other social groups
- By the end of the project, beneficiaries’ reported increased commonality had improved towards 12 of 16 socio-demographic groups
- Beneficiaries also reported that they held a more positive attitude to one or more social groups different to their own by the end of the project as measured using the Contact Star tool
- 89% of beneficiaries reported that they felt more positive towards one social group different from their own by the end of the project, 72% towards two social groups, and 61% towards three or more social groups

- 251 students trained as peer educators able to share what they learned with others
- 150 students developed film, art, music or other performances pieces about challenging hate for their peers
- Students that attended the training reported they were more likely to challenge hate, ‘Anne Frank has inspired me to stand up for people. Say, if we go back a year or two, if someone was being abused or someone was being called out, I’d have left it alone or walked away, but now I would stand up for that person’. Another beneficiary stated, ‘everyone should respect everyone no matter what. We are all humans no matter what we believe in, it’s not right to be abused or treated differently’

Story of change

Black Lives Matter (BLM) is an important and personal social movement for 14-year-old Z. He felt that coverage of BLM is broadcast only when significant events happen, such as the killing of George Floyd. Z commented that ‘BLM has always been around, but when stuff gets videoed it’s talked about way more. Discrimination and racism can’t just stop straight away, but as time goes on as a society we can learn to talk about it and see what affects other people.’ He also stated that he had learned a lot more about the history of Anne Frank and ‘different people’s experience of discrimination’ and that it made him more aware of how other people feel. He concluded ‘that the Anne Frank story shows that things were worse, but nothing can change straight away unless people get involved’.

Union of Jewish Students

Combating Antisemitism and Hate on London Campuses



The Combating Antisemitism and Hate on London Campuses project worked with students and institutions in higher education to combat antisemitism and hate on- and offline in London. To achieve this, the project used a variety of activities: theatre performances, bystander intervention workshops for students, antisemitism awareness training for Student Union Officers, and digital campaign and online resources on educating students and tackling antisemitism.

“The Jewish community is not very present [here] and I have never really learnt much about the religion or community before but this talk was really informative and [the presenter] was a really engaging speaker”
– Project beneficiary

Objectives

1. Increased awareness of what constitutes antisemitism and the dangers it poses among higher education students in London
2. More people and institutions with the tools to challenge and counter antisemitism

Boroughs

Barnet, Camden, City of London, City of Westminster, Ealing, Islington, Lewisham, Newham, Online – Whole of London

Activities

- *A Lizard's Tale*: A play that addresses the prevalence of conspiracy theories in today's society, with a focus on antisemitic conspiracy theories
- Bystander intervention workshops for students
- Digital campaign and online resources, including incident reports that raise students' awareness of what constitutes antisemitism and ways to tackle it
- Antisemitism awareness training for Student Union Officers

Outputs

- Reached 150 direct beneficiaries
- Delivered 45 sessions

Outcomes

- 100% of surveyed beneficiaries reported that the sessions were either 'extremely informative' or 'very informative' in terms of raising their awareness of antisemitism, hate, intolerant and extremist messaging
- Beneficiaries that attended the training reported, 'I learned so much about Judaism (historical and contemporary) and the experience of Jewish students. I also found the point-by-point explanation of the definition of antisemitism really helpful in clarifying some [of the] misconceptions I had'

- 90% of surveyed beneficiaries reported they would now be able to identify antisemitism as a result of the project
- Over the lifetime of the organisation, the Union of Jewish Students has supported 110 higher education institutions to adopt the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism

Story of change

Thank you for what was a great session and I think it made many of my fellow colleagues think quite deeply on how we can support our Jewish students through this challenging time. We had your training for officers and staff last summer and we would definitely like to do it again ... I also want to take this opportunity to thank you for everything you are doing to support and represent Jewish students. It has been especially difficult over the last few weeks and your support has been exemplary. Seeing some of the comments on the Student Union's social media channels shows how far we have to go, but I know students appreciate knowing you are there. – Senior Student Union professional

“The history lesson that was included in the session was extremely useful as it allowed me to understand where this issue stems from. It was also very powerful to have a Jewish lady conduct the training as personal examples were provided which helped me understand this issue better.” – Project beneficiary

Endnotes

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