

MAYOR OF LONDON

SHARED

ENDEAVOUR

FUND

Call Four
**Evaluation
Report**

Tim Hulse and Michael J. Williams

The authors of this report are:

Tim Hulse (M&E Senior Manager, Strong Cities Network)

Michael J. Williams, PhD (Independent Evaluation Consultant, The Science of P/CVE)

Acknowledgements

We would like to thank all those involved in the delivery of the Shared Endeavour Fund for participating in this evaluation. Most notably, we would like to express our appreciation to the organisations that participated in Call Four for both the projects they implemented and their contributions to this evaluation. Special thanks also go to the teams at MOPAC, especially Oliver Levinson, Moushami Aktar and Emma Rowland, and Groundwork London, including Ruth Martin and Thomas Lowe, for their invaluable help and support throughout the evaluation process. Lastly, we would like to acknowledge the efforts of Charlotte Moeyens and Milo Comerford whose support and feedback were essential to the delivery and drafting of this report. To everyone mentioned above and to all the others who had a role in this evaluation, we offer our sincere appreciation; your support and collaboration were essential to the successful completion of this report. Thank you.

About the Strong Cities Network

The [Strong Cities Network](#) is an independent global network of 250 cities and other local governments dedicated to addressing all forms of hate, extremism and polarisation at a local level. Through in-person and online convening, events and trainings, Strong Cities facilitates knowledge exchange and learning among mayors, local leaders, civil society actors and other municipal-level practitioners, while complementing national, regional and global efforts. Launched at the United Nations in 2015, Strong Cities fills a critical gap in efforts that have typically overlooked the unique role that local governments can play in preventing and responding to hate, extremism and polarisation. The Strong Cities Network is hosted by the [Institute for Strategic Dialogue \(ISD\)](#).

Contents

Executive Summary	2
1. Programme Description	10
1.1 Context	10
1.2 History of the Shared Endeavour Fund	12
1.3 The Call Four Portfolio	13
2. Evaluation Aims, Approach and Methods	21
2.1 Evaluation Aims	21
2.2 Evaluation Approach and Methods	21
3. Evaluation Findings	24
3.1 Project Fidelity	24
3.2 Project Effectiveness	28
Priority Theme One: Raise Awareness	28
Case Study – Groundswell Project, <i>Communities Countering Hate</i>	32
Case Study – Naz Legacy Foundation, <i>Diversity Programme</i>	33
Priority Theme Two: Build Psychosocial Resilience	35
Case Study – Future Leaders, <i>Future Leaders Programme</i>	39
Case Study – Integrity UK, <i>Beyond Dialogue</i>	41
Priority Theme Three: Promote Prosocial Behaviours	43
Case Study – Chelsea FC Foundation, <i>Standing Together</i>	48
Case Study – Protection Approaches, <i>London’s Active Upstanders</i>	50
Priority Theme Four: Strengthen Prevention Capabilities	51
Case Study – Exit Hate UK, <i>Vulnerable Support Champions</i>	53
Case Study – Manorfield Charitable Foundation, <i>Building Resilience to Extremism Through Education</i>	54

4. Evaluation Conclusions and Recommendations	57
4.1 Conclusions	57
4.2 Recommendations	60
Annex A: Shared Endeavour Fund Projects	66
Annex B: Evaluation Methodolgy	77
Annex C: Theory of Change	86
Endnotes	87



Chelsea FC Foundation, *Standing Together*

Executive Summary

The Mayor of London's [Shared Endeavour Fund](#) is a prevention funding scheme that supports initiatives designed to build Londoners' resilience to radicalisation and extremist recruitment, as well as reduce intolerance, hate and extremism in the capital. The Fund fills an increasingly recognised gap in whole-of-society approaches to addressing terrorism and extremism: a lack of funding and support for local civil society organisations (CSOs). By providing these resources, the Fund serves to empower local CSOs to act as more effective prevention partners for government, leveraging their unique access to, knowledge of and credibility among local communities to better address intolerance, hate and extremism.

Call Four of the Shared Endeavour Fund was launched on 12 April 2023 by the Mayor of London Sadiq Khan, following three successful rounds of funding. Led by the [Mayor's Office for Policing and Crime](#) (MOPAC) and administered by [Groundwork London](#), Call Four awarded over £930,000 worth of grants for 24 projects delivered throughout London. Running from September 2023 to March 2024, Shared Endeavour Fund projects addressed a wide range of extremist ideologies, identity-based harms and prevention topic areas. These included antisemitism, anti-Muslim hate, radicalisation, extremist narratives and mis/disinformation.

Under Call Four, applications were solicited for projects contributing to one of more of the following priority themes:



Raise awareness

Increase Londoners' ability to recognise, critically engage with and resist intolerant, hateful, extremist and/or terrorist ideologies and messages.



Build psychosocial resilience

Strengthen psychosocial factors that promote resilience to radicalisation and extremist recruitment among vulnerable individuals and groups.



Promote prosocial behaviours

Empower Londoners to safely and effectively challenge intolerant, hateful and extremist attitudes and behaviours.



Strengthen prevention capabilities

Support frontline practitioners in education, social services, civil society and communities to prevent and counter intolerance, hate, extremism and radicalisation in local schools and communities.

To assess the outcomes of the Shared Endeavour Fund, MOPAC commissioned the [Strong Cities Network](#) to conduct an independent evaluation of the funding scheme and the projects it supports. This report presents the findings of that evaluation and offers a series of recommendations for future iterations of the Fund, as well as other initiatives operating in this space.

Evaluation Aims and Approach

The Shared Endeavour Fund evaluation had four objectives:

- Assess the outcomes of the Shared Endeavour Fund and the projects it supports.
- Assess the implementation fidelity of Shared Endeavour Fund projects.
- Showcase the work of outstanding projects from the portfolio.
- Generate learning and recommendations to inform grant-making decisions and improve future iterations of the Fund.

The Call Four evaluation largely replicated the methodology of the previous funding rounds, which was featured in a EU–UN [Compendium of Good Practices](#) for counter-terrorism and preventing and countering violent extremism (P/CVE) evaluation. Underpinned by the Shared Endeavour Fund’s Theory of Change, the evaluation employed a mixed methods approach (qualitative and quantitative) to assess the fidelity of grantees’ project activities and their effectiveness in contributing to the priority themes of the Fund. This approach was also adopted to provide sufficient information to develop case studies to illustrate the findings of the evaluation and showcase some of the most successful projects from the Fund. The selected case studies should not be seen as representative of the wider portfolio.

The full list of projects supported under Call Four, including a description of their activities and outputs, can be found in [Annex A](#). A selection of more in-depth case studies is also interspersed throughout the findings section of this report. The full methodology for this evaluation can be found in [Annex B](#), while a narrative Theory of Change for the Shared Endeavour Fund is available online and depicted as a logic model in [Annex C](#).¹

Project Fidelity

To assess the fidelity of Shared Endeavour Fund projects (i.e. the quality of project implementation and consistency with planned outputs), supported initiatives were evaluated across three domains:

- Did projects reach the number of beneficiaries outlined in their applications?
- Were the beneficiaries selected by grantees clearly defined, justified and appropriate for the aims of the Fund?
- Were the Fund’s data collection tools administered as planned to the required number of beneficiaries?

Project Effectiveness

The centrepiece of the evaluation was an assessment of the collective contribution of supported projects to the priority themes of the Fund. Contribution was measured using a suite of 17 peer-reviewed or otherwise-validated survey instruments, referred to as the Common Measures.

The Common Measures were deployed using a retrospective pre–post survey design to assess changes in beneficiaries’ knowledge, attitudes and behaviours during their participation in the projects. The appropriate measures from the suite of survey instruments were allocated to each grantee based on the aims and content of their projects. The selected measures were agreed between MOPAC, the implementing organisation and the evaluators. All grantees were required to administer the survey to a predetermined number of their beneficiaries. In total, a sample of 8,541 valid survey responses were collected, providing more than enough statistical power to robustly evaluate the Fund.

Key Findings from the Evaluation

The Call Four Project Portfolio

- **The Shared Endeavour Fund empowered CSOs to become more involved in preventing intolerance, hate and extremism in local communities across London.**

The Shared Endeavour Fund supported 24 CSOs in London to implement prevention projects tackling a range of extremist ideologies, identity-based prejudices and prevention topic areas. The most popular ideologies addressed were Islamist extremism (50% of projects) and far-right extremism (46%), while racism (54%), anti-Muslim hate (50%) and antisemitism (38%) were the most common types of identity-based prejudice. As for prevention topic areas, most projects focused on general introductions to extremism and extremist ideologies (63%); general introductions to prejudice, discrimination and hate (54%); and radicalisation warning signs and reporting processes (54%).

- **Most grantees funded under Call Four focused on implementing projects designed to raise public awareness of intolerance, hate and extremism.**

All Shared Endeavour Fund applicants were required to submit proposals for projects that contribute to one or more of the Fund’s priority themes, with about half of successful applicants submitting proposals geared towards multiple themes. Most of these projects (75%) addressed the Fund’s first priority theme: raise awareness. These projects tended to reach large numbers of beneficiaries with relatively low-intensity programming (i.e. low contact hours). The rest of the portfolio was relatively evenly distributed between the remaining Fund priorities: build psychosocial resilience (21%); promote prosocial behaviours (25%); and strengthen prevention capabilities (29%)

- **Shared Endeavour Fund projects engaged almost 58,000 Londoners, particularly young people, in activities designed to address intolerance, hate and extremism.**

Shared Endeavour Fund projects targeted a broad range of overlapping communities and population groups through their programming. In total, the Fund directly reached 57,958 individuals in 31 London boroughs, including 54,930 students in primary, secondary and further education (aged 5–18); 1,196 young people outside of formal educational settings (aged 5–18); and 751 members of the general public (aged 18+). Projects also engaged a further 1,079 frontline practitioners, including teachers, youth workers and religious leaders, building their capacity to effect positive change in communities.

Project Fidelity

- **Under Call Four, 88% of projects met or exceeded their reach targets, a sustained improvement on previous rounds of the Shared Endeavour Fund.**

In Call Four, 50% of the projects exceeded their planned reach targets, often by a wide margin, while 38% met them. This represented a modest improvement in the number of projects meeting or exceeding their reach targets over Call Three (82%) and Call Two (79%), and a significant improvement over Call One (61%).

- **Over half (58%) of grantees adopted a rigorous selection process for recruiting project beneficiaries in Call Four, with less than 10% employing weak targeting procedures, a similar figure to previous funding rounds.**

Grantees' beneficiary targeting and selection processes improved significantly between Calls One and Two and have remained relatively stable since then. Under Call Four, 58% of grantees were found to have employed a rigorous selection process for their beneficiary recruitment, with a moderate rating awarded to 33% of projects and a weak rating to just 8%. Moderate or weak ratings were awarded where the approach adopted for beneficiary targeting, the quantity of supporting evidence provided and/or the relevance of selected participants could be improved.

- **Almost half (46%) of Call Four grantees implemented the Fund's sampling and data collection procedures exactly as planned, with only one (usually minor) issue identified in a further 38% of projects.**

A review of grantees project reporting and survey datasets found no sampling or data collection issues in 46% of projects, one issue in 38% of projects and two or more issues in the remaining 17%.ⁱ These issues largely involved grantees missing sample size requirements in smaller secondary beneficiary populations or submitting donor reports after the deadline. For the most part, the issues identified were relatively trivial and did not affect the reliability or validity of the evaluation and its findings.

Project Effectiveness

- **The Shared Endeavour Fund was successful in supporting CSOs to build Londoners' resilience to radicalisation and extremist recruitment, and reduce intolerance, hate and extremism in the capital.**

The evaluation demonstrated that Shared Endeavour Fund projects produced statistically significant improvements in the outcomes assessed under each priority theme. Over the course of Call Four, outcomes related to raising public awareness improved by 21% on average (e.g. ability to critically engage with extremist ideologies and narratives). The average score in the pre-survey for outcomes associated with awareness raising was 0.61 out of 1.00, rising to 0.83 in the post-survey. Meanwhile, protective factors associated with psychosocial resilience increased by 31% (e.g. emotional resilience and sense of belonging); outcomes linked with adopting prosocial behaviours by 24% (e.g. intention to report hate incidents and radicalisation concerns); and the prevention capabilities of frontline practitioners by 22%.ⁱⁱ

ⁱ These figures do not add up to exactly 100% due to rounding.

ⁱⁱ Average percentage change for the outcomes associated with each priority theme, weighted by the total number of responses per survey instrument.

The constituent outcomes and their implications are outlined in greater detail in the report.

- **Priority Theme One: Londoners reported substantial improvements in their ability to recognise, critically engage with and resist intolerant, hateful, extremist and/or terrorist ideologies and messages.**

Under Call Four, Shared Endeavour Fund projects were successful in promoting public awareness of the drivers and impacts of intolerance, hate, extremism and terrorism, including supporting beneficiaries to manage the risks they encounter on- and offline. On average, targeted beneficiaries increased their awareness and concern for the extremism-related problems addressed by the projects by 19% among adults and teenagers (aged 12+), and by 16% among children (aged 8–12). Similarly, beneficiaries' ability to critically engage with information on social media (i.e. digital literacy) increased by 25%. Beneficiaries also significantly improved their resistance to extremist messaging, reporting that the warning that others may try to negatively influence their views were 'clear' (4.89/6.00 on a rating scale); the polarising or extremist messages they were exposed to were only 'somewhat convincing' (3.51/6.00); and the counter-messages promoted by Shared Endeavour Fund projects were 'convincing' (4.91/6.00).

- **Priority Theme Two: Beneficiaries identified as potentially vulnerable to radicalisation and extremist recruitment strengthened a range of protective factors associated with psychosocial resilience.**

Projects focused on Priority Theme Two were successful in supporting vulnerable individuals and groups to develop protective factors that have been empirically linked with resilience to radicalisation and extremist recruitment.² The protective factors addressed by Shared Endeavour Fund projects primarily concerned strengthening personality traits and attitudes associated with resilience, factors which require far more time-consuming and intensive programming to affect than the knowledge and behaviour-based outcomes assessed under the other priority themes.³ Over the course of Call Four, targeted beneficiaries increased their emotional resilience by 34%; sense of meaning and purpose in life by 26%; self-esteem by 41%; sense of belonging by 28%; tendency to consider the perspectives of others by 25%; and tolerance for difference and diversity by 36%.

- **Priority Theme Three: Londoners consistently reported being more likely to adopt prosocial behaviours that challenge intolerant, hateful and extremist attitudes and behaviours.**

For projects seeking to encourage Londoners to perform prosocial behaviours, programming focused on not only equipping beneficiaries with the necessary knowledge and skills but also building their sense of self-efficacy and motivation to take action when required. The evaluation found that the projects were successful in this endeavour, increasing beneficiaries' ability and intention to report hate speech on social media by 15%; report hate crimes and hate incidents by 19%; report suspected cases of radicalisation by 24%; challenge prejudiced and hateful views by 24%; and conduct bystander interventions by 23%. Beneficiaries also increased their general sense of community and civic engagement and responsibility by 39%.

- **Priority Theme Four: Shared Endeavour Fund projects successfully trained and equipped frontline practitioners in education, social services, civil society and communities to carry out prevention activities that challenge intolerance, hate and extremism.**

The primary aim of projects contributing to Priority Theme Four was to support frontline practitioners to carry out their own prevention activities in local schools and communities. Projects contributing to this theme either adopted train-the-trainer models focused on

improving beneficiaries' ability to implement prevention practices or offered supplementary training to sustain outcomes among young people. On average, targeted beneficiaries increased their capacity and intention to deliver prevention activities by 22% over the course of the projects. The ultimate results of these activities were also assessed as part of the evaluation and are included in the aggregated findings for the other priority themes.

- **The evaluation found no evidence of negative or unintended outcomes.**

No negative or unintended outcomes were identified with respect to the knowledge, attitudes and behaviours assessed by the evaluation, indicating that the Fund conformed with the principles of a 'do no harm' approach for addressing intolerance, hate and extremism.

Recommendations for the Shared Endeavour Fund

The evaluation generated several recommendations for the next two rounds of the Shared Endeavour Fund (i.e. Call Five and Call Six). The topline recommendations from the evaluation are listed below; for a more in-depth description, see [Chapter 4](#).

Fund Design and Management

1. Encourage applying organisations to submit multiple proposals if they have more than one project idea relevant to the priorities of the Fund.
2. Consider increasing the funding ceiling for Tier One grants from £25,000 to £30,000 to accommodate the rising cost of project delivery.
3. Use MOPAC's existing communication channels to publicly promote the work of outstanding projects from the Fund.
4. Revise and refine the application and reporting forms of the Fund to ensure that they remain user-friendly while providing high-quality information to assess submissions.

Project Selection

5. Consider funding cross-cutting capacity-building initiatives focused on disseminating good practices, up-to-date research and other relevant services to Shared Endeavour Fund grantees and wider civil society actors in London.
6. Facilitate partnerships between Shared Endeavour Fund grantees to exchange knowledge, learning and expertise between organisations and fill identified programming gaps.
7. Privilege high-quality project applications that focus on building psychosocial resilience to radicalisation and extremist recruitment among vulnerable individuals and groups.
8. Privilege high-quality project applications that target individuals aged 18–30 to further expand the range of age groups serviced by the Shared Endeavour Fund.

Evaluation Procedures

9. Revise the suite of survey instruments to ensure that they remain accessible to grantees and beneficiaries, and responsive to new project ideas.
10. Expand the scope of the evaluation to include a more detailed assessment of grantees' implementation processes and beneficiaries' attitudes towards project activities.
11. Where possible, employ an online surveying platform to manage data collection for the beneficiary surveys administered as part of the evaluation.



Future Leaders—Shared Endeavour Fund Conference

1. Programme Description

The Shared Endeavour Fund is a prevention funding scheme for CSOs run by the [Countering Terrorism and Countering Extremism Hub](#) at MOPAC and administered by Groundwork London on behalf of the Mayor of London Sadiq Khan. It offers grants to organisations implementing initiatives to address intolerance, hate, extremism and terrorism in the capital. First launched in 2020, the Shared Endeavour Fund completed its fourth round of funding in March 2024. Over the past four years, the Fund has delivered more than £3,000,000 of grants for 96 projects, reaching over 147,000 Londoners.

Call Four of the Shared Endeavour Fund picked up from the previous funding rounds and offered £930,000 of grants for seven-month prevention initiatives delivered between 4 September 2023 and 31 March 2024. Project applications for Call Four were required to contribute to one or more of the Fund's four priority themes and could apply for grants from one of three funding tiers. Funding tiers were differentiated by the maximum amount of money available and the geographic scope of prospective project activities (Table 1). Organisations applying for Tier Three funding were also required to obtain an equal amount of match funding for any additional money requested over £50,000. Unlike previous calls of the Fund, applying organisations were permitted to submit multiple project proposals for this funding round.

Table 1: Funding tiers and associated requirements

Tier	Funding available	Scale of delivery
One	£10,000–£25,000	1 or more boroughs
Two	£25,001–£50,000	3 or more boroughs
Three	£50,001–£100,000	8 or more boroughs

1.1 Context

Terrorism, Hate and Extremism

Since the launch of the Shared Endeavour Fund, terrorism, hate and extremism have remained significant threats to London and the UK. The country has experienced 9 terror attacks since 2017, with a further 39 late-stage plots disrupted during this period.⁴ In the year 2023/2024, Counter Terrorism Policing (CTP) and MI5 made 219 arrests for terrorism-related offences, 19% of which were for young people aged 17 and under, the highest number on record.⁵ Police and security services are also currently engaged in more than 800 investigations across the country, a significant proportion in London. As a result, the government has set the national terrorism threat level to 'substantial', meaning that an attack is likely. The landscape of on- and offline extremism has also evolved since Call One. The COVID-19 pandemic and associated restrictions in 2020 and 2021 provided fertile ground for extremist movements to proliferate, fostering anti-minority hatred while mobilising the public against government countermeasures. The crisis helped catalyse an increasingly complex online extremist ecosystem in which the 'boundaries between disinformation, hate speech, harassment, conspiracy theories and extremist mobilisation became ever more blurred.'⁶ Even after the pandemic, this hybridised threat environment has endured. Transnational extremist communities in Europe and North America continue to use social media platforms to inflame and exploit local grievances in order to undermine democratic processes and

social cohesion, while also inciting violence and hate against minority communities.⁷ This was most evident in the recent wave of far-right violence following the mass stabbing attack in Southport, violence which was fuelled by misinformation around the identity of the perpetrator, as well as weaponised online hate targeting migrants and Muslim communities.⁸

In terms of ideologies, Islamist extremism is still considered the dominant threat to the UK, accounting for 67% of terror attacks since 2017, about three quarters of MI5's caseload and 64% of those in custody for terrorism-related offences.⁹ However, in recent years, the most dynamic threats have increasingly come from far-right actors due in large part to the strength of their online international networks and the mainstreaming of radical right-wing parties across Europe.¹⁰ Far-right terrorism has accounted for 22% of attacks since 2017, about a quarter of MI5's caseload and 28% of those in custody for terrorism-related offences.¹¹ Moreover, for the third year running, individuals exhibiting far-right ideologies have represented the largest proportion of Prevent referrals (19%) and the referrals most likely to be adopted as a Channel case (46%).¹² This trend has proven particularly acute among young people; 95% of under 18s arrested in 2021 for counter-terrorism offences espoused far-right ideologies.¹³ Finally, the period since 2019 has also seen a steady rise in 'mixed, unstable and unclear' radicalisation, accounting for almost a quarter of referrals in 2022/2023.¹⁴ This referral category (which has since been further disaggregated) grouped together a series of diffuse ideologies emanating from online ecosystems characterised by violence-promoting subcultures, mass-shooter fascination, misogynist extremism and conspiratorial violence, threats that are often harder for security professionals to identify and combat.ⁱⁱⁱ

In this environment, minority communities continue to bear the brunt of on- and offline hate. The number of hate crimes recorded by the police has steadily risen over the last decade, predominantly targeted at ethnic minorities, migrants and the LGBTQ+ community.¹⁵ Spikes in the rate of hate incidents have often been tied to real world events such as the 2016 EU referendum, 2017 terror attacks, 2020 racial justice protests and more recently, the Israel–Gaza Conflict. Since the 7 October 2024 attack, there has also been a major rise in the amount of antisemitism and anti-Muslim hate on- and offline, accompanied by surges in extremist mobilisation across the ideological spectrum.¹⁶ The Community Security Trust recorded 2,699 antisemitic hate incidents in the three months following the attack, more than the entirety of 2022 combined.¹⁷ Similarly, TellMAMA reported a tripling in anti-Muslim hate incidents in this same period, with a total of more than 2,000.¹⁸ These incidents have added to a climate of fear and polarisation, which will likely have long-term reverberations within communities.

Civil Society Funding

Civil society actors have increasingly been recognised as crucial partners in government efforts to address intolerance, hate and extremism due to their unique access to, knowledge of and credibility among local communities.¹⁹ The parliamentary Intelligence and Security Committee inquiry into the 2017 terror attacks repeatedly underscored the need to provide resources for local efforts to prevent and counter violent extremism. Their report recommended that the UK government commit to 'build[ing] stronger partnerships with communities, civil society groups, public sector institutions and industry.'²⁰ More recently, the Home Secretary Yvette Cooper has stated that the government will pursue a new strategic approach to counter extremism based on close cooperation with communities.²¹ These sentiments reflect global developments in the field of P/CVE, which has increasingly promoted whole-of-society approaches that harness the benefits of CSOs as prevention best practice.²²

ⁱⁱⁱ Since 2022, the Home Office has amended its reporting procedures to disaggregate the 'mixed, unstable and unclear' category into its respective sub-categories: 'conflicted', 'school massacre', 'incel' and 'high CT risk but no ideology present'.

However, while CSOs may bring many advantages to addressing intolerance, hate and extremism, they often suffer from a lack of funding and support. This situation has been compounded in recent years by the UK cost-of-living crisis, which has forced CSOs to contend with increasing demand for their services, reduced funding and rising costs.²³ The Government offers limited funding for local CSO-led programming in this area. The grant-funding strand of the Home Offices' Building a Stronger Britain Together programme has been closed since 2020. Meanwhile, local authorities possess limited resources to devote towards CSO-led prevention activities. They have experienced significant cuts to their counter-extremism funding since William Shawcross's 2023 Independent Review of Prevent, which is due to see Prevent funding for local authorities in London reduced by around two-thirds by April 2025.²⁴ As for philanthropic funding, this can often be sparse and hard to access due to the challenging and, in some quarters, controversial nature of the subject matter. As a result, the capacity of CSOs to act as effective prevention partners for government has been significantly curtailed by their inability to access reliable funding.

1.2 History of the Shared Endeavour Fund

We must all stand together to tackle intolerance, hatred 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

Mayor Khan launched the Countering Terrorism and Countering Extremism Hub at MOPAC in December 2017 in the wake of an unprecedented rise in perpetrated and foiled terrorist activity that year, a large proportion of which occurred in London. The Programme was designed to identify opportunities to improve and renew efforts to tackle violent extremism in the capital. In June 2019, it released [A Shared Endeavour: Working in Partnership to Counter Violent Extremism in London](#). The report explored the P/CVE landscape in London based on comprehensive city-wide consultations with practitioners, public-safety stakeholders and members of the public. It investigated a broad range of extremism-related harms and reviewed London's existing hate and extremism programming, including the UK government's CONTEST and Prevent strategies. Ultimately, the report identified five areas of action for City Hall to pursue in order to more effectively address intolerance, hate and extremism.^{iv}

Underpinning the report's recommendations was a call to leverage the unique capabilities of civil society and local communities by empowering them to engage in delivering P/CVE initiatives. However, the consultative process revealed that 'a lack of support, resources and information' was impeding attempts to include CSOs in delivering sustained community-based prevention programming.²⁵

London's grassroots organisations reported that existing funding opportunities were often restrictive or entailed too many administrative obstacles; therefore, they were inaccessible to small organisations

^{iv} For a full description of City Hall's five areas of action to effectively address intolerance, hate and extremism. See MOPAC (2019). *A Shared Endeavour: Working in Partnership to Counter Violent Extremism in London*. pp. 10–13. Available at: https://www.london.gov.uk/sites/default/files/a_shared_endeavour_working_in_partnership_to_counter_violent_extremism_in_london.pdf.

delivering hyper-local initiatives.²⁶ To address this gap, the report recommended that City Hall launch a grants programme to support local responses to intolerance, hate and extremism: the Shared Endeavour Fund.

Call One of the Shared Endeavour Fund was launched in partnership with Google.org in January 2020. The £800,000 joint investment supported 31 organisations to deliver projects across London between July 2020 and June 2021. Call One projects directly benefited over 28,000 Londoners during this period, successfully increasing public awareness of the drivers and impacts of intolerance, hate, extremism and terrorism; promoting prosocial behaviours; building resilience to radicalisation and extremist recruitment; and strengthening the prevention capabilities of frontline practitioners.²⁷ Due to the success of Call One, the Mayor renewed the Shared Endeavour Fund to deliver a second round of grants financed solely by City Hall in June 2021. Call Two provided £600,000 of funding for 19 projects reaching over 33,000 Londoners.²⁸ This was further followed by Call Three in May 2022, which delivered £700,000 of grants for 22 projects reaching over 31,000 Londoners.²⁹

Over the course of the last four years, the Shared Endeavour Fund has undergone a range of changes to ensure that it continues to deliver the greatest value for Londoners. This has included improvements to the Fund's design, project selection, grant management and evaluation procedures. A full list of evaluation recommendations from Calls One, Two and Three and the steps taken to implement them can be found on the Greater London Authority (GLA) website.³⁰

1.3 The Call Four Portfolio

The projects funded in Call Four of the Shared Endeavour Fund varied significantly in their objectives, programme models and beneficiaries. In total, 24 projects were funded under Call Four – 8 in Tier One (amounting to £164,466 in grants), 13 in Tier Two (£503,416) and 3 in Tier Three (£265,000). Of the successful project applications, 67% had been awarded grants in the previous funding round. These projects largely built on their earlier activities, enhancing either their scope or depth.

A full list of projects supported by the Fund, including a description of their activities and outputs, can be found in [Annex A](#). A selection of more in-depth case studies is also interspersed throughout the findings section of this report.

The Call for Proposals

On 12 April 2023, Mayor Khan launched Call Four of the Shared Endeavour Fund, announcing the call for proposals online through the GLA and Groundwork London websites. The announcement was quickly followed by two online application workshops on the 4th and 9th of May that invited prospective organisations to learn about the Fund and the application process. These activities were supplemented with a press release from the Mayor, a promotional video about the Fund featuring previous grantees and a series of social media posts by MOPAC and Groundwork London.

The Fund ultimately received 71 applications: 28 in Tier One with a median value of £21,300; 38 in Tier Two with a median value of £47,490; and 5 in Tier Three with a median value of £75,000. The applications were reviewed by a nine-person panel comprised of staff from MOPAC, Groundwork London and Strong Cities. Applicants were required to demonstrate that their projects contributed to one or more of the Fund's priority themes and were assessed on their project plans, beneficiary

selection, ability to access and engage target communities, safeguarding procedures and budgeting. The moderation panel also factored in previous results achieved in Calls One, Two and Three for returning organisations. Where possible, efforts were made to prioritise CSOs and boroughs that had not received significant support or funding for addressing intolerance, hate and extremism in the past.

Priority Themes

Grantees were required to address one or more of the Shared Endeavour Fund’s four priority themes and were strongly recommended to limit their selection to those themes against which they could make the greatest contribution. Most grantees in Call Four addressed one or two of the Fund’s priority themes, often awareness-raising in combination with another theme. Grantees aiming to strengthen prevention capabilities were always required to combine this approach with a secondary theme to ensure that frontline practitioners had the opportunity to deploy the knowledge and skills that they had acquired.

Call Four saw a marked increase in the number of applications and grants for awareness-raising projects, which grew from 59% of applications in Call Three to 75% in Call Four. This was matched by a decline in the number of projects promoting prosocial behaviours, which dropped from 55% in Call Three to 25% in Call Four.

Table 2: Priority themes addressed by Shared Endeavour Fund projects (n = 21)^v

Priority theme	Projects (#)	Projects (%)
 1. Raise awareness	18	75%
 2. Build psychosocial resilience	5	21%
 3. Promote prosocial behaviours	6	25%
 4. Strengthen prevention capabilities	7	29%

Project Delivery Models

Shared Endeavour Fund projects employed a variety of delivery models to achieve their objectives and maintain beneficiary engagement. Of the 24 grantees 67% pursued schools-based delivery, while 21% reached their beneficiaries through community programmes, with 3 grantees (13%) conducting activities in both settings.

Beyond the delivery site for project activities, grantees’ implementation models also varied extensively in type, scope and depth. They ranged from one-off performing arts events for the public, to multi-session workshop courses in schools, to highly intensive seven-month mentoring programmes targeting small cohorts of vulnerable individuals.

^v Many projects addressed more than one priority theme; thus, these figures do not add up to 100%.

In total, 54% of projects delivered single session engagements with beneficiaries while 58% implemented multi-session activities, with 3 projects employing a combination of both approaches. In all cases, projects included at least one interactive workshop event per beneficiary. Beyond that, delivery models roughly fell into eight broad categories, with extensive overlap between them (Table 3).

Table 3: Delivery models adopted by Shared Endeavour Fund projects (n = 21)^{vi}

Delivery model	Projects (#)	Projects (%)
Workshops	24	100%
Mentoring and one-to-one coaching	4	17%
Train-the-trainer	4	17%
Creative and performing arts	4	17%
Sports and physical activity	3	13%
Career development	2	8%
Field trips	4	17%
Activism and campaigning	3	13%

The number of beneficiaries reached and the amount of time these individuals spent engaging in project activities was also highly dependent on the delivery models employed. Awareness-raising projects relying on single-session engagements tended to be high in reach (i.e. greater participant numbers) and low in intensity (i.e. fewer contact hours), while mentoring projects building psychosocial resilience were low in reach (i.e. fewer participants) and high in intensity (i.e. greater contact hours). To understand reach and intensity across the portfolio, projects were categorised using a three-point low-medium-high scale based on the primary audience they targeted (Table 4); the rating levels for number of individuals and hours per category can also be found in the table. The four projects that built prevention capabilities using a train-the-trainer model are excluded from this overview as they involved two equally important audiences for their activities. In all four cases, the cohort of trainers was small and received at least 8 hours of programming, while the ultimate beneficiary cohort was comprised of about 200 to 1,000 individuals receiving 5–10 hours of programming.

Table 4: Reach (number of participants) and intensity (contact hours) of Shared Endeavour Fund projects (n = 20; missing = 4 [16.7%])

	Project reach			Project intensity		
	Low (0–150)	Medium (150–1,000)	High (1,000+)	Low (0–2 hours)	Medium (2–10 hours)	High (10+ hours)
Projects (#)	4	7	9	11	4	5
Projects (%)	17%	29%	38%	46%	17%	21%

Ideologies, Prejudices and Prevention Topic Areas

Where possible, projects were selected to ensure that a wide range of intolerant, hateful and extremist views were challenged by the Shared Endeavour Fund, with an emphasis placed on those that posed the greatest threat to the UK. Grantees largely opted to address multiple extremist ideologies, identity-based prejudices and prevention topic areas through their activities.

^{vi} Many projects utilised more than one delivery model; thus, these figures do not add up to 100%.

The most common extremist ideologies addressed by grantees were Islamist extremism (50% of projects) and far-right extremism (46%). For identity-based prejudices, projects largely focused on racism (54%), anti-Muslim hate (50%) and antisemitism (38%). Finally, the most frequently addressed prevention topic areas were general introductions to extremism and extremist ideologies (63%), general introductions to prejudice, discrimination and hate (54%), and radicalisation warning signs and reporting processes (54%).^{vii}

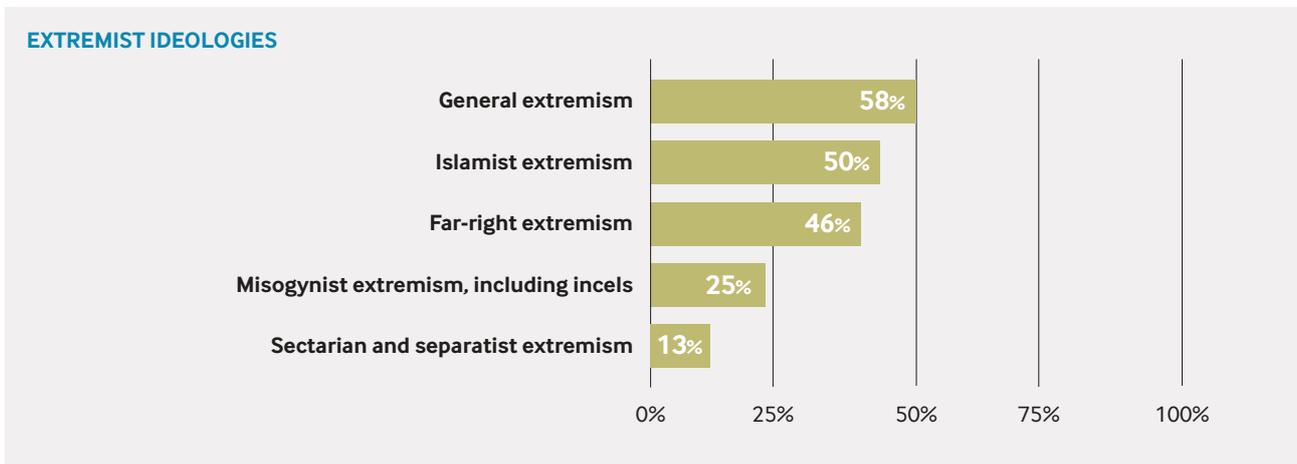


Figure 1: Extremist ideologies addressed by percentage of projects (N = 24)

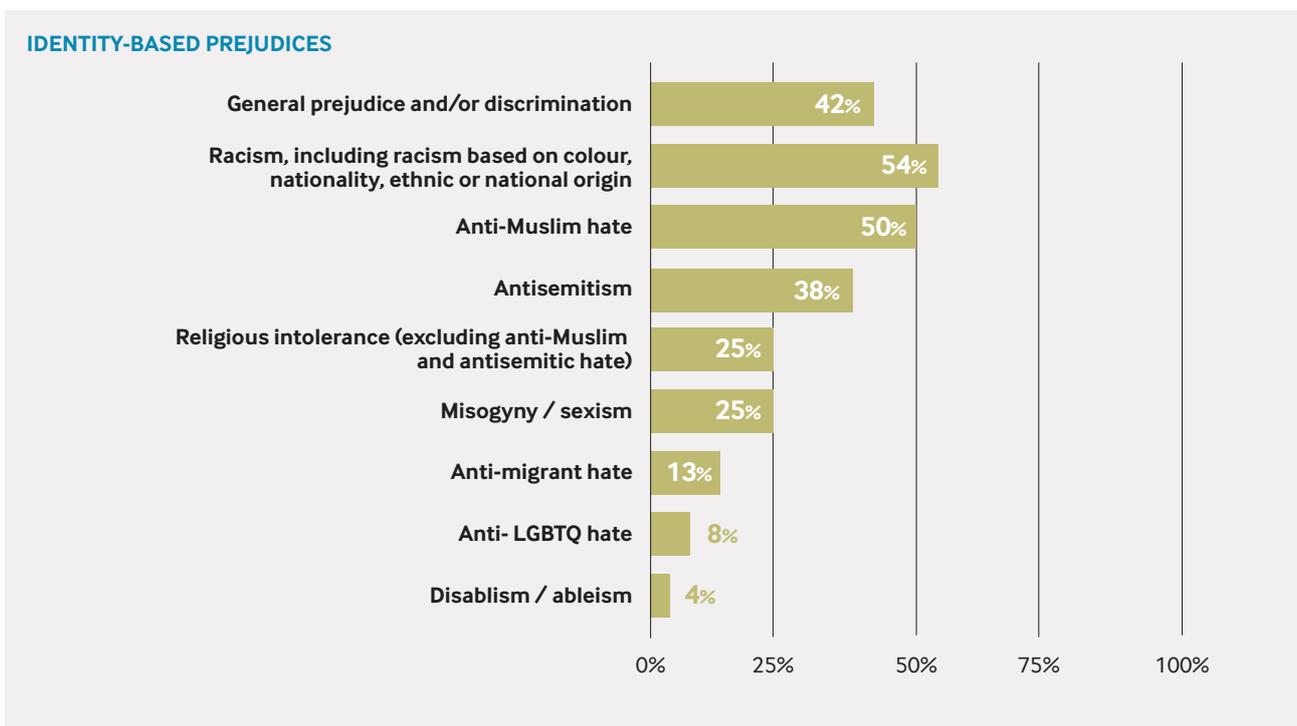


Figure 2: Types of identity-based discrimination addressed by percentage of projects (N = 24)

^{vii} Most projects sought to address more than one theme; thus, these figures do not add up to 100%.

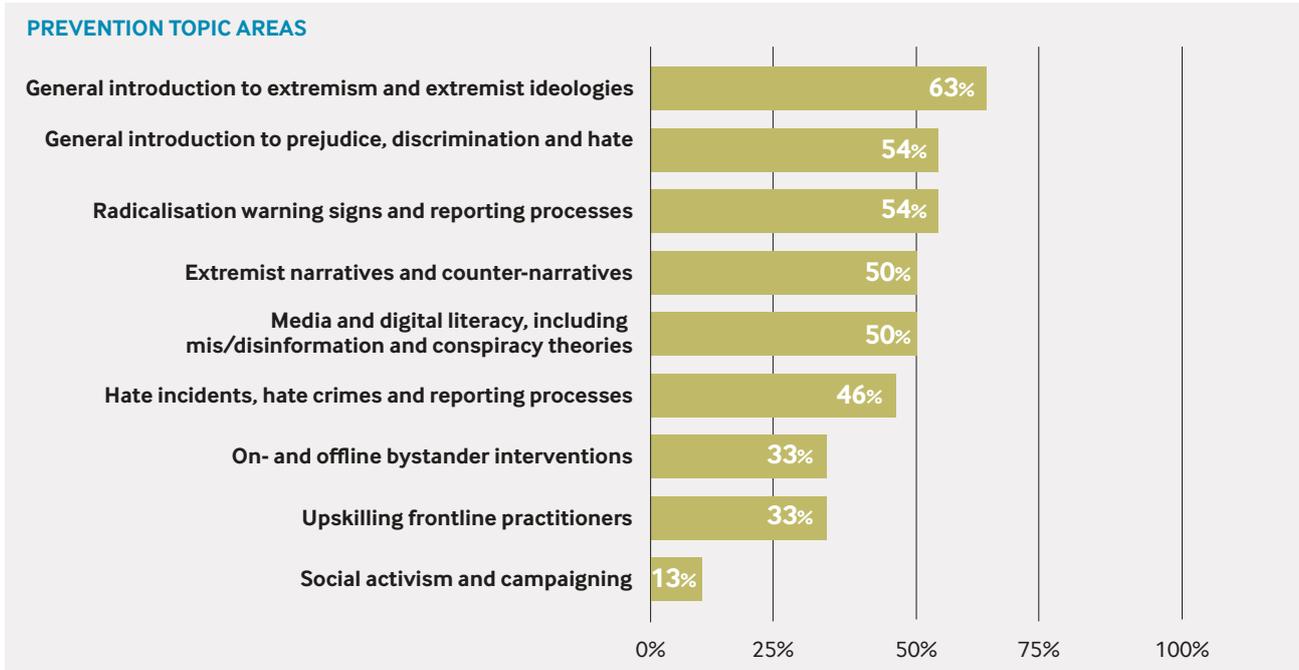


Figure 3: Prevention topic areas addressed by percentage of projects (N = 24)

Project Beneficiaries

Overall, Shared Endeavour Fund projects reached 57,958 Londoners – 7,398 in Tier One, 29,987 in Tier Two and 20,573 in Tier Three. As with the previous funding calls, beneficiaries came from a range of overlapping communities and population groups, with students in primary, secondary or further education the principal audience for most initiatives (Figure 2). Projects also frequently included activities targeting different population groups; for example, many schools-based projects also included a smaller teacher-training component to sustain emerging outcomes among students. In total, Shared Endeavour Fund projects reached 54,930 students in primary, secondary and further education (aged 5–18); 1,196 young people outside of educational settings (aged 5–18); 751 members of the general public (aged 18+); and 1,079 frontline practitioners, including teachers, youth workers and religious leaders.

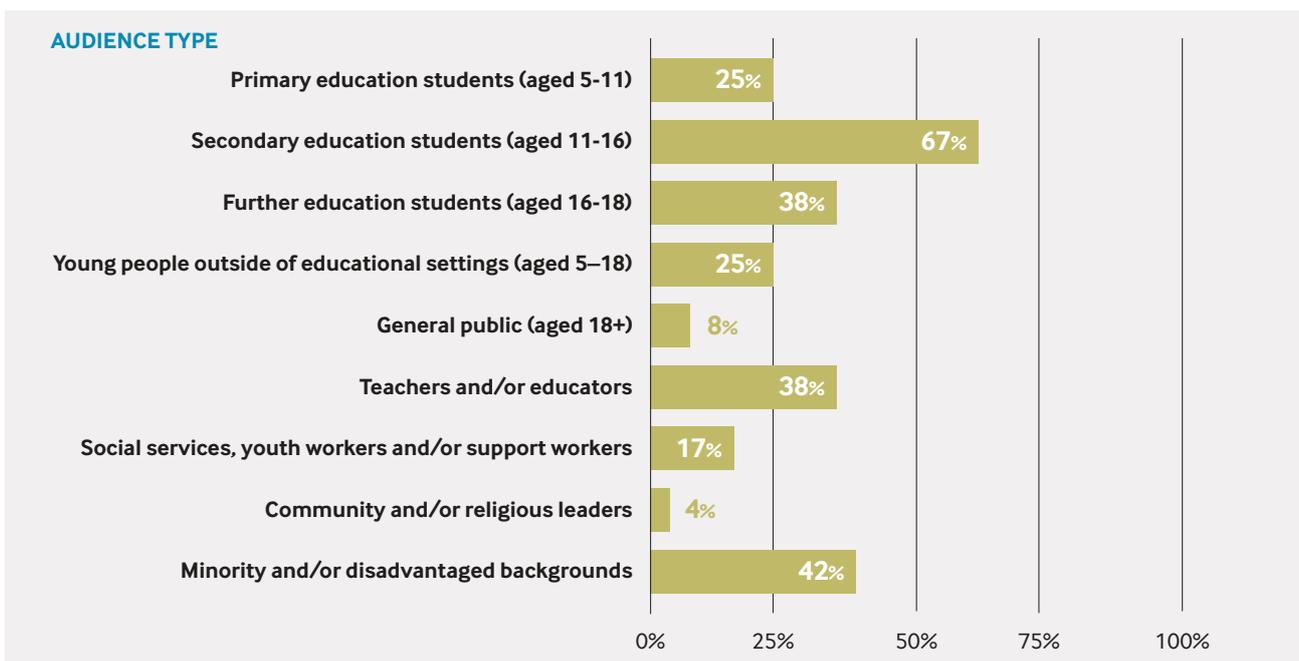


Figure 4: Audience type by the percentage of projects servicing them (N = 24)^{viii}

^{viii} Projects targeted multiple, sometimes overlapping populations, thus these figures do not add up to 100%.

The demographic profile of Shared Endeavour Fund beneficiaries was broadly intended to mirror that of London’s population, with special consideration given to those that could be considered more in need of the programming provided by the Fund. The following demographics are based on the samples of survey responses obtained by grantees. Given that the individuals completing the project surveys were not selected randomly, these demographics, although suggestive, should not be understood as verifiably representative of the wider portfolio.

Age

The age of survey respondents ranged from 9 to 75 with an average age of 17 years old, while 50% were aged 13–17. This represents a similar age range to Call Three and an older profile than Call Two, in which the average age of respondents was 15 years old, with 50% of all respondents aged 12–15. Nevertheless, secondary school and further education students remained the primary target audience for most Shared Endeavour Fund projects, particularly those employing high-reach, low-intensity delivery models. Consequently, this audience also represented the dominant group of survey respondents, with 67.5% of individuals reporting that they fell between 12 and 18 years old.

Table 5: Age of surveyed Shared Endeavour Fund beneficiaries (n = 8,449; missing = 92 [1.1%])

Age	Respondents (#)	Respondents (%)
5–11 years old	1,418	16.6%
12–18 years old	5,768	67.5%
19–29 years old	516	6.0%
30–39 years old	302	3.5%
40–49 years old	243	2.8%
50–59 years old	162	1.9%
60+ years old	40	0.5%

Sex

As displayed in Table 6, the survey sample was somewhat skewed in favour of female participants, with 1.7% of respondents selecting ‘prefer to self-describe’. This sex distribution equates to a ratio of approximately 84 males to every 100 females.

Table 6: Sex of surveyed Shared Endeavour Fund beneficiaries (n = 8,499; missing = 42 [0.5%])

Sex	Respondents (#)	Respondents (%)
Male	3,825	45.0%
Female	4,529	53.3%
Prefer to self-describe	145	1.7%

Ethnicity

Shared Endeavour Fund beneficiaries came from a diverse array of ethnic backgrounds, which was reflected in the survey responses gathered by grantees. The largest ethnic grouping that completed the surveys, was ‘White’ at 31.5%, followed by ‘Asian/Asian British’ at 27.1% and ‘Black/African/Caribbean/Black British’ at 17.9%. The response options for this demographic measure came from the standardised list of 19 ethnic groups for England and Wales developed for the 2021 census.³¹

Table 7: Ethnic background of surveyed Shared Endeavour Fund beneficiaries (n = 7,018; missing = 1,523 [17.8%])

Ethnic background		Respondents (#)	Respondents (%)
Asian/Asian British	Indian	506	7.2%
	Pakistani	378	5.4%
	Bangladeshi	402	5.7%
	Chinese	137	2.0%
	Any other Asian background	479	6.8%
Black/African/Caribbean/ Black British	African	731	10.4%
	Caribbean	319	4.5%
	Any other Black/African/Caribbean background	203	2.9%
White	English/Welsh/Scottish/Northern Irish/British	1,326	18.9%
	Irish	100	1.4%
	Gypsy or Irish Traveller	27	0.4%
	Any other White background	760	10.8%
Mixed/Multiple ethnic groups	White and Black Caribbean	172	2.5%
	White and Black African	132	1.9%
	White and Asian	187	2.7%
	Any other Mixed/Multiple ethnic background	420	6.0%
Other ethnic groups	Arab	372	5.3%
	Any other ethnic group	367	5.2%

Geographic Scope

Collectively, the Call Four grantees delivered programming in 31 of London’s 32 boroughs, implementing activities in an average of 7 boroughs per project (Figure 3). Alongside in-person delivery, two projects also offered online participation to pan-London audiences.

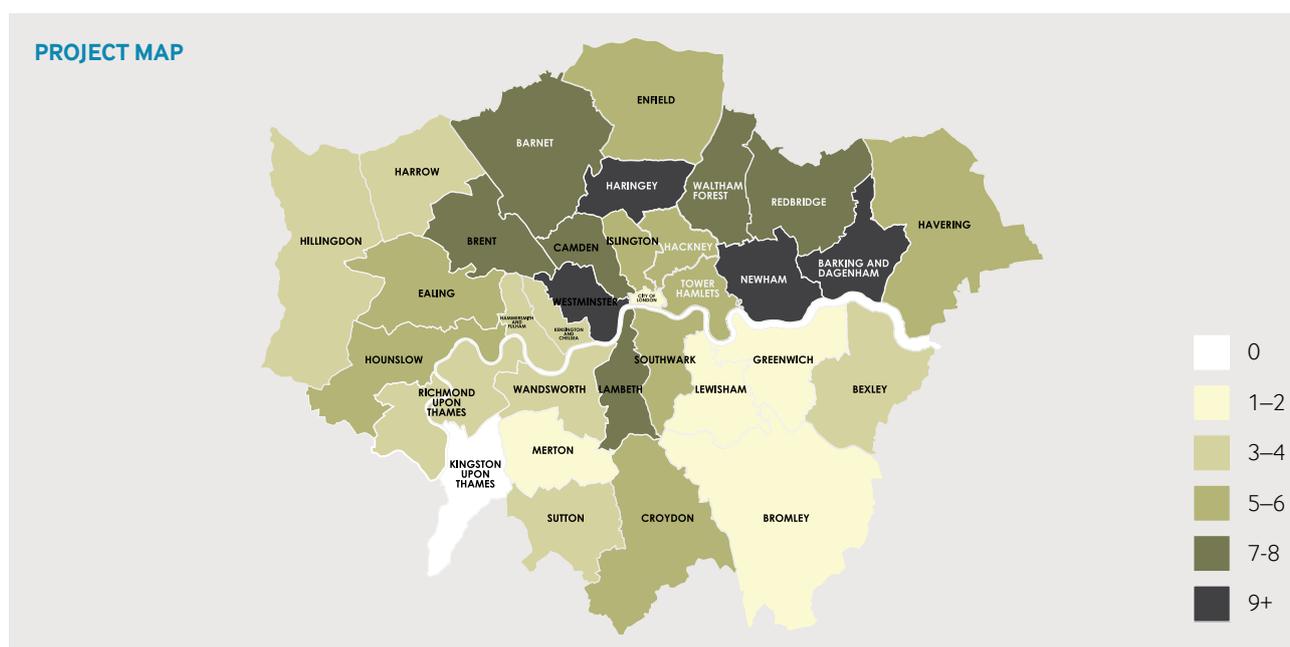


Figure 5: Number of projects implementing activities in each London borough (N = 24)

What are
some common
stereotypes?

ON AGAINST DISCRIMINATION



2. Evaluation Aims, Approach and Methods

2.1 Evaluation Aims

The primary objectives of the Shared Endeavour Fund evaluation were to:

- Assess the outcomes of the Shared Endeavour Fund and the extent to which supported projects contributed to its priority themes.
- Determine if Shared Endeavour Fund grantees implemented their projects as planned.
- Showcase the work of outstanding Shared Endeavour Fund projects.
- Generate learning and recommendations to inform grant-making decisions and improve future iterations of the Fund.

To achieve the evaluation objectives, Shared Endeavour Fund projects were assessed under two broad themes: project fidelity and project effectiveness.

2.2 Evaluation Approach and Methods

The Call Four evaluation largely replicated the methodology of the previous funding rounds, which were featured in a EU–UN [Compendium of Good Practices](#) for counter-terrorism and P/CVE evaluation. Underpinned by the Shared Endeavour Fund Theory of Change, the evaluation employed a mixed methods approach (qualitative and quantitative) to assess the fidelity and effectiveness of the Fund's project portfolio. This approach was also designed to provide sufficient information to develop a set of case studies to illustrate the findings of the evaluation and showcase some of the most successful projects from the Fund. The selected case studies should not be seen as representative of the portfolio as a whole.

The full methodology for the evaluation can be found in [Annex B](#). A narrative Theory of Change for the Shared Endeavour Fund is available online and is outlined in diagram form in [Annex C](#).³²

Project Fidelity

Three domains of project fidelity (i.e. the quality of implementation and consistency with planned outputs) were identified for the evaluation: project reach, beneficiary targeting and selection, and data collection. Evaluation questions were developed for each domain against which the projects were assessed; they were:

- Did projects reach the number of beneficiaries outlined in their applications?
- Were the beneficiaries selected by grantees clearly defined, justified and appropriate for the aims of the Fund?
- Were the Fund's data collection tools administered as planned to the required number of beneficiaries?

Project Effectiveness

The centrepiece of the evaluation was an assessment of the collective contribution of the projects to the priority themes of the Shared Endeavour Fund. Contribution was measured using a suite of 17 peer-reviewed or otherwise-validated survey instruments (referred to as the Common Measures). Each of these measures was aligned with one of the schemes' priority themes.

The Common Measures were deployed using a retrospective pre-post survey design to assess changes in beneficiaries' knowledge, attitudes and behaviours during their participation in a given project. The appropriate measures from the suite of survey instruments were allocated to each grantee based on the aims and content of their projects. The selected measures were agreed between MOPAC, the implementing organisation and the evaluators. All grantees were required to administer the survey to a predetermined number of their beneficiaries. In total, a sample of 8,541 valid survey responses were collected from across the project portfolio, providing more than enough statistical power to accurately evaluate the Fund.





3. Evaluation Findings

3.1 Project Fidelity

The fidelity of Shared Endeavour Fund projects was separated into three domains for the evaluation: project reach, beneficiary targeting and selection, and quality of data collection. Projects were assessed on their performance in each area against an established rubric and awarded a rating on a three-point scale.

Key Findings

- The majority (88%) of Shared Endeavour Fund grantees either met or exceeded their planned reach targets.
- Over half (58%) of the projects were assessed as having adopted a strong selection process for recruiting beneficiaries, while a further 33% adopted moderately rigorous selection processes.
- Approximately half (46%) of the portfolio implemented the sampling and data collection procedures exactly as planned, with only one (usually minor) sampling or data collection issue identified in a further 38% of projects.

Project Reach

In total, Call Four reached 57,958 Londoners, far more than the figure projected in grantees' project applications. As with previous calls, the primary target audience for Shared Endeavour Fund projects was primary, secondary and further education students, accounting for 54,930 of the individuals reached in Call Four. Beyond that, frontline practitioners made up the largest group of beneficiaries at 1,079 individuals; they were primarily comprised of teachers and other educators.

In their proposals, grantees specified the type and number of beneficiaries that they intended to engage over the course of their projects. Table 8 lists their performance, comparing the planned to actual reach of their projects. Grantees were rated as having met their reach targets if the number of beneficiaries was within 10% of the figure projected in their application. As shown in the table, 88% of projects met or exceeded their planned reach targets in Call Four.

Table 8: Projects rated by planned versus actual reach (N = 24)

Rating	Projects (#)	Projects (%)
More than planned	12	50%
As planned	9	38%
Fewer than planned	3	13%

Beneficiary Targeting and Selection

Grantees' beneficiary targeting and selection processes were assessed according to three criteria:

- Did grantees reach the beneficiary groups outlined in their applications?
- Did grantees demonstrate an evidence-based approach to beneficiary selection based on primary and/or secondary research (i.e. with respect to beneficiaries' vulnerability and/or needs)?
- Were the beneficiaries reached appropriate for the aims of the project and the selected priority themes?

The evaluators independently reviewed grantees' project applications and reporting against these criteria and rated them on a three-point strong-medium-weak scale. Grantees were assigned a rating based on the number of criteria met by their project. A strong rating was awarded to projects that met all three criteria, moderate to projects meeting two criteria and weak to projects meeting one or no criteria.

The ratings independently awarded by the two evaluators were then subjected to a reliability analysis, which demonstrated a high level of agreement between the evaluators' assessments (ICC = .88; $p < .01$).^{ix} This indicates that if another evaluation team were to apply the rating rubric, they would likely reach the same substantive conclusions based on the available evidence.

Table 9: Projects rated by the rigour of their beneficiary selection process (N = 24)

Rating	Projects (#)	Projects (%)
Strong selection procedures (i.e. met three criteria)	14	58%
Moderate selection procedures (i.e. met two criteria)	8	33%
Weak selection procedures (i.e. met one or no criteria)	2	8%

As displayed in Table 9, it was concluded that 58% of grantees adopted a 'strong' selection process when recruiting beneficiaries for their projects. The evidence supplied in support of grantees' beneficiary targeting varied by programme model and priority theme. Most grantees used research from academia and NGOs to justify their intervention model and the core characteristics of the beneficiaries they selected. This typically included references to age, gender or other sociodemographic factors that might impact beneficiaries' vulnerability as regards intolerance, hate and extremism. Beyond that, projects with strong selection processes prioritised boroughs and schools based on relevance and need.

Boroughs were commonly selected with reference to Prevent priority areas, volume of hate crimes and/or relative deprivation indices. Meanwhile, schools were largely shortlisted based on ease of access but then prioritised or deprioritised through discussions with local authorities, Prevent officers and school safeguarding leads. The strongest projects in the Call Four portfolio, particularly those delivering high-intensity programme models, also made use of referral mechanisms and risk frameworks to engage vulnerable individuals. Most referrals for individual beneficiaries came directly from social services, police, Prevent or schools.

As with previous calls of the Fund, where grantees were awarded 'moderate' (33%) or 'weak' (8%) ratings for their beneficiary selection processes, this was usually due to their applications and

^{ix} Interclass correlation coefficient (ICC) ranges from 0.00 to 1.00. By convention, an interclass correlation of less than 0.50 indicates poor agreement, 0.50–0.75 moderate agreement, 0.75–0.90 good agreement and over 0.90 excellent agreement. See Koo, T. K. and Li, M. Y. (2016). A Guideline of Selecting and Reporting Intraclass Correlation Coefficients for Reliability Research. *Journal of Chiropractic Medicine*, 15(2). Available at: doi.org/10.1016/j.jcm.2016.02.012.

reporting containing one or more of the following issues. The first was the absence of any primary and/or secondary research to justify the beneficiary targeting for a project. Second, was a reliance on an overly broad approach to participant selection; for example, some initiatives designed to service young people targeted London boroughs with higher rates of hate crime but did not outline why specific schools were in greater need than others and thus had been selected as a delivery site. Third, a small proportion of grantees did not appear to target the beneficiaries that would have been most appropriate for the aims of their project or the priority themes they selected. In these instances, grantees reported a desire to service individuals vulnerable to radicalisation and extremist recruitment but did not have a clear plan for reaching these groups. Instead, beneficiaries were selected and characterised as at-risk due solely to their gender, age and/or ethnicity.

Data Collection

In total, grantees collected 8,541 valid survey responses for the Call Four evaluation (once highly incomplete and inattentive responders were screened from the dataset). The quality of their sampling and data collection procedures was assessed according to two criteria:

- Were the surveys administered to the required number of beneficiaries?
- Were the data collection tools implemented as instructed?

Grantees' project applications, reporting and survey datasets were reviewed against these criteria and rated on a three-point scale based on the number of sampling and data collection issues identified. Table 10 outlines their performance.

Table 10: Projects rated by quality of sampling and data collection (N = 24)^x

Rating	Projects (#)	Projects (%)
Sampling and data collection conducted exactly as planned	11	46%
One sampling or data collection issue identified	9	38%
Two or more sampling and/or data collection issues identified	4	17%

For the first criterion, grantees were assigned a set number of survey responses that they were required to collect from their beneficiaries. This approach was adopted to ensure the evaluators were provided with a sufficiently large sample of responses to robustly assess the survey results at the portfolio and project levels. The exact number of survey responses required for each project was designed to be large enough to measure results within a $\pm 5.0\%$ margin of error.^{xi}

The margin of error for Shared Endeavour Fund projects ranged from $\pm 0.0\%$ (i.e. all participants were surveyed, and so no sampling was required) to $\pm 28.0\%$ (i.e. the actual results were within $\pm 28.0\%$ of the results reported by the sample of survey respondents). The average margin of error across the Call Four portfolio was $\pm 4.38\%$, well within the acceptable margin used for most survey research.^{xii}

^x These figures do not add up to exactly 100% due to rounding.

^{xi} Margin of error (or confidence interval) is a statistical measurement that indicates how many percentage points a figure drawn from a sample of respondents may differ from the population from which it is drawn (in the present case, all the beneficiaries of a given Shared Endeavour Fund project). Margins of error are expressed as a range above and below a midpoint figure. For example, a mean of 50% in a sample of respondents with a margin of error of $\pm 5.0\%$ would indicate that the actual mean among all of a project's beneficiaries could be any value between 45% and 55%. Where project populations are small, the sample size required to accurately estimate their views will be much larger as a proportion of all beneficiaries. For instance, 80 survey responses are required to produce a $\pm 5.0\%$ margin of error in a population of 100 beneficiaries (approximately 80% of the population), while only 278 responses are needed for a population of 1,000 (approximately 28%). See Scheuren, F. (2004). What is a Survey. American Statistical Association. Available at: <https://fweil.com/s2211/whatisasurvey.pdf>.

^{xii} The median was used instead of the mean to correct for two extreme outliers in the margin of error.

Of the 24 projects, 9 failed to meet the sampling requirements in at least one of the beneficiary cohorts that they targeted. For two of the nine grantees that did not meet the $\pm 5.00\%$ threshold, this occurred in a smaller supplementary cohort that was engaged to support the projects' wider objectives, typically a small teacher-training component designed to complement wider schools-based delivery. In these instances, samples that did not meet the stated requirement were expected due to the high proportion of survey responses required compared with the overall number of beneficiaries in the supplementary cohort.

For the second criterion, grantees were awarded a lower rating on the scale where one or more data collection and recording problems (as opposed to purely sampling issues) were found in their reporting and survey datasets. Data collection and recording problems were found in eight projects; the most common issues included:

- Late submission of final report and/or survey dataset.
- Survey questions or response options altered or excluded without consulting evaluators or fund managers.
- Surveys administered at inconsistent or incorrect times, usually long after project activities.
- Survey datasets submitted with excessive missing responses.

Overall, while some of the samples for individual projects were smaller than planned, a sufficient volume of survey responses was collected to afford 100% statistical power for the analyses at both the portfolio and project levels.^{xiii} In other words, the sample sizes were sufficient to detect significant differences between the pre- and post-responses, with near certainty that the results could not have been obtained by chance. Similarly, the majority of data collection issues discovered were trivial and did not affect the reliability or validity of the evaluation findings for either the individual project or the portfolio as a whole.

^{xiii} Statistical power (or sensitivity) is the likelihood that a significance test detects a genuine effect (should there actually be one). By convention, statistical tests are considered sufficiently sensitive if they achieve at least 80% power, which equates to tolerating no more than a 20% chance of failing to detect significant effects.

3.2 Project Effectiveness



Priority Theme One: Raise Awareness

Increase Londoners' ability to recognise, critically engage with and resist intolerant, hateful, extremist and/or terrorist ideologies and messages.

Key Findings

- 19% increase in beneficiaries' (aged 12+) awareness and concern about intolerance, hate and extremism over the course of the projects.
- 16% improvement in beneficiaries' (aged 8–12) awareness and concern about intolerance hate and extremism.
- 25% increase in beneficiaries' ability to critically engage with information on social media (i.e. their digital literacy).
- Resistance to extremist messaging significantly improved, with beneficiaries reporting that the warnings that others may try to negatively influence their views were 'clear' (4.89/6.00 on a rating scale); the hateful or extremist messages they were exposed to were only 'somewhat convincing' (3.51/6.00); and the counter-messages promoted by Shared Endeavour Fund projects were 'convincing' (4.91/6.00).

Priority Theme One centred on supporting primary prevention activities in London and required projects to increase public awareness of intolerance, hate, extremism and/or terrorism as well as the impacts of these on communities.^{xiv} Projects funded under this theme also focused on aiding Londoners to recognise and manage the risks they encounter online, particularly exposure to mis/disinformation and extremist messaging. To assess progress against this theme, the evaluation measured three outcomes: awareness, digital literacy and resistance to extremist messaging. Two awareness-raising measures were employed in the evaluation, one for teenagers and adults and another for children aged 8–12. These outcomes were evaluated in 19 projects from the Call Four portfolio.

Awareness and Concern

Raising awareness was by far the most popular outcome pursued by Shared Endeavour Fund grantees. The purpose of these awareness-raising activities was to inform Londoners about hateful and extremist ideologies, narratives, recruitment techniques and harmful effects in order to help them resist these phenomena and encourage them to adopt positive attitudes, behaviours and beliefs. To assess beneficiaries' awareness and concern for the extremism-related problems addressed by the projects, two survey instruments were developed by the evaluators: one geared towards adults and teenagers (aged 12+) and the other towards children (aged 8–12). These instruments combine elements from the Hierarchy of Effects Model (HOEM) and Health Belief Model (HBM) for awareness-raising campaigns.

^{xiv} Under the public health model of extremism prevention, prevention is separated into three tiers. Primary prevention consists of educating and inoculating communities and individuals against intolerance, hate and extremism by raising public awareness of these phenomena, including how to recognise and respond to them when they manifest. Secondary prevention focuses on delivering targeted assistance, such as psychosocial resilience building measures, for individuals identified as vulnerable to radicalisation and extremist recruitment. Finally, tertiary prevention provides direct intervention services to individuals who are already involved in violent extremism, assisting their rehabilitation and/or reintegration into society by minimising risk factors and increasing protective factors that could prevent recidivism, particularly for those recently released from prison. See Reimer, J. (2023). The 'Public Health Approach' to Prevention. ISD. Available at: <https://www.isdglobal.org/explainers/the-public-health-approach-to-prevention/>.

These models suggest that an individual can be made more resistant to intolerance, hate and extremism if they are: (a) made aware of such phenomena; (b) believe that the threat posed by such phenomena is serious; (c) agree that they may be exposed to such phenomena; (d) hold positive views towards mitigating such phenomena; and (e) believe that such phenomena are in contravention of accepted social norms.³³

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their awareness of and concern for the extremism-related problems addressed by the projects. Their average scores increased from 0.68 to 0.87 over the course of the projects, a difference of 19.2% ($\pm 0.8\%$).

Table 11: Awareness and concern of Shared Endeavour Fund beneficiaries aged 12+, before and after project activities (n = 5,668; F [1, 5667] = 3669.79; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI) ^{xv}	Effect size η^2_p
0.68	0.87	+19.2%	$\pm 0.8\%$	0.39 (Very large)

The second awareness and concern measure simplified the original survey instrument to accommodate the younger age of respondents (8–12 years old), the language and reading abilities of whom have yet to fully develop. In rare cases, it was also used in projects with a high proportion of ESL (English as a Second Language) beneficiaries. This survey measure consists of seven items. For each item statement, respondents were asked to indicate their agreement on a six-point scale, ranging from ‘I disagree a lot’ to ‘I agree a lot’. Example items from this survey instrument include: ‘I know about [name of extremism-related problem]’ and ‘I think that [name of extremism-related problem] is an important problem for people to challenge’. This instrument was also averaged and scaled to create a composite score running from 0.00 to 1.00. The measure was administered by six grantees and completed by 1,449 beneficiaries.

The evaluation also found a statistically significant improvement in children’s awareness and concern for the extremism-related problems discussed. Their average scores increased from 0.70 to 0.86 between the pre- and post-surveys, a difference of 16.3% ($\pm 1.0\%$).

Table 12: Awareness and concern of Shared Endeavour Fund beneficiaries aged 8–12 before and after project activities (n = 1,449; F [1, 1448] = 1782.68; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.70	0.86	16.3%	$\pm 1.0\%$	0.55 (Very large)

Digital Literacy

Online disinformation has increasingly been used as a recruitment tool by extremist groups and a weapon to target and harass individuals, communities and organisations.³⁴ Given these changes in the online ecosystem, it has become ever more important to foster digital literacy to enable individuals, particularly young people, to manage the risks that they face online and better recognise false or misleading information.

For the Shared Endeavour Fund evaluation, beneficiaries’ intention to critically engage with information on social media and develop responsible habits when assessing its veracity was

^{xv} All margins of error are given at the 99% confidence level (i.e. there is a 99% probability that the population value of all the beneficiaries reached by the Fund would fall within this margin of error).

measured using a four-item scale. Example items in the survey instrument include: 'I first read online articles before liking, commenting on or sharing them' and 'If I am not sure whether statements made in an online post are true, I try to verify them, for example, by searching the internet'. Beneficiaries' responses to the survey scale were averaged and scaled to create a composite score of their digital literacy, with a score of 0.00 indicating very poor digital literacy and a score of 1.00 indicating the maximum level of digital literacy possible. The instrument was administered by three grantees and completed by 873 beneficiaries.

Beneficiaries' digital literacy rose by 24.7% ($\pm 2.3\%$) between their pre- and post-survey responses climbing from an average score of 0.58 to 0.83. This represents a statistically significant improvement in this outcome.

Table 13: Digital literacy of Shared Endeavour Fund beneficiaries before and after project activities (n = 873; F [1, 872] = 774.04; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.58	0.83	24.7%	$\pm 2.3\%$	0.47 (Very large)

Message Inoculation

Attitudinal inoculation is a technique for mitigating the persuasive power of an undesirable message and is analogous to receiving an inoculation against a virus. Inoculation theory holds that individuals can be made resistant to persuasion, influence or manipulation attempts by exposing them to weakened or diluted forms of the same arguments in advance.³⁵ This process both puts individuals on guard against attempts to influence them and reduces the persuasiveness of the undesirable message should it be encountered. Subsequently, individuals can be presented with a preferred counter-message to support the inoculation process.

Message inoculation was assessed using a bespoke, three-item measure developed by the evaluators based on the three components of attitudinal inoculation. For this scale, beneficiaries were asked to provide their views on the item statements at only one timepoint: after engaging with the projects. The survey instrument was administered by five grantees to 1,672 beneficiaries and includes the following items:

- 'How clear was the warning that others might try to persuade you about [description of the hateful or extremist message to be countered]?' (Desirable attribute)
- 'How convincing were the reasons in favour of [description of the hateful or extremist message to be countered]?' (Undesirable attribute)
- 'How convincing were the reasons in favour of [description of the preferred counter-message]?' (Desirable attribute)

The evaluation found that grantees accomplished a significant degree of message inoculation among their beneficiaries, with the survey results demonstrating a strong curvilinear (V-shaped) relationship between the desirable and undesirable items in the measure. On average, Shared Endeavour Fund beneficiaries reported that the warnings that others may try to negatively influence their views were 'clear' (4.89/6.00 on rating scale); the hateful or extremist messages they were exposed to were only 'somewhat convincing' (3.51/6.00 on rating scale); and the counter-messages promoted by Shared Endeavour Fund projects were 'convincing' (4.91/6.00 on rating scale). This equates to a difference of 27.7% ($\pm 2.3\%$) between the desirable (items a and c) and undesirable (item b) attributes in the survey measure.

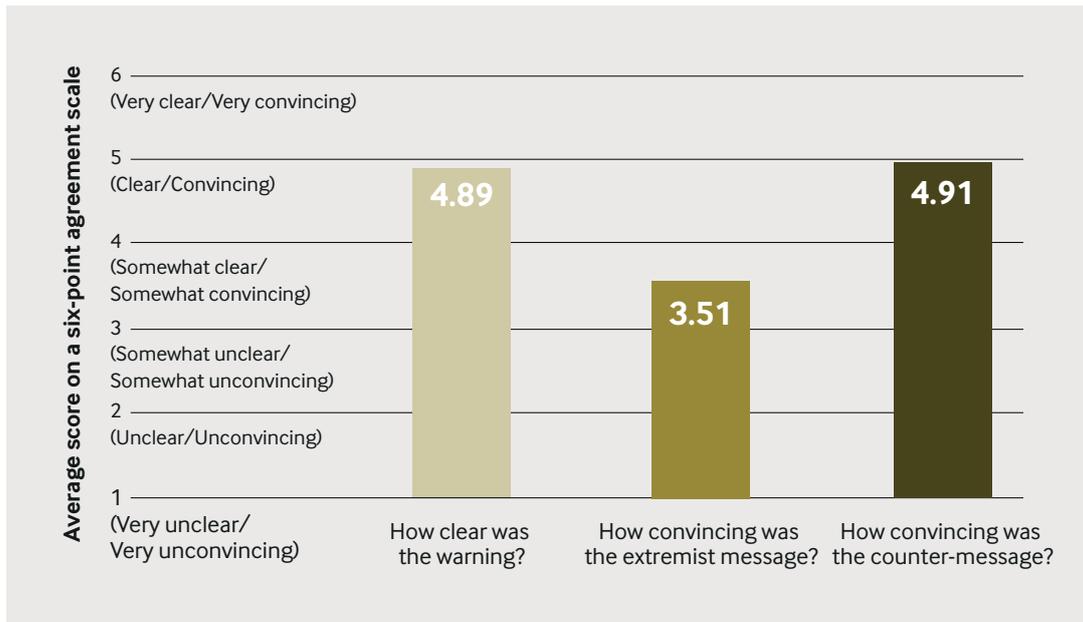


Figure 6: Inoculation against extremist messaging of Shared Endeavour Fund beneficiaries after project activities (n = 1,672; F [1, 1671] = 945.48; 2p = .36; p < .01)



TIER
2

CASE STUDY

Groundswell Project Communities Countering Hate

 Email

 Website

ABOUT

Communities Countering Hate is a schools-based radicalisation awareness project targeting classrooms and assemblies of secondary and further education students (aged 14–18). The project employs a workshop model centred on video storytelling that portrays the real-life experiences of two former extremists. The videos depict how these individuals entered and ultimately exited the far-right and Islamist extremist movements. Through the workshops, beneficiaries learn about the radicalisation process, the cross-ideological push-and-pull factors that encourage extremism and how to report radicalisation concerns.

PROJECT ACTIVITIES

Radicalisation Awareness Workshops – These 1-hour workshops use video storytelling to explain the radicalisation process to classrooms and assemblies of 30–100 students. Beneficiaries watch three short vlog/TikTok-style videos reenacted by actors appropriate to each of the former extremists, which chart their entry and exit into extremism. Alongside the videos, the students engage in discussion-focused activities exploring the emotions and thought processes of the characters while critically engaging with their radicalisation journeys.

PROJECT RESULTS

19%

awareness and concern about the radicalisation process, the warning signs of radicalisation and radicalisation's effect on individuals and society

BENEFICIARIES

- **4,370** secondary and further education students
- **4** schools
- **4** boroughs

TESTIMONIAL

In separate classes, two students who sympathised with the Divya character from the Islamist extremism story claimed that she was 'right' to be outraged by the perceived injustices she mentioned. In both instances, the students felt that the Divya character was correct in her assessment of the conflicts in the Middle East and the anger she felt towards Western countries because of them. The facilitator patiently listened to them and then gently questioned them about the value of hatred as a legitimate and useful mindset or an effective mechanism for producing change. The facilitator also explained how Divya might have given up her rigid us-vs-them mindset, rejecting the extremist group she had become attached to, but that it is still legitimate to feel outraged by conflicts throughout the world. The students were asked if positive activism was a better output than extremism and hatred which they both agreed it was.



CASE STUDY

Naz Legacy Foundation Diversity Programme

 Email

 Website

ABOUT

The Diversity Programme is a schools-based extremism awareness and civic education project working with assemblies of secondary education students in Muslim faith schools (aged 12–16). The project delivers a multi-session course of workshops promoting counter-narratives to extremism based on Islamic theology whilst promoting British values and democratic participation, led by Naz Legacy facilitators and Islamic scholars. In addition, beneficiaries participate in field trips to reinforce this learning and hear about the history of London's diverse communities. Through these activities, the project builds resilience to extremist messaging while fostering inclusion, democratic participation and civic responsibility.

PROJECT ACTIVITIES

Extremism and Civic Participation Course – These 1-hour workshops are delivered weekly over the course of three weeks to assemblies of 45–75 students. The course consists of two units. The first is led by Islamic scholars and explores the radicalisation process and Islamist extremism, countering radical interpretations of Islam through theology. The second focuses on civic participation, covering British values and the Islamic imperative to participate in civic life.

BENEFICIARIES

- **364** secondary education students
- **6** schools
- **5** boroughs

Field Trips – Alongside the workshops, beneficiaries participate in up to two field trips. These include a visit to the Holocaust Galleries at the Imperial War Museum, which provides an immersive insight into the realities of antisemitism, reinforcing the importance of tolerance and historical awareness. Likewise, beneficiaries can attend a tour and Q&A session at 10 Downing Street with the Prime Minister's Special Adviser, highlighting the role of civic engagement and democratic processes in shaping British society.

PROJECT RESULTS

19%

awareness and concern about Islamist extremist ideologies and narratives, and their effects on individuals and society

sense of belonging in their communities

19%

16%

ability and intention to challenge prejudiced and hateful views

TESTIMONIAL

'The workshop was delivered in a really fun and interactive way. I learnt a lot of new things and some of what we were taught I would not have thought of before. The speakers were very informative but also entertaining. It was great to be able to learn about the Islamic perspective on British law. The way they explained the true meaning of jihad was also really interesting and made it easier to understand. We were also able to learn the causes of extremist thinking and how we can prevent such thoughts if they occurred in the people around us.' – Student

'I wanted to personally say jazakallah [Arabic expression of gratitude] to your team [...]. It was a different twist to the usual extremism sessions we receive. The students enjoyed it so much that the girls that were taken out of the afternoon session for filming were telling our staff they wanted to go back to the workshops.' – Teacher





Priority Theme Two: Build Psychosocial Resilience

Strengthen psychosocial factors that promote resilience to radicalisation and extremist recruitment among vulnerable individuals and groups.

Key Findings

- 34% increase in beneficiaries' emotional resilience (i.e. their capacity to cope with stress in an adaptive, resilient manner) over the course of the projects.
- 26% improvement in beneficiaries' sense of meaning and purpose in life.
- 41% increase in beneficiaries' self-esteem.
- 28% improvement in beneficiaries' sense of belonging in their communities.
- 25% increase in beneficiaries' tendency to consider the viewpoints of others.
- 36% improvement in beneficiaries' tolerance for difference and diversity.

Priority Theme Two focused on supporting secondary prevention activities in local communities and required projects to build the psychosocial resilience of Londoners vulnerable to radicalisation and extremist recruitment. To assess progress against this theme, the evaluation measured six outcomes that have been empirically shown to serve as protective factors against supporting hateful or extremist ideologies.³⁶ These included developing emotional resilience; a sense of meaning and purpose in life; self-esteem; a sense of belonging; a tendency to consider the viewpoints of others; and tolerance of difference. Personality traits tend to be relatively stable over a person's lifetime and, as such, they tend to be inherently more difficult to affect than the other characteristics assessed by the evaluation.³⁷ Consequently, the protective factors evaluated under this theme typically required far more time-consuming and intensive programming to affect than the knowledge- and behaviour-based outcomes assessed under the other priority themes. Psychosocial resilience outcomes were evaluated in 11 projects from the Call Four portfolio.

Emotional Resilience

Emotional resilience, or the capacity to cope with stress in an adaptive, resilient manner, is an attribute associated with a variety of positive psychological and physical outcomes.³⁸ In P/CVE contexts, it represents a protective factor against displacing aggression onto out-groups when the source of a frustration cannot be effectively challenged.³⁹

For the Shared Endeavour Fund evaluation, a four-item measure, the Brief Resilient Coping Scale (BRCS), was used to assess beneficiaries' capacity to cope with stress in an adaptive, resilient manner. Example items in the survey instrument include: 'Regardless of what happens to me, I believe I can control my reaction to it' and 'I believe I can grow in positive ways by dealing with difficult situations'. For each item statement, respondents were asked to indicate their agreement on a six-point scale, ranging from 'strongly disagree' to 'strongly agree'. Beneficiaries' responses across the survey instrument were averaged and scaled to create a composite score of their capacity to cope with stress in an adaptive, resilient manner. A score of 0.00 indicates very poor resilient coping while a score of 1.00 indicates the maximum level of resilient coping possible. BRCS was administered by six grantees and completed by 541 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their emotional resilience. On average, their scores increased from 0.47 to 0.80 over the course of the projects, a difference of 33.8% ($\pm 3.1\%$).

Table 14: Resilient coping of Shared Endeavour Fund beneficiaries before and after project activities
(n = 541; F [1, 540] = 816.16; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.47	0.80	33.8%	±3.1%	0.60 (Very large)

Sense of Meaning in Life

More than two decades of research have found a strong and consistent link between a threatened sense of purpose and an individual’s willingness to aggress against out-group members, such as those of different ethnicities or religions.⁴⁰ Accordingly, a sense of meaning and purpose can be a protective factor against engaging in such hostilities and has been found to promote prosocial behaviours.⁴¹

The Meaning in Life Questionnaire (MLQ) was used to assess respondents’ sense of meaning and purpose; it was adapted by the evaluators to consist of two item statements: ‘My life has a clear sense of purpose’ and ‘I have a good sense of what makes my life meaningful’. Beneficiaries’ responses to the survey instrument were averaged and scaled to create a composite score of their sense of meaning and purpose in life, with a score of 0.00 indicating a very poor sense of meaning and purpose and a score of 1.00 indicating a very strong sense of meaning and purpose. The MLQ was administered by four grantees and completed by 867 beneficiaries.

Beneficiaries’ sense of meaning and purpose rose by 26.2% (±2.0%) between their pre- and post-survey responses, climbing from an average score of 0.57 to 0.83, a statistically significant improvement in this outcome.

Table 15: Sense of meaning in life of Shared Endeavour Fund beneficiaries before and after project activities
(n = 867; F [1, 866] = 1095.71; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.57	0.83	26.2%	±2.0	0.56 (Very large)

Self-Esteem

As with a sense of meaning, decades of research have found that self-esteem is an important protective factor in an individual’s resilience to perceived threats against their group-based identities. Repeated studies have shown that individuals with low self-esteem are more likely to possess weak self-control and adopt negative coping strategies such as aggression against out-group members when faced with perceived threats.⁴²

Beneficiaries’ self-respect and confidence in their own worth and abilities was assessed using the Self-Esteem Subscale, a four-item measure adapted by the evaluators. Example items from the survey instrument include: ‘I feel good about myself’ and ‘My self-esteem is high’. Beneficiaries’ responses across the measure were averaged and scaled to create a composite score of their self-esteem, with a score of 0.00 indicating very poor self-esteem and a score of 1.00 indicating very high self-esteem. The Self-Esteem Subscale was administered by four grantees and completed by 405 beneficiaries.

The evaluation found a statistically significant improvement in beneficiaries' self-esteem. Attitudes in this area increased from an average score of 0.41 to 0.81 over the course of the projects, a difference of 40.5% ($\pm 3.7\%$).

Table 16: Self-esteem of Shared Endeavour Fund beneficiaries before and after project activities
(n = 405; F [1, 404] = 815.90; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.41	0.81	40.5%	$\pm 3.7\%$	0.67 (Very large)

Sense of Belonging

Experimental research has provided extensive evidence for the causal relationship between social exclusion and radicalism. Social exclusion has been shown to (a) increase individuals' willingness to fight and die for an ideological cause; (b) promote individuals' approval of extreme (including violent) political parties and actions; and (c) increase individuals' willingness to engage in illegal and violent activities.⁴³

For the Shared Endeavour Fund evaluation, the General Belongingness Scale (GBS) was employed to investigate respondents' sense of belonging in their community as well as their motivation to be accepted by others and avoid social exclusion. Example items in the survey instrument include: 'I feel accepted by others' and 'I have a sense of belonging'. Beneficiaries' responses across the survey instrument were averaged and scaled to create a composite score for their sense of belonging. A score of 0.00 indicates a very low sense of belonging while a score of 1.00 indicates a very high sense of belonging. The GBS was adapted by the evaluators to form a three-item measure and administered by six grantees to 1,255 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their sense of belonging. Their average scores increased from 0.54 to 0.82 over the course of the projects, a difference of 27.5% ($\pm 2.3\%$).

Table 17: Sense of belonging of Shared Endeavour Fund beneficiaries before and after project activities
(n = 1255; F [1, 1254] = 985.67; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.54	0.82	27.5%	$\pm 2.3\%$	0.44 (Very large)

Perspective-Taking

The tendency to consider the viewpoints of others has been associated with empathy and a reduced likelihood of aggression.⁴⁴ Moreover, in so far as perspective taking is associated with empathy, higher self-reports of empathy are correlated with less positive attitudes toward political or ideological violence.⁴⁵

The Perspective-Taking Scale was used to measure beneficiaries' tendency to consider the viewpoints of others. Example items from the survey instrument include: 'When I am upset at someone, I usually try to put myself in their shoes for a while' and 'Before criticising somebody, I try to imagine how I would feel if I were in their place'. Beneficiaries' responses to the survey scale were averaged and scaled to create a composite score for their tendency to consider the viewpoints of others, with a score of 0.00 indicating very poor perspective-taking and a score of 1.00 indicating a very high level of perspective taking. The Perspective-Taking Scale was adapted

by the evaluators to consist of three item statements and administered by eight grantees to 883 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their tendency to consider the perspectives and viewpoints of others. Their average scores increased from 0.55 to 0.80 over the course of the projects, a difference of 24.8% ($\pm 2.4\%$).

Table 18: Perspective taking of Shared Endeavour Fund beneficiaries before and after project activities
(n = 883; F [1, 882] = 731.28; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.55	0.80	24.8%	$\pm 2.4\%$	0.45 (Very large)

Tolerance for Others

Prior research on tolerance has demonstrated that an appreciation of difference and diversity is correlated with reductions in prejudice, discrimination and, by extension, extremism. Under this theoretical framework, tolerance is understood as possessing three basic dimensions: acceptance, respect and appreciation for difference. ⁴⁶

An eight-item measure, the Tolerance of Difference scale was used to investigate beneficiaries' attitudes towards difference and diversity. Example items from the survey instrument include: 'It is okay for people to live as they wish as long as they do not harm other people' and 'I respect other people's opinions even when I do not agree'. Beneficiaries' responses across the survey instrument were averaged and scaled to create a composite tolerance score. A score of 0.00 indicates very poor tolerance of difference while a score of 1.00 indicates a very high level of tolerance. The Tolerance of Difference scale was administered by eight grantees and completed by 1,347 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their tolerance of others. Their average scores increased from 0.54 to 0.89 over the course of the projects, a difference of 35.5% ($\pm 2.2\%$).

Table 19: Tolerance of Shared Endeavour Fund beneficiaries before and after project activities
(n = 1,347; F [1, 1346] = 1680.37; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.54	0.89	35.5%	$\pm 2.2\%$	0.56 (Very large)



CASE STUDY

Future Leaders Future Leaders Programme

✉ Email

🌐 Website

OVERVIEW

Future Leaders Programme is a community-based youth leadership and social activism project working with young people (aged 16–18). The project mixes two cohorts of beneficiaries: aspiring youth activists dedicated to promoting social causes; and individuals with identified risk factors for extremism, many of whom were referred by local authorities, schools, social workers and Prevent teams. The project delivers four 6-month courses to groups of up to 150 beneficiaries, covering a variety of topics, including guest sessions by various extremism experts. In addition, beneficiaries also participate in a range of field trips to visit the UK's democratic and legal institutions. Through these activities, the project builds young people's resilience to hate and extremism while equipping them with the knowledge and skills to act as leaders in their communities. To this end, beneficiaries are also supported to launch their own social action initiative promoting cohesion and tolerance in their schools.

BENEFICIARIES

- **600** young people in out-of-school settings
- **19** boroughs

PROJECT ACTIVITIES

Leadership and Activism Course – This course consists of 22 weekly workshops delivered to groups of 150 beneficiaries, alternating between in-person and online delivery. The sessions explore a wide range of topics, including in-depth introductions to various extremist ideologies, narratives and counter-narratives; media and digital literacy; civic education; and presentations from former extremists, survivors and extremism experts. The course also includes practical skill-building workshops in conflict resolution, bystander intervention, incident reporting and public speaking.

Field Trips – Alongside the workshops, beneficiaries participate in six field trips, providing real-world exposure to the UK's democratic institutions and legal systems. Visits include Parliament, 10 Downing Street, Snaresbrook Crown Court and meetings with MPs, judges and civil servants, all focused on first-hand learning about democracy, civil liberties, the rule of law and the value of active citizenship.

PROJECT RESULTS

37%

awareness and concern about extremist ideologies and narratives, the radicalisation process and their effects on individuals and society

26%

increase sense of meaning and purpose in life

27%

increase sense of belonging in their communities

24%

increase tolerance for difference and diversity

38%

increase sense of community engagement and responsibility

43%

increase ability and intention to challenge prejudiced and hateful views

37%

increase ability and intention to conduct bystander interventions

TESTIMONIAL

B is a young person from Palestine. Following Israel's military action in Gaza, B made a number of remarks, which made some of the other beneficiaries on the project feel uncomfortable. To address this issue, Future Leaders partnered with specialist organisation Solutions Not Sides to deliver a series of workshops on the conflict, which allowed beneficiaries to understand the history and hear directly from Israeli and Palestinian peace activists living in the area. After these workshops, B had formed views that all people's safety and human rights should be upheld, and that win-win rather than win-lose solutions were the long-term route to peace in the region. B even collaborated with the other beneficiaries on a peacebuilding project, saying: 'We all just want to live in peace'.



CASE STUDY

Integrity UK Beyond Dialogue

 Email

 Website

OVERVIEW

Beyond Dialogue is a community-based train-the-trainer and mentoring project working with frontline practitioners and young Muslims (aged 12–25). Mentors are selected for their expertise and access to vulnerable young people and include Muslim youth workers, educators, and religious and community leaders. Young people are referred to Integrity UK or selected by the mentors based on identified risk factors for radicalisation. During the project, practitioners participate in a multi-session training course designed to build their capacity to act as successful youth mentors and guide young people away from extremism. Following this, mentors deliver a series of group and one-to-one mentoring sessions to young people. Youth beneficiaries may also participate in a range of supplementary activities, including podcasting, interfaith dialogue and personal development sessions delivered by Integrity UK staff, external partners and the mentors. These activities serve to build the resilience of young Muslims, strengthening their self-esteem, sense of belonging, emotional resilience and tolerance of difference.

BENEFICIARIES

- **13** frontline practitioners
- **223** young people and young adults
- **10** boroughs

PROJECT ACTIVITIES

Mentors

Mentor Training Course – Practitioners participate in a 1-day training followed by six online development sessions, and one individual mentoring observation and feedback session. These activities focus on effective approaches for psychosocial-resilience-building, intervention strategies and recent developments in Islamist extremism. The training course employs a participatory approach to allow mentors to share experiences and co-create effective intervention strategies for engaging vulnerable young people.

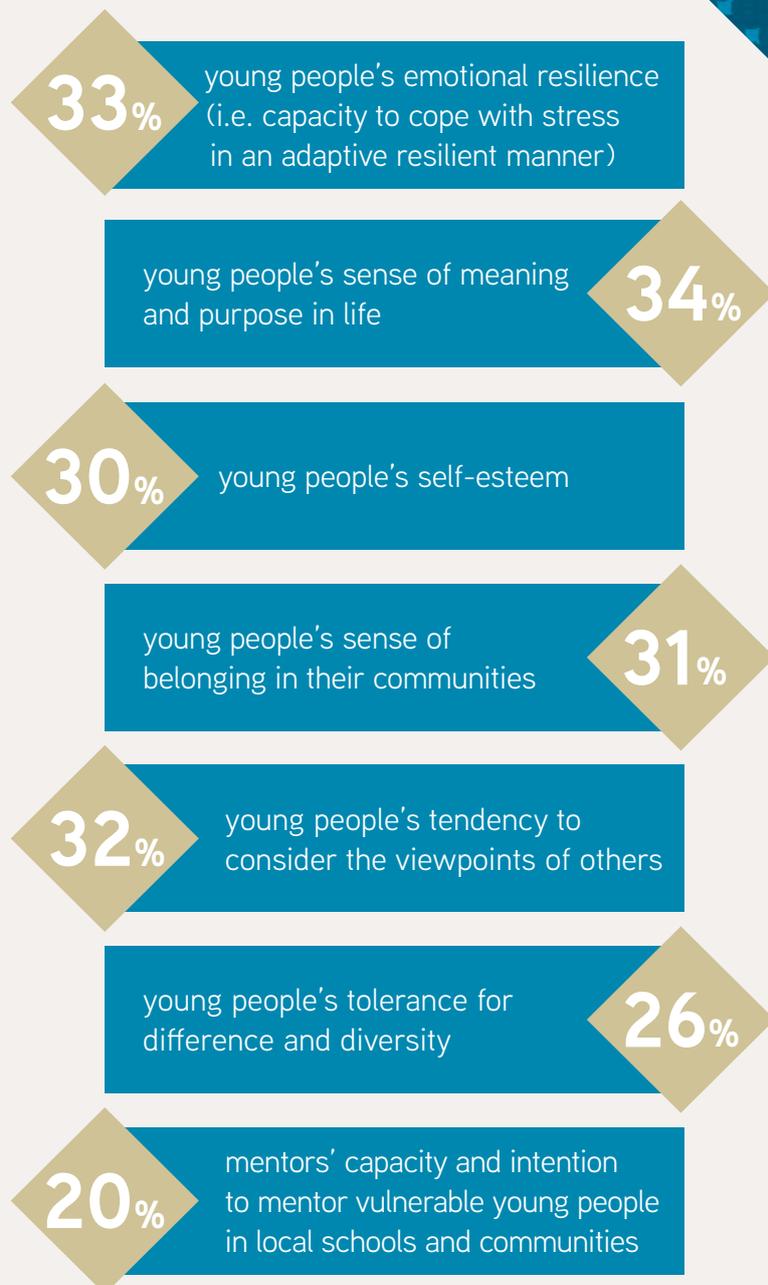
Young People and Young Adults

Group Mentoring – Each beneficiary participates in 5–15 group mentoring sessions with up to 12 peers. The facilitated discussions are designed to build interpersonal relationships, encourage open dialogue and address individual and collective attitudes towards intolerance and violence.

One-to-One Mentoring – Each beneficiary also receives 5–9 hours of individualised mentoring focusing on trust-building and unpacking personal issues and grievances. The mentoring is tailored to address beneficiaries' specific circumstances, explore personal risk factors and provide targeted support to move away from harmful attitudes and behaviours.

Supplementary Activities – Beneficiaries may also engage in a range of additional activities, including podcasting, interfaith dialogue and personal development sessions. These optional activities are run on a recurring basis and provide a platform for young people to voice their opinions, learn about other communities, develop transferable skills and reflect on their perspectives in a supportive environment.

PROJECT RESULTS



TESTIMONIAL

B was referred to the project by one of their teachers. They were having trouble at school, involved in gang violence and starting to engage with certain Islamist extremist narratives as a way to establish their own identity. B attended both the group and individual mentoring sessions with two of the youth mentors. Over the course of the project, their character and attitudes changed drastically. B's teachers reported that they began to distance themselves from their old gang contacts and had also altered their views about society, especially as regards cultural mores and women. They demonstrated so much progress that towards the end of the project, B was encouraged to work with one of the younger beneficiaries to help them resolve their own personal issues, which turned out to be mutually beneficial for both parties.



Priority Theme Three: Promote Prosocial Behaviours

Empower Londoners to safely and effectively challenge intolerant, hateful and extremist attitudes and behaviours.

Key Findings

- 39% increase in beneficiaries' sense of engagement with and responsibility towards their communities over the course of the projects.
- 15% improvement in beneficiaries' intention to report hate speech encountered on social media.
- 19% increase in beneficiaries' intention to report hate crimes and hate incidents witnessed offline.
- 24% improvement in beneficiaries' willingness to report suspected cases of radicalisation to authorities.
- 24% increase in beneficiaries' ability and intention to challenge prejudiced and hateful views.
- 23% increase in beneficiaries' ability and intention to conduct bystander interventions.

Priority Theme Three centred on encouraging Londoners to adopt prosocial behaviours that challenge intolerance, hate and extremism in their communities. To assess progress against this theme, the evaluation measured six prosocial behaviours that beneficiaries were encouraged to enact in their daily lives. These included: active civic and community engagement; reporting hate speech online; reporting hate incidents and crimes offline; reporting suspected cases of radicalisation; challenging hateful views; and conducting bystander interventions. These outcomes were evaluated in 11 projects from the Call Four portfolio.

Community and Civic Engagement

Several Shared Endeavour Fund grantees implemented projects intended to promote civic engagement and a sense of responsibility toward one's community. These activities were designed both to increase beneficiaries' sense of belonging and serve as a bedrock for encouraging local communities to challenge hate and extremism.

The Civic Engagement Scale (CES) is a five-item measure, assessing respondents' sense of responsibility toward (and commitment to serve) their community. For each item statement, respondents were asked to indicate their agreement on a six-point scale, ranging from 'strongly disagree' to 'strongly agree'. Example items from the survey instrument include: 'I am committed to serve in my community' and 'I believe that all citizens have a responsibility to their community'. Beneficiaries' responses to the survey instrument were averaged and scaled to create a composite score for their sense of community engagement and responsibility, with a score of 0.00 indicating very low community engagement and a score of 1.00 indicating the maximum level of community engagement and responsibility possible. The CES was adapted by the evaluators for the Shared Endeavour Fund and administered by four grantees to 1,141 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their sense of community and civic engagement and responsibility. Their average scores increased from 0.47 to 0.86 over the course of the projects, a difference of 39.1% ($\pm 2.6\%$).

Table 20: Community and civic engagement of Shared Endeavour Fund beneficiaries before and after project activities
(n = 1,141; F [1, 1140] = 1545.20; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.47	0.86	39.1%	±2.6%	0.58 (Very large)

Reporting Hate Online and Offline

Encouraging Londoners to report hate speech, incidents and crimes that they might encounter in their daily lives was another important outcome of the Shared Endeavour Fund and its constituent projects. Under British law, hate incidents, including incidents that rise to the level of a criminal offence, are acts that are motivated by hostility or prejudice towards individuals or groups based on disability, race, religion, sexual orientation or gender identity among others. In the UK, hate incidents fall into three categories – physical assault, verbal abuse and incitement to hatred – and can occur in online and offline spaces.⁴⁷ To assess beneficiaries’ intention to report hate incidents, two separate four-item measures were developed by the evaluators, drawing on Ajzen’s work on planned behaviours. Ajzen’s Theory of Planned Behaviour states that the intention to perform a given behaviour is influenced by three factors: (a) social norms; (b) one’s attitudes (i.e. in favour or against performing the behaviour); and (c) one’s sense of self-efficacy about executing the behaviour.⁴⁸

The first of these bespoke measures explored beneficiaries’ intention to report hate speech on social media. Example items in the survey instrument include: ‘I feel able to report/flag hate speech I encounter on social media,’ and ‘I want to report/flag hate speech I encounter on social media’. Beneficiaries’ responses to the survey instrument were averaged and scaled to create a composite score of their intention to report hate speech on social media, with a score of 0.00 indicating no intention and a score of 1.00 indicating a very strong intention. The survey instrument was administered by four grantees and completed by 1,432 beneficiaries.

Beneficiaries’ intention to report hate speech they encountered on social media rose by 14.7% (±1.6%) between their pre- and post-survey responses, climbing from an average score of 0.70 to 0.85. This represents a statistically significant improvement in this outcome..

Table 21: Intention of Shared Endeavour Fund beneficiaries to report hate speech encountered on social media before and after project activities (n = 1,432; F [1, 1431] = 566.93; p < .01).

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.70	0.85	14.7%	±1.6%	0.28 (Large)

The second measure assessed beneficiaries’ intention to report hate incidents and crimes they witness offline. Example items from this survey instrument include: ‘I am aware of how to report hate crimes and hate incidents to the police and/or other support services’ and ‘I want to report hate crimes and hate incidents that I witness to the police and/or other support services’. This instrument was also averaged and scaled to create a composite score running from 0.00 to 1.00. The survey instrument was administered by two grantees and completed by 952 beneficiaries.

The evaluation also found a statistically significant improvement in beneficiaries’ intention to report hate incidents and crimes they witness offline. Their average scores increased from 0.60 to 0.79 over the course of the projects, a difference of 18.9% (±2.1%).

Table 22: Intention to report hate crimes and hate incidents of Shared Endeavour Fund beneficiaries before and after project activities (n = 952; F [1, 951] = 535.69; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.60	0.79	18.9%	±2.1%	0.36 (Very large)

Reporting Radicalisation

The British government currently operates several reporting mechanisms for suspected cases of radicalisation. Encouraging the public to use these services is a major objective of the government’s CONTEST and Prevent strategies. Research on reporting mechanisms of this kind has demonstrated that an individual’s willingness to report radicalisation to the authorities varies based on a range of factors. The most notable factors are a fear of repercussions to themselves or the person of concern, their degree of closeness to the person of concern and whether they perceive the police service to be fair and ethical.⁴⁹ Allaying these fears while explaining how to use reporting services was therefore an important outcome for radicalisation awareness projects in the Fund, particularly those working with frontline practitioners in schools.

The Willingness to Report Radicalisation scale is a four-item measure, which investigates respondents’ attitudes towards reporting suspected cases of radicalisation to the authorities. Example items from the survey instrument include: ‘I would report to the police or other authorities a person visiting internet chatrooms or websites where content is posted that supports a group I consider extremist’ and ‘I would report to the police or other authorities a person sharing materials in-person or making posts on social media expressing support for a group I consider extremist’. Beneficiaries’ responses to the survey instrument were averaged and scaled to create a composite score for their willingness to report radicalisation, with a score of 0.00 indicating very low willingness and a score of 1.00 indicating very high willingness. The Willingness to Report Radicalisation scale was adapted by the evaluators for the Shared Endeavour Fund and administered by one grantee to 224 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their willingness to report radicalisation. Their average scores increased from 0.65 to 0.89 over the course of the projects, a difference of 24.1% (±3.3%).

Table 23: Willingness to report radicalisation of Shared Endeavour Fund beneficiaries before and after project activities (n = 224; F [1, 223] = 353.39; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.65	0.89	24.1%	±3.3%	0.61 (Very large)

Challenging Hateful Views

The challenging hateful views measure was a four-item scale also based on Ajzen’s Theory of Planned Behaviour. It was developed by the evaluators during Call One of the Shared Endeavour Fund. This measure investigates respondents’ intention (i.e. their confidence, motivation and ability) to challenge a close friend if they were to express a prejudiced or hateful view. Example items from the survey instrument include: ‘If a friend expressed a prejudiced or hateful view, I would feel confident challenging them about it’ and ‘If a friend expressed a prejudiced or hateful view, I would know where to seek additional help for them’. Beneficiaries’ responses to the survey instrument were averaged and scaled to create a composite score of their intention to challenge prejudiced and hateful views, with a score of 0.00 indicating no intention and a score

of 1.00 indicating a very strong intention. The instrument was administered by eight grantees and completed by 3,097 beneficiaries.

Beneficiaries' intention to challenge prejudiced and hateful views rose by 23.7% ($\pm 1.3\%$) between their pre- and post-survey responses, climbing from an average score of 0.57 to 0.81, a statistically significant improvement in this outcome.

Table 24: Intention to challenge hateful views of Shared Endeavour Fund beneficiaries before and after project activities (n = 3097; F [1, 3096] = 2180.52; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.57	0.81	23.7%	$\pm 1.3\%$	0.41 (Very large)

Bystander Interventions

Encouraging the public to engage in bystander interventions is a common outcome of many projects designed to address hate and extremism. Good practice in this area involves training individuals to conduct safe, victim-centric and non-escalatory interventions when encountering incidents of identity-based harassment.

Darley and Latané's model for bystander interventions is the most well-known and accepted theory for predicting individuals' intention to intervene in emergencies and as such, it is frequently used in contexts related to addressing hate and extremism.⁵⁰ Their model conceptualises five steps (and implicit barriers) that individuals mentally process prior to intervening in emergency situations. These steps are: (a) notice the event; (b) interpret the event as an emergency; (c) assume responsibility for providing help; (d) know appropriate forms of assistance; and (e) implement a decision to intervene. Darley and Latané's theory is particularly useful because it affords an opportunity to recognise the relative strengths and weaknesses in the chain of events that links one's awareness of an emergency to the decision of whether to intervene.

To assess beneficiaries' intention to engage in bystander interventions, a bespoke, 15-item survey instrument was developed by the evaluators, drawing on Darley and Latané's model of bystander interventions. The measure was comprised of five separate three-item subscales focused on each stage of the intervention process. Beneficiaries' responses to each subscale, as well as the overall survey instrument, were averaged and scaled to create a set of composite scores running from 0.00 to 1.00. The measure was administered by two grantees and completed by 1,242 beneficiaries. Example items from the subscales include:

- a. Notice the event:** 'People in my city have been the targets of hate incidents.'
- b. Interpret as emergency:** 'When someone is the target of a hate incident, they need help.'
- c. Accept responsibility:** 'I think it is up to me to respond appropriately to hate incidents that I witness.'
- d. Know how to intervene:** 'I have the skills to respond in a way that helps someone who is experiencing a hate incident.'
- e. Intention to intervene:** 'If I saw someone experiencing a hate incident, I would try to help them.'

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their intention to engage in bystander interventions. For the full survey instrument, their scores

increased from an average of 0.62 to 0.86 over the course of the projects, a difference of 23.4% ($\pm 2.1\%$). Table 25 summarises the changes in this outcome overall and for each of the constituent subscales.

Although each subscale demonstrated a statistically significant improvement, the weakest links in the five-step chain to performing bystander interventions were beneficiaries' recognition of hate incidents (i.e. notice the event) and their belief that these incidents represented an emergency requiring immediate action (i.e. interpret as emergency). These steps in the bystander intervention process rose by 15.6% ($\pm 2.1\%$) and 16.0% ($\pm 2.2\%$), while the improvements observed in the subsequent stages were about twice that. The smaller change observed in respondent's capacity to interpret hate incidents as an emergency was largely explained by the ceiling effect present in this subscale; as the average pre-score for this measure was 0.78, there was less room for improvement, which indicated that most beneficiaries already viewed these incidents as emergencies requiring immediate action. A ceiling effect was less apparent in the first subscale (i.e. notice the event), which would suggest that grantees working on bystander interventions should concentrate more of their programming on improving beneficiaries' ability to recognise hate incidents when they occur.

Table 25: Intention of Shared Endeavour Fund beneficiaries to conduct bystander interventions before and after project activities (n = 1,242; F [1, 1241] = 799.99; p < .01)

Survey instrument	Pre-score	Post-score	% diff	Margin of error (99% CI)	Effect size η^2_p
Bystander intervention readiness scale	0.62	0.86	23.4%	$\pm 2.1\%$	0.39 (Very large)
Notice the event	0.63	0.79	15.6%	$\pm 2.2\%$	0.21 (Large)
Interpret as emergency	0.78	0.94	16.0%	$\pm 2.2\%$	0.22 (Large)
Accept responsibility	0.59	0.84	25.5%	$\pm 2.3\%$	0.39 (Very large)
Know how to intervene	0.51	0.83	32.7%	$\pm 2.4\%$	0.50 (Very large)
Intention to intervene	0.61	0.88	27.2%	$\pm 2.2\%$	0.44 (Very large)



CASE STUDY

Chelsea FC Foundation, Standing Together

 Email

 Website

OVERVIEW

Standing Together is a school- and community-based discrimination awareness and social activism project working with students and young people in out-of-school settings (aged 12–18). Beneficiaries are selected based on need and in cooperation with school safeguarding leads and local Prevent teams using the Foundation's risk assessment framework. The project uses sport and the Chelsea FC brand to engage young people and delivers a mix of activities in schools and Chelsea's Stamford Bridge stadium. Students are introduced to the project and anti-hate activism through school assemblies before taking part in a campaign-building course, ending with a competition for the best initiative. During the project, students and other young people from the community also attend a day of workshops at Stamford Bridge to hear from extremism experts. Through these activities, the project raises awareness, promotes tolerance and equips young people with the skills and confidence to challenge hate. The winning teams from the campaigning competition are also supported to present their initiatives to their peers.

BENEFICIARIES

- **250** secondary education students
- **100** young people in out-of-school settings
- **10** schools
- **6** boroughs

PROJECT ACTIVITIES

School and Community Activities:

Stadium Workshop Days – Alongside the schools-based activities, the project also runs six stadium workshop days for students and young people from the local community. These events include a tour of Stamford Bridge followed by a carousel of workshops on identity-based discrimination, media and digital literacy, incident reporting and bystander interventions delivered by experts at the Metropolitan Police, BE LADS, Kick It Out, Hope Not Hate, Maccabi GB and Shout Out UK.

School Activities:

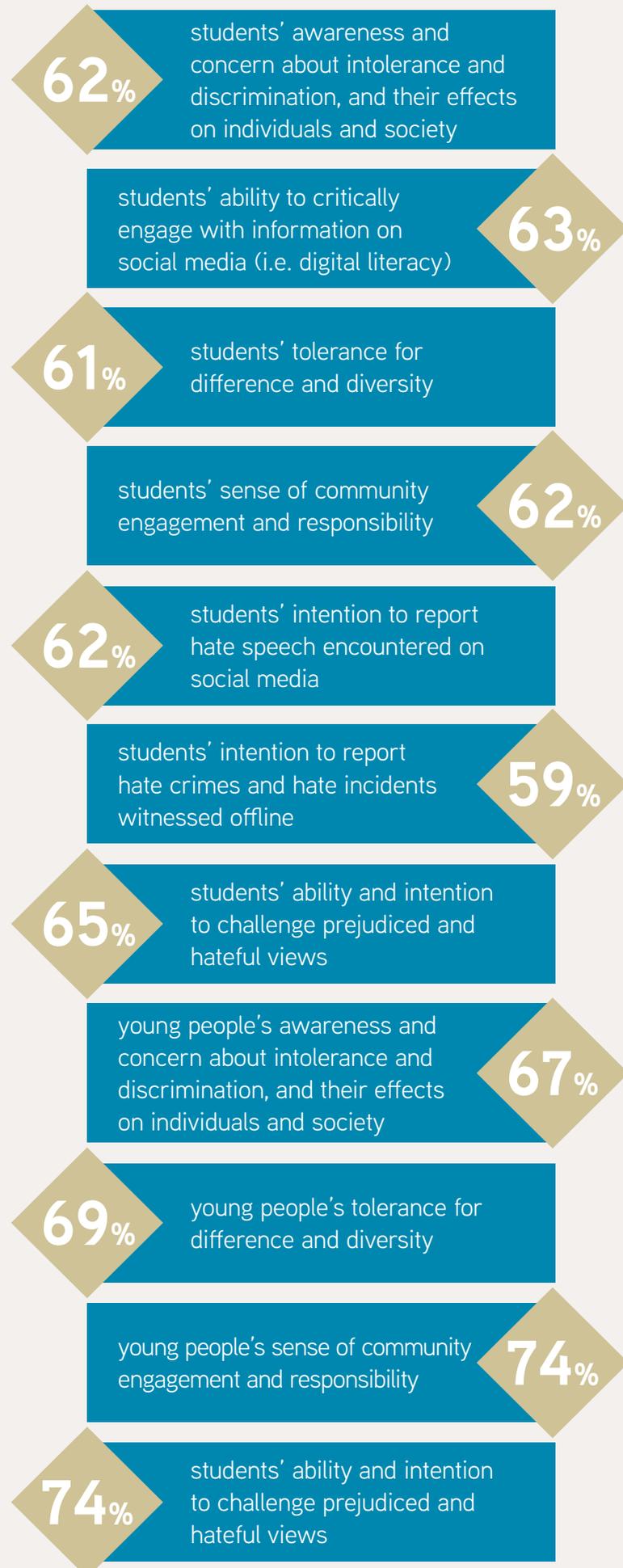
Campaign Building Course – This course consists of an introductory assembly followed by five 1-hour workshops delivered weekly to groups of 25 students from each school. During the sessions, beneficiaries learn about identity-based discrimination, media and digital literacy, incident reporting and anti-hate activism, while working in small groups to develop social action campaigns. The workshops develop students' critical thinking, creativity and self-esteem, providing them with practical tools to turn their ideas into tangible actions.

Campaign Competition Events – At the end of the project, the winning group from each school comes to Stamford Bridge to present their campaigns to an expert judging panel. These events provide students with the opportunity to showcase their campaigns and receive feedback and recognition. The winning campaigns from each school are also presented through assemblies, while the overall winners receive matchday tickets.

TESTIMONIAL

B was chosen by their school to participate in the project due to their social isolation and reluctance to engage in group activities. The school identified Standing Together as an ideal opportunity for them to integrate into their year group while learning more about hate and discrimination. At the start of the project, B displayed a lack of enthusiasm towards the activities, particularly the group campaign building. However, as they engaged with the process and began working on their campaign, 'Racism in Sports', their interest and effort levels grew, leading to a noticeable shift in their attitudes and overall positivity. This transformation was observed by both the school and their fellow group members, who reported a sustained improvement in B's self-confidence, relationships with others and sense of civic responsibility.

PROJECT RESULTS





Protection Approaches, London's Active Upstanders

Email

Website

OVERVIEW

A joint initiative by Protection Approaches and the British East and Southeast Asian Network, London's Active Upstanders is a schools- and workplace-based bystander intervention project targeting secondary education students (aged 13–16) and adults. The project employs a mixture of in-person and online workshops. These workshops present beneficiaries with a series of real-life scenarios of on- and offline hate incidents for them to discuss and model effective bystander responses. Through these activities, the project works to increase Londoners' ability and intention to conduct safe, effective and victim-centric bystander interventions when they encounter intolerance and hate.

PROJECT ACTIVITIES

Bystander Intervention Workshops – These highly interactive 3-hour workshops use real-life scenarios of on- and offline hate incidents to model effective intervention strategies with small groups of 20–30 beneficiaries. The workshops explore the importance of individual responsibility; the principles of effective intervention (safety first, de-escalation and victim-centred approaches); and how to report hate incidents. Beneficiaries also learn techniques for challenging intolerant and hateful views among their peers, such as constructive questioning, building empathy and alternative messaging.

BENEFICIARIES

- **551** adults
- **684** secondary education students
- **4** schools
- **16** boroughs

PROJECT RESULTS

10%

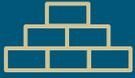
students' ability and intention to conduct bystander interventions

adults' ability and intention to conduct bystander interventions

12%

TESTIMONIAL

'I was on the tube with friends... there was a woman on her own, and there was a group of men taking an interest in her and making rude comments. My group went and sat with her and acted like we were her friends. She got what we were trying to do straight away and moved to us. We did something. [Before] I would have thought that it's not any of my business or that I would have made the situation worse. The training has made me feel more confident that even if people aren't asking for help, you can offer it; if they don't want it, then they can tell you. I'd rather do something than go away wishing that I had.' – Beneficiary



Priority Theme Four: Strengthen Prevention Capabilities

Support frontline practitioners in education, social services, civil society and communities to prevent and counter intolerance, hate, extremism and radicalisation in local schools and communities.

Key Findings

- 22% increase in beneficiaries' capacity and intention to deliver prevention activities in their local schools and communities over the course of the projects.

Priority Theme Four centred on training, equipping, motivating and otherwise supporting frontline practitioners to carry out activities that challenge and prevent intolerance, hate, extremism and radicalisation. Organisations that contributed to this theme often adopted a train-the-trainer model for their projects, focused on supporting teachers, community leaders and other frontline practitioners to work with a third group of ultimate beneficiaries. These additional beneficiary cohorts were also assessed as part of the evaluation, and their results are included in the findings outlined under the previous priority themes. The remaining projects that contributed to this theme did so only as a supplement to their primary activities working directly with young people. Capacity development was evaluated in seven projects from the Call Four portfolio.

Prevention Capacity Development

As the primary aim of projects contributing to this theme was to support frontline practitioners to carry out prevention activities, the evaluation focused on assessing their capabilities and likelihood of implementing any practices they were taught. The approach is again based on Ajzen's Theory of Planned Behaviour that states a given activity is more likely to be performed if (a) beneficiaries believe that such actions are relatively normal; (b) they feel they have the capacity to execute the actions successfully; and (c) they report positive attitudes towards performing the activity. Beneficiaries' capacity to deliver prevention activities was therefore divided into two main areas: (1) knowledge and self-efficacy, and (2) norms and intent. Given the extensive focus on delivering multi-session training curricula under this priority theme, a third process-oriented component was also assessed regarding (3) the quality of the training received by beneficiaries.

Most of the projects funded in this area worked with teachers either through train-the-trainer programming or as a supplement to other schools-based delivery. The specific capacities that these projects sought to build varied but typically included: knowledge of extremist ideologies and narratives; leading classroom-based discussions on intolerance, hate and extremism; recognising warning signs and using reporting processes; and mentoring approaches for vulnerable individuals.

To evaluate beneficiaries' capacity to carry out prevention activities, a nine-item survey instrument was employed by the evaluators, adapted from the Northwestern Nevada Regional Professional Development Program. This measure comprised three separate three-item subscales. For each item statement in the subscales, respondents were asked to indicate their agreement on a six-point scale, ranging from 'strongly disagree' to 'strongly agree'. Beneficiaries' responses to each subscale and the overall capacity-building assessment were averaged and scaled to create a set of composite scores running from 0.00 to 1.00. The capacity-building assessment was administered by seven grantees and completed by 498 beneficiaries. Example items from the subscales include:

- a. **Knowledge and self-efficacy:** ‘I know how to prevent [insert name of problem] through my [insert name of profession].’
- b. **Norms and intent:** ‘I believe it is normal for [insert name of profession] to have discussions about increasing [insert name of solution] and reducing [insert name of problem] with young people’ and ‘I intend to prevent [name of problem] through my [insert name of profession].’
- c. **Skill of instruction:** ‘The training presenter/facilitator modelled effective teaching strategies.’

Beneficiaries’ capacity to engage in prevention activities rose by 21.5% ($\pm 1.9\%$) between their pre- and post-survey responses, climbing from an average score of 0.67 to 0.88, a statistically significant improvement in this outcome. Table 26 summarises the changes in this outcome overall and for each of the constituent subscales.

Table 26: Capacity of Shared Endeavour Fund beneficiaries to deliver prevention initiatives before and after project activities
(n = 498; F [1, 497] = 873.44; p < .01)

Survey instrument	Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
Capacity-building assessment	0.67	0.88	21.5%	$\pm 1.9\%$	0.64 (Very large)
Knowledge and self-efficacy	0.58	0.85	27.1%	$\pm 2.3\%$	0.66 (Very large)
Norms and intent	0.76	0.92	16.0%	$\pm 2.0\%$	0.47 (Very large)

The capacity-building assessment also includes a subscale on skill of instruction. This measure consists of three item statements and affords beneficiaries an opportunity to rate the quality of their training experiences. For this subscale beneficiaries are only asked to provide their views on the item statements at one timepoint, after the project activities are completed.

The evaluation found that, on average, beneficiaries ‘agree[d]’ that the training they received provided them with opportunities for interaction and reflection (5.35/6.00 on a rating scale; SD = .83; 99% CI = 5.25–5.45); the training facilitator modelled effective teaching strategies (5.23/6.00; SD = .84; 99% CI 5.14–5.33); and the training facilitator efficiently managed time and pacing of activities (5.30/6.00; SD = .86; 99% CI = 5.19–5.40).



CASE STUDY

Exit Hate UK, Vulnerable Support Champions

 Email

 Website

OVERVIEW

Vulnerable Support Champions is a community-based train-the-trainer project targeting frontline practitioners, including support workers, teachers and carers working with individuals with autism spectrum disorder (ASD) and other special educational needs and disabilities (SEND). The project employs a mixture of in-person and online training sessions tailored to beneficiaries' needs and responsibilities. Led by former far-right extremists, the sessions use the lived experience of the facilitators and case studies to explore the radicalisation process, thereby supporting frontline practitioners to safeguard vulnerable individuals in their care from far-right grooming and exploitation.

PROJECT ACTIVITIES

Practitioner Training Sessions – These 2-hour sessions combine presentations, collective discussion activities and case studies to explore the recruitment tactics of far-right extremists with small groups of 15–25 beneficiaries. Participants learn about the complexities of extremist involvement, the psychological and social factors that underpin radicalisation and how to safeguard vulnerable individuals in their care. The training sessions also signpost beneficiaries to support services where they can seek assistance and report radicalisation concerns.

BENEFICIARIES

- 86 teachers
- 128 frontline practitioners
- 200 carers
- 132 support workers
- 16 boroughs

PROJECT RESULTS

32%

capacity & intention to safeguard vulnerable individuals from far-right extremism

willingness to report suspected cases of radicalisation to authorities

24%

TESTIMONIAL

'We came out of the training with greater insight and knowledge to help us support vulnerable clients we work with to remain safe and be more vigilant to signs of grooming and exploitation. Managers feel more confident to support staff in this area and know how to signpost resources and services.' – Beneficiary

'Overall, this was a great training experience; it's always helpful to hear from someone who has had lived experience as people are more likely to respond.' – Beneficiary



CASE STUDY

Manorfield Charitable Foundation, Building Resilience to Extremism Through Enquiry

 Email

 Website

OVERVIEW

Building Resilience to Extremism Through Enquiry is a schools-based train-the-trainer and extremism-awareness project working with primary and secondary school teachers and their students (aged 10–15). It is based on the Philosophy for Children (P4C) approach, a methodology that promotes learning through dialogue and philosophical enquiry. The project delivers a multi-session training course combined with one-to-one coaching support designed to empower teachers with the confidence and skills to facilitate discussions on extremism and terrorism in their classrooms. In addition, participating teachers deliver a course of discussion-focused lessons on extremism to their students, which foster understanding and critical thinking while preparing students to challenge hate and intolerance in their communities.

BENEFICIARIES

- 28 teachers
- 1,090 primary and secondary education students
- 15 schools
- 7 boroughs

PROJECT RESULTS

24%

teachers' capacity and intention to deliver discussion-focused lessons on extremism, terrorism and radicalisation in their classrooms and schools

students' awareness and concern about extremist ideologies and narratives, the radicalisation process and their effects on individuals and society

19%

PROJECT ACTIVITIES

Teachers:

Teacher Training Course – Teachers receive a comprehensive 2-day training course in which they learn to implement the P4C approach and the BREE resources. This is followed by three 1-hour development sessions where the teachers come together online to share their experiences delivering the BREE curriculum and further improve their knowledge and skills.

Coaching Sessions – Over the course of the project, teachers at each school receive one personalised coaching session. These sessions focus on refining their teaching strategies, addressing specific classroom challenges and ensuring the effective implementation of the BREE curriculum.

Students:

Teacher-Led Lessons – Teachers lead a series of discussion-focused lessons with their classes exploring three topics: individual and shared identities; understanding extremism, terrorism and the radicalisation process through historical case studies; and how to respond effectively to hate incidents and intolerant views. The BREE curriculum is delivered weekly over the course of eight 45-minute lessons for primary education students and three 45-minute lessons for secondary education students.

TESTIMONIAL

‘Our students are from diverse backgrounds. Barking and Dagenham has socio-economic problems, with a history of Islamist and far-right radicalisation. We wanted to address these topics in a child appropriate and safe manner, equipping them with the knowledge to safeguard their future. This training allowed our teachers to really get to grips with the concepts and how to teach the topics appropriately, with freedom to tailor lessons to our needs. We also benefited from coaching support offered by the Manorfield facilitators. The children loved the P4C approach and the discussion-based tasks. The opportunity to share their ideas really gave them the feeling that they are being heard and their opinions matter. It also meant that our students understood the sensitive topics while establishing good values, helping them to be citizens of the future that will contribute positively to their community.’ – Teacher



Heartstone, Heartstone Story Circles

4. Evaluation Conclusions and Recommendations

4.1 Conclusions

Project Fidelity

The fidelity and implementation quality of Shared Endeavour Fund projects has remained relatively stable since Call Two, with small improvements observed in certain areas, namely the number of projects meeting or exceeding their reach targets and the quality of data collection.

Project Reach

In total, Call Four projects reached about 58,000 direct beneficiaries, almost twice as many as any of the previous funding rounds, which engaged between 28,000 and 33,000 Londoners each. This reflected the significant increase in high-reach, low-intensity awareness-raising projects funded under Call Four and the additional £200,000 in grants available for this funding round.

In Call Four, 50% of the projects exceeded their planned reach targets, often by a wide margin, while 38% met them. This left only three projects (13%) that failed to reach the number of beneficiaries outlined in their applications. This represents a sustained improvement on the previous phases of the Fund. Under Call One, 61% of projects meet or surpassed their reach targets, climbing to 79% for Call Two, 82% for Call Three and finally, 88% for Call Four. The sizeable jump between the first and second rounds of the Fund was largely explained by the end of the COVID-19 pandemic. However, improving results in this area also speaks to the increasing capacity of Shared Endeavour Fund grantees – many of whom have received repeat funding – to plan, manage and deliver their projects effectively.

Beneficiary Targeting and Selection

As with the previous funding rounds, the majority of grantees reached the beneficiary groups outlined in their applications and targeted individuals that were appropriate for the aims of their projects and the priority themes of the Fund. In general, most grantees provided at least some primary or secondary research to justify their choice of beneficiaries and liaised with Prevent officers and local authorities to inform these decisions.

The Call Four evaluation found that 58% of grantees employed a sufficiently rigorous selection process for recruiting beneficiaries, with a further 33% adopting a moderately robust approach. This was consistent with the findings from the Call Two and Call Three evaluations, where a similar breakdown of beneficiary selection ratings was awarded, and a significant improvement on Call One in which only 45% of grantees received a 'strong' rating. As in prior phases of the Fund, where projects were found to have employed 'weak' or 'moderate' selection processes, the causes were largely comparable: a failure to cite sufficient primary or secondary evidence for beneficiary targeting, particularly as regards delivery locations, and/or a reliance on unsubstantiated assumptions about the needs or vulnerabilities of certain beneficiary groups.

Data Collection

Grantees collected over 8,541 valid survey responses in Call Four, with an average margin of error of $\pm 4.38\%$. This represented a significant and sustained improvement from Call Three in which 4,455 responses were collected, with an average margin of error of $\pm 4.34\%$, and Call Two, which saw 2,935 responses collected, with a margin of error of $\pm 5.51\%$. The stark improvement over the last two funding rounds is partially explained by the large number of beneficiaries reached in Call Four, but it is also reflective of grantees' growing capacity and comfort with implementing monitoring and evaluation systems.

In terms of data collection, the evaluation revealed that 46% of grantees followed the sampling and data collection procedures for the Fund exactly as planned, with one issue found in 38% of projects and two or more issues found in a further 17%. This was similar to Call Three, in which 48% of the grantees perfectly executed the sampling and data collection procedures.^{xvi} While at least one issue was discovered in about half of the projects in Calls Three and Four, these issues were relatively trivial and did not affect the reliability or validity of the evaluation. The issues generally involved grantees missing sample size requirements in smaller secondary beneficiary populations or submitting donor reports after the deadline. Ultimately, a sufficient volume of survey responses was collected to detect pre-post changes in the assessed outcomes with near certainty that the results could not have been obtained by chance.

Project Effectiveness

The evaluation demonstrated that the Shared Endeavour Fund was successful in supporting CSOs to challenge intolerance, hate and extremism in London. All of the outcomes assessed improved over the lifespan of the projects, with the majority of beneficiaries reporting significant changes to their knowledge, attitudes and behaviours.

Outcomes by Priority Theme



Priority Theme One: Raise Awareness

Over the course of the projects, Londoners substantially improved their ability to recognise, critically engage with and resist intolerant, hateful and extremist ideologies and messages. On average, the outcomes assessed under Priority Theme One improved by 21% during Call Four.^{xvii} The average score in the pre-survey for outcomes associated with awareness raising was 0.61 out of 1.00, rising to 0.83 in the post-survey. Beneficiaries increased their awareness and concern for the extremism-related problems addressed by the projects by 19% among adults and teenagers (aged 12+) and 16% among children (aged 8–12). Similarly, beneficiaries' intention to critically consider the veracity of information they encounter on social media (i.e. digital literacy) increased 25%. They also significantly improved their resistance to extremist messaging, reporting that the warnings that others may try to negatively influence their views were 'clear' (4.89/6.00 on a rating scale); the polarising or extremist messages they were exposed to were only 'somewhat convincing' (3.51/6.00); while the counter-messages promoted by Shared Endeavour Fund projects were 'convincing' (4.91/6.00).

^{xvi} The evaluation approach for quality of data collection has been significantly refined since the launch of the Fund, consequently no comparable data is available for Calls One and Two.

^{xvii} Average percentage change for the outcomes assessed under each priority theme weighted by the total number of responses per survey instrument.



Priority Theme Two: Build Psychosocial Resilience

Individuals and groups identified as potentially vulnerable to radicalisation and extremist recruitment successfully developed a range of psychosocial protective factors. Overall, the outcomes evaluated under Priority Theme Two increased by 31% between the pre- and post-surveys. Targeted beneficiaries increased their emotional resilience (i.e. capacity to cope with stress in an adaptive, resilient manner) by 34%; their sense of meaning and purpose in life by 26%; their self-esteem by 41%; their sense of belonging by 28%; their tendency to consider the perspectives of others by 25%; and their tolerance for difference and diversity by 36%.



Priority Theme Three: Promote Prosocial Behaviours

The evaluation found that Londoners were far more likely to adopt prosocial behaviours that safely and effectively challenge intolerant, hateful and extremist attitudes and behaviours by the end of Call Four. On average, the outcomes assessed under Priority Theme Three improved by 24% over the course of the projects. Beneficiaries increased their ability and intention to report hate speech on social media by 15%; report hate crimes and hate incidents by 19%; report radicalisation concerns by 24%; challenge prejudiced and hateful views by 24%; and conduct bystander interventions by 23%. Beneficiaries also increased their sense of community and civic engagement and responsibility by 39%.



Priority Theme Four: Strengthen Prevention Capabilities

Finally, Shared Endeavour Fund projects successfully trained, equipped or otherwise supported frontline practitioners in education, social services, civil society and communities to carry out prevention activities that challenge intolerance, hate, extremism and radicalisation. On average, targeted beneficiaries increased their capacity and commitment to deliver prevention activities in local schools and communities by 22% between the pre- and post-surveys. The ultimate results of their activities were also positive and are included in the aggregated findings for the other priority themes.

Absence of Negative or Unintended Outcomes

The findings from the evaluation demonstrate that not only did grantees robustly advance the aims of the Shared Endeavour Fund, but also that the scheme conformed with the principles of a 'do no harm' approach for addressing intolerance, hate and extremism. All of the outcomes investigated by the evaluation showed positive growth, with no unintended or negative consequences identified in the knowledge, attitudes and behaviours assessed by the Common Measures.⁵¹

Reliability of the Common Measures

All 17 of the survey instruments employed in the evaluation demonstrated acceptable measurement reliability with the sample of respondents collected.^{xviii} This indicated that the items comprising each scale had sufficient internal correlation (i.e. consistency) and were therefore reliably measuring a given outcome of the Fund (e.g. awareness, tolerance or intention to report hate speech online). The quality of the evidence gathered for the Call Four evaluation also demonstrates the value of supplying grantees with off-the-shelf data collection tools and one-to-one evaluation support. This approach continues to mitigate any M&E expertise gaps present among the grantees while enabling robust data collection aggregable at the portfolio-level.

^{xviii} Cronbach's alpha (α) is a standard measure of reliability and internal consistency for survey instruments comprised of multiple items (i.e. question statements). It ranges from 0.00 to 1.00, with a value equal or greater than $\alpha = 0.70$ indicative of acceptable reliability.

4.2 Recommendations

The following list of recommendations has been formulated from the findings of this evaluation. These recommendations are primarily aimed at MOPAC but may also be of value to other funding schemes focused on preventing intolerance, hate and extremism. Due to the overlapping timelines between funding calls, these recommendations are intended to be relevant for the next two rounds of the Shared Endeavour Fund (i.e. Calls Five and Six).

Fund Design and Management

1. Encourage applying organisations to submit multiple proposals if they have more than one project idea relevant to the priorities of the Fund.

Historically, most grants awarded under the Shared Endeavour Fund have been for successive phases of previously supported initiatives. This is likely due to the relatively limited number of organisations in London that view their work as relevant to preventing hate and extremism. To address this, MOPAC allowed organisations to submit multiple project applications in Call Four, though as of yet few CSOs have made use of this opportunity. The Fund also regularly receives project applications that encompass a wide range of conceptually distinct activities, objectives and themes; these applications would often benefit from being organised into separate projects with more cohesive plans.

To encourage organisations to submit multiple applications, fund managers should more explicitly advertise this multiple proposal capacity in both the Fund prospectus and application workshops. The benefits of this approach are that fund managers would have a greater variety of project proposals to consider; submitted applications and project plans would be more coherent; and previous grantees could develop new self-standing projects without terminating their existing initiatives. Furthermore, by supporting CSOs to develop additional initiatives in this space, the Fund could continue to encourage London's civil society to take a greater role in addressing intolerance, hate and extremism at the local level.

2. Consider increasing the funding ceiling for Tier One grants from £25,000 to £30,000 to accommodate the rising cost of project delivery.

Since late 2021, the UK cost-of-living crisis has had a severe impact on CSOs, resulting in reduced funding, rising bills and an increased demand for their services. The Shared Endeavour Fund has not been immune to the crisis; many organisations have requested additional money with each new funding round to cover the same or similar activities. While most organisations request the maximum amount available in each funding tier, the cost-of-living crisis has led to an increasing proportion of applications in the £25,000–£33,000 range (i.e. the bottom of Tier Two). These projects tend to be pilot initiatives or more limited in scope, and if not for rising costs, they would likely have applied for Tier One funding. Increasing the funding thresholds for Tier One from £10,000–£25,000 to £15,000–£30,000 would ensure that pilot and hyper-local projects are still able to access Tier One funding without triggering the additional requirements for Tier Two, such as the need to deliver activities in four or more London boroughs.

3. Use MOPAC's existing communication channels to publicly promote the work of outstanding projects from the Fund.

MOPAC should use their social media presence and other communication channels to promote the most successful projects from the Call Four portfolio. The publicity generated through these promotions would raise awareness of successful prevention approaches; inspire new community programming in this area; and assist selected organisations in building their profiles and securing additional funding. Potential avenues for promoting successful Shared Endeavour Fund projects would be to share the two-page case studies, developed as part of the evaluation, through MOPACs social media pages; to invite grantees to speak at conferences and events; and to facilitate connections between grantees and other government bodies that fund civil society-led initiatives.

4. Revise and refine the application and reporting forms of the Fund to ensure that they remain user-friendly while providing high-quality information to assess submissions.

Since its inception, a core objective of the Shared Endeavour Fund has been to provide grants for small CSOs delivering hyper-local programming. This was intended to help smaller organisations bypass the many administrative obstacles that prevent them from accessing other funding streams related to addressing intolerance, hate and extremism. To meet this objective, MOPAC and Groundwork should continue to streamline and refine the application and reporting processes for the Fund. This would ensure that organisations are supported to provide all the necessary information required in the most easily completed format. Some suggested changes to the application and reporting forms include: a preset table to help grantees structure their activity plans and output reporting; an updated list of project themes to support fund managers in understanding the proposals; and a new question in the application form on the existing evidence-base for proposed programme models. Finally, successful applicants should be provided with the full reporting form at the outset of the grant so that they can begin planning for their final report earlier in the project cycle.

Project Selection

5. Consider funding cross-cutting capacity-building initiatives focused on disseminating good practices, up-to-date research and other relevant services to Shared Endeavour Fund grantees and wider civil society actors in London.

Currently the Shared Endeavour Fund does not offer grants for capacity building or research projects directed at CSOs, either those within or outside of the Fund's portfolio. However, successive funding rounds have demonstrated that while many grantees can access relevant beneficiaries and deliver impactful projects, they often lack knowledge and expertise relating to hate and extremism. Most notably, this includes knowledge of proven prevention and intervention models, up-to-date research on trends in on- and offline hate and various other specialised skills, such as evaluation and public communications. Many grantees could also benefit from support to further professionalise their activities and outputs. By offering funding for grantee-focused capacity-building projects, MOPAC could assist Shared Endeavour Fund grantees and wider civil society actors to access this specialised knowledge and expertise. This would magnify the impact of these organisations and empower London's civil society to take an even greater role in addressing intolerance, hate and extremism.

6. Facilitate partnerships between Shared Endeavour Fund grantees to exchange knowledge, learning and expertise between organisations and fill identified programming gaps.

The Shared Endeavour Fund project portfolio is comprised of organisations that possess a range of valuable skills and expertise in project delivery and extremism prevention. However, this expertise is not equally distributed across the portfolio. Some organisations have extensive project management capabilities, others have excellent access to schools and local communities, while some have in-depth knowledge in various extremist ideologies or intervention models. Few organisations possess all of these attributes. Familiarising grantees with the expertise of other organisations in the portfolio and facilitating knowledge exchanges and partnerships between them would be mutually beneficial for all parties. Some grantees already outsource certain activities to other organisations when they lack the required capabilities in-house, such as delivering specialised workshops or developing specific resources. MOPAC could use the launch event at the beginning of each funding round as a networking opportunity for grantees to familiarise themselves with the other organisations in the portfolio and their various forms of expertise. MOPAC should also consider holding a small amount of money in reserve to support cross-organisational partnerships between grantees where these partnerships would serve to further the priorities of the Fund.

7. Privilege high-quality project applications that focus on building psychosocial resilience to radicalisation and extremist recruitment among vulnerable individuals and groups.

Under Call Four, the majority of project applications and grants were for high-reach, low-intensity primary prevention initiatives aimed at public awareness-raising (75%), while a much smaller proportion focused on building psychosocial resilience (21%). This replicated the pattern in applications and grants observed in previous funding rounds. Due to the high programming intensity required for effectively building psychosocial resilience, these initiatives also tended to have significantly lower reach than projects contributing to the other priority themes. While raising awareness is an important prevention priority for London, privileging psychosocial-resilience-building projects would arguably increase the Fund's impact on those individuals most at risk of radicalisation and extremist recruitment.

Previous rounds of the Shared Endeavour Fund have attempted to earmark funding for psychosocial resilience building. However, achieving this aim has proven quite challenging due to the limited number of applications submitted under this theme and the difficulty of accessing vulnerable individuals and groups. To help address this issue, MOPAC should continue to advertise that the Fund will privilege applications focused on psychosocial resilience building, while still running an open and competitive application process. Where possible, fund managers would also be advised to reach out to organisations with which they have existing relationships to encourage them to develop new project proposals in this area.

8. Privilege high-quality project applications that target individuals aged 18–30 to further expand the range of age groups serviced by the Shared Endeavour Fund.

Minors (i.e. those aged 17 and under) represent a common target audience for P/CVE programming because of their increased vulnerability to hate and extremism; the social premium placed on youth safeguarding; and the relative ease of accessing beneficiaries through schools-based delivery.

However, young adults aged 18–30 also share many of the same vulnerabilities. Contemporary research on developmental psychology has shown that the brain’s executive functioning and self-regulatory processes are not fully developed until individuals are in their early to mid-twenties, leaving young adults similarly susceptible to radicalisation and extremist recruitment.⁵² This research is reflected in the make-up of Prevent referrals; as the Prevent statistics for 2022–2023 show, although minors aged 17 and under accounted for the majority of referrals during this period (56%), young people aged 18–30 were also at significant risk, constituting 22% of Prevent referrals.⁵³

While these findings support the Fund’s current position – that organisations targeting children and younger teenagers should remain its primary grant recipients – they also highlight the need to expand London’s prevention programming to encompass older age groups, particularly young adults aged 18–30. As reaching older cohorts can pose a significant challenge, where possible, the Shared Endeavour Fund should set aside funding for projects targeting higher education settings and workplaces. Accessing beneficiaries through these avenues would mitigate some of the challenges associated with reaching older age groups and motivating them to voluntarily participate in project activities.

Evaluation Procedures

9. Revise the suite of survey instruments to ensure that they remain accessible to grantees and beneficiaries, and responsive to new project ideas.

The current suite of Common Measures consists of 17 peer-reviewed or otherwise-validated survey instruments measuring a range of knowledge-, attitude- and behaviour-based outcomes related to preventing hate and extremism. To ensure that these tools remain relevant to the Fund and user-friendly for grantees and beneficiaries, some adjustments to the wording and length of the instruments are advised. Where possible, evaluators should review the evaluation findings and remove any survey items that can be excluded without adversely affecting the reliability and validity of the underlying instruments. This would reduce the overall length of the surveys, allowing grantees more time to focus on project delivery.

Two survey instruments from the evaluation – the awareness and concern scale for children and the capacity-building assessment – could also be revised to better reflect the aims and content of Shared Endeavour Fund projects. Call Four saw an increase in the number of initiatives focused on upskilling frontline practitioners outside of the education sector, such as youth workers, carers and community leaders. Adjusting the survey items in the capacity-building assessment to better encompass the activities and responsibilities of these practitioners would improve the accuracy and relevance of this instrument. Call Four also saw the introduction of an awareness and concern scale for primary school students aged 8–12. The evaluation found that this instrument achieved sufficient measurement reliability ($\alpha = .73$); however, the length and linguistic complexity of the measure could likely be improved to facilitate data collection from younger beneficiaries and better focus on the purely knowledge and attitudinal outcomes pursued by grantees.

10. Expand the scope of the evaluation to include a more detailed assessment of grantees’ implementation processes and beneficiaries’ attitudes towards project activities.

The fidelity portion of the present evaluation is largely focused on grantees’ adherence to their project plans and investigates project reach, beneficiary targeting and data collection

procedures. To better understand the delivery of Shared Endeavour Fund projects, MOPAC should consider expanding the scope of the evaluation to more thoroughly assess grantees' quality of implementation. This could be evaluated by examining beneficiaries' attitudes towards the activities in which they participate. There are a range of conceptual frameworks for quality of implementation that could be adapted to fit the programming delivered by the Fund.⁵⁴ Some of the more important factors to assess include: was the content of the project accessible and clearly explained; did beneficiaries consider the activities relevant and engaging; were activities delivered with sufficient frequency or duration to produce desired outcomes; and finally, did the project include opportunities for applying learning to practice. All of these factors could be condensed into a short, self-report survey instrument and administered to beneficiaries as part of the current evaluation approach. Alternatively, they could be assessed through structured observations of Shared Endeavour Fund projects, combined with interviews and focus group discussions with beneficiaries.

11. Where possible, employ an online surveying platform to manage data collection for the beneficiary surveys administered as part of the evaluation.

Historically, Shared Endeavour Fund evaluations have relied on paper surveys for most of the data collection conducted by grantees. While paper surveys tend to produce better response rates, this approach requires extensive workhours from grantees to administer and record the responses. Transitioning to the use of an online surveying platform would significantly reduce the data collection burden on grantees, freeing up time for other project-related activities. An added advantage of this approach is that most online surveying platforms include live analysis functions that grantees could use to review their progress and make ongoing adaptations to their project activities, something that organisations without such survey capabilities are currently unable to do. It should be noted that certain schools may not allow students to use their phones in class; consequently, evaluators should ensure that grantees are still supplied with paper copies of their surveys.



Salaam Peace, *Positive Routes*

Annex A: Shared Endeavour Fund Projects



Raise Awareness



Promote Prosocial Behaviours



Build Psychosocial Resilience



Strengthen Prevention Capabilities



Tier One



Tier Two



Tier Three

All Children First, *Solid Resilience Against Radicalisation*



Arc Theatre, *Unlimited*



 **Chelsea FC Foundation, *Standing Together***



ConnectFutures, *Fake News, Extremism and Truth: Targeted PRU Programme*



Counter Extremism Project, *Nobody's Listening*



Eastside Community Heritage, *Refugee: Could Be You, Could Be Me*



Every Future Foundation, *Stand Up To Hate – Teacher & Student Anti-Racism & Anti-Extremism Programme*



 **Exit Hate UK, *Vulnerable Support Champions***



Future M.O.L.D.S Communities, *Allstars Boxing*



Global Acts of Unity, *Global Acts of Unity Tour*



	<u>Groundswell Project, Communities Countering Hate</u>		
	Groundswell Project, Communities Countering Misogynistic Extremism		
	Heartstone, Heartstone Story Circles		
	<u>Integrity UK, Beyond Dialogue</u>		
	London Tigers, Building Young People's Resilience to Radicalisation		
	Maccabi GB, Stand Up! Education Against Discrimination		
	<u>Manorfield Charitable Foundation, Building Resilience to Extremism Through Enquiry</u>		
	<u>Naz Legacy Foundation, Diversity Programme</u>		
	<u>Protection Approaches, London's Active Upstanders</u>		
	Salaam Peace, Positive Routes 2023-2024		
	Shout Out UK, Infolnsight: Raising Awareness to Combat Extremism		
	Solutions Not Sides, Youth Education Programme		
	St Giles Trust, BRAVE Project		
	<u>Future Leaders, Future Leaders Programme</u>		

All Children First

Solid Resilience against Radicalisation



The Solid programme is a schools-based initiative that uses gamification to strengthen young people's awareness and resistance to intolerance, hate and extremism. Students learn transferable skills which include empathy, critical thinking, self-identity and foresight as they explore the effects of participating in hate. On completing the project, students gain a greater understanding of the consequences associated with engaging in hateful and extremist behaviours. This three-part project delivers engaging workshops and activities for young people while offering schools free resources to enable future delivery. Workshops can be accessed through an online platform in school or as a homework assignment.

Project Activities:

Primary education students:

7 school workshops
2 self-study games
1–3 contact hour per beneficiary

Secondary education students:

40 teacher-led school workshops
3 self-study games
2–5 contact hours per beneficiary

Beneficiaries:

206 primary education students
873 secondary education students
7 schools
2 boroughs

Arc Theatre

Unlimited



Unlimited uses interactive theatre and multi-media workshops to support young people in primary schools across East London to recognise and critically engage with intolerance and hate. Arc offers practical training to teachers to help them prepare students before the delivery of performance-based workshops. The project features an original, live theatre piece using a fictional World War II story to explore difference, prejudice, empathy and respect. Employing age-appropriate language and activities, the project takes participants on a journey of human behaviour, exploring today's technological era in which bullying, peer pressure, misinformation, propaganda, hate crime and extremism are amplified and accelerated through the internet and media. Promoting British values, Unlimited teaches beneficiaries to celebrate unity in diversity, while sensitively exploring and challenging damaging hateful narratives.

Project Activities:

Students:

45 interactive performance workshops
1.5 contact hours per student

Teachers:

5 teacher trainings
1 contact hour per teacher

Beneficiaries:

3,168 primary education
71 teachers
25 schools
5 London boroughs

ConnectFutures



Fake News, Extremism and Truth: Targeted PRU and Complex Needs Programme

ConnectFutures's project works with underserved young people in alternative provision settings, such as Pupil Referral Units (PRU) and SEND schools, to deliver an intensive workshop programme designed to develop awareness of and resilience to mis/disinformation. Young people hear from skilled youth facilitators with lived experience of the issues to better understand how online spaces can be used to manipulate and exploit others. By the end of the project, young people are not only more resistant to these harms but also imparted with a sense of responsibility for reporting hate online.

Project Activities:

288 school workshops (72 courses, 4 sessions per beneficiary)
4 contact hours per beneficiary

Beneficiaries:

399 alternative provision students
18 schools
10 boroughs

Counter Extremism Project



Nobody's Listening

Nobody's Listening is a virtual-reality (VR) experience designed to raise awareness of the suffering of Iraq's Yazidi minority at the hands of Islamic State. Using the latest in VR technology and storytelling, the project transports users directly into the ancestral homelands of the Yazidis, exposing the devastation caused by the atrocities. The footage has been approved by the Home Office for use in schools from Year 9 upwards and in civil society and community groups. The project begins with a workshop that explains the context of the genocide and explores wider themes of extremism and faith-based intolerance. This is followed by the VR experience and post-viewing discussion on the genocide's impact and its relevance to the UK today. The project also includes a follow-up lesson plan for teachers and a portfolio of artwork created by Yazidi survivors.

Project Activities:

6 school workshops
6 VR sessions
1 contact hour per beneficiary

Beneficiaries:

112 secondary and further education students
4 schools
3 boroughs

Eastside Community Heritage

Refugee: Could Be Me, Could Be You



This train-the-trainer project equips teachers with the knowledge and tools to discuss migration and refugee issues with their students in order to counter intolerance towards refugees living in the UK. Eastside Community Heritage provides training and teaching resources for Key Stage 2 teachers, supporting them to deliver a course for students based around the book *Boy Everywhere* by A. M. Dassu. The novel follows the harrowing journey of a young boy and his family as they flee war-torn Syria in search of safety. The curriculum incorporates sound clips from refugees and a range of interactive activities for students. Using these off-the-shelf resources, teachers are enabled to promote young people's understanding and empathy for refugees while countering inaccurate stereotypes and perceptions that can lead to intolerance.

Project Activities:

Teachers:

6 teacher training workshops
(1 course, 6 sessions per beneficiary)
10 contact hours per beneficiary

Students:

135 classroom lessons
(27 teacher-led courses, 5 lessons per beneficiary)
13 school and borough exhibition events
7 contact hours per beneficiary

Beneficiaries:

29 teachers
756 primary education students
10 schools
3 boroughs

Every Future Foundation

Stand Up To Hate – Teacher & Student Anti-Racism & Anti-Extremism Programme



Stand Up To Hate is a transformative educational programme designed to combat racism, intolerance and hate among London's youth. Targeting secondary schools in diverse boroughs with a high prevalence of racist hate crimes, this project empowers teachers and students through comprehensive workshops and training sessions. Aimed primarily at young people aged 11–14, the project focuses on building awareness, fostering prosocial behaviours and enhancing the capacity of teachers to create safer, more inclusive environments. Activities include interactive student workshops and in-depth teacher training, addressing early signs of racism and strategies for effective intervention. By nurturing a culture of understanding and respect, the project works to reduce the frequency of hate incidents and build a community of young leaders committed to challenging prejudice and promoting social justice.

Project Activities:

Students:

66 school workshops
1.5 contact hours per student

Teachers:

8 in-school teacher trainings
4 borough-wide teacher trainings
1–4 contact hours per teacher

Beneficiaries:

3,392 secondary and further education students
237 teachers
11 schools
2 boroughs

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



ALLSTARS BOXING

ALLSTARS BOXING provides boxing sessions to young people across three venues in Barking and Dagenham. Embedded within these sessions are learning and discussion activities that explore racism and misogyny, and their connection with hate incidents and crimes. The project models scenarios and examples that local young people can relate to in order demonstrate the impact of intolerance on individuals and society, and empowers beneficiaries to intervene when they witness incidents in their own communities. To reinforce these outcomes, the project also delivers workshops and mentoring for young people, helping to build self-esteem and a sense of community responsibility.

Project Activities:

6 workshops	12–27 learning hours per beneficiary
48 boxing and learning sessions (drop-in events)	36–72 sports hours per beneficiary
3 field trips	

Beneficiaries:

113 young people in out-of-school settings
1 borough

Global Acts of Unity



Global Acts of Unity Tour

The Global Acts of Unity Tour is a schools-based project delivering inspirational presentations to secondary school students across London. Delivered by Mike Haines, OBE, the project recounts the story of Mike's brother David, a humanitarian worker who was kidnapped, held captive and eventually murdered by a group of British-born DAESH fighters in Syria in 2013. Mike describes his journey from choosing to overcome his hatred for his brother's killers to instead promoting a message of tolerance, understanding, unity and forgiveness. The project exposes students to the dangers of radicalisation while empowering them to challenge intolerance and hate.

Project Activities:

37 school assemblies
1 contact hour per beneficiary

Beneficiaries:

9,055 secondary and further education students
7 boroughs

Groundswell Project

Communities Countering Misogynistic Extremism



Communities Countering Misogynistic Extremism is a one-hour workshop for students aged 14–18 that explores the dangers of extremist views and attitudes on gender and masculinity. The project discusses the growth of extremist narratives around relationships and masculinity that have been pushed by manosphere influencers online in recent years, particularly those promoting misogynist and incel extremism. The workshop enables students to engage with this type of extremism through nuance, empathy and critical thinking by dissecting popular manosphere narratives and discussing how pressures around masculinity can be exploited by influencers and potentially lead to negative outcomes. The workshop provides an inclusive space for students to voice their feelings and opinions, bridging gaps and showing that there are healthy ways to express these issues without resorting to us-vs-them mentalities.

Project Activities:

35 school workshops
1 contact hour per beneficiary

Beneficiaries:

930 secondary and further education students
5 schools
4 boroughs

Heartstone

Heartstone Story Circles



Heartstone Story Circles is a schools-based train-the-trainer project that provides an innovative and positive environment for 9–12-year-olds to explore the negative impact of prejudice, intolerance and hate. The Story Circles centre on reading the book *The Heartstone Odyssey* by Arvan Kumar through which students and their teachers safely and sensitively discuss various aspects of intolerance and hate, developing practical methods for young people to address these issues. Through creating a safe space for dialogue and questioning, Heartstone's project supports victims of intolerance and challenges perpetrators, while helping young people to build confidence, empathy and a sense of communal responsibility.

Project Activities:

Teachers:
5 teacher training workshops
4 teacher-support sessions
3–7 contact hours per beneficiary

Students:
200 story circle sessions (25 teacher-led story circles, 8 sessions per beneficiary)
8 contact hours per beneficiary

Beneficiaries:

50 teachers
600 primary education students
20 schools
5 boroughs

London Tigers

Building Young People's Resilience to Radicalisation



London Tigers' project supports young people from disadvantaged backgrounds who are at risk of radicalisation or extremist recruitment, focusing particularly on young men from South Asian and Muslim backgrounds. The project engages beneficiaries through workshops and mentoring sessions and tackles negative ideologies and attitudes around misogyny, intolerance and hate while strengthening cross-cultural integration of the South Asian community in Ealing. Beneficiaries receive extensive mentoring from youth workers in group and one-to-one sessions that focus on building their emotional resilience, self-esteem and sense of belonging.

Project Activities:

School activities:

- 6** school workshops
- 300** one-to-one mentoring sessions (10 sessions per beneficiary)
- 16** contact hours per beneficiary

Community centre activities:

- 6** workshops
- 20** group mentoring sessions (20 sessions per beneficiary)
- 26** contact hours per beneficiary

Beneficiaries:

- 30** secondary education students
- 30** young people in out-of-school settings
- 3** schools
- 1** borough

Maccabi GB

Stand Up! Education Against Discrimination



Stand Up! is an interfaith, educational project designed to support young people to learn about and act against discrimination, antisemitism and anti-Muslim hate. The project brings together dynamic facilitators from Jewish and Muslim backgrounds to model a partnership of collaboration, demonstrating how groups that are often perceived as oppositional can work together successfully. Through debunking myths and challenging stereotypes about the Jewish and Muslim communities, young people's critical-thinking skills are developed enabling them to identify and counter discrimination safely and responsibly. The content for each Stand Up! workshop is tailored to the specific local area through collaborations with leading counter-hate organisations like Tell MAMA and the Community Security Trust (CST).

Project Activities:

School workshops:

- 188** anti-bullying workshops
- 231** anti-discrimination workshops
- 1-2** contact hours per beneficiary

Leadership programme:

- 6** upstanding leadership workshops (1 course, 6 sessions per beneficiary)
- 25** contact hours per beneficiary

Teachers:

- 4** teacher training workshops
- 1** contact hour per beneficiary

Beneficiaries:

- 19,432** secondary and further education students
- 90** secondary education students (leadership programme)
- 305** teachers
- 52** schools
- 16** boroughs

Salaam Peace

Positive Routes 2023–2024



Positive Routes provides young people from disadvantaged and minority backgrounds access to physical activity sessions like football and basketball, supplemented with workshops and small group-mentoring sessions on citizenship and critical thinking to build resilience to radicalisation and extremist recruitment. The project engages local young people in a positive sports and citizenship programme to show that as British citizens, they can be active and positive members of society, who influence positive change in their communities, regardless of faith, background or personal history. Salaam Peace employs role models with lived experience of standing against hate and intolerance for beneficiaries to learn from and emulate. These mentors lead group learning and mentoring sessions where they create safe spaces to explore the difficult situations beneficiaries face, such as marginalisation, hatred, intolerance, economic inactivity, domestic violence and radicalisation into extremist and gang cultures.

Project Activities:

15 workshops (drop-in sessions)
48 sport and physical activity sessions (drop-in sessions)
1 residential trip

10–15 workshop hours per beneficiary
48–96 sports hours per beneficiary

Beneficiaries:

130 young people in out-of-school settings
4 boroughs

Shout Out UK

Infolnsight: Raising Awareness to Combat Extremism



Infolnsight is a schools-based workshop and assembly project that delivers educational interventions aimed at young people aged 14–18 years old. These interactive sessions are designed to develop media and digital literacy as well as critical-thinking skills among young people, while also teaching them how to protect themselves against hate and extremism on social media platforms. To ensure the project's sustainable impact, schools are also provided with additional educational resources for onward learning after the project.

Project Activities:

33 school workshops
1 contact hour per beneficiary

Beneficiaries:

1,825 secondary and further education students
8 schools
6 boroughs

Solutions Not Sides

Youth Education Programme



The Youth Education Programme is a schools-based project designed to empower young people aged 14–18 to take a solutions-focused approach to the Israel–Palestine conflict, based on the values of non-violence, equality for all and rejecting hate. Through meeting Palestinian and Israeli peace activists, students experience diverse historical narratives, the humanisation of Israelis and Palestinians and witness a role model for dialogue without racism or hate from those directly affected by the conflict. Through the curriculum, students learn critical thinking and deepen their knowledge of human rights, security, international relations and conflict resolution.

Project Activities:

52 school workshops
52 teacher-led student lessons
3 contact hours per beneficiary

Beneficiaries:

4,198 secondary and further education students
25 schools
11 boroughs

St Giles Trust

BRAVE Project



The BRAVE Project is a schools-based initiative for young people that addresses far-right and Islamist extremism, knife crime and gangs. The BRAVE workshops explore the dynamics underpinning violent extremism and its parallels and connections to gang exploitation. The project anchors these topics in young people's own lives and experiences, where a range of vulnerabilities may intersect. The workshops are interactive, using visual slides and film clips backed up by case studies, live testimony and the lived experience of facilitators. Over the course of the workshop, beneficiaries discuss a range of extremist ideologies, on- and offline grooming and recruitment techniques, the role of mental health and the realities and consequences of becoming involved in extremism.

Project Activities:

School Workshops:

60 BRAVE school workshops
1.5 contact hours per beneficiary

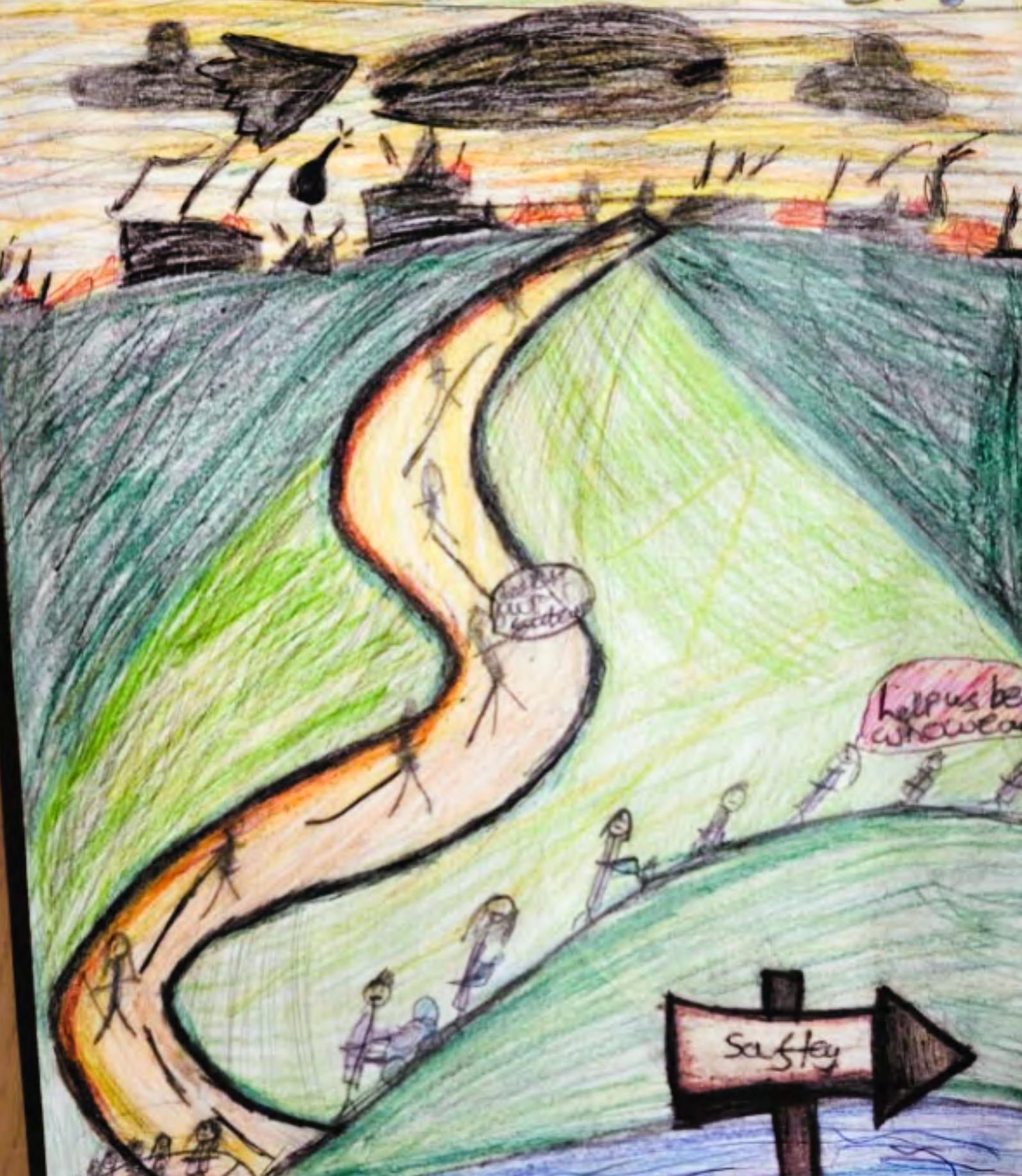
Extended PRU Programme:

30 workshops (5 courses, 6 sessions per beneficiary)
6 contact hour per beneficiary

Beneficiaries:

180 primary education students
2,740 secondary education students
126 PRU students
46 schools
5 boroughs

Adelle
WELCOME REFUGEES



Annex B: Evaluation Methodology

B.1 Purpose and Scope of the Evaluation

In April 2023, Strong Cities was commissioned to conduct an independent evaluation of Call Four of the Shared Endeavour Fund, with a primary focus on assessing the contribution of supported projects to the scheme's priority themes. As part of the evaluation, Strong Cities was also contracted to update the Fund's Theory of Change, provide grantees with data collection tools and support MOPAC and Groundwork London in refining the management and 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 independently assessing its impact on intolerance, hate and extremism in London; to draw out learning and recommendations that could be applied to future iterations of the Fund; and to inform grant-making decisions for Call Five.

This evaluation is primarily intended to service the needs of MOPAC and the Shared Endeavour Fund; however, it may also be of value to other actors implementing prevention funding schemes. The evaluation findings will also support grantees funded under Calls Four and Five of the Shared Endeavour Fund, as well as other CSOs implementing similar prevention programmes.

B.2 Evaluation Framework

As with the previous phases, Strong Cities' evaluation of the Shared Endeavour Fund had four objectives set by MOPAC at the outset of Call Four:

- Assess the outcomes of the Shared Endeavour Fund and the projects it supports.
- Assess the implementation fidelity of Shared Endeavour Fund projects.
- Showcase the work of outstanding projects from the portfolio.
- Generate learning and recommendations to inform grant-making decisions and improve future iterations of the Fund.

To meet these objectives, the evaluators developed seven evaluation questions organised under two broad themes: project fidelity and project effectiveness (Table 27).

Table 27: Evaluation framework for Call Four of the Shared Endeavour Fund

Theme	Evaluation questions
Project fidelity	<ul style="list-style-type: none"> • Did the projects reach the number of beneficiaries outlined in their applications? • Were the beneficiaries selected by grantees clearly defined, justified and appropriate for the aims of the Fund? • Were the Fund’s data collection tools administered as planned to the required number of beneficiaries?
Project effectiveness	<ul style="list-style-type: none"> • To what extent did supported projects raise Londoners’ awareness of intolerance, hate and extremism? • To what extent did supported projects build the psychosocial resilience of vulnerable individuals and groups? • To what extent did supported projects encourage Londoners to adopt prosocial behaviours? • To what extent did supported projects strengthen the prevention capabilities of frontline practitioners?

B.3 Evaluation Approach and Methods

Underpinned by the Shared Endeavour Fund Theory of Change (see [Annex C](#)), the evaluation adopted a mixed methods approach (qualitative and quantitative) to assess the fidelity and effectiveness of supported projects. This approach was also designed to provide sufficient information to develop a set of illustrative project case studies from the portfolio.

Project Fidelity

To evaluate the fidelity of Shared Endeavour Fund projects (i.e. the quality of implementation and consistency with planned outputs), fidelity was divided into three domains. Grantees’ results in these domains were assessed through a document review of their project applications and reporting.

Domain 1: Project Reach

The reach (i.e. number of participating beneficiaries) of individual Shared Endeavour Fund projects was assessed by comparing the figures outlined in a grantee’s project application with the actual number of beneficiaries engaged. Project reach was rated on a three-point bipolar scale with the following options: ‘More than planned’, ‘As planned’ and ‘Fewer than planned’. To score grantees’ results under this domain, projects were assigned an ‘As planned’ rating if their reach figures were within 10% of their projections. Initiatives that reached a number of individuals outside of this threshold were ascribed either a lower or higher rating accordingly.

Domain 2: Beneficiary Targeting and Selection

The second domain was assessed independently by two evaluators through a review of grantees’ project proposals and reporting. Beneficiary targeting and selection was evaluated according to three criteria and rated using a three-point bipolar scale (‘strong’, ‘moderate’, ‘weak’).

- Did grantees reach the beneficiary groups outlined in their applications?
- Did grantees demonstrate an evidence-based approach to beneficiary selection based on primary and/or secondary research (i.e. with respect to beneficiaries' vulnerability and/or needs)?
- Were the beneficiaries reached appropriate for the aims of the project and the selected priority themes?

Grantees were assigned a rating on the scale based on the number of criteria met by their project. A strong rating was awarded to projects that met all three criteria, a moderate rating to projects meeting two criteria and a weak rating to projects meeting one or no criteria.

Once independently graded by the evaluators, the two sets of ratings were then subjected to a reliability analysis, which demonstrated that the average level of agreement between the evaluators was high (ICC = .88, $p < .01$).^{xix} This indicates that if other evaluators were to apply the rating rubric, they would likely reach the same substantive conclusions based on the available evidence.

Domain 3: Data Collection

The quality of grantees' sampling and data collection procedures was assessed according to two criteria and rated on a three-point unipolar scale ('No sampling or data collection issues identified', 'One issue identified' or 'Two or more issues identified'). To assess results under this domain, evaluators reviewed grantees' reporting and survey datasets.

- Were the surveys administered to the required number of beneficiaries?
- Were the data collection tools implemented as instructed?

For the first criterion, projects were evaluated on whether they collected a sufficiently large sample of survey responses from their beneficiaries to meet the requirements stipulated at the outset of the funding period. The sample size required for each grantee was tailored to fit the reach targets outlined in their project application and designed to be large enough to measure results within a $\pm 5.0\%$ margin of error.^{xx}

This margin was chosen to balance feasibility of data collection with the need to ensure a suitably large sample of responses to robustly assess change at the portfolio and project levels.

For the second criterion, grantees' survey response datasets were assessed to identify any inconsistencies with the data collection and recording procedures established for the Shared Endeavour Fund. These inconsistencies could include late submission of project reports or exclusion of agreed survey questions. Where inconsistencies were found, grantees were demoted one rating level on the scale for this domain.

^{xix} Interclass correlation coefficient (ICC) ranges from 0.00 to 1.00. By convention, an interclass correlation of less than 0.50 indicates poor agreement, 0.50–0.75 moderate agreement, 0.75–0.90 good agreement and over 0.90 excellent agreement.

^{xx} Margin of error (or confidence interval) is a statistical measurement that indicates how many percentage points a figure drawn from a sample of respondents may differ from the population from which it is drawn (in the present case, all the beneficiaries of a given Shared Endeavour Fund project). Margins of error are expressed as a range above and below a midpoint figure. For example, a mean of 50% in a sample of respondents with a margin of error of $\pm 5.00\%$ would indicate that the actual mean among all of a project's beneficiaries could be any value between 45% and 55%.

Project Effectiveness

The centrepiece of the evaluation was an assessment of the collective contribution of the projects to the four priority themes of the Shared Endeavour Fund. Contribution was measured using a set of 17 self-report survey instruments (referred to as the Common Measures), each of which was aligned with one of the scheme's priority themes.

As the programming of Shared Endeavour Fund grantees differed, not all 17 of the Common Measures were relevant to each project. The survey instruments were therefore allocated based on their alignment with the aims and content of the individual projects. The distribution of the instruments was conducted through a consensus process, with the measures initially selected by the evaluators, then reviewed and approved by MOPAC and finally confirmed by the grantees.

Research Design

The Common Measures were administered using a retrospective pre–post research design. In traditional pre–post designs, respondents answer questions before taking part in an activity or project and then answer the same questions after their engagement ends. Conversely, in retrospective pre–post designs, both the before and after information is collected at the same time once the activity or project is completed.

The advantages of retrospective pre–post research designs are threefold. First, they only require one survey to capture pre- and post-data, reducing the collection burden on both grantees and their beneficiaries. Second, the findings from any statistical analysis tend to be more robust when performed using repeated-measures (within-group) analysis, which is exponentially more powerful in its ability to detect significant effects than between-group research designs. Third, retrospective designs mitigate response shift bias; this is the extent to which respondents' pre–post responses differ because their understanding of the question and/or themselves changes over the course of an intervention.⁵⁵

All grantees were required to administer the survey to a predetermined number of their beneficiaries. This data was then aggregated at the portfolio-level to assess the impact of the Shared Endeavour Fund. In total, 8,541 valid survey responses were collected from across the Shared Endeavour Fund portfolio.

Survey Instruments

Individual survey instruments were distributed to the Call Four grantees at the beginning of the performance period. The instruments were designed to be as short as possible while still measuring the outcomes listed in grantees' project applications. For each question, respondents were asked to indicate their level of agreement on a six-point Likert-type scale, running from 'strongly disagree' to 'strongly agree', without a neutral option. Respondents were also asked to provide their views regarding two points in time: before and after their experience with a given project. For the survey instruments on message inoculation and the skill of instruction subscale (from the capacity-building assessment), respondents were only asked to report their views after the projects as prior knowledge was not possible for these measures.

- **Awareness and concern scale (aged 12+)** is a bespoke, six-item measure aimed at adults and teenagers. It was developed for the evaluation based on the Hierarchy of Effects Model (HOEM) and Health Belief Model (HBM) for awareness-raising campaigns.⁵⁶ The instrument assesses respondents' awareness and concern for the extremism-related problems addressed by a given project and was tailored to fit the aims and content of each initiative. It was administered by 16 grantees and completed by 5,668 beneficiaries. The scale demonstrated good measurement reliability ($\alpha = .82$).

- **Awareness and concern scale (aged 8–12)** is a bespoke, seven-item measure aimed at children, which simplifies the original survey instrument to improve comprehension among younger respondents and those with limited English language skills. The Flesch-Kincaid Grade Level for this instrument was 3.0, which equates to the reading level of the average 8-year-old. It was administered by six grantees and completed by 1,449 beneficiaries. The scale demonstrated sufficient measurement reliability ($\alpha = .73$).^{xxi}
- **Message inoculation** is a bespoke, three-item measure developed for the evaluation based on inoculation theory.⁵⁷ It assesses the three components of attitudinal inoculation and was tailored to fit the aims and content of each initiative. The measure consists of three components: (a) how clear was a given warning that one might be exposed to an extremist message; (b) how convincing were the reasons in favour of the extremist message; and (c) how convincing were the reasons in favour of the counter-message. It was administered by five grantees and completed by 1,672 beneficiaries.
- **Digital literacy** is an off-the-shelf, four-item measure that assesses respondents' digital literacy and ability to assess the veracity of information on social media.⁵⁸ It was administered by three grantees and completed by 873 beneficiaries. The scale demonstrated sufficient measurement reliability ($\alpha = .71$).
- **Brief Resilient Coping Scale (BRCS)** is an off-the-shelf, four-item measure that assesses respondents' emotional resilience (i.e. their capacity to cope with stress in a highly adaptive, resilient manner).⁵⁹ It was administered by six grantees and completed by 541 beneficiaries. The scale demonstrated good measurement reliability ($\alpha = .80$).
- **Meaning in Life Questionnaire (MLQ)** is an off-the-shelf measure adapted by the evaluators to consist of two items that assess respondents' sense of meaning and purpose in life.⁶⁰ It was administered by four grantees and completed by 867 beneficiaries. The scale demonstrated good measurement reliability ($\alpha = .85$).
- **Self-Esteem Subscale** is an off-the-shelf measure adapted by the evaluators to consist of four items that assess respondents' self-respect and confidence in their own worth and abilities.⁶¹ It was administered by four grantees and completed by 405 beneficiaries. The scale demonstrated good measurement reliability ($\alpha = .89$).
- **General Belongingness Scale (GBS)** is an off-the-shelf measure adapted by the evaluators to consist of three items that assess respondents' sense of belonging in their community and motivation to be accepted by others and avoid being shunned.⁶² It was administered by six grantees to 1,255 beneficiaries. The scale demonstrated good measurement reliability ($\alpha = .87$).
- **Perspective-Taking Scale** is an off-the-shelf measure adapted by the evaluators to consist of three items that assess respondents' tendency to consider the viewpoints of others.⁶³ It was administered by 8 grantees and completed by 883 beneficiaries. The scale demonstrated good measurement reliability ($\alpha = .82$).
- **Tolerance of Difference** is an off-the-shelf, eight-item measure that assesses respondents' acceptance, respect and appreciation for difference and diversity.⁶⁴ It was administered by eight grantees and completed by 1,347 beneficiaries. The scale demonstrated good measurement reliability ($\alpha = .80$).
- **Civic Engagement Scale (CES)** is an off-the-shelf measure adapted by the evaluators to consist of five items that assess respondents' sense of responsibility toward (and commitment to serve) their community.⁶⁵ It was administered by four grantees and completed by 1,141

xxi Cronbach's alpha (α) ranges from 0.00 to 1.00. By convention, a value equal or greater than $\alpha = 0.70$ is indicative of acceptable reliability, meaning that the items (i.e. question statements) comprising a survey instrument are highly correlated and presumably measure a single, coherent construct (e.g. an attitude or phenomenon).

beneficiaries. The scale demonstrated good measurement reliability ($\alpha = .86$).

- **Reporting hate: online** is a bespoke, four-item measure developed for the evaluation based on Ajzen's Theory of Planned Behaviour.⁶⁶ It assesses respondents' intention (i.e. their confidence, motivation and ability) to report hate speech on social media. It was administered by four grantees and completed by 1,432 beneficiaries. The scale demonstrated sufficient measurement reliability ($\alpha = .78$).
- **Reporting hate: offline** offline is a bespoke, four-item measure developed for the evaluation based on Ajzen's Theory of Planned Behaviour.⁶⁷ It assesses respondents' intention to report hate incidents and crimes they witness offline. It was administered by two grantees and completed by 952 beneficiaries. The scale demonstrated sufficient measurement reliability ($\alpha = .76$).
- **Willingness to Report Radicalisation** is an off-the-shelf measure adapted by the evaluators to consist of four items.⁶⁸ It assesses respondents' attitudes towards reporting suspected cases of radicalisation to the authorities. The instrument was administered by one grantee and completed by 224 beneficiaries. The scale demonstrated excellent measurement reliability ($\alpha = .93$).
- **Challenging hateful views** is a bespoke, four-item measure developed for the evaluation, based on Ajzen's Theory of Planned Behaviour.⁶⁹ It assesses respondents' intention to challenge a close friend or family member if they were to express a prejudiced or hateful view. It was administered by eight grantees and completed by 3,097 beneficiaries. The scale demonstrated good measurement reliability ($\alpha = .84$).
- **Bystander intervention readiness** is a bespoke, 15-item measure developed for the evaluation, based on Darley and Latané's model for bystander interventions.⁷⁰ The measure consists of five separate three-item subscales: notice the event; interpret as emergency; accept responsibility; know how to intervene; and intention to intervene. It was administered by two grantees and completed by 1,242 beneficiaries. The five subscales demonstrated sufficient-to-good measurement reliability: notice the event $\alpha = .79$; interpret as emergency $\alpha = .76$; accept responsibility $\alpha = .84$; know how to intervene $\alpha = .86$; and intention to intervene $\alpha = .80$.
- **Capacity-building assessment** is a bespoke, nine-item measure developed for the evaluation, based on a training assessment tool used for the Northwestern Nevada Regional Professional Development Program⁷¹ The measure consists of two effectiveness-focused subscales, 'knowledge and self-efficacy' and 'norms and intent', and a third process-orientated subscale on 'skill of instruction'. The instrument was administered by six grantees and completed by 482 beneficiaries. The two effectiveness-focused subscales demonstrated sufficient reliability overall ($\alpha = .77$), as did the 'skill of instruction' subscale ($\alpha = .82$).

Additionally, the surveys were screened for careless responding using two inattentive-responding checks. These items were interspersed throughout the survey and were designed to assess whether beneficiaries considered their responses to the survey questions before answering as opposed to speeding through them carelessly.⁷² The items were identical, and both read: 'This is a control question. Please skip this question and leave it blank.'

Respondents who failed more than one of the inattentive responding checks were excluded from the analysis. This resulted in the removal of 1.6% of respondents from the dataset, a remarkably low number compared to surveys administered online that have commonly found inattentive responding near 35%.⁷³ In total, 8,684 survey responses were collected of which 143 were removed. This resulted in a final sample of 8,541 valid responses for the evaluation.

Data Analysis

The evaluation employed a three-stage analysis process to assess the effectiveness of the Shared Endeavour Fund and its projects. The first stage of the analysis process consisted of cleaning the dataset, screening it for inattentive responders and creating composite pre–post index scores for each of the survey instruments. Next, reliability analysis was performed, computing and assessing Cronbach’s alpha to verify the internal consistency of each of the survey scales and to verify that they were measuring coherent constructs (e.g. awareness, digital literacy, tolerance). Finally, the evaluation utilised a two-level within-group analysis of variance to test the data. Specifically, a General Linear Model (GLM) univariate analysis of variance (ANOVA) was used to test the pre–post index scores for statistically significant differences and their corresponding effect sizes.^{xxii} Additionally, the 99% confidence intervals for the difference between the pre–post index scores (i.e. the margin of error) were also calculated. Regarding the skill of instruction subscale from the capacity-building assessment, confidence intervals were computed via bootstrapped estimation; resampling was set at 5,000 iterations in accordance with the accepted standards for this analysis.⁷⁴

Case Studies

A key objective of the evaluation was to showcase outstanding projects supported by the Fund. To achieve this objective, two project case studies were developed under each priority theme to illustrate the work of grantees and the impact of the Shared Endeavour Fund. A purposive sampling approach was adopted to select the case studies based on two attributes: (1) that the activities and outcomes of the selected projects were highly representative of the main priority theme under which they were funded; and (2) that the selected projects achieved some of the strongest results in the portfolio. The case studies developed for the evaluation were not intended to explain how or why any changes occurred or to facilitate cross-case comparisons. Equally, the projects selected should not be seen as representative of the wider portfolio.

Table 28: Case studies selected for the Call Four Shared Endeavour Fund evaluation

Priority theme	Projects (#)	Case studies (#)	Cases selected
1. Raise awareness	18	2	<ul style="list-style-type: none">• Groundswell Project• Naz Legacy Foundation
2. Build psychosocial resilience	5	2	<ul style="list-style-type: none">• Integrity UK• Future Leaders
3. Promote prosocial behaviours	6	2	<ul style="list-style-type: none">• Chelsea FC Foundation• Protection Approaches
4. Strengthen prevention capabilities	7	2	<ul style="list-style-type: none">• Exit Hate UK• Manorfield Charitable Foundation

The case studies include a description of the project in question; a summary of its activities, beneficiaries and results; and a testimonial from a direct beneficiary highlighting their experience with the project. Information for the case studies were obtained through a document review of grantees’ project applications and reporting, as well as the beneficiary survey. The analysis considered both the outputs of these projects and their effects on the knowledge, attitudes and behaviour of Londoners.

^{xxii} To protect against the risk of false positives (owing to the multiple comparisons performed as part of the present analyses; so-called ‘alpha slippage’) a Bonferroni correction was applied to each statistical test.

B.4 Limitations of the Evaluation Approach

There are limitations inherent in all research designs, and the evaluation approach for Call Four of the Shared Endeavour Fund is no exception. The key limitations identified in this evaluation are displayed in Table 29, along with the actions taken to mitigate them.

Table 29: Limitations and mitigations for the Call Four Shared Endeavour Fund evaluation

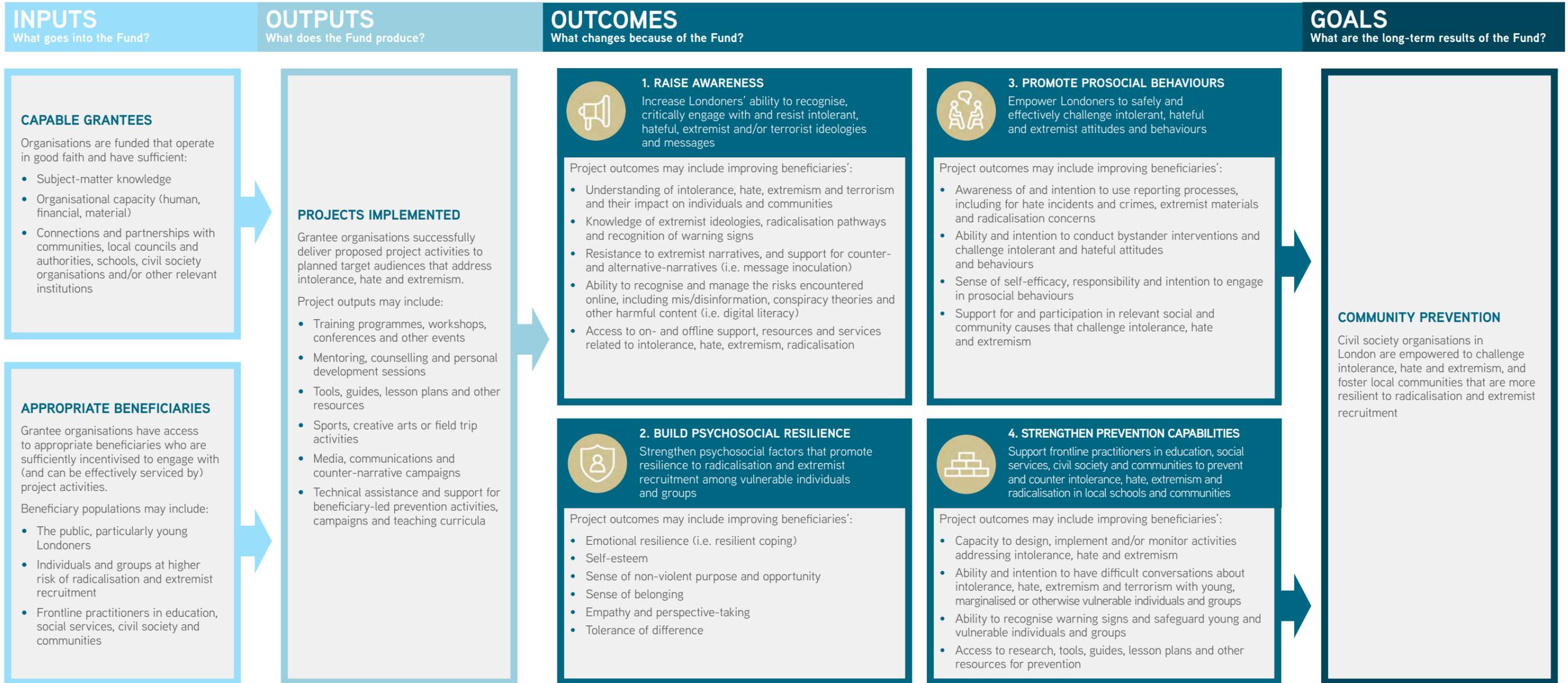
Factor	Limitation	Mitigation(s)
Misreporting of beneficiary outcomes	Evaluation is based on self-report surveys of project beneficiaries, which are susceptible to response biases.	<ul style="list-style-type: none"> • The surveys were completed anonymously, minimising respondents' motivation for acquiescence, social desirability and self-presentation biases. • No incentives were offered to respondents, further minimising acquiescence and social desirability biases. • The surveys employed a retrospective pre-post design, which mitigates response shift bias. • The survey included two inattentive responding checks to identify and screen careless responders from the dataset.
Survey sampling approach	Survey data samples obtained by grantees are not truly random; thus, their representativeness cannot be assured.	Presently, there is no mitigation for this issue. Ensuring random selection would require grantees to implement systematic sampling procedures unique to each project.
Misreporting of project results	Evaluators cannot independently verify the survey data or reports submitted by grantees.	<ul style="list-style-type: none"> • Data are screened for anomalies that could suggest tampering. • Grantees are selected, in part, for their track record in delivering prevention initiatives with high project fidelity.
Assessing long-term impact	Respondents complete the survey immediately following their participation in a project; thus, the longer-term sustainability of project effects is unknown.	Presently, there is no mitigation for this issue. Assessing longer-term effects would require longitudinal data collection (e.g. over months or years) and the present evaluation findings were required more immediately.
Attribution of outcomes	Without a control or comparison group, it is impossible to guarantee that observed effects are not the result of an unmeasured external factor or a placebo effect, as opposed to the intervention.	Presently, there is no mitigation for this issue. Employing an experimental evaluation design would require the formation of a large comparison group prohibited (or delayed) from participating in the projects. Barring a group of Londoners from accessing the projects merely to rule out a minor threat to the evaluation's internal validity would not be feasible on ethical or financial grounds.



FUTURE
LEADERS
PROGRAMME

Future Leaders, *Future Leaders Programme*

Annex C: Theory of Change



ASSUMPTIONS What conditions, factors or risks may affect Fund results?

<p>CAUSAL LINK ASSUMPTIONS</p> <ul style="list-style-type: none"> • Capable grantees apply for and are awarded Shared Endeavour Fund grants. • Targeted beneficiaries are relevant to the priorities of the Shared Endeavour Fund and are sufficiently incentivised and able to participate in project activities. • The scale and duration of supported projects is sufficient for them to achieve a measurable contribution to the priority themes of the Shared Endeavour Fund. • CSOs have unique access to, knowledge of and credibility among local communities, making them effective prevention partners for government. 	<p>EXTERNAL FACTORS</p> <ul style="list-style-type: none"> • Public opinion in London is broadly favourable towards efforts to address intolerance, hate and extremism. • Required project partners in local authorities and schools are receptive to the needs of the Shared Endeavour Fund and the organisations it supports.
---	--

xxiii A full narrative and diagrammatic Theory of Change for the Shared Endeavour Fund is available online. See Hulse, T. and Williams, M. J. (2023). Mayor of London's Shared Endeavour Fund: Theory of Change. Available at: <https://www.london.gov.uk/programmes-strategies/mayors-office-policing-and-crime-mopac/mopac-funded-services/countering-violent-extremism>.

Endnotes

- 1 Hulse T. and Williams, M. J. (2023). *Mayor of London's Shared Endeavour Fund: Theory of Change*. Available at: <https://www.london.gov.uk/programmes-strategies/mayors-office-policing-and-crime-mopac/mopac-funded-services/countering-violent-extremism>.
- 2 Marsden, S. and Lee, B. (2022). *Protective Factors for Violent Extremism and Terrorism: Rapid Evidence Assessment*. CREST. Available at: <https://crestresearch.ac.uk/resources/protective-factors-for-violent-extremism-and-terrorism-rapid-evidence-assessment/>.
- 3 Funder, D. C. (2015). *The Personality Puzzle* (7th ed.). New York, NY: W. W. Norton & Company.
- 4 Home Office (2023a). *CONTEST: The United Kingdom's Strategy for Countering Terrorism 2023*. Available at: https://assets.publishing.service.gov.uk/media/650b1b8d52e73c000d54dc82/CONTEST_2023_English_updated.pdf.
- 5 Counter Terrorism Policing (2024). *Number of young people arrested for terrorism offences hits record high*. Available at: <https://www.counterterrorism.police.uk/number-of-young-people-arrested-for-terrorism-offences-hits-record-high/>.
- 6 Davey, J. and Comerford, M. (2021). *Between Conspiracy and Extremism: A Long COVID Threat? Introductory Paper*. ISD, pp. 3–5. Available at: https://www.isdglobal.org/wp-content/uploads/2021/12/Between-Conspiracy-and-Extremism_A-long-COVID-threat-Introductory-Paper.pdf.
- 7 Comerford, M. and Havlicek, S. (2021). *Mainstreamed Extremism and the Future of Prevention*. ISD. Available at: <https://www.isdglobal.org/wp-content/uploads/2021/10/ISD-Mainstreamed-extremism-and-the-future-of-prevention-3.pdf>; Comerford, M. (2023). *Targeted Hate and Mainstreaming Extremism in the UK: the Need for a Holistic Response to a Hybridised Threat*. ISD. Available at: <https://www.isdglobal.org/wp-content/uploads/2021/10/ISD-Mainstreamed-extremism-and-the-future-of-prevention-3.pdf>.
- 8 ISD (2023). *From rumours to riots: How online misinformation fuelled violence in the aftermath of the Southport attack*. Available at: https://www.isdglobal.org/digital_dispatches/from-rumours-to-riots-how-online-misinformation-fuelled-violence-in-the-aftermath-of-the-southport-attack/.
- 9 Home Office (2023b). *CONTEST 2023 Factsheet*. Available at: <https://homeofficemedia.blog.gov.uk/2023/07/18/contest-2023-factsheet/>.
- 10 Comerford, M. and Havlicek, S. (2021). *Op. cit.*; Comerford, M. (2023). *Op. cit.*
- 11 Home Office (2023b). *Op. cit.*
- 12 Home Office (2023c). *Individuals referred to and supported through the Prevent Programme, April 2022 to March 2023*. Available at: <https://www.gov.uk/government/statistics/individuals-referred-to-prevent/individuals-referred-to-and-supported-through-the-prevent-programme-april-2022-to-march-2023#key-results>.
- 13 Giordano, C. (2022). *Terrorism: Children with extreme right-wing ideologies 'getting substantially younger' as 19 arrested*. The Independent. Available at: <https://www.independent.co.uk/news/uk/crime/terrorism-right-wing-children-arrests-b2038024.html>.
- 14 Home Office (2023c). *Op. cit.*
- 15 Home Office (2023d). *Hate crime, England and Wales, 2022 to 2023 second edition*. Available at: <https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2022-to-2023/hate-crime-england-and-wales-2022-to-2023>.
- 16 Swann, S and Atkinson, E. (2023). *Police record rise in religious hate crimes after Israel-Gaza war*. BBC News. Available at: <https://www.bbc.com/news/uk-67836607>; Comerford, M. and Rose, H. (2024). *Beyond Definitions: The Need for a Comprehensive Human Rights-Based UK Extremism Policy Strategy*. ISD. Available at: <https://www.isdglobal.org/wp-content/uploads/2023/04/Beyond-Definitions.-The-Need-for-a-Comprehensive-Human-Rights-Based-UK-Extremism-Policy-Strategy-1.pdf>.
- 17 Gordon-Teller, Y. (2024). *Antisemitic Incidents 2023*, Community Security Trust. Available at: https://cst.org.uk/data/file/9/f/Antisemitic_Incidents_Report_2023.1707834969.pdf.
- 18 Monetta, S. (2024). *Anti-Muslim cases surge in UK since Hamas attacks, charity finds*. BBC News. Available at: <https://www.bbc.co.uk/news/uk-england-68374372.amp>.
- 19 Prislán, K. Borovec, K. and Cajner Mraović, I. (2020). *The Role of Civil Society and Communities in Countering Violent Extremism and Radicalisation*. Polic. sigur. (Zagreb), godina 29. Available at: https://policijska-akademija.gov.hr/UserDocsImages/06_nakladnistvo/policija_i_sigurnost/2020/3/4%20PIS%20Broj%203-20.pdf.
- 20 *Intelligence and Security Committee of Parliament (2018)*. The 2017 Attacks: What needs to change?. p. 95. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/776162/HC1694_The2017Attacks_WhatNeedsToChange.pdf.

- 21 Adu, A. and Badshah, N. (2024). Yvette Cooper vows to crack down on promotion of 'hateful beliefs'. The Guardian. Available at: <https://www.theguardian.com/society/article/2024/aug/18/extreme-misogyny-to-be-treated-as-form-of-terrorism-under-government-plans>.
- 22 Global Counterterrorism Forum (2019). *Ankara Memorandum on Good Practices for a Multi-Sectoral Approach to Countering Violent Extremism*. Available at: http://www.thegctf.org/documents/10162/72352/13Sep19_Ankara+Memorandum.pdf; United Nations Office of Counter-Terrorism (2020). *Civil Society Engagement Strategy*. Available at: https://www.un.org/counterterrorism/sites/www.un.org.counterterrorism/files/civil_society_engagement_strategy_website_mai_2020.pdf; Organisation for Security and Co-Operation in Europe (2018). *The Role of Civil Society in Preventing and Countering Violent Extremism and Radicalization that Lead to Terrorism*. Available at: https://www.osce.org/files/f/documents/2/2/400241_1.pdf.
- 23 National Council for Voluntary Organisations (2023). *The Road Ahead 2023: The ongoing impact of cost of living*. Available at: <https://www.ncvo.org.uk/news-and-insights/news-index/road-ahead-2023-cost-of-living/>.
- 24 Sabbagh, D. (2024). *Prevent counter-extremism programme budget to be slashed in London*. The Guardian. Available at: <https://www.theguardian.com/uk-news/2024/mar/10/prevent-counter-extremism-programme-budget-to-be-slashed-in-london>.
- 25 MOPAC (2019). *A Shared Endeavour: Working in Partnership to Counter Violent Extremism in London*. pp. 11–13. Available at: https://www.london.gov.uk/sites/default/files/a_shared_endeavour_working_in_partnership_to_counter_violent_extremism_in_london.pdf.
- 26 MOPAC (2019). *Op. cit.*, p. 47.
- 27 Hulse, T., Jones, J. and Moeyens, C. (2022). *The Mayor of London's Shared Endeavour Fund: Call One Evaluation Report*. ISD. Available at: https://www.london.gov.uk/sites/default/files/sef_call_one_evaluation_report.pdf.
- 28 Williams, M. J. and Hulse, T. (2023). *The Mayor of London's Shared Endeavour Fund: Call Two Evaluation Report*. ISD. Available at: <https://www.london.gov.uk/sites/default/files/2023-01/SEF%20Call%20Two%20Evaluation%20Report.pdf>.
- 29 Hulse, T. and Williams, M. J. (2024). *The Mayor of London's Shared Endeavour Fund: Call Three Evaluation Report*. Strong Cities Network. Available at: https://www.london.gov.uk/sites/default/files/2024-03/SEF%20C3%20Evaluation%20Report_FINAL%20Web.pdf.
- 30 Greater London Authority (2023). *Countering Violent Extremism*. Available at: <https://www.london.gov.uk/programmes-strategies/mayors-office-policing-and-crime/countering-violent-extremism?ac-45990=45988>.
- 31 Office for National Statistics (2022). *Ethnic group, England and Wales: Census 2021*. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/bulletins/ethnicgroupenglandandwales/census2021>.
- 32 Hulse, T. and Williams, M. J. (2023). *Op. cit.*
- 33 Kite, J. et al (2018). *From awareness to behaviour: Testing a hierarchy of effects model on the Australian Make Healthy Normal campaign using mediation analysis*. *Prev Med Rep.*, 2018 Sep 11. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6152809/>; Glanz, K., Rimer, B. K. and Lewis, F. M. (2002), *Health behavior and health education: Theory, research and practice*. San Francisco: Wiley & Sons; European Monitoring Centre for Drugs and Drug Addiction (2013). *Mass media campaigns for the prevention of drug use in young people. Perspectives on Drugs (PODS)*. Available at: https://www.euda.europa.eu/publications/pods/mass-media-campaigns_en.
- 34 Bradshaw, S. and Howard, P. N. (2018). *Challenging Truth and Trust: A Global Inventory of Organized Social Media Manipulation*, Oxford Internet Institute. Available at: https://holbrook.no/share/papers/computational_social_media_fake.pdf.
- 35 Braddock, K. (2020). *Weaponized Words: The Strategic Role of Persuasion in Violent Radicalization and Counter-Radicalization*. Cambridge: Cambridge University Press; McGuire, W. J. (1961). *The Effectiveness of Supportive and Refutational Defenses in Immunizing and Restoring Beliefs Against Persuasion*. *Sociometry*, 24(2). Available at: <https://doi.org/10.2307/2786067>.
- 36 Marsden, S. and Lee, B. (2022). *Op. cit.*
- 37 Funder, D. C. (2016). *Op. cit.*
- 38 Sinclair, V. G. and Wallston, K. A. (2004). *The development and psychometric evaluation of the Brief Resilient Coping Scale*. *Assessment*, 11(1). Available at: <https://pubmed.ncbi.nlm.nih.gov/14994958/>.
- 39 Dollard, J. et al (1939). *Frustration and aggression*. Yale University Press. Available at: <https://psycnet.apa.org/record/2004-16227-000>; Hudson, R. A. (1999). *The Sociology and Psychology of Terrorism: Who Becomes a Terrorist and Why?* Federal Research Division. Available at: <https://irp.fas.org/threat/frd.html>.
- 40 Burke, B. L., Martens, A. and Faucher, E. H. (2010). Two decades of terror management theory: a meta-analysis of mortality salience research. *Personality and Social Psychology Review*, 14(2). Available at: <https://pubmed.ncbi.nlm.nih.gov/20097885/>.
- 41 Williams, M. J. (2016). Prosocial behavior following immortality priming: Experimental tests of factors with implications for CVE interventions. *Behavioral Sciences of Terrorism and Political Aggression*, 9(3). Available at: <https://doi.org/10.1080/19434472.2016.1186718>.

- 42 Burke, B. L., Martens, A. and Faucher, E. H. (2010). *Op. cit.*; Steele, C. (2010). *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York: W.W. Norton & Company.
- 43 Pfundmair, M. et al (2022). How social exclusion makes radicalism flourish: A review of empirical evidence. *Journal of Social Issues*, 00. Available at: <https://doi.org/10.1111/josi.12520>.
- 44 Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Personality and Social Psychology*, 44(1). Available at: <https://psycnet.apa.org/doiLanding?doi=10.1037%2F0022-3514.44.1.113>.
- 45 Feddes, A. R., Mann, L. and Doosje, B. (2015). Increasing self-esteem and empathy to prevent violent radicalization: A longitudinal quantitative evaluation of a resilience training focused on adolescents with a dual identity. *Journal of Applied Social Psychology*, 45(7). Available at: <https://onlinelibrary.wiley.com/doi/abs/10.1111/jasp.12307>.
- 46 Hjern, M. et al (2020). A new approach to the study of tolerance: Conceptualizing and measuring acceptance, respect, and appreciation of difference. *Social Indicators Research*, 147(3). Available at: <https://link.springer.com/article/10.1007/s11205-019-02176-y>.
- 47 Metropolitan Police Service. *What is hate crime?* Available at: <https://www.met.police.uk/advice/advice-and-information/hco/hate-crime/what-is-hate-crime/>.
- 48 Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2). Available at: <https://www.sciencedirect.com/science/article/abs/pii/074959789190020T>.
- 49 Williams, M. J. et al (2018). Expansion and replication of the theory of vicarious help-seeking. *Behavioral Sciences of Terrorism and Political Aggression*, 12(2). Available at: <https://doi.org/10.1080/19434472.2018.1546217>; Murphy, K., Cherney, A., and Teston, M. (2019). Promoting Muslims' willingness to report terror threats to Police: Testing competing theories of procedural justice. *Justice Quarterly*, 36(4). Available at: <https://doi.org/10.1080/07418825.2018.1437210>.
- 50 Darley, J. and Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8. Available at: <http://psych.princeton.edu/psychology/research/darley/pdfs/Bystander.pdf%5Cnhttp://psycnet.apa.org/psycinfo/1968-08862-001>; Neo, L. S., Pang, J. S. and Chin, J. (2018). Bystander intervention to prevent radicalisation. in Khader, M. et al (Eds.), *Learning from violent extremist attacks: Behavioural sciences insights for practitioners and policymakers*. Singapore: World Scientific; Williams, M. J., Horgan, J. G. and Evans, W. P. (2015). The critical role of friends in networks for countering violent extremism: Toward a theory of vicarious help-seeking. *Behavioral Sciences of Terrorism and Political Aggression*, 8(1). Available at: <https://doi.org/10.1080/19434472.2015.1101147>; Williams, M. J. et al (2018). *Op. cit.*
- 51 Anderson, M. (1999). *Do No Harm: How Aid Can Support Peace – Or War*. Boulder, CO: Lynne Rienner Publishers.
- 52 University of Rochester Medical Center (no date). Understanding the Teen Brain. *Health Encyclopedia*. Available at: <https://www.urmc.rochester.edu/encyclopedia/content.aspx?ContentTypeID=1&ContentID=3051>; Europol (2022). European Union Terrorism Situation and Trend Report 2022. Luxembourg: Publications Office of the European Union. Available at: <https://www.europol.europa.eu/publication-events/main-reports/european-union-terrorism-situation-and-trend-report-2022-te-sat>.
- 53 Home Office (2023c). *Op. cit.*
- 54 Carrol, C. et al (2007). A conceptual framework for implementation fidelity. *Implementation Science*, 2. Available at: <https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-2-40>; Dusenbury, L. et al (2005). Quality of implementation: developing measures crucial to understanding the diffusion of preventive interventions. *Health Education Research*, 20(3). Available at: <https://academic.oup.com/her/article/20/3/308/854508>.
- 55 Klatt, J. and Taylor-Powell, E. (2005). *Synthesis of Literature Relative to the Retrospective Pretest Design*. AEA Connect. Available at: <https://comm.eval.org/teaching/viewdocument/synthesis-of-literat>; Colosi, L. and Dunifon, R. (2006) What's the Difference? "Post then Pre" & "Pre then Post". *Cornell Cooperative Extension Paper*. Available at: <https://docplayer.net/42754011-What-s-the-difference-post-then-pre-pre-then-post.html>.
- 56 Kite, J. et al (2018). *Op. cit.*; Glanz, K., Rimer, B. K. and Lewis, F. M. (2002). *Op. cit.*
- 57 Braddock, K. (2020). *Op. cit.*
- 58 Kirchner, J. and Reuter, C. (2020). Countering Fake News: A Comparison of Possible Solutions Regarding User Acceptance and Effectiveness. *Proceedings of the ACM on Human-Computer Interaction*, 4(CSCW2). Available at: <https://doi.org/10.1145/3415211>.
- 59 Sinclair, V. G. and Wallston, K. A. (2004). *Op. cit.*
- 60 Steger, M. F. et al (2006). The meaning in life questionnaire: Assessing the presence of and search for meaning in life. *Journal of Counseling Psychology*, 53(1). Available at: <https://psycnet.apa.org/doiLanding?doi=10.1037%2F0022-0167.53.1.80>.
- 61 Williams, K. D. (2009). Chapter 6 Ostracism: A Temporal Need-Threat Model. *Advances in Experimental Social Psychology*, 41. Available at: [https://doi.org/10.1016/S0065-2601\(08\)00406-1](https://doi.org/10.1016/S0065-2601(08)00406-1).
- 62 Malone, G. P., Pillow, D. R. and Osman, A. (2012). *The General Belongingness Scale (GBS): Assessing achieved belongingness. Personality and Individual Differences*, 52(3). Available at: <https://www.sciencedirect.com/science/article/abs/pii/S019188691100482X>.

- 63 Davis, M. H. (1983). *Op. cit.*
- 64 Hjern, M. et al (2020). *Op. cit.*
- 65 Doolittle, A. and Faul, A. (2013). Civic Engagement Scale: A Validation Study. *SAGE Open*, July-September 2013: 1–7. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/2158244013495542>.
- 66 Ajzen, I. (1991). *Op. cit.*
- 67 Ajzen, I. (1991). *Op. cit.*
- 68 Murphy, K., Cherney, A., and Teston, M. (2019). *Op. cit.*
- 69 Ajzen, I. (1991). *Op. cit.*
- 70 Darley, J. and Latané, B. (1968). *Op. cit.*
- 71 Nevada Department of Education (2021). *Northwestern Nevada Regional Professional Development Program: 2020–2021 Annual Report*. Available at: https://www.leg.state.nv.us/Division/Research/Documents/RTTL_NRS391A.190_2021_NW.pdf.
- 72 Maniaci, M. R. and Rogge, R. D. (2014). Caring about carelessness: Participant inattention and its effects on research. *Journal of Research in Personality*, 48. Available at: <https://doi.org/10.1016/j.jrp.2013.09.008>.
- 73 Oppenheimer, D. M., Meyvis, T. and Davidenko, N. (2009). Instructional manipulation checks: Detecting satisficing to increase statistical power. *Journal of Experimental Social Psychology*, 45(4). Available at: <https://doi.org/10.1016/j.jesp.2009.03.009>;
- Williams, M. J. (2016). *Op. cit.*
- 74 Preacher, K. J. and Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40(3). Available at: <https://doi.org/10.3758/BRM.40.3.879>.

MAYOR OF LONDON

SHARED
ENDEAVOUR
FUND

