Home Office

Building a Stronger Britain Together

Evaluation of BSBT delivery in Birmingham

July 2020

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Executive summary

Introduction

This report provides findings from an evaluation of the Building a Stronger Britain Together (BSBT) programme within Birmingham[1] [2]. Although it has not been possible to make a definitive assessment of the impact BSBT in Birmingham, this evaluation provides a positive indication that the funded activity supported efforts to address local extremism needs. While challenges existed in delivering BSBT at a local level, key learnings were identified on how best to counter extremism locally in the future.

BSBT in Birmingham

Birmingham is a large and diverse city, and **extremism related challenges formed part of the wide range of needs evident across the city**. Stakeholders interviewed said segregation and separation of communities within certain wards in Birmingham had led to feelings of isolation and marginalisation. Subsequently, prejudices and stereotypes were said to have formed, which in turn were perceived by stakeholders to have encouraged extremist narratives in the city.

Examples of non-BSBT work across Birmingham suggested **a potentially blurry boundary between the delivery of community cohesion and counter extremism work in the city**, which was also reflected in the delivery of earlier funded BSBT projects. This has therefore made it challenging to isolate the specific role of BSBT on countering extremism. Stakeholders interviewed also identified **local communities' mistrust of local and national government** as a reason why organisations delivering counter extremism work, including BSBT, were often hesitant to directly link project delivery to counter extremism.

Stakeholders felt that trust needed to be built among communities and a more holistic approach adopted to delivering BSBT at a local level should be taken.

[1] The BSBT funded activity in Birmingham included nine grant-funded projects (including one receiving in-kind communication support) delivered by Civil Society Organisations (CSOs); a Community Coordinator; BSBT Network activity; and a local campaign. Due to the timings of this evaluation, not all of the activity that had taken place in Birmingham was within scope - at the time of this report, there had been four application rounds for BSBT, but the evaluation focused primarily on the five projects funded following the third funding round. These are referred to throughout this report as Call 3 funded projects. Projects funded in the fourth round are referred to as Call 4 funded projects.

[2] The evaluation was primarily based on qualitative research, where a range of participants were purposively selected to take part. These included project leads, project participants and a range of wider stakeholders, including those delivering other counter extremism (CE) and cohesion-focussed work in Birmingham; stakeholders from academia and from faith institutions within the city. In total, 60 interviews and 18 focus groups were carried out between December 2018 and January 2020.

There were some **positive indications of ways in which BSBT structures had been able to support organisations delivering grant-funded activity in Birmingham**. This included the national BSBT Network events and conferences providing a helpful platform to connect organisations delivering counter extremism activity. Despite the provision of national BSBT network events, the evaluation identified **limitations in local networking and collaboration**, including a limited relationship between grant-funded organisations and the Community Coordinator.

Meeting needs in Birmingham

Review of the historical context in Birmingham and evidence gathered from the evaluation highlighted four 'needs' perceived to be relevant to addressing extremism in Birmingham:

- Overcoming the segregation of communities in Birmingham;
- Countering marginalisation and associated stereotypes and prejudices;
- Countering specific forms of extremism and associated harms; and
- Addressing vulnerabilities and harms among target audiences.

Earlier funded organisations did not intend to directly address specific extremist groups or harms, but instead often sought to address vulnerabilities seen to increase an individual's susceptibility to extremism. Risk factors addressed by BSBT projects included issues at an individual level such as mental health, and broader community issues such as segregation and prejudice. There was also evidence that some of the later funded BSBT projects sought to target recruitment and refine project objectives to more directly address specific extremism challenges, such as online extremism, and harms, such as forced marriage.

Benefits of taking part in activities were identified by project participants and included developing confidence and learning around tolerance and respect. These indicated the potential for progress towards the longer-term objectives for BSBT.

The focus of BSBT delivery on young people was largely seen as appropriate by stakeholders. However, there was **less clarity across organisations on who the target audience should be when working with those seen as 'at risk of extremism' in Birmingham**. One earlier funded project in particular clearly articulated their approach to countering extremism, provided learnings the benefits of working with the same cohort of young people, identified as susceptible to stereotypes and prejudices, over a sustained period of time in order to affect change.

Recommendations

Develop a locally driven, collaborative approach to tackling extremism challenges. A cohesive approach to work delivered in Birmingham should include working directly with communities to discuss and understand extremism issues in the city. This could help foster

a co-production approach to BSBT delivery at a local level, ensuring it is grounded in tackling extremism challenges and helping to build trust with local communities.

Provide guidance and support to organisations on whether they should and how they can link their projects to CE. There is scope to better support organisations in creating links to CE. For example, organisation specific support plans could be developed, and good practice shared from organisations who already do this.

Address the disconnect between strands of activity in Birmingham. This could be achieved by clarifying the expectations and responsibilities across the strands in delivering BSBT at a local level. Processes for communication between national and local delivery could also be formalised more. As part of this, more consideration could be given to whether the Community Coordinator should have a more pivotal role in supporting the development of local networking and ensuring organisations are better signposted to the support and training opportunities provided through the BSBT Network.

1. Counter extremism context in Birmingham

1.1 Introduction

Building a Stronger Britain Together (BSBT), launched by the Home Office in 2016, is an integrated programme of work designed to counter extremism[3]. It supports civil society and community organisations across England and Wales to create more resilient communities, stand up to extremism in all its forms and offer vulnerable individuals a positive alternative, regardless of background. It has three overarching objectives, which are to achieve:

- Fewer people holding attitudes, beliefs and feelings that oppose shared values;
- An increased sense of belonging and civic participation at the local level; and
- More resilient communities.

An independent evaluation of BSBT, undertaken by Ipsos MORI, was commissioned in 2016 to assess the effectiveness of the BSBT programme activity against its intended outcomes; and understand the efficacy of the processes involved in delivering BSBT.

As part of this evaluation, the Home Office wanted to acquire a more in-depth understanding of how BSBT works to tackle extremism at a *local level*. An evaluation was undertaken to assess the delivery of BSBT across three local authority areas[4] in order to:

- Generate an increased understanding of the local context and extremism issues in those areas;
- Explore the relationship between BSBT activity, local extremism challenges and, where possible, other work being carried out in the area; and
- Understand the range of BSBT-supported activity in each area and the effectiveness of that activity in working towards the intended outcomes.

[3] The government's strategic approach to countering extremism defined extremism as "the vocal or active opposition to our fundamental values, including democracy, rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs." The strategy, covering all forms of extremism, violent and non-violent, in 2015 set out perceived drivers of extremist narratives and behaviours and the harms that can be caused by such actions.

[4] Birmingham, Tower Hamlets and Stoke-on-Trent

This report summarises the evaluation's findings on the contribution of BSBT-supported activity in countering extremism in Birmingham. This chapter outlines the context and rationale for BSBT funding provided to organisations based in Birmingham.

1.2 The Birmingham context[5]

Birmingham is a large and diverse city. It is the second largest city in the UK with a population of 1.15 million residents[6]. It is also a city facing many challenges. It is the sixth most deprived local authority in the country[7], and stakeholders interviewed as part of the evaluation[8] highlighted a range of issues, such as knife crime, gang culture and antisocial behaviour, as being prominent in Birmingham.

According to the 2001 Census, 42% of the population of Birmingham identify as BAME, three times the number across the rest of England. The 2016 review into opportunity and integration by Dame Louise Casey[9], noted the significant disparities that existed in terms of ethnicity and religion across wards in Birmingham. Issues of segregation and separation in Birmingham were also highlighted by stakeholders interviewed as part of this evaluation.

Stakeholders interviewed highlighted that the isolation and marginalisation of some communities in Birmingham can lead to prejudices and stereotypes forming, which can be further fuelled by the spreading of misinformation through social media. Stakeholders thought that this could generate suspicion and fear between communities, which in turn influenced issues such as Islamophobic and anti-Semitic hate crimes, which were evident in the city.

This was borne out in the data on hate crimes recorded by the West Midlands Police Force, where reported hate crimes had increased by nearly a quarter (22%) between 2018 and 2019 from 4,678 to 5,715, of which the majority (84%) were racially motivated[10]. School Census data for 2017 to 2018[11] also highlighted that fixed-period exclusions for racist abuse in state-funded primary and secondary schools in Birmingham made up a fifth (19%) of all incidents in the West Midlands.

Stakeholders interviewed identified Islamist extremism as a challenge in Birmingham. In 2019, nearly one in five (18%) Prevent[12] referrals for Islamist extremism nationally were from the West Midlands and stakeholders reported that Hizb-ut-Tahrir, an international

[5] A full context review on extremism challenges In Birmingham was carried out during the scoping stages of this evaluation and updated across the work.

[6] Birmingham City Council, 2018

[7] Community Cohesion Strategy 2018

[8] Various stakeholders were consulted across the work, and details are provided in Chapter 2.

[9] The Casey Review (2016)

[10] Home Office Hate crime statistics

[11] Department for Education, Permanent and fixed-period exclusions in England

[12] The national programme for safeguarding and supporting those vulnerable to radicalisation

Islamist movement whose ideology calls for the re-establishment of the Islamic caliphate, is operational within Birmingham.

They also spoke about the growing concern around Far-right activity and cited the recent conviction of individuals who were suspected members of National Action[13] as an example of this. One in ten (10%) Prevent referrals for Far-right extremism nationally in 2019 were from the West Midlands, and between 2018 and 2019 29% of referrals for Far-right extremism from the West Midlands were people under the age of 15.

Stakeholders identified young people in Birmingham as facing multiple socio-economic issues – something they said had been exacerbated by decreases in funding for youth services, and which also made young people vulnerable to extremist narratives. Birmingham was ranked 15th in England for deprivation affecting children[14] and in 2016, 37% of the city's children were living in poverty[15].

The 2015 Counter Extremism Strategy cited harmful and illegal cultural practices (including female genital mutilation and forced marriage) as examples of the types of harms related to extremism. Available data suggests that some of these practices are present in Birmingham. Between 2018 and 2019, there were 460 newly recorded cases of female genital mutilation in Birmingham[16], and in 2018, the Forced Marriage Unit (FMU) provided support for 205 forced marriage cases across the West Midlands. The latter of these comprised 12% of the 1,764 cases reported to FMU nationally[17], and in 2018, Birmingham saw the first conviction for forced marriage in the UK[18].

1.3 Identified 'needs' of Birmingham to be addressed by BSBT

The review of the historical context described above, and evidence gathered from the perspective of stakeholders and delivery staff, highlighted four "needs" which interviewees perceived to be relevant to addressing extremism in Birmingham. These are presented in the table below and while not exhaustive, are a collective representation of the needs identified through the evaluation (after projects had been designed and delivered). They are not presented according to perceived order of need, as this was not something those interviewed identified when outlining the needs in Birmingham.

[13] A Far-right neo-Nazi terrorist organisation

[14] Director of Public Health Annual Report 2018

[15] Child Poverty Commission Report 2016

[16] NHS Digital (2019)

[17] Home Office and Foreign and Commonwealth Office, 2018

[18] BBC News (2018)

Table 1.1: Identified needs in Birmingham

Needs	Description
Overcoming the segregation of communities in Birmingham.	The context review highlighted economic inequalities, and significant disparities in terms of religion and ethnicity across wards in Birmingham, leading to segregation and separation among some communities.
Countering marginalisation and associated stereotypes and prejudices.	Interviews with stakeholders highlighted that marginalisation and isolation have allowed stereotypes and prejudices to be formed. This in turn was said to have facilitated the emergence of extremist narratives and associated harms in the city.
Countering specific forms of extremism and associated harms.	There was a need to directly address several specific forms of extremist activity and associated harms evident in Birmingham, including, but not limited to: Islamist extremism, Far-right extremism, Islamophobic and anti-Semitic hate crimes, and harmful and illegal cultural practices.
Addressing vulnerabilities and harms among target audiences.	The views of those interviewed suggest there was a need for at least some of the counter extremism activity to focus on young people, with young people particularly identified as more vulnerable to extremist narratives (due to overlapping vulnerabilities and prejudices formed as a result of growing up in segregated environments).

1.4 BSBT supported activity in Birmingham

The following is a brief description of BSBT supported activity delivered in 2019/2020, and what was within scope for the evaluation. The findings on each of these initiatives are provided later in the report.

BSBT grant-funded projects

BSBT grant funding was also awarded to civil society organisations to deliver projects aimed at tackling local extremism issues. Five projects based in Birmingham, received BSBT funding as part of Call 3 in 2019/20 and are a focus of this evaluation. An overview of the delivery of each are summarised below. Call 3 funding also provided large grants to several projects, including the Prince's Trust who delivered activities in several locations, including Birmingham.

Due to delays in Call 3 funding, the subsequent Call 4 funding round resulted in delivery across both Calls happening at same time. However, the delivery of Call 4 projects in

Birmingham was not the main focus of this evaluation, with a high-level case study approach taken to provide an overview of delivery.

Table 1.2: BSBT grant-funded projects

Project	Delivery organisation	Brief project description
Pushing the Boundaries	brap	This organisation worked with young people aged 14-18 in schools, colleges and youth group settings across Birmingham. Activities comprised: one-off discussion groups which intended to develop young people's confidence in having conversations on sensitive and potentially divisive issues; developing a network of youth leaders, with the intention that they would develop a community initiative; and training college staff and youth group leaders to better manage challenging conversations around sensitive issues.
In Their Shoes	Saltmine Trust	This organisation looked to work with Key Stage 1 and 2 primary school-aged children in schools across Birmingham. The project included a one-off theatre production and a workshop centred around the promotion of the British values.
Empowering Women through Community Netball	England Netball	This organisation worked with South Asian and Muslim women, supporting them to play netball. The project was also designed to train participants to become netball coaches or hosts of the sessions and intended on having participant-led 'enrichment discussion sessions' following the sports activities to facilitate opportunities for participants to discuss issues in their community.
Game Changers	The Feast	The project worked with a cohort of young people (aged between 11-18) attending a youth group from an area of Birmingham with high levels of deprivation. The project comprised of activities designed to develop the young people's sense of identity, for them to interact with a diverse range of people in a positive way and ultimately undermine any stereotypes held. The project also involved young people working collectively to develop an initiative which would benefit their local community.

Project	Delivery organisation	Brief project description
FitMind	Small Heath Boxing Club	The organisation used boxing as a tool to improve mental health among cohorts of participants (men and women, all aged 16 years and over). Each cohort took part in a 12-week course which comprised boxing classes; informal, post-activity discussion sessions; and a series of one-off 'personal safety' workshops, one of which was on online grooming and radicalisation.

In-kind communications support

Organisations working to counter extremism could apply for in kind communications support (IKS) through the BSBT programme. This strand of work was delivered by the marketing agency, M&C Saatchi, on behalf of the Home Office and provided support to develop communication materials or training in social media.

There were five organisations based[19] in Birmingham that received IKS. Three of these received both in-kind support and grant-funding and one of these was included as a case study in this evaluation to understand more about the experience and role of IKS in supporting BSBT delivery.

BSBT Community Coordinator

To support BSBT delivery at a local level, the national programme funded Community Coordinator posts across a number of local authorities.

The Coordinator in Birmingham had been in post since 2017. Understanding the role of the Coordinator and their involvement in tackling extremism in Birmingham formed part of the evaluation.

BSBT Network activity

A national BSBT Network was established to aid a collective responsive to counter extremism. The BSBT Network aimed to bring together funded organisations to share learning, best practice and provide networking opportunities. All organisations receiving grant funding and / or in-kind support through BSBT were part of the Network. Members were given access to training and events, a newsletter and BSBT social media pages.

Five BSBT Network events had been run in Birmingham, including: three regional events (one on civic participation, two welcome events); one thematic event, which promoted how

[19] Although based in Birmingham, it was not clear if all were delivering solely in Birmingham or, for example, nationally instead.

to use sport as a way to engage potentially vulnerable people in projects; and one amplification event to raise awareness of a call for funding.

There had also been six training events run on topics including bid writing; crisis and incident response; financial management; social and online media training; crisis communications; and mediation and stakeholder engagement.

Tactical activity

Tactical support from M&C Saatchi provided targeted, reactive support to BSBT-supported organisations to help them respond to relevant local challenges.

A community Hate Crime reassurance event was run in early 2019 in Birmingham. This event comprised keynote speakers and an opportunity for a question and answer session to reassure the Muslim community and wider public about recent hate incidents in the local area.

Campaign

Local campaigns were developed through BSBT to promote themes of diversity and tolerance; celebrate shared values; and showcase self-expression and civic participation. In Birmingham, the '*We did this Together'* campaign was delivered through social media and focused on addressing the issue of segregation. It aimed to increase and reinforce connections between individuals from different communities in Birmingham in order to reduce feelings of isolation, perceptions of difference and inequality, and susceptibility to extremist narratives.

A separate evaluation of the campaign activity was carried out as part of the overall BSBT evaluation, with findings considered as part of this evaluation.

2. Evaluation approach

2.1 Objectives of the Birmingham area evaluation

This report presents findings from an evaluation of BSBT funded activity, between January 2019 and January 2020. Overall, the evaluation aimed to assess the role BSBT has played in working with wider local efforts to counter extremism.

To do this the evaluation sought to:

- Develop an increased understanding of the local context and extremism issues in Birmingham, exploring the relationship between the range of BSBT activity and this context.
- Understand how the strands of BSBT activity in Birmingham were delivered and the relationship between them.
- Explore how the five Call 3 projects intended to address local needs identified and what this meant for local efforts to address these needs and perceived progress against the intended outcomes.

2.2 Methodology

The evaluation approach for Birmingham is built around the BSBT area level logic model (see Appendix A) which shows pathways through which BSBT is expected to deliver activities and achieve intended outcomes. This activity is framed by the contextual issues of Birmingham that BSBT activity sought to address. The model details intermediate and longer-term (micro) outcomes that are hypothesised to ultimately lead to the delivery of the three high-level (macro) intended outcomes of the BSBT programme:

- Fewer people hold attitudes, beliefs and feelings that oppose shared values
- An increased sense of belonging and civic participation at the local level
- More resilient communities

The evaluation findings are based on qualitative interviews conducted with a range of audiences, as detailed below.

Qualitative data

A total of 78 qualitative consultations were conducted with project participants; project leads, unsuccessful BSBT applicants and a range of wider stakeholders to inform the evaluation. The stakeholders included: those delivering other CE and cohesion-focussed work in Birmingham; stakeholders from academia and from faith institutions within the city.

Interviews and focus groups with project participants from the nine BSBT-supported funded projects were conducted, while in-depth interviews were undertaken with project leads/delivery staff and other stakeholders (including the BSBT Community Coordinator).

Table 2.1: Qualitative interviews conducted

Participant Type	Interviews	Discussion Groups
The Birmingham Community Coordinator	2	-
Project scoping interview (Project lead)	9	-
Unsuccessful BSBT applicants	5	-
Wider stakeholders	10	-
Delivery Staff	23	-
Teachers	5	-
Project participants	6	18

The fieldwork took place between December 2018 and January 2020.

The evaluation also drew on monitoring data showing progress towards target outputs, which was provided by the UK Community Foundation. Further details on this and the methods can be found in the appendices.

2.3 Interpretation of the data

Evidence in this report is derived and synthesised from a range of evaluation activity as outlined above. Data was triangulated and analysed thematically to develop a rounded picture against the evaluation questions.

When interpreting the findings, the following considerations should be borne in mind:

- Overall, it has not been within the scope of the evaluation to determine the longer-term impact of BSBT in countering extremism in Birmingham[20], but instead a qualitative assessment has been conducted on the possible contribution BSBT has made to wider efforts to counter extremism in the local authority.

- The value of qualitative research is that it provides in depth insight and detail; it does not claim to be generalisable to the whole population and should therefore be treated as indicative only.

[20] During the scoping phase an assessment of options for looking at impact and isolating changes to BSBT was carried out. The timings of the evaluation mean it was not within scope to evaluate longer-term impact. In additional, the complexity of the profile of work being delivered in Birmingham and local context mean it was not feasible to include a counterfactual approach to isolate change.

- Where verbatim quotes are included these are used to illustrate general themes and should not too taken to represent the views of all participants engaging in BSBT activity in Birmingham.

- Without a control group there was no way to determine the impact to beneficiaries in the absence of BSBT funding. The local and national context also means there are likely to be competing factors, not identified in this report, that shape findings. For example, project participants may have been directly or indirectly benefiting from other programmes and interventions focused on similar outcomes. Within the interviews, participants were asked what they thought the community would be like if BSBT activity had not taken place within Birmingham, however, it is important to note that these responses are subjective in nature.

- It should be noted that not all project participants had the opportunity to take part in qualitative discussions, and not all of those invited to take part across audiences agreed to be interviewed.

3. Tackling Birmingham's extremism needs

This chapter considers findings on countering extremism in Birmingham and delivering BSBT activity in that context. The three sections explore in turn:

- The CE space in Birmingham, including BSBT.
- The relationships between strands of BSBT activity.
- How grant-funded projects related to the identified 'need' in Birmingham, including overall benefits realised for project participants.

3.1 Countering extremism in Birmingham

This section outlines learning about the CE space in Birmingham. The findings suggest an overlap between cohesion, counter radicalisation and counter extremism in Birmingham, which was also reflected in the delivery of BSBT. The section also outlines that a mistrust of the government among communities in Birmingham was thought to underpin an implicit approach to CE at times. Those delivering BSBT had concerns about participants disengaging because of this and an implicit approach to CE was therefore felt to be appropriate in this context. At the same time, where organisations had been more explicit about the link to CE, they identified benefits to this, and stakeholders highlighted the importance of building trust with communities in the future.

The findings suggest a potential blurring between CE and cohesion work in Birmingham, and as such being able to isolate the specific role of BSBT within Birmingham was challenging. For example, when asked about other work in CE outside of BSBT, stakeholders and those delivering work in Birmingham gave examples of government funded and local grassroots interventions that were promoting cohesion, countering extremism and countering radicalisation; perceiving all as being part of the same space.

As such, several examples of work outside of BSBT did not necessarily address extremism issues directly, but instead were focused around cohesion and integration. As noted in Chapter 1, disparities across wards in Birmingham, the segregation of communities and feelings of marginalisation and isolation were seen to be key challenges for the city. BSBT was one among a considerable range of programmes identified that sought to address these issues; driving the potential for overlap between counter extremism and other, related fields, such as cohesion-focussed activity.

It was apparent that BSBT funded organisations had been delivering the same, or very similar, projects in Birmingham prior to BSBT. Rather than designing new projects with CE in mind, the funding allowed them to extend or slightly adapt current work, some of which

was community cohesion or mental health focused. For example, with BSBT funding, Small Heath Boxing Club delivered a very similar package of work to other programmes aimed to bring people together to deliver boxing classes with the intention of improving mental health. They also delivered informal, post-activity discussions, and BSBT funding meant that they could run additional sessions and include 'personal safety' workshops, one of which was focused on online radicalisation.

The Coordinator acknowledged that the overlap between counter extremism, community cohesion and counter radicalisation was evident at the early stages of BSBT funding, but they thought the distinction had developed over time.

"We have a better understanding of what CE is. I think, when I first started out and there was that little bit of conflation, that overlap [with cohesion and counter radicalisation work]...I think we know exactly what we want now in terms of the objectives." Community Coordinator

Stakeholders also felt a more implicit approach taken to countering extremism in Birmingham stemmed from the mistrust local communities in Birmingham had of national and local government. Issues in the city, such as the events that followed the Trojan Horse incident, and government-led interventions, such as Project Champion, were perceived by stakeholders to have resulted in some communities feeling suspicious and negative towards the government and government interventions.

"Some of the challenges in Birmingham, in relation to combating extremism, are because of the historic mistrust between the police, local authorities, and the various communities in Birmingham that were exacerbated by Project Champion… the handling of the Trojan Horse affair and…the questions over the school in Alum Rock. All of those things get wrapped up into questions around extremism, and the relationship between the authorities and the communities." Wider stakeholder, academic

Those delivering work in Birmingham highlighted concerns around project participants disengaging when projects linked to CE, due to feelings of being labelled or targeted as potential extremists. As such, they thought to aid recruitment and engagement it was preferable not to directly link their work to CE with project participants and communities.

"I think a few issues in the community and in Birmingham…is the fact that young people would feel so victimised by the idea of extremism and radicalisation being around them. It's like a dark cloud following them." Unsuccessful applicant

This was clear in the delivery of some of the BSBT grant-funded projects in Birmingham. For example, organisation leads spoke about actively avoiding reference to counter extremism. In addition, one of the organisations had requested for the BSBT logo be removed from public facing documents, as they did not want their work to be associated with a CE fund.

Removing the explicit association with CE meant organisation leads felt that they could focus on broader messages they still aligned to CE outcomes, such as empowerment and building confidence. These messages were also perceived by some wider stakeholders to be a helpful focus.

"What I see the value of us addressing counter extremism is it's never spoken to our young people as the theme of the programme…young people are coming here because they want to develop their personal, social and development skills…I think you automatically turn this cohort off when you are saying 'we are talking to you about extremism'." Delivery staff, grant-funded project

"I think if it's taking things from the angle of empowering the people to do things and to take positive action, rather than the ringing the label of…counter extremism." Wider stakeholder, third sector/civil rights advocacy

Nonetheless, there were examples of the links to CE being discussed more directly with BSBT project participants, as well as others in the community. This was more evident through the Call 4 BSBT funded projects in Birmingham. One Call 4 project explained to parents who had concerns about their children taking part, that the project was equipping young people with the skills needed for a future, where they are increasingly likely to encounter extremist narratives.

Staff, primarily from Call 4-funded organisations who were directly linking their project to CE, identified benefits of this explicit link to CE, including better, more transparent dialogues with the community and engagement with the organisation as a result. These findings also suggested that directly focussing on specific extremism types or on addressing stereotypes and prejudices more widely, facilitated organisations being able to more easily link their project delivery to CE, relative to other projects.

"[The organisation] is getting such a strong brand, because outwardly, it's saying 'we're exploring genocide and enabling debate and conversation'". Project lead, Call 4 project

Findings from stakeholders and others delivering work in the city, suggested that being clear about links to CE with project participants and communities could be one way to help to rebuild trust. Overall, those interviewed thought that building a foundation of trust with communities was important for ensuring CE work in Birmingham can be as effective as possible.

"That trust needs to be built between the people and the government". Wider stakeholder, third sector/civil rights advocacy

Wider research has also highlighted the importance of trust when tackling extremism. In a paper on building resilience to violent extremism[21], the British Council outlined the value in building trust between young people and governments to ensure that the Government can work with young people to co-create solutions to specific local issues. The paper suggests that: '*this approach, based on dialogue and mutual exchange, creates immediate opportunities for reducing distrust, mitigating grievances, and provides positive pathways for young people living in areas where violent extremism is a high risk'.*

This paper therefore suggests that it is important for communities to be at the centre of designing approaches to CE. It also states that extremism should be considered alongside several vulnerabilities or outcomes to be addressed, such as criminality and drug addiction. This more holistic and bottom-up approach was particularly reinforced by the academic expert in counterterrorism and counter radicalisation programmes, interviewed as part of the evaluation. They suggested that communities should be involved as part of the scoping, design and development of initiatives to counter types of extremism in Birmingham, enabling more marginalised communities' voices to be heard and recognised. This was also recognised by others delivering work in Birmingham who advocated for funding decisions to take a bottom-up approach, working with communities to tackle types of extremism, grounding programmes in local need and reducing the likelihood of mistrust undermining approaches. Stakeholders therefore thought BSBT could be designed to have more of a role in building trust through a holistic, bottom-up approach in the future.

"…people doing things together and doing things* with *people rather than to people. It's a co-production model, rather than a done-to model. They've [been] done-to enough. Our community are constantly done to." *Unsuccessful applicant*

3.2 Delivering BSBT in this context

This section outlines findings on the relationship between BSBT structures, including the Network, In-Kind Support, the Coordinator and the grant-funded project, and how they supported delivery of BSBT in Birmingham. It outlines that there were several ways in which the structures were seen to support delivery, although there was also a clear disconnect between the strands of activity.

There were some positive indications of the ways in which BSBT structures had been able to support organisations delivering grant-funded activity in Birmingham. Staff from BSBT-funded organisations in Birmingham who had attended the national BSBT Network events and conferences felt these had provided a helpful platform to connect with other organisations delivering counter extremism activity. In-Kind Support for communications activity, provided by M&C Saatchi, was perceived to be effective in promoting organisational reach by those who had received it. Where organisations had a close

[21] S. Stewart, (2018). Building resistance to violent extremism: A cultural relations approach. British Council – PDF article

relationship with the Community Coordinator, this had been beneficial in brokering relationships in order to support delivery, and signposting to events.

"[The Coordinator has] been really proactive in sharing network opportunities, conferences…a really useful point of information to direct us to different organisations or intelligence around what's going on in the city." Project lead, grant-funded project

However, while there was engagement with national BSBT network events, the evaluation identified limitations in local collaboration between organisation funded by BSBT in Birmingham. Most BSBT funded organisations appeared to be either delivering their BSBT funded project in isolation or utilising existing partnerships to support delivery. Stakeholders and those delivering work in Birmingham felt this indicated a lack of a strategic response to local needs.

"…you've got so many different things... you've got one [project] on FGM, two on racism and four on interfaith... I don't know how that really fits in to an overall city strategy and how that overall fits into a wider, national strategy around BSBT.... it would be helpful if you knew how [projects] might connect into other [projects] or where the gaps are." Unsuccessful applicant

Not all project leads had been able to access BSBT Network activities, and some identified barriers to attending. For example, leads for smaller organisations and charities said it was particularly difficult to prioritise attending Network events given resource and time constraints.

"…the charity sector is so needs-driven because it's terribly underfunded and…it's really hard to find those opportunities and decide which ones you will take up…It's not that it's not valuable…it's just we've had to prioritise other things." Project lead, grant-funded organisation.

Interviews with staff from funded organisations and the Community Coordinator also identified scope for closer collaboration between the Coordinator and other BSBT activity in the city. There were strands of BSBT delivery in Birmingham which the Coordinator did not feel connected with, such as the local BSBT communications campaign or the Network. Where the Coordinator was not included in development of training delivered through the BSBT Network, this was seen as a missed opportunity for them to provide a link between organisations and these training events.

Staff acknowledged there had been limited engagement between most BSBT grant-funded projects and the Coordinator. From the perspective of the Coordinator, it was felt this could be addressed by including the Coordinator in the introductory meetings once projects have been funded with the central BSBT team and staff from funded projects.

"When the BSBT team have an introductory meeting with partners…I should be invited to the meeting itself: 'Meet your Coordinator…They can support you in the delivery and this is how they can support you." Community Coordinator

Interviews with staff from an organisation who had not had the opportunity to connect with the Coordinator acknowledged that doing so from the outset could have aided their delivery. One delivery staff member specifically referenced struggling with developing partnership working, which they thought the Coordinator could have potentially facilitated. They also thought that support and guidance from a Community Coordinator could bring value to other organisations delivering counter extremism activity in Birmingham beyond BSBT.

"…if you had a targeted worker to coordinate these kinds of events on a regular basis, that would be obviously beneficial as well. Try and draw those different communities together...If you could get them together on a monthly [or] quarterly basis then that would definitely be beneficial to Birmingham as a community."
Delivery staff, grant-funded organisation

The Coordinator highlighted that the scale and complexity of Birmingham, and the additional work they were also carrying out in the surrounding Black Country area, made the role of Coordinator difficult for one person. As such, a Community Engagement Officer had recently been employed to support the work of the Community Coordinator. The timings of the evaluation meant it was not possible to understand more about the effect of that additional resource, but the challenges facing the Coordinator up to that point may offer some explanation for the variable engagement between the BSBT funded projects, wider strands of BSBT activity and the Coordinator in Birmingham.

3.3 The grant-funded projects

The section discusses how the delivery of Call 3 grant-funded projects aligned to the extremism needs identified in Birmingham. It shows that the Call 3 organisations focused primarily on cohesion and integration, often with young people, to address various vulnerabilities and segregation. While this meant that the overall profile of Call 3 projects did not directly link to specific types of extremism or harms, there were indications that more of the Call 4 projects did. The Coordinator had developed relationships to facilitate this and address the gaps between delivery and local needs.

This section also explores views of project participants and delivery staff on the projects and outlines that project participants were positive about their experiences; identifying benefits around confidence, tolerance and respect, and a sense of belonging.

Meeting needs in Birmingham

The evaluation identified four key extremism needs in Birmingham, as outlined in Chapter 1. These needs were identified after projects had been designed and delivered, rather than BSBT programme activity in Birmingham being designed with them in mind. When delivery staff were asked about the design of their project and how it related to the needs in Birmingham, references were made to how their delivery aimed to address potential vulnerabilities to extremism. These included addressing issues such as poor mental health; the need to empower groups; or a lack of cohesion, which one organisation in

particular said played out in schools and colleges, leading to prejudices if not addressed. Reflecting this, the profile of Call 3 projects broadly focused on cohesion and integration activities, rather than directly tackling specific types of extremism or harms identified as challenges in Birmingham.

"It [the project] was created as a way to promote the ideas of community cohesion and valuing diversity." Project lead, grant-funded project

"...if you look at the funding bid [for BSBT], it's about community cohesion and ensuring that young people and service users have shared values within society… we're looking at community cohesion, understanding awareness of different faiths…" Project lead, grant-funded project

There were indications that this had shifted over time. The Coordinator recognised the potential gap around specific harms and had subsequently focused on building relationships across Birmingham to encourage relevant organisations to apply for BSBT funding. The profile of Call 4 projects reflected this, with organisations more overtly focused on needs such as forced marriage and online radicalisation, as the case study below highlights.

Case study: raising awareness of extremism and online radicalisation

This project aimed to raise awareness of online radicalisation. It also provided participants with a toolkit for keeping themselves and others safe from being groomed or targeted online. The project used a participatory-drama approach in schools, where pupils followed a fictional character who was being groomed and were asked to recreate certain scenes from this narrative.

The project employed a targeted and sustained approach to delivery. Participants were identified in tandem with safeguarding and pastoral leads to participate in six-week programme consisting of one, three-hour session per week.

The project process included activities to improve participants' understanding of extremism, identifying their own vulnerabilities and susceptibilities to this, and building an effective toolkit to prevent grooming. The toolkit focussed on identifying signs of grooming, building confidence and self-esteem, and providing resources to turn to for help.

A teacher interviewed as part of the evaluation said that as a result of their participation in the project, pupils were now more aware of extremist narratives, including their underlying ideology, and how to address or reject them

"I think it has had a huge impact because they recognise the process now, so therefore, they'd be able to identify it [extremist issues] and do something about it." *Teacher*

The Coordinator suggested that the profile of projects could further benefit from funding smaller, local organisations that are currently not able to meet all the application requirements, but that could bring a greater local 'reach' to engaging those potentially more vulnerable to extremism. One way in which they thought this could be achieved would be through the Coordinator having a smaller, additional source of funding to react to changing local needs and broaden the profile of projects.

To meet their intended objectives, most of the Calls 3 and 4 grant-funded organisations worked with young people. Stakeholders said young people were particularly at risk of being influenced by negative narratives in their formative years, and, as such, a range of stakeholders felt that working with young people was important and appropriate. They also cited the young population of Birmingham and the implications of reduced funding to youth services as further reasons for this.

"Now kids have got nowhere to go. There's no one to talk to. There's no youth provision. There are no mentors anymore. There are no services…and especially where young people are vulnerable…we look at the adverse childhood experiences studies and we see the impact of those negative experiences as children get older." Wider stakeholder, third sector/faith group

However, while a focus on young people was seen by stakeholders to be appropriate, there was also some wider debate around how to best define audiences 'at risk of extremism'. As such, the importance of ensuring the right audiences were engaged to facilitate the intended changes for each activity was raised.

"If we're not engaging the right communities, if we're not having the right conversations with the right people, we're not going to make that change." Community Coordinator

The Feast was notable relative to other Call 3 projects in this respect. While not directly focused on a specific type of extremism, the organisation was working with young people they identified as being vulnerable to holding prejudices and stereotypes – all of whom lived in an area in which the organisation reported Far-right extremism was an issue. The organisation worked with this same cohort of young people over time, carrying out activities and learning around the intended outcomes. Working with a specific, vulnerable cohort over an extended period was something delivery staff identified as being important for instigating change; they had adapted their project design to account for the target audience and ensure greater likelihood of change. The project also looked to give participants practical tools to apply to their everyday life and use beyond the project to challenge their own prejudices in the future.

"We realised that because of the nature of the young people that… the Developing Identity programme would need to take a lot longer. Also, because many of the young people were very disaffected… lots had been excluded from school…it was a fantastic group to work with, it was just the right group, really…to achieve the outcomes". Delivery staff, The Feast

The evaluation also identified that where organisations took a broader approach to recruitment, the potential for change among participants was not as evident. For example, Saltmine advertised their project to schools across Birmingham which resulted in a less targeted approach to recruitment. This meant that in the school visited as part of the evaluation, while there were positive findings around the shared values that the project was promoting, it was also evident that pupils held many of the intended attitudes and beliefs before taking part. In this instance, the project therefore reinforced participants' previous learning, rather than changed participants' attitudes and beliefs more directly. However, this was something that a teacher whose pupils engaged with the project, felt was of value and supported the curriculum.

"It wasn't something fresh they [pupils] were bombarded with, it was just reinforcing everything they already knew and were familiar with, which I thought was great." Teacher

Finally, project activities across Call 3 organisations varied and included sporting activities, class-based delivery in schools, drama performances, group discussions, and workshops, although stakeholders questioned the relative value of projects where sport was the main activity.

Realising benefits for participants

As noted above, projects were not designed with the specific needs identified by the evaluation in mind. However, they all aimed to ultimately contribute to the three longer-term BSBT objectives and bring about benefits for individuals related to these.

Project participants consulted as part of the evaluation were positive about their experiences of taking part and they identified several key benefits, many of which related to the wider objectives of BSBT.

Developing confidence

A key benefit identified by project participants across projects was developing confidence. BSBT intends to increase confidence to reject extremist narratives among individuals, in order to increase resilience at the individual level and then at the community level in the longer-term.

Across several projects, participants spoke about how the activities, learning and dialogues they had taken part in had made them feel more sociable, or confident to talk to new people. Project participants also valued the opportunity to meet new people as part of the projects.

"I feel like I've been a lot more confident and chatty when I'm out and about as well." Project participant

Young people taking part in the project run by brap spoke about how their experience had given them confidence to express their views when discussing sensitive, or potentially divisive topics such as knife crime and feminism. They also enjoyed learning about new

topics as part of these one off facilitated dialogues, and this was echoed by participants also taking part in the one-off workshops run by Small Heath boxing club.

For others, feelings of confidence stemmed from taking part in new activities, such as sport. There were also examples of this translating into participants' everyday life, with some of the women who had taken part in the England Netball programme reflecting on the confidence they now had in work and at home as a result of taking part.

"I've learned to stand up for myself and speak up for myself, and not be bullied, and not be abused. Stand up for my rights." Project participant

This finding was also seen among participants of Call 4 projects. Project participants of one project said that their low understanding of English acted as a significant barrier towards interacting with people in the community, but that the project had empowered them to take ownership of tasks such as independently booking appointments and answering the phone.

Tolerance and respect

BSBT seeks to ensure fewer people hold attitudes and beliefs that oppose shared values, and there were positive findings around this across projects, specifically relating to feelings of tolerance and respect.

"[The project has] taught us to say no, let's respect everyone…try and treat everyone the same and we can use that for what's happening in our lives as well." Project participant

Some of the projects were also designed to expose participants to different points of view and acknowledge differences more widely. As a result of this, they encouraged participants to value diversity more. Staff and project participants highlighted that in some cases, taking part had translated to an interest in and confidence to explore cultural differences.

"[The] understanding and an openness to want to know about that particular culture or group was amazing, and actually finally finding the confidence to ask questions like, 'Why do you wear a Hijab?'…they have now had [that] experience that's going to change the way they see other people." Delivery staff, grant-funded project

While some project participants said they had become slightly more 'openminded' to, or considerate of, the backgrounds and experiences of others as a result of taking part, as mentioned earlier this change was particularly notable for The Feast's project participants. Staff reflected that they had seen the young people – who they identified as holding stereotypes before the project – change their views and learn to challenge their own prejudices over time. This was echoed by the findings with young people to some extent.

"If people are walking past me, I just make assumptions. But, now that I've come here, they've made me understand that not everyone is how they look." Project participant

Sense of purpose and agency

BSBT also seeks to ensure individuals engage with the community and create a longer-term sense of belonging and civic participation. Taking part in new activities was seen to have created a sense of purpose among participants. Young people taking part in the Prince's Trust project said that they valued the structure and routine element of engaging with the project as it gave them a sense of purpose to their days. This was often a result of feeling isolated in day to day life and engaging in limited activities outside of their home.

Across the Call 3 projects, developing a sense of agency was particularly notable for the Feast in which participants worked together to develop a community-based initiative. This resulted in participants referring to themselves as role models in the community, seeing the event as an opportunity to demonstrate how young people can positively contribute to their community. Delivery staff felt that the success of participants' running of the festival had instilled in them a sense of purpose and pride in their abilities and how they could continue to engage with and contribute to the community.

"It feels important. I don't feel useless." *Project participant*

"They have this real sense of…we [ran] something for our community. What else can we do for our community? How can we carry this on? They've actually decided they want to raise money for the local Blue Cross…because they're on the square and there are lots of abandoned animals. They're responding to the needs in their community." *Delivery staff, The Feast*

4. Conclusions and recommendations

Birmingham provided a unique and challenging context for BSBT to be delivered. It is a large and diverse city characterised by socio-economic issues and the segregation and marginalisation of some communities. It also faces a range of extremism challenges.

The evaluation identified a **potential overlap between the objectives of counter extremism and those of programmes seeking to promote cohesion** and integration between communities in Birmingham. This was reflected in the design of many BSBT grant-funded projects which aimed to counter extremism in Birmingham by addressing perceived risk factors arising from a lack of integration and cohesion, rather than through directly challenging extremist groups or behaviours. This suggests more could be done to clearly define the CE objectives at a local level, linking them to local needs, and focusing on addressing gaps.

A key challenge identified for future delivery was the **perceived mistrust that local communities had of national and local government**. This raised questions around whether BSBT funded organisations should take a direct or indirect approach to linking their projects to CE. How preferable or easy it will be for projects to be linked to CE may depend on the type of work being delivered in the future. However, a more bottom-up, holistic approach, grounded in discussions around local extremism issues with communities in Birmingham would likely necessitate more direct links to CE.

Those interviewed also identified a **disconnect between strands of BSBT activity**, perceived to have resulted in missed opportunities around knowledge sharing, organisational learning and use of local expertise. For example, grant-funded organisations were found to mostly be working independently of one another. To deliver a more cohesive local approach, links between strands of activity in Birmingham would need to be prioritised and strengthened.

The findings also highlighted how **the role of the Coordinator could be further developed in the future in Birmingham**. However, the suitable resources available to effectively facilitate this would need to be considered, as the scale and complexity of the issues in the city presented challenges for the Coordinator to manage on their own.

Despite this context, **staff from Call 3 grant-funded projects felt they had been able to support efforts towards addressing some of the local extremism needs** identified. For example, Call 3 organisations sought to address issues around segregation and separation, and staff felt their focus on improving cohesion and addressing young people's vulnerabilities reflected some of the local needs in Birmingham.

Call 4 projects included some which more directly addressed specific extremism types or harms, and the Coordinator had developed relationships with organisations to facilitate this**. A key question for future will be how to ensure that the overall profile of funded**

work best matches the full range of needs in Birmingham. The Coordinator proposed that funding more small, local organisations, currently unable to meet criteria to apply for funding could support this aim, as these organisations were seen to have greater local-level knowledge and reach.

In addition, **the benefits identified by project participants suggested some progress against the main objectives of BSBT**. For example, the positive findings around participants developing confidence as a result of taking part provided an early indication of work towards more resilient communities in the longer-term. As such, the findings suggest that the Call 3 projects provided a starting point towards these longer-term goals.

That said, the evaluation identified a **wider debate around how to define what it means to be 'at risk of extremism' in Birmingham** and what this means for the likelihood to achieve change at scale. The positive findings and learning from the one Call 3 organisation working with a cohort identified as being more susceptible to extremist narratives highlighted the potential value of projects using this approach.

Based on the above, there are three key areas and recommendations for the Home Office to consider for the future:

Develop a locally driven, collaborative approach to tackling extremism needs. This could be aided by:

- Clearly defining BSBT objectives at a local level to distinguish between other work promoting cohesion and countering radicalisation as needed.
- Developing a 'bottom-up', strategic approach to designing BSBT activity, ensuring that delivery is grounded in local extremism challenges and needs, and builds a foundation of trust with local communities.
- Creating more of a collaborative, multi-agency approach across organisations in Birmingham to identify and address the range of vulnerabilities in the city, including extremism.
- Working directly with whole communities in Birmingham to discuss and understand extremism in the city, building a programme of work through dialogue and co-production.
- Provision of a small fund for the Community Coordinator to support local, smaller organisations that are currently not able to meet BSBT application requirements and facilitate a more agile approach to addressing local needs.
- Funding projects as a whole profile, that clearly links local needs to audiences engaged and delivery models, seeking to include those working with vulnerable cohorts over time as needed.

Provide guidance and support to organisations on whether they should and how they can link their projects to CE. This could be aided by:

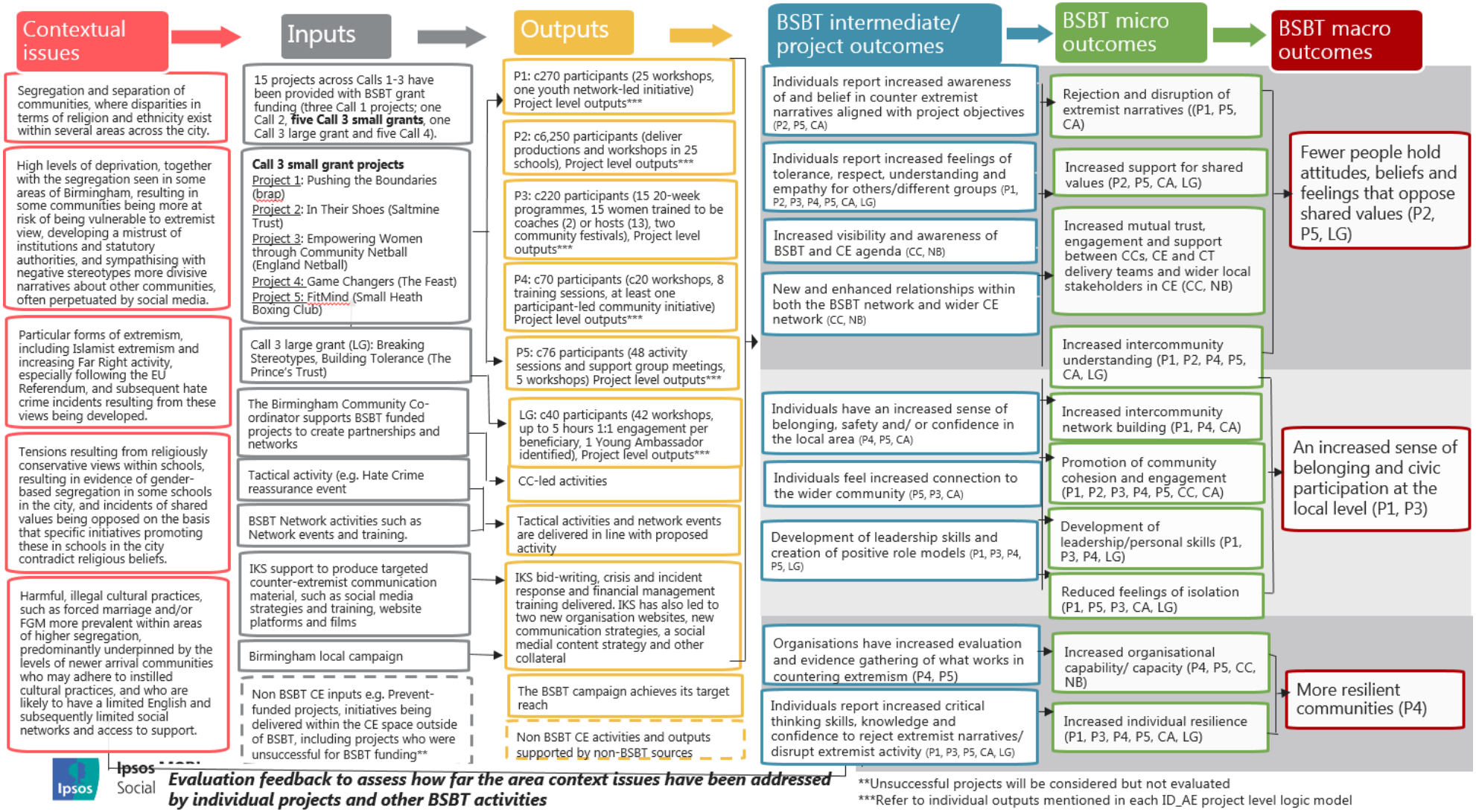
- Consideration of whether the Home Office wants to be prescriptive in organisations directly linking their work to CE, or to guide them in this direction.
- Doing more to support organisations in Birmingham delivering BSBT in being able to create this link to CE where appropriate. This could include providing organisation specific support plans and sharing of good practice and learnings from organisations who already do this in Birmingham or other areas.

Address the disconnect between strands of activity in Birmingham. This could be supported through:

- Clarity on expectations and responsibilities at a local level across the strands of BSBT.
- Provision of additional structures to address the limited local networking currently taking place. This would better facilitate knowledge and good practice-sharing; bringing together organisations across Birmingham – BSBT and non-BSBT – to work towards common goals. Organisations could also be supported and encouraged to use the current BSBT Network in this way to facilitate this.
- Utilising the Coordinator role to develop better understanding of project delivery and to support organisations in overcoming challenges pertinent to the local area.
- Additional governance structures or resources to support newly developed approaches and minimise capacity issues given the scale and complexity of Birmingham.

Appendices

Appendix A: Birmigham Area Logic Model



Appendix B: Monitoring information collected

The table below shows the Monitoring information collected by UK Community Foundation (UKCF) for each of the Call 3 and Call 4 projects in Birmingham.

Project	Monitoring information received
Brap	- 605 beneficiaries engaged - 26 process work sessions delivered - 7 training sessions delivered
Saltmine	- 5,981 beneficiaries engaged - 25 performances and workshops delivered
England Netball	- 267 beneficiaries engaged - 15 programmes delivered
The Feast	*Monitoring information only available at the national programme level*
Small Heath Boxing Club	- 91 beneficiaries referred to programme
CORE Education Trust	- 5,000 beneficiaries engaged - 16 activities delivered -
Go-Woman! Alliance	- 256 beneficiaries engaged - 19 activities delivered
Recr8now	- 164 beneficiaries engaged - 6 activities delivered
Roshni	- 523 beneficiaries engaged - 21 activities delivered

Appendix C: Evaluation methodology

The overall BSBT evaluation includes all grant-funded projects completing pre-and post, standardised Project Participant Surveys (PPS). The PPS aimed to provide a greater understanding of the impact of BSBT activities on project participants by assessing the change in relevant attitudinal characteristics to measure change of outcomes at an outcome, thematic and project level. Specifically, the survey asked participants to indicate the extent to which they agree with a number of attitudinal statements relating to BSBT outcomes before they engage BSBT activity and then again afterwards

While this was administered in four of the five Call 3 grant-funded projects in Birmingham in various formats, the numbers returned across projects did not facilitate analysis at the area level. Therefore, PPS data were not included in this report, but surveys returned from projects within Birmingham formed part of the analysis for overall BSBT evaluation. For reference a copy of the PPS is also included below.

The approach adopted by the three BSBT area evaluations sought to reflect Level 1 of the Maryland Scale of Scientific Methods, that is a pre and post quantitative measure of the outcomes (with no control group). This was to be achieved through the completion of the PPS. However, due to the small number of PPS returns for Birmingham, it was not possible to conduct an area level analysis, as was the case for the other two area evaluations (Stoke and Tower Hamlets). Instead a qualitative approach was undertaken, which allowed for exploration of the outcomes and role of BSBT in countering extremism in Birmingham, providing valuable insight and learning.

A range of qualitative methods were carried out across the evaluation, including: observations of project delivery; focus groups with project participants; and interviews with end beneficiaries, project leads, delivery staff and project stakeholders, such as teachers. In addition, interviews were conducted with wider stakeholders and unsuccessful project leads.

The table below shows the breakdown of methods used across the evaluation.

Project	Qualitative
Brap	• One paired scoping interview with project lead and organisation CEO • Two ‘train the trainer’ interviews • Two delivery staff interviews • One interview with project lead • Four end beneficiary focus groups • Project Participant Survey administered

Saltmine Trust	• One paired scoping interview with project lead and organisation CEO • Four interviews with delivery staff • One interview with project lead • One project stakeholder interview (teacher) • An observation of project delivery • Four end beneficiary focus groups
England Netball	• One initial scoping interview with project lead • One interview with project lead • One project stakeholder interview (sports coach) • One end beneficiary focus group • Four end beneficiary interviews • Project Participant Survey administered
The Feast	• One initial scoping interview with project lead • One interview with project lead • Two delivery staff interviews • Two end beneficiary focus groups
Small Heath Boxing Club	• One initial scoping interview with project lead • Paired interview with project lead and organisation CEO • One delivery staff interview • Two end beneficiary focus groups • Project Participant Survey administered
Call 4/IKS case study 1 – CORE Education Trust	• One initial scoping interview with project lead • Three project stakeholder interviews (teachers) • One delivery staff interview • One interview with project lead • Two end beneficiary focus groups
Call 4 case study 2 – Recr8now	• One initial scoping interview with project lead • One paired interview with project lead and delivery staff • One interview with a project stakeholder (teacher) • An observation of project delivery • One end beneficiary focus group
Call 4 case study 3 – Go Woman! Alliance	• One initial scoping interview with project lead • One paired interview with project lead and delivery staff • An observation of project delivery • One end beneficiary focus group
Call 4 case study 4 - Roshni	• One initial scoping interview with project lead • One paired interview with project lead and delivery staff • An observation of project delivery • One end beneficiary focus group
Wider stakeholders	• 11 stakeholder interviews (including two scoping interviews with the Community Coordinator and Prevent Coordinator, and a follow up interview with the Community Coordinator •

Unsuccessful applicants	• Four interviews with applicants who were unsuccessful for BSBT funding

Appendix C: Example research tools

Example template discussion guides used for interviews with project delivery staff, end beneficiaries and wider stakeholders. These were tailored according to the specific project and participant(s) being interviews.

Interview guide: Delivery staff

Introduction

1. **What is your role in relation to [NAME OF PROJECT], and how long have you been in post?**
    a. *Did you have any input into the application form?*
    b. *Have they been involved with the project from the outset?*

2. **Do you have any previous / wider involvement in counter-extremism work? What about safeguarding / vulnerability / integration / counter-terrorism work? And specifically, in this area?** *Prompt: any previous involvement with BSBT activities? If yes, How does this work relate to previous work?*

Understanding the context

SHOW ISSUES IN PROJECT LOGIC MODELS AND ASK WHETHER AGREE WITH THESE AND WHETHER THEY THINK THERE ARE ANY OTHER EXTREMISM-RELATED CHALLENGES IN EITHER AREA

About the design of the BSBT project

3. **What kinds of activities are included in the BSBT-funded project?**

4. **Is the BSBT-funded project based on previous experience/projects run by [NAME OF ORGANISATION]?**

Probe IF YES**:**

- What was the name of this project or idea?
- Tell me more about what was involved in this project/prior experience
- When was it delivered?

5. **Has the project been adapted in any way to better address the issues in Birmingham?**
    a. *Prompt: Change in target groups/scale-up/change in referral routes and processes*

6. **Can you describe in more detail how these activities seek to meet needs in Birmingham?**

Probe:

- What specific needs to each of the activities look to address?
- How did you and your organisation think the project would address the issues and the counter-extremism problems faced in Birmingham?

- How were these needed identified and evidenced?
- Did you use any evidence of effectiveness of the planned approaches?

Note the importance of probing for sources of information and how frequently they are consulted.

Participants engagement, recruitment and referral process

7. **What approach to engagement was used on the project?**
Note the difference between engagement, referral and recruitment. Engagement risk making targeted audience aware of the project. Note that the involvement of the CC and BSBT Network are assessed later in the guide. Beware of repetition.

Probes**:**

- What marketing and advertising approaches were used to promote/attract service users?
- To what extent did marketing activities identify the right individuals for the project?
- What additional marketing approaches have been put in place (if applicable)?
- What improvements could be made to the marketing and advertising process?

8. What approach to referral was used on the project, and did this differ by area? *Referral is getting people to express an interest/come forward or be referred by someone else.*

9. **What proportion of the project participants were already taking part in brap activities before the BSBT project started?** *Note the importance of probing if participants were already affiliated to the organisation or not.*

a. If previously affiliated, what proportion of new participants did the project recruit (estimates)

10. What approach to recruitment was used on the project? *Recruitment is the actual selection of participants to take part in the project.*

Probes:

- Was the project oversubscribed?
- Did you use qualifying criteria – formal or informal – to assess referred people and decide on their participation? If so, what were they? How do you think they worked?
- How well do you think this recruitment process worked?
- What would you do differently, if anything?

Delivering the project

Please re-read your familiarisation interview notes and evaluation plan for anticipated challenges. This section assesses how the project mitigated the anticipated challenges (planned -for example attrition of project participants, project content, language barriers) and faced unforeseen challenges (unplanned). Take care to avoid repetition where interviewees have provided evidence above.

11. How were the project's milestones and delivery dates set? What were the challenges in respecting them, and were there any differences by area?
FOR ALL:

Probe:

- To what extent have the project's activities been delivered and received as planned?

- Were there any unanticipated challenges to the project delivery? What were they and how were they managed?
- What changes – if any – would you make to the project delivery if you were running it again?

Outputs

This section assesses whether activities led to the desired outputs. Please tell the interviewees the outputs agreed and go through them to understand the extent of achievement. Note that monitoring information should be provided to support numbers mentioned.

12. Have outputs been as expected? If not, why not?

Probe:

- Did you reach the number of participants expected?
- Did you reach the types of participants intended?
- How have you monitored output delivery? *Ensure that you identify whether data can be shared for reporting purpose. Establish that this aligns with consent/GDPR protocol from the project participants' point of view and ensure you follow up with the project for this data to be shared.*
- Do you think the targets / expectations set were realistic? Why/Why not?

Outcomes and impacts

This section assesses whether activities and outputs led to the desired outcomes. Ensure you show/tell the project lead the outcomes agreed and go through them to understand the extent of achievement. Note that monitoring and PPS data should be supporting perceptions of outcomes achievement.

13. What do you think the benefits of the project have been on…?

- Project participants
- Your organisation
- The local area

Back in January we identified a series of BSBT and project specific outcomes. *Show the logic model and point to the BSBT intermediate / project outcomes column.*

PROBE FOR EACH AREA FOR ALL, ASK FOR EXAMPLES AND PROBE WHY/WHY NOT

14. To what extent do you think the BSBT-funded project has:

[TALK THROUGH EACH INTERMEDIATE PROJECT-LEVEL OUTCOME IN TURN]

PROBE FOR EXAMPLES OF:

- HOW?
- WHICH ASPECTS OF THE PROJECT?
- WOULD THIS HAVE HAPPENED WITHOUT THE PROJECT?
    - IF NOT, WHY NOT?
    - WHAT COULD BE DONE DIFFERENTLY?

The logic model developed sets out how the BSBT-funded project would ultimately achieve the macro-level outcomes and impact.

Overall, how likely do you think it is that the project activities will achieve the micro outcomes and impact outlined here? SHOW OR PROBE AROUND THE LINK FROM INTERMEDIATE TO THE MICRO OUTCOMES (AND ULTIMATELY THE MACRO OUTCOMES ALTHOUGH EXPLORED MORE LATER AS WELL)

Probes:

- What is needed to ensure micro outcomes (and ultimately macro outcomes) can be achieved? /What is needed to link shorter term progress to these longer-term impacts?
- How can any outcomes be sustained?
- What else needs to happen to move towards these impacts?
- Are there any barriers to achieving this? What can help/enable this?

15. **What have the key barriers been in realising the intended outcomes for the project? Were they internal to the project(s) and/or organisation or external?** *Note the sustainability question below where you can further probe into key barriers for the project and BSBT more widely.*

16. What have been the key enablers in realising the intended outcomes? *Note the sustainability question below where you can further probe into key barriers for the project and BSBT more widely.*

17. Overall, how well do you think the project addresses the issues it intended to address in the two areas?

a. Are there issues it addresses particularly well?
b. What gaps are there? What does it do less well or more is needed on?

18. Have you identified any unexpected outcomes as a result of the project? What were these?

<u>Creating outcomes at an area level – wider support, CC and network</u>

19. How much contact and support did you receive from BSBT Community Coordinators in each of the areas, if any?

Probe:

- Frequency
- Extent of involvement (including at different stages of the project)
- Type of support

20. If yes, can you describe how that support from the CC facilitated the outcomes?

- What would have happened without it?
- If no support from CC, what would have been helpful and why?

The below helps to define how external input and activities support the project and its delivery. This relates to the extent to which specific factors to the project can be reported later on i.e. 'What works'

21. How much contact and support did you receive from local experts or stakeholders in counter extremism in each of the areas?

Probe:

- Who were they? How did you secure their input?
- Anything that went particularly well/ badly?
- If no contact or support, is there anything that would have been helpful and why? Would this differ according to area?

22. How much contact and support did you receive from the BSBT Network and/or other organisations doing similar or complimentary work in the two areas?

a. Did you attend any of the BSBT network events?
b. If yes, what were they and were there any benefits of doing so?
c. Did you meet other organisations at these events?

23. Did you work with partners for delivery of the project in either area? Who were they? How well has this worked? *Take care to avoid repetition where interviewees have provided evidence above.*

Probe: Anything that went particularly well/ badly?

<u>The impact of BSBT programme overall</u>

24. How much to you know about the wider BSBT programme?

a. How did you hear about it?
b. Prompt: what is your understanding of what BSBT is about?
c. In your view, how could BSBT be made more visible, more relevant to them and the local area?

25. Are you aware of the IKS element of the BSBT programme?

IF YES

- How did you become aware of IKS?
- Have you applied/intended to apply?
- How do you see the IKS working together with the grant funded project, if at all?

26. Are you aware of any BSBT activities outside of grant-funded work in Birmingham?

Probe on:

a. Tactical work
b. Campaigns
c. Network activities
d. Anything else?

BSBT AS A PROGRAMME SEEKS TO ULTIMATELY ACHIEVE MACRO LEVEL OUTCOMES AND IMPACT: Fewer people hold attitudes, beliefs and feelings that oppose shared values; an increased sense of belonging and civic participating at the local level; more resilient communities

Overall, how likely do you think it is that <u>BSBT activities</u> will achieve the impact outlined here, given your awareness of the programme? SHOW OR PROBE AROUND EACH MACRO OUTCOME.

Probes:

- What is needed to ensure BSBT achieves these outcomes?
- How will it build on shorter-term outcomes?
- What is needed to link shorter term progress to these longer-term impacts?
- How can any outcomes be sustained?
- What else needs to happen to move towards these impacts?
- Are there any barriers to achieving these? What can help/enable this?

27. In your view, how well do you think BSBT activities are collectively, or individually helping to address the counter-extremism issues in Birmingham?

28. To what extent do you agree there is a need for BSBT work in Birmingham?

a. What makes you say this?

<u>The role of BSBT in the wider context</u>

29. What do you think would have happened to project participants without the project and BSBT funding?

a. To what extent do you think project participants would have achieved the above outcomes without the project?

Note the importance in exploring if the project would have happened without BSBT as this will inform the synthesis spreadsheet completion in identifying competing factors to the project (therefore not strictly due to BSBT)

30. Are you aware of any other counter-extremism projects / activities being currently implemented in Birmingham which are not funded by the BSBT programme?

a. Are any, in your view, having a positive impact in either area? If so, in what way?
b. Are any of these projects addressing similar needs to [NAME OF PROJECT]
c. Does brap work with any of these projects? If so, in what way?

Note the importance of identifying the activity (is it BSBT or non-BSBT?) and examples of how the activity led to positive outcomes. Check extremisms and harms mentioned against those reported in the typology. If different, ensure to check LM produced and communicate this to core team.

31. How does the BSBT programme complement or add to the wider work happening in Birmingham?

<u>Sustainability</u>

Ask about BSBT in general here and the project

32. To what extent could the project be replicated and/or scaled up?

a. What needs to happen in order for the project to be replicated, and would this differ by area?

Probe: explore specific factors e.g. key partnerships, local context, project design, dependency on further funding.

33. <u>What do you think the longer-term impact of the BSBT-funded *project* will be?</u>

a. What needs to happen to ensure the *project* has a legacy/longer-term impact in Birmingham?

b. What else needs to happen in order to change to be sustained for participants?

34. What do you think the longer-term impact of the BSBT *programme* will be?

a. What needs to happen to ensure the BSBT *programme* more widely has a legacy in Birmingham, and change is sustained?

b. What should happen in order for it to successfully address local extremism need?

c. Do you see the CC and/or the BSBT Network having a role in this? If not, why not?

<u>Wrap up</u>

35. What learning would you apply if you were running the project again?

a. Does this differ by area? If so, why?

b. Is there any learning you would share with other organisations about applying for funding?

36. Anything else they would like to add about delivering the project?

37. If you were to give one key learning for us to take back to the Home Office about the BSBT programme as a whole from their perspective, what would it be?

38. Who else do you think it would be helpful to speak to as part of this area evaluation? For example, local officials, local voluntary sector leads, others working in the community in the CE space. *NB. Consider asking interviewee to act as conduit for making contact if necessary*

Thank and close.

Interview guide: End beneficiaries

Introduction (ice breaker)
Be aware that participants come from a range of different backgrounds; it may not be appropriate to ask them where they live, or whether they work.

[ICE BREAKER ACTIVITY – have participants introduce themselves by saying their name, age, how long they've lived in Birmingham and what sort of things they like to do outside of school]

1. **Can you start by telling me a bit about yourself?**
    - How long have you lived in the area?

2. **What do you like about your local area?**

3. **What do you think could be better about your local area?**

4. **What sorts of things do you do in your local area?**
   Note: listen out to any references to the local community or area issues but do not probe on this. We are trying to establish the extent to which spontaneous mentions of extremist issues are made.

Probe:
- What type of (recreational, extra-curricular) activities do you engage with outside of this project?
- Who do you do these with?

5. **To what extent do you think that people in your community are tolerant and respectful of people from different backgrounds?**
    - IF NO: why do they think this is?
    - To what extent is prejudice and hate crime an issue in your community?
    - How confident do you think people in your local area would feel about speaking out about prejudice?

Recruitment
We'd now like to ask you some questions about the [NAME OF PROJECT] and how you got involved with the project.
Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points in the below section

6. **How did you hear about [NAME OF PROJECT]?** *Prompt: awareness of anything similar in their area?*
   Prompt: opt-in, email register, word of mouth, youth worker
    - Probe: Had you had any previous involvement with [NAME OF ORGANISATION]? Had you heard of them before?
    - IF YES, can you tell me more about what this involved? (types of activities/frequency of involvement)

7. **How did you join the activities?**

- Probe: were you interested in participating in the project straight away? Why/why not?

8. **Thinking back to when you first heard about the project, what made you want to join the activities?** *Note that we are looking for spontaneous mentions of the logic model outcomes and – possible – counter-extremism outcomes more widely. This is to get an understanding of how aware participants are of BSBT being a counter-extremism programme.*

9. **When you first heard about the project, what did you think the project was about?**
   - What did you think the main aim of the project was?
   - How was the project explained to you? By who?
   - If limited understanding, what did they think about this? Was this important to them or not?
   - What did you think would be involved?

Note that we are looking for spontaneous mentions of the logic model outcomes and – possible – counter-extremism outcomes more widely. This is to get an understanding of how aware participants are of BSBT being a counter-extremism programme.

10. **Before taking part in the [NAME OF PROJECT], did you discuss the project with friends or family members?**
    - If so, what did you talk about? And what were their reactions?

11. **Have you participated in, or heard about anything similar to the [NAME OF PROJECT] in Birmingham?** *Note: Are participants benefiting from support, training from activities outside of the organisation's scope?* Probe: if yes, can you tell me about these projects? (Note whether complement IDAE/PE project at all)
    Probe: If yes, did this have any bearing on your decision to participate in the activity?

Participation
Now we're going to talk a bit about taking part in the project activities themselves.

12. **What activities did you participate in?**
    - How many people attended these sessions, and how long did they last?
    - What sort of issues did you discuss in the sessions, and what did you think about the issues discussed?

13. **Did you participate in the project with existing friends (or family members)?**
    - Probe: If yes – how important do you think this was in encouraging you to participate?
    - Do you think you would have participated in the activities if your friends had not been involved?
    - Did you feel confident to take part in the project or not? Why/why not?

14. **Have you met anyone new as a result of taking part in the brap project?**
    - Would you have met them if you had not taken part in the project? Why/why not?

15. **What did you think of your experience of the [NAME OF PROJECT]?**
    - What did you enjoy most about taking part in the brap project? Note the importance of probing 'why' where reasons are not apparent.
    - What did you like the least about taking part in the [NAME OF PROJECT]? Note the importance of probing 'why' where reasons are not apparent.
    - Did you feel supported?
    - Did you feel you could talk freely in the sessions?

16. **Thinking about the logistics of taking part in the activity (the timing, location, language barriers, associated costs), did you experience any difficulties in taking part in the project?**
    - Probe: If yes, what were these, and **how much of a problem were they? (***This is aimed at exploring barriers to participation to the project and aimed at informing replicability.)*
    - Are there any ways in which you think this could have been improved?
    - Can you think of any other reasons why people may not want to be involved in this project?

Outcomes

Please refer to the outcomes identified in the logic model. Ensure that you probe for examples demonstrating outcomes achievement wherever appropriate.

17. **Why do you think [WHOEVER REFERRED PARTICIPANTS TO PROJECT] felt you would benefit from attending the activity?**
    - TO ASK SCHOOL PARTICIPANTS: Why do you think your school opted in to take part in the project?

18. **Thinking back to before you took part in the project, compared to now having taken part, can you tell me any ways that the [NAME OF PROJECT] has made a difference for you?**

    Spontaneous first

    PROBES
    - What have been the benefits for you?
    - Has the project taught you anything new?
    - Was there anything that you expected the project to do, which it didn't?

Outcomes specific*– for each of these explore what different it has made, the extent to which they would have been achieved anyway.*

19. **I'd like to think about how the project makes individuals feel about themselves. Has it made you feel or think different about yourself in any way?**

- PROBE IF NEEDED: How did you feel before and how has that changed? What has changed this?

20. **Has it made you feel differently about how you feel or think about others outside the programme?**
    - Who and in what ways?

21. **Thinking back to before you took part in the project, compared to now having taken part, to what extent do you feel that the [NAME OF PROJECT] has affected:**

The way you think about people who have different views to you?	**FOR ALL, IF RELEVANT ASK:** **IF YES:** - **Probe for any examples of <u>how</u>** - **What does this mean for your everyday life?** **IF NOT:** - Any reasons why not? - Could the project do anything differently in order to achieve this? - Could the project do this for other people?
The way you interact with people who are different to you? (e.g. hold different views, and/or are from different backgrounds to you?) PROBE IF NEEDED: Do you feel you are able to better understand people from different backgrounds, or who have different views to you?	
The way you think about how some people might be judged or treated differently because they are from a particular background or culture?	
Your understanding of how your own beliefs are formed?	
Your confidence to speak out against prejudice?	
The way you feel about your future, in any way?	

22. **Can you think of any examples of things which you have done differently, or will do in the future as a result of engaging with [NAME OF PROJECT]?**

23. **Do you think the brap project activity has, or will influence your <u>local community, or school</u>? How – in what way?**
    - Any examples of things the school has done differently as a result?

24. **Are there any *local needs* in Birmingham which you see this project as addressing?** REFLECT BACK ON ISSUES MENTIONED EARLIER IN DISCUSSION ABOUT LOCAL AREA
    - Probe: What makes you say that?

- Probe: In your view, to what extent do you feel this project activity will address these needs?
- Is there anything else that you feel is needed for brap to address these issues in Birmingham?

25. **Are there any other local needs, in your view, that should be addressed in Birmingham?**
    - Probe: what makes you say this?
    - Probe: in your view, how could these be addressed?
    - Do you know of any projects/organisations working to address these?

Wrap-up
A few final questions to ask before we wrap up.

26. **What do you think have been the main achievements of [NAME OF PROJECT]?**

27. **What, if anything, do you feel could be improved about the project?**

28. **If the project continues, what would you like to see it do in the future?**
    - Should anything else happen, or anything happen differently?

29. **Would you recommend the project activity to others? Why, why not?**
    - *Prompt: any type of people in particular?*

30. **Is there anything else you would like to add about taking part in the project?**

Thank and close.

Ensure participants takes participant information leaflet with Ipsos MORI contact details.

Interview guide: Wider stakeholders

Background

1. **Please could you briefly describe your organisation and your role?**
    - What is your role in relation to [ORGANISATION NAME] and how long have you been involved with it?
    - What is your/your organisation's involvement in counter-extremism work? *If no involvement in CE work ask about wider safeguarding/vulnerability/CT work*
    - What is your knowledge of the BSBT programme?
    - What is your role in relation to the BSBT programme, if any?
    - For IDPEs: What is your role in/relationship to [PROJECT NAME]?

2. **Could you please tell me about the Birmingham area population?** Probe into key demographic aspects:
    - Ethnicity
    - Religion
    - Deprivation incl. unemployment and education level
    - Migration flux

2. **Please could you provide a summary of the main CE challenges in Birmingham** *Prompt: General challenges/ area specific challenges, any segregation, prevalence of extreme right wing/Islamic extremism. Be sure to probe on those issues picked up from your context review, and also from the typology – do they match?*

3. **How have you identified these as the main CE challenges in Birmingham?** *Note the importance of sources of information for interviewee to base their description of local CE needs – any additional sources we are not aware of should feed into the IDAE context review and further support the understanding of the project rationale.*

Note that the below can be applicable to IDPEs with multiple locations, where one or more location may be in an area of BSBT work.

4. **Could you provide a summary of other <u>non-grant funded</u> BSBT activities occurring in the Birmingham area?** *Note that not all stakeholders may know the answer to this. Ensure you have the ID_AE logic model. Not all of the below may be applicable in your area. Feel free to explore further activities that may have been identified as part of the context review.*

Probe on:
- Tactical work
- Campaigns
- Network activities
- IKS
- Anything else?

5. **How involved, if at all, was your organisation across each of these activity strand?** *Prompt on the interviewee's/organisation's involvement across the BSBT strands of work identified above.*

Probe:
    - What do you think the benefits of your involvement are/were?

- Is there anything that you would do differently? Why?

- **What is your view on how these activities were set up?**

Probe:

- Any aspects that you think worked particularly well? Why? *Prompt on complementary, if at all, of activities*
- And any aspect that you think worked less well? Why, how can this be improved?

6. **And could you provide a summary of <u>non-BSBT</u> activities occurring in Birmingham?** *For ID_AEs, ensure you have the ID_AE logic model and notes from the CC scoping interview at hands. Feel free to explore further activities that may have been identified as part of the context review.*

<u>Knowledge and relevance of BSBT grant funded project(s)</u>

7. **How does your organisation align with the BSBT programme in Birmingham OR [IDPE PROJECT NAME] project(s) work?**

8. **How did you and/or your organisation support the BSBT programme in Birmingham OR [IDPE PROJECT NAME] project(s)?**

Probe on:

- Creating local partnerships
- Sharing national and local insight
- Coordinating events
- Promotion of the project(s)
- Buy-in from schools/colleges/organisations where participants congregate
- Recruitment of participants
- Delivery of activities (including development of content)
- Provision of volunteers, staff support or venues

9. **What is your view on how BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s) was/were set up?**

10. **To what extent do you agree there is a need for the BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s)?** *Note the importance of comparing the CE issues and the need described.*

Probe:

- What problem(s) is/are the project(s) trying to address?
- How well does/do project(s) fit the local context?

11. **How well do you see the BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s) is/are addressing the counter-extremism issues?** *Prompt around scale of the problem and extent to which their project is able to tackle it. Prompt around awareness of other organisations/projects doing work which meets this need.*

12. **Is/are project(s) engaging the right participants?**

13. **Do you think the ways in which the BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s) is/are delivered were adequate? Why, why not?** Probe around processes and ways of working.

14. **What do you think are the strengths and weaknesses of the BSBT work in Birmingham OR [PROJECT NAME] project(s)?**

<u>Outcomes and impacts</u>

15. **To what extent do you feel BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s) has/have addressed the CE issues identified? Why do you say that?** *Note the importance of exploring examples*

16. **What do you think the benefits of BSBT work in Birmingham OR [PROJECT NAME] project(s) have been on:**

    - Participants
    - The organisation delivering the project
    - You/your organisation
    - The local area
    - Counter-extremist objectives

Note the important of probing for examples and further exploring the engagement/recruitment or project delivery mechanisms covered.

17. **Have you identified any unexpected benefits as a result of the BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s)?**

18. **What do you think the longer-term impact of the BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s) will be on participants? And the local area?**

19. **What needs to happen to ensure the BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s) have a legacy in the local area?**

20. **Is there an ongoing need for the BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s) or similar? Why?**

21. **What have the key barriers been in realising the intended outcomes? Were they internal to the project(s) and/or organisation or external?** *Note the sustainability question below where you can further probe into key barriers.*

22. **What have been the key enablers in realising the intended outcomes?** *Note the sustainability question below where you can further probe into key enablers.*

If interviewee has referred to non-grant-funded BSBT activities

23. **How well do you think the [ACTIVITIES IDENTIFIED] are collectively/ individually helping to address the Birmingham counter-extremism issues?** *Prompt on collective and separate impact the BSBT activities have on issues mentioned in ID_AE logic model. Note the importance of exploring sources of evidence.*

24. **How replicable and scalable do you think the BSBT work in Birmingham OR [IDPE PROJECT NAME] project(s) is/are?**

25. What do they think would have happened in Birmingham or [IDPE PROJECT] participants without the project(s) and BSBT funding? *Probe: awareness of other organisations/projects doing similar work in the local area. Note the importance of probing 1) if the project(s) would have happened but delayed and lesser scale or 2) not at all. This is important to establish value of outcomes/impacts and populate the synthesis spreadsheet i.e. competing factors/enablers*

Probe

- To what extent do you think the BSBT work in [AREA] OR [PROJECT NAME] project(s) could still happen without BSBT?

Wrap up

26. Who else do you think it would be helpful to speak to as part of this area evaluation? For example, local officials, local voluntary sector leads, others working in the community in the CE space. *NB. Consider asking interviewee to act as conduit for making contact if necessary*

27. If they were to give one key learning for us to take back to the Home Office about the BSBT programme from their perspective, what would it be?

28. Any other comments or questions?

Thank and close.

Example end beneficiary (adult participant) Project Participant Survey

Building a Stronger Britain Together Questionnaire

QUESTIONNAIRE A: BEFORE

Ipsos MORI (an independent market research company) has been contracted by M&C Saatchi and the Home Office to evaluate the Building a Stronger Britain Together programme. This survey will allow us to better understand the views of people participating in activities supported by the Building a Stronger Britain Together programme. Your participation in this study is entirely voluntary and you are free to leave out any question. Please **do not** write your name anywhere on the survey to ensure your responses remain anonymous and confidential. All completed questionnaires will be sent to Ipsos MORI, who will process the anonymous information and report the results to the Home Office.

Today's Date: *(day/month/year)* ☐☐ ☐☐ ☐☐

1. **Which of the following describes how you think of yourself?**
   Male ☐ Female ☐ In another way ☐ *(please tick and describe)*

2. **Date of birth:** *(DD/MM/YY)* ☐☐ ☐☐ ☐☐

Ipsos MORI will use date of birth information for processing purposes and to analyse results by age group only. It will not be possible to identify you personally from this information and it will not be passed on to M&C Saatchi or the Home Office.

How much do you agree or disagree with the following statements?

Please note that when answering questions which refer to 'background' then please consider race and religion.

Please tick one box per row

		Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
3.	I feel I belong to my local area	☐	☐	☐	☐	☐
4.	I feel I can contribute to my local area	☐	☐	☐	☐	☐
5.	I feel I belong in Britain	☐	☐	☐	☐	☐
6.	I do not feel able to use local public services	☐	☐	☐	☐	☐
7.	I do not feel able to take part in events and activities in my local area	☐	☐	☐	☐	☐
8.	By working together, local people can improve the local area	☐	☐	☐	☐	☐
9.	I feel it is important that everyone is able to have an equal say in decisions about my local area	☐	☐	☐	☐	☐
10.	I would rather friends have the same background as me	☐	☐	☐	☐	☐
11.	I trust people in my local community	☐	☐	☐	☐	☐
12.	It is better for society if people from different backgrounds mix with each other	☐	☐	☐	☐	☐
13.	I would not feel confident talking to someone of a different background to me	☐	☐	☐	☐	☐

		Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
14.	It is OK for people to express different opinions and beliefs, even if I disagree with them	☐	☐	☐	☐	☐
15.	I try to look at everybody's side of an argument before I make a decision	☐	☐	☐	☐	☐
16.	I always try to understand people who have different cultures or traditions to mine	☐	☐	☐	☐	☐
17.	Living in the UK means I am able to make my own choices about how I live my life	☐	☐	☐	☐	☐
18.	If a close friend/relative expressed a negative view about someone because they were from a different background, I would want to challenge them	☐	☐	☐	☐	☐
19.	If a close friend/relative expressed a negative view about someone because they were from a different background, I would feel confident about challenging them	☐	☐	☐	☐	☐
20.	My local area is a place where people from different ethnic backgrounds get on well together	☐	☐	☐	☐	☐

21. **What are you hoping to gain or learn from taking part in this course/activity?**

22. **What is your ethnic group?**
    Asian/ Asian British ☐ Black/ Black British ☐ White/ White British ☐
    Other ethnic group (specify) ☐

23. **What is your religion?**
    Buddhist ☐ Christian ☐ Hindu ☐ Jewish ☐ Muslim ☐ Sikh ☐
    No religion ☐ Other ☐ Other (specify) ☐

24. **Were you born in the UK?**
    Yes ☐ No ☐ Don't Know ☐

25. **How easy do you find it to communicate in English?**
    Very easy ☐ Fairly easy ☐ Fairly difficult ☐ Very difficult ☐ Not sure ☐

Thank you for taking the time to complete this survey. Your responses will help us to continue to improve the Building a Stronger Britain Together programme.

Building a Stronger Britain Together Questionnaire

QUESTIONNAIRE TYPE: TRAIN THE TRAINER QUESTIONS (D-TRAINER PRE)

Ipsos MORI (an independent market research company) has been contracted by M&C Saatchi and the Home Office to evaluate the Building a Stronger Britain Together programme. This survey will allow us to better understand the views of people participating in activities supported by the Building a Stronger Britain Together programme. Your participation in this study is entirely voluntary and you are free to leave out any question. Please **do not** write your name anywhere on the survey to ensure your responses remain anonymous and confidential. All completed questionnaires will be sent to Ipsos MORI, who will process the anonymous information and report the results to the the Home Office.

Today's Date: *(day/month/year)* ☐☐ ☐☐ ☐☐

1. Which of the following describes how you think of yourself?

Male ☐ Female ☐ In another way ☐ *(please tick and describe)* ☐

2. Date of birth: *(DD/MM/YY)* ☐☐ ☐☐ ☐☐

Ipsos MORI will use date of birth information for processing purposes and to analyse results by age group only. It will not be possible to identify you personally from this information and it will not be passed on to M&C Saatchi or the Home Office.

How much do you agree or disagree with the following statements?

Please tick one box per row

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
3. I feel confident that I could recognise attitudes and beliefs that go against tolerance and respect for different groups in society	☐	☐	☐	☐	☐
4. I have the skills and knowledge to challenge attitudes and beliefs that go against tolerance and respect for different groups in society	☐	☐	☐	☐	☐
5. I would feel confident challenging such attitudes and beliefs	☐	☐	☐	☐	☐
6. I feel confident that I could help others to understand and accept values such as tolerance and respect for different groups in society	☐	☐	☐	☐	☐
7. I have the skills and knowledge to help people get more involved in their local communities	☐	☐	☐	☐	☐
8. I have the skills and knowledge to encourage others to become positive role models in their community to counter extremism	☐	☐	☐	☐	☐
9. I have the skills and knowledge to help others to interact and mix with different types of people in their local areas	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
10. I feel confident encouraging people to understand and participate in democratic processes (i.e. voting or peaceful protest)	☐	☐	☐	☐	☐

11. What are you hoping to gain or learn from taking part in this course/activity?

12. What is your ethnic group?

Asian/ Asian British ☐ Black/ Black British ☐ White/ White British ☐

Other ethnic group (specify) ☐

13. What is your religion?

Buddhist ☐ Christian ☐ Hindu ☐ Jewish ☐ Muslim ☐ Sikh ☐

No religion ☐ Other (specify) ☐

14. Were you born in the UK?

Yes ☐ No ☐ Don't Know ☐

15. How easy do you find it to communicate in English?

Very easy ☐ Fairly easy ☐ Fairly difficult ☐ Very difficult ☐ Not sure ☐

Thank you for taking the time to complete this survey. Your responses will help us to continue to improve the Building a Stronger Britain Together programme.