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Social Research Institute

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TOGETHER

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Building a Stronger Britain Together: Southern Brooks Community Partnerships

Call 1 in-depth project evaluation report

Summary

Project scope and aims

Southern Brooks Community Partnerships (SBCP) is a community development organisation established in 1988. It has two offices in the Patchway and Kingswood areas of South Gloucestershire.

SBCP was awarded **£38,896 BSBT grant funding** to hire a project coordinator to roll-out an Anti-Hate Crime Ambassador (AHCA) and Diversity & Behaviour Champion programme in three secondary and nine primary schools in the Filton, Patchway and Kingswood areas of South Gloucestershire. The programme ran in six primary schools and two secondary schools between April and December 2017 and in the remaining three primary schools and one secondary school from October 2017 to March 2018. The project aimed to train 36 AHCA's to undertake nine community activities, and to train 108 Diversity & Behaviour Champions.

The aim of the programme was to equip students to recognise hate crime, challenge it and report it – thereby becoming role models in their schools and communities. The programme also aimed for participants to be able to **convey positive messages of tolerance and mutual understanding to families and the wider to community** to help tackle extremist narratives that SBCP had seen emerging in the local area.

The programme is aligned with the BSBT macro-level outcome “**more resilient communities**”.

Project rationale and local need

The AHCA and Diversity and Behaviour Champions programmes consisted of a series of learning sessions delivered by the project coordinator, followed by students developing action plans for interventions in the school and community. Sessions in primary and secondary schools aimed to equip students with the knowledge and skills to become role models against hate crime, bullying and intolerance in their schools and communities. The programme had been piloted by the organisation the previous year, where pupils in secondary schools were trained to become AHCA's. A new element of the project was to train primary school pupils to become Diversity & Behaviour Champions.

The programme was conceived in response to a perceived local rise in hate crime, based on anecdotal reports and discussions with local stakeholders involved in combatting hate crime. Patchway, Kingswood and Filton (where the programme was implemented in schools) are described by South Gloucestershire Council as hate crime “hot spots”, due to

higher levels of hate crime incidents than other areas in South Gloucestershire.¹² Some of the factors that SBCP staff believe might explain this incidence include high levels of deprivation (all have areas in the fourth most deprived quintile in the English Indices of Deprivation),³ and lack of diversity in social and ethnic background (the 2011 census showed that 92% of the population of South Gloucestershire identifies as White British).⁴

Evaluation scope

The evaluation activities ran from September 2017 to March 2018 and involved a mix of quantitative (questionnaires) and qualitative (interviews, focus groups and written feedback) research methods, as well as incorporating top-level monitoring data.

Project impact

There is evidence to suggest that the expected outcomes of the project have been met. In particular:

- Participants showed **improved understanding of prejudice, difference, stereotypes and discrimination.**
- Participants showed **improved awareness of protected characteristics and understanding of how it feels to be treated differently** based on these; this resulted in adopting an empathetic approach including language.
- Participants developed **ideas about how to promote a welcoming environment in schools** and their communities where everyone should feel welcome, and no one left out
- Secondary school pupils **undertook online and offline events to counter discrimination and hatred**, demonstrating an **understanding and awareness of their communities** and the **confidence to challenge hatred, extremism and prejudice.**

There is inconclusive evidence to support the expected outcome of increased individual resilience to extremism.

What works

Success factors

¹ The statement reflects the organisation's own experience of working in the area on hate crime issues for the past decade. Also see: http://edocs.southglos.gov.uk/download/jointstrategicassessment_501.pdf for hotspots identification referring to hate crime

² South Gloucestershire Safer & Stronger Communities Partnership Strategic Needs Assessment 2017-18 <http://www.southglos.gov.uk/documents/Strategic-Assessment-of-Crime-and-Disorder-2017-18.pdf>

³ South Gloucestershire Council (2015-16) An Analysis of the English Indices of Deprivation 2015 for South Gloucestershire <http://www.southglos.gov.uk/documents/ID-2015-FULL-SOUTH-GLOS-REPORT-FINAL-v1.pdf>

⁴ 2011 Census: KS201EW Ethnic group, local authorities in England <https://www.ons.gov.uk/file?..../2011censuskeystatisticsforlocalauthoritiesinenglandan>

- The **external role of the programme coordinator** delivering the project was seen by teachers and stakeholders interviewed to have worked well.
- The **mix of interactive activities and learning** was considered to have been successful in engaging pupils in difficult topics and imparting key messages from the project.
- The **experience and professionalism of the project lead** meant that participants considered the sessions a safe environment where they could openly discuss their views and experiences.
- The buy-in and commitment of **senior school staff and teachers** was considered to have contributed to the success of the project in some schools, particularly ensuring pupils remained engaged in the project and successfully completed actions within the school.

Challenges

- There were some challenges to **recruiting schools and pupils** in areas where SBCP did not have a strong existing relationship or contacts.
- The limited buy-in from senior staff in some schools was also seen to have adversely impacted **the engagement of pupils**.
- It was considered that the **form and content of the initial project presentation in secondary schools** could be off-putting for some pupils, by presenting participation in the project as a heavy workload and time commitment. However, there was a perceived need to balance the attractiveness of the project with recruiting committed pupils who are willing to commit time to become leaders in the school and community, and to avoid a high drop-out rate.
- **The timing of sessions** was also considered to have limited the engagement of some pupils, with sessions occurring during lunchtime, after school and some during class time. While the project coordinator sought to mitigate these effects in negotiation with schools and pupils, it was not always possible to find a suitable time when all pupils could, or wanted to, attend, due to other commitments.
- It had not been anticipated that pupils in secondary schools would opt for “online” activities (recording a song and a video). The project encountered **funding constraints** and had to fundraise in order to enable these activities to take place.

1. Project Summary

Aims and rationale

[Southern Brooks Community Partnerships](#) (SBCP) is a community development organisation that was established in 1988. It has two offices in the Patchway and Kingswood areas of South Gloucestershire.

In response to a perceived local rise in hate crime SBCP designed the Anti-Hate Crime Ambassador (AHCA) programme in secondary schools. It also created the Diversity and Behaviour Champion programme in primary schools, targeting children and young people aged 13-14 and 9-10 years old respectively.

SBCP was awarded **£38,896 BSBT grant funding** to roll out the AHCA/Diversity & Behaviour Champion programme in three secondary schools and nine primary schools in the Filton, Patchway and Kingswood areas of South Gloucestershire.

The programmes consisted of a series of learning sessions delivered by the project coordinator, followed by students developing action plans for interventions in the school and community. Sessions in primary and secondary schools aimed to equip students with the knowledge and skills to become role models against hate crime, bullying and intolerance in their schools and communities.

The programme is aligned with the BSBT outcome “**more resilient communities**”.

Local Context and Need for the Project

Prior to applying for BSBT funding, SBCP staff working in the community became aware of anecdotal accounts of hate crime incidents increasing in the community.⁵ Despite its proximity to Bristol, where SBCP staff feel that better mechanisms for tackling discrimination and dealing with integration are already in place, SBCP staff believe that there had been no concerted community efforts to challenge hate crime in South Gloucestershire.

Hate crime statistics for Avon & Somerset constabulary (which covers the areas of South Gloucestershire where SBCP operates) show a year on year increase of 46% across all types of hate crime between 2016 and 2017. This is compared to a 15% increase between 2015 and 2016. While this could reflect improvements in the reporting and recording of hate crime, Avon & Somerset constabulary acknowledges that hate crimes remain under-reported.⁶

⁵ This is Wiltshire, 6 July 2016, “*South Gloucestershire Council condemns racial abuse after rise in hate crime*” <http://www.thisiswiltshire.co.uk/news/14600943.south-gloucestershire-council-condemns-racial-abuse-after-rise-in-hate-crime/>

⁶ South Gloucestershire Safer & Stronger Communities Partnership Strategic Needs Assessment 2017-18 <http://www.southglos.gov.uk/documents/Strategic-Assessment-of-Crime-and-Disorder-2017-18.pdf>

Patchway, Kingswood and Filton, where the programme has been implemented in schools, are described by South Gloucestershire Council as hate crime “hot spots”, due to higher levels of hate crime incidents than other areas in South Gloucestershire.⁷⁸ Some of the factors that SBCP staff believe might explain this incidence include high levels of deprivation (all have areas in the fourth most deprived quintile in the English Indices of Deprivation),⁹ and lack of diversity in social and ethnic background (the 2011 census showed that 92% of the population of South Gloucestershire identifies as White British).¹⁰ These views were corroborated by local stakeholders (a teacher and a headteacher), who saw the far-right as the biggest extremist issue in the area, with issues “brewing” under the surface of the community.

“We know that for this area it’s the far-right is the biggest issue” –Primary school 1 link teacher, interview

Project scope

In response to the local rise in hate crime, SBCP staff designed and piloted the AHCA programme in one primary and one secondary school. The aim was to equip students with the knowledge and skills to become role models against hate crime in their schools and communities and for participating students to be able to recognise a hate crime, challenge it and report it. The programme also intended for participants to **convey positive messages of tolerance and mutual understanding to families and the wider community** in order to help tackle extremist narratives that SBCP had seen to have emerged in the local area.

In primary schools, the programme targeted Year 5 pupils (9-10 years-old) and was renamed the Diversity & Behaviour Champions programme to reflect the more sensitive approach to counter-extremism in primary schools. In secondary schools, the programme was aimed at Year 9 pupils (13-14 years-olds).

2. Logic Model

A logic model is a diagrammatic representation of a project which depicts the various stages required in a programme or intervention that are expected to lead to the desired

⁷ The statement reflects the organisation’s own experience of working in the area on hate crime issues for the past decade. Also see: http://edocs.southglos.gov.uk/download/jointstrategicassessment_501.pdf for hotspots identification referring to hate crime

⁸ South Gloucestershire Safer & Stronger Communities Partnership Strategic Needs Assessment 2017-18 <http://www.southglos.gov.uk/documents/Strategic-Assessment-of-Crime-and-Disorder-2017-18.pdf>

⁹ South Gloucestershire Council (2015-16) An Analysis of the English Indices of Deprivation 2015 for South Gloucestershire <http://www.southglos.gov.uk/documents/ID-2015-FULL-SOUTH-GLOS-REPORT-FINAL-v1.pdf>

¹⁰ 2011 Census: KS201EW Ethnic group, local authorities in England <https://www.ons.gov.uk/file?..//2011censuskeystatisticsforlocalauthoritiesinenglandan>

outcomes. Evaluations use logic models to establish the types of outcomes and impacts the programme expects to see.

Figure 1 overleaf outlines the BSBT project logic model based on an initial telephone conversation with SBCP which was further refined during a face-to-face meeting with project delivery staff and Ipsos MORI.

SBCP identified “**more resilient communities**” as the overall BSBT macro-level outcome for the programme. The organisation also identified **more young people involved in community decision making to influence change; young people acquire the relevant skills to engage with a diverse range of people; and young people have the skills and confidence to be leaders in their community** as additional impacts.

2.1 Project Outcomes

Key desired outcomes across primary and secondary schools were:

Anti-Hate Crime Ambassadors | Secondary schools

- Young people understand the causes and consequences of prejudice and discrimination, and the protected characteristics under UK equality legislation
- Young people are equipped with the skills to critically assess language, sources and information
- Young people have the skills and confidence to challenge extremist narratives

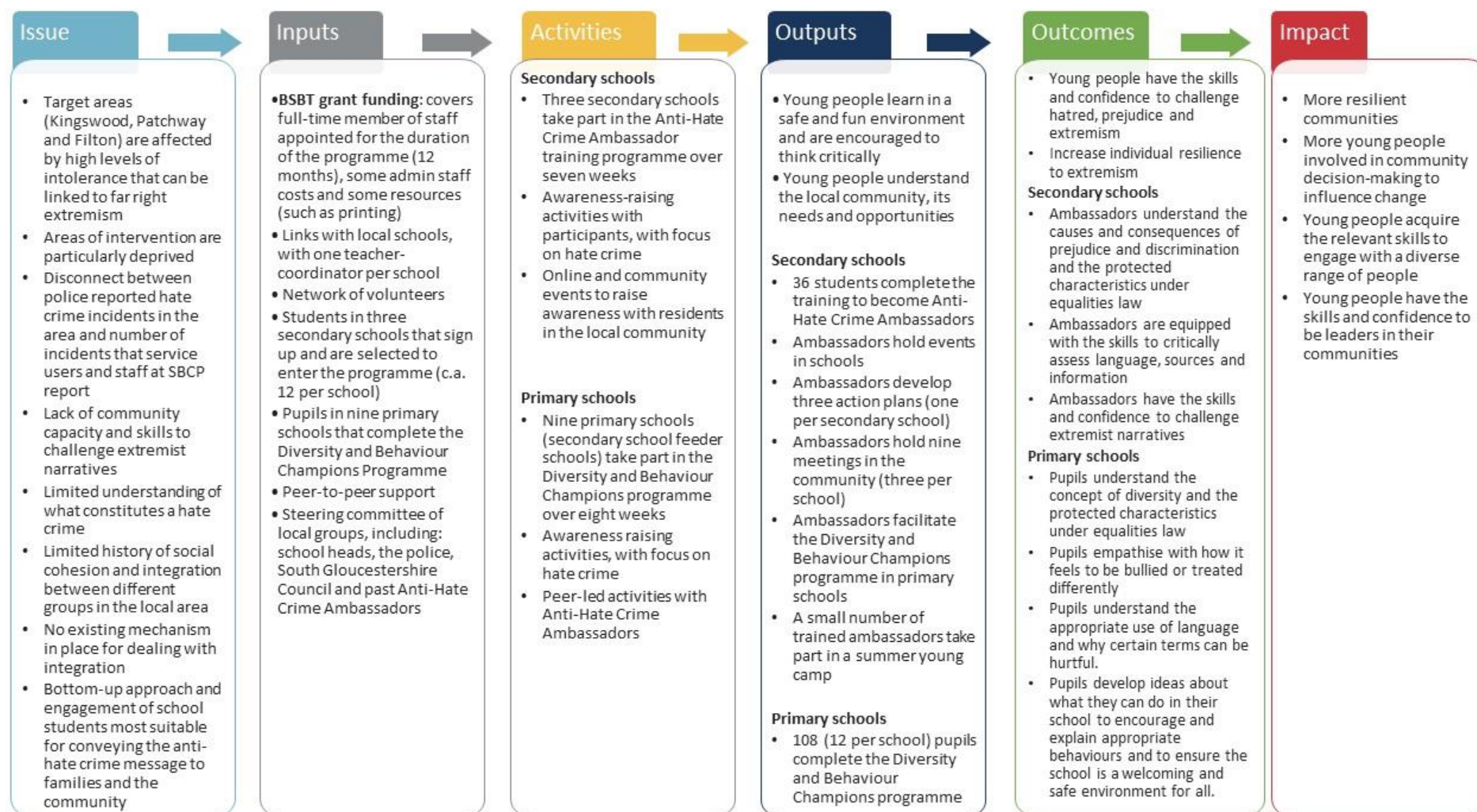
Diversity & Behaviour Champions | Primary schools

- Young people develop empathy with how it feels to be bullied or treated differently
- Understand appropriate use of language and how certain terms can be hurtful
- Young people develop ideas about what they can do in school to encourage and explain appropriate behaviours, and ensure the school is a welcoming and safe environment for all

Desired outcomes common to both school types were:

- Young people have the skills and confidence to challenge hatred, prejudice and extremism
- Young people increase their individual resilience to extremism

Table 1: Logic model



3. Overview of the evaluation approach

The evaluation approach was co-developed with the project coordinator who was pivotal to the implementation of the evaluation activities throughout the programme; enabling the collection of monitoring and evaluation data which was then shared with the evaluation team, and also supporting the team in coordinating the qualitative consultations. Our approach also consisted of a secondary school-based qualitative counterfactual.

Tables 1 and 2 summarise the evaluation tools deployed to measure project outputs and outcomes, as well as their timing (see annex 1 for additional information on topics explored in quantitative and qualitative tools).

3.1 Evaluation tools employed

Measuring Outputs

Table 2: Output measurement tools

Output	Tool
Number of students completing the programme Following project activity	List of total number of participants in each school shared by project coordinator with Ipsos MORI
Ambassadors facilitate the Diversity and Behaviour Champions Programme in primary schools Following project activity	Feedback from project coordinator to Ipsos MORI
Ambassadors hold nine events/ meetings in the community Following project activity	Monitoring data collated by project coordinator and shared with Ipsos MORI

Measuring Outcomes

Qualitative and quantitative research tools and methods were undertaken to evaluate project outcomes (see annex 1).

Qualitative approach

Table 3: Outcomes measurement (qualitative approach)

Research method	No. of Participants
Interviews Pre/post programme activities	<ul style="list-style-type: none">• Project coordinator• 1 primary school volunteer

	<ul style="list-style-type: none"> • 1 secondary school volunteer • 2 link-teachers in primary schools • 2 members of the steering committee with direct involvement in the project
Focus Groups Following programme activities	<ul style="list-style-type: none"> • 2 focus groups with participants in 2 primary schools (N=36) • 2 focus groups with participants in 2 secondary schools (N=18)
Qualitative Control Group Following programme activities	<ul style="list-style-type: none"> • 2 secondary schools (N=11)

Quantitative approach

Table 4: Outcomes measurement (quantitative approach)

Research method	Number & type of respondents	Timing
Confidence wheel	25 out of 33 secondary school participants (76%)	Before and after programme activities
Secondary school feedback questionnaire	27 out of 33 (81%) secondary school participants	Following programme activities
Secondary teacher questionnaire	3 out of 4 link-teachers in secondary schools	Following programme activities
Primary teacher questionnaire	7 out of 9 teachers in primary schools (78%)	Following programme activities
Primary school session feedback questionnaire	213 out of 239 primary school participants (89%)	Following programme activities
Written feedback from teachers	<ul style="list-style-type: none"> • 3 secondary school link teachers • 6 out of 9 primary school link teachers 	Following programme activities
Written feedback from pupils	<ul style="list-style-type: none"> • Not quantifiable as collated 	Following programme activities

3.2 Strengths and limitations of the evaluation research

The evaluation team worked with SBCP in establishing proportionate quantitative and qualitative research methods throughout the lifespan of the BSBT project to establish the feasibility and appropriateness of the research tools and timing of data collection. Strengths and weaknesses of the evaluation design are summarised below and aimed at providing clarity around the robustness of the evaluation findings.

Strengths

- A control group was identified in secondary schools delivering SBCP initiatives, providing comparative qualitative data on why some pupils may not have applied to take part, and the level of knowledge and understanding of the subject matter of the programme
- A range of qualitative and quantitative evaluation activities were undertaken with teachers and pupils, including qualitative interviews, surveys and qualitative written feedback following programme activities
- The quantitative activities provided wide coverage of participants
- The evaluation activities utilised a mix of qualitative and quantitative methodology techniques. Quantitative research permits information-gathering from a broader sample size, whereas qualitative research enables greater exploration of detail and elaboration on themes
- Qualitative interviews explored the views of delivery staff and stakeholders in more depth.

Limitations

- Absence of a control group in primary schools. This was deemed unfeasible due to age and schools/teachers time and capacity constraints
- Absence of the baseline. This was due to project activities commencing in most schools prior to evaluation activities taking place
- Children aged 9-10 were deemed as too young to complete a questionnaire that would capture the outcome of the programme in a quantitative way.
- The written feedback from participants was collated by the project lead into primary and secondary school feedback, which meant it was not possible to analyse at a school level.
- Due to capacity constraints among teachers and/or the project coordinator and schools timing constraints:

- It was not possible for evaluation team staff to specify control group participants based on characteristics, such as age or gender.
- Not all monitoring tools or feedback questionnaires were completed by teachers and given back to the project coordinator.
- Focus groups lasted no more than 30 minutes
- It was not possible to find time to conduct interviews with secondary schools' link teachers
- It was not possible to undertake focus groups in all participating schools
- Quantitative responses were collated and shared with Ipsos MORI in the aggregate, therefore it was not possible to compare data between groups.

4. Key Findings: Outputs/Outcome Evaluation

This chapter covers the outputs and outcomes achieved and is sub-divided for primary and secondary schools.

4.1 Secondary school outputs

Desired output 1: 36 pupils complete the training to become Anti-Hate Crime Ambassadors

This output was partially achieved with the training of 33 pupils (see annex 2 and process evaluation section for identified enablers and challenges for pupils' recruitment and retention).

Desired output 2: Ambassadors hold events in schools

Event record sheets were not returned by teachers to the project coordinator. This is likely due to constraints on the capacity of teachers, which was mentioned by multiple stakeholders. Events that the project coordinator was aware of and communicated to the evaluation team demonstrates that events took place in two schools. Evidence includes:

- Pupils in one school leading on anti-bullying week campaign by engaging pupils from other years, including running school-wide assemblies and a competition
- In another school, pupils delivered teacher training on discrimination; established a school council; and supported the establishment of "Anti-bullying champions" and worked together with them in schools.

No information was made available to the evaluation team about events that may have taken place in the third school.

Desired outputs 3 & 4: Ambassadors develop three action plans and hold nine meetings in the community

In each participating school, pupils developed one action plan per school with ideas of activities to undertake in their school and in the community. Each action plan included three community activities for each school group. In each school, pupils also came up with ideas for activities that were media-based (such as recording a song or filming a video) which had not been budgeted for. This resulted in the project coordinator spending time to secure additional funding for these activities together with students. This was ultimately successful, yet time-consuming.

One school exceeded the target of undertaking 3 activities in the community, while another school only managed to achieve one activity. Activities in schools included:

- Taking part in the SBCP Annual General Meeting event and presenting in front of parents and other attendees

- Speaking at a police community event
- Taking part in a community festival
- Presenting at a community engagement forum
- Recording a song about hate crime, which was released online¹¹
- Speaking to police about hate crime
- Holding an engagement and fundraising stall at a community event
- Filming an anti-bullying video, which was released online.
- Designing a poster-making competition for local schools around the theme of everyone being welcome in the local area

The project coordinator highlighted that while activity-planning sessions were planned in the third school, students did not turn up and did not engage once the programme sessions had ended. Possible reasons mentioned as for why this school did not manage to reach the target of community events, include:

- The relationship with the school was less established than other schools, and therefore students may have been less supported by school staff to undertake community activities;
- The activity planning stage was arranged to take place during the school holidays, which may have discouraged participants.

It was not possible to speak to staff or pupils at this school. This was due to time constraints on project and school staff, and the fact that activities ended in the Spring term, after the fieldwork period had ended. This limits the weight that can be given to this evidence. The factors that limited engagement in the third school would therefore merit further examination.

Desired output 5: Ambassadors facilitate the Diversity & Behaviour Champions programme in primary schools

Ambassadors were supported by the project coordinator and volunteers to facilitate the programme in primary schools. This was highlighted as something ambassadors and primary pupils had enjoyed.

"It was actually quite good because we had people from [secondary] school who came in and worked with us"- **Primary school 1 participant, focus group**

One primary school teacher complained that there were instances of inappropriate behaviour of secondary school pupils towards primary school pupils who they knew

¹¹ <https://southernbrooks.org.uk/rise-up/>

outside the classroom. While this indicates the need to clearer training on appropriate behaviour, it would appear to be an isolated occurrence in one school.

"When older students came in, some of them knew children in the class and behaved inappropriately. I think they need to have a better understanding of their role in the classroom situation." – **Primary school teacher, written feedback**

Interviews with stakeholders overall indicated that ambassadors had stepped up to the role of acting as a mentor to primary students and that this had worked well.

"The older [secondary school] students have been brilliant" – **Primary school 2 link teacher, interview**

Desired output 6: A small number of trained Ambassadors take part in a summer youth camp

While this was not the focus of evaluation activities as the activities are due to take place outside of the evaluation period (Summer 2018), the project coordinator stated that a small number of pupils from one secondary school had been accepted onto a summer youth camp in France, where they would meet and discuss issues with pupils from other countries.

4.2 Primary school outputs

Desired output 1: 108 pupils complete the Diversity & Behaviour Champions programme

The project exceeded this outcome with 239 pupils completing the programme. See the process evaluation section from page 19 for identified enablers in pupils recruitment.

4.3 Outcomes

This chapter is broken down by each of the project outcomes. Findings are combined for primary and secondary school participants.

Desired outcome 1: Young people learn in a safe and fun environment and are encouraged to think critically¹²

Feedback received in both primary and secondary school focus groups and through written feedback strongly supports the realisation of this outcome. Participants overwhelmingly felt that the sessions created a safe and fun learning environment where pupils felt listened to and able to speak openly. A small number of comments and written

¹² This was originally envisaged as an output in the logic model, but has now been moved to the outcomes section as it is considered more appropriate as an outcome.

feedback suggested rules on listening could be better enforced and that the behaviour of other participants could be better controlled at times.

In focus groups with primary and secondary school participants, when asked what they enjoyed about the project, a number of pupils said that they could talk openly and felt that they could safely share their experiences and feel listened to by other participants. Participants also mentioned that their listening skills had improved through the sessions. These themes were also mentioned by secondary school students:

[I enjoyed] being able to talk openly and knowing that it's not going to spread, that it's kept in the group" **Secondary school participant, focus group 2**

"It was an open learning place where you didn't feel isolated or shy"

"[I liked] people talking openly and not being too nervous"

Secondary school participants, written feedback

One primary school pupil stated that they enjoyed being able to share their own experiences of being bullied and that other pupils had discussed this too. This indicates that they **felt safe and supported** to do so.

"It was a good experience because all of us got to talk and got to share what we've been through and if we've been bullied" **Primary school 1 participant, focus group**

"It [was] really good to tell people what you feel" - **Primary school participant, written feedback**

Another common view held was that **sessions were fun and "friendly"** and that it was possible to "have a laugh" while learning.

"You could have a laugh at the same time as learning. We usually just drift off into random conversation, but then you go back because it all links together" - **Secondary school 2 participant, focus group**

"I liked the fact that you can play and learn too"

"I like that they included fun activities but they were explaining important things"

Primary school participants, written feedback

Feedback from secondary school pupils also mentioned that **the rules and behaviour policy could be enforced more strictly**. A small number of primary school participants also suggested **improving listening and ensuring everyone had the chance to speak**, and that there were some "mean" people in the group, indicating that not all pupils necessarily felt that sessions created a safe and welcoming space.

"Everybody speak because lots of people spoke over me"

"I think we could improve by not letting mean people into the group"

Primary school participants, written feedback

There is evidence to suggest that involvement in the programme had encouraged primary school participants to think critically. Primary school teachers indicated that sessions encouraged students to think and understand why certain actions and words were harmful, stereotypical or discriminatory.

"[Pupils] are able to explain what diversity means and why it is important not to stereotype people. They can think of ways this may happen in school and have thought about different things they could do to combat this." - **Primary school teacher, written feedback**

In focus groups, when pupils were asked to write about how people should be treated in schools, several students wrote about **considering the feelings of others and discussed why this was important**. Students were also able to reflect and speak about how someone would feel if they were bullied or discriminated against. This suggests that the course has encouraged critical thinking and reflection skills in pupils by encouraging them to ask questions.

"Think of what it feels if it happens to you before you do something"- **Primary school 1, focus group participant**

Primary school pupils also mentioned that they had **learnt "how" and "why" certain words or actions were hurtful**, and that the games and examples provided by the project coordinator were key to facilitating this understanding.

"We got to understand how bad words hurt people"

"[I learnt that] everyone is different, know what you say and understand what it means"

"[I learnt about] looking at problems from another perspective and solving things independently as well as considering other's opinions"

Primary school participants, written feedback

In relation to secondary schools, critical thinking is explored in the 'outcomes' section below to avoid duplication.

Desired outcome 2: Young people understand the local community, its needs and opportunities¹³

There is evidence from a range of sources to suggest that the programme activities, including sessions, development of action plans, and support for participants to undertake meetings and actions in the school and wider community, had resulted in increased understanding of the local community among participants as well as

¹³ This was originally envisaged as an output in the logic model, but has now been moved to the outcomes section as it is considered more appropriate as an outcome.

opportunities to get involved in local events and activities, and a recognition and understanding of the need to promote tolerance and counter bullying and discrimination.

- **Generating ideas to make the school a better place:** All primary school teachers who responded to the survey conducted by the project coordinator agreed with the statement *"the sessions helped students generate ideas about how to make the school a better place"*.
- **Ideas to make school a happier place:** Out of 213 primary school pupils who filled out the survey conducted by the SBCP project coordinator, 88% agreed with the statement *"I have ideas about how to make school happier for everyone"*, with a range of 81% to 95% across the nine schools. However, this was one of the lowest proportions for positive responses to survey questions in primary schools.
- **Confidence to take action in the community:**
 - Among secondary school participants, 81% answered 'yes' to the question, *"Do you feel confident that you can take action in your school and community to challenge prejudice and discrimination?"*
 - Feedback from primary schools indicates increased confidence to take action within the school community:

"...I feel unstoppable! I can change school life"

"Now I know what bullying is I can tell other people about it" –

Primary school participants, written feedback

- **Generating ideas for effective interventions in the school and community:**
 - Participants in primary and secondary schools developed ideas for actions in the community during sessions. These are explored in more detail below.
 - Secondary school participants increased their confidence by an average of 4.2 points when asked before or after programme activity to rate their confidence for the statement, *"I have ideas for effective interventions in my school and my community"*. The average increase was from 4.9 points to 9.1 points.¹⁴

Desired outcome 3: Young people have the skills and confidence to challenge hatred, prejudice and discrimination

¹⁴ On the confidence wheel administered by the project coordinator, '0' reflects "completely disagree/ no awareness but room for improvement or change" and 10 reflects "completely agree/ fully aware, no room for improvement or change"

Desired outcome 7: Ambassadors have the skills and confidence to challenge extremist narratives

Desired outcome 11: Primary school pupils develop ideas about what they can do in their school to encourage and explain appropriate behaviours and to ensure the school is a welcoming and safe environment for all

The outcomes above have been grouped together because they relate to the programme activities imparting skills and confidence to participants to enable them to challenge negative and discriminatory behaviour. There is evidence **of increased confidence among primary and secondary school pupils**, as well as **generating ideas and actions about how to challenge negative behaviour**.

- All primary teachers who responded to the questionnaire agreed with the statement *"The sessions helped students generate ideas about how to make the school a better place"*,
- **88%** of primary school pupils who responded to the questionnaire agreed with the statement *"I have ideas about how to make school happier for everyone"* and **90%** agreed with the statement *"I can be a Diversity and Behaviour Champion"*.

Evaluation data also strongly indicates that the project had **increased the skills and confidence of participants to challenge hatred, prejudice and discrimination** in secondary schools. There was less evidence of this outcome being achieved in primary schools, however given the young age of participants this was less of a focus of the programme.

- **Increased ability to identify a hate crime:** At the beginning of the programme, secondary pupils felt relatively confident identifying hate crimes, with an average of 6.4 out of 10. By the end of the programme activity, **average confidence had increased** to 9.7 out of 10.¹⁵
- **Appropriate using of language:** **96%** of students felt that their understanding of appropriate language had improved by participating in the programme.
- **Confidence to take action to challenge prejudice and discrimination:** Overall, **81%** of secondary school pupils stated that they felt "confident that you can take action in your school and community to challenge prejudice and discrimination". Only one student disagreed.

¹⁵ Pupils were asked in the first and last sessions to rate their confidence on a confidence wheel (see annex) in relation to a range of statements on a scale of 0 to 10. 0 represented "completely disagree/ no awareness but room for improvement or change" and 10 represented "Completely agree/ fully aware and no room for improvement or change". This allowed the project lead to track the change in confidence of pupils across the sessions.

- **Leadership skills:** Similarly, secondary school pupils had relatively high confidence in their leadership skills at the beginning of the programme, with an average rating of 6 out of 10. By the end of the sessions, this had increased to 9 out of 10.

In focus groups, secondary school participants were asked what skills and qualities made a “good leader in the community” and to challenge prejudice and discrimination. Common responses reflected an understanding of leadership skills and qualities, including: resilience, public speaking, compassion, empathy, not to judge, listening, confidence, understanding of other people, social skills.

When asked to identify the skills they felt that they had developed through their participation in the programme, in both focus groups participants identified all the initial pre-defined responses, while adding skills and qualities such as: fair, interactive, “being able to spot a hate crime”.

Comments from focus group participants also showed that participants felt that their listening skills and confidence to challenge hatred, prejudice and discrimination had increased:

“I used to be like ‘I’m just going to speak’, but I never used to give other people the opportunity to speak. Now I kind of listen more” **Secondary school 2 participant, focus group**

“In school when someone is being mean to someone I know what to do now. Before I didn’t feel confident enough to go and tell someone about it” **-Secondary school 1 participant, focus group**

Control group pupils were able to identify similar skills that a leader in the community would need including: confidence, communication skills and fairness. They also felt that they possessed many of these skills. However, control group participants were less confident when asked if they would challenge discrimination if they saw it. One control group participant said that they would feel confident challenging someone their own age, but not an adult or teacher. Another participant said they would not be confident to challenge someone they did not know.

“It would be a bit weird if I didn’t know them”

“In small groups [I would challenge discrimination if I saw it] but not with everyone. I would get nervous.” – **Secondary school 1, control group**

All three teachers in secondary skills agreed with the statement “pupils have the skills and confidence to make a difference”.

In primary schools, four teachers sent written feedback to the project coordinator about the activities pupils had undertaken in their schools following the learning sessions. These demonstrate that participants have been confident to run campaigns to champion

diversity; lead assemblies; run school competitions; and disseminate learning from the course to their wider school community. Pupils came up with these ideas during the programme, however they were supported in undertaking activities by school staff once the programme had ended. There is insufficient evidence to state whether participants would have had the confidence or skills to undertake these activities had they not taken part in the programme.

"The [Diversity and Behaviour] Champions ran a successful anti-bullying poster campaign and at the moment we are working on publishing information about all the different nationalities we have in school. We are planning on writing some information about each country and perhaps interviewing some of the children. Not sure whether it will be a display or a big book yet."

"The [Diversity and Behaviour] Champions led an assembly explaining about diversity, stereotypes and discrimination. They used plays to help the other pupils understand the ideas and asked the audience a lot of questions to make it interactive. They are hoping to get badges so that other pupils can recognise them and come to talk to them about issues and concerns in the playground."

"A small group of Champions have been selected and they have refined the ideas of everyone in the class to make a clear plan, they have introduced themselves to the school in an assembly and are going to do further assemblies involving plays with the rest of the class as actors to explain what they have been learning about to the rest of the school."

Primary school teachers, written feedback on project legacy

The mix of interactive activities, games and stories to reinforce learning was highlighted as a positive influence on pupil understanding by stakeholders. It was also frequently mentioned in qualitative feedback by pupils as something they had enjoyed about the course.

"Through the drama [activities] they've learnt how to deal with situations and challenge prejudice"

- Primary school 2, interview with link teacher

One link teacher also highlighted instances where pupils had spoken to teachers to point out negative language that they had heard in school.

"Children do flag issues when they have heard something. [It's] good to see an increase in that" – **Primary school 1, interview with link teacher**

This evidence strongly suggests that the desired outcomes above were starting to be seen in children's behaviour and actions, and that the sessions had increased the confidence and skills required for children to challenge discrimination, prejudice and hatred in their schools, and, in the case of secondary school students, their communities.

Desired outcome 4: Increase individual resilience to extremism

The evidence above suggests that the programme **increased participants' understanding, skills and confidence** to become "Anti-Hate Crime Ambassadors" and "Diversity and Behaviour champions" in their schools and communities. Through increasing understanding and skills, the project aimed to increase individual resilience to extremism. Participants demonstrated this through **planning, organising and carrying out school and community events**. In this way, many pupils **disseminated their learning to the wider community**. This evidence supports the desired outcome of increased resilience to extremism, however extremism was not mentioned by teachers or pupils as something they had directly engaged with as a concept. This was a conscious decision in primary schools, as participants were deemed too young. It is therefore inconclusive to what extent the project builds resilience to extremism.

Monitoring information from events also demonstrates that **activities undertaken by AHCA's reached thousands of people**, disseminating messages of tolerance, diversity and anti-hate crime and anti-bullying. Community events reached over 350 people, while the online content (video and song) developed and recorded were viewed more than 3,300 times.

Desired outcome 5: Ambassadors understand the causes and consequences of prejudice and discrimination and the protected characteristics under equalities law

There is evidence indicating that secondary school participants understand the causes and consequences of prejudice and discrimination and the protected characteristics under UK equalities legislation, and that this understanding had come about as a result of the programme sessions.

- In the survey of secondary school participants conducted by the project coordinator, 100% of secondary school participants answered positively to the question *"Do you understand the causes and consequences of prejudice and discrimination?"*
- In the confidence wheel conducted before and after programme activities, the statement *"I am able to list and describe the 9 protected characteristics"* saw the largest increase of any indicator, from **1.7** at the beginning of the programme, to **8.3** at the end.
- Students' confidence in understanding the causes and consequences of discrimination was also shown to increase through the confidence wheel, from **4.6** to **8.9** points.

Desired outcome 6: Ambassadors are equipped with the skills to critically assess language, sources and information

There was some evidence from focus groups, teacher feedback and written feedback from secondary pupils indicating that the sessions improved participants' ability to think critically about issues around prejudice and discrimination, however this was more difficult to evaluate through focus groups in secondary schools given the limited amount of time available with pupils.

In the teacher questionnaire, **two out of the three** teachers in secondary schools stated that they felt that **the programme had** *"helped pupils critically assess language and sources"*.

In the confidence wheel completed by secondary school pupils, the ability to critically assess sources was one of the lower scores at the beginning (3.6), but by the end of the course this had **increased by 4.7 points to 8.3**.

Desired outcome 8: Primary school pupils understand the concept of diversity and the protected characteristics under equalities law

Results from focus groups, surveys, and written feedback from pupils and teachers demonstrates that overall, primary school pupils understood the concept of diversity and that there were protected characteristics under UK equality legislation. In the survey conducted by the project coordinator:

- **100%** of primary school teachers surveyed stated that the sessions had helped pupils to understand key language points such as diversity and discrimination
- On average, **94%** of surveyed pupils agreed with the statement *"I understand diversity and what makes us different"*, with six pupils responding "no" and six "maybe"

In written feedback from pupils about what they had learnt and what they had enjoyed during the programme, a significant number of pupils mentioned the concept of "diversity", "difference" and that there were laws against treating people differently based on what they look or sound like:

"That don't judge people by stereotypes and if you see people saying they can't come in just cause they're a girl that is discrimination."

"I learned about stereotypes, discrimination and that people are special and different in their own ways."

"We learnt that anyone can be different and don't put people in groups without knowing them." - **Primary school participants, written feedback**

When asked about what they learnt in the sessions and what they had enjoyed, pupils also spoke about diversity, difference and the nine protected characteristics.

"I liked the experience of it because you got to learn stuff like some kind of bad behaviour can be against the laws, like discrimination. We learnt that discrimination against nine things weren't allowed"- Primary school 1 participant, focus group

Stakeholders mentioned that the **dedication and experience of the project coordinator had assisted pupils to understand concepts**. Both primary and secondary teachers interviewed also mentioned the **benefit of having an external coordinator**, which focused pupils on the activities as they did not see it as a normal lesson.

Desired outcome 9: Primary school pupils empathise with how it feels to be bullied or treated differently

Desired outcome 10: Primary school pupils understand the appropriate use of language and why certain terms can be hurtful

There is strong evidence from the sessions and written feedback that pupils were able to **engage with the idea that discrimination and treating people differently was hurtful**, and that **bullying was something to be opposed**, including the fact that **language used can be hurtful**. This also came through the questionnaire responses from teachers and pupils. While data is only available on the views of pupils and their teachers after sessions had taken place, the fact that it comes from a range of sources lends it weight.

- All teachers who responded to the survey also agreed with the statement *"the sessions helped pupils to empathise with others"*.
- All surveyed teachers also agreed with the statements *"the sessions helped pupils to understand key language points such as diversity and discrimination"* and *"the sessions helped pupils understand the appropriate use of language"*.
- Across all schools, **94%** of surveyed pupils answered positively to the statement *"I understand why some language can hurt people"*.
- Across all schools, **92%** of pupils agreed with the statement *"I understand how it feels to be bullied or treated badly"*, with seven disagreeing and five answering "maybe".
- In focus groups, pupils were asked to write how people should or should not be treated in schools, and how it would feel if people were treated in the wrong way. All groups wrote negative words and feelings associated with being discriminated, stereotyped or bullied, such as: *sad, stressed, defeated, angry* and *worried*. Comments during focus groups also reflected empathy and understanding of other people's feelings:

"I learnt what it would be like if you were bullied."

"Don't exclude people because if you do then if one time they're playing and you want to play they might say you can't play, because you didn't let them play."

Primary school 1 participant, focus group

- Pupils also mentioned how it felt to be bullied or treated differently, and that this makes people sad or causes pain. They mentioned how language can be hurtful and not to use words if they don't know what they mean:

"[I learnt] to not judge people if they are different. Never bully because it hurts people in the inside. Don't judge people by what they look like."

"[I learnt] that words can hurt people as well as actions."

"I have learned that bullying is bad because it can hurt people's feelings."

Primary school participants, written feedback

5.4 Impact

The longer-term (LT) outcomes/impacts that the project expects to see were anticipated to take longer than the evaluation duration to materialise, and therefore were not the focus of evaluation activities (these outcomes correspond to the impact column in the logic model). However, there is some evidence to suggest that desired long-term outcomes are in the process of being met.

Desired LT outcome 2: More young people involved in community decision-making to influence change

"The programme has helped the students improve their confidence and self-esteem. They have done things (such as speak in front of strangers and teachers (apparently scarier)) that they didn't think they would be able to do. One of the group has now been voted by his peers to be the leader of the whole school council!" - **Secondary school teacher, written feedback**

There is evidence in a small number of cases where participants have been involved in community decision-making. While there is no evidence yet to suggest that this has influenced change, it may be an indication of what could be achieved in the longer-term.

- One participant in a secondary school has been elected to lead the student council
- One secondary school group spoke at a police community event
- One secondary school group attended a community engagement forum

Four primary school teachers also provided information about the current or planned activities that had been implemented by primary school pupils who participated in the programme, providing evidence that participants have been involved in making decisions and influencing change within the school community.

"The champions ran a successful anti-bullying poster campaign."

"They are hoping to get badges so that other pupils can recognise them and come to talk to them about issues and concerns in the playground."

Primary school teachers, written feedback

Teachers also highlighted to the project coordinator that young people were eager to implement their action plans and to achieve positive change.

"I have seen an increased enthusiasm from the children in their keenness to promote positive behaviour in school. They clearly want to help the school community be more aware and to skill them up in promoting diversity."

"Pupils will form a pupil leadership team which will deliver messages about diversity through assembly and help promote better behaviour at playtimes." –

Primary school teachers, written feedback

While these activities could not be independently evaluated, the evidence of longer-term impact is promising. It was the view of teachers that these activities had occurred as a result of participation in the BSBT project.

Desired LT outcome 3: Young people acquire the relevant skills to engage with a diverse range of people

There is evidence indicating that secondary school participants have acquired skills, such as **confidence and public speaking skills**. Through utilising these skills, some participants have engaged with a diverse range of people, including police officers at a community event, and senior staff in schools. A group of four students from one school will also be **taking part in an international summer camp** with other school children this summer.

In addition, **increased understanding among participants around appropriate language** and, among primary school participants, **empathy**, can be considered as skills that will enable young people to engage with a diverse range of people.

Desired LT outcome 4: Young people have the skills and confidence to be leaders in their communities

As explored above, there is evidence to suggest that young people **feel more confident** and that their confidence had improved as a result of taking part in the course. Most secondary school pupils felt confident to **take action in their school and community to challenge prejudice and discrimination**, and felt more confident that they had the skills to be a leader in school.

Unintended outcome 1: The importance of the 'online' community to young people

The project coordinator mentioned how pupils had raised the idea of the "online community" as a key platform for young people, and as a place where discrimination occurred in the form of 'cyber-bullying'. The project coordinator highlighted that pupils were interested in exploring this further and that participant feedback suggested they would **find online activities more engaging** than "traditional" teaching methods. However, the ability to do this was limited by the **lack of resources** in schools, or through the available funding.

The decision by pupils to create digital media content and resources as part of the course, such as creating a song and an online video, reflects the importance of the online community to young people. Because this had not been anticipated, these were additional outcomes that had not been factored into the logic model. Additional funding was secured by the project coordinator in two schools to enable them to record a song and a video, however this took up resources (in the form of the coordinator's time) from the project.

"Sometimes the online community is a more powerful community for [participants] than the local or school community" - **Interview with delivery staff**

Unintended outcome 2: Primary school participants take on a leadership role

There is evidence that primary school participants have taken on a leadership role in school, although this was not the focus of the programme. Teachers mentioned that pupils had ideas to help facilitate PHSE lessons, where topics overlapped with what had been learnt during the programme. Pupils had also applied to become peer mentors, demonstrating that they were stepping up to a leadership role.

"Lots of students who have done this [programme] have applied to be peer mentors next year" **Primary school 2 link teacher, interview**

5. Key Findings: Process Evaluation

5.1 Project activity

There were no major changes to planned project activity. Small changes early-on in the project were based on learning from the pilot and following the experience of recruitment in schools.

- **Timing of sessions:** Sessions had been planned to take place after school in secondary schools, however this was found to be inconvenient for pupils who had competing time commitments, as well as for schools who were unable to provide facilities during this time. This affected the evaluation activity to the extent that it

limited the time available for sessions, as well as potentially dissuading pupils from applying or staying on the programme if they felt they were missing out on their free time during the lunch period, or lessons.

- **Initial project presentation:** The presentation by the project coordinator introducing the programme to pupils in secondary schools and explaining the application process was amended following feedback from students that the presentation was not attracting pupils. It was not possible to measure whether this had an impact on recruitment in the third school.

5.2 Key enablers and challenges

Schools recruitment

"[The project] worked because it was pitched that we could do it in various sized groups." – **Primary school 1 link teacher, interview**

School staff interviewed saw their school's participation as due to: **senior staff supporting the values and aims of the project**, as well as how the project was presented to schools by the project coordinator. All teachers mentioned that the presentation by the project coordinator to schools emphasised **the flexibility of the project to fit to the needs of the school** in terms of timings, time commitments and recruitment of pupils. **The existence of a dedicated project coordinator and volunteers to facilitate the project** was also viewed by teachers as a key reason for school engagement, as this was seen to limit the burden on already time-stretched staff members.

The ability of the project coordinator, with the support of stakeholders, **to achieve 'buy-in' from senior school staff** was viewed by delivery staff and wider stakeholders as a key factor in recruiting schools to join the programme. Putting together a **stakeholder panel** that included senior school staff, who could **reach out to other schools and encourage them to take part**, was mentioned as a key factor to successfully recruiting schools. Taking the time to present the project in person was also viewed positively, as well as the ability of the project coordinator to offer schools the **flexibility to adapt the timing of the programme to their own needs**.

Where SBCP did not have existing relationships, recruiting schools was more time-consuming and challenging than had been expected. Possible reasons for this include: **schools not perceiving hate crime as a problem that required intervention**, and therefore a **lack of perceived need** for the project; **lack of 'buy-in' from senior staff members** (including Headteachers acting as "gatekeepers"); and **over-stretched resources** in schools.

The fact that PHSE and Citizenship are not compulsory courses in schools is also likely to influence the level of commitment of senior school staff where resources are stretched.

Unless this becomes a requirement in schools, or there is a greater drive for schools to see the value in anti-hate crime work within schools, this variation is likely to remain.

Both primary teachers interviewed also highlighted the **importance of getting support from parents** to undertake the project. In primary schools, the project coordinator held a presentation for parents after school, where they could ask questions about the project. This was considered by teachers to have worked well. Concerns raised by parents that were mentioned by teachers included that **the subject matter was too serious** and would be “too much” for their child due to their age. The teacher also highlighted that parents who attended a session with the SBCP project coordinator had their concerns adequately addressed and no parent had withdrawn their child from the programme.

Young people recruitment

Challenges to recruiting participants had not been anticipated, as the pilot project had been over-subscribed. In all schools, most or all applicants were accepted onto the project in order to reach the target participation numbers. In one school, the low number of applicants meant that teachers approached pupils whom they felt would benefit from the programme directly and encouraged them to take part.

Difficulties were encountered in the recruitment of secondary school participants. The main perceived barriers to participation included:

- **Lack of interest in the initial presentation:** Participants mentioned that the initial presentation could have been off-putting for some pupils as it may have been perceived as boring or difficult. Participating pupils suggested that the presentation could focus more on the activities and actions, rather than the learning. One participant said they initially thought the programme would be “boring” based on the presentation, and was subsequently surprised to find it interesting and engaging:

“I thought it was going to be really boring. I was really wrong. The presentation, it wasn’t that appealing” - **Secondary school 1 participant, focus group**

Timing of activities and commitment: Project activities were initially planned to take place after school. This was seen by both participating and non-participating pupils as a barrier, due to **conflicting time commitments** both within and outside school. Feedback to the SBCP project coordinator also mentioned caring responsibilities and travel issues as barriers to pupils participating in after school activities. The timing of activities was subsequently revised to take place during school hours. Control group pupils also saw this as a barrier as the lunch period was their “only free time”, while sessions that took place during class time was seen as interfering with their curriculum learning. Finally, pupils mentioned that the time

commitment required of pupils over a period of months could have discouraged others from applying to take part, or have led to pupils dropping out of activities.

"It takes up whole afternoons, so if you've got important lessons... Because some of the stuff goes towards our GCSEs" – **Secondary school 1, control group**

"People just didn't know how long it was, how long it was going to go on for. But now it's been six months I don't want it to stop. I feel like it's part of my life." – **Secondary school 1 participant, focus group**

"...as the students started to drop out of the programme and not meet the expectations of the agreement they had made, the impact became weaker. This was due to their own lack of commitment and input rather than the programme." – **Secondary school teacher, written feedback**

- **Perceived duplication of activities:** Control group pupils mentioned that they felt the subject matter as presented by the project coordinator (understanding prejudice, bullying, discrimination and hate crime) had been covered in Religious Studies and PHSE classes, and they therefore did not see the benefit of taking part. However, both primary and secondary teachers saw the synergy between these lessons and the course as positive, as it created leaders who could teach other pupils about what they had learnt.
- The **length of the project and workload** were also mentioned as possible barriers to pupils applying, due to conflicting time commitments or an unwillingness to commit. Requiring students to take part in public speaking and organise and run events was considered by one stakeholder to be a potential barrier to pupils applying. The AHCA programme seeks to attract students with leadership capabilities and those who are able and willing to replicate the positive behaviour they learn in the sessions. Therefore, it would not be advisable to understate the workload and responsibilities, as this may result in more students dropping out later in the course.

Coordination

The project coordinator was seen by stakeholders as a key enabler of the positive outcomes for pupils through the project. The fact **that the amount of funding was able to attract someone experienced** to coordinate the project was mentioned by one stakeholder. Stakeholders also mentioned that the **dedication and experience of the project coordinator had assisted pupils to understand concepts**. The **external facilitation** of the project was also viewed positively by teachers, who attributed the commitment of pupils to the fact that they did not see the sessions as "lessons" and were excited to have someone new come in and teach them.

Content

Evidence from teachers and students suggests that **the use of games and stories** in primary schools, as well as interactive activities such as drama, had worked well to reinforce learning. In written feedback, most pupils mentioned the games and stories as the element they had enjoyed most about the sessions.

In secondary schools, participants mentioned enjoying the **interactive element of the sessions**, where they were able to **talk freely and openly** about the issues affecting them.

Participants and the project lead mentioned that the programme could benefit from a **more interactive and online element**, however resource constraints in schools meant that this would not have been possible without additional funding for the programme.

Both participants and school staff mentioned that the individual **sessions could benefit from being longer**, however it is unlikely that this would have been possible without sessions taking place during class time or after school, both of which were barriers to participation and also limited due to school capacity.

6. Lessons learnt and conclusions

The evidence examined in the evaluation indicates that the programme in primary and secondary schools achieved the main outcomes and goals of the programme, which are expected to contribute towards the longer-term high level BSBT outcome of “more resilient communities”. This evidence supports further development of the project, or a similar project, in schools.

6.1 Sustainability of the programme

A number of stakeholders mentioned a risk to the realisation of longer-term outcomes if the project is unable to continue in schools. Due to resource constraints, teachers did not consider it possible for schools to continue the project without the support of the project coordinator. The fact that funding was initially for one year was therefore seen by school staff as a risk factor, as the behaviour encouraged and imparted was seen to require reinforcement over time.

How could the project processes be improved in future?

- **Funding beyond one year:** For the project to be truly sustainable, it would require long-term funding. This was also seen as a factor that could encourage new schools to agree to participate in the programme, as they would see the project as providing pupils with long-term support.
- **Use examples and learning in future recruitment activities:** In order to encourage schools and pupils to participate in the programme, examples of events and activities that have been undertaken by AHCAs and Diversity & Behaviour

champions could be used in presentations. This would give schools and pupils a clear idea of what they are “signing up” for.

- **Additional funding for IT equipment:** Learning from the project included the fact that young people see themselves as part of an online community. The project lead highlighted that creating more online resources and lesson plans was therefore a way to make the programme seem more relevant to participants, in order to encourage participation and engage them. A number of schools did not have the resources for this in-house, and therefore this would require additional funding. The project had subsequently received a BSBT in-kind support grant to assist with their online communication and digital capacity.

6.2 Replicability of the programme

There is evidence to suggest that the programme is replicable in similar areas where intolerance and hate crime are viewed as an issue to be opposed. The existing network of SBCP was seen as a key facilitator of the programmes’ success, and therefore any attempt to replicate the programme would require similar strong links with schools and organisations in the local area.

6.3 Future of the programme

As a result of the perceived success of the programme, SBCP has applied for non-BSBT funding to continue the programme in primary schools. Due to their cohesion work, SBCP secured funding from South Gloucestershire Council to put together a community cohesion plan, which has been endorsed and is now in the process of being implemented. Educational work, based on SBCP’s experience in this area, including the AHCA/ Diversity & Behaviour champion programme, is one element of the plan. A steering group, including council members, statutory organisations and volunteer and charitable organisations, had been put together to support the plan’s implementation.

SBCP had also been given the opportunity to partner with the local police force, which had been independently developing a programme to promote anti-hate crime champions, and is interested in applying SBCP’s learning in this area.

BSBT funding for the AHCA programme was seen as central to the future of SBCP’s work in this area and a “catalyst” for promoting the wider community cohesion agenda. Learning has been presented to the Prevent coordinator and police, while the activities undertaken with AHCA in the community has enabled partnership working between SBCP and other charities.

The findings from this IDPE will be integrated into the overall analysis and synthesis of the BSBT programme in order to establish to what extent the programme as a whole has

contributed to an increased sense of belonging, more resilient communities and increased support for shared values at a local level.

8. Annexes

Annex 1

Evaluation Methods

Qualitative Tools and Methods

Further information is provided on each qualitative research method below.

Qualitative interviews with staff involved in programme delivery conducted by the Ipsos MORI evaluation team staff, including:

- The project coordinator;
- One primary school volunteer and one secondary school volunteer;
- Two link-teachers in primary schools;
- Two members of the stakeholder panel with direct involvement in the project.

Interviews lasted between 30 minutes and one hour, depending on the availability of staff and stakeholders. Where possible, interviews were conducted face-to-face during a two-day fieldwork visit. Where it was not possible to arrange interviews during this time, follow-up interviews were conducted by telephone. Due to staff time constraints, it was not possible to conduct planned interviews with two link teachers in secondary schools.

Focus groups with students that have completed the programme of activities, including:

- Two focus groups with participants in **two primary schools** (N=32):
 - Focus groups were conducted with between 12 and 20 students, with participants separated into small groups of 3-4 students to complete discussion activities.
 - Due to the limited amount of time available in schools, focus groups lasted 30 minutes and 20 minutes respectively.
 - Focus groups covered the following topics:
 - What participants enjoyed about the sessions
 - What participants learnt about how we should treat each other in school and what actions can we take in schools to ensure people treat each other in this way
 - What participants learnt about how we shouldn't treat each other in school and how it would make someone feel to be treated in this way
- Two focus groups with participants in **two secondary schools** (N=16):

- Focus groups were conducted with ten students and six students respectively;
- Due to the limited amount of time available in the schools, focus groups lasted 20 minutes and discussed the following topics:
 - What participants had enjoyed most about the sessions
 - What could have been improved about the sessions
 - What skills do people need to be a good leader in the community and what skills do people need to be able to challenge discrimination and prejudice when they see or hear it?
 - What qualities participants feel that they had developed during the programme.
- **Qualitative control groups** were identified in two of the participating secondary schools, with pupils ($N=11$) who had not participated in the programme. Focus groups had up to seven students in each group.
 - Focus groups were conducted with seven students in the first school and four students in the second school;
 - Due to the limited amount of time available in schools, focus groups lasted 15 minutes.
 - Discussions covered the following topics:
 - What participants had heard about the programme
 - Reasons for not taking part in the programme
 - What qualities, knowledge and skills a person would need to be a leader in the community and what qualities, knowledge and skills a person would need to challenge discrimination and prejudice in the community & which of these qualities participants felt they had.
- **Qualitative written feedback** received by the SBCP project coordinator from **six out of nine link teachers** in primary schools in response to the following questions:
 - *What impact do you think the programme had on your pupils?*
 - *What could have been improved about the programme?*
 - Feedback was collated anonymously by the project lead and provided in the aggregate to Ipsos MORI
- **Qualitative written feedback** received by the SBCP project coordinator from the **three link teachers in secondary schools** in response to the following questions:

- *What impact do you think the programme has had on the pupils involved?*
 - *Have you seen an impact on the wider school?*
 - *What could be improved about the programme in the future?*
- Feedback was collated anonymously by the project lead and provided in the aggregate to Ipsos MORI
- **Qualitative written feedback** and primary school participants in response to the following questions
 - *What did you learn from the Diversity & Behaviour champion sessions?*
 - *What did you like about the Diversity & Behaviour champion sessions?*
 - *What could have been better about the Diversity & Behaviour champion sessions?*
- Feedback was collated anonymously by the project lead and provided in the aggregate to Ipsos MORI
- Data collected by the SBCP project coordinator through existing tools was collated and shared with Ipsos MORI evaluation team staff anonymously.

Quantitative Tools and Methods

Further information on the quantitative tools designed and facilitated by the SBCP project coordinator is provided below.

- Existing quantitative tools were developed by SBCP project coordinator, including:
 - **Session feedback questionnaire** completed by **27 out of 33 (81%)** secondary school participants. The session feedback questionnaire asked the following questions:
 - *Do you understand the causes and consequences of prejudice and discrimination?*
 - *Do you understand the causes and consequences of prejudice and discrimination?*
 - *Do you know the characteristics protected under British law?*
 - *Has your understanding of the appropriate use of language improved?*
 - *Do you feel confident that you can take action in your school and community to challenge prejudice and discrimination?*

Responses were collated by the project coordinator and shared with Ipsos MORI in the aggregate, therefore it was not possible to compare data between groups.

- A **confidence wheel** was completed by **25 out of 33 (76%)** secondary school participants in the first and last session. The confidence wheel asked pupils to rate their confidence from 0 to 10 in the following areas, with different colours used in each session to measure the different confidence levels before and after programme activity:
 - *I am able to list and describe the 9 protected characteristics*
 - *I understand the causes and consequences of prejudice and discrimination*
 - *I have ideas for effective interventions in my school and my community.*
 - *I can critically assess the credibility of sources*
 - *I have the skills to organise community events to challenge prejudice and discrimination*
 - *I am a confident Anti-Hate Crime Ambassador*
 - *I understand the difference between prejudice and discrimination*
 - *I can identify a hate crime.*
 - *I have the skills to be a leader in my school*
 - *I can use language appropriately.*

Responses were collated by the project coordinator and shared with Ipsos MORI in the aggregate, and therefore it was not possible to compare response rates between groups.

- **Questionnaire** completed by the three secondary school link teachers following programme activity, asking teachers whether they agreed or disagreed with the following statements:
 - *The programme helped pupils understand prejudice and discrimination.*
 - *The programme helped pupils critically assess language and sources.*
 - *The programme helped to create leaders in the school.*
 - *The pupils have the skills and confidence to make a difference.*
 - *I would recommend the project to other schools.*

- **Questionnaire** completed by **213 out of 239 primary school participants (89%)**, asking pupils whether they agreed or disagreed with the following statements:
 - *I understand how it feels to be bullied or treated badly?*
 - *I understand diversity and what makes us different*
 - *I understand why some language can hurt people*
 - *I have ideas about how to make school happier for everyone*
 - *I can be a Diversity and Behaviour Champion*
- **Questionnaire** completed by **seven out of nine teachers in primary schools (78%)** in response to the following statements:
 - *The sessions helped pupils to empathise with others*
 - *The sessions helped pupils to understand key language points such as diversity and discrimination*
 - *The sessions helped pupils understand the appropriate use of language*
 - *The sessions helped students generate ideas about how to make the school a better place*
 - *I would recommend the programme to other schools.*

Data collected by the SBCP project coordinator through existing tools was collated and shared with Ipsos MORI evaluation team staff anonymously.

Figure 2: Confidence Wheel

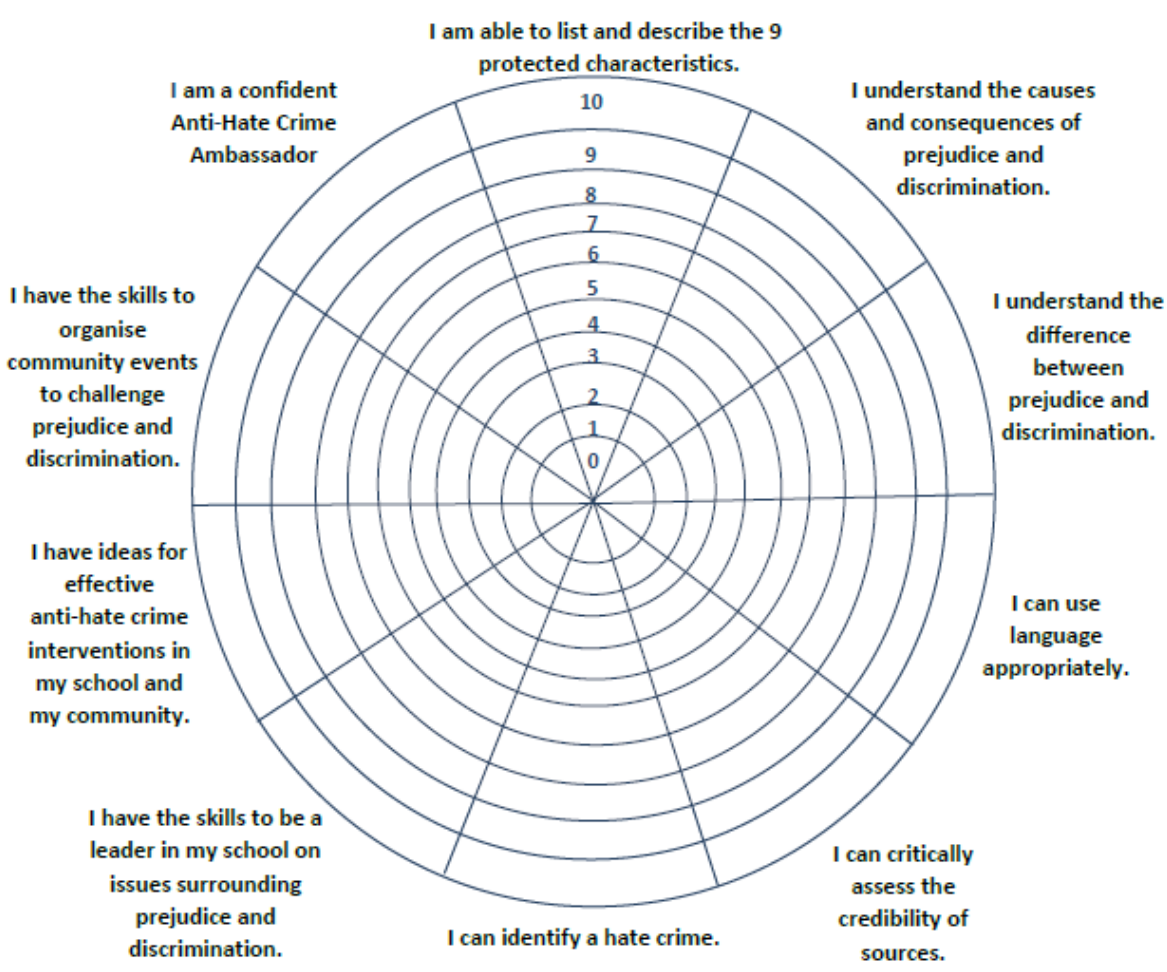
Anti-Hate Crime Ambassadors Evaluation Wheel

Start: **RED PEN** End: **GREEN PEN**

Thinking about yourself look at the statements below and decide where you are on the scale:

Completely disagree/no awareness but room for improvement or change = 0

Completely agree/fully aware, no room for improvement or change= 10



The wheel is a circular radar chart with 10 concentric rings labeled 0 to 10 from the center outwards. It is divided into 10 segments by radial lines. Each segment contains a statement. The segments are: 1. Top: 'I am able to list and describe the 9 protected characteristics.' 2. Top-right: 'I understand the causes and consequences of prejudice and discrimination.' 3. Right: 'I understand the difference between prejudice and discrimination.' 4. Bottom-right: 'I can use language appropriately.' 5. Bottom: 'I can critically assess the credibility of sources.' 6. Bottom-left: 'I can identify a hate crime.' 7. Left: 'I have the skills to be a leader in my school on issues surrounding prejudice and discrimination.' 8. Top-left: 'I have ideas for effective anti-hate crime interventions in my school and my community.' 9. Far-left: 'I have the skills to organise community events to challenge prejudice and discrimination.' 10. Top-left (outer): 'I am a confident Anti-Hate Crime Ambassador.'

Completing this wheel allows us to map your progress in different areas during the programme. It is voluntary so, if you don't want to complete the wheel, we won't insist. We ask for your name so that we can identify and work with you as individuals but we will not use your name in any final reports or evaluations that take place.

Figure 3: AHCA Session Feedback Questionnaire



Anti-Hate Crime Ambassadors Session Feedback



	Yes	No
Do you understand the causes and consequences of prejudice and discrimination?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know the characteristics protected under British equality law?	<input type="checkbox"/>	<input type="checkbox"/>
Has your understanding of the appropriate use of language improved?	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel confident that you can take action in your school and community to challenge prejudice and discrimination?	<input type="checkbox"/>	<input type="checkbox"/>

What did you gain from the Anti-Hate Crime Ambassador sessions? Circle all the apply....

Knowledge

Understanding

Skills

Confidence

Confusion

Stress

Someone who listened to me

Fun

Worry

Passion

Awareness

Any others _____

What did you enjoy about the Anti-Hate Crime Ambassador sessions?

What could have been improved about the Anti-Hate Crime Ambassador Sessions?

Annex 2

Details of pupils completing training to become Anti-Hate Crime Ambassadors, by school.

Target	Output
36 (12 pupils per school)	32 School 1: 14 School 2: 6 School 3: 12

For more information

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About Ipsos MORI's Social Research Institute

The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methods and communications expertise, helps ensure that our research makes a difference for decision makers and communities.