



Ipsos MORI  
Social Research Institute

BUILDING A STRONGER  
BRITAIN TOGETHER

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# Building a Stronger Britain Together: Blackburn with Darwen Healthy Living Call 2 in-depth project evaluation report

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# Contents

<b>Executive summary.....</b>	<b>1</b>
<b>1 Introduction .....</b>	<b>2</b>
<b>2 Methodology .....</b>	<b>6</b>
<b>3 Key findings: outputs and outcomes .....</b>	<b>7</b>
<b>4 Key findings: process evaluation .....</b>	<b>14</b>
<b>5 Conclusions &amp; recommendations.....</b>	<b>18</b>
<b>Appendix 1: Methodology and technical note.....</b>	<b>22</b>
<b>Appendix 2: Additional tables.....</b>	<b>24</b>
<b>Appendix 3: Description of project activities.....</b>	<b>25</b>
<b>Appendix 4: Attendance .....</b>	<b>27</b>
<b>Appendix 5: Research tools .....</b>	<b>28</b>

## List of figures

<b>Figure 1.1: Blackburn with Darwen Healthy Living BSBT project logic model .....</b>	<b>5</b>
<b>Figure A2.1: BwDHL BSBT young people's engagement questionnaire .....</b>	<b>24</b>

## List of tables

<b>Table 1.1: Description of the BSBT project activities .....</b>	<b>3</b>
<b>Table 3.1: Outputs achievement .....</b>	<b>7</b>
<b>Table 3.2: Outcomes achievement .....</b>	<b>8</b>
<b>Table A1.1: Definitions of achievement measures.....</b>	<b>23</b>
<b>Table A3.1: Extended description of the BwDHL BSBT project activities .....</b>	<b>25</b>
<b>Table A4.1: Young people' attendance data .....</b>	<b>27</b>

# Executive summary

# Executive summary

## Overview

This report provides findings from an evaluation, by Ipsos Mori<sup>i</sup>, of **Blackburn with Darwen Healthy Living** project (BwDHL), carried out in the period September 2017-2018. BwDHL is a charity founded in 2002 and located in Blackburn, Lancashire. It aims to maintain and develop local partnerships to tackle the health, social and economic inequalities experienced in Blackburn with Darwen, Lancashire. To do so, the charity involves and enables local people to co-produce and implement their own solutions. Problems tackled are wide-ranging, from fuel poverty and financial/budget management, to health/well-being and the provision of community gyms and fitness classes<sup>i</sup>.

## About the BSBT funded project

BwDHL received £32,480 Building a Stronger Britain Together (BSBT) Call 2 grant funding to set up a youth-based project targeting 12 to 20 local 16-19 years old, which aimed to engage them in debates around extremism. Based on the belief that young people are better placed to know what will work best to tackle root causes of extremism with their peers, the BSBT project took a 'bottom-up' co-productive approach. This provided young people with a platform to come together and debate topics around religion, segregation and extremism. It also encouraged young people to debate on the reasons why their peers may hold negative views or attitudes towards communities or religions other than their own. The culmination of the work was the creation of a video toolkit disseminating young people's learning to local stakeholders.

The project was delivered between March and November 2018. Project activities included nine debate sessions, two weekend residentials<sup>ii</sup> and two toolkit-based sessions aimed at reviewing and editing the film. On the assumption that ethnically diverse and gender balanced groups of young people can generate richer debates than a mono-ethnic or one gender group, the project also sought to engage a gender balanced and ethnically diverse group<sup>iii</sup>.

The project is aligned with the BSBT macro outcome ***"fewer people hold attitudes, beliefs and feelings that oppose shared values"***. BwDHL operates in the Blackburn with Darwen socio-economic context. At 29%, the borough has a higher than average proportion of young people aged under 20 years old and has the fifth highest proportion in England where the rate is 23%<sup>iv</sup>. The Census 2011 also shows a higher than average proportion of Asian and Asian British, with 28% of the Blackburn with Darwen population identifying as such, compared to eight % in England<sup>v</sup>. This is followed by 66% identifying as White British, compared to 79% in England<sup>vi</sup> <sup>vii</sup>. The area also has 27% of its population identifying as Muslim (far greater than the 5% for England)<sup>viii</sup>, 53% as Christian (slightly lower than the England comparator at 59%), and 14% have no religion (25% for England)<sup>ix</sup>.

## Evaluation approach

The evaluation approach taken to evaluate BwDHL's BSBT project is theory-based evaluation focused on reviewing and testing the achievement of outputs and outcomes presented in the intervention's logic model<sup>x</sup>. The evaluation design intended to include a quantitative element with young people using the standard pre-/post- BSBT Project Participant Survey (PPS) questionnaire<sup>xi</sup>. However, with no questionnaires received<sup>xii</sup>, the evaluation findings have been drawn from the qualitative consultations composed of: one focus group of six young people, one joint-depth interview of two delivery staff and one in-depth interview of the Blackburn BSBT Community Coordinator (CC)<sup>xiii</sup>. The assessment of outcomes is

based on evidence linked to the debate sessions and two weekend residentials (all occurred before September 2018, time at which the evaluation activities completed), as well as monitoring data collected by BwDHL and shared with Ipsos MORI. The limited amount of primary data collected, and evaluation timeline, should therefore be borne in mind when interpreting the evaluation findings.

## Project impact

Whilst the evaluation evidence is limited to monitoring information and qualitative evidence, there are indications BwDHL successfully utilised its BSBT funding. With one outcome achieved, five partially achieved and two inconclusive, the project shows contributions in achieving the BSBT macro outcome *“fewer people holding attitudes, beliefs and feelings that oppose shared values”*<sup>xiv xv</sup>. Debate sessions and weekend off-site residentials were well received, and catalytic in building participants’ confidence and skills in engaging in debates with their peers. The project also produced a sense of accountability towards British values with young people manifesting clear thoughts that these are around tolerance and respect for people emanating from all communities and referring to these values being UK wide. In terms of young people understanding the varying forms of extremism, findings are less conclusive. Whilst young people developed an understanding of the term ‘extremism’, they related to the term through their own lived experiences in Blackburn with Darwen and/or background therefore not necessarily developing a wider understanding of all forms of extremisms.

## Key learnings and recommendations

The evaluation highlights a number of key **success factors** that have supported the achievement of outcomes. These include the creation of a safe space for young people to debate extremism issues. This is linked to the familiarity that the project generated, and the nurturing nature of the relationships generated between young people and delivery staff. This familiarity was supported by the project’s commitment not to replace ‘drop-outs’ with new people deemed as potentially distributive to the established group dynamic. The project also showcases how co-production models can lead to young people taking ownership and responsibility for the project, albeit under the supervision of delivery staff and with a clear set of project objectives. In turn, this helps to sustain young people’s interest and engagement on the project. The provision of research training on how to conduct focus groups was also pivotal for young people to learn how to engage with and extract insights from people. The training also helped in building young people’s confidence in talking about extremism in their own community, including challenging community and/or family members on prejudices they may hold.

Key **challenges** were found in the recruitment of young people. Staff reported difficulties in engaging a diverse range of young people, perceiving these difficulties to relate to the various recruitment channels used. These brought young people who wouldn’t normally interact together, leading to initial frictions and more time managing this aspect than the delivery staff anticipated. Delays<sup>xvi</sup> in implementing the project and synchronising with the academic timelines of Blackburn with Darwen colleges also led these initial partners to pulling out of the BSBT project. This proved to be an additional challenge in terms of outreach and recruitment. Should BwDHL wish to further engage an ethnically and gender diverse groups of young people, key recommendations are to review its engagement approach to each group of people it wishes to engage with and adjust promotional messages accordingly. BwDHL should also further engage with the BSBT CC and network to explore support that the project could benefit from in terms of local outreach. Finally, findings also show how a strong socio-economic context can limit the extent of young people learning on all types of extremism. This is as they tend to focus on the type prevalent in the area which is the type they can also relate with. Should the project wish to teach about all types of extremisms, they should consider building further narratives and learning activities encompassing all types of extremism.

<sup>i</sup> Ipsos MORI is an independent research agency commissioned by the Home Office and M&C Saatchi to evaluate the Building a Stronger Britain Together (BSBT) programme. This includes in-depth evaluations (case studies) of a number of projects receiving grant funding. Blackburn with Darwen Healthy Living BSBT project (funded under Call 2 of BSBT) was one of these.

<sup>i</sup> The charity's mission is to ensure that local people have access to and are involved in the design and delivery of services that improve their health and well-being. The key strategic aims of the organisation are to raise the awareness of, and to provide opportunities for community members to get involved in physical activities and to promote community involvement and leadership in the planning of services/projects to encourage community ownership. Its vision is *"To ensure that local people have access to, and are involved in the design and delivery of, services that improve their health and well-being"*.

<sup>ii</sup> The first residential providing training to conduct focus groups which was the main tool of enquiry for young people to generate material for the toolkit, and the second residential preparing scenarios for inclusion in the video toolkit

<sup>iii</sup> BwDHL believed that an ethnically diverse and gender balanced – understood as equal female to male ratio – group of young people is likely to generate varied viewpoints which, in turn, would inform the debate workshops. BwDHL did not set formal and strict recruitment quotas reflecting this. Instead it relied on delivery staff's judgement in bringing together as diverse a group of people as it could, based on the information shared in the project application questionnaire.

<sup>iv</sup> Official Labour Market Statistics (2018). Census 2011 data retrieved from <https://www.nomisweb.co.uk/census/2011/KS102EW/view/2092957699?cols=measures>

<sup>v</sup> Official Labour Market Statistics (2018). Census 2011 data retrieved from <https://www.nomisweb.co.uk/census/2011/KS201EW/view/2092957699?cols=measures>

<sup>vi</sup> ibidem

<sup>vii</sup> The Census 2011 also indicates that the proportion of Indian or Pakistani residents are the 11th highest (12%) and the sixth highest (13%) respectively of any local authority in England.

<sup>viii</sup> British Muslims in Numbers, A Demographic, Socio-economic and Health profile of Muslims in Britain drawing on the 2011 Census. Available at [https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport\\_2015.pdf](https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport_2015.pdf).

<sup>ix</sup> Official Labour Market Statistics (2018). Census 2011 data retrieved from <https://www.nomisweb.co.uk/census/2011/KS209EW/view/2092957699?cols=measures>

<sup>x</sup> A logic model is a diagrammatic representation of a project which depicts the various stages required in a project that are expected to lead to the desired outcomes; in this case providing young people with a safe place where they felt they could debate issues revolving extremism and develop an understanding of British values, but also BwDHL increasing its reach to diverse groups of young people, creating local partnerships and networks and increase BwDHL organisational learning in the remit of extremism. The logic model in turn is used to inform the evaluation approach; specifically, what needs to be measured to determine whether outcomes are being met, and how. Note that this evaluation did not seek to test the longer-term impact.

<sup>xi</sup> PPS were developed by Ipsos MORI and the Home Office BSBT team. It consists of a paper self-completion survey designed to capture a range of measures pre and post which has been standardised so it can be used across a range of different BSBT projects to understand the overall impact of projects across the programme. It's administered by the project lead, and is meant to go to all eligible participants, with completed questionnaires then returned to Ipsos MORI for processing.

<sup>xii</sup> As of the time of writing, no completed participant survey questionnaires had been received by Ipsos MORI. However, even if all completed questionnaires had been received, findings would have needed to be treated as indicative only, due to the low base size (maximum n=20).

<sup>xiii</sup> The BSBT Community Coordinator supports group with their BSBT funding application and project implementation. They also seek to build an understanding of the harms and extremism causes within a borough and identify groups running projects that could work toward countering harms and extremisms.

<sup>xiv</sup> The BSBT project is targeting eight outcomes: four with young people and four at the organisational level. 1) young people understand varying forms of extremism (partially achieved); 2) young people participate in debates with peers from different ethnic and/or religious background (achieved); 3) young people develop a sense of individual responsibility and accountability as British citizens (achieved); 4) young people are more confident of talking about extremism in their own community (partially achieved); 5) BwDHL adjusts intervention following improvement feedback loop (inconclusive); 6) BwDHL increases reach to diverse groups of young people (partially achieved); 7) BwDHL creates local partnerships and networks (partially achieved); 8) BwDHL increases its strategic learning to develop highly relevant programmes on extremism and/or extremism related themes i.e. immigration (partially achieved).

<sup>xv</sup> Achievement measures are defined as 1) 'not achieved' – where the evidence indicates that the output/outcome has not been achieved, 2) 'partially achieved' – where there is some evidence to infer some of the output/outcome may have been achieved. This may refer to direction of travel to the outcome realisation but does not offer tangible evidence to support the measure 'achieved' 3) 'achieved' – where there is evidence to conclude that the output/outcome has been achieved and both the quantitative and qualitative data confirm the achievement 4) 'inconclusive' – where there is not sufficient or contradictory evidence to provide suitably robust assessment of outcomes.

<sup>xvi</sup> Delays to implement the project were due to the delays in receiving BSBT grant funding which had a knock-on effect on the project timeline.

**Main report**

# 1 Introduction

## 1.1 Overview

The independent research agency, Ipsos MORI, has been commissioned by the Home Office and M&C Saatchi to conduct a series of in-depth evaluations across a number of projects receiving Call 2 Building a Stronger Britain Together (BSBT) grant funding. This report provides findings from the evaluation of the Blackburn with Darwen Healthy Living's (BwDHL) BSBT project, carried out between September 2017 and September 2018.

BwDHL is a charity founded in 2002 and located in the borough of Blackburn with Darwen, Lancashire. It aims to maintain and develop local partnerships to tackle the health, social and economic inequalities experienced in the borough. To do so, the charity involves and enables local people to co-produce and implement their own solutions. Problems tackled are wide-ranging, from fuel poverty and financial/budget management to health/well-being and the provision of community gyms and fitness classes.

## 1.2 About the BSBT funded project

BwDHL received £32,480 BSBT Call 2 grant funding to set up a youth-based project targeting 12 to 20 local 16-19 year olds, which aimed to engage them in debates around extremism. Based on the belief that young people are better placed to know what will work best to tackle root causes of extremism with their peers, the BSBT project took a 'bottom-up' co-productive approach, giving young people a platform to come together and debate topics around religion, segregation and extremism. It also encouraged young people to debate the reasons why their peers may hold negative views or attitudes towards communities or religions other than their own. The culmination of the work was the creation of a video toolkit disseminating young people's learning to local stakeholders, government representatives and police officers<sup>2</sup>.

To engage young people, generate debates and material for the creation of the toolkit, the project scheduled a series of sequential<sup>3</sup> nine debate sessions, two weekend residentials and two toolkit-based sessions aimed at reviewing and editing the toolkit (see table 1.1 overleaf). Both the debate sessions and residentials were used to engage young people with the project and encourage debates around extremism.

Residential were placed at key points in the projects and intended to consolidate the knowledge acquired during previous debated sessions. The first residential was used to train young people to conduct focus groups and co-decide with young people the logistics around conducting them. Focus groups allowed young people to explore the views of their peers and the wider public on topics such as religion and segregation in Blackburn with Darwen. The second residential came after a further three debate sessions (sessions 7-9) and focused on the design of scenarios showcasing the experience of young people on the project.

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<sup>2</sup> Note that the evaluation timeline did not permit to visualise the final video toolkit produced which as of December 2018 was being finalised. At the time of report writing (January 2019), it is unclear if the toolkit has yet been shared with young people's peers and wider community. Thus, it is also unclear how far the toolkit has been applied so far.

<sup>3</sup> Learnings was building on preceding sessions throughout the projects with sessions further exploring themes explored in previous sessions. And the residentials serve as the practical opportunities for young people to apply the learnings. Either through the research training to conduct focus group in the context of the project and therefore of counter-extremism, or in the creation of a relevant toolkit to counter-extremism.



The project also used the “White Fright: Divided Britain” BBC Panorama documentary programme (aired in January 2018) as a discussion tool to see what the young people thought about it and what they would do differently if they were filming it (debate session 3) <sup>4</sup>.

Table 1.1 describes the content for the eleven sessions and two residentials. Please see Appendix 3 for more details.

**Table 1.1: Description of the BSBT project activities**

	Content
Session 1	Introduction to the project.
Session 2	Understanding how we identify as part of a community or identity group.
Session 3	Watching of White Fright Panorama documentary. Debate exercise to understand what we see as British.
Session 4	Recap session allowing all recruit to get to the same learning point so far.
Session 5	Fake news and busting myths – looking sources of news and how to spot fake news
Session 6	Prep for the first residential
Residential 1 (Lancashire)	Day 1: Session on focus group research techniques and understanding community engagement. Activity on interview techniques – use of open and closed questions
	Day 2: Discussions on where young people would want to hold focus groups for consultations – venues, times, support and equipment needed.
Session 7	Recap on work so far. Allocation of focus groups across schools and youth groups with support from staff.
Session 8	Sharing of feedback from individual focus groups delivered by members of the group. Identification of key issues raised and views on Blackburn and segregation in the borough.
Session 9	Feedback between members of the group on interviews with adults. Identification of key themes and what the key Blackburn issues are.
Residential (Cumbria)	Both days spent preparing scenarios for inclusion within the film and actual filming
Session 10 (not evaluated)	Editing the film and filming additional footage.
Session 11 (not evaluated)	Reviewing the film and editing. Deciding on what topics the leaflet accompanying the film needs to include and drafting the leaflet.

The project sought the commitment of an ethnically mixed and gender balanced group of young people<sup>5</sup>. This was based on the assumption that a mixed group is likely to generate varied debates and viewpoints, all of which would enrich the programme experience for participants. Being wary of potential ‘drop-outs’, the project endorsed a strict policy of not replacing any; instead preferring to retain the dynamic and familiarity of the group, as opposed of having new members

<sup>4</sup> Bushra Siddiq (Producer), Matthew Hill (Producer and Director), Aisling O'Connor (Executive Producer) and Rachel Jupp (Editor). (2018). White Fright: Divided Britain [Documentary]. UK: BBC One Panorama. Available here: <https://www.bbc.co.uk/programmes/b09pz718>

<sup>5</sup> BwDHL defines gender balanced as 50/50 male to female ratio. For ethnicity, the project had no ‘hard’ approach/quotas but instead favoured a seemingly mixed group composed of White British, Asian British, Black British.

potentially disturbing it. To this effect, it ‘over’ engaged 30 people aged 16+, and then invited them to apply to the project via an ‘engagement questionnaire’ aimed at collecting basic demographic information. The questionnaire also explored young people’s understanding of extremism (see Appendix 2). The information was then used by the project delivery team to short-list a group of 20 young people, with the anticipation that some may drop out, therefore securing a minimum of 12 throughout the project<sup>6</sup>. All selected young people were expected to attend all sessions and residentials.

The recruitment of young people was partially supported by Blackburn Youth Zone (BYZ), a youth work charity whose outreach into this part of the community was deemed greater than BwDHL’s<sup>7</sup>.

### 1.3 The context for the project

BwDHL operates in the Blackburn with Darwen socio-economic context. At 29%, the borough has a higher than average proportion of young people aged under 20 years old and has the fifth highest proportion in England where the rate is 23%<sup>8</sup>. The Census 2011 also shows a higher than average proportion of Asian and Asian British, with 28% of the Blackburn with Darwen population identifying as such, compared to 8% in England<sup>9</sup>. This is followed by 66% identifying as White British, compared to 79% in England<sup>10 11</sup>. The area also has 27% of its population identifying as Muslim (far greater than the 5% for England)<sup>12</sup>, 53% as Christian (slightly lower than the England comparator at 59%), and 14% have no religion (25% for England)<sup>13</sup>.

### 1.4 Project objective: outputs and outcomes

BwDHL intended to deliver a number of **project outputs**, which it identified as conducive to the delivery of the BSBT macro outcome “*fewer people holding attitudes, beliefs and feelings that oppose shared values*”<sup>14</sup>. Eight individual **project level outcomes** – four at the young people level and four at the BwDHL organisational level – were also identified as set out in the logic below presented in Figure 1.1. The logic model presented was developed by Ipsos MORI in partnership with BwDHL and used to inform the evaluation approach<sup>15</sup>.

<sup>6</sup> No set of criteria were set out and instead the delivery team attempted to create diversity based on perception of the overall composition of the group.

<sup>7</sup> Although BYZ also received BSBT grant funding, it must be noted that both organisations worked with distinct groups of young people.

<sup>8</sup> Official Labour Market Statistics (2018). Census 2011 data retrieved from <https://www.nomisweb.co.uk/census/2011/KS102EW/view/2092957699?cols=measures>

<sup>9</sup> Official Labour Market Statistics (2018). Census 2011 data retrieved from <https://www.nomisweb.co.uk/census/2011/KS201EW/view/2092957699?cols=measures>

<sup>10</sup> ibidem

<sup>11</sup> The Census 2011 also indicates that the proportion of Indian or Pakistani residents are the 11th highest (12%) and the sixth highest (13%) respectively of any local authority in England.

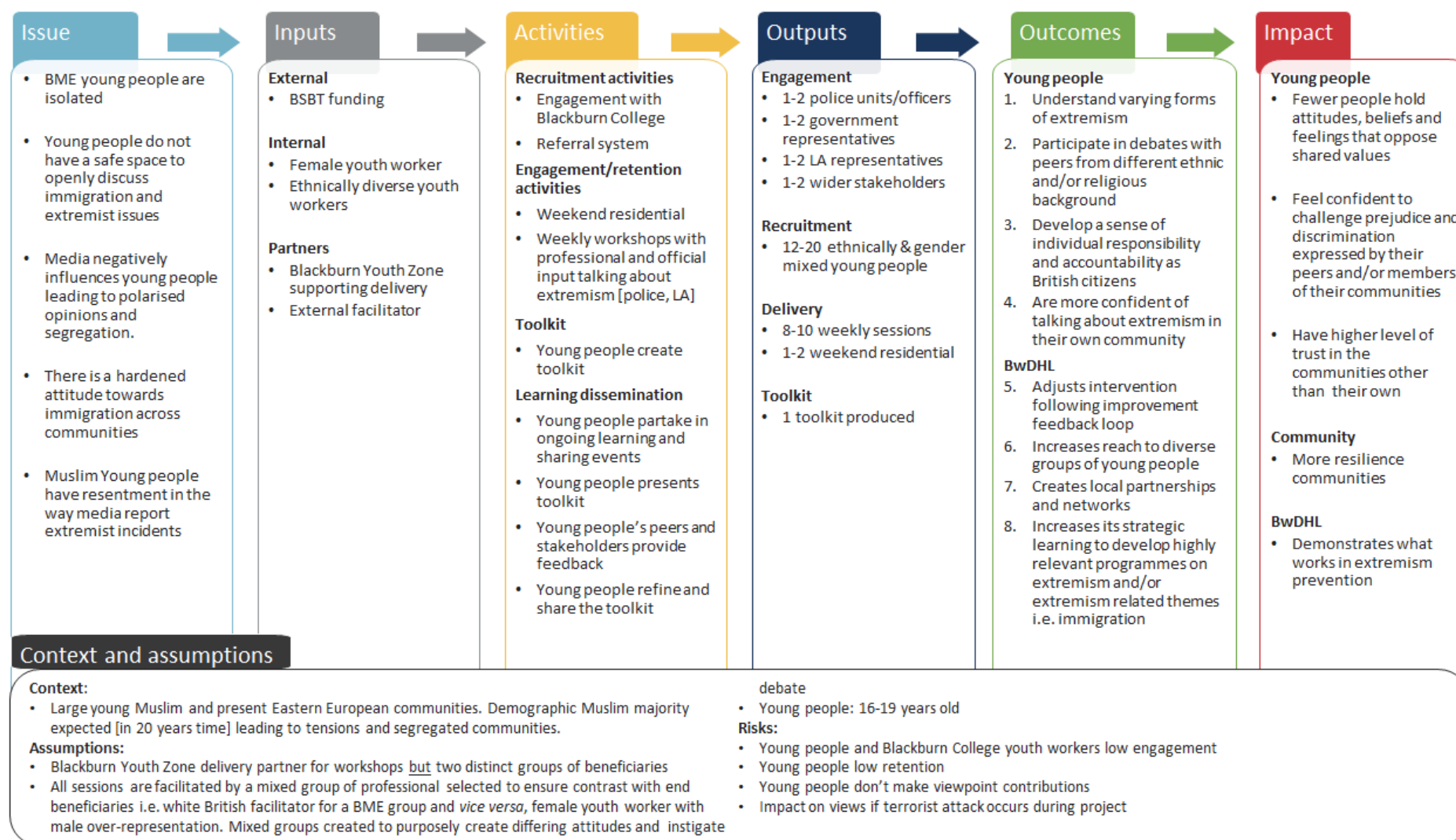
<sup>12</sup> British Muslims in Numbers, A Demographic, Socio-economic and Health profile of Muslims in Britain drawing on the 2011 Census. Available at [https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport\\_2015.pdf](https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport_2015.pdf).

<sup>13</sup> Official Labour Market Statistics (2018). Census 2011 data retrieved from <https://www.nomisweb.co.uk/census/2011/KS209EW/view/2092957699?cols=measures>

<sup>14</sup> Macro outcomes are a set of outcomes that have been developed by Ipsos MORI (and agreed with the Home Office) that represent the BSBT programme overarching outcomes that all BSBT projects and initiatives must ultimately contribute towards in the longer-term. BSBT has three macro outcomes: (1) fewer people holding attitudes, beliefs and feelings that oppose shared values; (2) increased sense of belonging and civic participation at the local level; (3) more resilient communities. Projects are asked to identify the macro outcome they most closely align with at the application stage.

<sup>15</sup> A logic model is a diagrammatic representation of a project which depicts the various stages required in a project that are expected to lead to the desired outcomes; in this case end-beneficiaries improving young people’s understanding of the varying forms of extremism; young people participating in debates with peers of different ethnic and/or religious background; young people developing a sense of responsibility and accountability as British citizens (not exclusively). The logic model in turn is used to inform the evaluation approach; specifically, what needs to be measured to determine whether outcomes are being met, and how. Note that this evaluation did not seek to test the longer-term impact.

Figure 1.1: Blackburn with Darwen Healthy Living BSBT project logic model



## 2 Methodology

The approach taken for the evaluation of the BwDHL project is a **theory-based evaluation** focused on reviewing and testing the outputs and outcomes of the project logic model.

The evaluation design included a quantitative phase consisting of a standardised pre/post BSBT Project Participant Survey (PPS) questionnaire<sup>16</sup>, and a qualitative phase consisting of a focus group with six young people, a joint interview with two delivery staff, and an interview with the local BSBT Community Coordinator. Note that Ipsos MORI sought to consult wider stakeholders with the help of the project. However, the identified wider stakeholders did not engage with the evaluation and these interviews were not forthcoming in the end. All consultations were held following the second residential and before the creation of the toolkit. This implies that no assessment of outputs or outcomes associated with the toolkit were possible (see Appendix 5 for the research tools)<sup>17</sup>

Ipsos MORI has been limited in its ability to utilise the PPS data due to the lack of completed questionnaires received by the project<sup>18</sup>. Thus, the basis of the evaluation focuses on the limited qualitative data collected, in addition to monitoring data<sup>19</sup> reporting on the project progress and outputs achievement collected by BwDHL and shared with Ipsos MORI. This should be borne in mind when interpreting the findings of this report.

See Appendix 1 for a more detailed breakdown of the approach taken and interpretation of findings. Appendix 4 provides the monitoring information shared by BwDHL.

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<sup>16</sup> PPS were developed by Ipsos MORI and the Home Office BSBT team. It consists of a paper self-completion survey designed to capture a range of measures pre and post which has been standardised so it can be used across a range of different BSBT projects to understand the overall impact of projects across the programme. It's administered by the project lead, and is meant to go to all eligible participants, with completed questionnaires then returned to Ipsos MORI for processing.

<sup>17</sup> Note however that only one output was directly linked to the toolkit (x1 toolkit produced)

<sup>18</sup> As of the time of writing, no completed participant survey questionnaires had been received by Ipsos MORI. However, even if all completed questionnaires had been received, findings would have needed to be treated as indicative only, due to the low base size (maximum n=20).

<sup>19</sup> Monitoring data included: i) Young people attendance to each workshop and residential; ii) Description of workshops and residential activities.

## 3 Key findings: outputs and outcomes

### 3.1 Outputs

BwDHL partially achieved its target outputs outlined in the logic model. Table 3.1 summarises the target output measures, final outputs achieved and corresponding completion measure. Data reported for output achievement and completion measures are based on the monitoring information collected by BwDHL and shared with Ipsos MORI (see Appendix 4). Wherever the evaluation could not assign a completion measure, a brief explanation is provided in the 'output achieved' column.

**Table 3.1: Outputs achievement**

Target output	Output achieved	Completion measure <sup>20</sup>
1. 1-2 police officers <sup>21</sup>	The evaluation timeline did not extend to the dissemination stage of the toolkit to this audience.	Inconclusive
2. 1-2 government representatives	BwDHL indicated that 2 MPs have been engaged with the BSBT project. However, the evaluation timeline did not extend to the dissemination stage of the toolkit to this audience.	Inconclusive
3. 1-2 local authorities' representatives	The evaluation timeline did not extend to the dissemination stage of the toolkit to this audience.	Inconclusive
4. 12-20 ethnically & gender mixed young people	16 young people composed of:	Partially Achieved <sup>22</sup>
	<b>Criteria (gender)</b>	
	Female	
	Male	
	<b>Criteria (ethnicity)</b>	
	White British	
	British Asian, composed of:	
	Bangladeshi	
	Pakistani	
	Indian	
5. 8-10 debates workshops	9 debates sessions + 2 toolkit preparation sessions	Exceeded
6. 1-2 weekend residentials	2 residentials	Achieved
7. 1 toolkit produced	As of November 2018, BwDHL indicates that 1 video toolkit is being finalised. Yet at the time of reporting, Ipsos MORI	Inconclusive

<sup>20</sup> The completion measure is a subjective assessment by Ipsos MORI based on the extent to which the project has achieved its intended outputs or not – scored as follows: not achieved; partially achieved; achieved; exceeded (for outputs) and inconclusive. Please see Appendix 1 (table A1.1) for a definition of criteria.

<sup>21</sup> Police officers, government representatives and local authority representatives were deemed useful for the dissemination of the toolkit in the Blackburn with Darwen community. The idea was also for these groups of people to provide recommendations about the toolkit that young people would be able to incorporate into the final product, therefore creating a high-quality toolkit relevant to people the project seeks to engage.

<sup>22</sup> Whilst the project succeeded in engaging its targeted number of young people, it did not achieve a gender balanced group. See outcome 6 for more details on the project reach of a diverse pool of young people. Hence, whilst the overall number of young people have been achieved, diversity was not.

Target output	Output achieved	Completion measure <sup>20</sup>
	has not been able to visualise this yet. As such it is unknown if indeed this output is achieved.	

## 3.2 Outcomes

Whilst the evaluation is limited to qualitative data of young people, delivery staff and BSBT CC, it provides some evidence suggesting that BwDHL has successfully utilised its BSBT funding to achieve seven of its eight target outcomes.

Considering this reserved success, it can be said that the BwDHL BSBT project has, to an extent, contributed toward the BSBT macro outcome “fewer people holding attitudes, beliefs and feelings that oppose shared values”.

Table 3.2 summarises each project outcome followed by the completion measure. Each outcome assessment is explained in further detail below. Note that with the absence of quantitative data, and the evaluation timeline not including the toolkit dissemination and application, all outcomes have been assessed using the qualitative feedback, monitoring information shared by BwDHL and refer to debate sessions and the two residential.

**Table 3.2: Outcomes achievement**

	Target outcome	Completion measure <sup>23</sup>
For young people	1. Understand the varying forms of extremism	Partially achieved
	2. Participate in debates with peers from different ethnic and/or religious background	Achieved
	3. Develop a sense of individual responsibility and accountability as British citizens	Achieved
	4. Are more confident of talking about extremism in their own community	Partially achieved
For BwDHL as an organisation	5. Adjusts intervention following improvement feedback loop	Inconclusive
	6. Increases reach to diverse groups of young people	Partially achieved
	7. Creates local partnerships and networks	Partially achieved
	8. Increases its strategic learning to develop highly relevant programmes on extremism and/or extremism related themes i.e. immigration	Partially achieved

### Outcome 1: Young people understand the varying forms of extremism

The qualitative evidence from the focus group held with young people indicates **partial achievement** of this outcome. This is due to young people’s limited understanding of extremism beyond the religious character it may take (i.e. Islamophobia). Indeed, whilst findings show that end-beneficiaries have an understanding of the term ‘extremism’, evidence shows that this is an introspective understanding, relating to the term through their own lived experiences and/or background as opposed of having a wider understanding about all forms of extremism. This limited understanding

<sup>23</sup> The completion measure is a subjective assessment by Ipsos MORI based on the extent to which the project has achieved its intended outputs or not – scored as follows: not achieved; partially achieved; achieved; exceeded (for outputs); inconclusive. Please see Appendix 1 (table A1.1) for a definition of criteria.

was clear during the focus group where young people repetitively mentioned of ‘segregation’ and ‘separation of communities’ as the issues they sought to tackle first and foremost, as opposed to extremism per se.

***“For me, when I think of extremism, I think of how people can be extreme towards Islam, my religion. It is about Islamophobia and the focus becoming disproportionate on one topic, one religion.” – End-beneficiary***

The Blackburn context may help to explain this perspective. The group referenced the BBC Panorama “White Fright: Divided Britain” documentary, which was viewed earlier on in the project (session 3) and showed how Blackburn has become even more segregated along religious lines over the last 10 years. In terms of understanding the varying forms that extremism can take, the evaluation noted that perhaps too much focus was given to the Panorama documentary at the expense of wider extremism issues, beyond those of Islamophobia and the religious segregation caused by this. This was shown by feedback given where young people summarised the project scope as being about countering what they viewed on the documentary as opposed of having a more encompassing wider perspective.

***“Our project was about counter-acting what we watched on the Panorama documentary. That is why we had to watch it and then come up with ideas.” – End-beneficiary***

When probing delivery staff on the extent they think young people acquired an understanding on extremism, they mentioned their astonishment that not more young people saw segregation as more of an issue than they currently do. Interestingly, although young people acknowledge the negativity around the religious segregation experienced in Blackburn with Darwen, their explanations given to staff was that as long as there were opportunities throughout their daily lives to interact with communities other than their own, they didn’t perceive segregation and the physical separation of communities as necessarily always harmful.

***“Their [participants] views on segregation is still quite surprising for me. There are young people who don’t see segregation as an issue, as I personally would have expected (...) they are fine with it, as long as there is some interaction during the day they are fine to live in segregated areas and that was surprising. So maybe they don’t link segregation and extremism.” – Delivery staff***

## Outcome 2: Young people participate in debates with peers from different ethnic and/or religious background

Focus group findings indicate that this outcome has been **achieved**. When asking young people how they engaged their peers as a result of the BSBT project, it was clear that the first residential, and the training given during it, was an important catalyst for encouraging participants to engage with their peers<sup>24</sup>. Indeed, young people unanimously referred to the training as the enabler for engaging their peers, communities and families in debates. This was key to generate material for the toolkit which was done through the pairing of young people and staff to conduct focus group in schools<sup>25</sup>.

<sup>24</sup> The first two-day residential training, located in Lancashire, was based on: 1. Interview techniques (including the usage of open and closed questions), 2. Role plays, to gain experience on how to manage difficult conversations and engage non-cooperative participants. 3. Establishing questions that young people would want to ask community members to gain their understanding on segregation in Blackburn and its impact on community cohesion. 4. Logistics around timing and venues to hold focus groups and 5. Conversations on the form young people would the toolkit to take.

<sup>25</sup> The pairing of young people and members of staff was decided after the first residential. Staff were paired up in their safeguarding capacity, but also to support the young person conducting the focus group (e.g. managing difficult conversations, adding credibility to young people when approaching peers or members of the community to take part). However, the young person still assumed the lead role in conducting the focus groups.



***“In the first residential, we summarised questions we wanted to ask young people in different parts of Blackburn, young people going to different schools in Blackburn and colleges. We paired up and did focus groups and brought their thoughts together and discussed that.” – End-beneficiary***

It was clear from participants that this engagement with peers would not have happened without the training given during the residential, reinforcing the importance of the BSBT funding to meeting this outcome.

***“Without the residential and training, it [the information] would have come into one ear and straight out of the other (...) I would have a set of views and I wouldn’t be able to challenge you.” – End-beneficiary***

### Outcome 3: Young people develop a sense of individual responsibility and accountability as British citizens

Findings from the focus group show that this outcome has been **achieved**. Young people unanimously mentioned the positive impact the project had on understanding their own views of individual responsibility and accountability. When asked what they think ‘being British’ means, young people cite tolerance in listening to other people’s viewpoints. They also mentioned how having this tolerance in accepting differences of other communities other than one’s own can result in all communities of Blackburn with Darwen becoming closer with one another<sup>26</sup>.

***“British values are UK wide, beyond Blackburn. Being British to me means all of us coming together with our differences and working together.” – End-beneficiary***

Finally, young people also mentioned how the project made them think further about the concept of being British and how this transcends the borough of Blackburn with Darwen and is applicable UK wide.

***“It is about bringing different ethnicities together and working together. With more people understanding that, less people would have different attitudes and them being seen as different.” – End-beneficiary***

### Outcome 4: Young people are more confident of talking about extremism in their own community

Feedback from both staff and young people illustrates the positive impact the project had in developing young people’s confidence when talking about extremism. However, as the evaluation has not captured evidence around the toolkit and how the latter was implemented in practice this outcome is deemed as **partially achieved**.

Participants saw the project as key to developing their confidence in talking about the difficult issues of segregation, hate crime and discrimination to others. In particular, BwDHL was seen to provide a safe space in which to discuss difficult issues and appropriate solutions, with delivery staff and project activities playing a pivotal role.

***“I feel I have become more confident in tackling discussions and sensitive topics (...). If I was talking to someone and the conversation was getting into a topic, I would know now, without upsetting them, how to talk about my views and try to understand where they are coming from.” – End-beneficiary***

Examples were given where young people shared their increased knowledge to their peers, aiming to share information acquired to debunk racist myths. These included sharing the newly acquired knowledge with acquaintances of the group who have relatives who are openly racist to Asian people, and who were therefore avoided by people of Asian background although not being racist themselves. The group explained how the focus group training and information given during the debate sessions and residencies were useful to engage with such people. In turn, sharing this information

<sup>26</sup> Differences are herewith understood as general in the sense of religion, ethnicity, socio-economic background.



empowered the people engaged with new information so that they could in turn challenge their relatives. One young person concluded by mentioning the difference between ignorance and racism.

***“There is a difference between racism and lack of understanding.” – End-beneficiary***

#### Outcome 5: BwDHL adjusts the intervention following improvement feedback loop

The absence of evidence leads the evaluation to assess this outcome as ‘**inconclusive**’.

Through the dissemination of the toolkit to wider stakeholders, and representatives of the Blackburn with Darwen local authority and police force, the project intended to capture feedback that would help to further refine it. However, the evaluation timeline (September 2017–2018) occurred prior to the completion of the toolkit and therefore capturing any evidence of learning feedback loops integrated into the project design and/or toolkit<sup>27</sup>.

#### Outcome 6: BwDHL increases its reach to diverse groups of young people

This outcome is deemed to be **partially achieved**. Whilst BwDHL has extended its reach beyond the typical end-beneficiaries (defined below), and engaged an ethnically diverse pool of project participants, the intended gender diversity was not achieved to the same level of success.

Evidence from the BSBT Community Coordinator confirmed the efforts made by BwDHL in recruiting young people outside of their regular pool of end-beneficiaries, described as people from disadvantaged socio-economic background and not necessarily involved in counter-extremism.

***“Blackburn with Darwen Healthy Living helps really disadvantaged and struggling people. People who are not necessarily interested in counter-extremism but are interested in health.” – BSBT Community Coordinator***

Monitoring data further confirms the continued attendance of young people to the sessions and residentials. This reached a maximum of 16 young people in session 7, and an average of ten events attended (out of 13 events composed of 11 debate sessions and two residentials) across the group of end-beneficiaries (see Appendix 4 for attendance data).

However, BwDHL’s success in engaging a *diverse* group of young people in terms of both gender and ethnicity has been more limited. Whilst ethnic diversity is achieved, with seven White British and nine British Asian young people recruited, the gender spread is slightly imbalanced with monitoring data showing nearly two males for each female recruited (see Table 3.1)<sup>28</sup>.

When probed on reasons for this outcome, delivery staff referred to a more difficult than anticipated recruitment phase which led them to focus on recruiting the overall group of 20 young people rather than pursuing a more diverse group, (output 3, see Table 3.1). Two reasons were cited for the difficult recruitment phase which impacted on BwDHL’s capacity to recruit a gender balanced group. The first was Blackburn College pulling out its support and therefore reducing access

<sup>27</sup> Note that Ipsos MORI has requested to talk to wider stakeholders. However, BwDHL was not able to confirm people who accepted to take part in the evaluation. Furthermore, at the time of writing (January 2019), it is unclear if the toolkit has been completed yet, and therefore disseminated to BwDHL wider networks and Blackburn communities.

<sup>28</sup> The project recruited 6 females and 10 males.

to a pool of young people that the project was counting on for achieving its recruitment, and diversity in recruitment<sup>29</sup>. The second was the unanticipated difficulties to bring young people coming from different channels together (i.e. young people were sourced from different youth groups and different parts of town, or different local community centres). This created an initial hurdle for young people to get to know each other and took more facilitation time and effort than the delivery staff original thought. In turn, this is believed to have impacted – to an extent – on the final pool of young people from which the project would select the participants.

***“It was difficult for us because there were so many different young people from different areas who won’t necessarily mix and they were not from one youth group. So trying to overcome their own perceptions of each other was difficult.” – Delivery staff***

#### Outcome 7: BwDHL creates local partnerships and networks

Evidence gathered during the joint-delivery staff depth-interview shows that BwDHL has **partially achieved** this outcome. Although BwDHL closely worked with Blackburn Youth Zone – the largest youth club in Blackburn<sup>30</sup> – to engage the targeted group of end-beneficiaries, the aforementioned recruitment challenges experienced with other partners (e.g. Blackburn College) tempered the achievement of fully successful partnerships<sup>31</sup>.

The working relationship with BYZ was seen as beneficial to minimise time and resources spent on the recruitment. This is with BwDHL perceiving BYZ as better placed to lead on recruitment, as they are a larger organisation and have a higher local recognition than BwDHL – both elements deemed beneficial for reaching out to the local community and engaging young people on the project (clearly signposting them to BwDHL if they wanted to take part). On the other hand, the partnership was also deemed beneficial for BYZ as BwDHL had previous experience in the co-production model of working with young people which was perceived insightful to the organisation and informative to possibly design future activities at BYZ<sup>32</sup>. Finally, the partnership also led to the promotion of each organisation within their respective networks, with BwDHL participants engaging with BYZ, leading in turn to their parents and the wider community getting to know more about BYZ.

<sup>29</sup> Note however that this was due to the delays in the project originating from BSBT grant funding delays. And the college deemed disruptive to the exam preparation timetable the possibility to partake in the BSBT project at a later date during the year. Instead, they wanted to give the opportunity from the beginning of the academic year which was not possible (see process evaluation section 4).

<sup>30</sup> BYZ has an established membership of 3,500 young people and approximately 1,000 visits a week.

<sup>31</sup> Note that both BYZ and BwDHL are separate IDPEs. Both do however work with distinct groups of end-beneficiaries. This was also the case for the evaluation where both groups of end-beneficiaries are distinct to each organisation. Both IDPEs are also evaluated by the same evaluators.

<sup>32</sup> Prior to the BSBT project, BwDHL had developed experience in working with young people using a co-production model. This can be seen with the Hate Crime and Citizens Inquiry project which saw young people and adults composing citizens juries. Citizens juries are groups usually made up of a diverse group of 12 or more members of the general public (that reflect the diversity of the local population) who work with the help of a facilitator. The group questions a number of specialist commentators (or witnesses) who are chosen because of their knowledge of a particular subject. After lengthy deliberation, the group produces a set of recommendations. In this project, the aim was to create solutions on how to raise awareness of hate crime and challenge beliefs that underlie hate crimes.

*“The partnership means that some of those young people who may not have previously engaged with the Youth Zone have done so. And that shows, for example, parents, who respect the healthy living project, will see it’s connection with the Youth Zone and be more inclined to let their children go there.” – BSBT Blackburn Community Coordinator*

Outcome 8: BwDHL increases its strategic learning to develop highly relevant programmes on extremism and/or extremism related themes i.e. immigration

Evidence gathered from the young people focus group and joint-delivery staff depth-interview shows that this outcome as **partially achieved**. Whilst BwDHL has gained learnings on how to engage and get young people to discuss extremism, this was deemed to be through *one* type of extremism (i.e. Islamophobia) and *one* type of issue (segregation along religious lines) as opposed of wider extremism types per se (see outcome 1). This leads the evaluation to question how the project will produce further relevant programmes on other types of extremism and/or extremism related themes. The social and demographic context in which BwDHL and the BSBT project operates can justify the focus on Islamophobia and segregation. There is however a question mark over how well the project might work in engaging people beyond these specific extremism issues.

## 4 Key findings: process evaluation

This section of the report reflects on the project processes. It looks at the implementation of the project and the mechanisms supporting project activities that have enabled the achievement of its intended outcomes. It also refers to project design weaknesses that are referred to in section 5 as recommendations for improvement.

### 4.1 Project implementation

**Recruitment** of young people was more difficult than the project anticipated. Although relying on existing relationships with colleges, and the outreach work facilitated by BYZ, the project faced initial difficulty in reaching out to a group of committed young people. This can be seen in the monitoring data shared, which sees sessions 1-3 stagnating with just six young people recruited, then increasing to 14 by session four as a result of increased efforts by delivery staff to speak to more youth workers and generally spread the word beyond the initial recruitment channels.

A number of elements of project implementation proved challenging. First, the unexpected lack of support to recruit young people from local colleges who originally seemed supportive of the project. Delivery staff put this primarily down to the **delays in receiving BSBT grant funding** and thus in the project getting started, by which point it was thought to be a potential distraction from exam commitments.

***"The project started later than what we thought, and that shifted everything back to just before exams. That was a challenge, to keep the momentum going."** – Delivery staff*

Second, **bringing young people together from various channels created unanticipated tensions**. This was thought to be due to the lack of opportunity for young people to mix before the first debate session, which was precisely what BwDHL was trying to tackle. Hence, more time was taken for staff to work with young people and create a trusting environment conducive to the achievement of outcomes. This environment not only being composed of the people present but also the physical space where young people would meet and build familiarity with.

***"It is about trust. You need to be pushed out of your comfort area, but you also need the area where you are going to come down and do the work."** – End-beneficiary*

**Ethnic diversity and gender balance** in the young people recruitment were also more difficult to achieve than the project had anticipated. As already highlighted, whilst the project recruited an ethnically diverse group of young people, it did not achieve the gender balance it sought to create in the group. The delays in starting the project may have impacted the commitment to engage and retain a diverse pool of end beneficiaries; this is as the preference was gradually given to recruitment, as opposed of continuing with the commitment to a gender balanced recruitment. It is unclear if this became a preferred approach based on the view that all young people, regardless of their characteristics, have something to bring to the group or because it was easier for the project to ensure it met its recruitment target by dropping its diversity criteria.

***“Everybody had something to bring, you just have to work with them [end-beneficiaries] and get that out. They are all affected by it [extremism] in one way or the another, so it is just making them realise that they are affected (...) you always have to be flexible and work for the worst-case scenario.” – Delivery staff***

It is unclear if this catch-all approach became a preferred approach based on the view that all young people, regardless of their background, have something to bring to the group or because it was easier for the project to ensure it met its recruitment target by dropping its ethnic diversity and gender balance criteria. When probed on where the recruitment process could be improved, **delivery staff admitted they could have benefited from a closer and more systematic working relationship with partners**, instead of relying on informal qualifying criteria based on partners’ perceptions of young people’s understanding and engagement that would lead them to being referred to the BSBT project. The project alluded to the need to define ‘harder’ criteria akin to the engagement questionnaire and showed the intention to explore this in the near future.

***“Ideally you create local youth worker partnerships and networks, unless the youth worker is on board, there may be some frictions (...) It [the partnership] looks good on paper, but when you actually deliver it, it does not always work.” – Delivery staff***

## **4.2 Mechanisms of impact**

Training on conducting focus groups and the provision of a safe environment for debate were key to the achievement of outcomes. Young people repeatedly mentioned the training provided during the first residential, and the trust they had come to develop for delivery staff and peers, as key to their ongoing engagement with the project.

***“It is not just about the youth worker. It is actually more than that and more like building a new family.” – End-beneficiary***

Key aspects of the training were deemed particularly positive. First, the **clarity and openness of the questions asked to young people during workshops and residential**s. This meant challenging young people’s perceptions about other communities to their own, but also the perceptions of their peers and wider communities

***“We asked direct questions that young people were not prepared for such as “are you racist”. One person turned around and said that they were not because they have a white friend. We then discussed how different people would perceive colour before friendship (...) We did a lot of work around looking at how we can ask questions without influencing respondents, allowing them the space to be more open, safe and answer questions without feeling that they are going to upset somebody.” – Delivery staff***

***“Overall a lot surprised me. The questions that came out were very different; we are not used to these kinds of questions and therefore having answers. The questions were very open.” – End-beneficiary***

The **role play training method** saw a duo of a delivery staff member and young person, or two young people, engaging in a conversation where the young person did not know the role that delivery staff would adopt e.g. disengaged, racist, rude etc. The objective was to create a scenario where young people would come across types of people that they would likely have to engage with in the real world. This was a useful tool for preparing young people to deal with adversity, whilst maintaining respect and composure at all times and extracting valuable insights.

*“None of them knew exactly the role the people were going to adopt. The purpose was to create a scenario where they come across people who talk over somebody else or who is racist and intolerant. And reflect on how they found it and on the situation. None of these guys [young people] have done a focus group before. It was a new experience for them.” – Delivery staff*

*“He [the youth worker] gave us different scenarios, like what kind of people we would be talking to, and how different kind of people have different opinions. And how to react to them. We were all given different scenarios and roles. One person had to be the aggressive one, but we didn’t know who. So two people will purposely argue and people had to try to prevent that and calm them down and stop them without being rude.” – End-beneficiary*

Finally, the training and familiarity built up over the course of project activity among both delivery staff and participants<sup>33</sup> helped to create a **safe space** where young people felt they could freely express themselves and explore their own views and opinions.

*“When we were talking about sensitive topics, it felt very safe. We were not being judged. It was about saying what you want.” – End-beneficiary*

**Project structure:** The schedule of debates sessions and two residentials was deemed suitable for the realisation of outcomes. This was for three main reasons. First, keeping the momentum going with young people meeting each other and reinforcing the familiarity built-up between them. Second, the project delivery staff gradually communicating their expectations to participants with a series of sessions and spoken recaps leading to follow-up activities (see table 1.1). Third, bringing the learning into practice - residentials enabled young people to plan the focus groups they would hold, the lines of enquiry and the media of the toolkit (e.g. video).

*“The first residential was about getting to know each other, our views and opinions. Then the second residential was about bringing it all together and produce the video that we made.” – End-beneficiary*

**Co-production with young people:** The project is based on a ‘bottom-up’ co-productive approach and belief that young people themselves know how best to communicate with their peers and/or the wider community. The project offered a platform for young people to get their voices heard. This led to a sentiment of responsibility and ownership among young people to see the project activity through. Attaining young people’s attention and motivation was key in the context of the project’s flexible design and shifting timeline.

*“You start here and it is fun. You have to start somewhere. For me it is here. Every week we enjoyed it and wanted to come back. When you have opportunity like this, to talk on a platform, to talk about stuff like that, it brings the best of you.” – End-beneficiary*

Delivery staff were taken by surprise as to how committed the young people were. They saw the BSBT funding as crucial to giving the opportunity to young people to safely discuss sensitive topics and develop a more refined understanding around the issues of segregation based on religion.

<sup>33</sup> Note that the design of the project was for drop-outs not to be replaced. This was to preserve the dynamic of the group.

*“Without the BSBT project we would have not have those ideas, we would have not given those young people a chance to grow. It is surprising the growth between the first and second residentials. Unbelievable!” – Delivery staff*

## 5 Conclusions & recommendations

### 5.1 Outcomes achievement

The evaluation provides some evidence that BwDHL has successfully utilised its BSBT funding. Whilst the evaluation evidence is limited to qualitative evidence, and not all outputs and outcomes have been achieved to the same degree, the project has played a role in engaging young people in debates around extremism and improving their capacity and confidence for taking these debates into the wider community. As such, the project can be said to be delivering on outcomes conducive to the longer-term realisation of the BSBT macro-outcome *"fewer people holding attitudes, beliefs and feelings that oppose shared values"*.

The evaluation noted a strong commitment from BwDHL and young people to add further foundation to the project by securing wider stakeholders' support, such as local MPs or the council, though the evaluation timeline did not enable us to ascertain this in practice. A recommendation would be for the Home Office to keep in contact with the project to visualise the final toolkit created, assess its application by young people and immediate impact at the local community level, and assess the extent of commitment from local stakeholders (i.e. policy units, government and local authority representatives) to implementing it in the wider young people community of Blackburn with Darwen. This follow-up would help to understanding whether a video toolkit produced by young people resonates with the local community and can therefore support the realisation of counter-extremism objectives.

Another recommendation would be for BwDHL to widen the learning material to extend to all forms of extremism, as opposed of focusing on those prevalent in the Blackburn with Darwen context.

**Key successes** of the project were identified as the creation of a safe place for young people to debate sensitive issues. This relied on building familiarity between the young people participating themselves, but also young people and the delivery staff. The decision not to recruit replacements for drop-outs helped to reinforce this. Another key success was the co-production model which saw the attribution of ownership and responsibility to young people in leading the inquiry and creating the toolkit, and seeing things through to the finished product.

**Key challenges** relate to the recruitment. Although feedback indicates that the BSBT funding delays, and consequent project delays, were deemed responsible for the disengagement of colleges, a recommendation to BwDHL would be to engage with more diverse set of recruitment channels – that is beyond main local colleges and instead work with smaller educational institutions, youth groups and community leaders. Exploring alternatives to recruitment can also be explored and supported by the BSBT Community Coordinator and the BSBT network. Another key barrier may also exist in the gender recruitment of equal ratios of female and male. More consideration ought to be given to 'pull-in' arguments that attract both genders to take part. Finally, assuming BwDHL seeks to continue recruiting groups of diverse young people, a final recommendation is to consider religious diversity on an equal par with ethnic and gender diversity. This would support the recruitment of a diverse group of young people in multiple domains (religion, ethnicity and gender) which may bring richer debates going forward. To ensure the project is appealing to all, targeted messaging around the project would need to be created thereby ensuring that the marketing and engagement approach are equally appealing to all<sup>34</sup>.

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<sup>34</sup> Note that it is unclear if the project actually wishes to continue working with a gender and ethnically diverse pool of young people.



## 5.2 Sustainability of the project

*“I think they [young people] had some very open conversations around issues of segregation, race, extremism, religion and they now feel empowered to have these conversations. They have come to us and said they want to do more of this work.” – Delivery staff*

With young people showing enthusiasm to pursue the project, BwDHL faces funding and capacity problems. Indeed, with just two members of staff and one volunteer youth worker, its future delivery may be in jeopardy unless a full-time member of staff can be recruited, specifically in the three to four months prior to the start of academic year. This is because colleges and youth clubs need to plan and embed the project into their teaching/delivery schedules which are prepared in the spring-summer preceding the September start of the academic year. In addition, engagement work with the BSBT CC and/or BSBT network will demand time and resources that should not come at the expense of developing the programme. Provided capacity issues are addressed, two points for improvements should be addressed to ensure sustainability:

- **Engagement with wider stakeholders** who can provide critical feedback on the toolkit and further its dissemination at the local level. A key recommendation would be for BwDHL to further engage with the local BSBT Community Coordinator to explore opportunities that the Blackburn BSBT network may be able to offer; both in terms of youth charities/clubs, but also political engagement to discuss the toolkit, the learnings and application beyond the project.
- **Learning feedback loops** should be more formally integrated into the project design and ongoing delivery. This is to ensure the project retains its relevance with wider stakeholders and young people (linked to the co-production aspect). Feedback loops must be more systematic, and learnings communicated to young people and staff in order to add clarity as to why certain activities are adjusted, others dropped, or new ones created.

## 5.3 Replicability of the project

There is limited evidence to suggest the project is replicable at a national level. The highly contextualised extremism issues present in Blackburn renders the project unique in its content. Yet, in terms of approach, there are a few key elements that could be transferred to other local counter-extremism projects seeking to work with young people:

- **Consideration of the socio-economic context** with projects giving extensive attention to the local context in which they operate, and the prevalent types of extremism or harms in the area. Projects may have to adjust the content and delivery style of the workshops and/or residentials to target their end beneficiaries.
- **Setting up of a coherent series of engagement and enrichment activities** with clear continuity between them. This is key to retaining the commitment of young people who must be clear from the outset as to what the project is about, the time commitment required and expected contributions from participants.
- **Consideration for the school timetable** is crucial, as is preparing in the previous academic year. Waiting for the beginning of the academic year may result in reluctance from headteachers and teachers to change their learning frameworks and lesson plans.

- **Engagement with schools/colleges' representatives** would ensure that the project is fully aware of academic/exam timelines and can arrange around that as soon as possible, therefore minimising the risk to recruitment later.
- **Co-production design** with young people gives them the platform to share views, but also responsibility and ownership to lead and complete the project.

## 5.4 Scalability of the project

Unless funding/resource constraints are resolved, it is not advisable for the project to scale up. An alternative model to consider could be securing further partnerships with local organisations and/or local authorities who could support the promotion of the project, young people's engagement and recruitment, whilst BwDHL concentrates on the project design and recruitment of expert facilitators for enrichment activities such as workshops or residentials.

*The findings from this IDPE will be integrated into the overall analysis and synthesis of the wider BSBT programme in order to establish to what extent the project as a whole has contributed to fewer people holding attitudes, beliefs and feelings that oppose shared values.*

# Appendices

# Appendix 1: Methodology and technical note

## 6.1 Evaluation Methodology

The evaluation methodology presented in this report ranks at Maryland Scale level I - this means the evaluation draws on post observations only. Post observations relate to the qualitative consultation with young people (focus group), delivery staff (joint interview) and the BSBT Community Coordinator. These occurred in July 2018 once the toolkit was being created. Conclusions drawn by the consultations were further substantiated by monitoring information shared by BwDHL and the BSBT Community Coordinator.

### Strengths and weaknesses of the evaluation design

#### Strengths

- The consultations give a good coverage of the key target audiences. The focus group with young people was composed of six people, two females and four males.
- The evaluation encompasses monitoring information data providing an additional source of evidence.

#### Weaknesses

- The Maryland Scale could have been improved with the inclusion of the standard BSBT PPS, which is designed to get a more quantitative read of end beneficiaries' views pre- and post- intervention. Ipsos MORI did not receive completed questionnaires, and thus has not been able to include the data in its analysis (noting that quantitative interpretation would have been limited anyway, given the – at best – sample size of 16 that could have been achieved).
- The evaluation timeline did not permit the further exploration of impact once the toolkit had been finalised and disseminated to wider stakeholders and local authorities' representatives. This limit the evidence around further research activities that the young people may have carried out and the extent to which learning feedback loops may have been integrated into the final toolkit.
- The evaluation timeline limits the assessment of outcomes achievement to evidence relating to the debate sessions and residencials. Hence, although young people and delivery staff may allude to the production of the toolkit, comments cannot be corroborated with the (non-existing) evidence.
- The evaluation did not seek to explore young people's personal circumstances beyond the elements of enquiry in the focus group (e.g. background, length of time living in Blackburn). Obtaining information on personal backgrounds would have enrich the understanding around the personal understanding young people had on extremism with the latter confined to one type being Islamophobia. Such information would have also helped to understanding the perceptions that young people's network and communities have on Blackburn with Darwen. And whether the type of extremism in the area is solely Islamophobia, with the issue being segregation around religious lines or whether other types of extremism prevail.

## 6.2 Interpretation of findings

Qualitative research is illustrative, detailed and exploratory. It offers insights into the perceptions, feelings and behaviours of people rather than quantifiable conclusions from a statistically representative sample. Much of the evidence in this report is based on participants' recall and their perceptions of local issues. It is important to remember that even though some perceptions may not be factually accurate, they represent 'the truth' to the participants and, as such, are vital in understanding their attitudes and views, and thus the effect and impact of the project on them.

Qualitative data is extracted from notes inputted into an analysis grid where all feedback is systematically inputted. There is one grid for each type of audience consulted. The grids follow the structure of the topic guide enabling the identification of relevant quotes for each element of the outcomes and process evaluation. Quotes in this report are verbatim and are provided for illustrative purposes only. They have been anonymised.

## 6.3 Outputs and outcomes achievements

Ipsos MORI undertook a reason-based assessment of the project's success in achieving its intended outcomes based on consideration of the evaluation evidence generated. There are five measures that this assessment can take and that have been consistently applied throughout the individual project evaluations for BSBT. These measures are based on the definitions below.

**Table A1.1: Definitions of achievement measures**

Achievement measure	Definition
Not achieved	There is no evidence to suggest that the output/outcome has been achieved
Partially achieved	There is some evidence to infer some of the output/outcome may have been achieved. For outcomes, this may refer to a direction of travel that may lead to the outcome realisation but does not tangibly support its achievement. Or it may refer to diverging results in the quantitative and/or qualitative data collected.
Achieved	There is evidence to conclude that the output/outcome has been achieved. Both the quantitative and qualitative data confirm outcome achievement.
Exceeded – outputs only	This refers to output where monitoring information shows projects exceed their target outputs.
Inconclusive	There is no sufficient, or contradictory, evidence to provide a suitably robust assessment of outcomes or outputs.

## Appendix 2: BwDHL engagement questionnaire

The questionnaire in Figure A2.1 was used by BwDHL to ascertain young people's views towards Blackburn with Darwen, key issues facing the borough and opinions on these key issues. It was used to inform the young people selection into the project based on the views expressed i.e. showing an understanding of local issues and extent to which young people think they can and should be doing something at the local level.

**Figure A2.1: BwDHL BSBT young people's engagement questionnaire**

1. Do you think Blackburn and Darwen is a good place to live? If so why? If not, why not?
2. How would you describe yourself?
3. Are there types of people you avoid in school, youth group or your community? If so why?
4. Do you think people from different backgrounds living in the borough mix a lot?
5. How confident are you about mixing and taking part in activities with young people from different backgrounds?
6. If someone asked you what are the 3 things that come into your head when they say the word "extremism" what would they be?
7. Do you think extremist behaviour and actions happen in Blackburn and Darwen? If so can you give examples?
8. Do you think young people from Blackburn and Darwen might get involved in violent extremism? If so why? If not, why not?
9. What do you think young people would get out of getting involved in violent extremism?
10. Through this project we want to give young people the opportunity to share their views and recommendations on issues that are important to you with decision makers like people from the Council, Police etc. How confident are you that they will take on board your feedback?
11. Do you think that Council leaders and/or leaders of voluntary organisations would be willing to work with young people to address issues that are important to you? If so why? If not, why not?

## Appendix 3: Description of project activities

Table A3.1 provides an extended description of debate sessions, residential and toolkit workshop sessions.

**Table A3.1: Extended description of the BwDHL BSBT project activities**

	Content
Session 1	Introduction to the project and setting ground rules. What do young people understand by extremism and radicalisation? What are types of violent extremism? What do we think are the causes?
Session 2	Understanding how we identify as part of a community or identity group – Circle exercise on majority/minority groups, Shape game to show how we tend to divide into different identity groups and to show how we can be influenced by the need to belong. Understanding inter-group tensions
Session 3	Watched Panorama programme on Blackburn – White Fright – used as discussion tool to see what the group thought about it and what would do differently if they were filming it. Images of Britain exercise to understand what they see as British, take part in British Citizenship test and gain their thoughts on it. Identity exercise to discuss idea of cultural identity and four corners exercise to explore diversity.
Session 4	Recap session for new members to the group – older members share their learning on each of the topics covered to date and show the Panorama programme.
Session 5	Fake news and busting myths – looking at sources of news, use of propaganda, how to spot fake news.
Session 6	Preparing for the residential – short session covering requirements for the residential, expectations of what we would like to cover and setting ground rules.
Residential	Day 1 - session on action research techniques and understanding community engagement. Activity on interview techniques – use of open and closed questions. Role plays to gain experience of dealing with difficult conversations/non-cooperative participants. Session establishing questions that they would want to ask community members to gain their understanding on segregation in Blackburn and its impact on community cohesion.
	Day 2 – Fun activities in morning. Session agreeing where they would want to hold focus groups for consultations – venues, times, support and equipment needed. Session covering how they would want to create the toolkit – discussed developing a film based on Panorama film using a Gogglebox format – giving opportunity for people to reflect on what they are watching and ask questions and recreate key scenes within the documentary based on the knowledge gained through focus groups.
Session 7	Recap on work covered in the residential. Allocated focus groups across different schools and youth groups to members of the group with support of the staff team. Emails sent out to relevant teachers and youth leaders. Reviewed Panorama programme and looked at issues raised and how these related to personal experiences.
Session 8	Sharing of feedback from individual focus groups delivered by members of the group. Identification of key issues raised and views around segregation in the borough amongst young people. Group given task to interview important adults in their lives (family, teachers, youth workers etc) to understand their views and what has changed in the last 10 years.
Session 9	Feedback between members of the group on interviews with adults. Identification of key themes on what has changed and what the key issues are. Group then used this feedback and that from young people focus groups to decide on the key topics they wanted to cover in the filming on the upcoming residential.
Residential	Both days spent preparing scenarios for inclusion within the film and actual filming. Fun outdoor activities built in across both days as teambuilding activities.
Session 10	Editing the film and filming additional footage.

Session 11	Reviewing the film and editing. Deciding on what topics the leaflet accompanying the film needs to include and drafting the leaflet.
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## Appendix 4: Attendance

Table A4.1 shows the number of young people attending each debate session and residentials. Participants are identified by a reference number and have their gender and ethnicity indicated. Data shows that on average each person attended 10 sessions (including the residentials). It also shows the initial low numbers of recruited young people (sessions 1-3) which was rectified by the delivery team when diversifying the project outreach beyond Blackburn College and going through youth workers' networks, community centres and further schools and colleges. As such, attendance picks up at session 4 and remained high thereafter.

**Table A4.1: Young people' attendance data**

Participant	M/F	Ethnicity 1	Ethnicity 2	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Residential	Session 7	Session 8	Session 9	Residential	Session 10	Session 11
1	F	White British		1	1	1	1	1	1	1	1	1	1	1	1	
2	M	White British		1	1	1	1	1	1	1	1	1	1	1	1	1
3	M	White British		1	1	1	1	1	1	1	1	1	1	1	1	1
4	M	British Asian	Bangladeshi	1	1	1	1	1	1	1	1	1	1	1	1	1
5	M	White British		1	1	1	1	1	1	1	1	1	1	1		1
6	F	White British		1	1	1	1	1	1	1	1	1		1	1	
7	F	British Asian	Pakistani				1	1	1	1	1	1	1	1	1	1
8	F	British Asian	Pakistani				1	1	1	1	1	1	1	1	1	1
9	M	British Asian	Bangladeshi				1	1	1	1	1	1	1	1	1	1
10	F	White British					1		1	1	1		1		1	
11	M	British Asian	Indian				1	1	1	1	1	1	1	1	1	1
12	M	British Asian	Pakistani				1	1	1	1	1	1	1		1	
13	M	British Asian	Pakistani				1	1	1	1	1	1	1	1	1	1
14	F	White British					1	1	1	1	1	1		1		1
15	M	British Asian	Bangladeshi					1	1	1	1	1	1		1	
16	M	British Asian	Pakistani								1	1	1	1	1	1
			<b>Total attendance</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>14</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>14</b>	<b>11</b>

## Appendix 5: Research tools

### Discussion guide: Delivery staff

Thank participant for taking part.

Introduce self, Ipsos MORI.

*Text in italics denotes interviewer instructions.*

#### Introduce research

- We are conducting an evaluation of Blackburn with Darwen Healthy Living project as part of the Building a Stronger Britain Together, to find out how well it is working and how it can work better.
- The discussion is completely voluntary and they are free to decline to answer any question or to stop the interview at any time. They will be at no advantage or disadvantage as a result of their decision about taking part.
- Talk through participant information sheet (read this through if necessary). Make sure that they understand all of the details of this and if they're prepared to go ahead.
- Reiterate voluntary nature of interview and they are at no advantage or disadvantage if they decide to take part.
- Reiterate confidentiality and anonymity – any data they provide will be shared with the Home Office at a project level as part of the results of this evaluation but this will be anonymised. We will protect their identity as far as possible but it may be possible to identify them in outputs due to the small numbers participating.
- Ask their permission to record the conversation, ensuring that all recordings are securely stored and research team are the only people who will listen back to the recording.
- Ensure participants have ticked 'yes' in the consent form for the group discussion to be tape recorded.
- Turn on recorder.

*Interviewers should note that not all delivery staff will have knowledge/be able to respond to all sections of the guide.*

#### Background and intro

- Background, role, how long they have worked at/with Blackburn with Darwen Healthy Living
- Role in relation to BSBT project
- Previous/ wider involvement in counter-extremism work or safeguarding/ vulnerability work
- Knowledge of the BSBT programme: what do they think BSBT is about?
- Overview of local counter-extremism work in the area

#### Developing the project

*Much of this section has already been covered in detail at the first telephone consultation with the project lead; ensure you have read notes from these interviews and cover anything missing / revisit uncertainties discussed last time.*

- What is the need for the project in their local area? How was this identified/ evidenced?
- Designing the project: who involved, how was it developed (*was the project designed with the BSBT programme aims in mind – or was a pre-existing project idea adapted to meet BSBT criteria*), how was the target audience determined?
- What was the basis for deciding how best to meet the needs identified? Any evidence of effectiveness of the planned approaches?
- How did they think their project would contribute to delivering the government's CE strategy?
- Had the project run previously (with different funding)? Was this project adapted/developed from one previously run – or was it a completely new venture for your organisation?
- Applying to BSBT: motivation to apply, application process
- Contact and support from BSBT Community Coordinator: frequency, extent of involvement and support
- Contact and support from the UK Community Foundation: frequency, extent of involvement and support
- Contact and support from any other local experts or stakeholders in CE, vulnerability and safeguarding activity e.g. Prevent coordinators?

- Anything that went particularly well/ badly; any learning they would share with others about project scoping and applying for funding?

### Recruitment and referral process

- What approach to recruitment and referral was used on the project? *Probe on marketing material used.*
- What proportion of their project participants were already engaging with the organisation before the BSBT project started?
- How easy or difficult were any referral processes? Did they work with any external stakeholders? Why them, how did that go?
- Were any assessment / qualifying criteria used on the project? If so, what and why? *Probe on the engagement questionnaire.*
- What improvements could be made to the recruitment and referral process?

### Delivering the project

*Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section*

- To what extent have project activities been delivered and received as planned? *Probe on the residential – did that go as planned, why not?*
- Anticipated challenges faced in project delivery: attrition, project content, logistics. If yes, how have they overcome these challenges?
- Any unanticipated challenges to project delivery? How did you manage these?
- If working with partners for delivery, how well has this worked?
- [If responsible for project finances] Has funding received allowed you to complete all activities outlined in the application form? Was the budget planning accurate?
- What changes – if any – would you make to project delivery if you were running it again?

### Logic model

#### Outputs

*Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section. Please refer to the outputs section in the project logic model.*

- Have outputs been as expected? How/ why not?
- What system are used to monitor output delivery? What is monitored (recruitment, attendance, demographic ect). Does BwDHL monitor this kind of information anyway?
- Have they been required to provide monitoring data to UKCF/ HO? How easy has this been? Any particular challenges.

#### Outcomes and impacts

*Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section. Please refer to the outcomes section in the project logic model.*

- To what extent do they feel that the project addresses the issue or problem identified?
- What do they think some of the benefits of the project been on:
  - o Young people
  - o BwDHL
  - o The local area
  - o Counter-extremist narrative
  - o
- To what extent do they think the project has met/realised their expected outcomes? *Ensure that each of the outcomes identified in the logic model are discussed in full*
- Have they identified any unexpected outcomes as a result of the project?
- What are some of the challenges the project has faced?

- What do they think the longer term impact of the project will be?
- What needs to happen to ensure the project has a legacy in the local area?
- To what extent could the project be replicated?
- To what extent could the project be scaled up?
  
- What are the anticipated longer-term impacts of the project (if any)?
- What do they think would have happened without the project and BSBT funding? Would have the project occurred?
- What were the particular strengths and any weaknesses of the project?
- What learning would they apply if they were running the project again?

#### Wrap up

- What is the biggest difference they think the project has had on them, participants and their local community?
- Anything else they would like to add about delivering the BSBT project

Thank and close.

## Discussion guide: Young People

Thank participant for taking part.

Introduce self, Ipsos MORI.

*Text in italics refer to interviewer notes.*

### Introduce research

- We are conducting an evaluation of the Blackburn with Darwen Healthy Living as part of the Building a Stronger Britain Together, to find out how well it is working and how it can work better.
- The discussion is completely voluntary, and they are free to decline to answer any question or to stop the interview at any time. They will be at no advantage or disadvantage as a result of their decision about taking part.
- Talk through participant information sheet (read this through if necessary) with both the service user and the case worker (if applicable). Make sure that they understand all of the details of this and if they're prepared to go ahead.
- Reiterate voluntary nature of interview and they are at no advantage or disadvantage if they decide to take part.
- Reiterate confidentiality and anonymity – we will protect their identity as far as possible, but it may be possible to identify them in outputs due to the small number participating.
- Ask their permission to record the interview, ensuring that all recordings are securely stored under the Data Protection Act and the research team are the only people who will listen back to the recording.
- Turn on recorder.

### Introduction [5 mins]

*Be aware that participants come from a range of different backgrounds; it may not be appropriate to ask service users who they live, or whether they work.*

- Tell me a bit about yourself – what they do day-to-day
- How long have they lived in the area?

### Recruitment [5-10 mins]

*Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section*

- How did they hear about Blackburn with Darwen Healthy project?
- What made them want to join?
- How did they join the activities i.e. opt-in, email register etc – were they invited to join, or did they proactively seek out the project?
- How easy was it to sign up?
- Have they taken part in or received any support from Blackburn with Darwen Healthy before? If yes - when did it start/ is it ongoing? What type of activities/ support? Frequency of support/ activities?

### Participation [10 mins]

*Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section*

- What activities have they attended and why these ones?
- Did anything surprise them about the project?
- Are they experiencing any difficulties in taking part in the project, and how much of a problem were these e.g.
  - o Language
  - o Travel
  - o Associated costs
  - o Location of project activities
  - o Timing of activities/ clashes with other responsibilities e.g. work, childcare
  - o Adverse reactions of other family members or of friends or others in their network
- Did they participate in the project with existing friends? If yes – how important was this in encouraging them to participate?
- Do you feel they could talk freely? Do they feel supported?

- What do they enjoy most about taking part in the project?
- What do they like the least about taking part in the project?
- 

### Outcomes [15-20 mins]

*Please refer to the outcomes identified in the outcome framework/logic model. The below are a set of example prompts – please only use these if you think relevant to your project.*

- Do they feel confident participating in debates with peers of diverse backgrounds?
  - o Why/why not?
- Do they feel able to question the news and the media? PROBE EXAMPLES
  - o How?
  - o Why is it important
- How confident are they for talking about extremism:
  - o Generally/in own community
- What do they think British values are? Do they feel accountable for them? How?
- What do they think of extremism, their roles and that of other people?
- What do they hope to gain from taking part in the project? What skills/knowledge are they hoping
- EXAMPLE PROBES:
  - o Do they feel you have improved your confidence in taking part in debates If so, how?
  - o How able do they feel to use public services if you need them? Probe on the NHS, Social services, council services, the police
  - o Do they think this event has changed how they feel about yourself?
  - o Do they think this event has changed how they feel about other people in your local area?
- What do they think would happen if they were not part of the project?

### Impact [5 mins]

*Please refer to the impacts identified in the project logic model. The below are a set of example prompts – please only use these if you think relevant to your project.*

- Do you think you will do anything differently as a result of taking part in this project/event/ activity? this event?
- EXAMPLE PROBES
  - o Feeling confident to challenge prejudice and discrimination expressed by peers and/or other members of the community
  - o Higher level of trust in other communities

### Wrap-up [5 mins]

- What do you feel could be improved about this event?
- Would they recommend the project to others?
- Anything else they would like to add about taking part in Blackburn with Darwen Healthy Living?

**Thank and close.** *Ensure service user takes participant information leaflet with Ipsos MORI contact details.*

## Discussion guide: Wider stakeholders

*Text in italics denotes interviewer instructions.*

### Introduce research

- Thank participant for taking part.
- Introduce self, Ipsos MORI.
- We are conducting an evaluation of Blackburn Youth Zone and Blackburn with Darwen Healthy Living projects as part of the Building a Stronger Britain Together, to find out how well it is working and how it can work better.
- The discussion is completely voluntary and they are free to decline to answer any question or to stop the interview at any time. They will be at no advantage or disadvantage as a result of their decision about taking part.
- Talk through participant information sheet (read this through if necessary). Make sure that they understand all of the details of this and if they're prepared to go ahead.
- Reiterate voluntary nature of interview and they are at no advantage or disadvantage if they decide to take part.
- Reiterate confidentiality and anonymity – all project level data will be shared with the Home Office. We will protect their identity as far as possible but it may be possible to identify them in outputs due to the small numbers participating.
- Reiterate that the information you provide will contribute to the evidence used by the Home Office to understand the impact of the BSBT programme, which may then feed into recommendations for future rounds of funding or support to your group
- Ask their permission to record the interview, ensuring that all recordings are securely stored under the Data Protection Act and the research team are the only people who will listen back to the recording.
- *Turn on recorder.*

### Background and intro

Ask about:

- What is your background
- Please describe your role in relation to both projects
  - o Support – type, frequency, wider stakeholders
- Please describe your involvement in counter-extremism work – with each project, collectively (if applicable) and the area level.
- Overview of local counter-extremism work in the area

### Awareness and knowledge of project

*Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section*

- How and when did they first hear about the organisation and project?
- What is your understanding of
  - o Radical tackling
  - o Blackburn with Darwen Healthy Living (*Why? Objectives? What activities? For whom?*)
- What is your view on how the project was set-up?

### Perception of the project rationale and scope and relevance

- To what extent do you agree there is a need for the project? *Why?*
  - o What particular local problems is the project addressing?
  - o Is the project engaging the right participants/clients? *Why?*
  - o How well does the project fit with the local context? *Why?*
- How does BSBT/counter-extremism work fit with their objectives?

### Outcomes and impacts

*Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section*

- To what extent do you feel Radical Tackling addresses the issue or problem identified? How about BwDHL?
- What do they think some of the benefits of the project been on – *differentiate between both projects*
  - o Service user/participants
  - o The organisation delivering the project
  - o Your organisation
  - o The local area
  - o Counter-extremist narrative
- Have you identified any unexpected outcomes as a result of 1) Radical Tackling 2) BwDHL?
- What do they think the longer term impact of the project will be on participants, local area? *differentiate between both projects*
- What needs to happen to ensure the project has a legacy in the local area? *differentiate between both projects*
- Is there an ongoing need for the project or similar ones? *differentiate between both projects*
- How replicable and scalable do they think the project are?
- What do they think would have happened without the projects and BSBT funding?
- Is there any learning you think could be applied to similar projects in future?

#### Project delivery

- What do you think were any particular strengths or weaknesses of the 1) Radical Tackling 2) BwDHL?
- What are some of the delivery challenges 1) Radical Tackling 2) BwDHL has faced?
- How well did different organisations partner in order to deliver and/or disseminate 1) Radical Tackling 2) BwDHL?
- What do they feel was achieved as a result of 1) Radical Tackling 2) BwDHL?
  - o What was the impact on them?
- Anything else to add?

Thanks and close.



## 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.