



Home Office

Building a Stronger Britain Together

Evaluation of BSBT delivery in Stoke-on-Trent

June 2020



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Executive summary

Introduction

This report provides findings from an evaluation of the Building a Stronger Britain Together (BSBT) funded activity in Stoke-on-Trent¹. It also provides an in-depth understanding of how the BSBT programme works to tackle extremism at the local level and how it links with other work being carried out locally in countering extremism.

Stoke in context

Stoke on Trent is made up of a series of isolated communities which is partially historic, but also driven by the topography of the area which includes six dispersed towns. These factors and high levels of deprivation² have been seen to contribute to the existence of a number of extremism related issues such as concerns in relation to far right (FR) and Islamist extremism (IE), and a steady increase in reported hate crime within the city. Stakeholders, project leads, and beneficiaries have cited the existence of segregation amongst communities, from different ethnic groups, within towns and between individual towns as a contributing factor. The need to promote community cohesion to **increase a sense of belonging and civic participation at the local level** within Stoke was therefore crucial. This perceived lack of understanding of other cultures and beliefs and intolerance towards others within Stoke, means that BSBT activity needs to focus on ensuring **fewer people holding attitudes, beliefs and feelings that oppose shared values** and the development of **more resilient communities**.

Contribution of BSBT

Although it has not been possible to make a definitive assessment of the impact BSBT has had within Stoke, there is indication that the BSBT funded activity has made a contribution to countering extremism (CE) in Stoke. PPS data suggests some progress in addressing **limited cohesion between different ethnic groups in contiguous communities**, for example, there was an increase in those stating people from different ethnic backgrounds in their local area got on well together. There was less success in cross city collaboration. Any evident progress was driven by the Synergy Group, a local network group set up by the Community Coordinator (CC) to promote partnership working across the city. This has facilitated networking opportunities whilst also increasing the capacity and capabilities of organisations involved in the Synergy Group. Evidence of tackling specific extremism issues is stronger among projects **addressing FR narratives** in communities where this was evident, but less so for **IE**, due to an inability to engage with Muslim communities. Funded projects, working predominantly with **young people** (aged up to 21 years), improved participants' understanding and tolerance of others and their critical thinking skills. There was however, no adult engagement due to projects pulling out, which left a gap in delivery.

¹ Funding activity includes a Community Co-ordinator (CC), network activity, 3 projects – *RESIST* (New Vic Theatre), *A room with a viewpoint* (PiCL), *Well-versed* (BARTs); a campaign – *Join the Club*, Stoke City FC

² Stoke is ranked 14th out of 326 LAs on the Index of Multiple Deprivation.

What works for Stoke

The evaluation identified elements of delivery within Stoke which worked well to address community cohesion and to a lesser extent counter extremism.

Ensuring that the CC is established in the local area. Previous experience of working in the area, with a range of statutory agencies and CSOs, and supporting delivery with vulnerable groups aids the development of a network of contacts. This facilitates partnership working with non-funded and funded BSBT projects enabling better reach across the city.

The formation of a local networking group, with BSBT and non-BSBT membership organisations, that aligns to national BSBT network events This provides a forum for local organisations to share ideas and build partnerships in providing CE activity.

Engaging diverse audiences. The evaluation was limited to short term impact, but when BSBT projects workshops did engage individuals from different ethnic communities, within the locality, there was a noted positive impact in those who hold attitudes, beliefs and feelings that oppose shared values. Schools were best placed to identify these individuals, and workshops facilitated by experienced staff, meant young people could learn about other cultures and beliefs, which aided increased tolerance and respect for others.

Key learnings for BSBT

The profile of BSBT locally is important in engaging certain target audiences. There was little evidence that BSBT projects engaged successfully with Muslim communities. These communities have negative perceptions of Prevent and/or the Home Office and drew parallels with BSBT. This can create barriers in the recruitment and engagement of target audiences. Project delivery staff considered 'extremism' as an inappropriate word when trying to engage individuals and communities. Projects therefore modified their language, potentially weakening messaging related to CE. Raising the profile of the aims of BSBT and highlighting its distinction with programmes such as Prevent will aid community engagement. Adopting a co-production approach, both locally and nationally, to delivery design between the projects and participants may further assist, whilst also generating better links and ownership of local communities to tackling CE.

Alignment of funded delivery to local needs. There was a delivery gap of projects which tackled IE, the disconnect among Stoke towns and projects for adults. The CC is essential to identifying local needs, target audiences and relevant projects that can deliver in the CE space. Their established local networks means they are best placed to identify gaps in CE work or opportunities to build on existing projects. They should, therefore, be involved in identifying the project range for the area. The importance of supporting grass-roots organisations, whose delivery is often seen as being more aligned to local need, was raised by stakeholders in aiding their ability to respond to funding opportunities.

The timeframe for delivery should be sufficient to enable the building of a lasting legacy. The one-year period for project delivery is considered by the CC and delivery staff to be insufficient to deliver long-term impact. Building strong links and relationships within insular communities takes time. Likewise, time is required to allow approaches to evolve and be flexible in response to the needs of a target audience. This also strengthens an organisations ability to sustain any positive changes made longer term.

1. Counter extremism context in Stoke-on-Trent

1 Introduction

Building a Stronger Britain Together (BSBT), launched by the Home Office in 2016, is an integrated programme of work designed to counter extremism³. It supports civil society and community organisations across England and Wales to create more resilient communities, stand up to extremism in all its forms and offer vulnerable individuals a positive alternative, regardless of background. It has three overarching objectives, which are to achieve:

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

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

As part of this evaluation, the Home Office wanted to acquire a more in-depth understanding of how the BSBT programme works to tackle extremism at the local level. The evaluation was designed to assess the delivery of BSBT across three local authority areas⁴ in order to:

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

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

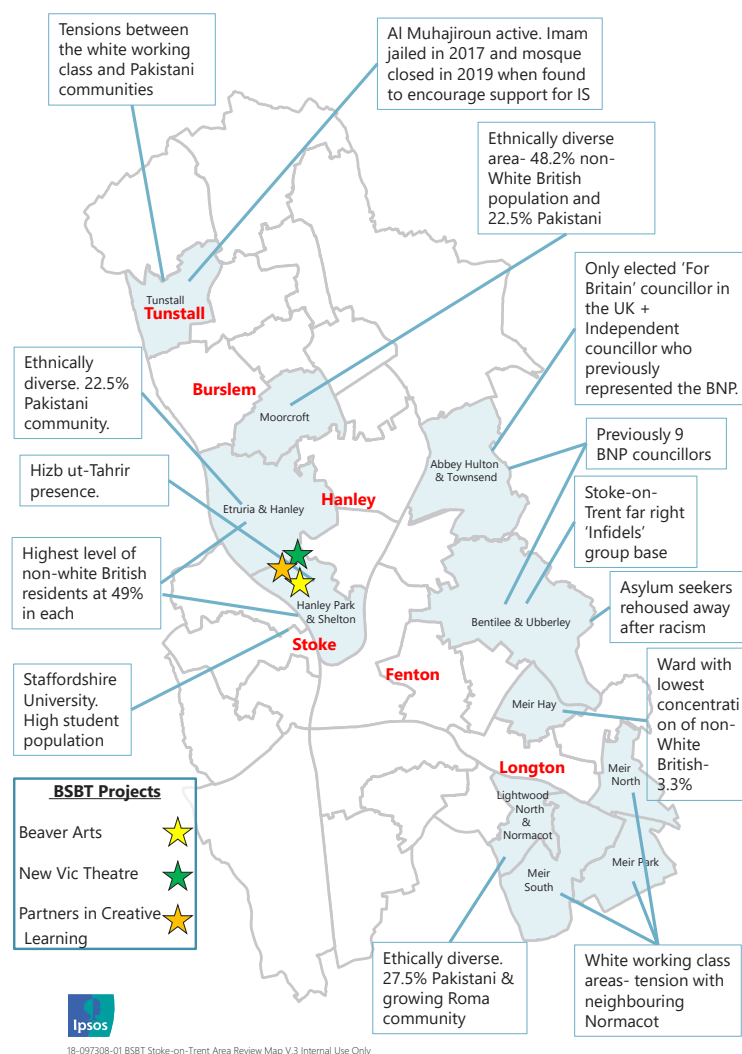
⁴ The three local authority areas selected were Stoke-on-Trent, Birmingham and Tower Hamlets

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

1.2 The Stoke-on-Trent context

Research⁵, supported anecdotally by local BSBT delivery staff, has implied that industrial decline and economic deprivation has led to a loss of identity within Stoke-on-Trent. The famous potteries which the city legacy is largely built upon have all but vanished – and those which still exist rely less on local labour as they do on modern technology. Furthermore, Stoke-on-Trent residents have poor infrastructure in the city and a lack of employment opportunities. The Community Coordinator spoke of how these factors in combination are seen to contribute to individuals in the local community becoming more vulnerable to groups which offer them a sense of belonging. Figure 1.1 maps these issues onto the six main towns that make up Stoke-on-Trent.

Figure 1.1: Illustrated map of Stoke-on-Trent



Source: Ipsos MORI

⁵ Hart, Elizabeth (2008) An ethnographic study of industrial decline and regeneration in the UK

Stoke-on-Trent's six towns

Stoke-on-Trent's geography has created isolated communities. Both the BSBT Community Coordinator and a stakeholder involved with delivering BSBT activity in Stoke-on-Trent described how the geography of the city has led to insularity. This was seen to be driven by the city being split into six separate towns, many of which are deprived areas, with very little cohesion existing between them and the communities that reside in the towns. Jon Fairburn from Staffordshire University business school described the "incredible parochialism in the six towns from local residents... for them Hanley may as well be Paris".⁶ Communities which are insular and isolated are likely to be more vulnerable to extremism. With little opportunity to mix with other communities, prompting a lack of understanding of other cultures and beliefs alongside limited employment opportunities are all seen as contributing to poor cohesion and segregation in the city.

"The make-up of Stoke-on-Trent is obviously the six towns. Six very distinct towns. They've got their own identity. People see Hanley as the town centre but that's a falsehood, I don't think people do see that. I think locals see where they live as just as important" (Stakeholder)

Ethnicities that make up Stoke-on-Trent

Stoke-on-Trent is less ethnically diverse than the average for England and Wales, but the BAME population which does exist is segregated from wholly white communities and from each other. In total, 91.7% of the Stoke-on-Trent population was born in the UK, higher than the English average of 83.5%⁷, and 88.5% identify as white, slightly higher than the average of 86%. The only BME group which has a higher than average population in Stoke-on-Trent is Pakistani/British Pakistani (4.2% identify compared to 2% average, and 1.7% of the population was born in Pakistan vs England 0.9%).

The insularity across the six towns in Stoke have resulted in limited interaction between diverse communities and a potential lack of understanding of other cultures and beliefs. The map (figure 1.1) identifies where tensions between different areas have developed due to the concentration of different groups. A study on preventing violent extremism in the UK by Public Health Wales discussed how segregation in the UK has decreased in recent years, bringing potential improvements to community cohesion and breaking down definitions of communities by geography⁸. Where insularity persists in Stoke-on-Trent, it can therefore be seen as a persistent barrier to community cohesion.

"It's a completely segregated city. We have areas which are completely white and we have areas which are completely Asian, mainly Muslim... It's a city that is not meeting, is not communicating together. It's a very segregated and split city" (Stakeholder)

⁶ <https://www.bbc.co.uk/news/uk-england-stoke-staffordshire-23163683>

⁷ ONS Census, 2011

⁸ Preventing violent extremism in the UK: Public Health Solutions, Public Health Wales

Stakeholders described how some Muslim communities who settled in the late 1960s/70s from specific regions in Pakistan and Kashmir were historically isolated. They were further polarised by rising Islamophobia since the early 2000s and became the target of far-right narratives. The Community Coordinator discussed how some communities felt ostracised, leading to anti-establishment narratives gaining traction in some communities. This was further fuelled by the suspicion of some people towards Local Authority or government endorsed strategies (linking to viewpoints perceiving the Prevent programme to disproportionately target Muslims, discussed later in this section). One non-BSBT stakeholder withdrew a youth outreach community project in a Muslim area of Stoke. This was an early intervention and prevention project engaging deprived young people through sport, but it was opposed by the community because they felt they had not been consulted or involved in the planning of the project. Opposition also came from local drug gangs and a leader from the local wing of Hizb-ut-Tahrir. The stakeholder noted that in the past ten years, isolation and suspicion of outsiders had grown in this area due to people feeling that the local authority were not consulting or communicating with them on initiatives.

“We had to go back to the funders and say, ‘There’s a piece of work that’s not been done here, and that needs to take place before we can deliver anything. And it’s best if it’s done in a co-designed way with the community. So, you’re actually meeting what their needs are, the needs that they’re coming up with, rather than our assumptions’. One particular person said to us, ‘We don’t mind people coming into the community so long as you communicate, but also you need to be walking around and getting to understand the community and be visual, but be accessible as well’” (Stakeholder)

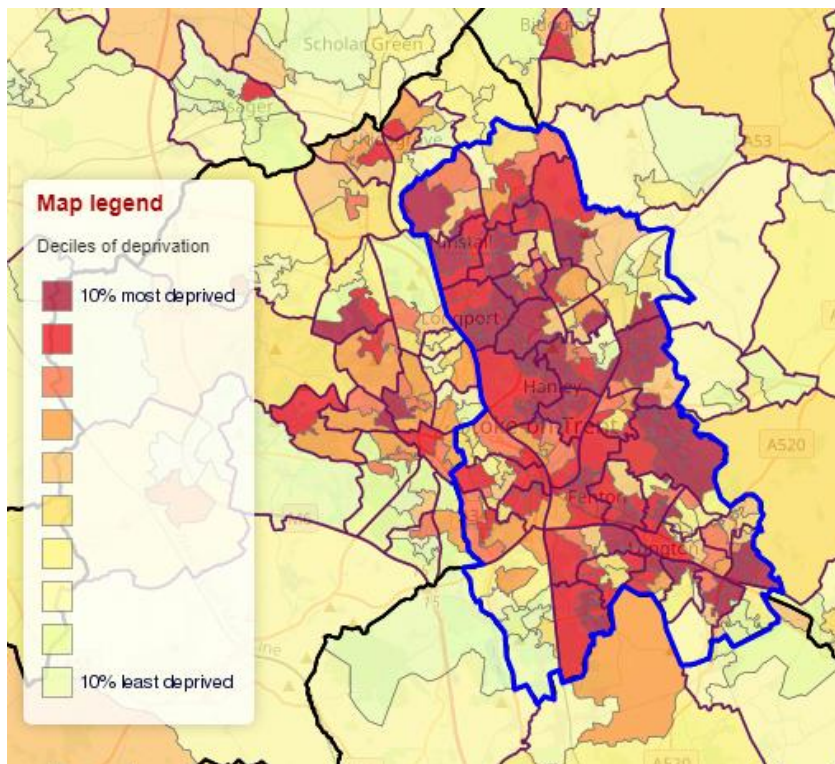
The Community Coordinator reported that Stoke-on-Trent lacked mainstream Islamic community organisations who were involved in formal counter-extremism partnerships. They cited other cities such as Birmingham as having more established Muslim organisations such as Tell MAMA overtly involved in counter-extremism. Without this precedent in Stoke-on-Trent, Islamic organisations which were publicly involved in counter-extremism risked damaging their reputation and impacting their existing activities.

Since 2011 there has also been a significant rise in white migration from EU communities. These migrants often settle in inner city and established BME communities, which according to a stakeholder (based on their experience of working in the area) has caused tensions. The Community Coordinator reported that divisions have also arisen through youth violence and gangs in neighbouring areas. Due to the separation of communities and the ‘othering’ of people from different ethnic groups, these gangs were composed of one ethnic group (white/South Asian/Eastern European). Tensions between these groups arose from gang rivalry but could lead to racial or religious narratives targeting rival gangs and further contributing to the divisions between communities. The geography of Stoke-on-Trent discussed earlier in this section is a key factor in the presence of these gangs, as is deprivation.

Economic deprivation within Stoke-on-Trent

Stoke-on-Trent is one of the most deprived cities in England, ranked 14th out of 326 LAs, with 53% of the population living in areas among the top 10% most deprived in the country. Furthermore, 23.5% of children in Stoke-on-Trent live in low-income households⁹ compared to 16.6% in England. In total, 20.5% of pupils received free school meals in 2017 compared to 13.9% nationally. Austerity has also increased deprivation and reduced community services. A review by Dialogue About Radicalisation and Equality (DARE) on quantitative studies on inequality and radicalisation found that socio-political inequality has a greater link to vulnerability to extremism than economic inequality¹⁰. Nevertheless, a study on preventing violent extremism in the UK by Public Health Wales identified perceptions of unfairness and inequity between communities as drivers of unrest¹¹.

Figure 1.2: Levels of deprivation in Stoke-on-Trent (local authority delineated by blue line)



Source: Department of Communities and Local Government/ OpenDataCommunities.org

The NOMIS labour market profile of Stoke shows that in 2018, 68.8% of those aged 16-64 were in employment (full or part time), compared to a higher GB average of 75.1%. In total, 6% were unemployed compared to 4.2% in GB. This corresponds with job density being lower in Stoke-on-Trent than the GB average: 0.75 vs 0.84 in GB. The British Council discussed how unemployment among young people contributes to 'Waithood' where growing up is suspended, decreasing young peoples' resilience to extremism¹².

⁹ where income is less than 60% of median household income before housing costs

¹⁰ http://www.dare-h2020.org/uploads/1/2/1/7/12176018/systematic_review_final.pdf

¹¹ Preventing violent extremism in the UK: Public Health Solutions, Public Health Wales

¹² Building Resistance to Violent Extremism, Sheelagh Stewart, British Council

Lower job density has also been seen to be influential in promoting far-right narratives, with blame being attributed to certain groups for 'taking jobs'. For example, the rise in EU migration can feed these narratives due to competition for low wage jobs in established white working-class communities. However, BSBT grant funded delivery staff also described how white EU migrants can simultaneously be racially targeted by far-right narratives, but also whilst sympathise with other far right narratives such as Islamophobia. Jon Fox from the London School of Economics and Political Science discusses how some Eastern Europeans in the UK can employ racist structures as a form of integration¹³, but there is also significant evidence that Eastern European communities in the UK are the victims of xenophobic narratives portraying them as taking jobs from British workers, particularly following the EU referendum.¹⁴

The labour profile also reveals that there is a low wage economy in Stoke-on-Trent (the gross weekly pay is £478 compared to £571 in GB). There is also lower than average rates of qualifications (40.6% of working age adults are educated to NVQ3 and above compared to 57.8% in GB, 13.4% have no qualifications compared to 7.8% in GB, and 28% of young people go into higher education compared to 37% nationally). Linked to this, DARE found that data on Western European contexts showed that Islamic radicalisation was more common among less educated individuals (and those with a lower economic status). There was also evidence in some studies between lower education and far right radicalisation, indicating that lower levels of education in Stoke-on-Trent could be another risk factor for both forms of extremism.

Key extremism-related challenges in Stoke-on-Trent

Stoke-on-Trent's context in relation to its historical identity, geography, ethnic makeup and socio-economic composition combine to increase vulnerability to several extremism-related challenges seen to exist in the city. Informed by desk research and qualitative consultations with relevant local stakeholders¹⁵, the following issues were identified. These are not ordered based on a perceived level of risk:

- **Rise of Islamist extremist groups¹⁶** such as Hizb-ut-Tahrir (HT) and Al-Muhajiroun. HT is an international, non-violent organisation with a mission to establish an Islamic caliphate. The organisation has a presence in the city, through it being home to several influential party members and establishing venues that

¹³ Pathological integration, or, how East Europeans use racism to become British, Jon Fox, 2017, <https://onlinelibrary.wiley.com/doi/abs/10.1111/1468-4446.12337>

¹⁴ Racism and xenophobia experienced by Polish migrants in the UK before and after Brexit vote, Alina Rzepnikowska, 2017, <https://www.tandfonline.com/doi/full/10.1080/1369183X.2018.1451308>

¹⁵ Stoke-on-Trent BSBT Community Coordinator, Prevent Lead, and local stakeholders,

¹⁶ The phrase 'Islamist extremism' is used in this report to refer to individuals and organisations espousing views promoting extreme and violent interpretations and pursuits of Islamic ideology. However, the issues associated with this term are recognised, with opposition to the term due to it risking the delegitimization of Islam.

provide youth activities, football and martial arts clubs. They are also very active online.

“In some areas where we know there’s HT influence which has grown, because they took over youth clubs basically in places like Stoke, it’s increased hugely” (Stakeholder)

Al-Muhajiroun is a proscribed Jihadist organisation which has seen a reduction in its influence as a result of being proscribed in 2006 and the imprisonment of its former leader Anjem Choudary in 2016. In 2017, an Iman in Tunstall was jailed for 6 months for encouraging terrorism and supporting IS in his sermons as part of Al-Muhajiroun. During the process of this evaluation, Stoke-on-Trent became a centre-point on the national discussion of Islamist extremism. In November 2019 Usman Khan, who was born and raised in Stoke-on-Trent, carried out a knife attack in London killing two people. He was radicalised by Anjem Choudary, and by Yemeni-American cleric Anwar al-Awlaki¹⁷. Another factor in his radicalisation appears to have been experiences of his experiences of racism in Stoke-on-Trent¹⁸.

- **Rise of far-right extremist groups**, particularly street protest groups such as Britain First and the Stoke-on-Trent Infidels. These groups have particular influence in Bentilee (an area of Stoke where there has been issues with racism and hate crime). Other groups include For Britain and the Knights Templar, with some individuals involved in multiple groups. Islamophobia is a key feature of these groups. Despite the Infidels having a significant online presence, garnering support through this medium, one stakeholder in Stoke-on-Trent suggested that the presence of Britain First was the biggest concern due to its financial backing and its more strategic approach in attempting to unify the far-right in the city.

“When you look at the far-right in a place like Stoke we’ve been saying for a long time it becomes part of the wallpaper. Unless it’s a particular hate crime or an act of violence it’s very prevalent. We want to be clear we’re not talking about whichever political opinion someone is on but we were working in predominantly white only areas where the far-right have had an impact, young people were holocaust denying, they were even recently talking about online Neo-Nazi groups” (Stakeholder)

Issues related to far-right extremism have continued to persist within the past year. In the 2019 local elections for Stoke on Trent City Council, three candidates stood representing UKIP and three representing For Britain (with one as an incumbent). One of these candidates, however, the City Independent councillor formerly representing the BNP, retained her seat in the same ward with the largest vote

¹⁷ <https://www.theguardian.com/uk-news/2019/nov/30/usman-khan-cobridge-stoke-on-trent-neighbours-shock>

¹⁸ <https://www.judiciary.uk/wp-content/uploads/JCO/Documents/Judgments/r-v-usman-khan-others.pdf>

share. She is now a Deputy Lord Mayor in line to become Lord Mayor at the end of 2020.¹⁹

- **Increase in hate crime** - while data is not available at a city level, Staffordshire Police reported that the number of hate crimes more than doubled between 2014/15 and 2017/18; with 1,752 reports of hate crimes in 2017/18 compared to 864 in 2014/15.²⁰ These figures show that hate crimes spiked after the Brexit referendum and the 2017 general election, in line with national trends. Of hate crimes recorded between January 2014 and April 2019, 73% related to race, and 21% related to religion, however further detail on this is not provided.
- **Wider issues** - through initial discussions with the local BSBT Community Coordinator, wider extremism related issues were identified. This included evidence of **anti-Semitism** against the small Jewish community in the city and the presence of an **anti-fascist** group in the city 'NorSCARF'. The latter is not an extremist group, but reportedly could have done more to promote community cohesion by collaboratively working with the Community Coordinator to organise events rather than running them independently. This has raised tensions in the past, for example, they held a rally near a football match being attended by some fans known to promote racist and far right views. The Community Coordinator stated that this risked further raising tensions between these groups.

Historical interventions in Stoke-on-Trent through Prevent

In 2017/18, in response to radicalisation concerns, four Prevent²¹ projects were funded in the area, all with the primary objective of countering all forms of terrorism through building resilience, either with young people or the wider community. By 2018/19 this number had reduced, with two Prevent projects being funded in the city. The *Game On* project ran by the Reveal Theatre went into schools to develop pupils' critical thinking skills by exploring the context behind religion, racism and extremism. The *Safe Space Group* delivered several initiatives including workshops to explore issues such as gangs and social media with safeguarding professionals. The project also worked with mosques in the Shelton area of the city to provide youth engagement training and delivered a *Channel Positive* message campaign to local communities with the purpose of raising awareness of Channel in these communities.

Channel is a joint initiative between Stoke-on-Trent City Council, Staffordshire County Council, Staffordshire Police and their partners. They aim to identify vulnerable individuals through referrals and interventions, safeguard those vulnerable to being radicalised, and

¹⁹ <https://www.stokesentinel.co.uk/news/stoke-on-trent-news/what-kind-message-sending-diverse-2901963>

²⁰ <https://www.stokesentinel.co.uk/news/stoke-on-trent-news/huge-increase-hate-crimes-reported-2365936>

²¹ <https://www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism#appendix-2-Prevent>

provide early intervention to protect and divert individuals from risks.²² The Staffordshire Prevent Team investigate referrals for concern around possible radicalisation and vulnerability to being drawn into terrorism. *Channel* is then tasked with conducting a vulnerability assessment and developing an appropriate support package for the individual. If an individual is not accepted into the *Channel* process, they will be referred to alternative support such as that provided in schools or social care.

The delivery of these initiatives in Stoke had resulted, according to some stakeholders interviewed, in some Muslim communities feeling unfairly targeted by national and local government programmes. These viewpoints were seen to particularly link with the Prevent programme and perceived disproportionality in targeting Muslim communities. In turn this was seen to be fuelling Islamophobia, as reflected in the quote from Qurashi, an academic from the University of Staffordshire, who describes how “the Prevent strategy has been at the forefront of disseminating and normalising Islamophobia across society”.²³ Stakeholders believe that this has resulted in suspicion among some in the Muslim community to wider government programmes of work, such as BSBT. The Community Coordinator reported that whilst initially BSBT was not regarded with the same level of suspicion, this changed due to publicity through a 5Pillars article and opposition from HT in Stoke-on-Trent. The structures within the council also reinforced a perceived link between BSBT and Prevent, with the Prevent Coordinator overseeing the delivery of the Prevent strategy, the Community Cohesion strategy (and the Community Cohesion manager), and counter-extremism through the BSBT Community Coordinator. The Community Coordinator spoke of the Local Authority trying to resolve these issues by distinguishing between the objectives of Prevent and BSBT, partly through distinguishing between the teams, not collaborating on events and initiatives, and through the Community Coordinator’s discussions with local communities. This is discussed further in chapter 3.

1.3 Identified “needs” of Stoke-on-Trent to be addressed by BSBT

After a review of the historical context described above, five “needs” have been identified within Stoke-on-Trent which may need to be addressed to counter-extremism. These are presented in the table below and whilst not exhaustive, are a collective representation of the needs identified through the evaluation. They are presented according to perceived order of need.

²² Safeguarding People who are vulnerable to being drawn into Violent Extremism and / or Terrorism in Staffordshire & Stoke-on-Trent

http://webapps.stoke.gov.uk/uploadedfiles/D19_Joint_Prevent_Channel_Guidance_v10_Final.pdf

²³ <https://www.nature.com/articles/s41599-017-0061-9>

Table 1.3: Identified needs in Stoke-on-Trent

Needs	Description
Stronger cohesion between different ethnic groups	The above context review and interviews conducted with stakeholders and beneficiaries have identified little interaction between white working-class communities, South Asian communities (particularly the Muslim communities) and Eastern European communities. Social cohesion and a better understanding of the cultures and beliefs of different groups was also identified as an outcome to be achieved by several of the funded projects.
Stronger cohesion between six townships across Stoke-on-Trent	Unique to Stoke-on-Trent, it was identified that better cohesion could be established amongst the six town centres that make up the city. This in turn could help build a stronger civic-wide identity that was currently lacking across the six towns, as described in the context review.
Addressing issues of far-right extremism	The evaluation has identified far-right extremism as a concerning issue in Stoke-on-Trent. Any counter-extremism activity in the local area should look to respond to this issue.
Addressing issues of Islamist extremism	The context review and interviews with stakeholders have identified the need for counter-extremism activity to address Islamist extremist ideology in Stoke. While this need is not unique to Stoke-on-Trent there are local issues that BSBT should look to address. Specifically, there was a need to build trust within Muslim communities so that members of this community can willingly participate in BSBT activities, and involve Islamic community organisations in counter-extremism efforts.

Addressing extremism issues with diverse age groups	There was a need for counter-extremism activities to be offered to diverse age groups. Stoke-on-Trent suffers from high levels of deprivation. Those unable to find employment or economic stability can also be vulnerable to extremist ideologies. This affects all adults and there was evidence of gatekeepers within Islamic communities specifically, determining what community activities should and should not be embraced. Younger adults (late teens and early 20s) are also a vulnerable group in Stoke, as they face low skills employment and economic uncertainty, which is a key issue in the area. Secondary school children and young adults are still in the process of developing their identity and potentially more impressionable to the views of family and friends which was particularly evidenced by teachers and stakeholders in areas of Stoke with established white, low income communities.
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1.4 BSBT supported activity in Stoke-on-Trent

The following is a brief description of BSBT related activity delivered in 2019/20. Further detail on the impact of these initiatives in addressing the needs of Stoke-on-Trent are provided later in the report.

BSBT grant funded projects

Three projects based in Stoke-on-Trent, received BSBT funding in 2019/20 and form part of this evaluation. An overview of the delivery of each are summarised below.

Table 1.4: IDAE BSBT grant funded projects

Project	Delivery organisation	Brief project description
RESIST	The New Vic Theatre	Community based organisation aimed at increasing understanding and resilience to extremism, exploring identity and relevant local issues using community workshops and the development of a docu-play which was toured to schools in the city. The on-street workshops engaged adults, with additional workshops run with young people and adults, and the school tour. Overall the project reached children and young adults aged 12-21 years old.
Well Versed	B Arts	Planned to inspire and support a new generation of young cultural leaders using performance events, creative sessions and mentoring. The age range of participants was 9-19 years old.

Project	Delivery organisation	Brief project description
Room with a viewpoint	Partners in Creative Learning (PiCL)	Promoted discussion, critical thinking, tolerance, and the development of skills through creative art sessions with 3 groups of young people. The audience reached were aged 11 -16 years old.

There were also two projects which were initially successful in obtaining BSBT funding but withdrew from the BSBT programme for differing reasons. One project, Staffordshire North & Stoke-on-Trent CAB '*Bringing Stoke Together*', withdrew as the project lead considered the reduced timeframe for delivery to be unworkable. The second project, *Stepping Stones*, withdrew from the BSBT programme after receiving negative responses from several residents and organisations in the community about BSBT being too closely associated with the Home Office and the Prevent scheme (this is discussed further in the report).

Campaign

Alongside the BSBT funded projects, a pilot campaign was also delivered in Stoke-on-Trent. *Join the Club* was a content series that visited football clubs and saw the club, its traditions and the local community through the eyes of a die-hard supporter. Its intended outcome was to bolster a sense of pride and belonging to the local community, thus reducing volatility towards far-right extremism. Stoke City FC was part of this initiative which began in late 2019. This evaluation includes high level findings from the *Join the Club* campaign in Stoke-on-Trent.

The Community Coordinator

The BSBT Community Coordinator acted as a focal point for the delivery of BSBT projects within the area. They had extensive knowledge of the area and were well connected to organisations on the ground, both BSBT and non-BSBT funded, building trust with them over time, and often with groups that have been critical of BSBT due to its perceived association with Prevent.

The Synergy Group

The BSBT network provided events and training which were co-ordinated at a National level and available to BSBT stakeholders in Stoke. Whilst the Community Coordinator made use of some aspects of this national network, it was largely superseded by their establishment of a local network, known as the Synergy Group. Membership included both granted funded and non-BSBT organisations responsible for delivering counter extremism, safeguarding and community cohesion work. In addition to the three BSBT funded projects, there were faith, community and service-oriented organisations, the Local Authority, Staffordshire University, Keele University, the police, the safeguarding board and the City Faith Leaders Board. This stakeholder engagement forum allowed for a more collaborative approach to coordinating counter-extremism and community development work in Stoke-on-Trent which was open to a range of organisations.

The Synergy Group provided opportunities for members to share knowledge and experience, whilst also fostering partnership working and opportunities for joint funding. The Community Coordinator shared training opportunities being delivered through the national BSBT network²⁴ with the group, arranging for non-BSBT funded organisations to also attend. At these meetings, information about progress with the BSBT funded projects and non-BSBT funded work relating to counter extremism was shared. This enabled the BSBT Community Coordinator to gain an oversight of non-BSBT activities but to also provide information about local issues, such as the origin of the 2019 London Bridge attacker and how the Synergy Group could support individuals and groups in the aftermath.

The Community Coordinator also stated that he was working with other local stakeholders who did not want to be associated with the BSBT network or the wider Synergy Group due to their perceived association with Prevent. This hampered a coordinated approach to counter-extremism in the city as the network did not benefit from their involvement, however the Community Coordinator was still able to support them on an individual basis. For example, through training opportunities such as crisis management and communications training run by M&C Saatchi, and the work done by the Counter-Extremism Unit after the 2019 London Bridge attack. This discrete activity allowed the Community Coordinator to engage new organisations who could use the training in their community work.

IKS

Whilst opportunities to apply for BSBT In-Kind Support (IKS) were available in Stoke-on-Trent, no applications were made, as has been the case across all BSBT funding rounds. The New Vic had hoped to apply for IKS to support them to develop videos to be shared on social media, however, delivery staff reported that they did not have the time to complete the application in the detail required.

²⁴ The role of the national BSBT network is to bring together BSBT supported groups and provide events and training to help these projects tackle counter extremism.

2. Evaluation Approach

2.1 Objectives of the Stoke-on-Trent area evaluation

This report presents findings from an evaluation of the contribution made by BSBT funded activity, between January 2019 and January 2020, to countering extremism in Stoke-on-Trent. The evaluation sought to assess the role BSBT has played in working with wider local efforts to counter extremism. To determine the contribution made by BSBT, the range of BSBT activities (funding local projects, local campaign, establishing a local Network and the provision of a Community Coordination) were assessed, alongside understanding the nature of non-BSBT activity and insights from wider stakeholders.

In reviewing the perceived impact of BSBT activities in Stoke, the evaluation assessed the extent to which the three BSBT grant-funded projects have been able to reach their intended project participants, implement planned activities, and ultimately achieve their intended outcomes and address counter extremism needs in the area.

2.2 Methodology

The evaluation approach for Stoke-on-Trent is built around the BSBT area level logic model (see appendix 1) which shows pathways through which BSBT is expected to deliver activities and achieve intended outcomes. This activity is framed by the contextual issues of Stoke-on-Trent that BSBT activity sought to address. Within this, consideration is also given to non-BSBT counter extremism activity being delivered in the local authority. The model details intermediate and longer-term (micro) outcomes that are hypothesised to ultimately lead to the delivery of the three high-level (macro) intended outcomes of the BSBT programme:

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

Further detail of the evaluation methods and delivery to date is provided in Appendix 1. The evaluation adopted a mixed methods approach, including both qualitative and quantitative data collection, detailed below.

Quantitative data

The project participant survey (PPS), a standardised pre and post survey, was the only quantitative data collection tool used to inform this evaluation. The PPS measures changes in attitudinal statements relating to BSBT outcomes. The data collected through these questionnaires has been used to assess and report on the impact of the grant funded projects on individual beneficiaries and are aligned to the BSBT outcomes. Two types of PPS surveys have been used:

- 1) Two of the projects returned twenty-two matched pre-and post-questionnaires completed by beneficiaries at the start (pre) of the project and then a second survey (post) at the end of the project. Unmatched questionnaires could not be used. These questionnaires allow for comparisons to be made regarding beneficiary attitudinal changes at the start and end of their engagement in these projects;
- 2) Two projects also returned ninety-six combi questionnaires completed by beneficiaries. The combi survey includes the completion of both pre- and post-questions *after* the intervention in one questionnaire.

Qualitative data

A total of thirty qualitative consultations were conducted with end beneficiaries; project leads and a range of stakeholders²⁵ to inform the analysis. Focus groups were carried out with end-beneficiaries across the three funded projects, while in-depth interviews were conducted with project leads and delivery staff as well as other stakeholders (including the BSBT Community Coordinator).

Table 2.1: Qualitative interviews

Participant Type	Interviews	Focus Groups
Project Scoping Interview (Project lead)	6	
Wider Stakeholders	9	
Unsuccessful project leads	3	
Delivery Staff	3	
Teachers	1	
Beneficiaries		40

2.3 Interpretation of the data

Evidence in this report is derived and synthesised from a range of evaluation activity. An overview is provided above. Data was triangulated and analysed thematically to develop a rounded picture against the evaluation questions. When interpreting the evaluation findings, the following considerations should be borne in mind:

- Overall, it has not been within the scope of the evaluation (with data collection taking place between April 2019 and January 2020) to determine the longer-term impact of BSBT in tackling counter extremism in Stoke-on-Trent, but instead a qualitative assessment has been conducted on the possible contribution BSBT has made to wider efforts to counter extremism in the local authority.

²⁵ Stakeholders included those working for organisations delivering work in counter-extremism or community cohesion and representatives from the Stoke-on-Trent safeguarding board, Staffordshire police, the City Faith Leaders Forum, Staffordshire FA, and the national FGM centre.

- As noted, the value of qualitative research is that it provides in depth insight and detail; it does not claim to be generalisable to the whole population and should therefore be treated as indicative only.
- Where verbatim quotes are included these are used to illustrate general themes and should not be taken to represent the views of all participants engaging in BSBT activity in Stoke-on-Trent.
- Without a control group there is no way to determine the impact to beneficiaries in the absence of BSBT funding. Within the interviews, respondents were asked what they thought the community would be like if BSBT activity had not taken place within Stoke-on-Trent, however, it is important to note that these responses are subjective in nature.
- Selection bias, which is at play both in terms of who agreed to participate in the BSBT projects in the first place, and then in terms of who agreed to speak to the evaluators.
- The robustness of evaluation design was affected by difficulties carrying out qualitative interviews with beneficiaries taking part in two of the projects. This was a result of limited engagement of beneficiaries in the focus groups and logistics of agreeing fieldwork activities within restricted school timetables. As a result, quotes from participants included in this report are predominantly from one of the grant-funded projects. However, the evaluation was still able to draw on interviews with delivery staff for both these projects and teachers from one. The qualitative interviews with the participants from these two projects also increased the evaluators' understanding of the project and its impacts.
- Not all beneficiaries taking part in the projects completed a PPS survey. When interpreting this data, limitations include small sample sizes and self-selection of participants in two of the projects. Furthermore, PPS data only provides evidence for grant funded projects, meaning there is no quantitative measure of BSBT's overall impact.
- Local context has a significant impact on the outcomes of each project (e.g. local ethnic representation) and the project findings cannot be considered in isolation; there are likely to be other competing factors not identified in this report which may influence project delivery and impact.

3. Tackling Stoke-on-Trent's counter extremism needs

This chapter addresses BSBT's contribution to countering extremism in Stoke-on-Trent, by assessing the extent to which it meets the needs highlighted in the context review, specifically to:

- build stronger cohesion between different ethnic groups;
- build stronger cohesion among the six townships across Stoke-on-Trent;
- challenge the presence of Islamist extremism
- challenge the presence of far right extremism; and
- address extremism issues with diverse age groups.

Before assessing the extent to which BSBT has addressed these needs, it is useful to provide a broader context on the strategic approach taken to countering extremism in Stoke, within which BSBT was delivered.

3.1 Strategic approach to counter-extremism

This section of the report sets out the strategic approach of Stoke-on-Trent to tackling extremism; looking first at the existing public sector structure for delivery, before looking at the interplay of BSBT within this existing network.

Key public sector organisations in the city have worked independently of BSBT to establish structures to address local extremism issues, of which the BSBT Community Coordinator has been a key partner. Key bodies working together included the police, Channel (including Stoke-on-Trent City Council, Staffordshire County Council, Staffordshire Police, the Staffordshire Prevent team and partners), the Community Cohesion team (headed by the Community Cohesion officer), and the Safeguarding Children Board. For example, the Safeguarding Children Board ran mandatory WRAP training (Workshops to Raise Awareness of Prevent) for staff and planned to roll out more in-depth counter-extremism training in 2020. Other partners include the city faith leaders' forum, the head teachers' prevent panel; and local councillors who have been involved in counter-extremism sessions.

Despite this collaborative working, the BSBT Community Coordinator reported that there was a lack of local funding to support the development of initiatives to counter-extremism in the city (with BSBT offering the only counter-extremism funding), which limited the ability of organisations to deliver in this area. Examples of this included the experience of two

Prevent projects. One revealed that they had not been able to deliver in the second half of 2019 because their Prevent funding had been withdrawn. Another Prevent funded project was attempting to create leaders within communities to promote cohesion but required funding to continue. The Community Coordinator also felt that competing priorities such as deprivation and social exclusion were better funded and therefore better addressed, although elements of their offer related to counter-extremism.

The Community Coordinator

The role of the Stoke-on-Trent Community Coordinator worked well in facilitating networking and learning for both BSBT and non-BSBT projects. They contributed towards the need to create stronger cohesion among the six towns and community cohesion more generally, through the synergy group and connecting with funded and non-funded projects which aligned to local need. This is explored in further detail below:

The Community Coordinator was well established within Stoke-on-Trent. They have lived and worked in the area for nearly two decades – with both young people and vulnerable groups. This experience had also allowed close links to develop with local communities, public and voluntary sector organisations. Within Stoke-on-Trent, for example, this had enabled the Community Coordinator to build high levels of trust within various communities such as the BAME and Muslim communities, despite their reluctance to engage with the BSBT initiative.

“I think that really helps, having that really local level of knowledge and depth of understanding of issues, but more importantly having the right skills and competences to bring people together. Especially around such sensitive issues that we’re talking about.” (Stakeholder)

The knowledge and experience of the Community Coordinator within the region also enabled them to support the grant funded projects with their delivery, with the two projects who responded to the BSBT applicant survey reporting that they were helpful²⁶ in providing advice and guidance with their projects. The New Vic, for example, worked with the Community Coordinator to target areas for their workshops where there were higher proportions of people who in their view were vulnerable to extremist narratives.

“The areas that we took it into were areas that were identified with partners that had issues around lack of community cohesion or anxieties around hate crime. So, the way BSBT has been set up locally, it’s been very well networked, so, it’s not just a small number of voices but a very broad number of voices who have been part of identifying areas.” (New Vic project lead)

The Community Coordinator was a good networker. Formal and informal exchanges with a range of organisations, including those which are BSBT and non-BSBT funded, allowed them to receive information and offer support. The role was also seen as being

²⁶ Very and fairly helpful responses combined

integral to raising awareness about the BSBT programme. For example, raising awareness of BSBT funding opportunities with relevant organisations and encouraging them to apply for funding.

“We met one of the Community Coordinator within Stoke-on-Trent, and he actually introduced us to the work, and the possibilities, and there was obviously an application process. So, we met on one of his events.” (unsuccessful bid)

The Community Coordinator was key to **knowledge sharing between organisations** within the counter extremism space. A stakeholder on Stoke-on-Trent’s safeguarding board reported that their relationship with the BSBT Community Coordinator was mutually beneficial, demonstrating the importance of partnership working within this sector to minimise replication and maximise effectiveness.

“If there’s anything that needs to go out to the social workers, any information, any training, all that, he comes to me and I lead him to the right person. So we’ve got like a networking relationship.” (stakeholder on safeguarding board)

The local networking group, the Synergy Group, established by the Community Coordinator allowed the BSBT Community Coordinator to gain an oversight of non-BSBT activities²⁷, and encouraged partnerships between organisations working in areas of counter-extremism. The benefits of this group and networking opportunities it provided were acknowledged by the BSBT grant funded projects.

An example of such **partnership working** is the way in which the New Vic and Port Vale FC were able to find commonality in the work they were doing. They planned to implement a project on racism in football, however, this had not been funded at the time of reporting and had been delayed due to the postponement of UEFA Euro 2020.

“[The Community Coordinator through the Synergy Group] has been instrumental in linking in different groups, diverse groups, in churches, to the Mosque, to the YMCA, and to schools and colleges, and I’ve got to know him over the time that he’s been up here, and he has shown me a number of his projects” (Unsuccessful bid)

The BSBT Community Coordinator was also able to **provide information** via the Synergy Group about local issues (as well as national such as the case of the November London Bridge terrorist attack). The group enabled the Community Coordinator to provide timely advice and recommendations to local organisations on how to deal with these issues and their concerns.

“I think the benefits are that there’s a central point where those issues can be voiced. And those concerns can be voiced. And multi-agency teams can act appropriately. You know, an information exchange. That’s really important.” (stakeholder)

^{27/24} Through the attendance of stakeholders who led and delivered work in community groups and community facing organisations relating to extremism or community cohesion

Whilst the group was successful in bringing a range of organisations together in addressing counter extremism, the Community Coordinator acknowledged that there were still gaps in the membership of the group. Despite efforts on their part, there were still some stakeholders seen to be delivering counter extremism projects that were not part of the Synergy Group.

“You need to let us know what’s going on, what sort of work’s happening... There’s lots of great work that’s going on but even though we did apply for it, we don’t really hear much about what’s gone on, who actually got the grant and how we can connect in.” (Unsuccessful project)

3.2 BSBT and non-BSBT projects addressing local extremism needs

This section looks at where projects, both BSBT and non-BSBT, attempted to deliver against counter extremism needs within Stoke-on-Trent.

Build stronger cohesion between different ethnic groups

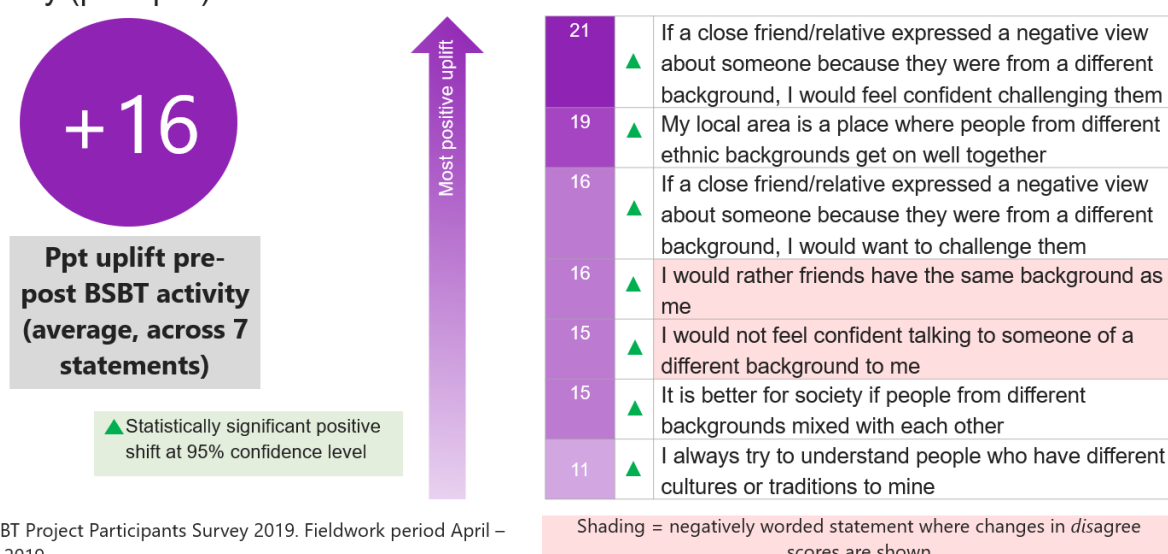
To address counter-extremism in Stoke-on-Trent, there is a need to increase cohesion between different ethnic groups, particularly among white working-class communities, South Asian descendant communities and Eastern European communities. See section 1.2²⁸ for context.

PPS data illustrated in Figure 3.1, shows there is some evidence that BSBT grant funded projects in Stoke-on-Trent went some way towards addressing this need within Stoke. Across seven key indicators relating to tolerance, respect and cultural understanding, there were significant positive shifts in opinion. The most positive changes were seen in participants’ confidence to challenge a friend or relative if they expressed a negative view about someone because they were from a different background (21 ppts), and their view that in their local area people from different ethnic backgrounds got on well together (19 ppts).

²⁸ Section 1.2 *Ethnicities that make up Stoke-on-Trent*, page 7

Figure 3.1: PPS data related to cohesion within communities

Uplift only (post-pre)



Source: BSBT Project Participants Survey 2019. Fieldwork period April – December 2019.

Q16, 13, 18, 19, 12, 10, 20. How much do you agree or disagree with the following statements?

Base: Varies by statement, min (36) max (95)

These positive outcomes are linked to two of the three projects (PiCL and the New Vic theatre) who brought different groups of individuals together to participate in project activities. This was seen to help challenge existing prejudices amongst participants. Project activities, including hearing from external speakers such as an asylum seeker, sought to encourage participants not to judge people or discriminate. Project participants spoke of how their view of their community expanded to include people from different backgrounds who were less ‘different’ than they initially thought.

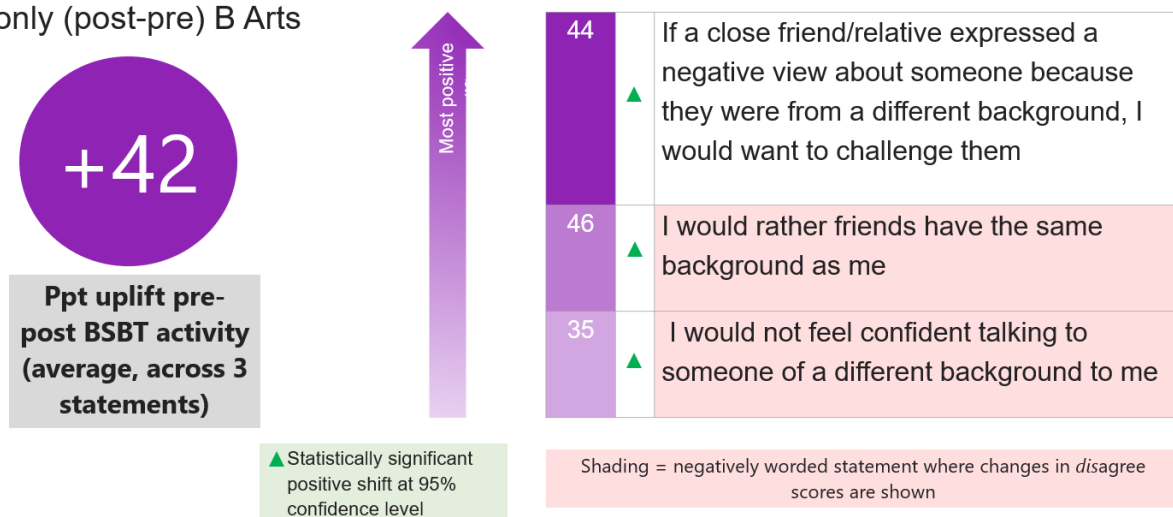
“I had an encounter with an Asian lad in year seven and, for me, from then, I was like all Asian boys must be like that, they mustn’t like me.... I think this [project], for me, has played a massive, massive part into understanding that everybody’s equal. Just because that one lad may do that, it doesn’t mean that the next hundred are going to do that and it’s that thing of it has brought me down now to where I’ve got a lot of Asian friends now.” (Male, PiCL)

“At the end of that workshop, they just came out and said, ‘Actually, we just need to understand each other, and be a bit more peaceful with each other.’ There’s an element of fear, I think, between groups... Where they get their information from [is] scary Facebook-type posts rather than actually going out there and having those conversations.” (New Vic delivery staff)

There is also quantitative evidence in figure 3.2, that B Arts delivery staff had been successful in challenging misconceptions of other ethnic groups. They did this through informal discussions with participants and the use of arts activities such as writing musical lyrics to get such points across.

Figure 3.2: B Arts PPS data related to cohesion within communities

Uplift only (post-pre) B Arts



Source: BSBT Project Participants Survey 2019. Fieldwork period April – December 2019.

Q18, 19, 10. How much do you agree or disagree with the following statements?
Base: Varies by statement, min (10) max (13). Low base sizes across all measures

The BSBT funded *Join the Club* campaign also aimed to improve community cohesion in Stoke-on-Trent, however the outcome was mixed. The campaign targeted Stoke City FC supporters, using a video which promoted the use of football to bring communities together. Qualitative findings from an evaluation of the campaign revealed that viewers often missed this aim, instead viewing the video as a promotional tool for the club. Nevertheless, after viewing the video, a small number discussed the importance of having a more unified community bringing together different ethnic groups. Yet, these discussions did still include negative perceptions of other ethnic groups and continued to demonstrate a ‘them versus us’ narrative.

“We’ve got to be more accepting, and they have got to get more involved in the community. Some people just want to live their lives and not get involved” (participant in BSBT *Join the Club* Evaluation focus group)

Build stronger cohesion between six townships across Stoke-on-Trent

As stated in section 1.2²⁹, there is often limited interaction not just between contiguous communities, but also across the six towns within Stoke. This insularity could be an enabler for extremist narratives amongst vulnerable people, as they lack the cross-cultural understanding needed to challenge divisive narratives that they could encounter.

There is some evidence of local (non-BSBT) organisations seeking to address community tensions across the area. Stepping Stones ran community events in some of the towns in Stoke-on-Trent, bringing together local faith groups to share a meal. In November 2019 they held a ‘Solidarity Meal’ and ran a guided tour of the City Central Mosque, seeking to challenge misconceptions.

²⁹ Section 1.2 *Stoke-on-Trent’s six towns*, page 7

One project which withdrew from the BSBT programme, had intended to develop a hate crime network for their BSBT project. If the project had been able to continue, it would have tried to bring together disadvantaged communities from across the six towns and support organisations to build intercultural and intercommunity understanding through community events. There is, however, no evidence that this project went ahead without BSBT funding.

Whilst, the BSBT Community Coordinator had a strong impact on networking and facilitating partnerships across the city (See Section 3.1 above), there is less evidence that BSBT funded projects connected communities across Stoke. This is disappointing given the increased positivity towards people from different backgrounds identified in the previous section, and which could have been exploited to bring people from different towns together.

Addressing such divides between communities was light touch through the New Vic's BSBT funded *RESIST* project, where some participating schools had issues with different groups from different communities not mixing within the school. Their on-street workshops also provided an opportunity for members of the public to speak to other people that they would not normally meet. However, these encounters were short and one-off, minimising the longer-term impact.

The New Vic's *RESIST* project also involved *Resist Champions* who took part in multiple activities to develop their understanding of counter-extremism and build their knowledge and confidence in promoting positive alternative narratives. The intention was for the *Resist Champions* to come together both formally and informally to share what they were doing and to collaborate, but this was limited by time available during the funding period.

Challenge the presence of Islamist extremism in Stoke-on-Trent

As discussed in section 1.2³⁰, the presence of Islamist extremist groups in the city (particularly Hizb-ut-Tahrir and Al-Muhajiroun) highlights a need to address the vulnerability of individuals to these narratives. **BSBT grant funded projects had sought to engage with Muslim communities, however in the main, limited engagement has been achieved.** As mentioned earlier, one reason for this was the general perception within these communities that there was a negative association between BSBT and the Home Office Prevent programme.

The Stepping Stones' *Bridging the Gap for Women* project withdrew from the BSBT programme for this reason. Local individuals within the Muslim community made these negative associations and sought to discredit the partnership. Such slander within the community would have made the success of the project untenable and they therefore withdrew. Had this project gone ahead it would have been well placed to support Muslim women and girls who could have been vulnerable to Islamist extremist narratives due to social isolation and marginalisation, and the presence of Hizb-ut-Tahrir in Shelton (where

³⁰ Section 1.2 *Key extremism related challenges in Stoke-on-Trent*, page 10

Stepping Stones is based). The project was unable to carry out this work without funding but continues to engage with the community through one-off events and its nursery, as well as participating in the Synergy Group meetings.

The withdrawal of Stepping Stones from BSBT funding, impacted on B Arts' ability to recruit participants from Muslim communities. B Arts did not have any existing relationships within these communities and was planning to tap into Stepping Stones' contacts; they therefore struggled to engage with this new audience. Again, this lack of success was due to community leaders' suspicions around the intentions of the BSBT programme, despite the Community Coordinator's best efforts to encourage these gatekeepers to get involved. The result was lower numbers of Muslim young people being recruited than they anticipated, and there was no evidence that these participants were vulnerable to Islamist extremism.

The New Vic, through the tour of the play, did reach students within Muslim communities across the city, including areas where HT is active. Workshop discussions provided the opportunity to challenge prejudiced views (such as it not being possible for Muslims to be gay), however like B Arts, there was no evidence to suggest that these students were vulnerable to extremist narratives. That said, even where vulnerabilities were not evident, the play and workshop may have challenged their views and demonstrated the power of mutual understanding over division.

Case study example

The New Vic's *RESIST* play was toured to 24 schools in Stoke-on-Trent reaching almost 4,000 people, exploring extremist views of 'everyday' people and the implications of this. The play was followed by a workshop where practitioners explored the topic of extremism through the lens of the play with participants. The play allowed viewers to see the impact of Islamophobia through one of the characters, a young Muslim girl.

"The play was like putting yourself in others' shoes, and just take a walk, feel how they feel when they are being treated like that" (New Vic participant)

"One of our key ambitions was to be able to have genuine, authentic conversations [about forms of discrimination and extremism] and I think that when people get an opportunity to make sense of the stuff that concerns them, actually express that and find a way of expressing it, I think already we've begun to change the world a bit.
(New Vic project lead)

"[The influence of the project was] seeing things from different perspectives, from like people who are being attacked from being in certain groups. You see it from their perspective and how they feel about it." (PiCL participant, m)

Another potential barrier to addressing extremism, stemmed from B Arts and PiCL being **reluctant to use the term 'extremism' with participants**, to avoid individuals who held these views feeling demonised and therefore less engaged. Instead, they chose to frame

conversations around racism and discrimination, which could be seen to undermine the extremist nature of these narratives. Nevertheless, this approach also enabled the projects to work with harder to reach groups and promote a tolerant, inclusive narrative.

Despite these extremism issues being evident in the city, there was only a handful of non-BSBT funded projects identified as part of this evaluation which sought to address issues of far right and Islamist extremism, mainly through the using of sport and art to engage those vulnerable to extremist narratives. Community groups were also active, such as youth clubs, which supported vulnerable individuals who may be at risk of extremism.

Across a sample of seven unsuccessful projects³¹, it was evident from application forms and discussions with project leads as part of the evaluation, that they sought in part to address a range of issues which would have aligned with local counter extremism needs. Of the three unsuccessful projects interviewed, two were able to deliver the work proposed at least in part. One engaged socially isolated asylum seekers in order to improve integration and strengthen relationships with other community members the fear being that that such isolation would make them a target for extremist groups looking to give them a sense of belonging. They were able to increase delivery to meet demand through additional funding, but they reported that the quality of their service was affected as they were operating at a reduced capacity. In many cases these non BSBT funded projects had a dual purpose. This project also supported service users to report hate crime and to educate people specifically about asylum seekers and refugees in addressing far-right extremist views. This reflected an incidence of asylum seekers being rehoused from Bentilee (an area in a deprived part of the city) after enduring racism from members of the community.

Challenge the presence of far-right extremism in Stoke-on-Trent

Discussions with delivery staff and the BSBT Community Coordinator suggest that BSBT grant funded projects have been more successful in engaging participants who were more vulnerable to far-right extremism than Islamist extremism.

BSBT funded projects aimed to challenge far right narratives by promoting positive alternative views through open conversations and demonstrating the impact made on the lives of those targeted by these narratives. The New Vic worked with local organisations to reach vulnerable groups. For example, they worked with a youth group in Bentilee, an area with a far-right presence and several instances of xenophobic hate crime. The young people attending the group were deemed as being vulnerable to far-right narratives, with family and friends also influencing viewpoints. The workshops gave participants an

³¹ In total, an additional 18 organisations applied for BSBT funding but were unsuccessful. Of these, seven scored 50+ in the assessment of their application (the threshold for which projects were considered as viable), and Ipsos MORI interviewed three of these organisations.

opportunity to discuss extremism in relation to their own experiences and explore alternative narratives.

There is some evidence that the New Vic and B Arts were able to develop the leadership skills of some participants, thereby potentially establishing lasting structures to continue challenging extremism beyond engagement in the projects. Of those taking part in the workshops, the PPS results showed that 72% of participants would feel confident challenging a friend/relative for speaking negatively about someone because of their background compared to 63% before. The New Vic's *RESIST Champions* took part in a range of activities that provided them with the opportunity to develop their views, equipped them with counter narratives, and built their individual sense of confidence and power to challenge extremism. The aim was for these leadership skills to be used in everyday conversations with their local community, challenging any negative views and beliefs.

Approximately ten *RESIST Champions* continued to be involved with the New Vic once the project ended. The group discussed their concerns around racism in football, and as a result contributed to the development of a project on this issue that the New Vic planned to run with Port Vale FC.. This project was unfortunately delayed due to the postponement of UEFA Euro 2020.

“All of a sudden, I hear various things [related to prejudice] that have been going on and it's given me the ability to be able to... step in and speak on a particular level that the youngsters have understood” (New Vic Resist Champion talking about being a chaperone at the New Vic)

The BSBT funded *Join the Club* campaign aimed to engage audiences known to hold attitudes and grievances aligned with Far Right narrative in Stoke, through a video hosted on Stoke City's social channels/website. Participants were asked a series of questions before and after viewing the video.

The evaluation suggested it had potential to encourage audiences to get more involved in their local football community, as a small number of participants did state that they wanted a more unified community. However, the extent to which this would translate into wider community engagement is unclear. For example, the proportion of individuals stating that “living in Stoke-on-Trent isn't something to be proud of anymore” did not change after seeing the video. Nor did the response to the statement “the establishment favours ethnic minorities rather than white British people”. This highlights that the grievances being exploited by the Far Right are entrenched and it is difficult to shift attitudes in the longer term.

As discussed under the Islamist extremism section above, there were other unsuccessful applicants which did receive funding to tackle a broad range of issues, of which Far Right extremism was one. One such project was financially supported by the Staffordshire Community Organisation: Transformation and Grace Fund. With this funding, they were able to improve their volunteer offering to support the refugee and asylum-seeking community who may have been at risk of social isolation. Through this support they

planned to create a more resilient community which felt more confident in reporting hate crime and empowered to challenge far-right narrative. They also sought to address far right extremism through challenging misconceptions of refugees and asylum seekers through volunteers and members of the asylum seeking / refugee community giving talks in schools, community groups and other interested organisations.

“We try to get them [asylum seekers/refugees] into workshops... and they’ve become mates with the local [project delivery] guys in our area. Our area’s got a lot of extremism, in Stoke-on-Trent. Both White Supremacists and some Islamist extremism as well. So it was really good to see people connecting with the community in a friendship way and that we’ve given them that opportunity, that sort of connection to connect them to local groups as well as their own community.” (Stakeholder (unsuccessful project))

North Staffordshire Campaign Against Racism and Fascism (NorSCARF) was another non-BSBT organisation which ran meetings and events challenging racism and the presence of far-right extremism in the city. This group were sometimes present at the Synergy Group meetings and had an open dialogue with the Community Coordinator.

Address extremism issues with diverse age group .

In order to address the wide-reaching nature of extremism in Stoke-on-Trent, there is a need for delivery to engage people of all ages. However, BSBT grant-funded projects in the main targeted young people and failed to engage adult age groups. The projects successfully engaged secondary school children and young adults in the city, with all three projects focused on this age group (between the ages of 11 and 21). The projects where activity took place in an academic setting (BArts and PiCL) had greatest success because there was a higher level of participation and engagement, and the opportunity for sustained engagement. The withdrawal of Stepping Stones and CAB affected BSBT’s ability to meet the needs of older age groups. Stepping Stones had planned to work with women as well as girls. The CAB’s target audience was adults (aged 16-60).

More broadly, academics from Staffordshire University interviewed as part of the evaluation also identified gaps in local understanding of the prevalence of race hate and extremism in schools and communities. As a result, Staffordshire University carried out Race Hate and Extremism World Cafes with school and college pupils in the Midlands to inform research on the subject.³² There was also collaboration between academics from Staffordshire University and the Synergy group reaching adults and young adults. Synergy group members attended and spoke about extremism at a number of student faculty and community events, and Staffordshire University academics spoke at events delivered by Synergy group partners for example events on genocide awareness.

This activity with young people is positive as the Organisation for Security and Co-operation in Europe (OSCE) found that “young people in search of a sense of belonging,

³² https://www.mmuperu.co.uk/assets/uploads/bjcj_files/BJCJ_Page_2020.pdf

purpose, and/or identity may be more vulnerable to violent extremism and terrorist radicalisation”, particularly in areas where geographic segregation is a barrier to inter-community understanding (a key issue in Stoke-on-Trent)³³. Nevertheless, an area wide approach to counter-extremism also requires adult engagement, despite the challenges associated with adults’ views being more entrenched. Community leaders and parents act as gatekeepers, within the tight knit Muslim communities of Stoke, and their endorsement and/or participation in counter extremism activity would have been a very powerful message.

Other Counter Extremist activity

Whilst it was not identified as a specific need in the context review, evidence highlights the significance of building individual resilience in facilitating community cohesion and challenging Far Right or Islamist extremist narrative³⁴. There is a positive evidence that BSBT projects increased individual resilience through improving participants critical thinking skills in order to better equip them to counter extremist narratives.

B Arts held ‘fact checking’ exercises with news and social media content, and delivery staff reported that participants had gone on to utilise this critical approach in terms of what they heard from their family and friends.

“I tried to turn a lot of the exercises into self-marketing exercises so they could understand how to twist the narrative and how a narrative could be twisted in one favour or another, and we did some work around giving them the same idea but pitching it from different angles so they could see how that shift was there.” (B Arts delivery staff)

Both the delivery staff from the New Vic and B Arts reported that participants felt that they had the power to change things in their local communities after they had participated in the projects, such as the New Vic’s *Resist Champions*, discussed earlier. This was due to their increased commitment to the issue of discrimination and racism, and the counter-narratives with which they had been equipped to confront prejudice, discrimination and extremist views that they might encounter. B Arts delivery staff perceived this to be the most significant impact of *Well Versed*, as they were able to give a voice to young people from communities in three wards in Stoke-on-Trent (neighbourhoods in Blurton, Corbridge and Shelton) that had a history of disenfranchisement from local decision making. They reported that a local councillor had heard that the project had engaged ‘hard to reach young people’ and as a result had given B Arts a small grant to support ongoing sessions and match fund a youth-led event for the wider community.

The quantitative PPS data also reflects participants’ increased sense of empowerment. There was an increase in the number of individuals who felt that they could contribute to

³³ Youth Engagement to Counter Violent Extremism and Radicalization that Lead to Terrorism, Report on Findings and Recommendations (Joint OSCE Secretariat – OSCE ODIHR Expert Roundtable), <https://www.osce.org/secretariat/103352?download=true>

³⁴ Stephens and Sieckelinck, 2020; Grossman et al., 2020; Stewart, 2018

their local area once they have participated in the projects (68% agreed pre-project compared to 78% post-project – denoting a statistically significant change).

“I think following the play, that people did feel more able to, you know, look at their community in a positive way, but also look at how they could make changes in their communities as well.” (New Vic delivery staff)

4. Conclusions

The evaluation generated an increased understanding of the local context and extremism issues in Stoke-on-Trent. The socio-economic context of Stoke demonstrates the cultural and cohesion challenges that exist in the city. These factors, influenced also by a decline in the city's industrial heritage and growing deprivation, have been seen to contribute to the emergence of extremism related issues.

The evaluation sought to explore the relationship between BSBT activity and, where possible, other work being carried out in the area in addressing CE. The evaluation identified the Community Coordinator as an effective facilitator to collaborative working, across BSBT and non-BSBT funded activity, in addressing local extremism needs. This promotion of community cohesion has gone some way to ***increasing a sense of belonging and civic participation at the local level*** within Stoke and was evidenced by the significant improvement in PPS results among BSBT project participants.

In reviewing the range of BSBT-supported activity being delivered, the evaluation assessed the effectiveness of that activity in addressing local extremism challenges. There is evidence to indicate that BSBT funded projects, which contributed to local efforts to address Far Right extremism, that may have otherwise not been possible. The impact of these projects has supported delivery against the macro outcomes ***Fewer people hold attitudes, beliefs and feelings that oppose shared values*** and ***More resilient communities***. The challenge of addressing Islamist extremism in Stoke was seen to be strongly influenced by local communities' suspicion of interventions, particularly government funded initiatives. As a result, this hindered the opportunity for BSBT funded projects to address this need.

4.1 Addressing local extremism needs

The evaluation has identified the variable success of BSBT funded activity in addressing the local extremism needs within Stoke.

Building stronger cohesion between different ethnic groups. There is evidence that the BSBT funded projects have made some progress towards addressing this need and delivered positive outcomes. Quantitative measures relating to the understanding of people from different cultures or backgrounds, challenging prejudice, and the benefits of a mixed society, improved significantly amongst participants across the three projects as measured through PPS data. However, there are many non-BSBT funded projects within Stoke which are trying to strengthen relationships between ethnically diverse, contiguous communities. So, whilst there is certainly a need for such projects, it was evident that BSBT funding was not filling a gap in provision.

Building stronger cohesion among six townships across Stoke-on-Trent. At a strategic level, the Synergy Group, which was developed by the Community Coordinator, created local partnerships across the city for both BSBT and non-BSBT funded projects. The model was a 'hub and spoke' approach, whereby the group served to facilitate networking, signposting to supportive organisations, and knowledge sharing. However, none of the BSBT grant funded projects sought to strengthen the cohesion across the six townships and there was little evidence of non-funded projects filling this gap. If further funding was available, there were clear opportunities for delivery to achieve wider reach across the city. For example, the New Vic project had the capability to bring schools and *RESIST champions* together from across the city to encourage intercommunity networking.

Challenging the presence of Islamist extremism. The BSBT funded projects did not address Islamist extremism. Two of the projects (New Vic and BArts) worked within Muslim communities, but despite engaging diverse audiences, there is no evidence that they reached individuals vulnerable to Islamist extremism. Due to the perceived negative association with Prevent and the Home Office generally, one influential project within the community felt the need to withdraw from the BSBT programme following pressure from the Muslim community they were trying to support. That said, this project does still engage with the Synergy Group, and the Community Coordinator is involved in supporting projects which do attempt to counter Islamist extremism.

Challenging the presence of far-right extremism. There is evidence to suggest that the BSBT grant-funded projects have gone some way to addressing this need. Projects engaged with communities identified as the source of far-right propaganda and project participants were selected due to their perceived vulnerability to such narratives. A range of delivery methods were used, including holding open conversations without judgement and offering positive alternative views; providing insight into the lives of those targeted by these narratives and improving participants critical thinking skills.

At a broader level, the BSBT funded *Join the Club* campaign which aimed to counter far right extremist narratives through a video promoting unity in football was considered less impactful. Whilst there is clearly a need to address this segment of society within Stoke, the campaign did not appear to change participants' viewpoints to any great extent.

Addressing extremism issues with diverse age groups. The main target audience for BSBT grant funded projects was young people, predominantly school aged, although there was some work with participants up to the age of 21. There was almost no evidence of adult engagement beyond light-touch conversations with the general public at open events. However, it is apparent that the needs of Stoke involve all age groups, therefore requiring projects to engage explicitly with diverse age groups in addressing extremism issues.

4.2 What works in Stoke and why

A Community Coordinator who is already established in the area. The Community coordinator had an existing network of contacts which meant that they were well placed to make connections across the city to support the organising of events, creating partnerships, or supporting the BSBT funded projects. Their previous work also meant that they had developed a trusted relationship with local communities.

Establishing a local network. The BSBT Community Coordinator created the Synergy Group, a local networking group, whose membership included BSBT and non-BSBT funded projects. This provided a forum for local organisations to share ideas and build partnerships to expand counter-extremism activity. It also provided the Community Coordinator with an overview of counter extremism delivery across Stoke-on-Trent. If there are future opportunities for BSBT funding, then this group is a useful tool to identify gaps in delivery, enhancement of existing projects and to assess potential BSBT applications to limit duplication of delivery in the city.

Strong criteria on how a project is going to recruit and engage with their target audience is key. The evaluation demonstrated that the differing approaches to recruitment used to deliver BSBT activity in Stoke-on-Trent had varying degrees of success. The projects which delivered within schools were better able to include young people from different backgrounds because teachers had oversight on recruitment. Projects which were reliant on other organisations for delivery, such as BArts did not have full control of recruitment, which resulted in target audiences not being reached and low levels of engagement.

4.3 Key learnings for BSBT

The evaluation has highlighted the positive contribution BSBT has made to tackling extremism in Stoke-on-Trent, however there are several areas of consideration for future CE programme development.

Learnings specific to Stoke

BSBT was negatively associated with Prevent. There were some issues with the perceived profile of BSBT by communities in Stoke-on-Trent due to its association with the Home Office and the Prevent initiative specifically. This negative perception of both was a significant barrier to delivering BSBT activity effectively. Consideration should be given to addressing these negative local perceptions by increasing the amount of communication about BSBT at a local level. More face-to-face dialogue should take place involving community organisers, the BSBT Community Coordinator and central government directly involved in funding the programme. The aim would be to reassure these community gatekeepers about the objectives of the programme, so that they may facilitate introductions and buy-in within their communities.

Schools in Stoke-on-Trent are open to the delivery of interventions on their premises. Schools within the evaluation identified a need for organisations to deliver projects addressing community cohesion and counter extremism (which contrasted from the other area evaluations carried out by Ipsos MORI where there was participation fatigue in some schools). The evaluation highlights the effectiveness of reaching young people in this structured environment and the success of delivering interventions in schools.

Learnings to tackle extremism generally

Funding of BSBT grant funded projects in Stoke-on-Trent were largely attained by organisations which had significant prior experience of writing grant applications. According to some stakeholders and the Community Coordinator, smaller organisations which may have better links within the community, but less experience in grant funding application procedures, may have been overlooked. There is potentially a need to review the way in which the Home Office carries out the application process to ensure support is available to smaller organisations with less application writing experience. The Community Coordinator provided support where they could, however additional support could include involvement from community leaders in the selection process, who will have a better understanding of local need.

Any funded delivery should align to local needs. Future funding opportunities should include a local needs assessment to ensure alignment between delivery and local needs is achieved. This relates not only to addressing extremism issues but also ensuring the engagement of relevant target audiences. The Stoke evaluation has highlighted gaps in engaging adults in BSBT counter extremism work and a need to better align with local extremism issues. Stoke-on-Trent was not identified as a priority area for BSBT funding in year four, which the Community Coordinator found disappointing. They reported that they could have brought in at least twenty applications within this next call period which may have had potential to reach a wider audience.

The timeframe for delivery is insufficient to leave a lasting counter extremism legacy. The Community Coordinator reported that the contribution of BSBT in Stoke-on-Trent has been positive in terms of raising awareness of extremism and enabling partnership working with community organisations, but the process allowed insufficient

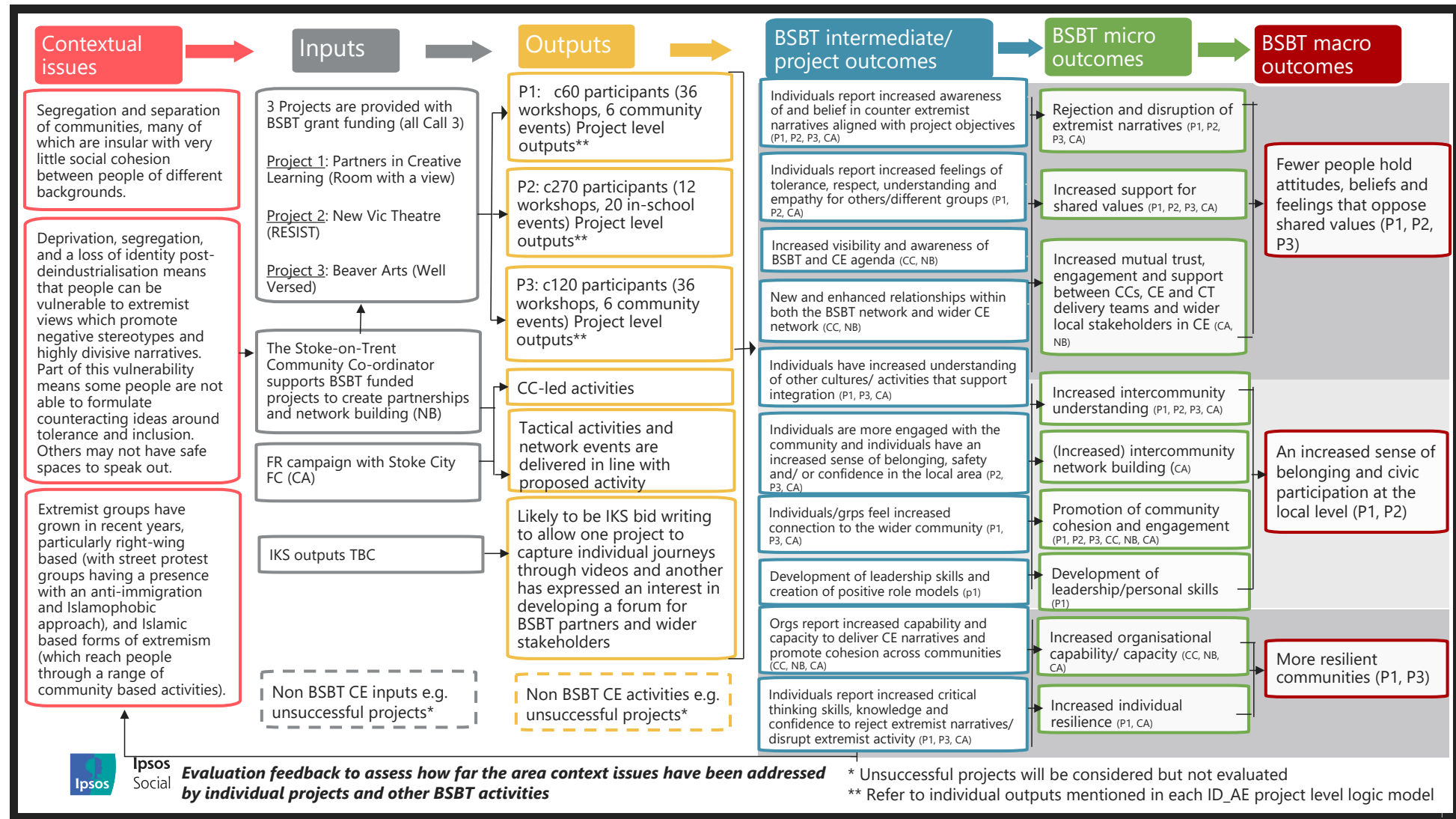
time to deliver long-term impact. The Community Coordinator felt that building strong links and relationships within an insular community takes time, and one year is not long enough to fully achieve this. Considerations should be made to the necessary delivery time for BSBT projects. Multiyear funding would allow projects to evolve over time, responding to changes in needs and target audiences whilst also building on what has worked well and strengthening community relationships. This would provide projects with the opportunity to strengthen both their recruitment and delivery approaches.

Language is key. Using words such as ‘extremism’ was felt to be unhelpful as the evaluation found it prevents projects from reaching their full potential. Project delivery staff felt that it was a ‘strong’ word to use among younger people they were working with, and stakeholders felt it was provocative terminology within certain communities. It is therefore important for the Home Office to consider the language used when delivering BSBT activities. It may be worth considering a co-production approach between the Home Office and community groups, to develop appropriate language that should be used to promote and aid the delivery of BSBT objectives. Such dialogue is also likely to strengthen trust and understanding amongst these groups and the Home Office further.

A final comment

The BSBT evaluation in Stoke has highlighted many positive examples of work which addressed community cohesion and some local extremism needs. There are important learnings which can be applied to future BSBT funding opportunities that will enable an effective local approach to countering extremism.

Appendix 1 – Stoke Area Logic Model



Appendix 2 Evaluation Methodology

The evaluation methodology presented in this report ranks at Maryland Scale level I - this means the evaluation draws on pre-/post- observations with the same group:

- Pre-post observations relate to the quantitative element consisting of the pre-/post participant PPS (matched – within the same group). Appendix 3 includes survey questions.

A range of qualitative elements were carried out with BSBT funded project stakeholders, including: observations; interviews; and focus groups; with participants, teachers and delivery staff. In addition, qualitative depth interviews were conducted with wider stakeholders and unsuccessful project leads. Appendix 3 includes the discussion guides used with each group.

Table A2.1 below sets out the evaluation tools and the audiences involved in the evaluation.

Table A2.1: Summary of primary research

Stakeholder	Quantitative	Qualitative	Monitoring data and secondary information
Project leads	NA	Scoping interviews 2 per project	N/A
Beneficiaries	End Beneficiary PPS: In total, Ipsos MORI received 118 pre-post- matched surveys from 495 eligible participants, giving a 24 per cent response rate: <ul style="list-style-type: none"> • PiCL, 12 pre-post-matched surveys were received from a mailout of 90, (response rate of 13 per cent) • BArts, 38 combined surveys were received from a mailout of 60, (response rate of 63 per cent) • New Vic Theatre, 10 pre-post-matched and 58 combined surveys were received from a mailout of 125 pre-post and 220 combined, (response rate of 20 per cent) 	Focus groups <ul style="list-style-type: none"> • Picl x 3 • BArts x2 • New Vic Theatre x3 Observations <ul style="list-style-type: none"> • Picl x2 	Monitoring information submitted to Home Office: number of schools involved, number of beneficiaries Pictures, worksheets, and feedback from project participants
Delivery staff	N/A	Depth interview 1 per project	N/A

Teachers	N/A	Depth interview • Picl x 1	N/A
Wider stakeholders	N/A	Depth interviews x9	N/A
Unsuccessful project leads	N/A	Depth interviews x3	N/A

Methodological strengths

- The breadth and depth of the qualitative data, across participants, teachers and delivery staff has contributed to a well-rounded analysis of the projects activities and is a key strength of this evaluation. Findings from the participants could be cross-referenced with teachers, allowing for an analytical approach to evidence collection.
- The monitoring and secondary data shared by the project provided additional insight to project delivery.
- Strong communication between the Community Coordinator, the project leads and the evaluation team allowed for a transparent and honest relationship which further strengthens the credibility of the evaluation itself.
- While there were not enough PPS returned for project analysis, the overall response rate was high enough to apply significance testing to the results.

Methodological limitations

- Whilst there is PPS data from across the three projects, the response rate by project is variable.
- The evaluation approach for the beneficiaries has the potential for social desirability bias, in that participants in the focus groups may have been wary of admitting that they had previously or currently held views which were being discussed as 'intolerant', 'prejudiced' or 'racist' and as such may have modified their views in a group setting. This means the conclusions around recruitment of participants and the impact of the project are based on evidence which may contain errors. It should be noted that some anecdotal insight was provided by teachers on young participant's attitudes and beliefs and this was taken into consideration as part of the evaluation.

Appendix 7: Research tools

Interview guide: Delivery Staff

Introduction

1. **What is your role in relation to [PROJECT NAME], and how long have you been in post?** *Is this person the same who completed the application form? Has s/he been involved from the outset?*
2. **Do you have any previous / wider involvement in counter-extremism work? What about safeguarding / vulnerability / integration / counter-terrorism work? And specifically, in this area?** *Prompt: any previous involvement with BSBT activities? How does this work relate to previous work?*

Understanding the context

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

About the BSBT project

4. **What is the need for the project in [Stoke]? What about in the specific areas where the project is operating? How was this identified/ evidenced?** *Note the importance of probing for sources of information and how frequently they are consulted. Prompt around scale of the problem and extent to which their project is able to tackle it. Prompt around awareness of other organisations/projects doing work which meets this need.*
5. **What kinds of activities are included in the [PROJECT NAME]?**
6. **Do you think these are the right activities to meet the identified needs?**

Probe:

- Did you use any evidence of effectiveness of the planned approaches?
 - Did your organisation have previous experience or a pre-existing project idea that was adapted for BSBT? *Note the importance of probing if the BSBT project was a completely new venture for the organisation.*
 - How did you and your organisation think [PROJECT NAME] would address the [Stoke] issues and the counter-extremism problems it faces?
7. **How well do you think the project addresses the issues and needs in [Stoke]?**

Exploring the organisation's counter-extremism experience

The typology should inform whether the project has previously received IKS and/or grant funding. Please ask the below accordingly.

IF THE ORGANISATION HAS PREVIOUSLY RECEIVED BSBT FUNDING

8. BSBT monitoring data shows that your organisation previously applied for [IKS | BSBT funding]. Is [PROJECT NAME] based on / linked to the previous BSBT project?

Probe:

- In what ways, can you give an example of work undertaken based on previous grant funding/IKS experience?
- Are there ways that **[PROJECT NAME] has been adapted which position it to better address the issues in [AREA NAME]**? *Prompt: Has there been developments over time? Any changes in target groups/scale-up/change in referral routes and processes?*
- How do you see the grant funding and IKS elements working together (if at all)?

IF THE ORGANISATION DID NOT RECEIVE PREVIOUS BSBT FUNDING

9. Is [PROJECT NAME] based on previous experience/projects run by [ORGANISATION NAME]?

Probe:

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

10. How has [PROJECT NAME] been adapted and how does this position it to better address the issues in [Stoke]? *Prompt: Change in target groups/scale-up/change in referral routes and processes*

ASK ALL

11. Aside the Home Office and the BSBT programme, has [ORGANISATION NAME] sought funding from other sources?

IF YES

- What sources are they?
- What is the organisation's relationship with these funders?

The below explore the project's knowledge of IKS

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

IF YES

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

Participants engagement, recruitment and referral process

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

Probes:

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

14. What approach to referral was used on [PROJECT NAME]? Referral is getting people to express an interest/come forward or be referred by someone else.

15. What proportion of the project participants were already taking part in [ORGANISATION NAME] activities before the BSBT project started? Note the importance of probing if participants were already affiliated to the organisation or not. If previously affiliated, what proportion of new participants did the project recruit (estimates)

16. What approach to recruitment was used on the [PROJECT NAME]? Recruitment is the actual selection of participants to take part in the project.

Probes:

- Was the project oversubscribed?
- Did you use qualifying criteria – formal or informal – to assess referred people and decide on their participation in [PROJECT NAME]? If so, what were they? How do you think they worked?
- Can you talk me through the decision processes for recruiting participants?
- How well do you think this recruitment process worked? What would you do differently, if anything?

Delivering the project

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

17. How were the [PROJECT NAME] milestones and delivery dates set? What were the challenges in respecting them?

Probe:

- To what extent have [PROJECT NAME] activities been delivered and received as planned?
- How did you deal with [planned challenges]? (interviewer refer to familiarisation notes)
- Were there any unanticipated challenges to the project delivery? What were they and how were they managed?

- What changes – if any – would you make to the project delivery if you were running it again?

Outputs

This section assesses whether activities led to the desired outputs. Please tell the interviewees the outputs agreed and go through them to understand the extent of achievement. If face to face, you may want to show the logic model and go through it. Note that monitoring information should be provided to support numbers mentioned.

18. Have outputs been as expected? How/ why not?

Probe:

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

Outcomes and impacts

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

19. To what extent do you feel [PROJECT NAME] has addressed the [Stoke] issues identified? What makes you say that?

20. What do you think the benefits of the project have been on:

- Project participants
- Your organisation
- The local area

Back in [INSERT MONTH OF THE F2F WORKSHOP] we jointly identified a series of BSBT and project specific outcomes. *Show the logic model and point to the BSBT intermediate / project outcomes column.*

21. To what extent do you think [PROJECT NAME] has realised [OUTCOME 1 | OUTCOME 2 | OUTCOME 3 | ETC]? Please ensure that each outcome is discussed in full. Ask for examples and probe why/why not.

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

23. What do you think would have happened to project participants without [PROJECT NAME] and BSBT funding? Note the importance in exploring if the project would have happened without BSBT as this will inform the synthesis spreadsheet completion in identifying competing factors to the project (therefore not strictly due to BSBT)

24. How much do you know about the BSBT programme? *Prompt: what do they think BSBT is about?*

25. Are you aware of any other counter-extremism projects / activities being currently implemented in [AREA NAME] not under the BSBT programme? If so, do you know which ones have had a positive impact? Why, why not? Note the importance of identifying the activity (is it BSBT or non-BSBT?) and examples of how the activity led to positive outcomes. Check extremisms and harms mentioned against those reported in the typology. If different, ensure to check LM produced and communicate this to core team.

IF YES

26. Do these projects work in a similar area to [PROJECT NAME]? *Prompt: do the projects work in [INSERT AREA OF WORK] e.g. schools, youth work organisations, madrassahs*

27. Does [ORGANISATION NAME] work with these projects? If so, in what way?

Probe:

- If yes, can you describe your organisation involvement with these other projects?
- Is this solely in [AREA NAME] or across the UK?

Sustainability

28. Thinking of the BSBT funding and achievements made possible by this funding, what do you think the longer-term impact of the [PROJECT NAME] will be?

29. And assuming BSBT funding is no longer available, what do you think the longer-term impact of [PROJECT NAME] will be?

30. What needs to happen to ensure the project has a legacy in [Stoke]?

Probe:

- What are the strengths of [PROJECT NAME]?
- What are the weaknesses of [PROJECT NAME]?
- What learning would you apply if you were running the project again?

31. To what extent could the project be replicated? Why? *Make sure you explore specific factors e.g. key partnerships, local context (diversity) or project design, dependency on further funding.*

32. To what extent could the project be scaled up? Why? *Make sure you explore specific factors e.g. key partnerships, local context (diversity) or project design.*

The BSBT Coordinator and Network

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

33. How much contact and support did you receive from BSBT Community Coordinator, if any? *Do not skip this question, HO expects learning from this.*

Probe:

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

34. How much contact and support did you receive from local experts or stakeholders in counter extremism?

Probe:

- Who were they? How did you secure their input?
- Anything that went particularly well/ badly?
- Any learning you would share with others about project scoping and applying for funding?

35. How much contact and support did you receive from the BSBT network and other organisations doing similar or complimentary work?

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

Probe: Anything that went particularly well/ badly

Wrap up

37. What is the biggest difference they think the [PROJECT NAME] has had on them as staff, their participants and their local community?

38. Anything else they would like to add about delivering [PROJECT NAME]?

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

Thank and close.

Discussion guide: Beneficiaries

Introduction

1. Can you start by telling me a bit about yourself?

- Probe: What year are you in at school?
- How long have you lived in the area?

2. What do you like about the area?

3. What do you think could be better?

Probe:

- Do you feel safe in your community?
- To what extent do you think that people in your community are tolerant and respectful of people from different backgrounds?
- To what extent is prejudice and hate crime an issue in your community?

4. What do you do in your local area?

Note: listen out to any references to the local community or area issues but do not probe on this. We are trying to establish the extent to which spontaneous mentions of extremist issues are made.

Probe:

- What type of activities do you do outside school apart from this project?
- Who do you do these with?

Recruitment

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

5. How did you hear about the Room with a View project?

Prompt: from teachers, other students

- Probe: Had you been involved with any projects with Room with a View before?
- IF YES, can you tell me more about what this involved? (types of activities/frequency of involvement)

6. What did you think the programme of activities that you have done was going to be about? How was it explained to you? By who? If limited understanding, what did they think about this? Was this important to them or not?

7. Was taking part in these activities and classroom based discussions optional or compulsory?

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

- Why do you think your teacher felt you would benefit from attending the activity?

If optional, what made you want to participate in the Room with a View project?

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

8. What did you think the purpose of the project was?

- Probe: **what makes you say this?**

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

- 9. Have you participated in, or heard about anything similar to the Room with a View project in Stoke-on-Trent?** *Note: Are participants benefiting from support, training from activities outside of the organisation's scope?* Probe: **if yes, can you tell me about these projects?** (Note whether complement IDAE/PE project at all)
Probe: If yes, and if participation in Room with a View was optional, did this influence your decision to participate in the Room with a View project?

Participation

10. What were you hoping to get out of the project?

11. Before taking part in the Room with a View project, did you discuss it with friends or family members?

- If yes, what were their reactions?

12. Can you tell me about the work that you have done as part of the project And what you are doing now?

- What is it about?
- Did you have a favourite part of the project overall? Why did you like this part?
- Was there anything you didn't like? Why didn't you like this?
- Why have you chosen to do this particular piece of art/event/play?
- What message are you wanting to get across?

13. Can you tell me about the workshop you participated in before today? What did you discuss?

- What did you enjoy most about this? Why is this?
- What did you like the least about this? Why is this?
- What did you learn, if anything, from taking part in the discussions or creating the artwork?

14. How do you feel about other people viewing this artwork?

15. **What messages do you hope they will take away with them?**
16. **Do you think you would have participated in the activities if your friends had not been involved?**
17. **Did you feel confident to take part in the project or not? Why/why not?**
18. **Have you met anyone new through taking part in the Room with a View project or made new friends?**
 - Would you have met them if you had not taken part in the project? Why/why not?
19. **What did you think of your experience of the Room with a View project?**
 - Probe: Is there any aspect of the project **that you particularly enjoyed or didn't enjoy? Why?** *This is about the experience of the project and how participants felt*
20. **[If created artwork] did you prefer one part of the project i.e. watching the play, the workshop or creating the artwork? Why is this?**
21. **What role did you play in deciding what to create? Probe Did you put forward ideas? Is this something you would have done before you took part in this project?**
22. **If Room with a View came back to your school would you want to take part again?**
23. **Did you experience any difficulties in taking part in the project? The timing, location, language barriers,**
 - Probe: If yes, what were these, and **how much of a problem were they?** *(This is aimed at exploring barriers to participation to the project and aimed at informing replicability.)*
 - **Are there any ways in which you think this could have been improved?**
 - **Can you think of any other reasons why people may not want to be involved in this project?**

Outcomes

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

24. **In what ways, if it all, would you say that taking part in the Room with a View project impacted you?**

Probe:

- Do you think the project has taught you anything new? Any new skills? (if yes, which)
- Has the project made any difference to the way you think about yourself? In what way
- Has the project made any difference to the way you think about other people who are different to you? In what way
- Has the project made any difference to the way you think about your local area? Or other people in your area? In what way?

EXAMPLE PROBES – *The probes below are to support you if participants are not engaging, but we recommend **you tweak these to reflect the project outcomes is looking to achieve** – e.g. increased confidence, improved knowledge about CE issues. Wherever possible, please allow spontaneous answers.*

- Do you feel you have improved your confidence in standing against prejudice? If so, can you give an example?
- Do you think the project has changed how you view extremism? If so, how have your views changed? What were your views before and what has changed your mind?
- To what extent would you feel confident challenging extremist views if you heard them?
- Do you think the project has changed how you feel towards other groups e.g. different areas in Stoke, different religions/ethnic groups? If so, how have your views changed?
- To what extent do you feel you belong to your local community? Has the project had an impact on your sense of belonging to your local community? If so, why is this?
- Has taking part in the project impacted your views towards your local community? Has it changed how safe you feel in your local area? If so, why is this?
- Has taking part in the project changed how you feel about other people in your local area? Please tell us how
- Do you think the project has changed how you feel about yourself? Please tell us how? Has it improved your leadership skills?

25. **To what extent, if at all, do you think you would have been able to achieve [OUTCOMES MENTIONED ABOVE] if you had not participated in the Room with a View project?**

26. **We have spoken about what you felt the aims of the Room with a View project were. Are there any local issues in Stoke-on-Trent which you think this project is addressing?**

- Probe: What makes you say that?
- Probe: In your view, to what extent do you feel the Room with a View project will address these needs?
- Is there anything else that you feel is needed for the Room with a View project to address these issues in Stoke-on-Trent?

27. IF NOT COVERED ALREADY: Are there any other local issues relating to extremism and intolerance, in your view, that should be addressed in Stoke-on-Trent?

- Probe: what makes you say this?
- Probe: in your view, how could these be addressed? Do you know of any projects/organisations working to address these?

Wrap-up

28. What do you think have been the main achievements of the Room with a View project?

29. What, if anything, do you feel could be improved about the Room with a View project?

30. Would you recommend the Room with a View project to others? Why, why not?
Prompt: any type of people in particular?

31. Do you think the Room with a View project has influenced you? How? Can you please provide examples of things/activities you would have not done before the **RESIST project? Note the importance of probing for examples and establishing if the change is directly due to BSBT.**

32. Do you think the Room with a View project has, or will influence your local community? How?

- Probe if relevant: Can you provide examples of things/activities that your community has started to do as a result of the Room with a View project? *Note the importance of probing ‘why’ or ‘why not’ where reasons are not apparent.*

33. Is there anything else you would like to add about taking part in the Room with a View project?

Thank and close.

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

Interview guide: Teachers

Introduction

- 40. What is your role in the school and how did you get involved in the Xxx project?**
Has s/he been involved from the outset?
- 41. Have you or your school previously been involved in counter-extremism work or safeguarding / vulnerability / integration / counter-terrorism work? And specifically, in this area?** *Prompt: any previous involvement with BSBT activities?*
- 42. How much do you know about the BSBT programme?** *Prompt: what do they think BSBT is about?*

Understanding the context

- 43. Could you provide a summary of the main CE challenges in [Bolton/Dudley/Kirklees and Calderdale/St Helen's]?** *Prompt: General challenges/ area specific challenges, demographics of the area and segregation, prevalence of extreme right wing/Islamic extremism. Be sure to probe on those issues picked up from your context review, and also from the typology – do they match?*
- 44. How prevalent are these issues in your school?** *Prompt: key challenges in school, any incidents e.g. bullying, issues with social media, influence of parents*

IF NOT COVERED AT Q2:

- 45. Does your school work with any other projects / activities relating to counter-extremism, cohesion, integration, discrimination and/or prejudice? Do you know whether this is funded by the BSBT programme? If so, what impact have they had?**
Note the importance of identifying the activity (is it BSBT or non-BSBT?) and examples of how the activity led to positive outcomes. Check extremisms and harms mentioned against those reported in the typology. If different, ensure to check LM produced and communicate this to core team.

IF YES

- 46. Do these projects work in a similar area to the Xxx project?** *Prompt: do the projects work in [INSERT AREA OF WORK] e.g. schools, youth work organisations, madrassahs*

About the BSBT project

- 47. What is the need for Xxx in your school/the wider area of [Bolton/Dudley/Kirklees and Calderdale/St Helen's]? How was this identified/ evidenced?** *Note the importance of probing for sources of information and how frequently they are consulted. Prompt around scale of the problem in the school and the wider area and extent to which the project is able to tackle it. Prompt around awareness of other relevant organisations/projects doing work which meets this need.*

- 48. Can you please describe what activities the Xxx project has carried out in your school?**
- 49. How did you and other school staff think Xxx would address the issues in your school/the wider area of [Bolton/Dudley/Kirklees and Calderdale/St Helen's] and the counter-extremism problems it faces?**
- 50. How well do you think the project addresses the issues and needs in your school/the wider area of [Bolton/Dudley/Kirklees and Calderdale/St Helen's]?**
Prompt: How well does the Xxx project fit with the local context/issues?

Participants engagement, recruitment and referral process

51. What approach to recruitment was used on the Xxx project?

Probes:

- Did additional pupils ask to participate? If so, was the project oversubscribed?
- Did you use qualifying criteria – formal or informal to decide on participation in the project? If so, what were they? How do you think they worked? *(try to understand whether pupils selected were/are vulnerable to extremist narratives)*
- Is the project targeting the right audience?
- Can you talk me through the decision processes for recruiting participants?

How well do you think this recruitment process worked? What would you do differently, if anything?

Delivering the project

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

52. To what extent have the Xxx project activities been delivered and received as planned?

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

53. Thinking about the different activities involved in Xxx, to what extent do you think they addressed the issues discussed above?

- Training of peer guides;
- Peer guides delivering tour of exhibition to pupils, primary schools and community groups;
- Workshops;
- Additional ambassador training;

- Delivery of exhibition and workshop sessions to primary schools and wider public

54. Did any issues come up in any of the activities? Do you have any suggestions to improve the activities?

55. To what extent were pupils engaged in the different activities?

Outputs

56. Did the Anne Frank Trust give you responsibility for monitoring outputs in your school? For example, these targets could have been on the number of participants, the number of tours, or the number of people who came to the tours.

57. [If yes] Have outputs been as expected? How/ why not?

Probe:

- How have you monitored output delivery?
- Do you think the targets / expectations set were realistic? Why/Why not?

Outcomes and impacts

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

58. To what extent do you feel the Xxx project has addressed the issues identified in Stoke? What makes you say that?

59. What do you think the benefits of the project have been on:

- Project participants (peer guides, ambassadors, and participants on the tours)
- Your school
- The local area

This project had planned outcomes for the pupils (for the peer guides, ambassadors, and participants on the tours) which aimed to address the issues identified in Stoke.

60. To what extent do you think Xxx has realised:

Outcome 1: Young people reporting increased feelings of tolerance, respect, understanding and empathy for others/different groups *Prompt: Empathy for those experiencing prejudice-based bullying? Respect for people with different backgrounds (ethnic, cultural, religious, social)?*

Outcome 2: Young people report increased awareness of prejudices (including area specific issues), propaganda and identity *Prompt: increased understanding of terms and local issues?*

Outcome 3: Young people report increased critical thinking skills, knowledge and confidence to challenge prejudices and change attitudes towards extremist narratives *Prompt: increased reports of extremism, hate speech or ASB? Pupils challenging other pupils on extremist narratives, problematic views?*

Outcome 4: Development of young people's leadership skills and creation of positive role models for individuals and groups *Prompt: Increased confidence in and out of the classroom?*

Please ensure that each outcome is discussed in full, including the impact on the different groups of participants. Ask for examples and probe why/why not.

Prompt for each outcome: have you noticed any changes in pupils' behaviour since taking part in the project?

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

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

Sustainability

63. Thinking of the BSBT funding and achievements made possible by this funding, what do you think the longer-term impact of Xxx will be?

64. Are there any changes planned in your school as a result of your participation in Xxx? *Prompt: will the ambassadors be able to use their training and experience in other activities or informal interactions? IF SO: What impact will this have? How does this help to maintain the messages and learning from the training and workshops?*

65. What needs to happen to ensure the project has a legacy in Stoke?

Probe:

- What are the strengths of Xxx?
- What are the weaknesses of Xxx?
- What learning would you apply if you were running the project again?

66. What is needed for your school to sustain the initial impact of pupil and staff engagement in Xxx in the longer term? How can the learnings from the project be sustained as part of the school's wider approach?

Support

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

67. How much contact and support did you receive from the Anne Frank Trust Regional Manager, if any? Probe:

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

Wrap up

68. What is the biggest difference they think the Xxx has had on them and their school, the participants and their local community?

69. Anything else they would like to add about delivering Xxx?

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

Thank and close.

Interview guide: Wider Stakeholders

Introduction

1. Please could you briefly describe your organisation and your role?

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

2. Could you please tell me about the Stoke-on-Trent area population? Probe into key demographic aspects:

- Ethnicity
- Religion
- Deprivation incl. unemployment and education level
- Migration flux

2. Please could you provide a summary of the main extremism-related challenges in area?

- *General challenges*
- *area specific challenges,*
- *Any segregation, prevalence of extreme right wing/Islamic extremism.*
- *Be sure to probe on those issues picked up from your context review, and also from the typology – do they match?*
- *And the challenges to countering extremism (as well as extremism challenges)*

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

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

Non-grant funded and non-BSBT activity

4. Can you talk me through your awareness, or involvement with the BSBT programme?

Note that level of awareness of BSBT will have implications on subsequent questions

- Prompt – if lack of awareness – would you like to be more involved? Why/why not
- In your view, how could BSBT be made more visible, more relevant to them and the local area?

5. And could you provide a summary of non-BSBT activities occurring in the Stoke-on-Trent area?

- Any examples of organisations which are doing CE-related work in Birmingham
- *For ID_AEs, ensure you have the ID_AE logic model and notes from the CC scoping interview at hands. Feel free to explore further activities that may have been identified as part of the context review.*

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

Probe on:

- Tactical work
- Campaigns
- Network activities
- IKS
- Anything else?

7. How much contact, if at all, do you have from the BSBT Community Coordinator?

- Type of contact, frequency, usefulness

IF AWARE OF/INVOLVED IN BSBT ACTIVITY/PROJECT ask Q8-13:

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

Probe:

- What do you think the benefits of your involvement are/were?
- Is there anything that you would do differently? Why?

9. What is your view on how these activities were set up?

Probe:

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

10. Do you think the ways in which the BSBT work in Stoke-on-Trent is delivered is adequate? Why, why not? Probe around processes and ways of working.

- What else is needed?

BSBT grant-funded project(s) - process

11. How does your organisation align with the BSBT programme in Stoke-on-Trent?

12. How did you and/or your organisation support the BSBT programme in Stoke-on-Trent?

Probe on:

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

BSBT meeting CE issues

13. To what extent do you agree there is a need for the BSBT work in Stoke-on-Trent?

Note the importance of comparing the CE issues and the need described.

Probe:

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

14. How well do you see the BSBT work in Stoke-on-Trent is addressing the counter-extremism issues?

- *Prompt around scale of the problem and extent to which their project is able to tackle it.*
- *Prompt around awareness of other organisations/projects doing work which meets this need.*

15. Are projects engaging the right participants?

Outcomes and impacts

16. What do you think the benefits of BSBT work in Stoke-on-Trent have been on:

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

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

17. Have you identified any unexpected benefits as a result of the BSBT work in Stoke-on-Trent?

18. What do you think are the strengths and weaknesses of BSBT work in Stoke-on-Trent?

19. What do you think the longer-term impact of the BSBT work in Stoke-on-Trent will be on participants? And the local area?

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

BSBT SEEKS TO ULTIMATELY ACHIEVE MACRO LEVEL OUTCOMES AND IMPACT

20. Overall, how likely do you think it is that BSBT activities in Stoke-on-Trent will achieve the impact outlined here? SHOW OR PROBE AROUND EACH MACRO OUTCOME

Probes:

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

21. What needs to happen to ensure the BSBT work in Stoke-on-Trent has a legacy in the local area? And are sustainable?

22. Is there an ongoing need for the BSBT work in Stoke-on-Trent or similar? Why?

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

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

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

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

26. How replicable and scalable do you think the BSBT work in Stoke-on-Trent is?

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

- To what extent do you think the BSBT work in Stoke-on-Trent could still happen without BSBT?

Wrap up

28. What do you think are the strengths and weaknesses of the ways in which BSBT work in Stoke-on-Trent has been delivered?

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

- *What do you think the Government should be doing to prioritise counter extremism in Stoke-on-Trent?*

30. Do you have any final thoughts on how BSBT should be delivered in the future?

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

32. Any other comments or questions?

Thank and close.

Interview guide: Unsuccessful projects

Introduction (ice breaker)

1. **Tell me a bit about yourself, and your organisation?**
 - a. What is your role at [ORGANISATION NAME]?
 - b. How long have you worked at [ORGANISATION NAME]?
2. **Has your organisation previously been involved in any counter-extremism work? In what way?** *Prompt : anything related to safeguarding / vulnerability / integration / counter-terrorism work And specifically, in this area? Prompt: any previous involvement with BSBT activities?*
IF NOT: Why is [ORGANISATION NAME] not delivering in the CE space? Probe: Any particular local barriers?
3. **Could you provide a summary of the main CE challenges in [AREA NAME]?** *Prompt: General challenges/ area specific challenges, demographics of the area and segregation, prevalence of extreme right wing/Islamic extremism. Be sure to probe on those issues picked up from your context review, and also from the typology – do they match?*

Applying for the BSBT grant

4. **Was [PROJECT NAME] based on previous experience/projects run by [ORGANISATION NAME]?** (refer to relevant CE-work mentioned previously)
IF received previous BSBT/IKS support: Was this project related to any previous BSBT support received? If yes, how?
5. **What made [ORGANISATION NAME] apply for BSBT grant-funding?** Probe:
 - How did you become aware of BSBT? Was it clear what was on offer/what you expected?
 - What were the key motivations for applying? What did [ORGANISATION NAME] want to achieve through BSBT grant-funding? *(Try to obtain a sense of the need the project was aiming to address – use the application form for prompts)*
 - Did you look to partner with any organisations in the proposed delivery of your programme?
6. **How much contact and support did you receive from BSBT Community Coordinator in supporting you with your application, if any?**

Probe:

- Frequency
- Extent of involvement (inc at different stages of the project)
- Type of support
- Did you receive any support from any local experts or stakeholders in counter extremism? If so, who and how did they support the application

About the project

7. **Have you been able to deliver the project outlined in your BSBT application, after being unsuccessful for funding?**

IF YES: Have you obtained funding from any other sources to deliver [NAME OF PROJECT]? Which funding sources?

IF NO: What are the implications, if any, of not obtaining BSBT funding for your project?

Prompt:

- For your organisation
- For the local need in [NAME OF AREA]
- **Has [ORGANISATION NAME] sought funding from any other sources to deliver any other projects working within the CE space?**

Understanding the context

8. Are you aware of other projects/activities being delivered in the area aimed at addressing counter extremism? Prompt:

- *Whether aware of other projects/activities addressing the specific needs their project aimed to address – both BSBT and non-BSBT funded*
- *Whether aware of any partnerships between BSBT projects and non-BSBT work in addressing these needs/extremism issues in local area more widely*

9. Do you think work being undertaken locally is successfully addressing CE challenges? How/in what way? Can you provide any examples?

10. Do you think there are gaps in work locally in addressing counter extremism?
Prompt: whether gaps in support addressing specific need project aimed to address

- Why do you think this is?
- How do you think this could be overcome?

Wrap up

11. Before we wrap up, what was your experience of the BSBT funding application process?

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

Thank and close.

Project Participant Survey (PPS):

End Beneficiary (adult participant) PPS - Pre-Survey (A) – note Post-Survey (B) is the same

Building a Stronger Britain Together Questionnaire

QUESTIONNAIRE A: BEFORE

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

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

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

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

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

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

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

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

Please tick one box per row

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

A - End Beneficiary Pre (18-000007-01: Building a Stronger Britain Together (0001))

Round 3

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
14. It is OK for people to express different opinions and beliefs, even if I disagree with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I try to look at everybody's side of an argument before I make a decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I always try to understand people who have different cultures or traditions to mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Living in the UK means I am able to make my own choices about how I live my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If a close friend/relative expressed a negative view about someone because they were from a different background, I would want to challenge them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. If a close friend/relative expressed a negative view about someone because they were from a different background, I would feel confident about challenging them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. My local area is a place where people from different ethnic backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. What are you hoping to gain or learn from taking part in this course/activity?	<div></div>				
22. What is your ethnic group?	Asian/ Asian British <input type="checkbox"/> Black/ Black British <input type="checkbox"/> White/ White British <input type="checkbox"/> Other ethnic group (specify) <input type="checkbox"/> <div></div>				
23. What is your religion?	Buddhist <input type="checkbox"/> Christian <input type="checkbox"/> Hindu <input type="checkbox"/> Jewish <input type="checkbox"/> Muslim <input type="checkbox"/> Sikh <input type="checkbox"/> No religion <input type="checkbox"/> Other <input type="checkbox"/> Other (specify) <input type="checkbox"/> <div></div>				
24. Were you born in the UK?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/>				
25. How easy do you find it to communicate in English?	Very easy <input type="checkbox"/> Fairly easy <input type="checkbox"/> Fairly difficult <input type="checkbox"/> Very difficult <input type="checkbox"/> Not sure <input type="checkbox"/>				

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

A - End Beneficiary Pre (18-000007-01: Building a Stronger Britain Together (0001))

Round 3

Trainer (practitioner) PPS - Pre- Survey (D) – note Post-Survey (E) is the same

Building a Stronger Britain Together Questionnaire

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

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

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

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

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

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

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

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

Please tick one box per row

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

D - Trainer Pre 1 10-050607-01 Building a Stronger Britain Together (06067)

Round 3

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
10. I feel confident encouraging people to understand and participate in democratic processes (i.e. voting or peaceful protest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

12. What is your ethnic group?

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

Other ethnic group (specify)

13. What is your religion?

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

No religion ☐ Other (specify)

14. Were you born in the UK?

Yes ☐ No ☐ Don't Know ☐

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

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

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

D - Trainer Pre 1 10-050607-01 Building a Stronger Britain Together (06067)

Round 3

