

# Evaluation of EqualiTeach’s Workshops with Young People and Staff Training

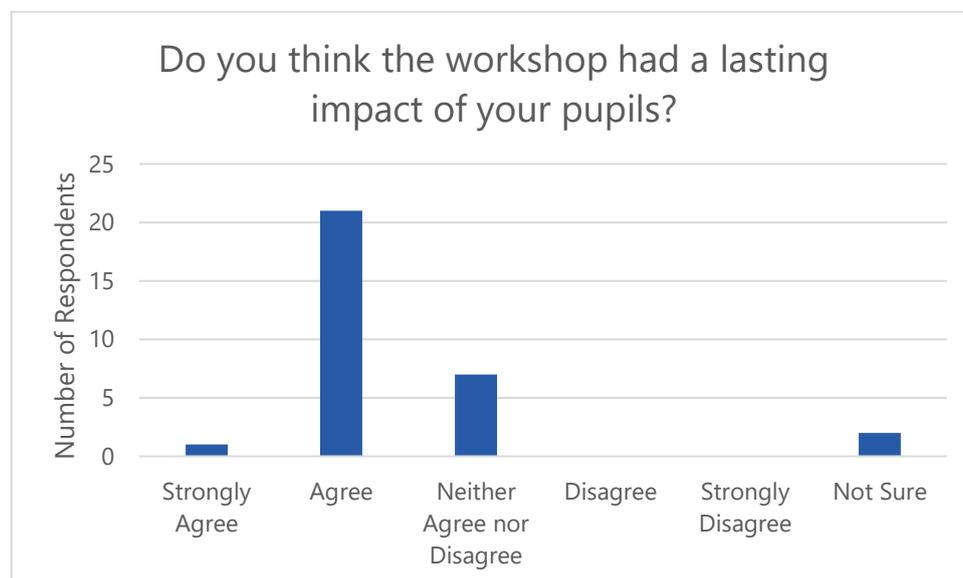
EqualiTeach has been working with the Home Office to deliver a programme of workshops for young people and staff training since 2014. In 2017-2018, this programme was delivered in 12 local authorities in London, the East and South East of England.

EqualiTeach’s work was independently evaluated by Manchester Metropolitan University. The organisation also carried out an internal evaluation of its products. Some of the findings of these evaluations are set out below.

## Internal Longitudinal Evaluation of Think! and Rethink!

*(workshops for young people aged 9-11 in years 5 and 6)*

Teachers of pupils who participated in Think! and Rethink! workshops were asked about the impact of the workshops 3 – 6 months after they were delivered. Data was collected anonymously across all participating local authorities via an online questionnaire.



In your opinion, what was the main message that pupils took away from the workshops?

*The media's portrayal of migration is negatively biased*

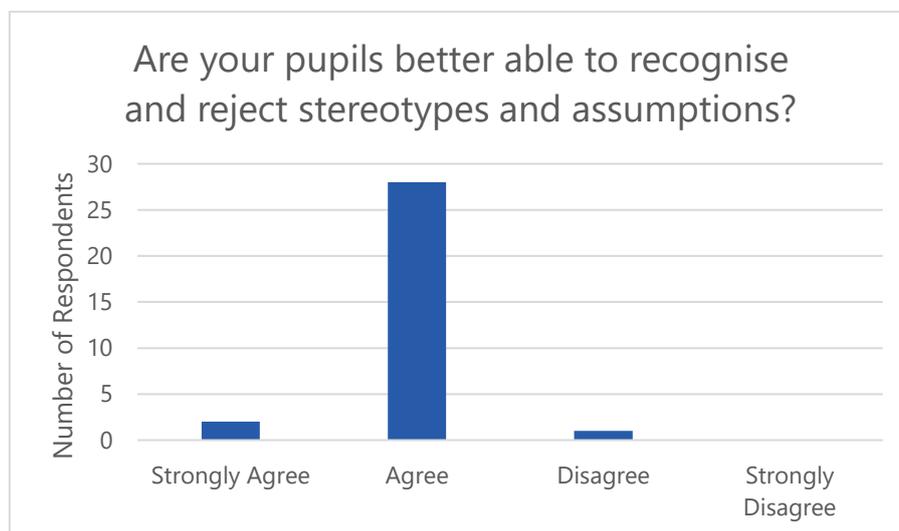
*The importance of putting forward their ideas coherently*

*How to recognise negative influences and radical beliefs and who to speak to if they are unsure of messages that they are receiving*

*A deeper understanding of what ISIS is.*

*Pausing before they judge others and forming an opinion. Also, developing the ability to question what they hear as opposed to believing everything straight away.*

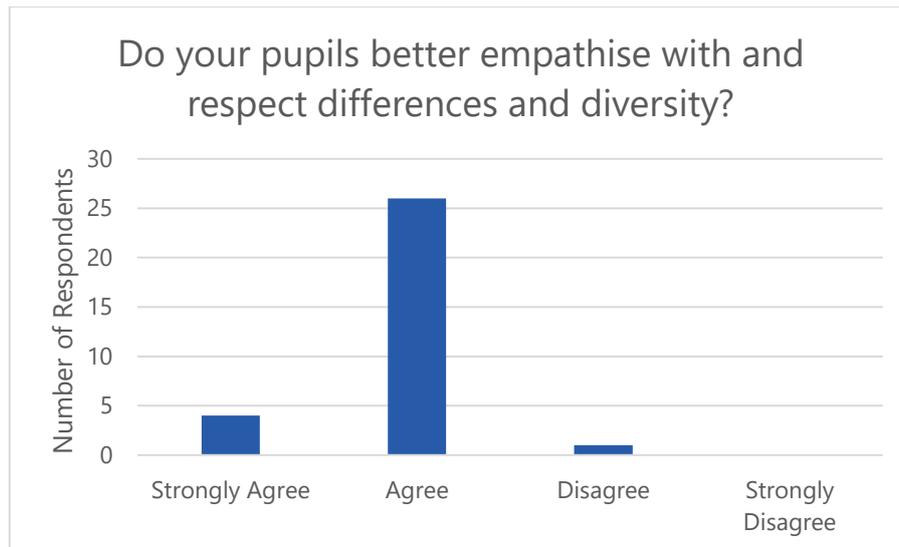
*That they need to think twice about what they upload onto social media and that certain messages, photos etc. they upload or circulate can have a lasting impact on somebody else*



*I have seen examples of this during my P4C sessions in which the children have identified stereotypes and rejected negative ones with good reasons*

*During discussions about homeless people or refugees*

*During an assembly I held around 'fake news', pupils in the year group were able to tell me strategies for verifying the validity of a website*



*The pupils in my class have demonstrated a greater degree of empathy with one another since the workshop. For example, defending children with special needs on the playground from negative remarks.*

*The pupils have regularly demonstrated that they can empathise and understand issues other people in the world face during PSHCE and P4C sessions*

*In class discussions, e.g. Jewish persecution in WW2*

Have you been able to refer back to the workshop to support you in any of your teaching?

*In PSHE when talking about what is good about being individuals and makes us all special. Also when discussing British Values and in RE lessons about freedom and justice, with reference to human rights.*

*Within reading lessons and literacy lessons, we have come across texts based on experiences/characters from different cultures or from a 'stereotype' and children have often take a new approach to thinking about them*

*Yes, I used the booklet over two PSHCE sessions to explore cyber bullying. I also referred back to the workshop in P4C sessions around gender inequality, differences and bullying.*

*Yes as part of the WE presentations. These were based around homelessness, refugees and gang crime*

*Yes, in the teaching of a module on migration to Brick Lane and when reading books on that theme*

Additional comments on the impact of the workshop:

*Great workshop. Will be arranging this for next year.*

*Really effective workshop led by adults who the children felt like they could relate to!*

*The facilitators worked well with the class and delivered interesting questions that really made the children think and then respectfully debate their opinions.*

*We really enjoyed the session and would love to do Rethink!*

*We have worked so hard on stereotyping and the danger of 'one story' - so the Think! and Rethink! workshops are part of the cohesive work that we do.*

*It would be great if you were able to come more frequently to schools to have even more of an impact*

**Manchester Metropolitan University Evaluation of Second Thoughts! (workshops for young people aged 12-18 in years 8-13) and Staff Training (on working with young people on controversial issues and safeguarding young people from radicalisation).**

## Summary of Final Report – May 2018

Mixed methods were used to evaluate the workshops with young people and staff training, with the goal being to develop a rich picture of the training packages by capturing the experience of training delivery and recording the responses of commissioners, trainers and participants, while also quantifying the changes experienced by the session participants.

The evaluation involved:

- Semi-structured and unstructured interviews with trainers and commissioners (8 in total)
- A focus group with staff training participants (4 in total)
- A focus group with Second Thoughts! participants (8 in total)
- Pre- and post-workshop questionnaires with Second Thoughts! participants (360 in total), and
- Participant observation of each training package in full.

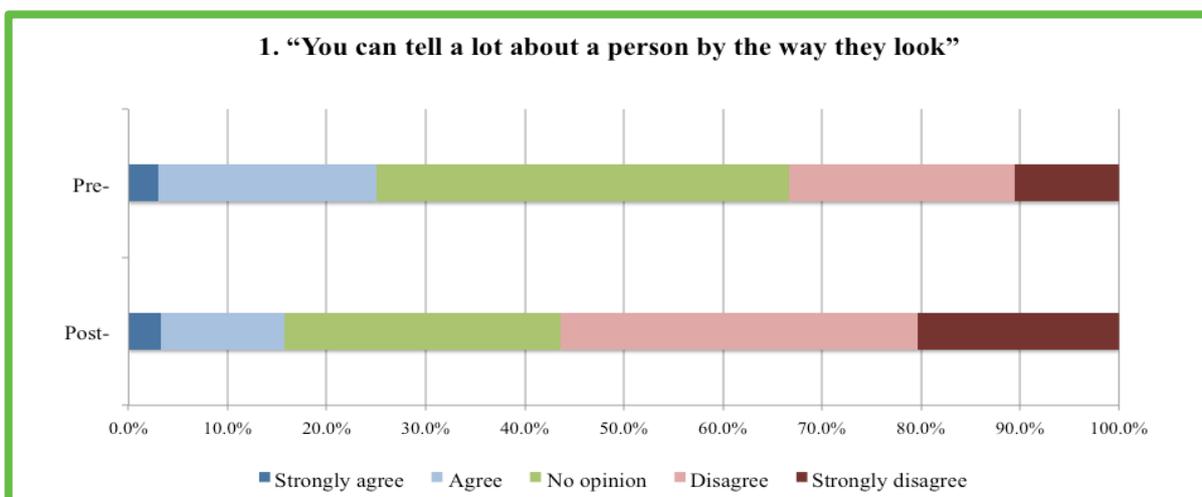
## Workshops with Young People: Second Thoughts!

Evidence for the effectiveness of Second Thoughts! is strong, with evidence that participation in the workshops can increase awareness of bias, give greater resistance to extremist appeals and produce higher confidence in one’s own ability to discuss controversial issues. Reports from parents and teachers (relayed to the research team by Prevent Officers) suggest that young people remain interested in discussing issues related to extremism for some time after the training has taken place.

According to quantitative and qualitative data, the Second Thoughts! workshops are:

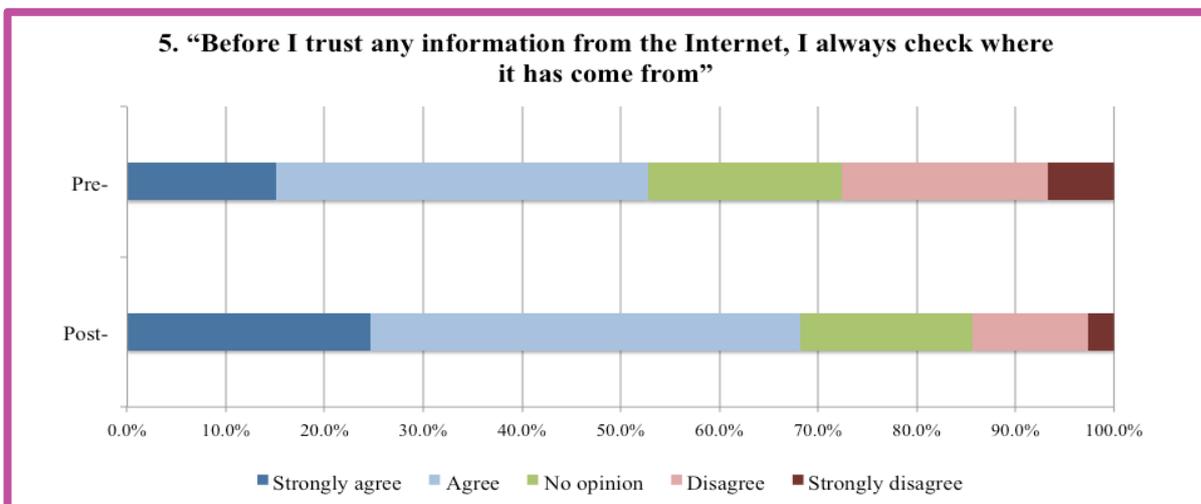
**Effective** in raising awareness of bias and stereotypes

Statement	Agree (Pre-)	Agree (Post-)	Change
1. "You can tell a lot about a person by the way they look"	25%	16%	Substantial, positive (see figure 1)
11. "My own biases affect the way I respond to people"	34%	27%	Minor, positive



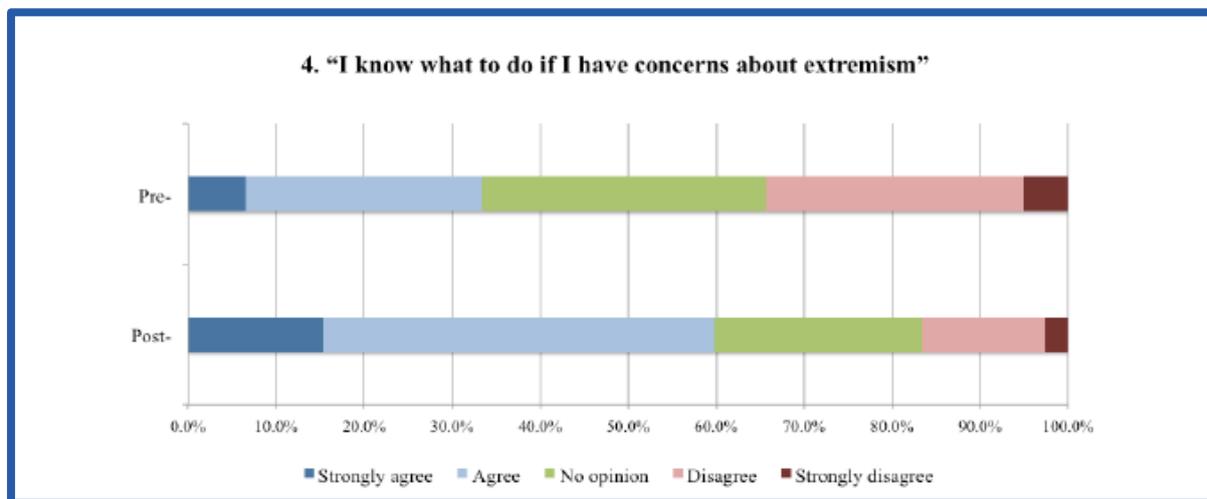
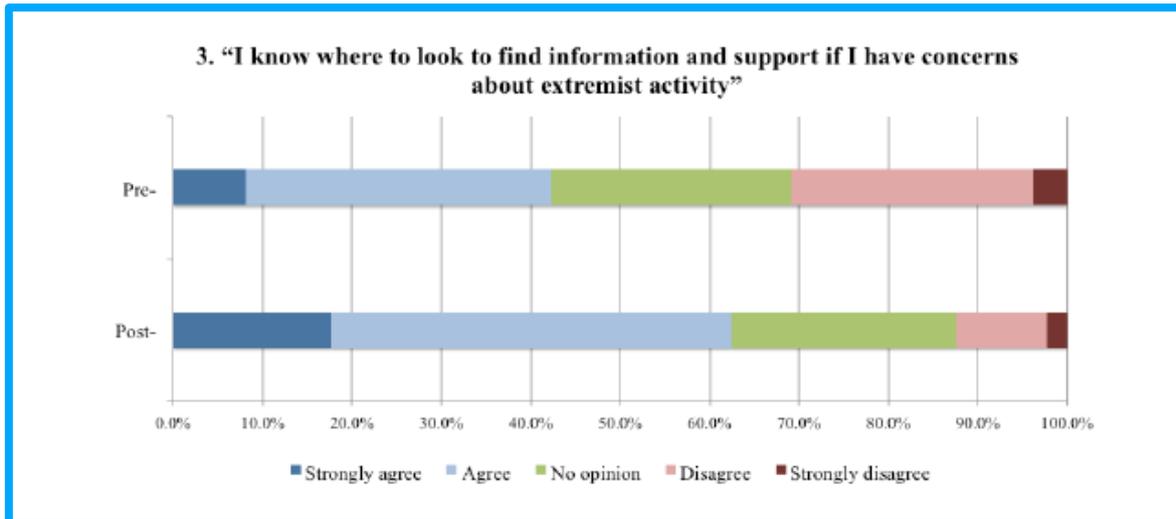
**Moderately effective** in raising awareness of the prevalence of unreliable information

	(Pre-)	(Post-)	
5. "Before I trust any information from the Internet I always check where it has come from"	56%	68%	Significant, positive (see figure 2)
6. "News posted on social media is always true"	6%	3%	Minor, positive



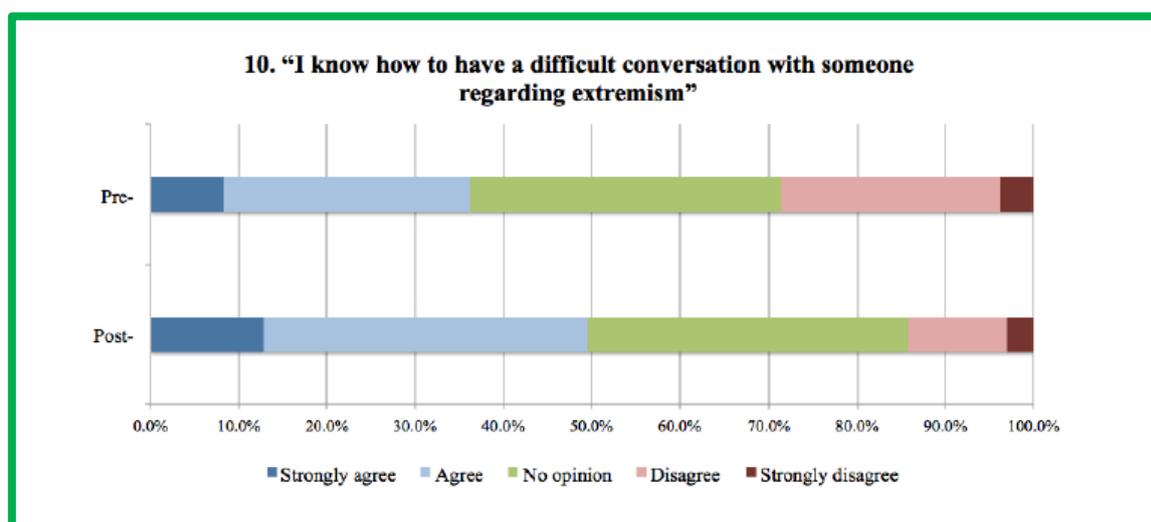
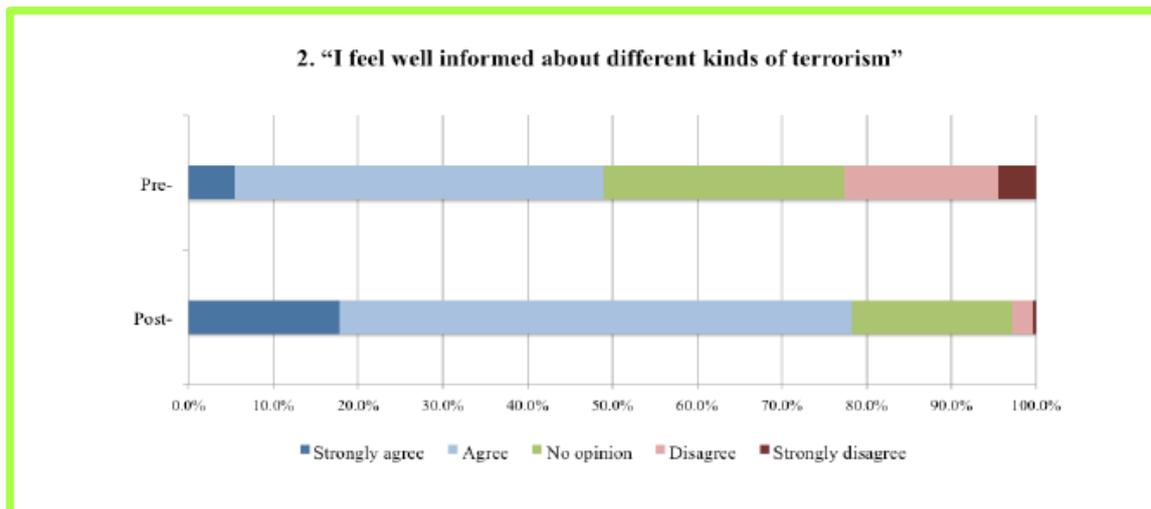
**Very effective** in improving the ability of young people to counter extremist messages

Statement	Agree (Pre-)	Agree (Post-)	Change
3. "I know where to look to find information and support if I have concerns about extremist activity"	42%	62%	Substantial, positive (see figure 3)
4. "I know what to do if I have concerns about extremism"	33%	60%	Substantial, positive (see figure 4)
7. "I know how to access support if I have concerns about extremism"	35%	56%	Substantial, positive
9. "I feel able to challenge extremist ideas"	28%	44%	Significant, positive
17. "I think I could challenge someone's viewpoint, without making things worse"	40%	46%	Minor, positive



**Very effective** in raising awareness of extremism and its dangers

Statement	Agree (Pre-)	Agree (Post-)	Change
2. "I feel well informed about different kinds of terrorism"	49%	78%	Substantial, positive (see figure 3)
10. "I know how to have a difficult conversation with someone regarding extremism"	36%	49%	Significant, positive (see figure 4)
14. "I can discuss extremism with my parent(s)"	56%	69%	Significant, positive
16. "Current terrorism threats come from just one group"	9%	5%	Minor, positive



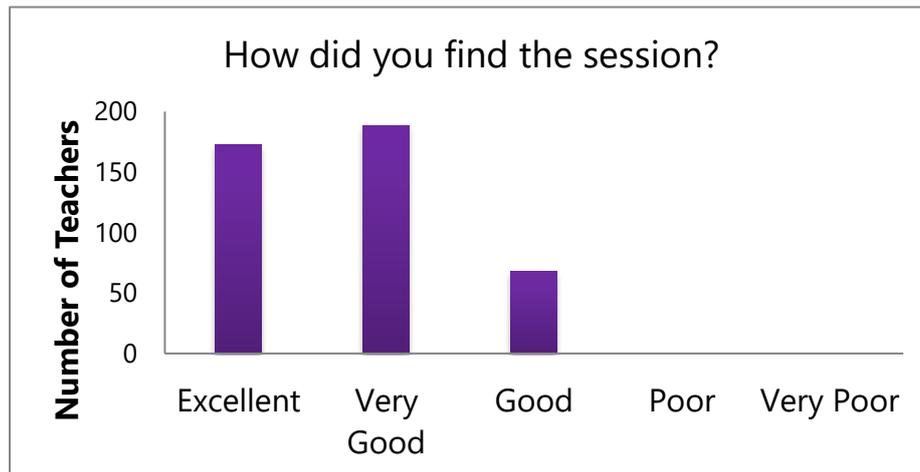
## Staff Training: Working with Young People on Controversial Issues and Safeguarding Young People from Radicalisation.

Focus group comments suggested that

- Participants were given a new perspective on having classroom discussions about controversial issues
- The connection between Prevent and safeguarding was cemented by the training
- Participants welcome and appreciate the opportunity for open and non-judgemental discussion offered by the EqualiTeach session.
- Participants are appreciative of EqualiTeach's attention to appropriate use of terminology so as not to exclude some children and foreclose discussion.

- Participants are appreciative of EqualiTeach’s discussion of ‘Fundamental British Values’ – “it was much more child-friendly and I think we...understood it more that way.”

In addition to Manchester Metropolitan University’s evaluation of the staff training, EqualiTeach facilitators asked all staff members to complete a feedback form after the training session. The data is collated and presented below



### What did you find most useful?

*Techniques on how to handle difficult, sensitive topics*

*Opportunity to consider my own practice through discussion on scenarios*

*Methods of starting ‘difficult’ content conversations/ work with pupil groups*

*The idea of a ‘safe space’*

*Giving our own scenarios and the facilitators providing ideas on how to solve the problem*

*Clarifying British values, how to promote them in our school*

*The Prevent case studies and how you could tackle the issues*

*Resources activities and case studies and links to Ofsted. Speakers were fantastic*

*Engaging presenter about difficult topics and when dealing with controversial issues*

### Additional Comments

*Well delivered- clearly had great understanding*

*Very interactive, a good balance of activities*

*Felt really open and safe for discussion- brilliant example of how to lead in class*

*An interesting and well-presented session that gave me the opportunity to share ideas about these topics with other staff*

*This was very useful and has helped me understand the way in which I approach pupils in class. Speaker was calm and respectful, very well paced and pitched*

*Delivery was excellent and content pitched at the right level*

*Facilitator was brilliant; very energetic and enthusiastic*

*This is a very good session; very thought-provoking*

*It taught me how to implement good methodology*

*Really valuable to whole staff*

*Great session. Think everyone in school should have the training*

*Good to get some definitions clearer and to understand the prevent work in practice*

*Great delivery manner- friendly and non-confrontational and facilitated discussion*

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