Nottingham City Council

NOTTINGHAMSHIRE POLICE PROUD TO SERVE

Nottinghamshire POLICE & CRIME COMMISSIONER

NTU Nottingham Trent University

Evaluation of "Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime" Project Report

Funded by Nottingham City Council and Office of the Police and Crime Commissioner (with delivery through Nottinghamshire Police) through the European Union's Rights, Equality and Citizenship Programme (2014 – 2020)

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Launch of Hate Crime Awareness Week 2019

MARCH 2021

Acknowledgements

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Summary

This report provides an evaluation of the '*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' project, a two-year pilot project funded by the European Union's Rights, Equality and Citizenship Programme. The project comprised of two streams of work: "Communities Tackling Hate" and "Enhanced Options Model for victims". In line with Nottingham City's values of 'Nottingham Together' and 'More in Common', the aim of the project was to prevent and tackle hate crime in new and innovative ways, bringing together policing, the criminal justice system, voluntary sector, communities and other statutory services. In particular, the project used the five key areas of focus identified in the UK government's action plan for tackling hate crime (2016, 2018): Preventing hate crime; Responding to hate crime in our communities; Increasing the reporting of hate crime; Improving support for the victims of hate crime; Building our understanding of hate crime. The evaluation of the project was funded by Nottingham City Council and Office of the Police and Crime Commissioner (with delivery through Nottinghamshire Police). This report outlines the key elements of the project, as well as the findings of the evaluation of the project.

Introduction

Hate Crime

Overall, the aim of the '*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' project was to prevent and tackle hate crime. Hate crime is any incident which constitutes a criminal offence that is perceived by the victim, or any other person, as being motivated by prejudice or hate (College of Policing 2014). Hate incident is any incident which may or may not constitute a criminal offence that is perceived by the victim, or any other person, as being motivated by prejudice or hate (College of Policing 2014). Criminal justice agencies in England and Wales are required to monitor five strands of hate crime:

- Race: any racial group or ethnic background, including Gypsy, Roma and Traveller groups and country of origin.
- Religion/faith: any religious group and including those who are not religious.
- Sexual orientation: people of any sexual orientation, including heterosexual.
- Transgender: including those whose lived gender or gender identity is different from that assigned to them at birth, with or without a Gender Recognition Certificate under the Gender Recognition Act 2003, plus those proposing to transition and/or who identify as gender variant, gender fluid, non-binary, transsexual or transvestite.
- Disability: people with any disability including physical and mental.

The five strands of monitored hate crime are the minimum categories that the police are expected to record. Locally, police forces can extend their own policy response to include other categories to be protected groups of hate crime. In addition to the five protected characteristics recorded nationally, Nottinghamshire Police specifically record hate crimes against two further categories:

- Alternative Subculture: a group that is characterised by a strong sense of collective identity and a set of group-specific values and tastes that typically centre on distinctive style/clothing, make-up, body art and music preferences.

- Misogyny: incidents against women that are motivated by a prejudice and includes behaviour targeted at women simply because of their gender. Examples of this may include uninvited sexual advances, physical or verbal assault, sending uninvited messages or taking photographs without consent.

Nottinghamshire Police acknowledge that other groups of people may be targeted through prejudice, and so the force also has the recording category of 'other'.

Hate crime has an effect not just on the victim, but on entire communities. Hate crime acts as a 'message crime', perceived to send a message of hostility to all who may identify with a certain identity. There were 105,090 hate crimes recorded by the police in England and Wales in year ending March 2020 (excluding Greater Manchester police) an increase of eight per cent compared with year ending March 2019 (97,446 offences) (Home Office 2020)[1]. As in previous years, the majority of hate crimes were race hate crimes, accounting for around three-quarters of offences (72%; 76,070 offences). Race hate crimes increased by six per cent between year ending March 2019 and year ending March 2020. Religious hate crimes fell by five per cent (to 6,822 offences), sexual orientation hate crimes increased by 19 per cent (to 15,835), disability hate crimes increased by nine per cent (to 8,469) and transgender identity hate crimes increased by 16 per cent (to 2,540). However, hate crime remains a hugely underreported crime and these figures are likely to only reflect the tip of the iceberg.

Overview of the project
'*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' takes an integrated approach to preventing and tackling hate crime bringing together policing, the justice system, voluntary sector, communities and statutory services. In this way it encompasses all aspects of the journey of a hate crime victim from reporting and investigation to exploring routes of justice, and even stepping back to look at prevention of the incident in the first place. The project engages with all direct and indirect stakeholders who have the potential to come into contact with hate crime including young people, offenders, communities, bystanders, organisations and agencies, positioning and equipping them to be active agents. In this way, through putting '*Citizens at the Heart*', the project proposed prevention strategies as well as piloting a new and unique model for reporting, investigation, response and justice for victims of hate crime.

The project builds on Nottingham's history of taking a pioneering, community led approach to tackle hate. Indeed, Nottingham has a track record of taking an innovative and victim-centred approach to tackling hate crime including the Misogyny Hate Crime policy, introduced by Nottinghamshire Police in April 2016 (see evaluation of the Misogyny Hate Crime policy by Mullany and Trickett 2018). '*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' takes an integrated approach to preventing and tackling hate crime: It is the first

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[1] All police recorded crime figures exclude Greater Manchester Police who were unable to provide data for 2019/20.

of its kind in the UK in its integrated approach across sectors. The themes of 'Nottingham Together' and 'More in Common' are threaded throughout the project's approach to tackling hate crime. By emphasising all the ways in which people in Nottingham stand together, the project aimed to provide an alternative narrative to the rhetoric of division and polarisation.

However, it is important to note that the project took place in unprecedented circumstances. In March 2020, the project was about 6 months before completion, when emergency measures were taken to lock down the UK in response to the global pandemic Covid-19. The project was completed in highly unusual circumstances which have had an impact on the delivery of the project and arguably to our understanding of hate, prejudice and community. The project was extended to March 2021 (instead of October 2020) whilst events that were planned to take place in the physical space moved online. In addition to the Covid-19 crisis, the murder of George Floyd has highlighted the many ways structural racism still exists in our society, globally and locally. Specifically, following the death of George Floyd in Minneapolis, US in May 2020 – who suffocated while a white police officer (now charged with murder) knelt on his neck for nine minutes – there have been a series of worldwide protests linked to the Black Lives Matter (BLM) movement. The BLM movement, the disproportionate impact of Covid-19 on Black, Asian and Ethnic Minority (BAME) communities, and the sharp rise in Covid-19 related hate crimes against Chinese and South East Asian communities have brought the focus sharply back on racism and race inequalities. As a result, there has been, justifiably, a renewed spotlight on issues of racism and disproportionality in policing and criminal justice such as the treatment of Black people and other minorities by the criminal justice system, and on the wider structural racism embedded within society over time. Importantly, the project also coincided with a number of major socio-political paradigm shifts, not least the transition to a post-Brexit UK. In the context of the authors' own institution – and Higher Education more generally – there has also been a recognition of the importance of de-colonising the University curriculum as a mechanism to challenging the dominant constructions of knowledge that can feed (implicitly or explicitly) prejudicial attitudes. The project was responsive to these events, for example, by including Community Conversations on the topics of Black Lives Matter, Covid-related hate crimes towards Chinese and South East Asian communities, and the wider challenges of Covid-19.

Key elements of the project

The aim of the project '*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' project was to implement a number of initiatives designed to better tackle prejudice and respond to hate crime. In particular the project sought to improve the way that Police, Council and voluntary sector meet the complex and varying needs of hate crime victims whilst also supporting communities to resist narratives of hate crime, extremism, bias and intolerance. The aim of the project is in line with the five themes of the UK Government's national action plan (2016, 2018) on hate crime:

• Preventing hate crime by dealing with the beliefs and attitudes that can lead to hate crime
• Responding to hate crime in our communities with the aim of reducing the number of hate crimes and incidents
• Increasing the reporting of hate crime
• Improving support for the victims of hate crime
• Building our understanding of hate crime

Specifically, the project comprises of two streams of work: "**Communities Tackling Hate**" and "**Enhanced Options Model for victims**", with the support of Communication Campaigns.

Communities Tackling Hate

This element of the project aims to equip communities and citizens to challenge intolerance and hate and to produce counter-narratives, functioning to build community resilience and promoting individuals and communities as active agents of change. Activities include "counter-narratives", which were delivered via Community Conversations and the Conversations Toolkit. It is important to note that initially, "bystander engagement" was also a core activity of "Communities Tackling Hate"; however, although the project supported "bystander engagement", the focus of the project shifted towards Community Conversations.

Counter-narratives

Counter-narratives were delivered via Community Conversations and the Conversations Toolkit. Counter-narratives aimed to equip people in communities with the skills, tools and confidence to be able to effectively respond to prejudice by offering alternative or counter-narratives. Community groups and representatives were trained to hold conversations on issues of prejudice, intolerance, racism and hate crime, and to challenge negative stereotyping often present in mainstream narratives.

Community Conversations

The aim of Community Conversations was to facilitate and support people to hold meaningful conversations on issues which matter to them but may be difficult to talk about. As such, the aim was to equip people with the tools, skills and confidence to respond to prejudice and provide alternatives to harmful narratives before they develop into hate crime. The Conversations methodology encouraged deeper conversation to enable people to find common ground, irrespective of their background or views. It was not about 'challenging' but about honest and non-judgmental discussion to facilitate empathy and create spaces where people

can feel heard. Community Conversations were often facilitated with the support of many organisations including: Communities Inc; Nottingham Women's Voices; Difficult Conversations Group; Small Steps Big Changes; Toy Library; Nottingham Women's Centre; Karimia Institute - Trust Building Project; Nottingham Trent University; Tim Parry Jonathan Ball Peace Foundation; New Art Exchange; ChalleNGe Nottingham; Together Today; Nergiz Kurdish Women's Group; Nottingham Muslim Women's Network; Equation; Nottingham City Disability Involvement Group; Disability Support; Nottinghamshire Mencap; National Holocaust Centre; Community Organisers. A list of Community Conversations events and Community Conversations training is attached as Appendix 1.

Conversations Toolkit

The 'Conversations Toolkit' (available on www.nottinghamtogether.com) includes tips on responding to prejudice as well as appropriate responses to 'getting things wrong'. The resources on this website have been developed through a partnership project between Nottingham City Council and Nottinghamshire Police, with the support of many organisations including: Communities Inc; Nottingham Women's Voices; Small Steps Big Changes; Toy Library; Nottingham Women's Centre; Trust Building Project. This toolkit was informed by Community Conversations, and a training package has been developed as a result. This aspect of the project will be evaluated directly by Nottingham City Council, after the publication of the NTU evaluation report in March 2021.

Bystander Engagement

This element of the project proposal was aimed at practical training for citizens on how to safely intervene in the face of hate-motivated instances and to safely challenge prejudice. Communities Inc, a local organisation, developed 'Stand By Me', an innovative bystander intervention project, before the funding for this project was confirmed. Therefore, the decision was made to support Communities Inc rather than replicate existing work that had already been done. Training covered reporting as a witness of hate crime, supporting victims during or after an incident and practical ways of showing solidarity with the victim. The project supported this work through Communications Campaigns and National Bystander Awareness Day, established in 2019 and partly funded by this project (as outlined below). However, the focus of the project itself evolved towards counter-narratives and specifically the Difficult Conversations methodology.

Specifically, in 2019 and 2020 Communities Inc worked closely with Nottingham City Council to organise and promote the National Bystander Awareness Day (NBAD) - a day that unites people to tackle hate and hostility, which Communities Inc created back in 2018. Nottingham City Council's supported NBAD in a number of ways:

• Social media campaigns: Communities Inc created videos and infographics, aiming to educate people about the impact of hate crime and ways people can challenge it. Nottingham City Council's contribution allowed Communities Inc to use paid, targeted advertising to ensure more people could learn about their message.

- Providing venues for the National Bystander Event launch – which allowed Communities Inc to identify and invite key partners, and as a result, increase the impact of NBAD in the city.
- Printing of the resources – Nottingham City Council's support allowed Communities Inc to get a substantial amount of resources printed and distributed across the city.

According to Communities Inc: "Nottingham City Council's contribution to organising and promoting NBAD has been incredibly valuable and allowed us to learn and improve our work in many areas. We learned how to effectively work with local authorities and public agencies, and how to generate support and implement societal changes on that level. Thanks to the Nottingham City Council's support we also entered the world of paid social media advertising on a larger scale. This allowed us to explore various marketing tactics, which we then analysed and streamlined to achieve high impact. We are now confidently employing those on regular basis to amplify our messages with increasing success. Nottingham City Council was the first local authority that saw the potential of NBAD, and as a result of our partnership in these crucial stages, NBAD grows exponentially every year and gathering more support on a local and national level".

Enhanced Options Model for victims
The aim of this model is to reduce the time from reporting to outcome and improve service and options for victims of hate crime. In practice, this means that – dependent on where and how victims report a hate incident and the nature of the incident – the victim is offered a menu of 'next steps' including the criminal justice route, restorative justice processes, mediation, and community support. Activities include "Shift Experts", "Pathways to Justice: Multi-agency Practitioners' Framework" and "Behavioural Change for offenders".

Shift Experts
The Hate Crime Champions Scheme aims to improve the partnership's response to hate crime and improve access to support for victims by establishing 'Hate Crime Champions' across Nottinghamshire Police and in each relevant service within the Council and partner organisations, enabling expertise to be shared and cascaded. Shift Experts in policing and other services have enhanced knowledge of policy and procedure on hate crime, the impact on victims and communities, interventions with perpetrators, problem-solving skills and multi-agency escalation, partner agencies to refer/signpost to, and the law relating to hate crime. A list of core and additional Shift Experts training sessions is attached as Appendix 2.

Pathways to Justice: Multi-agency Practitioners' Framework
The Pathways to Justice toolkit is a tool for agencies to use that outlines the different options that can be offered to victims, routes to outcomes, points of potential risk and signposting to partners and resources. The Partnership has developed a tactical menu that encompasses all options available in order to achieve the best possible outcome for victims. This is a toolkit that includes criminal justice options where applicable and where the victim is willing, as well as other enforcement routes through civil interventions and powers available to the local authority from anti-social behaviour legislations. This aspect of the project will be evaluated directly by

Nottingham City Council, after the publication of the NTU evaluation report in March 2021. The Pathways to Justice toolkit can be accessed here.

Behavioural Change for offenders

As part of the Enhanced Options Model, the aim was for Restorative Justice and Restorative Practice to be offered to victims of hate crime with potential for behavioural change for offenders. The aim was also for behavioural change to be offered through the development of an offenders' programme. The project team realised through the course of this project that this required more time and therefore the project could only do the initial work to make this happen such as training 24 police officers and CPOs on Restorative Practice. The behavioural change programme has therefore also not been funded by this project but has become possible through the work done on this project and will be piloted in 2021 by the National Holocaust Centre, funded by the Office of the Police and Crime Commissioner. It is important to highlight that the work done on the Pathways to Justice toolkit and Restorative Practice, contributed to Nottinghamshire Police deciding to invest in a Restorative Practice Hub, which will be resourced by a team with cases being referred to the 24 trained practitioners. This aspect of the project will be evaluated directly by Nottingham City Council and Nottinghamshire Police, after the publication of the NTU evaluation report in March 2021.

Communication Campaigns

This was a key element of developing and delivering counter-narratives, sharing positive stories about groups targeted by prejudice and hate to enable people to have a different perspective. These alternative or counter-narratives were developed in partnership with communities or groups affected and took the form of videos, art, social media campaigns and printed resources. The communication campaigns also included campaigns raising awareness of reporting hate crime and bystander intervention (in partnership with Communities Inc). This aspect of the project became even more important when Covid-19 hit, due to events in person not being possible. Communications campaigns were not evaluated as they were supporting the two key elements of the project (rather than being a key element itself). Specifically, the project included the following communication campaigns in order to support both elements of the projects:

Communities Tackling Hate
- Bystander intervention campaigns with Communities Inc including the first ever National Bystander Awareness Day
- Counter-narratives – videos, art, booklets, art competitions
- Nottingham Together, Let's Talk Campaign to support the toolkit
- Nottingham Together 'More in Common' campaign for Hate Crime Awareness Week 2019

Enhanced Options Model
- Campaigns to encourage reporting of hate crime, produced in different languages including European languages. This also included what to expect after reporting and a

'mythbuster' to clarify misconceptions about reporting and response
- Campaign to promote accessibility in reporting hate crime
- Internal campaign to promote Pathways to Justice toolkit

The conference at the end of the project, taking place on Wednesday 31 March 2021, 1-4pm on Zoom, presents the key learnings from the project and local best practice.

Methodology

Evaluation research aim and objectives

The evaluation of the project '*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime'* was commissioned by Nottingham City Council and Office of the Police and Crime Commissioner (with delivery through Nottinghamshire Police). The evaluation was conducted by a research team based at Nottingham Trent University comprising of Dr Irene Zempi (Principal Investigator), Dr Paul Hamilton, Dr Katerina Krulisova and Associate Professor Loretta Trickett. Throughout the evaluation project, the research team was flexible in their approach and adopted methods responsive to the project as it evolved and to the methodological challenges of Covid-19. Ontologically, the evaluation adopted a 'critical relativist' approach, which asserts that 'reality' depends on participants' knowledge and experiences, and how they interpret the world. This means that knowledge is constructed and there are potential multiple 'realities' interpreted by participants in this project. Epistemologically, the data analysis in this evaluation was conducted using a 'contextualist' method, which recognises the way in which participants' perceptions of prejudice, bias and hate are influenced by their personal and/or occupational experiences of hate crime. These ontological and epistemological positions tie in with the research team's aim to stay close to the participants' worldview and to this end, view the world through their eyes (Braun et al. 2014). The research instruments were designed to capture this theoretical orientation. Specifically, the research team employed mixed methods research, drawing on the collection and analysis of both qualitative and quantitative data across the different strands of the project. In this respect, triangulation was an important a tool for enhancing the comprehensiveness of the evaluation.

The aim of the evaluation was to assess the effectiveness of the project *Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime'*. Specifically, the research objectives of the evaluation were to:

1. Assess the effectiveness and impact of the key elements of the project against the project objectives. Key elements of the project included:
    o Communities Tackling Hate
        ▪ *Community Conversations*
        ▪ *Conversations Toolkit*
    o Enhanced Options Model for victims
        ▪ *Shift Experts*
        ▪ *Pathways to Justice: Multi-Agency Practitioners' Framework*
        ▪ *Behavioural Change for Offenders*
2. Make recommendations on changes to the elements of the project drawing on the Theory of Change model
3. Present key learnings and best-practice at the end of the project conference on 31 March 2021

As mentioned in the introduction, certain elements of the project namely, 'Conversations toolkit', "Pathways to Justice: Multi-agency Practitioners' Framework" and 'Behavioural change for offenders' will be evaluated directly by Nottingham City Council after the publication of the evaluation report on 31 March 2021. These elements of the project have been implemented from December 2020 onwards which did not allow for sufficient time for the NTU research team to collect data for the evaluation of the project by 31 January 2021 (which was the cut off period for data collection for the evaluation of the project).

Data collection
In order to conduct the evaluation of the project, a mixed-methods approach was deemed to be the most suitable in order to develop a robust method, which enabled a combination of both quantitative and qualitative data to be analysed. Specifically, this is a list of the research activities employed for the research objectives of the evaluation:

Assessing the effectiveness and impact of 'Communities Tackling Hate':
- Survey with facilitators of Community Conversations
- Survey with individuals who received Community Conversations training
- Individual and focus group interviews with facilitators of Community Conversations
- Creative methods with individuals who attended Community Conversations (taking place in the physical space)
- Survey with individuals who attended Community Conversations (taking place online)
- Individual and focus group interviews with members of the Nottingham City Council team leading this element of the project

Assessing the effectiveness and impact of 'Enhanced Options Model for victims':
- Survey with individuals who received Shift Experts training
- Individual and focus group interviews with Shift Experts
- Individual and focus group interviews with members of the Nottingham City Council team and Nottinghamshire Police leading this element of the project

Participants
In total, 484 individuals took part in the study. Participation to the study was voluntary. Access to participants was facilitated by Nottingham City Council and Nottinghamshire Police.

In particular, with regards to evaluating the effectiveness and impact of 'Communities Tackling Hate', the research methods included:
- Survey with facilitators of Community Conversations: 72 individuals completed the evaluation questionnaire
- Survey with individuals who received Community Conversations training: 59 individuals completed the evaluation questionnaire before the training (although only 37 individuals completed the evaluation questionnaire after the training)
- Creative methods with individuals who attended Community Conversations (in the physical space): 106 individuals took part in creative methods

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- Survey with individuals who attended Community Conversations (taking place online): 49 individuals completed the evaluation questionnaire
- Individual and focus group interviews with facilitators of Community Conversations: 11 individual and 3 focus group interviews
- Individual and focus group interviews with members of the Nottingham City Council team leading this element of the project: 3 individual and 2 focus group interviews

Assessing the effectiveness and impact of 'Enhanced Options Model for victims':
- Survey with individuals who attended the Shift Experts training: 159 individuals completed the evaluation questionnaire before and after the training
- Individual and focus group interviews with Shift Experts: 1 individual and 2 focus group interviews
- Individual and focus group interviews with members of the Nottingham City Council team and Nottinghamshire Police leading this element of the project: 1 individual and 1 focus group interview

Response rates
The response rate was excellent with regards to facilitators of Community Conversations (92.3%). As of 31 January 2021, the project had facilitated 78 Community Conversations whilst 72 facilitators completed the evaluation survey (for each event that they facilitated). However, it is important to note that some Community Conversations were facilitated by two facilitators and therefore the response rate might be skewed.

The response rate was average with regards to individuals who received Community Conversations training (23.6%). As of 31 January 2021, 37 out of 157 individuals who received Community Conversations training completed the evaluation survey (post training).

The response rate was poor with regards to attendees of Community Conversations (9.8%). As of 31 January 2021, 155 individuals provided feedback about the events they attended (106 individuals via creative methods and 49 individuals via survey) out of 1578 individuals who had attended Community Conversations. However, the decision was taken not to survey participants when the events were happening in physical spaces but to use creative methods.

The response rate was very good with regards to Shift Experts (66.8%). As of 31 January 2021, 159 out of 238 individuals who had been trained as Shift Experts (core training) completed the evaluation survey.

Data analysis
Prior to Covid-19, data collection took place in person at relevant premises including Nottingham City Council, partner organisations and/or Nottingham Trent University. Because of Covid-19, data collection moved online (specifically, the NTU research team used Microsoft Forms for surveys and Microsoft Teams for individual and focus groups interviews). For individual and focus groups interviews, participants' answers were audio-recorded (using a

Dictaphone) and transcribed. Quantitative data were analysed using descriptive statistics. Qualitative data were subjected to Thematic Analysis, which is a qualitative method used for 'identifying, analysing and reporting patterns (themes) within data' (Braun and Clarke 2006, p. 79). Themes refer to specific patterns of meanings found within the data set. In Thematic Analysis themes can be identified either inductively from the raw data (also called 'bottom up' way) or theoretically/deductively from the existing literature (also called 'top down' way) (Boyatzis 1998). In this evaluation, the form of Thematic Analysis employed was inductive (data-driven). This approach was taken in line with the ontological and epistemological positions employed in this evaluation. The research team selected illustrative extracts from the individual/focus group interviews and surveys (presented as indented quotes in this report) in order to provide sufficient evidence of the themes within the data.

Ethical Issues

The research team acted at all times in accordance with relevant professional guidelines provided by British Society of Criminology. Ethical approval was obtained via Nottingham Trent University's Ethics committee. Consent was obtained for all participants before they took part in the study. The form stated the purpose of the study and ensured participants of the anonymity of the interview/survey data. Confidentiality could not be offered for the surveys, interviews and focus groups as extracts of participants' data would be presented as part of publication write-ups. Participants were fully aware of this and were provided multiple opportunities to withdraw. In order to ensure participants' anonymity, their names and any other identifying information was anonymised.

Theory of Change

Recognising the importance of a context, mechanism and outcomes framework, as outlined in Pawson and Tilley's (1997) 'realist evaluation', a 'Theory of Change' model informed this evaluation. As Connell and Kubisch (1998, p. 1) point out, comprehensive community initiatives have historically struggled to 'find evaluation strategies and methodologies that correspond well to the goals and designs of the initiatives themselves. 'Theory of Change', defined in its broadest sense as 'a theory of how and why an initiative works', helps navigate these potential challenges (Stein and Valters 2012, p. 3). From this perspective, Theory of Change is understood as the organisation's hypothesis of the changes that will occur as it utilises certain activities in order to achieve its organisational aims and objectives (Scriven 1991).

This project sits firmly within a tradition of comprehensive community initiatives that seek to improve the lives of its residents (Lawrence et al. 1997). However, it is important to recognise that 'Theory of Change' is an approach rather than a method, and its effectiveness as an evaluative tool requires clarity on a number of key areas, namely:

- What is the context within which the intervention is located?
- Is the nature of the intervention(s) well-defined?
- What are the intended outcomes and are these measurable?

- Can we know and measure causal links between the intervention and the outcome?

Accordingly, the research design for this evaluation sought to incorporate these pre-requisites into the methods framework. The context(s), interventions, intended outcomes and causal links are outlined elsewhere in this report. By way of illustration, the 'Shift Champion' training intervention was set against the context of rising hate crime numbers in Nottinghamshire and the difficulty of embedding effective hate crime policy and practice uniformly across stakeholder institutions. The intended outcome for this strand of the '*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' project, was to demonstrate how the up-skilling of identified individuals to 'expert' status may have an institutional ripple effect and ultimately lead to better outcomes for hate crime victims. As such the outcomes can be direct and short-term (delivering training to up-skill to 'expert' status and then implementing/embedding these experts into the stakeholder organisation), as well as indirect and short/medium term (better victim satisfaction and perpetrator prosecution).

Integral to 'Theory of Change' is the visual representation of the changes you want to make and how you plan to do it. This evaluation sought to capture these changes and their impacts. Drawing on Theory of Change, the aim and objectives as well as research methods of this project evaluation were identified and designed – where appropriate – using this approach. However, it is important to stress that these were reviewed and revised as needed in order to guide the data collection, analysis and reporting. In particular, Theory of Change was used:

- Before the training for Community Conversations/Shift Experts was delivered to the different groups in order to review the training appropriateness, comprehensiveness and accuracy (for example topics covered, workshop format and activities) and suggest revisions/changes as necessary.
- After the training for Community Conversations/Shift Experts was delivered in order to identify ways to increase its efficiency and effectiveness based on previous learning.
- Providing feedback for the Community Conversations events in order to improve aspects of the delivery of these events.

In this regard, the intention was to learn from the evaluation of training conducted for one group and then apply these lessons to another group. This is significant if considering that one of the potential strengths of Theory of Change is that 'the process can be a powerful tool for promoting collaboration and engagement at the community level focused on products and outcomes' (Connell and Kubisch 1998, p.12). As such, a key outcome measure is the extent to which the intervention has facilitated capacity building. Theory of Change provides the framework to capture this.

Theory of Change presented in a results chain below with details of what each step entails (Figures 1 and 2)

Figure 1

Figure 2

Inputs
Training material/format/activities
Facilitators of training
Trainees
Community conversations

Activities
Before and after survey of attendees at Shift Experts/community conversations training

Individuals/focus group interviews with shift experts/community conversations facilitators

Outputs
Number of training sessions held

Number of attendees being trained

Outcomes
Level of knowledge and expertise developed in practitioners attending Shift Experts/Community Conversations training

Impacts
Improve processes and practice in statutory and voluntary sector services with regards to tackling hate crime

Confidence in communities to take action during times of tension

The key concepts that Theory of Change uses are:

"Context", which refers to the situation that individuals (community members) may currently find themselves in. It can relate to aspects of individual capacity, interpersonal relationships, institutional settings/coherence, and wider community structures. It is important to note that "context" describes tendencies and general patterns rather than universality.

"Change process" (mechanism) attempts to capture how and why the intervention is intended to work, for whom and in what circumstances. It may also refer to the underlying social, environmental or psychological drivers that facilitate change (known formally as a 'generative mechanism').

"Outcome" is the change that we want to facilitate. In considering the outcomes, there needs to be an acknowledgement that outcomes can happen incrementally; small improvements gradually lead to more substantial longer-term change.

Against this background, the Theory of Change model was applied as per the three themes below. Whilst presented as separate themes, there is of course an inherent inter-connectivity between the three identified areas:

Theme One: Victim Experience and the 'Justice Gap'

Context

Dissatisfaction and lack of confidence in the responses of police and other statutory agencies amongst victims of hate crime (individual and community). Identifiable structural 'justice gap' between hate crime reporting and successful outcomes (CJ and non-CJ), in part driven by a lack of joined-up working. Potential for this to feed into reluctance to report hate incidents/crimes.

Change Process (Mechanism(s))

1) Adopting 'shift expert' model to promote better understanding of hate crime policy and procedures within the police and other statutory agencies and to 'champion' better service delivery across a range of stakeholders. 2) Implementation of Multi-Agency Practitioners' Framework tool to improve victims' experiences

**Short term outcome (to be achieved and evaluated within duration of the pilot project)**

Enhanced options for individual victims with improved CJ and non-CJ outcomes and higher levels of satisfaction. Evidence for higher rates of reporting. Knowledge and process improvements across range of agencies and evidence for better joined-up protocols.

Long term outcome (scope of evaluation limited to project timeframe)

Develop, review and maintain (embed) enhanced options already developed during the course of the project. To build – and measure - trust within wider community(ies) regarding the efficacy of hate crime policy and interventions (and by implication continuing to promote joined-up working as a mechanism for better reporting and achieving favourable – and transparent - outcomes for victims).

Theme Two: Active Citizenship and Community Responses to Hate Crime/Prejudice

Context

Acknowledgement that community cohesion, bias and prejudice at the local level can be impacted by (inter)national socio-political events. Communities often lack the skills and knowledge to deal with the impact(s) of these wider socio-political triggers – and historical prejudice - which arguably results in an over-reliance for the police and other agencies to provide the 'solutions' to hate. Problem can be exacerbated within atomised and transient communities.

Change Process (Mechanism)

Implementation of bystander engagement training and communication strategy to equip communities with the skills to safely challenge hate and prejudice. Using the idea of social capital and active citizenship, interventions designed to improve people's ability to relate to others and empowering them to actively participate in and positively contribute to counter-narratives of hate and prejudice.

**Short term outcome (to be achieved and evaluated within duration of the pilot project)**

Completion of training with citizens, to engender proactive and timely responses to hate and prejudice in times of conflict and tension. Measure (qualitatively) the extent to which citizens feel better equipped and more resilient to the challenges of hate and prejudice and to better support victims. Evidence for agency amongst (trained) community members.

Long term outcome (scope of evaluation limited to project timeframe)

'Ripple' effect creating wider cultural paradigm shift in how hate and prejudice is understood and responded to. Improving connections between citizens and to forge civic culture out of difference. Improving opportunities for encounters with strangers.

Theme Three: Innovative Responses to Perpetrators of hate and prejudice

Context

Recognition that CJ responses to deal with the perpetrators of hate incidents (or crimes) may be insufficient to promote desistance. The narrative shifts required are not necessarily best promoted through the narrow lens of punishment in the community. Arguably, this approach does not serve victims well, nor does it put them at the heart of policy interventions (lack of agency).

Change Process (Mechanism)

As a mechanism for promoting desistance amongst perpetrators, recognition that change necessitates challenging cognitive distortions. Empathy and re-integrative shaming can be significant drivers for promoting desistance and improving victim satisfaction. To achieve this change process, restorative interventions offered to victims (individual RJ and community-based RJ)

20

Short term outcome (to be achieved within duration of the pilot project)

Enhanced victim satisfaction that they have a voice in how we respond to hate incidents/crimes and that they have the opportunity to seek answers. Evidence that perpetrators have had the opportunity to challenge 'techniques of guilt neutralisation' and to reconfigure prejudicial narratives.

Long term outcome (within and beyond pilot project)

(Re)offending reductions and fewer incidents of hate within the city and county.

Evaluation findings - Communities Tackling Hate

Community Conversations

Hate crime is rooted in prejudice. Indeed, a hate crime is a prejudice-motivated crime which occurs when a perpetrator targets a victim because of their (actual or perceived) membership of a certain group (Chakraborti and Garland 2015; Hall 2013; Perry 2001). '*Citizens at the Heart*' recognised the need to tackle prejudice at its root, as part of the project's overall response to tackling hate crime. Before examining the findings of this element of the project, it is important to consider the context in which Community Conversations take place.

According to Gordon Allport (1954), prejudice tends to express itself in action, but the degree of action will vary greatly based upon the individual and the strength of the prejudice. To illustrate this, Allport (1954) provided the 'Scale of Prejudice', a five-point scale to distinguish different degrees of prejudice. The 'Scale of Prejudice' includes:

- Antilocution: Discussion of prejudices, usually with like-minded friends
- Avoidance: The prejudiced individual avoids members of the disliked group, although they do not inflict direct harm upon them
- Discrimination: The prejudiced individual discriminates against members of the disliked group
- Physical attack: Prejudice leads to acts of violence
- Extermination: This marks the ultimate degree of violent expression of prejudice

Allport's Scale of Prejudice 1954
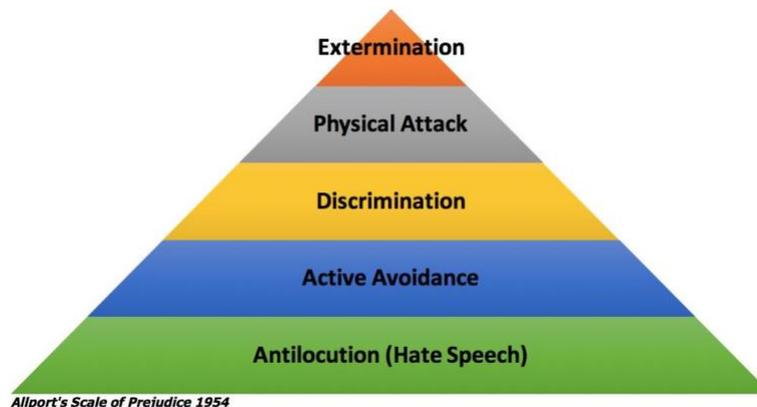
Along similar lines, the 'Pyramid of Hate' (Anti-Defamation League 2018) demonstrates how prejudice can grow from biased attitudes to genocide. The Pyramid of Hate depicts the escalation of hate: biased attitudes, acts of bias, discrimination, bias-motivated violence, genocide. Like a pyramid, the upper levels are supported by the lower levels. If the behaviours on the lower levels are not challenged, this results in the behaviours at the next level of the pyramid becoming more acceptable and 'normal'.

Genocide
The act or intent to deliberately and systematically annihilate an entire people

Bias Motivated Violence
Murder, Rape, Assault, Arson, Terrorism, Vandalism, Desecration, Threats

Discrimination
Economic discrimination, Political discrimination, Educational discrimination, Employment discrimination, Housing discrimination & segregation, Criminal justice disparities

Acts of Bias
Bullying, Ridicule, Name-calling, Slurs/Epithets, Social Avoidance, De-humanization, Biased/Belittling jokes

Biased Attitudes
Stereotyping, Insensitive Remarks, Fear of Differences, Non-inclusive Language, Microaggressions, Justifying biases by seeking out like-minded people, Accepting negative or misinformation/screening out positive information

(Anti-Defamation League 2018)

Accordingly, the aim of Community Conversations was to equip people with the tools, skills and confidence to respond to prejudice, and provide alternatives to harmful narratives before they developed into hate crime. Although other elements of the project (such as the Pathways to Justice toolkit) were reactive to hate crime – namely, what happens once a person has been a victim of a hate crime and what can be done to improve victims' experiences of hate crime – Community Conversations focused on prevention; therefore, trying to tackle prejudice before it escalated to hate crime. Correspondingly, Community Conversations facilitated and supported people to hold meaningful conversations on issues that might be at the root of prejudice, and which could lead to hate crimes whether in the real world and/or in the cyber world.

The methodology employed in Community Conversations encouraged people to have deeper conversations in order to find common ground, irrespective of their background or views. Specifically, Community Conversations are based on five key principles namely: 1) building connection and trust; 2) listening to people's intentions and the meanings behind what they're saying; 3) avoiding using shame and blame in conversations; 4) an emphasis on stories and feelings rather than simply facts; and 5) offering a different perspective or way of looking at the issue. This approach is not explicitly about 'challenging' other people's views; rather, it is about having honest and non-judgemental discussions in order to facilitate empathy and create safe spaces where people can feel heard. This is based on the belief that if people talk more and share their views and concerns in a safe space, that might help them reflect upon their opinions/attitudes and change them. This approach also recognises that prejudice exists in all people, and part of the reason that prejudice exists is because of lack of engagement with other communities.

The project far exceeded expectations in facilitating Community Conversations. To illustrate this, the project target to the EU was 10 events reaching 250 people; however, as of 31 January 2021, the project had facilitated 78 conversations with 1578 people attending in total. Clearly, this was far more than what the project had predicted. Community Conversations covered a variety of topics including misogyny, racism, Islamophobia, disablism, anti-Semitism, homophobia, transphobia, BLM, Brexit, Covid-19, mental health, FGM, far-right, and other topics related to prejudice, bias and diversity (A list of Community Conversations events and Community Conversations training is attached as Appendix 1). Sessions usually lasted about two hours.

The following section discusses the findings of the evaluation based on the perceptions of facilitators and attendees of Community Conversations, as well as the views of the team leading this element of the project. The evidence outlined in the following section demonstrates that:

- The training was successful in equipping facilitators with the knowledge, skills, tools and confidence to facilitate Community Conversations.
- However, facilitators noted that they would benefit from further training, more opportunities for de-briefing as well as access to resources on how to challenge and respond to prejudice (which would be especially useful after the project had ended).
- Facilitators suggested that future training/Community Conversations should be more open to a wider and more diverse audience.
- Facilitators employed the techniques they learnt in the training in order to encourage sharing and promote positive dialogue in Community Conversations.
- However, a key challenge highlighted by participants was facilitating Community Conversations on specific topics such as RSE, LGBT, radicalisation, abortion, and domestic violence. In this regard, facilitators said that they felt more confident to co-facilitate these conversations with more experienced facilitators.
- Facilitators described Community Conversations as a 'powerful tool which brings communities together'. They argued that Community Conversations 'work' in terms of challenging and responding to prejudiced attitudes; thus, preventing prejudice from escalating to hate crime.
- People who attended Community Conversations noted that they benefited from these events as it was a safe environment for people to share their views, hear about other people's experiences, and explore different opinions with people from diverse communities.
- People who attended Community Conversations also noted that these events improved their understanding of hate crime and increased their awareness of local organisations and local strategy on tackling hate crime.
- People who attended Community Conversations argued that these events could be improved by sessions being longer, and providing attendees with resources that they could use after the session.
- Community Conversations were one-off events (with potentially short-term impact). Facilitators and attendees of Community Conversations indicated that they would benefit from access to relevant resources after the end of the project. Correspondingly, the

'Conversations Toolkit' was developed as a free resource for people to use in order to challenge and respond to prejudice in the physical space and/or online (which shows the long-term impact of the project in tackling prejudice and hate).

- Legacies of this element of the project include: Key learnings from Community Conversations, professional network established as a result of Community Conversations, Difficult Conversations Group, and relevant resources (including Conversations Toolkit).

The following discussion draws on the evaluation findings according to the perspectives of facilitators and attendees of Community Conversations, as well as the views of the team leading this project. However, it is important to note the limitations of the evaluation when considering these findings, namely the lack of longitudinal data (especially when trying to measure attitudinal change in the long term) and whether a follow up study might be warranted.

Facilitators' perceptions of Community Conversations

Survey results regarding facilitating Community Conversations
Facilitators were asked to complete the evaluation questionnaire following the facilitation of a Community Conversation. In total, 72 facilitators completed the survey.

Each Community Conversation covered a specific topic regarding prejudice. The survey asked facilitators to rate how effectively this topic was covered in the Community Conversation that they facilitated (1 – not at all effective to 5 – extremely effective). 54% of respondents rated it as 'very effective', 29% as 'extremely effective', 13% as 'moderately effective', and 4% as 'slightly effective'.

How effectively were topics covered in sessions facilitated by respondents

■ Very effective   ■ Extremely effective   ■ Moderately effective   ■ Slightly effective
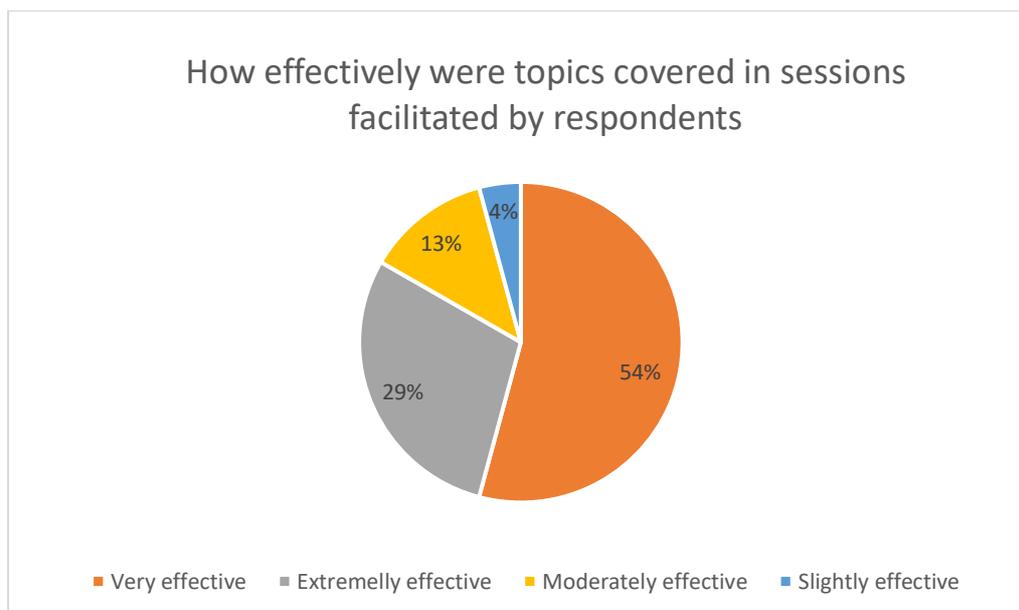
The survey asked facilitators to reflect upon what techniques/tools (which they had learnt in the Community Conversations training) they used in order to encourage sharing and promote positive dialogue in Community Conversations. Facilitators suggested that they employed a number of techniques and tools including: setting ground rules from the beginning of the session, introductions, art activities, encouraging open discussions and critical thinking, examples and case studies, open questions, encouraging people who were quiet to contribute, group reflections, and co-facilitating (which was especially useful when facilitating events with large groups and/or discussing sensitive topics).

Moreover, the survey asked facilitators to share if there were any areas of conflict and/or uncomfortable interactions in the group. As indicated in the quotes below, facilitators gave some examples of conflict that came up in the Community Conversations that they facilitated, and explained how they dealt with such tensions.

> "Used ground rules/agreement – referring back to ground rules when conversation got uncomfortable and reminding people that this is why we are here but also to remember that intentions are good."

> "No conflict but some constructive 'criticism' over whether we need a city-wide approach to community cohesion of whether several neighbourhood-level approaches might be more effective."

> "One participant made comments about people from other countries 'feeling like they had a right to everything/change things' which could have led to conflict, but the group was respectful in helping him consider his comment."

> "There were no conflicts, the group had very different life experiences so it was interesting to create a space where they could learn about one another and ask questions."

Survey results regarding Community Conversations training

As part of Community Conversations, free training events were offered to prospective facilitators. Facilitators were recruited via a mix of targeted advertising as well as general publicity and promotion to community groups, voluntary sector and Nottingham City Council staff (especially those staff who work with communities). As of 31 January 2021, 10 Community Conversations training events took place and 157 people received this training (A list of Community Conversations events and Community Conversations training is attached as Appendix 1). For the evaluation of Community Conversations training, individuals who attended these training sessions were asked to complete an evaluation questionnaire before the training and an evaluation questionnaire after the training. The following section discusses the findings from the training sessions. In total, 59 individuals completed the evaluation

questionnaire before the training and 37 individuals completed the evaluation questionnaire after the training.

Community Conversations Training - Introductory 1 day facilitators training

This training was delivered by St. Ethelburga's Institute of Peace and Reconciliation. 17 individuals completed an evaluation questionnaire before the training and 9 individuals completed an evaluation questionnaire after the training. Prior to the training, respondents noted the three key learnings that they wanted to achieve in this training. The key issues that they highlighted included: communication, networking, developing skills and tools to facilitate conversations and dealing with conflict. Following the training, 9 respondents completed the questionnaire. The survey asked respondents to rate this training (1 being poor to 5 being excellent). All respondents rated this training as 'excellent' (100%, 9 respondents). The survey also asked respondents if their understanding of facilitating Community Conversations had changed as a result of this training (and why). All 9 respondents suggested that their understanding of facilitating Community Conversations had changed as a result of this training on the basis that they had developed the skills, tools and knowledge to facilitate Community Conversations. The survey also asked respondents how likely they were to use the tools and techniques that they learnt in this training session when facilitating Community Conversations (1– 'not at all likely' to 5 – 'extremely likely'). 67% stated 'extremely likely' and 33% stated 'very likely'.
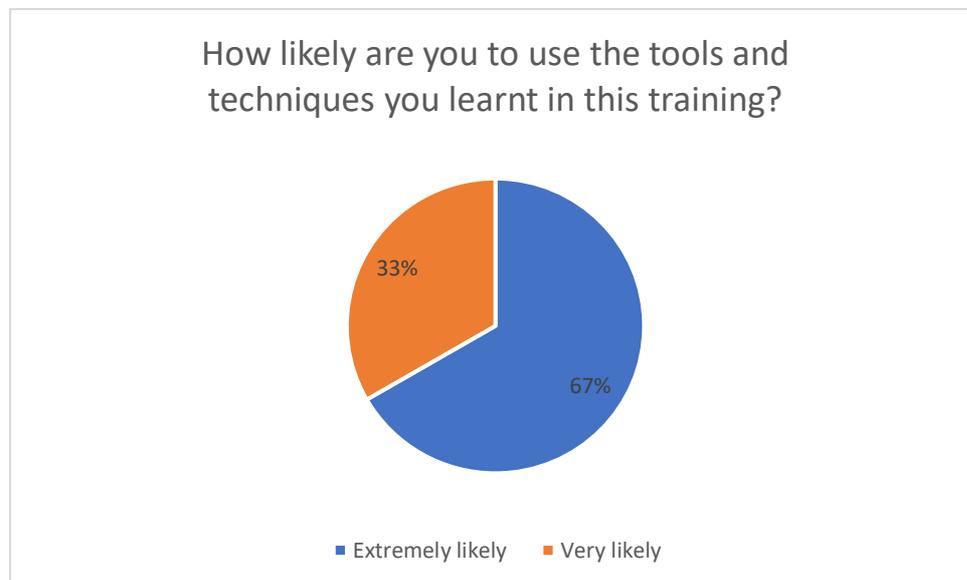
The survey also asked respondents what (if anything) they would change about this training. The response was overwhelmingly positive, although two respondents indicated that the training should be longer and one respondent noted that they would like to have more training sessions.

Community Conversations training – 2 day training for experienced facilitators

This training was delivered by St. Ethelburga's Institute of Peace and Reconciliation. 14 respondents completed an evaluation questionnaire before the training and 6 respondents completed the questionnaire after the training. Prior to the training, respondents mentioned the three key learnings that they wanted to achieve in this training session. The key issues that were raised by respondents included tools and strategies for facilitating sensitive topics, dealing with controversial questions, challenging prejudice and conflict resolution. Following the training, 6 respondents completed the questionnaire. The survey asked respondents to share their key reflections from this training. As highlighted in the following quotes, the key issues raised by respondents included leadership/facilitation skills, recognising the need for further improvement, dealing with uncomfortable feelings, listening skills, and promoting dialogue.

> "1. It was good to understand my weaknesses and strengths in leadership. 2. It was good to recognise and allow uncomfortable feelings to sit for longer than usual and not to feel the need to override them by speeding things up, letting things slide or using humour to deflect."

> "1. An experiential style of teaching. 2. Both presenters were excellent and delivery was great. 3. There was a breadth and depth to what we covered in the day."

> "1. My facilitation skills need improving. 2. In difficult conversations, especially those that go against your moral and value base it is hard to listen and be objective, that can hinder dialogue which can result with a people switching off and not participating 3. How it is important to listen and own the uncomfortable feelings that emerge. To understand and get a sense of the process we go through when discussing difficult topics that are important to us."

The survey also asked respondents what (if anything) they would change about this training. The response was very positive, although two respondents indicated that the training should provide handouts with a summary of key learnings and that there should be more opportunities for trainees to observe a specific exercise used in this training event (eg the goldfish bowl exercise), as indicated in the following quotes.

> "I think the facilitators' contrasting styles and backgrounds were complimentary and just what was needed to make the session enjoyable. Thank you."

> "It was very innovative, progressive and honest. I really appreciate the course and all the effort put into it and I wish for it to be successful in facilitating constructive community connections and social enlightenment."

"I thought the workshop was very good and the facilitators clearly very knowledgeable, passionate and skilled. The content was quite intensive and broad and that is good, however at the end of the day I found my head was full of information but I did not feel very clear where to begin with implementing the methods on a daily basis. I feel it would really help to have maybe a couple of pages/handout before the next session, in order to summarise the key aspects and approaches for me/us to refer back to. This would help to assimilate the learning from the day and help put it to practical use and to prepare for the next workshop."

"I would welcome more opportunities to observe a goldfish bowl exercise. I found this invaluable it witnessing 'difficult' conversations from the outside and recognising what techniques I am using (without realising) or could be using when in similar situations to improve the experience for all."

Evidently, the surveys provided a useful insight into how facilitators viewed the training and the techniques used to manage the Community Conversations. However, to make further sense of the facilitators' interpretations of if, how and why Community Conversations may or may not 'work', qualitative individual and focus group interviews were undertaken with facilitators. The following section outlines the findings from the individual and focus group interviews conducted with facilitators of Community Conversations as well as with members of the project team.

Findings based on interviews and focus groups with facilitators of Community Conversations and project team

The findings from the individual and focus group interviews with facilitators as well as with members of the project team leading this element of the project demonstrate that Community Conversations are a powerful tool which brings communities together, and help to start a positive dialogue between people from different communities that do not normally engage with each other. The consensus view amongst facilitators was that there is a lot of appetite in the community to have these conversations. As demonstrated in the following quotes, facilitators highlighted that Community Conversations gave people the platform to have a dialogue about such sensitive topics in a safe space.

"People want to talk about these issues and we're giving them a platform."

"Most of them said that they want to do more, they want more of these events. People want to talk, and that's across the board. The appetite is huge. We have this need to talk which is currently unmet."

"The biggest success, and that's across all of the events, is the realisation that people are desperate to talk. Quite often, people are reserved and unsure

initially, because they are afraid of the repercussions of saying something or what might be asked of them, or they don't want to offend anyone and be told off, but once you can create a safe space, if that works, and generally it has worked, people just want to talk, and they talk about some very personal stuff."

In a focus group with the project team leading the element of project, it was emphasised that we live in challenging times, and therefore having these conversations is crucial in order to bring different communities together, as demonstrated in the following quote:

"[Participant A:] We are in very divisive times, there is a lot of resentment, people feel like they cannot voice their frustrations and resentment. In my work, it became clear that people wanted to take control of the narratives around their communities and hate crimes. It became clear that if all these people talked to one another they would realise they have a lot in common. People were desperate to have this space to explore these issues and talk to one another without being shut down and shamed for what they say. [Participant B:] It is key that this is embedded in the communities themselves. [Participant A:] When we did the application, we did a mapping exercise. We mapped points when people come across hate. It starts much earlier than hate crime itself. [Participant C:] People have loads of common issues. It is easy to think about someone as 'Other' when you have not met them. It is about creating connection and reducing fear and hate. We want to get people that are different together and talk about stuff. People do feel stifled in the community and no one is sure what they are allowed to say and what they are not. It is providing that confidence that means people can talk and then find ways to do effectively to one another and be open to questioning. [Participant B:] Conversations are very complex and complicated. Supporting people to have those difficult conversations is important."

Furthermore, facilitators discussed how the Community Conversations training had increased their confidence, skills and knowledge in order to facilitate these conversations. As the following quotes show, facilitators highlighted the importance of the tools they had learnt in these training sessions for facilitating conversations. A key aspect of this was understanding the boundaries of the role of the facilitator and learning how to approach difficult, sensitive topics.

"I'm already a community leader and as a religious leader, there are always difficult questions! This training helped me in terms of sessions, and involving all of the audience, no matter what their background. [] The training made us realise that we are not there to impose our world view, you're only there to facilitate."

"I did the 2-day training, it was brilliant. I had the opportunity to be in discomfort, normally I shy away from things when having a conversation with someone, I am worried where the conversation might go."

"The training taught us to break through those uncomfortable feelings, so I thought I'd just try and I remember the facilitator saying at the end that this was the first time we'd got to such a far point, and I thought 'wow, you know what, this stuff actually works'. So if you have a safe space and that you respect the other person's view, then you can make really good progress."

"I think we all have a duty to call out discrimination when we see it, but we need to be careful that in our emotional response we don't call it out for what it is in a way that is going to escalate the situation…so since I've done the training, I've been more inclined to call out it out in a diplomatic way, so yeah, this has been very helpful. It's not seeing this as a challenge to someone – which is confrontational – but as a positive tool of education. This confidence is empowering."

Some facilitators revealed their scepticism at first about attending the training; however, any doubts that they might have had initially, were cleared in the wake of the training, as noted in the following quote.

"At the time, I was sort of like 'do I have to do this training?', but when I look back they were really good sessions. Both sessions were both powerful in their own right. I went in as a sceptic. They did a couple of activities that were thought provoking. Trying to elicit different ways of getting information. So, for example, they got us to move around the room in response to certain questions. I also liked the goldfish bowl, so that you could come in and out of difficult conversations and to train you how to respond. Despite my scepticism, having the tools to facilitate these potentially scary situations was pretty enlightening. [] If you're not having these difficult conversations, you know about oppression, discrimination, then what are you doing? However, at that time, I couldn't put into a context. But the training helped me put it into a context. [] The world is changing and although I've been used to difficult conversations, it is not these conversations, and these conversations are out there on social media. Doing that training session completely convinced me. I was like 'wow, I get it.'"

During interviews and focus groups, we asked facilitators 'what works' when facilitating Community Conversations. As indicated in the following quotes (from focus groups), participants argued that 'knowing your audience', using language appropriate to the audience, creating a safe space for everyone to share their views, and managing conflict in the discussion were important elements for Community Conversations to be successful.

> "[Participant A:] You need to know your audience, and why they are there. If you sound too professional, if you sound too formal, people will not open up. You don't need to have a very formal, structured setting to facilitate an event. This puts people off. You can't put people on the spot, this could drive them away from coming again. We need to create a safe space for everybody to say what they want to say. As facilitators, we try to be impartial. [Participant B:] There is space for everyone to practise their identity and share their views. We need to set the rules to facilitate the event. [Participant C:] How will we manage conflict in the discussion? I come from a place where conflict is thriving there, I've seen it with my own eyes, people go from peaceful demonstrators, very open and modern, slowly go down that road and become radicalised by ISIS. As society, we need to understand that process, we need to have these discussions. These men don't feel part of our society, they don't feel they belong here, they feel the need to travel to another country where they feel they can identify with ISIS and support their cause."

In a focus group with the project team leading the project, issues such as location, event set up (open space where people can come in and out, although this might not work for sensitive topics), order of the questions, and speaking to people that the project does not normally speak to, were highlighted as important elements for these events to be successful.

> "[Participant A:] Location is important. There are places where everyone would go and agree with each other. [Participant B:] The biggest challenge is reaching the people whom we want to talk to most. [Anonymised] event was really good because we had food and it was in the library. People came and talked for 3 hours. [Participant C:] It was unannounced and organic, and people did not feel like they were set up for something. Feeling relaxed is important. [Participant D:] Sometimes we don't get the people we need to talk to, we need to build relationships with people. The targeting is key, geographically, using open spaces where people would come out of anywhere. [Participant B:] But for some of the conversations, open spaces do not work at all. For women's voices that needs to be closed and safe space. [Participant C:] It is important to think about the order of the questions – do it gradually. Commit to saying something vulnerable quite early but gently. [Participant D:] We have also experienced where people got into difficult conversations very early and then everyone responds and the conversation

flows differently. If there is someone who opens up and make themselves vulnerable, it changes the flow."

Challenges when facilitating Community Conversations

During interviews and focus groups, the research team asked participants what challenges they faced when facilitating Community Conversations. Facilitators emphasised how important it was to provide people who attended these events with the opportunity to share their views in a safe environment. However, a key challenge was how to respond to and/or challenge prejudiced views in this safe space.

> "People have their own agenda, they want to escalate it. One chap came in with all his google searched notions about Muslims and regurgitated to antagonise the conversation. So that's the challenge, that you have a safe space and then if you advertise it and the wrong people are brought in who simply want to sabotage the conversation. But then again, this is also important because we can then challenge these false stereotypes, and in challenging the other people in the room learn a lot more, so sometimes it helps to have an antagonistic person to sort of provoke that discussion. I challenged him by addressing what his question was, but also bringing him back to the expectations of the session. Refer them back and making them aware that we were moving away from what this was all about."

Relatedly, facilitators discussed how they used listening, asking questions and expressing one's feelings in order to challenge prejudiced views in the Community Conversations that they facilitated, as indicated in the following quotes.

> "One way would be through Socratic logic to ask more questions, so that they could start to unpack their own beliefs, rather than having other people unpack them. In these sessions you cannot change opinions, all you can do is manage them and stop them going in the wrong directions."

> "A really effective way to challenge this is to express your feelings about how that makes you feel. So you own it as your own feeling and this has been shown to connect rather than disconnect. We need to recognise the impact of saying nothing. [] Because it's very tempting to walk away, so maybe it's about giving people different tools, so that 'if I walk away now, what's the pros and cons of each'. So the pro is that if I walk away now then I don't have to deal with that person, but the con is that if I walk away then I'm contributing to a culture where this is acceptable or that this person thinks I agree with them and this has challenges for authenticity. [] There's a difference between ignorance and intentional harm. Trying to listen – empathic listening – trying to understand what's actually going on and what has contributed to someone saying something."

"There are differences in approaches that you can have. One approach is that every time something comes up that it should be challenged, you know, that it's not acceptable and we should have zero tolerance policy on all comments, not in a cruel way, but in an education way, every time something controversial is said, we should take that opportunity to educate. Alternatively, each interaction is a small step, and we can't change everything in somebody's views in one interaction and we want to form a connection with them even if they said something shocking. These two approaches do conflict. I don't think there is a right or wrong answer to that. Do we always challenge? Is there an answer to that question? I think it's a judgment call. [] Not everybody has the confidence to challenge. You might have an alternative skill such as humour or story telling, maybe let that comment go unchecked but then use story telling as not a direct challenge to that comment but finding another way to respond. We need to recognise that as people, we all respond differently given the context."

Another key challenge suggested by participants was facilitating Community Conversations on sensitive topics such as RSE (relationships and sex education), LGBT, radicalisation, abortion, and domestic violence.

"Probably controversial aspects of Islam, such as jihad. To have that conversation in a confident manner is not an easy thing."

"I realise there are some extremely sensitive topics. Without intention, using the wrong words, or body language can have a huge impact. For example, LGBT, I'm not aware what is right or wrong, so I would need to do a bit more research before facilitating a session on LGBT. Another one is religion, because I don't understand the subject very well. Some facilitators don't feel they need to know the subject very well, but for me, to help people open up, I need to understand and forecast what type of area could be dangerous territory. What do I need to avoid to manage it properly? That's why I like to know the topic more."

"The RSE [relationships and sex education] discussion in Birmingham between the Muslim community and the LGBT community, in terms of how it has been handled by the media, the Muslim community and the LGBT community have been pitted against each other to fight things out. Some of the schools have not been allowed to talk about it, and media are making things a lot more extreme whereas having conversations on this topic will be really useful and maybe there is not so much conflict if we talk about it."

<u>Support for facilitators</u>

During interviews and focus groups, the research team asked facilitators if they needed any additional support with regards to facilitating Community Conversations. The most common issues that came up included further training, more opportunities for de-briefing, access to resources (especially after the end of the project), and making the training more open to a wider and more diverse audience, as indicated in the quotes below.

> "Training has definitely made me more confident and eager to have those conversations but two days training is not enough. Ongoing training is really important."

> "More training and opportunities for de-briefing. There may be things in the conversation that need to be reported back from."

> "Would like to have conversations where there is more diversity in the views and that the public can learn from each other. Training should be open for more people."

> "Some more training would be useful, that would be young people focussed. [] Also how to widen it out so that it is accessible to all young people, not only the ones who are eager to participate. Young disabled people as well."

<u>Hate Crime Awareness Week 2019</u>

It is also important to share the findings from the evaluation regarding Community Conversations which took place during Hate Crime Awareness Week (HCAW). Specifically, the theme for HCAW in 2019 was 'More in Common', a chance to celebrate what people have in common with each other as well as the richness and vibrancy that difference brings to the diverse city of Nottingham. The 'More in Common' theme was inspired by MP Jo Cox who was murdered by Thomas Mair in 2016. HCAW 2019 was launched with the event entitled 'HCAW Reception 2019' on Monday 14th October 2019 in Nottingham Council House. The event celebrated the Hate Crime Champions across Nottinghamshire who received additional training to ensure victims receive the best possible response; highlighted the innovative work being done by community groups and the voluntary sector to tackle prejudice; reflected on the challenges that lay ahead, and identified what more should be done, individually and as a city, to tackle hate and prejudice. The lunch provided at the HCAW Reception was catered by the Syrian Refugee Women's Group. During HCAW 2019, people in Nottingham and Nottinghamshire could get involved in many ways:

1. Create a piece of art for the #MoreInCommon Art Competition
Nottingham transformed empty shopfronts into bold, bright and beautiful designs which provided backdrops for selfies and provoked conversations on the theme of #MoreInCommon.

2. Hold or attend an event during HCAW

People could hold or attend conversation events on the theme of #MoreInCommon. In this case, the council team posted resources for activities with groups or on the street, including selfie-frames, postcards and interactive materials to them, and/or provided them with a small financial contribution towards expenses.

3. Join the #MoreInCommon events, photoshoots, and social media movement
Groups could join the team during the week of 12th-19th October to be photographed together by the council's professional photographer, and take part in a conversation. This was an interactive and thought-provoking experience for a group to come to together.

4. Spread the word
People could share on social media using #MoreInCommon and tag the Council in @NottmCommunity

In line with the 'More in Common' theme, these activities reflected the notion that by focusing on the things that bring people together and celebrating their differences, people are all stronger to tackle hate and prejudice. As part of the evaluation, the research team interviewed facilitators who were involved in Community Conversations during HCAW 2019. As indicated in the following quotes, facilitators emphasised the importance of HCAW, although they highlighted that it is important to raise awareness about hate crime throughout the year.

> "Hate crime awareness week is a national campaign. Incidents do happen but people are just not aware that this is a hate crime or a hate incident, they think "it's normal". So when you raise awareness, people go "ah that's a hate incident, let me start reporting it".

> "Hate crime awareness is important because in this climate we need to promote awareness about people's identity, culture, religion etc and how we can tackle hate crime. This is necessary now more than ever. We need to recognise that it [hate crime] exists and we need to prevent it more from happening. We can eradicate it slowly by slowly. As long as it is not at the expense of your safety, you need to speak up. Even if your voice shakes, even if you are scared, saying something makes a difference. We need to call out people for their actions. As long as you are not going to be exposed to any danger, and it is in your power to say something, to speak up, do it. You don't have to be Black to care about Black people's rights. You don't have to be from a particular group to defend them. You just have to be a human being."

> "Hate crime week is about raising awareness. For me, it's about raising awareness to a different audience, to make sure that they are aware of what hate crime is.[] Hate crime awareness week is like all singing, all dancing come and you know, look at us, 'this is what Nottingham city council are doing' and 'this is how visual we are' and that's great, that's brilliant but what

have we taken out of that, what are we doing for the rest 51 weeks of the year?"

Some facilitators shared stories as part of the activities they were involved during HCAW, as indicated in the quotes below.

"During hate crime awareness week, we were out on the streets talking to people doing street conversations, we had a stall, I think the response was great. It was pouring down with rain but people stopped and spoke to us. We had a few homeless people who spoke to us and told us about the hate crime they get, being kicked, spat at, a lot of verbal abuse, a few of them were eastern Europeans ones, the moment they spoke, people could hear their accent. They didn't know this is hate crime, they thought it's a way of life. We also spoke to some people who just got out of prison, and again, they were also experiencing hate crime. In his words, this man was an ex con. He felt that he was victimised a lot for being an ex-offender. His experiences were similar to that of homeless people. We spoke to a couple of students from local universities as well."

"We raised awareness about hate crime and how to report it at the Student Union anonymous reporting centre. Almost everybody we spoke to didn't know this so we actually raised awareness on campus that we have a service on campus and that this is linked to the police. We promoted student support services, we promoted faith as a preventative method to prevent hate crimes and incidents. We had a stall on campus, we wanted to position ourselves somewhere where people come and go. We thought "let's raise awareness", we had the frame 'no place for hate' with the bricks and everything, we tweeted using the hashtags. [] We asked students to make some colourful pledges, what is hate crime, if they didn't know, we told them; the difference between hate crime and hate incident, and then we said 'do you know that the Student Union has a reporting centre? and by the way, now that you know this, what will you do differently?' Some of the pledges were 'We will tell students that there is a hate crime reporting centre' or 'I will be a bystander, if I see something, I will support the person safely'. We had more than 100 people come and go. Students recognised the problem and said to us 'I want to be part of the solution.'"

However, some participants were critical of the lack of diversity at the HCAW Reception, as indicated in the quote below.

"The Council event was led by two white councillors although there is a diversity of Black and Asian councillors."

Moreover, other participants noted that the Council's approach to raising awareness about hate crime should be more focused on speaking to people in the community rather than 'big events' such as the HCAW Reception which was attended by partner organisations rather than people in the community.

> "All big events and PowerPoint presentations are amazing but sometimes they are a barrier to engagement, sometimes people think it's Council flannel if you like, you know, more words than action."

> "This is where we should be [on the street speaking to people]. At hate crime scrutiny panels and Council meetings, you see the same people. We need to speak to real people. We are not very good at listening to real people. If I want to find out what is going on, I go and knock on people's doors."

Difficult Conversations Group

It is important to note that halfway through the project (January 2020), Community Conversations developed the Difficult Conversations Group. This was in response to the feedback that the project had received; many people who had attended Community Conversations said "this is great, I want to keep practising, I want to keep talking, I want to keep developing these skills but want to go deeper" (quote from interview with a member of project team). Initially, for the Difficult Conversations Group to be more effective in tackling prejudice, the project team had decided to move the conversations into spaces where people were not interacting with people who were 'different' to them. This was also in response to the feedback that the project had received. The project team devised a lot of work that would have happened in the last six months of the project which was going to do targeted work in some of the estates in the city and the county where people are less likely to interact with those different to them, as well as sports especially football groups, and also through pubs. This was about responding to the fact that the project needed to speak to people where the prejudice is more likely to exist but go unchecked and unchallenged. Indeed, when the project team asked people 'where is it mostly needed?', the two things that came up again and again was sports and pubs, as indicated in the following quote.

> "One of the challenges with the conversations was how do we get the people who need to be there to be having these conversations. People were saying "that's all very well in a facilitated space but actually how do I respond when something happens in an ad hoc space where perhaps the facilitator is not in the role of the facilitator or does not have control of the event?" the facilitators spaces did not always attract the people that needed to be there. It needs to be shared and embedded in a way that it will last beyond the project. As we've said in our bid, it was always about equipping people to hold conversations. Having conversations was part of the deliverables, but it was actually, how do we equip people to do that? [] There are a few different strands to the new

approach. There's resources, there's training and there's some targeted work, focused work."

The resources, training and targeted group were about equipping people with the confidence, knowledge and tools to tackle prejudice whilst the focused work was about implementing these into practice. Although the plans to have Difficult Conversations in sports and pubs did not materialise due to the Covid-19 restrictions, one of the things that did carry on and in fact, was very successful, was Difficult Conversations moving online. Importantly, the online Difficult Conversations were responding to what was happening in the world, so it was responding to Covid-19, it was responding to Hate Crime targeting Chinese and South East Asian communities, and it was also responding to the Black Lives Matter movement. On the one hand, the fact that Difficult Conservations were taking place online (as a result of Covid-19 restrictions) made it difficult to reach certain individuals due to online accessibility issues. On the other hand, new people started attending these events, whilst some people were more available than before to attend these events due to taking place online; therefore, attendance significantly increased. Difficult Conversations were promoted via email, as well as social media such as Twitter and Facebook. Relevant, online training was offered to facilitators of Difficult Conversations as outlined below, delivered by the Tim Parry Jonathan Ball Peace Foundation.

Online training for 'facilitating Difficult Conversations'
As part of the evaluation for this training, individuals who attended this training were asked to complete a questionnaire before the training and a questionnaire after the training. 16 individuals completed the questionnaire before the training and 16 individuals completed the questionnaire after the training. Prior to the training, the survey asked respondents to mention the three key learnings that they wanted to achieve in this training. The key learnings that respondents highlighted related to the tools and skills for facilitating Difficult Conversations both online and in-person, in a group setting or one to one, as well as responding to prejudice. The survey also asked respondents what kind of challenges they had come across in their role or when facilitating/having conversations in the community and/or online. As indicated in the following quotes, the main challenges identified were dealing with antagonistic questions/comments, challenging prejudice, dealing with conflict, and online communication.

"Antagonistic questions about Islam and Muslims."

"All forms of hate and discrimination and denial of the problems involved. Deflection – All Lives Matter and misunderstanding / myths."

"Balancing the need to stay neutral with the need to intervene, especially when facilitating; Knowing when to speak up."

"Communicating across language barriers and addressing misinformation."

"How to deal with argumentative people with bigoted views who are clearly not going to change their mind on a topic. Knowing where to draw the line between educating naive people and "feeding the trolls.""

Following the training, the survey asked respondents to share their three key learnings from this training. As indicated in the quotes below, respondents highlighted the theory and tools that they learnt in this training.

"1.A framework for dialogue and whether to ignore, postpone, refer or engage 2. A pin tool theory which gets you to reflect on positions, needs and interests of both parties 3. The importance of affirming the struggles they may be trying to express in their opinion to start off any dialogue to get people to think about their behaviour or views."

"1. How to utilise conversational frameworks to approach a variety of conversations online. 2. Brief thoughts and advice on the ideologies behind certain types of online messaging. 3. Brief thoughts on how to apply these circumstances to commercial or professional conversations (where the trainee is in a professional or neutral capacity)."

The survey asked respondents to rate feeling equipped with the confidence, skills and tools to facilitate Difficult Conversations online following the training (1 – not at all equipped to 5 – extremely equipped). With regards to feeling equipped with the confidence to facilitate difficult conversations online, 44% stated 'moderately equipped', 31% stated 'very equipped', 19% stated 'slightly equipped' and 6% 'not at all equipped'.

Confidence to facilitate Difficult Conversations online

- Moderately
- Very
- Slightly
- Not at all
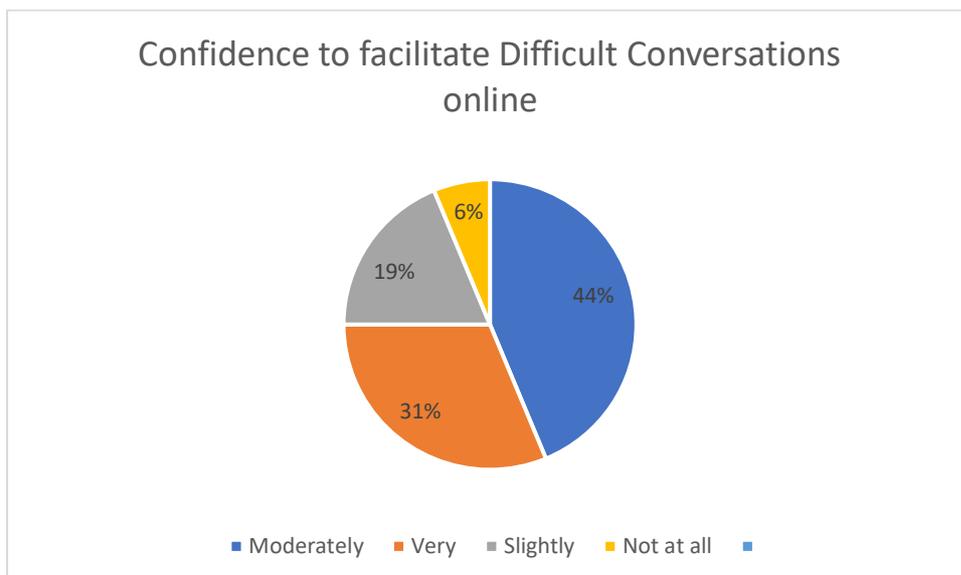
With regards to feeling equipped with the skills to facilitate Difficult Conversations online following the training, 56% stated 'moderately equipped', 19% stated 'very equipped', 19% stated 'slightly equipped' and 6% 'not at all equipped'.
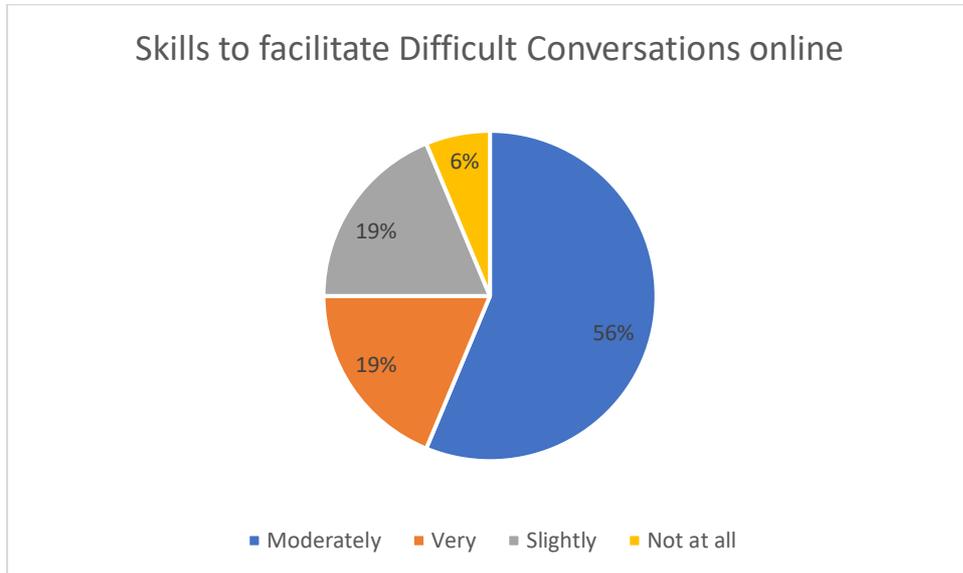
With regards to feeling equipped with the knowledge to facilitate Difficult Conversations online following the training, 44% stated 'moderately equipped', 37% stated 'very equipped', 13% stated 'slightly equipped' and 6% 'not at all equipped'.
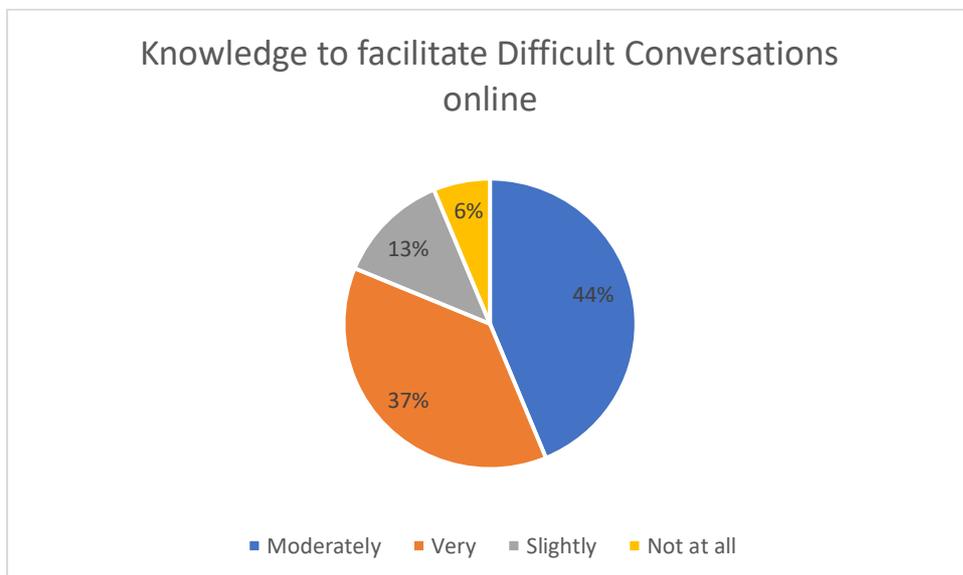
With regards to feeling equipped with the confidence to manage conflict in a group setting online following the training, 38% stated 'moderately equipped', 31% stated 'slightly equipped', 25% stated 'very equipped', and 6% 'not at all equipped'.
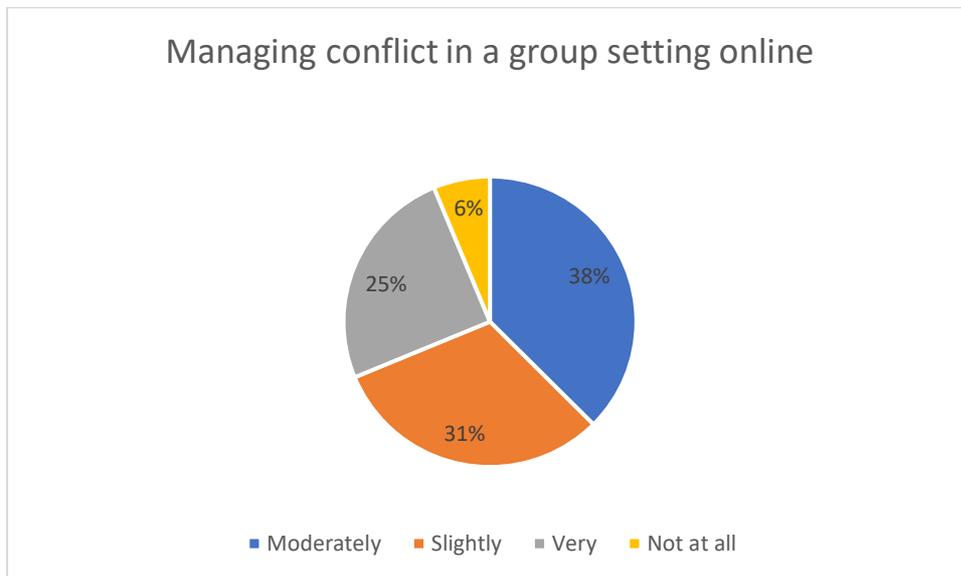
Finally, the survey asked respondents how this training could be improved. Similarly to the other training sessions discussed earlier, the feedback from individuals who attended this training was positive although some areas from improvement included having more theory/practical examples and a longer training session.

Online training for 'Holding Difficult Conversations'
As part of the evaluation for this training, individuals who attended this training were asked to complete a questionnaire before the training and a questionnaire after the training. 12 individuals completed the questionnaire before the training and 6 individuals completed the questionnaire after the training.

Prior to the training, the research team asked respondents to mention the three key learnings that they would like to achieve in this training. The key learnings that respondents noted were related to responding to prejudice, dealing with conflict, facilitating difficult conversations online and creating safe places online to have these difficult conversations.

"Responding to negative/opposing comments which are narrow-minded, racist, far-right orientated."

"Additional strategies to deal with conflict/disagreement. Tools and techniques."

"How to moderate difficult conversations online. How to make online spaces a safe place to be. How to create brave spaces where people can say difficult things without others being offended."

Following the training, 6 individuals completed the questionnaire. When asked to rate feeling equipped with the confidence, skills and tools to respond to prejudice following the training (1 – not at all equipped to 5 – extremely equipped), 67% rated their confidence, skills and tools to respond to prejudice as 'very equipped', and 33% as 'extremely equipped'.

Confidence/Skills/Tools to respond to prejudice

33%

67%

■ Very equipped   ■ Extremely equipped
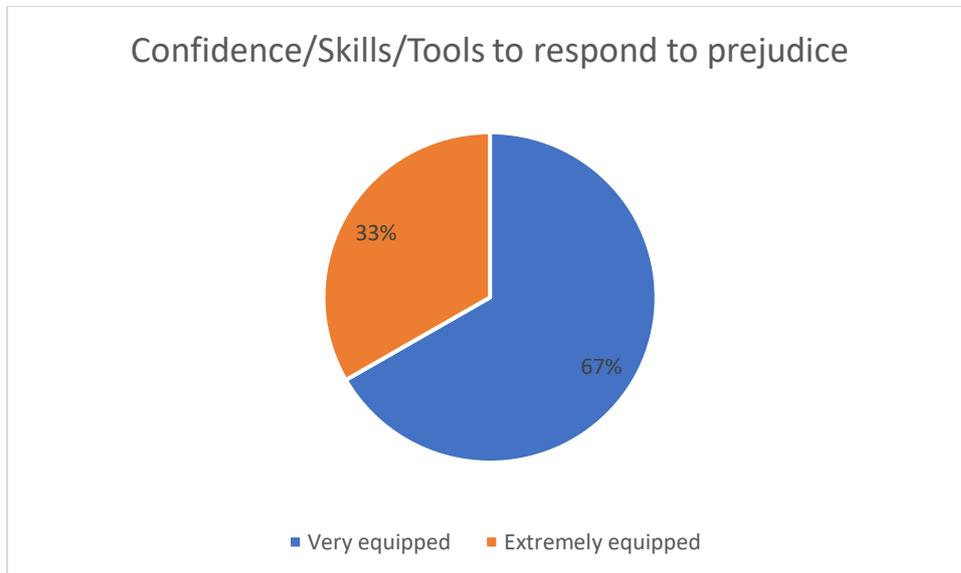
When asked how confident they felt about managing conflict in a group setting following the training (1 – not at all confident to 5 – extremely confident), 67% stated 'very confident', 17% 'moderately confident' and 16% 'extremely confident'.

Managing conflict in a group setting

17%

16%

67%

■ Very equipped   ■ Extremely equipped   ■ Moderately equipped
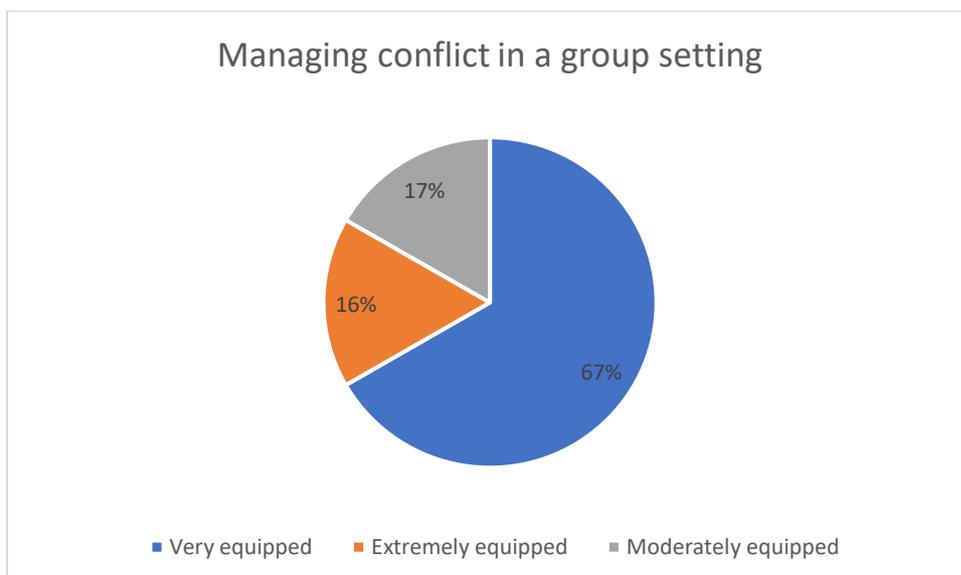
When asked how this training could be improved, some participants noted that there was scope to have more time to practice theory, references to relevant literature and a follow up training.

Attendees' perceptions of Community Conversations

When Community Conversations were taking place in the physical space, the evaluation used creative methods in order to capture people's feedback about attending these events. As such, the evaluation took the form of creative methods whereby people who attended these events provided feedback using drawing, collage, and/or writing notes on a board. When Community Conversations moved online, the research method for the evaluation changed accordingly, and people who attended Community Conversations were asked to complete an online survey. As of 31 January 2021, 155 individuals provided feedback about the Community Conversations that they attended (106 individuals via creative methods and 49 individuals via survey) out of 1578 individuals who attended Community Conversations. By and large, the findings from the creative data are in line with the results from the survey regarding attendees' feedback for the Community Conversations that they attended.

Findings from creative methods
According to the feedback provided by attendees of Community Conversations using creative methods, it is clear that after attending Community Conversations, they felt far more confident to discuss these issues in the community, and challenge prejudice. In other words, attending Community Conversations had increased their confidence to discuss issues regarding prejudice and hate as well as respond to prejudice when it occurred. The data from the creative methods also showed that key aspects that attendees enjoyed in Community Conversations included: it was a safe space to have conversations about sensitive topics, the diversity in the group, exploring other people's views, and learning from each other. The feedback indicated that Community Conversations could be improved by having more time for the conversations, ensuring more diversity in the group, having more time for attendees to network after the event, and having these events in outdoor spaces. Some of these findings are indicated in the following images from a Community Conversation, using creative methods to capture participants' feedback.

WHAT HAVE YOU ENJOYED ABOUT TODAY?

Listening to others.

Meeting New people.

Relaxed atmosphere

The art and Company

relaxed atmosphere
good guidelines for safe space
everyone listened
I particularly liked how they were on the floor

ALL OF US! In different ways at different times...

Broken families

Addictions

Ex-prisoners

Childhood trauma / lack of development.

Different ethnic groups.

Lack of family structure & supportive community

Language barriers

Are there any groups of people who might get left out or find it hard to access parts of Nottingham's Community? Why?

Self confidence

Victims of abuse

Homeless

low self esteem!

Oder Community

Lack of emotional resilience when it goes wrong.

Isolated.

Physical or mental disabilities causing barriers

Lack of social skills or 'Life Skills'
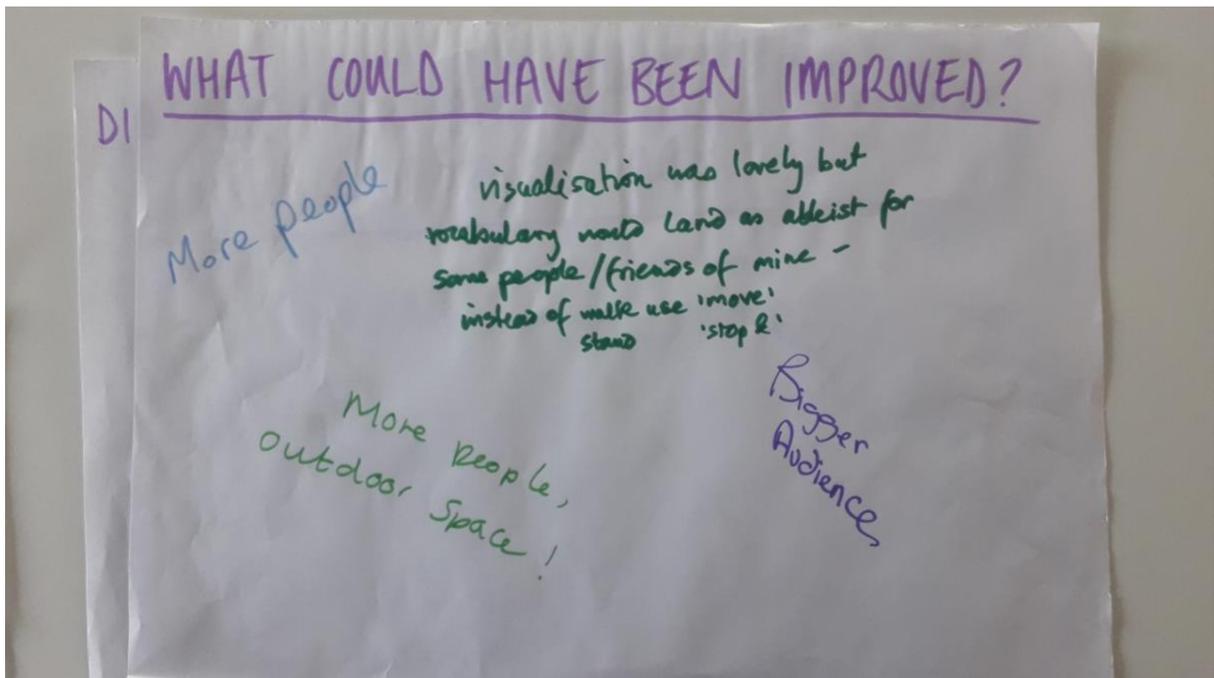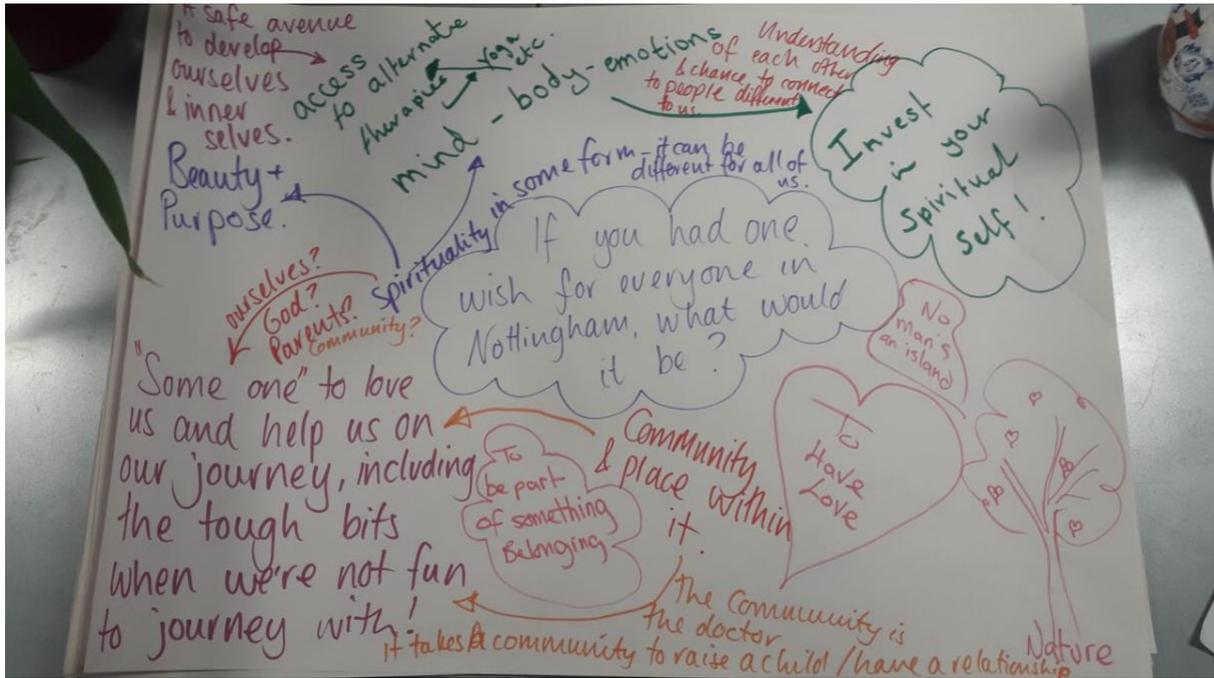
Results from survey with attendees of online Community Conversations
In total, 49 individuals who had attended Community Conversations online completed an evaluation questionnaire. Out of 49 respondents, 28 completed a project evaluation questionnaire about Community Conversations online and 21 completed a project evaluation questionnaire about Community Conversations during Hate Crime Awareness Week (HCAW) 2020.

The survey asked respondents how confident they felt about talking about the topics covered in the Community Conversation that they attended (1 – not at all confident to 5 – extremely confident). 43% said that they felt 'very confident', 32% 'moderately confident', 14% 'extremely confident' and 11% 'slightly confident'.

How confident do you feel talking about the topics covered in the Community Conversation?

43%

32%

14%

11%

■ Very confident ■ Moderately confident ■ Extremely confident ■ Slightly confident
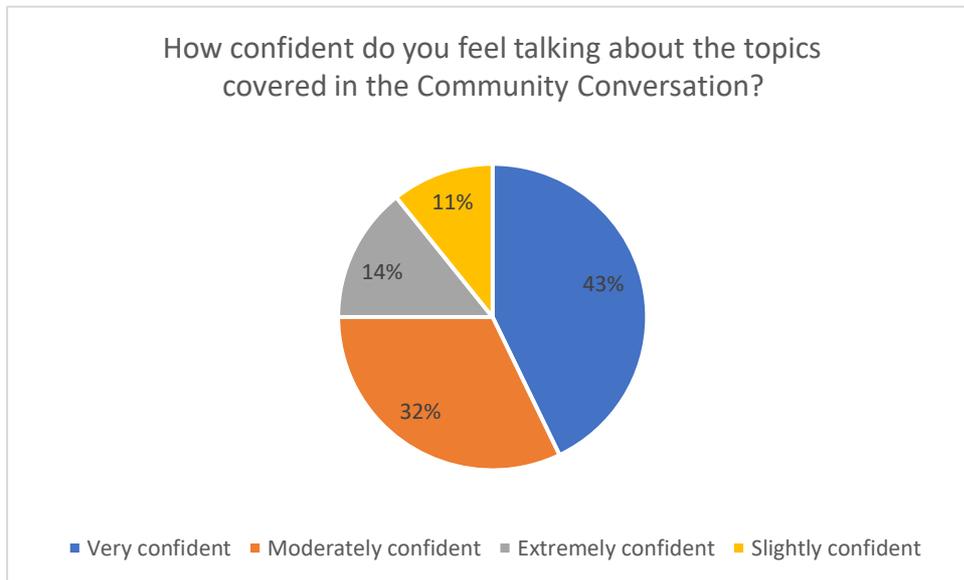
Respondents noted that they benefited from certain aspects of the Community Conversation which they attended online including being a safe environment to explore different opinions, wide range of groups attending, and learning from each other, as indicated in the quotes below.

"Broad discussion from a multitude of, often very personal, viewpoints."

"Helping to educate and engage with others to facilitate positive change."

"The sensitivity of the participants giving space and listening."

"To really hear peoples' experiences. It was a safe and explorative space."

"Wide range of people, good intro from facilitator, motivational conversation."

"In terms of deepening my understanding of human experience of place and community, this has been the most significant learning I have done in Nottingham about Nottingham. Very grateful for this enriching experience. I had made new friends, colleagues and connections to lots of excellent projects and services. This forum is a great asset to Nottingham."

"I think this is an excellent forum to have those conversations that we might avoid in other settings. These conversations are so positive in building bridges into communities that we don't understand."

Furthermore, when asked to rate how easy it was for respondents to engage with the Community Conversations that they attended online (1 – not at all easy to 5 – extremely easy), 50% rated it as 'very easy', 36% rated it as 'extremely easy' and 14% rated it as 'moderately easy'.
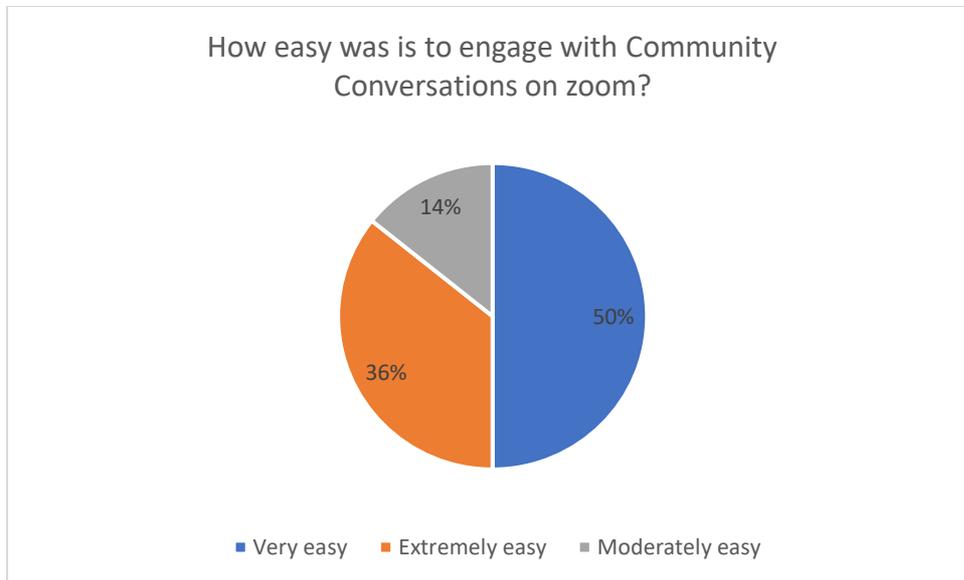
When asked to rate how accessible they found using zoom for Difficult Conversations (1 – not at all accessible to 5 – extremely accessible), 50% rated it as 'very easy', 43% rated it as 'extremely easy' and 7% rated it as 'moderately easy'.
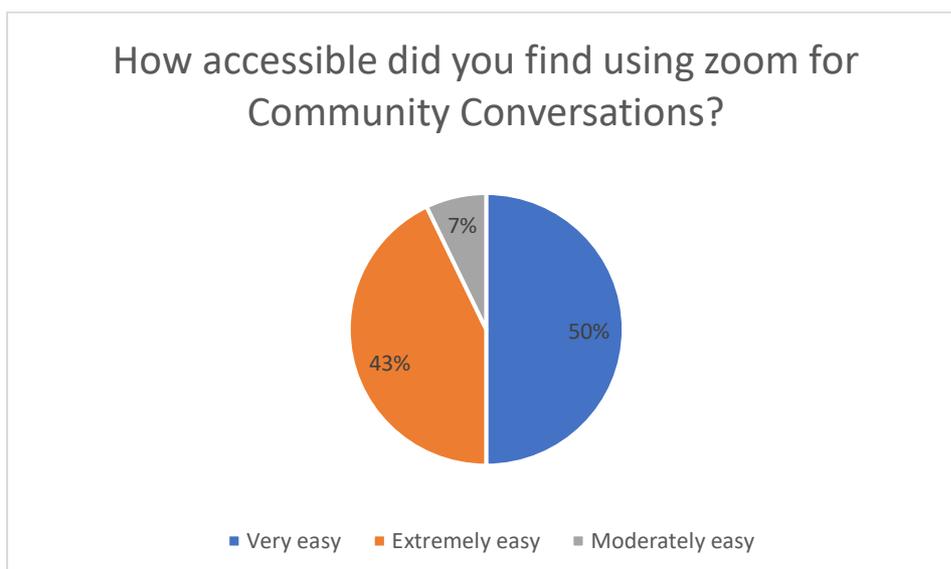
With regards to what could be improved, some respondents noted that they would have liked having a longer session as this would allow for more discussion.

Hate Crime Awareness Week 2020

With regards to HCAW 2020, this took place online due to Covid-19 restrictions. Nottingham City Council and Nottinghamshire Police in partnership with organisations such as Communities Inc, Nottinghamshire Mencap, Disability Support, Trust Building Project, National Holocaust Centre, Tell MAMA, Truth Mental Health, Nottingham Women's Voices, Nottingham Women's Centre, PohWer, and Victim CARE amongst others, came together to run a series of online events during that week (10-17 October 2020) in order to encourage people to talk about hate crime and 'spread hope not hate'. This is a full list of the free events delivered:

- Nottingham Together, Let's talk about disability hate crime - Monday 12 October
- Nottingham Together, Let's talk about tackling prejudice - Monday 12 October
  Hosted by Councillor Rebecca Langton, Portfolio Holder for Communities at Nottingham City Council, in partnership with Nottinghamshire Police, this event saw the launch of Nottingham City's Hate Crime Strategy. The event also included the opportunity to hear from local groups and organisations about the different tactics they use to prevent prejudice from taking root in our communities and how you can get involved.
- Nottingham Together, Let's Talk about LGBT+ Hate Crime - Tuesday 13 October
- Nottingham Together, Let's talk about religious hate crime - Wednesday 14 October
- Nottingham Together, Let's talk about black lives - Thursday 15 October
  This event tied in with Black History Month which run throughout October. The session, in partnership with Truth Mental Health and Communities Inc, included a talk from local group Next Gen Movement, whose aim is to empower young people to make sure the fight against racism continues to be impactful.
- Nottingham Together, Let's talk about restorative justice - Tuesday 20 October 2020

HATE CRIME AWARENESS WEEK 2020

#NOTTINGHAMTOGETHER, LET'S TALK

9 EVENTS
online events organised across the partnership covering different strands of hate crime

PEOPLE ATTENDED EVENTS
399 people joining events online

39 during the week
PARTNERS INVOLVED

YOUNG PEOPLE ENGAGED BY NOTTS POLICE
581 years 7-10 engaged by school officers

10 celebrating community groups tackling predjudice
VIDEOS

WWW.NOTTINGHAMTOGETHER.COM

Funded by the European Union's Rights, Equality and Citizenship Programme (2014 -2020)

NOTTINGHAMSHIRE POLICE PROUD TO SERVE

Nottingham City Council

People who attended Community Conversations during HCAW 2020, were asked to complete an evaluation questionnaire. In total, 21 respondents completed the online survey. In some cases, respondents had attended more than one Community Conversation during HCAW 2020 but had completed the evaluation form once; thus provided responses in relation to their views overall for these events (this was the case for 8 out of 21 respondents). All 21 respondents confirmed that they had benefited from the session(s) they attended as part of HCAW 2020. When asked to justify this, respondents highlighted listening to and having conversations with people from different communities and organisations, finding out about the local strategy on tackling hate crime, and improving their understanding of hate crime, as indicated in the following quotes.

"The personal stories were powerful."

"The opportunity to listen to and have conversations with people from all walks of life and organisations."

"Really informative, good to hear from people from other communities."

"Finding out about Nottingham Together and the Hate Crime Strategy."

"Opportunity for discussion, ideas exchange, improving knowledge about how to tackle hate crime."

When asked "How much more confident do you feel talking about the things that were discussed in the session(s)?" (1 – Not at all confident to 5 – extremely confident). 43% stated that they felt 'extremely confident', 38% 'very confident' and 19% 'moderately confident'.

How much more confident do you feel talking about the things that were discussed in the session(s)?

- Extremely confident
- Very confident
- Moderately confident
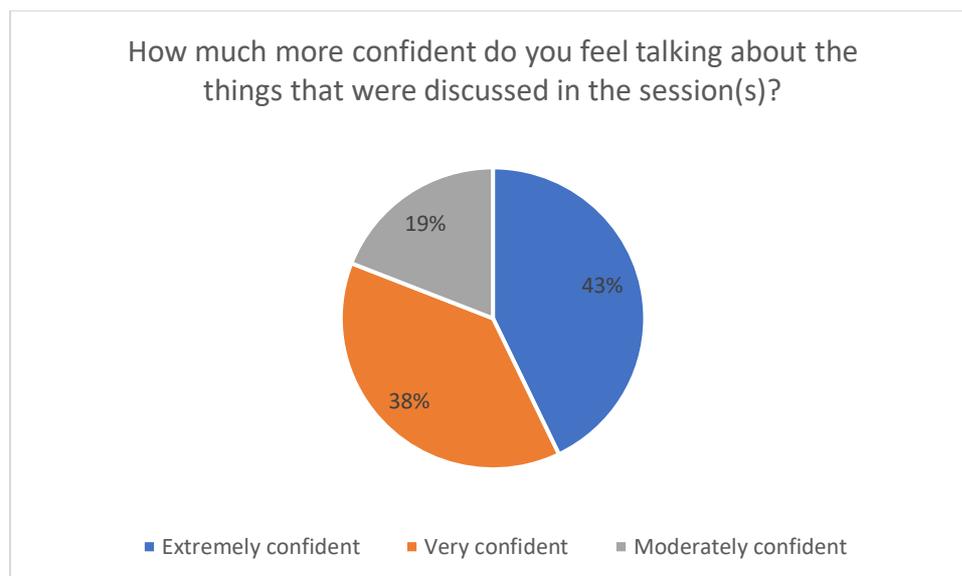
When asked "How easy did you find engaging with this event on zoom?" (1 – not at all easy to 5 – extremely easy)? 48% stated 'extremely easy', 38% 'very easy' and 14% 'moderately easy'.

How easy did you find engaging with this event on zoom?

- Extremely easy
- Very easy
- Moderately easy
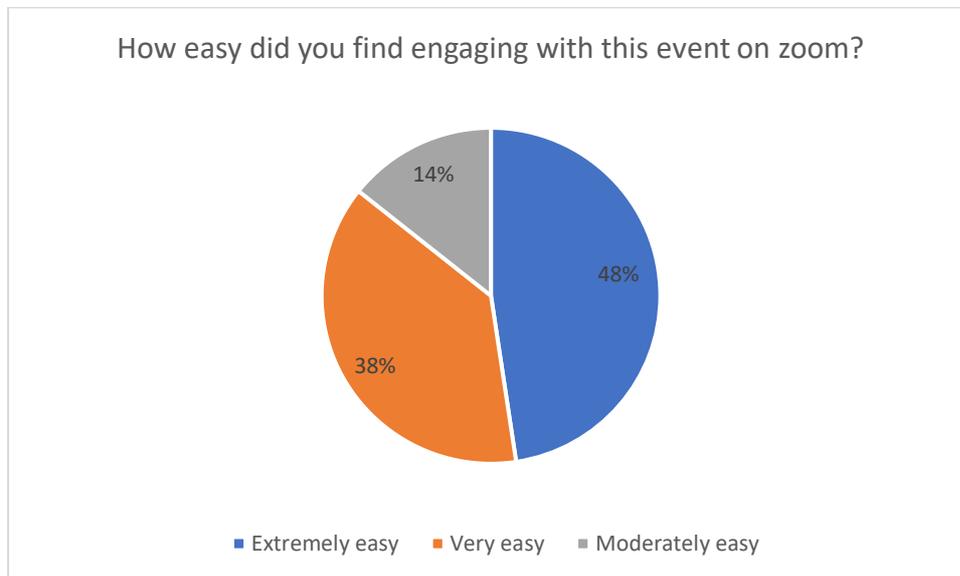
When asked "How accessible did you find using zoom for this event? (1 –not at all easy; 5 – extremely easy)"? 62% stated 'extremely easy', 29% 'very easy', and 9% 'moderately easy'.

How accessible did you find using zoom for this event?

- Extremely easy
- Very easy
- Moderately easy
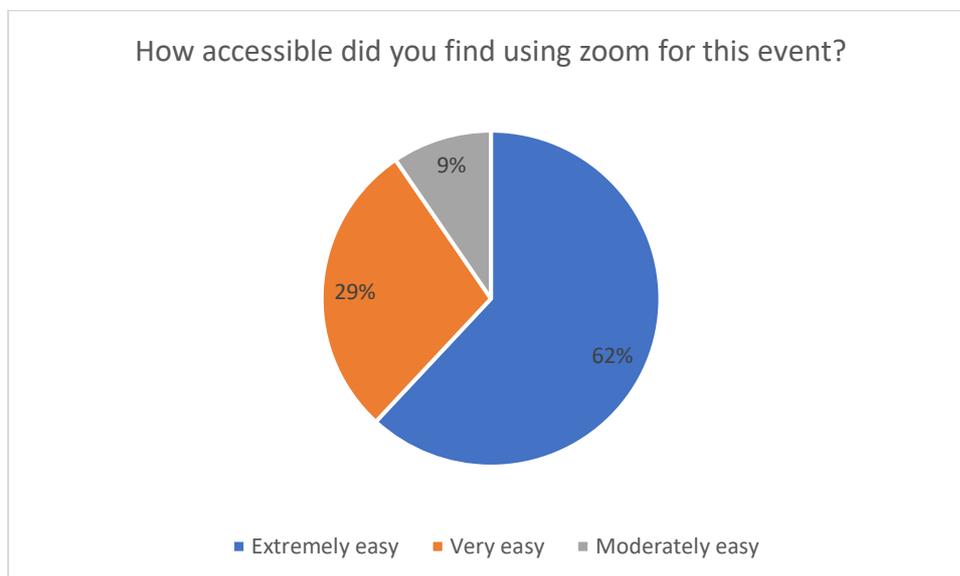
Conversations Toolkit – Nottingham Together, Let's Talk!

Community Conversations were one-off events. A key point of discussion amongst facilitators, attendees of these events and members of the project team was how to ensure continuity, especially after the project ended in March 2021, and therefore sustain a shift in people's prejudiced views in the long term. This is indicated in the quote below in an interview with the project team.

> "Moving forward, I think we need to move away from single events. I think single events have been very useful in terms of gathering the communities and building the confidence of those communities, and building the relationship between the different communities but we need to find a way of getting this further away from the people that already engaged, further out. That's why we are doing the shift. We need to make what we are doing more accessible."

Moreover, both facilitators and attendees of Community Conversations shared their commitment to wanting to respond to prejudice, but some did not always feel confident or they did not know how to do this. Facilitators also said that they wanted to have some resources to draw upon after the end of the project in March 2021. As a response to these issues, the project team (with the support of the marketing team of Nottingham City Council) designed the 'Conversations Toolkit', which is available on the website www.nottinghamtogether.com. The toolkit includes tips on responding to prejudice as well as appropriate responses to 'getting things wrong'. The toolkit is seen as one of the legacies of the project, alongside another important legacy of the project being the network established as a result of the project, which will continue to work together even after the project ends, as indicated in the following quotes with project team members.

> "The main legacy of the project is the resources, all the content has been designed, these will be on the website and to be shared partly with people that have been involved in the project. [] I guess that the biggest legacy with that is the learning, what we capture in the report with the evaluation, I think that's the learning, and also the learning within our team. That's going to make a difference in our teams long-term, you know, people having that awareness and understanding of what is effective in conversations and targeted work, and making decisions in our teams about resources and staff resourcing.

That's a big legacy as well. Clearly, there was a lot of new learning for people."

"The difficult conversations group will continue to meet, they are really keen to carry on. We'll still support them as part of the cohesion team. We've built an amazing network of people who know each other, trust each other and will work together again, that's really powerful. Connections and networks is kind of a by-product of the conversations. We've definitely put hundreds of people in touch with people that they wouldn't have otherwise have met. They had repeated interactions and conversations around some pretty difficult topics, such as sex education in schools when this was all happening. For example, the conversations between Muslim groups and LGBT groups actually formed relationships that will continue beyond the end of this project. We've created a model for building a safe space where these conversations can happen. That is the point, isn't it?"

Enhanced Options model for victims

Shift Experts

Contextualising 'Shift Expert' Practice: Values, Organisational Silos and the 'Ripple Effect'

A key question that arises from the Shift Expert strategy is how and why this will help achieve the key aims of the '*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' project: namely, supporting communities to resist intolerance and extremism, whilst improving outcomes for hate crime victims. As stated in the original project briefing, the Shift Expert approach has been designed with the intention of providing a framework:

> '…in policing and other services to have enhanced knowledge of policy and procedure on hate crime, the impact on victims and communities, interventions with perpetrators, problem-solving skills and multi-agency escalation, partner agencies to refer/signpost to, and the law relating to hate crime.'

Whilst the Shift Expert approach to knowledge transfer and multi-agency networks may have intuitive appeal, from an evaluative perspective it is important to understand the theoretical foundations – and processes – by which such an approach might 'work'. After all, implementing a new Shift Expert approach by itself suggests that change is required, but the dynamics of that change are not inherently articulated. It is therefore reasonable to ask what barriers and opportunities exist at the organisational level (or intra-organisationally) to delivering the change required to achieve better outcomes for victims and the wider community. Unfortunately, the academic literature on the value of Shift Experts in a Criminal Justice or Community-led context is limited. As such we know very little about: 1) how Shift Experts deliver and adopt knowledge to promote attitudinal shifts; 2) the value of specialised training; 3) how 'expertise' contributes to the cascading of information as a mechanism of change within - and between – organisations or; 4) the role of Shift Experts in challenging cultural resistance at the organisational level.

Despite a paucity of literature pertaining directly to the role of 'Shift Experts', there is considerable academic attention paid more broadly to the role of occupational 'culture' in promoting or challenging resistance to new ideas and ways of working. By implication, this talks to the way in which organisational silos can hinder transformative communication and innovation practices (Ismail 2018). This is significant when one considers how organisational silos lead to employees – or entire departments – within an organisation not wanting to, or not having the adequate means to share information or knowledge with each other (Ismail 2018). Against this backdrop, it is important to consider not only how the Shift Experts acquire knowledge, but perhaps more pertinently how this knowledge is contextualised and ultimately delivered within broader organisational and occupational cultures. In other words, knowledge transfer and the hoped-for associated 'ripple effect' does not take place in an 'occupational and organisational culture' vacuum. It should be noted here that both organisational and

occupational culture are notoriously difficult to define, let alone change. In the context of the police, Waddington (1999, p. 292-93) writes that culture is: '… an expression of common values, attitudes, and beliefs within a police context. A political economy of emotions, or a distribution of emotions consistent with power, stratification, and control, complements characteristic value configurations and interactional patterns. These, in turn, are a reflection of the fit between the differential exposure of practitioners to work-based contingencies.'

Notably, knowledge transfer requires an understanding of the role of values and ethics in creating an organisational culture (Criminal Justice or otherwise) that is receptive to knowledge transfer as a catalyst for change. Put simply, there must be 'buy-in' that this is a good thing to do. As Anne Worrall describes in relation to the probation service (Probation Institute 2014, p. 8): 'Commonly held values are one of the defining features of an organizational or occupational culture. They contribute to a sense of 'how things are done around here', including the rituals of daily routine, the work atmosphere and shared systems of meaning that are accepted, internalized and acted upon.' Therefore, to understand the potential impact of Shift Experts in helping to achieve the aims of the '*Citizens at the Heart'* project, is in part to understand how values and attitudes drive organisational culture. The Shift Expert model is not simply about process change and knowledge transfer, but about understanding that at their heart, an organisation's effectiveness is driven by an alignment between individual and organisational values. As Degarmo (2020) notes: 'Organizations are made of people – and those people need to support the vision of the organisation and exemplify the values. This is why it's critical to ensure individual values align with the organization's values to drive key behaviours.'

Importantly, Canton (2013, p. 32) points out that values are not simply something to 'be read off mission statements and business plans but must be inferred from the practices of organisations'. In other words, we need to be careful not to lose sight of the fact that transplanting Shift Experts into the Police and other organisations will be meaningless – and arguably ineffective – if the values that underpin the organisation's culture are not receptive to change. Of course, much has been written about police occupational culture (see for example, Cockcroft 2020) and the intention is not to replicate the well-documented academic arguments here. Needless to say, however, that there are parallels with the history of how policing occupational culture has shaped responses to other crimes such as domestic violence, that may provide some useful insight into the potential future barriers – and opportunities - of achieving a 'successful' roll-out of hate crime Shift Experts in the police force (and beyond).

Whilst much good work has been done in promoting a shift in how domestic violence is seen, understood and responded to by the police service, it remains that even as recently as 2014 there was a recognition from the HMIC that: '…in many forces there is a damaging culture, based on a lack of training and understanding, in which the experiences of victims are minimised and treated with disbelief. This can empower perpetrators who do not face effective sanction or intervention by the police, and further discourage women from reporting violence to the police' (Neate 2014). By way of illustration, one victim disclosed that she had overheard the responding officer say: "It's a DV [domestic violence], we'll be a few minutes then we'll go on to the next job" (Travis 2016). This has to be set against a historical backdrop in the

1970s and 1980s whereby the police were frequently accused of not taking domestic violence calls seriously 'because intervention would be inappropriate in what some may deem a family matter' (Findlaw 2018). As has often been noted elsewhere there was often a tendency to see this pernicious crime as 'just a domestic'. Evidently, whilst problems persist in the policing of domestic violence, attitudes, policies and professional practice have evolved significantly in recent decades. The process of this evolution, however, raises some important questions about the challenges of promoting organisational and occupational cultural paradigm shifts – driven by values – even when there is a dedicated policy and operational re-framing of the issue.

A key question here is whether the policing of hate crime faces similar challenges to the policing of domestic violence identified above. Whilst clearly not suggesting that police forces do not take hate crime seriously – there is plenty of evidence to the contrary at the local and national level, particularly post-Macpherson, and particularly in Nottinghamshire – it would be disingenuous to claim that there is not a degree of residual scepticism amongst some front-line police officers that hate incidents – or occasionally hate crime – always constitutes 'real' police work (HMICFRS 2018). This view is also often reflected and perpetuated in elements of the mainstream media (see for example, Telegraph (2020) 'non crimes should not waste police time').

More recently, much has been written about the value of 'unconscious/implicit bias' training as a tool within the police and other institutions – including the researchers' own organisation, Nottingham Trent University – for employees to recognise when they are relying upon racist assumptions and stereotypes. Wen (2020) observes that 'implicit bias can lead to many forms of discrimination and can often go unnoticed by those perpetrating them. It can affect how everyone in a society – not just police officers – behaves towards one another'. Such prejudice can of course feed into working practice and cultures which in the context of this evaluation, has potential implications about how Shift Experts might be adopted at the individual and organisational level. However, the academic literature has cast some doubts on the effectiveness of this training (Wen 2020) and has raised some important findings in relation to how this plays out in certain occupations. As the University of California psychologist, Jeffrey Sherman (as cited in Wen 2020) argues in relation to the police force: 'There's lots of research with police officers that shows they don't have more bias than non-police officers do at the implicit level. What is different with police officers is the situations they find themselves in, which require lightning-fast decisions and actions – and the force, both legal and physical, that they are equipped with. When you have that kind of time and response restriction, bias is going to show. If you're working in a bookstore, the consequences [of having implicit bias] are far less consequential than if you're a cop.'

As alluded to previously, this has to be considered in the context of 'organisational dysfunction'. This is something that one of the research team notes in research undertaken with prisoners and resettlement staff at an open prison. In essence, several issues were identified in relation to a lack of: (i) communication (and operational contact) between departments; and (ii) as a corollary, an informed knowledge of their respective spheres of work (Burnett and Stevens 2007; Hamilton, Moore and De Motte 2013). This can lead to a form of inward-looking

and insular fragmentation creating what seems like 'departmental silos' (Cilliers and Greyvenstein 2012; Stephenson 2004). Any organisation, whether public or private, can easily get trapped into favoured ways of thinking (Morgan 1986). It is important to recognise that these silos are more than just about communication and mutually-held knowledge; they depict certain mindsets, surface and deep, that represent particular cultural and structural conditions which ultimately 'impact negatively on relationship forming between individuals and within teams' (Cilliers and Greyvenstein 2012, p. 1). Ominously silos are often detrimental to the resilience of organisations and wider communities (Fenwick, Seville and Brunsdon 2009, p. ii). This context is important as it frames how we might better promote victim's rights. Moreover, it raises some important questions about the transformative nature of Shift Expert knowledge at the organisational level. In other words, knowledge dissemination – and the hoped-for 'ripple effect' – cannot be removed from its 'occupational/organisational culture' context. Whilst this evaluation looks at the immediate impact of Shift Expert training and the operationalisation of this in professional practice, the longer-term 'ripple effects' require further analysis. In particular the wider question of how information is internalised is not yet clear, nor how this fit with broader communication strategies.

As mentioned previously, organisations consist of people, so the question of recruitment, appraisals and personal development is also part of a wider dialogue (although not in scope of this evaluation). Equally, where 'successful' outcomes are experienced – including positive victim and community impacts, dealing more effectively with perpetrators and better multi-agency working/signposting – it is important to establish the context and mechanisms for any change. Is it that Shift Experts can help to shape and influence the values and organisational culture in which they are located (i.e. going beyond merely expertise and good signposting)? Similarly, does there have to be a shift in occupational/organisational culture taking place for the full value of Shift Experts to be fully realised? We should also not discount that the inclusion of Shift Experts may have negative unintended consequences, particularly for those who are already resistant to the ideas and principles underpinning hate crime research, policy and practice. These are important questions for future research.

Whilst the narrative of values, culture and silos are of course important in understanding barriers to change, it is useful to stress that we know that operational decisions are in part based on the beliefs, values and previous experiences of individuals. Significantly, we also know that knowledge feeds into attitudinal and, ultimately, behavioural change. Consequently, the inclusion of Shift Experts as a tool to give confidence to individuals in their professional practice (especially where colleagues may not have been exposed to dedicated hate crime training), should not be underestimated. Moreover, the 'ripple effect' is often overlooked in terms of knowledge construction. CITI (2020) point out that the ripple: "…gets started by simply sharing new thinking, knowledge and experiences with colleagues – discussing how you might best apply new techniques and approaches in your [professional practice]. By talking and sharing, you uncover further new approaches that will benefit you, your colleagues and your change initiatives."

It is in this context – rather than the broader occupational culture literature – that this evaluation turns to next. In short, how did Shift Experts experience training and what might the implication of this be in terms of the cascading of knowledge and ultimately achieving the aims of this strand of the '*Citizens at the Heart*' project?

Shift Expert Training: Findings and Discussion

The context section above has identified the broader framework in which the Shift Expert model might be considered. As alluded to, however, these medium to long-term measures – largely outside of the scope of this phase of the research – explicitly necessitate an evaluation of the short-term construction of hate crime knowledge and skills and how this subsequently cascades back into the Shift Experts host organisation (principally Nottinghamshire Police and Nottingham City Council, but also other partners as part of a multi-agency approach). Seen against this background, this section describes the experiences and attitudes of individuals who took part in the Shift Expert training.

Shift Expert Training and Research: Background

Core, non-specialised Shift Expert training took place between June-October 2019. In total, 238 individuals attended the (core) Shift Experts training. Trainees included Police Employees, Nottingham City Council Employees and other Partner Employees. Within these broad sectors a diverse range of roles were represented, reflecting the variance within which the Shift Expert role was expected to be implemented:

Non-police roles represented in Shift Expert Training

Community Protection Officers
Team Managers
Care Workers and Social Workers
Housing Officers
Trading Standards Officers
Healthcare Practitioners
Teachers and University Staff
Other Local Authority employees

Police Roles represented in Shift Expert Training

| CIPD/CID |
|---|
| School Liaison Officers |
| Operations |
| Response |
| Contact Management and Resolution |
| Local and Neighbourhood Policing |
| Prison Handling |

As part of the training, all Shift Experts were asked to complete a survey before and after the training (see methodology section), primarily designed to measure and attitudinal shifts – positive or developmental – having completed the training. 159 attendees filled in this survey over 12 sessions. The following discussion outlines the key findings from these pre/post surveys, together with the findings from the semi-structured, individual and focus group interviews with Shift Experts post-training and in-role.

Socio-demographic profile of Shift Experts Undertaking Training
Of those that completed a survey, the following socio-demographic characteristics were declared. What is notable here, is that the breakdown by ethnicity and disability is not representative of the community profile in Nottingham. This raises some important questions about whether the role of 'hate crime' Shift Expert should be more representative of the communities that it serves. Further research is required to understand the implications of this, particularly at an organisational level.

Gender

- female — 54%
- male — 41%
- prefer not to say — 3%
- no details provided — 2%

Age of Participants

- 21-30 — 41
- 31-40 — 47
- 41-50 — 87
- 51-60 — 19
- 61-76 — 2
- prefer not to say — 6
- no details provided — 7

Disability

5, 3%

149, 97%

■ no ■ yes

Religion

Category	Value
prefer not to say	11
Roman Catholic	3
Pagan	2
none	64
Muslim	2
Islam	2
Hindu	1
CofE	18
Christian	27
Catholic	8
Atheist	3

Ethnicity
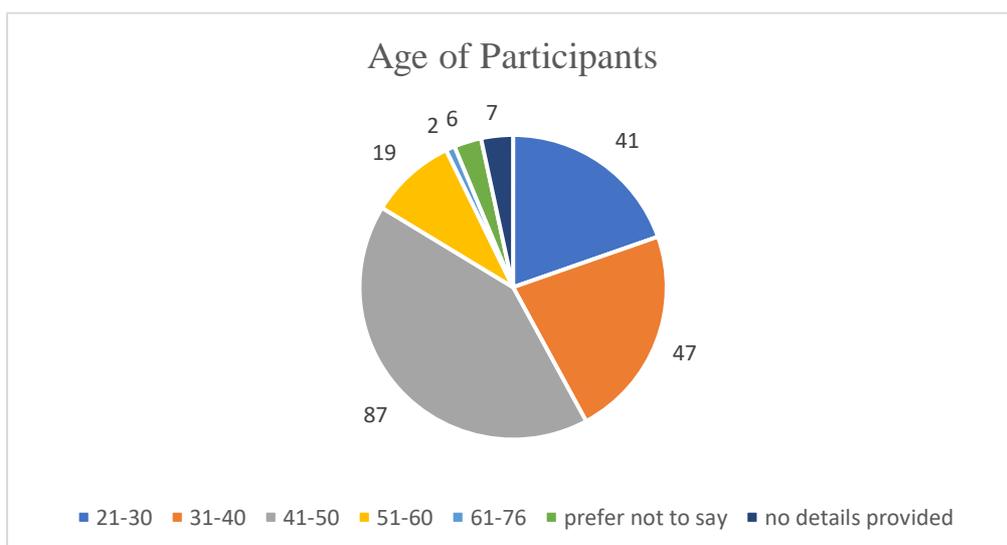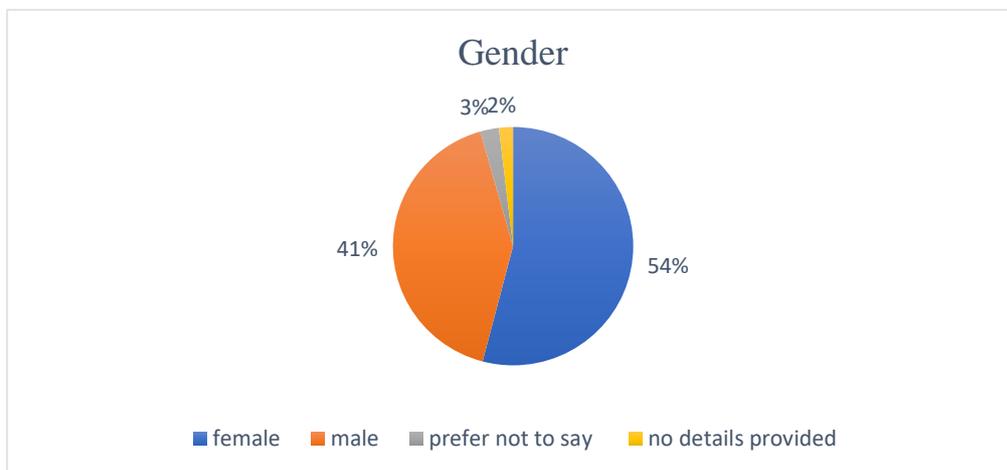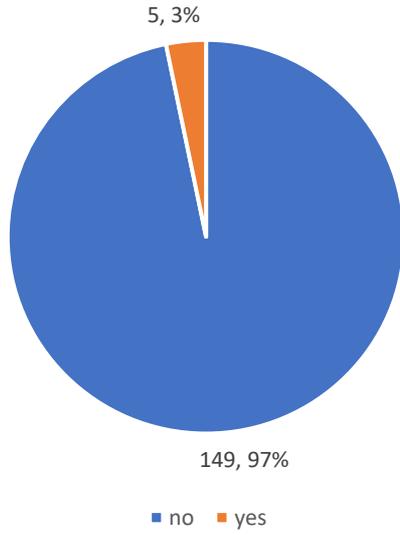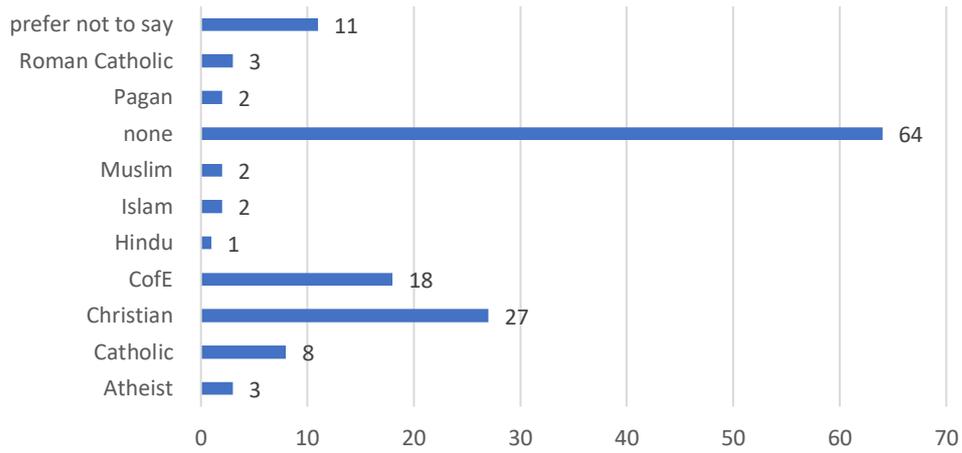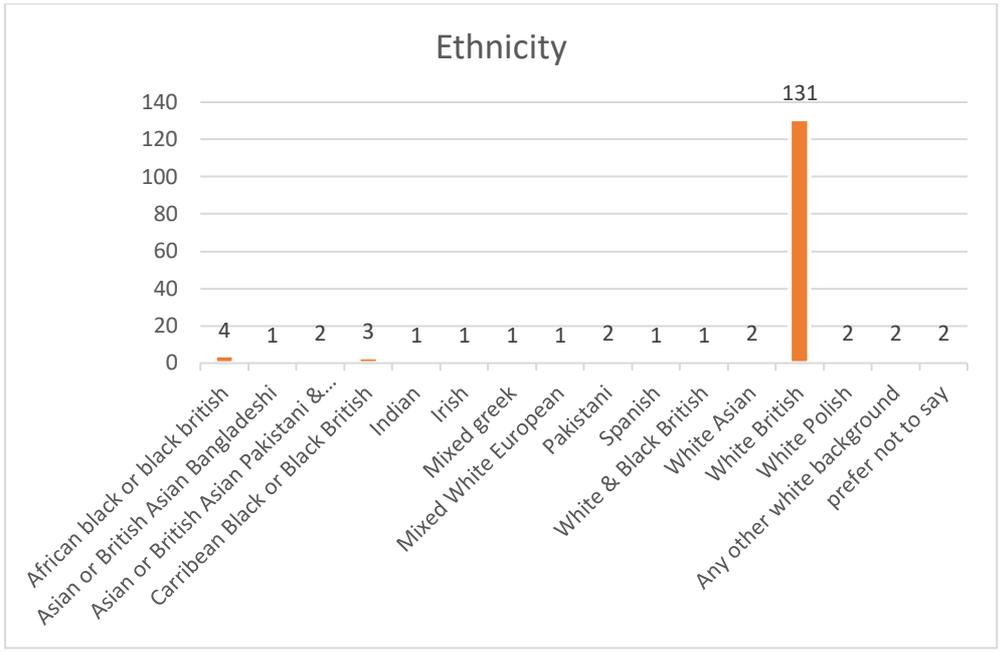
Shift Expert Training: Deemed 'Fit for Purpose'?

For the most part the training was well-received by respondents. When asked to rate the quality of training, 33% stated it was excellent, 53% good, with the standard of training (and trainers) highly praised.

How would you rate the training you received?
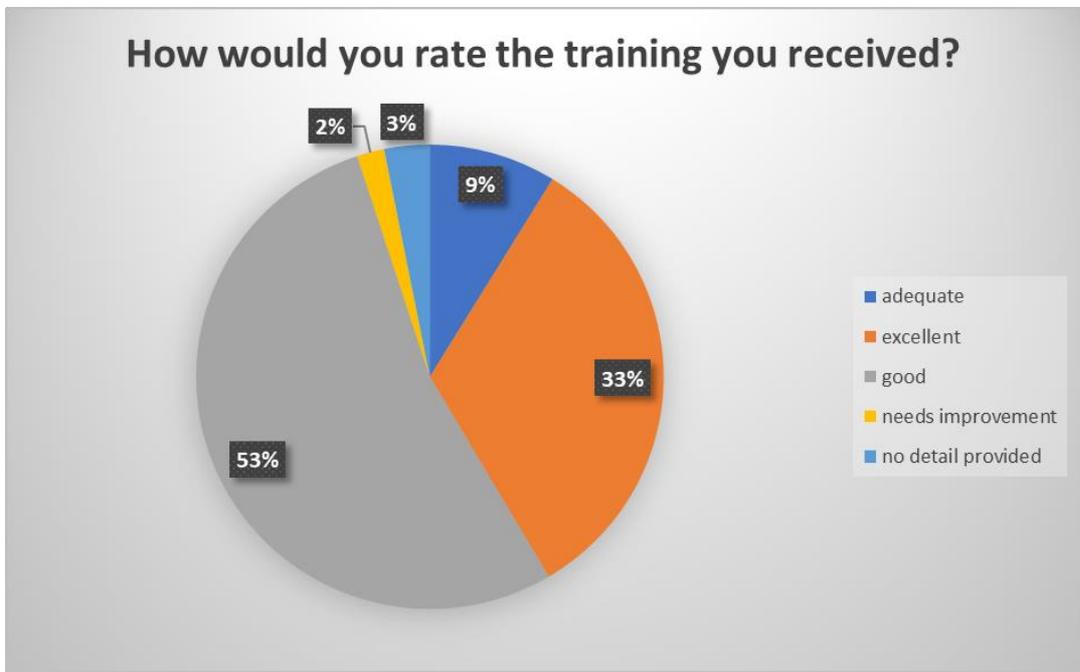
The reasons for the high value put on the training was varied, but most commonly respondents felt that the use of interactive case studies had been instrumental in helping to contextualise any existing understandings of hate crime (and reconfiguring this where necessary). The training was also seen to provide a useful mechanism for reinforcing the importance of ensuring an appropriate response to hate crime/incidents (particularly the value of effective signposting and reporting mechanisms for victims).

Many respondents also commented that the training had been useful in exposing them to other good practice(s) across different organisations. The group work/scenarios were very well-received and in general, there appeared to be considerable appetite from delegates to be able to apply the knowledge-based elements with practical exercises. The victim-video was also mentioned as an important mechanism for providing an emotional attachment to the 'real-life' impacts of hate and prejudice. Adherence to good victim care was cited as something that resonated throughout the training.

Other positive features mentioned – although in smaller numbers – were the overview of the 'new risk assessment' form and the procedural aspects of the training. In general terms, respondents appeared to value having the space to reflect on their own experiences (and of others), as well as the supportive and open learning environment. As one attendee noted 'speaking openly with other people who work with victims and perpetrators has allowed me to critique my own approach and where I can improve'.

The surveys suggested that those who had signed up to be Shift Experts went into the training session with a positive view about its potential value. Just over two-thirds (65%) disagreed with the statement: 'this training will not tell me much that I do not already know'.

Pre Training - this training will not tell me much that I do not already know

- agree 5%
- disagree 49%
- strongly disagree 16%
- unsure 30%

Post-training, over four-fifths (81%) disagreed that 'this training has not told me much that I do not already know', which is a good indication of the training for a cohort who often already had a degree of working knowledge about hate crime. The qualitative comments substantiate this, with the vast majority equating to a sense of feeling more confident in being able to identify a hate crime following the training.

Despite a broadly positive response to the training, there were a small minority (17%) who, after completing the training, felt that it had not provided them with any new understanding of hate crime. This compares to under 1% of respondents who went into the session with a sense that the training was not going to offer any new knowledge. Given previously identified issues with hate crime training of key stakeholders – especially the police (see Trickett and Hamilton, 2016) – this is an important finding.

The qualitative responses to the survey give an insight to why some Shift Experts, did not always feel the training had provided them with the additional tools/skills to take back to their organisations. On a purely practical level, many of the respondents cited the conditions of the training facilities ('too hot' or 'too cramped') and the length of the training ('9-5 was too long to concentrate') and the quick pace as problematic.

Contradicting the previous positive views of 'good practice' across different agencies, some respondents felt that there was not enough inter-agency input ('more focus on other agencies needed') or similarly that 'the second half of the day was very police workforce focused', 'could do with more non-police' and 'very focused on police service; I am a [non police employee] and a lot was not relevant'. Conversely, a few respondents expressed the view that 'it feels more aimed at partner agencies, not [the] police'.

Others felt that diversity was not fully reflected in the training, with a recommendation that there needed to be 'more information about different backgrounds - religions/races/beliefs/sexuality'.

Several respondents proposed that the trainers could be more explicit about the purpose of the training by 'setting out [more] clearly what the aims and objectives of the session are'. Linked to this, there was a perception by some, that the training had simply not adequately prepared them to be '[Shift] champions' and 'it [training] could have done with more practicable advice'. In line with this, the research team would also propose that there needs to be a clear articulation of what constitutes an effective Shift Champion and a focus in the practical 'soft' skills that underpin the role. Others felt that the training was too victim-centric, rather than exploring the problem from a perpetrator's perspective ('less talking about how to deal with victims').

A couple of attendees also "didn't enjoy the 'pitching victim care' role play" and felt that this should be reviewed. Interestingly, one respondent recognised the lack of 'positionality' incorporated into the training as questionable: 'acknowledge and discuss own prejudices and understand origins - this is ok' (this in turn raises some interesting issues regarding implicit versus explicit bias, as suggested earlier in the context section).

Despite the use of case studies being cited positively in the evaluation, for others this did not go far enough and constituted a narrative amongst a minority of respondents that the training was 'too vague' and again, too police centric. The quotes below all talk to aspects of this developmental suggestion:

> 'More group work, less PowerPoint presentations, more audience participation, feels geared up to police service rather than having other agencies included in it, lot of references to what police can do for crimes, and victims etc than other agencies e.g. NCC and NHS.'

> 'Look at best practice example and one that wasn't dealt with as it should have been - from report to prosecution or closure.'

> 'Not enough on hate incidents.'

Ultimately, however, as one respondent observed, "it's quite difficult to suggest anything after just one session. We need to put it in practice and find out the discrepancies before [future] suggestions". With this in mind, when asked what future training respondents would look like, a few respondents stressed the importance of seeing hate crime training as 'Continuous Personal Development' rather than a one-off event: 'Refreshers from time to time, updates, case studies' and 'ongoing information in regards to classification'. To help with this, there was a suggestion that the sessions 'should be recorded' (with consent). Importantly, it was suggested that moving forwards there needs to be a mechanism for capturing 'any changes to policy before they come into practice'.

Similar themes were picked up in the focus groups, with several respondents highlighting that they would appreciate refresher training in the future. They also explained that there were gaps in their own knowledge that they would benefit from addressing in this regard so that they were able to provide a more holistic hate crime service including dealing with victims outside of their particular expertise and with offenders:

> "It would be nice to keep up to date with hate crime such as coronavirus hate crime which is new to me. There are new trends evolving in hate crime in Nottingham in particular, there is a high population of Asian people there."

> "I would like to keep up to date with the hate crime field and what is happening in Nottinghamshire but also nationally. The police are extremely helpful, making that relationship as strong as possible. I would also like to know more about youth as I work a lot with youth perpetrators. I would like to know more about their involvement with hate crimes. I find it challenging to work with this group, I don't know if there is any advice I could get following up with them, it's a very delicate situation. It's unreliable as well, even if they will show up to the sessions for breaking the cycle. How do I

keep the momentum going and how do I know it's the right path for going down? It's one of the biggest challenges I've had."

When asked what future training should cover, respondents noted that they would like further training on LGBT, transgender, Learning Disability, traveller and public transport hate crime. Furthermore, given the well-documented 'quality of life' impact that hate crime has directly on victims and indirectly on communities, it is perhaps unsurprising that respondents felt that there should be a greater focus on understanding 'how mental health services can link in'. In part, this talks to the recommendation from one Shift Expert, that future training needs to be much more orientated to a multi-agency approach; as alluded to above, there was a sense that the training is dominated by a single agency (usually the police) and that this does not reflect the realities of how best to deal with hate crime across a disparate range of organisations. To help with this conceptualisation, one respondent felt the need to better incorporate 'other agency responsibilities' through scenario-based role play.

Dovetailing in with the 'Community Conversations' strand of the '*Citizens at the Heart*' project, one respondent observed that future training should also incorporate a commitment to 'talking/listening techniques'. Given the aims of using the project to promote community-orientated responses to hate crime and prejudice, this would be a useful way of joining-the-dots between the different learning from all elements of the project. The suggestion here is that the training is effective at providing attendees with appropriate knowledge and signposting strategies but is arguably less focused on those 'soft' skills that make individuals more compelling Shift Experts.

Knowledge Construction and Dissemination
Whilst the findings from the evaluation in relation to the training itself were for the most part positive, there are clearly areas for future development. This is essential to ensure a degree of 'future-proofing' of the Shift Expert 'model'. As alluded to, one of the key strengths cited about the training was the perceived clarity provided in relation to the construction of knowledge about hate crimes and incidents. This strength is further validated in relation to the statement, "I know what the legal definition of a 'hate crime' is". Going into the training, just under half (48%) of respondents agreed with this statement.

Pre-training:
I know what the legal definition of a 'hate crime' is
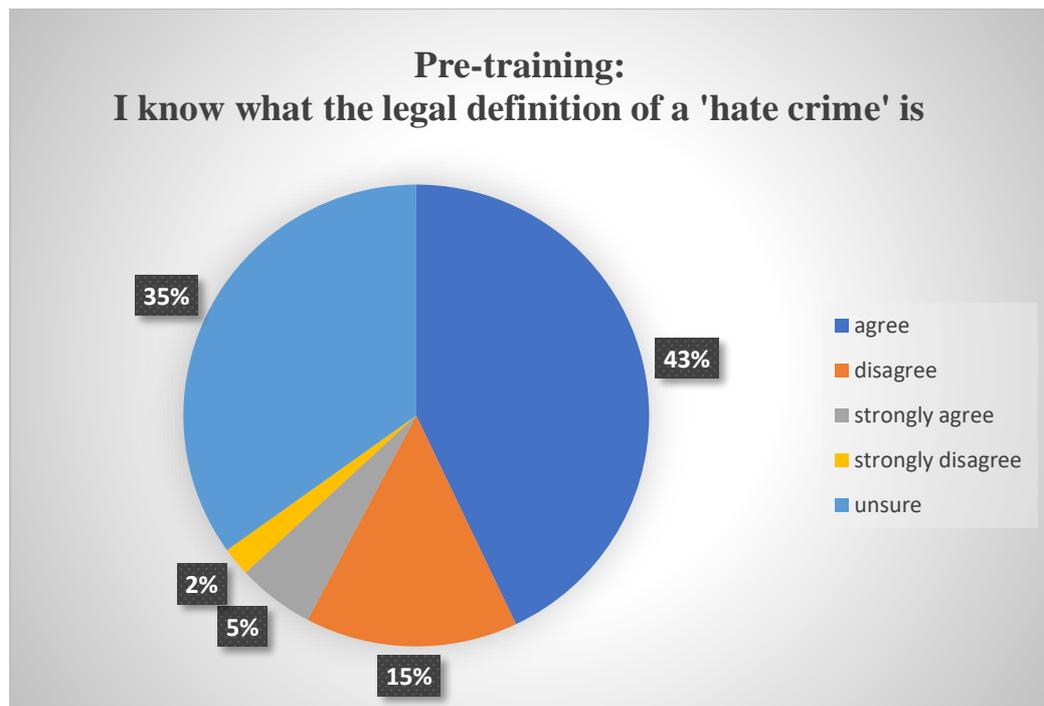
Following the training, this had more than doubled to 99% of respondents. Of course, being an effective Shift Expert is more than simply knowing what a hate crime is, but clearly the shift in the number of positive responses to this statement provides an excellent foundation – and confidence - for other 'championing' activities to take place. That said, it should be noted that some of the free text responses to the question 'what is the difference between a hate crime and hate incident' suggest that there is still some misunderstanding about this distinction for a small minority of attendees. Moreover, the percentage of respondents correctly identifying the difference between a hate incident and a hate crime pre and post training (from this free text question) remained the same. This clearly has training implications for future sessions.

In a similar vein – and arguably even more impressively – the training appears to have been highly effective at ironing out any misconceptions about the process of other agency signposting. Pre-training, less than a third (30%) of attendees could confidently assert that they knew 'which agencies I can signpost victims of hate crime to'.

Pre-training: I know which agencies I can signpost victims of hate crime to

- agree — 27%
- disagree — 25%
- strongly agree — 3%
- strongly disagree — 5%
- unsure — 40%
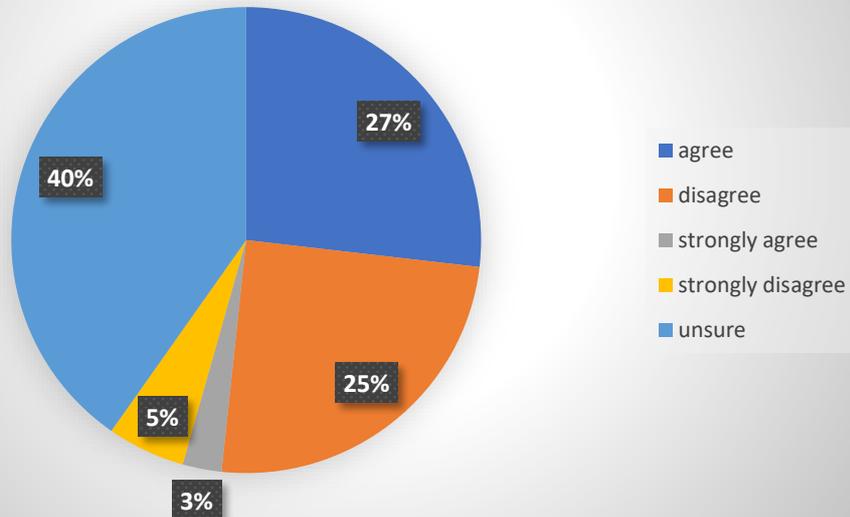
On completion of the training course, the vast majority of respondents (92%) agreed with this statement. Even by these two measures alone, it could be argued that the Shift Expert training has the potential to be hugely impactful in its stated aim of 'producing better outcomes for victims of hate crime'. In particular, the academic and policy literature consistently suggests that the role of signposting victims to appropriate CJS/support services play a significant role in victim satisfaction and outcomes, especially incorporating 'quality of life' indices (see, for example, Hardy and Chakraborti 2016; HMICFRS 2018; Pullerits et al. 2020).

When layering in other knowledge-based measures from the survey, the argument that the Shift Expert training has gone some way to delivering its intended outcomes becomes even more compelling. Findings from the pre-training survey, indicate that respondents were more confident in their ability to identify a 'hate crime' (71%) than they were in their understanding of the legal definition of a 'hate crime' (48%). Upon completing the training, any residual misunderstanding about identifying what constitutes a hate crime (from a non-legal perspective) had all but been eliminated, with 94% of respondents agreeing with this statement.

Less pronounced increases were observed elsewhere, but the trajectory was still in a positive direction. Whereas a promising 82% of respondents agreed with the statement that "I understand the impact of not dealing with 'hate crime' appropriately" before undertaking the training, this rose to 98% post-training. Perhaps unsurprisingly given the well-documented harm associated with crimes motivated by prejudice, the number of respondents agreeing that hate crime has a significant impact on victims' quality of life remained unchanged before and after the training programme (both measured at 98%).

Triangulating the qualitative data from the surveys, gives some perspective on the strengths and limitations of the knowledge-orientated aspects of the Shift Expert training. It was evident from the qualitative feedback that the training had been instrumental in providing a framework of understanding about the impact on victims and how to better support their needs. The quotes below synthesise commonly held views amongst attendees as a result of this training:

> "I feel I have a better understanding of 'hate crime' and how to support victims."

> "I am now aware of the true impact of hate crime on victims."

> "I now understand the importance of perception in hate crime."

> "Clear insight into the emotional effects for victims."

> "More aware of the victim care app."

What is notable, however, is that beyond a narrow interpretation of the 'processing of hate crimes', none of the respondents cited an improvement in their understanding of perpetrators. This is an important omission, as it could be argued that effective 'victim care' (and effective early intervention) requires a nuanced understanding of the socio-criminogenic drivers underpinning these criminal acts and behaviours. It also assumes that there are no blurred lines between the label of 'victim' and 'offender'.

Aside from the tangible benefits of supporting victims, the other most commonly cited benefit was that the training had provided useful information on 'process', especially the legal framework and the importance of multi-agency working, as demonstrated in the quotes below:

> "I understand much more about the legal framework."

> "Better knowledge of legislation and sub cultural groups."

> "Better all-round knowledge of the processes involved & support/partner agencies."

> "I learned more about police process."

> "Multi-agency approach has allowed me to see many points of view."

> "Better understanding of what falls under the hate crime umbrella and how the police respond to this."

For a few respondents, there was also a recognition that the topic is not always clear-cut:

> "Yes, I have a better understanding of what constitutes a hate crime, but I also understand there are some 'grey' areas."

Whilst the consensus was that the session had been useful in improving knowledge, there were nevertheless a couple of dissenting voices:

> "I learnt nothing new today and it has only [reinforced] how proscriptive hate crime legislation is."

Although this view was clearly an outlier, it nevertheless raises some important questions about how, as a Shift Expert, such views might translate back in the host organisation. As mentioned previously, this is part of a wider discussion about occupational culture, organisational silos and the 'value of values'.

Providing the Skills to Respond Effectively

To some extent, the notion of having the relevant skills to deal effectively with hate crime is a logical extension of the (mostly) positive knowledge-construction identified above. It is perhaps unsurprising therefore that the number of respondents agreeing with the statement "I am confident in identifying risk when dealing with crimes motivated by prejudice" rose from approximately two-thirds (65%) pre-training to 94% post-training. As one respondent observed, having the skills to deal with hate crime effectively means that it "can be 'nipped in the bud" and 'perhaps stop escalation'. Moreover, "getting it right will increase trust in police, local authority and communities. It will also educate people on what is not and should not be accepted as 'normal behaviour".

Building on this, programme facilitators and leaders will no doubt be delighted in some of the other measures associated with 'capacity building'. By way of illustration only just over half of respondents (52%) went into the training confident that they had the skills to respond to a potential perpetrator of hate crime. Despite a concern from a significant minority of Shift Experts that the training was too focused on victims, the number of respondents who expressed confidence in dealing with perpetrators having completed to the training rose to 89%. Similarly, 62% expressed a confidence in their ability to deal effectively with hate crime victims before the training, a figure that rose to 98% having been exposed to the training content. When pulling this altogether into reflections on personal practice, the number of Shift Experts stating that they know what is required of them when recording a hate crime/incident almost doubled pre and post training (49% versus 94%).

The training also appears to have gone some way to persuading attendees that the police in England and Wales represent 'best practice' in dealing with hate crime. Whereas only one in five (21%) felt that the police in England and Wales were world leaders prior to the training, this had risen to three in five (62%) having been exposed to the training content.

Much like the knowledge-based questions in the survey, the constructive quantitative picture to some extent masks a more nuanced qualitative picture, that poses some important developmental issues for programme leaders.

As alluded to above, there was a strong message that 'getting it right' is important not just for the individual victim, but equally for the potential 'snowballing effect' within the wider community. Much of this is aligned with notions of trust, awareness, community cohesion and confidence and how this in turn relates to better reporting, resourcing and support outcomes. The quotes below synthesise these often-cited benefits in the survey data:

> "Getting it right means an increased confidence in police and partner agencies, resulting in more people reporting incidents."

> "Listening and responding appropriately to the victim [ensures] they get the right support."

> "Victims feel supported. Increased trust in police service. Better awareness and tolerance in communities. Data can support additional resources where hate crimes are more prevalent."

> "Increased confidence in agencies, more cohesive communities, increased public confidence."

> "Improving the quality of life for all concerned."

> "Will result in reassured citizens and building bridges between different communities."

In addition to this, it was also felt that 'getting it right' would result in better potential to de-escalate situations before they became more serious. The quote below was typical of this view:

> "If we get it right, we can prevent escalation of hate and self-harm and protect the victims."

Similarly, some respondents recognised the potential for a 'ripple effect', commenting that dealing with hate crime effectively may result in a 'community impact where the positive word spreads' and 'more open dialogue – and building bridges - with communities'. Interestingly, this 'ripple effect' was not just perceived to be one of community impact; several attendees noted how responding appropriately creates a positive PR spin and ultimately 'makes it more likely to want to join an organisation if there are positive role models already there'. Indirectly, the view put forward was that dealing with hate crime effectively may have the knock-on effect of improving diversity within a range of statutory and third-sector organisations and more community 'buy-in'.

Again, however, what was notable here is that perpetrators were curiously absent from the discussion. Only once were perpetrators mentioned directly ('offenders potentially identified and dealt with accordingly'); the dominant narrative here was exploring what 'getting it right' would mean for victims. In other words, this discussion did not locate this impact in the broader socio-cultural and criminological contexts. Addressing this deficit should be a priority action moving forwards.

Notwithstanding the lack of reflection of what 'good practice' might look like in terms of dealing with perpetrators, there were a number of common themes that emerged about what skills were needed to deal with the needs of hate crime victims effectively. Most commonly cited skills were empathy, compassion, good communication, listening, advocacy and signposting, knowledge of policy/process (and the effective administration of this, including reporting), all wrapped within a professional 'approach'. Of these, empathy, compassion and being a good listener were mentioned in a significant number of responses, which raises some important questions about the nature of 'empathy and compassion' how this translates into practice (and why it is seen to be so important).

Other respondents discussed the need for a proactive response, although what this looks like 'on the ground' is unclear from this research alone and will depend to some extent on the organisational context. Other less commonly cited skills were bystander intervention awareness, expectation management, reflective practice, safeguarding and an understanding of community impact. This is especially pertinent when considering the perceived impact of *not* getting it right. The comments below are reflective of the broad themes that emerged from the survey findings:

> "People will lose faith in the system, especially the police and will not want to report incidents."

> "There will be a detrimental impact on people's quality of life [and] physical, emotional and mental health."

> "Long-term devastating impacts for the victims and their families."

> "It could escalate incidents which may then be considered acceptable in younger generations. Setting an example earlier on will create more awareness and resilience against hate crime."

> "Existing community tensions will be exacerbated."

> "Disempowered and disjointed communities."

> "People will feel more isolated and voiceless, which in turn breeds more hate."

"Reputational impact for the city and its services."

"Building barriers between communities who become isolated from each other."

"Implicit condoning of behaviour."

"Danger of repeat victimisation and do not break the cycle of hatred and violence which gets learned in childhood."

"Distrust between different agencies, which will make it more difficult to deal with."

"Vigilantism."

What is striking about these comments, is how respondents recognised that the impact of hate does not just reside at the individual level, but within the wider community/communities. The implication here is that hate is a community issue that requires a collective community understanding of 'what works' and how best to respond, based on the relevant evidence-base. Evidently, trust is a key feature of strong communities, and perceptions matter. Therefore, not 'getting it right' has a ripple effect that goes way beyond the individual. This is perhaps best summarised by one respondent who observed that:

"There are many impacts of hate crime. On victims - low self-esteem, potential for behavioural/physical changes. On community - reduces faith in public services and increase community divide and tensions. Suspect - if left without being dealt with, may escalate prejudice and behaviour. [Leading to] people/victims/communities feeling self-conscious and vulnerable. Loss of community cohesion. Victims/suspects can become entrenched in their views (possibly leading to extremism and unrepresentative community influence)."

Attitudinal Shifts

Of course, knowing what something is (i.e. a hate crime or hate incident) and having the skills to respond to it, is not the same as understanding why something may – or may not be – important. As such, the survey sought to capture any attitudinal shifts that had occurred as a result of undertaking the training. To some extent, this could – implicitly – be seen as a proxy measure of 'values' as described in the previous section.

Going into the programme it was evident that most attendees were aware that hate crime posed a significant problem, both for individuals and wider society. Nevertheless, it was evident that the training had a small impact on attitudes about the handling of hate crime by the police. By way of illustration, just over two-thirds (69%) of respondents pre-training disagreed that the

police spend too much time investigating hate crime. This left just under one in three who were not sure (or disagreed) with this view. Upon completion of the training, the number of individuals who disagreed with the same statement rose to 86%, suggesting that an attitudinal shift had taken place. Of course, what this question alone does not tell us is whether the respondents felt that not enough time (or poorly operationalised practice) is spent dealing with hate crime, although this was something that was implicitly picked up in the 'free text' responses to the impacts of 'not getting it right' (see above).

Pre and post training the number of respondents agreeing that Nottinghamshire Police take hate crime seriously was broadly similar (90% versus 96%). This suggests that from a professional practice perspective (a significant number of whom are police employees), the picture is one where hate crime is perceived to be an important feature of police work. What this does not tell us, however, is how the police and other institutions' attitudes towards hate crime are perceived by a range of other stakeholders. Notably, this phase of the evaluation was not designed to capture whether the same confidence of the police taking hate crime seriously is supported by the public and victims of hate crime.

Unfortunately, the evaluation was not commissioned to undertake medium/long-term follow-up research within the respective institutions from which Shift Experts had been recruited. It is therefore unclear if observations about the police 'taking hate crime' seriously has resulted in a 'ripple effect' after the Shift Experts have had the opportunity to take their learning – and skills – back into their respective institutions. This inevitably requires that all employees 'buy into' key messages (and 'good practice'), which raises some important questions about knowledge-transfer and organisational silos (see previous section).

Putting aside these limitations, what is suggested from the survey data is that the training was instrumental for strengthening support for the imposition of a sentence uplift for crimes motivated by hate. Whilst this was not an unpopular sentiment amongst respondents prior to the training – nearly three-quarters (72%) agreed with these statements – the training appears to have persuaded those who were unsure of the value of a sentence uplift that this is worthwhile objective (93% agreed with the principle of additional sentences in the post-training survey). As alluded to in the response to the impact of not getting our response right, a key concern for many respondents was the wider community impact. Seemingly the notion of a sentence uplift fits into this narrative, on the basis that sentencing is in part designed to send out a signal to the community about the values and morals of wider society (or what Durkheim might refer to as 'social solidarity' which serves as a symbol that the collective and moral order are stable despite the criminal offence (Durkheim [1893] 1997)).

Although there is evidence that the generic Shift Expert training promotes attitudinal shifts in perceptions of the policing of hate crime, the quantitative data from the survey, also suggests a seemingly potentially contradictory message in relation to the statement 'hate incidents are generally not police matters; they are best dealt with informally within communities'. Only 3% of respondents agreed with this view prior to undertaking the training, but this had risen to 13% upon completion of the programme. On closer inspection, however, this could be interpreted

as a strength of the training in being able to provide a nuanced account of the distinction between crimes and incidents. Accordingly, it is not unreasonable to assume – although more evidence is required – that the idea of hate incidents only being the domain of the police (especially for those attendees who work in non-police roles) does not fit the evidence base for 'what works'. This is especially pertinent when one considers how notions of community cohesion, cultural/social/economic capital, conflict resolution and community-orientated restorative practices are integral features of understanding - and dealing with - hate and prejudice. What the training may have allowed respondents to reflect on therefore is the extent to which we should avoid seeing this exclusively as a 'criminal justice' matter dealt with by the police and associated agencies, rather as part of a wider interface between social and criminal justice.

Building on this analysis, 95% of respondents expressed disagreement pre-training that hate crime is just a reworked definition of anti-social behaviour. Post-training the numbers disagreeing had dropped marginally to 86%, adding credence to the idea that – for some - the training had been instrumental in providing a different framework of understanding of how to conceptualise hate and prejudice. The most obvious manifestation of this attitudinal shift occurred in response to the statement that 'most reported hate crimes are not actually crimes'. Whereas 16% agree with this view pre-training, this had risen to 34% after the training. Again, the reasons for this are likely to be nuanced, but ultimately as several Shift Experts noted, the training had helped them reconfigure the difference between a crime and an incident.

It is widely acknowledged that good practice in dealing with hate crime, in part, necessitates having a well-designed reporting framework, including effective signposting/communication strategies (see for example, Pullerits *et al.* 2020). The majority of Shift Experts recognised that hate crime is under-reported (pre-training 73% agreed that most hate crime goes unreported, rising to 82% upon completion of the training). Interestingly, despite this recognition, the percentage of respondents agreeing that it is easy for victims of hate crime to report rose from 25% to 44% before and after the training. This is perhaps unsurprising considering the exposure to the various reporting mechanisms in place as part of the training. However, having a well-designed reporting system is not equivalent to good signposting, and it is not unreasonable to draw an inference from this that whilst the reporting tools are seen to be good, the signposting/multi-agency approach are perceived to be less effective (hence the importance of the Shift Expert role).

What is the role of a Shift Expert? Perceptions from within
Having completed the training, it is important to consider how Shift Expert respondents perceived and experienced this role. Data from focus groups provides some insight in this regard. When questioned about how they saw the role of a Shift Expert, those trained in the role suggested it was to act as a repository of knowledge and expertise for other colleagues within the organisation. Shift Experts also had a key role to play in sharing examples of good and poor practice, improving responses to hate crime including providing insight and understanding into the nature of hate crime and its impact:

"A shift expert is a central point of contact for other colleagues to offer advice on hate crime. Following training and updates I share information with colleagues. I also signpost colleagues and victims. The role of shift champion has required me to attend training opportunities and speak to people about their experiences, positive and negative and explore ideas of improvements and good practice. It gives a better insight of prejudice, impact of stereotyping and hate crime."

In terms of how respondents felt the role was perceived by other staff in their organisation, respondents reported that colleagues came to know them as a 'go to' contact on hate crime and related issues:

"I am the person to go to for all faith hate related issues, when we are going out for funding, I am always the person that the bid writer wants to meet with, and get feedback and advice."

"As a Shift Champion, I explain to my colleagues what a hate crime is and how it can affect victims. When I got to staff meetings, my colleagues say 'you are the hate crime expert', a bit like a joke, and I say 'yes, yes I am, if you need any help on hate crime, you can ask me'. I have expertise on hate crime so I can go a bit more deep into what it means and how it affects people."

Shift Experts explained how colleagues were often grateful for the support they could offer:

"My colleagues definitely know about my role [shift expert], I was requested by the senior CEO at the time to do a write up on it, so I did a piece on it and sent it to all staff. I received from a few people really positive, complimentary replies and big thank you."

"Colleagues are appreciative of support and information."

Respondents noted the importance of the role of a Shift Expert as a point of contact to provide knowledge and expertise particularly when many colleagues may not be dealing with such events on a regular basis. Similarly Shift Experts were highlighted as an important source of support for colleagues at different stages of their careers:

"Child abuse is not front line in the same way as response or neighbourhood policing teams. My role as Shift Champion involves attending training and then sharing information with colleagues and giving advice to better support families where hate is an issue."

Respondents also highlighted the importance of their role as a source of knowledge and support for colleagues throughout the organisation at different stages of their careers:

> "Having somebody with that extra bit of knowledge such as Shift Experts is useful in the organisation because they can offer advice to other colleagues, especially with a high number of young cops new in service joining us and they will get the poor police school training on hate crime but when they work with the more experienced officers, they will get the why this is important."

Respondents noted that they already had knowledge and experiences that they wish to share with other colleagues and it was this, in part, that had motivated them to sign up for the training to improve their knowledge and understanding in order to better support their colleagues and victims:

> "With my job in particular, because I deal with anti-social behaviour, I come across a lot of hate crime cases, that's why I signed up to this role [Shift Expert]. In this role, you get a lot of support, information and knowledge (including the training)."

Respondents clearly saw their roles as Shift Experts to be that of an educator on hate crime and the training enabled them to expand their knowledge and skills to enhance this role:

> In my role as an educator, as a Shift Champion I provide a lot of information on hate crime is, a lot of people are still not familiar with it and what it means. There are elements of the holocaust that apply to the world today and for me, that's important for people to know as well. I need to be informed when people ask me who to go to, who to go for help. Being a shift champion means that I am really informed in order to help them.

The role of Shift Expert was also considered to require respondents to be able to identify and demonstrate the key aspects of hate crime so that they could inform and support colleagues in providing a good service to victims including impact on hate crime victims, the need for an empathetic approach, the requirements to consider 'vulnerability' of victims and to identify what their specific needs might be:

> "Sometimes we don't understand how this type of crime affects people. The role of Shift Expert gives me the chance to go into deep and understand how it affects people who have been targets of hate crime. I can be more sympathetic and empathise with their feelings."

> "I am a [anonymised police role] and so the victims are vulnerable in terms of age. Some victims are further vulnerable and at risk of discrimination through an identifiable feature making them vulnerable to hate crimes. It's

important so that people are offered the correct support, services are tailored to meet their needs and do not suffer further discrimination/poor service."

A key issue was understanding more about under-reporting so that Shift Experts could educating colleagues about this and helping them to support victims and encourage them to report:

"This role helps me to identify hate crime better because for some people, it is more difficult to report hate crime. They might think that they will not get any support from the police or the council, or they might not know themselves that they have been a victim of hate crime. Sometimes they feel ashamed or they might think that nothing will happen about it even if they report it."

As was identified in the training, an especially important part of the role of a Shift Expert was to identify the needs of particular victims and offer a suitable response which they could help colleagues to understand how to achieve the most effective response for victims:

"To identify the needs of particular victims and offer a tailored response."

Post Training: Further 'In-role' and Institutional Culture Reflections
It is important to note some other key issues that arose in the focus groups with Shift Experts. Having had the opportunity to reflect, respondents from the focus groups noted that the training had built on existing knowledge, but they still placed a high value on the learning that they got from the sessions. An important point was that some respondents felt that they were better able to challenge their own assumptions, opinions, knowledge and learning after the training through the reflective skills they had gained, which they could then share with other colleagues encouraging them to reflect on their own interpretations and not to take things at 'face value':

"We've learnt so much at the training, we've learnt a great deal about understanding hate crime. It helped me to be more comfortable with the topic, it gave me more confident with the topic, it was an excellent session. The training also challenged me in many ways which I think was helpful. It helped me to reflect on how I can bring what I've learnt in my own learning programmes."

Consequently, respondents reported feeling better able to handle the parameters of their own roles and to support and empower colleagues to deal with hate crime themselves:

"We have our little badges to wear, and we have in our email titles and email signatures the Shift Champion title. There was a misunderstanding at work that I would deal with all the hate crime cases throughout the city and I said 'no, I am not here to do your work.'"

The tailored sessions were particularly singled out for praise as being 'really informative' offering the opportunity to talk to others and learn from an exchange of knowledge and views, which encouraged respondents to think much more widely about incidents, crimes and different standpoints and interpretations. This was an important factor in getting respondents to think about 'accepted wisdom' and 'taken for granted' approaches within their own occupational cultures:

> "I found that the tailored sessions like the disability hate crime training session, it was really informative, and talking to other people on the tables (trainees)."

Respondents also felt that in this way the training was particularly helpful because it put an emphasis on problem-solving which aligned it with the practicalities of doing their jobs and provided information on other organisations that could help respond to hate crime:

> "It's also about problem-solving, having the Shift Experts with a better insight into hate crime, with more contacts, because, you know, it's not just down to the police to deal with it, there are other agencies that can contribute but if you don't know who they are and what they can contribute, then how can you even possibly think to involve them?"

These comments are indicative of the training being more aligned with the reality of responding to hate crimes which often require an emphasis on problem-solving and dispute resolution rather than simply prosecution. Yet it was the shared input and insights through problem-solving in groups of people from different organisations that helped respondents to draw on a range of knowledge and see different insights and perspectives from their own and others within their own occupation.

By being able to reflect more fully on particular examples and different points of view, there were reflective possibilities for respondents to question their own knowledge and assumptions and to be able to address some of the occupational factors within their own organisation that might impact on how colleagues responded to hate crime victims. For example, the following respondent, a police officer, explains the need to get officers to understand why they are providing particular hate crime responses and using particular procedures. This is important in order to avoid the factors around occupational culture which can prioritise a 'police lens' on the issue rather than a 'victim lens'. The former may result in officers 'simply going through the motions' by adopting a 'tick-box' approach to training and procedures rather than implementing a victim-centred strategy that prioritises empathy, understanding whilst meeting victim's needs:

> "The cops who have had the training, when they go to these jobs, they'll have answers that before they might not have. They can be used as a reference point in the force…There is danger losing the continuity a bit because people do move on and they move about within the organisation. Take that training and

incorporate into mainstream police training. The police training that people have are a little bit box ticking. Hate crime is a sensitive topic, it does not work to do the training the way we've done it in the past."

With this in mind the same respondent explains how the training has helped him to explain to other officers 'why' hate crime requires a particular response rather than simply how to provide this response. This is clearly important as otherwise officers can simply focus on the process rather than simply providing a rather formulaic response – in his responses the officer addresses important aspects of police occupational culture:

"From the police perspective, police training was always about what to do, not why we do it, this is the case with all police training, it's the nots and bolts, it's not the softest side of it, you know, 'why is this important? Why are we doing this?' This gets missed a lot. Certainly, from my own perspective, I've been in the job since the Macpherson Report was published. Hate crime training has been oppositional, and a bit of battering for police officers. It wasn't the why, 'why are we doing this?' You know, 'why it's important?' it was actually a stick to beat police officers with, and there has been a bit of resistance to it because of that. So it was a really good idea to deliver training that we could develop in a format that could explain the 'why we do it', not the 'what we do'. Also, by involving partner agencies, it is not a single agency approach, the training was also about where everyone fitted in this process."

The quote of the officer indicates the importance of learning from 'shared' knowledge. In terms of the future - respondents were also interested in how they could utilise the training going forward and help to keep the momentum going and how they could cascade the information over time and into the future:

"It's also about problem-solving, having the Shift Experts with a better insight into hate crime, with more contacts, because, you know, it's not just down to the police to deal with it, there are other agencies that can contribute but if you don't know who they are and what they can contribute, then how can you even possibly think to involve them?"

"In an ideal world, we could condense some of the day training into a more straightforward training format and give that to our training department. We need to keep it going, we need to keep the momentum going…People who attended the training said that they enjoyed it, that it was worthwhile. There is a little bit of 'what now?' That's work in progress, you know, having trained those people, where do we take it from here?"

Finally, on the theme of shared knowledge, Shift Experts felt that in future, they may be able to go beyond cascading knowledge to colleagues but could also be used to educate others

beyond their own organisation in wider society. Respondents recognised that hate crime needed to be addressed by various organisations within multiple settings to address it at a wider-level and that they may play a role here as disseminators of knowledge and experience:

> "I feel that there are some things that can be improved like I don't think that this is just a job for the police, I think it's for everyone involved like the council and other organisations. Having more leaflets for police officers on how people are affected by the different types of hate crime would be useful. Officers might go to a job and think that it [hate crime] has not affected people but it does. It would also be good to put something in place for going to schools especially primary and secondary school, and having people from Mencap, LGBT groups, faith groups going to schools to educate children. It can really make a difference because if you start from primary school and you explain to children the different groups representing society, that everyone should be treated the same, I think it will make a big difference. Like now with the covid-19 situation, people blame the Chinese, people need to understand that it's not about the colour of a person's skin."

Shift Expert Training: Key Takeaways

Towards the end of the training survey, attendees were all asked: 'based on what you learnt today, which are the key pieces of information you would share with colleagues and partners?' To a large extent the answers here replicate the broad themes that emerged from the knowledge, skills and attitudinal discussion above and from the post-training focus group reflections. In particular, the importance of the training and the role were seen to be:

- Understanding what support is available (signposting);
- Agencies working together and identifying key contacts from outside your own organisation;
- Adhering to quality process and procedures, especially referral pathways, (online) reporting and risk assessment/management (updated forms);
- To have professional 'curiosity' and a consistent approach;
- Understanding the positive role that bystanders – and the wider community - can have;
- To understand the impact(s) of hate crime on individuals and communities;
- How to engage with victims (e.g. empathy, listening, compassion);
- Being clear about what hate crime is (and isn't);
- Legal imperatives;
- Updating victims; good communication is key to trust and satisfaction;
- Understanding the value of alternative, creative disposals (where appropriate and in line with victims wishes);
- Maintain and update skills and knowledge about hate crime (especially new legislation and associated policies);

- Learning to reflect on your own assumptions, 'taken for granted' wisdom in your own organisation and 'why' particular policies/courses of action are introduced for victims rather than viewing solely through an occupational cultural lens;
- Seeing the Shift Expert as an opportunity for cascading information both within their own organisation, but the 'ripple effect' in wider society.

Interestingly, no-one explicitly said that they understood from the training itself the skills required to be an effective Shift Champion (or more specifically, what the measures/outcomes of 'effectiveness' would be). In other words, how would the role be evaluated beyond the anecdotal. This is something that requires further thought moving forwards, particularly if the aim is to generate a degree of consistency of delivery across a diverse range of stakeholders.

Conclusion

'*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' represents an innovative attempt to tackle hate crime and empower communities to challenge and respond to prejudice and hate. The two-year project, funded by the European Union, aimed to improve existing support for victims of hate crime and engage communities to resist, challenge and respond to prejudice, both online and in the physical space. Equally importantly, '*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' brought together a variety of hate crime stakeholders including criminal justice agencies, voluntary sector, local communities, and statutory services. As such, the aim of the project was to empower everyone who encounters hate crime/incident – from the police to bystanders – to better respond to it. The project follows Nottingham's legacy of community-orientated and victim-centred crime prevention and community cohesion projects (including the Misogyny Hate Crime policy, introduced by Nottinghamshire Police in April 2016). The project is in line with the UK Government's action plan (2016, 2018) on hate crime, which focused on key five themes: 1. Preventing hate crime; 2. Responding to hate crime in our communities; 3. Increasing the reporting of hate crime; 4. Improving support for the victims of hate crime; 5. Building our understanding of hate crime.

'*Citizens at the Heart*' project comprised of two streams of work: "Communities Tackling Hate" and "Enhanced Options Model for victims", supported by communication campaigns.

- Communities Tackling Hate

This element of the project aimed to equip communities and citizens to challenge intolerance and hate and to produce counter-narratives, functioning to build community resilience and promoting individuals and communities as active agents of change. Activities included "counter-narratives", which were delivered via Community Conversations and the Conversations Toolkit.

- Enhanced Options Model for victims

The aim of this model was to reduce the time from reporting to outcome and improve service and options for victims of hate crime. In practice, this means that – dependent on where and how victims report a hate incident and the nature of the incident – the victim is offered a menu of 'next steps' including the criminal justice route, restorative justice processes, mediation, and community support. Activities included "Shift Experts", "Pathways to Justice: Multi-agency Practitioners' Framework" and "Behavioural Change for offenders".

The evaluation of the project was funded by Nottingham City Council and Office of the Police and Crime Commissioner (with delivery through Nottinghamshire Police) as part of the grant from the European Union's Rights, Equality and Citizenship Programme (2014 – 2020). As part of the evaluation, the NTU research team employed mixed research methods, using both quantitative and qualitative data across the different strands and activities of the project and triangulating them to arrive at conclusions and recommendations. In total, 484 individuals took part in the study. Participation to the study was voluntary. Access to participants was facilitated by Nottingham City Council and Nottinghamshire Police. The first element of the project (Community Conversations) included: survey of 72 individuals who facilitated Community Conversations; survey of 59 individuals who received Community Conversations training (although only 37 completed the post-training evaluation); 11 individual and 3 focus group interviews with facilitators; creative methods with 106 attendees of Community Conversations (taking place in the physical space); survey of 49 attendees of Community Conversations taking place online; 3 individual and 2 focus group interviews with the project team. The second element of the project (Shift Experts) included: survey of 159 individuals who received Shift Expert training; 1 individual and 2 focus group interviews with Shift Experts; 1 individual and 1 focus group interview with the project team.

Before outlining the results of the data analysis, it is necessary to discuss the key limitations of the evaluation. The findings presented in this report were collected only for the duration of the project itself. The NTU research team had to rely on feedback that participants provided in writing or in interviews on the day or shortly after their training/event. As such, longitudinal data is not available for this project. This limits the research team's ability to discuss the long-term effects the project will have. Nevertheless, the analysis of available data shows the added value and importance of the project and allows to recommend actions that should be taken into consideration, should such project be replicated.

Feedback from both facilitators and attendees of Community Conversations was overwhelmingly positive, as indicated below:
- The training was successful in equipping facilitators with the knowledge, skills, tools and confidence to facilitate Community Conversations.
- However, facilitators noted that they would benefit from further training, more opportunities for de-briefing as well as access to resources on how to challenge and respond to prejudice (which would be especially useful after the project had ended).
- Facilitators suggested that future training/Community Conversations should be more open to a wider and more diverse audience.
- Facilitators employed the techniques they learnt in the training in order to encourage sharing and promote positive dialogue in Community Conversations.
- However, a key challenge highlighted by participants was facilitating Community Conversations on specific topics such as RSE, LGBT, radicalisation, abortion, and domestic violence. In this regard, facilitators said that they felt more confident to co-facilitate these conversations with more experienced facilitators.

- Facilitators described Community Conversations as a 'powerful tool which brings communities together'. They argued that Community Conversations 'work' in terms of challenging and responding to prejudiced attitudes; thus, preventing prejudice from escalating to hate crime.
- People who attended Community Conversations noted that they benefited from these events as it was a safe environment for people to share their views, hear about other people's experiences, and explore different opinions with people from diverse communities.
- People who attended Community Conversations also noted that these events improved their understanding of hate crime and increased their awareness of local organisations and local strategy on tackling hate crime.
- People who attended Community Conversations argued that these events could be improved by sessions being longer, and providing attendees with resources that they could use after the session.
- Community Conversations were one-off events (with potentially short-term impact). Facilitators and attendees of Community Conversations indicated that they would benefit from access to relevant resources after the end of the project. Correspondingly, the 'Conversations Toolkit' was developed as a free resource for people to use in order to challenge and respond to prejudice in the physical space and/or online (which shows the long-term impact of the project in tackling prejudice and hate).
- Legacies of this element of the project include: Key learnings from Community Conversations, professional network established as a result of Community Conversations, Difficult Conversations Group, and relevant resources (including Conversations Toolkit).

This feedback on Community Conversations is valuable in terms of developing and shaping further training and events. The training offered, combined with conversations held, has been well received and there appears to be an appetite for more training and events. However, feedback was only collected prior and after the event, and response rates varied. To be able to assess the impact of this stream on the wider community, more data is needed. Such data should not only relate to the feedback of participants for the training, but also the medium and long-term impacts on communities that took part in those conversations. The same applies to the feedback on Hate Crime Awareness Week 2019 and 2020. Response rates were again positive albeit limited. This lack of longitudinal data prevents the NTU research team from being able to evaluate the medium and long-term effects on communities and hate crime awareness.

The Shift Experts element of the "Enhanced Options Model for Victims" stream of the project focused on establishing Hate Crime Champions across Nottinghamshire Police and in each relevant service within the Council and partner organisations. The key aim was for hate crime expertise to be shared and further cascaded within the force and other services. This included knowledge of policy and procedure on hate crime, the impact on victims and communities, interventions with perpetrators, problem-solving skills and multi-agency escalation, partner agencies to refer/signpost to, and the law relating to hate crime.

Similarly to the other stream, the NTU research team surveyed the people who attended the Shift Experts training before and after the training, and conducted individual and focus groups interviews. 159 individuals took part in the survey Shift Experts and qualitative data was collected via individual and focus group interviews. The key findings from the survey and interviews/focus groups are outlined below:

- Training was very well-received.
- Participants valued the use of interactive case studies in the training, sharing good practice, and being given a supportive space to reflect on their experiences and practice.
- Clear guidance on how to respond to hate crimes/incidents was commended.
- Majority of participants noted that the training provided them with clear direction on agency signposting.
- Qualitative feedback revealed that the training had been instrumental in helping participants understand the impact of hate crime on victim and how to better support victim needs.

Areas for improvement for Shift Experts training include:

- None of the respondents cited an improvement in their understanding of hate crime perpetrators - this is an important omission that further professional development should consider addressing.
- A minority of participants felt the training had not provided them with any new understanding of hate crime. Whilst this was a minority, this might be an area for improvement.
- The survey revealed some misunderstandings in distinguishing between hate crime and hate incident in a minority of participants.
- Some participants noted that the training was too police-centric whilst others noted that it was too focused on partner agencies rather than the police.
- Respondents further highlighted the need for learning and practising so-called soft skills, such as active listening.

In the interviews, the respondents agreed that the role of Shift Experts is to act as a repository of knowledge and expertise for other colleagues within the organisation. Shift Experts also had a key role to play in sharing examples of good and poor practice, improving responses to hate crime that providing insight and understanding into the nature of hate crime and its impact. The respondents noted the challenge of under-reporting and the importance of correctly identifying and responding to victims' needs. However, the key challenge in evaluating the Shift Experts stream lies again in the temporal limitations of this project. Most of the feedback was provided on the day of the training or shortly after. The participants provided positive feedback regarding their understanding and knowledge of hate crime definition, law, processes and procedures, signposting, and victim needs. However, the effects of this training and network remain unexplored. The Shift Experts surveyed by the research team perceived hate crime to be an important feature of police work. What effect might the Shift Experts have on colleagues who are resistant to 'buy into' such institutional culture remains to be seen. Future research should focus on questions of changes in institutional cultures surrounding hate crime in the police and

other agencies. The question of a potential 'ripple effect' of what the work of Shift Experts might lead to should be explored in longitudinal research.

'*Citizens at the Heart: A Citizen Centred Approach to Tackling Hate Crime*' clearly addressed problems that continue to be pressing in societies globally and should be recognised as an innovative attempt to challenge hate crime. In the context of global BLM protests, COVID-19 related structural inequalities, rising hate crimes against Chinese and South East Asian communities, and the epidemics of domestic and sexual violence, coordinated efforts to challenge hate and prejudice and meeting the complex needs of victims of hate crime must be commended. This project should therefore be seen as an exemplary attempt to address very complex and pressing issues. Overall, both Community Conversations and Shift Experts streams were well received by participants. Most participants of both streams found the sessions and trainings effective, informative and useful. Facilitators and Shift Experts reported feeling better equipped with knowledge and tools needed for their roles. Attendees of Community Conversations and other events appreciated the safe space that allowed them to share their own and listen to other people's experiences. Some areas of improvement were suggested by participants and should be taken into consideration when designating further training and/or conversations. Finally, it is important to reiterate that this evaluation is limited in its short-term analysis. To measure the attitudinal shifts in communities and evaluate the victim-focused services, significantly more qualitative and quantitative data would need to be collected over medium and long-term. We therefore call for more research to be conducted in this area. Such research would produce a more complete evaluation of the project and better analyse its intended and unintended consequences.

Recommendations

The recommendations are divided into two broad categories: suggestions on how to improve trainings and events; and suggestions for future research.

Future Trainings and Events

Based on the participants' feedback and this evaluation, the following elements should be taken into consideration when designing future trainings:

- *Revise the length of the training and events.* Community Conversations participants noted that they would like more time for the training and for the Conversations. Shift Experts found a full day of training too long.

- *Consider the location of the training and events.* Some attendees of Community Conversations suggested that these events should take place outdoors. Shift Experts participants noted that some trainings were held in rooms that were too hot or that were too many people.

- *Provide more opportunities for active learning.* Most participants reacted positively to use of case studies and group discussions. Consider whether more active learning would be useful.

- *Consider how Community Conversations and Shift Experts trainings/events can complement each other.* The two key strands evaluated did not appear to be clearly linked. Yet, the Community Conversations facilitators might provide a valuable insight into their expertise and experiences to Shift Experts, and vice versa. Consider merging/connecting the two strands at some point.

- *Focus on perpetrators.* While we understand that this project was focused on addressing the complex needs of victims, we recommend that future training includes analysis of hate crime perpetrators. This would offer a more holistic understand of hate crime in local and national contexts and lead to more effective policies and practices.

- *Devise continuous professional development programme.* While this project has provided an important opportunity for participants to develop their skills, participants received one-off training sessions. As highlighted throughout the report, there was a lot of appetite for more training. Ongoing professional development would be beneficial to the participants and improve policies and practices. Shift Experts participants noted that they would like more training on 'soft' skills like communication and active listening.

- *Signpost support to individuals.* Dealing with hate narratives can have a negative impact on participants' wellbeing. To avoid burn-out, ensure that participants have access to de-briefing and mental health support organisations.

Data Collection

The key limitation of this evaluation is lack of longitudinal data. In order to measure 'change' in relation to a) impact Community Conversations will have on different communities, b) impact that Shift Experts will have on victim services and organisational culture, and c) effectiveness of other events and training, more qualitative and quantitative data needs to be collected. Therefore, it is recommended:

- *Collect and analyse quantitative data on hate crime reporting.* This would allow for analysis of trends in reporting. Data collected should be as detailed as possible.
- *Collect and analyse qualitative data regarding victimology.* In order to understand the effectiveness of the support offered to victims, long-term qualitative data needs to be collected and analysed.
- *Collect and analyse qualitative data on hate crime perpetrators.* In order to effectively tackle hate crime, more nuanced understanding of hate crime perpetrators is needed.
- *Collect and analyse qualitative data on different forms of resolution.* This is related to the Restorative Justice Hub part of the project but also more broadly to all other stands of the project.
- *Collect and analyse qualitative data on Shift Experts.* While Shift Experts see themselves as repositories of knowledge and champions of good practice, it is necessary to analyse whether and how they can impact others who may be more resistant to 'buy into' the existing policies and practices. Qualitative data could provide an important insight into institutional barriers and cultures, and how these can be challenged and overcome.
- *Collect qualitative and quantitative data using creative and arts-based research methods.* This type of research methods can generate deep insight into people's views and provide new ways of understanding people's lived experiences.

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Appendices

Appendix 1

Community Conversations events

Date	Event	Topic	No. Attended
30/04/2019	Women Building Bridges	Issues affecting disabled women, anti Islamophobia, FGM, misogyny as a HC, women and violence	62
13/05/2019	Iftar	Iftar - How do people of faith and no-faith understand each other	50
22/05/2019	Iftar	Iftar - How do people of faith and no-faith understand each other	45
10/06/2019	Zumba 1 and 2 (match funded)	No specific topic - joint sessions with Muslim Women's Network and white women in Aspley to build connection	20
19/06/2019	Great Get Together	More in common than that divides us	32
22/06/2019	Conflict and Spirituality	Spirituality, culture and conflict	15
22/06/2019	Hysen Green Multicultural Festival	Community Tensions - What does Hysen Green / Community mean to us?	13
11/07/2019	Futures Conversation	How can we stop being scared of people who are different to us	5
13/07/2019	Positive Images Exhibition launch	Manners - what is polite in our own countries and what do we expect?	30
27/07/2019	Positive Images	Bullying - what is difficult? How do we treat others	14
27/07/2019	Pride	Standing Together in Solidarity	12
30/07/2019	Remembering Srebrenica - anniversary of the Bosnian genocide	Bridging the Divide: Confronting Hate	15
28/08/2019	Dialogue around Far Right	Far Right	27
09/09/2019	Difficult Conversations Group - first meeting	what do we want from the group	7
11/09/2019	HCAW Creative Convo - Women's Voices	HCAW - More in Common	8
14/09/2019	South Asian Heritage Festival	Challenges for South Asian community	13
17/09/2019	HCAW Creative Convo - Bulwell	HCAW - More in Common	8
18/09/2019	HCAW Creative Convo - Karimia	HCAW - More in Common	80

19/09/2019	HCAW Creative Convo - New Art Exchange	HCAW - More in Common	4
28/09/2019	Nergiz Kurdish Women's Group Launch event	Issues affecting Kurdish women in Nottingham	34
30/09/2019	Difficult Conversations Group	What conversations to cover	3
07/10/2019	NMWN Welcome event	Divisions and Solidarity	12
12/10/2019	HCAW - Street Convo - Carlton St	More in common than that divides us	50
14/10/2019	HCAW Launch Reception	More in common than that divides us	100
14/10/2019	HCAW - Street Convo - Carlton St	More in common than that divides us	50
18/10/2019	HCAW - Street Convo – NAE	More in common than that divides us	20
18/10/2019	Street Conversation Stall	More in common than that divides us	10
19/10/2019	HCAW - Street Convo - Bulwell Market	More in common than that divides us	20
25/11/2019	Disability History Month Launcy	Marginalised Group Q's	5
03/12/2019	Social	Social / deciding topics	12
	Zumba 3		20
09/12/2019	Difficult Conversations Group	What conversations to cover with what groups - When is it ok to ask about someone and if so, how	3
13/01/2020	Holocaust Memorial Flower Making	Holocaust, Racism, Genocide, Mental Health, Brexit, Trans Issues, Disability	7
13/01/2020	Community Conversation	Loads of topics presented	13
10/02/2020	Community Conversation	Risks of seeing particular groups as victims	8
11/03/2020	Community Conversation	Rephrasing How easy it is to talk about things we don't have experience of	10
06/04/2020	Community Conversation	How do we respond to Covid	9
15/04/2020	Community Conversation	Generational language, Should black people stop talking about slavery? unspoken taboos or rules Are the rules different for different people? Who has the right to feel upset / offended – relating to privilege	3
29/04/2020	Community Conversation	How are women disproportionately affected by Covid-19 lockdown, especially BAME women	9

13/05/2020	Community Conversation	HC towards Chinese and South Asian community	6
20/05/2020	Community Conversation	Working on FAQs -	4
20/05/2020	Community Conversation	Sharing the Load - Communities Inc Dialogue	14
01/06/2020	Community Conversation	Taboo, BLM, George Floyd	5
08/06/2020	DCG	Slavery, icons and history Visible acts of solidarity when not called for can be harmful	4
24/06/2020	DCG	Racism and Responsibilities and limits of allies and solidarity	23
30/06/2020	DCG	Racism, Allyship, Shame, Promoting Black Voices, personal stories	9
20/07/2020	DCG	Alliances with organisations, SUTR, Sexual Abuse cover ups	6
26/08/2020	Community Conversation	Examples of prejudice to respond to - disability	5
18/08/2020	Engaging with BAME citizens	Engaging with BAME citizens (DWP)	15
19/08/2020	DCG	Difficult Conversations Group (Zoom) Convo – Allies	6
24/08/2020	DCG	Difficult Conversations Group (Zoom) Convo – Allies	6
25/08/2020	Community Conversation	Disability FAQs - Conversations	5
06/10/2020	DCG	Difficult Conversations Group (Zoom) Convo	4
Oct-20	DCG	Difficult Conversations Group (Zoom) Convo	5
12/10/2020	HCAW	Hate Crime Strategy Virtual Launch	60
12/10/2020	HCAW - disability	Nottingham Together Let's Talk about Disability Hate Crime	45
13/10/2020	HCAW - LGBT+	Nottingham Together Let's Talk about the LGBT+ Hate	33
14/10/2020	HCAW - religious hate crime	Nottingham Together Let's Talk about Religious Hate Crime	101
15/10/2020	HCAW - Black Lives	Nottingham Together Let's Talk about Black Lives	69
17/10/2020	HCAW - asylum	Womens Voices - Nottingham lets talk asylum seekers . HCAW	18
20/10/2020	HCAW - RJ	Nottingham Let's Talk about Restorative Justice	35
24/10/2020	HCAW	Womens Voices -Nottingham lets talk migration HCAW	16
26/10/2020	DCG	Difficult Conversations Group (Zoom) Convo	15
29/10/2020	HCAW follow up - Black Lives	Let's Talk about Black Lives Follow Up	16
04/11/2020	HCAW follow up - religion	Let's Talk about Religious Hate Crime Follow Up	11
09/11/2020	DCG	Difficult Conversations Group (Zoom) Convo	9
09/11/2020	Women's Voices	Womens Voices	4

11/11/2020	HCAW follow up - LGBT+	Let's Talk about LGBT Hate Crime Follow Up	7
13/11/2020	HCAW follow up - Disability	Lets Talk about Disability follow up conversation	12
19/11/2020	HCAW follow up - Black Lives	Lets Talk about Black Lives follow up conversation	8
may - sept 20	Women's Voices	Womens voices conversations (23 covid weekly sessions conversations)	41
25/11/2020	DCG	DCG - What does it mean to be English	17
10/12/2020	DCG	DCG - Holocaust memorial Day / Israeli politics /BLM	9
03/12/2020	Women's Voices	Womens voices - Covid fact or fiction	26
13.1.21	HMD - DCG	Holocaust mem Day conversation DCG	17
14.1.21	HMD - Women's Voices	Holocaust mem Day conversation Womens Voices	13
01/01/2021	Women's Voices	Knife crime conversation Womens Voices	12
28/01/2021	DCG	genocide, reparation and healing, trauma of racism	9
10/02/2021	DCG - Mind Your Language	Language, prejudice and power	21
23/02/2021	DCG	Gender identity, trans women and women only spaces	6
25/02/2021	#Nottingham Together, Let's Talk About Pronouns	LGBTQ+ History month - pronouns and inclusive language	37
08/03/2021	Follow up conversation - language	conversation about use of the N word	3
10/03/2021	DCG - Difficult Conversations About Disability	Disability and issues relating to disability	28
11/02/2021	Creative Workshop	A donut for the Polish community - Nottingham Together	23
27/02/2021	Creative Workshop	Online community session on Romanian Arts, Traditions and Culture: Spring traditions	24
05/03/2021	Creative Workshop	Russian event – Covid impact, isolation and returning to normality	17
06/03/2021	Creative Workshop	Romanian session: Home and Away: Photographic memories from past and present	17
08/03/2021	Creative Workshop	"Polish women in Nottingham - together we can do more"	13
23/03/2021	Creative Workshop	"More in Common" with Poet Manjit Sahota	7
01/04/2021	Creative Workshop	Connecting with Comedy and Storytelling!	13
07/04/2021	Creative Workshop	"More in Common" with Poet Manjit Sahota	5
08/04/2021	Creative Workshop	Connecting with Comedy and Storytelling!	10
		Total	1802

Community Conversations training

Date	Title	Provider	Attendees
26.03.2019	Community Conversations Intro	St Ethelburgs	16
28.03.2019 / 11.06.2019	Community Conversations Experienced 2 Day	St Ethelburgs	34
05.07.2019	Comms - Counter Narratives	M&C Saatchi	8
23.01.2020	Crisis Comms - Counter narratives	M&C Saatchi	8
10.03.2020	Difficult Conversations training for Youth & Community Providers	Hope Not Hate	15
10.03.2020	Difficult Conversations training for Community Members	Hope Not Hate	15
21.07.2020 / 28.07.2020	Holding Difficult Conversations Online 2 Day	Peace Foundation	18
11.08.2020	Training - Difficult Conversations TRIAL to team	Zaimal and Jess (Cohesion Team)	10
26.10.2020 / 2.11.2020	Holding Difficult Conversations Online 2 Day	Peace Foundation	19
23.11.2020 / 30.11.2020	Holding Difficult Conversations 2 Day	Peace Foundation	14
03.02.2021 / 10.02.2021	Holding difficult conversations training 2 days / Conspiracy (Match Funded)	Peace Foundation	17
04.02.2021 / 11.02.2021	Holding difficult conversations training 2 days / Extremism (Match Funded)	Peace Foundation	18
11.03.2021 / 18.03.2021	Holding Difficult Conversations training 2 day / Sexism and Misogyny	Peace Foundation	19
25.03.2021	Holdng difficult converstaions training 1 day / Conspiracy (Match Funded)	Peace Foundation	17
		Total	228

Appendix 2

Core Shift Experts training

Date	Training	Theme	Attendees
04/06/2019	Shift Champions Hate Crime Training Scheme	Hate crime training	4
18/06/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	17
02/07/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	16
12/07/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	25
16/07/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	24
26/07/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	22

30/07/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	21
09/08/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	25
23/08/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	22
06/09/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	25
25/09/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	16
03/10/2019	Shift Champions Hate Crime Training Scheme	Hate Crime training	21
		Total	238

Additional Shift Experts training

Date	Topic	No. Attended
05/12/2019	Trans Awareness for Hate Crime Champions - longer session	10
05/12/2019	Trans Awareness for Hate Crime Champions - intro	5
20/02/2020	Disability Awareness - Hate Crime Champions	15
28/07/2020	Right Wing Terrorism awareness - Shift Champions	39
Scheduled for 2021	Trans awareness sessions	Expected - 15
Scheduled for 2021	Trans awareness sessions	Expected - 15
Scheduled for 2021	Trans awareness sessions	Expected - 15

Other Hate Crime Training for Police Officers & Council Staff

Date	Topic	No. Attended
19/03/2021	Gendered Intelligence Trans Awareness Training	41
22/03/2021	GRTC sessions with Ideea Rom Association	12

Further information

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