




CASE STUDY

Exit Hate UK, CARE Champions

 Email

 Website

ABOUT

CARE Champions is a community- and schools-based project delivering two streams of activities. The first is a train-the-trainer stream engaging frontline practitioners working with vulnerable young people and adults, including support workers, teachers and carers. The second is a far-right extremism awareness stream for secondary and further education students (aged 12–18). Both streams are built around workshops led by former far-right extremists, which use the lived experience of facilitators and case studies to explore the ideology, narratives and radicalisation pathways associated with the far right. Through these activities, the project builds participants' knowledge and understanding of the far right, supporting communities to resist extremist grooming and exploitation.

THEMES

Types of prejudice/discrimination: Racism; Anti-Muslim hate; Antisemitism; Anti-migrant hate.

Extremist ideologies: Far-right extremism.

Prevention topics: Understanding extremism; Radicalisation/radicalisation reporting; Counter-narratives; Bystander intervention; Upskilling practitioners.

BENEFICIARIES

364 teachers

303 frontline practitioners

68 public

485 secondary and further education students

12 boroughs and online



PROJECT ACTIVITIES

Practitioners:

Practitioner Training Sessions – These two-hour sessions combine presentations, collective discussion activities and case studies to explore the recruitment tactics of far-right extremists with small groups of 15–25 frontline practitioners. Participants learn about the complexities of extremist involvement, the psychological and social factors that underpin radicalisation, counter narratives to common far-right rhetoric and how to safeguard vulnerable individuals in their care. The training sessions also signpost beneficiaries to support services where they can seek assistance and report radicalisation concerns.

Students:

Extremism Awareness Workshops – These one-hour workshops use interactive activities, group discussions and case studies to raise awareness about far-right extremism with classes of around 25 students. Participants learn about the radicalisation process, counter narratives to common far-right rhetoric and how to safely and effectively call out/ in peers when they repeat far-right messages. The workshop also signposts students to support and reporting services where they can seek assistance.

PROJECT RESULTS

Practitioners:

28%

increase in practitioners' capacity and intention to safeguard vulnerable individuals in their care from far-right extremism

14%

increase in practitioners' willingness to report radicalisation concerns as part of their statutory safeguarding duties

'Very good'

quality of implementation (score of 0.87 out of 1.00) based on practitioner ratings for the engagement, relevance and organisation of project activities

Students:

26%

increase in students' awareness and concern about far-right extremism and its effect on individuals and society

10%

increase in students' ability and intention to challenge prejudiced and hateful views

'Very good'

quality of implementation (score of 0.78 out of 1.00) based on student ratings for the engagement, relevance and organisation of project activities

TESTIMONIAL

'The training allowed us to spot signs that a young person we're working with may be involved with the far right. I had no idea how organised, how many resources or how much money was involved in funding some of the far right's activities, I feel much better equipped to tackle this issue and challenge some of the comments we hear now.' – Youth worker

'The depth of knowledge and lived experience from the trainer was extremely insightful and thought provoking in what is often a challenging topic to discuss. We will be signing up to access all of the resources and support materials to use and adapt for the tutorial programme at my college. How to have one-to-one conversations using the diagram to discuss thoughts with students was really clear. The team will be much more confident in having conversations with students moving forwards.' – School leadership