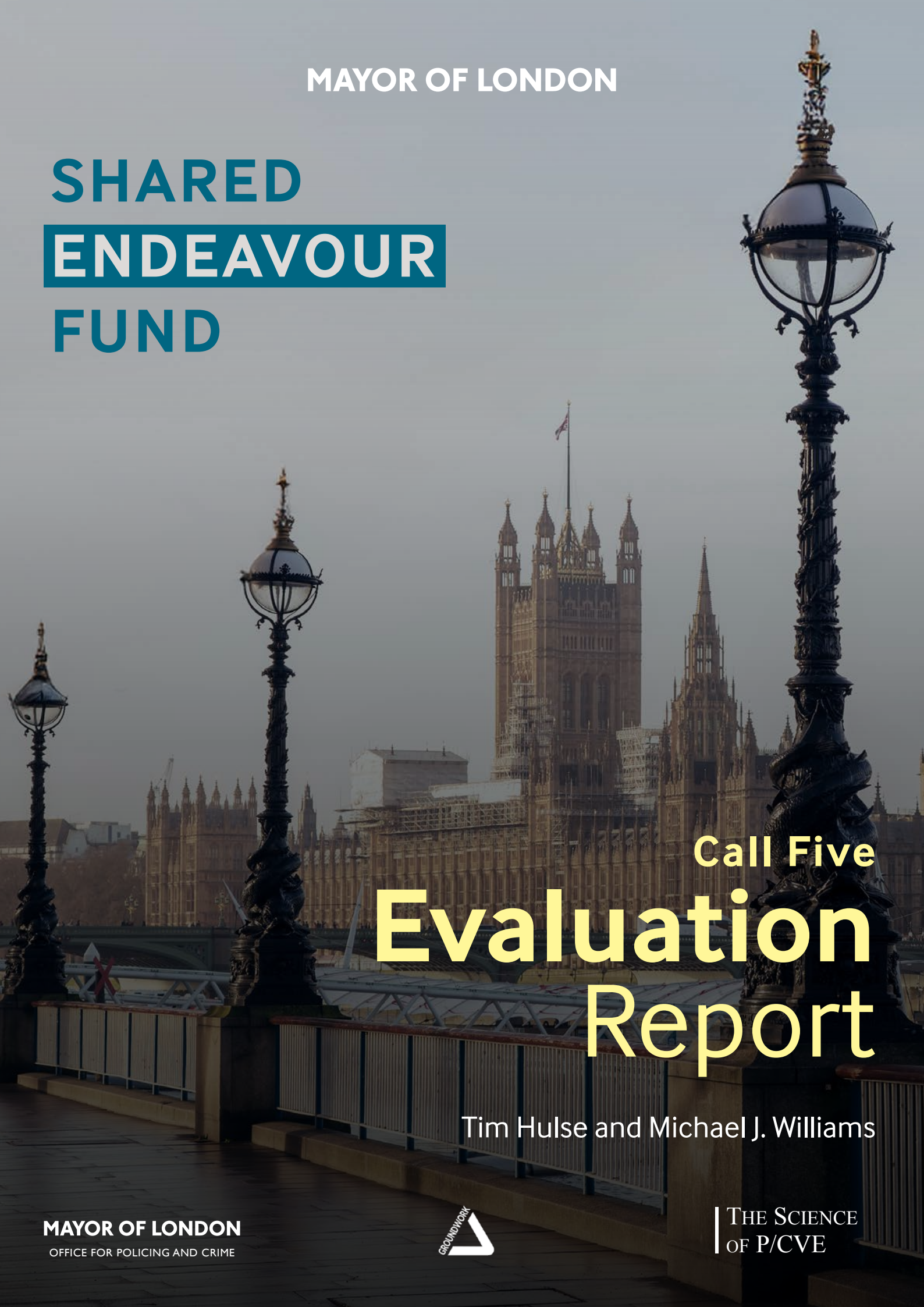

MAYOR OF LONDON

SHARED ENDEAVOUR FUND

Call Five

Evaluation Report

Tim Hulse and Michael J. Williams

MAYOR OF LONDON
OFFICE FOR POLICING AND CRIME

GROUNDWORK

THE SCIENCE OF P/CVE

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About The Science of P/CVE

The Science of P/CVE is a research, evaluation and consulting firm dedicated to preventing and countering violent extremism and disinformation. With more than a decade of experience and a global portfolio that has spanned five continents – 18 countries and over 60 cities – The Science of P/CVE has supported the design, delivery and evaluation of programmes reaching more than 149,000 research participants. Its team brings deep expertise in psychology, sociology, criminology, evaluation science and statistical analysis, and maintains a strict commitment to methodological rigour, transparency and evaluative integrity. Learn more at TheScienceOfPCVE.org.

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Future Leaders, *Future Leaders Programme*

Executive Summary

The Mayor of London's Shared Endeavour Fund is a prevention funding scheme that supports initiatives designed to build Londoners' resilience to radicalisation, as well as reduce intolerance, hate and extremism in the capital. The Fund fills an increasingly recognised gap in whole-of-society approaches to addressing terrorism and extremism: a lack of funding and support for local civil society organisations (CSOs). By providing these resources, the Fund serves to empower local CSOs to act as more effective prevention partners for government, leveraging their unique access to, knowledge of and credibility among local communities to better address intolerance, hate and extremism.

Call Five of the Shared Endeavour Fund was launched on 15 March 2024 by the Mayor of London Sadiq Khan, following four previous rounds of successful project funding. Led by the Mayor's Office for Policing and Crime (MOPAC) and administered by Groundwork London, Call Five offered £875,000 worth of grants for 19 projects delivered throughout London. Running from September 2024 to March 2025, Shared Endeavour Fund projects addressed one of more of the following priority themes:

Raise awareness

Increase Londoners' ability to recognise, critically engage with and resist intolerant, hateful, extremist and/or terrorist ideologies and messages.

Build psychosocial resilience

Strengthen psychosocial factors that promote resilience to radicalisation and extremist recruitment among vulnerable individuals and groups..

Promote prosocial behaviours

Empower Londoners to safely and effectively challenge intolerant, hateful and extremist attitudes and behaviours.

Strengthen prevention capabilities

Support frontline practitioners in education, social services, civil society and communities to prevent and counter intolerance, hate, extremism and radicalisation in local schools and communities.

To assess the outcomes of the Shared Endeavour Fund, MOPAC commissioned The Science of P/CVE to conduct an independent evaluation of the funding scheme and the projects it supports. This report presents the findings of that evaluation and offers a series of recommendations for future iterations of the Fund, as well as other programmes operating in this space.

Evaluation Aims and Approach

The Shared Endeavour Fund evaluation had four objectives:

- Assess the outcomes of the Shared Endeavour Fund and the projects it supports.
- Assess the implementation of Shared Endeavour Fund projects.
- Produce case studies showcasing the work of outstanding initiatives from the portfolio.
- Generate learning and recommendations to inform grant-making decisions and improve future iterations of the Fund.

The Call Five evaluation built on the methodology employed in previous funding rounds, which was included in a EU–UN Compendium of Good Practices for counter-terrorism and preventing and countering violent extremism (P/CVE) evaluation. Grounded in the Shared Endeavour Fund's Theory of Change, the evaluation adopted a mixed methods approach (combining qualitative and quantitative techniques) to assess both the implementation (process evaluation) and effectiveness (outcome evaluation) of grantees' project activities in relation to the Fund's priority themes. The evaluation also supported the development of case studies to illustrate key findings from the evaluation and highlight examples of particularly successful projects. These case studies are intended to provide deeper insights into the types of initiatives supported by the Fund and should not be seen as representative of the wider portfolio.

The list of projects supported under Call Five, including a description of their activities and outputs, can be found in Annex A, while a selection of in-depth case studies are interspersed throughout the findings section of this report. The full methodology for this evaluation is outlined in Annex B, and a narrative Theory of Change for the Shared Endeavour Fund is available online, with a corresponding logic model depicted in Annex C.[1]

Project Implementation

To assess the implementation of Shared Endeavour Fund projects, evaluators conducted a structured document review of grantees' applications and reporting. Each project was evaluated using a standardised rating rubric, designed to provide a consistent, evidence-based assessment of how well projects were delivered and their fidelity with planned outputs. The rubric consists of nine criteria organised into three thematic domains. Projects were rated against each criterion on a three-point scale with clearly defined indicators for performance at each level.

Project design and implementation

Criteria: (1) Alignment with proposed activities; (2) Adherence to evidence-based practice; and (3) Implementation quality

Beneficiary reach and targeting

Criteria: (1) Project reach; (2) Alignment with beneficiary profile; and (3) Rationale for beneficiary selection

Data collection and reporting

Criteria: (1) Reporting quality; (2) Timeliness of reporting; and (3) Data collection protocols

Project Effectiveness

The centrepiece of the evaluation was an assessment of the collective contribution of supported projects to the priority themes of the Fund. Contribution was measured using a suite of 19 peer-reviewed or otherwise-validated survey instruments, referred to as the Common Measures.

The Common Measures were deployed using a retrospective pre–post survey design to assess changes in beneficiaries' knowledge, attitudes and behaviours during their participation in the projects. The appropriate survey instruments from the suite were allocated to each grantee based on the aims and content of their projects following agreement between MOPAC, the implementing organisation and the evaluators. All grantees were required to administer the surveys to a predetermined number of their beneficiaries. In total, a sample of 10,383 valid survey responses were collected, providing more than enough statistical power to robustly evaluate the Fund.

Key Findings

Portfolio Overview

Call Five of the Shared Endeavour Fund supported 19 projects, distributed across 3 funding tiers. In total, £875,000 of grants were awarded, supplemented by an additional £265,000 in match funding secured by grantees from external sources. The Call Five portfolio encompassed a diverse range of initiatives that addressed various extremist ideologies and community needs, with projects differing significantly in their aims, delivery methods and target audiences.

- **Most grantees funded under Call Five focused on implementing projects designed to raise public awareness of intolerance, hate and extremism.**

  All Shared Endeavour Fund applicants were required to submit proposals for projects that contribute to one or more of the Fund's priority themes, with about half of successful applicants submitting proposals geared towards multiple themes. Most of the projects (84%) addressed the Fund's first priority theme: raise awareness. These projects tended to reach large numbers of beneficiaries with relatively low-intensity programming (i.e. low contact hours). Promoting prosocial behaviours was the second most popular theme at 37% of projects, while the rest of the portfolio was evenly distributed between the remaining Fund priorities: build psychosocial resilience (26%) and strengthen prevention capabilities (26%).

- **The Shared Endeavour Fund empowered CSOs to become more involved in efforts to prevent intolerance, hate and extremism in London.**

  The Shared Endeavour Fund supported CSOs in London to implement prevention projects tackling a range of extremist ideologies, identity-based prejudices and prevention topic areas. The most popular ideologies addressed were far-right extremism (58% of projects) and Islamist extremism (58%), while racism (79%), anti-Muslim hate (79%) and antisemitism (53%) were the most common types of identity-based prejudice. As for prevention topic areas, most projects focused on general introductions to extremism and extremist ideologies (68%); general introductions to prejudice, discrimination and hate (63%); and media and digital literacy (63%).

- **Shared Endeavour Fund projects engaged over 43,000 Londoners, particularly young people, in activities designed to address intolerance, hate and extremism, continuing the Fund's strong track record of cost-effective, high-reach engagement.**

  Shared Endeavour Fund projects targeted a broad range of overlapping communities and population groups through their programming. In total, the Fund reached 43,468 direct beneficiaries in 31 London boroughs, including 37,935 students in primary, secondary and further education (aged 5–18); 2,066 young people outside of formal educational settings (aged 5–18); and 1,854 members of the public (aged 18+). Projects also engaged a further 1,480 frontline practitioners, including teachers, youth workers and religious leaders, enhancing their capacity to foster positive change within their communities. This performance continues a broader trend across the Shared Endeavour Fund of consistently delivering greater reach per pound than comparable government-led grant schemes. With over 195,000 direct beneficiaries reached since Call One on a £3.9 million investment, the Fund continues to outperform programmes such as BSBT; the Faith, Race and Hate Crime Grant Scheme; and the Hate Crime Community Projects Fund in cost-efficiency and scale.

Project Implementation

The evaluation found that the Shared Endeavour Fund was successful in supporting CSOs to implement high-quality, effectively targeted interventions across London. Most projects were delivered as planned, engaged relevant audiences and produced data robust enough to support meaningful evaluation. While some grantees require additional support to better evidence their approaches or improve reporting practices, overall implementation standards were strong.

To evaluate implementation, projects were assessed against a set of performance indicators for each criterion in the rating rubric and awarded a grade of either 'weak', 'moderate' or 'strong' (equating to a numerical score of 1, 2 or 3).

- **Project Design and Implementation: Most projects were delivered effectively and with fidelity to their original plans, though a stronger evidence base is needed to underpin grantees' prevention models and support future impact.**

  Call Five projects performed well in the design and delivery of their interventions, achieving an average score of 2.43 out of 3.00 in this domain. The strongest performance was observed in implementation quality, with 74% of grantees receiving a 'strong' rating in this criterion. Project beneficiaries that completed the surveys repeatedly stated that the projects they participated in were engaging, well-organised and relevant to their needs. Implementation fidelity results were also positive, with 58% of grantees delivering their activities exactly as planned and a further 37% maintaining 'moderate' fidelity with only small reductions in the number of boroughs or schools they ultimately accessed. However, only 11% of grantees demonstrated a 'strong' reliance on tried-and-tested prevention models in their programme design. Most grantees instead drew on prior organisational experience and local knowledge, but with limited reference to established research or good practice in P/CVE. While prior experience and local knowledge add significant value, there is a clear need for greater support and guidance to ensure that future project designs are rooted in effective, evidence-based approaches.

- **Beneficiary Reach and Targeting: Grantees successfully delivered their projects at scale and reached strategically relevant audiences aligned with Fund objectives.**

  Beneficiary reach and targeting received the highest average score of 2.78 among the three domains, reflecting consistently 'strong' performance from grantees across their beneficiary

reach, alignment and rationale. The Call Five portfolio engaged far more beneficiaries than projected, with 79% of grantees meeting or exceeding their participation targets. Most projects (79%) also demonstrated a 'strong' alignment between their intended and actual beneficiaries, with engagement strategies tailored to the audiences most relevant to their aims. Similarly, 79% of grantees presented robust, evidence-based rationales for their targeting decisions, using research, need assessments and input from local authorities to inform their recruitment. These findings suggest that grantees not only reached large numbers of Londoners but also directed their activities towards audiences that were most at risk or in need of the services they provided.

- **Data Collection and Reporting: While some challenges persisted, most grantees met key reporting and data collection requirements, providing a robust evidence base for evaluating the Fund.**

  Although implementation scores were weakest in this domain, the Call Five portfolio still performed fairly well at data collection and reporting, achieving an average score of 2.42 out of 3.00. The strongest performance was seen in timeliness of reporting: 68% of grantees submitted all of their documents by the deadline with most of the remaining projects delayed by only a couple of weeks. As for reporting quality, just over half of grantees (53%) provided clear, well-structured reports supported by relevant evidence, while a further 37% submitted adequate reporting forms but which lacked depth, consistency and/or outcome level data. Finally, 47% of grantees demonstrated 'strong' adherence to the data collection and sampling protocols for the Fund, while 32% received a 'moderate' rating and 21% 'weak'. In most weaker cases, grantees were marked down for missing sampling requirements in smaller secondary beneficiary groups that did not significantly impact the validity or reliability of their survey results. Ultimately, the evaluation found that while improvements are needed in some areas, the overall standard of data collection and reporting was strong enough to underpin a reliable assessment of the Shared Endeavour Fund and the projects it supports.

Project Effectiveness

The evaluation demonstrated that the Shared Endeavour Fund was effective in enabling CSOs to deliver positive outcomes across London, building communities' resilience to radicalisation and reducing intolerance, hate and extremism in the capital. Project beneficiaries consistently reported statistically significant improvements in their knowledge, attitudes and behaviours with no evidence of negative or unintended effects observed.

To evaluate effectiveness, beneficiaries' pre- and post-survey responses were averaged to create composite scores for each outcome assessed before and after project delivery. The percentage difference between these scores indicates how much beneficiaries' knowledge, attitudes and behaviours changed as a result of the projects.

- **Priority Theme One: Londoners reported substantial improvements in their ability to recognise, critically engage with and resist intolerant, hateful, extremist and/or terrorist ideologies and messages.**

  Shared Endeavour Fund projects effectively raised public awareness of the drivers and impacts of intolerance, hate and extremism, supporting beneficiaries to better recognise and respond to the risks they face on- and offline. Across all relevant outcomes, awareness-related measures improved by 22%.[i] More specifically, targeted beneficiaries increased their ability to critically engage with information on social media (i.e. digital literacy) by 28%; and

i Average percentage change for all of the outcomes associated with each priority theme, weighted by the total number of responses per survey instrument.

their awareness and concern for the extremism-related problems addressed by the projects by 22% among young people and adults, and 27% among children, non-fluent English speakers and those with learning difficulties. Beneficiaries also improved their resistance to extremist narratives, reporting a 15% increase in their awareness of and vigilance against attempts to influence them, alongside a 18% difference in support for the counter-messages promoted by Shared Endeavour Fund projects over the extremist messages they addressed.

- **Priority Theme Two: Beneficiaries vulnerable to radicalisation and extremist recruitment strengthened key protective factors associated with psychosocial resilience.**

  Projects focused on Priority Theme Two successfully supported at-risk individuals and groups to build internal capacities, such as self-worth, empathy and belonging, that are empirically linked to reduced vulnerability to extremism.[2] These outcomes typically require sustained and intensive engagement to alter, making improvements in this area particularly significant.[3] Across all relevant outcomes, protective factors associated with psychosocial resilience increased by 30%, reflecting meaningful change over the course of delivery. More specifically, targeted beneficiaries reported gains in emotional resilience (49%), meaning and purpose (39%), self-esteem (28%), sense of belonging (18%), perspective-taking (29%), and tolerance for difference and diversity (33%).

- **Priority Theme Three: Londoners became more likely to adopt prosocial behaviours that safely challenge intolerant, hateful and extremist attitudes and behaviours.**

  Projects addressing Priority Theme Three focused on building the confidence, motivation and practical skills needed for beneficiaries to intervene when encountering intolerance, hate and extremism. Outcomes linked with adopting prosocial behaviours increased by 20% on average, reflecting growth in both intent and perceived ability to take action. Specifically, beneficiaries reported increases in their ability and intent to report hate speech on social media (9%), report hate crimes and incidents (12%), flag radicalisation concerns (15%), challenge prejudiced and hateful views (23%) and conduct bystander interventions (21%). These behavioural changes were also complemented by a broader rise in civic engagement and sense of community responsibility (28%).

- **Priority Theme Four: Frontline practitioners reported improved skills, confidence and commitment to deliver prevention activities that address intolerance, hate and extremism.**

  Call Five projects successfully strengthened the prevention capabilities of teachers, social workers, civil society actors and other frontline practitioners. When combined, outcomes related to practitioner prevention capabilities improved by 18% over the course of the projects, demonstrating clear gains in knowledge, intent and readiness to act. On average, targeted beneficiaries increased their capacity and intention to deliver prevention activities by 26% and their willingness to report radicalisation concerns as part of their statutory safeguarding duties by 11%. Projects often employed train-the-trainer models or provided follow-on support to sustain outcomes under this theme; the broader impact of these efforts is reflected in the aggregated findings for the other priorities.

- **The evaluation found no evidence of negative or unintended outcomes.**

  No negative or unintended outcomes were identified with respect to the knowledge, attitudes and behaviours assessed by the evaluation, indicating that the Fund conformed with the principles of a 'do no harm' approach for addressing intolerance, hate and extremism.

Recommendations

The evaluation generated several recommendations for the Shared Endeavour Fund. These are listed below; for a more in-depth explanation of the recommendations, see Chapter 3.

Fund Design

1. Facilitate knowledge exchanges and partnerships among grantees to maximise the use of their diverse expertise.
2. Invest in cross-cutting capacity-building initiatives to strengthen grantees' knowledge and use of evidence-based practices.
3. Incorporate commissioned project briefs into the Fund to guide applicants toward priority prevention needs.
4. Introduce a funding stream for piloting experimental and untested projects, with adjusted expectations and a focus on learning.

Fund Management

5. Streamline and refine the Fund's application and reporting forms to ensure they remain user friendly while still capturing high-quality information.
6. Revise application questions and scoring criteria to emphasise evidence-based programme design.
7. Introduce a shortlisting stage into the Fund's application review process and strengthen assessment criteria to manage the rising volume of applications.
8. Leverage MOPAC's existing communication channels to showcase outstanding projects from the Fund and their impact on Londoners.
9. Rebalance funding priorities to support more high-intensity programming, particularly resilience-building interventions, even at the cost of overall reach.
10. Encourage applicants to submit multiple project proposals when they have more than one idea that fits the Fund's priorities.

Fund Evaluation

11. Review and refine the data collection tools for the evaluation to ensure that they remain accessible and relevant for grantees and beneficiaries.
12. Pilot a new message inoculation instrument to evaluate projects with a significant counter-narrative dimension.
13. Strengthen the evaluation's role in supporting grantee learning and continuous project improvement.
14. Pilot a longitudinal follow-up mechanism to explore the sustainability of project outcomes.
15. Commission a meta-evaluation to assess the cumulative impact of the Fund and identify consistently effective delivery and prevention models.

Chelsea FC Foundation, *Standing Together*

1. Programme Description

The Shared Endeavour Fund is a prevention funding scheme for CSOs run by the Countering Terrorism and Countering Extremism Hub (CT&CE Hub) at MOPAC and administered by Groundwork London on behalf of the Mayor of London Sadiq Khan. It offers grants to organisations implementing initiatives designed to address intolerance, hate, extremism and terrorism in the capital. First launched in 2020, the Shared Endeavour Fund completed its fifth round of funding in April 2025. Over the past five calls, the Fund has delivered more than £3.9 million of grants to 115 projects, reaching almost 195,000 Londoners.

Call Five of the Shared Endeavour Fund picked up from the previous funding rounds and offered £875,000 of grants for seven-month prevention initiatives delivered between 2 September 2024 and 31 March 2025. Project applications for Call Five were required to contribute to one or more of the Fund's four priority themes and could apply for grants from one of three funding tiers. Funding tiers were differentiated by the maximum amount of money available and the geographic scope of prospective project activities (Table 1). Organisations applying for Tier Three funding were also required to obtain an equal amount of match funding for any additional money requested over £50,000. Applying organisations were permitted to submit multiple project proposals for this funding round.

Table 1: Funding tiers and associated requirements

Funding tier	Funding available	Scale of delivery
Tier One	£10,000–£25,000	1 or more boroughs
Tier Two	£25,001–£50,000	3 or more boroughs
Tier Three	£50,001–£100,000	8 or more boroughs

1.1 Context

Terrorism, Hate and Extremism

Since the launch of the Shared Endeavour Fund, terrorism, hate and extremism have remained significant threats to London and the UK. The country has experienced 15 domestic terror attacks since 2017, with a further 43 late-stage plots disrupted during this period.[4] In 2024, Counter Terrorism Policing (CTP) and MI5 made 248 arrests for terrorism-related offences, the highest number in a single year since 2019, 16% of which were for young people aged 17 and under.[5] Police and security services are also currently engaged in more than 800 investigations across the country, a significant proportion in London.[6] In light of these risks, the government has maintained the national terrorism threat level at 'substantial' since 2022, meaning that an attack is likely. The government's CONTEST strategy summarised the current risk facing the UK as 'enduring and evolving', with a domestic threat that 'is less predictable and harder to detect and investigate'.[7]

The landscape of on- and offline extremism has also evolved since Call One, with the period from 2017 to 2025 marked by persistent threats and new challenges. The COVID-19 pandemic and associated restrictions in 2020 and 2021 provided fertile ground for extremist movements to proliferate, fostering anti-minority hatred while mobilising the public against government countermeasures. The crisis helped catalyse an increasingly complex online extremist ecosystem in which the 'boundaries between disinformation, hate speech, harassment, conspiracy theories

and extremist mobilisation became ever more blurred.'[8] Even after the pandemic, this hybridised threat environment has endured. Transnational extremist communities in Europe and North America continue to use social media platforms to inflame and exploit local grievances in order to undermine democratic processes and incite violence and hate against minority communities.[9] This was most evident in the disorder following the 2024 Southport attack, which sparked a wave of far-right, anti-immigrant violence fuelled in large part by misinformation around the identity of the perpetrator.[10]

In terms of the ideologies motivating terrorism, the government still considers Islamist extremism to be the dominant threat to the UK, accounting for 67% of attacks since 2017, about three quarters of MI5's caseload and 63% of those in custody for terrorism-related offences.[11] However, in recent years, threats have increased from far-right actors due in large part to the strength of their online international networks and the mainstreaming of radical right-wing parties and politicians in Europe and America.[12] Far-right terrorism has accounted for 22% of attacks since 2017, about a quarter of MI5's caseload and 29% of those in custody for terrorism-related offences.[13] Moreover, for the fourth year running, individuals reported due to far-right concerns represented the largest proportion of Prevent referrals for a single ideology (1,314 individuals; 19%) and by far the most likely referrals to be adopted as Channel cases (230; 45%).[14] Historically, this trend has proven particularly acute among young people; 95% of under 18s arrested in 2021 for counter-terrorism offences showed far-right sympathies.[15]

Beyond these traditional extremist ideologies, the period since 2019 has also seen a marked rise in forms of radicalisation that fall outside conventional ideological classifications. These include cases categorised by Prevent as mixed, unstable and unclear, as well as those linked to extreme/mass violence fascination and extreme misogyny. Together, these accounted for almost a quarter of referrals in 2023/2024 (1,495 individuals; 22%).[16] Individuals affected by these forms of extremism often display shifting, incoherent belief systems that draw from multiple ideologies, or they exhibit a fascination with mass-casualty violence with no clear ideological underpinnings, but which nonetheless presents a credible terrorism risk. These individuals are typically embedded in online ecosystems and communities where users move fluidly between far-right, manosphere, conspiratorial and violence-glorifying content, all driven by algorithms that escalate engagement with increasingly radical material.[17] In this context, radicalisation pathways are rarely linear, leading to a hybridised, decentralised threat that is significantly more difficult for practitioners to identify and disrupt through traditional counter-extremism approaches.[18]

In this environment, minority communities continue to bear the brunt of on- and offline hate. The number of hate crimes recorded by the police has steadily risen over the last decade, predominantly targeting ethnic and religious minorities, migrants and the LGBTQ+ community.[19] This increase is partly due to improved identification of hate crimes since 2014, which complicates efforts to use police figures to track long-term trends. Nevertheless, fluctuations in the monthly rate of hate incidents are informative and are usually tied to real world events such as the 2016 EU referendum, 2017 terror attacks, 2020 racial justice protests and more recently, the Israel–Palestine Conflict. Since the 7 October 2023 attack, there has been a significant rise in the rates of on- and offline antisemitic and anti-Muslim hate, accompanied by surges in extremist mobilisation across the ideological spectrum.[20] The Community Security Trust recorded 4,296 antisemitic hate incidents in 2023 (an almost 260% increase on the previous year) and 3,528 in 2024. Despite this decline, 2024 is still the second highest year on record.[21] This is equally mirrored by Tell MAMA's tracking of anti-Muslim hate; the organisation recorded 4,406 incidents in 2023 and a further 6,313 in 2024, with no signs of this trend abating in 2025.[22] These incidents have added to a climate of fear and polarisation, which will likely have long-term reverberations within and between communities.

Civil Society Funding

Civil society actors have increasingly been recognised as crucial partners in government efforts to address intolerance, hate and extremism due to their unique access to, knowledge of and credibility among local communities.[23] The parliamentary Intelligence and Security Committee inquiry into the 2017 terror attacks repeatedly underscored the need to provide resources for local efforts to prevent and counter violent extremism. Their report recommended that the UK government commit to 'build[ing] stronger partnerships with communities, civil society groups, public sector institutions and industry.'[24] More recently, the Home Secretary Yvette Cooper has stated that the government will pursue a new strategic approach to counter-extremism based on close cooperation with communities.[25] These sentiments reflect global developments in the field of P/CVE, which has increasingly promoted whole-of-society approaches that harness the benefits of CSOs as prevention best practice.[26]

However, while CSOs may bring many advantages to addressing intolerance, hate and extremism, they often suffer from a lack of funding and support. This situation has been compounded in recent years by the UK cost-of-living crisis, which has forced CSOs to contend with increasing demand for their services, reduced funding and rising costs.[27] High inflation and economic uncertainty have strained the sector's ability to deliver outcomes, even where grants remain nominally available. CSOs report rising venue, staffing and operational costs, while the value of public and charitable grants has declined in real terms.[28]

The Government offers limited funding to CSOs for addressing intolerance, hate and extremism. The grant-funding strand of the Home Offices' Building a Stronger Britain Together (BSBT) programme, which supported over 250 projects from 2016, has been closed since 2020, with no replacement of equivalent scale.[29] Other national funding schemes in this space have tended to be short-term and limited in scope. For example, the Ministry of Housing, Communities and Local Government (MHCLG) ran a one-off Faith, Race and Hate Crime Grant Scheme in 2020–21, supporting just nine projects nationally, and the Welsh Government launched a Hate Crime Minority Communities Grant programme in 2019–2021 funding just eight.[30] Meanwhile, local authorities also possess few resources to devote towards CSO-led prevention activities. Many have faced deep budget cuts, forcing the withdrawal of support for non-statutory areas like cohesion, youth engagement and community safety. Local authorities have also seen much of their counter-extremism funding reduced, with Prevent funding for London cut by two-thirds as of April 2025.[31]

As for philanthropic support, this can often be sparse and hard to access due to the sensitive and, in some quarters, controversial nature of the subject matter. Notable exceptions include Google.org's Innovation Fund to Counter Hate and Extremism (2017–2018) and more recently the Youth Endowment Fund, which supports long-term violence reduction initiatives and has some overlap with efforts to address intolerance, hate and extremism. However, such examples remain rare. Where philanthropic funding does exist, it is often fragmented, short-term and insufficient to meet the scale of the need. As a result, the capacity of CSOs to serve as effective prevention partners for government has been significantly constrained by their inability to access stable funding.

1.2 History of the Shared Endeavour Fund

We must all stand together to tackle intolerance, hatred and extremism to ensure that we keep Londoners safe and uphold and cherish the values that extremists so hate – democracy, justice, equality and our openness to others. To truly defeat extremism, this must be a shared endeavour, and we all have an important role to play.

– Mayor of London Sadiq Khan

Mayor Khan launched the CT&CE Hub at MOPAC[ii] in December 2017 in the wake of an unprecedented rise in terrorist activity that year, a large proportion of which occurred in London. The CT&CE Hub was designed to identify opportunities to improve and renew efforts to tackle violent extremism in the capital. In June 2019, it released A Shared Endeavour: Working in Partnership to Counter Violent Extremism in London. The report explored the P/CVE landscape in London based on comprehensive city-wide consultations with practitioners, public-safety stakeholders and members of the public. It investigated a broad range of extremism-related harms and reviewed London's existing P/CVE programming, including the UK government's CONTEST and Prevent strategies. Ultimately, the report identified five areas of action for City Hall to pursue in order to more effectively address intolerance, hate and extremism.[iii]

Underpinning the report's recommendations was a call to leverage the unique capabilities of civil society and local communities by empowering them to engage in delivering P/CVE initiatives. However, the consultative process also revealed that 'a lack of support, resources and information' was impeding attempts to include CSOs in delivering sustained community-based prevention programming.[32] London's grassroots organisations reported that existing funding opportunities were often restrictive or entailed too many administrative obstacles; therefore, they were inaccessible to small organisations delivering hyper-local initiatives.[33] To address this gap, the report recommended that City Hall launch a grants programme to support local responses to intolerance, hate and extremism: the Shared Endeavour Fund.

The Shared Endeavour Fund was launched in January 2020 as a partnership between the Mayor of London and Google.org, with an initial £800,000 investment to support 31 projects across the capital. Following a successful first round, the Mayor continued to support the Fund through City Hall financing alone, establishing it as a core strand of London's approach to preventing intolerance, hate and extremism. Since its launch, the Fund has been continuously refined to ensure it delivers the greatest value for Londoners. This has included improvements to the Fund's design, project selection, grant management and evaluation procedures. A full list of evaluation recommendations from previous funding rounds and the steps taken to implement them is available on the Greater London Authority (GLA) website.[34]

ii Formerly known as the London CVE Programme.
iii For a full description of City Hall's five areas of action to effectively address intolerance, hate and extremism. See MOPAC (2019). A Shared Endeavour: Working in Partnership to Counter Violent Extremism in London. pp. 10–13. Available at: https://www.london.gov.uk/sites/default/files/a_shared_endeavour_working_in_partnership_to_counter_violent_extremism_in_london.pdf.

Table 2: Overview of Shared Endeavour Fund funding calls 2020–2024

Funding call	Year	funding	Projects	Direct reach[iv]
Call One	2020–2021	£800,000	31	28,000
Call Two	2021–2022	£600,000	19	33,000
Call Three	2022–2023	£725,000	22	31,000
Call Four	2023–2024	£875,000	24	58,000

Over the last five years, the Shared Endeavour Fund has awarded more than £3.9 million to 115 projects, directly engaging nearly 195,000 Londoners.[35] Available evidence suggests that the Fund delivers substantially greater reach per pound invested than comparable government-led prevention grant schemes. Although most UK-based funding programmes in this space lack public evaluations, some do publish sufficient data for comparison, notably the Home Office's BSBT programme and Hate Crime Community Projects Fund; MHCLG's Faith, Race and Hate Crime Grant Scheme and Near Neighbours funding programme; and the Welsh Government's Hate Crime Minority Communities Grant.[v] Based on the figures from these five funding schemes, the Shared Endeavour Fund reaches, on average, 2.3 times more direct beneficiaries relative to the total value of project grants awarded, and at least 1.4 times more than its closest equivalent, Near Neighbours.[36]

These comparisons should, however, be interpreted with caution. Differences in programme intensity (i.e. beneficiary contact time) can significantly affect cost-per-beneficiary calculations without necessarily reflecting variations in quality or long-term impact. Moreover, some funding schemes may include a greater proportion of projects prioritising indirect reach through public communications campaigns. Still, even accounting for these limitations, the Shared Endeavour Fund stands out for its cost efficiency and capacity to deliver meaningful engagement at scale, positioning it as a highly effective model for funding community-based approaches to address intolerance, hate and extremism.

1.3 The Call Five Portfolio

The projects funded in Call Five of the Shared Endeavour Fund varied significantly in their objectives, programme models and beneficiaries. Of the successful project applications, 84% had been awarded grants in the previous funding round. These projects largely built on their earlier activities, enhancing either their scope or depth. In total, 19 projects were funded under Call Five – 3 in Tier One, 14 in Tier Two and 2 in Tier Three. An additional project was initially funded in Tier Two but was forced to drop out due to unforeseen circumstances. This project has been excluded from the evaluation.

Of the £875,000 of funding available in Call Five, almost £840,000 was awarded in grants. Like previous years, the majority of this, over £600,000 was allocated to Tier Two projects. Grantees also contributed significantly to the overall impact of the Fund by securing an additional £265,000 of match funding, which brought the overall amount spent by Call Five projects to over £1.1 million. This financial uplift was largely driven by Tier Three projects that were required to secure match funds for any additional grant money over £50,000.

iv Direct beneficiaries reached in each funding call rounded to the nearest thousand.
v These government-led funding schemes are comparable to the Shared Endeavour Fund though they differ in emphasis: some prioritise social cohesion and addressing prejudices, others tackle hate crimes and support hate-incident reporting, while the remaining programmes focus on addressing extremism and radicalisation.

Table 3: Funding provided for Shared Endeavour Fund projects (*N* = 19)

Funding tier	Total funding	Average grant size	Total match funding
Tier One	£60,027	£20,010	£0
Tier Two	£605,330	£40,338	£65,155
Tier Three	£174,500	£87,250	£200,000
Total	£839,857	£43,677	£265,155

A full list of projects supported by the Fund, including a description of their activities and outputs, can be found in Annex A. A series of more in-depth case studies are also interspersed throughout the findings section of this report.

The Call for Proposals

On 15 March 2024, Mayor Khan launched Call Five of the Shared Endeavour Fund, announcing the call for proposals online through the GLA and Groundwork London websites. The announcement was quickly followed by two online application workshops on 26 March and 18 April that invited prospective organisations to learn about the Fund and the application process. These activities were supplemented with a press release from the Mayor, a promotional video about the Fund featuring previous grantees and a series of social media posts by MOPAC and Groundwork London.

The Fund ultimately received 82 applications: 30 in Tier One with an average value of £21,703; 48 in Tier Two with an average value of £43,773; and 4 in Tier Three with an average value of £92,269. The applications were reviewed by an eight-person panel comprised of staff from MOPAC, Groundwork London and the evaluation team. Applicants were required to demonstrate that their projects contributed to one or more of the Fund's priority themes and were assessed on their project plans, beneficiary selection, ability to access and engage target communities, subject matter expertise and budgeting. The application review panel also factored in results achieved in previous funding rounds for returning organisations. Where possible, efforts were made to prioritise CSOs and boroughs that had not received significant support or funding for addressing intolerance, hate and extremism in the past.

Priority Themes

Grantees were required to address one or more of the Shared Endeavour Fund's four priority themes and were strongly recommended to limit their selection to those themes against which they could make the greatest contribution. Most grantees in Call Five addressed one or two of the Fund's priority themes, often awareness-raising in combination with another theme. Grantees aiming to strengthen prevention capabilities were always required to combine this approach with a secondary theme to ensure that frontline practitioners had the opportunity to deploy the knowledge and skills that they had acquired.

Call Five again saw a large number of successful applications for awareness-raising projects, which grew from 59% in Call Three to 84% in Call Five. However, it also saw a marked increase in in the number of projects promoting prosocial behaviours, which climbed from 25% in Call Four to 37% in Call Five.

Table 4: Priority themes addressed by Shared Endeavour Fund projects (*N* = 19)[vi]

Priority theme	Projects (#)	Projects (%)
1. Raise awareness	18	75%
2. Build psychosocial resilience	5	21%
3. Promote prosocial behaviours	6	25%
4. Strengthen prevention capabilities	7	29%

Project Delivery Models

Shared Endeavour Fund projects employed a variety of delivery models to achieve their objectives and maintain beneficiary engagement. Of the 19 grantees, 63% pursued schools-based delivery, while 11% reached their beneficiaries through community programmes, with 5 grantees (26%) conducting activities in both settings.

Beyond the delivery site for activities, grantees' projects also varied extensively in type, scope and depth. They ranged from one-off performing arts events for the public, to multi-session workshop courses in schools, to highly intensive seven-month mentoring programmes targeting small cohorts of at-risk individuals. In total, 58% of projects delivered single session engagements with beneficiaries while 37% implemented multi-session activities, with 1 project (5%) employing a combination of both approaches. In most cases, projects ensured that every beneficiary attended at least one interactive workshop event. Beyond that, delivery models roughly fell into ten overlapping categories (Table 5).

Table 5: Delivery models adopted by Shared Endeavour Fund projects (*N* = 19)[vii]

Delivery model	Projects (#)	Projects (%)
Workshops	18	95%
Conferences, panel discussions and lectures	3	16%
Mentoring and counselling	3	16%
Train-the-trainer	4	21%
Peer-to-peer	1	5%
Creative and performing arts	4	21%
Sport and physical activity	3	16%
Personal, career and educational development	2	11%
Field trips	2	11%
Anti-hate activism and campaigning	2	11%

vi Many projects addressed more than one priority theme; thus, these figures do not add up to 100%.
vii Many projects utilised more than one delivery model; thus, these figures do not add up to 100%.

The number of beneficiaries reached and the amount of time these individuals spent engaging in project activities was also highly dependent on the delivery models employed. Awareness-raising projects relying on single-session engagements tended to be high in reach (i.e. greater participant numbers) and low in intensity (i.e. fewer contact hours), while mentoring projects building psychosocial resilience were low in reach (i.e. fewer participants) and high in intensity (i.e. greater contact hours). To understand reach and intensity across the portfolio, projects were categorised using a three-point low-medium-high scale based on the primary audience they targeted (Table 6); the rating levels for number of individuals and hours per category can also be found in the table. The two projects that built prevention capabilities using a train-the-trainer model are excluded from this overview as they involved two equally important audiences for their activities. In both cases, the cohort of trainers was small and received about 10–15 hours of programming, while the ultimate beneficiary cohort was larger and comprised about 200 to 1,000 individuals receiving at least 5 hours of programming.

Table 6: Reach (number of participants) and intensity (contact hours) of Shared Endeavour Fund projects (*n* = 17; missing = 2 [10.5%])

	Project reach			Project intensity		
	Low (0–399)	Medium (400–1,499)	High (1,500+)	Low (0–4 hours)	Medium (5–14 hours)	High (15+ hours)
Projects (#)	5	3	9	12	2	3
Projects (%)	26%	16%	47%	63%	11%	16%

Ideologies, Prejudices and Prevention Topic Areas

Where possible, projects were selected to ensure that a wide range of intolerant, hateful and extremist views were challenged by the Shared Endeavour Fund, with an emphasis placed on those that posed the greatest threat to London and the UK. Grantees largely opted to address multiple extremist ideologies, identity-based prejudices and prevention topics through their activities. The most common extremist ideologies addressed by grantees were Islamist extremism (58% of projects), far-right extremism (58%) and misogynist extremism, including incels (32%).[viii] For identity-based prejudices, projects largely focused on racism (79%), anti-Muslim hate (79%) and antisemitism (53%). Finally, the most frequently addressed prevention topics were understanding extremism and extremist ideologies (68%), understanding prejudice, discrimination and hate (63%), and media and digital literacy (63%).[ix]

The system used for categorising the themes addressed by Shared Endeavour Fund projects has changed significantly over the five funding calls, which precludes a direct comparison between them. However, the frequency with which certain themes are addressed appears to have remained relatively stable, with Islamist extremism and far-right extremism remaining the most common extremist ideologies challenged by grantees. Similarly, racism, anti-Muslim hate and antisemitism have remained the most targeted forms of identity-based prejudice. This distribution is broadly reflective of the current threat landscape in the UK. However, with the increasing prevalence of manosphere-related hate and the far-right riots following the Southport attack in 2024, grantees have also begun to pay greater attention to addressing misogynist extremism and anti-migrant hate.

viii 'Misogynist extremism' in this instance describes redpill, blackpill and other manosphere-related ideologies. It is distinct from the identity-based harm category of 'extreme misogyny' as experienced by women and girls irrespective of any stated ideology.

ix Most projects sought to address more than one theme; thus, these figures do not add up to 100%.

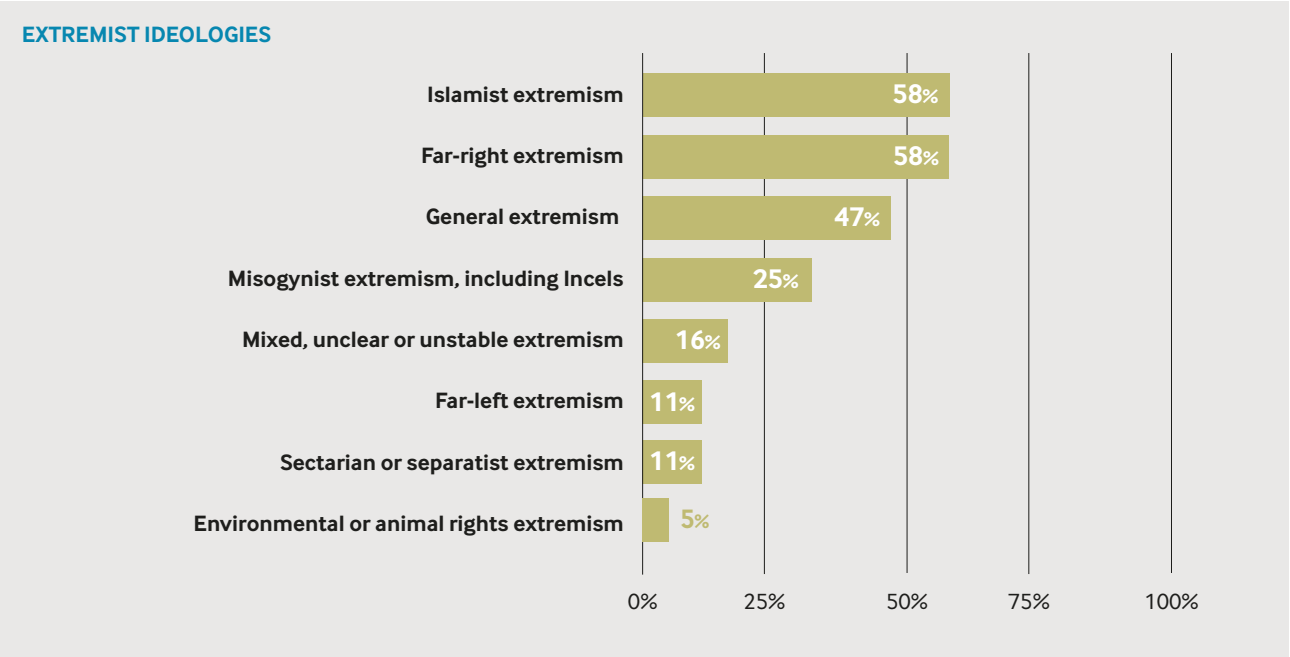

Figure 1: Extremist ideologies addressed by percentage of projects (*N* = 19)

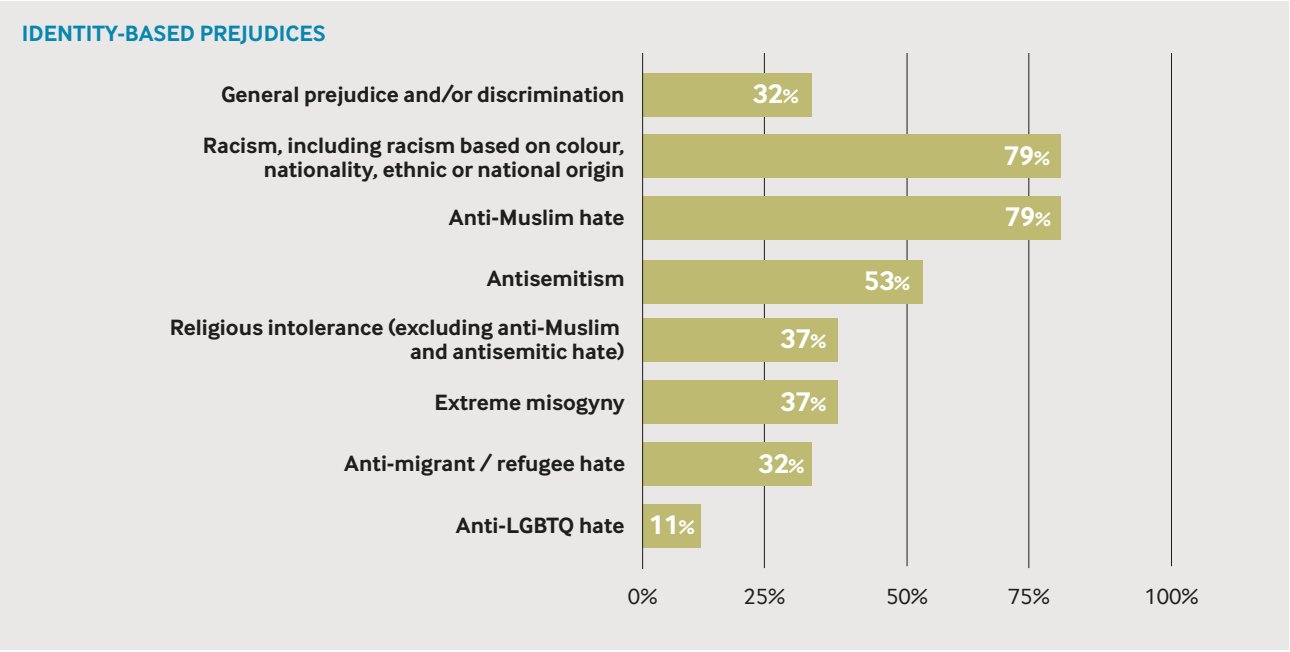

Figure 2: Types of identity-based discrimination addressed by percentage of projects (*N* = 19)

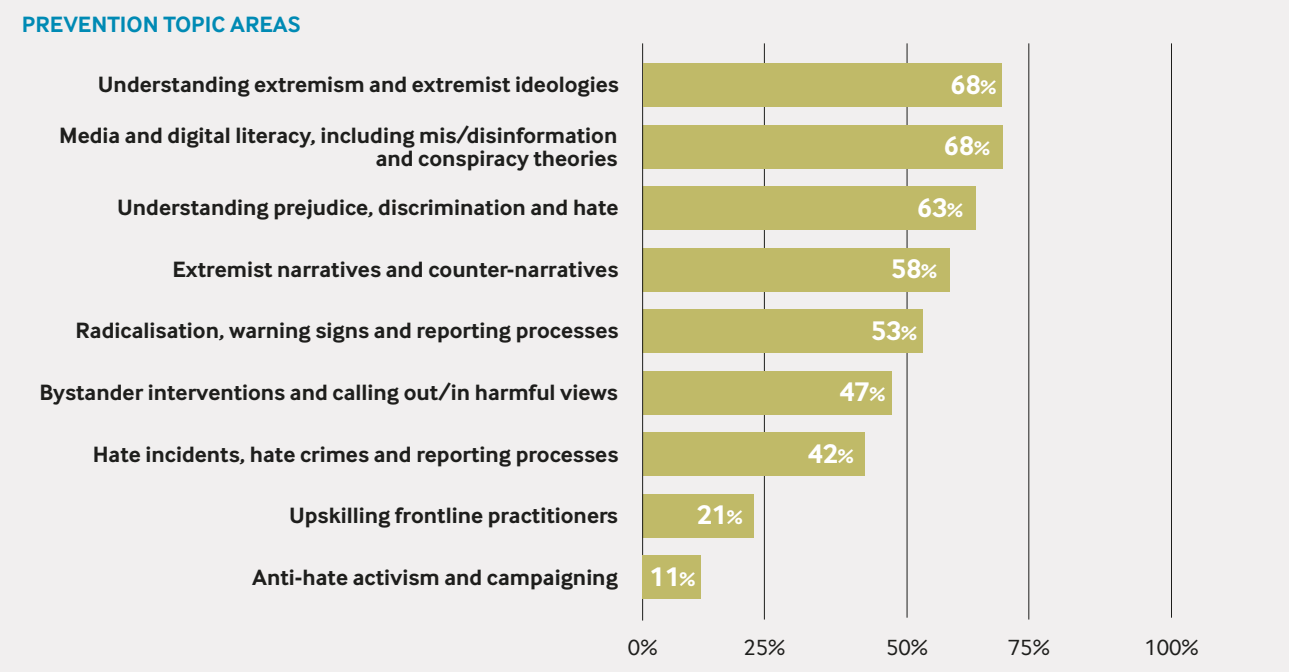

Figure 3: Prevention topic areas addressed by percentage of projects (*N* = 19)

Project Beneficiaries

Overall, Shared Endeavour Fund projects reached 43,468 Londoners – 4,703 in Tier One, 24,769 in Tier Two and 13,996 in Tier Three. As with the previous funding calls, beneficiaries came from a range of overlapping communities and population groups, with students in primary, secondary or further education the principal audience for most initiatives (Figure 4). Projects also frequently included activities targeting different population groups; for example, many schools-based projects also included a smaller teacher-training component to sustain emerging outcomes among students. In total, Shared Endeavour Fund projects reached 37,935 students in primary, secondary and further education (aged 5–18); 2,066 young people outside of educational settings (aged 5–18); 1,854 members of the public (aged 18+); and 1,480 frontline practitioners, including teachers, youth workers and religious leaders.

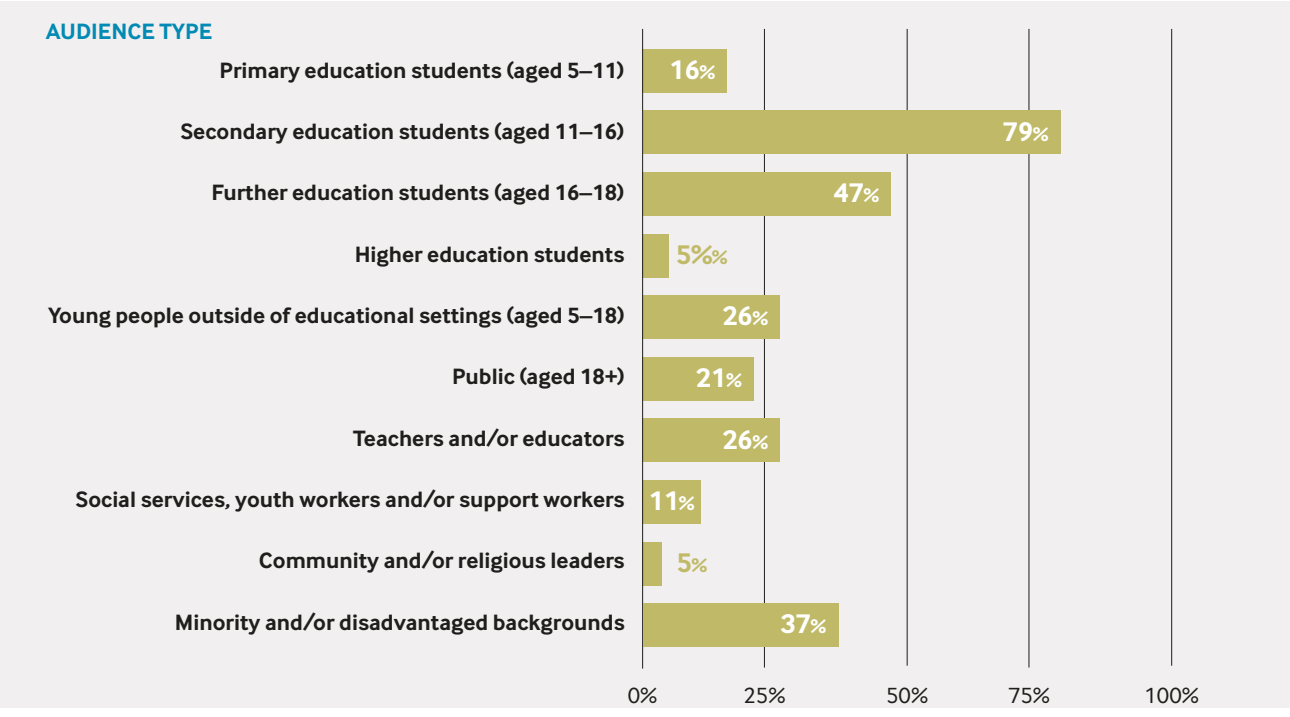

Figure 4: Audience type by the percentage of projects servicing them (*N* = 24)[x]

x Projects targeted multiple, sometimes overlapping populations, thus, these figures do not add up to 100%.

The demographic profile of Shared Endeavour Fund beneficiaries was broadly intended to mirror that of London's population, with special consideration given to those that could be considered more in need of the programming provided by the Fund. The following demographics are based on the samples of survey responses obtained by grantees. Given that the individuals completing the project surveys were not selected randomly, these demographics, although suggestive, should not be understood as representative of the wider portfolio.

Age

Survey respondents ranged in age from 8 to 76, with half aged between 13 and 16 years old. The average age of respondents was 17 years old. This represents a similar age profile to previous funding calls with students in secondary and further education remaining the primary target audience for most Shared Endeavour Fund projects, particularly those projects employing high-reach, low-intensity delivery models. Consequently, this audience represented the dominant group of survey respondents, with 69% of individuals reporting that they fell between 12 and 18 years old.

Table 7: Age of surveyed Shared Endeavour Fund beneficiaries (*n* = 8,449; missing = 92 [1.1%])

Age	Respondents (#)	Respondents (%)
5–11 years old	1,222	13.1%
12–18 years old	6,488	69.3%
19–29 years old	1,077	11.5%
30–39 years old	195	2.1%
40–49 years old	178	1.9%
50–59 years old	133	1.4%
60+ years old	70	0.7%

Gender

As displayed in Table 8, the survey sample was somewhat skewed in favour of women and girls, with 0.9% of respondents selecting the trans, non-binary and other gender identities categories. This gender distribution equates to a ratio of approximately 78 men/boys to every 100 women/girls.

Table 8: Gender of surveyed Shared Endeavour Fund beneficiaries (*n* = 10,042; missing/unknown = 341 [3.3%])

Sex	Respondents (#)	Respondents (%)
Man/boy	4,366	43.5%
Woman/girl	5,589	55.7%
Trans man/boy	18	0.2%
Trans woman/girl	19	0.2%
Non-binary	31	0.3%
All other gender identities	19	0.2%

Ethnicity

Shared Endeavour Fund beneficiaries came from a diverse array of ethnic backgrounds, which was reflected in the survey responses gathered by grantees. The largest ethnic grouping that completed the surveys, was 'Asian/Asian British' at 32%, followed closely by 'White' at 31% and then 'Black/African/Caribbean/Black British' at 18%. The response options for this demographic measure came from the standardised list of 19 ethnic groups used by MOPAC and the Greater London Authority.

Table 9: Ethnic background of surveyed Shared Endeavour Fund beneficiaries (*n* = 6,504; missing/unknown = 3,879 [37.4%])

Ethnic background		Respondents (#)	Respondents (%)
Asian/Asian British	Bangladeshi	393	6.0%
	Chinese	139	2.1%
	Indian	691	10.6%
	Pakistani	385	5.9%
	Any other Asian background	478	7.3%
Black/African/ Caribbean/ Black British	African	849	13.1%
	Caribbean	226	3.5%
	Any other Black/African/ Caribbean background	85	1.3%
White	English/Welsh/Scottish/ Northern Irish/British	1,218	18.7%
	Irish	111	1.7%
	Gypsy or Irish Traveller	9	0.1%
	Roma	6	0.1%
	Any other White background	683	10.5%
Other ethnic groups	Arab	291	4.5%
	Any other ethnic group	170	2.6%
Mixed/Multiple ethnic groups	White and Asian	198	3.0%
	White and Black African	114	1.8%
	White and Black Caribbean	102	1.6%
	Any other Mixed/Multiple ethnic background	356	5.5%

Geographic Scope

Collectively, Call Five grantees delivered programming in 31 of London's 32 boroughs, implementing activities in an average of 7 boroughs per project. Alongside in-person delivery, four projects also offered online participation to pan-London audiences.

Figure 5: Number of projects implementing activities in each London borough (*N* = 19)

2. Evaluation Findings

2.1 Project Implementation

For the evaluation, the implementation of Shared Endeavour Fund projects was examined across three domains: (1) project design and implementation, (2) beneficiary reach and targeting, and (3) data collection and reporting. Domains were further split into three criteria, with projects assessed on their performance against each one based on a structured rating rubric. Two evaluators independently assessed the projects, assigning a 'weak', 'moderate' or 'strong' rating (equating to a numerical score of 1, 2 or 3) based on the indicators outlined in the rubric. The ratings were then subjected to a reliability analysis, which demonstrated a high level of agreement between the evaluators. This indicates that if other reasonable parties were to apply the rating rubric, they would likely reach similar substantive conclusions about project implementation based on the available evidence.

Domain One: Project Design and Implementation

The first implementation domain focused on project design and delivery. It consisted of three criteria: projects' alignment with proposed activities, their adherence to evidence-based practices and their implementation quality as perceived by beneficiaries. Call Five projects performed fairly well in this domain, securing an average score of 2.43 out of 3.00 across the criteria, which equates to a 'moderate' rating in the rubric. Overall, rating scores were highest for implementation quality, which received an average rating of 'strong' (score of 2.78), and lowest for adherence to evidence-based practice, which received an average rating of 'moderate' (2.00). Detailed findings for each criterion in this domain are discussed below.

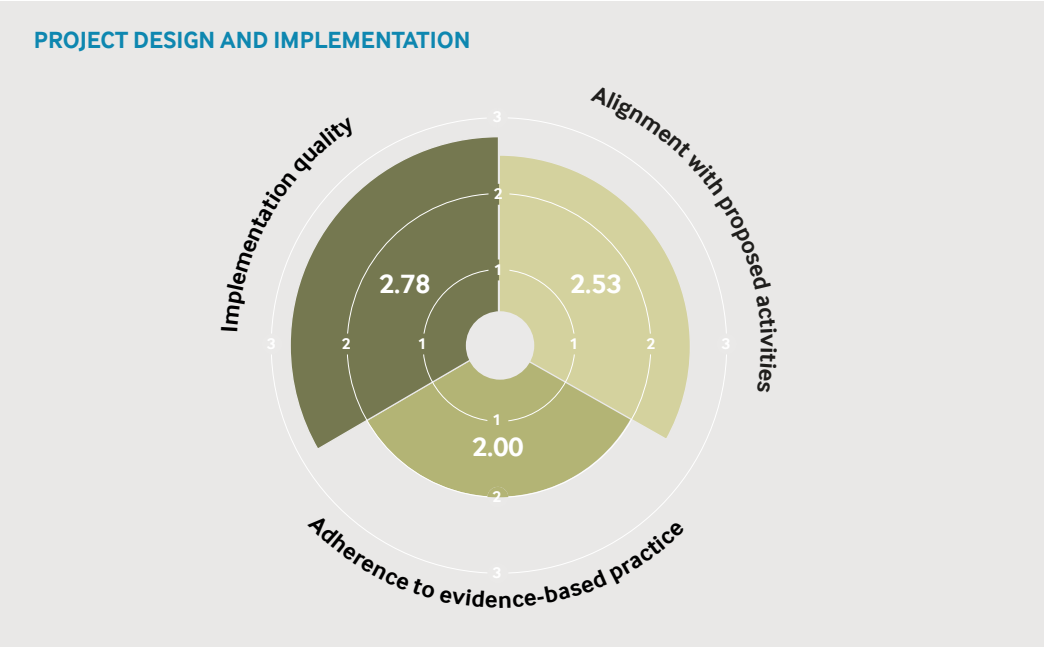

Figure 6: Average scores for project design and implementation criteria in Domain One (*N* = 19)

Alignment with Proposed Activities

Determining whether a project was delivered in line with its proposed activities is essential for both understanding results and ensuring accountability. Where initiatives are grounded in established prevention models, high fidelity to the original models and plans increases the likelihood of achieving desired results.[37] For funders, this alignment also provides confidence that resources are being used as agreed and that activities are subject to appropriate oversight. Conversely, significant deviations, especially those made without explanation or approval, can complicate grant-making decisions and reduce confidence in a project's effectiveness and relevance.[38]

As part of their applications, Shared Endeavour Fund grantees were expected to submit clear delivery plans that listed all of the activities they would implement along with the boroughs they would work in, the number of delivery sites they would target and how many beneficiaries they would engage. This information was again requested during the reporting process to allow for a comparison of grantees' planned and actual activities to assess their fidelity.

Table 10: Project ratings based on alignment between planned and actual activities (*N* = 19)

Rating level	Rating description	Projects (#)	Projects (%)
Strong (3)	Fully adheres to the proposed plan or justifiable adaptations based on evidence and approved by funder.	11	58%
Moderate (2)	Some deviations, with partial justification and approval.	7	37%
Weak (1)	Significant deviations from the proposed plan with limited justification and no prior approval from funder.	1	5%

A little over half of the projects implemented their activities exactly as planned, with only small adjustments made to reflect local conditions, which were either justified in their reporting and/or approved by the funder in advance. In total, 58% of projects received a 'strong' rating in this criterion, with a further 37% receiving a 'moderate' rating and only 1 project falling into the 'weak' category.

Where projects failed to achieve a 'strong' alignment between their planned and actual activities, this was usually due to a reduction in the number of boroughs or schools in which they delivered. In most cases, this was not accompanied by a commensurate reduction in the number of beneficiaries reached because grantees made up the difference in the delivery sites they did access. While this did impact the diversity of beneficiaries engaged and, to a degree, the scope of the projects, only one grantee failed to implement a significant portion of their activities.

Adherence to Evidence-Based Practice

Assessing grantees' adherence to evidence-based practice is essential for understanding whether their projects are likely to produce meaningful and measurable outcomes. Research has consistently shown that interventions based on established, evidence-informed models achieve stronger results than those using untested or improvised approaches.[39] From a funding perspective, requiring applicants to demonstrate that they plan to use empirically tested prevention models supports more effective resource allocation, enabling grant makers to invest in projects with a higher likelihood of success.[40]

Drawing on these findings, a key requirement of the Shared Endeavour Fund application process was that prospective grantees should demonstrate that their projects were evidence based. Applicants were specifically instructed to justify why there was a need for their initiative, how their prevention model aligned with established good practices and why it could reasonably be expected to produce intended outcomes. To ensure that grantees were familiar with the empirical research and prevention models associated with their project, applying organisations were required to summarise the evidence in support of their approach. In their responses, grantees were expected to include direct reference to research from pertinent fields and, if available, previous evaluations.

Table 11: Project ratings based on adherence to evidence-based practices (*N* = 19)

Rating level	Rating description	Projects (#)	Projects (%)
Strong (3)	Provides a strong, well-documented justification using credible sources (e.g. academic research, evaluations, expert recommendations) to demonstrate how the approach aligns with proven best practices in extremism prevention.	2	11%
Moderate (2)	Some justification provided, referencing general principles or limited evidence, but with gaps or unclear links to extremism prevention outcomes.	13	68%
Weak (1)	No clear justification for how activities align with research or best practices; relies on assumptions rather than evidence.	4	21%

As the table above shows, the majority of projects, 68%, received a 'moderate' rating while 21% were categorised as 'weak' and only 11% 'strong'. Grantees tended to provide a stronger overview of the problem they planned to address and the organisational experience they possessed than why the prevention model they had adopted would be successful. Most applications did not reference any empirical research that could demonstrate that their prevention model or training content was based on established theory, comparative project evaluations or international standards. Instead, grantees typically relied on assertions of previous organisational experience rather than grounding their projects in proven methodologies for effective prevention work.

While this constitutes a notable limitation, it is at least partly attributable to the fact that this is a new implementation criterion against which grantees have not previously been assessed. The grassroots nature of many Shared Endeavour Fund grantees means that applicants often lack formal training in the field of P/CVE. However, they do still possess valuable on-the-ground insights and community relationships that inform their work. Moreover, a significant portion of applicants did cite evaluation results from their previous Shared Endeavour Fund projects as evidence of impact, showing that their approaches had produced positive outcomes in the past even if they were not explicitly linked to broader theoretical or methodological frameworks.

Implementation Quality

The quality of a project's delivery plays a central role in determining whether it achieves meaningful impact. Regardless of how promising a project may appear in theory, weak or inconsistent implementation can severely limit its effectiveness. Robust implementation ensures that activities are well-organised, appropriately resourced and responsive to the needs of beneficiaries. Consequently, assessing implementation quality provides important insights into whether a project was delivered in a way that is likely to support positive outcomes, while also helping to avoid inaccurate conclusions about its overall success.[41]

For the Shared Endeavour Fund evaluation, a four-item survey instrument was developed to assess beneficiaries' perceptions of the projects in which they participated. This instrument draws on existing conceptual frameworks for implementation quality, which commonly highlight the following factors as essential for effective delivery: (a) perceived relevance to beneficiaries; (b) clarity and organisation of project activities; (c) beneficiary responsiveness and engagement; and (d) ease of applying the learning to real-world contexts. While these are not the only factors that contribute to successful implementation, they do represent elements that are critical to delivery and are directly observable by beneficiaries, unlike some other factors that may require specialist knowledge of P/CVE-related theories and intervention design.[42]

The items comprising the Quality of Implementation Scale used five-point rating scales, ranging from 'very poor' to 'very good'. Example items included: 'How relevant was the content of the project to you?' and 'How interactive and/or engaging were the project activities?'. Beneficiaries' responses to the survey items were averaged and scaled to create a composite score of projects' perceived implementation quality, with a score of 0.00 indicating very poor implementation and a score of 1.00 indicating a very strong implementation. Due to the instrument's linguistic and conceptual complexity, it was not administered to children under the age of 12, individuals with limited English proficiency or those with learning difficulties. Ultimately, 15 grantees deployed the instrument with all of their beneficiaries, 3 administered it to only one cohort within their project and 1 grantee did not use the measure at all. In total, the survey instrument was completed by 8,890 beneficiaries.

Across all projects, the average quality of implementation score was 0.77 out of 1.00, which equates to a rating of 'good' and is only 0.03 away from the threshold for a 'very good' rating. Beneficiaries tended to ascribe fairly consistent ratings to the four implementation factors assessed by the survey instrument. Nevertheless, a slightly stronger average score was reported for how well project activities were organised, while fractionally weaker scores were found in relevance and engagingness of activities (see Table 12).

Table 12: Quality of implementation of Shared Endeavour Fund projects as reported by beneficiaries (*n* = 8,890)

Item statement	Score	Margin of error	Rating level
Quality of Implementation	0.77	±0.005	'Good'
How relevant was the content of the project to you?	0.74	±0.006	'Good'
How organised and easy to follow was the training content?	0.81	±0.006	'Very good'
How interactive and/or engaging were the project activities?	0.75	±0.007	'Good'
Did the project demonstrate effective actions that you could put into practice?	0.78	±0.005	'Good'

Quality of implementation scores for each project were then assessed against the rating rubric developed for the evaluation and categorised into one of the three rating levels. The scores on the survey instrument translated to 74% of projects receiving a 'strong' rating for their quality of implementation, 21% 'moderate' and 0% 'weak.'

Table 13: Project ratings based on implementation quality as perceived by targeted beneficiaries (*n* = 18; missing = 1 [5%])

Rating level	Rating description	Projects (#)	Projects (%)
Strong (3)	Beneficiary responses to the 'Quality of Implementation' instrument consistently fall between an average score of 0.75 and 1.00, suggesting that the project was well-organised, engaging and highly relevant.	14	74%
Moderate (2)	Beneficiary responses to the 'Quality of Implementation' instrument consistently fall between an average score of 0.50 and 0.74, indicating an acceptable level of engagement, organisation and relevance.	4	21%
Weak (1)	Beneficiary responses to the 'Quality of Implementation' instrument consistently fall between an average score of 0.00 and 0.49, suggesting that the project was not engaging, well organised or relevant.	0	0%

Domain Two: Beneficiary Reach and Targeting

Beneficiary reach and targeting was the second implementation domain assessed by the evaluation. It also consisted of three criteria: project reach, alignment of beneficiaries with profiles proposed in grantees' applications and rationale for beneficiary selection. Projects in the Call Five portfolio scored very highly in this domain achieving an average score of 2.78 out of 3.00 across the three criteria, which corresponds to a 'strong' rating in the rubric. Average scores for the three beneficiary-reach-and-targeting criteria were closely aligned, indicating consistent performance across the domain without any pronounced strengths or weaknesses. Detailed findings for each criterion in this domain are discussed below.

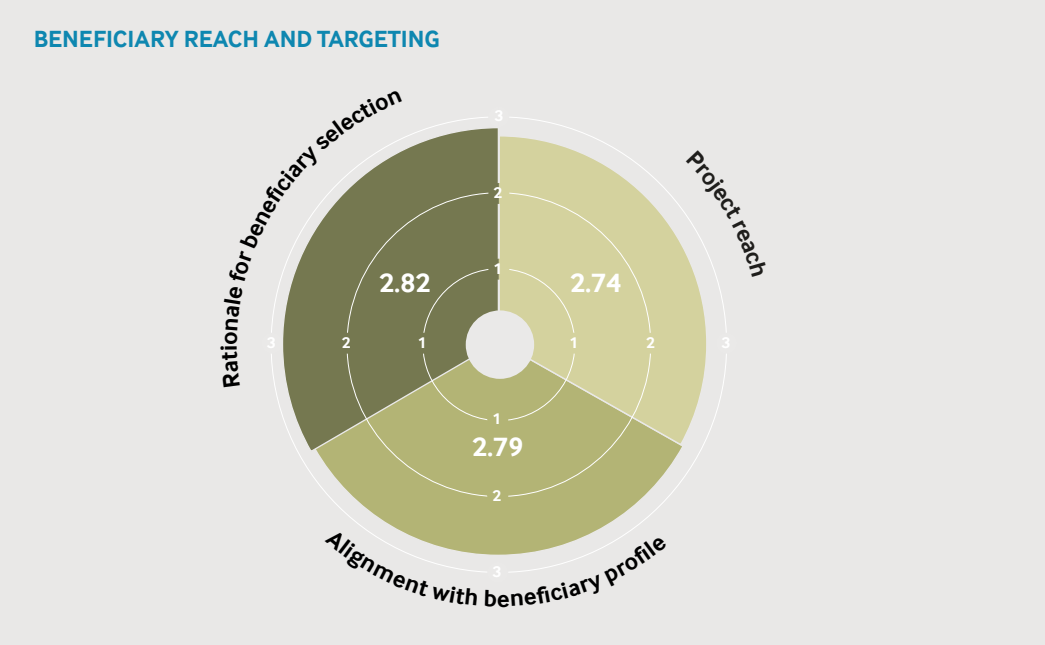

Figure 6: Average scores for project design and implementation criteria in Domain One (N = 19)

Project Reach

The number of beneficiaries reached is a critical measure of whether a project delivered on its core commitments. For funders, reach is a direct and visible indicator of performance: meeting or exceeding participation targets demonstrates that a grantee fulfilled a key obligation of the funding agreement. Shortfalls in reach may indicate implementation challenges, resource inefficiencies or limitations in recruitment strategies.[43] From an implementation perspective, achieving sufficient reach is also essential for generating meaningful impact, particularly in prevention work where scale and population coverage can significantly influence outcomes.[44]

In total, Call Five reached 43,468 Londoners, far more than the figure projected in grantees' project applications. As with previous calls, the primary audience for Shared Endeavour Fund projects were students in primary, secondary and further education, who accounted for 37,935 (87%) of the individuals reached. Beyond that, the public (aged 18+) made up the largest cohort of beneficiaries at 1,854.

In their proposals, grantees specified the number of beneficiaries that they intended to engage over the course of their projects. The table below lists their performance, comparing the planned to actual reach of their projects. As the table shows, most projects, 79%, received a 'strong' rating, having either met or exceeded their planned reach targets, while 16% were awarded a 'moderate'

rating, meaning that their beneficiary reach fell within 10% of the number projected in their application. Only one project received a 'weak' rating in this criterion, having fallen far short of their planned reach targets.

Table 14: Project ratings based on planned to actual reach (*N* = 19)

Rating level	Rating description	Projects (#)	Projects (%)
Strong (3)	Project fully meets or exceeds planned participation targets.	15	79%
Moderate (2)	Project meets minimum expectations; participation targets fall within 10% of planned figure.	3	16%
Weak (1)	Project falls short of planned participation targets by more than 10%.	1	5%

Alignment with Beneficiary Profile

Following the number of beneficiaries reached, the next criterion examined whether the types of individuals engaged by Shared Endeavour Fund projects matched those proposed in grantees' applications and were therefore appropriate for achieving the project and Fund's objectives. Research and evaluations have consistently shown that interventions are most effective when they address the needs of the specific populations for which they are designed and that straying from these populations can risk significantly diluting project relevance and impact.[45] From a funder's perspective, this alignment is necessary to ensure resources are being directed as agreed and that the projects supported will advance the mission of their fund.[46]

While all grantees were expected to adopt robust recruitment procedures, the exact level of rigour required varied according to the project's delivery model and focus. For initiatives centred on awareness-raising or the promotion of prosocial behaviours, such as digital literacy or hate-incident reporting, beneficiaries were typically drawn from the general public or schools. In these cases, selection processes could be relatively light touch, with emphasis placed on prioritisation strategies (e.g. targeting specific boroughs or delivery sites) rather than strict eligibility criteria.

By contrast, projects delivering intensive interventions to smaller cohorts, particularly those targeting individuals considered at-risk of radicalisation, were expected to demonstrate much more robust and deliberate approaches to beneficiary selection. Identifying and engaging vulnerable individuals is inherently more complex, often necessitating established referral pathways, trusted community partnerships and well-defined eligibility frameworks. Moreover, given the smaller scale of these interventions, the relevance and appropriateness of each beneficiary was critical to ensuring the Fund's resources were used efficiently and that intended outcomes were achievable. In these cases, weak or mismanaged recruitment processes pose a significant risk to overall project effectiveness.

Table 15: Project ratings based on beneficiaries' alignment with the profile proposed in grantees applications (*N* = 19)

Rating level	Rating description	Projects (#)	Projects (%)
Strong (3)	Strong alignment between actual beneficiaries and those outlined in the proposal, with clear documentation. Engaged beneficiaries are highly relevant to both the project and Fund's objectives.	15	79%
Moderate (2)	Some beneficiaries do not match the intended profile, with limited justification provided. Selection criteria may be too broad or not fully appropriate for the project or Fund's intended outcomes.	4	21%
Weak (1)	Engaged beneficiaries do not align with the intended profile from the proposal and are of limited relevance to the project's core aims or the priorities of the Fund.	0	0%

Projects scored highly in this criterion in Call Five, largely reaching the beneficiary cohorts they planned. The vast majority (79%) were awarded a 'strong' rating, with only a small minority receiving 'moderate' (21%) ratings and none 'weak'. The portfolio's extensive focus on high-reach awareness-raising initiatives applying under Priority Theme One (84%) and prosocial behaviours under Priority Theme Three (37%) meant that most grantees were able to target broad, easily accessible audiences without undermining project relevance.

For the small proportion of projects that received a 'moderate' rating, these initiatives did not appear to engage the types of beneficiaries agreed or those most appropriate for their delivery model and objectives. Some grantees proposed to service people vulnerable to radicalisation and extremist recruitment but ultimately did not have the recruitment processes in place for reaching these individuals. Instead, their reporting indicated that beneficiaries were selected and characterised as at-risk due solely to their gender, age and/or ethnicity. Conversely, other grantees with a 'moderate' rating delivered projects focusing specifically on a single extremist ideology while engaging people who were unlikely to be susceptible to this form of radicalisation. For example, non-Muslims beneficiaries in a project addressing Islamist extremism or large numbers of ethnic minorities in a far-right-focused initiative.

Rationale for Beneficiary Selection

Assessing grantees' rationale for beneficiary selection is crucial to ensuring that interventions are appropriately targeted and resources are directed where they can have the greatest impact. From a project-design perspective, selecting beneficiaries based on clearly identified needs or risk factors increases the relevance and effectiveness of an intervention, whether that be a high-intensity mentoring project for at-risk young people or safeguarding training for teachers.[47] For funders, a clear, well-reasoned selection process provides assurance that projects are (1) making responsible and equitable use of their grants and (2) capable of furthering the overarching objectives of the funding scheme – in this case, reducing intolerance, hate and extremism in London.[48] In line with this reasoning, both the application and reporting forms for the Shared Endeavour Fund asked grantees to provide a detailed rationale for the beneficiaries they targeted, with direct reference to existing research and data from the field.

Table 16: Project ratings based on rationale for beneficiary selection (*N* = 19)

Rating level	Rating description	Projects (#)	Projects (%)
Strong (3)	Well-defined selection criteria, backed by credible evidence (e.g. research, assessments, local data), clearly identifying beneficiaries' vulnerabilities and/or needs.	15	79%
Moderate (2)	Some justification is provided, but the rationale is vague, lacks evidence or does not clearly define vulnerabilities and needs.	4	21%
Weak (1)	No clear rationale for selecting beneficiaries. Selection appears arbitrary or lacks connection to identified needs or vulnerabilities.	0	0%

As displayed in the table above, 79% of grantees provided a 'strong' rationale for the beneficiaries they selected. While the evidence supplied in support of their targeting varied by prevention model and priority theme, most grantees used research from academia, NGOs and the government to justify the core characteristics of the beneficiaries they selected. This typically included references to age, gender or other sociodemographic factors that might impact beneficiaries' vulnerability to intolerance, hate and extremism. Beyond that, projects with 'strong' targeting rationales prioritised boroughs and schools based on relevance and need. Boroughs were commonly selected with reference to Prevent priority areas, volume of hate crimes and/or relative deprivation indices. Meanwhile, schools were largely shortlisted based on ease of access but then prioritised or deprioritised through discussions with local authorities and school safeguarding leads. The strongest projects in the Call Five portfolio, particularly those delivering high-intensity programme models, also made use of referral mechanisms and risk frameworks to identify vulnerable individuals. Most referrals for individual beneficiaries came directly from social services, police, Prevent or schools.

As with previous funding calls, 'moderate' (21%) or 'weak' (0%) ratings for beneficiary selection were usually awarded where grantees' applications and reporting contained either one or both of the following issues: (1) the absence of any primary and/or secondary research to justify the beneficiary targeting for the project and (2) a reliance on an overly broad or unclear approach to participant selection; for example, some initiatives designed to service young people targeted London boroughs with higher rates of hate crime but did not specify why specific schools in those boroughs were in greater need than others and thus should be selected as a delivery site.

Domain Three: Data Collection and Reporting

Implementation domain three focused on data collection and reporting. It consisted of three criteria: reporting quality, timeliness of reporting and fidelity of data collection procedures. The projects in the Call Five portfolio generally performed well in this domain, receiving an average score of 2.42 out of 3.00 across the constituent criteria, which corresponds to a 'moderate' rating in the rubric. Overall, scores were highest for timeliness of reporting, which received an average rating of 'strong' (average score of 2.58) and lowest for fidelity of data collection protocols, which received an average rating of 'moderate' (2.26). Detailed findings for each criterion in this domain are discussed below.

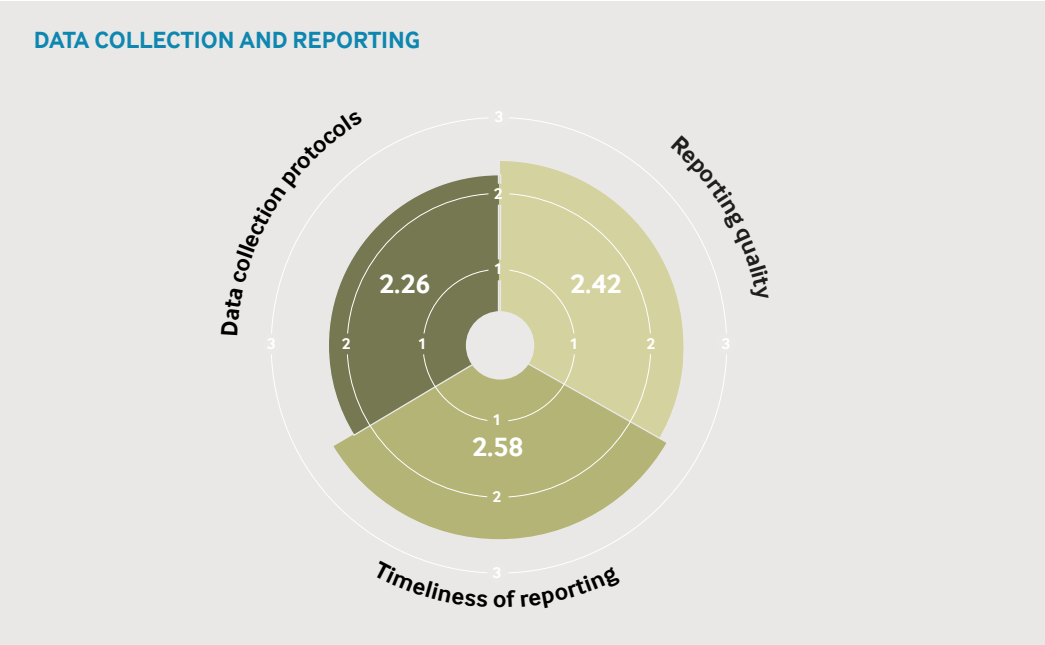

Figure 9: Average scores for data collection and reporting criteria in Domain Three (*N* = 19)

Reporting Quality

High-quality reporting is essential for ensuring that project outcomes can be accurately assessed and used to support decision making. Reports that are detailed, accurate and well-evidenced enable funders to verify progress, gauge impact and identify where further support or adjustment may be needed. They also demonstrate that grantees have critically engaged with their own results, reflecting on what worked, what did not and where improvements could be made. For funders, robust reporting strengthens confidence in grantees' implementation, accountability and learning processes. Evaluation standards and theory highlight that robust, transparent reporting supports not only accountability and performance measurement, but also reflection, learning and programme improvement by providing a credible basis for both funders and grantees to interpret results.[49]

As a condition of their funding, Shared Endeavour Fund grantees are expected to submit a final report, the core of which is a detailed description of their activities and outcomes. The reporting form for the Fund contains 20 questions that call on grantees to clearly outline the activities they delivered, beneficiaries they reached and results they achieved against project objectives. The evaluators reviewed these submissions against the rating rubric, and the outcomes are summarised in the table below.

Table 17: Project ratings based on the quality of final reports (*N* = 19)

Rating level	Rating description	Projects (#)	Projects (%)
Strong (3)	Final report is clear, complete and includes robust evidence demonstrating project impact.	10	53%
Moderate (2)	Final report provides some relevant information and evidence for project impact but lack depth or comprehensive analysis.	7	37%
Weak (1)	Final report lacks detail, contains inconsistencies or fails to provide evidence of project impact.	2	11%

Approximately half of the grantees (53%) submitted well-structured reports that demonstrated a strong focus on impact and supported their claims with relevant evidence. Reported outcomes were substantiated using both quantitative and qualitative data, with many organisations drawing on the evaluation surveys to illustrate positive change among beneficiaries. These were often supplemented by direct quotes or testimonials, and, in some cases, additional data collected through interviews or focus group discussions. Collectively, these reports demonstrated a clear narrative of what projects achieved, for whom and why it mattered.

For the remaining projects that were awarded 'moderate' (37%) or 'weak' (11%) ratings, final reports lacked either the clarity, consistency or evidence required to demonstrate meaningful impact. A common shortcoming among these submissions was a failure to explicitly reference or analyse the results of the beneficiary surveys that had been administered. Instead, these grantees relied on general assertions of project success without providing data or detailed examples to substantiate those claims. In some cases, the descriptions of activities delivered and beneficiaries reached were either vague or internally inconsistent, making it difficult to assess what had actually transpired and who had benefited. In other cases, projects that deviated from their original plans, such as by altering delivery methods, revising activities or missing stated targets, failed to provide an adequate justification for this change or explain how that might have affected project outcomes. In the absence of such detail, evaluators were unable to determine whether and how these adaptations affected overall effectiveness.

Timeliness of Reporting

Timely reporting reflects a grantee's reliability and respect for funding commitments. Although final reports are submitted after delivery for the Shared Endeavour Fund, delays can still disrupt evaluation timelines and undermine future grant-making decisions. The reporting process for the Shared Endeavour Fund requires grantees to submit a detailed form to Groundwork through their online portal, which includes a description of project activities and outcomes, a case study from a beneficiary, some photographs of the project, a dataset of survey responses and a budget of expenses. The reporting deadline for Call Five of the Shared Endeavour Fund was 18 April 2025.

The majority of grantees (68%) submitted their reports on time along with all of the supplementary documents requested, while a further 21% submitted them within two weeks of the deadline. Ultimately, only two projects failed to complete their reporting within this timeframe. In these cases, missing information and documents had to be tracked down by fund managers, a process which took over a month.

Table 18: Project ratings based on the timeliness of reporting submissions (*N* = 19)

Rating level	Rating description	Projects (#)	Projects (%)
Strong (3)	Final report and supplementary documents are submitted on time and are fully completed.	13	68%
Moderate (2)	Final report and supplementary documents are slightly delayed or delayed with approval.	4	21%
Weak (1)	Final report and supplementary documents are significantly late or late without approval.	2	11%

Data Collection Protocols

Adherence to data collection protocols is critical for ensuring that reported outcomes are credible, comparable and useful at both the project and Fund level. All Shared Endeavour Fund grantees were provided with standardised surveys tailored to their project objectives. By following the data collection protocols, grantees contributed to a consistent and aggregated evidence base for the impact of the Fund as a whole. At the same time, these tools offered grantees a structured approach for evaluating their own initiatives, enabling them to identify strengths, address weaknesses and improve delivery.[50] Robust and reliable data is the foundation of any meaningful evaluation, without which neither learning and accountability are significantly constrained. Adhering to the Fund's data collection protocols is therefore essential not only for ensuring trustworthy findings but also for supporting continuous improvement and informed decision making across the portfolio.[51]

In total, grantees collected 10,383 valid survey responses once highly incomplete and inattentive responders were screened from the dataset. The quality of grantees' data collection protocols was assessed based on the degree to which they administered the surveys as instructed to the number of beneficiaries agreed. Ultimately, grantees primarily received 'strong' and 'moderate' ratings for their data collection (79%). The detailed findings from this analysis are displayed in the table below.

Table 19: Project ratings based on adherence to data collection protocols (*N* = 19)

Rating level	Rating description	Projects (#)	Projects (%)
Strong (3)	Data collection was conducted exactly as directed; grantees adhered to the tools and protocols provided and met the required sampling requirements.	9	47%
Moderate (2)	Some minor issues in data collection; while most protocols were followed, there were small deviations or errors in administering the surveys; sampling requirements were missed by a small margin or missed in a secondary beneficiary population only.	6	32%
Weak (1)	Significant issues in data collection; grantees deviated substantially from the provided survey protocols, missed the sampling requirements by a wide margin or failed to implement the surveys.	4	21%

For the evaluation, grantees were assigned a set number of survey responses that they were required to collect from their beneficiaries. This approach was adopted to ensure the evaluators were provided with a sufficiently large sample to robustly assess the survey results at the portfolio and project levels. The exact number of survey responses required for each project was designed to be sufficient to measure results within a ±5.0% margin of error.[xi]

The margin of error for Shared Endeavour Fund projects ranged from ±0.0% (i.e. all participants were surveyed, and so no sampling was required) to ±21.5% (i.e. the actual results were within ±21.5% of the results reported by the sample of survey respondents). The average margin of error across the Call Five portfolio was ±4.8%, well within the acceptable margin used for most survey research.[xii]

Of the 19 projects, 9 failed to meet the sampling requirements in at least one of the beneficiary cohorts that they targeted. For 3 of the 9 grantees that did not meet the ±5.0% threshold, this occurred in a smaller supplementary cohort that was engaged to support the projects' wider objectives, typically a small teacher-training component designed to complement wider schools-based delivery. In these instances, samples that did not meet the stated requirement were anticipated due to the high proportion of survey responses required compared with the overall number of beneficiaries in the supplementary cohort.

In addition to the sampling requirements, grantees were also assessed on whether they administered the surveys as instructed. Data collection and recording problems were found in six projects; the most common issues included:

- Survey questions or response options altered or excluded without consulting evaluators or fund managers.
- Surveys administered at inconsistent or incorrect times, usually long after project activities.
- Survey datasets submitted with excessive missing responses.

Overall, while some of the samples for individual projects were smaller than planned, a sufficient volume of survey responses were collected to afford 100% statistical power for the data analyses at both the portfolio and project levels.[xiii] In other words, the sample sizes were sufficient to detect significant differences between respondents' pre- and post-answers, with near certainty that the results could not have been obtained by chance. Similarly, the majority of data collection issues discovered were trivial and did not affect the reliability or validity of the evaluation findings for either the individual projects or the portfolio as a whole.

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xi Margin of error (or confidence interval) is a statistical measurement that indicates how many percentage points a figure drawn from a sample of respondents may differ from the population from which it is drawn (in the present case, all the beneficiaries of a given Shared Endeavour Fund project). Margins of error are expressed as a range above and below a midpoint figure. For example, an average exam score of 50% in a sample of students at a school with a margin of error of ±5.0% would indicate that the actual average score among all of the students in the school could be any value between 45% and 55%. Where the total number of people in a population group is small, the sample size required to accurately estimate their views will be much larger as a proportion of the whole population. For instance, 80 exam scores are required to produce a ±5.0% margin of error in a school with 100 students (approximately 80% of the population), while only 278 exam scores are needed for a school of 1,000 (approximately 28% of the population). See Scheuren, F. (2004). What is a Survey. American Statistical Association. Available at: https://fweil.com/s2211/whatisasurvey.pdf.

xii To provide a more representative figure for the average margin of error, three extreme outliers were trimmed from the calculation – these projects all had small secondary beneficiary populations with less than 50 participants, which distorted the margin of error calculations for their survey response rate.

xiii Statistical power (or sensitivity) is the likelihood that a significance test detects a genuine effect (should there actually be one). By convention, statistical tests are considered sufficiently sensitive if they achieve at least 80% power, which equates to tolerating no more than a 20% chance of failing to detect significant effects.

Maccabi GB, *Stand Up! Education Against Discrimination*

2.2 Project Effectiveness

Priority Theme One: Raise Awareness

Increase Londoners' ability to recognise, critically engage with and resist intolerant, hateful, extremist and/or terrorist ideologies and messages.

Key Findings

- 22% increase in young people and adults' awareness and concern about intolerance, hate and extremism over the course of the projects.
- 27% improvement in awareness and concern about intolerance hate and extremism among children, non-fluent English speakers and those with learning difficulties.
- 28% increase in beneficiaries' ability to critically engage with information on social media (i.e. their digital literacy).
- 15% increase in beneficiaries' awareness of and vigilance against attempts to influence them, and a 18% difference in support for the counter-messages promoted by grantees over the extremist messages they addressed.

Priority Theme One centred on supporting primary prevention activities in London and required projects to increase public awareness of intolerance, hate, extremism and/or terrorism as well as the impacts of these on communities.[xiv] Projects funded under this theme also focused on aiding Londoners to recognise and manage the risks they encounter online, particularly exposure to mis/disinformation and extremist messaging. To assess progress against this theme, the evaluation measured three outcomes: awareness, digital literacy and resistance to extremist messaging. Two awareness-raising measures were employed in the evaluation, one for young people and adults and another simplified version for children, non-fluent English speakers and those with learning difficulties. These outcomes were evaluated in 16 projects from the Call Five portfolio.

Awareness and Concern

Raising awareness was by far the most common outcome pursued by Shared Endeavour Fund grantees. These awareness-raising activities aimed to inform Londoners about the nature and dangers of hateful and extremist ideologies, including the narratives, recruitment tactics and harms associated with them. The aim was to aid individuals in resisting these influences and to promote positive attitudes, behaviours and beliefs. To assess beneficiaries' awareness and concern for the extremism-related issues addressed by the projects, evaluators developed two survey instruments: one geared towards young people and adults and the other towards children (aged 8–12), non-fluent English speakers and those with learning difficulties. The instruments were based on two frameworks for designing and evaluating awareness raising initiatives, the Hierarchy of Effects Model (HOEM) and Health Belief Model (HBM).

These models suggest that an individual can be made more resistant to intolerance, hate and extremism if they are:

xiv Under the public health model of extremism prevention, prevention is separated into three levels. Primary prevention consists of educating and inoculating communities and individuals against intolerance, hate and extremism by raising public awareness of these phenomena, including how to recognise and respond to them. Secondary prevention focuses on delivering targeted assistance, such as psychosocial-resilience-building measures, for individuals identified as vulnerable to radicalisation. Finally, tertiary prevention provides direct intervention services to individuals who are already involved in violent extremism, assisting their deradicalisation, rehabilitation and/or reintegration into society. See Reimer, J. (2023). The 'Public Health Approach' to Prevention. ISD. Available at: https://www.isdglobal.org/explainers/the-public-health-approach-to-prevention/.

a. Made aware of these threats
b. Believe that the risks these threats pose are serious
c. Recognise that they themselves may be personally exposed to these risks
d. Hold positive views towards mitigating the spread of these threats
e. Perceive these threats as incompatible with accepted social norms[52]

The specific extremism-related problems addressed by the projects varied while all contributing to the Shared Endeavour Fund's wider aims. Common topics included: identity-based hatred and intolerance; the links and pathways between prejudice and extremism; major extremist ideologies and narratives; grooming, radicalisation and recruitment processes; and mis/disinformation and other online harms.

The first Generalised Awareness and Concern Scale developed for the evaluation consists of five items and is designed to be completed by young people and adults. For each item statement in the survey instrument, respondents are asked to indicate their agreement on a six-point rating scale, ranging from 'strongly disagree' to 'strongly agree'. Example items include: 'I know about [learning from the project]' and 'I understand the impact of [name of extremism-related problem] on individuals and communities'. Beneficiaries' responses across the survey instrument were averaged and scaled to create a composite score of their awareness and concern, with a score of 0.00 indicating very low awareness and a score of 1.00 indicating very high awareness. The measure was administered by 14 grantees and completed by 7,994 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their awareness of and concern for the extremism-related problems addressed by the projects. Their average scores increased from 0.65 to 0.86 over the course of the projects, a difference of 21.5% (±0.5%).

Table 20: Awareness and concern of Shared Endeavour Fund adult and teenage beneficiaries, before and after project activities (n = 7,994; F[1, 7993] = 10337.68; $p < .01$)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)[xv]	Effect size η^2_p[xvi]
0.65	0.86	21.5%	±0.5%	0.56

The second Generalised Awareness and Concern Scale simplified the original survey instrument to accommodate younger respondents and those with limited English language proficiency or learning difficulties. In Call Five, it was predominantly deployed by projects working in primary schools with children aged 8–12. This survey measure consists of five items. For each item statement, respondents were asked to indicate their agreement on a six-point scale, ranging from 'I disagree a lot' to 'I agree a lot'. Example items from this survey instrument include: 'I know about [learning from the project]' and 'I think that [name of extremism-related problem] is an important problem

xv All margins of error are given at the 99% confidence level (i.e. there is a 99% probability that the percentage difference between the pre- and post-scores for awareness and concern among all Shared Endeavour Fund beneficiaries, as opposed to just those individuals who completed the survey, is between 21.0% and 22.0%).

xvi The effect size statistic, known as partial eta-squared (2p), represents the percentage of change attributable to an intervention after random noise and the effects of any other independent variables are removed. As a percentage, partial eta-squared runs from 0.00 to 1.00 and is the most widely accepted means of judging the effect sizes of the present analysis. Effect size conventions are that ≤ 0.05 indicates a small effect size, 0.06 to 0.13 indicates a medium effect size and ≥ 0.14 indicates a large effect size. To illustrate the difference between these levels, the statistician Jacob Cohen described a small effect size as the average difference in heights between 15- and 16-year-old women – a difference so small that the age of any given women would be almost impossible to ascertain based solely on their height. In contrast, a large effect size would be 'grossly perceptible' even to the naked eye, such as the average difference in heights between 13- and 18-year-old women. See Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Lawrence Erlbaum Associates Publishers, pp. 26–27.

for people to challenge'. This instrument was also averaged and scaled to create a composite score running from 0.00 to 1.00. The measure was administered by four grantees and completed by 1,234 beneficiaries.

The evaluation also found a statistically significant improvement in awareness and concern for extremism-related issues among children, non-fluent English speakers and those with learning difficulties. Their average scores increased from 0.60 to 0.87 between the pre- and post-surveys, a difference of 26.8% (±1.4%).

Table 21: Awareness and concern of Shared Endeavour Fund beneficiaries before and after project activities (n = 1,234; F[1, 1,233] = 2460.69; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.60	0.87	26.8%	±1.4%	0.67

Digital Literacy

Online disinformation has increasingly been used as a recruitment tool by extremist groups and a weapon to target and harass individuals, communities and organisations.[53] Given these changes in the online ecosystem, it has become ever more important to foster digital literacy to enable individuals, particularly young people, to manage the risks that they face online and better recognise false or misleading information.

For the Shared Endeavour Fund evaluation, beneficiaries' intention to critically engage with information on social media and develop responsible habits when assessing its veracity was measured using a four-item scale. Example items in the survey instrument include: 'I would read articles posted on social media before liking, sharing or commenting on them' and 'If I am unsure whether a post on social media is true, I would check it, for example by searching the internet'. Beneficiaries' responses to the survey measure were averaged and scaled to create a composite score of their digital literacy, with a score of 0.00 indicating very low digital literacy and a score of 1.00 indicating very high digital literacy. The instrument was administered by three grantees and completed by 1,843 beneficiaries.

Beneficiaries' digital literacy rose by 28.0% (±1.4%) between their pre- and post-survey responses, climbing from an average score of 0.56 to 0.84. This represents a statistically significant improvement in this outcome.

Table 22: Digital literacy of Shared Endeavour Fund beneficiaries before and after project activities (n = 1,843; F[1, 1842] = 2520.41; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.56	0.84	28.0%	±1.4%	0.58

Message Inoculation

Attitudinal inoculation is a technique for mitigating the persuasive power of an undesirable message and is analogous to receiving an inoculation against a virus. Inoculation theory holds that individuals can be made resistant to persuasion, influence or manipulation attempts by exposing them to weakened or diluted forms of the same arguments in advance and then refuting them.[54] This process both puts individuals on guard against attempts to influence them and reduces the persuasiveness of the undesirable message. Prebunking is a closely related approach, which

also aims to build resistance against persuasion attacks. However, it tends to be associated as much with explaining manipulation techniques (e.g. false dichotomies, emotional manipulation or scapegoating) as it does explicitly rebutting the content of undesirable messages.[55]

Message inoculation was assessed using a bespoke, three-item measure developed by the evaluators based on the three components of attitudinal inoculation. Specifically, beneficiaries were asked to provide their views on the following item statements at different timepoints.

a. 'Are you aware that some people in society promote [insert description of the extremist message, ideology or identity-based prejudice addressed]?' (Asked at two timepoints before and after the project)
b. 'How convincing were the arguments you've heard in the past that [insert description of negative stereotype or extremist message]?' (Undesirable attribute; asked at one timepoint after the project)
c. 'How convincing were the arguments you've heard during the project that [insert description of preferred counter-message to negative stereotype or extremist message]?' (Desirable attribute; asked at one timepoint after the project)

Beneficiaries' responses to the survey items were then averaged and scaled to create two composite scores for (a) their awareness and vigilance, and (b) and (c) how convincing they found the extremist and counter-messages. Scores of 0.00 indicated very low awareness and very unconvincing messages, while a score of 1.00 indicated very high awareness and very convincing messages. The Message Inoculation Scale was administered by three grantees to 1,470 beneficiaries.

Table 23: Resistance (inoculation) to extremist messaging of Shared Endeavour Fund beneficiaries after project activities (n = 1,470; Awareness: $F[1, 1,469] = 813.52$; $p < .01$; Difference between message types $n = 1,464$; $F[1, 1,463] = 467.94$; $p < .01$)

Survey instrument	Pre-score	Post-score	% difference	Margin of error (99% CI)	Effect size η^2_p
Awareness and vigilance	0.49	0.64	14.5%	±1.3%	0.36
Convincingness of extremist messages vs counter-messages	0.36	0.54	18.0%	±2.2%	0.24

The evaluation found that grantees successfully improved Londoners' resistance to extremist narratives, aCase Study: Future Leaders, Future Leaders Programme page 1 ccomplishing a significant degree of message inoculation among the individuals reached. Beneficiaries reported a 14.5% (±1.3%) increase in their awareness of and vigilance against attempts to influence them. In addition, they also reported a 18.0% (±2.2%) difference in favour of the counter-messages promoted by Shared Endeavour Fund projects over the extremist messages they addressed, demonstrating reduced susceptibility to the selected extremist narratives.

CASE STUDY

Anne Frank Trust UK, Anti-Prejudice Workshops Against Antisemitism & Islamophobia

Email
Website

ABOUT

Anne Frank Trust's Anti-Prejudice Workshops is a schools-based discrimination awareness project working with primary and secondary education students (aged 9–15). The project employs a workshop model exploring the history and contemporary realities of antisemitism and anti-Muslim hate. Sessions are rooted in the story of Anne Frank, providing a framework for understanding the consequences of hate and the importance of challenging it through education. These activities give beneficiaries a greater understanding of discrimination, its consequences on individuals and society, and how they can personally push back against it.

THEMES

Types of prejudice/discrimination: Racism; Anti-Muslim hate; Antisemitism.
Extremist ideologies: General.
Prevention topics: Understanding prejudice; Counter-narratives; Media/digital literacy; Hate crime/hate reporting.

BENEFICIARIES

593 primary education students
2,097 secondary education students
26 schools
6 boroughs

PROJECT ACTIVITIES

Discrimination Awareness Workshops – These 1.5 to 2-hour workshops are delivered in school classrooms to groups of around 25 students and focus on addressing antisemitism and anti-Muslim hate. The sessions open with the story of Anne Frank and expand to discuss discrimination in a contemporary context and what happens when it is left unchallenged. The workshops follow a flexible structure that can be adapted to specific needs, contexts or age groups, and include storytelling, small group discussions, videos and interactive activities.

PROJECT RESULTS

Secondary Schools:

23%	increase in students' awareness and concern about antisemitism and anti-Muslim hate, and their effects on individuals and society
21%	increase in students' ability and intention to challenge prejudiced and hateful views
'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

Primary Schools:

36%	increase in students' awareness and concern about antisemitism and anti-Muslim hate, and their effects on individuals and society

TESTIMONIAL

'I really enjoyed learning about the history of anti-Muslim hate as it's not really something I knew much about before. I have a few Muslim friends, but they haven't really told me much about if they've had anything happen to them. I didn't know that it had been around for so long. You hear people talking about groups using stereotypes, but I hadn't really thought about how wrong that is and how it can then impact other things too. The workshop has given me a better understanding of anti-Muslim hate, and now I know who I can go to report it and how to better support my friends. Just because something doesn't affect you doesn't mean you should ignore it. We should try to stand up for others, especially those who may be different from us.' – Beneficiary

CASE STUDY

ConnectFutures,
Fake News: Challenging Hateful Ideas & Misinformation to Build Healthy Relationships

Email
Website

ABOUT

Fake News is a schools-based digital and media literacy and counter-narratives project working with students (aged 15–18) in alternative provision (AP), Pupil Referral Unit (PRU) and Special Educational Needs and Disabilities (SEND) settings. The project delivers a multi-session course of discussion-based workshops led by experienced youth facilitators. The course explores how online narratives, misinformation and conspiracies related to gender, race and extremism can be used to manipulate and exploit. Employing real-life scenarios and open dialogue, the sessions build beneficiaries' critical thinking skills, digital literacy and resistance to harmful online content, while promoting positive behaviours both on- and offline.

BENEFICIARIES

391 AP, PRU and SEND students

5 schools

4 boroughs

THEMES

Types of prejudice/discrimination: General; Racism; Anti-Muslim hate; Extreme misogyny.
Extremist ideologies: General; Misogynist extremism, incl. Incels; Mixed, unstable or unclear extremism.
Prevention topics: Understanding extremism; Media/digital literacy; Counter-narratives; Hate crime/hate reporting.

PROJECT ACTIVITIES

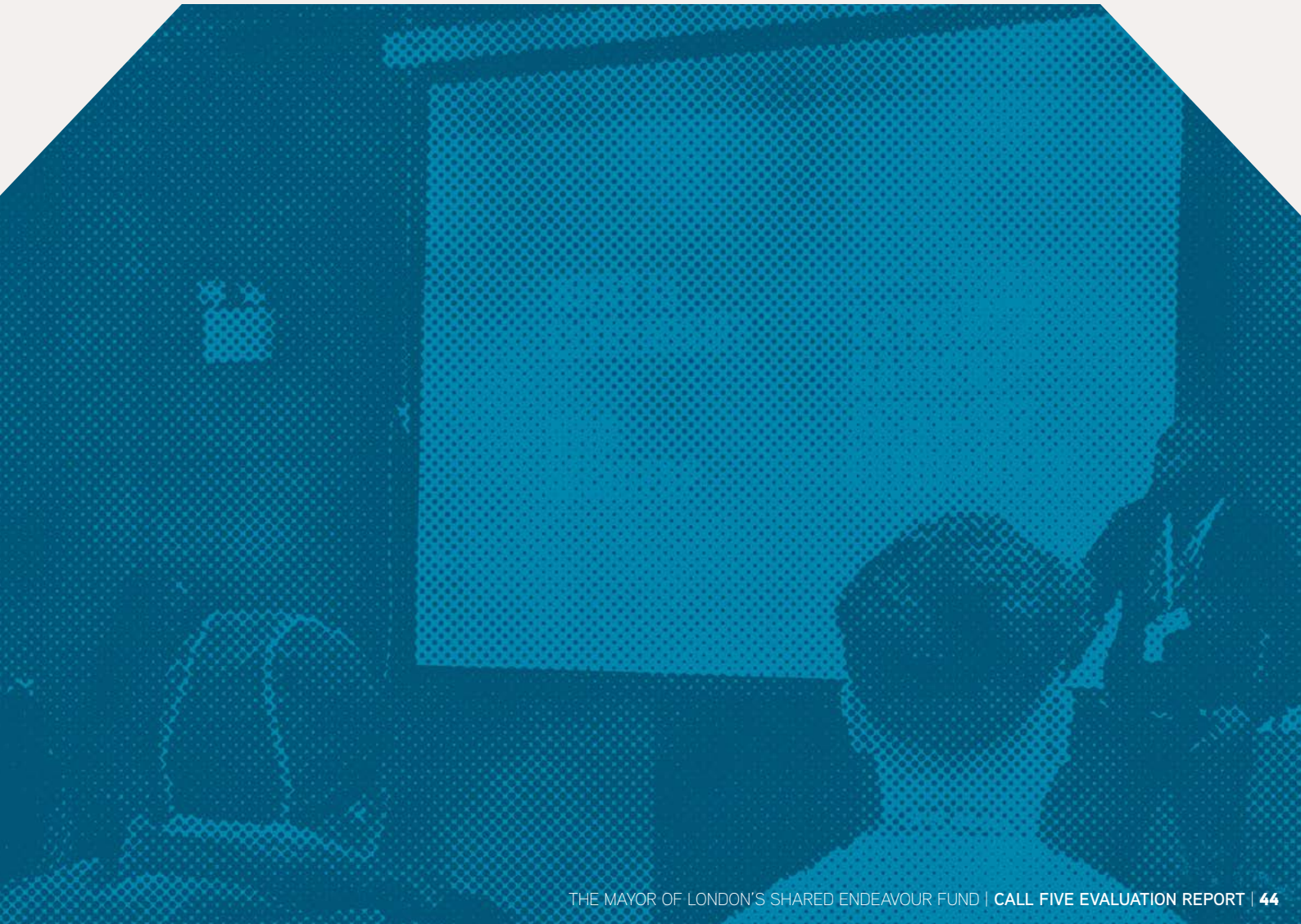
Digital Resilience to Hate Course – This course consists of four two-hour workshops delivered weekly to classes of around 25 students. The course focuses on teaching established digital and media literacy skills as well as challenging and prebunking common hateful ideologies and narratives that young people are encountering online, such as anti-institution, antisemitic, anti-Muslim and manosphere conspiracies. The workshops are interactive and prioritise real-life scenario- and discussion-based activities.

PROJECT RESULTS

34% increase in beneficiaries' awareness and concern about online hate, conspiracies and misinformation, and their effects on individuals and society

TESTIMONIAL

There was a girl in one of the college settings, B, who was initially quiet and didn't want to speak to the facilitators. In the second workshop, B began to open up, sharing that she often sees stereotypes about Muslim women online that upset her. The facilitator used critical thinking questions to consider different identity-based stereotypes and in the final session, B spoke up about how the example videos shown in the workshop use generalisations and manipulative language to make people scared and divided. After the programme, B came to one of the facilitators and told them she had reported an Instagram account for the first time because of the Islamophobic content it had on it.



Priority Theme Two: Build Psychosocial Resilience

Strengthen psychosocial factors that promote resilience to radicalisation and extremist recruitment among vulnerable individuals and groups.

Key Findings

- 49% increase in beneficiaries' emotional resilience (i.e. their capacity to cope with stress in an adaptive, resilient manner) over the course of the projects.
- 39% improvement in beneficiaries' sense of meaning and purpose in life.
- 28% increase in beneficiaries' self-esteem.
- 18% improvement in beneficiaries' sense of belonging in their communities.
- 29% increase in beneficiaries' tendency to consider the viewpoints of others.
- 33% improvement in beneficiaries' tolerance for difference and diversity.

Priority Theme Two focused on supporting secondary prevention activities in local communities and required projects to build the psychosocial resilience of Londoners vulnerable to radicalisation and extremist recruitment. To assess progress against this theme, the evaluation measured six outcomes that have been empirically shown to serve as protective factors against supporting hateful or extremist ideologies.[56] These are developing emotional resilience; a sense of meaning and purpose in life; self-esteem; a sense of belonging; a tendency to consider the viewpoints of others; and tolerance of difference. Personality traits tend to be relatively stable over a person's lifetime and, as such, are inherently more difficult to affect than the other characteristics assessed by the evaluation.[57] Consequently, the protective factors evaluated under this theme typically required far more time-consuming and intensive programming to change than the knowledge- and behaviour-based outcomes assessed under the other priority themes. Psychosocial resilience outcomes were evaluated in seven projects from the Call Five portfolio.

Emotional Resilience

Emotional resilience, or the capacity to cope with stress in an adaptive, resilient manner, is an attribute associated with a variety of positive psychological and physical outcomes.[58] In P/CVE contexts, it represents a protective factor against displacing aggression onto out-groups when the source of a frustration cannot be effectively challenged.[59]

For the Shared Endeavour Fund evaluation, a four-item measure, the Brief Resilient Coping Scale (BRCS), was used to assess beneficiaries' capacity to cope with stress in an adaptive, resilient manner. Example items in the survey instrument include: 'Whatever happens to me, I believe I can control my reaction to it' and 'I believe I can grow as a person by dealing with difficult situations'. For each item statement, respondents were asked to indicate their agreement on a six-point scale, ranging from 'strongly disagree' to 'strongly agree'. Beneficiaries' responses across the survey instrument were averaged and scaled to create a composite score of their capacity to cope with stress in an adaptive, resilient manner. A score of 0.00 indicates very low resilient coping while a score of 1.00 indicates very high resilient coping. The BRCS was administered by four grantees and completed by 527 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their emotional resilience. On average, their scores increased from 0.35 to 0.84 over the course of the projects, a difference of 48.9% (±2.3%).

Table 24: Resilient coping of Shared Endeavour Fund beneficiaries before and after project activities (n = 527; F[1, 526] = 2992.39; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.35	0.84	48.9%	±2.3%	0.85

Sense of Meaning in Life

More than two decades of research have found a strong and consistent link between a threatened sense of purpose and an individual's willingness to aggress against out-group members, such as those of different ethnicities or religions.[60] Accordingly, a sense of meaning and purpose can be a protective factor against engaging in such hostilities and has been found to promote prosocial behaviours.[61]

The Meaning in Life Questionnaire (MLQ) was used to assess respondents' sense of meaning and purpose; it was adapted by the evaluators to consist of two item statements: 'My life has a clear sense of purpose' and 'I have a good sense of what makes my life meaningful'. Beneficiaries' responses to the survey instrument were averaged and scaled to create a composite score of their sense of meaning and purpose in life, with a score of 0.00 indicating a very low sense of meaning and purpose and a score of 1.00 indicating a very high sense of meaning and purpose. The MLQ was administered by two grantees and completed by 226 beneficiaries.

Beneficiaries' sense of meaning and purpose rose by 39.4% (±3.9%) between their pre- and post-survey responses, climbing from an average score of 0.42 to 0.82, a statistically significant improvement in this outcome.

Table 25: Sense of meaning in life of Shared Endeavour Fund beneficiaries before and after project activities (n = 226; F[1, 225] = 699.285; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.42	0.82	39.4%	±3.9%	0.76

Self-Esteem

As with a sense of meaning, decades of research have found that self-esteem is an important protective factor in an individual's resilience to perceived threats against their group-based identities. Repeated studies have shown that individuals with low self-esteem are more likely to possess weak self-control and adopt negative coping strategies such as aggression against out-group members when faced with perceived threats.[62]

Beneficiaries' self-respect and confidence in their own worth and abilities was assessed using the Self-Esteem Subscale, a three-item measure adapted by the evaluators. Example items from the survey instrument include: 'I feel good about myself' and 'I feel liked by others'. Beneficiaries' responses across the measure were averaged and scaled to create a composite score of their self-esteem, with a score of 0.00 indicating very low self-esteem and a score of 1.00 indicating very high self-esteem. The Self-Esteem Subscale was administered by three grantees and completed by 346 beneficiaries.

The evaluation found a statistically significant improvement in beneficiaries' self-esteem. Attitudes in this area increased from an average score of 0.57 to 0.85 over the course of the projects, a difference of 28.2% (±2.1%).

Table 26: : Self-esteem of Shared Endeavour Fund beneficiaries before and after project activities (n = 346; F[1, 345] = 1234.50; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.57	0.85	28.2%	±2.1%	0.782

Sense of Belonging

Experimental research has provided extensive evidence for the causal relationship between social exclusion and radicalism. Social exclusion has been shown to (a) increase individuals' willingness to fight and die for an ideological cause; (b) promote individuals' approval of extreme (including violent) political parties and actions; and (c) increase individuals' willingness to engage in illegal and violent activities.[63]

For the Shared Endeavour Fund evaluation, the General Belongingness Scale (GBS) was employed to investigate respondents' sense of belonging in their community as well as their motivation to be accepted by others and avoid social exclusion. Example items in the survey instrument include: 'I feel accepted by others' and 'I feel a sense of belonging'. Beneficiaries' responses across the survey instrument were averaged and scaled to create a composite score for their sense of belonging. A score of 0.00 indicates a very low sense of belonging while a score of 1.00 indicates a very high sense of belonging. The GBS was adapted by the evaluators to form a three-item measure and administered by four grantees to 1,197 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their sense of belonging. Their average scores increased from 0.63 to 0.81 over the course of the projects, a difference of 18.3% (±1.4%).

Table 27: Sense of belonging of Shared Endeavour Fund beneficiaries before and after project activities (n = 1255; F [1, 1254] = 985.67; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.63	0.81	18.3%	±1.4%	.50

Perspective-Taking

The tendency to consider the viewpoints of others has been associated with empathy and a reduced likelihood of aggression.[64] Moreover, in so far as perspective taking is associated with empathy, higher self-reports of empathy are correlated with less positive attitudes toward political or ideological violence.[65]

The Perspective-Taking Scale was used to measure beneficiaries' tendency to consider the viewpoints of others. Example items from the survey instrument include: 'When I am upset at someone, I usually try to put myself in their shoes for a while' and 'Before criticising somebody, I try to imagine how I would feel if I were in their place'. Beneficiaries' responses to the survey measure were averaged and scaled to create a composite score for their tendency to consider the viewpoints of others, with a score of 0.00 indicating very low level of perspective taking and a score of 1.00 indicating a very high level of perspective taking. The Perspective-Taking Scale was adapted by the evaluators to consist of three item statements and administered by four grantees to 879 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their tendency to consider the perspectives and viewpoints of others. Their average scores increased from 0.52 to 0.81 over the course of the projects, a difference of 28.5% (±2.4%).

Table 28: Perspective taking of Shared Endeavour Fund beneficiaries before and after project activities (n = 879; F[1, 878] = 942.30; p <. 01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.52	0.81	28.5%	±2.4%	0.52

Tolerance for Others

Prior research on tolerance has demonstrated that an appreciation of difference and diversity is correlated with reductions in prejudice, discrimination and, by extension, extremism. Under this theoretical framework, tolerance is understood as possessing three basic dimensions: acceptance, respect and appreciation for difference.[66]

A five-item measure, the Tolerance of Difference Scale was used to investigate beneficiaries' attitudes towards difference and diversity. Example items from the survey instrument include: 'It is okay for people to live as they wish as long as they do not harm other people' and 'I respect other people's opinions even when I do not agree'. Beneficiaries' responses across the survey instrument were averaged and scaled to create a composite tolerance score. A score of 0.00 indicates very low tolerance of difference while a score of 1.00 indicates a very high level of tolerance. The Tolerance of Difference Scale was administered by five grantees and completed by 1,231 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their tolerance of others. Their average scores increased from 0.54 to 0.87 over the course of the projects, a difference of 33.3% (±2.0%).

Table 29: Tolerance of Shared Endeavour Fund beneficiaries before and after project activities (n = 1,231; F[1, 1230] = 1911.420; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.54	0.87	33.3%	±2.0%	0.61

TIER 2

CASE STUDY

Chelsea FC Foundation, Standing Together

Email

Website

ABOUT

Standing Together is a school- and community-based discrimination awareness and anti-hate activism project working with students and young people in out-of-school settings (aged 12–18). Beneficiaries are selected based on need and in cooperation with school safeguarding leads and local Prevent teams, using the Foundation's risk assessment framework. The project uses sport and the Chelsea FC brand to engage young people and delivers a mix of activities in schools and Chelsea's Stamford Bridge stadium. Students are introduced to the project and anti-hate activism through school assemblies before taking part in a campaign-building course, ending with a competition for the best initiative. During the project, students and other young people from the community also attend a day of workshops at Stamford Bridge to hear from extremism experts. Through these activities, the project raises awareness, promotes tolerance and self-esteem, and equips young people with the skills and confidence to challenge hate. The winning teams from the campaigning competition are also supported to present their initiatives to their peers.

BENEFICIARIES

257 secondary education students

117 young people

9 schools

6 boroughs

THEMES

Types of prejudice/discrimination: General; Racism; Anti-Muslim hate; Extreme misogyny.
Extremist ideologies: General.
Prevention topics: Understanding prejudice; Radicalisation/radicalisation reporting; Media/digital literacy; Hate crime/hate reporting; Bystander intervention; Anti-hate activism.

PROJECT ACTIVITIES

School and Community Activities:

Stadium Workshop Days – Alongside the schools-based activities, the project also runs two stadium workshop days for students and seven for young people from the local community. These events include a tour of Stamford Bridge followed by a carrousel of workshops on identity-based discrimination, media and digital literacy, incident reporting and bystander interventions delivered by experts at the Metropolitan Police, BE LADS, Kick It Out, Hope Not Hate, Maccabi GB and Shout Out UK.

School Activities:

Campaign Building Course – This course consists of an introductory assembly followed by five one-hour workshops delivered weekly to groups of 25 students from each school. During the sessions, beneficiaries learn about identity-based discrimination, media and digital literacy, incident reporting and anti-hate activism, while working in small groups to develop social action campaigns. The workshops develop students' critical thinking, creativity and self-esteem, providing them with practical tools to turn their ideas into tangible actions.

Campaign Competition Events – At the end of the project, the winning group from each school comes to Stamford Bridge to present their campaigns to an expert judging panel. These events provide students with the opportunity to showcase their campaigns and receive feedback and recognition. The winning campaigns from each school are also presented through assemblies, while the overall winners receive matchday tickets.

PROJECT RESULTS

Schools:

72%	increase in students' awareness and concern about discrimination and hate, and their effects on individuals and society
69%	increase in students' ability to critically engage with information on social media (i.e. digital literacy).
71%	increase in students' emotional resilience (i.e. capacity to cope with stress in an adaptive resilient manner)
71%	increase in students' tendency to consider the viewpoints of others
72%	increase in students' tolerance for difference and diversity
74%	increase in students' sense of community engagement and responsibility
76%	increase in students' ability and intention to challenge prejudiced and hateful views
'Very good'	quality of implementation (score of 0.88 out of 1.00) based on student ratings for the engagement, relevance and organisation of project activities

Community:

67%	increase in young people's awareness and concern about discrimination and hate, and their effects on individuals and society
64%	increase in young people's tolerance for difference and diversity
66%	increase in young people's sense of community engagement and responsibility
71%	increase in young people's ability and intention to challenge prejudiced and hateful views
'Very good'	quality of implementation (score of 0.87 out of 1.00) based on young people's ratings for the engagement, relevance and organisation of project activities

TESTIMONIAL

B was referred to Standing Together by their school out of concern for their social isolation and continued reluctance to engage with school activities or peers due to low self-esteem and difficulty communicating as a person with English as an additional language. B's engagement in Standing Together turned out even better than anticipated – they experienced noticeable improvements in their self-confidence, as well as their knowledge and understanding of hate and intolerance. Thanks to their efforts during the project, B was eventually part of the winning group in the campaigning competition, delivering an outstanding presentation and campaign on anti-Muslim hate. B also spoke in public when presenting the campaign – something they had been unwilling to do before the project.

TIER 2

CASE STUDY

London Tigers,
Safeguarding Young People at Risk by Building their Resilience to Radicalisation

Email
Website

ABOUT

London Tigers' project is a school- and community-based sports, mentoring and extremism awareness initiative working with at-risk young people (aged 12–17), particularly young men from South Asian and Muslim communities. Beneficiaries are referred to the project by local authorities, schools, the youth justice system and community groups based on identified risk factors such as school exclusion, poor behaviour, family breakdown, engagement in crime and/or violence, or support for hateful ideologies. Young people are kept engaged through weekly sports sessions supplemented by a course of workshops covering a variety of topics related to understanding and resisting hate and extremism. In addition, all beneficiaries take part in an extensive mentoring programming delivered through group and one-to-one sessions by trained youth workers. These activities serve to build the resilience of young people promoting emotional resilience, self-esteem and a stronger sense of belonging, while supporting cross-cultural integration within the local community.

BENEFICIARIES

30 young people

40 PRU students

1 PRU school

1 borough

THEMES

Types of prejudice/discrimination: Racism; Religious intolerance; Anti-Muslim hate; Antisemitism; Extreme misogyny; Anti-LGBTQ+ hate; Anti-migrant hate.
Extremist ideologies: Far-right extremism; Islamist extremism; Misogynist extremism, incl. Incels; Sectarian/separatist.
Prevention topics: Understanding extremism; Radicalisation/radicalisation reporting; Media/digital literacy.

PROJECT ACTIVITIES

Community and School Activities:

Sports Sessions – All beneficiaries have the opportunity to participate in weekly drop-in sports sessions, usually football or cricket, at London Tigers' sports complex in Southall. The sessions are designed to encourage participation in the wider project, while also building trust in facilitators and fostering a sense of belonging and connection among project participants.

Extremism Awareness Course – This course consists of weekly workshops delivered to young people at London's Tigers' community centre and students at an Ealing PRU. The community centre course contains eight sessions and is delivered to groups of up to 15 young people, while the PRU course has four sessions and is delivered to groups of 5–10 students. Both courses explore a range of topics, including introductions to various extremist ideologies, narratives and counter-narratives; the push-and-pull factors that lead to radicalisation and gang recruitment; and media and digital literacy. The course also includes practical skill-building workshops in conflict resolution and incident reporting.

Community Activities:

Group Mentoring – Each young person engaged through London Tigers' community centre receives six hours of group mentoring with up to 15 peers. The facilitated discussions are designed to build interpersonal relationships; encourage open dialogue; explore personal risk factors such as anger, anxiety, isolation and low self-esteem; and address individual and collective attitudes towards intolerance and violence.

One-to-One Mentoring – Each student receives six hours of individualised mentoring, focusing on trust building and unpacking personal issues and grievances. The mentoring is tailored to address the individual's specific circumstances; explore personal risk factors such as anger, anxiety, isolation and low self-esteem; and provide targeted support to move away from harmful attitudes and behaviours.

PROJECT RESULTS

45%	increase in beneficiaries' awareness and concern about extremist ideologies and narratives, the radicalisation process and extremism's effects on individuals and society
39%	increase in beneficiaries' ability to critically engage with information on social media (i.e. digital literacy)
38%	increase in beneficiaries' emotional resilience (i.e. capacity to cope with stress in an adaptive resilient manner)
31%	increase in beneficiaries' sense of meaning and purpose in life
26%	increase in beneficiaries' self-esteem
37%	increase in beneficiaries' tolerance for difference and diversity
'Very good'	quality of implementation (score of 0.97 out of 1.00) based on beneficiary ratings for the engagement, relevance and organisation of project activities

TESTIMONIAL

A young man, B, arrived in the UK five years ago after experiencing trauma and loss in Gaza. He struggled with language barriers, isolation and grief. As a result, B became involved in negative peer groups, engaging in disruptive behaviour, drug use and low-level crime. His anger and resentment, particularly towards Jews, were shaped by his experiences of war and loss in Israel/Palestine. B took part in the one-to-one mentoring focused on anger management, personal reflection and reintegration into school. He also attended workshop sessions focused on extremism, hate, gang and online safety to help him reflect on his views and behaviour. While some of B's attitudes remained deeply ingrained, there were early signs of positive change. He began to engage positively with peers and teachers. He showed better emotional control and started building healthier relationships. The intervention provided B with tools for self-awareness and supported him to begin to overcome trauma and develop a more positive outlook.

Priority Theme Three: Promote Prosocial Behaviours

Empower Londoners to safely and effectively challenge intolerant, hateful and extremist attitudes and behaviours.

Key Findings

- 28% increase in beneficiaries' sense of engagement with and responsibility towards their communities over the course of the projects.
- 9% improvement in beneficiaries' intention to report hate speech encountered on social media.
- 12% increase in beneficiaries' intention to report hate crimes and hate incidents witnessed offline.
- 15% improvement in beneficiaries' willingness to report suspected cases of radicalisation to schools, authorities or other support services.
- 23% increase in beneficiaries' ability and intention to challenge prejudiced and hateful views.
- 21% increase in beneficiaries' ability and intention to conduct bystander interventions.

Priority Theme Three centred on encouraging Londoners to adopt prosocial behaviours that challenge intolerance, hate and extremism in their communities. To assess progress against this theme, the evaluation measured six prosocial behaviours that beneficiaries were encouraged to enact in their daily lives. These included: active civic and community engagement; reporting hate speech online; reporting hate incidents and crimes offline; reporting suspected cases of radicalisation; challenging hateful views; and conducting bystander interventions. These outcomes were evaluated in 12 projects from the Call Five portfolio.

Community and Civic Engagement

Several Shared Endeavour Fund grantees implemented projects intended to promote civic engagement and a sense of responsibility toward one's community. These activities were designed both to increase beneficiaries' sense of belonging and serve as a bedrock for encouraging local communities to challenge hate and extremism.

The Civic Engagement Scale (CES) is a five-item measure, assessing respondents' sense of responsibility toward (and commitment to support) their community. For each item statement, respondents were asked to indicate their agreement on a six-point scale, ranging from 'strongly disagree' to 'strongly agree'. Example items from the survey instrument include: 'I am committed to help and support my community' and 'I believe that all people have a responsibility to their community'. Beneficiaries' responses to the survey instrument were averaged and scaled to create a composite score for their sense of community engagement and responsibility, with a score of 0.00 indicating a very low level of community engagement and responsibility and a score of 1.00 indicating a very high level. The CES was adapted by the evaluators for the Shared Endeavour Fund and administered by four grantees to 2,319 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their sense of community and civic engagement and responsibility. Their average scores increased from 0.57 to 0.84 over the course of the projects, a difference of 27.5% (±1.4%).

Table 30: Community and civic engagement of Shared Endeavour Fund beneficiaries before and after project activities (n = 2,319; F[1, 2318] = 2601.63; $p < .01$)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.57	0.84	27.5%	±1.4%	0.53

Reporting Hate Online and Offline

Encouraging Londoners to report hate speech, hate incidents and hate crimes that they might encounter in their daily lives was another important outcome of the Shared Endeavour Fund and its constituent projects. Under British law, hate incidents, including incidents that rise to the level of a criminal offence, are acts that are motivated by hostility or prejudice towards individuals or groups based on disability, race, religion, sexual orientation or gender identity, among other identity-based characteristics. In the UK, hate incidents fall into three categories – physical assault, verbal abuse and incitement to hatred – and can occur in on- and offline spaces.[67]

To assess beneficiaries' intention to report hate incidents, two separate four-item measures were developed by the evaluators, drawing on Ajzen's work on planned behaviours. Ajzen's Theory of Planned Behaviour states that the intention to perform a given behaviour is influenced by three factors:

a. Social norms related to the behaviour
b. One's attitudes towards performing the behaviour (i.e. in favour or against it)
c. One's sense of self-efficacy about successfully executing the behaviour.[68]

The first of these bespoke measures explored beneficiaries' intention to report hate speech on social media. Example items in the survey instrument include: 'I could recognise hate speech online if I saw it,' and 'I would want to report/flag hate speech I see on social media'. Beneficiaries' responses to the survey instrument were averaged and scaled to create a composite score of their intention to report hate speech on social media, with a score of 0.00 indicating a very low intention and a score of 1.00 indicating a very strong intention. The survey instrument was administered by one grantee and completed by 801 beneficiaries.

Beneficiaries' intention to report hate speech they encountered on social media rose by 9.2% (±1.1%) between their pre- and post-survey responses, climbing from an average score of 0.77 to 0.86. This represents a statistically significant improvement in this outcome.

Table 31: Intention of Shared Endeavour Fund beneficiaries to report hate speech encountered on social media before and after project activities (n = 801; F[1, 800] = 444.42; $p < .01$).

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.77	0.86	9.2%	±1.1%	0.36

The second measure assessed beneficiaries' intention to report hate incidents and crimes they witness offline. Example items from this survey instrument include: 'I know how to report a hate crime or hate incident if I witness one' and 'I believe that people should report hate crimes and hate incidents they witness'. This instrument was also averaged and scaled to create a composite score running from 0.00 to 1.00. The survey instrument was administered by one grantee and completed by 801 beneficiaries.

The evaluation also found a statistically significant improvement in beneficiaries' intention to report hate incidents and crimes they witness offline. Their average scores increased from 0.73 to 0.84 over the course of the projects, a difference of 11.5% (±1.2%).

Table 32: Intention to report hate crimes and hate incidents of Shared Endeavour Fund beneficiaries before and after project activities (n = 801; F[1, 800] = 625.157; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.73	0.84	11.5%	±1.2%	0.44

Reporting Radicalisation (Public)

The British government currently operates several reporting mechanisms for suspected cases of radicalisation. Encouraging the public to use these services is a major objective of the government's CONTEST and Prevent strategies. Research on reporting mechanisms has demonstrated that an individual's willingness to report radicalisation varies based on a range of factors. The most notable are a fear of repercussions to themselves or the person of concern, their degree of closeness to the person of concern and whether they perceive authorities to be fair and ethical.[69] Allaying these fears while explaining how to use reporting services is therefore an important outcome of most radicalisation-awareness projects.

For the Shared Endeavour Fund, this outcome was primarily assessed in two groups: (a) students in full time education who were encouraged to report concerns to a teacher, parent or other trusted adult; and (b) members of the public who were directed towards the police, local authorities or other support services. A third group, frontline practitioners, were also engaged by projects with a radicalisation-awareness component, the findings of which are discussed under Priority Theme Four.

The Willingness to Report Radicalisation Scale (Public) is a four-item measure, which investigates respondents' attitudes towards reporting suspected cases of radicalisation to a responsible party. Example items from the survey instrument include: 'I would speak to a [insert relevant actor(s)] if someone said they were visiting online groups or websites that support a group I believe promotes hate and extremism' and 'I would speak to a [insert relevant actor(s)] if someone was sharing materials in-person or posting on social media in support of a group that I believe promotes hate and extremism'. Beneficiaries' responses to the survey instrument were averaged and scaled to create a composite score for their willingness to report radicalisation, with a score of 0.00 indicating very low willingness and a score of 1.00 indicating very high willingness. The Willingness to Report Radicalisation Scale (Public) was adapted by the evaluators for the Shared Endeavour Fund and administered by two grantees to 2,011 beneficiaries.

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their willingness to report radicalisation. Their average scores increased from 0.67 to 0.82 over the course of the projects, a difference of 15.0% (±0.9%).

Table 33: Willingness to report radicalisation of Shared Endeavour Fund beneficiaries before and after project activities (n = 2,011; F[1, 2010] = 2052.77; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.67	0.82	15.0%	±0.9%	0.51

Challenging Hateful Views

The Challenging Hateful Views Scale is a four-item survey instrument also based on Ajzen's Theory of Planned Behaviour. It was developed by the evaluators during Call One of the Shared Endeavour Fund. This measure investigates respondents' intention (i.e. their confidence, motivation and ability) to challenge a close friend if they were to express a prejudiced or hateful view. Example items from the survey instrument include: 'If a friend said something [insert type of prejudiced or hateful view], I would know what to say or do to challenge them' and 'If a friend said something [insert type of prejudiced or hateful view], I would want to challenge them'. Beneficiaries' responses to the survey instrument were averaged and scaled to create a composite score of their intention to challenge prejudiced and hateful views, with a score of 0.00 indicating very weak intention and a score of 1.00 indicating a very strong intention. The instrument was administered by eight grantees and completed by 4,248 beneficiaries.

Beneficiaries' intention to challenge prejudiced and hateful views rose by 23.0% (±0.9%) between their pre- and post-survey responses, climbing from an average score of 0.62 to 0.85, a statistically significant improvement in this outcome.

Table 34: : Intention to challenge hateful views of Shared Endeavour Fund beneficiaries before and after project activities (n = 4,248; F[1, 4247] = 3989.73; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.62	0.85	23.0%	±0.9%	0.48

Bystander Interventions

Encouraging the public to engage in bystander interventions is a common outcome of many projects designed to address hate and extremism. Good practice in this area involves training individuals to conduct safe, victim-centric and non-escalatory interventions when encountering incidents of identity-based harassment.

Darley and Latané´s model for bystander interventions is the most well-known and accepted theory for predicting individuals' intention to intervene in emergencies and as such, it is frequently used in contexts related to addressing hate and extremism.[70] Their model conceptualises five steps (and implicit barriers) that individuals mentally process prior to intervening in emergency situations. These steps are: (a) notice the event; (b) interpret the event as an emergency; (c) assume responsibility for providing help; (d) know appropriate forms of assistance; and (e) implement a decision to intervene. Darley and Latané´s theory is particularly useful because it affords an opportunity to recognise the relative strengths and weaknesses in the chain of events that links one's awareness of an emergency to their decision of whether or not to intervene.

To assess beneficiaries' intention to engage in bystander interventions, a bespoke, 15-item survey instrument was developed by the evaluators, drawing on Darley and Latané's model. The measure was comprised of five separate three-item subscales focused on each stage of the intervention process. Beneficiaries' responses to each subscale, as well as the overall survey instrument, were averaged and scaled to create a set of composite scores running from 0.00 to 1.00. The measure was administered by two grantees and completed by 2,164 beneficiaries. Example items from the subscales include:

a. **Notice the event:** 'People in my city have been the targets of hate incidents.'

b. **Interpret as emergency:** 'When someone is the target of a hate incident, they need help.'

c. **Accept responsibility:** 'I think it is up to me to respond appropriately to hate incidents that I witness.'

d. **Know how to intervene:** 'I have the skills to respond in a way that helps someone who is experiencing a hate incident.'

e. **Intention to intervene:** 'If I saw someone experiencing a hate incident, I would try to help them.'

The evaluation revealed that beneficiaries experienced a statistically significant improvement in their intention to engage in bystander interventions. For the full survey instrument, their scores increased from an average of 0.61 to 0.81 over the course of the projects, a difference of 20.5% (±1.2%). Table 35 summarises the changes in this outcome overall and for each of the constituent subscales.

Table 35: Intention of Shared Endeavour Fund beneficiaries to conduct bystander interventions before and after project activities (n = 2,164; F[1, 2163] = 2070.12; p < .01)

Survey instrument	Pre-score	Post-score	% diff	Margin of error (99% CI)	Effect size η^2_p
Bystander intervention readiness scale	**0.61**	**0.81**	**20.5%**	**±1.2%**	**0.49**
Notice the event	0.60	0.72	11.8%	±1.1%	0.25
Interpret as emergency	0.77	0.91	14.1%	±1.3%	0.27
Accept responsibility	0.58	0.79	21.7%	±1.4%	0.44
Know how to intervene	0.51	0.80	29.5%	±1.4%	0.57
Intention to intervene	0.59	0.85	25.5%	±1.4%	0.50

Although each subscale demonstrated a statistically significant improvement, the weakest links in the five-step chain to performing bystander interventions were beneficiaries' recognition of hate incidents (i.e. notice the event) and their belief that these incidents represented an emergency requiring immediate action (i.e. interpret as emergency). These steps in the bystander intervention process rose by 11.8% (±1.1%) and 14.1% (±1.3%), while the improvements observed in the subsequent stages were about 10% higher. The smaller change observed in respondents' capacity to interpret hate incidents as an emergency was largely explained by the ceiling effect present in this subscale; as the average pre-score for this measure was 0.77, there was less room for improvement, which indicated that most beneficiaries already viewed these incidents as emergencies requiring immediate action. A ceiling effect was less apparent in the first subscale (i.e. notice the event), which would suggest that grantees working on bystander interventions should concentrate more of their programming on improving beneficiaries' ability to recognise hate incidents when they occur.

TIER 3

CASE STUDY

Future Leaders, Future Leaders, Future Leaders Programme

Email

Website

ABOUT

The Future Leaders Programme is a community-based youth leadership and anti-hate activism project working with young people (aged 16–18). The project mixes two cohorts of beneficiaries: aspiring youth activists dedicated to promoting social causes; and individuals with identified risk factors for extremism, some of whom are referred by local authorities, schools, social workers and Prevent teams. The project delivers six-month courses, covering a variety of topics, including guest sessions by various extremism experts. One stream of the project combines virtual and in-person delivery for groups of 150 students. The other stream is delivered entirely online but shares many of the same activities. In addition, beneficiaries also participate in a range of field trips to visit the UK's democratic and legal institutions. Through these activities, the project builds young people's resilience to hate and extremism while equipping them with the knowledge and skills to act as leaders in their communities. To this end, beneficiaries are also supported to launch their own anti-hate initiative promoting cohesion and tolerance in their schools.

BENEFICIARIES

600 young people (in-person)

1,004 young people (online)

16 boroughs and online

THEMES

Types of prejudice/discrimination: Racism; Religious intolerance; Anti-Muslim hate; Antisemitism; Extreme misogyny; Anti-LGBTQ+ hate; Anti-migrant hate.
Extremist ideologies: General; Far-right extremism; Islamist extremism; Misogynist extremism, incl. Incels; Mixed, unstable or unclear extremism.
Prevention topics: Understanding prejudice; Understanding extremism; Radicalisation/ radicalisation reporting; Counter-narratives; Media/ digital literacy; Hate crime/hate reporting; Bystander intervention; Anti-hate activism.

PROJECT ACTIVITIES

In-Person Programme:

Leadership and Activism Course – This course consists of 20 weekly workshops delivered to groups of 150 beneficiaries, alternating between in-person and online delivery. The sessions explore a wide range of topics, including in-depth introductions to various extremist ideologies, narratives and counter-narratives; media and digital literacy; civic education; and presentations from former extremists, survivors and extremism experts. The course also includes practical skill-building workshops in conflict resolution, bystander intervention, incident reporting and public speaking.

Field Trips – Alongside the workshops, beneficiaries participate in at least one field trip, providing real-world exposure to the UK's democratic institutions and legal systems. Visits include Parliament, 10 Downing Street, Crown Courts and meetings with MPs, judges and civil servants, all focused on first-hand learning about democracy, civil liberties, the rule of law and the value of active citizenship.

Peer Mentoring – In addition to the core programme, 315 beneficiaries applied to receive a peer mentor who had taken part in the project in previous years. Through one-to-one catch ups, mentors worked with beneficiaries to provide support, advice and guidance

Online Programme:

Leadership and Activism Course – This course consists of 20 online workshops consisting of video lectures, virtual discussion groups and other interactive activities. The sessions explore the same topics as the in-person course and are completed weekly.

PROJECT RESULTS

In-Person Programme:

28%	increase in beneficiaries' awareness and concern about extremist ideologies and narratives, the radicalisation process and extremism's effects on individuals and society
25%	increase in beneficiaries' ability to critically engage with information on social media (i.e. digital literacy)
19%	increase in beneficiaries' sense of belonging in their communities
16%	increase in beneficiaries' tolerance for difference and diversity
26%	increase in beneficiaries' sense of community engagement and responsibility
29%	increase in beneficiaries' ability and intention to challenge prejudiced and hateful views
27%	increase in beneficiaries' ability and intention to conduct bystander interventions
'Very good'	quality of implementation (score of 0.80 out of 1.00) based on beneficiary ratings for the engagement, relevance and organisation of project activities

Online Programme:

26%	increase in beneficiaries' awareness and concern about extremist ideologies and narratives, the radicalisation process and extremism's effects on individuals and society
22%	increase in beneficiaries' ability to critically engage with information on social media (i.e. digital literacy)
21%	increase in beneficiaries' sense of community engagement and responsibility
25%	increase in beneficiaries' ability and intention to challenge prejudiced and hateful views
22%	increase in beneficiaries' ability and intention to conduct bystander interventions
'Good'	quality of implementation (score of 0.75 out of 1.00) based on beneficiary ratings for the engagement, relevance and organisation of project activities

TESTIMONIAL

One beneficiary, B, was referred to the project through Channel after being identified as engaging with extremist content online and showing signs of increasing social withdrawal. B struggled to form friendships and often sought connection in online spaces, many of which promoted extremist narratives as a substitute for real-world interaction. Through the Future Leaders Programme, B took part in workshops, was paired with a peer mentor, attended enrichment visits and gradually began engaging more confidently with others in the group. By the end of the project, B had formed positive relationships with some of their peers and was no longer relying on harmful online communities for all their social interaction. They described feeling 'part of something' for the first time and shared that Future Leaders had given them a new way to think about and trust people.

TIER 2

CASE STUDY

Protection Approaches, London's Active Upstanders

Email
Website

ABOUT

A joint initiative by Protection Approaches and the British East and Southeast Asian Network, London's Active Upstanders is a workplace- and schools-based bystander intervention project targeting adults and secondary education students (aged 13–16). The project employs a mixture of in-person and online workshops. These workshops present beneficiaries with a series of real-life scenarios of on- and offline hate incidents for them to discuss and model effective bystander responses. Through these activities, the project works to increase Londoners' ability and intention to conduct safe, effective and victim-centric bystander interventions when they encounter intolerance and hate.

THEMES

Types of prejudice/discrimination: General.
Extremist ideologies: General.
Prevention topics: Hate crime/hate reporting; Bystander intervention.

BENEFICIARIES

528 adults

510 secondary and further education students

26 organisations and companies

3 schools

15 boroughs and online

PROJECT ACTIVITIES

Bystander Intervention Workshops – These highly interactive three-hour workshops use real-life scenarios of on- and offline hate incidents to model effective intervention strategies with small groups of 15–25 beneficiaries. The workshops explore the importance of individual responsibility; the principles of effective intervention (safety first, de-escalation and victim-centred approaches); and how to report hate incidents. Beneficiaries also learn techniques for challenging intolerant and hateful views among their peers, such as constructive questioning, building empathy and alternative messaging.

Bystander Intervention Handbook – This short handbook given to all workshop participants provides guidance on the law surrounding hate incidents/crimes as well as how to safely and effectively respond when witnessing potentially harmful situations such as harassment, violence or discrimination.

TESTIMONIAL

'At a recent social event with friends, one person in the group started making jokes about gay and trans people. I noticed others looked uncomfortable, but most laughed along. Before the training, I probably would've called them out directly or stayed silent. Instead, I remembered what we learned in the workshop and took a different approach. I asked the person questions trying to understand where these comments were coming from. We had a proper conversation, and I explained why those kinds of jokes aren't funny and how they can really hurt people. I also shared how things like that can make others feel unsafe or unwelcome. They actually listened and said they hadn't realised the impact their words could have. They apologised. It felt like a real moment of change, not just for them, but for me too. The training gave me the tools to challenge prejudice in a way that opens up dialogue, not defensiveness.' – Beneficiary

PROJECT RESULTS

Adults:

11%	increase in adults' perception that they have a responsibility to intervene in hate incidents
23%	increase in adults' knowledge of how to safely and effectively intervene in hate incidents
16%	increase in adults' intention to intervene in hate incidents
'Very good'	quality of implementation (score of 0.92out of 1.00) based on adult ratings for the engagement, relevance and organisation of project activities

Students:

9%	increase in students' perception that they have a responsibility to intervene in hate incidents
11%	increase in students' knowledge of how to safely and effectively intervene in hate incidents
9%	increase in student's intention to intervene in hate incidents
'Very good'	quality of implementation (score of 0.66 out of 1.00) based on student ratings for the engagement, relevance and organisation of project activities

Priority Theme Four: Strengthen Prevention Capabilities

Support frontline practitioners in education, social services, civil society and communities to prevent and counter intolerance, hate, extremism and radicalisation in local schools and communities.

Key Findings

- 26% increase in beneficiaries' capacity and intention to deliver prevention activities in their local schools and communities over the course of the projects.
- 11% improvement in beneficiaries' willingness to report radicalisation concerns as part of their statutory safeguarding duties.

Priority Theme Four centred on training, equipping, motivating and otherwise supporting frontline practitioners to carry out activities that challenge and prevent intolerance, hate, extremism and radicalisation. Organisations that contributed to this theme often adopted a train-the-trainer model for their projects, focused on supporting teachers, community leaders and other frontline practitioners to work with a third group of ultimate beneficiaries. These additional beneficiary cohorts were also assessed as part of the evaluation, and their results are included in the findings for the other priority themes. The remaining projects that contributed to this theme did so only as a supplement to their primary activities working directly with young people. Two outcomes were assessed under this theme: prevention capacity development and willingness to report radicalisation concerns. They were evaluated in five projects from the Call Five portfolio.

Prevention Capacity Development

As the primary aim of projects contributing to this theme was to support frontline practitioners to carry out prevention activities, the evaluation focused on assessing their capability and likelihood of implementing any practices they were taught. The approach is again based on Ajzen's Theory of Planned Behaviour that states a given activity is more likely to be performed if (a) beneficiaries believe that such actions are relatively normal; (b) they feel they have the capacity to execute the actions successfully; and (c) they report positive attitudes towards performing the activity. Beneficiaries' capacity to deliver prevention activities was therefore divided into two areas: (1) knowledge and self-efficacy, and (2) norms and intent.

Most of the projects funded in this area worked with teachers either through train-the-trainer programming or as a supplement to other schools-based delivery. The specific capacities that these projects sought to build varied but typically included: knowledge of extremist ideologies and narratives; leading classroom-based discussions on intolerance, hate and extremism; recognising and reporting warning signs; and mentoring approaches for vulnerable individuals.

To evaluate beneficiaries' capacity to carry out prevention activities, a seven-item survey instrument was employed by the evaluators, heavily adapted from the Northwestern Nevada Regional Professional Development Program. This measure is comprised of two subscales containing four and three items. For each item statement in the subscales, respondents were asked to indicate their agreement on a six-point rating scale, ranging from 'strongly disagree' to 'strongly agree'. Beneficiaries' responses to each subscale and the overall Capacity-Building Assessment Scale were averaged and scaled to create a set of composite scores running from 0.00 to 1.00. The capacity-building assessment was administered by four grantees and completed by 321 beneficiaries. Example items from the subscales include:

a. **Knowledge and self-efficacy:** 'I know how to use [insert proposed response] to support my work.'
b. **Norms and intent:** 'I intend to use [insert proposed response] in my work during and after the project.'

Beneficiaries' capacity to engage in prevention activities rose by 25.7% (±2.4%) between their pre- and post-survey responses, climbing from an average score of 0.61 to 0.87, a statistically significant improvement in this outcome. The table below summarises the changes in this outcome overall and for each of the constituent subscales.

Table 36: Capacity of Shared Endeavour Fund beneficiaries to deliver prevention initiatives before and after project activities (n = 321; F[1, 320] = 800.23; p < .01)

Survey instrument	Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
Capacity-Building Assessment Scale	**0.61**	**0.87**	**25.7%**	**±2.4%**	**0.71**
Knowledge and self-efficacy	0.52	0.85	32.8%	±3.0%	0.71
Norms and intent	0.71	0.90	18.6%	±2.3%	0.58

Reporting Radicalisation (Frontline Practitioners)

In the UK, frontline professionals that work with children and vulnerable individuals (e.g. teachers, youth workers and social care staff) have a statutory duty to safeguard those at risk of radicalisation. These responsibilities are primarily governed by the UK's Prevent strategy and are enshrined in the Counter-Terrorism and Security Act 2015, which places a duty on specified authorities to 'have due regard to the need to prevent people from being drawn into terrorism'.[71] This duty is reinforced by other statutory guidance and requires frontline practitioners to make referrals to safeguarding leads or the government's multi-agency Channel programme when concerns are identified.[72] Considering the critical safeguarding role that teachers, youth workers and social care staff play, strengthening their ability to effectively identify and report radicalisation concerns was therefore a secondary objective for many Shared Endeavour Fund grantees working with frontline practitioners.

Given the conceptual overlap between this topic and radicalisation-awareness projects focused on the public, a modified version of the Willingness to Report Radicalisation Scale was also used to assess outcomes in this area. Example items from the survey instrument include: 'I would report a concern to [insert relevant actors] if an individual disclosed that they had joined a group that I think promotes hate and extremism' and 'I would report a concern to [insert relevant actors] if I became aware that an individual was reading books or other materials that I believe promote hate and extremism'. Beneficiaries' responses to the survey instrument were averaged and scaled to create a composite score for their willingness to report radicalisation concerns, with a score of 0.00 indicating very low willingness and a score of 1.00 indicating very high willingness. The Willingness to Report Radicalisation Scale (Practitioners) was adapted by the evaluators to consist of four items and administered by three grantees to 399 beneficiaries.

The evaluation revealed that frontline practitioners experienced a statistically significant improvement in their willingness to report radicalisation concerns as part of their statutory safeguarding duties. Their average scores increased from 0.80 to 0.91 over the course of the projects, a difference of 11.2% (±1.9%).

Table 37: Willingness to report radicalisation of Shared Endeavour Fund beneficiaries before and after project activities (n = 399; F[1, 398] = 231.68; p < .01)

Pre-score	Post-score	Percentage difference	Margin of error (99% CI)	Effect size η^2_p
0.80	0.91	11.2%	±1.9%	0.37

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

CASE STUDY

Manorfield Charitable Foundation, BREE: Building Resilience to Extremism Through Enquiry

Email
Website

ABOUT

BREE is a schools-based train-the-trainer and extremism awareness project working with primary and secondary school teachers and their students (aged 10–15). It is based on the Philosophy for Children (P4C) methodology, an approach that promotes learning through dialogue and philosophical enquiry. The project delivers a multi-session training course combined with one-to-one coaching support designed to empower teachers with the confidence and skills to facilitate discussions on extremism and terrorism in their classrooms. In addition, participating teachers deliver a course of discussion-focused lessons on extremism to their students, which foster understanding and critical thinking while preparing students to challenge hate and intolerance in their communities.

THEMES

Types of prejudice/discrimination: Racism; Religious intolerance; Anti-Muslim hate; Extreme misogyny.
Extremist ideologies: General; Far-right extremism; Islamist extremism; Misogynist extremism, incl. Incels.
Prevention topics: Understanding prejudice; Understanding extremism; Radicalisation/ radicalisation reporting; Counter-narratives; Upskilling practitioners.

BENEFICIARIES

30 teachers
873 primary education students
160 secondary education students
17 schools
5 boroughs

PROJECT ACTIVITIES

Teachers:

Teacher Training Course – Teachers receive a comprehensive two-day training course in which they learn to implement the P4C approach and the BREE resources. This is followed by three one-hour development sessions where the teachers come together online to share their experiences delivering the BREE curriculum and further improve their knowledge and skills.

P4C Teacher Toolkit – Teachers gain access to the full BREE teaching and learning toolkit, including lesson plans, slide presentations and all the materials needed to carry out the lessons in the classroom. All materials are delivered in editable format and updated during the project to align with current events.

Coaching Sessions – Over the course of the project, teachers at each school receive one personalised coaching session. These sessions focus on refining their teaching strategies, addressing specific classroom challenges and ensuring the effective implementation of the BREE curriculum.

Students:

Teacher-Led Lessons – Teachers lead a series of discussion-focused lessons with their classes exploring individual and shared identities; understanding extremism, terrorism and the radicalisation process through historical case studies; and how to respond effectively to hate incidents and intolerant views. Teachers deliver the BREE curriculum to their students over the course of five to six 45-minute lessons.

PROJECT RESULTS

Teachers:

25% increase in teachers' capacity and intention to deliver discussion-focused lessons on extremism, terrorism and radicalisation

'Good' quality of implementation (score of 0.79 out of 1.00) based on teacher ratings for the engagement, relevance and organisation of project activities

Students:

20% increase in students' awareness and concern about extremist ideologies and narratives, the radicalisation process and extremism's effects on individuals and society

TESTIMONIAL

'The project provided us with expert resources to explicitly teach issues around terrorism in a sensitive manner. This provided staff with the reassurance that the materials they were delivering had been researched and trialled beforehand, and alongside the training, would build staff confidence.' – School leadership

'We were attracted by the fact that BREE is not a one-off workshop but a carefully designed teaching course that we can embed into our curriculum. The project helped us further develop our key teaching and learning principles and update our knowledge of P4C.' – School leadership

'We were well supported by the project facilitators and worked collaboratively with them to adapt lessons to ensure the materials would fit in with the context of our school and become a permanent part of our PSHE curriculum. We have recommitted to the project for new teachers.' – School leadership

Resilience in Unity, *Project Unity*

3. Evaluation Conclusions and Recommendations

3.1 Conclusions

Project Implementation

The evaluation found that the Shared Endeavour Fund was successful in supporting CSOs to implement high-quality, targeted and well-structured interventions across London. Most projects were delivered as planned, engaged relevant audiences and produced data robust enough to support meaningful evaluation. While some grantees require additional support to better evidence their approaches or improve reporting practices, overall implementation standards were strong.

The methodology adopted for assessing project implementation was significantly expanded in Call Five, which prevents a direct comparison between it and the previous funding rounds. However, these findings do appear to conform with the steady improvements observed in earlier funding calls, particularly regarding project reach, beneficiary selection and the number of survey responses collected each year.

Domain One: Project Design and Implementation

Projects in the Call Five portfolio performed 'moderately' well in this domain, securing an average score of 2.43 out of 3.00. The strongest factor observed was implementation quality, where 74% of grantees received a 'strong' rating. Beneficiary surveys provided consistent insights into how engaging, relevant and well-organised projects were perceived to be by their participants. For alignment with planned activities: 58% of grantees received a 'strong' rating and 37% 'moderate', indicating good implementation fidelity and accountability. Adherence to evidence-based practice was weaker. While most projects provided some explanation of their prevention model, only 11% demonstrated a 'strong' reliance on evidence-based practices. Instead, most grantees relied on prior experience rather than empirical research, reflecting the grassroots nature of these organisations and a need for stronger support in applying established prevention models and good practices in the future. Ultimately, most Call Five projects were implemented effectively and with a high degree of fidelity to their original delivery plans, though strengthening the evidence base for their design and content would improve overall impact.

Domain Two: Data Collection and Reporting

Grantees performed consistently well in this domain, collectively reaching over 43,000 Londoners and achieving an average score of 2.78 out of 3.00, or a rating of 'strong' in the evaluation rubric. Most projects fully met or surpassed their reach targets (79%) and engaged beneficiaries who closely matched the profiles outlined in their proposals (79%), indicating effective recruitment and delivery at scale. The rationale for beneficiary selection was also well-articulated across the portfolio. Nearly four out of five projects (79%) provided robust justifications grounded in relevant data, research and/or risk assessments. As with previous years, projects that received 'moderate' ratings for their recruitment procedures typically did so because they lacked specificity or relied on

broad demographic assumptions without sufficient evidence. Overall, the findings in this domain suggest that grantees not only achieved impressive reach but did so with a high degree of strategic intent, ensuring that interventions were directed towards audiences that were either at risk or in need of the activities supported by the Shared Endeavour Fund.

Domain Three: Data Collection and Reporting

The Call Five portfolio performed 'moderately' well in data collection and reporting, receiving an average domain score of 2.42 out of 3.00. Performance was strongest in reporting timeliness, with 68% of projects submitting their documentation on time and most of the remainder delayed by only one or two weeks. In terms of reporting quality, over half of grantees (53%) submitted clear, coherent, results-based reports that thoughtfully reflected on what had worked, any limitations and areas for improvement. Conversely, those rated 'moderate' (37%) or 'weak' (11%) lacked sufficient clarity or evidence, relying instead on vague activity descriptions, unsubstantiated claims or limited engagement with outcome data. Finally, adherence to data collection protocols was more mixed. While many grantees followed the protocols exactly and met response targets (47%), issues were identified in about half of the portfolio – typically minor shortfalls in sampling for smaller secondary beneficiary groups. In total, over 10,383 valid survey responses were collected, with an average margin of error of ±4.8%, more than sufficient to ensure the validity and reliability of any findings. Ultimately, while some challenges were evident in how projects measured and reported their outcomes, the data collected across the portfolio was sufficiently complete and robust to support a credible and informative evaluation of the Fund.

Project Effectiveness

The evaluation demonstrated that the Shared Endeavour Fund was effective in enabling CSOs to deliver measurable, positive outcomes across London. Beneficiaries reported statistically significant improvements in their knowledge, attitudes and behaviours. This included greater awareness of intolerance, hate and extremism; strengthened psychosocial resilience; increased prosocial actions; and improved frontline prevention capabilities. Importantly, all of the outcomes assessed showed positive change over the course of project delivery, with no evidence of negative or unintended effects.

Priority Theme One: Raise Awareness

Over the course of the projects, Londoners substantially improved their ability to recognise, critically engage with and resist intolerant, hateful and extremist ideologies and messages. On average, the outcomes assessed under Priority Theme One improved by 22% during Call Five.[xvii] t by the projects by 22% among young people (aged 12+) and adults, and 27% among children (aged 8–11), non-fluent English speakers and those with learning difficulties. Participating Londoners also increased their intention to critically engage with information on social media (i.e. digital literacy) by 28%. Finally, beneficiaries reported a 15% increase in their awareness of and vigilance against attempts to influence them, alongside a 18% difference in support for the counter-messages promoted by Shared Endeavour Fund projects over the extremist messages they addressed.

xvii Average percentage change for the outcomes assessed under each priority theme weighted by the total number of responses per survey instrument.

Priority Theme Two: Build Psychosocial Resilience

Individuals and groups identified as potentially vulnerable to radicalisation and extremist recruitment successfully developed a range of psychosocial protective factors. Overall, the psychosocial resilience outcomes evaluated under Priority Theme Two increased by 30% between the pre- and post-surveys. Targeted beneficiaries increased their emotional resilience (i.e. capacity to cope with stress in an adaptive, resilient manner) by 49%; their sense of meaning and purpose in life by 39%; their self-esteem by 28%; their sense of belonging by 18%; their tendency to consider the perspectives of others by 29%; and their tolerance for difference and diversity by 33%.

Priority Theme Three: Promote Prosocial Behaviours

The evaluation found that Londoners were far more likely to adopt prosocial behaviours that safely and effectively challenge intolerant, hateful and extremist attitudes and behaviours by the end of Call Five. On average, the outcomes assessed under Priority Theme Three improved by 21% over the course of the projects. Beneficiaries increased their ability and intention to report hate speech on social media by 9%; report hate crimes and hate incidents by 12%; flag radicalisation concerns by 15%; challenge prejudiced and hateful views by 23%; and conduct bystander interventions by 21%. Beneficiaries also increased their sense of community and civic engagement and responsibility by 28%.

Priority Theme Four: Strengthen Prevention Capabilities

Finally, Shared Endeavour Fund projects successfully trained, equipped or otherwise supported frontline practitioners in education, social services, civil society and communities to carry out prevention activities that challenge intolerance, hate, extremism and radicalisation. Overall, the outcomes evaluated under Priority Theme Four increased by 18% between the pre- and post-surveys. Targeted beneficiaries increased their capacity and commitment to deliver prevention activities in local schools and communities by 26% and report radicalisation concerns as part of their statutory safeguarding duties by 11%. The ultimate results of practitioners' activities were also positive and are included in the aggregated findings for the other priority themes.

Absence of Negative or Unintended Outcomes

The findings from the evaluation demonstrate that not only did grantees robustly advance the aims of the Shared Endeavour Fund, but also that the scheme conformed with the principles of a 'do no harm' approach for addressing intolerance, hate and extremism. All of the outcomes investigated by the evaluation showed positive growth, with no unintended or negative consequences identified in the knowledge, attitudes and behaviours assessed by the beneficiary surveys.[73]

Reliability of the Common Measures

Of the 19 survey instruments used in the evaluation, 16 demonstrated sufficient internal reliability, meaning that the items within these instruments consistently measured the respective outcomes of the Fund (e.g. awareness, tolerance or intention to report hate speech). Even for the three unreliable instruments (as measured by Cronbach's alpha), the individual items within these scales still exhibited significant positive changes over time ($p < .01$). For example, even though the Self-Esteem Scale did not show strong internal reliability as a whole, each of its three individual items (i.e. 'I feel good about myself', 'I feel liked by others' and 'I feel satisfied with who I am')

showed measurable improvements over time. This suggests that, despite the lack of strong internal correlation among the items in these instruments, each item effectively captured statistically significant improvements in the expected direction, both individually and in the aggregate. As a result, even with some consistency concerns at the instrument level, the items themselves proved to be sensitive and responsive to the targeted outcomes.

3.2 Recommendations

The following list of recommendations has been formulated from the findings of the evaluation. These recommendations are primarily intended for MOPAC though they may also be of value to other grant programmes focused on addressing intolerance, hate and extremism. Due to the overlapping timelines between funding calls, these recommendations are intended to be relevant for at least the next two rounds of the Fund (i.e. Calls Six and Seven).

Fund Design

1. Facilitate knowledge exchanges and partnerships among grantees to maximise the use of their diverse expertise.

The Call Five portfolio spans organisations with varied strengths – some excel in project management, others have excellent access to schools and local communities or deep subject-matter knowledge – but few have all of these attributes. MOPAC should therefore actively enable knowledge exchanges and collaboration between grantees so that they can learn from each other and co-deliver where appropriate. For example, the launch event at the start of each funding round could place greater attention on facilitating information sharing between grantees, perhaps by introducing a working group scheme. These working groups could focus on various project implementation and prevention skills, such as presentation delivery and design, beneficiary recruitment and knowledge of evidence-based prevention models. MOPAC could also hold a small reserve fund to support joint initiatives between grantees where a partnership would enhance outcomes in line with the Fund's priorities. This approach would help fill programming gaps and ensure that specialised skills (e.g. in delivering certain content or reaching specific groups) are shared across the portfolio.

2. Invest in cross-cutting capacity-building initiatives to strengthen grantees' knowledge and use of evidence-based practices.

Linked with Recommendation 1, the evaluation noted that while Shared Endeavour Fund grantees are effective at reaching local communities, many lack formal expertise in areas like online trends, extremist ideologies and proven prevention models. Currently, the Fund does not offer grants aimed at building the capacity of the civil society sector itself. Creating a limited funding stream for projects that provide training, resources and up-to-date research to Shared Endeavour Fund grantees (and potentially other CSOs) would fill this gap and supplement the proposed peer-to-peer knowledge exchanges. Such capacity-building support would further professionalise practitioners' efforts and magnify the impact of funded projects, empowering London's civil society to play a greater role in countering hate and extremism.

3. Incorporate commissioned project briefs into the Fund to guide applicants toward priority prevention needs.

To fill persistent gaps in the portfolio and respond to emerging risks, the Shared Endeavour Fund should introduce the option to commission specific types of projects through its existing funding processes. This would involve publishing a small number of flexible briefs via the Fund website and prospectus, highlighting priority prevention themes, delivery settings or target audiences. For example, MOPAC may wish to encourage projects that engage university students, reach adult audiences, improve media and digital literacy or deliver online awareness campaigns. While funding would remain open and competitive, proposals responding to these briefs would be viewed favourably during the application review process, provided they meet core standards for quality, cost effectiveness and impact. This approach would allow the Fund to steer applicants toward under-served areas without restricting innovation or requiring a separate funding track.

4. Introduce a funding stream for piloting experimental and untested projects, with adjusted expectations and a focus on learning.

To foster innovation in addressing intolerance, hate and extremism, MOPAC should consider establishing a dedicated track for early-stage project ideas and organisations without prior P/CVE experience. This track could offer small-scale grants for limited pilot projects designed to test novel approaches and assess their viability for further expansion. Pilots would be evaluated separately from the main portfolio, with reduced expectations and a stronger emphasis on learning and development. It would also open the Fund to organisations with transferable experience, such as those working in violence reduction, that are well-placed to adapt their methods to addressing hate and extremism but may lack a track record in this space. By allowing space for experimentation, this funding track would lower the barrier to entry for new actors while helping fund managers identify promising ideas and delivery partners for future investment. It would also help contain the risk and cost of projects that do not meet expectations, without discouraging creative or exploratory approaches that could, over time, add meaningful value to the Fund.

Fund Management

5. Streamline and refine the Fund's application and reporting forms to ensure they remain user-friendly while still capturing high-quality information.

Given the Fund's emphasis on supporting small grassroots organisations, the application and reporting requirements should be as simple as possible without sacrificing necessary detail. MOPAC, Groundwork London and the evaluators should therefore continue to refine these forms as they have in previous years. Some suggestions for updating the Fund's application and reporting forms include introducing more pre-set tables for structuring activities, outputs and budgets; updating and simplifying language used in the priority themes; removing any duplicative questions in the forms; and providing applicants with more guidance on reporting requirements in the Fund prospectus.

6. Revise application questions and scoring criteria to emphasise evidence-based programme design.

In Call Five, only 11% of projects explicitly referenced existing prevention models and evidence-based practices in their applications, highlighting a consistent weakness across the portfolio. To improve project design and impact, the application form should be updated to focus more explicitly on the evidence behind proposed prevention models by encouraging applicants to cite relevant research, tested methodologies and/or prior evaluation findings. In parallel, alignment with evidence-based practice should become a formal criterion in the application-scoring rubric. These steps would reinforce the importance of grounding project design in proven approaches and support grant-making decisions.

7. Introduce a shortlisting stage into the Fund's application review process and strengthen assessment criteria to manage the rising volume of applications.

Since 2021, the number of applications received by the Shared Endeavour Fund has nearly doubled (45 applications in Call Two, 82 in Call Five); this places increasing pressure on the review process and limits the time available to assess each submission comprehensively. To maintain the quality and rigour of project selection, MOPAC should introduce a formal shortlisting stage ahead of the full review panel. This would allow the application review team to filter out weaker or non-compliant proposals based on clearer minimum criteria, such as relevance to Fund priorities, quality of design and strength of project rationale, before the full panel convenes. Refining and communicating these baseline standards would also help applicants better tailor their submissions while ensuring that panel discussions focus on the most promising and eligible projects.

8. Leverage MOPAC's existing communication channels to showcase outstanding projects from the Fund and their impact on Londoners.

MOPAC should publicly promote high-performing projects from the Call Five portfolio via social media, newsletters and events. Highlighting success stories will raise awareness of effective prevention approaches and inspire new organisations to develop projects in this field. It will also boost the profile of exemplary grantees, helping them attract additional support and funding. Possible steps include sharing the project case studies from the evaluation through official channels, inviting grantees to present at relevant events and connecting them with other potential funders.

9. Rebalance funding priorities to support more high-intensity programming, particularly resilience-building interventions, even at the cost of overall reach.

The Shared Endeavour Fund consistently delivers exceptional reach, engaging, on average, 2.3 times more beneficiaries per pound than comparable government-led grant programmes. While this high cost-efficiency ensures broad public benefit, the evaluation shows that deeper, more transformative impact often comes from high-intensity projects (i.e. those with greater contact hours). These initiatives typically deliver multi-session training courses or consistent mentoring, which require more time and resources per participant but are crucial for addressing root causes of hate and extremism. In Call Five, just 5 of the 19 projects delivered high-intensity programming, while 12 implemented high-reach, low-intensity intervention models, reflecting an ongoing imbalance in the portfolio. Given the Fund's strong track record in scale, MOPAC can afford to

moderate its emphasis on reach and instead prioritise depth of engagement. This means placing greater strategic value on proposals that may serve fewer people but offer intensive support at the individual level. Rebalancing the portfolio in this way would help the Fund target its impact more effectively and invest in the long-term resilience of London's most at-risk individuals.

10. Encourage applicants to submit multiple project proposals when they have more than one idea that fits the Fund's priorities.

While the overall number of applications has increased, most Shared Endeavour Fund grants have historically been awarded to new iterations of existing initiatives (over 80%). This reflects the limited pool of organisations in London that consider their work relevant to P/CVE. MOPAC introduced the option for multiple applications per organisation in Call Four, but thus far few have taken advantage of it. In both of the last two funding calls, only four organisations submitted multiple applications, of which only one was funded. By more actively advertising this option in Fund materials and launch events, MOPACs could attract a greater variety of discrete, coherent project proposals. This would enable new, self-contained initiatives to emerge without forcing grantees to abandon or overextend successful ongoing projects, thereby broadening the Fund's reach into London's communities.

Fund Evaluation

11. Review and refine the data collection tools for the evaluation to ensure that they remain accessible and relevant for grantees and beneficiaries.

To assess the effectiveness of Shared Endeavour Fund projects, the evaluation relies on a suite of 20 peer-reviewed or otherwise validated survey instruments. Some of these could be streamlined or otherwise tailored to better serve grantees and beneficiaries. As they have in previous years, evaluators should review the performance and measurement reliability of each instrument and remove or reword any survey items that are not essential. Shorter, clearer surveys would reduce the burden on beneficiaries and give grantees more time to focus on project delivery.

12. Pilot a new message inoculation instrument to evaluate projects with a significant counter-narrative dimension.

While the current survey instrument for measuring message inoculation has produced valid and reliable results, the evaluation would benefit from a new tool with improved clarity, flexibility and theoretical alignment to both inoculation theory and prebunking. The instrument should use simpler language for better comprehension, especially among younger beneficiaries, and offer greater customisation to support projects that refute multiple extremist narratives. Additionally, a new subscale could be introduced to assess beneficiaries' understanding of common persuasion techniques (i.e. technique-based inoculation), such as false dichotomies, scapegoating or emotional manipulation, practices which underpin most extremist messaging. Together, these elements would enhance the evaluation's ability to capture nuanced changes in cognitive resistance, providing a more accurate, holistic picture of how well projects are equipping participants to recognise and reject harmful ideologies.

13. Strengthen the evaluation's role in supporting grantee learning and continuous project improvement.

While the Shared Endeavour Fund evaluations play an important role in supporting learning at the Fund level, they also present valuable opportunities to support learning among grantees. To make grantee learning a more explicit objective, MOPAC should consider integrating structured feedback and reflection processes into the evaluation design. This could include formalising the project observation process (an activity already conducted by MOPAC, Groundwork London and the evaluators) and incorporating high-level, anonymised insights from it into the evaluation report. Including dedicated recommendations for grantees, as well as thematic summaries of lessons learned, would further enhance the evaluation's value as a learning tool. Additionally, gathering direct input from grantees on what worked and what did not could also support this process and generate sector-wide insights. By embedding these elements, the evaluation would not only inform fund-level decision making but also further build grantees' capacities and raise the overall standard of CSO-led prevention work in London.

14. Pilot a longitudinal follow-up mechanism to explore the sustainability of project outcomes.

For the Shared Endeavour Fund evaluation, all outcome assessments occur immediately post-delivery, leaving unanswered questions about the durability of impacts over time. While a full-scale longitudinal research design may not be feasible for the Fund, MOPAC could consider piloting lightweight, follow-up surveys with a subset of projects to explore their longer-term effects. This might be most beneficial for the Fund's higher intensity projects that engage beneficiaries over a longer period and are expected to have a greater effect on participants' knowledge, attitudes and behaviours. Adding this dimension to the Fund's evaluation procedures would enhance MOPAC's understanding of what types of intervention generate the most sustained change and thus inform future strategic investment and grant-making decisions.

15. Commission a meta-evaluation to assess the cumulative impact of the Fund and identify consistently effective delivery and prevention models.

To strengthen the Shared Endeavour Fund's strategic learning and long-term value, MOPAC should consider commissioning a meta-evaluation that synthesises data across multiple funding rounds. This would serve two purposes: first, to identify which delivery and prevention models have consistently achieved the strongest outcomes; and second, to assess the broader cumulative impact of the Fund since 2020. While each round is evaluated at the portfolio level, a longitudinal meta-analysis would help surface patterns of effectiveness, guide future funding priorities and provide deeper insights into how the Fund has contributed to addressing intolerance, hate and extremism in London.

In what ways might you come into contact with extreme narratives?
What about those we protect?
LET'S TALK!

Annex A: Shared Endeavour Fund Projects

Raise Awareness
Promote Prosocial Behaviours
Tier One
Build Psychosocial Resilience
Strengthen Prevention Capabilities
Tier Two
Tier Three

The Anne Frank Trust UK, *Anti-Prejudice Workshops Against Antisemitism & Islamophobia*

Arc Theatre, *Unlimited*

Chelsea FC Foundation, *Standing Together*

ConnectFutures, *Fake News: Challenging Hateful Ideas & Misinformation to Build Healthy Relationships*

EqualiTeach, *Creating Critical Thinkers: Rejecting Racism and Far Right Narratives*

Exit Hate UK, *CARE Champions*

Future Leaders, *Future Leaders Programme*

Groundswell Project, *Communities Countering Hate*

Groundswell Project, *Communities Countering Misogynistic Extremism*

Integrity UK, *Beyond Dialogue*

London Tigers, *Safeguarding Young People at Risk by Building their Resilience to Radicalisation*

Maccabi GB, *Stand Up! Education Against Discrimination*

Manorfield Charitable Foundation, *BREE: Building Resilience to Extremism Through Enquiry*

Naz Legacy Foundation, *Tackling Extremism through Theology*

Protection Approaches, *London's Active Upstanders*

Resilience in Unity, Project Unity

Salaam Peace, *Positive Routes 2024–2025*

Shout Out UK, *Click. Think. Act.*

Solutions Not Sides, *Youth Education Programme*

Arc Theatre

Unlimited

Unlimited is a schools-based theatre and discrimination awareness project that engages assemblies of primary education students (aged 9–11) and their teachers. The project delivers a live, interactive theatre piece alongside workshops exploring prejudice, misinformation and perspective taking through the lens of a fictional World War II narrative. Prior to delivery, teachers receive preparatory training to help embed the learnings in the classroom. Through these activities, the project promotes British values and supports young people to critically engage with prejudice and discrimination on- and offline, while also celebrating diversity.

Project Activities:

Students:
57 interactive performance workshops
1.5 contact hours per student

Teachers:
4 teacher trainings
1 contact hour per teacher

Beneficiaries:

3,930 primary education students
227 teachers
32 schools
5 boroughs

EqualiTeach

Creating Critical Thinkers: Rejecting Racism and Far Right Narratives

Creating Critical Thinkers is a schools-based extremism awareness and digital literacy project, working with classrooms of secondary and further education students (aged 12–18). The project delivers interactive, discussion-based workshops, which explore how stereotypes, misinformation and far-right extremist narratives are used to influence and manipulate individuals while harming society. Workshops include accompanying case studies, such as the 2024 Southport disorder, and activities for recognising misinformation and challenging racism, anti-migrant and anti-Muslim hate. Through the project, young people learn to recognise and resist extremist influences, while challenging hate and intolerance in their local communities. In addition, the project also runs in-person and online training sessions for teachers that focus on using discussion-based approaches with students to create a safe space for conversations about complex and sometimes controversial issues.

Project Activities:

Students:
122 school workshops
2 contact hours per student

Teachers:
6 teacher trainings
2 contact hour per teacher

Beneficiaries:

3,177 primary education
207 teachers
18 schools
5 London boroughs

Groundswell Project

Communities Countering Hate

Communities Countering Hate is a schools-based radicalisation awareness and reporting project targeting classrooms and assemblies of secondary and further education students (aged 14–18). The project employs a workshop model centred on video storytelling that portrays the real-life experiences of two former extremists. The videos depict how these individuals entered and ultimately exited the far-right and Islamist extremist movements. Through the workshop, beneficiaries learn about the radicalisation process, the cross-ideological push-and-pull factors that encourage extremism and how to report radicalisation concerns.

Project Activities:

83 school workshops
1 contact hour per beneficiary

Beneficiaries:

4,488 secondary and further education students
16 schools
4 boroughs

Groundswell Project

Communities Countering Misogynistic Extremism

Communities Countering Misogynistic Extremism is a schools-based extremism awareness project that targets classrooms and assemblies of secondary and further education students (aged 14–18). The project employs a workshop model centred on video storytelling that portrays the experiences of a fictional young person influenced by popular narratives from the manosphere about gender and relationships. The videos depict the actor's descent into extremism as he begins to engage with and believe arguments from the manosphere, while charting the impact this has on his life. Through the workshop, beneficiaries learn about how social pressures related to masculinity can be exploited by influencers, leading to negative outcomes for those involved. The session also models healthy ways to express these concerns without resorting to us-vs-them mentalities.

Project Activities:

47 school workshops
1 contact hour per beneficiary

Beneficiaries:

1,766 secondary and further education students
8 schools
4 boroughs

Integrity UK

Beyond Dialogue

Beyond Dialogue is a community-based train-the-trainer and mentoring project working with frontline practitioners and young Muslims (aged 12–25). Mentors are selected for their expertise and access to vulnerable young people and include Muslim youth workers, educators, and religious and community leaders. Young people are referred to Integrity UK or selected by the mentors based on identified risk factors for radicalisation. During the project, practitioners participate in a multi-session training course designed to build their capacity to act as successful youth mentors and guide young people away from extremism. Following this, mentors deliver a series of group and one-to-one mentoring sessions to young people. Youth beneficiaries may also participate in a range of supplementary activities, including life coaching, podcasting, interfaith dialogue and personal development sessions delivered by Integrity UK staff, external partners and the mentors. These activities serve to build the resilience of young Muslims, strengthening their self-esteem, sense of belonging, emotional resilience and tolerance of difference.

Project Activities:

Mentors:

3 mentor trainings (1 course, 3 sessions per mentor)
9 contact hours per beneficiary

Mentees:

332 hours of group mentoring (10–44 hours per mentee)
275 hours of group life coaching (5–9 hours each for 35 mentees)
20 hours of one-to-one life coaching (1 hour each for 20 mentees)
10–54 contact hours per mentee

Beneficiaries:

12 frontline practitioners
195 young people and adults
5 boroughs

Maccabi GB

Stand Up! Education Against Discrimination

Stand Up! is a schools-based counter-narrative project working with classrooms of primary, secondary and further education students (aged 11–18). The project delivers interfaith workshops led by Jewish and Muslim facilitators, who explain and then debunk myths and stereotypes about these communities while encouraging beneficiaries to challenge hateful narratives they encounter. Workshops sessions are delivered at various levels of complexity and length depending on the age of beneficiaries. In addition, the project also runs online training sessions for teachers that focus on understanding and responding to antisemitic and anti-Muslim rhetoric in education settings. Through these activities, young people are enabled to identify, resist and challenge extremist narratives about Jews and Muslims, while teachers are equipped with the skills to respond to incidents in their schools.

Project Activities:

Students:
135 anti-bullying workshops
150 anti-discrimination workshops
6 media and propaganda workshops
1–2 contact hours per student

Teachers:
12 teacher training workshops
2 contact hours per teacher

Beneficiaries:

11,901 secondary and further education students
154 primary education students
337 teachers
41 schools
20 boroughs

Naz Legacy Foundation

Tackling Extremism Through Theology

Tackling Extremism Through Theology is a schools-based extremism awareness and civic education project working with assemblies of secondary education students in Muslim faith schools (aged 12–16). The project delivers a multi-session course of workshops led by Naz Legacy facilitators and Islamic scholars. It promotes counter-narratives to extremism based on Islamic theology while also advocating for fundamental values and democratic participation. Through these activities, the project builds resilience to extremist messaging and fosters inclusion, democratic participation and civic responsibility.

Project Activities:

18 school workshops (9 courses, 2 sessions per beneficiary)
3 contact hours per beneficiary

Beneficiaries:

407 secondary education students
6 Muslim faith schools
4 boroughs

Resilience in Unity

Project Unity

Project Unity is a university-based radicalisation awareness and reporting project working with higher education students (aged 18+). The project delivers panel-style discussion events featuring a survivor of terrorism, a former extremist and a counter-extremism practitioner, moderated by an independent chair. Through the testimonies of the panel members, students explore the human impact of extremism, the pathways to radicalisation and the role of safeguarding and community reporting in preventing terrorist violence. These activities act to create a sense of shared responsibility among beneficiaries for countering extremism and reporting radicalisation concerns to university safeguarding services and local authorities.

Project Activities:

4 panel discussions
2 contact hours per beneficiary

Beneficiaries:

145 higher education students
4 universities
3 boroughs

Salaam Peace

Positive Routes 2024–2025

Positive Routes is a community- and schools-based project delivering two streams of activities. The first is a resilience-building and mentoring stream working with young people from disadvantaged and minority backgrounds (aged 12–20). This stream combines sports sessions with a series of workshops and small group-mentoring activities focused on citizenship, identity and critical thinking. Led by mentors with lived experience, these sessions provide a safe space for beneficiaries to explore challenges like marginalisation, hate and extremist or gang recruitment. The second is a hate awareness stream that engages secondary education students (aged 14–16) in a two-session workshop programme focused on the Israel– Palestine conflict and LGBTQ+ hate. Through these two sets of activities, the project promotes awareness, inclusion, civic engagement and resilience to extremism.

Project Activities:

Young people:
160 sport and physical activity sessions (5 courses, up to 32 drop-in sessions per young person)
8 workshops (5 courses, 8 sessions per young person)
36–60 contact hours per young person

Teachers:
42 school workshops (21 courses, 2 sessions per student)
3 contact hours per student

Beneficiaries:

120 young people
630 secondary education students
2 schools
4 boroughs

Shout Out UK

Click. Think. Act.

Click. Think. Act. is a school- and community-based digital and media literacy project working with secondary and further education students (aged 12–18) and young people (aged 18–25). The project delivers classroom- and assembly-style workshops exploring how extremists use social media platforms and online tools, such as AI-generated content, to spread disinformation and manipulate audiences. Workshop sessions include quizzes, discussions and digital literacy exercises to strengthen beneficiaries' ability to recognise and resist harmful and manipulative content. Through these activities, the project equips young people with the knowledge and skills to safely navigate online spaces.

Project Activities:

Schools:
36 school workshops
1 contact hour per student

Young adults::
8 workshops
1-3 contact hours per young adult

Beneficiaries:

1,801 secondary and further education students
1,246 young adults (aged 18-25)
10 schools
5 boroughs + online

Solutions Not Sides

Youth Education Programme

The Youth Education Programme is a schools-based conflict awareness project working with secondary and further education students (aged 14–18) and their teachers. The project delivers a multi-session course of workshops on the Israel–Palestine conflict. The first session is led by students' teachers using a lesson pack developed by Solutions Not Sides that explores the history of the conflict and the region. This is followed by a presentation and Q&A session with Palestinian and Israeli peace activists. Through meeting the activists, students experience diverse historical narratives about Israel/Palestine, the humanisation of the people that live there and witness a role model for dialogue from those directly affected by the conflict. These activities foster empathy, perspective-taking and a non-violent, solutions-focused approach to the Israel–Palestine conflict.

Project Activities:

120 school workshops
(60 courses, 2 sessions per beneficiary)
2.5 contact hours per beneficiary

Beneficiaries:

4,275 secondary and further education students
24 schools
14 boroughs

Annex B: Evaluation Methodolgy

B.1 Purpose and Scope of the Evaluation

In July 2024, The Science of P/CVE was commissioned to conduct an independent evaluation of Call Five of the Shared Endeavour Fund, with a primary focus on assessing the contribution of supported projects to the scheme's priority themes. As with the previous phases, the evaluation had four objectives set by MOPAC at the outset of the funding call:

- Assess the outcomes of the Shared Endeavour Fund and the projects it supports.
- Assess the implementation of Shared Endeavour Fund projects.
- Produce case studies showcasing the work of outstanding initiatives from the portfolio.
- Generate learning and recommendations to inform grant-making decisions and improve future iterations of the Fund.

As part of the evaluation, The Science of P/CVE was also contracted to update the Fund's Theory of Change, provide grantees with data collection tools and one-to-one technical assistance, and support MOPAC and Groundwork London in refining the management and reporting processes for the funding scheme.

The purpose of the evaluation was threefold: to ensure the accountability and transparency of the Shared Endeavour Fund by independently assessing its impact on intolerance, hate and extremism in London; to draw out learning and recommendations that could be applied to future iterations of the Fund; and to inform grant-making decisions for Call Six.

This evaluation is primarily designed to inform MOPAC and guide the continued development of the Shared Endeavour Fund. However, its findings may equally benefit other actors involved in delivering prevention funding schemes. The evaluation also offers insights to support grantees from Call Five and Call Six of the Fund, as well as other civil society organisations implementing similar prevention programmes.

B.2 Evaluation Approach and Methods

Underpinned by the Shared Endeavour Fund Theory of Change (see Annex C), the evaluation adopted a mixed methods approach (combining qualitative and quantitative techniques) to assess the implementation (process evaluation) and effectiveness (outcome evaluation) of supported projects. This dual-focus approach was selected to enable a robust examination of how projects were delivered and the extent to which they achieved their intended outcomes. This approach was also designed to provide sufficient information to develop a set of illustrative project case studies from the portfolio.

Project Implementation

The methodology adopted to assess the implementation of Shared Endeavour Fund projects was based on a structured review of grantees' documentation and used a standardised rating rubric developed specifically for the evaluation. Evaluators reviewed grantees' applications, reporting and survey datasets against a rubric consisting of nine criteria organised into three thematic domains (see Table 38). Ratings were assigned to each project on a three-point scale (weak-moderate-strong) based on clearly defined indicators for each criterion.

The rubric was developed in alignment with established frameworks for implementation quality and programme effectiveness and adapted to the specific context of the Shared Endeavour Fund.[74] Using a multi-domain approach with descriptive performance indicators allowed for a consistent and transparent assessment of the projects. This methodology reflects the current thinking in implementation science and evaluation theory, which recognise that assessing multiple aspects of project delivery provides a more accurate and meaningful picture of implementation than any single measure.[75] By disaggregating performance into specific, observable components, the rubric supported a balanced and evidence-based evaluation of project delivery.

To assess the Call Five portfolio, two evaluators independently reviewed grantees' project documentation against the rating rubric. This was followed by calibration discussions in which a consistent set of scores were finalised for each project, with quantitative findings supplemented by qualitative notes highlighting strengths, limitations and evidence gaps. The ratings awarded by the evaluators were then subjected to an inter-rater reliability analysis, which demonstrated a high level of agreement between the two sets of scores (intraclass correlation = 0.96; $p < .01$; 99% CI = 0.94–0.98). This indicates that if another party were to apply the rating rubric, they would likely reach the same substantive conclusions based on the available evidence. These scores were then aggregated to produce overall criterion and domain-level summaries.

Project Effectiveness

The centrepiece of the evaluation was an assessment of the collective contribution of the projects to the four priority themes of the Shared Endeavour Fund. Contribution was measured using a set of 19 self-report survey instruments (referred to as the Common Measures), each of which was aligned with one of the scheme's priority themes.

As the programming of Shared Endeavour Fund grantees differed, not all of the Common Measures were relevant to each project. The survey instruments were therefore allocated based on their alignment with the aims and content of the individual projects. The distribution of the instruments was conducted through a consensus process, with the measures initially selected by the evaluators, then reviewed and approved by MOPAC and finally confirmed by the grantees.

Research Design

The Common Measures were administered using a retrospective pre–post research design. In traditional pre–post designs, respondents answer questions before taking part in an activity or project and then answer the same questions after their engagement ends. Conversely, in retrospective pre–post designs, both the before and after information is collected at the same time once the activity or project is completed.

Table 38: Project implementation rating rubric for the Shared Endeavour Fund

Domain 1: Project Design and Implementation			
Criteria	**Weak (1)**	**Moderate (2)**	**Strong (3)**
Alignment with proposed activities	Significant deviations from the proposed plan with limited justification and no prior approval from funder.	Some deviations, with partial justification and approval.	Fully adheres to the proposed plan or justifiable adaptations based on evidence and approved by funder.
Adherence to evidence-based practice	No clear justification for how activities align with research or best practices; relies on assumptions rather than evidence.	Some justification provided, referencing general principles or limited evidence, but with gaps or unclear links to extremism prevention outcomes.	Provides a strong, well-documented justification using credible sources (e.g. academic research, evaluations, expert recommendations) to demonstrate how the approach aligns with proven best practices in extremism prevention.
Implementation quality	Beneficiary responses to the 'Quality of Implementation' instrument consistently fall between an average score of 0.00 and 0.49, suggesting that the project was not engaging, well organised or relevant.	Beneficiary responses to the 'Quality of Implementation' instrument consistently fall between an average score of 0.50 and 0.74, indicating an acceptable level of engagement, organisation and relevance.	Beneficiary responses to the 'Quality of Implementation' instrument consistently fall between an average score of 0.75 and 1.00, suggesting that the project was well-organised, engaging and highly relevant.

Domain 2: Beneficiary Reach and Targeting			
Criteria	**Weak (1)**	**Moderate (2)**	**Strong (3)**
Project reach	Project falls short of planned participation targets by more than 10%.	Project meets minimum expectations; participation targets fall within 10% of planned figure.	Project fully meets or exceeds planned participation targets.
Alignment with beneficiary profile	Engaged beneficiaries do not align with the intended profile from the proposal and are of limited relevance to the project's core aims or the priorities of the Fund.	Some beneficiaries do not match the intended profile, with limited justification provided. Selection criteria may be too broad or not fully appropriate for the project or Fund's intended outcomes.	Strong alignment between actual beneficiaries and those outlined in the proposal, with clear documentation. Engaged beneficiaries are highly relevant to both the project and Fund's objectives.
Rationale for beneficiary selection	No clear rationale for selecting beneficiaries. Selection appears arbitrary or lacks connection to identified needs or vulnerabilities.	Some justification is provided, but the rationale is vague, lacks evidence or does not clearly define vulnerabilities and needs.	Well-defined selection criteria, backed by credible evidence (e.g. research, assessments, local data), clearly identifying beneficiaries' vulnerabilities and/or needs.

Domain 3: Data Collection and Reporting			
Criteria	**Weak (1)**	**Moderate (2)**	**Strong (3)**
Project reach	Project falls short of planned participation targets by more than 10%.	Project meets minimum expectations; participation targets fall within 10% of planned figure.	Project fully meets or exceeds planned participation targets.
Alignment with beneficiary profile	Engaged beneficiaries do not align with the intended profile from the proposal and are of limited relevance to the project's core aims or the priorities of the Fund.	Some beneficiaries do not match the intended profile, with limited justification provided. Selection criteria may be too broad or not fully appropriate for the project or Fund's intended outcomes.	Strong alignment between actual beneficiaries and those outlined in the proposal, with clear documentation. Engaged beneficiaries are highly relevant to both the project and Fund's objectives.
Rationale for beneficiary selection	No clear rationale for selecting beneficiaries. Selection appears arbitrary or lacks connection to identified needs or vulnerabilities.	Some justification is provided, but the rationale is vague, lacks evidence or does not clearly define vulnerabilities and needs.	Well-defined selection criteria, backed by credible evidence (e.g. research, assessments, local data), clearly identifying beneficiaries' vulnerabilities and/or needs.

The advantages of retrospective pre–post research designs are threefold. First, they only require one survey to capture pre- and post-data, reducing the collection burden on both grantees and their beneficiaries. Second, the findings from any statistical analysis tend to be more robust when performed using repeated-measures (within-group) analysis, which is exponentially more powerful in its ability to detect significant effects than between-group research designs. Third, retrospective designs mitigate response shift bias; this is the extent to which respondents' pre–post responses differ because their understanding of the question and/or themselves changes over the course of an intervention. However, because beneficiaries' pre- and post-survey responses are collected at the same time, retrospective designs may be more susceptible to recall and acquiescence biases.[76]

All grantees were required to administer the survey to a predetermined number of their beneficiaries. This data was then aggregated at the portfolio-level to assess the impact of the Shared Endeavour Fund. In total, 10,383 valid survey responses were collected from across the Shared Endeavour Fund portfolio.

Survey Instruments

Surveys were distributed to the Call Five grantees at the beginning of the performance period. These surveys were designed to be as short as possible while still measuring the outcomes listed in grantees' project applications. For each question, respondents were asked to indicate their level of agreement on a six-point Likert-type scale, running from 'strongly disagree' to 'strongly agree', without a neutral option. Respondents were asked to provide their views on each question at two points in time: before and after their experience with a given project. For the survey instrument on quality of implementation, respondents were only asked to report their views after the projects.

- **Generalised Awareness and Concern Scale (Full)** is a bespoke, five-item measure aimed at young people and adults. It was developed for the evaluation based on the Hierarchy of Effects Model (HOEM) and Health Belief Model (HBM) for awareness-raising.[77] The instrument assesses respondents' awareness and concern for the extremism-related issues addressed by a given project and was tailored to fit the aims and content of each initiative. The scale demonstrated good measurement reliability (α = .81).[xviii]
- **Generalised Awareness and Concern Scale (Simplified)** is a bespoke, five-item measure which simplifies the original survey instrument and is aimed at children, non-fluent English speakers and those with learning difficulties. The Flesch-Kincaid Grade Level for this instrument was 3.0, which equates to the reading level of the average 8-year-old. The scale demonstrated sufficient measurement reliability (α = .76).
- **Message Inoculation Scale** is a bespoke, three-item measure developed for the evaluation based on inoculation theory.[78] It consists of three items that assess the dual components of attitudinal inoculation: (a) beneficiaries' awareness/vigilance regarding future influence attempts; and (b) how convincing they found the counter-messages promoted by grantees in comparison with the extremist messages they addressed. Comprised of single, conceptually independent items, Cronbach's reliability analysis was not applicable to this instrument.
- **Digital Literacy Scale** is an off-the-shelf, four-item measure that assesses respondents' digital literacy and ability to assess the veracity of information on social media.[79] The scale demonstrated good measurement reliability (α = .80).
- **Brief Resilient Coping Scale (BRCS)** is an off-the-shelf, four-item measure that assesses respondents' emotional resilience (i.e. their capacity to cope with stress in a highly adaptive,

xviii Cronbach's alpha (α) ranges from 0.00 to 1.00. By convention, a value equal or greater than α = 0.70 is indicative of acceptable reliability, meaning that the items (i.e. question statements) comprising a survey instrument are highly correlated and presumably measure a single, coherent construct (e.g. an attitude or phenomenon).

resilient manner).[80] Unlike previous funding rounds, the BRCS demonstrated insufficient measurement reliability (α = .50) in Call Five. Nevertheless, all of the item statements that comprised the instrument still exhibited significant positive change between the pre- and post-surveys ($p < .01$).

- **Meaning in Life Questionnaire (MLQ)** is an off-the-shelf measure adapted by the evaluators to consist of two items that assess respondents' sense of meaning and purpose in life.[81] Unlike previous funding rounds, the MLQ demonstrated insufficient measurement reliability (α = .15) in Call Five. Despite this, all of the item statements that comprised the instrument still exhibited significant positive change between the pre- and post-surveys ($p < .01$).
- **Self-Esteem Subscale** is an off-the-shelf measure adapted by the evaluators to consist of three items that assess respondents' self-respect and confidence in their own worth and abilities.[82] Unlike previous funding rounds, the Self-Esteem Subscale demonstrated insufficient measurement reliability (α = .60) in Call Five. Nevertheless, all of the item statements that comprised the instrument still exhibited significant positive change between the pre- and post-surveys ($p < .01$).
- **General Belongingness Scale (GBS)** is an off-the-shelf measure adapted by the evaluators to consist of three items that assess respondents' sense of belonging in their community and motivation to be accepted by others and avoid being shunned.[83] The scale demonstrated sufficient measurement reliability (α = .78).
- **Perspective-Taking Scale** is an off-the-shelf measure adapted by the evaluators to consist of three items that assess respondents' tendency to consider the viewpoints of others.[84] The scale demonstrated sufficient measurement reliability (α = .75).
- **Tolerance of Difference Scale** is an off-the-shelf, five-item measure that assesses respondents' acceptance, respect and appreciation for difference and diversity.[85] The scale demonstrated sufficient measurement reliability (α = .71).
- **Civic Engagement Scale (CES)** is an off-the-shelf measure adapted by the evaluators to consist of five items that assess respondents' sense of responsibility toward (and commitment to serve) their community.[86] The scale demonstrated good measurement reliability (α = .88).
- **Reporting Hate Scale: Online** iis a bespoke, four-item measure developed for the evaluation based on Ajzen's Theory of Planned Behaviour. [87] It assesses respondents' intention (i.e. their confidence, motivation and ability) to report hate speech on social media. The scale demonstrated good measurement reliability (α = .82).
- **Reporting Hate Scale: Offline** is a bespoke, four-item measure developed for the evaluation also based on Ajzen's Theory of Planned Behaviour.[88] It assesses respondents' intention to report hate incidents and crimes they witness offline. The scale demonstrated good measurement reliability (α = .82).
- **Willingness to Report Radicalisation Scale (Public)** is an off-the-shelf measure adapted by the evaluators to consist of four items.[89] It assesses respondents' attitudes towards reporting suspected cases of radicalisation to schools, the police and other authorities. The scale demonstrated sufficient measurement reliability (α = .77).
- **Challenging Hateful Views Scale** is a bespoke, four-item measure developed for the evaluation, based on Ajzen's Theory of Planned Behaviour.[90] It assesses respondents' intention to challenge a close friend or family member if they were to express a prejudiced or hateful view. The scale demonstrated good measurement reliability (α = .82).

- **Bystander Intervention Readiness Scale** is a bespoke, 15-item measure developed for the evaluation, based on Darley and Latané's model for bystander interventions.[91] The measure consists of five separate three-item subscales: notice the event; interpret as emergency; accept responsibility; know how to intervene; and intention to intervene. The five subscales demonstrated good measurement reliability: notice the event α = .81; interpret as emergency α = .85; accept responsibility α = .84; know how to intervene α = .86; and intention to intervene α = .80.
- **Capacity-Building Assessment Scale** is a bespoke, seven-item measure developed for the evaluation, loosely based on a training assessment tool used for the Northwestern Nevada Regional Professional Development Program.[92] The measure consists of two subscales, 'knowledge and self-efficacy' and 'norms and intent', with question items tailored to fit the aims and content of each initiative. The two subscales demonstrated sufficient measurement reliability: knowledge and self-efficacy α = .77; and norms and intent α = .75.
- **Willingness to Report Radicalisation Scale (Practitioner)** is a modified version of the earlier Willingness to Report Radicalisation instrument but tailored to assesses frontline practitioners' attitudes towards reporting radicalisation concerns as part of their statutory safeguarding duties. It demonstrated excellent measurement reliability (α = .92).
- **Quality of Implementation Scale** is a bespoke, four-item measure developed for the evaluation, based on Carroll et al's conceptual framework for implementation fidelity.[93] It assess several factors essential for effective delivery, which include the relevance, engagingness and organisation of project activities. The instrument demonstrated sufficient measurement reliability (α = .76).

Additionally, surveys containing over 20 question items were screened for careless responding using two inattentive-responding checks. These items were interspersed throughout the survey and were designed to assess whether beneficiaries considered their responses to the survey questions before answering as opposed to speeding through them carelessly.[94] The items were identical, and both read: 'This is a control question. Please skip this question and leave it blank'. Respondents who failed more than one of the inattentive responding checks were excluded from the analysis. Respondents who failed more than one of the inattentive responding checks were excluded from the analysis. This resulted in the removal of 1.6% of respondents from the dataset, a remarkably low number compared to surveys administered online that have commonly found inattentive responding near 35%. In total, 8,684 survey responses were collected of which 143 were removed. This resulted in a final sample of 8,541 valid responses for the evaluation.

Data Analysis

The evaluation employed a three-stage analysis process to assess the effectiveness of the Shared Endeavour Fund and its projects. The first stage of the analysis process consisted of cleaning the dataset, screening it for inattentive responders and creating composite pre–post index scores for each of the survey instruments. Next, reliability analysis was performed, computing and assessing Cronbach's alpha to verify the internal consistency of each of the survey scales and to verify that they were measuring coherent constructs (e.g. awareness, digital literacy, tolerance). Finally, the evaluation utilised a two-level within-group analysis of variance to test the data. Specifically, a repeated measures General Linear Model (GLM) analysis of variance (ANOVA) was used to test the pre–post index scores for statistically significant differences and their corresponding effect sizes. Additionally, robustness checks on the statistical significance (probability) p-values were performed via Wilcoxon signed-rank tests: the non-parametric equivalent of repeated-measures ANOVA. All reported p-values were robust and invariant whether tested by parametric or non-

parametric techniques. [xix] Additionally, the 99% confidence intervals for the difference between the pre–post index scores (i.e. the margin of error) were also calculated.

Case Studies

A key objective of the evaluation was to showcase outstanding projects from the Fund. To achieve this objective, two project case studies were developed for each priority theme to illustrate the work of grantees and the impact of the Shared Endeavour Fund. A purposive sampling approach was adopted to select the case studies based on two attributes: (1) that the activities and outcomes of the selected projects were highly representative of the main priority theme under which they were funded; and (2) that the selected projects achieved some of the strongest results in the portfolio. The case studies developed for the evaluation were not intended to explain how or why any changes occurred or to facilitate cross-case comparisons. Equally, the projects selected should not be seen as representative of the wider portfolio.

Table 39: Case studies selected for the Call Five Shared Endeavour Fund evaluation

Priority theme	Projects (#)	Cases selected
1. Raise awareness	16	• ConnectFutures • The Anne Frank Trust UK
2. Build psychosocial resilience	5	• Chelsea FC Foundation • London Tigers
3. Promote prosocial behaviours	7	• Future Leaders • Protection Approaches
4. Strengthen prevention capabilities	5	• Exit Hate UK • Manorfield Charitable Foundation

The case studies include a description of the project in question; a summary of its activities, beneficiaries and results; and a testimonial from a direct beneficiary highlighting their experience with the project. Information for the case studies were obtained through a document review of grantees' project applications and reporting, as well as the beneficiary survey. The analysis considered both the outputs of these projects and their effect on the knowledge, attitudes and behaviour of Londoners.

B.3 Limitations of the Evaluation Approach

There are limitations inherent in all research designs, and the evaluation approach for the Shared Endeavour Fund is no exception. The key limitations identified in this evaluation are displayed in the table below, along with the actions taken to mitigate them.

Table 40: : Limitations and mitigations for the Call Five Shared Endeavour Fund evaluation

Factor	Limitation	Mitigation(s)
Misreporting of beneficiary outcomes	Evaluation is based on self-report surveys of project beneficiaries, which are susceptible to response biases.	• The surveys were completed anonymously, minimising respondents' motivation for acquiescence, social desirability and self-presentation biases. • No incentives were offered to respondents, further minimising acquiescence and social desirability biases. • The surveys employed a retrospective pre–post design, which mitigates response shift bias. • The survey included two inattentive responding checks to identify and screen careless responders from the dataset.
Survey sampling approach	Survey data samples obtained by grantees are not truly random; thus, their representativeness cannot be assured.	• Presently, there is no mitigation for this issue. Ensuring random selection would require grantees to implement systematic sampling procedures unique to each project.
Misreporting of project results	Evaluators cannot independently verify the survey data or reports submitted by grantees.	• Data are screened for anomalies that could suggest tampering. • Grantees are selected, in part, for their track record in delivering prevention initiatives with high project fidelity.
Assessing long-term impact	Respondents complete the survey immediately following their participation in a project; thus, the longer-term sustainability of project effects is unknown.	Presently, there is no mitigation for this issue. Assessing longer-term effects would require longitudinal data collection (e.g. over months or years) and the present evaluation findings are required more immediately.
Attribution of outcomes	Without a control or comparison group, it is impossible to guarantee that observed effects are not the result of an unmeasured external factor or a placebo effect, as opposed to the intervention.	• Presently, there is no mitigation for this issue. Employing an experimental evaluation design would require the formation of a large comparison group prohibited (or delayed) from participating in the projects. Barring a group of Londoners from accessing the projects merely to rule out a minor threat to the evaluation's internal validity would not be feasible on ethical or financial grounds.

Annex C: Theory of Change[xx]

INPUTS
What goes into the Fund?

CAPABLE GRANTEES

Organisations are funded that operate in good faith and have sufficient:

- Subject-matter knowledge
- Organisational capacity (human, financial, material)
- Connections and partnerships with communities, local councils and authorities, schools, civil society organisations and/or other relevant institutions

APPROPRIATE BENEFICIARIES

Grantee organisations have access to appropriate beneficiaries who are sufficiently incentivised to engage with (and can be effectively serviced by) project activities.

Beneficiary populations may include:

- The public, particularly young Londoners
- Individuals and groups at higher risk of radicalisation and extremist recruitment
- Frontline practitioners in education, social services, civil society and communities

OUTPUTS
What does the Fund produce?

PROJECTS IMPLEMENTED

Grantee organisations successfully deliver proposed project activities to planned target audiences that address intolerance, hate and extremism.

Project outputs may include:

- Training programmes, workshops, conferences and other events
- Mentoring, counselling and personal development sessions
- Tools, guides, lesson plans and other resources
- Sports, creative arts or field trip activities
- Media, communications and counter-narrative campaigns
- Technical assistance and support for beneficiary-led prevention activities, campaigns and teaching curricula

OUTCOMES
What changes because of the Fund?

1. RAISE AWARENESS

Help Londoners recognise and critically assess intolerant, hateful and extremist messages, empowering them to reject harmful ideologies

Project outcomes may include improving beneficiaries':

- Understanding of intolerance, hate, extremism and terrorism and their impact on individuals and communities
- Knowledge of extremist ideologies, radicalisation pathways and recognition of warning signs
- Resistance to extremist narratives, and support for counter- and alternative-narratives (i.e. message inoculation)
- Ability to recognise and manage the risks encountered online, including mis/disinformation, conspiracy theories and other harmful content (i.e. digital literacy)
- Access to on- and offline support, resources and services related to intolerance, hate, extremism, radicalisation

2. BUILD RESILIENCE

Support at-risk individuals in strengthening their psychosocial resilience against radicalisation

Project outcomes may include improving beneficiaries':

- Emotional resilience (i.e. resilient coping)
- Self-esteem
- Sense of non-violent purpose and opportunity
- Sense of belonging
- Empathy and perspective-taking
- Tolerance of difference

3. PROMOTE POSITIVE ACTION

Equip Londoners with the confidence and skills to safely challenge intolerance, hate and extremism

Project outcomes may include improving beneficiaries':

- Awareness of and intention to use reporting processes, including for hate incidents and crimes, extremist materials and radicalisation concerns
- Ability and intention to conduct bystander interventions and challenge intolerant and hateful attitudes and behaviours
- Sense of self-efficacy, responsibility and intention to engage in prosocial behaviours
- Support for and participation in relevant social and community causes that challenge intolerance, hate and extremism

4. ENHANCE PREVENTION EFFORTS

Provide training and support for educators, social workers and other frontline practitioners to prevent intolerance, hate and extremism

Project outcomes may include improving beneficiaries':

- Capacity to design, implement and/or monitor activities addressing intolerance, hate and extremism
- Ability and intention to have difficult conversations about intolerance, hate, extremism and terrorism with young, marginalised or otherwise vulnerable individuals and groups
- Ability to recognise warning signs and safeguard young and vulnerable individuals and groups
- Access to research, tools, guides, lesson plans and other resources for prevention

GOALS
What are the long-term results of the Fund?

COMMUNITY PREVENTION

Civil society organisations in London are empowered to challenge intolerance, hate and extremism, and foster local communities that are more resilient to radicalisation and extremist recruitment

ASSUMPTIONS
What conditions, factors or risks may affect Fund results?

CAUSAL LINK ASSUMPTIONS

- Capable grantees apply for and are awarded Shared Endeavour Fund grants.
- Targeted beneficiaries are relevant to the priorities of the Shared Endeavour Fund and are sufficiently incentivised and able to participate in project activities.
- The scale and duration of supported projects is sufficient for them to achieve a measurable contribution to the priority themes of the Shared Endeavour Fund.
- CSOs have unique access to, knowledge of and credibility among local communities, making them effective prevention partners for government.

EXTERNAL FACTORS

- Public opinion in London is broadly favourable towards efforts to address intolerance, hate and extremism.
- Required project partners in local authorities and schools are receptive to the needs of the Shared Endeavour Fund and the organisations it supports.

xx A full narrative Theory of Change for the Shared Endeavour Fund is available online, see Hulse, T and Williams, M. J. (2025). *Mayor of London's Shared Endeavour Fund: Theory of Change.* Available at: https://www.london.gov.uk/sites/default/files/2025-04/SEF%20ToC_FINAL%20Apr%2025.pdf.

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