

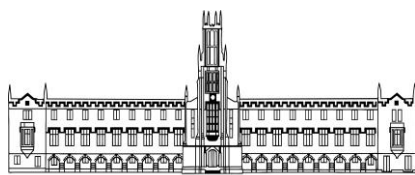


Tackling Hate Crime Training Evaluation report: April 2022

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MANCHESTER
CITY COUNCIL



BRITISH MUSLIM HERITAGE CENTRE





Introduction

This pilot-project aimed to raise awareness of hate crimes and build capacity for reporting and accessing support for oneself and others amongst Muslim communities in south Manchester. The project met these aims through four objectives:

1. To increase understanding of hate crimes.
2. To develop knowledge of anti-Muslim hate crimes and Islamophobia.
3. To improve understanding of reporting hate crimes and supporting others in reporting hate crimes.
4. To build knowledge about the support available for victims of hate crimes and how to access it for yourself and others.

The project team developed a training manual and aligned three-hour workshop that consisted of short knowledge transfer segments, interactive activities, videos, and small and big group discussions. Thus far, the project has been delivered across three cohorts. The women's session took place on 4th March 2022 (n 27), the men's session took place on 11th March 2022 (n18) and young people's session took place on 18th March 2022 (n18).

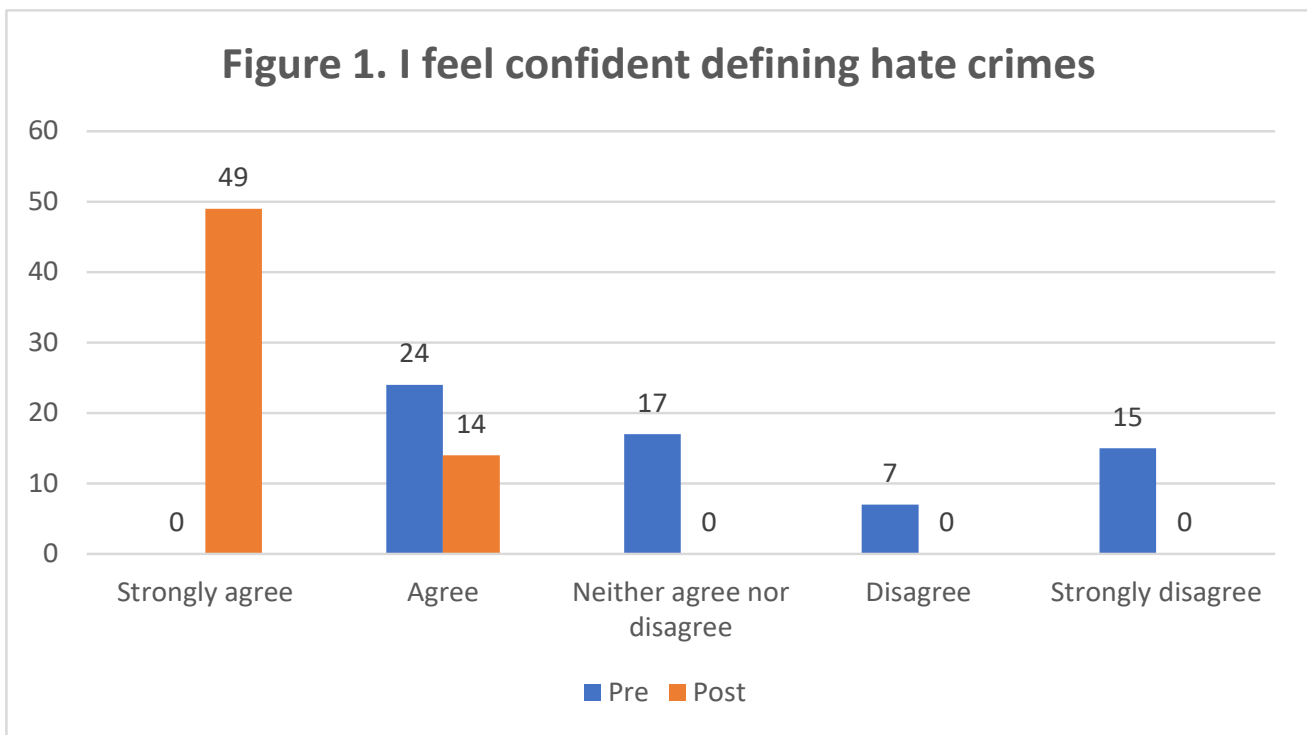
The project objectives and the priorities of stakeholders were evaluated using pre- and post-training questionnaires (appendix 1). The logic of the evaluation was that the training intervention will increase knowledge and understanding around hate crimes and increase capacity to report hate crimes and access support for victims. The findings showed that this change did indeed occur. Overall, there was significant knowledge and capacity building as a result of the training across all four objectives (appendix 2), each of which will be discussed in turn here.



Objective 1: To increase understanding of hate crimes.

Appendix 2 (figures 1-3) shows the findings for the evaluation of objective one; to increase understanding of hate crimes. The objective was evaluated via an indication of agreement with the following statements immediately before and after the training:

- a) I feel confident defining hate crimes
- b) I feel confident identifying the distinction between hate crimes and hate incidents
- c) I feel confident identifying the impacts of hate crime





Objective 1:

To increase understanding of hate crimes.

For each statement, the data shows significant increase in confidence around the ability to define and identify key issues and concepts. For example, figure one shows the data for the statement

'I feel confident defining hate crimes.' Each of the 39 participants who 'strongly disagreed,' 'disagree' or 'neither agreed nor disagree' with the statement in the pre-evaluation, shifted to either 'strongly agree' or 'agree' in the post evaluation. Appendix 1 (figures 2 and 3) show similarly significant positive changes for the statements

'I feel confident identifying the distinction between hate crimes and hate incidents' and 'I feel confident identifying the impacts of hate crime' as a result of the training.

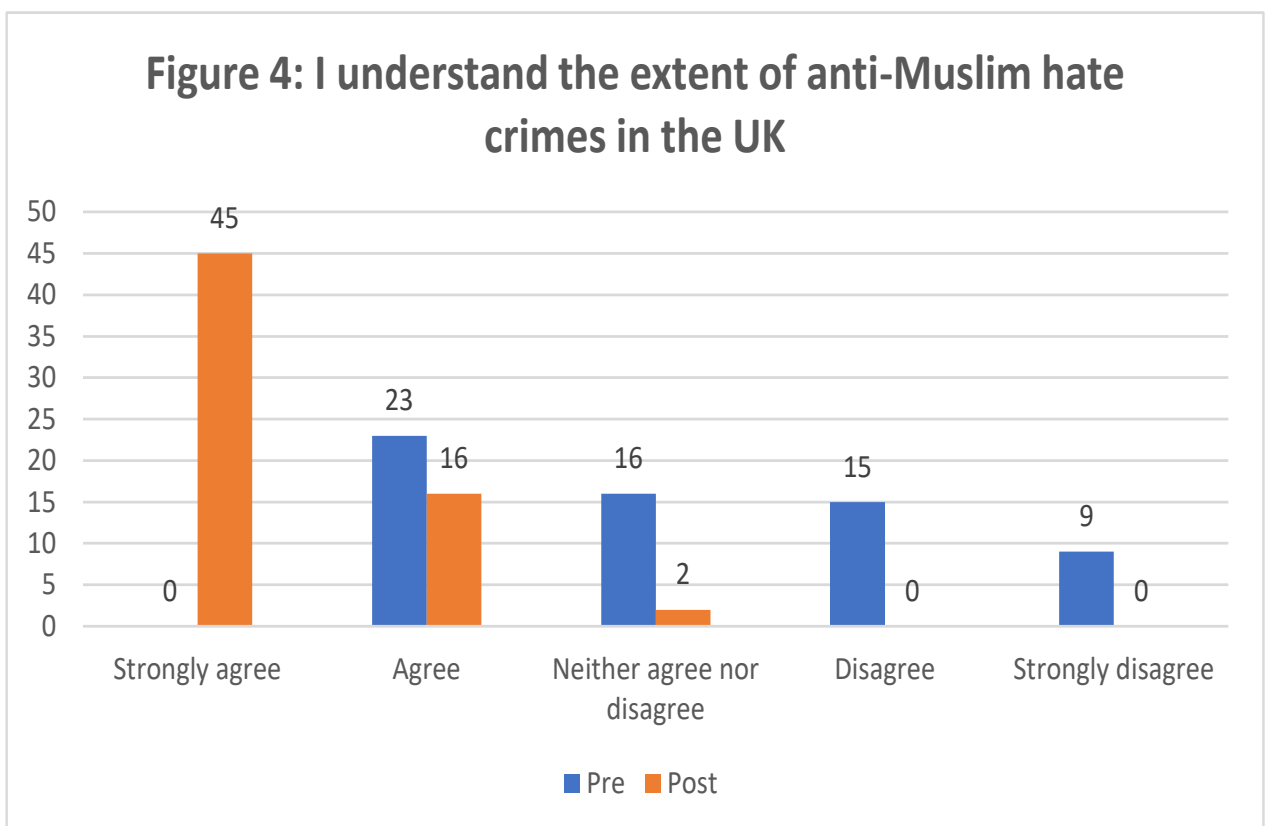


Objective 2:

To develop knowledge of anti-Muslim hate crimes and Islamophobia

Appendix two (figures 4-6) shows the findings for the evaluation of objective two; to develop knowledge of anti-Muslim hate crime and Islamophobia. The objective was evaluated via an indication of agreement with the following statements immediately before and after the training:

- a) I understand the extent of anti-Muslim hate crimes in the UK
- b) I understand the nature of Islamophobia
- c) I understand the nature of intersectionality





Objective 2:

To develop knowledge of anti-Muslim hate crimes and Islamophobia

For each statement, the data shows significant increase in understanding of the extent of anti-Muslim hate crimes, the nature of Islamophobia and the nature of intersectionality.

To illustrate this significant and positive change, figure 4 shows pre- and post-training evaluation responses to the statement 'I understand the extent of anti-Muslim hate crimes in the UK.' The pre-evaluation shows 23 participants had an existing knowledge of the extent of anti-Muslim hate crimes in the UK, while 40 participants either 'strongly disagreed,' 'disagree' or 'neither agreed nor disagree' with the statement.

The post-training evaluation shows, 38 of those 40 participants either now 'agreed' or 'strongly agreed' with the statement 'I understand the extent of anti-Muslim hate crimes in the UK'.

This positive change can be directly attributed to the training. In sum, after the training all but two participants agreed with the statement. Similarly significant positive changes in understandings of Islamophobia and intersectionality are shown in figures 5 and 6 respectively (appendix 2). These can also be attributed to engagement with the training.

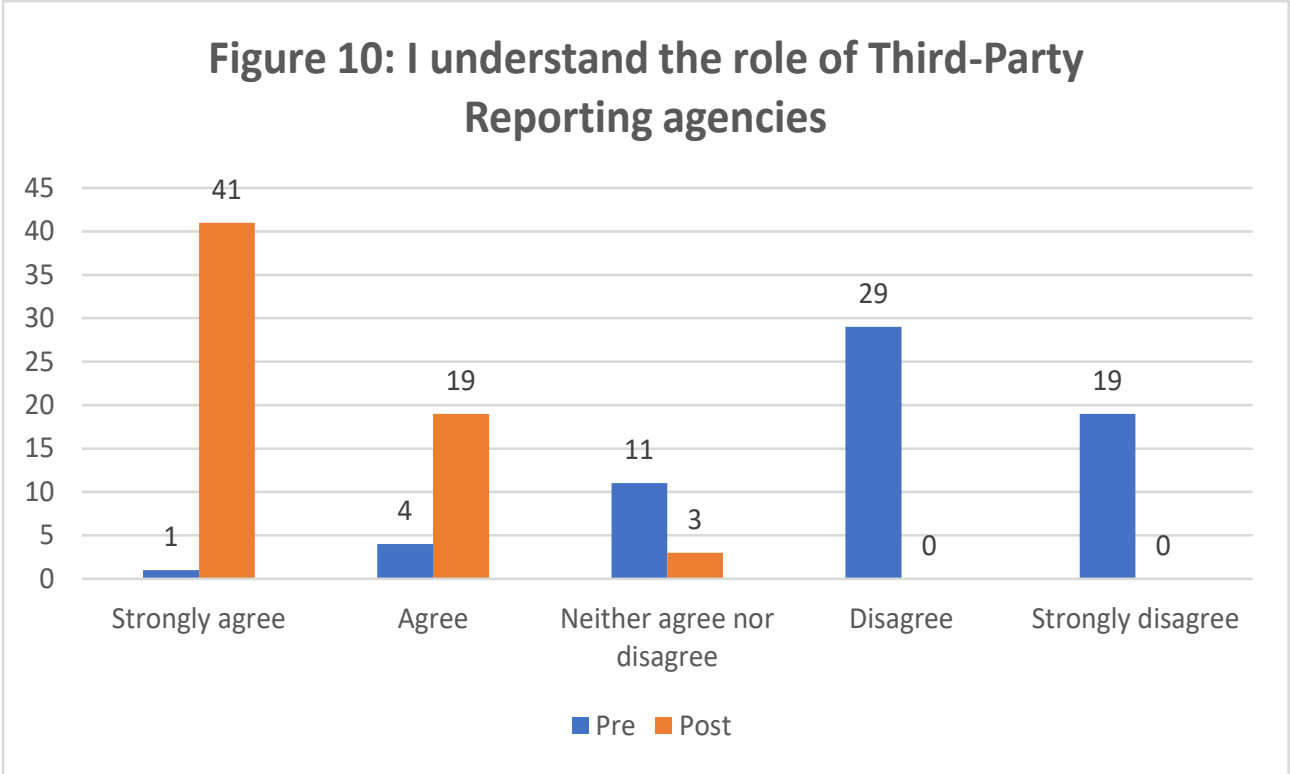


Objective 3:

To improve understanding of reporting hate crimes and supporting others in reporting hate crimes

Appendix two (figures 7-10) shows the findings for the evaluation of objective three; to develop knowledge of anti-Muslim hate crime and Islamophobia. The objective was evaluated via an indication of agreement with the following statements immediately before and after the training:

- a. I understand why hate crime is under-reported
- b. I understand who can report hate crime
- c. I understand the different ways to report hate crime
- d. I understand the role of Third-Party Reporting agencies





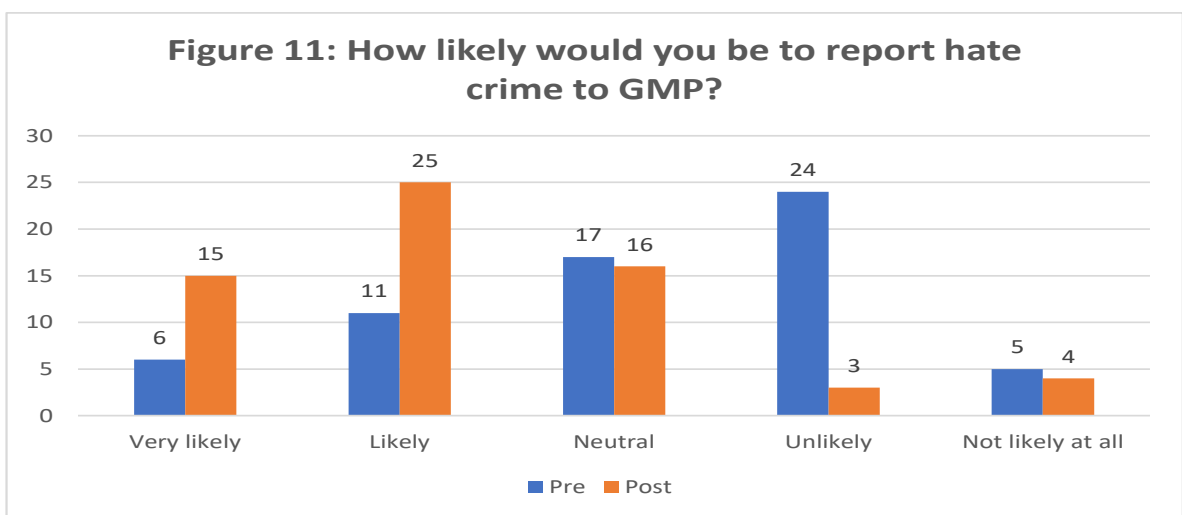
Objective 3:

To improve understanding of reporting hate crimes and supporting others in reporting hate crimes

For each statement, the data shows significant increase in understanding across all issues when pre- and post-training evaluations are compared. To highlight this significant positive change, figure 10 shows the increase in understanding of the role of Third-Party Reporting agencies.

The pre-evaluation shows only 5 members of the entire cohort 'agreed' or 'strongly agreed' with the statement 'I understand the role of Third-Party Reporting agencies.' The post-training evaluation data shows 60 participants now either 'agreed' or 'strongly agreed' with the same statement. 0 of the 45 participants who had indicated a lack of understanding about the role of Third-Party Agencies indicated such in the post-evaluation. Similarly significant positive changes in understandings of why hate crime is under-reported, who can report hate crime and the different ways to report hate crime are shown in figures 7-9 respectively (appendix 2). These can also be attributed to engagement with the training.

Figures 11-13 show how likely participants would be to report hate crimes to Greater Manchester Police, Victims' support, and Third-Party Reporting agencies, respectively





Objective 3:

To improve understanding of reporting hate crimes and supporting others in reporting hate crimes

In each case, there was an improvement in likelihood of reporting across all three agencies is evident when pre and post training responses are collated and compared.

The most significant improvement can be seen for the likelihood of reporting to Third Party agencies.

Figure 12: How likely would you be to report a hate crime to Victims' Support?

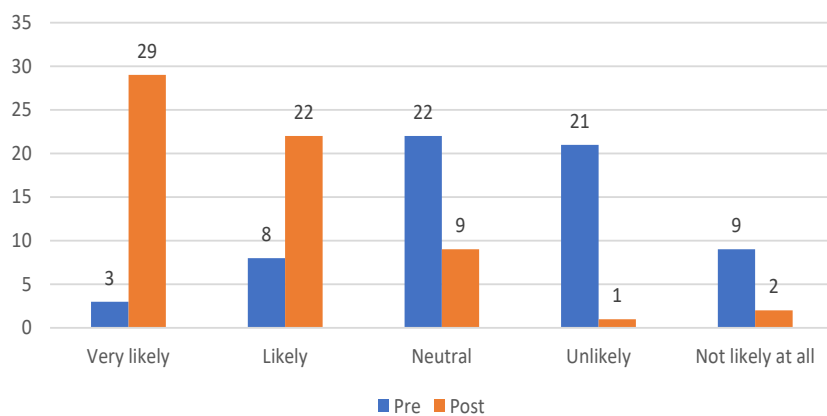
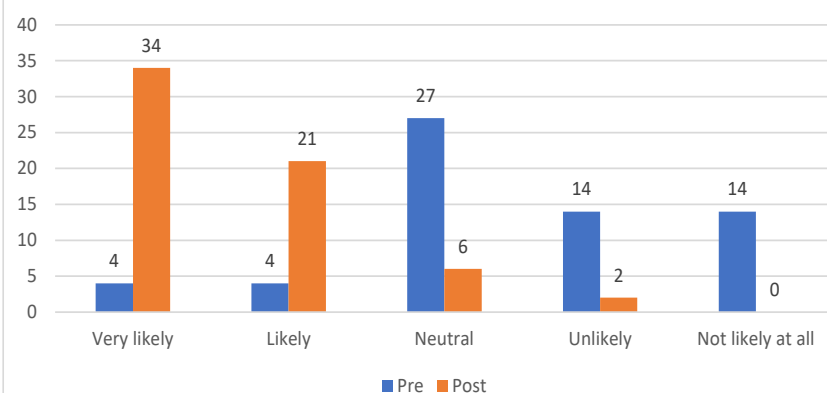


Figure 13: How likely would you be to report hate crime to Third Party Reporting agencies?





When is a hate incident also a hate crime?

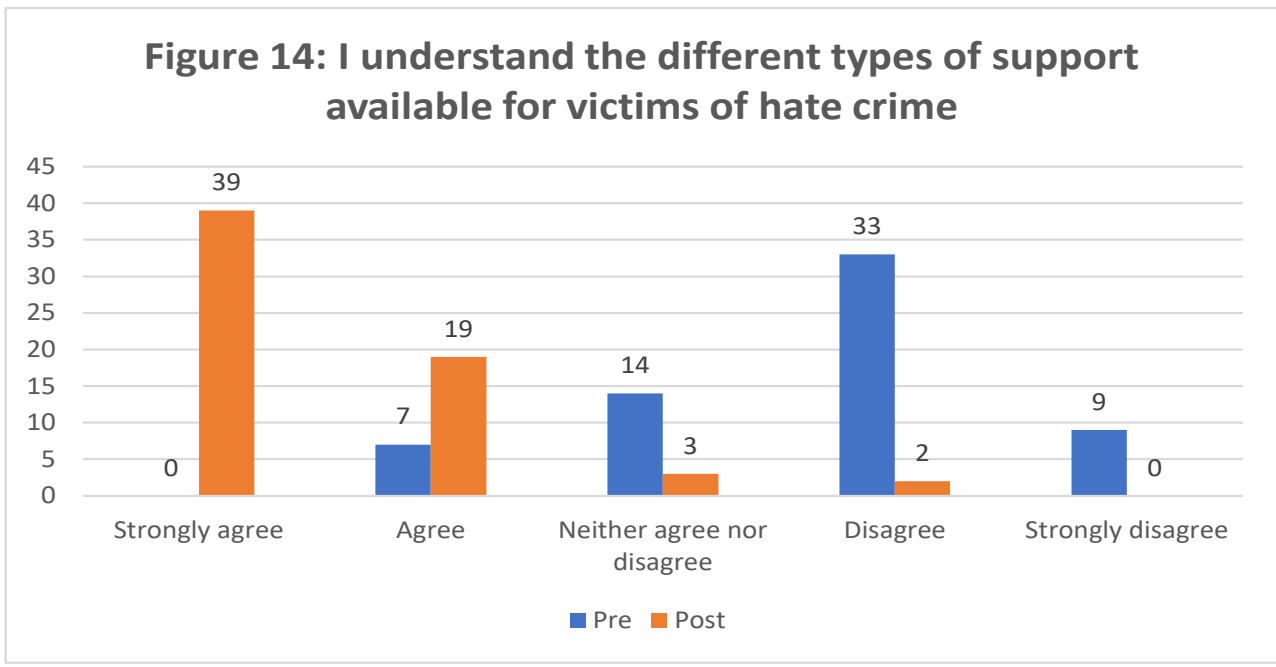
- When hate incidents become criminal offences they are known as hate crimes. A criminal offence is something which breaks the law of the land.
- Any criminal offence can be a hate crime if it was carried out because of hostility or prejudice based on disability, race, religion, transgender identity or sexual orientation.
- When something is classed as a hate crime, the judge can impose a tougher sentence on the offender under the Criminal Justice Act 2003.

Objective 4:

To build knowledge about the support available for victims of hate crimes and how to access it for yourself and others.

Appendix two (figures 14-16) shows the findings for the evaluation of objective four; to build knowledge about the support available for victims of hate crimes and how to access it for yourself and others. The objective was evaluated via an indication of agreement with the following statements immediately before and after the training:

- a) I understand the different types of support available for victims of hate crime
- a) I understand the role of the police in supporting victims of hate crime
- b) I understand the role of Victims Support in supporting victims of hate crime





Objective 4:

To build knowledge about the support available for victims of hate crimes and how to access it for yourself and others.

Figure 14 shows the change in understanding of the different types of support available for victims of hate crime when pre- and post-training data is compared. As with objectives 1-3, there is a significant improvement in the number of participants whose understanding increased as a result of the training. Before the training took place only 7 participants 'agreed' that they understood the types of support available for victims of hate crime. In the post evaluation that figure had increased to 58 participants. From the entire cohort, only 2 people did not understand the different types of support available after engagement with the training.

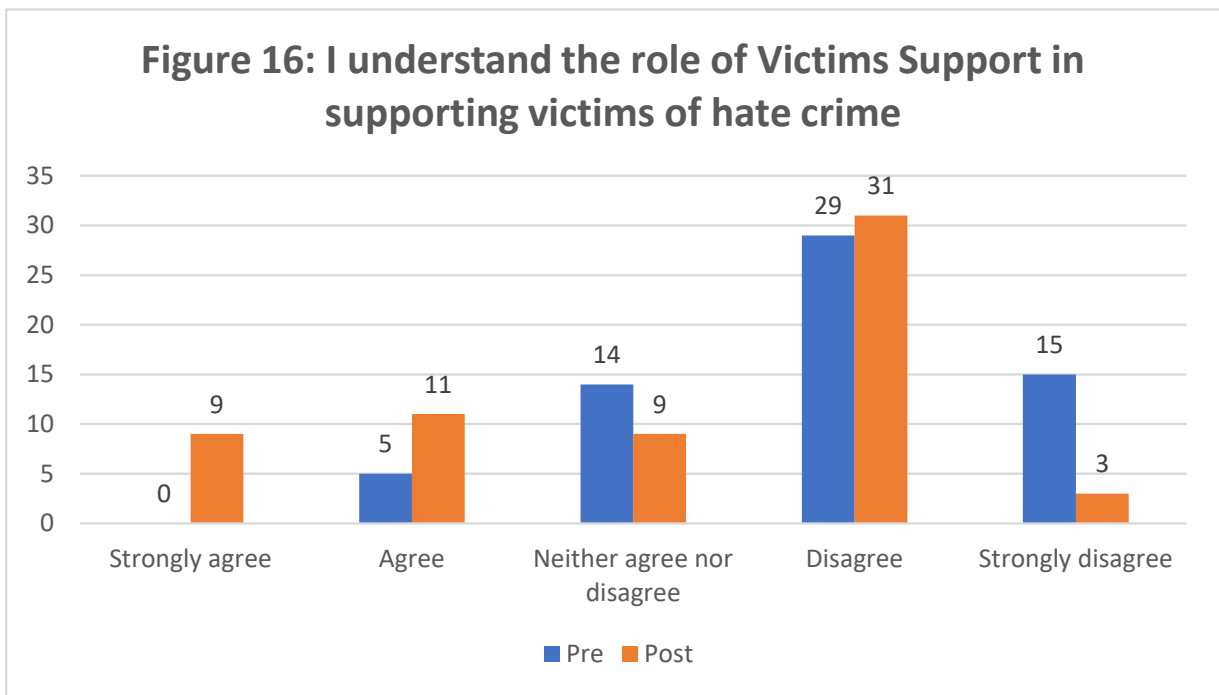
Figure 15 (appendix 2) shows a similar shift in understanding the role of the police in supporting victims of hate crime. Figure 16 illustrates an anomaly in the findings. Engagement with the training did not improve understanding about the role of Victims' Support (VS) in supporting victims of hate crime to the same degree as other parts of the training. While there was an improvement in understanding (15 more participants understood the role of VS post-training when compared with pre-training).

34 participants, over half of the cohort, did not understand the role played by Victims' Support, with a further 9 participants indicating that they neither agreed nor disagreed with statement 'I understand the role of Victims Support in supporting victims of hate crime' after engagement with the training



Objective 4:

To build knowledge about the support available for victims of hate crimes and how to access it for yourself and others.



The segment of training associated with this issue highlighted the [Greater Manchester Victims' Services website](#). Through guided engagement led by the facilitator, participants were encouraged to log on, and interact with the material as a 'rehearsal for reality activity.' The instructions for the interactive activity were 'in groups, discuss the features you think would be most useful if you, or someone you are supporting, experiences hate crime. Share your thoughts with the wider group.'

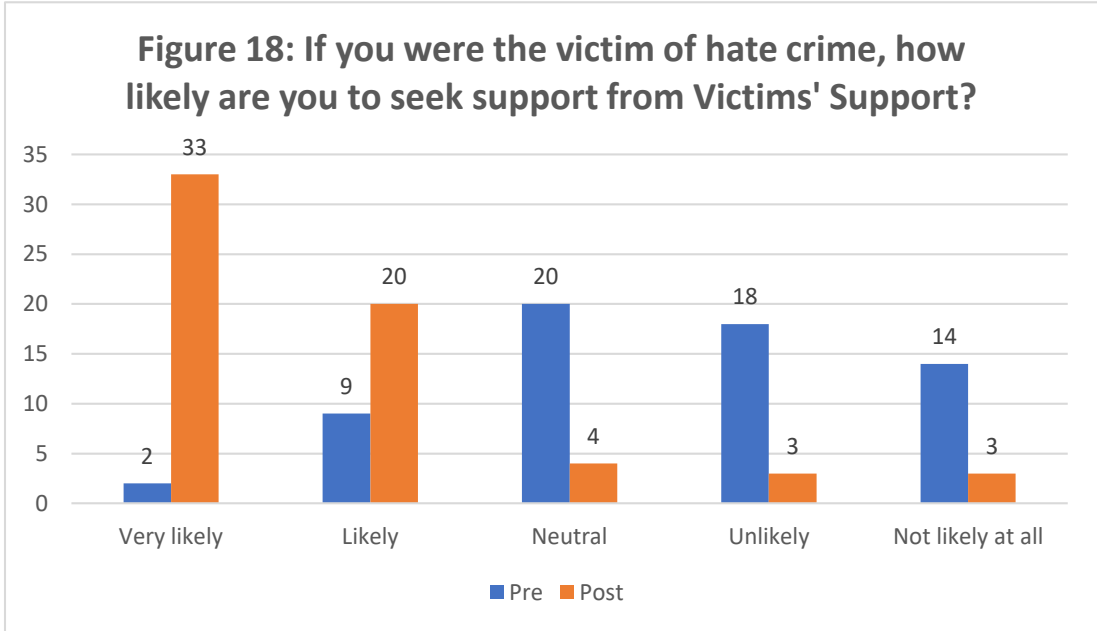
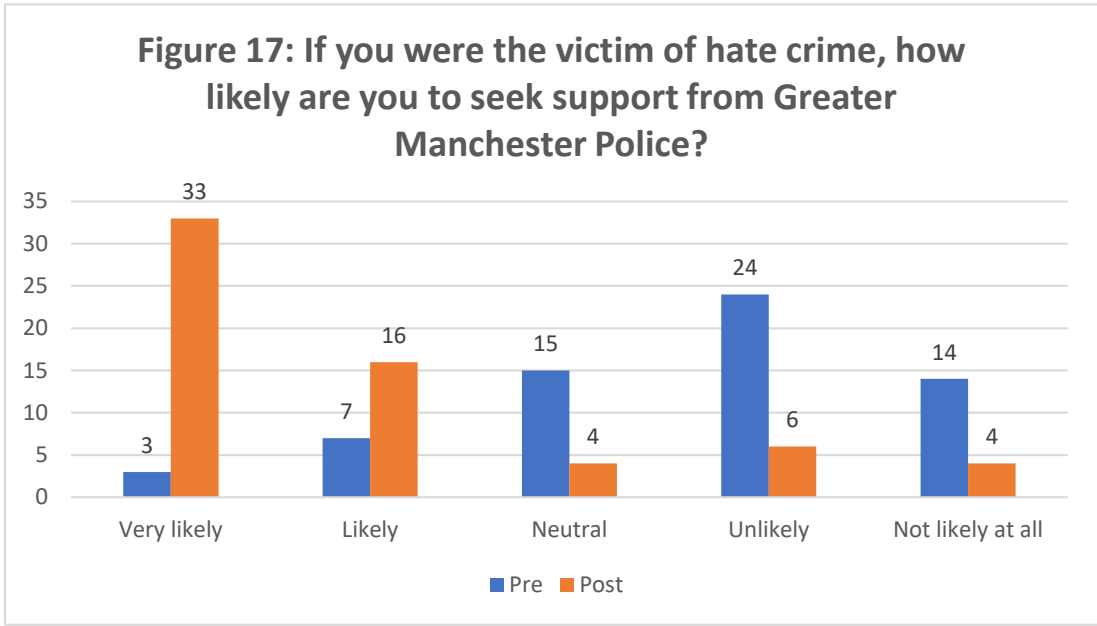
As each table shared their thoughts in the full group feedback segment, participants noted that the website was difficult to use, they didn't understand how exactly it provides support for victims and that it was 'too complicated.'



Objective 4:

To build knowledge about the support available for victims of hate crimes and how to access it for yourself and others.

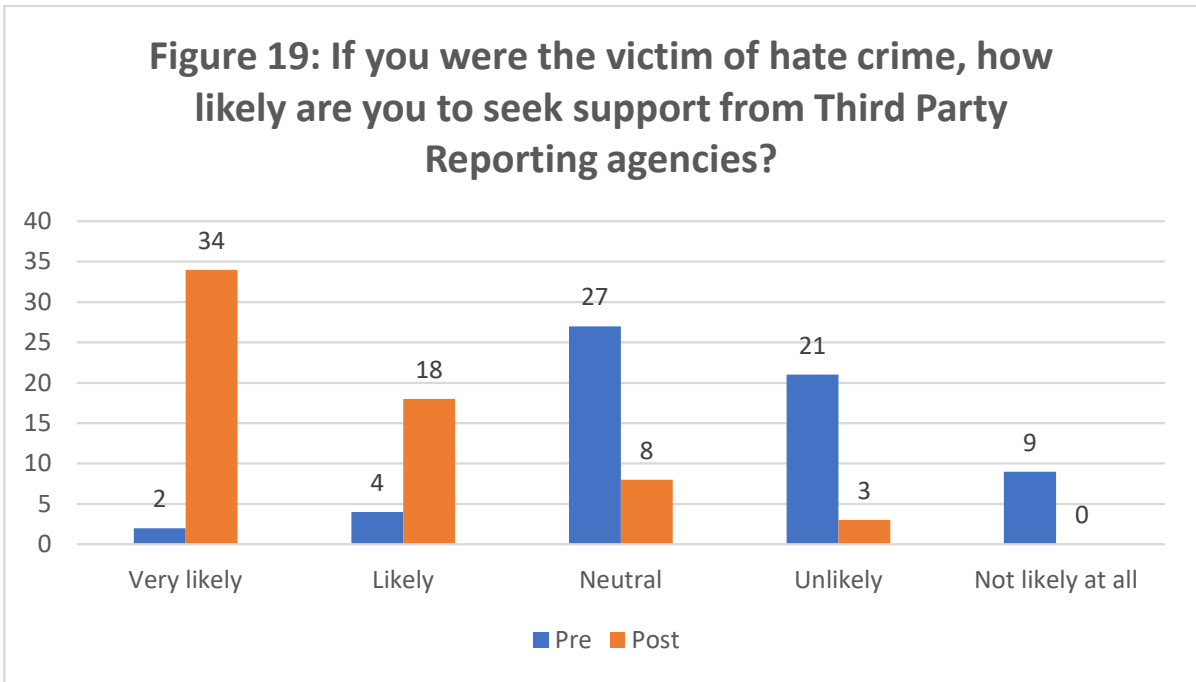
Figures 17-19 show how likely participants would seek support from Greater Manchester Police, Victims' support, and Third-Party Reporting agencies, respectively.





Objective 4:

To build knowledge about the support available for victims of hate crimes and how to access it for yourself and others.



In each case, an improvement in likelihood of seeking support across all three agencies is evident when pre and post training responses are collated and compared. The most significant improvement can be seen for the likelihood of reporting to Third-Party agencies.



Feedback on workshop design and delivery

In addition to evaluating the changes as a result of engagement with the training, the post-training evaluation also sought feedback on the training itself with a view to assimilating constructive comments to improve future sessions. Participants were asked to indicate agreement with the following statements:

- a) The objectives of the training were clearly explained
- b) The content of the training aligned with the objectives
- c) The speed of the training was appropriate
- d) The facilitators welcomed questions and responded to them appropriately

The findings in full can be examined in figures 20 -23 (appendix three), the participants were overwhelmingly positive in their feedback. 100% of the responses 'strongly agreed' or 'agreed' that the objectives were clearly explained and that the content of the training aligned with the objectives. 59/63 'agreed' or 'strongly agreed' that the speed of delivery was appropriate and 61/63 'agreed' or 'strongly agreed' that the facilitators welcomed questions and responded to them appropriately.

The free text prompt 'How can we improve our hate crime training?' highlighted a need for more of the same, rather than improvements to the existing training, for example:

- *'Give more training to more women because it is very important for all women understanding this'*
- *'We need this in all community groups!'*
- *'Was a very good training course doesn't need improving'*
- *'Well-focussed Excellent. Please reach other groups'*
- *'Setting more of these workshops!'*
- *'Have an app built for this!'*



The women's group identified a need for longer sessions in which participant's might share and discuss their lived experiences as illustrated by the following comments:

- *'Need more time to tell our stories and to debate'*
- *'Extend the times of the training by half an hour so that attendees can talk about their experiences and perhaps (they would be) less likely to interrupt!'*
- *'Need more time due to the number of first-hand testimonies and experiential accounts.'*

Conversely, some testimonies from the young people's group indicated the workshop was too long, for example:

- *'Shorten it because I got bored'*
- *'Need more breaks or make the pace faster'*

Some aspects of the training triggered pre-existing frustrations relating to participants' experiences of race, racism and policing more broadly. The women's group and young people's group in particular expressed a dissonance between their lived experiences and understandings of policing and the training segment that highlighted GMP's commitment to reducing racial and religious hatred and their success rates in prosecuting hate crimes. This section prompted the sharing of lived experiences and alternative understandings of the intersections of policing and race than those articulated in the training manual.



Conclusion

The hate crime training consisted of a training manual and aligned three-hour workshop of short knowledge transfer segments, interactive activities, videos, and small and big group discussions.

The pre- and post-training evaluations measured the changes that occurred as a result of the workshop intervention. The evaluations overwhelmingly show a positive change in confidence, knowledge and understanding across all four objectives, to increase understanding of hate crimes; to develop knowledge of anti-Muslim hate crimes and Islamophobia; to improve understanding of reporting hate crimes and supporting others in reporting hate crimes; and to build knowledge about the support available for victims of hate crimes and how to access it for yourself and others.

There was one anomaly to the overall pattern of significant positive change through engagement with the training. While there was a positive change in understanding the role of Victims' Support, it was significantly lower than all other segments of the training after guided engagement. Feedback from participants indicated issues of user-friendliness with the GM Victims' Services website which is the primary platform for access to support.

Overall, the evaluative findings show that guided engagement with the hate crime training developed by the partnership facilitates significant positive changes across all four objectives. The significant positive change in understanding hate crimes, increasing knowledge around reporting and support available was reported across all three cohorts.



Recommendations

1. **Delivery of hate crime training across Greater Manchester:** The pilot project has been successful in facilitating positive changes across all four of its objectives. Aside from developing the Victims' Support aspect we recommend the training manual and associated presentation is delivered to Muslim communities across Greater Manchester.
2. **Development of training for other vulnerable communities in Greater Manchester:** Given the demonstrable positive changes as a result of the training intervention, we recommend that the existing programme is tailored to meet the needs of, and delivered to other communities in Greater Manchester who are disproportionately likely to be victims of hate crime.
3. **Development of the Greater Manchester Victims' Services website.** Though there were positive changes in understanding of the role of Victims Support, participant's found the GM victims' services website difficult to navigate. We recommend a review of the site's user-friendliness.
4. **Continuation of GMP and Muslim Community workshops:** Participants indicated a need for open dialogue with GMP for frank discussion about their existing concerns relating to faith, race and policing. We recommend a continuation of the community workshops as a means to further tackle hate crime and to increase trust and confidence between racialised communities and GMP.
5. **Train number of organisations to become third party reporting centres** including British Muslim Heritage Centre and at least four others within central Manchester.
6. **Continue to promote reporting of hate crime** through BMHC associated social media, Heritage Radio and Podcasts.
7. **Explore further funding for the project to deliver GM wide training** and to support other vulnerable communities as outlined in recommendation 2.

Appendices

Appendix 1: Pre and post evaluation forms

Part one: Pre-training

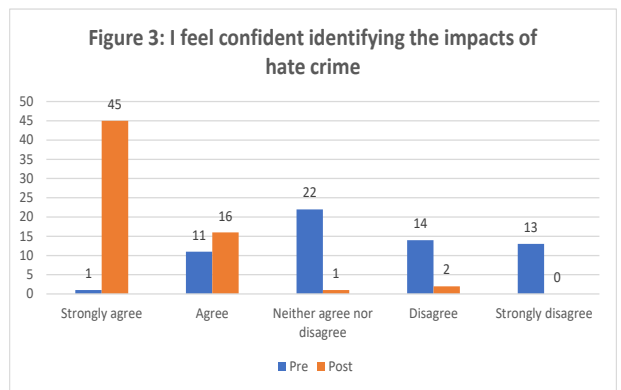
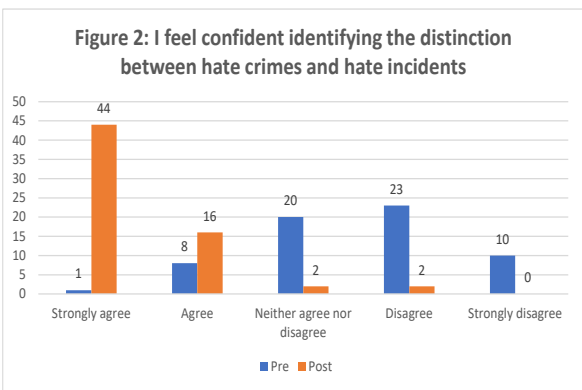
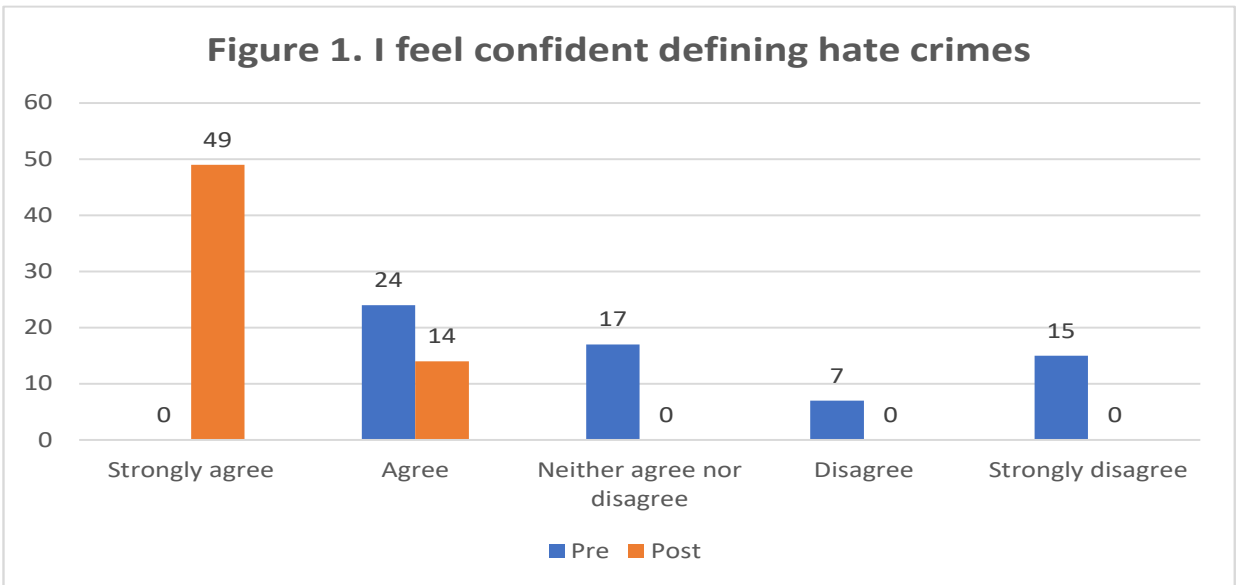
1. To what extent did you agree or disagree with the following statements:						
Understanding hate crimes		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I feel confident defining hate crimes					
b.	I feel confident identifying the distinction between hate crimes and hate incidents					
c.	I feel confident identifying the impacts of hate crime					
Understanding anti-Muslim hate and Islamophobia						
a.	I understand the extent of anti-Muslim hate crimes in the UK					
b.	I understand the nature of Islamophobia					
c.	I understand the nature of intersectionality					
Reporting hate crime						
a.	I understand why hate crime is under-reported					
b.	I understand who can report hate crime					
c.	I understand the different ways to report hate crime					
d.	I understand the role of Third-Party Reporting agencies					
Support available for victims of hate crime						
a.	I understand the different types of support available for victims of hate crime					
b.	I understand the role of the police in supporting victims of hate crime					
c.	I understand the role of Victims Support in supporting victims of hate crime					
2. How likely would you be to report hate crime to the following agencies?		Not likely at all	Unlikely	Neutral	Likely	Very likely
a.	Greater Manchester Police					
b.	Victims Support					
c.	Third Party Agencies					
3. If you were the victim of hate crime, how likely are you to seek support from the following agencies?		Not likely at all	Unlikely	Neutral	Likely	Very likely
a.	Greater Manchester Police					
a.	Victims Support					
a.	Third Party Agencies					

Part two: Post-training

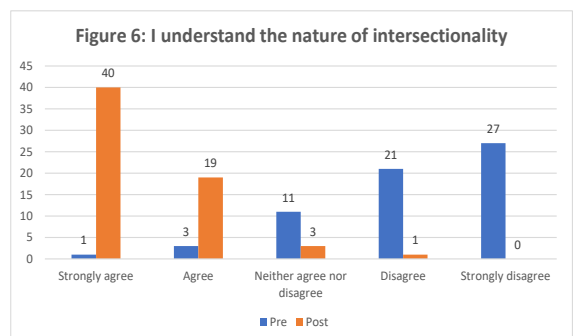
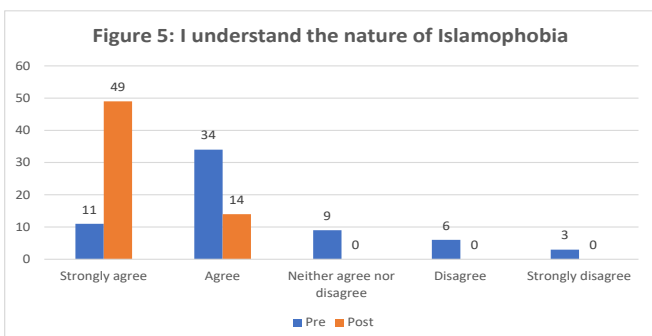
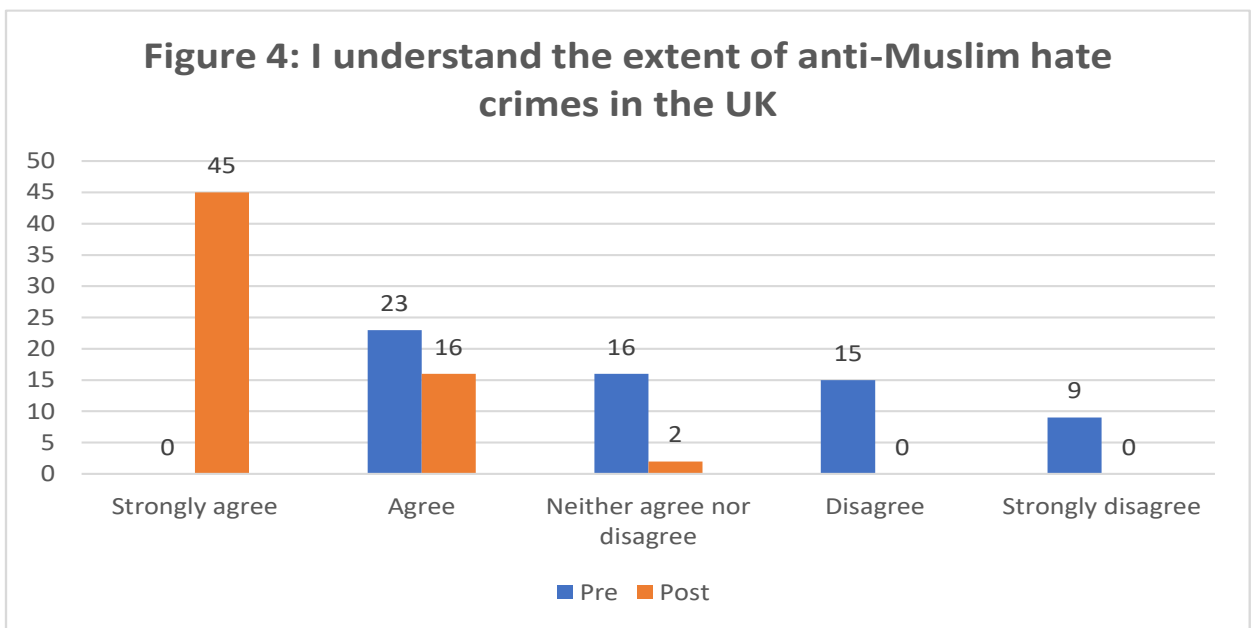
1. To what extent did you agree or disagree with the following statements:						
Understanding hate crimes		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I feel confident defining hate crimes					
b.	I feel confident identifying the distinction between hate crimes and hate incidents					
c.	I feel confident identifying the impacts of hate crime					
Understanding anti-Muslim hate and Islamophobia						
a.	I understand the extent of anti-Muslim hate crimes in the UK					
b.	I understand the nature of Islamophobia					
c.	I understand the nature of intersectionality					
Reporting hate crime						
a.	I understand why hate crime is under-reported					
b.	I understand who can report hate crime					
c.	I understand the different ways to report hate crime					
d.	I understand the role of Third-Party Reporting agencies					
Support available for victims of hate crime						
a.	I understand the different types of support available for victims of hate crime					
b.	I understand the role of the police in supporting victims of hate crime					
c.	I understand the role of Victims Support in supporting victims of hate crime					
2. How likely would you be to report hate crime to the following agencies?		Not likely at all	Unlikely	Neutral	Likely	Very likely
a.	Greater Manchester Police					
b.	Victims Support					
c.	Third Party Agencies					
3. If you were the victim of hate crime, how likely are you to seek support from the following agencies?		Not likely at all	Unlikely	Neutral	Likely	Very likely
a.	Greater Manchester Police					
b.	Victims Support					
c.	Third Party Agencies					
4. To what extent did you agree or disagree with the following statements:		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	The objectives of the training were clearly explained.					
b.	The content of the training aligned with the objectives					
c.	The speed of the training was appropriate.					
d.	The facilitators welcomed questions and responded to them appropriately.					
e.	How can we improve our hate crime training?					

Appendix 2: Pre- and post-training evaluation – finding

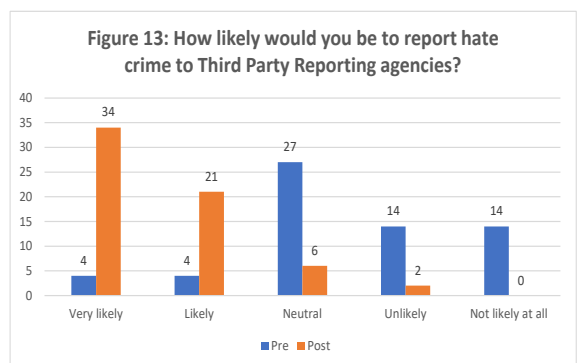
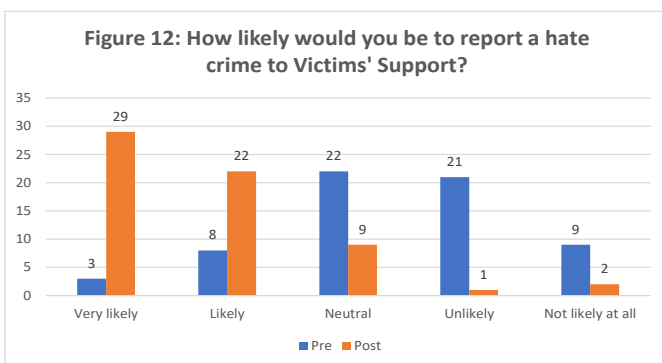
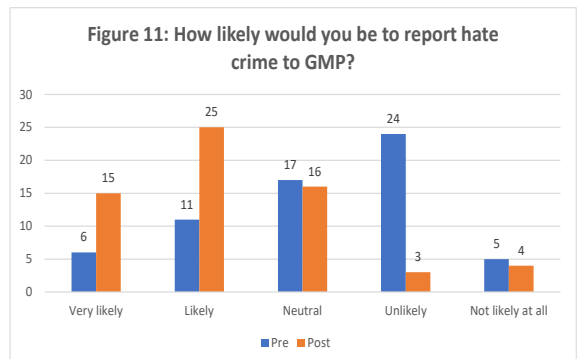
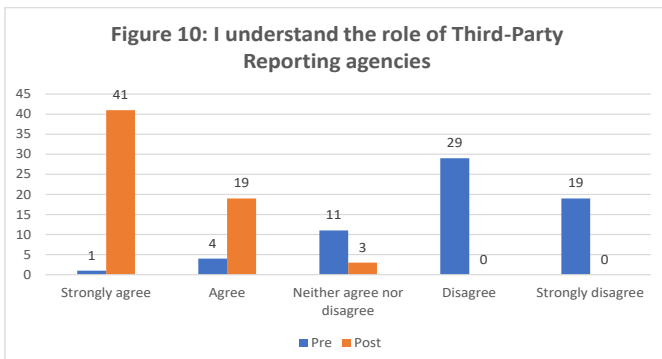
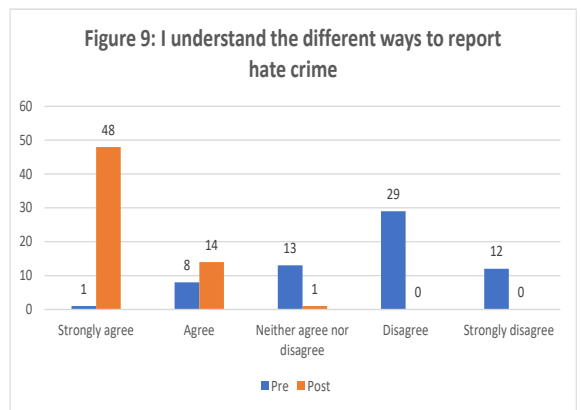
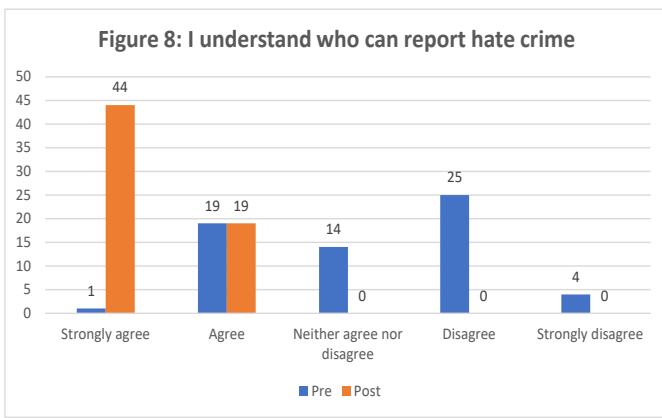
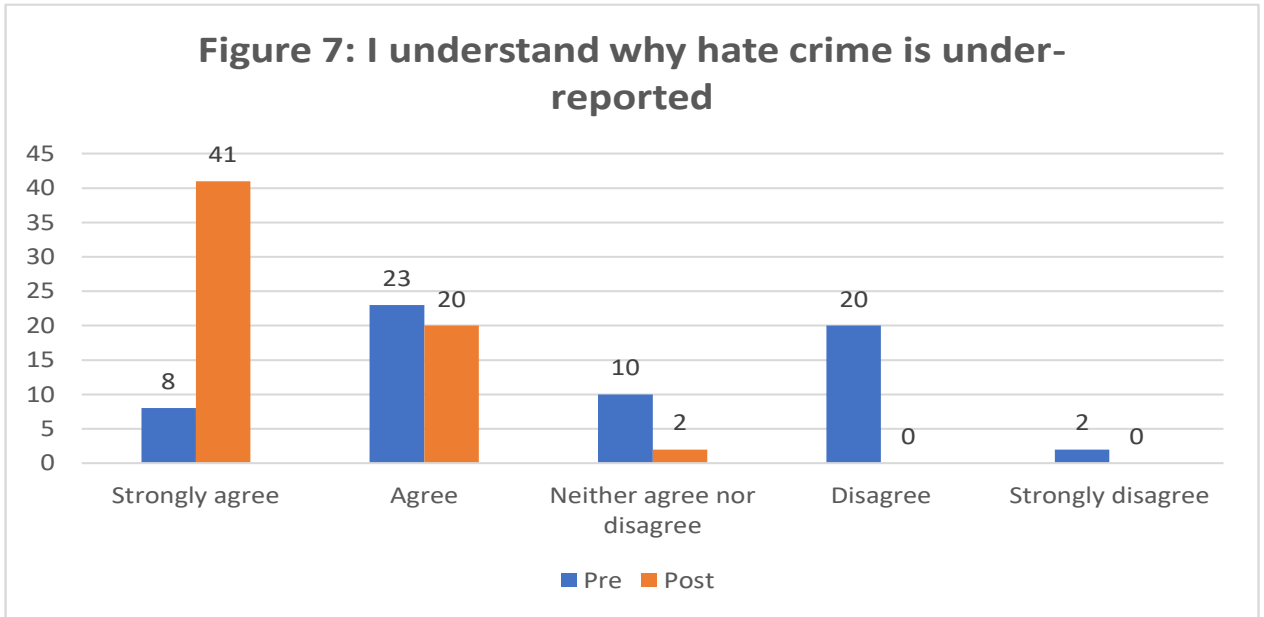
Objective one: to increase understanding of hate crimes



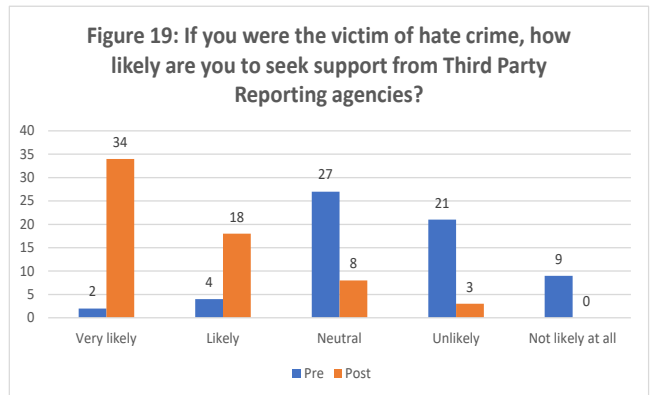
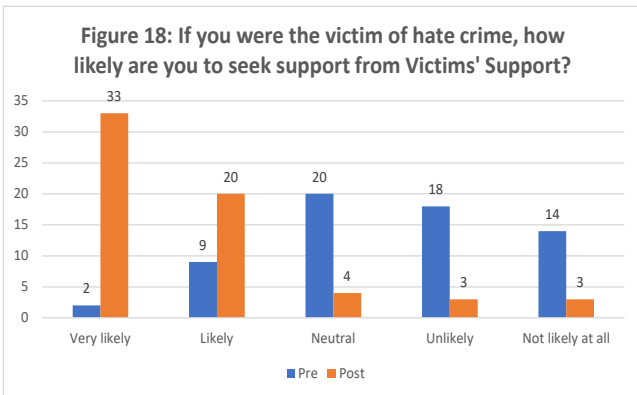
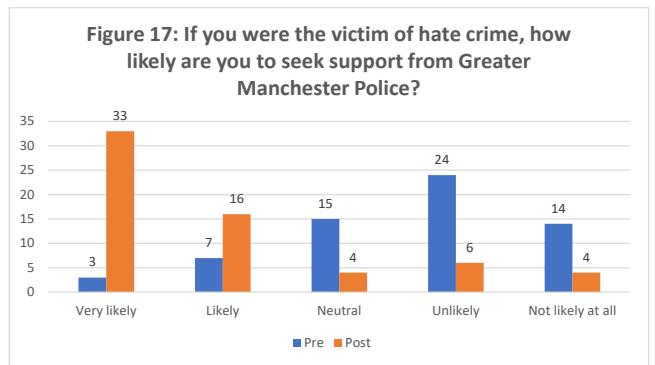
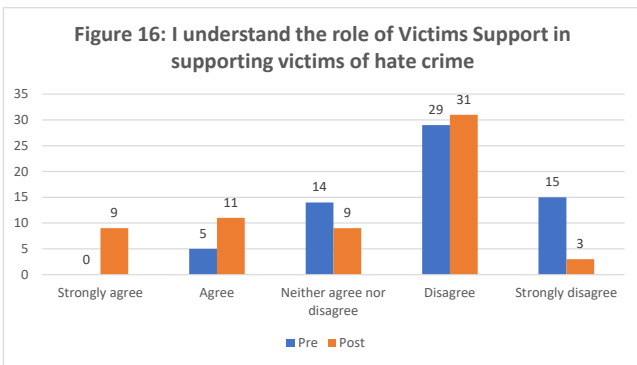
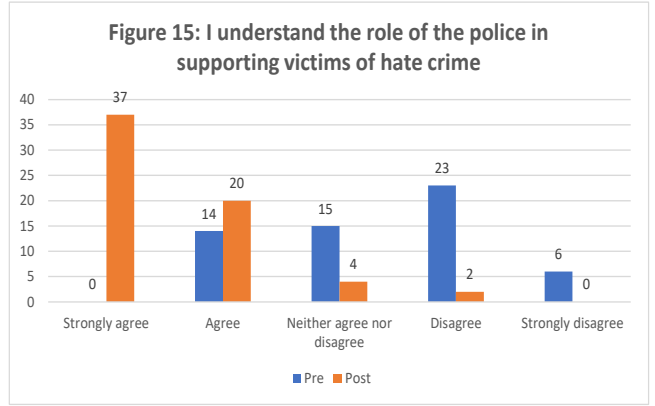
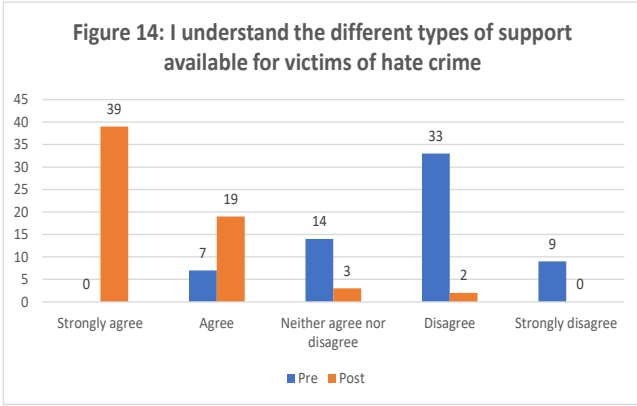
Objective 2: to develop knowledge of anti-Muslim hate crimes and Islamophobia



Objective 3: to improve understanding of reporting hate crimes and supporting others in reporting hate crimes.



Objective four: to build knowledge about the support available for victims of hate crimes and how to access it for yourself and others.



Appendix 3: Training design and delivery feedback

Figure 20: The objectives of the training were clearly explained

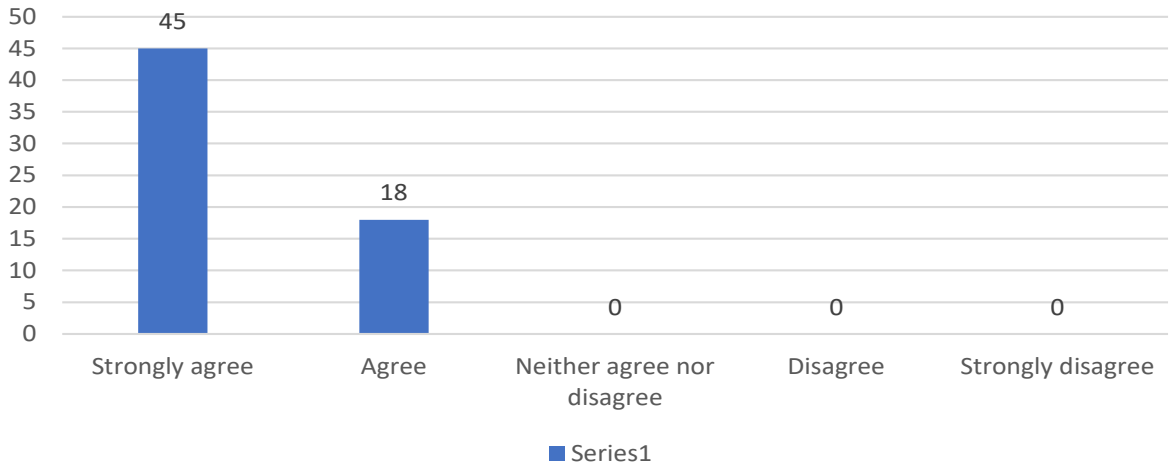


Figure 21: The content aligned with the objectives

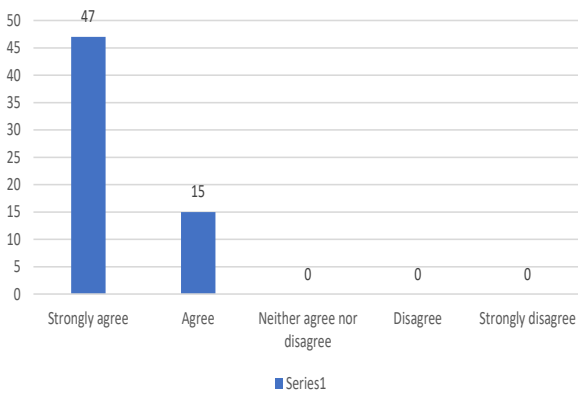


Figure 22: The speed of the training was appropriate

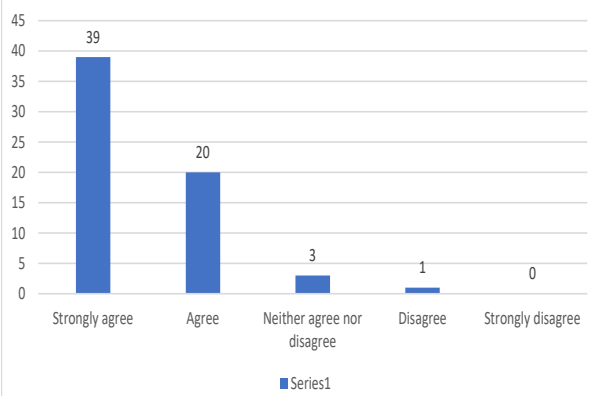


Figure 23: The facilitators welcomed questions and responded appropriately

