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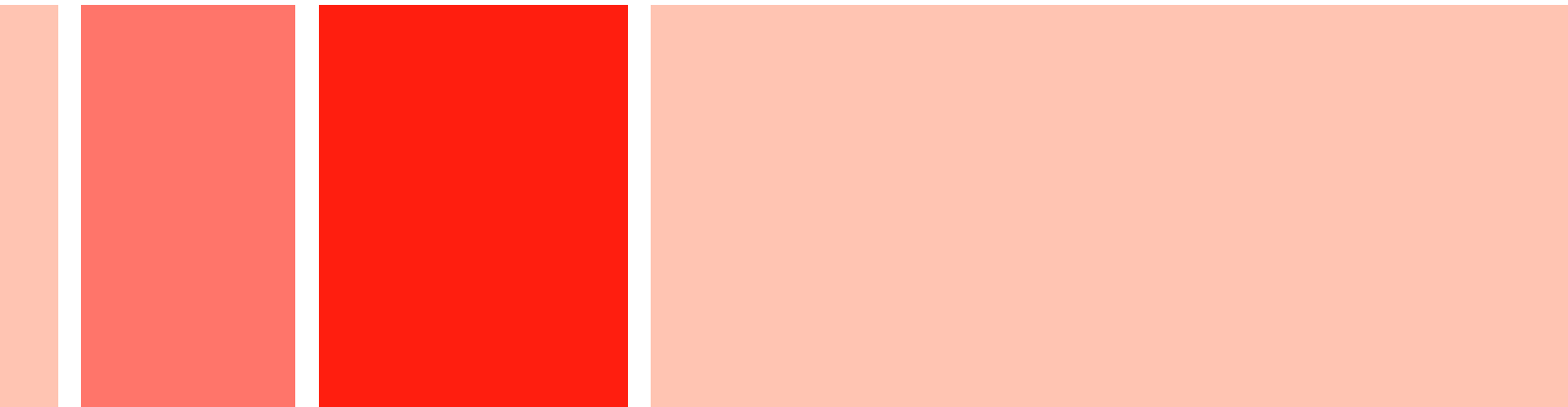
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Evaluation of the Muslim Council of Wales' Prevent work



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Final report

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Office for Public Management

Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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1 Introduction

OPM were commissioned by the Welsh Government (WG) (formally Welsh Assembly Government) in October 2010 to conduct an evaluation of the Muslim Council of Wales (MCW) preventing violent extremism work, known as the ADFYWIAD¹ programme (referred to as ‘the programme’ henceforth). The aim of the evaluation, as identified in the research specification, is to provide the WG with:

- A process evaluation to provide evidence of:
 - What has been delivered under various elements of the programme (e.g. awareness raising, communications training, and English lessons for Imams)
 - The extent to which different target audiences were reached
- An outcome evaluation to establish the extent to which intermediate positive outcomes have been achieved.
- In light of the findings from the research, produce advice on how the Prevent component of the Community Cohesion Strategy can be implemented in the future.

The contents of this report are as follows:

- **Chapter 2** provides an overview of the aims, objectives and different elements of the programme
- **Chapter 3** describes the research methods that have been employed as part of this evaluation. It also identifies challenges faced by the research team in conducting this evaluation.
- **Chapter 4** highlights the level of awareness about the programme amongst Muslim institutions across Wales, drawing on findings from the online survey
- **Chapter 5** highlights the impact of the programme on the participants involved. It assesses the extent to which the intended outcomes of the programme have been met.
- **Chapter 6** discusses the implementation of the programme and the extent to which it delivered what was planned

¹ The Advisory Directorate For Youth, Women and Imams’ Active Development

- **Chapter 7** provides a summary of the impact and identifies the key success factors and barriers to impact.
- **Chapter 8** makes recommendations about how the Prevent strategy can be implemented in the future.

2 The ADFYWIAD programme

The programme was delivered as part of the WG's 'Getting on Together – a Community Cohesion Strategy for Wales'. It was commissioned because of funding made available from the WG to complement the UK Government's Prevent strategy (initially published in June 2008), which forms one part of the counter-terrorism 'CONTEST' strategy². The aims of the first Prevent strategy were:

1. To challenge the ideology behind violent extremism and support mainstream voices
2. To disrupt those who promote violent extremism and support the places where they operate
3. To support individuals who are vulnerable to recruitment, or have already been recruited by violent extremists
4. To increase the resilience of communities to violent extremism
5. To address the grievances which ideologues are exploiting.

The Prevent Strategy was reviewed in 2010 and a new Prevent Strategy was published in June 2011³.

The ADFYWIAD programme was initially commissioned, due to growing concern amongst policy makers, and Muslim organisations, such as MCW, about the lack of expertise amongst communities, Imams and mosque committee members in Wales, in addressing the risks of radicalisation. More specifically, there were concerns about the:

- Poor governance structures that existed in some mosques
- Inability of Imams to connect with young Muslims due to their lack of awareness about the issues this group face
- Poor English language skills demonstrated by some Imams, which could result in an inability to talk to young Muslims about radicalisation
- Absence of any partnership working between mosques

However, the programme targeted not just Imams and members of Mosque committees, but also Muslim women and young Muslims. MCW worked with the WG to develop a programme of work which was approved and launched in the middle of 2009. Stakeholders that were involved in the commissioning

² CLG (2008) The Prevent Strategy: A guide for local partners

³ HM Government (2011), Prevent Strategy

of the programme (members of the counterterrorism (CONTEST) board) reported that delivering the programme through an organisation such as MCW, which had extensive links with Muslim communities, had been necessary in order to ensure that the programme was able to reach a wide variety of audiences. Stakeholders also observed that MCW was the only Muslim organisation which aimed to have a pan-Wales remit.

The aims and objectives of the programme as a whole were to:

- build the capacity of Mosques, madrassahs and Muslim organisations (referred to as 'Muslim institutions' henceforth) so that they are better able to identify and support those at risk of violent extremism, by ensuring that they:
 - Operate professionally, in line with good practice in governance, equality and diversity and child protection and safeguarding
 - Gain a better understanding of radicalisation, extremist ideology and preventing violent extremism
 - Develop better partnership working between themselves and statutory agencies, such as the police
- increase participation and interest in civic and community life by Muslim women and youth
- develop the leadership skills of Muslim youth
- make Muslim youth less vulnerable to extremist rhetoric and recruitment from extremist groups

The table below illustrates the key elements of the programme.

Programme element	Aims and objectives	Overview of activities	Delivery period
Raise awareness of ADFYWIAD programme	(1) To introduce and communicate the importance of the programme to Muslim communities across Wales (2) To increase Muslim communities' commitment to and willingness to participate in the programme's associated activities	Meetings with mosque trustees Marketing stalls Ramadan Radio discussion	September 2009 – September 2010
Governance and child protection training for mosques, madrassahs and Muslim organizations	To build the resilience of mosques, Madrassahs and Muslim organisations across Wales by: (1) ensuring that they operate within the context of good governance and child protection and safeguarding policies and procedures (2) helping them appreciate the importance of diverse representation on governance structures	Training sessions in Cardiff, Swansea and Wrexham	February 2010 – January 2011
Engagement of and training to all audiences of ADFYWIAD on: (i) radicalisation and extremist ideology, (ii) citizenship and civic responsibility, (iii) partnership working with statutory agencies, like the police, (iv) skills development	1) Develop the skills, awareness and civic responsibility of programme audiences (2) Partnership working between Imams and police	Meetings between police officers and Imams One-off sessions on citizenship, British Muslim identity, civic responsibility	December 2009 – July 2010
'Radical Middle Way' training sessions for mosques, madrassahs and Muslim organisations	To educate Muslim leaders and community representatives about identifying and deconstructing extremist messages, so that they can in turn cascade the messages to the grassroots communities that they work with	Training sessions in Cardiff and Newport	October 2011 – March 2012
"iLead" youth leadership project:	Build the confidence and skills of Muslim	Year-long developmental	March 2011 –

<p>(i) One project for 13-16 year olds (ii) One project for 16+ year olds</p>	<p>youth so that they are able to act as leaders in the community</p>	<p>programme with three elements: personal development; engaging with the wider community; leadership development.</p>	<p>March 2012</p>
<p>Monthly social activities – “Keep fit” project</p>	<p>To involve young Muslim women in diversionary activities that can make them less vulnerable to extremist messages.</p>	<p>Monthly sporting activities with some time dedicated to discussions about theology, citizenship and civic responsibility</p>	<p>October 2010 – December 2011</p>
<p>ESOL classes for Imams</p>	<p>To improve standards of spoken and written English amongst Imams across Wales so that they are better able to relate to the communities they serve.</p>	<p>MCW experienced problems retaining ESOL teachers because they were only able to offer £17/hr, whereas the teachers want £25/hr which is what they are getting elsewhere. There was also little interest in these classes by non-English speaking Imams and there was therefore little progress made on this element of the programme in the first two years of the programme. A small group of Imams are currently attending a 3 month ESOL course with the view to enrolling in mainstream ESOL provision in Cardiff at the end of the programme.</p>	
<p>Ijazahs for Imams (Ijazahs are certificates issued to Imams that indicates that they have been authorised to transmit Islamic knowledge).</p>	<p>To provide clear indication to Muslim communities about which religious leaders have met the standards of Islamic scholarship and are thus authorized to advise on theological issues</p>	<p>Although some progress was made in the first year of the programme on setting up a committee to take this forward, this element of the programme was also not delivered.</p>	

3 Evaluation methodology

3.1 Research methods used

3.1.1 *Development of theory of change model*

This evaluation used a Theory of Change approach. This seeks to identify the theoretical or logical sequence by which an intervention (in this case the ADFYWIAD programme) is expected to bring about its desired effects. Part of this approach to evaluation involves developing a programme theory of change model which articulates how and why participants believe the programme's activities will have the desired impact. The theory of change approach to evaluation is widely used in theory based evaluations of policy programmes (see a published paper by OPM on theories of change⁴). This model states the intended outcomes associated with the programme, the activities expected to be implemented to achieve these outcomes, and the change mechanisms that link the activities to the intended outcomes. The model provides:

- a high level visual sketch of the programme, its activities, and the pathways to achieving outcomes
- a brief discourse around the intended outcomes of the programme, and a list of interim outcomes that may be associated with them
- a series of change mechanisms which link the programme activities to intended outcomes

The model is an essential component of the evaluation, as it:

- allows us to build a clear narrative of how the programme is intended to work and make a difference. We can then test the extent to which this theory is delivered in practice, drawing out when the change mechanism occurred or deviated from what was planned.
- helps us identify the range of inputs (human, infrastructure, financial), outputs, and outcomes associated with the programme

⁴ Goss, S, Gillanders, G (both OPM), Sullivan, H, Developing a 'Theory of Change' to Evaluate Local Public Service Agreements, Communities and local government, 2006

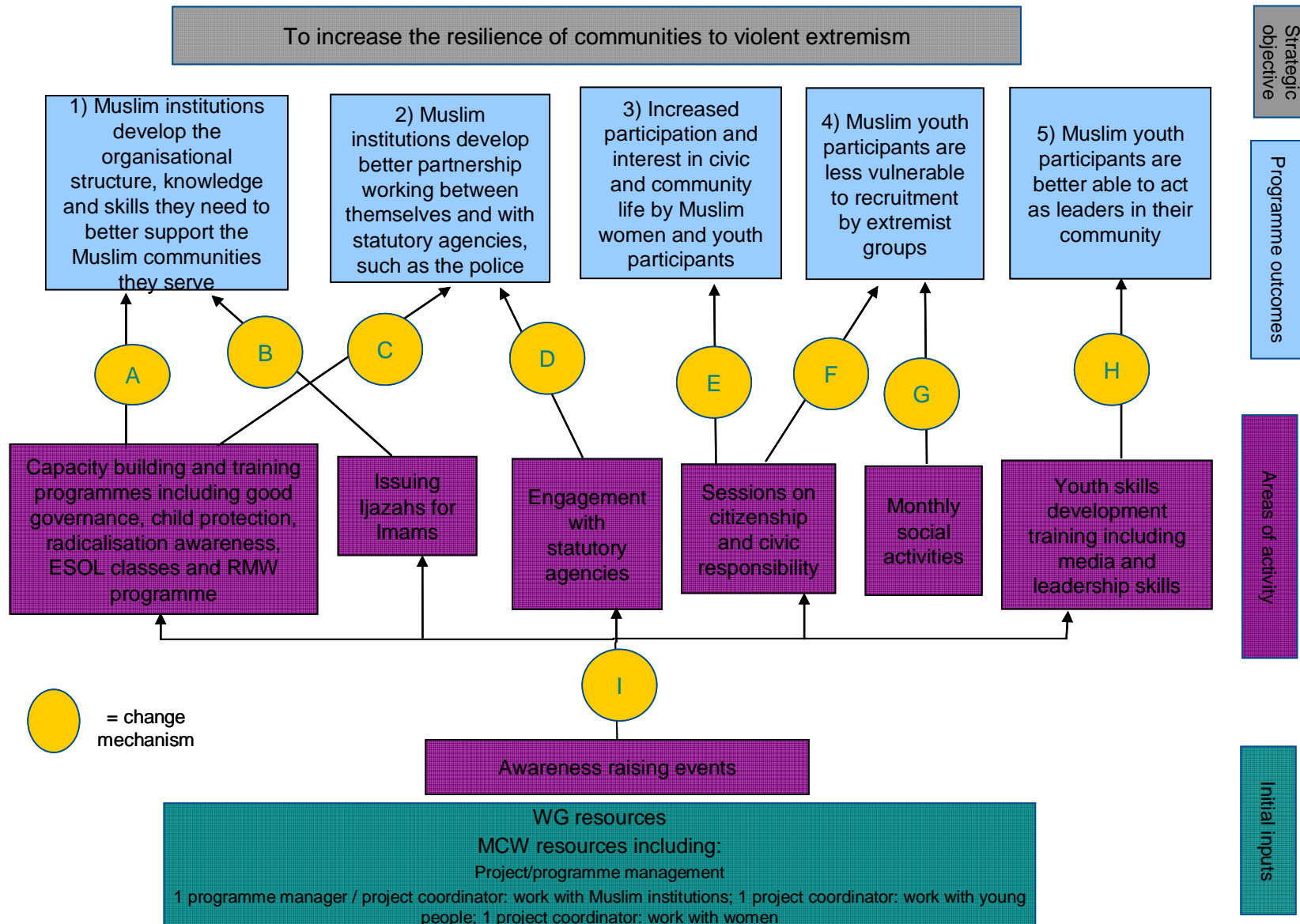
- provides a framework that guides the development of our research tools for use during fieldwork and an analytical framework to guide the synthesis and analysis of our findings

The model was developed through a combination of a review of programme documentation, input from the WG and eight in-depth interviews with a range of stakeholders who had been closely involved in commissioning, designing and delivering the programme. It is important when considering the model, to understand its limitations. The model represents the combined views of a range of “theories” and knowledge held by a small number of stakeholders.

The model is not associated with any particular body of evidence or theory on radicalisation and how this can be countered, such as specific academic theories of the radicalisation process. Instead, the model represents the aggregation of several personal views of individuals based on their own individual knowledge and understanding from working in the field of Prevent.

The model is illustrated in the chart below:

Theory of change model



Change mechanisms

The table below details the “change mechanisms” or assumed pathways by which each of the programme outcomes will be achieved.

A	By developing a range of skills and knowledge participants are better able to support the Muslim communities they serve
B	By receiving a certificate of authority participants can provide Muslim communities with greater confidence in their capacity to meet their needs
C	By interacting during training courses representatives from Muslim institutions get to know each better and are more willing to work in partnership
D	By developing a better understanding of the role of statutory agencies in preventing violent extremism, participants will be more willing to work in partnership with them
E	By learning about the importance of citizenship, the importance of being both Muslim and British and of civic responsibility, participants develop the desire to participate more in civil and community life
F	By learning about the importance of citizenship, the importance of being both Muslim and British, and civic responsibility, participants are less likely to be vulnerable to extremist messages that preach the opposite
G	By getting involved in positive diversionary activities participants’ attentions are redirected away from extremist networks
H	By developing a range of skills in a safe space participants are better able to act as leaders in their community
I	By attending awareness raising events participants better understand the programme and become interested in participating in its activities

WG/MCW resources

In addition to the funding provided by the WG to MCW in order to deliver the programme, the Secretary General of MCW was responsible for overseeing the delivery of the programme and for coordinating with Muslim institutions.

Additionally, two part time project coordinators were recruited to oversee the work with Muslim young people and Muslim women respectively.

3.1.2 Qualitative fieldwork

OPM adopted a primarily qualitative approach to evaluating the programme. Given the broad focus of the programme, a decision was made to focus the fieldwork on the more substantive elements of the programme, for example, the governance and child protection training and the iLead project. It was felt that given the considerable overlap in attendance across different elements, interviewees would often be able to reflect on multiple aspects of the programme. For example, those who had taken part in the governance and child protection training were often also likely to have attended sessions on civic responsibility and British Muslim identity and would thus be able to reflect on all these sessions. Decisions about where to focus fieldwork were influenced by the availability of attendance lists and contact details. Fieldwork was conducted over two phases. The first phase of fieldwork was conducted between April and July 2011 and included:

- **4 interviews** with participants of the governance and child protection training for mosques, madrassahs and Muslim organisations. OPM had intended to conduct approximately 10 interviews but identifying contacts willing to be interviewed proved difficult.
- **2 interviews** with police officers who took part in meetings with Imams as part of the 'engagement and training for ADFYWIAD audiences' element of the programme. OPM had intended to conduct approximately 5 interviews, including some with Imams who also participated in these meetings, but this was not possible, as there were no attendance lists.
- **1 focus group** with 12 participants of the iLead youth leadership programme (13-16 years). OPM had intended to also conduct a focus group with the participants of the 16+ years iLead programme but the cancellation of sessions meant that this was not possible.
- **1 focus group** with 8 participants of the monthly social activities ("Keep fit" project)

The fieldwork tools used during the first phase of research can be found in Appendix 1.

The second phase of fieldwork was conducted between January and March 2012 and included:

- **1 focus group** with 7 participants of the Radical Middle Way project
- **3 interviews** with participants of the Radical Middle Way project
- **1 follow-up focus group** with 15 participants of the 13-16 years iLead youth leadership project and **1 focus group** with 9 participants of the 16+ years iLead youth leadership project
- **2 interviews** with participants of the monthly social activities ("Keep fit" project)
- **3 interviews** with project coordinators from MCW

The fieldwork tools used during the second phase of research can be found in Appendix 2.

3.1.3. Online survey of Muslim institutions

OPM designed a short online survey, the purpose of which was to test the awareness of the Muslim community of the programme of work being delivered in their local area. A list of questions included in the survey can be found in Appendix 3. The survey link was emailed to 64 institutions across Wales, the contact details for which were identified through the WG's own networks. The distribution of the survey was also limited to those Muslim institutions with email addresses. It is therefore important to note that the findings discussed in following sections may not be representative of all Muslim institutions across Wales.

The survey was live from mid-January to early March 2012. Twenty nine responses were received, a response rate of 45.3%. There were slightly more female respondents (n=16) than male respondents (n=13). Additionally, almost half reported that they worked with a Muslim voluntary organisation (n=14) with a further one third reporting that they worked with mosques (n=9). Finally, the geographical spread of responses is highlighted in the table below. As it illustrates, the majority of responses were from Cardiff (n=17) followed by Newport (n=6).

Region	% (number) of respondents
Cardiff	58.6% (17)
Newport	20.7% (6)
Swansea	10.3% (3)
Pembrokeshire	3.4% (1)
Gwynedd	3.4% (1)
Conwy	3.4% (1)
Total	100% (29)

3.1.4. Analysis

The data collected over the course of the evaluation was subjected to thematic analysis to assess both extent and type of impact. The theory of change model was used as a broad framework for analysis. Having data from different points in the evaluation allowed triangulation of the data to produce more robust findings.

3.2. Challenges encountered during evaluation

Over the course of the evaluation OPM experienced a number of challenges associated with conducting fieldwork and gathering data. These, and their implications, are discussed in turn below.

Identification of planned activities: It proved very difficult to identify MCW's forward programme of ADFYWIAD planned activities. Requests by the researchers tended to be met with either no response, or claims that there were delays in implementing a particular activity. The sources of information were often either contacts at the WG or the quarterly monitoring reports submitted to the WG. It appears that the programme of planned activities did not develop or expand very much after the first year. As noted, the ESOL classes and Ijazahs for Imams elements did not take place. These difficulties in identifying planned activities have obviously had an impact on the range of activities that the researchers have been able to evaluate. The findings presented in the following sections are therefore based only on those elements of the programme that the researchers had knowledge of, and been able to conduct evaluation activities with.

Contact database for survey distribution: The online survey was initially designed and meant to be distributed in the early stages of the evaluation. OPM had planned to distribute this survey using MCWs contact database. MCW were keen to see the survey before providing the database and also expressed some concerns about confidentiality of contacts. OPM were prompt in sending them the survey and reassured anonymity and confidentiality. However, there was no follow-up or provision of the database. The eventual distribution of the survey was through contacts identified by the WG which represented only a sub-sample of all the Muslim institutions across Wales. The findings discussed in the following sections are, therefore, not necessarily representative of all Muslim institutions across Wales.

Recruitment of participants to take part in interviews: As part of the first phase of fieldwork OPM were keen to undertake approximately 15 interviews with participants of the governance and child protection training and the meetings between the police and Imams. With regards to the former, OPM randomly selected approximately 35 participants from attendance lists and requested their contact details from MCW. Only one participant was successfully recruited after several attempts to contact each participant. Some contact details proved incorrect and many participants felt that the training had been too long ago for them to reflect on. Others were wary of participating in the research. The researchers thus felt that participants would be more willing to take part in interviews if approached by MCW and decided that it was less important, in this case, to randomly select participants to ensure unbiased views. The researchers asked MCW to identify and contact 5-6 participants whom they thought would be willing to participate in the interviews. However, despite repeated requests this did not happen. The eventual recruitment of the other three participants was through a contact at the WG. Again, this means that the findings discussed are not necessarily representative of all participants who took part in the training. It was not possible for the researchers to conduct interviews with Imams who took part in meetings with the police. MCW reported that they did not have this list and that the attendance list was kept by the police officers who had hosted these meetings. Two police officers that attended these meetings were interviewed, but reported not having an attendance list to provide us with due to the

amount of time that had lapsed. This means that the researchers had limited evidence on this part of the programme.

The findings presented in the following sections need to be interpreted in light of the challenges discussed above.

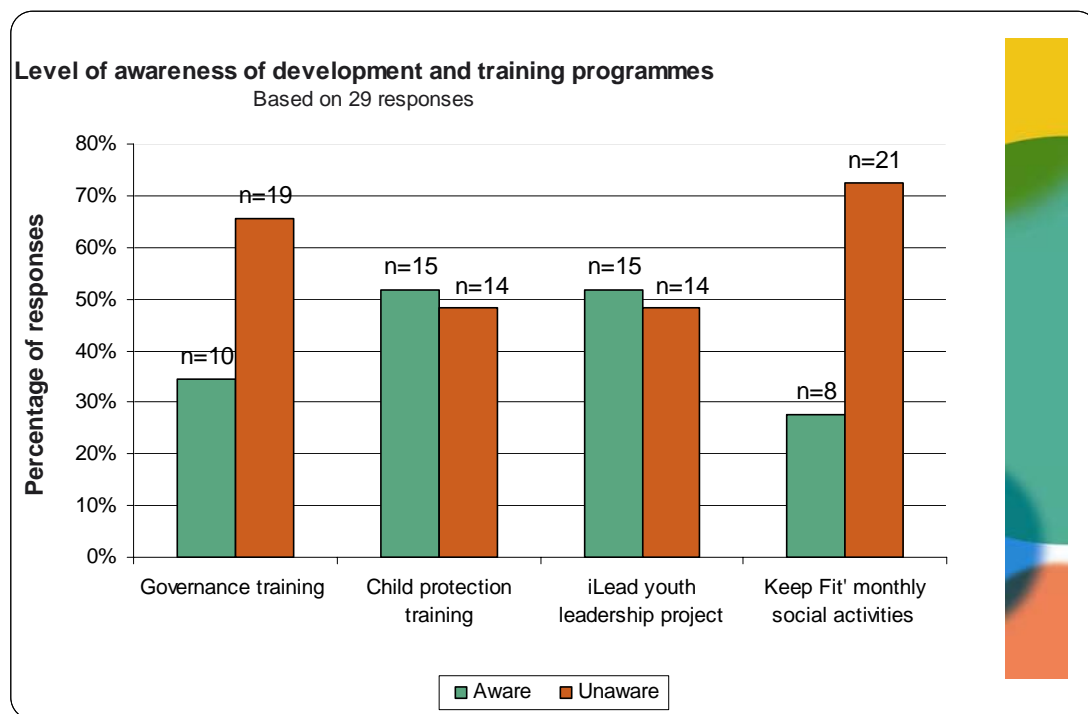
4 Awareness of ADFYWIAD programme

OPM conducted an online survey to assess the awareness of Muslim institutions of four key elements of the programme: governance training, child protection training, iLead youth leadership projects, and the “Keep Fit” monthly social activities. The survey was emailed to 64 contacts and 29 responses were received indicating a response rate of 45.3%.

Awareness of programmes

As the chart below illustrates, more than half the respondents were aware of the child protection training (n=15) and the iLead project (n=15). On the other hand approximately one third or less were aware of the governance training (n=10) and the “Keep Fit” monthly social activities (n=8).

Chart 1: Awareness of development and training programmes



How respondents heard about the programmes

Respondents who reported being aware of the training programmes were asked to choose from a list on where they had heard about the programmes. The majority of respondents had heard about the governance training (n=6) and the child protection training (n=5) from the Muslim Council of Wales. A

further 2 respondents had heard about the governance training through an event they attended. Other sources of information for the child protection training were the community centre (n=2) friends (n=2) and their local mosque (n=2). Approximately one third (n=5) reported that they had heard about the child protection training from an 'other' source, which included their employment and an organisation called Ethnic Communities First. The majority of respondents reported having heard about the iLead youth leadership (n=7) project and the "Keep Fit" monthly social activities (n=3) from a friend. A further one third had heard about the iLead project from the Muslim Council of Wales (n=5). Other sources of information for the "Keep Fit" monthly social activities included Muslim Youth Wales (n=1) and their local mosque (n=1). Approximately one third reported that they had heard about the "Keep Fit" monthly social activities from an 'other' source, which included forwarded text message and Ethnic Communities First.

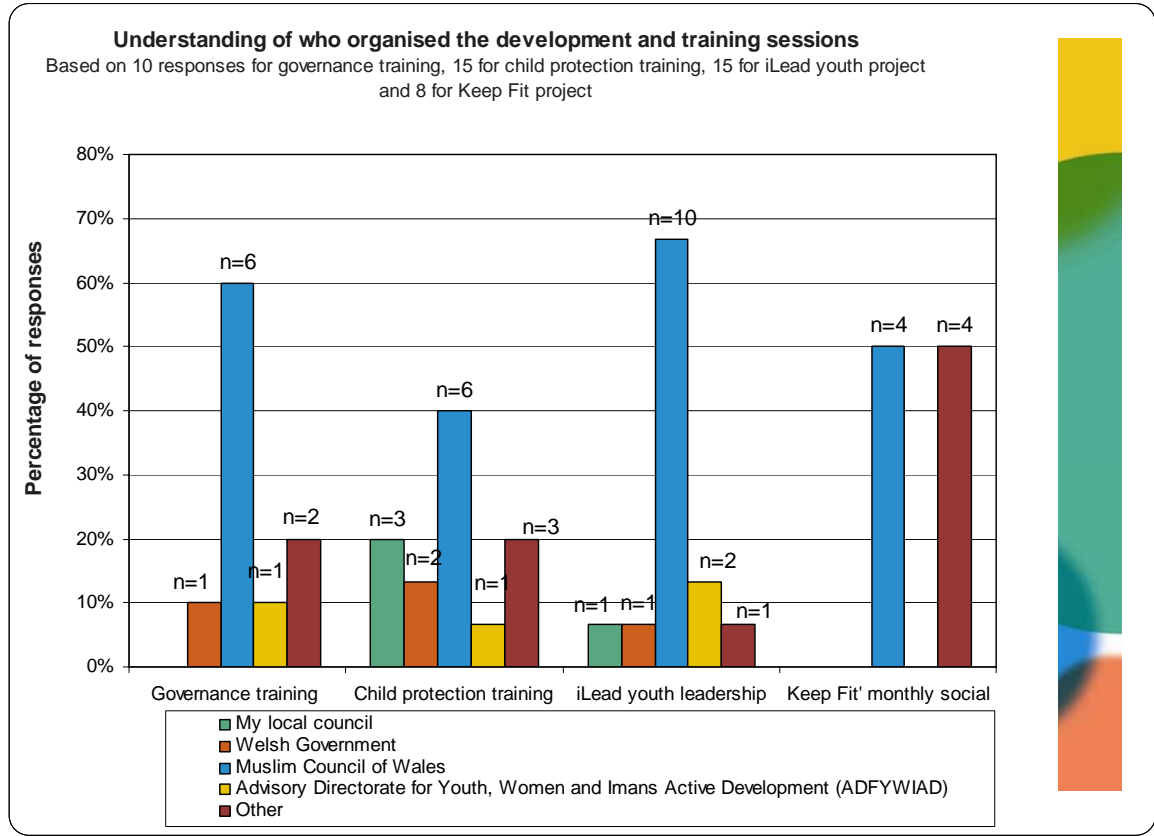
Understanding of who organised the programmes

Respondents who were aware of the programmes were also asked to identify from a shortlist who, to the best of their knowledge, had organised the different training programmes. As illustrated in the chart below, the majority of respondents reported that the training programmes had been organised by the Muslim Council of Wales, with approximately two thirds feeling that the governance training (n=6) and the iLead youth leadership project (n=10) was organised by Muslim Council of Wales and 6 and 4 respondents feeling that the child protection and 'Keep Fit' monthly social activities respectively were organised by the Muslim Council of Wales. Approximately one in ten respondents thought that the governance training (n=1) and the child protection training (n=2) had been organised by the Welsh Government. A further 3 respondents thought that the child protection training had been organised by their local council.

A number of respondents thought that the training programmes had been organised by an 'other' organisation, with this number as high as 50% for the 'Keep Fit' monthly social activities (n=4). Responses included, amongst others, not being able to recall and the organisation Ethnic Communities First. Only a minority of respondents thought that the training programmes had

been organised by the ADFYWIAD programme, with this number as low as 2 respondents for the iLead youth leadership project and no respondents for the “Keep Fit” monthly social activities.

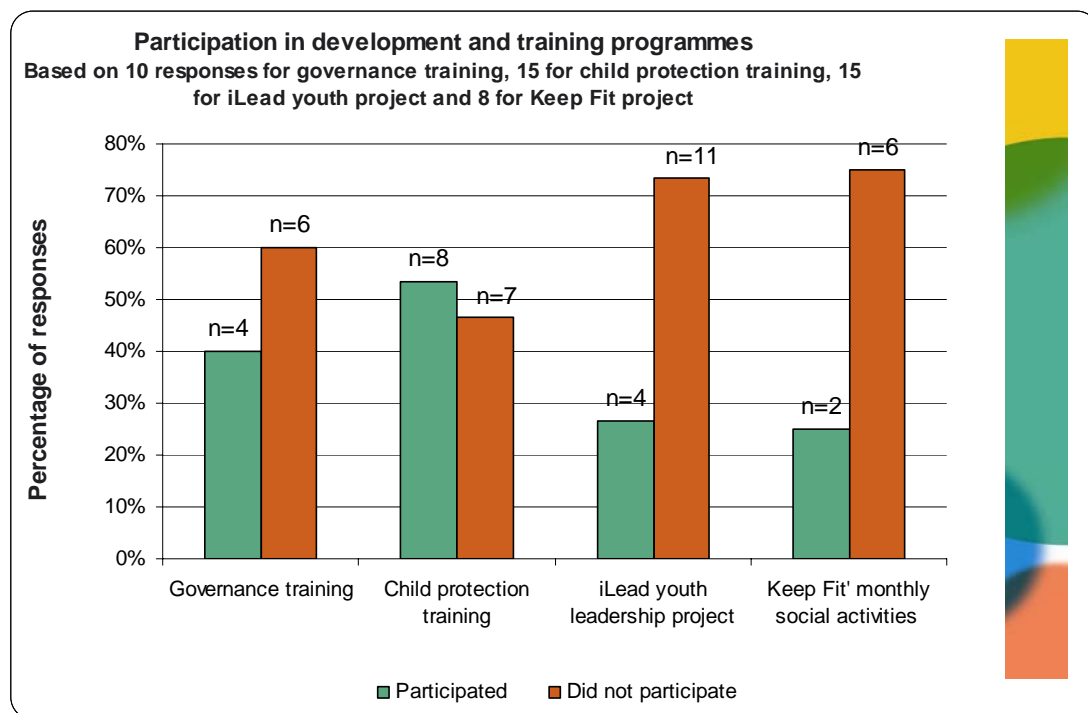
Chart 2: Understanding of who organised the development and training sessions



Participation in the training programmes

Respondents who were aware of the programmes were also asked whether or not they had participated in the programmes and the results indicated that in almost all cases more than half had not participated in the programmes. This is illustrated in the chart below.

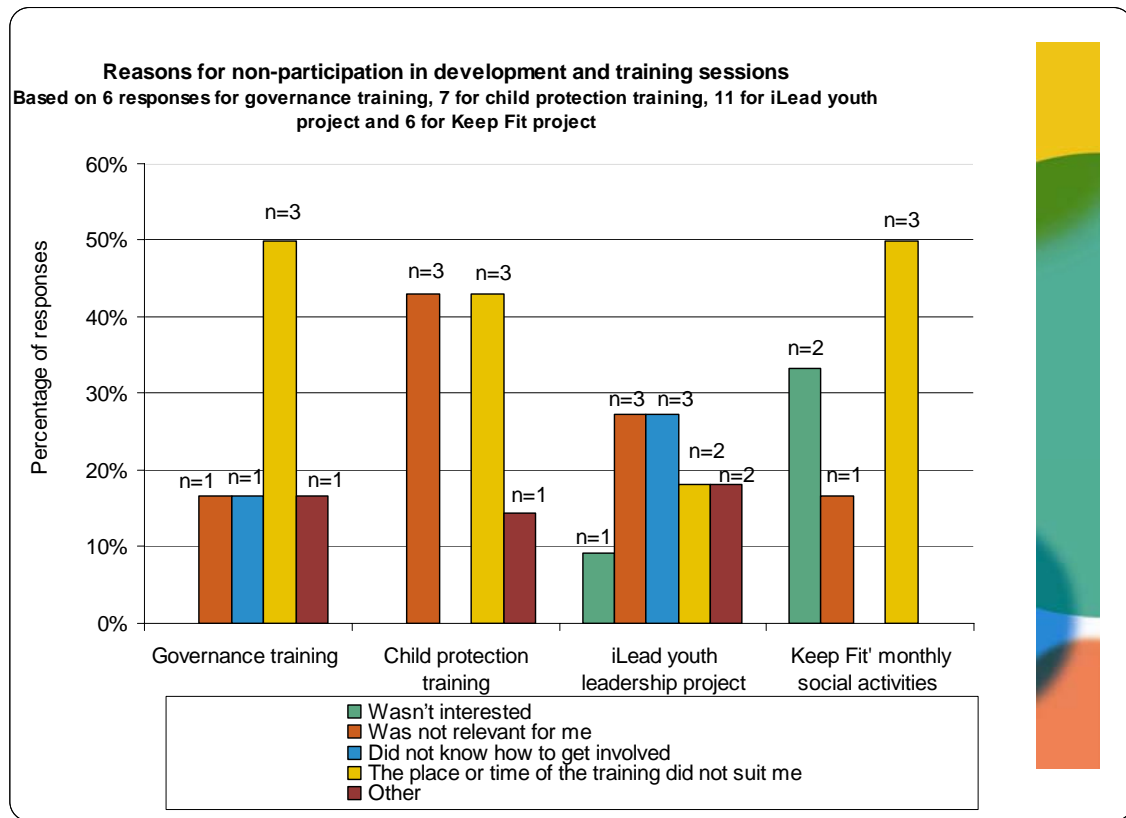
Chart 3: Participation in development and training programmes



Those respondents who reported not having participated in the programmes were asked why this was so. It is important to note that sample numbers are small so the findings should be treated with caution. Approximately half the respondents reported that they did not take part in the governance training (n=3), child protection training (n=3) or the “Keep Fit” monthly social activities (n=3) because the place or time did not suit them. These findings are illustrated in the chart below.

Additionally, 3 respondents did not participate in the child protection training and iLead project respectively because it was not relevant for them. A further 3 respondents did not get involved in the iLead project because they did not know how to get involved. Finally, one third of respondents didn’t participate in the ‘Keep Fit’ monthly social activities (n=2) because they weren’t interested.

Chart 4: Reasons for non-participation in development and training sessions



5 Evidencing impact – findings

The programme included a number of different elements that our evaluation model hypothesised would have a positive impact on the participants. In the following sections we discuss the extent to which the following intended outcomes, and their associated change ‘mechanisms’ have been achieved:

- Muslim institutions develop the organisational structure, knowledge and skills they need to better support the Muslim communities they serve
- Muslim institutions develop better partnership working between themselves and with statutory agencies, such as the police
- Increased participation and interest in civic and community life by Muslim women and youth participants
- Muslim youth participants are better able to act as leaders in their community

5.1 Intended outcome: Muslim institutions develop the organisational structure, knowledge and skills they need to better support the Muslim communities they serve

As illustrated in the evaluation model, a number of different elements of the programme were designed to help Muslim institutions develop the organisational structure, knowledge and skills they need to better support the communities they serve. These included governance training, child protection training, training on identifying and tackling extremist ideology provided by the organisation Radical Middle Way and ESOL classes for Imams. It also included the issuing of Ijazahs for Imams - a certificate issued to Imams that indicates that they have been authorized to transmit Islamic knowledge. This certificate of authority would allow participants to provide Muslim communities with greater confidence in their capacity to meet their needs. Of these elements of the programme, however, only the governance training, child protection training and Radical Middle Way’s training has been delivered. Our evaluation model hypothesised that **by developing a range of skills and knowledge participants would be better able to support the Muslim communities they serve**. There is some evidence to indicate that these training programmes have helped participants better support the Muslim

communities they serve, although it is important to note that only a small number of interviews were conducted with participants of the governance and child protection training and that therefore findings may not be representative of the wider group's views.

The four participants interviewed, that had attended the governance training, reported finding it very useful and were able to provide examples of how the training had motivated them to improve the working practices and responsiveness of Muslim institutions. For example, some reported that they had begun to review their **constitutions, strategies and policies** as a result of having attended the training:

“To be honest, we were in a process of doing this [drafting policies and procedures] before the training, so the training raised awareness and made us acknowledge that and supported our work on this. Really gave it a lot more of a ‘push’.”

“We did a review on the constitution as soon as course was over – so we implemented the learning as a direct result of the training, as it was a real motivation for rest of the members.”

Other participants felt that the training had particularly highlighted the importance of having **greater diversity in representation** on their institutions' committees. One reported that the training had resulted in a younger person joining the committee and another reported that the issue of the lack of women on the committee, although dismissed in the past was now back on the committee members agenda.

Some also felt that the training had given them greater awareness of the **legal requirements** associated with good governance, for example around the management of finances and fundraising activities and records and that this had helped them appreciate the importance of developing a thorough approach to managing risk in their organisations.

“It made me uncomfortable that we didn't know about all of it, it would have put the mosque at risk if I didn't find out. By knowing, and raising awareness of what needs to be developed and know that I need to be vigilant about everything I do and how we run the mosque.”

The importance of ensuring that all committee members and Imams are CRB checked was also mentioned by some participants. One participant felt that

the training had been particularly helpful for Imams as it had helped them recognise that they had a bigger role to play in mosque management and in **providing pastoral care** to the community: *“It also opened my mind as to how important the role of the Imam in the community was.”* Finally, one participant reported that his institution had asked the trainer from Faith Associates to come back and deliver another session to colleagues and community members and to help with the set-up of their management structure.

The four interviewees that had attended the child protection training, were also able to report a number of ways in which participating in the training has had an impact on the way their institution works with children. A number of them felt that it had led to **better vetting procedures** for staff, for example ensuring CRB checks are in place and that there is close supervision when someone is newly employed:

“We do CRB now....we don’t employ anyone without interviews and checks ourselves and anyone new we employ is always supervised for a couple of weeks initially.”

Similarly, other participants reported **ensuring that teaching and class environments were appropriate**, for example, by limiting the number of children in one class by hiring more volunteer teachers or by hiring women to teach all female classes. Some participants also felt that the training was beneficial because it helped teachers learn about **good practice in teaching children**, and in particular effective and legal methods of disciplining and rewarding children.

“I felt I wasn’t a good teacher for a long time, I learnt how praising and encouraging children would help them learn quicker.”

“Another [good] part was around how we should deal with the children, how to treat them, how to approach the children that don’t listen.”

It also helped them learn about the reasoning for child protection legislation which means they are more likely to be vigilant. Similarly, many participants felt that they were now more in the know about what safeguarding and child protection involves, particularly with respect to spotting different types of child abuse such as neglect, emotional abuse or physical abuse. This led to a

greater sense of personal responsibility to ensure that young people are kept safe:

'It made us feel that we have to be more observant, listen to children some more, brought those issues to life, made us see as adults how important it was to observe and ensure the right steps are taken.'

One participant felt that the training had encouraged teachers to build **better relationships with parents**:

"The way we interact with parents, teachers communicate with them a lot more, parents take a more active role in the child's progress, also now hold twice a year parents evening sessions."

The positive impacts of the governance and child protection training were attested to by the project coordinator: *"I can see difference in their attitude, they're not just preaching, it's also about how they can help and support their members."*

The ten interviewees who had participated in the training provided by Radical Middle Way, also felt that the training had better equipped them to protect the communities they serve, particularly young people against the arguments of extremists. Some reported that it had given them a **better understanding of the types of individuals that could be vulnerable** to recruitment by extremist groups. This in turn meant that they could be more vigilant in their roles which tended to involve working closely with Muslim communities.

"I remember it highlighted people that would be vulnerable...looked at social and economic backgrounds and lots of factual information for me to be aware of in the future."

At the same time, many of the ten, also felt that the training had given them a better understanding of arguments and misinterpretations of Islam that extremist groups use to recruit vulnerable people. This meant that they now felt confident that they would be able **to identify extremist arguments**, if used by people in their community.

"It's given me more awareness and confidence so I can look for warning signs on a daily basis."

"I am now aware of the misconceptions and what's happening out there, and the traps that young people could fall into."

Similarly, having given them a better understanding of Islam, many felt that they were now **more confident and better equipped to constructively challenge these arguments.**

“Being able to hold my ground on what I always think are the right principles in Islam – there are areas where you get challenged so good to know that this is actually what the Quran says about that.”

“I can tackle that [extremist arguments] with evidence from the Hadith and text if I know that someone is showing an interest that way.”

Having gained a better understanding of Islam also meant that participants subsequently felt better equipped to answer some of the more difficult questions about Islam that people from the community may ask them. Finally, one participant reported that participating in the training had motivated his mosque to ensure better vetting of speakers, for example, researching speakers to ensure that they do not preach anti-Western sentiment.

It therefore appears that the governance, child protection and Radical Middle Way’s training have all had a positive impact on the participants that took part in this evaluation. As discussed earlier, the fact that only a small number of interviews were conducted with participants of the governance and child protection training means that it is not clear the extent to which this positive impact was experienced by the wider group.

5.2 Intended outcome: Muslim institutions develop better partnership working between themselves and with statutory agencies, such as the police

There were three different elements of the programme that were designed to contribute to this intended outcome. This included the governance and child protection training delivered to Muslim institutions. Our evaluation model hypothesised that **by interacting during training courses representatives from Muslim institutions would get to know each better and be more willing to work in partnership.** The other element of the programme that was designed to contribute to this outcome was the engagement between Imams and police officers. Our evaluation model hypothesised that **by developing a better understanding of the role of statutory agencies in**

preventing violent extremism participants would be more willing to work in partnership with them.

With regards to the governance and child protection training, there was limited evidence to indicate that taking part in the training had resulted in better partnership working with representatives from other Muslim institutions. Only one participant reported that he had started exploring delivering activities and classes jointly with another mosque in the area. However, the project coordinator felt that the training courses had provided an opportunity to bring Imams from different mosques together for the first time and that the experience had made them “*come out of their shells*” and much more open to “*talking to faith leaders from other schools of thought*”. Unfortunately, since OPM were only able to conduct four interviews with participants involved in these projects it is not clear the extent to which this view may have been held by the wider group.

With regards to the meeting between Imams and police officers, as discussed earlier there were no interviews conducted with Imams due to difficulty in identifying who attended these meetings. This means that we have limited evidence relating to the extent to which these meetings have contributed to better relations between Imams and the police.

However, in general the two police officers interviewed found the meetings very helpful. They said that the meetings had provided them with the opportunity to listen to the fears that the community had about Prevent (e.g. stigmatisation) and other more every day concerns.

“It gave me a greater appreciation of the concerns of the Muslim community, rather than just the big ticket counterterrorism issues, but the day-to-day issues... It was absolutely invaluable”

They felt that the meetings helped them understand what it feels like by Muslim communities to be policed and where particularly the police could do better. It had also helped dispel the myths around the police’s role in Prevent and helped them reassure Imams that they were there to work with them.

“We were able to introduce the team, talk about their role, give some reassurances that the team weren’t being deployed covertly – were there to work with Imams and leaders.”

Both police officers that were interviewed felt that it had been the start of a more formal relationship with Imams and helped build trust and confidence amongst those present. This view was also echoed by the project coordinator who felt that the community had become much more open to working with the police, particularly during the terror arrest made in Cardiff in 2010.

“The community is also better at working with police, we brokered those relationships, it’s no longer hush hush, they were happy to go to the police during some of the incidents last year.”

The police officers felt that the meetings had been successful due to MCWs relationship with Muslim communities which had ensured good turnout at the meeting by Imams from lots of different mosques.

5.3: Intended outcome: Increased participation and interest in civic and community life by Muslim women and youth participants

The programme elements that were designed to contribute to this outcome included one-off sessions on citizenship, British Muslim identity and civic responsibility. Unfortunately, no interviews were conducted with participants of these elements of the programme and it is thus not possible to comment on the impact of these activities. This is because, as discussed earlier, sampling across the programme was done to ensure coverage of the more substantive elements whilst also ensuring that overlap in attendance across programme elements would allow for participants to reflect on a number of activities.

However, given the problems faced in recruitment of participants to take part in telephone interviews, no participants were able to reflect on these one-off sessions. Additionally, no further activities that the researchers were aware of were designed to meet this intended outcome.

However, as discussed later (see section 5.5) the iLead youth leadership projects not only encouraged increased participation in community life but also encouraged participants to take on leadership roles in the community. The above outcome, has therefore to a certain extent been met by the iLead youth leadership projects.

5.4: Intended outcome: Muslim youth participants are less vulnerable to recruitment by extremist groups

There were two elements of the ADFYWIAD programme that were designed to enable Muslim youth participants to become less vulnerable to recruitment by extremist groups. The first included one-off sessions on citizenship, British Muslim identity and civic responsibility. Unfortunately, as discussed above, no fieldwork was conducted with participants of this element of the programme and it is thus not possible to comment on the impact of these activities.

The second element of the programme was designed to enable Muslim youth participants to become less vulnerable to extremist recruitment included monthly social activities for young Muslim women. These were intended as an alternative to local meetings of the extremist Al-Muhajiroun group⁵ that had been attracting young people and women at the Channel View Centre in Cardiff. The project consisted primarily of sporting activities with some time dedicated to discussions about religion.

Our theory of change model hypothesised that **by getting involved in positive diversionary activities, participants' attentions could be redirected away from extremist networks**. However, there is limited evidence to indicate that participating in these activities made the participants less vulnerable to recruitment by extremist groups. The eight participants interviewed primarily saw the activities as providing them with the opportunity to play sports and **keep healthy and fit** in an all-women environment, an opportunity that they had previously not been able to find in the Cardiff area. They in fact recognised this as the key aim and objective of the project:

"I think it's trying to ensure that Muslim women have a healthy lifestyle"

"There are no other sports sessions so it's meeting demand and offering something new to the community and in a consistent manner as not all groups run over a long course of time."

Many reported that they had been regularly involved in sporting activities either when they were younger or before they converted to Islam and had not

⁵ Al Muhajiroun is a proscribed group and has been disbanded, although its leaders are known to have established new groups since including Islam4UK, Islamic Path and Muslims against the Crusades (both of which are now also proscribed).

since found a comfortable environment in which to continue these activities. The “Keep Fit” project therefore provided them with the means to rediscover their enjoyment of sporting activities.

“I used to be sporty but then I left school...came here to get back into a routine”

Many participants also found the activities conducive to meeting other Muslim women, thereby widening their support network and **encouraging community cohesiveness**.

“I think it was good actually to meet people that I wouldn’t normally meet, not my normal social group of people there, people from all across Cardiff going so good to meet different people.”

This view was also echoed by the project coordinator who reported that the activities were attended by young women from a range of ethnic and socioeconomic backgrounds and age groups.

Some participants felt that by taking part in tournaments and by actively being involved in sports, *“it helps to break down stereotypes”*. Participants reported that people are often surprised when they find out what a group of Muslim women are doing, so it also acts as **good awareness raising**. Some participants also felt that the short discussions about Islam that often took place after the sporting activities helped them develop **a better understanding of their own faith**.

Some participants reported that participating in the activities had developed their **confidence** and contributed to a sense of pride and achievement. This is illustrated in the comments from participants below:

“I feel a sense of achievement – even though I wear hijab I can exercise regularly and achieve a good fitness level within sport and even participate in tournaments!”

“It’s about having fun actively in an Islamic environment...its developed my confidence.”

This view was also echoed by the project coordinator who provided anecdotal evidence about how the activities had helped participants who had previously felt isolated and unhappy or suffered from low self esteem and confidence. The activities provided a safe space where the young women could escape to, in order to feel better about themselves. The increased confidence of some

participants meant that they had gone on to get involved in the iLead youth leadership programme or started to get involved with Muslim Youth (MY) Wales.

It therefore appears that although the activities have had a range of positive impacts on the participants involved, the participants themselves are not able to make the link between these activities diverting them from attending meetings held by extremist networks. However, the project coordinator did report that some of the women who attended the activities had previously been attending meetings hosted by groups in the community that *“perceive Islam to be different...a little extreme in their viewpoint”* and felt that a key part of the project had been diverting these women away from these groups. Although participants did not specifically state that the activities were an alternative to attending meetings hosted by extremist groups, their attendance itself at these activities could be viewed as diversionary.

5.5: Muslim youth participants are better able to act as leaders in their community

There were two elements of the programme that were designed to enable Muslim youth participants to be better able to act as leaders in their community – the iLead youth develop leadership project for 13-16 year olds, and the similar project for those over 16 years. The iLead projects were developmental projects lasting a year that focused on personal development, engaging with the wider community and leadership development.

Our theory of change model hypothesised that **by developing a range of skills in a safe space participants would be better able to act as leaders in their community**. There is good evidence to indicate that these projects have enabled participants to develop a range of useful and practical skills and that they feel better equipped to take up leadership roles in the community. The 15 participants of the younger iLead project (13-16 years) who were interviewed felt that taking part in the project had really helped them develop their **confidence** and their **public speaking skills**. Many reported that they felt much more confident about expressing their thoughts and opinions.

“I’m less apprehensive about speaking in front of people, I just go for it.”

This had been particularly helpful in school where they often had to work in groups, express their ideas and present back to the whole class. Some were already involved in public speaking as part of voluntary or community groups, and felt that the project had made them more comfortable and confident about being involved in these activities. For example, one participant reported being a young ambassador for the London 2012 Olympics and felt that confidence he had gained had helped him a lot, particularly when he had to deliver speeches to school assemblies.

This view was echoed by the project coordinator who noted the increased confidence of the participants as one of the key successes of the project:

“Especially with the younger group – in the beginning some were so shy and quiet and didn’t know what they were doing and then just last weekend...to see them do their listening campaign, approach people ask them what their issues were....Parents approached us to say how they had become confident....”

Some of the nine interviewees from the older iLead project (16+ years) felt that they had become more confident, particularly with regards to public speaking and that they now *“speak with more confidence to new people”*. They reported that one of the key reasons they had become involved in the project was in order to develop their **leadership skills**, drawing on learning from Islam, and that this in fact had been achieved. This view is highlighted in the quotes from participants below:

“I thought it would provide a great insight into leadership skills from an Islamic perspective, also to better oneself in terms of influencing and benefitting others as a potential leader.”

“It’s given me the initiative to get involved in leadership and management processes in the organisations I volunteer in”

“It’s helped to understand the intricacies of how a leader’s mind work,”

Many felt that they had acquired the skills necessary to take up leadership roles that would **make a difference to the community**.

“I wanted to learn about leadership from an Islamic perspective to be of benefit to the wider diverse community and supply myself with the skills needed to do so.”

“It’s given me the confidence and skills to benefit the community and to move them forward.”

Two participants reported that they had plans to start working with Citizens UK⁶ so that they could take practical steps towards building community cohesion through engaging the local community: *“I have been motivated to participate in improving the community through collaboration with the Citizens UK organisation.”*

Some participants of the younger iLead project reported that that the iLead project had motivated them to recently get involved in leadership roles in school or in community activities, such as the scouts.

‘With applications for senior prefects at school, we’ve had to demonstrate our leadership qualities and interviewing skills - this programme has really helped me.’

Other participants reported that they were now much more willing to **get involved in activities and projects** both in school, and in the community, with some also feeling that they would be more willing to take on leadership roles:

“I will put myself forward for more activities and take charge of projects if no one else is willing.”

“Before if I wanted to get involved I’d say no, but because of the positive effect iLead has had on me, I would definitely get involved.”

In fact many participants reported that their primary reason getting involved in the iLead project had been so that they could become better ‘Muslim leaders’ and positively influencing both their peers and the wider community.

“I hope to become a successful politician who will actually make a difference and therefore I need to improve my leadership and communication skills”.

“I would like to be of good use to my local community i.e. people can rely in me to organise future events”.

This view was echoed by the project coordinator who reported that *“they’ve become a lot more active in their community....for example, some young girls*

⁶ Citizens UK is a charity that has pioneered community organising in the UK

have become more active in their Yemeni centre – helping with fundraising and other activities there.”

Participants of the younger iLead project reported having learned a number of other skills that they found valuable. These included conflict management skills, teamwork skills and time and stress management skills. Participants recognised that all these skills would be beneficial when they took up leadership roles.

It therefore appears that both iLead projects have been highly successful in developing a group of young Muslims that have the skills and motivation to act as leaders in the community.

6 Implementation of ADFYWIAD programme

In this section we will discuss the implementation of the ADFYWIAD programme. In particular we will discuss:

- The scope and development of the programme
- The extent to which different target groups were successfully involved
- The success of the ADFYWIAD “brand”

In reading the sections which follow, it may be useful to refer to the map of the different elements of the programme has been provided in chapter 2.

6.1 Scope of the programme

It appears that the most substantive parts of the programme were the governance and child protection training, the iLead youth leadership project, the monthly social activities for women and Radical Middle Way's training sessions. As discussed earlier, two elements of the original programme of work were not delivered: ESOL classes for Imams, due to a lack of interest from the Imams and the issuing of Ijazahs for Imams. Additionally, other than Radical Middle Way's training sessions, there has been little expansion of the programme of work as would be expected when the two aforementioned elements stalled.

There were a number of one-off seminars and talks that were delivered over the first year of the programme that were loosely grouped as ‘engagement of and training to all audiences of ADFYWIAD’. These ranged from sessions on British Muslim identity, citizenship and civic responsibility and media training. It appears that there was a lack of a clear narrative around the purpose and scope of these activities. Additionally, many of these sessions were large events, which made it unfeasible to record attendance lists. It was therefore not possible for OPM to evaluate the impact of these activities.

In conclusion, it appears that although many of the elements of the programme, as discussed in the previous sections, have had a positive impact on the participants involved, this impact has also necessarily been limited by the fact that the scope of the programme had narrowed from the point of conception.

6.2 Reaching target audiences

Governance and child protection training

Conversations with the project coordinator based at the MCW indicated that the recruitment of mosque committee members and Imams to participate in the training sessions had in fact been challenging and time consuming as they had tended to be “*apprehensive*” in the beginning about taking part. MCW had to draw on their existing good relationships to encourage people to attend the training. However, after the first training session participants were keen to return for further sessions as they felt the learning they gained had been invaluable. This is evidenced by the high attendance figures, which ranged between approximately 30 and 65 in Cardiff and Swansea. Attendance figures in Wrexham were much lower and conversations with project coordinators indicated that recruitment in North Wales had proved to be very difficult despite their repeated efforts to reach out to different mosques.

The project coordinator also indicated that there was diverse ethnic group representation in the governance and child protection training delivered to Muslim institutions. For instance, although the majority of Muslims in Wales are from a Pakistani or Bangladeshi background, there was also reportedly attendance by Imams, mosque committee members and representatives from Muslim organisations that were from a Yemeni or Somali background.

Similarly, project coordinators have also reported that there has been participation by individuals from across the different Islamic schools of thought. This is, of course, based on anecdotal evidence, as attendance lists tend to ask participants to record only their names and gender (by including title). Participant attendance lists indicated that there was better representation by women at the child protection training sessions (between 5 and 26 women at the different sessions), particularly in Cardiff (26 women), than at the governance training sessions (between 0 and 5 women at the different sessions).

iLead youth leadership project

The younger iLead project was attended by approximately 15 participants whilst the older iLead project was attended by approximately 10. The project coordinator indicated that a few participants dropped out of the older iLead

project after the first few sessions as they felt their level of experience was higher than the content covered by the project. The majority of participants in the younger iLead project were girls (approximately 75%) whereas there was an approximately even number of boys and girls in the older iLead project. Across both projects, there was diverse ethnic group representation. The majority of participants were from Cardiff and Newport. Conversations with project coordinators also indicated that they were happy with the diverse mix of participants attending the courses but hope that next time they will be better able to reach the Somali community and those from the Bridgend area. The project coordinator also indicated that because the iLead project was a pilot project, it had been difficult during the recruitment phase for participants and their parents to see the value in it. However, now that the project has completed its first year there is increasing demand from parents to enrol their children in the next group. Some participants of the older iLead project felt that the course could have been better advertised. Many had heard about the course through their friends or personal networks and felt that it would have been beneficial for advertisements to have been placed in mosques, schools and colleges. This was echoed in the survey findings, where the majority of respondents reported having heard about the iLead youth leadership project from a friend (n=7) or through MCW (n=5). Some participants of the older iLead project felt that the programme could have had more of an impact if it had been directed at young Muslims who were not already engaged and active in the community, as were most of the participants:

“The people on the course are people who are already active in the community, need to get people who are more grassroots.”

Radical Middle Way’s training sessions

The training sessions delivered by the **Radical Middle Way** were attended by 50 people in total of which approximately half were male and half were female. There was better attendance in Cardiff (32) than in Newport (11), with another 7 participants attending a mixture of both Cardiff and Newport sessions. Additionally, 14 out of the total 50 participants only attended the first of the three training sessions. As discussed earlier, the participants consulted

with all found the training very useful and valuable. Based on this they felt that it should have been better attended and suggested that better advertising and more publicity had been needed and that a lot more people should have been encouraged to attend through facebook, twitter, emails, text messages and the local authority.

“It probably needs to be publicised more widely, the more people that can come the better.”

Some participants said that it was not clear when the training was advertised whether it was organised by MCW and one participant in particular was concerned that MCW had not advertised the training widely enough because their mission and purpose was not aligned with that of Radical Middle Way. Participants had generally heard about the training from a contact at the WG. Conversations with a project coordinator at MCW indicated that the training wasn't *“sold properly to the community”* and that anything with the 'Prevent' label tends to make the Muslim community cautious.

The participants also felt that there was a broader target audience that could have benefitted from the training, including young people from disadvantaged backgrounds. They felt that young people are often scared to ask questions about Islam and therefore often end up gaining knowledge from unreliable sources, such as through the internet. Targeting youth services and clubs and Islamic societies at schools was therefore suggested by many as good ways to increase uptake. Similarly, some felt that it was important for more women to attend the training as well. Participants recognised that women, as mothers, have an important role to play in guiding young people and it is therefore important for them to have access to this type of training.

“The only thing about it is that it wasn't really well attended...its important to raise awareness about was happening and think about the right people that could attend, so that it could have the right impact.”

Better attendance by Imams, community leaders and youth workers was suggested by many participants. Finally, some participants felt that people with extremist views should also have been invited to attend as the trainer was well equipped to challenge their views. They felt that this is *“part of the dialogue that needs to happen.”*

Monthly social activities for women

Conversations with the project coordinator indicated that the monthly social activities attracted women from a range of different ethnic groups, socioeconomic backgrounds and age groups. This was also confirmed through OPM's attendance at a focus group to gather evaluative feedback. These sessions were intended as an alternative to local meetings of the extremist Al-Muhajiroun group that had been attracting young people and women at the Channel View Centre in Cardiff. However, as discussed earlier although the activities have had a range of positive impacts on the participants involved, the participants did not report that these activities had diverted them from attending meetings held by extremist networks. The extent to which these activities involved those women that were previously attending meetings hosted by extremist networks is therefore unclear.

6.3 The ADFYWIAD “brand”

The extent to which the programme has had a distinctive “brand” is unclear. Participants tended to associate the training programmes with MCW rather than with ADFYWIAD, although marketing materials and certificates of attendance tend to carry a mix of MCW and ADFYWIAD “branding”. These findings were also echoed by survey respondents. The majority of respondents reported that the different elements of the programme had been organised by MCW. Only a minority of respondents to the survey thought that the training programmes had been organised by the ADFYWIAD programme, with only two of the 15 individuals for the iLead youth leadership project and none for the “Keep Fit” monthly social activities thinking this.

To a certain extent this may be because governance and accountability rests with MCW's executive committee which means there is no clear separation between the governance and management of MCW and the programme. It may also be because MCW needed to draw on their own existing and trusted brand to encourage participants to attend the training sessions.

7 Success factors and challenges

7.1 Success factors

A number of factors have contributed to some elements of the programme having a positive impact on the participants:

Experienced and inspirational trainers

Participants across many of the projects attributed their learning to the fact the projects had been delivered by qualified and experienced trainers. In particular, many participants involved in the iLead youth development project reported that the trainers had been not only ‘inspirational’ but also effective at ensuring the young people remained focused and attentive during the sessions. Many trainers acted as mentors for the young people and provided them with support in looking for summer jobs and preparing CVs and applications. Participants involved in the governance training also spoke very highly of the trainer’s ability to engage with the participants and create an interactive learning environment. Some participants reported that their institutions had invited the trainer to deliver further training on site. Finally, participants felt that the trainers that delivered the Radical Middle Way training were very knowledgeable and they really appreciated having the opportunity to hear and learn from them:

“Best part of training was meeting those scholars... they were really knowledgeable and were giving a lot of real life examples.”

“We never really get to hear from real scholars, so we were really lucky to have...them come down from London.”

Well designed training sessions

Participants across projects were able to identify a number of characteristics relating to the design of sessions that they felt facilitated their learning. For example, young people involved in the iLead youth leadership project reported that the project had provided them with practical opportunities to apply their newly learnt skills and that this had been particularly helpful in cementing learning. Similarly, others appreciated working on challenging exercises, which were conducive to learning as they pushed them “*outside my comfort zones.*” On the other hand, participants involved in the governance

and child protection training referred specifically to the manner in which trainers used case studies and examples of other mosques and madrassahs across the UK as they felt that this *“brought the topics to life.”*

Participants involved in the governance training and Radical Middle Way’s training reported that they had really appreciated that the trainers had left them with briefing packs and presentations that they could then take away. This was felt to be conducive to ensuring that participants had materials to refer to in order to refresh their learning and also to ensuring that they felt well equipped to cascade the learning to other people. Some reported already having used the materials to educate other people they worked with:

“These resources have been used in a twilight session in our pilot school.”

Sustainability built into design of projects

Our conversations with project coordinators indicated that some projects have the potential to be sustainable beyond their initial delivery. For example, MCW have selected and developed a group of trainers who attended the governance and child protection training, who will be starting to advise and help other mosques and other Muslim institutions with developing robust strategies and policies that are up to date and in keeping with legal requirements. Similarly, project coordinators also feel that the iLead youth leadership project has created a group of qualified and trained young people who are well suited to training further groups of young people interested in enrolling in the programme. Finally, a group of participants that took part in the Radical Middle Way training sessions are looking at how they can take this work forward in Cardiff, Swansea and Newport. If these arrangements are realised then it is likely that the impact of the initial projects will be extended to other individuals who will also be able to benefit from the learning.

7.2 Challenges and limitations

There are a number of factors that also limited the positive impact of the different elements of the programme:

Insufficient training sessions

Many participants involved in the governance training and Radical Middle Way’s training felt that the depth and breadth of the material covered in the

sessions was such that the training should have been spread out over a larger number of sessions. They recognised that the material covered was often very new to participants and that more time was needed for participants to feel confident that they had absorbed the learning.

“There were a lot of materials get through which could be challenging if you are not used to it.”

Similarly, other participants felt that the intensity of the course material left little time for reflection, discussion and question and answer sessions.

Participants of Radical Middle Way’s training particularly felt that they would have appreciated having more time to ask the trainers questions and learn from their expertise. These findings imply that the participants found both training programmes very valuable and helpful and therefore would have appreciated more time in which to engage with the material they were presented with.

Flawed design of training sessions

As discussed above, many aspects of the design of training sessions contributed to the success of the projects. However, there were also aspects of the design of some projects that participants felt hindered the impact of the programme. For example, participants involved in the iLead youth leadership projects reported that some sessions had consisted mostly of lectures with little to no room for practical exercises, which they felt were better at facilitating learning. Other participants felt that more external trips and visits would have been conducive to learning. Conversations with project coordinators indicated that they had been aware of these flaws and were working to ensure that the next programme included more practical learning. Some participants of the child protection training and Radical Middle Way’s training felt that they would have appreciated having more detailed notes and materials to take away from the sessions.

“It was difficult to take notes and listen...The slides were sparse and he talked around the issues – would have been good to have that detail.”

Some felt that this would have made it easier for them to share learning with their colleagues. They highlighted that there was often quite a high turnover of staff at mosques and madrassahs and having briefing booklets to distribute to

new staff members would be beneficial. It is important to note that since the fieldwork was completed, a DVD of the Radical Middle Way's training sessions has been distributed to participants for circulation to their colleagues.

Design of and recruitment for projects was time consuming

As highlighted in the previous chapter, conversations with project coordinators indicated that the recruitment of participants to take part in some of the projects was often difficult and time consuming. For example, mosque committee members and Imams were initially apprehensive about participating in the governance and child protection training and MCW had to draw on their existing good relationships to encourage people to attend. Similarly, because the iLead project was a pilot project, it had been difficult during the recruitment phase for participants and their parents to see the value in it. Additionally, the design of the iLead project was also time consuming in that a significant amount of ground work went into identifying best practice and securing qualified and experienced trainers. The programme could therefore have benefitted from building in more project planning time. This would, perhaps, have helped ensure that project coordinators were able to focus more of their time on expanding the programme.

8 Summary and recommendations

8.1 Summary of impact of the programme

There is mixed evidence about the extent to which the programme has had a positive impact on participants. The findings indicate that some elements have been more successful than others in facilitating learning. For example, there is good evidence to indicate that the iLead youth leadership project has enabled the young people involved to develop the confidence and skills they need to become leaders in the community. In particular, participants have more confidence in their public speaking and leadership skills and are keen to get involved in activities and roles that can make a difference to the community. Participants tend to attribute their learning to the experienced and qualified trainers involved in delivering the programme as well as the design of the sessions, which included practical exercises that gave them the opportunity to put their skills into practice. On the other hand, although the monthly social activities (“Keep Fit” project) have had a range of benefits, the participants did not report that these activities had diverted them from attending meetings held by extremist networks.

The impact of the programme has also been limited by other factors. For example, there is good evidence to indicate that the participants involved in Radical Middle Way's training feel that they are better equipped to protect the communities they serve, particularly young people. The participants had particularly appreciated the opportunity to have access to the knowledgeable and renowned scholars who delivered the training and whom they seldom had the opportunity to learn from. However, many participants reported that the sessions were not well attended and that more should have been done to advertise and publicise the training. The impact of this element of the programme was therefore limited by weak attendance numbers.

Additionally, the difficulties faced in conducting sufficient levels of fieldwork for some projects has meant that there is insufficient data to make firm conclusions about the impact and benefits of some elements of the programme. For example, the participants involved in the governance and child protection training reported a range of benefits, including a greater awareness of the legal requirements associated with good governance, better

vetting procedures for staff working with children and a better understanding of their role in providing pastoral care to the community. However, only a small number of interviews were conducted with participants of this training and therefore findings may not be representative of the wider group's views. Similarly, with regards to the meetings between Imams and police officers, there were no interviews conducted with Imams due to difficulty in identifying who attended these meetings. This means that, although the two police officers interviewed reported that the meetings had in fact helped build trust and confidence amongst those present, these views again may not be representative of other participants' views. Finally, the impact of the programme was also limited by the narrowing of the scope of the programme. As discussed earlier, two elements of the programme did not take place: the ESOL classes and issuing of Ijazahs for Imams. Additionally, there was little expansion of the programme following the stalling of the aforementioned elements.

8.2 Recommendations

The remainder of the conclusions and recommendations are organised under three broad headings: programme commissioning, management and delivery; supporting people who are vulnerable to violent extremism; and lessons for the Prevent element of the Cohesion Strategy. Recommendations are presented in relation to key stakeholder groups: the WG and national policy leads; statutory bodies involved in delivering the cohesion strategy; MCW and project providers; and wider communities.

Programme commissioning, management and delivery

As we have reported, the evaluation team encountered considerable difficulties in both accessing suitable research participants and accessing detailed information about the programme. The fact that some elements of the programme did not take place, or have at least stalled, suggests that the programme's design and planning could have been improved. In addition, several survey respondents were unclear about who had organised the different elements of the training.

Recommendation One:

The programme suffered from poor management and co-ordination at times, with a lack of regular reporting and clarity on when key programme elements would be delivered and whether specific outcomes had been achieved. In future the WG should commission programmes of this nature through an open tendering process that builds in clear outcome objectives, how these will be measured, tighter reporting requirements and clarity about recruitment and project spend. This will increase the quality of proposals submitted to run this kind of programme.

Audience: WG

Recommendation Two:

Any future programmes should include a longer planning process during which recruitment strategies are clearly set out and resourced, marketing and materials are developed and tested, and the programme elements are designed and piloted.

Audience: MCW, local statutory agencies (e.g. youth services)

Supporting people who are vulnerable to violent extremism

The evaluation found that, while beneficial to communities in other ways, some of the programme elements were only tangentially focused on tackling the risks associated with violent extremism. It is therefore not clear whether the programme has made a significant contribution to tackling the vulnerabilities people have to violent extremist recruiters and supporting vulnerable people. Given the recent convictions of Welsh Muslims involved in a major terror plot, and the re-launching of the Prevent Strategy that now has a much stronger focus on tackling violent extremism, this appears to be an important area for future programmes to focus on.

Recommendation Three:

Future programmes funded with the goal of preventing people becoming involved in violent extremism need to be clearly focused on tackling those individuals who are at risk and vulnerable to being attracted to violent extremism. These projects will need to clearly articulate how they will identify

groups and individuals that are most at risk and develop outcome measures that demonstrate that these groups have been effectively targeted. Audience: WG
<p><i>Recommendation Four:</i></p> <p>Research is required to explore the drivers and causes of violent extremism in Wales, providing a stronger evidence base to inform the commissioning of Prevent activities in the future.</p> <p>Audience: WG and national policy makers</p>

Lessons for the Prevent element of the Cohesion Strategy

This evaluation has found that this programme, similar to many UK Prevent-funded programmes over the last 4 years, seeks to promote cohesion at the same time as tackling violent extremism.

There is a risk inherent in this programme to wider cohesion aims if the programme continues to target only Muslim communities. Concerns that this was happening under the last Prevent strategy led the Government in England to re-define Prevent to focus not only on Al Qaeda Inspired extremism, but also other forms of extremism. There is also a danger that projects focused on one faith community can inadvertently contribute to increased divisions between communities. It may be beneficial to identify opportunities for future Prevent and cohesion activities that actively encourage different faith communities to come together. For instance, Waltham Forest Council in London has recently re-launched its Prevent-funded leadership programme for young people so that instead of just working with Muslims, it involves white working class participants as well.

<p><i>Recommendation Five:</i></p> <p>Several participants involved in different elements of the programme (iLead, governance and child protection training and Radical Middle Way training sessions) have developed some of the necessary skills to deliver elements of the programme themselves. In order to sustain these activities beyond the funding and scope of this programme, the WG should explore ways to make training, funding opportunities and tools available to interested participants so that they can deliver these programme elements in their local communities. In</p>
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a context where limited funding is available for this kind of work, train the trainer programmes or toolkits that can be picked up and used can be an effective way of building the skills of individuals to take forward this work in the absence of statutory project funding.

Audience: WG, national policy makers, wider communities

Recommendation Six:

The WG should consider future projects which seek to tackle all forms of extremism and not just Al Qaeda inspired extremism. This might include projects that bring together people of different faiths to explore how they can work together to tackle some of the causes of both Al Qaeda inspired extremism and far right extremism, such as breaking down ethnic and religious based prejudice.

Audience: WG

9 Appendices

Appendix 1: Fieldwork phase 1 research tools

Focus group discussion guide: iLead programme (13-16 years)

Audience: Young people

About the project *(Information for OPM facilitator)*

The iLead programme is a year long developmental programme which includes three elements: personal development; engaging with the wider community; leadership development. The participants are 18 young Muslims between 13-16 years from across range of ethnic groups and a range of cities (e.g., Cardiff, Swansea, Newport). To date there have been two sessions delivered (May and June) and OPM is scheduled to attend the third session on July 10th. The aims and objectives of the programme are to:

- Develop the confidence and skills of participants (communication, leadership, project management, public speaking)
- Empower and motivate participants to actively participate in civic and community life- e.g. act as community organisers
- Motivate participants to build community cohesion by engaging with other communities and involving wider Muslim communities in doing so as well

The intended outcome is to:

Build the confidence and skills of Muslim youth so that they are able to act as leaders in the community

1. Introduction of OPM (5 minutes)

- OPM is an independent research organisation. We know that the Muslim Council of Wales in partnership with the Welsh Government has been running the ADFYWIAD programme of activities for Muslim communities. As part of this, you've been taking part in the iLead programme. We've been asked by the Welsh Government to talk to you about your experience of the programme so far, how far its 'making a difference' in

line with its intended aims and what impact you think it will have on you or has had on you. We would also like to come back and talk to you again towards the end of the programme after you've had a chance to take part in more sessions. The information you give us will help improve the programme in the future.

- *Session ground rules (there's no right or wrong answers, asking participants to respect the views of others, asking participants not to speak over one another)*
- *Reassure confidentiality*
- *Ask for permission to record*

2. Participant introductions and ice breaker: rapid interviews (10 minutes)

Participants will be asked to pair up with their neighbour and interview them, using pre-prepared questions and an answer-capture template prepared by OPM. Each person must answer truthfully, apart from one fact which must be a lie. Researcher to explain: "The idea is to 'catch out' your interviewer as he/she will have to try to guess the lie. So along with the lie you also might want to throw in something that's pretty unbelievable but true (!) about yourself so that they don't know which one the lie is." The participants will take it in turn to introduce their partner to the group, before deciding which 'fact' was the lie.

Ice breaker questions to include:

- Basics about you: name, age, where you're from, which school you go to
- Interesting stuff about you: what are your interests? what did you do last weekend? three facts about you.

3. My iLead programme: small group work (20-25 minutes)

Participants will be divided into 5 groups (two groups of three and three groups of four) *(this could be done beforehand in conversation with the project lead)* and each group will focus on two of the sections listed below. The names of the sections will be written on pieces of paper (e.g., A & B, B & C

etc) and put in a box. Groups will choose which sections to work on by picking blindly from the box. They will be given flip chart paper and will be encouraged to prepare their response using a combination of text, storyboarding, collages and flowcharts. OPM will provide materials including magazines, post its, markers etc.

A. Routes into the iLead programme

- *Where/how they first heard about the iLead programme*
- *Why they decided to get involved.*
- *Good things / bad things about the recruitment phase*

B. Experiences of iLead programme so far

- *Types of activities or discussions they have participated in*
- *Most successful and enjoyable aspect of the project so far*
- *Least successful and enjoyable part of the project so far*

C. Expectations of the iLead programme

- *What is their understanding of what the programme is about? Aims and purpose?*
- *What impact they hope the programme will have on them. What do they hope to learn or gain?*
- *What impact they hope the programme will have on their community, friends or family. Will it make a difference? In what way?*

4. My iLead programme: Full group discussion (30 minutes)

Each group will have a chance to come to the front and present their output back to the whole group. Participants will then be invited to contribute their own views and experiences. Since the groups would only have worked on two out of the three sections, this will still allow participants to contribute their views on all three sections. This group discussion will also allow the OPM facilitator to probe on the intended aims, objectives and outcomes of the programme. OPM facilitator to listen for and then follow up on the following:

- Participants develop the confidence and skills they need to be able to act as leaders in the community
 - Participants feel more confident and develop a range of skills (communication, leadership, project management, public speaking)
 - Participants are empowered to actively participate in civic and community life- e.g., act as community organisers
 - Participants are motivated to build community cohesion by engaging with other communities and involving the wider Muslim community in doing so as well

The OPM facilitator to also listen for the extent to which the project builds resilience to violent extremism:

- Participants, by promoting cohesion and inter-faith relationships, reduce the opportunity for extremists to divide communities and recruit vulnerable people into extremism.

5. Summing up and the future

- Very briefly, what has worked well so far? What could be improved?
- Keeping the project going – do you have any advice on how the WG could improve the project and involve more young people like yourselves?

Each participant will be asked to complete the following sentences on a post-it.

- My main reason for joining the iLead programme was ...
- The main thing I hope to get out of the iLead programme is ...
- The thing I've learnt so far from being part of the iLead programme is ...

The OPM facilitator will thank participants for their time, reiterate that we'd like to talk to them again in a few months and discuss feedback arrangements with project coordinator.

Focus group discussion guide: 'Keep Fit' - monthly social activities

Audience: Young women

About the project *(Information for OPM facilitator)*

This project consists primarily of enjoyable sporting activities with some time dedicated to discussions about theology, citizenship and civic responsibility, which are often led by scholars. The aim of these activities is to:

- Involve young Muslim women in diversionary activities that can make them less vulnerable to extremist messages

1. Introduction of OPM (5 minutes)

- OPM is an independent research organisation. We know that the Muslim Council of Wales in partnership with the Welsh Government has been running the ADFYWIAD programme of activities for Muslim communities. As part of this, you've been taking part in monthly 'Keep Fit' social activities. We've been asked by the Welsh Government to talk to you about your experience of the Keep Fit activities so far, how far its 'making a difference' in line with its intended aims and what impact you think it will have on you or has had on you. We would also like to come back and talk to you again in a few months after you've had a chance to take part in more Keep Fit activities. The information you give us will help improve the programme in the future.
- *Session ground rules (there's no right or wrong answers, asking participants to respect the views of others, asking participants not to speak over one another)*
- *Reassure confidentiality*
- *Ask for permission to record*

2. Participant introductions and warm up (10 minutes)

Participants to talk in pairs and then introduce each other. Include information about:

- *Name, where they're from*

- *Where/how they first heard about the Keep Fit programme*
- *Why they decided to get involved.*
- *Whether they've taken part in similar activities before*

3. Experience of Keep Fit programme so far (15 minutes)

- *What type of activities or discussions have you participated in so far as part of this project? OPM facilitator to map activities/discussions on flip chart as they are introduced.*
- *What do you think this project is trying to achieve? Does it have a clear aim or purpose? OPM facilitator to note intended aims on flip chart.*

4. Expectations of Keep Fit programme (25 minutes)

Participants to work in groups of 3-4 and record discussion on a template provided by OPM.

Based on your experience of the project so far, what impact do you hope it will have on:

- *You, personally - What do you hope to gain or learn from being involved in this project? What do you hope to achieve?*
- *Your friends, community or family – Do you think your involvement in the project will make a difference to them? In what way?*

One person from each group will present key messages back to the whole group. OPM facilitator to map key messages on flip chart as they are presented back. Whole group discussion to follow. OPM facilitator to probe:

- *Have you already started to see some of the changes that you have just discussed? In what way?*
- *OPM facilitator will listen for and then follow-up on the following likely impact/changes:*
 - *Spending time on enjoyable activities will make you less likely to engage in negative activities, e.g. attending meetings organised by extremists*
 - *Better understanding of own faith*

- *Greater appreciation of shared values and citizenship*
- *Greater sense of civic responsibility*

5. Strengths and weaknesses of the project (15 minutes)

Participants to talk in pairs and record discussion about strengths, weaknesses and areas for improvement on different colour post-its. Each pair will present key messages back to the whole group. OPM facilitator to map and cluster key messages on flip chart as they are presented back.

- Reflecting on your experience of the project so far:
 - **Strengths:** What have been the most successful / useful / effective aspects of the project so far? Why?
 - **Weaknesses:** What have been the least successful / useful / effective aspects of the project so far? Why?
 - **Areas for improvement:** What could be improved? Why? How?

OPM facilitator to emphasise that participants should consider both the content and delivery of the project activities.

6. Summing up and the future

- Keeping the project going – do you have any advice on how the WG could improve the project and involve more young people like yourselves?

Each participant will be asked to complete the following sentences on a post-it.

- My main reason for joining the Keep Fit programme was ...
- The main thing I hope to get out of the Keep Fit programme is ...
- The thing I've learnt so far from being part of the Keep Fit programme is ...

OPM facilitator to thank participants for their time, reiterate that we'd like to talk to them again in a few months and discuss feedback arrangements with project coordinator.

Interview guide – Governance / Child protection training

Audience: Muslim institutions

Introduction and background

OPM is an independent research organisation. We have been asked by the Welsh Government (WG) to conduct an evaluation of a programme of training and development work with Muslim communities that has been delivered in association with the Muslim Council of Wales (MCW) over the last one and a half years. This involves talking to members of Muslim communities, such as yourself, that have participated in these training sessions.

We would like to know what you think you have gained or learned from being involved in the (choose from list):

- governance training session delivered by on March 20th and 21st 2010 in Cardiff / May 1st and 2nd 2010 in Swansea / July 23rd 2010 in Wrexham
- child protection training session delivered on June 26th 2010 in Cardiff / October 20th 2010 in Swansea
- child protection training session delivered on October 21st 2010 in Cardiff

More specifically, we would like to find out:

- How you think you will use what you have learnt in your daily life.
- What you thought the best aspects of the training were and whether there was anything that can be improved.

The information you give us will help improve the training in the future.

Confidentiality

Everything you say will remain completely confidential. We will be providing the WG with a report at the end of the evaluation but no names will be used in this report.

Do you have any questions before I start?

About you

1. To start, can you tell me a little about your role at [...] and how it relates to working with Muslim communities?
2. Where did you first hear about the governance and/or child protection training? How did you get involved?
3. Why did you decide to take part in the governance and/or child protection training?
 - What were you hoping to learn from the training?
4. Have you taken part in any similar training sessions in the past? If yes, which ones?

Governance training

I'd now like to talk to you about the governance training session you attended on March 20th and 21st 2010 in Cardiff / May 1st and 2nd 2010 in Swansea / July 23^d 2010 in Wrexham.

Understanding of governance training

5. Can you tell me what the training was about?
 - What were the different topics covered?
6. Was it made clear what the training was aiming to improve and how it could be useful to your daily work?

Strengths/weaknesses of the governance training

Reflecting on your experience of the governance training:

7. What have been the most successful / useful / effective aspects of the training Why?
8. What have been the least successful / useful / effective aspects of the project? Why?
9. What could be improved? Why? How?

10. Are there any people you know who you think could benefit from this training? If yes, who?

Impact of the governance training

Reflecting back on the training session:

11. What impact do you think it has had on **you, personally**? What do you think you have gained or learned? *Probes/Examples:*

- *Better understanding of good practice in governance*
- *Better understanding of legislative and statutory requirements*

12. Has participating in the training had an impact on **the institution that you work with**? If yes, in what way? *Probes:*

- Is your institution doing anything differently as a result? Can you think of examples? *Examples:*
 - *Drafting and implementing policies and procedures*
 - *Better representation on committees*

13. Has participating in the training had an impact on **the way your institution works with Muslim communities**? If yes, in what way?

- Is your institution doing anything differently as a result? Can you think of examples?

14. Has participating in the training had an impact on the **way you work with other Muslim institutions**? If yes, in what way? *Probes:*

- Is your institution doing anything differently as a result? Can you think of examples? *Examples:*
 - *Better understanding of the work of other Muslim institutions*
 - *Better working relationship with other institutions*

15. To what extent do you think participating in this training was a valuable use of your time? If yes, in what way?

Child protection training

I'd now like to talk to you about the child protection training session you attended delivered on June 26th 2010 in Cardiff / October 20th 2010 in Swansea and/or the child protection training session delivered on October 21st 2010 in Cardiff

Note to interviewers: If participant attended both training sessions remember to ask the following questions about each.

Understanding of child protection training

16. Can you tell me what the training was about? What were the different topics covered?

17. Was it made clear what the training was aiming to improve and how it could be useful to your daily work?

Strengths/weaknesses of the child protection training

Reflecting on your experience of the governance training:

18. What have been the most successful / useful / effective aspects of the training Why?

19. What have been the least successful / useful / effective aspects of the project? Why?

20. What could be improved? Why? How?

21. Would you recommend this training to others? If yes, to whom?

Impact of the child protection training

Reflecting back on the training session:

22. What impact do you think it has had on **you, personally**? What do you think you have gained or learned? *Probes/Examples:*

- *Better understanding of spotting the signs of child harm and abuse*
- *Better understanding about current legislation on child protection*
- *Better understanding of good practice in teaching children*

- *Better understanding of tackling issues facing young people/children*

23. Has participating in the training had an impact on **the institution that you work with**? If yes, in what way? *Probes:*

- Is your institution doing anything differently as a result? Can you think of examples? *Examples:*
 - *Implementing safeguarding systems*
 - *Vetting of staff and volunteers*

24. Has participating in the training had an impact on **the way your institution works with Muslim communities**? If yes, in what way? *Probes:*

- Is your institution doing anything differently as a result? Can you think of examples?

25. Has participating in the training had an impact on the **way you work with other institutions**? If yes, in what way? *Probes:*

- Is your institution doing anything differently as a result? Can you think of examples? *Examples:*
 - *Building better links with schools and childcare agencies*

26. To what extent do you think participating in this training was a valuable use of your time? If yes, in what way?

27. Do you have any further comments about either type of training?

We really appreciate you taking the time to talk to us. We are also hoping to talk to you again in a few months to see if there have been any further developments in the way you and you're your institution works with Muslim communities. Would it be okay if we contacted you again in August/September?

Thanks and close

Interview guide – Engagement with statutory agencies

Audience: Imams and police officers

Introduction and background

OPM is an independent research organisation. We have been asked by the Welsh Government (WG) to conduct an evaluation of a programme of training and development work with Muslim communities that has been delivered in association with the Muslim Council of Wales (MCW) over the last one and a half years. Engaging with statutory agencies such as the police has been part of this programme of work. We are thus talking to individuals who have participated in this work.

We would like to talk to you about your experience of taking part in a meeting with a range of Imams on December 15th 2009 / June 1st 2010 / July 21st 2010 in Cardiff.

Confidentiality

Everything you say will remain completely confidential. We will be providing the WG with a report at the end of the evaluation but no names will be used in this report.

Do you have any questions before I start?

Background and context

1. To start, can you tell me a little about your role at [...] and how it relates to working with Muslim communities?

2. How would you describe the relationship between the police and Muslim communities in general? Why is this so?

- Has this relationship gotten better or worse over the last few years? Why?

3. How would you describe the relationship between the police and Imams? Why is this so?

- Has this relationship gotten better or worse over the last few years? Why?

About the meetings

4. Can you tell me a little about the meeting that you participated in with Imams/the police? For instance, how did the meeting come about? How did you hear about it?

- What was your understanding of the purpose of the meeting?

5. Had you taken part in any similar meetings with Imams/the police before? For police only: What about with other members of the Muslim community?

6. What happened at the meeting with Imams/the police? Who attended? What was discussed?

7. What was the most useful aspect of the meeting? What worked particularly well? Why?

8. What was the least useful aspect of the meeting? Why?

9. What impact do you think participating in the meeting has had on you personally? What do you think you have gained or learned?

10. What impact do you think participating in the meeting has had on the way you work with Imams/the police? Are you doing anything differently as a result? Can you think of examples?

For police only: What impact do you think participating in the meeting has had on the way you work with the wider Muslim community? Are you doing anything differently as a result? Can you think of examples?

11. Have there been any follow-up meetings with Imams/the police since this meeting? Why or why not?

12. To what extent do you think participating in the meeting was a good use of your time? If yes, in what way?

13. Do you have any further comments about the meeting?

Thanks and close

Appendix 2: Fieldwork phase 2 research tools

Focus group discussion guide: iLead programme (16+ years)

Audience: Young people

About the project *(Information for OPM facilitator)*

The iLead programme is a year long developmental programme which includes three elements: personal development; engaging with the wider community; leadership development. The participants are young Muslims over 16 years from across a range of ethnic groups and a range of cities (e.g., Cardiff, Swansea, Newport). The programme has been running since May 2010 in the form of monthly sessions. The aims and objectives of the programme are to:

- Develop the confidence and skills of participants (communication, leadership, project management, public speaking)
- Empower and motivate participants to actively participate in civic and community life- e.g. act as community organisers
- Motivate participants to build community cohesion by engaging with other communities and involving wider Muslim communities in doing so as well

The intended outcome is to:

Build the confidence and skills of Muslim youth so that they are able to act as leaders in the community

1. Introduction of OPM (5 minutes)

- OPM is an independent research organisation. We know that the Muslim Council of Wales in partnership with the Welsh Government has been running the ADFYWIAD programme of activities for Muslim communities. As part of this, you've been taking part in the iLead programme. We've been asked by the Welsh Government to talk to you about your experience of the programme, how far it's 'making a difference' in line with

its intended aims and what impact you think it has had on you. The information you give us will help improve the programme in the future.

- *Session ground rules (there's no right or wrong answers, asking participants to respect the views of others, asking participants not to speak over one another)*
- *Reassure confidentiality*
- *Ask for permission to record*

2. Participant introductions and warm up (5 minutes)

Participants to go around the room and introduce themselves and also identify their favourite and most challenging moments in the iLead programme:

- Basics about you: name, age, where you're from, what you do
- The iLead programme: your favourite part, the most challenging part.

3. My iLead programme: small group work (15-20 minutes)

Participants will be divided into groups and each group will focus on two of the sections listed below – OPM facilitator to allocate sections to groups. They will be given templates and asked to work in groups to fill it out.

A. Routes into the iLead programme

- *Where/how they first heard about the iLead programme*
- *Why they decided to get involved/ what they hoped to gain*
- *Good things / bad things about the recruitment phase*

B. Experiences of iLead programme

- *Types of activities or discussions they have participated in*
- *Most successful and enjoyable aspect of the project / Why*
- *Least successful and enjoyable part of the project / Why*

C. Impact of the iLead programme

- *What is their understanding of what the programme is about? Aims and purpose?*

- *What impact has the programme had on them / what have they gained or learned*
- *What impact the programme has/will have on their community, friends or family*
- *How have/will they use learning in daily life*
- *Parts of project most responsible for impact/learning*

4. My iLead programme: Full group discussion (10-15 minutes)

Each group will have a chance to present their output back to the whole group. Participants will then be invited to contribute their own views and experiences. Since the groups would only have worked on two out of the three sections, this will still allow participants to contribute their views on all three sections. This group discussion will also allow the OPM facilitator to probe on the intended aims, objectives and outcomes of the programme.

OPM facilitator to listen for and then follow up on the following:

- Participants develop the confidence and skills they need to be able to act as leaders in the community
 - Participants feel more confident and develop a range of skills (communication, leadership, project management, public speaking)
 - Participants are empowered to actively participate in civic and community life- e.g., act as community organisers
 - Participants are motivated to build community cohesion by engaging with other communities and involving the wider Muslim community in doing so as well

The OPM facilitator to also listen for the extent to which the project builds resilience to violent extremism:

- Participants, by promoting cohesion and inter-faith relationships, reduce the opportunity for extremists to divide communities and recruit vulnerable people into extremism.

5. Summing up and the future (5 –10 minutes)

- Do you have any advice on how the WG could improve the project and involve more young people like yourselves?
- Would you recommend the project to other young people? Why or why not?

Each participant will be asked to complete the following sentences on a post-it.

- My main reason for joining the iLead programme was ...
- The main thing I've learnt from being part of the iLead programme is ...
- One thing I will do differently because of being part of the iLead programme is....

Thanks and close

iLead follow-up focus group guide: 13-16 years

Audience: Young people

About the project (*Information for OPM facilitator*)

The iLead programme is a year long developmental programme which includes three elements: personal development; engaging with the wider community; leadership development. The participants are young Muslims over 16 years from across range of ethnic groups and a range of cities (e.g., Cardiff, Swansea, Newport). The programme has been running since May 2010 in the form of monthly sessions. OPM ran an initial evaluation focus group session with 12 participants in July 2011. The aims and objectives of the programme are to:

- Develop the confidence and skills of participants (communication, leadership, project management, public speaking)
- Empower and motivate participants to actively participate in civic and community life- e.g. act as community organisers
- Motivate participants to build community cohesion by engaging with other communities and involving wider Muslim communities in doing so as well

The intended outcome is to:

Build the confidence and skills of Muslim youth so that they are able to act as leaders in the community

1. Introduction of OPM (5 minutes)

- OPM is an independent research organisation. We know that the Muslim Council of Wales in partnership with the Welsh Government has been running the ADFYWIAD programme of activities for Muslim communities. As part of this, you've been taking part in the iLead programme. You may have taken part in a focus group that my colleague Chris ran in July where he asked about your experience of the project and what impact you thought it would have on you. Now that the programme is nearing the end,

we wanted to talk to you again to see how your experience of the programme may have changed. The information you give us will help improve the programme in the future.

- *Session ground rules (there's no right or wrong answers, asking participants to respect the views of others, asking participants not to speak over one another)*
- *Reassure confidentiality*
- *Ask for permission to record*

2. Participant introductions and warm up (10 minutes)

Participants to go around the room and introduce themselves and also identify their favourite session in the iLead programme. Facilitator to flip chart answers to favourite session.

- Basics about you: name, age, where you're from, what you do
- The iLead programme: your favourite session

Facilitator to use flip chart to map programme activities/sessions:

- Can you tell me what other training sessions/activities the programme has included? What were the different topics covered?

3. Strengths and weaknesses of the iLead programme (15 minutes)

Participants to work in groups use different coloured post-its provided by OPM. Each group will present key messages back to the whole group. Whole group discussion to follow.

- Thinking back on your experience of the iLead programme:
 - **Strengths:** What has been the most useful / best part of the project? Why is this so?
 - **Weaknesses:** What has been the least useful / worst part of the project? Why is this so?
 - **Areas for improvement:** What could be improved? Why? How?

4. Meeting expectations and impact of programme (20 minutes)

This session will ask participants to think about whether their hopes and expectations of the project have been met. It will also explore any other impact or learning gained.

- Personally, when you started the project what did you want to get out of it? What were you hoping to gain or learn? *Facilitator to flip chart answers so that group has visual in front of them*
- Do you feel this has been achieved, have you achieved these goals?
- What supported/hindered this? Which part was least/most useful?
- Is there anything else that you have personally gained or learned from being involved in the project? *Facilitator to flip chart answers so that group has visual in front of them*
- Have you been able to use what you've learned in your daily life? In what way? Please give examples.
- Which part of the programme was most responsible for this learning/impact? Why?
- Has the programme had an impact on your wider community or your friends and family? Has it made a difference? In what way?

In the above section OPM facilitator to listen for and then follow up on the following:

- *Participants develop the confidence and skills they need to be able to act as leaders in the community*
 - *Participants feel more confident and develop a range of skills (communication, leadership, project management, public speaking)*
 - *Participants are empowered to actively participate in civic and community life- e.g., act as community organisers*

- *Participants are motivated to build community cohesion by engaging with other communities and involving wider Muslim communities in doing so as well*

The OPM facilitator to also listen for the extent to which the project builds resilience to violent extremism:

- *Participants, by promoting cohesion and inter-faith relationships, reduce the opportunity for extremists to divide communities and recruit vulnerable people into extremism.*

5. Summing up and the future (5 –10 minutes)

- Do you have any advice on how the WG could improve the project and involve more young people like yourselves?
- Would you recommend the project to other young people? Why or why not?

Each participant will be asked to complete the following sentences on a post-it.

- The main thing I've learnt from being part of the iLead programme is ...
- One thing I will do differently because of being part of the iLead programme is....

Interview guide: 'Keep Fit' - monthly social activities

Audience: Young women

About the project (*Information for OPM interviewer*)

This project consists primarily of enjoyable sporting activities with some time dedicated to discussions about theology, citizenship and civic responsibility, which are often led by scholars. The aim of these activities is to:

- Involve young Muslim women in diversionary activities that can make them less vulnerable to extremist messages

Introduction of OPM

OPM is an independent research organisation. We know that the Muslim Council of Wales in partnership with the Welsh Government has been running the ADFYWIAD programme of activities for Muslim communities. As part of this, you've been taking part in monthly 'Keep Fit' social activities. You may have taken part in a focus group that we ran in July where we asked some of the women involved about their experience of the activities and what impact they thought it would have on them. Now that its been six months and you've had a chance to take part in more Keep Fit activities we are talking to some women again to see how your experience of the programme may have changed. The information you give us will help improve the programme in the future.

Confidentiality

Everything you say will remain completely confidential. We will be providing the WG with a report at the end of the evaluation but no names will be used in this report.

Do you have any questions before I start?

1. About you

1. To start, can you tell me a little about yourself, where you're from and what you do?

2. Where/how did you first hear about the Keep Fit programme?
3. Have you ever attended any other events that took place at the same venue (think it is Riverside community hall)? If yes, what were these like compared to the Keep Fit activities?

2. Experience and expectations of Keep Fit programme

4. What type of activities or discussions have you participated in as part of this project?
5. How often have you been attending the Keep Fit activities since they started? And since we last talked to you in July?
6. Personally, what did you want to get out of your involvement in the Keep Fit activities? Why did you decide to take part?
7. Do you feel this has been achieved?
8. What has supported/hindered this?
9. Is there anything you hoped to gain from the Keep Fit activities that you haven't?
10. Is there anything you have gained which you didn't expect?
11. What was the most useful/best part of the programme? Why is this so?
12. What was the least useful/effective part of the programme? Why is this so?

13. What could be improved about the programme?

14. Are there any people you know who you think could benefit from this programme? If yes, who?

3. Impact of the Keep Fit programme

- Is there anything else you think you have gained or learned from being involved in the Keep Fit activities? *Interviewer will listen for and then follow-up on the following likely impact/changes:*

- *Spending time on enjoyable activities will make you less likely to engage in negative activities, e.g. attending meetings organised by extremists*
- *Better understanding of own faith*
- *Greater appreciation of shared values and citizenship*
- *Greater sense of civic responsibility*

15. Do you think that you have/will be able to use what you've learned in your daily life? In what way? Please give examples.

16. Do you think your involvement in the programme has/will make a difference to your family, friends or community? In what way? Please give examples

17. Which part of the programme was most responsible for this learning/impact? Why?

4. Summing up and the future

18. Keeping the project going – do you have any advice on how the WG could improve the project and involve more women like yourselves?

Thanks and close

Focus group guide: Radical Middle Way training sessions

About the project *(Information for OPM facilitator)*

This project consists of a series of training sessions to be delivered by Radical Middle Way to Muslim leaders, who it is hoped will in turn cascade the messages to the grassroots communities that they work with.

- Community cohesion and citizenship: Islamic perspectives (October)
- Identifying extremism (November)
- Deconstructing extremism (December)

1. Introduction (5 minutes)

OPM is an independent research organisation. We know that Radical Middle Way in partnership with the Welsh Government (WG) has been running a training programme that you have attended over the last few months. We've been asked to talk to you about your experience of the training sessions, to see how far it has made a difference in line with its intended aims and what impact you think it has had on you. We also want to know what you think worked well and what you think worked less well. The feedback you give us will really help us improve the programme in the future.

- *Session ground rules (there's no right or wrong answers, asking participants to respect the views of others, asking participants not to speak over one another)*
- *Reassure confidentiality*
- *Ask for permission to record*

1. Participant introductions and warm up (5 minutes)

*Ask participants that you would like them to go around the room and introduce themselves, what they do, what their role is in relation to working with Muslim communities (we want to know what type of people have been attending the training). Tell them that you would also like them to say **where** they heard about the RMW programme and **why** they decided to get involved:*

- How did you get involved in the project?

- What were you hoping to get out of the project?

2. About the RMW programme (10 minutes)

Group discussion about the intended aims and content of the training. Also try and ascertain how many sessions the participants attended, e.g., all three or fewer. Flip chart answers to questions below.

- Can you tell me what the training was about? What were the different topics covered?
- What do you think the training was trying to achieve? Did it have a clear aim or purpose?

3. Strengths and weaknesses of the RMW programme (15 minutes)

Participants to work in pairs and record discussion on a template provided by OPM. Each pair will present key messages back to the whole group. Whole group discussion to follow.

- Reflecting on your experience of the RMW programme (*probe on delivery and content*):
 - **Strengths:** What was the most successful / useful / effective aspects of the project? Why is this so?
 - **Weaknesses:** What was the least successful / useful / effective aspects of the project? Why is this so??
 - **Areas for improvement:** What could be improved? Why? How?
- Are there any people you know who you think could benefit from this training? If yes, who?

4. Impact of the RMW programme (20 minutes)

Participants to work in pairs and record discussion on a template provided by OPM. Each pair will present key messages back to the whole group. Whole group discussion to follow.

Now that you've completed the project, what impact do you think it has had on:

- You, personally:
 - What have you gained or learned from being involved in the training?
 - Do you think that you have/will be able to use what you've learned in your daily life? In what way? Please give examples.
 - Which part of the programme was most responsible for this learning/impact? Why?
- Your community, family:
 - Do you think your involvement in the training has/will make a difference to your family, friends or community? In what way? Please give examples
 - Which part of the programme was most responsible for this learning/impact?

5. Summing up and the future (5 minutes)

13. Looking forward - do you have any advice on how the WG could improve this training and involve more people like yourselves?

Thanks and close

Project coordinators interview guide: ADFYWIAD programme

Background information

As you know, OPM has been commissioned by the Welsh Government to conduct an evaluation of the ADFYWIAD programme of activities for Muslim communities. Over the last year we have conducted a range of fieldwork with participants of the programme. Now that the programme is drawing to a close, we would like to take this opportunity to talk to the different project managers/coordinators that have closely involved in the project to get their perspective on what has worked well and what has worked less well. In this interview, you will be asked to reflect on the ADFYWIAD programme as a whole and the specific element that you have been responsible for managing and coordinating: Keep Fit/iLead/training for mosque representatives.

Any questions?

1. Understanding of the aims of ADFYWIAD programme and projects

- What were the aims of the ADFYWIAD programme? Have these changed over the course of the project?
- What were the specific aims of the Keep Fit/iLead/training for mosque representatives/RMW project? Have these changed over time?

2. Project delivery: perceived strengths and weaknesses

- Reflecting on your experience of the Keep Fit/iLead/training for mosque representatives project, and the aims of the project
 - **Strengths:** What have been the most successful / useful / effective aspects of the project? Why?
 - **Weaknesses:** What have been the least successful / useful / effective aspects of the project? What are the main barriers? Why?

- **Areas for improvement:** What could be improved? Why? How?
- Reflecting on the ADFYWIAD programme as a whole:
 - **Strengths:** What have been the most successful / useful / effective aspects of the project? Why?
 - **Weaknesses:** What have been the least successful / useful / effective aspects of the project? What are the main barriers? Why?
 - **Areas for improvement:** What could be improved? Why? How?

3. Perceived impact

Now that Keep Fit/iLead/training for mosque representatives project has been completed, what impact do you think it has had on:

- Participants, personally - What have they gained or learned from being involved in the project? What do you think they have achieved? How has it changed them? *Probe on aims:*

Keep Fit

- *Spending time on enjoyable activities will make you less likely to engage in negative activities, e.g. attending meetings organised by extremists*
- *Better understanding of own faith*
- *Greater appreciation of shared values and citizenship*
Greater sense of civic responsibility

iLead

- *Participants develop the confidence and skills they need to be able to act as leaders in the community*
 - *Participants feel more confident and develop a range of skills (communication, leadership, project management, public speaking)*
 - *Participants are empowered to actively participate in civic and community life- e.g, act as community organisers*

- *Participants are motivated to build community cohesion by engaging with other communities and involving wider Muslim communities in doing so as well*
- Participants' community, family – Do you think participants' involvement in the project has made a difference to them? In what way?
- Have they been able to use the skills and learning you have gained?
Examples?

4. Project recruitment, management and delivery

- To what extent do you feel you've been successful in reaching your target audiences? Were there any barriers faced during recruitment?
- Have the recruited participants been continuously and regularly involved?
If not, why?
- Has there been any cancellation of events and meetings due to poor attendance? What about for any other reasons?
- I now want to talk to you about a number of processes and how well you think they have worked.
 - Project planning and management – what's worked well? And less well?
 - Project monitoring and project-level evaluation - what's worked well? And less well?
 - Programme governance - what's worked well? And less well?
 - Partnership working and communication - what's worked well? And less well?
 - Support received - what's worked well? And less well?
 - Sustainability and future funding arrangements - what's worked well? And less well?

5. Learning and recommendations

- What recommendations would you make to:
 - Improve the effectiveness and impact of the project? What would you do differently next time?
 - Improve the management and support offered to you as a project deliverer?

Feedback arrangements

Thanks and close

Appendix 3: Survey questions

Introduction and background

You are receiving this survey if you are a member of the Muslim community in Wales or if the organisation you are part of is a member of the Muslim Council of Wales. We have been asked by the Welsh Government to ask members of Muslim communities, such as you, how much you know about any training and development work that is happening for mosques, madrassahs and Muslim organisations in your area. We also want to know how much you know about training work specifically for young Muslims or Muslim women in your area.

We would very much appreciate it if you could take the time fill out this survey. It shouldn't take more than 10 minutes of your time. There aren't any right or wrong answers; we're just interested in what you have to say. By completing this survey you will be helping us tell the government whether more work needs to be done to make sure that Muslim communities know about interesting work happening in their area.

We have not asked for your name and everything you say will remain completely confidential.

If you have any questions or you feel you need help completing the survey please feel free to call Shama Sarwar on XXXXXXXX.

To begin with we would like to ask you some questions about training and development work that is happening in Wales for people who work with mosques, madrassahs and other Muslim organisations.

1. Which of the following types of training or development work are you aware of? Please select 'aware' or 'unaware' for each type:

- Governance training - for example, this includes learning about how to run a mosque or another organisation.
- Child protection training - for example, this includes learning about what the law says about protecting children.
- Other type of training or development work - If "other," please specify in box below:

2. Where did you hear about the governance training? Please tick as many as apply:

- Community centre
- My local mosque
- Through friends
- Through the Muslim Council of Wales
- At an event I attended
- Other - If other, please write in box

3. Where did you hear about the child protection training? Please tick as many as apply:

- Community centre
- My local mosque
- Through friends
- Through the Muslim Council of Wales
- At an event I attended
- Other - If other, please write in box

4. Where did you hear about the 'other' training?

- Community centre
- My local mosque
- Through friends
- Through the Muslim Council of Wales
- At an event I attended
- Other - If other, please write in box

5. As far as you know, who organised the governance training?

- My local council
 - Welsh Government
 - Muslim Council of Wales
 - Advisory Directorate for Youth Women & Imams Active Development (ADFYWIAD)
 - Other - If other, please write in box
6. As far as you know, who organised the child protection training
- My local council
 - Welsh Government
 - Muslim Council of Wales
 - Advisory Directorate for Youth Women & Imams Active Development (ADFYWIAD)
 - Other - If other, please write in box
7. As far as you know, who organised the 'other' training?
- My local council
 - Welsh Government
 - Muslim Council of Wales
 - Advisory Directorate for Youth Women & Imams Active Development (ADFYWIAD)
 - Other - If other, please write in box
8. Did you take part in any governance training?
- Yes
 - No
9. Why did you not take part in governance training? Please select one of the below options:

- Wasn't interested
- Wasn't relevant for me
- Did not know how to get involved
- The place or the time of the training did not suit me
- Other – If 'other', please specify in box

10. Did you take part in the child protection training?

- Yes
- No

11. Why did you not take part in child protection training? Please select one of the below options:

- Wasn't interested
- Wasn't relevant for me
- Did not know how to get involved
- The place or the time of the training did not suit me
- Other – If 'other', please specify in box

We'd now like to ask you about training and development work with young Muslims and Muslim women in Wales.

12. Which of the following types of training or development work are you aware of? Please select aware or unaware for each.

- iLead training programme – for example, this includes leadership training to help young people feel more confident and better able to speak in public.
- 'Keep fit' women's programme – for example, this includes physical activities, sports and discussions about Islam.
- Other - If other, please write in box

13. Where did you hear about the iLead training programme? Please tick as many as apply

- Community centre
- Mosque
- Through a friend
- Through Muslim Council of Wales
- Through Muslim Youth (MY) Wales
- At an event I attended
- Other - If other, please write in box

14. Where did you hear about the 'Keep Fit' programme? Please tick as many as apply

- Community centre
- Mosque
- Through a friend
- Through Muslim Council of Wales
- Through Muslim Youth (MY) Wales
- At an event I attended
- Other - If other, please write in box

15. Where did you hear about the 'other' training?

- Community centre
- Mosque
- Through a friend
- Through Muslim Council of Wales
- Through Muslim Youth (MY) Wales
- At an event I attended
- Other - If other, please write in box

16. As far as you know, who organised the iLead training programme?

- My local council
- Welsh Government
- Muslim Council of Wales
- Advisory Directorate for Youth Women & Imams Active Development (ADFYWIAD)
- Other - If other, please write in box

17. As far as you know, who organised the Keep Fit programme?

- My local council
- Welsh Government
- Muslim Council of Wales
- Advisory Directorate for Youth Women & Imams Active Development (ADFYWIAD)
- Other - If other, please write in box

18. As far as you know, who is the 'other' training being organised by? Please select one of the below options:

- My local council
- Welsh Government
- Muslim Council of Wales
- Advisory Directorate for Youth Women & Imams Active Development (ADFYWIAD)
- Other - If other, please write in box

19. Did you take part in the iLead programme?

- Yes

- No

20. Why did you not take part in the iLead programme? Please select one of the below options:

- Wasn't interested
- Was not relevant for me
- Did not know how to get involved
- The place or the time of the training did not suit me

21. Did you take part in the Keep fit programme?

- Yes
- No

22. Why did you not take part in the 'Keep fit' programme? Please select one of the below options:

- Wasn't interested
- Was not relevant for me
- Did not know how to get involved
- The place or the time of the training did not suit me

About you

23. Gender

- Male
- Female

24. Where do you live? [drop down list]

25. Do you work with any of the following?

- Mosque – Please write name:
- Madrassah - Please write name:
- Muslim voluntary organisation - Please write name:
- None

Thank you for completing the survey