

---

**LSIS and Skills Funding Agency Equality and Diversity Partnership Project: Case Study and Project Management template**

---



The template below combines both the case study and final project management report requirements as detailed in the grant letter.

Final payment (50%) of the grant is subject to the satisfactory completion of this template.

The deadline for completing this template is 31 March 2012 Please send to Sarika Dewitt ([sarika.dewitt@lsis.org.uk](mailto:sarika.dewitt@lsis.org.uk)).

Please also ensure any materials and resources produced by the project are forwarded to Sarika.

If you have any questions about this template please contact Sarika on 024 7662 7738

The completed template will be available on the Excellence Gateway and LSIS website.

Provider and project name	Boston College Speak Up Speak Out
Contact person (Please include an email address or telephone number if you are happy to be contacted by other providers)	Frank Hanson (01205) 365701 ext 4460 <a href="mailto:Frank-h@boston.ac.uk">Frank-h@boston.ac.uk</a>
Briefly outline the aim and scope of your project	The project aimed to use a programme of workshops and visits by staff and students to the Holocaust Centre in Newark in order to explore the themes of intolerance and prejudice and as a result to promote positive behaviour and attitudes towards diversity and difference, both within the College environment and the wider community. Learners from across all curriculum areas were engaged but a key focus of the project was on young white working class males who are often most difficult to engage in this area of work and who are often negatively stereotyped within the media and society in general. The project pivoted around an event held at the College on Holocaust Memorial Day (HMD) – January 27th supporting HMD's 2012 theme of 'Speak Up, Speak out' This event was also used by the College and partners to jointly launch themselves as third party reporting centres for hate crime.

<p>What was the main issue or problem the project was trying to resolve?</p>	<p>The project aimed to address an important theme of promoting inclusive and cohesive communities which is particularly timely as Boston is trying to come to terms with the recent influx of migrant workers that has taken place over a relatively short period of time. On a local level two of the districts served by Boston College (Boston Borough and South Holland) have some of the lowest scores nationally for community cohesion and one of our aims in running this project was to tackle community cohesion at a local level</p>
<p>Which organisations were in the partnership and what were their specific roles?</p>	<p><b>Holocaust Memorial Centre</b> – delivered workshops at Boston College to students who were planning to visit the Holocaust Centre. The workshops were interactive aimed at raising awareness and understanding of the holocaust and subsequent genocides. They were also aimed at challenging learners to understand how individuals can and do make a difference when they take a stand against prejudice and intolerance in society.</p> <p><b>Boston Borough Council</b> – Provided funding which allowed Boston College to invite Sylvia Lancaster from the Sophie Lancaster Foundation as keynote speaker to the ‘Speak Up Speak Out’ event.</p>
<p>What are the main <b>outputs</b> of the project?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• <i>If the project included an event, how many people attended?</i></li> <li>• <i>If the project included training, how many people were trained?</i></li> <li>• <i>Were any resources, materials or reports produced (include web links if available)?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Held 3 pre-visit workshops delivered by the Holocaust Centre attended by 60 students</li> <li>• Delivered a presentation on Auschwitz to a further 70 students</li> <li>• Taken 70 students to visit the Holocaust Memorial Centre in Newark</li> <li>• Produced a DVD which filmed a group of Engineering students being interviewed following their visit to the Holocaust Centre.</li> <li>• Held a community Speak Up Speak Out Event on Friday 27<sup>th</sup> January (Holocaust Memorial Day), attended by 350 learners, staff and guests over the course of the day.</li> <li>• Creation of a graffiti board used to capture the impact of the Speak up Speak Out Event and subsequently displayed at the College.</li> <li>• Production of a series of posters “I am Me – Deal with It”. These reflect different but positive aspects of students’ identity aimed at promoting tolerance and understanding. These were on display at the Speak Up Speak Out Event and subsequently at the College.</li> <li>• The Event was filmed and a copy is available to view within the College.</li> <li>• As part of their course, students from Visual &amp; Performing Arts &amp; Media scripted, produced and directed a short film on the issue of hate crime. The film was premiered at the Speak Up Speak Out event.</li> </ul>

<p>What are the main <b>impacts and outcomes</b> of the project?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>— a change in behaviour by learners or staff</li> <li>— a removal of barriers to learning</li> <li>— an impact on the community</li> <li>— changes affected by senior managers</li> <li>— changes for the organisation</li> </ul> <p><i>Please also specify whether these are actual or expected</i></p>	<ul style="list-style-type: none"> <li>• Increased awareness of the Holocaust and subsequent genocides amongst participating students</li> <li>• Increased awareness of Hate Crime amongst staff and students and about the role of the College in promoting the services aimed at reporting and tackling Hate Crime (Stop Hate UK).</li> <li>• The Graffiti board evidenced individual students' recognition of how their own intolerant behaviour could impact on others. Pledges were made to be more positive and welcoming to different groups.</li> <li>• Raised the profile of the College amongst partners and the community in its role as a key contributor to promoting tolerance and community cohesion within Boston and surrounding areas</li> <li>• Helped contribute to the College's key strategic aims one of which includes Equality and Diversity.</li> </ul>
<p>When do you expect to see the main impacts, outputs and outcomes of the project to be realised?</p>	<p>The graffiti board and testimonials from students show that the project has already made a significant impact. Longer term impact will be achieved by incorporating material and key messages from this project into our induction programme for all new students to the College. Films and material will also be used for tutorials and curriculum enrichment activities around the themes of respect, understanding of others and standards of behaviour.</p>
<p>How many learners did the project have an impact on, and what was the impact?</p> <p>How many of them were from the equality groups you aimed to benefit?</p>	<p>Over 500 learners were directly involved in the project through workshops, Holocaust Centre visits and the Speak Up Speak Out Event. However, the project has had an impact on the College as a whole due to media coverage and support from all curriculum areas and the Student Union.</p> <p>75% of learners attending the Holocaust Centre were young white males with 67% from the curriculum areas of Construction and Engineering – our key target group.</p> <p>40 % of learners attending the Speak Up Speak Out Event were young white males from the curriculum areas of Construction and Engineering – our key target group.</p> <p>Engineering students were able to realise and express their understanding of how the role of engineering was an essential component of the Holocaust. They were also able to demonstrate an understanding the importance of how understanding the causes leading up to the Holocaust relates to modern society and the dangers of</p>

	allowing prejudice and intolerance to go unchecked.
How did working with LSIS impact on your organisation/partnership?	Working with LSIS allowed us to bring together different strands of work around the themes of respect, intolerance, and dealing with prejudice into one coherent project which resulted in a stronger and more powerful message and impact on our students and staff. The funding available gave us the opportunity to develop strong links with the Holocaust Centre and use their skills and resources for the benefit of our students through a series of workshops and visits.
How did the project represent good value for money?  <i>For example:</i>  — <i>Did partnership working enable efficiencies?</i> — <i>Did the project create savings for the wider community, for example public health, crime prevention, or community cohesion?</i>	<p>The East Lincs Community Safety Partnership supported this project as it helped meet their own key aims and objectives around engaging young people on the issue of Hate Crime. By working with us they were able to reach and engage young people and to share resources in this area. This partnership working brought benefits to both sides as extra support from them enabled us to enhance our own event by bringing in an outside speaker from the Sophie Lancaster Foundation.</p> <p>The Event also served as a vehicle to launch a number of key organisations from the private, statutory and community and voluntary sectors as third party reporting centres for Hate Crime and this made the message much stronger and more uniform.</p>
How did you involve senior managers in your project?	Senior Management and governors were invited to, and attended the Speak Up Speak Out Event. Regular reports and updates were taken to Corporate Management Team meetings and senior leadership gave their full support to the project.
Apart from partnership members, were other stakeholders involved in your project and what role did they play?	<p>Organisations joining us as Signposting Centres for Reporting Hate Crime:</p> <ul style="list-style-type: none"> <li>• Children’s Links</li> <li>• South Lincolnshire CVS</li> <li>• First College Lincs</li> <li>• Boston Borough Council</li> <li>• Boston Mayflower Ltd</li> </ul> <p>Organisations supporting the Speak Up Speak Out Event:</p> <ul style="list-style-type: none"> <li>• Boston Borough Council:</li> <li>• Sophie Lancaster Foundation</li> <li>• Aegis Trust</li> <li>• The Holocaust Centre</li> </ul> <p>Organisations attending the Speak Up Speak Out Event:</p> <ul style="list-style-type: none"> <li>• Lincolnshire County Council</li> <li>• Lincolnshire Police</li> </ul>

	<ul style="list-style-type: none"> <li>• RTS Training</li> <li>• Victim Support</li> <li>• North Sea Camp HMP</li> <li>• Just Lincolnshire (Equality Rights Organisation)</li> <li>• Boston Borough Council</li> </ul>
<p>If learners were involved in planning and delivering the project, please specify how, and how many.</p>	<p>Eight Performing Arts students helped plan and performed at the Speak Up Speak Out Event which included dance, drama and music.</p> <p>Seven Engineering students were interviewed by the Media department – both of these departments were involved in all aspects of this process from initial discussions, through to design and production of the interview, including editing, preview and final showing.</p> <p>Two Travel and Tourism students volunteered to help welcome guests on arrival at the Speak Up Speak Out Event, handing out leaflets and showing them to their seats.</p> <p>Students working with our Learner Involvement Co-ordinator were involved in production of the poster series “I am Me – Deal with It”, including having their photos and key messages used to demonstrate different positive aspects of their identity.</p> <p>As part of their course, six students from Visual &amp; Performing Arts &amp; Media scripted, produced and directed a short film on the issue of hate crime. The film was premiered at the Speak Up Speak Out event.</p>
<p>How have you raised awareness about the project and how have you disseminated the findings?</p>	<p>The project received local media coverage in both newspapers and online.</p> <p>The project has also been disseminated via our college website, intranet and VLE. Reports have been taken to Senior Management Meetings and Governors Meetings. The posters and graffiti board will continue to be displayed and used around College.</p>
<p>Will the project continue after LSIS funding has stopped and how will this be achieved?</p>	<p>We will use the key messages and resources that have come out of this project to help us deliver tutorials and enrichment activities to promote community cohesion and tolerance within our college. Particular thought has been given to our induction programme. The relationship we have built up with the Holocaust Centre through the course of this project will hopefully enable us to continue working with them in the future.</p>
<p>Did you encounter any difficulties in implementing</p>	<p>One of the visits which had planned to the Holocaust Centre had to be cancelled due to adverse weather and it</p>

<p>this project?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>— <i>Lack of learner engagement</i></li> <li>— <i>Staff resistance</i></li> <li>— <i>Lack of full engagement from partnership members</i></li> </ul> <p><i>How did you overcome any difficulties?</i></p>	<p>has not been possible to re-schedule this due to the Centre being fully booked.</p> <p>Some students were unable to attend the pre-visit workshops organised by the Holocaust Centre. We sought to address this by asking one of our own tutors, who has a knowledge and understanding of the Holocaust, to deliver tutorials to these students in preparation for their visit to the Centre.</p>
<p>What lessons did you learn from the project relevant for other learning and skills providers?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>— Should the project be repeated elsewhere?</li> <li>— If you started the project knowing what you do now, would you do anything differently?</li> </ul>	<p>To be prepared to anticipate indirect benefits. For example relationships between different curriculum areas were strengthened and greater respect shown by students of each other's expertise and talents meeting their respective course requirements.</p> <p>The project could be easily replicated elsewhere and has proved invaluable in using one theme – namely Holocaust Memorial Day and its 2012 theme of Speak Up Speak Out - and incorporating different strands and activities around promoting understanding, tolerance and respect.</p> <p>If the Speak Up Speak Out event hadn't had to be tied to Holocaust Memorial Day all three visits to the Holocaust Centre would have taken place prior to this and would have been used to inform delivery of the event.</p>
<p>Sustainability – how you will ensure the project has long lasting legacy?</p>	<p>The resources and materials will be used to support the delivery of tutorials and will be readily accessible on our VLE. Feedback from staff has shown support for incorporating key messages and activities into our induction programme for all new students. The Sophie Lancaster Foundation has expressed interest in using the posters and images from the 'I am Me – deal with it' campaign as part of their national and international work at fostering understanding and tolerance of alternative and sub-cultures in society. This work is currently being taken forward.</p>
<p>Demonstrating Impact – use this section to provide evidence of short and long term impact?</p>	<p>The project has promoted a continued interest in the Sophie Lancaster Foundation by students. Tutors have collected testimonials and activities undertaken by learners who were moved and inspired by the Speak Up Speak Out event. These were featured in a newsletter for ESOL learners and learners on our Foundation studies programme. Learners have also undertaken fundraising activities for the Sophie Lancaster Foundation.</p>
<p>Additional comments?</p>	

**Please return your completed case study to Sarika Dewitt ([sarika.dewitt@isis.org.uk](mailto:sarika.dewitt@isis.org.uk))**

**As part of the monitoring of this project and developing an impact evaluation, a member of LSIS Performance Management team may follow-up your completed template for further information. Please provide the name and contact details of somebody they can contact:**

**Name:** Frank Hanson  
Equality and Diversity Manager

**Organisation:** Boston College

**Contact details:** Boston College (De Montfort Campus)  
Mill Road  
Boston  
PE21 0HF  
Tel: (01205) 365701 Ext. 4460  
[Frank-h@boston.ac.uk](mailto:Frank-h@boston.ac.uk)