

Institution: University of Derby		
Unit of Assessment: 20		
Title of case study: Promoting equality and combatting discrimination in relation to religion or belief		
Period when the underpinning research was undertaken: 1 January 2000–31 December 2020.		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Professor Paul Weller	Professor	Before 1-1-1990–31-7-2016 and 15-1-2017–14-1-2021
Dr Phil Henry	Senior Lecturer in Sociology	3 October 2002–present
Dr Ihsan Foster (UoA 23)	Lecturer in Education	1 January 2015–present
Professor Tristram Hooley (UoA 23)	Professor of Career Guidance	1 August 2010–present
Dr Nicki Moore (UoA 23)	Senior Lecturer in Career Development	30 June 2009–01 Jan' 2017
Dr Larissa Allwork (UoA 34)	Researcher (Impact)	17 September 2018–present
Period when the claimed impact occurred: 1 August 2013–31 December 2020		
Is this case study continued from a case study submitted in 2014? No		
1. Summary of the impact (indicative maximum 100 words)		
<p>The University of Derby's (UoD) research on religion, belief and discrimination has had impact at multiple scales. Across Europe, it has impacted on teaching about, and tackling, anti-Semitism through the European Commission (EC) and the Office for Democratic Institutions and Human Rights (ODIHR) by shaping educational policy and curriculum resource development for schools. In the UK, the research has informed Advance HE's guidance to the Higher Education (HE) sector for engaging with religion or belief diversity and discrimination. It has influenced the Equality and Human Rights Commission's (EHRC) review of equality and human rights law relating to religion and/or belief, as well as its guidance on discrimination in employment. It has also started to impact on Imperial War Museums (IWM) planning for public education about anti-Semitism and the Holocaust. Regionally, the research has informed delivery of PREVENT training that, through a partnership with the Derby Multi-Faith Centre, has engaged a range of statutory and voluntary sector staff operating PREVENT in Derby/Derbyshire.</p>		
2. Underpinning research (indicative maximum 500 words)		
<p>For over two decades UoD has produced high-quality research that addresses discrimination, promotes equality and challenges extremism related to religion or belief.</p> <p>Quantifying religion and belief discrimination in the UK Weller began this research in 1999–2001 with G3.1, which was the first UK Government commissioned empirical study of the nature and extent of unfair treatment based on religion. Its findings [3.1], based on interviews with 328 individuals and a survey of 630 organisations, showed that those of Muslim background, in particular, were reporting higher levels and frequency of unfair treatment, while those of Hindu, and especially Sikh background, were reporting similar concerns. Pagans and people from New Religious Movements reported open hostility and discrimination. Education, employment and the media were the areas of social life in which this unfair treatment was most often reported. This research was repeated during 2010–</p>		

13 as part of G3.2, enabling cross-sectional comparison over time. The research found an overall reduction in experiences of unfair treatment [3.2], with indications of some association between this and new legislation such as the Human Rights Act, and evolving Employment and equalities legislation during the 2000s. Even so, the research still found substantial levels of reported unfair treatment, particularly among Muslims, Pagans and people from New Religious Movements. This was again focussed especially in the areas of education, employment and the media. The research also found that more Christians were reporting unfair treatment, particularly in employment.

Religion or belief and student and staff experiences in higher education

In 2010–11, Weller, Hooley, Moore and Marriott carried out G3.3 which researched students and staff of all religions and beliefs (including the non-religious) through field and survey research involving eight case studies of Higher Education Institutions (HEIs) and an online survey with 3,077 staff and 3,935 student respondents. An overwhelming majority of students and staff reported no harassment or discrimination on grounds of religion or belief. However, Jewish students and Muslim staff were more likely to report harassment or discrimination [3.3].

Anti-Semitism, the Holocaust and education

During 2017–18, Weller and Foster carried out G3.4 which included a literature review, interviews and focus groups (53 experts, 138 teachers/educational professionals, 135 young people/students) and a survey (369 teachers/ educational professionals and 68 students) across Germany, Greece and the USA. The research highlighted evidence of the scale, scope and nature of anti-Semitism in Europe generally, five EU countries and the United States. It used this evidence to identify 11 key 'classroom challenges' and formulate practical recommendations for educators [3.4]. The European Commission's Working Group on Antisemitism underlined the originality of the findings, commenting that: "*Until the publication of the Derby University report in May 2019, there has been relatively little published research on antisemitism among young people and even less that is specifically focused on teaching about antisemitism and/or addressing it in classroom contexts*" [5.3.3, p.6]. This research has been reinforced by Allwork's ongoing body of work on Holocaust representation, education and public controversies. For example, 3.6 explores how artists performing in public spaces can represent Nazi perpetrators and anti-Semitic crimes provocatively and ethically. Allwork's expertise on Holocaust representation, reception and education has contributed to an IWM Steering Group and policy discussions [5.3].

Radicalisation, PREVENT and hate crime

Weller's research [3.5] on the roots of radicalisation, Islamophobia and failures in multiculturalism found that this resulted in part from the blindness of secular states to the social and political importance of religion and the ways that 'local' incidents can be amplified by social media and the internet to have global resonance. These findings are shaping interventions (see PREVENT training below) and new research undertaken by Henry. G3.5 explores the multifaceted influences of radicalisation on mostly young people aged 14–27 which reflects a non-linear journey where everyday life experiences have normalised discrimination and racism as victims and reoriented cognitive experiences. The ongoing research explores complex aspects of socialisation and meaning-making to add to our knowledge of radicalisation, hate crime and the effectiveness of services designed to mitigate both.

3. References to the research (indicative maximum of six references)

UoD researchers are indicated by black, underlined text:

3.1 Weller, P., Feldman, A. and Purdam, K. (2001) *Religious Discrimination in England and Wales*. Home Office Research Study 220, Research, Development and Statistics Directorate, The Home Office: London. Available at: <https://webarchive.nationalarchives.gov.uk/20110218144327/http://rds.homeoffice.gov.uk/rds/hrs2001.html>

Impact case study (REF3)

3.2 Weller, P., Purdam, K., Ghanea-Hercock, N. and Cheruvallil-Contractor, S. (2013) *Religion or Belief, Discrimination and Equality: Britain in Global Contexts*. Bloomsbury: London.

3.3 Weller, P., Hooley, T. and Moore, N. (2011) *Religion or Belief: The Experiences of Staff and Students*. Equality Challenge Unit: London [online]. Available at: <https://www.ecu.ac.uk/wp-content/uploads/external/religion-and-belief-staff-and-students-in-he-report.pdf>

3.4 Weller, P. and Foster, I. (2019) *Classroom Challenges for Teaching About and Addressing Anti-Semitism in the OSCE Region*. University of Derby: Derby [online]. Available at: <https://derby.openrepository.com/handle/10545/623753>

3.5 Weller, P. (2008) *A Mirror for our Times: 'The Rushdie Affair' and the Future of Multiculturalism*. Continuum. London.

3.6 Allwork, L. (2019) 'In Advance of the Broken Image' in Allwork, L. and Pistol, R. (eds.) *The Jews, the Holocaust and the Public: The Legacies of David Cesarani*. Cham: Palgrave, pp. 239-266. Allwork's sole authored original research chapter on Holocaust representation was blind peer-reviewed as part of her co-edited collection (17 chapters, 365 pages). Allwork also contributed a co-authored 'Introduction' (pp. 3-19) and an interview with Cesarani (pp. 321-342). Published 11-2019, it underpins and includes a chapter by S. Bardgett (IWM).

The following Research Projects were financed by national or international grant-givers/ commissioners:

G3.1 Religious Discrimination in England and Wales: Home Office, GBP125,399 (1999–2001) national competitively tendered research project. PI: Weller.

G3.2 Religion and Belief, Discrimination and Equality in England and Wales: Theory, Policy and Practice, 2000-2010: Arts and Humanities Research Council, GBP358,727 (2010–2013), peer-reviewed award. PI: Weller.

G3.3 Religion and Belief in Higher Education: The Experiences of Staff and Students: Equality Challenge Unit (now Advance HE), GBP29,824 (2010-2011). PI: Weller, and with Hooley, Moore and Marriot as Derby Co-Investigators.

G3.4 Classroom Challenges for Teaching About and Addressing Anti-Semitism in the OSCE Region: Office for Democratic Institutions and Human Rights of the Organisation for Security and Co-Operation in Europe, Euro33,319 (2017), internationally competitively tendered project. PI: Weller, and with Foster as Co-Investigator.

G3.5 Supporting local institutions to identify and counter hate crime: Derbyshire Police and Crime Commissioner, GBP8,000 (2020–21). PI: Henry.

4. Details of the impact (indicative maximum 750 words)

Shaping the EHRC's policy on religion and belief

Weller has a history of supporting the EHRC (e.g. via G3.1-2), for instance in shaping the EHRC's (2013) guidance document on *Religion or Belief in the Workplace: An Employer's Guide to Religion or Belief in the Workplace* as well as its guidance on religion or belief and human rights in the light of European Court of Human Rights decisions on some key legal cases referred to it from the UK. This has continued in the current REF 2021 period. The impact made on this guidance was based on what the EHRC's Research Manager referred to as Weller's "academic expertise and relevant research" [5.1.1]. Weller also contributed to the EHRC's *Review of Equality and Human Rights Law Relating to Religion or Belief* (Edge and Vickers, 2015). The authors state that they had, "benefitted from the contribution of a core team of academics who were involved throughout the programme of workshops and in commenting on initial drafts of this report" citing, among others, "Professor Paul Weller" [5.1.2]. Weller also

acted as a Member of the Friends of the Chair of the Equality and Human Rights Commission and provided advice based on his research [3.1-6] which helped to set the overall direction of the EHRC's policy on religion or belief, discrimination and equality [5.1.1].

Advance HE's guidance to HE on religion or belief and inclusion

The 20-9-2018 press release for Advance HE's (2018) *Religion and Belief: Supporting Inclusion of Staff and Students in Higher Education and Colleges* described 3.3 (2,698 views and 1,397 downloads [5.2.2]) as, "ground-breaking research" [5.2.1] and the report [5.2.3] acknowledges the research as continuing, "... to provide a strong foundation for work at Advance HE and throughout the sector". The report explicitly acknowledges the, "earlier work of Professor Paul Weller, Professor Tristram Hooley and Nicki Moore of the University of Derby" (see 'acknowledgements'); and thanks are also expressed to Weller, among others for more recent, "helpful discussions, support or early research insights" that have informed its new policy advice in this area updated to take account of more recent relevant legal developments since 3.3.

Education on anti-Semitism through the EU, ODIHR and the IWM

Weller's research [3.1-3.5] has fed into discussions [5.3.1] via G3.4 that shaped the joint UNESCO/Organization for Security and Cooperation in Europe's policy guidelines on *Addressing Anti-Semitism through Education*. 3.4 informed discussions of senior representatives of OSCE Ministries of Education at a workshop [5.3.1] on 'How Can Policymakers Ensure an Effective Role for Education in Addressing anti-Semitism?' held in Warsaw, Poland (21–22 May 2019). Weller was also invited [5.3.2] to a December 2019 Brussels meeting of the European Commission Working Group on Antisemitism, convened for Education Ministries of European Union member states and Jewish organisations from across Europe. The Working Group's (2019) *Background Document* [5.3.3] identified ways forward for member states to tackle anti-Semitism and was informed by a tabular presentation of G3.4's findings and recommendations [3.4]. Finally, the "challenges" and "recommendations" identified in 3.5 informed the 10 teacher resources developed by CEJI: A Jewish Voice for An Inclusive Europe as published by the ODIHR (2019). This is acknowledged in the report [5.3.4], which suggests it is, "based on research by the University of Derby".

Allwork shared her expertise on how contemporary Holocaust education does or does not address anti-Semitism in a meeting with CEJI (August 2019). She subsequently published these findings as a paper for policymakers: 'Holocaust education and contemporary anti-Semitism' [5.3.5]. This was the third most popular *History and Policy* paper on 30-03-2020 [5.3.5, p. 10]. In 2020, Allwork was also selected by IWM to contribute her expertise to the Second World War and Holocaust Partnership Programme's Skills and Steering Group. This National Lottery Heritage Fund project with eight regional partners across the UK has instigated local co-production projects with diverse communities to explore lesser-known UK histories of World War II, the Holocaust and anti-Semitism [5.3.6].

Research-informed PREVENT training for statutory and voluntary sector staff

Research by Weller [3.1-4, and especially 3.5] has informed training on PREVENT for statutory and voluntary sector staff, as delivered by Henry in collaboration with the Derby City Prevent Lead and the Derbyshire Constabulary. This training was initially Home Office funded and was delivered by the Derby Multi-Faith Centre (an independent charitable trust in which the University is a stakeholder, and of which Weller was an elected Trustee until October 2020, and Henry was part-time Director until he moved to a full-time position at the University in 2017). Henry began delivering the training while MFC director and then continued to deliver this when he moved to be wholly employed by the University.

Weller's research (especially 3.2 and 3.5) shaped the approach to the training, ensuring that it had a balanced approach to understanding radicalisation, incorporating a focus on far-right and far-left extremism alongside religious extremism from the beginning. Following 3.2, aspects of the training were co-created with local religious communities and a Muslim University Chaplain was involved in every session that Henry delivered. 53 day-long training sessions were delivered between 2012 and 2017 to 1,164 participants (50%+ after 2014). Evaluation of this training

[5.4.1] among a sample of more than 900 respondents shows research-informed knowledge transfer for 58% of participants in relation to their knowledge of PREVENT; 62% in knowledge of safeguarding related to radicalisation; 59% in knowledge of vulnerabilities to radicalisation; and (since 2015) 54% in knowledge of the PREVENT Statutory Duty. Participants showed a post-workshop increase in their confidence. 50% felt more able to identify someone vulnerable to radicalisation; 57% had increased confidence in getting help for a person vulnerable to radicalisation and where to go for more information.

Sustaining impact

After a long career at UoD Weller is due to retire in January 2021. Research supporting equality and combatting discrimination in relation to religion and belief will continue. Continuing research by both Allwork [see 5.3.7] and Henry (e.g. G3.5, which will report in 2021) clearly draws on Weller's previous research and continues to exploit and develop networks facilitated by Weller and other colleagues.

5. Sources to corroborate the impact (indicative maximum of 10 references)

5.1 Evidence group: advice to UK's Equality and Human Rights Commission

5.1.1 Email dossier from the EHRC including details of Weller's ongoing impact on the organisation's work.

5.1.2 Edge, P. and Vickers, L. (2015) 'Review of equality and human rights law relating to religion or belief'. London: Equality and Human Rights Commission, Report 97. Available at: <https://www.equalityhumanrights.com/sites/default/files/research-report-97-review-of-equality-and-human-rights-law-relating-to-religion-or-belief.pdf>

5.2 Evidence group: contributing to Advance HE's guidance to HE on religion or belief

5.2.1 Advance HE Press Release, 20 September 2018: 'New Guide to Support Greater Inclusion in Universities and Colleges'. Available at: <https://www.advance-he.ac.uk/news-and-views/new-guide-to-support-greater-inclusion-in-universities-and-colleges>

5.2.2 Email of 24 October 2020 from Advance HE.

5.2.3 Advance HE. (2018) *Religion and belief: Supporting inclusion of staff and students in higher education and colleges*. Available at: <https://www.ecu.ac.uk/publications/religion-and-belief/>

5.3 Evidence group: education on anti-Semitism through the EU, ODIHR and the IWM

5.3.1 Email of 18 June 2019 to UoD from the Project Officer of Words Into Action at the OSCE/ODIHR.

5.3.2 20 November 2019 email of invitation from EC Coordinator on combatting Antisemitism.

5.3.3 European Commission Working Group on Antisemitism (2019), *Education about Jewish Life, antisemitism and the Holocaust: Background Document*, Brussels: EC.

5.3.4 ODIHR. (2019) 'Addressing Anti-Semitism through Education Teaching Aids'. Warsaw: OSCE/ODIHR. Available at: <https://www.osce.org/odihr/441146>

5.3.5 Allwork, L. (2019) 'Holocaust education and contemporary anti-Semitism', *History and Policy*, 29 November 2019 [online]. Available at: www.historyandpolicy.org/policy-papers/papers/holocaust-education-and-contemporary-anti-semitism

5.3.6 IWM Second World War and Holocaust Partnership Programme Skills and Steering Group 'Terms of Reference', 'Themes' and Meeting Minutes (21 May 2020 and 19 November 2020, featuring Allwork).

5.3.7 Email Exchanges between Allwork, Weller and networks.

5.4 Research-informed PREVENT capability for statutory and voluntary sector staff

5.4.1 Impact is evidenced by a dossier of PDF scans of participant feedback self-evaluation forms and a summary covering report on what they show produced by Henry. This evidence is stored at UoD and is available to the panel by request.

Note: all URLs accessed and correct as of 14 November 2020.