



Evaluation Report

Exploring the impact of the Change Makers Project : 2012



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Chapter

1



The
Change Makers
Project

(a) Foreword from our Partner Organisations

We are delighted to present this evaluation report for the first year of the Change Makers Project.

When the three partner organisations (Northern Ireland Children's Enterprise, Community Relations in Schools and Belfast YMCA) came together to devise this project we knew it had the capability to deliver first rate programmes in community relations for young people, and to make an impact in schools in terms of putting shared education high on the agenda.

You will read in the report the effect the programmes have had in the initial stage of the project, which are way beyond what we had anticipated.

We would like to take this opportunity to commend Change Makers staff for making the first year of the project so successful.

Carmel Mc Cavana

(Director, Northern Ireland Children's Enterprise)

Lisa Detrich

(Director, Community Relations in Schools)

Geraldine Stinton

(Director of Youth Programmes, Belfast YMCA)



(b) Background to the project

The Change Makers Project was designed through a collaborative partnership approach by Northern Ireland Children's Enterprise (NICE), Community Relations in Schools (CRIS) and Belfast YMCA.

The Change Makers Project aims to embed Community Relations within the culture of its partnering schools - ten Post-Primary schools in Belfast and Lisburn from controlled, maintained and integrated education settings.

Change Makers has 7 full-time staff: 4 project workers that facilitate Community Relations education in schools, a research and information officer, a financial administrator and a project co-ordinator. Change Makers also use external facilitators to deliver programmes.

Change Makers is supported through a management sub-group, consisting of a senior member from each of the 3 Partner organisations that created the project (CRIS, YMCA and NICE), and a larger management committee.

Change Makers is funded by the International Fund for Ireland (IFI) through its 'Sharing in Education Programme' (SiEP) which is managed by the Department of Education. The Programme aligns with the Department's role to promote personal well-being and social development, so that children gain the knowledge, skills and experience to reach their full potential as valued individuals and active citizens. SiEP seeks to break down barriers from Northern Ireland's historic conflict by providing a range of opportunities for young people to learn and work together.

There were four strands to the Change Makers Project in year one:

- I. Accredited pupil programmes;
- II. Accredited teacher/staff training;
- III. Non-accredited pupil programmes; and,
- IV. Non-accredited teacher/staff training.

This report describes the impact the Change Makers Project had across Strands 1,2 and 3 in the first year of delivery (August 2010 – June 2011).

Chapter

2

Impact

of accredited pupil programmes

(a) About accredited courses – themes and approaches

Change Makers offered 3 accredited Community Relations courses in year one:

- Citizenship in a Divided Society¹;
- Understanding Diversity in our Society; and,
- Understanding Prejudice and Discrimination.

All Change Makers courses were accredited by the Open College Network Northern Ireland (OCNNI) at Level One. To achieve accreditation, pupils (from Years 11, 12 and 13) needed to attend over 80% of sessions and submit a completed learning log. Learning logs provided participants with space to demonstrate their understanding of each topic covered by their course.

Topics covered by courses included:

- Identity;
- Attitudes and Influences;
- Values and Beliefs;
- Assumptions;
- Stereotypes and Discrimination;
- Tolerance and Prejudice;
- Conflict;
- Inequality;
- Inclusion/exclusion;
- Northern Ireland flags and symbols;
- Diversity;
- Advantages of living in a diverse society;
- Celebrating Difference;
- Leadership.

Courses lasted about 12 weeks, with a different topic being covered by Change Makers project workers each week. Facilitated sessions lasted 40 – 60 minutes and pupils usually had one session each week. Class sizes ranged from 12-30 pupils.

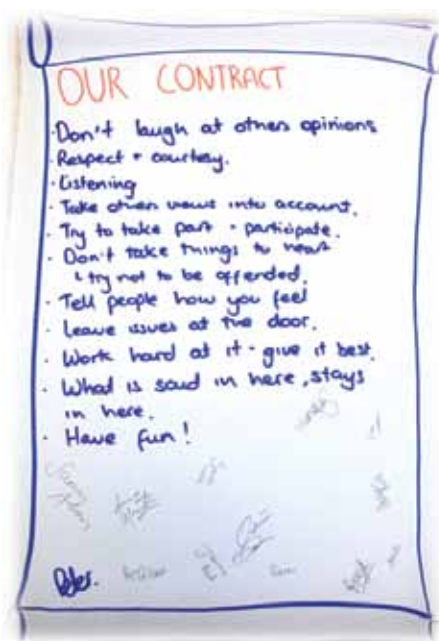
Educational approaches used to deliver courses demonstrated values from youth work and formal education - seeking to develop pupils' knowledge, understanding, communication skills, interpersonal connections, self-confidence, and group work skills.

At the outset of courses facilitators encouraged pupils to discuss, design and sign-up to a group conduct contract.

This gave pupils opportunities to air their concerns about taking part, explore what other pupils and facilitators might do to ease those concerns, and describe their hopes and expectations for their course.

¹ Two groups of pupils, who started early, completed this course which was previously created by NICE and subsequently replaced with Change Makers' 'Understanding Diversity in our Society' course.

Courses were designed to build self-confidence in pupils and early sessions focussed on making pupils feel more comfortable learning with, and about, each other.



Example of a Group Contract

Fun, energising, active-listening and learning games provided pupils with comfortable opportunities to get acclimatised to speaking out, taking different roles and working with other classmates.

This process, of building confidence and skills, progressed each week until pupils were asked to take part in more challenging debates and group discussions about Community Relations themes.

Facilitators asked pupils to take different roles and perspectives on issues to help develop empathy, critical thinking skills and challenge attitudes and opinions.

Sessions usually ended with pupils completing their learning log for that week's topic (e.g. giving an example of an inequality or writing down what they understood discrimination to mean).

To guide the collection of evaluation information a simple theory of change was formed:

“By delivering high quality, stimulating and enjoyable Community Relations education, Change Makers can positively impact on young people's knowledge, understanding and attitudes towards difference and enhance their personal, social and skill development”.

Questions that the evaluation sought to answer by using interview (qualitative) and survey (quantitative) data included:

- Was course delivery of high quality?
- Did pupils find the approaches used by facilitators stimulating and enjoyable?
- Did the course positively impact on young people's understanding, knowledge and attitudes towards difference? and,
- Did the course help with pupils' personal, social and skills development?

(b) Methodology

I. Attitudinal Surveys with young people

Every pupil that began an accredited Change Makers Community Relations course was asked to complete a pre-participation attitudinal survey. Pupils were asked to complete the same survey again when their course ended. The idea being that any significant changes in pupils' responses between beginning and completing a course might be, in part, due to participation in that course.

Pupils were given consent letters to take home to their parents or guardians in advance of the delivery of attitudinal questionnaires. Pupils retained the right to say no to being involved, even if their parents or guardians said it was ok for them to complete the questionnaire.

Questionnaires included items on: attitudes towards minority ethnic groups; mixing and socialising with other religions; relationships between Protestants and Catholics; how pupils felt about attending school; and, key demographical information on respondents.

As far as possible, questions replicated those used in attitudinal surveys at a national level (i.e. many of the questions were duplicates of those appearing in the Young Life and Times Survey) so that emerging data could be compared to attitudes of the general population of young people in Northern Ireland.

Pupils were briefed by the evaluator/facilitators before taking part in the survey. Briefings explained: what was going to happen during the survey; what would happen to the results; that participation was entirely voluntary; and, restated the confidential nature of the survey.

Pupils were asked to read and sign a detailed consent sheet before taking part and were informed as to how to retract their consent from the study, should they change their mind about it later on.

Some complex terms used in the questionnaire were defined on the evaluation form, and facilitators and the evaluator were on hand to help overcome any language difficulties with the questionnaire.

Questionnaires, on average, took about 10-15 minutes to complete.

This chapter only uses data from pupils who completed both the 'before' and 'after' parts of the evaluation form.

II. One-to-Interviews with participants

This chapter also uses data collected from 17 interviews with pupils who received accreditation for their completion of a Change Maker's Community Relations course.

Interviews were held on the day that participants completed their course; therefore data provides insight into pupils' immediate reflections on the course. Interviews followed a semi-structured format that sought commentary on: how participants found out about the course; what they hoped to get out of it; what they remembered about the core topics covered by the course; any positive impacts the course had for them; how they felt the course differed from their usual day-to-day educational experiences; their overall feelings about the course; and, what changes they would make to the course to improve it.

Interviews typically lasted for about 40 minutes. Interviews were not intended to cause stress or discomfort and pupils were encouraged to not answer any questions that they felt were too sensitive or personal. Pupils were asked to read and sign a detailed consent sheet before taking part and were informed as to how to retract their consent from the study, should they change their mind about it later on.

Most interviewees volunteered to be interviewed. Some pupils were asked to take part in interviews, to try to make the survey sample representative of the larger cohort that completed an accredited course in terms of gender, age, religious background and educational ability.

Interviews were conducted in the pupils' schools, normally in the same class where they took part in the course. Three interviews were held in adjoining rooms to their classrooms as their teachers felt it would be a better atmosphere to talk in. There was always an adult nearby should the young person feel like they didn't want to take part in the interview.

Data from interviews was arranged into broad themes (such as recollections about prejudice and discrimination etc.) then further broken down into smaller descriptive codes (such as increased understanding, changed behaviour etc.). A qualitative software package was used to help show how frequently certain codes appeared and how codes associated with each other (e.g. to show what else participants were talking about when they mentioned sectarianism).



(c) Participant Demographics

I. Survey Sample

The target number set for pupils achieving accreditation for year 1 was 500.
The actual number of pupils that achieved accreditation was 512.

301 pupils completed both parts of the attitudinal survey, meaning that the evaluation had a response rate of roughly 60%. An additional questionnaire was issued to a further 63 pupils to examine the quality of course delivery.

Demographical information from the attitudinal survey shows that:

- Every school that worked with Change Makers took part in the survey;
- 48% of respondents were males and 52% females;
- 63% of respondents were under 16;
- 37% of respondents were Protestant, 52% were Catholic, 8% said they had no religion and 3% said 'Other'; and,
- Almost 4% of respondents considered themselves as members of a minority ethnic group.

When comparing this information to statistics from all pupils registered for the programme it results that the survey sample was broadly representative in terms of gender (with the wider cohort being 49% male and 51% female) and religious background (with the wider cohort being 36% Protestant and 51% Catholic).

This background information is used show if there were any particular differences in the impact of the courses with different groups (e.g. did the course work better with females or males?).

II. Interview Sample

The demographical profile that emerged from registration details for the course was used to guide the selection of pupils for interviews (in order to give the interview sample an element of representativeness).

As it results:

- There was a slight over-representation of females in the interview sample. In the interviews 60% of participants were female, compared to 52% of participants in the attitudinal survey being female;
- The religious background of participants in interviews was quite a close match to those found in the attitudinal survey; albeit with a slight under-representation of Catholics in favour of those saying they had 'No religious affiliation' (about 1 person);
- 80% of schools involved in the baseline survey had a participant in the interviews; and,
- There was an age bias in the interview sample with an over-representation of pupils that were 16 and over (with approximately 3 too many pupils from that age group).

(d) Quality of course delivery

To help understand what young participants thought about the quality of course delivery the following question was asked in interviews:

*What do you think about the way the course was delivered by Change Makers' facilitators?
Describe the way they worked...*

All interviewed pupils gave positive feedback regarding course delivery by facilitators. Pupils' responses fell into 2 broad categories: positive feelings associated with being involved with facilitators; and, the different qualities facilitators displayed.

Due to the way they were treated by facilitators, pupils felt:

- encouraged to take part;
- like equals;
- an increased sense of responsibility and freedom;
- happy;
- motivated;
- listened to and respected;
- less stressed;
- comfortable;
- included;
- productive; and,
- more adult.

Pupils described the facilitators as:

- respectful;
- good listeners;
- approachable;
- interesting;
- easy to get on with;
- understanding;
- good fun;
- sharing;
- interactive;
- considerate;
- well-prepared;
- open-minded; and,
- professional.

"Understanding, keen to listen and make sure you all knew the things we were discussing. They were really nice and had a great, happy, attitude. That rubs off on you. It makes you happier too. You're more able to laugh with them and get on"

"There is a sense of freedom...They were very easy to get on with. We're all 16 or 17 and I think they gave us the freedom we should be given. The relationship with them was really good. More like equals"

"Approachable, you could ask them anything and always got a good reply. They really helped you understand and managed the class clowns well. They were well-prepared and planned everything well. Even the complicated questions we asked they still got it. They are well trained"

"Respectful. You got the feeling like 'yeah! It's on today!' and looked forward to it. It was different. Well planned-out lessons and they both knew what they were doing and how to fit it all into the time we had"

"They were really well-prepared and really nice. They talked to us like humans ... like proper adults with proper conversations about issues; not just facts. They were really nice. Very inclusive and they kept everyone involved"

"They were very respectful. Very good at listening to others and made you want to hear what they and others were saying. They made learning more interesting, you feel you could approach them, yeah more approachable"

Although all responses were favourable regarding the working relationships between facilitators and pupils, some pupils did reflect on this being due to the course being a short-term intervention.

"Although they were outsiders at the start I think we had more respect for them than normal teachers. But then, maybe you'd get used to them and treat them like normal teachers if you knew them more"

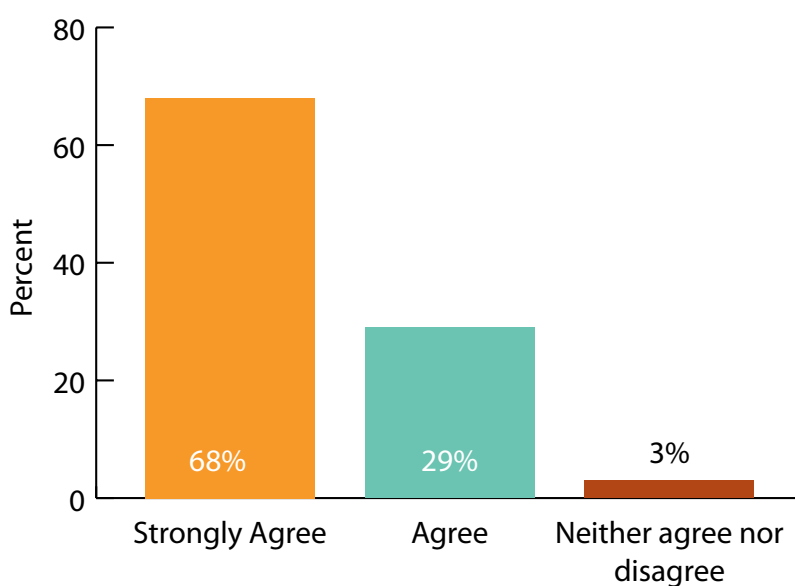


Survey items about the quality of course delivery asked pupils to rate their levels of agreement (or disagreement) with 6 statements about Change Makers' facilitators.

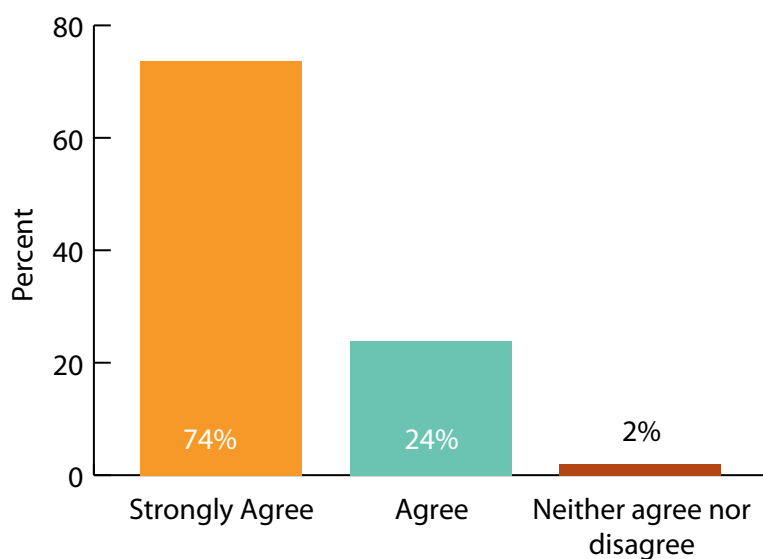
Statistics based on 63 replies showed that:

- All pupils agreed that the Change Makers facilitators were well prepared;
- All pupils felt that the Change Makers facilitators encouraged everyone to take part;
- 98% of pupils felt that the Change Makers facilitators were good listeners;
- 97% of pupils agreed that the facilitators made learning fun;
- 98% of pupils felt that the Change Makers facilitators showed them respect; and,
- 97% of pupils agreed that facilitators made an effort to help everyone in the class.

"The Change Makers facilitators made learning fun"



"The Change Makers facilitators showed me respect."



This statistical evidence (of high quality delivery by Change Maker facilitators) complements findings from one-to-one interviews.

Providing stimulating and enjoyable courses

The delivery of accredited Change Makers courses utilises methodologies which pupils may not be familiar with (e.g. walking debates, sharing your opinions with large groups, and taking part in energisers/learning games). To examine if these approaches to education were stimulating and enjoyable interviewees were asked the following question:

Ok, the Change Makers course uses set of methods and ways of teaching that you might not normally experience in school.

What did you think of these techniques?

Responses to the above question were very positive, with every pupil interviewed relating the techniques used with new, stimulating and rewarding educational experiences.

The most commonly reported themes suggest that pupils considered these approaches to education as:

- a different way of learning;
- interactive;
- motivating and good for keeping pupils focussed; and,
- fun things to experience.

"This was the best way I've learned. One of my old science teachers used to use techniques like this and made the learning fun - that was the best teacher I ever had. If you can laugh and work then it makes you want to work. Writing and reading just doesn't sustain my interest."

"The games were good. It was light-hearted and made you enthusiastic about learning. The games got you up in the morning but got you to complete the learning logs too. The games being part of the learning was great. It made the lessons more enjoyable and you got to understand the topic better."

"The games and activities made the topics come alive. Like the session on conflict and using the game to make the point: how easy it was to turn friends against each other. I wouldn't have believed that a simple game could change you so much. But after it, you realise just how real life works like that. Conflict can keep on going as long as people want to keep it going. But they can stop it at any time and just move on."

"It made me want to come to school - It wasn't just teaching and sitting there writing"

To further develop this picture of pupils' experience of courses, interviewees were asked the following:

Thinking about your time on the course, how would you describe your experience?

Pupils' described the course as:

- Enjoyable, worthwhile and something to look forward to;
- Challenging and thought-provoking;
- A good way to express your feelings on issues; and,
 - A fun way to learn.

"It makes us happier, you just knew it was going to be a good day when it was on"

"Very enjoyable, very worthwhile, I honestly really enjoyed it. Sure I signed up for another one"

"Fun, enjoyable, it gave you something to look forward to and enjoy.

"I looked forward to Change maker class, it's like 'OMG! It's on today!'"

"It brightened up the day"

"It was a good chance to tell everyone what you thought about racism and diversity and discrimination. We don't really do group discussions in school and learning in GCSEs is all serious"

"I'd say beneficial, opened my mind, allowed you to give your opinions on religion and life. Interesting, useful, personally beneficial and improved my knowledge of other communities and religions"

"It was amazing, extraordinary and wasn't what I expected. I thought it'd be them'uns [Change Makers facilitators] just lecturing you but they listened to us. It was a blast, fun, enjoyable, humorous and easy going"

"It made you think. It challenged you and made you think about and express your views"

"It encourages you to be more tolerant. It was interesting, enjoyable, and educational. Thought provoking and you did learn"

"Useful, and not too challenging, just good way to get educated easily. I'd like to go on another one next year if I could"

A fuller picture of the range of the educational, personal and social benefits that pupils reported from being involved in Change Makers courses appears later in this chapter. However, for now, there is considerable qualitative evidence to support the notion that pupils found the techniques to be stimulating, enjoyable and rewarding.

(f) Impact on knowledge and understanding

All Change Makers' Community Relations courses are accredited to Level 1 by OCN. In order to gain accreditation pupils must attend at least 80% of sessions and be able to demonstrate that they have achieved specified learning outcomes in their completed log books.

An example of the requirements for module one, 'Understanding Diversity in our Society', appears below.

Learning Outcomes	Assessment Criteria
Understand the meaning of the term 'diversity'.	<ul style="list-style-type: none">• Give a simple definition of the term 'diversity';• Identify at least three diverse groups;
Demonstrate an awareness of diverse groups and practices.	<ul style="list-style-type: none">• Identify at least three examples of how groups may differ from one another, for example, religious beliefs and cultural practices;• Outline different practices in relation to the above, for example, food, drink, clothes, festivals and relationships;• Give a reason for at least one of the practices identified;
Demonstrate an awareness of similarities between groups.	<ul style="list-style-type: none">• Identify similarities across a range of groups;
Be aware of the importance of respecting diversity.	<ul style="list-style-type: none">• Give at least two examples of a lack of tolerance of diverse groups within society;• State why it is important to respect diversity in terms of tolerance
Recognise the contributions of diverse groups to society.	<ul style="list-style-type: none">• Give examples of the contribution(s) different groups/individuals have made to society, for example, art, literature, music, food and language;

Over 98% of eligible pupils (i.e. those that attended enough sessions and submitted completed learning logs) achieved accreditation.

To demonstrate some of the learning that pupils experienced on courses, one-to-one interviews asked pupils about a range of the topics covered in the course, including: assumptions and stereotyping; prejudice and discrimination; sectarianism and racism; and, understanding other cultures.

Ok, I'm going to list a lot of different topics that you might have heard something about during the course. For each topic I mention I'd like you to say what, if anything, you can remember about that topic.

What about prejudice and discrimination?

What about assumptions and stereotypes?

Interview data shows that pupils developed a deeper understanding of what assumptions and stereotyping meant; became more aware of how they and others used them; and, (in some instances) modified their behaviour towards make fewer assumptions and stereotypes about people.

Deeper understanding on the meaning of assumptions and stereotypes

"When people see someone they aren't familiar with and then make judgements and assumptions about them that mightn't be true and that makes them upset"

"They lead to prejudice and discrimination. It's not right but people keep doing it. It's the way you're brought up and you hear people saying [prejudiced] things all the time. The course made you think about it and it's really not right to do it"

Increased awareness of using assumptions

"Just more aware when I meet someone that I don't have preconceived ideas about them, prejudging them"

"Yeah, sometimes you write people off and I'm more aware of the assumptions I make about people before I get to know them"

Changed attitudes and behaviour

"I know I used to make too many assumptions. Just did it. Now I know about it I won't make as many"

"I've changed my mind during the course. I'm more aware of stereotypes and if someone was saying 'sure all them Protestants are like this or that' now I'd get defensive about it and say it's not right"

"I would have made stereotypes about Protestants. Like I would've thought they all want to burn tricolours and I can see that was stereotyping based on what I saw only one or two doing. I was a bit prejudiced I think"

Evidence from interviews shows that Change Makers courses helped develop pupils' knowledge and understanding about sectarianism. However, the benefits of this new learning did not stop at the acquisition of new definitions. Pupils were able to relate these terms to their personal context; express their feelings about sectarianism; reflect on their own beliefs and attitudes; and demonstrate personal growth in doing so, for some, culminating in modified behaviour or changed attitudes towards others.

Reflections on sectarianism in Northern Ireland

"It taught you to be careful with how you say your opinions on things when you know people are from different places"

"There was the one [case study] where a Protestant was in the G.A.A. and was getting abuse. I don't think that should happen. Sport is for everyone and you should play what you want. You find out it isn't just one community on the bad side"

"I didn't know how much there was now, there's lots of sectarianism in society. It's a big problem"

"It just made me realise how pointless the whole [sectarianism] thing was. Both Catholics and Protestants look the same, live the same way and have very similar religions. There's not really big differences worth fighting about"

"Even though I'm different religion than most of my class they're all my friends and that's how it should be"

Greater understanding of sectarianism and cultural symbols in society

"Yeah, it's [sectarianism] putting people out of your group based on their religion, like discrimination would be if you kept them out because of their colour or if they were a different gender to you"

"We done loads on it [sectarianism]. We've done some of this before [in other classes] but it was only note taking and not as personal as the Change makers way of doing it"

"The course opened my eyes to sectarianism and how much there is"

"I didn't know that the white in the tricolour was for peace between the two traditions and it made you think. Some of us had never seen some of the flags before but it made you realise that all we knew about them was if they were Protestant or Catholic flags"

Changed attitudes

"I changed my mind about Protestants. Last week one of my friends said she was a protestant and I didn't know that and it's not a problem now. We know how to respect others even if we aren't always the same"

"The way we learned about sectarianism meant the most to me. I changed my opinion about people and know more about what's going on"

"You'd not feel safe if you were somewhere that the tricolour was flying, but now you know more about it so it's not as bad"

"Sectarianism doesn't bother me now. You just know why they're doing it. Fear and ignorance"

"My classmates are now more interested in me and my culture. They would come to my birthday party and would ask me things like 'How do you say hello and goodbye in Polish?'"

"My friends [in class] slag me about it [different religious background]. They got a better idea of where I'm from. Sometimes they would call me a taig. In the first year I was here I nearly, well I had, a breakdown. I just wasn't used to it [sectarianism] and couldn't cope with it. Like XXX [a classmate on the same Change Maker course] never talked to me before for years and now he's fine"

However, some data gathered from interviews shows that there are limits to the reach the course has in increasing young people's comfort levels with diversity (as borne out in the data from quantitative sources in later sections).

"I still don't like the Polish but I know more about them now"



What about prejudice and discrimination?

When asked to recall sessions on prejudice and discrimination the most frequently commented on themes by interviewees were:

- greater understanding of the terms;
- heightened awareness about prejudging people themselves; and,
- a stated desire to change behaviour.

Greater understanding about prejudice and discrimination

"I didn't even know what those words meant before I went on the course. No idea really. I know lot more about it now for example like disability access and how that makes lives tougher than it should be"

"I never knew what prejudice and discrimination meant. After the first session I thought I was going to have to go home and eat a dictionary!"

"Yeah, it showed you shouldn't judge someone before you know them"

"I used to get prejudice and discrimination mixed up. They [CM facilitators] went through it step-by-step explaining what they were with good activities for each one"

"It's about not judging people on sight because they could be different than what you see"

"It's when people have something against someone who they think is different, like Protestants and Catholics hitting and beating each other, or sexism, or when other religions don't get a fair deal, like Hindu and Muslim people"

Changed awareness levels and behaviour about prejudging people

"I think it has changed me, my behaviour, a bit. I don't think I am as judgemental about other people and other cultures as I was"

"There was a lot of banter in class about prejudices and for some I think it sounded like we were being prejudiced when we were doing the stereotypes but I think others knew it was tongue in cheek, banter. Makes you think about joking"

"But prejudice, well, being prejudiced, is something I probably did myself. But being able to learn about different types of people and cultures in the course made me care more about them and what to say to them and be less prejudiced"

"Just more aware when I meet someone that I don't have preconceived ideas about them, prejudging them"

What about understanding other cultures?

When asked what they could remember about what the course covered about other cultures, pupils' comments showed that they:

- Were more knowledgeable on other cultures (foods, religious practices etc.)
- Were more aware of the diversity in Northern Ireland; and,
- Became more comfortable with diversity in society.

Increased knowledge about other cultures

"I learned thing about the Jewish and Muslims that I didn't know before - their rules on food, customs, festivals and beliefs. Like no alcohol for Muslims, not eating pork. It would be good to hear a bit more on what they feel like living here than the DVD"

"We learned about other religions like Buddhism and Muslims, like the food they can't eat, and Polish people. Just more on what they're like and their culture"

"We talked about Travellers and Muslims and Protestants and Catholics and how people are different. There were lots of things I didn't know before about other communities, like their culture and their different festivals and foods"

"We talked about religion (Islam) and their head dress and learn more about them. I hadn't heard of Hindus before and they have 108 gods and celebrate Diwali"

"I found out more about Muslims and Chinese. I have a friend that's a Muslim but this helped find out more on their festivals, the foods they eat ... halal"

Increased awareness of diversity in Northern Ireland

"I know a good bit more about who's living here and not so much on the religious practices but something on the differences and similarities between all groups here"

"We got to learn about all the different people in our community, like the Chinese and Jewish people and although I learned some of this before in RE but it was boring. This was better. The activities made it more alive, copying stuff to learn is boring"

"All the different cultures in Northern Ireland like the big group of Romanians, Roma that were in Belfast, and the Chinese that are living here and the Polish. You get to understand them better"

"We learned about the people selling stuff on the streets [Romanian newspaper sellers]. I had thought they were homeless but they just normal people trying to work"

"We learned about all the festivals, and that they are even celebrated here in Belfast"

"Before the course I never knew how many different communities there were here"



Increase comfort about diversity in Northern Ireland

"Maybe I respect them [other cultures] more and learn not to be mean to them. Not that I was like that but I'm more aware of it. I notice others more than I did before, like when they are picking on someone, like if they are gay or some other difference. They should just leave them alone; let them be who they want to be"

"I think it educates you about other communities and helps make you more comfortable about them. Islam wouldn't really be talked about in school - a bit in RE but only about being tolerant to them not their festivals, foods and cultures"

"We watched a video about diversity in NI. It was good. You got to hear from them [Muslim's, Hindus and Chinese] and that got you to understand them more. Hearing their views on how we are all the same helped make you more comfortable with them"

"There's the Chinese New Year and they celebrate it here too. It will be worth going to see [celebrations in Belfast/Lisburn]"

"We debated issues like some were saying "Travellers all they do is steal" and stuff like that but you know that's not all true. They're not all like that"

(g) Changing attitudes

Interview data has shown that some pupils experienced positive shifts in attitudes (and behaviours) towards others when participating in Change Makers courses. To get a sense of how generalizable such benefits were to the wider group of course participants, the evaluation methodology used surveys containing multiple items about attitudes towards others.

I. Towards people from different religions

Relations between Protestants and Catholics

Evaluation forms replicated a number of items from the Young Life and Times Survey (YLTS- a national level attitudinal survey carried out with 16 year olds every year) about relationships between Catholics and Protestants.

The number of pupils who felt that relations between Protestants and Catholics were better now, than 5 years ago, increased from 53% at the start of the course, to 61% at the course end – the comparative figure in the 2010 YLTS was 55% (as per Table 1 below).

Table 1

What about relations between Protestants and Catholics? Would you say they are better than they were 5 years ago, worse, or about the same now as then?	Survey			
	Before course	After course	YLTS ² 2009	YLTS ³ 2010
Relations are better	53%	61%	56%	55%
Relations are worse	10%	12%	7%	8%
Relations are about the same	20%	20%	29%	31%
I don't know	17%	8%	5%	2%

This could be interpreted as evidence that participation in accredited courses helped some pupils feel more positive about Protestant/Catholics relations.

² ARK. Young Life and Times Survey, 2009

³ ARK. Young Life and Times Survey, 2010

The second item on evaluation forms about Protestant/Catholic relations asked pupils to rate how they felt relations would be in 5 years' time.

Table 2

In 5 years' time, do you think relations between Protestants and Catholics will be better than now, worse than now, or about the same as now?	Survey			
	Before course	After course	YLTS 2009	YLTS 2010
Relations will be better	32%	38%	38%	39%
Relations will be worse	20%	13%	10%	13%
Relations will be about the same	28%	31%	41%	40%
I don't know	20%	17%	7%	3%

There was a 6% increase in the percentages of pupils that thought relations will be better between Catholics and Protestants in the next five years, from the beginning to the end of courses.



Additionally, before courses started 20% of pupils thought that relations between Protestants and Catholics would get worse over the next 5 years – after completing the course this percentage fell to 13%. These changes suggest that participation in the course gave some pupils a slightly brighter outlook on relations between Protestant and Catholics.

Before taking part in courses, males were statistically significantly more likely to have pessimistic outlooks on future relationships between Protestants and Catholics, compared to females. However, participation in courses seemed to eliminate this significant difference in attitudes.

Attitudes towards mixing between Protestants and Catholics

Evaluation forms asked 5 additional questions about attitudes towards Catholics and Protestants.

Before starting courses 38% of pupils agreed (either choosing ‘Strongly agree’ or ‘agree’) with the statement, “Most people would like to have friends from a different religion but never have the opportunity”⁴.

When courses finished, 46% of pupils felt this way. This could indicate that courses had a slight, but noticeable, impact in terms of fostering more comfortable attitudes towards mixing between religions (as per Table 3).

Table 3

“Most people would like to have friends from a different religion but never have the opportunity”	Survey		
	Before Course	After Course	YLTS 2007 ⁵
Strongly Agree	5%	9%	15%
Agree	33%	37%	34%
Neither Agree nor Disagree	26%	29%	26%
Disagree	9%	10%	16%
Strongly Disagree	3%	4%	5%
I Don’t know	25%	11%	4%

Gender was associated with results: after taking part in courses, males were much less likely than females to agree that most people would like to have friends from a different religion (i.e. 37% of males agreed compared to 54% of females).

Other items regarding attitudes to religious mixing showed slight (but statistically insignificant) changes in ‘before’ and ‘after’ results. By the end of the course there was a 5% increase in the percentage of pupils that said they would like to live in mixed neighbourhoods.

⁴ This item could be seen as being a compound question (which rates attitudes about mixing with people from other religions and attitudes about the number of opportunities available for people to meet new friends) therefore analysis on results is somewhat speculative.

⁵ ARK. Young Life and Times Survey, 2007

After taking part in courses, males were statistically significantly much less likely than females to want to live in a mixed religion area (i.e. 48% of males said they would like to live in a mixed area compared to 61 % of females)

There was also a slight decrease in the percentage of pupils that would mind if a family member married someone from a different religion – from 22% at the start of the course to 19% at the end.

Gender also played a significant role in how pupils rated their feelings towards relatives marrying someone of a different religion. Males were significantly less likely to rate themselves in the 'I would not mind' category compared to females (as described in Table 4 below).

Table 4

Would you mind if a close relative were to marry someone of a different religion? (Results after participation in courses)	Gender	
	Male	Female
I would mind a lot	9%	4%
I would mind a little	21%	5%
I would not mind	60%	87%
I Don't know	10%	4%

II. Towards Minority ethnic groups

Favourableness towards Minority Ethnic Groups

Evaluation forms asked pupils to rate how favourable (or unfavourable) they felt towards people from minority ethnic groups.

Before taking part in the course 35% of all pupils felt 'favourable' or 'very favourable' towards people from minority ethnic groups – by the end of the course this figure rose to 45%. In 2009 the Young Life and Times Survey found that 37% of 16 year olds in Northern Ireland felt 'favourable' or 'very favourable' towards ethnic minorities.

Table 5

How favourable do you feel about people from minority ethnic groups?	Data source		
	Before Course	After Course	YLTS 2009
Very favourable	11%	14%	13%
Favourable	24%	31%	24%
Neither favourable nor unfavourable	38%	39%	43%
Unfavourable	6%	5%	4%
Very unfavourable	4%	3%	4%
I don't know	18%	9%	13%

Males were statistically significantly more likely than females to display cautious attitudes towards minority ethnic groups. At the start of the course 24% of males said they were 'favourable' or 'very favourable' towards minority ethnic groups compared to 45% of females.

Although both sexes experienced shifts in attitudes during the course on this variable, the effect was, proportionally, more pronounced in males. By the end of the course 39% of males regarded themselves as 'favourable' or 'very favourable' towards Minority Ethnic groups (an increase of 15% of all male participants), compared to 50% of females (an increase of 6%).

13% of males, compared to 2% of females, remained 'unfavourable' or 'very unfavourable' towards minority ethnic groups after the course had completed (as shown in Table 6).

Table 6

How favourable do you feel about people from minority ethnic groups? (Results after participation in courses)	Sex of respondent	
	Male	Female
Very favourable	13%	14%
Favourable	26%	36%
Neither favourable nor unfavourable	38%	39%
Unfavourable	7%	2%
Very unfavourable	6%	0%
I don't know	10%	9%

Protestant boys experienced the largest change in attitudes on this variable. Before starting courses 15% of Protestant boys said they were 'favourable' or 'very favourable' towards Minority Ethnic Groups. At the end of courses this figure had risen to 51%.

Socialising with people from minority ethnic groups

Evaluation forms also asked pupils to rate how often they socialised (or played sport) with people from minority ethnic groups.

The percentage of pupils saying they socialised 'sometimes' or 'very often' with people from minority ethnic groups rose from 51% at the start of the course to 61% at the end. The percentage of pupils saying they 'never' socialised with people from a different ethnic background fell over the duration of the course (from 16% to 14%).

This suggests that during the course some participants became more aware of the different backgrounds of the people they socialise with and/or slightly more comfortable with socialising with people from other ethnic backgrounds.

Table 7

How often do you socialise or play sport with people from a different ethnic background to yourself?	Data source		
	Before course	After course	YLTS 2009
Very often	21%	23%	26%
Sometimes	30%	38%	30%
Rarely	25%	23%	25%
Never	16%	14%	14%
I don't know	8%	2%	5%

Changes in how often pupils socialised with people from minority ethnic groups were larger for boys than girls; there was a 15% increase in the percentage of boys saying they socialised at least 'sometimes' with people from different ethnic backgrounds, compared to a 5% increase for girls.

Evaluation forms also asked participants to rate how strongly they agreed (or disagreed) with the following statement:

"In relation to colour and ethnicity, I prefer to stick with people of my own kind"

Attitudes didn't change very much between the beginning and end of courses on this item. Before taking part in courses 14% of pupils 'agreed' or 'strongly agreed' that they preferred to stick with people of their own kind, compared to 12% of pupils at the end of courses (i.e. a mild shift towards being more comfortable with diversity).

Gender seems to be associated with scores on this item. Boys were significantly more likely than girls to say they preferred to stick with people of their own kind before, and after, courses took place. For example, after participating in courses, 16% of boys and 8% of girls stated some preference to sticking with people of their own kind (as per Table 8 below).

Table 8

'In relation to colour and ethnicity I prefer to stick with people of my own kind.' (Results after participation in courses)	Sex of respondent	
	Male	Female
Strongly Agree	4 %	1 %
Agree	12 %	7 %
Neither Agree nor Disagree	35 %	23 %
Disagree	26 %	38 %
Strongly Disagree	18 %	28 %
I Don't know	5 %	3 %

In the 2009 YLTS, 19% of males and 10% of females agreed that they preferred to stick with people of their own kind. Evaluation data suggests that after taking part in accredited courses, pupils were slightly less likely to want to stick to people of their own kind than the general 16yr old population for Northern Ireland.

Attitudes towards close relatives marrying someone from a minority ethnic group

The final item on evaluation forms about attitudes towards people from different ethnic backgrounds, asked pupils to rate how they would feel if a close relative was to marry someone from a minority ethnic group.

There was no significant shift in overall attitudes on this question before and after taking part in courses. Before taking part in courses 78% of participants said they 'would not mind' if a close relative was to marry someone from a different ethnic group, after the course this figure was 77%.

In 2008 the YLTS found that 69% of 16yr olds in Northern Ireland would not mind if a close relative was to marry someone from a different ethnic background.

Gender seems to be heavily associated with responses; males were more likely to display more cautious attitudes towards minority ethnic groups than females.

After taking part in courses, 66% of males but 87% of females said they would not mind if a close relative was to marry someone from a different ethnic background. This gender difference was noted in the YLTS of 2008 that found that 67% of males and 71% of females said they wouldn't mind if a close relative was to marry someone from a different ethnic background.

Table 9

Would you mind if a close relative were to marry someone of a different race or ethnic origin? (Results after participation in courses)	Sex	
	Male	Female
I would mind a lot	4%	3%
I would mind a little	20%	13%
I would not mind	65%	77%
I don't know	11%	7%

(b) Personal, social and skill development

An important aspect of Change Makers accredited courses is the personal and social development of young participants. To see how successful courses were in developing participants' personal, social and skill sets, the evaluation asked pupils to rate their levels of agreement (or disagreement) on 10 items regarding the impact courses had with them.

Results from the surveys show that:

- 84% of pupils agreed that taking part in the Change Maker course helped improve their communication skills;
- 73% of pupils agreed that they find it easier to express their feelings after taking part in the course;
- The percentage of pupils that felt 'happy' at school rose from 54% to 63% by the end of the course;
- 78% of pupils agreed that they now feel more comfortable with who they are;
- 82% of pupils felt the course helped make it easier for them to talk to other pupils;
- 90% of pupils felt that the course helped improve their group work skills;
- 87% of pupils agreed that the course helped them become a better listener;
- 81% of pupils felt that the course helped improve their self-confidence;
- 89% felt that the course helped them get on better with classmates; and,
- 77% of pupils believed the course helped them be more sensitive to the needs of others.

Males were more likely than females to 'Strongly agree' that courses had impacted on them on a number of the above variables. For example, 33% of males 'Strongly agree' that their self-confidence had improved while attending the course compared to 18% of females.

Males were statistically significantly more likely than females to 'Strongly agree' that the course helped improve their group work skills (as shown in table 10).

Table 10

"Since taking part in the Change Maker course ... my group work skills have improved"	Sex of respondent	
	Males	Females
Strongly Agree	37%	12%
Agree	59%	73%
Neither Agree nor Disagree	4%	15%

One-to-one interviews also sought information on wider impacts courses had with participants.

What other positive impacts, if any, did the Change Makers course have with you?

Interviewees considered the following as positive impacts the course had with them:

- Stronger social connection between classmates;
- Better group-work skills;
- Increased self-confidence; and,
- Better communication skills.

Stronger friendships and more understanding about classmates

"Everyone is now really friendly to each other in the group. It makes it more fun to be in school when you know other people better"

"You got to know people better and make deeper relationships, yeah deeper"

"You got to talk to everyone, people who are in your class but you still wouldn't really know them after 6 years."

"I wasn't normally in the same classes as a lot of the people in the course and you really got to know them better, their attitudes and backgrounds and just have fun together"

"You got to learn more stuff about your friends. I already knew a lot of people in my class but you got to know them better by talking and working with them more"

"I got to know their values and their personalities and beliefs more. We get on better"

"I found out that some people in the class were atheists and didn't believe in a god at all. I had got my classmates religion wrong. There are people here that don't agree with me but we got on and know each other better"

Increased self-confidence

"The games helped with speaking out. It inspires confidence. At the start we all felt like we couldn't say anything even though we wanted to talk about the topics. It made us more open and they don't slag me as much for my background"

"My confidence has really improved. I was really shy before"

"I really lack self-confidence. I wouldn't have done an interview like this 6 months ago. No way! But the course helped with that, definitely"

"I definitely have more confidence to speak out in the group"

"I used to not speak up or join in on the fun in class but the people [classmates and other pupils] are really friendly now very friendly"

"I definitely feel less shy about talking in class. Before I'd sit and not talk unless I was picked by the teacher to answer something, then I'd be scundered. I was very on-edge about talking out in the class. Just have more confidence to do it"

"I'm definitely a more confident speaker. I used to be really shy and not talk to other classmates that much. It feels like it's not as hard to speak out and give my opinion on things"

"It definitely helped with my confidence levels and it's something you can use in all classes, speaking up"

Better communication skills

"I think it helped with listening too. I wait to hear thoughts and opinions and reflect a bit more on what was said before saying something"

"I learned to listen more and to make my own points on an issue. Everyone else was saying how they felt about things so you had to"

"It was really worthwhile, just got to talk about issues that meant something and voice everything that was on your mind. I've never been able to do that, if I didn't like something I'd just take it and say nothing. Not now"

"I came away with different views and learned how to accept other views"

"I talk more in class. Not lots but a good bit more. Like if I'm in RE and had to speak out I'd feel annoyed but now it's more like "Yes, I can do it""

Better group-work skills

"It was good to work in groups and that everyone had to contribute. I think working in small groups added a sense of competition between us, like when we were making lists against each other. It motivated you. You weren't just sitting there being talked at."

"I liked working in groups and you learn more that way. It's less stressful than reading and writing all the time."

"I prefer this way of learning, you do more in groups and you learn things from everyone in the group and then you jot down all the things people said."

(i) Summary - Impact of accredited pupil programmes

Evidence from surveys and interviews shows that Change Makers successfully met its aims for accredited Community Relations courses.

Community Relations courses impacted on participants' knowledge and understanding on a range of issues and on their personal and social development.

The majority of participants:

- considered course delivery to be of a very high quality and thought facilitators were respectful, good listeners, well-prepared, professional and easy to get on with;
- felt motivated, encouraged to take part, listened to and productive when on courses;
- felt courses were interactive, enjoyable, worthwhile, something to look forward to, challenging, thought-provoking;
- developed a deeper understanding and knowledge on a range of topics that went beyond the specified requirements for accreditation; and,
- developed new friendships, improved their self-confidence, communication and group work skills.

There is evidence that this learning positively impacted on pupils' attitudes towards others and, in some cases, lead to pupils modifying their behaviour (e.g. becoming less prejudicial and more comfortable with, and accepting of, diversity)

There is statistically significant evidence that pupils experienced positive attitudinal change towards others (i.e. different religions and minority ethnic communities) while participating on courses.

However, positive attitudinal change was not consistent across all items surveyed and not every pupil that could have benefitted from courses in this way did. A recurring theme in evaluation findings was that boys were, in general, much more likely than girls to express cautious attitudes towards others before and after taking part in accredited courses: despite benefitting from courses.

A key challenge for Change Makers programme is to more fully understand why this attitudinal impact occurred in some, but not others, and to try and improve courses (materials, settings and processes) so that these positive attitudinal outcomes can be enjoyed by more pupils in the following years.

Chapter

3

Impact

of accredited teacher programmes

Change Makers' Teacher Training lasted for approximately 12 hours, delivered over two days, and explored topics similar to those covered in the accredited programme for young people, including:

- Identity and Culture;
- Prejudice and Stereotyping
- Human rights;
- Global citizenship;
- Flags and symbols in Northern Ireland; and,
- Section 75 issues.

Outcomes sought by the training included:

- to increase teachers' comfort levels with planning and discussing Community Relations topics with pupils;
- to increase the likelihood of teachers challenging negative attitudes and behaviour in pupils and colleagues;
- to help teachers make links between Community Relations topics and the revised Northern Ireland Curriculum;
- to encourage teachers to incorporate non-formal teaching methods into their every day lessons and,
- to increase teachers' confidence in their ability to deliver high quality Community Relations education

In order to achieve accreditation for the training (through OCN) teachers were required to complete learning logs, submit essays and design lesson plans for Community Relations sessions in their schools.

15 teachers achieved accreditation in 2010 and it is hoped that 20 teachers will take part in the training in the second year of the project.



(a) Methodology

Participating teachers were asked to complete an evaluation form before taking part in the course and to complete another, containing many of the same items, a few months after the training.

The idea was to give participants time to reflect on the utility of the training, try out techniques they experienced during the training, and then submit their feelings on a more medium-term impact of the course.

Evaluation forms included 20 tick-box questions for participants to rate their comfort levels on different aspects of Community Relations education and some open-ended questions that explored what other supports teachers needed in order to make their Community Relations educational practice more effective (i.e. support from school management, other training needs etc).

(b) Comfort levels discussing and exploring Community Relations topics with pupils

The evaluation form asked teachers to rate their comfort levels when exploring 6 different topics with their pupils.

Before taking part in training, the percentages of teachers rating themselves as 'Quite' or 'Very comfortable' discussing topics with pupils were:

- 85% of teachers rated themselves as comfortable when discussing Prejudice and Intolerance;
- 79% felt comfortable discussing Assumptions and Stereotypes;
- 71% felt comfortable discussing Diversity in NI;
- 71% said they were comfortable discussing Religious Groups in NI;
- 43% felt comfortable discussing Racial Groups in NI and;
- 43% said they felt comfortable discussing Personal Identity – including Sexual Identity - however, no teacher felt 'Very comfortable' in discussing this with pupils.

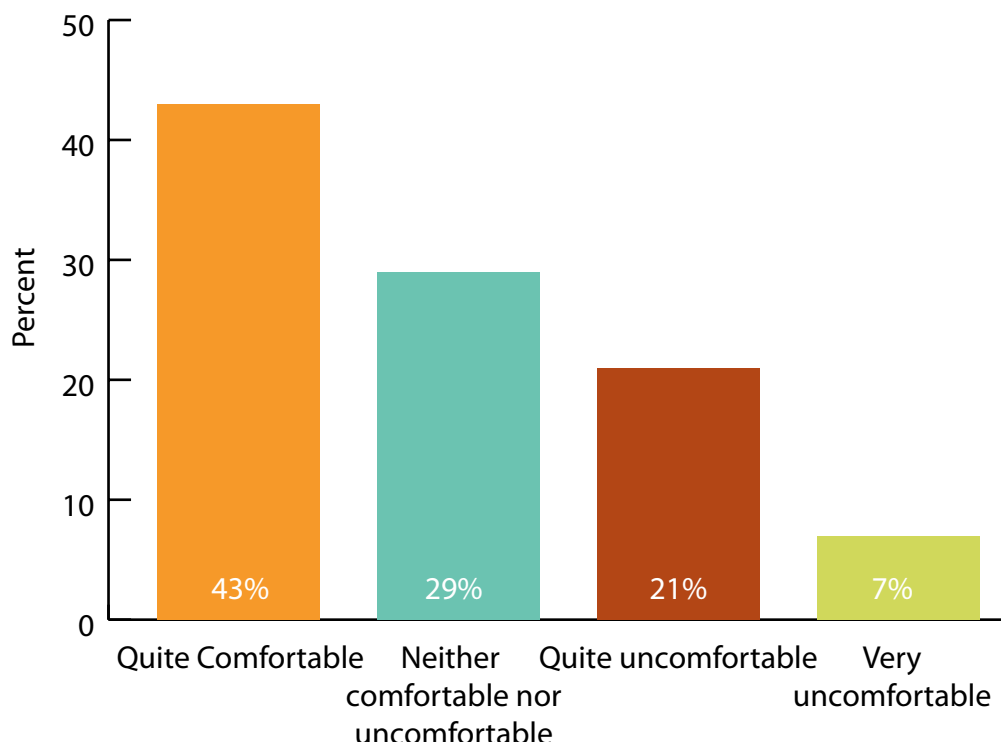
Results from the evaluation forms completed after training shows that participants felt more comfortable leading discussions on every topic covered in the training.

After taking part in training:

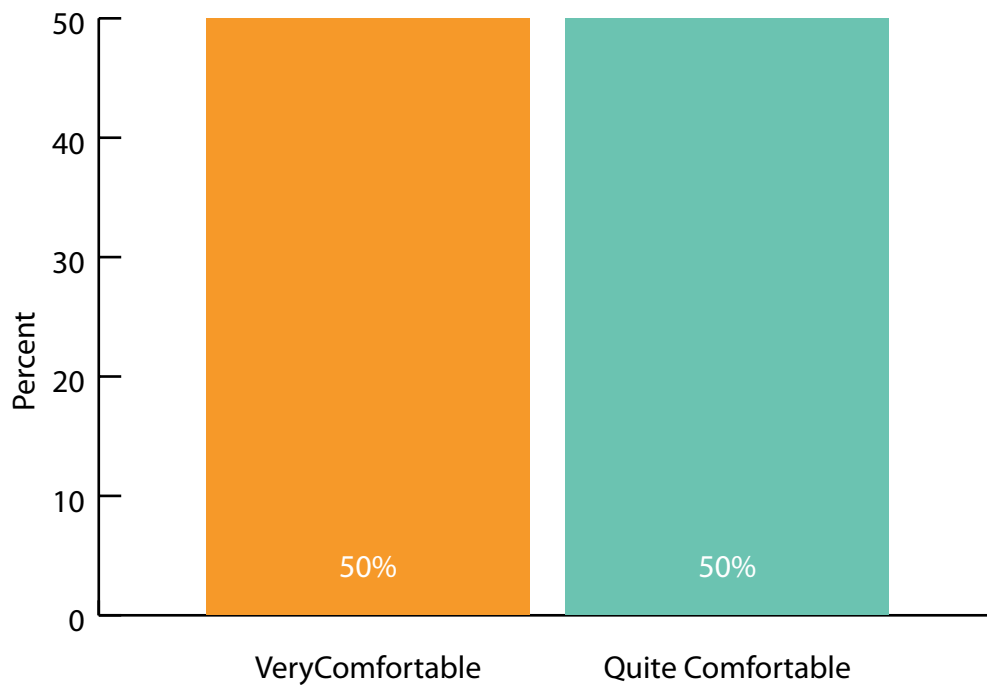
- All teachers felt comfortable discussing Prejudice and Intolerance; Assumptions and Stereotypes; Religious Groups in NI; and Personal Identity (including sexual identity);
- 86% felt comfortable discussing Diversity in NI; and;
- 86% felt comfortable discussing Racial Groups in NI.

In summary, there is evaluation evidence to support the claim that teachers feel more comfortable in discussing core Community Relations topics with their pupils after attending Change Makers training sessions.

Comfort levels discussing Personal Identity (Including sexual identity) with pupils - before training.



Comfort levels discussing Personal Identity (Including sexual identity) with pupils - after training.



(c) Challenging negative language and behaviour in others

Another aim of teacher training sessions was to support teachers to feel more able to confront negative language and behaviours in their schools (should they experience them).

Evaluation forms asked participants to rate the likelihood that they would challenge sectarian, racist and homophobic language and behaviour in pupils, and colleagues, in their workplace.

Training had a mild impact on the likelihoods of teachers challenging negative language and behaviour displayed by pupils (partly due to the teachers feeling quite confident to do this before taking part in training). For example, before training 93% of teachers rated themselves as 'Very' or 'Quite likely' to challenge a pupil using homophobic language, after training all teachers said they would challenge the use of such language.

Training had a larger impact with teachers in terms of developing participants' confidence to challenge negative attitudes and behaviour in other staff members.

For example:

- The percentage of teachers that rated themselves as 'Very' or 'Quite likely' to confront racist attitudes/behaviour in colleagues rose from 42% at the start of the course to 75% by the end of training;
- 50% of teachers rated themselves as 'Very' or 'Quite likely' to confront sectarian attitudes/behaviour in colleagues before taking part in training. After training this figure rose to 75%; and,
- 36% of teachers rated themselves as 'Very' or 'Quite likely' to confront colleagues displaying homophobic attitudes or behaviour before taking part in training compared to 63% after training.

(d) Impact on self-confidence in delivering Community Relations education

To indicate whether participants found the training useful in a more personal sense, the evaluation forms asked teachers to rate how confident they felt in their ability to deliver high quality Community Relations education.

Before taking part in the training:

- no teacher felt 'Very confident' in their ability to deliver quality Community Relations education;
- 36% felt 'Quite confident';
- 36% felt 'a little bit confident'; and,
- 29% rated themselves as 'Not at all confident'.

After training:

- 13% of teachers felt 'Very confident' in their ability to deliver high quality Community Relations education;
- 75% rated themselves as 'Quite confident'; and,
- no-one rated themselves as 'Not at all confident'.

75% of teachers rated the training sessions as 'Very useful' and 25% as 'Quite useful'. Similarly, 75% of teachers rated the sessions as 'Very enjoyable' and 25% as 'Quite enjoyable'.

Qualitative comments regarding the impact of the training complemented quantitative findings and showed changes in teachers' confidence about delivering Community Relations education and how some teachers were able to make to their school environments more welcoming places:

"I now have a more informed approach to addressing potentially challenging Community Relations issues. The resources used in the training sessions provided by CM have given me more confidence in dealing with diversity and prejudice"

"We have put welcome signs on every door leading into classrooms; started to draft a Community Relations policy; new welcome/waiting area for parents/visitors; more structured citizenship classes"

"My confidence and motivation have increased in relation to dealing with issues of diversity in school. I am better informed and also know where to find more information. I have learnt new strategies to encourage and facilitate discussion"

"I am now more aware that there are other integration issues in Northern Ireland other than religion. I am now much more likely to correct a child if I hear them making negative comments to other children. It has helped me develop greatly in my knowledge of the integrated ethos"
"More confident in more approach in dealing with these issues"

"New scheme of work drawn up using a wide variety of resources provided"

(e) Summary – Impact of accredited teacher training

Evidence from evaluation sources shows that the Teacher training element of the Change Makers project:

- helped participants feel more comfortable about discussing a range of Community Relations topics (including sectarianism and sexual identity) with their pupils;
- increased Teachers ability to challenge negative language and behaviour in colleagues and other staff members;
- increased confidence about participants' abilities to deliver high quality Community Relations education;
- increased the range of approaches and strategies that participants can use to deliver Community Relations education; and,
- motivated participants to make positive changes to their working practice and in their schools.



Chapter

4

Impact

**of non-accredited pupil
programmes**

For the purposes of this evaluation report, the term non-accredited programmes covers the range of tailor-made workshops and programmes that Change Makers staff delivered for schools (primary and Post-primary) in the following forms:

- Sessions to ease pupils' fears about the transition from primary to Post-primary education;
- Community Relations sessions for pupils in Post-primary education;
- Induction Days for Year 8 pupils;
- Bespoke Teacher/staff training sessions;
- Policy revision/implementation work with teachers;
- Curriculum support for staff– designing lesson plans etc.;
- Student council support;
- Political Awareness days;
- Community Relations Audits;
- Diversity Art Project;
- Developing programmes for pupils with Special Educational Needs;
- COPE programmes;
- Change Makers Group – leadership and Community Relations for Year 13 pupils;
- Health and Social Care, Diversity/Human Rights sessions for Year 13 pupils; and,
- Collaboration days between schools.

Non-accredited activities, in general, attempted to fulfil aims related to making schools more welcoming places (e.g. by helping create an effective student voice for issues that concern them, by helping ease the transition between primary and post-primary education, by helping pupils make new friends in new schools) while giving participants an introduction to Community Relations education (e.g. exploring personal identity and different communities in Northern Ireland, challenging pupils to explore stereotypes and assumptions and the prejudices they have grown up with in our divided society).

In the first year of the project 1812 pupils were involved in non-accredited programmes.

To evaluate the impact of the Change Makers project in Strand 1 of the programme, this chapter focuses on three different types of non-accredited activities:

They are:

- (a) Transition sessions for primary school children;
- (b) Induction days for Year 8 pupils; and,
- (c) Community Relations sessions for Year 13s & 14s.

(a) Transition sessions for primary school children

Transition sessions lasted for about 4-6 hours and involved children from three different Primary schools in the Lisburn area participating in a shared-learning experience. Facilitators encouraged young people to engage with each other, talk about themselves and their identities, and sample some of the things they may experience in their new schools (e.g. science lessons and school timetables).

The aims of these sessions were for Year 7 primary school pupils to:

- Enjoy meeting and build relationships with children from different backgrounds and schools;
- Explore the fact that pupils in their Post-Primary school may come from much more diverse backgrounds than their Primary school;
- Become less nervous about changing schools;
- Be more excited about changing schools; and,
- Have fun.

Evaluation processes

At the end of their session with Change Makers pupils were asked to complete a short evaluation form. Forms were designed to be easy to read and complete. Forms contained 6 questions for pupils to give their opinions on what they thought of the day (4 tick-box and 2 open-ended questions). The evaluation form used a traffic light system (with a green smiley face meaning 'Yes', a yellow smiley meaning 'Kind of/Not sure', and a red face meaning 'No').

Evaluation forms were anonymous with gender being the only variable recorded about pupil demographics. 133 pupils completed evaluation forms for transition sessions. 53% of respondents were female and 47% were male.

So how successful were transition sessions in terms of meeting their aims?

Aim 1: To encourage pupils to mix and enjoy meeting others

70% of pupils said 'Yes', they enjoyed meeting pupils from other schools during the transition sessions with Change Makers. 8% said 'No'. Boys and girls enjoyed meeting pupils from other schools in roughly equal percentages.

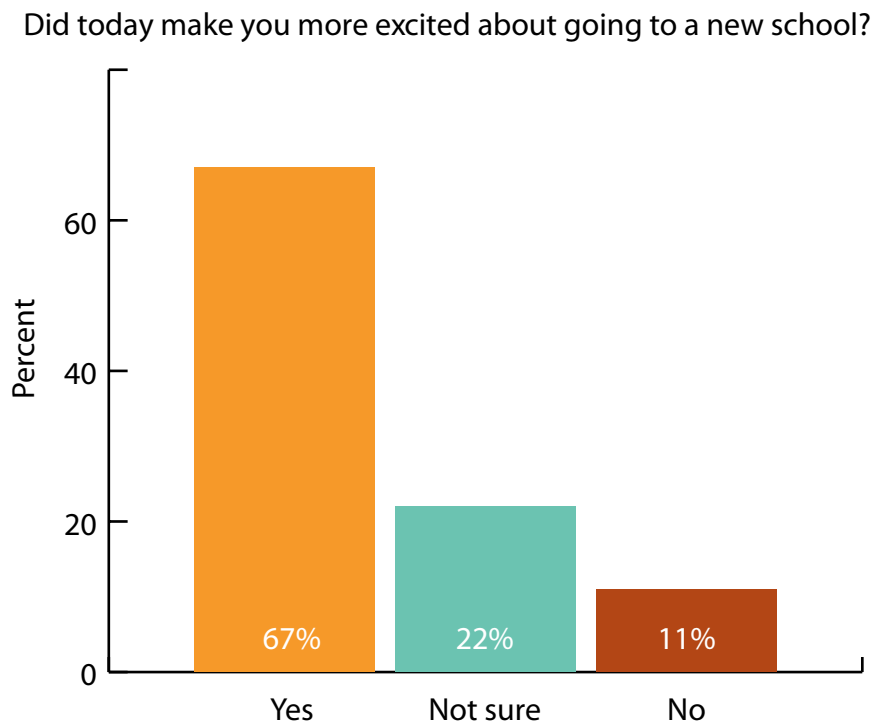
Aim 2: To help pupils feel less nervous about changing schools

Almost half of the pupils that attended transition sessions agreed that the day helped make them feel less nervous about changing schools. 17% of pupils said 'No'. It's likely that some pupils had no fears about moving schools so this could explain the lower impact on this item when compared to the question about meeting others. There were no differences between genders in terms of the sessions helping ease nerves about changing schools.

The image shows a feedback form titled "Feedback on Today" with the instruction "Please tick the pictures you agree with." It contains four circular questions, each with three smiley face icons (green for 'Yes', yellow for 'Kind of/Not sure', and red for 'No'). The questions are: "Was today good fun?", "Did you enjoy meeting kids from other schools?", "Did today make you less nervous about changing schools?", and "Did today make you more excited about going to a new school?". Below these are two cloud-shaped boxes for open-ended feedback: "Things you liked about today..." and "Things that would've made today better...". A central circle with male and female icons and the text "You are..." is positioned between the top and bottom rows of questions.

Aim 3: To increase excitement levels about changing schools

Two thirds of pupils said 'Yes' the session made them more excited about going to a new school. 11% said 'No'. Again, there was no difference between genders in terms of the impact sessions had on making pupils feel more excited about changing schools.



Aim 4: To make sessions fun for children

71% of pupils agreed that their session was fun. 2% said 'No'. There was no significant difference between boys and girls in terms of their enjoyment of the transition sessions.

In summary, there is strong evidence that Change Maker transition sessions achieved all 4 broad aims and girls and boys benefitted equally from the sessions. To get a sense of what worked in these sessions the evaluation form sought qualitative feedback from pupils.

Qualitative feedback on transition sessions

What did you enjoy about today?

The most frequently reported aspects that young people enjoyed about transition sessions were (in order of the most commonly reported):

- socialising – meeting and making new friends (from different schools and backgrounds);
- doing fun activities (art, being outside and the parachute games);
- becoming less nervous and gaining confidence;
- finding out more about what their new school would be like;
- getting a break from their normal routines; and,
- talking about difference, prejudice and assumptions/stereotypes.

"You got to talk about your feelings"

"I liked outside and making a play and talking to new people"

"Everything"

"I liked talking about 'don't judge people by appearance'"

"It helped me be more confident"

"That I could go and read a timetable"

"I liked today because they helped me understand what will happen in secondary school and I made two new friends"

"Learning about the people in NI"

"Got us out of school and taught me about other religions and prejudice"

"Made me more positive about next year"

"All of it was absolutely brill!"

(b) Induction Days for Year 8 pupils

Induction days lasted for about 3-6 hours and facilitators encouraged young people to engage with each other, talk about themselves and their identities, and take part in discussions and games that promoted greater understanding about diversity, acceptance, assumptions and stereotyping.

The aims of these sessions were for Year 8 pupils to:

- Meet other pupils and make new friends in their year group;
- Develop confidence regarding meeting new people;
- Explore Diversity in Northern Ireland and learn about different cultures/religions etc.;
- Feel more comfortable in their new school; and,
- Have fun!

Evaluation processes

Similar to processes for the primary-Post primary transition sessions, pupils were asked to complete a short evaluation form at the end of their session.

Forms were designed to be easy to read and contained 6 questions for pupils to give their opinions on what they thought of the day (4 tick-box and 2 open-ended questions). The evaluation form used “thumbs up/thumbs down” pictures to help pupils rate different comments about the day.

Evaluation forms were anonymous with gender being the only variable recoded about pupil demographics.

419 pupils completed evaluation forms. 59.5% of respondents were male and 40.5% were female. 4 Post-primary schools were represented in the evaluation.

So how successful were Induction sessions in meeting their aims?

The image shows a feedback form titled "Feedback on Today". It contains six questions, each with a thumbs up and thumbs down emoji for rating. The questions are: "Was today good fun?", "Did you make any new friends today?", "You are..." (with male and female icons), "Did today make it easier to talk to new people?", "Did today make you feel more comfortable at your new school?", and two open-ended questions at the bottom: "Things you liked about today..." and "Things that would've made today better...".

Aim 1: To help young people make new friends

Over 60% of pupils that attended an induction session made a new friend that day. Some sessions had a more pronounced effect than others in achieving this aim. This is, in part, down to the timing of the induction sessions; with those happening later in the school year (October/Nov) being less productive than those taking part in August/September.

Gender appears to have played a small, but significant, role on the impact of sessions in helping pupils develop new friendships. 67% of girls said they made a new friend during an induction session compared to 56% of boys.

Aim 2: Making it easier to talk to new people

80% of pupils that attended an induction session said that it helped make it easier for them to meet other people in their year group. Although a higher percentage of girls than boys agreed that the session made it easier for them to talk to other pupils, this wasn't a statistically significant finding (84% of girls compared to 77% of boys).

Aim 3: Increased comfort levels at being in a new school

84% of pupils agreed that the induction session made them feel more comfortable in their new school. There was no difference in agreement levels between girls and boys on this question.

Aim 4: Having fun

93% of young people that took part in an induction session said it was fun. Girls were more likely than boys to rate induction sessions as fun (98% of girls thought they were fun compared to 91% of boys)



Qualitative feedback on induction sessions

What did you enjoy about today?

Most young people enjoyed: playing games and the activities (Alphabet game, parachute, optical Illusions, spider's web, fish and chips); making friends; and getting a break from normal classes. Comments given by pupils show the social and personal impacts induction days had, and the productive relationships pupils developed with Change Maker facilitators.

"I loved the way you can express your feelings and your thoughts"

"I was more social"

"I liked the fact that today was a team effort"

"I liked playing the games and making new friends with the games"

"Learning about people and having fun"

"I liked that I was able to go to another class without getting worried"

"The activities were cool and how you can be open about religion"

"Good games and got us out of work"

"Everything and I'm not joking. I made a lot of new friends"

"I had good fun and good crack"

"I liked the attitude the leaders had"

"The leaders were amazing"

(c) Community Relations sessions for Year 13s+

Community Relations sessions lasted for about 2-3 hours and facilitators encouraged young people to engage with each other, talk about themselves and their identities, and take part in discussions and games that promoted greater understanding about diversity, acceptance, assumptions and stereotyping.

The aims of these sessions were for Year 13+ pupils to:

- Get to know each other a bit better;
- Think about the assumptions, stereotypes they make about others and the prejudices they might have;
- Become more knowledgeable on symbols and emblems used in Northern Ireland; and,
- Have fun!

Evaluation processes

Evaluation forms for these sessions asked pupils to rate their levels of agreement (or disagreement) with a set of 6 statements about the Community Relations session by using a Likert scale: ranging from 'strongly agree' to 'strongly disagree'. Evaluation forms were anonymous with gender being the only variable recoded about pupil demographics. 67 pupils completed evaluation forms. 52% of respondents were male and 48% were female.

EVALUATION FORM FOR CHANGE MAKERS SESSIONS

We'd be very grateful if you would complete this evaluation form. It won't really help us, unless you're honest, understanding and open about your services.

Please rate your level of agreement (or disagreement) with the following statements about today's session.

4) "I enjoyed today!"
(Please tick only one box)
Strongly agree ☐
Agree ☐
Neither agree nor disagree ☐
Disagree ☐
Strongly disagree ☐
Don't know ☐

5) "I got to know some people that I didn't really know before today!"
(Please tick only one box)
Strongly agree ☐
Agree ☐
Neither agree nor disagree ☐
Disagree ☐
Strongly disagree ☐
Don't know ☐

6) "Today helped me become more aware of some issues that I have!"
(Please tick only one box)
Strongly agree ☐
Agree ☐
Neither agree nor disagree ☐
Disagree ☐
Strongly disagree ☐
Don't know ☐

4) "Today challenged the options about the assumptions I make about being..."
(Please tick only one box)
Strongly agree ☐
Agree ☐
Neither agree nor disagree ☐
Disagree ☐
Strongly disagree ☐
Don't know ☐

5) "Today made me realise that sometimes I judge people too quickly!"
(Please tick only one box)
Strongly agree ☐
Agree ☐
Neither agree nor disagree ☐
Disagree ☐
Strongly disagree ☐
Don't know ☐

6) "Today made me more knowledgeable about symbols and emblems!"
(Please tick only one box)
Strongly agree ☐
Agree ☐
Neither agree nor disagree ☐
Disagree ☐
Strongly disagree ☐
Don't know ☐

5) "I'm 85..."
Male ☐
Female ☐

Things I enjoyed or found useful about today...

Things that could have made today better...

Thank you for completing this form!
We really appreciate the time you gave to us. We hope you found it useful and enjoyable. ☺

CHANGE MAKERS

Aim 1: Getting to know other pupils

30% of young people taking part in Community Relations sessions agreed they got to know some pupils that they didn't really talk to before. Given these evaluation sheets were from Year 13s and 14s this figure is understandably lower than figures reported by Year 8s.

Aim 2: Becoming more aware of own prejudices

75% of pupils attending a Community Relations session agreed that doing so had made them more aware of the prejudices they hold.

Aim 3: Challenging assumptions

88% of pupils taking part in the evaluation of Community Relations sessions agreed that the session challenged them to think about the assumptions they made about others.

Aim 4: Reflections on being too quick to judge others

87% of pupils agreed that the Community Relations sessions made them aware that sometimes they judge people too quickly. Female participants were more likely than males to 'Strongly agree' that the session made them more aware of prejudged people (with 38% of females in strong agreement compared to 17% of males).

Aim 5: Increased knowledge on symbols and emblems in Northern Ireland

91% of pupils agreed that the Community Relations session made them more knowledgeable on symbols and emblems used in Northern Ireland.

Aim 6: To enjoy the session

99% of pupils that took part in the evaluation enjoyed their session.



Qualitative feedback on Community Relations sessions

What did you enjoy or find useful about today?

When asked what they found most enjoyable or useful about the Community Relations sessions, Year 13&14 pupils valued:

- expressing themselves on issues that meant something to them;
- hearing the opinions of other pupils' on Community Relations issues;
- working as a group and being involved in group discussions;
- becoming more aware of the prejudices and stereotypes they held;
- learning more about cultural symbols and emblems;
- making new relationships with other pupils;
- looking at issues through different perspectives; and,
- the fun, relaxed and informal atmosphere the session had.

"I enjoyed getting to talk about things I couldn't before"

"The group discussions as everyone had various different opinions"

"Learning that I should not judge people too quickly as I usually do"

"It has made me think before I judge someone"

"Amusing and thought provoking"

"Made you think about the things you don't usually think about, got to socialise more with people I usually don't"

"Taught me what different symbols meant. Genuinely very good"

"We got to work as a team and provide each other with our own opinions and assumptions and so we learned from everybody's ideas"

"Helped us to look at a situation from different views and challenged us to question our opinions, which was interesting"

"Made me think deeper into situations"

"The casual and informal environment"

"Being able to voice my opinion and be listened to no matter what I was saying. It was good craic and I was able to get on well and learn my different classmates' views and opinions on issues that we face in the world today"

Summary- Impact of non-accredited pupil programmes

Change Makers project had a 90% success rate in terms of meeting its target of involving 2000 young people in non-accredited sessions.

Evaluation information (qualitative and statistical) shows that Change Makers achieved its desired outcomes for Strand 3.

Transition sessions helped participating Year 7 pupils:

- mix well with pupils from different schools and backgrounds;
- talk about difference, prejudice and assumptions/stereotypes;
- feel less nervous and more excited about changing schools; and,
- have fun with each other.

Induction days helped the great majority of participating Year 8 pupils:

- make new friends and get to know others better;
- develop their confidence regarding meeting new people;
- explore diversity in their communities and personal identity;
- feel more comfortable in their new school; and,
- have fun in doing so.

Community relations sessions with Year 13s:

- helped some get to know each other better;
- challenged pupils to reflect on the assumptions, stereotypes they make about others;
- raised awareness about the prejudices they might have;
- gave them the opportunity to express themselves on meaningful topics;
- become more knowledgeable on symbols and emblems used in Northern Ireland; and,
- were considered good fun.

Chapter 5 includes some feedback from participating pupils on how the impact of Strand 3 may be improved.

Chapter

5

Improving the

Change Makers

Project



This chapter details feedback from participants in pupil and teacher programmes. It includes some general observations about the delivery of services and recommendations for Change Makers to consider.

(a) Accredited pupil programmes

Most interviewees from accredited Community Relations courses couldn't think of any changes to courses to improve them. However, recommended changes included:

- Bringing in guest speakers on specific themes to make sessions more interactive;
- Discussing other topics relevant to young people (drugs, alcohol, sexual health and relationships);
- Making the course longer;
- Doing more (and different kinds of) games and activities during the course; and,
- Revising the log books to make them more easily understood.

"Bring people in from different backgrounds to talk about specific issues to us and for us to ask them questions"

"Maybe bring in people from other religions and guests to talk about things too. I think that make it a bit more real."

"Guest speakers would be nice. They couldn't fake it like in a video and we could ask questions and understand more"

"I'd like it if we could talk about more things, things like pregnancy and abortion and sexual health. There's nowhere in school that we get to talk about that. Otherwise I wouldn't change a thing"

"To learn and talk about other things relevant for teenagers like drugs and alcohol. Common things to all teenagers"

"I would like to know more about the troubles. We don't even know how it ended and stuff. More on immigration- why people come here and how they were treated (here and in their own country)"

"More on sexuality and tolerance about that"

"I would like some more on the history of the war in NI"

"Some of the questions were a bit confusing. Maybe change them a bit"

"It would be risky but trips to see the peace walls and things like that would be good to get learning. Risky though"

Recommendation 1:

Change Makers should consider how useful it would be for pupils on accredited Community Relations courses to experience guest speakers on particular themes.

Recommendation 2:

Change Makers staff should continue updating log books regularly to help improve readability and make learning tasks more easily understood by pupils.

Topics such as drugs, alcohol, sexual health and relationships are not part of the Change Makers programme; however this feedback should be passed on to the schools.

Induction to programme

Although every pupil interviewed found courses to be fun, stimulating and educationally beneficial, there were some reflections given on how (for boys in particular) there was an initial settling in period before they felt at ease with these different techniques and on the potential for these techniques to have diminishing appeal over time.

"I felt really iffy about the new course at the start, just a bit nervous, it looked different [no tables, sitting in a circle etc.]"

"It was strange for the first couple of weeks as it was so different then it was great".

"At first it was kind of weird and I got annoyed. I think it was the circles thing. I thought that meant we were going to be treated like children; like a nursery circle time. It wasn't until about week 3 when you realised it wasn't like that."

"The games made me tired though. I'd be wrecked after them."

"But then it was different and maybe you'd get used to it and it would be boring like class."

When asked about what they hoped to experience about the course almost half the pupils interviewed had no real idea of what they were going to experience.

"Not really sure"

"Not at the time. Didn't know too much about what it was about"

"I don't know. We just had to go"

Recommendation 3:

Change Makers, and partnering schools, should better prepare pupils for participation in accredited programmes by giving them a greater understanding of what they will experience in courses (topics and learning methods).

Creating the optimal context for change

Accredited pupil programmes enjoyed high impact in terms of developing pupils' comfort levels with diversity in society. Increased comfort took many forms; some pupils became more tolerant to others, while some expressed a greater desire for interdependence between different cultures. For other pupils simply having the opportunity to think about issues, air their views, be challenged, to challenge others, and reflect on how attitudes are shaped were the main positives from the course.

Critically thinking about how you feel on a topic and being able to express that to others is a valid outcome of the programme. Statistics suggest that courses helped pupils achieve clarity around their values and attitudes. For example, all pre-participation questionnaire items attracted a larger percentage of "I don't know" responses than post-participation questionnaires (an example of which appears below).

How favourable do you feel about people from minority ethnic groups?	Data source		
	Before Course	After Course	YLTS 2009
I don't know	18%	9%	13%

However, there is some evidence that such positive outcomes were not enjoyed across all settings, with some pupils remaining more cautious in their attitudes towards difference than others. For example, the same course, with the same facilitator in the same kinds of schools, enjoyed a quite different set of impacts in terms of bringing about positive attitudinal change (as in Table 11 below).

Table 11

Feelings towards people from minority ethnic groups after taking part in course – (changes in totals)	Context	
	School 1	School 2
Favourable	+3%	+10%
Neither favourable nor unfavourable	0%	+30%
Unfavourable	-4%	-40%

Conflict theory (upon which Change Makers' accredited pupil programmes draw) suggests that one way in which people can experience positive attitudinal change towards others is through empathic expansion: the idea is that by taking another person's perspective on issues, you care more about them.

Change Makers courses rely heavily on this approach when exploring issues. Pupils examine their own opinions, share them and listen to others, consider multiple (often contrasting) perspectives, reflect on how that feels and then talk about it. Time is needed to enable pupils to feel comfortable to engage in these deeper discussions (and, importantly, to close these conversations down properly). In some settings pupils have been allocated 35 minutes to experience this kind of learning, in other settings they have been allocated hour-long sessions.

Similarly, personal and social outcomes (stronger friendships, bonding with classmates, improved communication skills and increased self-confidence), to some extent, rely on pupils taking part in interactive learning games.

These interactive games provide pupils with opportunities to mix, stretch their comfort zones in terms of speaking-out and interacting with others. This requires space. When classes are too cramped and class furniture not easily changed to accommodate interactive games, pupils' experiences are constrained.

Recommendation 4:

Change Makers should impress on partner schools the importance of time and space requirements for programmes to have optimal impact with pupils.

Variances in attitudes

Statistics from evaluation surveys show that, in general, pupils participating in accredited Community Relations programmes had more cautious attitudes towards diversity (i.e. minority ethnic groups and other religions) than the wider population of 16 year olds in N. Ireland. Differences in attitudes between participating pupils and the wider population can be explained (in part) by the gender split in Change Makers' courses compared to the sample used in the Young Life and Times Surveys. The male/female split in the Change Makers evaluation was 48:52. In the YLTS referred to in this report the male/female split was approximately 40:60; meaning that males (who are more likely to have cautious attitudes towards diversity) featured more heavily in Change Makers' evaluation sample.

Change Makers' accredited pupil programme has high impact with male and female participants. However, statistics from evaluations also show that males are much more likely to have cautious attitudes towards diversity than females (before and after participating in accredited pupil programmes).

Recommendation 5:

Given the significant influence of gender on attitudes, Change Makers staff and management/partner organisations should explore if there are any materials and approaches to Community Relations education that best suit different genders.

Group bonding and personal achievement

A key component to developing the personal and social skills of young participants is that pupils feel comfortable enough within their group to open their thoughts up to others. Accredited pupil programmes encourage this by getting pupils to construct their own contract (to govern how they will interact with each other during the course) and by delivering specific games and exercises in early sessions to help build confidence.

Some groups had a sizeable number of pupils joining after the course has started (e.g. pupils joining on week 3 rather than being involved from the start). Late-comers may miss out on early confidence-building and group bonding exercises and may find it harder to fully participate in the course. In order to achieve accreditation, pupils need to attend at least 80% of the Change Maker sessions (and have completed the relevant learning logs). This means some late-comers were, by default, unable to achieve accreditation. At least two pupils have missed out on accreditation this year due to schools arranging for them to take part in some other activity at the same time.

Recommendation 6:

Schools should be more fully aware of the potential drawbacks for late-comers to courses and how withdrawing pupils from sessions can impinge on their personal achievement.

Recommendation 7:

Although Change Makers facilitators explain the attendance requirements to pupils at the start of courses, it may be useful to remind pupils of these requirements throughout the course.

(b) Accredited Teacher training programmes

Very few teachers that took part in training recommended specific changes to the training, with the majority stating how useful the sessions were.

"I would need to think for a long time to come up with suggestions for improvements! I think that the sessions were extremely well thought out and planned"

"I was very satisfied with the content and delivery of Change makers training sessions"

Suggested improvements included:

- having more training sessions;
- extending the numbers of teachers from individual school in sessions;
- greater collaboration between schools to learn and share from each other on the impact the training had; and,
- more hands-on support from Change Maker staff on an on-going basis.

"More of them! Available to all teachers not just LLW teachers"

"Would it be possible to have CM personnel available in certain classes to assist in teaching matters of diversity and prejudice?"

"It might be a good idea to have schools come together to share what they have been doing as a result of change makers"

When asked what other support they needed to improve delivery of Community Education, teachers felt that school management should place higher value on: their attendance at courses; making the ethos of the school more inclusive; greater schools collaboration on shared themes; and; making sure practice matched up with their Community Relations/Welcoming Schools policy.

"School management should work on making these issues central to our school ethos in practice, not just in policy"

"Support the discipline of negative behaviour. Pupils have to learn that certain behaviour will not be tolerated"

"More at a whole school policy - something that is part of the school and not just given lip service"

"Bring the student community together and do 'getting to know you' activities in the whole school to break down the divide between all age ranges and address issues head-on. Help celebrate all cultures in school"

"Provide training for staff to support this work. Invoke and possibly train other school stakeholders. Liaise with other schools to deliver this type of education and share and discuss our experiences"

"Let me out to go to courses, give me the time to look at new resources and incorporate this into scheme and let me work collaboratively with a partner school on new topics"

"Letting staff attend courses as this which would make us more confident"

"More inset courses, greater staff development (whole school) whole school approach"

"More time to work with outside agencies - space to promote community relations in displays and raise awareness - workshop sessions with different year groups"

"Access outside agencies e.g. Change Makers to allow them to deliver this training in schools"

Almost half of the participants in the teacher training course felt that greater contact and sharing between teachers and schools would prove very beneficial:

"I want to meet like-minded people, within Change Makers and other schools and establish networks so we can support each other in this area of education and beyond"

"An opportunity to see how other schools are delivering citizenship"

"Making contact with other teachers from other schools"

"Meet colleagues from other schools"

"Talking to teachers and experiencing good practice ideas from the schools"

Recommendation 8:

Change Makers should consider how best highlight the importance of teacher training to senior school management. Change Makers have the capacity to offer more training sessions and include more staff in training, but it is very difficult to get staff released from schools.

(c) Non-accredited pupil programmes

Very few pupils recommended improvement to non-accredited programmes. Pupils found it hard to think of ways in which Change Makers could improve sessions, with the majority taking the opportunity to say 'Nothing' or restate how fun and worthwhile their sessions were. However, feedback does provide some insight into the ways in which activities could be improved.

Transition sessions with Primary School pupils

The most frequent suggestions as to how Change Makers could improve transition sessions with Year 7 pupils were:

- more games (and using some more exciting games);
- more outside activities;
- longer sessions;
- more art, crafts and drama;
- visits from past pupils to chat about their experiences; and,
- more input from pupils over who they were mixed with.

Induction Days

Recommendations from Year 8 pupils to improve induction days included:

- more games;
- longer sessions;
- more physical activity (including dancing and singing);
- more control from them over who was in their group; and,
- making sure the rooms were large enough.

Community Relations sessions

To make Community Relations sessions more effective, Year 13 and 14 pupils suggested:

- involving whole year groups (or classes) to get the full benefit from group discussions and opportunities to meet other pupils;
- longer sessions;
- more time spent on discussing different religions and personal identity;
- more use of multimedia (music and videos);
- more physical activities; and,
- finishing on an interactive game rather than a discussion.

Recommendation 9:

Change Makers should consider small adjustments to non-accredited programmes in terms of finding the optimal length of sessions, increasing the range and type of games used in sessions, giving pupils a little more control over mixing (if possible), and using more art, drama, dancing and physical activities with pupils. However, it is important to note that Change Makers staff do not often have any input into which rooms we are allocated or how much time a school provides to run these programmes. These recommendations should be put forward to schools. It is also a positive outcome of the courses that pupils are suggesting that the programme times be increased as opposed to shortened.

(d) Evaluation

The evaluation of the first year of the project has relied on surveys and interviews to explore the self-reported range of impacts the project had with participants. A few considerations for future evaluation processes and methods (based upon this experience) are included below.

Qualitative interviews with pupils have proved useful in describing the range of positive outcomes that accredited pupil programmes enjoyed. In the coming year, a richer depiction of how attitudes towards difference change is desired. The use of vignettes in pre and post course qualitative interviews with pupils may give a deeper insight into the nature of any attitudinal change experienced by pupils on accredited programmes. Furthermore, attitudinal surveys and interviews for the accredited pupil programmes were completed on the last day of programmes, therefore the information they generated highlighted the short-term impact of sessions. It is worth exploring how the evaluation can demonstrate any medium/longer-term impacts of programmes.

Evaluation data from accredited pupil programmes and teacher training is largely self-reported ratings and reflections on the impact of services provided by Change Makers. Where possible, this kind of information should be complemented by other sources of information (for e.g. teachers' reflections on the impact of accredited pupil programmes, evidence of change in lesson plans as evidence for the impact of teacher training) to help triangulate results from other/multiple perspectives.

Delivering questionnaires in classrooms is not without its own considerations. There have been, on occasions, issues regarding peer pressure/bias (i.e. pupils influencing others' responses by being in close proximity to each other when completing the evaluation forms). While the evaluator does remind pupils to complete questionnaires individually, and not to peek at others' responses, it's worth considering how this influence can be better eliminated in the coming surveys.

Achieving a greater element of control in evaluation processes for accredited pupil programmes is an aim for Year 2. As there were no control groups in the evaluation of pupil programmes there is a chance that pupils' positive changes in attitudes towards others reflected a shift in attitudes in society in general, rather than being attributable to participation in accredited courses.

However, there is some evidence that suggests that such positive changes towards others (in pupils) were not solely down to shifting societal attitudes, for example, there were no significant differences in attitudes towards others between pupils that enrolled in August 2010 and those that enrolled in June 2011.

Evaluation of the first year of the Change Maker project focussed on determining if Change Makers courses and training had positive impacts with participants. The focus of the next year of evaluation will shift onto school co-operation and collaboration (i.e. how schools use Change Makers to collaborate with each other and the benefits of that co-operation).

Recommendation 10:

Evaluation processes in Year 2 will attempt to:

- attain deeper, richer, qualitative information on how and why attitudinal change occurs in pupils;
- locate a sense of the longer term impact of programmes with pupils;
- use multiple perspectives and other sources of evidence to verify positive outcomes;
- use more creative and participative methodologies;
- consider how to further eliminate peer bias in quantitative surveys;
- establish a greater element of control in quantitative data collection; and,
- shift emphasis from measuring impact to exploring school co-operation.



This report would not be possible without people taking time to give their thoughts and feelings about programmes to Change Makers.

Over 1000 pupils and teachers took part in evaluation surveys and interviews and we would like to take this opportunity to thank everyone for helping us describe the impact of programmes and for giving us constructive feedback on how to improve them.

Thank you!



CHANGE MAKERS



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