



CHANGE MAKERS

Year Two Evaluation Report

March 2013



This Project is Funded and Supported by



Contents

1	Foreword	(p3)
2	The Change Makers Project	(p4)
3	Summary of findings	(p5)
4	Impact of Shared Education Events and Programmes	(p7)
	(a) Shared Education Events:	
	i. Inclusion	(p8)
	ii. Human Rights	(p10)
	iii. Identity in Northern Ireland	(p12)
	(b) Shared Education Programmes:	
	i. The Change Makers Group	(p15)
	ii. The Summer Camp	(p19)
5	Impact of accredited pupil courses	(p23)
	(a) Methodology	(p25)
	(b) Demographics	(p26)
	(c) Impacts on attitudes about Catholics and Protestants	(p27)
	(d) Impact on attitudes towards Diversity	(p33)
	(e) Impact on pupils' personal development and social skills	(p36)
	(f) Quality of facilitation	(p38)
6	Conclusions, challenges and the focus of next year's evaluation	(p40)
	Appendix 1- Detailed information on statistical measures	(p43)



Reaching new heights

1 Foreword

When we came together to devise the Change Makers Project nearly four years ago, none of us envisaged how much the project would achieve in just two years. We are delighted to share with you our second evaluation report which outlines the work of the project, and reviews the impact the programme has had with pupils.

Education has an important role in supporting young people to understand diversity and to deal with the issues involved in living in a society which, for the most part, still sees difference as a problem and not something to respect and celebrate.

The *International Fund for Ireland* (IFI), through its **Sharing in Education Programme** (SiEP), has given us the opportunity to put together a range of programmes intended to create capacity, build sustainability, and embed effective community relations practice within educational communities.

We are building the capacity of young people to be agents of change within and between school communities. Pupils need to develop the skills necessary to engage with each other in a positive and meaningful way; this, we feel, is the foundation on which Change Makers is built. Building relationships, embracing difference, and listening are not skills that can be taught, rather they are outcomes from a planned series of activities that invite participants to process, apply, interact and share experiences. This has been a very successful part of the programme. Apart from the obvious advantages of accreditation, bonding and learning in an active way, several schools have reported better results in Learning for Life and Work GCSEs, better attendance and behaviour, and increased confidence in their pupils.

There needs to be a huge change of culture within the education system if Community Relations work is to be embedded within, and between, schools and if 'Sharing in Education' is to be something more than just pupils from different backgrounds sitting in the same class. Much of this change needs to come from the top down. We are confident that the work we have achieved to date in the Change Makers project can help bring about this change.

We are grateful for the opportunity through IFI and the SiEP programme to engage in this work in such a comprehensive manner and hope you enjoy reading this report which outlines our achievements in year two.

Many thanks must go to our dedicated and skilled team: Alison, Brian, Ciára, Jacqui, Peter, Lyn and Simon. We are privileged to have a full time researcher, it is something that most funders are reluctant to support, but it's important to the future of this work that we analyse and evaluate it in a responsive and comprehensive manner and this report is helping us achieve this.

Carmel McCavana (Director of NICE),
Lisa Dietrich (Director of CRIS), and,
Geraldine Stinton (Youth and Community Director for YMCA Belfast).

2

The Change Makers Project

The Change Makers Project aims to embed quality Community Relations education within, and between, its partner schools - ten Post-Primary schools in Belfast and Lisburn from controlled, voluntary, maintained and integrated education settings.

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.

Change Makers has 7 full-time staff: 4 project workers, a research officer, a financial administrator and a project co-ordinator.

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

Change Makers is funded by the International Fund for Ireland (IFI) through its 'Sharing in Education Programme' (SiEP). 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.

SiEP is managed by the Department of Education and 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.

In its first year of operation, the project's emphasis was on facilitating high quality Community Relations education within partner schools. In year two (August 2011- July 2012) Change Makers continued to facilitate Community Relations education within schools but also delivered a range of shared education events and programmes between schools.

This report describes the impact of Community Relations education facilitated by the Change Makers project, both between and within schools, in its second year.

3 Summary of Findings

Over 1000 pupils participated in educational events and programmes between, and within, schools in year two of the Change Makers Project.

a) Impact of Shared Education Events and Programmes

Evaluation evidence shows that Change Makers' Shared Education Events and Programmes were enjoyable, engaging, educationally beneficial, and socially enriching experiences for pupils.

Shared Education Events (2-3 hour long Community Relations workshops) helped pupils: develop good relations with young people from different schools and backgrounds; understand more about identity, social exclusion, human rights and cultural diversity; and, speak out on issues that affect them.

Shared Education Programmes (more intensive forms of cross-community collaboration) improved pupils' group-work and communication skills, increased their understanding of Community Relations issues, and helped them foster new cross-community relationships.

Shared Education Programmes positively impacted on pupils' self-confidence and leadership skills with pupils demonstrating their achievements by designing and delivering high quality Community Relations workshops with younger pupils.

Pupils enjoyed their experience of shared education, with the majority expressing a desire for more events and programmes.



Pupils valued Change Makers' facilitators and described them as approachable, supportive, caring, respectful and good fun. *Developing a wide circle of relationships*

b) Impact of Programmes within Schools

Evaluation evidence suggests that Change Makers' accredited pupil courses achieved positive Peace and Reconciliation outcomes.

Some pupils' outlook on relations between Protestants and Catholics became more optimistic during courses. There were sizeable increases in the numbers of pupils that wanted to learn about (and with) people from other religious backgrounds. Other data suggests pupils' comfort levels with other religions increased significantly during courses – with pupils becoming more likely to accept someone of a different faith as a close family member.

A pattern (albeit not usually statistically significant) of how attitudes changed during courses appears in some results: the majority of pupils who expressed uncomfortable attitudes about cross-community relations at the beginning of courses tended to express more comfortable attitudes by the end of courses.

There is some evidence of change in pupils' attitudes towards Ethnic Minority Communities' living and working here.

Accredited programmes continued to aid pupils' personal and social development. The majority of pupils felt courses: improved their communication skills; developed their ability to work in groups; increased their self-confidence; and, helped them get on better with classmates.



Achieving accreditation for a job well done

The vast majority of pupils on accredited courses considered facilitators to be well-prepared; good listeners; encouraging; and, respectful.

Evidence confirms findings from previous internal evaluations. Results regarding attitudes towards others sometimes showed a significant association with pupils' gender: with males being more likely than females to express less comfortable attitudes. Accredited courses seemed to positively impact on pupils from different religious backgrounds, different ages and gender.

The follow chapters explore these findings in greater detail.

4 Impact of Shared Education Events and Programmes

a) Shared Education Events

Change Makers facilitated a variety of Shared Education Events for schools in the 2011/12 academic year. Shared Education Events were designed to give pupils a positive experience of Community Relations education with others from different backgrounds.

Each Event (usually lasting 2-3 hours) had its specific theme: Diversity, Social Inclusion, Identity in Northern Ireland, and Human Rights.

Events were located in a neutral venue, or hosted by schools. All eligible costs (e.g. administration, facilitation, transport, refreshment, venue hire, sub-cover etc.) were met by Change Makers. Each programme of activity was designed and facilitated by Change Makers.

Shared Education Events gave participants the opportunity to mix with pupils from different backgrounds, work in groups together, take part in interactive learning activities, and share their opinions on issues relating to the event's theme. Each event tied its main theme back to the curriculum and pupils' local contexts (e.g. asking who in their town is the most socially excluded; exploring competing human rights issues involved in decisions about parades in Northern Ireland).



Speed networking Change Makers style

At the end of workshops, pupils were invited to complete brief evaluation questionnaires (taking about 2 minutes to complete) on their experience of the event.

All Shared Education Events were evaluated. The following section details the evaluation findings from three Shared Education Events that are representative of overall quality.

i. Shared Education Event on 'Inclusion'

70 pupils representing 3 schools (from the Voluntary Grammar, Maintained, and Integrated sectors) participated in the collaborative event on 'Inclusion'.

The event was hosted in a neutral venue and sought to:

- Explore the issue of social inclusion and exclusion in NI, in particular focusing on possible reasons behind exclusion;
- Discuss practical ways of ensuring others feel included in personal, group and societal settings;
- Relate pupils' ideas on exclusion to different social groups in NI; and,
- Encourage pupils to engage with discussions and share their experiences and perceptions.

The programme of activity included: icebreakers and bonding activities; contracting (for pupils to say how they wanted the event to be governed); and, group discussions on inclusion/exclusion.

69 pupils completed evaluation questionnaires. There was an imbalance in participation rates by schools: with one sending 7 pupils to the event, compared with 26 and 36 from the other two schools involved. Females outnumbered males by a ratio of, just over, 2:1.

Results from surveys showed that the inclusion event achieved its aims of delivering a positive experience of Shared Education:

- 87% of pupils enjoyed the event;
- 87% thought that it was good to work with other pupils that day;
- 80% of pupils said they got to share their opinion on issues; and,
- 74% said they would like to work with pupils from other schools again.



Working with others and still being heard

When asked to say what they enjoyed about the day, the majority of pupils said:

- Taking part in the drumming session on inclusion;
- Meeting and working with new people; and,
- The debates about exclusion.

"The drums and connecting with other schools"

"Mixing with other schools"

"I enjoyed learning about different people and mixing with people I didn't know"

"The teamwork"

"Working with others"

"The discussions about exclusion"

"The bus game [exclusion exercise]"

"Everything was brilliant"

"Nothing"

Responses to the request, *"Tell us something you learned today"* shows the event connected with pupils in a range of meaningful ways: developing their understanding of what exclusion is; increasing their awareness about assumptions and stereotypes; finding out new ways to include pupils who feel excluded; and, being more comfortable in mixing with others.

"Not to judge people on how they look"

"That it doesn't matter what religion or colour someone is"

"To be more confident and don't worry if people laugh at your opinions and views"

"How to include others"

"Not to judge people by their appearance"

"How to mix and how to not exclude people"

"Working with people"

"How to mix with other schools"

"How to interact with people"

"Nothing"

ii. Shared Education Event on 'Human Rights'

Change Makers designed and facilitated a shared event on Human Rights. The event was held in a neutral venue and aimed to provide Year 10 pupils, from different backgrounds, with a positive and meaningful experience of shared education.

Change Makers facilitated the event and split the participants into six mixed groups, giving pupils a chance to meet and learn with (and from) pupils from other schools. In these groups, facilitators used ice-breakers to help make pupils feel more comfortable with being with each other and speaking out in front of others.

Facilitators used active learning methods to explore concepts and issues about Human Rights and relate them with a more local context. For example, one session asked pupils to talk about the Human Rights implications of the marching season - on those participating in parades, and those who oppose parades in their areas.

The event lasted for two hours. Pupils were invited to take part in a brief (2 minute) exit survey. The survey enjoyed a participation rate of 78% - with one group not completing their forms due to a lack of time.

6 different schools were represented in responses. Each school was equally represented in the evaluation, 45% of attendees were male and 55% female; ensuring a good mix of backgrounds at the event.



Year 10 pupils collaborating on 'Human Rights'

Feedback showed the event provided pupils with positive and meaningful experiences of shared education:

- 95% of pupils said that the event helped them understand more about human rights;
- 97% of pupils said that it had been good to work with other pupils;
- 88% of pupils said that they would like to work with other schools again;
- 90% of young people said that the event was good fun; and,
- 97% of pupils said that they shared their views and opinions at the event.

Each school's pupils enjoyed the event in equal measures. There was no significant association with responses and gender.

Comments given by pupils, on what they learned during the event, included: information acquisition about rights and responsibilities, personal reflections on voicing opinions, and a more developed understanding about culture in Northern Ireland:

"I learned more about different rights in different countries"

"I learned that people are more willing to hear what I think than I imagined"

"I learned the difference between rights and responsibilities"

"Today I learned about seeing two sides of the story"

"I learned more about the 12th of July"

"That we are entitled to our opinion"

"That making up rights is difficult"

"That everyone should be allowed to express their feelings"

"About sectarianism"

Comments by pupils on what they enjoyed about the event showed: the impact the event had on fostering good relations between pupils; how pupils enjoyed speaking out on issues; and, how pupils engaged with the educational approaches used by facilitators:

"Getting to say my opinion about some of the things"

"The debate about the orange order"

"The way you learn about others and the way they think"

"Interacting and hearing opinions from other pupils"

"Got to talk about what we thought"

"I got to say what I think"

"Talking about our opinions in NI"

"Having to share your opinions"

"Working with other schools"

"Meeting different people"

"All of it"

"Walking debate"

"Working with other people from other schools"

"Working in smaller groups and sharing opinions"

"I enjoyed everything today"

"The atmosphere"

iii. Shared Education on 'Identity in Northern Ireland'

Two Year 8 classes, from Integrated and Maintained schools, participated in a collaborative event to explore Identity in Northern Ireland.

The day provided pupils with the opportunity to:

- mix and learn with pupils from different backgrounds;
- develop their understanding of Identity in Northern Ireland;
- share their identity with others;
- voice their opinions about Identity; and,
- have a positive experience of shared education.

The programme for the event was designed and facilitated by Change Makers. The event commenced in one of the partnering schools, where fun ice-breakers encouraged pupils from both schools to share some information about their identity with each other, in a safe environment. Facilitators then further explored the topics of personal identity and identity in Northern Ireland.



Together on tour

Pupils then travelled together on a bespoke mural tour in Belfast; giving them the chance to witness, and talk about, explicit symbols of diverse identities in Northern Ireland.

The session concluded in the other partnering school. Pupils were encouraged to reflect on, and share their ideas about, the mural tour.

48 pupils took part in the collaboration event, with 42 completing an evaluation form. Both schools were represented in roughly equal amounts of pupils. Females outnumbered males by a ratio of 3:1.

Feedback from evaluation forms showed that the event achieved its aims in providing meaningful and enjoyable shared education on the theme of Identity:

- 88% of pupils said the event helped them understand more about identity;
- 95% of pupils said it felt good to work with pupils from other schools;
- 86% said they talked about their identity to other pupils;
- 93% said the mural tour was interesting; and,
- all pupils said the collaborative event was good fun.

Qualitative evidence shows what pupils enjoyed most about the shared event: meeting pupils from different schools; the mural tour; learning about Belfast and Northern Ireland; and, signing a peace wall.

"I enjoyed meeting new friends"

"I made a new friend from the other school"

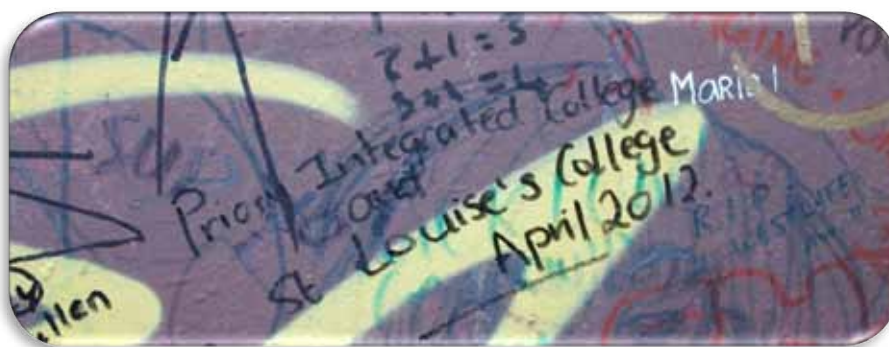
"I enjoyed making a new friend and the mural tour"

"Signing my name on the wall and meeting new people"

"Seeing the peace wall and signing our names"

"Learned about the things in Belfast"

"Getting to go to a different school"



A peace wall signed by pupils from two schools

Pupils said the event improved their understanding of Identity; increased their social skills; and helped them know more about other pupils and Belfast.

"About other people's identity"

"About my identity"

"I learned about the peace wall"

"I learned about Belfast"

"I learned to talk to new people"

"I learned that it is easy to make new friends"

"I learned about the Shankill and the Falls"

"I learned that we can express our culture"

"Interesting facts about Northern Ireland"

"That your religion doesn't matter"

b) Shared Education Programmes

Shared Education Programmes offered older pupils (15 years old and upward) lengthier, more in-depth, and challenging experiences of shared education. Change Makers delivered three Shared Education Programmes in the 2011/12 academic year.

All programmes had a residential element – giving pupils from different schools and backgrounds the chance to get to know each other, and explore Community Relations issues together, in a safe, neutral, space.

Pupils experienced a range of physical (e.g. wall-climbing, coasteering,) and educational challenges (e.g. designing and delivering Community Relations workshops to younger pupils).

Pupils were encouraged by facilitators to stretch their comfort zones and develop new skills and confidence.

Evaluation of Shared Education Programmes took a variety of shapes (e.g. personal diaries, closed-ended questionnaires and focus groups) to help describe the positive outcomes pupils reported about Shared Programmes.

The following section details some of those findings.



Preparing for the challenge

i. The Change Makers Group

The Change Makers Group (CMG) is an after-schools leadership programme for Year 14 students. In year two the CMG had 16 students - males and females, Catholics and Protestants, with pupils representing different types of schools.

Facilitators supported students (on a weekend residential and monthly training workshops at a neutral venue) to create a Community Relations resource for their schools. After selection and recruitment processes, the CMG began with a weekend residential: a mixture of outdoor activities (to help the bonding process for Year 14 pupils) and facilitated work sessions (to begin crafting their Community Relations resource).

Pupils decided upon the theme, 'Celebrating Difference', and over the next 6 months created a 90-minute, awareness-raising, workshop as their Community Relations resource. Workshops were tested by pupils on each other first, to check their usefulness and gauge how to increase the learning potential of the chosen activities. Pupils organised dates and times suitable for each of their schools. Pupils supported each other by co-delivering workshops in each other's school. A staff team member accompanied them to each workshop for support.

Success criteria for workshops included Year 10 pupils: experiencing a variety of interactive methods; building relationships with their peers; being able to share their views and experiences of living in a diverse society; and, reflecting upon the experiences of those who come from minority groups.



Peer-led education by the Change Makers Group

To help gauge the positive outcomes the programme had with Year 14 pupils, CMG members were invited to use personal diaries to chart their feelings about taking part. Diaries were pre-printed with conversation prompts about pupils' understanding of Community Relations issues or personal development. A focus group was held at the end of the course to further explore the positive impacts of participation in the CMG.

Year 10 pupils who took part in "Celebrating Diversity" workshops were asked to complete a brief evaluation form. Forms asked Year 10 pupils to say if they enjoyed the event, if they would like to attend another, and to share their thoughts on any learning from workshops.

Impact with CMG members

Feedback from CMG members shows the impact the programme had in developing leadership skills, increasing self-confidence, changing perceptions of others, and providing positive experiences of challenging shared education.

Greater understanding of others:

"It was good to work with boys as I'm from an all-girls school and they gave you a different perspective on things"

"I liked working with people from different backgrounds and it changed my perception of people. I never really talked to any Protestants before, my school is mostly Catholic, my friends in my area would all be Catholic and my family so there's not that many opportunities to meet others"

"Working with pupils from other schools has been a very interesting experience and something that many of us have never had the opportunity to do. It was new and fresh, but provided a great dynamic within groups, and is something that I believe should be capitalised on in the future both within Change Makers and the schools themselves"

"It gives you a greater understanding of others person's attitudes which we had never had the chance to consider"

Overcoming challenges and showing leadership:

"I didn't know how the younger pupils would react to us coming in to teach them. I was apprehensive before the session but they really engaged and had a good time"

"There were a few issues when we were doing some of the games... some of the language used by the pupils was really inappropriate. Some kids were just trying to outscore each other in making inappropriate jokes. We got around it by making proper suggestions for them and trying to interrupt them when they were acting up"

"I felt a bit of pressure to make sure we did a good job and kept up the good name of the project at the start"

"Working in this environment was something completely new to me and many other participants but it didn't stop us from delivering and facilitating workshops"

Gaining positive experiences of taking part (and delivering) Shared Education:

"It was brilliant! It was great to really engage with younger pupils and it was good for them to be working with someone that's closer to them in age. I think they liked working with a face they knew and they were comfortable with us. It was great to hear the kids say it was fun after it happened and they enjoyed the icebreakers"

"It was eye-opening, rewarding and enjoyable"

"It was challenging and fulfilling"

Developing skills and confidence:

"It made me more confident – I never thought I'd be the one sitting in front of a group of pupils and discussing these issues"

"As we've done school assemblies before, we were asked to do another one after we did the CMG session with young people. But this time I wasn't as nervous about it, I knew I could do it and was less stressed about it"

"I would say that it really helped with my teamwork skills and my communication skills too. They really improved"

"I have gained confidence and improved my ability to lead a group in this sort of setting"

"I loved the activities we did which made me push my boundaries"

Feedback also highlights the quality of facilitation by Change Makers'.

"We were well briefed before delivering the session. We knew exactly what we were going to do"

"Before workshops we delivered, they were on hand to help calm your nerves and assist if we were floundering in a difficult situation"

"The staff at Change Makers made it their priority to ensure that we were confident and well-equipped to deal with any issue that could arise"

Impact with Year 10 pupils

Feedback from questionnaires shows that “Celebrating Diversity” workshops achieved their aims of facilitating fun, educational, and engaging experiences with Year 10 pupils.

85 pupils took part in evaluation surveys (a response rate of 90% of all Year 10 pupils involved in workshops).



A CMG participant leads discussion with Year 10 pupils

Results show that:

- 99% of Year 10 pupils considered their workshop to be good fun; and,
- 94% of pupils said they would like to take part in another workshop.

Evaluation forms asked pupils to provide an example of what they had learned from taking part in the session. Feedback from Year 10 pupils shows workshops helped develop awareness of stereotyping and prejudice, and increased understanding about diversity in society.

“I learned the real meaning of diversity”

“That nobody looks the same and we wouldn't have many things without diversity”

“Britain accepts a lot of different diversities”

“How stereotypical we really are”

“That it is not nice to judge people without even knowing them well enough to have any opinion whatsoever”

“Everyone has a story to tell and you shouldn't judge people based on pre-conceived opinions”

“To be more open-minded”

“How much diversity helps us be a better person and the amount of stuff we wouldn't have if diversity didn't exist”

ii. The Summer Camp

The Summer Camp was a four-day residential for Year 11 pupils.

The camp was held at an outdoor education and residential centre. The programme of activity contained a variety of outdoor activities (archery, wall-climbing, and laser-tag), socialising activities (campfire, ice-breakers etc.), active learning games and thematic workshops.

The programme intended to provide participants with a meaningful experience of shared education and with opportunities to develop positive cross-community relations.



Enjoying the Summer Camp experience

Change Makers' facilitators stayed with the pupils for the duration of the residential and facilitated all learning games, social activities and workshop discussions. Workshops provided pupils with opportunities to engage with each other in in-depth, challenging discussions and debates on a variety of Community Relations themes (e.g. Diversity in Northern Ireland, Identity, and Challenging Prejudice).

36 pupils, representing 5 different schools, took part in the Summer Camp.

Evaluation questionnaires, qualitative feedback sessions and a focus group were used to determine pupils' quality of experience and the positive educational/social impacts of the Summer Camp.

All 36 pupils took part in an exit survey held on the last day of the Summer Camp. Females outnumbered male participants 3:1, and the vast majority of pupils were the same age, 15.

Providing an enjoyable programme of activity

Results show the camp achieved its objective to deliver engaging positive experiences of shared education:

- 97% of camp participants said outdoor activities were “Quite” or “Very” good;
- 81% of pupils said the themed workshops were “Quite” or “Very interesting”; and,
- 91% rated their overall experience as “Very good”.

Qualitative feedback complements these findings and shows how enjoyable the camp’s programme of activity was for pupils:

“Really fun and exciting and some activities were challenging”

“Brill! I loved it all and would love to do it again”

“Absolutely loved the camp, everything was brilliant, would love it to be longer”

“There was a variety of activities and I really enjoyed it. It was a fabulous experience”

“It was brilliant and made new friends”

“I didn’t like the food, I’m very fussy, but the rest was brilliant”

Providing meaningful Community Relations education

Feedback shows the camp’s achievements in terms of increasing pupils’ knowledge about Community Relations issues and skills development:

- 95% of pupils agreed the camp helped them understand more about identity;
- 92% agreed that the camp helped them understand more about diversity in NI;
- 95% agreed that the camp helped them understand more about challenging prejudice;
- All pupils agreed that they got to share their opinions during the camp;
- 97% of pupils agreed that the camp developed their communication skills; and,
- 97% agreed that the camp helped develop their teamwork skills.



Reflecting on, and expressing, personal opinions

Qualitative comments from pupils described some of the learning and skill development they experienced during educational workshops:

"I thought the discussion groups were really good because we learnt so much about different religions and stereotypes"

"The discussions were really interesting and it made me more aware of the prejudice and discrimination in our society and of how it is wrong to make assumptions about people"

"I learnt a lot about stereotypes and discrimination. I also learned whether or not to stand up for what is right or to stand by and do nothing"

"I learnt other people's views and opinions on different topics. I also learnt about sectarianism and discrimination"

"The highlight for me was being able to talk about things that you feel you can't share with anyone, and also becoming closer to people through discussions"

"I liked hearing people's opinions and thoughts"

"I learned about difference, gained confidence, know how people stereotype"

"I gained confidence and learned a lot about racism, stereotypes, discrimination, teamwork, patience, how not to cause conflict, culture and religion"

Developing positive cross-community relations

Survey evidence showed every pupil agreed that *"It was good to meet with people from other schools at camp"*. Qualitative feedback shows how pupils overcame initial fears and nervousness and developed strong personal connections between pupils from different backgrounds.

"I thought I would be nervous to talk to people but it was fine. I didn't expect everyone to be so friendly. Didn't expect such a good time but I really loved it"

"I think we all knew it was going to be awkward but that's why it needed to be this long, so people can really get to know each other"

"I liked the friendly people and making new friends, I also liked how we learnt the different type of stereotypes people have about each other"

"I enjoyed meeting new people and getting to know them more – all very friendly and they understood and respected your religion"

Achieving high quality delivery

The final feedback sought from pupils was on how they felt Change Makers facilitators worked with them. All 36 camp participants agreed that facilitators:

- were well-prepared;
- were good listeners;
- encouraged everyone to take part;
- showed them respect;
- made an effort with everyone in the group;
- tried to make them feel comfortable; and,
- would try their best to solve any problems pupils had.

Qualitative evidence shows the high regard pupils had for facilitators.

"I liked all the Change Makers staff; they were sophisticated but fun at the same time"

"Indescribable! Brilliant, explained everything and got on well with everyone"

"Loved the atmosphere they created – openness and honesty!"

"Encouraging and lovely. You could just have fun with them but they could also be serious, they always helped you out! Couldn't have been better! :)"

"I personally could not have asked for funnier, friendly, people. Brilliant people"

"They showed you respect and were encouraging. They were great!"

"Like they were part of my family"

"Very well, were amazing, great at their jobs, great people"

"They listened to what you were telling them, and joined into conversations and shared their own experiences"

"We had fun but they were serious when we needed them most"

5

Impact of accredited pupil courses

In its second year of delivery the predominant way in which Change Makers' contributed towards Community Relations education, within schools, took the form of accredited pupil courses.

3 different accredited courses were offered to pupils in year two:

- Understanding Diversity in our Society;
- Understanding Equal Opportunities; and,
- Understanding Prejudice and Discrimination.

Courses were accredited by the Open College Network Northern Ireland at [Level One](#).

To achieve accreditation, pupils needed to attend over 80% of course sessions and evidence the achievement of specific learning outcomes in their learning logs (e.g. *'Recognise the contributions of diverse groups to society'* or *'Demonstrate an awareness of diverse groups and practices'*).

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



Exploring Identity in Northern Ireland

Accredited courses normally lasted 10-12 weeks, with a different topic being facilitated by Change Makers' project workers each week. Sessions lasted between 40 – 60 minutes and pupils usually had one session each week. Class sizes ranged from 12-30 pupils.

Fun energiser and engaging active-listening and learning games provided pupils with comfortable opportunities to get acclimatised to speaking out, taking different roles, and working with other classmates. As courses progressed, facilitators invited pupils to take part in increasingly challenging debates and discussions about Community Relations themes.

Sessions usually concluded with a debrief and pupils completing their learning log for that week's topic (e.g. giving examples of different types of conflict or writing down what they understood 'stereotype' to mean).

An internal evaluation of the first year of the project provided evidence that accredited pupil courses positively impacted on pupils': knowledge and understanding on a range of Community Relations issues and topics; communication and teamwork skills; self-confidence; and, relationships with other classmates.

Evidence also suggested that accredited courses impacted on some pupils' attitudes towards 'others'; with pupils becoming more comfortable with people from different religious and ethnic backgrounds by the end of courses.

An independent evaluation on the Change Makers project by the [Education and Training Inspectorate](#) (ETI) verified and complemented internal evidence, concluding that:



Developing groupwork skills

"The quality of achievements and standards [of accredited pupil courses] is very good. The learners ... extend and change their views discernibly on, for example, stereotyping, leadership roles, positive discrimination, inclusion and prejudice. The range of qualitative and quantitative data, including the analysis of lesson observations... provides clear evidence of very good improvement in the learners' attitudes and communication skills"

In year two Change Makers facilitated accredited courses with 798 pupils.

With ETI's evaluation continuing to investigate (amongst other outcomes) the achievements and standards of accredited courses, this was not a large focus for the internal evaluation.

The main questions that internal evaluation processes attempted to answer were:

- Did accredited courses impact on pupils' attitudes towards other communities?
- Did programmes impact on pupils' personal and social skills?
- Was course facilitation considered high quality by pupils?

a) Methodology

Before taking part in accredited courses pupils were invited to complete an attitudinal survey. Surveys used exclusively closed-ended items about relationships between Protestants and Catholics; mixing and socialising between different religions; and, Minority Ethnic Groups. Questions often replicated those used in national level attitudinal surveys (e.g. The Young Life and Times Survey¹) so that emerging results could be compared to data from the general population of 16 year olds in Northern Ireland.

Before taking part in surveys pupils were briefed by the Change Makers evaluator (occasionally by Change Makers facilitators if classes clashed). Briefings explained: what was going to happen during the survey; why it was happening; what would happen to the results; that participation was entirely voluntary; that it was absolutely fine to say no to being involved; and, 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 forms, with the evaluator (facilitator, teacher, or classroom assistant) on hand to help overcome any language difficulties with the questionnaire. Questionnaires took 8-12 minutes to complete.

Pupils were invited to take part in an exit survey when their course ended (which followed the same process). The exit survey repeated the attitudinal items contained within the pre-participation survey. It was hoped that this process would capture any significant changes in pupils' responses to attitudinal items (between beginning and completing courses).

Other items asked on the exit survey sought pupils' immediate reflections on the quality of course delivery and their feelings about any personal or social impacts courses had with them.

This chapter also uses data from three qualitative interviews with pupils who participated in accredited courses. Interviews were held on the day that participants completed their course. Interviews followed a semi-structured format that sought commentary on: what they remembered about the core topics covered by the course; any positive impacts the course had for them; their feelings about the course content and delivery; and, changes they would make to the course to improve it.

Interviews typically lasted for about 40 minutes. 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. Interviews were not intended to cause stress or discomfort and pupils were encouraged to not answer any questions they felt were too sensitive or personal.

Interviews were held in the same classroom in which pupils took their course, with other classmates and facilitators/teachers nearby (but not involved in the conversation).

¹ Visit <http://www.ark.ac.uk/ylt/> for more information on the *Young Life and Times Survey*

b) Demographics

This report is based on the responses of 376 pupils, representing a response rate of 47% of all those who participated in Change Makers' accredited courses.²

Demographical information from respondents shows that:

- 90% of the schools within which Change Makers delivered accredited pupil programmes were involved in Year two's evaluation processes;
- 25% of pupils were from a Maintained, 15% from a Controlled school, 35% from a Voluntary Grammar and 27% from an Integrated school;
- There was 50:50 split in terms of gender; and,
- 31% of respondents were Catholic and 53% were Protestant.



Anti-discrimination and equal opportunities in NI

² For more information on the survey sample see page 43

c) Impacts on attitudes about Catholics and Protestants

Questions about Catholics and Protestants learning, living, working and mixing with each other were posed to pupils before, and after, taking part in accredited courses.

i. Perceptions of cross-community relations

To get a very general sense of how pupils felt about current Protestant/Catholic relations, surveys asked if relations were better now than five years ago, worse, or about the same.

Results suggest that participation in courses helped some pupils become more positive about current cross-community relations - there was a 10% increase in the number of pupils choosing *“Relations now are better than they were”* at the end of courses. The numbers of young people who felt *“Relations are worse now”* fell by 3% during courses.

Table 1.1

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 ³ 2011
Relations now are better than they were	54%	64%	64%
Relations are worse now	7%	4%	4%
Relations are about the same	26%	25%	27%
I don't know	13%	7%	4%
Number of respondents	373	372	

There was no significant association with feelings on current cross-community relations and sex, religion or age.

Another question asked what cross-community relations would be like in 5 years' time. Results suggest some pupils became more optimistic about future cross-community relations during courses. There was a 6% increase in the number of pupils who felt *“Relations will be better”*, and, a 4% decrease in the percentage of pupils who felt *“Relations will be worse”*.

Table 1.2

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 2011
Relations will be better	40%	46%	50%
Relations will be worse	12%	8%	6%
Relations will be about the same	36%	33%	39%
I don't know	13%	13%	5%
Number of respondents	376	373	

Before taking part in courses males were significantly more likely than females to feel that future relations *“will be worse”*. After completing courses this association disappeared.⁴

³ ARK. Young Life and Times Survey, 2011. ARK www.ark.ac.uk/ylt, May 2012

⁴ see page 43 for additional cross-tab information

ii. Learning with, and about, each other

Evaluation surveys asked two questions about Catholics and Protestants learning with, and about, each other. Results show a slight change in pupils' attitudes towards what type of school they would send their children to – with 3% more pupils choosing '*Mixed-religion school*' after taking part in courses.

Table 1.3

If you were deciding where to send your children to school, would you prefer a school with children of only your religion or a mixed religion school?	Survey		
	Before course	After course	YLTS 2011
Own religion only	23%	20%	38%
Mixed-religion school	64%	67%	51%
I don't know	13%	13%	7%
Number of respondents	375	373	

Of the 86 pupils that said they would send their children to an '*own religion only*' school at the start of courses, 24% changed their minds towards a preference for a '*mixed-religion school*' (as in **Table 1.4**).

Table 1.4

If you were deciding where to send your children to school, would you prefer a school with children of only your religion or a mixed-religion school?					
	Own religion only (After)	Mixed-religion school (After)	I don't know (After)	Total	No. of Pupils
Own Religion only (Before)	62%	24%	14%	100%	86
Mixed-religion school (Before)	6%	86%	8%	100%	237
I don't know (Before)	12%	49%	39%	100%	49

Religious background was associated with responses. Catholic pupils were more likely to say they would send their children to '*own religion only*' schools. Protestant pupils were more likely to say they would send their children to '*mixed-religion*' schools⁵.

Gender was significantly associated⁶ with responses. Males were more likely than females to say they preferred to send their children to '*own religion only*' schools.

⁵ See additional crosstab information on page 45

⁶ See additional crosstab information on page 46

Although not exclusively about attitudes towards Protestant and Catholics, surveys also asked respondents about learning from other religions.

Results show a noticeable shift in pupils' attitudes during courses. Before courses began 62% of pupils agreed, to some extent, that *'there's a lot to be learned from other religions'*. This figure increased to 73% by the end of courses.

Table 1.5

How much do you agree with the following statement: <i>"There's a lot to be learned from other religions. It's interesting, not a bad thing"</i>	Survey time	
	Before course	After course
Strongly Agree	19%	26%
Agree	43%	47%
Neither Agree nor Disagree	26%	16%
Disagree	4%	5%
Strongly Disagree	2%	1%
I don't know	6%	6%
Number of respondents	374	373

Before starting courses, males were significantly⁷ less likely than females to agree with the statement: *"There's a lot to be learned from other religions. It's interesting, not a bad thing"*. This association was not present at the end of courses.



Exploring Flags and Symbols in Northern Ireland

⁷ See additional crosstab information on page 47

iii. Catholics and Protestants living with each other

Surveys asked pupils for their preferences regarding living in mixed or single identity areas. There were no significant differences in 'before' and 'after' responses to this question.

Table 1.6

If you had a choice, would you prefer to live in a neighbourhood with people of only your own religion, or in a mixed religion neighbourhood?	Survey		
	Before course	After course	YLTS 2011
Own religion only	20%	21%	22%
Mixed-religion neighbourhood	62%	60%	64%
I don't know	18%	18%	8%
Number of respondents	372	371	

Tracking changes in responses in a little more detail provides some interesting data. 22% of pupils who stated an original preference for an '*Own religion only*' neighbourhood said they preferred to live in a '*Mixed-religion neighbourhood*' at the end of courses⁸.

Gender and the religious background of pupils were significantly associated with responses before, and after, courses. Males were more likely than females to state a preference for '*Own religion only*' areas⁹. Catholic pupils were more likely than Protestant pupils to state a preference for living in '*Own religion only*' neighbourhoods.

Questionnaires also asked pupils to say how they would feel if a close relative were to marry someone of a different religion.

Results show a slight increase (3%) during courses in the numbers of pupils that '*would mind a little*' if a close relative were to marry someone of a different religion (as in **Table 1.8**).

Table 1.8

Would you mind if a close relative were to marry someone of a different religion?	Survey	
	Before	After
I would mind a lot	5%	5%
I would mind a little	15%	18%
I would not mind	74%	73%
I don't know	7%	4%
Number of respondents	374	373

Gender was significantly¹⁰ associated with responses. Males were more likely than females to say they '*would mind a little*' (and less likely to '*not mind*') if a close relative was to marry someone of a different religion.

⁸ See Table B on page 48 for more information.

⁹ See crosstab information on page 49 for more details.

¹⁰ See page 50 for more detailed crosstab information

iv. Social distance between Catholics and Protestants

The last survey question about attitudes towards Protestants and Catholics used a social distance scale. Social distance scales ask people to rate how accepting they are of different groups of people. Seven different options can be chosen ranging from the most accepting (I would accept them into my close family) to the least (I would exclude them from this country).

The chosen option is then turned into a numerical measure of how distant respondents are in relation to that group – with a 1 meaning there is no social distance shown towards that group and 7 representing the most distance shown towards a group¹¹.

Evaluation questionnaires asked pupils to say how comfortable they felt about Catholics and Protestants before, and after, taking part in courses.

Table 1.9

How do you feel about Protestants? (Responses from Catholic pupils)	Survey time	
	Before course	After course
I would accept them into my close family	47%	57%
I would accept them as a friend	30%	21%
I would accept them as a neighbour on the same street	5%	11%
I would accept them as a co-worker	4%	4%
I would let them live in my country	8%	4%
I would only let them visit this country	1%	1%
I would exclude them from this country	4%	1%
Number of respondents	93	90

Results suggest a shift in Catholic pupils' attitudes towards Protestants during courses – with a 10% increase in the numbers of Catholics who would accept Protestants as close family. Results also show a reduction in the percentage of Catholic pupils that would prefer to exclude Protestants from their country (falling from 4% to 1%).

Social distances scores reflect this change – with the average distance from Catholics towards Protestants falling from 2.12 to 1.87 during courses. However, this change in social distance scores was not statistically significant¹².

Catholic males were less likely than Catholic females to accept a member of the Protestant community into their close family, before and after courses.

Table 1.10

How do you feel about Protestants? (Responses from Catholic pupils)	Males		Females	
	Before course	After course	Before course	After course
I would accept them into my close family	40%	45%	56%	70%
Number of respondents	50	47	43	43

¹¹ This process, of treating ordinal data as quantitative data, is not without criticism.

¹² See T-test information on page 51

The table below shows a shift in Protestant pupils' attitudes towards Catholics during accredited courses: with an 11% increase in the numbers of Protestant pupils saying they would accept Catholics as close family members.

Table 1.11

How do you feel about Catholics? (Responses from Protestant pupils)	Survey time	
	Before course	After course
I would accept them into my close family	55%	66%
I would accept them as a friend	28%	20%
I would accept them as a neighbour on the same street	10%	8%
I would accept them as a co-worker	2%	3%
I would let them live in my country	1%	1%
I would only let them visit here	1%	1%
I would exclude them from this country	3%	1%
Number of respondents	183	181

Results show a 17% increase in the numbers of Protestant males who would accept Catholics as close family members during courses (below).

Table 1.12

How do you feel about Catholics? (Responses from Protestant pupils)	Males		Females	
	Before course	After course	Before course	After course
I would accept them into my close family	46%	63%	63%	69%
Number of respondents	76	76	107	105

Protestant pupils' social distance towards Catholics changed significantly during courses¹³. Protestant pupils displayed more accepting attitudes towards Catholics by the end of courses, with the mean reported social distance score towards Catholics falling from 1.77 to 1.56.

¹³ See additional T-test information on page 52

d) Impact on attitudes towards Diversity

Questionnaires also sought evidence of impact regarding pupils' attitudes on a wider interpretation of Community Relations (e.g. Section 75 groups, migrant workers etc.).

i. About Minority Ethnic Groups living and working here

Evaluation questionnaires contained two questions about minority ethnic groups living and working here. Results evidence some attitudinal change in pupils during courses –10% more pupils agreed that *'there's a lot to be learned from minority ethnic groups living here'* at the end of courses.

Table 1.13

How much do you agree, or disagree, with the following statement: "There's a lot to be learned from minority ethnic groups living here. It's interesting, not a bad thing"	Survey	
	Before course	After course
Strongly agree	22%	26%
Agree	43%	49%
Neither agree nor disagree	23%	18%
Disagree	5%	2%
Strongly disagree	1%	1%
I don't know	6%	4%
Total	100%	100%
Number of pupils	374	376

There is also some evidence of pupils becoming more accepting of Minority Ethnic Communities taking employment here.

Table 1.14

How much do you agree, or disagree, with the following statement: "A lot of local jobs are being taken by minority ethnic groups, which is unfair to locals"	Survey		
	Before course	After course	YLTS 2008 ¹⁴
Strongly agree	18%	13%	17%
Agree	31%	23%	39%
Neither agree nor disagree	24%	28%	28%
Disagree	13%	19%	9%
Strongly disagree	8%	12%	3%
I don't know	6%	5%	4%
Total	100%	100%	100%
Number of pupils	376	375	

However, not all results on questions about Minority Ethnic Communities are as easy to describe.

¹⁴ ARK.Young Life and Times Survey, 2008 ARK www.ark.ac.uk/ylt May 2009.

When courses concluded, despite a 3% decrease in the numbers of pupils who rated themselves as *'Unfavourable'* towards people from minority ethnic groups, there was also a 6% reduction in the number of pupils who rated themselves as *'Very favourable'*¹⁵.

This produces a mixed picture of pupils' attitudinal change towards people from minority ethnic groups: with some becoming more favourable and others becoming less favourable during courses.



Pupils' thoughts on how to make school more inclusive

Table 1.15 How favourable or unfavourable do you feel about people from minority ethnic groups?

	After taking part in courses						Total no. pupils
	Very favourable	Favourable	Neither favourable nor unfavourable	Unfavourable	Very unfavourable	I don't know	
Before courses started 'Very favourable'	45%	35%	17%	1%	0%	2%	92

The information above shows that the majority (55%) of pupils who said they were *'Very favourable'* towards people from minority ethnic groups at the start of courses, changed their minds during courses.

96% of those who were *'Unfavourable'* towards people from minority ethnic Groups at the start of courses, changed their mind during courses, towards being more favourable towards minority ethnic groups.

Table 1.16 How favourable or unfavourable do you feel about people from minority ethnic groups?

	After taking part in courses						Total no. pupils
	Very favourable	Favourable	Neither favourable nor unfavourable	Unfavourable	Very unfavourable	I don't know	
(Before courses started) 'Unfavourable'	4%	33%	50%	4%	0%	8%	24

¹⁵ See Table B on page 53 for more information.

ii. Social distance with diversity.

In general, pupils' social distance scores regarding migrant workers, older people, people with disabilities, and Irish Travellers showed no significant change during courses.

Protestant males' social distance scores towards gay people changed significantly during courses - towards becoming more accepting¹⁶ – with mean social distance scores falling from 3.92 to 3.46.

Males were significantly more likely than females to say they would “*Mind a little*” and “*Mind a lot*” if a close relative were to marry someone from a minority ethnic group¹⁷.

¹⁶ See Repeated Measures T-Test results on page 53

¹⁷ See additional Crosstab information on page 54

e) Impact on pupils' personal development and social skills

Change Makers' believe that the educational approaches used to deliver accredited pupil courses can aid the personal and social development of participants.

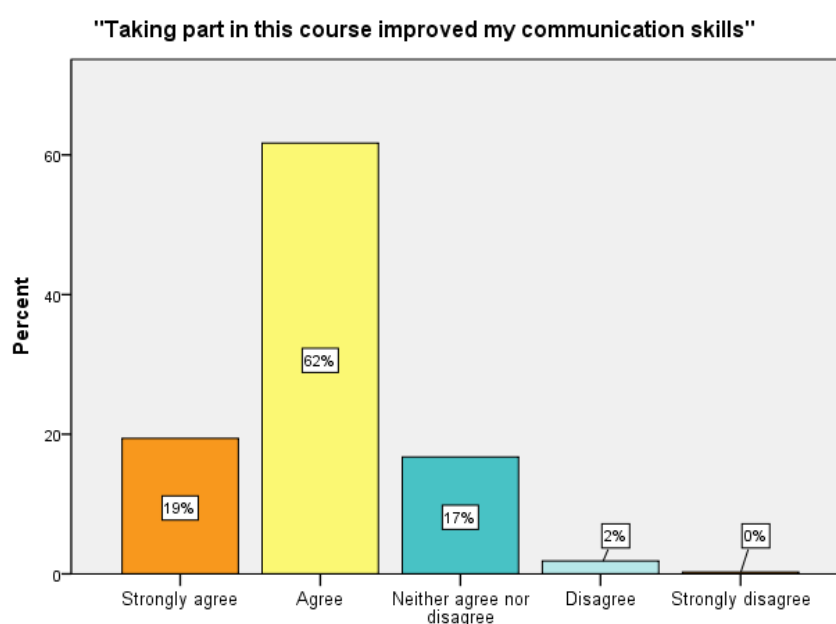
Qualitative and quantitative evidence from last year's internal evaluation suggested that participation in courses helped pupils: develop their communication and listening skills; work in groups; express their feelings; be more comfortable with who they are; improve their self-confidence; and, get on better with fellow classmates.



In year one quantitative feedback on personal and social outcomes for pupils was collected from a relatively small sample. Year two's data provides a much more general picture of any impacts accredited courses had on pupils' *Sharing opinions - listening to others* personal development and social skills.

Survey results show that the majority of pupils believed that taking part in accredited courses helped develop them personal and socially:

- 81% of respondents agreed (choosing 'Strongly agree' or 'Agree') that taking part in an accredited course improved their communication skills;
- 65% of pupils agreed that courses made it easier for them to express their feelings;
- 82% of pupils said they improved their teamwork skills when on courses;
- 74% agreed that they became a better listener;
- 64% agreed that courses had increased their self-confidence; and,
- 72% of pupils agreed that courses helped them get on better with other pupils.



Interview data complements these findings and demonstrates courses helped improve pupils' communication skills; self-confidence; and relationships with classmates:

"It makes you feel more comfortable in speaking out; people talk about how they feel. I think I speak out more now. It encouraged us and I feel it's easier to do"

"You feel you can express your feelings better about things"

"I can have strong opinions but it helped me still take in others. Sometimes I don't give others the chance. It [the course] encouraged others in a fun way. Everyone had more of a say. It allowed you to give your opinion and gave you a chance to put across your ideas"

"I really got to know everyone in the group; you were always working with different ones [classmates] and heard their opinions"



"People are getting along with each other more; talking to each other more. I talk to more people in my class now, it helped my self-confidence, I feel better about it"

"I feel I know myself better"

"It builds your self-confidence"

f) Quality of facilitation

Previous internal and external evaluation reports noted Change Makers' achievement of high quality standards in the facilitation of accredited programmes.

Internal evaluation evidence in year one showed that the majority of pupils:

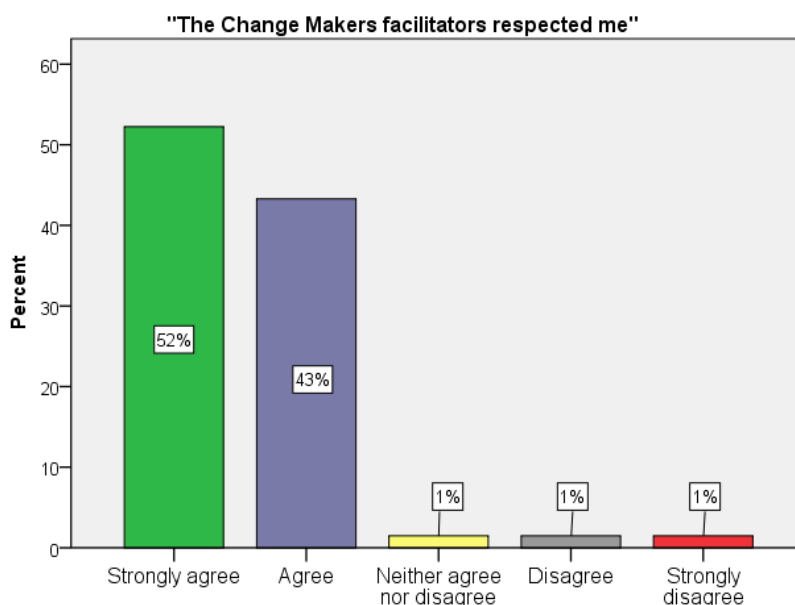
- considered course delivery to be of a very high quality;
- thought facilitators were respectful, good listeners, well-prepared, professional and easy to get on with; and,
- felt motivated, encouraged to take part, listened to and productive when on courses.

An external evaluation by ETI complemented this information:

"The quality of the teaching observed ranged from outstanding to very good with a majority of the lessons being evaluated as outstanding. The planning is linked appropriately to the specific underpinning knowledge, skills and behaviours identified for development through the Change Makers project... The active learning strategies, such as the excellent use of role play, lead to an excellent quality of discussion which is skilfully and subtly managed"

Feedback from over 370 pupils in year two shows that Change Makers' facilitators achieved the high standards set the previous year:

- 93% of pupils agreed (choosing either 'Strongly agree' or 'Agree') that Change Makers' facilitators were well-prepared for courses;
- 93% of pupils agreed that facilitators were good listeners during courses;
- 95% of pupils agreed that facilitators encouraged everyone to take part in courses;
- 96% of pupils believed that facilitators respected them; and,
- 95% of pupils agreed that facilitators made an effort with everyone in the group.



Interview data shows how pupils valued the approaches used by facilitators when delivering courses.

"They encouraged us to take part in the activities and made it a fun way to learn. XXX was really easy to talk to and they listened to you. Made you feel very comfortable. They were really helpful"

"We were discussing the church and I felt the group weren't doing it sensitively at the start. It's a big subject to me as my family are heavily involved in the church, but XXX was really good and got everyone on track and kept it neutral"

"They were level with us. They showed you respect - a lot of it. It made you give more [to the course]. It was fun but we knew how to behave"

"They were well-prepared and always ready to give a different perspective on an issue"

6 Conclusions, challenges and the focus of next year's evaluation

On Change Makers' Shared Education Events and Programmes

Change Makers has demonstrated the potential that sharing in education has for providing pupils from diverse backgrounds with educationally meaningful, socially enriching, and personally beneficial experiences.

Qualitative and quantitative data shows the range of positive outcomes pupils enjoy when schools co-operate with each other: from raised awareness on Community Relations issues, to leadership development.

Change Makers have shown that positive experiences of sharing in education leaves pupils wanting more opportunities for contact with others.

Shared Events and Programmes have shown that shared education need not ignore nor shy away from difficult to discuss issues; pupils enjoyed sharing and debating their views on challenging topics with each other.

Shared Events and Programmes have shown that educational processes can accommodate skill development and provide pupils with opportunities to take greater responsibility and show leadership on issues that affect them.

Sharing in education can achieve Peace and Reconciliation outcomes with pupils – Change Makers' Events and Programmes transformed pupils' attitudes towards others and helped pupils build relationships that spanned socioeconomic boundaries.

Challenges

Shared Events and Programmes did not secure equal participation rates from partner schools or from male and female pupils. Some schools outnumbered others at Shared Events by 4:1. Boys were usually greatly outnumbered by girls in Shared Education Programmes.

Change Makers should consider how future shared events and programmes can meet pupils' desire for follow-up activities. Some pupils have continued relationships initiated through Change Makers' through social media and arranging get-togethers but can Change Makers and schools support this more comprehensively?

Securing greater involvement from teachers in organising and facilitating shared events will help sustain the project. Although some teachers helped facilitate at shared events this was not a widespread occurrence.

On Change Makers' accredited pupil programmes in schools

Evaluation evidence shows that education within schools can enjoy a range of Peace and Reconciliation outcomes with pupils.

Facilitated education within schools went further than increasing pupils' awareness, knowledge and understanding about other religions and communities: it aided pupils' personal and social development and helped transform attitudes towards others.

Change Makers has shown how difficult and divisive issues can be explored in the classroom in challenging but enjoyable ways. Change Makers has shown how education for Peace and Reconciliation purposes can be delivered in an engaging, relevant, respectful and encouraging fashion.

However, despite pupils expressing positive attitudinal change towards other religions and communities during accredited courses, some reported decreasing comfort levels.

Challenges

This potential paradox, in which some quantitative data shows both increased and decreased comfort levels in pupils about others, might be down to limitations with the methodology.

Could it be possible that pre-course questionnaires are overestimating how comfortable some pupils are with others? Or, is becoming more aware of social issues related to religious or ethnic diversity tempering some pupils' initial attitudes? Accredited courses were some pupils' first experience of in-depth discussion on Community Relations issues. For some this was an eye-opening experience; in becoming aware of social problems stemming from difficulties in accepting difference.

"Like the Protestant guy that was playing GAA [and experiencing sectarian abuse] and I didn't think that would happen, that people would be like that and step over the line like that"

The evaluation methodology for year three will reflect on this and change to better capture and describe pre-course attitudes towards others.

On the focus of year three's evaluation

In year two Change Makers demonstrated the powerful transformations that can happen when schools promote Peace and Reconciliation between pupils.

Change Makers' sustainability strategy aims to develop schools' capacity to keep delivering meaningful shared education between pupils, and high quality community relations education within schools, after the project has concluded.

The evaluation strategy in year three will monitor the quality and impact of teacher training events and teachers' experience of co-facilitating accredited courses (and shared events) with a view to determining which parts of courses and shared education are most likely to be sustained post-project. The evaluation methodology will use a series of case studies to demonstrate project's impact with pupils and teachers.

The evaluation strategy will collate schools' perspectives on the challenges they face in achieving sustainability and their views on what needs to happen (strategically and operationally) in order for schools to be sustainable when sharing in education for Peace and Reconciliation outcomes.

Thank you

This report contains the thoughts and opinions of almost 1000 pupils. Change Makers would like to thank every pupil that participated in evaluation sessions. Thank you!

Appendix 1-

Detailed information on statistical measures

For Footnote 2:

The total number of pupils in accredited courses was 798. A Confidence Level of 95% was sought in data. With 376 pupils taking part in evaluation surveys, the Confidence Interval for this sample was +/- 4.

For Footnote 4:

Crosstab					
‘BEFORE’ RESULTS			Are you male or are you female?		Total
			male	female	
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?	Relations will be better	Count	81	67	148
		% within Are you male or female?	43.3%	35.8%	39.6%
		% of Total	21.7%	17.9%	39.6%
		Adjusted Residual	1.5	-1.5	
	Relations will be worse	Count	29	14	43
		% within Are you male or female?	15.5%	7.5%	11.5%
		% of Total	7.8%	3.7%	11.5%
		Adjusted Residual	2.4	-2.4	
	Relations will be about the same	Count	59	75	134
		% within Are you male or female?	31.6%	40.1%	35.8%
		% of Total	15.8%	20.1%	35.8%
		Adjusted Residual	-1.7	1.7	
	I don't know	Count	18	31	49
		% within Are you male or female?	9.6%	16.6%	13.1%
		% of Total	4.8%	8.3%	13.1%
		Adjusted Residual	-2.0	2.0	
Total	Count	187	187	374	
	% within Are you male or female?	100.0%	100.0%	100.0%	
	% of Total	50.0%	50.0%	100.0%	

Chi-Square Tests (BEFORE RESULTS)			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.916 ^a	3	.008
Likelihood Ratio	12.076	3	.007
Linear-by-Linear Association	6.812	1	.009
N of Valid Cases	374		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.50.

Crosstab

‘AFTER’ RESULTS			Are you male or are you female?		Total
			male	female	
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? (After)	Relations will be better	Count	84	88	172
		% within Are you male or are you female?	44.7%	47.6%	46.1%
		% of Total	22.5%	23.6%	46.1%
		Adjusted Residual	-.6	.6	
	Relations will be worse	Count	18	12	30
		% within Are you male or are you female?	9.6%	6.5%	8.0%
		% of Total	4.8%	3.2%	8.0%
		Adjusted Residual	1.1	-1.1	
	Relations will be about the same	Count	66	58	124
		% within Are you male or are you female?	35.1%	31.4%	33.2%
		% of Total	17.7%	15.5%	33.2%
		Adjusted Residual	.8	-.8	
	I don’t know	Count	20	27	47
		% within Are you male or are you female?	10.6%	14.6%	12.6%
		% of Total	5.4%	7.2%	12.6%
		Adjusted Residual	-1.2	1.2	
Total	Count	188	185	373	
	% within Are you male or are you female?	100.0%	100.0%	100.0%	
	% of Total	50.4%	49.6%	100.0%	

Chi-Square Tests (‘AFTER’ RESULTS)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.828 ^a	3	.419
Likelihood Ratio	2.840	3	.417
Linear-by-Linear Association	.012	1	.914
N of Valid Cases	373		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.88.

For Footnote 5:

Crosstab

‘BEFORE’ RESULTS			Are you Protestant or Catholic?		Total
			Catholic	Protestant	
If you were deciding where to send your children to school, would you prefer a school with children of only your religion or a mixed religion school?	Own religion only	Count	52	30	82
		% within Are you Protestant or Catholic?	44.8%	15.2%	26.1%
		% of Total	16.6%	9.6%	26.1%
		Adjusted Residual	5.8	-5.8	
	Mixed-religion school	Count	51	140	191
		% within Are you Protestant or Catholic?	44.0%	70.7%	60.8%
		% of Total	16.2%	44.6%	60.8%
		Adjusted Residual	-4.7	4.7	
	I don't know	Count	13	28	41
		% within Are you Protestant or Catholic?	11.2%	14.1%	13.1%
		% of Total	4.1%	8.9%	13.1%
		Adjusted Residual	-.7	.7	
Total	Count	116	198	314	
	% within Are you Protestant or Catholic?	100.0%	100.0%	100.0%	
	% of Total	36.9%	63.1%	100.0%	

Chi-Square Tests 'BEFORE' RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.749 ^a	2	.000
Likelihood Ratio	33.048	2	.000
Linear-by-Linear Association	20.696	1	.000
N of Valid Cases	314		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.15.

Crosstab

‘AFTER’ RESULTS			Are you Protestant or Catholic?		Total
			Catholic	Protestant	
If you were deciding where to send your children to school, would you prefer a school with children of only your religion or a mixed religion school? (After)	Own religion only	Count	44	28	72
		% within Are you Protestant or Catholic?	38.3%	14.2%	23.1%
		% of Total	14.1%	9.0%	23.1%
		Adjusted Residual	4.9	-4.9	
	Mixed-religion school	Count	53	150	203
		% within Are you Protestant or Catholic?	46.1%	76.1%	65.1%
		% of Total	17.0%	48.1%	65.1%
		Adjusted Residual	-5.4	5.4	
	I don't know	Count	18	19	37
		% within Are you Protestant or Catholic?	15.7%	9.6%	11.9%
		% of Total	5.8%	6.1%	11.9%
		Adjusted Residual	1.6	-1.6	
Total	Count	115	197	312	
	% within Are you Protestant or Catholic?	100.0%	100.0%	100.0%	
	% of Total	36.9%	63.1%	100.0%	

Chi-Square Tests 'AFTER' RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.487 ^a	2	.000
Likelihood Ratio	30.104	2	.000
Linear-by-Linear Association	6.995	1	.008
N of Valid Cases	312		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.64.

For footnote 6:

Crosstab

‘BEFORE’ RESULTS			Are you male or are you female?		Total
			male	female	
If you were deciding where to send your children to school, would you prefer a school with children of only your religion or a mixed religion school?	Own religion only	Count	55	31	86
		% within Are you male or female?	29.4%	16.5%	22.9%
		% of Total	14.7%	8.3%	22.9%
		Adjusted Residual	3.0	-3.0	
	Mixed-religion school	Count	105	135	240
		% within Are you male or female?	56.1%	71.8%	64.0%
		% of Total	28.0%	36.0%	64.0%
		Adjusted Residual	-3.2	3.2	
	I don't know	Count	27	22	49
		% within Are you male or female?	14.4%	11.7%	13.1%
		% of Total	7.2%	5.9%	13.1%
		Adjusted Residual	.8	-.8	
Total	Count	187	188	375	
	% within Are you male or are you female?	100.0%	100.0%	100.0%	
	% of Total	49.9%	50.1%	100.0%	

Chi-Square Tests 'BEFORE' RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.955 ^a	2	.004
Likelihood Ratio	11.056	2	.004
Linear-by-Linear Association	2.770	1	.096
N of Valid Cases	375		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.43.

Crosstab

‘AFTER’ RESULTS			Are you male or are you female?		Total
			male	female	
If you were deciding where to send your children to school, would you prefer a school with children of only your religion or a mixed religion school? (After)	Own religion only	Count	47	27	74
		% within Are you male or female?	25.0%	14.6%	19.8%
		% of Total	12.6%	7.2%	19.8%
		Adjusted Residual	2.5	-2.5	
	Mixed-religion school	Count	117	132	249
		% within Are you male or female?	62.2%	71.4%	66.8%
		% of Total	31.4%	35.4%	66.8%
		Adjusted Residual	-1.9	1.9	
	I don't know	Count	24	26	50
		% within Are you male or female?	12.8%	14.1%	13.4%
		% of Total	6.4%	7.0%	13.4%
		Adjusted Residual	-.4	.4	
Total	Count	188	185	373	
	% within Are you male or female?	100.0%	100.0%	100.0%	
	% of Total	50.4%	49.6%	100.0%	

Chi-Square Tests 'AFTER' RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.365 ^a	2	.041
Likelihood Ratio	6.433	2	.040
Linear-by-Linear Association	3.873	1	.049
N of Valid Cases	373		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.80.

For Footnote 7:

Crosstab

‘BEFORE’ RESULTS			Are you male or are you female?		Total
			male	female	
How much do you agree with the following statement: "There's a lot to be learned from other religions. It's interesting, not a bad thing"	Strongly agree	Count	24	46	70
		% within Are you male or are you female?	12.8%	24.6%	18.7%
		% of Total	6.4%	12.3%	18.7%
		Adjusted Residual	-2.9	2.9	
	Agree	Count	74	88	162
		% within Are you male or are you female?	39.6%	47.1%	43.3%
		% of Total	19.8%	23.5%	43.3%
		Adjusted Residual	-1.5	1.5	
	Neither agree nor disagree	Count	64	32	96
		% within Are you male or are you female?	34.2%	17.1%	25.7%
		% of Total	17.1%	8.6%	25.7%
		Adjusted Residual	3.8	-3.8	
	Disagree	Count	8	8	16
		% within Are you male or are you female?	4.3%	4.3%	4.3%
		% of Total	2.1%	2.1%	4.3%
		Adjusted Residual	.0	.0	
	Strongly disagree	Count	6	0	6
		% within Are you male or are you female?	3.2%	.0%	1.6%
		% of Total	1.6%	.0%	1.6%
		Adjusted Residual	2.5	-2.5	
	I don't know	Count	11	13	24
		% within Are you male or are you female?	5.9%	7.0%	6.4%
		% of Total	2.9%	3.5%	6.4%
		Adjusted Residual	-.4	.4	
Total	Count	187	187	374	
	% within Are you male or are you female?	100.0%	100.0%	100.0%	
	% of Total	50.0%	50.0%	100.0%	

Chi-Square Tests ‘BEFORE’ RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.957 ^a	5	.000
Likelihood Ratio	27.602	5	.000
Linear-by-Linear Association	6.937	1	.008
N of Valid Cases	374		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 3.00.

Crosstab

‘AFTER’ RESULTS			Are you male or are you female?		Total
			male	female	
How much do you agree with the following statement:	Strongly agree	Count	39	59	98
		% within Are you male or are you female?	20.7%	31.9%	26.3%
		% of Total	10.5%	15.8%	26.3%
		Adjusted Residual	-2.4	2.4	
"There's a lot to be learned from other religions. It's interesting, not a bad thing" (After)	Agree	Count	88	86	174
		% within Are you male or are you female?	46.8%	46.5%	46.6%
		% of Total	23.6%	23.1%	46.6%
		Adjusted Residual	.1	-.1	
	Neither agree nor disagree	Count	35	26	61
		% within Are you male or are you female?	18.6%	14.1%	16.4%
		% of Total	9.4%	7.0%	16.4%
		Adjusted Residual	1.2	-1.2	
	Disagree	Count	12	5	17
		% within Are you male or are you female?	6.4%	2.7%	4.6%
		% of Total	3.2%	1.3%	4.6%
		Adjusted Residual	1.7	-1.7	
	Strongly disagree	Count	1	1	2
		% within Are you male or are you female?	.5%	.5%	.5%
		% of Total	.3%	.3%	.5%
		Adjusted Residual	.0	.0	
	I don't know	Count	13	8	21
		% within Are you male or are you female?	6.9%	4.3%	5.6%
		% of Total	3.5%	2.1%	5.6%
		Adjusted Residual	1.1	-1.1	
Total		Count	188	185	373
		% within Are you male or are you female?	100.0%	100.0%	100.0%
		% of Total	50.4%	49.6%	100.0%

Chi-Square Tests 'AFTER' RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.482 ^a	5	.091
Likelihood Ratio	9.614	5	.087
Linear-by-Linear Association	6.904	1	.009
N of Valid Cases	373		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is .99.

For Footnote 8

Table A

If you had a choice, would you prefer to live in a neighbourhood with people of only your own religion, or in a mixed-religion neighbourhood?					
	Own religion only (After)	Mixed-religion (After)	I don't know (After)	Total	No. of pupils
Own religion only (Before)	62%	22%	16%	100%	76
Mixed-religion (Before)	8%	77%	15%	100%	228
I don't know (Before)	22%	46%	21%	100%	63

For Footnote 9

Crosstab

‘BEFORE’ RESULTS			Are you male or are you female?		Total
			male	female	
If you had a choice, would you prefer to live in a neighbourhood with people of only your own religion, or in a mixed religion neighbourhood?	Own religion only	Count	48	28	76
		% within Are you male or are you female?	25.8%	15.1%	20.4%
		Adjusted Residual	2.6	-2.6	
	Mixed-religion neighbourhood	Count	103	128	231
		% within Are you male or are you female?	55.4%	68.8%	62.1%
		Adjusted Residual	-2.7	2.7	
	I don't know	Count	35	30	65
		% within Are you male or are you female?	18.8%	16.1%	17.5%
		Adjusted Residual	.7	-.7	
Total	Count	186	186	372	
	% within Are you male or are you female?	100.0%	100.0%	100.0%	

Chi-Square Tests 'BEFORE' RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.353 ^a	2	.015
Likelihood Ratio	8.422	2	.015
Linear-by-Linear Association	1.595	1	.207
N of Valid Cases	372		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 32.50.

Crosstab

‘AFTER’ RESULTS			Are you male or are you female?		Total
			male	female	
If you had a choice, would you prefer to live in a neighbourhood with people of only your own religion, or in a mixed religion neighbourhood? (After)	Own religion only	Count	49	30	79
		% within Are you male or are you female?	26.3%	16.2%	21.3%
		Adjusted Residual	2.4	-2.4	
	Mixed-religion neighbourhood	Count	103	121	224
		% within Are you male or are you female?	55.4%	65.4%	60.4%
		Adjusted Residual	-2.0	2.0	
	I don't know	Count	34	34	68
		% within Are you male or are you female?	18.3%	18.4%	18.3%
		Adjusted Residual	.0	.0	
Total	Count	186	185	371	
	% within Are you male or are you female?	100.0%	100.0%	100.0%	

Chi-Square Tests 'AFTER' RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.013 ^a	2	.049
Likelihood Ratio	6.060	2	.048
Linear-by-Linear Association	2.447	1	.118
N of Valid Cases	371		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 33.91.

For footnote 10

Crosstab

‘BEFORE’ RESULTS			Are you Protestant or Catholic?		Total
			Catholic	Protestant	
If you had a choice, would you prefer to live in a neighbourhood with people of only your own religion, or in a mixed religion neighbourhood?	Own religion only	Count	36	33	69
		% within Are you Protestant or Catholic?	31.3%	16.8%	22.2%
		Adjusted Residual	3.0	-3.0	
	Mixed-religion neighbourhood	Count	62	123	185
		% within Are you Protestant or Catholic?	53.9%	62.8%	59.5%
		Adjusted Residual	-1.5	1.5	
	I don't know	Count	17	40	57
		% within Are you Protestant or Catholic?	14.8%	20.4%	18.3%
		Adjusted Residual	-1.2	1.2	
Total	Count	115	196	311	
	% within Are you Protestant or Catholic?	100.0%	100.0%	100.0%	

Chi-Square Tests ‘BEFORE’ RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.042 ^a	2	.011
Likelihood Ratio	8.834	2	.012
Linear-by-Linear Association	7.226	1	.007
N of Valid Cases	311		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.08.

Crosstab

‘AFTER’ RESULTS			Are you Protestant or Catholic?		Total
			Catholic	Protestant	
If you had a choice, would you prefer to live in a neighbourhood with people of only your own religion, or in a mixed religion neighbourhood? (After)	Own religion only	Count	38	36	74
		% within Are you Protestant or Catholic?	33.3%	18.4%	23.9%
		Adjusted Residual	3.0	-3.0	
	Mixed-religion neighbourhood	Count	59	124	183
		% within Are you Protestant or Catholic?	51.8%	63.3%	59.0%
		Adjusted Residual	-2.0	2.0	
	I don't know	Count	17	36	53
		% within Are you Protestant or Catholic?	14.9%	18.4%	17.1%
		Adjusted Residual	-.8	.8	
Total	Count	114	196	310	
	% within Are you Protestant or Catholic?	100.0%	100.0%	100.0%	

Chi-Square Tests ‘AFTER’ RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.884 ^a	2	.012
Likelihood Ratio	8.668	2	.013
Linear-by-Linear Association	6.018	1	.014
N of Valid Cases	310		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.49.

For footnote 11

Crosstab					
‘AFTER’ RESULTS			Are you male or are you female?		Total
			male	female	
Would you mind if a close relative were to marry someone of a different religion? (After)	I would mind a lot	Count	13	5	18
		% within Are you male or female?	6.9%	2.7%	4.8%
		Adjusted Residual	1.9	-1.9	
	I would mind a little	Count	41	26	67
		% within Are you male or female?	21.8%	14.1%	18.0%
		Adjusted Residual	2.0	-2.0	
	I would not mind	Count	124	148	272
		% within Are you male or female?	66.0%	80.0%	72.9%
		Adjusted Residual	-3.1	3.1	
	I don't know	Count	10	6	16
		% within Are you male or female?	5.3%	3.2%	4.3%
		Adjusted Residual	1.0	-1.0	
Total		Count	188	185	373
		% within Are you male or female?	100.0%	100.0%	100.0%

Chi-Square Tests 'AFTER' RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.008 ^a	3	.018
Likelihood Ratio	10.177	3	.017
Linear-by-Linear Association	5.121	1	.024
N of Valid Cases	373		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.94.

For Footnote 12

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	How comfortable do you feel about Protestants (Before)?	2.12	90	1.557	.164
	How comfortable do you feel about Protestants? (After)	1.87	90	1.309	.138

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	How comfortable do you feel about Protestants (Before)? & How comfortable do you feel about Protestants? (After)	90	.488	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 How comfortable do you feel about Protestants? (Before) - How comfortable do you feel about Protestants? (After)	.256	1.465	.154	-.051	.562	1.654	89	.102

For Footnote 13

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	How comfortable do you feel about Catholics?	1.77	181	1.239	.092
	How comfortable do you feel about Catholics? (After)	1.56	181	1.007	.075

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	How comfortable do you feel about Catholics? & How comfortable do you feel about Catholics? (After)	181	.426	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower Upper			
Pair 1	How comfortable do you feel about Catholics? - How comfortable do you feel about Catholics? (After)	.204	1.219	.091	.026 .383	2.256	180	.025

For Footnote 14

Crosstab

‘BEFORE’ RESULTS			Are you male or are you female?		Total
			male	female	
How much do you agree with the following statement: "There's a lot to be learned from minority ethnic groups coming here. It's interesting, not a bad thing"	Strongly agree	Count	30	51	81
		% within Are you male or are you female?	16.0%	27.3%	21.7%
		Adjusted Residual	-2.6	2.6	
	Agree	Count	76	86	162
		% within Are you male or are you female?	40.6%	46.0%	43.3%
		Adjusted Residual	-1.0	1.0	
	Neither agree nor disagree	Count	49	35	84
		% within Are you male or are you female?	26.2%	18.7%	22.5%
		Adjusted Residual	1.7	-1.7	
	Disagree	Count	14	5	19
		% within Are you male or are you female?	7.5%	2.7%	5.1%
		Adjusted Residual	2.1	-2.1	
	Strongly disagree	Count	3	2	5
		% within Are you male or are you female?	1.6%	1.1%	1.3%
		Adjusted Residual	.5	-.5	
	I don't know	Count	15	8	23
		% within Are you male or are you female?	8.0%	4.3%	6.1%
		Adjusted Residual	1.5	-1.5	
Total	Count	187	187	374	
	% within Are you male or are you female?	100.0%	100.0%	100.0%	

Chi-Square Tests ‘BEFORE’ RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.989 ^a	5	.010
Likelihood Ratio	15.274	5	.009
Linear-by-Linear Association	11.819	1	.001
N of Valid Cases	374		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.50.

For Footnote 15

Table B

How favourable, or unfavourable, do you feel about people from minority ethnic groups?	Survey time		
	Before course	After course	YLTS 2011
Very favourable	25%	19%	17%
Favourable	26%	37%	26%
Neither favourable nor unfavourable	35%	34%	47%
Unfavourable	6%	3%	5%
Very unfavourable	1%	1%	1%
I don't know	7%	6%	5%
Number of respondents	373	373	

For Footnote 16

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	How comfortable do you feel about someone who is gay?	3.92	87	1.960	.210
	How comfortable do you feel about someone who is gay? (After)	3.46	87	1.744	.187

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	How comfortable do you feel about someone who is gay? & How comfortable do you feel about someone who is gay?(After)	87	.501	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 How comfortable do you feel about someone who is gay? – How comfortable do you feel about someone who is gay (After)	.460	1.860	.199	.063	.856	2.305	86	.024

For Footnote 17

Crosstab

‘BEFORE’ RESULTS			Are you male or female?		Total
			male	female	
Would you mind if a close relative were to marry someone from a minority ethnic group?	I would mind a lot	Count	9	3	12
		% within Are you male or are you female?	4.8%	1.6%	3.2%
		Adjusted Residual	1.8	-1.8	
	I would mind a little	Count	38	13	51
		% within Are you male or are you female?	20.2%	6.9%	13.6%
		Adjusted Residual	3.8	-3.8	
	I would not mind	Count	129	161	290
		% within Are you male or are you female?	68.6%	85.6%	77.1%
		Adjusted Residual	-3.9	3.9	
	I don't know	Count	12	11	23
		% within Are you male or are you female?	6.4%	5.9%	6.1%
		Adjusted Residual	.2	-.2	
Total	Count	188	188	376	
	% within Are you male or are you female?	100.0%	100.0%	100.0%	

Chi-Square Tests ‘BEFORE’ RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.829 ^a	3	.000
Likelihood Ratio	19.521	3	.000
Linear-by-Linear Association	11.258	1	.001
N of Valid Cases	376		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.00.

Crosstab

‘AFTER’ RESULTS			Male or female?		Total
			male	female	
Would you mind if a close relative were to marry someone from a minority ethnic group? (After)	I would mind a lot	Count	13	1	14
		% within Are you male or are you female?	6.9%	.5%	3.7%
		Adjusted Residual	3.3	-3.3	
	I would mind a little	Count	46	20	66
		% within Are you male or are you female?	24.5%	10.6%	17.6%
		Adjusted Residual	3.5	-3.5	
	I would not mind	Count	121	154	275
		% within Are you male or are you female?	64.4%	81.9%	73.1%
		Adjusted Residual	-3.8	3.8	
	I don't know	Count	8	13	21
		% within Are you male or are you female?	4.3%	6.9%	5.6%
		Adjusted Residual	-1.1	1.1	
Total	Count	188	188	376	
	% within Are you male or are you female?	100.0%	100.0%	100.0%	

Chi-Square Tests ‘AFTER’ RESULTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.679 ^a	3	.000
Likelihood Ratio	27.900	3	.000
Linear-by-Linear Association	23.419	1	.000
N of Valid Cases	376		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.00.



CHANGE MAKERS



Change Makers Project, N.I. Children's Enterprise, 1st Floor, 196 Upper Lisburn Road, Belfast BT10 0BB
Tel: 02890 682559 Email: info@changemakersni.org