

Centre for Cross Border Studies

Final Evaluation
of the
Immigration Emigration Racism Sectarianism
(IERS) Schools Project

funded under Peace II Extension via Cooperation Ireland
Project No: 035260

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Acronyms

BBC	British Broadcasting Corporation
CCBS	Centre for Cross Border Studies
CDVEC	City of Dublin Vocational Education Committee
CRS	Community Relations in Schools
CSPE	Civic Social and Personal Education
ICC	Irish Council of Churches
ICT	Information and Communications Technology
IERS	Immigration Emigration Racism Sectarianism Schools Project
NCCRI	National Consultative Committee on Racism and Interculturalism
NEELB	North Eastern Education & Library Board
NS	National School
PS	Primary School
SEUPB	Special European Union Programmes Body

1. Introduction and Background.

This evaluation report covers the full two-year period (2006/7 and 2007/8) of the Immigration Emigration Racism and Sectarianism (IERS) Schools Project, which was funded under the Peace II (Extension) programme, Measure 5.3 (Developing Cross-border Reconciliation and Understanding). The grant beneficiary and project manager was the Centre for Cross Border Studies (CCBS), and the grant award in the total amount of £223,000 was made by Cooperation Ireland in its capacity as an intermediary funding body for Peace II Extension.

The project brought together some 303 children aged 9-14 from 12 schools - six Protestant and Catholic schools (upper primary and lower secondary) in Antrim and Derry and six Protestant and Catholic schools (upper primary and lower secondary) in Louth and Monaghan - to learn about their respective cultures and identities in the context of the past legacy of outward migration as well as the more recent arrival of new immigrant communities into certain parts of both jurisdictions in the island of Ireland.

The 12 participating schools – four secondary and eight primary – were clustered into three groups of four, with a state (mainly Protestant) school and a Catholic school in Northern Ireland grouped with a Protestant and Catholic school in the Republic of Ireland. Significantly, the same cohorts of pupils participated in the project throughout its two-year lifespan - in other words, the project moved up a grade in step with the children as they progressed upward in the normal way through the system.

Eight of the participating schools had been identified prior to the formal notice of grant award in early July 2006. This reflected the fact that the Project did not emerge from a vacuum, but rather grew out of an earlier Peace II project “Churches Peace and Reconciliation Programme” sponsored by the Irish Council of Churches (ICC). The same individual (Marie Hoeritzauer) was employed as Project Coordinator in both the ICC project, and in the IERS project, and there is no doubt that the latter benefited from her cumulative experience.

Following the confirmation of the grant award, project implementation proceeded apace in three main phases:

- (1) An ***initiation phase*** (July – October 2006) during which the Project Coordinator was recruited, the project Steering Committee established, the external evaluator appointed (following a restricted tender), the remaining four schools recruited, all twelve participating schools briefed / consulted on the proposed workplan for the project (by means of cluster meetings with the school principals), and appropriate teaching and learning materials and resources produced.
- (2) A ***‘getting to know you’ phase*** covering most of the first school year (October ’06 – May ’07), during which the teachers and pupils were enabled to build mutual contact and relationships within their clusters, through a variety of skills-based activities; draft learning resources were also piloted during this phase, with a view ultimately to share and replicate some of the project

benefits with other teachers and other schools beyond the immediate circle of participants.

- (3) A ***consolidation phase*** during the second school year (2007/8) during which the project participants were intended to engage more closely and more deeply with the sensitive topics of racism and sectarianism.

2. Methodology.

Such is the nature of an Interim Evaluation report that any observations on impact and outcomes would be premature. Instead, the focus will be mainly on process-related issues, and on the immediate impressions of the stakeholders who have so far participated in the project.

The Consultant drew on the following sources of information and evidence for this report:

- An initial meeting with the CCBS Director and Project Manager in Armagh (October 2006).
- Scrutiny of project documentation and draft learning materials.
- Preliminary questionnaire-based survey of participating teachers (in order to establish a ‘baseline’); this questionnaire was administered by the Project Coordinator at the first set of cluster workshops in February 2007, and was completed by all 12 of the ‘contact’ teachers involved.
- Review of some of the written work produced by pupils as part of the classroom based work of the project, e.g. letter-writing to peers in counterpart schools, specifically the exchange of letters between St John’s P.S. Carnlough and Ballysally P.S. Coleraine.
- Participative observation by the Evaluator at the 2-day residential event for the pupils and teachers drawn from the second level schools cluster, which took place at the Share Centre, Lisnaskea on 26th and 27th May 2007.
- Final surveys of participating second-level teachers (full response).
- Interim and final surveys of participating second level students – the interim one was done on completion of Year 1, and the final one was close to the end of the project; the response rates to these second-level pupil questionnaires were 68% and 98% respectively.
- Interim and final questionnaires (in simplified format) of primary-level pupils participating in the project; the interim one was confined to one of the two project clusters and drew a response rate of 63%; the final one covered all primary-level participants and had a response rate of 53%.
- Reports of the teachers’ feedback workshops which took place throughout the project; these feedback sessions utilised the creative analysis tool PMI (Plus, Minus, Interesting) in order to capture the participants’ opinions as to which inputs seemed most effective and what could be learned for the future.
- Reports of the in-service teacher training events organised as part of the project, e.g. “Working Towards Best Practice” (a 2-day event in September 2007).
- Review of printed learning materials and resources emerging from the project.
- Individual site visits to participating schools towards the end of the project (in May 2008), e.g. St Louis Ballymena and Cullybackey High School.

Throughout the exercise, the main point of reference was the Evaluation Framework which was specific to this Project and which had been agreed in advance with Cooperation Ireland and amended in the light of the Interim Evaluation Report (see Annex).

3. Project Aims, Objectives and Activities

3.1. This project subscribed to the overall objective of the Peace II programme, namely “to reinforce progress towards a peaceful and stable society and to promote reconciliation by (a) addressing the legacy of the conflict, (b) taking opportunities arising from peace, and (c) paving the way to reconciliation.”

3.2. The Project’s broad aim was to enable children in primary and junior-cycle secondary schools in Northern Ireland and in the Republic’s Southern Border region to grow in acceptance and understanding both of their own identity and that of others (including the new immigrant communities). Ultimately, the project aspired to promoting active citizenship based on a recognition of the extent to which our lives and cultures have historically been influenced by migration. At the same time, the Project sought to exploit the potential at the present time for positive relationships to be forged within communities, as Ireland (North and South) experiences rapid ethnic and cultural diversification. The project was aimed particularly at schools in areas of County Antrim in which there had been a high incidence of racial and sectarian incidents, and in Monaghan and Dundalk which have growing immigrant communities which are ethnically diverse.

3.3. In more specific terms, the Project’s objectives are formulated in the project documentation as follows:

- To foster peace and reconciliation through enhanced cross-community and cross-border understanding and friendship between pupils, teachers and parents in the participating schools.
- To facilitate schoolchildren to gain a greater knowledge of the historical immigrants to Northern Ireland and Ireland (Celts, Vikings, Normans, English, Scots, French) from whom the complex nature of Irish identity, North and South, stems.
- To facilitate the children to learn about the ‘newer’ immigrants into their communities, North and South.
- To help the children to gain a greater understanding of their own emigrant Northern Irish and Irish traditions (both Protestant and Catholic) to countries like the USA and Australia, in order to encourage them to empathise with the new immigrants to Ireland.
- To develop in the minds of the participating children a pride in their own identity and culture which recognises its richness and strength without becoming defensive or, in extreme cases, racist or sectarian.
- To expand the concept of identity in the minds of children in Northern Ireland and the Southern Border Region beyond a narrow focus on Protestant and Catholic, unionist and nationalist, towards broader definitions of identity and inclusion also involving the newer immigrants to Ireland from Eastern Europe, Asia, Latin America, Africa and other ethnic and national backgrounds.
- To tackle the legacy of the conflict by building a legacy of shared identity, belonging and mutuality between pupils, teachers and parents, wherever they come from.

- To promote peace and mutual understanding by teaching children to understand, value and respect their own identity and those of their neighbours, whether they are from Northern Ireland, Ireland or overseas.
- To help children to appreciate, value and respect ethnic diversity and difference in their own localities, on the island of Ireland and internationally.
- To explore and discuss children’s and teachers’ emotional responses to racism and sectarianism.

A strict reading of the above might suggest that Project was expected to impact only the ‘direct’ stakeholders (teachers, parents, pupils) who fall within the project’s actual footprint. But taking a more generic view, one might sense an underlying expectation that what emerges from this Project would in some way influence and inform future educational practice at a broader level. The Evaluation Framework document comes down principally in favour of the former stance, although it does point to the possibility of some possible ‘spillover’ effect, for example “teachers influencing attitudes and behaviour of other teachers or other schools”, and exerting influence on attitudes of parents.

3.4 Participating schools locations and categorisation.

SCHOOL	LOCATION	TYPE
Group One		
Cullybackey High School	Cullybackey Co Antrim	Controlled Secondary (state, mainly Protestant)
St Louis Grammar School	Ballymena, Co Antrim	Catholic Voluntary Grammar
Dundalk Grammar School	Dundalk, Co Louth	Secondary (Protestant management)
St Mary’s College	Dundalk, Co Louth	Secondary (Catholic management)
Group Two		
Ballysally Primary School	Coleraine Co Derry	Controlled Primary (state, mainly Protestant)
St John’s P.S.	Carnlough, Co Antrim	Maintained Primary (Catholic)
Model National School	Monaghan	Protestant Primary
St Patrick’s N.S.	Clara, Killybrone, Emyvale, Co Monaghan	Catholic Primary
Group Three		
Antrim P.S.	Antrim Town	Controlled Primary
St Mary’s P.S.	Cargan, Co Antrim	Maintained Primary
St Nicholas N.S.	Nicholas Street, Dundalk	Protestant Primary
Louth N.S.	Louth Village, Co Louth	Catholic Primary

3.5 Curricular and institutional context of the project.

Recognising that the classroom-based elements of the project would have to be designed so as to (a) be delivered within core teaching time, (b) straddle two divergent educational administrations and (c) straddle the primary / secondary watershed in each

jurisdiction¹, the thematic content was chosen with care and linked in to mainstream curriculum topics North and South.

With regard to the Republic of Ireland curriculum, the project modules were considered in the first instance to form part of the **Civic Social and Personal Education** (CSPE) second level curriculum, with particular reference to the objectives of conceptual knowledge (of citizenship, globalisation, human rights and responsibilities), skills (identification, analysis and communication), and assessment (basic action research of own and neighbouring communities, project work, etc).

The related Northern Ireland curriculum area was identified as **Local and Global Citizenship and Personal Development**, with emphasis on the key elements of developing thinking skills and personal capabilities (managing information, problem solving, working with others).

In both cases, there was of course an element of overspill of project-related work into other curriculum areas such as History, Art, Religious Education, Relationships and Sexuality Education, ICT, etc.

It is important to note that the project arose at a time of impending curricular reorganisation in Northern Ireland at primary level / Key Stage 3, with a revised curriculum taking effect in September '07, half way through the project's life span. An added complication was the understandable misgivings of NI primary schools about introducing experimental material into classes which would be preparing for the Eleven Plus.

3.6. Main Project Activities

The project had a strong record of achievement against the milestones and expected outputs which were outlined in the original EU Peace Two funding application in 2005. Over the two year life span of the project there were 24 cross-community inter-school workshops; 18 teacher planning meetings and six overnight residentials. In addition there were two teacher training courses (one two-day, one one-day), and a number of parents events including a civic reception and a drama presentation.

A detailed chronology of the activities appears in the Year One and Year Two reports of the Project Coordinator, Marie Hoeritzauer, and need not be duplicated here. However a selection of the activities are highlighted here, in order to give a flavour of their scope and outcomes.

(i) Paired cross-community Letter Writing and associated activity-based workshops

In this early phase, each participating school was paired with another neighbouring school from the other tradition within the same geographical zone— e.g. Clara (Emyvale) and Monaghan constituted one pair, and Carnlough and Ballysally (Coleraine) constituted another. As well as fulfilling curricular requirements, this

¹ An added complication for cross-border schools projects such as this one is that the average age at which pupils transfer from primary to secondary is one year older in the Republic than in the North, due to the longer duration of the former's primary cycle.

exchange served to strengthen the human link between the participating schools and to prepare teachers and pupils for the next stage of cross-community school workshops. Between December 2006 and March 2008, 24 such workshops were delivered by a variety of expert tutors. The aim of these was to:

- further develop cross-community ‘pen pal’ contacts;
- develop new skills among the pupils, e.g. arts, crafts, teamworking skills.

Among the themes of the cross-community school workshops were:

- following the Emigration Trail at the Ulster-American Folk Park in Omagh;
- archery, team games, canoeing and tackling an assault course,
- construction techniques,
- puppet making, willow weaving and textile crafts, and
- music and dance (including those of the African and Indian traditions).

One school principal commented:

“These activities were fantastic because they fed directly into our curriculum in art and physical education. They covered areas like Outdoor and Adventure Activities in PE and Fabric and Fibre, Painting, Construction and Designing and Making in Art. Cross-border school activities need to be structured in this way so they are not an ‘add on’ but link directly with the various curricula. Time well spent!”

One second-level teacher however questioned the relevance of workshops on Indian music and dance to the core objectives of the project. Whilst accepting that such workshops offered the pupils something new, she considered that the workshops which occurred at a later stage in the project, such as those facilitated by Eamon McCallion of Community Relations in Schools (CRS) on exposing and challenging cultural assumptions and stereotypes were immensely more worthwhile.

(ii) ‘Residential’ workshops for cross-border clusters

In March 2007, after the cross-community school workshops, it was time for more teacher planning meetings to prepare for the three cross-border ‘residential’ between April and June 2007, involving for the first time a plenary gathering of the four schools which comprised each of the three clusters. The objectives of the two day ‘residential’ were:

1. to promote cross community and cross border links and friendships;
2. to receive exposure to new skills and collective team challenges.

The realisation of these objectives was enhanced by ensuring that each activity group was composed of pupils from all four schools. The goodwill of the class teachers and the school principals combined with the excellent facilitators at the Share Holiday Village and the Ulster American Folk Park ensured successful outcomes from the three ‘residential’. The Share Village programme included much by way of inter-group outdoor land-based and water-based activities: go-karts, climbing, orienteering, teeshirt printing, canoeing, wind surfing, banana boats, dinghy sailing and big boat sailing. The Armagh Rhymers entertained participants in the evening, followed by a disco session. Comments from teachers included: “a fabulous experience for all”;

“everyone mixed very well”; “we had a brilliant time and every single pupil got a huge amount of benefit from the two days.”

The Ulster-American Folk Park outside Omagh had a rather different theme: migration to America. Pupils learned the crafts of the emigrants of those times: candlemaking, weaving, printing, leatherworking, nail making and beading. In the evening there was ‘crossroads dancing’, country games and quizzes. Local musician Tom Sweeney finished the evening to warm applause.

To help consolidate the cross-community and cross-border contacts, all participants went on a further series of residentials in Year 2 of the project, either to the Gartan Outdoor Centre in Co Donegal or to the Share Holiday Village in Co Fermanagh. These were further enhanced by the fact that some savings from Year One were utilised in order to extend two of these residentials from one overnight to two. Building on the fact that participants had already met the previous year and had broken the ice, the quality of inter-group interaction and exchange was remarkably better during and following these Year Two residentials.²

(iii) Teaching and Learning Materials and Resources.

By December 2006, draft learning materials on emigration and immigration were produced in the form of teacher guidance notes and pupil workbooks for use in the classroom (the format being photocopied sheets in lever-arch files, accompanied by the BBC’s CD-ROM “The Voyage of the Sally” from the series *A Short History of Ireland*). The Project Coordinator devoted time in the teachers’ planning days to introduce these and discuss how they might best be used and further refined.

The material consisted largely of a compilation from the extensive array of materials which have been produced over the years by a variety of sources, including the ICC, Irish School of Ecumenics, Schools Community Relations Programme (NI), National Consultative Committee on Racism & Interculturalism (NCCRI), BBC, etc

Following some revision and editorial work by the Project Coordinator, the compilations of materials were later up-loaded on to the CCBS website, and printed in a more professional booklet format (in October 2007), initially in limited numbers to allow for further refinement before the major print run of 700 copies was implemented towards the end of Year 2. In addition to this, CD-ROMs were also produced, thus enabling the materials to be accessed, adapted and imported by teachers into their own teaching schemes using this highly flexible medium.

In relation to those aspects of the project relating to curriculum development and learning resources, a strong relationship was developed with the North Eastern Education and Library Board (NEELB).

(iv) Inservice teacher training.

² The teachers’ feedback following the Year One cluster-wide residentials in May / June 07 indicated that pupils tended to retreat back into their own school groupings at the end of each activity session in the programme, but by the time the Year Two residentials took place, this ‘regressive’ pattern had given way to much more relaxed communication.

Having established through the Year One evaluation that the teachers were reluctant to tackle the sensitive issues of racism and sectarianism in the classroom, Marie Hoeritzauer succeeded in obtaining further EU funding (through Cooperation Ireland) to support the necessary tailored teacher training. By their own accounts, participating teachers have benefited greatly from the three days of training provided in diversity – two days in September 2007 and one in May 2008. The two-day introductory overnight training course in September 2007 was particularly important in giving the teachers a chance to look at the hurts and prejudices each of us carries around. The programme incorporated a number of elements from the Northern Ireland Revised Curriculum. These included ‘Thinking Skills and Personal Capabilities’ and ‘Assessment for Learning.’ By using active learning methodologies such as Talking Partners, Walking Debate and a value pyramid, the teachers were enabled to practice the techniques most useful to meet the statutory requirement (in Northern Ireland) to teach Personal Development and Mutual Understanding. The content was devised to allow teachers time to consider personal prejudice and the effects of racism and sectarianism. Teachers learned the skills of developing an inclusive classroom and classroom techniques for dealing with a newly diverse society.

The training course modules were:

- Creating an Inclusive School
- Racism Knows No Boundaries
- Methodologies for Introducing Controversial Issues in the Classroom.

These training days were warmly welcomed by the participating teachers, and their success was due in no small measure to expert facilitation, coordinated by Eamonn McCallion from Community Relations in Schools; the other facilitators were Joe Lenaghan, Olubunmi Salako and Atinuke Achioya from the NCCRI, Maria Ellis from Women of the World (Fermanagh) and Marie Hoeritzauer.

One Dundalk teacher reported that he had experienced “significant increase in personal knowledge and understanding”. A Coleraine teacher said the course had been “extremely thought provoking and full of ideas to be implemented in the classroom.” This was an additional, successful output of the IERS schools project not included in the original funding application.

4. Findings.

4.1. The findings are presented in a sequence which broadly corresponds to the listing of internal project objectives as specified in the revised Evaluation Framework document (see Annex). These objectives are as follows:

- i. To enhance cross-border contacts and relationships between pupils, teachers and parents**
- ii. To facilitate greater knowledge and understanding of both historic and contemporary migrants to and from the island of Ireland, encouraging participants to empathise with newer immigrants to Ireland, north and south**
- iii. To increase participants' pride in their own identity and culture**
- iv. To build a sense of shared identity among participants and promote a broader and more inclusive concept of identity which can accommodate new immigrants**
- v. To increase participants' understanding, appreciation and respect for ethnic diversity and the identities of others, increasing their comfort with difference**
- vi. To build the confidence and capacity of teachers to address issues of racism and sectarianism in the classroom.**
- vii. To inform the development of future cross-border school programmes.**

In the interests of user-friendliness, the end of project survey of primary level participants aggregated objectives (i), (ii), (iii) and (vi) into a composite question-graphic (a sample of which is reproduced in Annex). The responses to this are presented also in aggregate form in the chart below, but will be discussed and analysed individually in the subsequent sub-sections. In the case of the second-level respondents, separate questions were posed but their responses have been composited into Table 2. In the teachers' questionnaires, questions were both posed and analysed on the basis of a point-by-point sequence.

Chart 1: Primary-pupil participants responses³ to the question: How good has the project been in helping you to...?

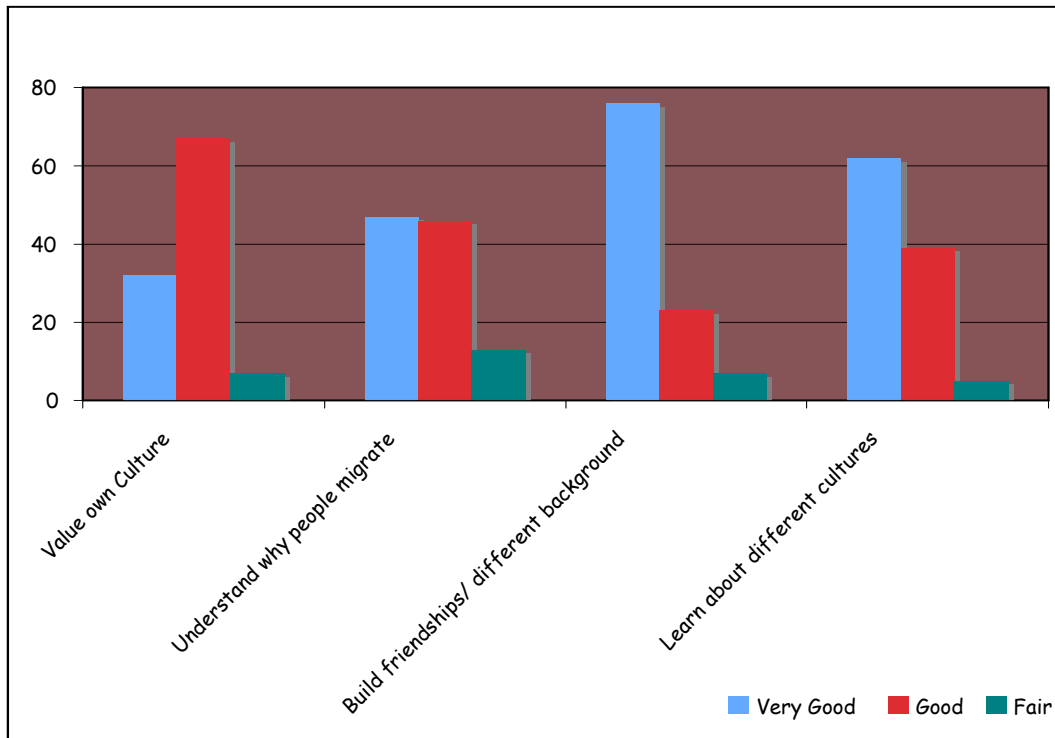
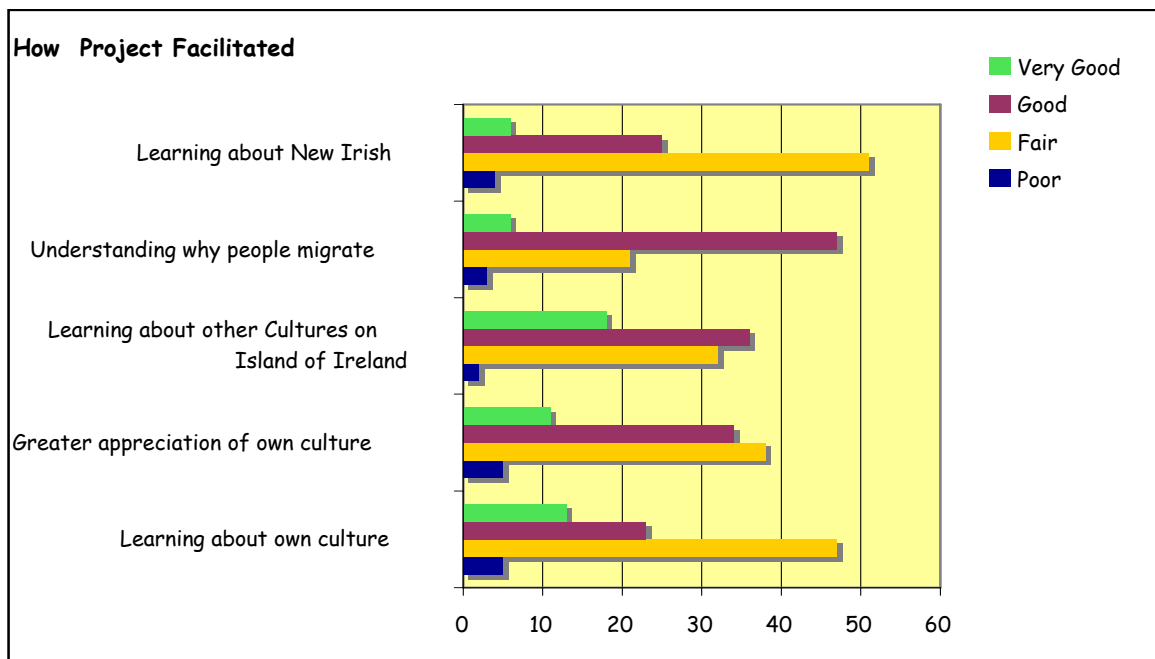


Chart 2: Second level participants responses re how good was the project in helping you to....

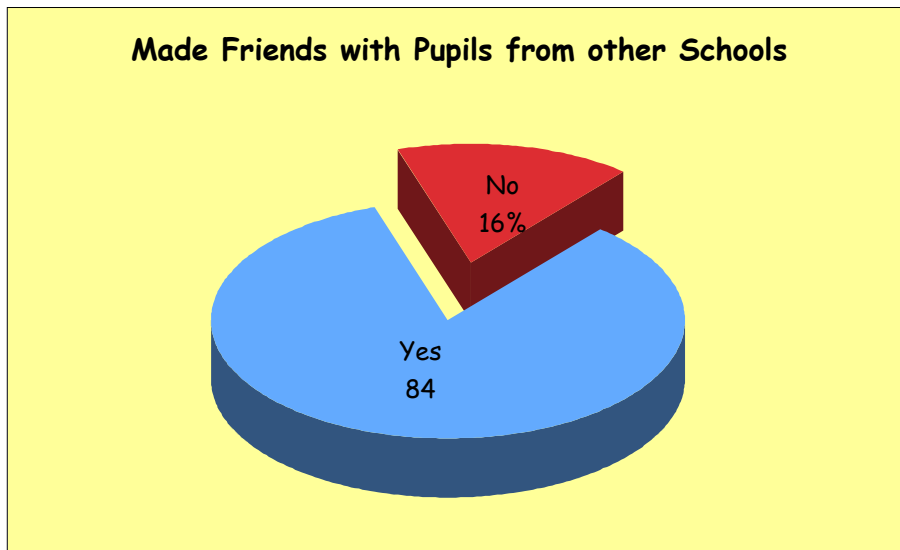


³ Total number of returned questionnaires = 108, giving a response rate of 54%. Data from 3 could not be used, resulting in a net total analysed of 105.

4.2. Enhancing cross-border contacts and relationships between pupils, teachers and parents

Over three-quarters of the primary-level pupils who responded considered that the project had been ‘very good’ in helping them to forge friendships with others from different backgrounds (including, but not limited to, those across the border). Among the second-level participants, there was a similarly positive assessment, with some 84% declaring that the project had enabled them to make friends with students from other schools in the project (although the phrasing of the question did not specifically differentiate those ‘other schools’ which were located across the border).

Chart 3: Project’s impact in terms of facilitating friendships with pupils from other schools (Second-level participants)



The pupil participants - and their teachers - were also asked about their expectations of being able to maintain these contacts (both cross-community and cross-border) into the future, with the following results:

Chart 3a – Maintaining contact – Primary level pupils

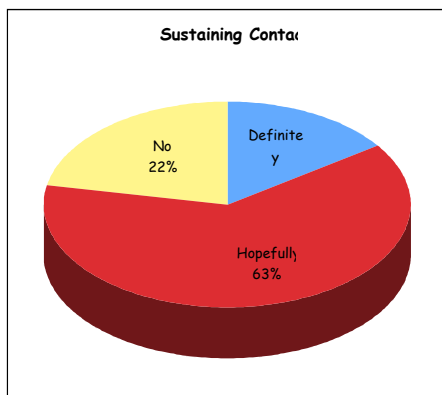
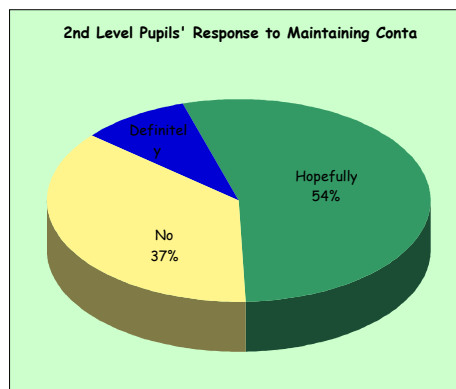


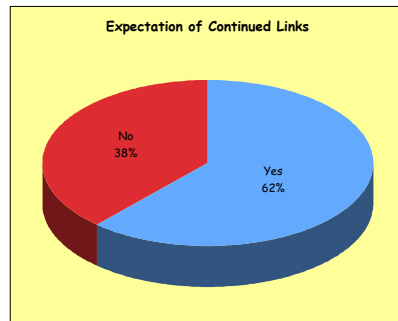
Chart 3b – Maintaining contact – Second-level pupils



The fieldwork undertaken by the Consultant confirmed that in many cases children from different schools were indeed keeping in contact with each other, typically via

text-messaging and web-based media such as Facebook. It can be deduced from the survey evidence that although most participants were positively disposed to sustaining contacts with their counterparts of other backgrounds, a significant minority (higher at second than at primary level) anticipated obstacles in doing so. This element of scepticism also came through in the teachers survey, 38% of whom said ‘no’ to the question ‘realistically, will these links be continued after the IERS project ceases’. From the more positive viewpoint, 62% answered affirmatively.

Chart 4: Teachers predictions of links continuing after cessation of the project



In a more positive vein, the teachers’ survey revealed a significant improvement in levels of knowledge and understanding of the history and traditions of communities in the ‘other’ jurisdiction over the project’s lifespan. When asked to assess the level of such knowledge and understanding of participating pupils on a scale of 5 to 1 (where 5 = very high), the mean result was 2.4 at the beginning of the project, and 3.4 on completion.

The teachers’ survey also indicated a reasonably positive picture in terms of the extent to which the project had “increased your school’s cross-border / cross-community links”: 46% considered that there had been ‘a great deal’ of impact, 31% described it as “quite a lot”, and 23% thought that it had been ‘a little’, with no-one indicating ‘none at all’. The teachers also accorded a high satisfaction rating to the cross-border residential events which took place as part of the project in each of the two years.

Arising from the detailed end-of-project interviews in selected schools, the Consultant discerned some degree of differentiation towards the cross-border dimension of the project as between Catholic and non-Catholic schools in Northern Ireland. Whereas the Catholic school pupils tended to attach greater significance to the contacts which had developed with their opposite numbers in the Republic, the non-Catholic school participants placed a higher value on what the project had done to enhance good relations with counterparts in neighbouring Catholic schools, and rather down-played the cross-border aspect.

The project’s expectations of stimulating better cross-border relations between *parents and families* of participants would seem to have remained largely unfulfilled, although three participating schools (Cullybackey High, St Mary’s NS Clara, and Model NS Monaghan) did organise a gathering of parents to mark the project’s completion. Nevertheless, the ‘impact of the project on parents / families’ was ranked last (by a significant margin) among eight aspects of IERS project outcomes in the end-of-project teachers’ survey, as per the following table.

Table 1. Participating teachers' satisfaction levels with various aspects of IERS project outcomes (scale of 1-5, where 1= low and 5 = high)

IERS project attribute	Mean score	Ranking
Content and relevance of the cross-border residentials	4.77	1
Impact on the personal development of the participating children	4.54	2
Content and relevance of the 'paired activity' workshops	4.46	3
Alignment of project content with the mainstream curriculum	4.38	4
Overall programme organisation and coordination	4.38	4
Impact on further professional development of teachers	4.31	6
Quality and content of classroom materials produced by the project	4.23	7
Impact of the project on attitudes of parents / families of children	3.62	8

The Project Steering Committee, at its meeting in Armagh in September 2007, also picked up on the feedback being received by the Project Coordinator that the ability of the Project to elicit active interest from Parents was proving to be less than was expected when the project was first designed. The Teachers' review and planning meetings also recognised this shortcoming and all concerned tried to grapple with it to some extent. But perhaps the reality is that parental involvement is – in the case of most schools - becoming more elusive as 'time-poverty' becomes more pronounced in our everyday patterns of living in Irish society at large.

4.3. *Facilitating greater knowledge and understanding of both historic and contemporary migrants to and from the island of Ireland; encouraging participants to empathise with newer immigrants to Ireland, north and south*

According to the primary-level participants (see Table 1 above), the project has been successful in helping them understand why people migrate, with almost 90% classifying the IERS record in this area as either 'good' or 'very good'. The verdict from the second level participants worked out at the same percentage – 90%. However a less favourable picture emerged from the second-level pupil responses about how good the project had been in enabling them to learn about the 'new Irish'; in this case the greater proportion (60%) judged the project to be only 'fair'.

When the teachers were asked to what extent the project encouraged their pupils to empathise with the newer immigrant communities in Ireland, North and South, 77% responded in the affirmative (either 'quite a lot' or 'a great deal'), while 15% thought 'only a little', and 8% did not know.

Some light on the variable patterns of survey responses on this may be shed by the field work undertaken by the Consultant. It emerged that whilst the historic reality of emigration was common to both jurisdictions, the contemporary phenomenon of inward migration diverged very dramatically as between North and South. At one end of the spectrum were the second-level schools in the Dundalk area in which around 20% of junior-cycle enrolments were children whose parents were foreign nationals; in contrast, in the case of the two second-level schools in the Ballymena area, one reported having 3 immigrant children out of an enrolment of 700, and the other reported having 2 out of 960. These very different realities significantly influenced

the extent to which children engaged with the issue, and determined whether they saw it as part of their own lived experience, or rather as an abstraction.

4.4. *Increasing participants' pride in their own identity and culture*

According to this criterion, the participants can be said to have found the IERS project only moderately successful, given that:

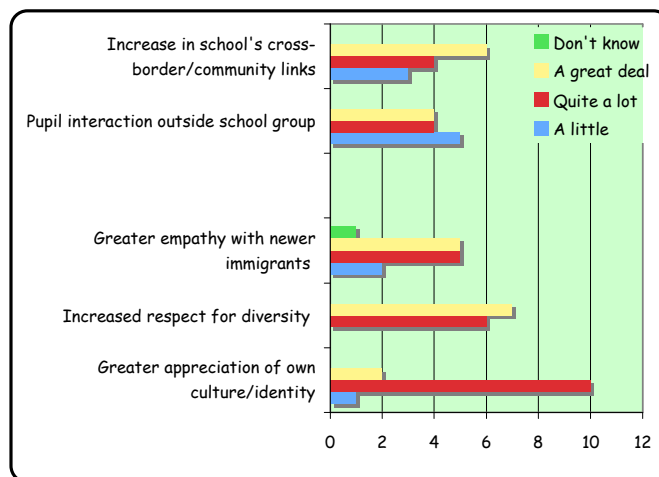
- Two-thirds of the primary level pupil respondents rated the project as 'good' and only 30% accorded it the status of 'very good';
- 82% of second level pupil respondents rated the project as either 'good' or 'fair' in this regard, while only 13% deemed it to deserve the accolade of 'very good'.

When asked how good the project had been in promoting learning about one's own culture, the majority view (53%) among second level pupil respondents was 'fair'.

On the other hand, the comparative teachers surveys taken at the beginning and the end of the project would suggest that the levels of understanding and knowledge of their own history and culture of the participating pupils had improved from a mean score of 3.0 to 4.4 (where 1=low and 5 = high).

The following chart illustrates the mean scores of teachers' perceptions regarding this and other variables as emerging from the end-of-project questionnaire.

Chart 5: Teachers' perception of project's influence on pupil behaviour and attitudes.



4.5. *Building a sense of shared identity among participants and promoting a broader and more inclusive concept of identity which can accommodate new immigrants*

The initial part of this stated objective is rather problematic, in that it touches on the contentious – some might say vexed - issue as to the extent to which forging a shared identity entails a certain 'homogenisation' of identity, or cultural assimilation, and whether these are in fact desirable as long-term social policy objectives. The second part relating to the promotion of a broader, more inclusive concept of identity is

probably one which commands greater consensus within the peace and reconciliation constituency.

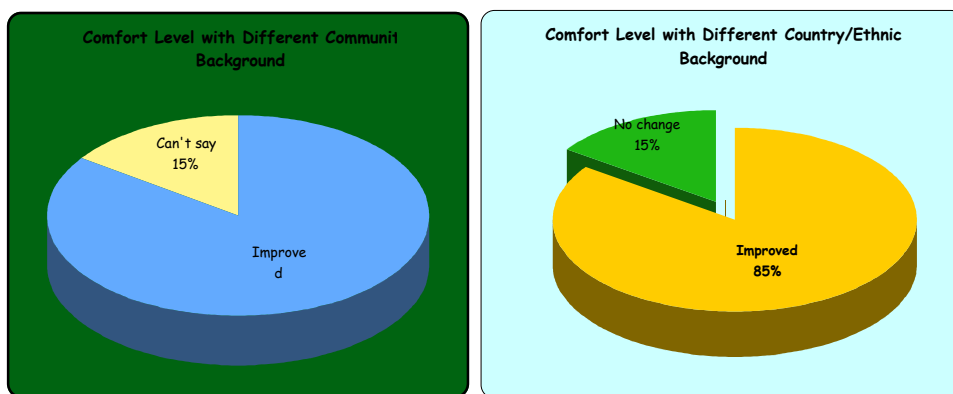
It is difficult to pin down something as nebulous as collective attitudes to inclusivity, but some indication of these can be derived from the question put to the teachers relating to the increase in respect for diversity among pupils before and after the project: 54% responded that respect had increased ‘a great deal’, and 46% said ‘quite a lot’. Therefore, it is logical to conclude that teachers were unanimous in their judgement of the project as having exerted a positive influence on their pupils’ attitudes to cultural and ethnic diversity, as illustrated in Chart 5 above.

4.6. *Increasing participants understanding, appreciation and respect for ethnic diversity and the identities of others, increasing their comfort with difference*

The observations in paragraph 4.5 above are also relevant here.

In addition, teachers were asked at the commencement and completion of the project to indicate the participating pupils’ comfort zone with regard to meeting children of equivalent age from (a) a different community background, and (b) a different country / ethnic origin. By the end of the project, all teachers felt that their participating pupils were now comfortable with meeting children from another community background (compared to 77% in the pre-survey). With regard to meeting children from another country of different ethnic origin, 85% of teachers asserted that the children would now feel comfortable, (compared to 77% at the outset of the project). The evidence is therefore that participation in the project further improved (from an already high base) the ease with which young people felt comfortable with those of other traditions. The following charts illustrate this finding.

Chart 6 a/b: Teachers’ perceptions of pupils’ comfort zones at conclusion of project



These findings echoed some of the verbal reactions of participating children. One young person for mid-Antrim candidly concluded “that my family background would have been ‘bitter’ (i.e. hostile to Catholics), but now I can’t see that there’s really that much separating ‘us’ and ‘them’.

The joint bilateral workshops in the initial year were of major importance in enabling the young participants to move away from inherited attitudes, and the feedback from them bears this out:

“I thought the workshop was good because you had to use teamwork and helping others”..... “great because you got to try something you’ve never done and meet lots of new people”.... “I thoroughly enjoyed the Share Centre because I didn’t just get to meet with my friends from Antrim – I got to meet my pen pals from two schools in County Louth as well”..... “the cross border studies has changed the way I think of other people and it has left me with lots of happy memories.”

A Polish translator who had accompanied a small group of Polish pupils in a Southern primary class to the Ulster American Folk Park wrote:

“All our pupils had a very enjoyable time. For the Polish girls it was a very special time. They had an opportunity to meet new friends and feel just like at home. I think it was a great idea to organise that type of outing. Because they are children of migrant workers, they need to feel they are not isolated from Irish society and [such an outing] should improve their better settlement in their adopted country. For Irish children it was a great opportunity to share activities and to learn to cooperate with children from another country. So it was beneficial for both.”

Participating teachers were also complimentary about the success of the project following completion of its “getting to know you” phase, as the following quotations from teacher feedback sessions illustrate:

“The workshops allowed the children to meet children from another school from the North but of a differing religious background. Right from the outset of the first workshop the children mixed and cooperated extremely well (especially when they were trying to find their pen pals). The highlight of the entire project must certainly have been the Share Village (for both children and staff). As you will be able to see from the photos on our website, all thoroughly enjoyed the time spent there. It was an excellent venue for this meeting.” (Written comment from a Northern teacher).

“The children thoroughly enjoyed the different trips and activities, and they learned lots of new things while having a great time. Not only this, but they also made many new friends with the children from the other schools.” (Written comment from a Southern teacher).

4.7. To build the confidence and capacity of teachers to address issues of racism and sectarianism in the classroom.

Upon completion of the project, the teachers were asked whether the project had enhanced their *ability* to address issues of racism and sectarianism in the classroom, an overwhelming 85% responded affirmatively - 54% saying “quite a lot”, and 31% saying “a great deal”. When asked about the project’s contribution to increasing

teacher *confidence* in addressing these issues, the combined affirmative responses rose to 92% (54% saying ‘quite a lot’, and 38% saying ‘a great deal’).

Crucial to this positive outcome of the project was its ability to adapt the project design mid-way through, in response to the demand from the teachers themselves, so as to equip them to deal confidently in the classroom with the more sensitive range of issues surrounding attitudes to racism and sectarianism which had been largely downplayed in Year One of the project, but which needed to be tackled by means of discussion, critique and reflection throughout Year Two. Accordingly, the in-service training component which had not been included in the original project proposal was rapidly but effectively put together by the Project Coordinator, and additional Cooperation Ireland Peace II funding was successfully accessed in order to operationalise the two-day teacher training event “Working Towards Best Practice” in September 2007⁴. The centrepiece of this teachers’ residential was a highly stimulating presentation on “Creating the Inclusive School” facilitated by Olubunmi Salako and Eamon McCallion (Community Relations in Schools).

Some of the reactions of the teachers participating in this important forum were as follows:

“Extremely thought-provoking and full of ideas to be implemented in the classroom”

“Mind-opening, challenging and motivating; encouragement to get more involved. Some very interesting ideas to use in the classroom.”

This event is considered by the Evaluator to be a good example of constructive flexibility in project implementation, by re-jigging a project plan to take account of newly-emerging needs as indicated by project monitoring information and participant feedback.

The project also contributed to professional development of teachers in other, perhaps unintended, ways. For example, at least one of the key contact teachers involved had chosen to use her involvement in the IERS as the basis for her reflective project work in fulfilment of her Early Professional Development requirement (a compulsory post-probationary scheme applicable to newly-qualified teachers in Northern Ireland).

4.8. *To inform the development of future cross-border school programmes*

Various pieces of the survey evidence are relevant to mention in the context of finding ways of enlarging the footprint of impact of this and other similar projects:

- All but one of the participating teachers surveyed at the end of the project answered ‘Definitely’ to the question “Would you encourage your teaching colleagues to get involved in similar cross-border / cross-community initiatives” (the one and only exception answered with a ‘maybe’).
- Some 54% of the teachers had used IERS materials in other classes such as History, Personal & Social Education and Religious Education.

⁴ See also section 3.6 (iv) above.

- When teachers were asked to indicate on a scale from 1 to 5 (where 5 = highest) the levels of support for cross-border and cross-community initiatives among different stakeholder categories, the ranked verdict was as follows:

TABLE 2: Perceived support among participating teachers for cross-border / cross-community initiatives, by Stakeholder category	Mean score	Ranking
Amongst the pupils in your class	4.15	1
Amongst parents of the pupils	4.08	2
Amongst the community in which your school is operating	3.77	3

- The Evaluator’s survey of second-level pupils participating in the Project established that 67% had family members who had emigrated. The very fact that the children had to establish this aspect of their family situation is in itself a potentially valuable springboard for learning about one’s own background, questioning the reasons and motivation for migration, getting the rest of the family circle to similarly engage, and finally to assess the advantages and disadvantages which migration entails, both for the individual and for society at large.

This last dimension of the Project – migration - is one which deserves continued focus in future projects of this kind, and has prompted Michael Graham, Assistant Advisory Officer of the NEELB (who repeatedly gave advice and support to the Project) to offer the following observation:

“This project has been a tremendous learning experience for the schools involved. Migration is something that we hear a lot of today, but in reality it has long been a major part of our experience, culture and heritage in these islands. Equipping our young people with such knowledge and understanding is of great benefit in helping them to appreciate such historical development, to know the world they live in now, and to form positive relationships with others from differing backgrounds and cultures. I would wish to commend the hard work and creativity of the project organisers and the schools themselves.”

Having acknowledged the importance of migration as a theme, it is important to mention the widely differing extent to which the reality of migration impinges on different communities. For example, Cullybackey High School which has a total enrolment of c. 700 has only three children of foreign nationality (a Slovak, a Thai and a Chinese), and St Louis Ballymena has only two student of foreign nationality out of a total student population of 960 students. By contrast, up to 20% of those in some of the classes in St Mary’s Dundalk would be foreign nationals.

4.9. Implementation.

4.9.1. The milestones which were pre-agreed by the stakeholders and built into the work programme of the project were achieved in sequence and on schedule. This is an elementary but critical factor for success, given that there is no scope for time slippage in a schools project like this which spans twelve institutions straddling educational systems with different calendars, schedules and routines. A delay of a few

critical weeks early in the school year cycle could potentially result in losing out on a full year. It is commendable that the CCBS succeeded in having the project fully operational at the level of the participating schools in time for the '06/'07 school year, in spite of having only received the Letter of Offer of the grant award from Cooperation Ireland in July '06. An important factor in this quick mobilisation was the recruitment of an experienced Project Coordinator (Marie Hoeritzauer) who had worked in a somewhat similar project previously was therefore able to 'hit the ground running'.

4.9.2 In terms of the selection of schools to participate in the Project, it is commendable that schools were brought on board from locations which in the past have proved 'hard to reach' in terms of cross-border involvement, such as Cullybackey in Co Antrim and Coleraine in Co Derry. Overall, the mix of schools chosen has proved to be excellent, and the Project Coordinator has skilfully managed to defuse any friction between them at the earliest possible stage, as soon as there was any hint of difficulty, and before it could have the chance to fester.

The selection of venues for the workshops and residentials was consistently good, according to feedback from the participating teachers. The Share Centre in Lisnaskea attracted particularly favourable comment, because of the variety of activities on offer and the helpful attitude of staff there at all times, as did the Gartan Outdoor Centre in N. Donegal.

4.9.3. In the end-of-project surveys and stakeholder consultations, respondents were asked to suggest – with the benefit of hindsight – how the project could have been improved, and any changes they would hypothetically make to the project design or execution. Among the many suggestions were the following:

- ✓ More inter-school letter-writing and bilateral encounters / trips /excursions at an earlier stage of the project
- ✓ Synchronise cross-border age groupings
- ✓ Change the format and content of the Art workshops
- ✓ More emphasis on sports and team games
- ✓ More professional development / in-service training in the first year
- ✓ More emphasis on 'own' identity and culture
- ✓ Better forward planning

5. Conclusions

5.1. Overall compliance with higher-level Peace II programme objectives

5.1.1. For the purposes of the Peace II extension programme, a working definition of reconciliation has been prepared on SEUPB's behalf (Hamber and Kelly, 2004). It suggests that reconciliation involves five interwoven and related strands:

- a) developing a shared vision of an interdependent and fair society;
- b) acknowledging and dealing with the past;
- c) building positive relationships;
- d) significant cultural and attitudinal change;
- e) substantial social, economic and political change.

Reconciliation is therefore predicated upon changes or progress taking place in these five areas. Individual projects are not expected to make progress on *all five* dimensions of reconciliation, but all *are* required as a minimum to demonstrate how their project will contribute to the building positive relationships dimension of reconciliation (i.e. this one being mandatory).

5.1.2. This evaluation report offers evidence of some positive results being generated by this project in relation to strands (b) and (c) above (acknowledging and dealing with the past, and building positive relationships).

In relation to **building positive relationships**, the evidence which has already been adduced above testifies to the success of this project so far, against this criterion.

In relation to **acknowledging and dealing with the past**, the indications are that the project succeeded in prompting reflection on what is meant by identity, as well as imparting some awareness of the continuum of lived experience from past to present within the family and local neighbourhood settings. Rather than confining treatment of 'the past' to the sectarian divisions within Ireland (as so many Peace projects tend to do), this Project attempted a wider-angle view, in which – for example - the socio-economic conditions giving rise to past emigration from Ireland could be explored.

5.2. Adequacy and Efficiency of Project Management.

5.2.1. The administrative systems operated smoothly, and the Project Coordinator has shown meticulous care in organising the relatively complex logistics of the Project (in which joint workshops and residentials and other labour-intensive activities have loomed large).

One Northern Ireland teacher commented:

“The organisation and running of this project was excellent and both I, as the teacher, and the children in my class benefited enormously from the whole experience. The workbook was a very valuable resource, which the class could use to look at various aspects of emigration and immigration, and which then provided a springboard into further work in certain areas of particular interest

to us. In the light of the Revised Curriculum, this is certainly a resource which we will be able to use again and again in the future.”

This comment was echoed by a counterpart from the Republic:

“As previously mentioned, the project was extremely well organised and I know [the Project Coordinator] put enormous work and effort into ensuring that everything ran smoothly.”

5.3. Cost-effectiveness and value for money.

5.3.1. The total funding allocation for this two-year project was £223,107 (being the total estimated project cost). Leaving aside those headings of the budget relating to a apportionment of CCBS’ staff salaries, running costs, evaluation and Steering Committee meetings, direct ‘programme’ costs amount to £117,930. Given that some 303 pupils, plus 12 class teachers and 12 principals participated, the per capita ‘direct’ cost was c. £360, which is considered by this evaluator to be highly cost-effective.

5.3.2. The value for money of this project will be greatly enhanced to the extent that its learning outcomes and methodologies are able to be mainstreamed into the respective systems North and South. See 5.4.2. below.

5.3.3. The Evaluator considers that such is the innovative character of this project, neither *displacement* nor *substitution effects* arise. The project expenditure is genuinely reflective of the marginal extra costs arising from arranging the various activities under the project which are additional to those provided for in the normal way. If anything, there could well have been a hidden subsidy to the Project by the participating schools, as the teachers involved appear to have contributed time and effort in excess of their normal duties.

5.4. Mainstreaming

5.4.1. It would be a pity if key pedagogical learning points emerging from the Project were not to be captured and shared more widely (e.g. with teacher training colleges and curriculum bodies). Equally, it would be regrettable if the learning materials (suitably modified) were attain wider usage and currency, in conjunction with others from similar projects. Whilst the Project has had some linkage with mainstream institutions, especially the NEELB and the Community Relations in Schools unit, the challenge of successful mainstreaming would require much more intensive liaison with the Curriculum Councils and the Departments of Education in both jurisdictions than is permitted by the level of resourcing within this Project alone. Given that there are other projects being funded under Measures 5.3 and 5.4 in parallel with this one, which are also generating draft learning resources and ideas around education for diversity, it may be that Cooperation Ireland and Border Action might consider jointly convening a workshop at which the all of these initiatives could be pooled, experiences exchanged, and pathways to mainstreaming explored.

5.4.2. If this project were to be mainstreamed, it seems highly unlikely that a similar frequency of face-to-face contact workshops between paired schools would be

feasible due to the resource-intensive nature of this model. Greater use of ICT may offer a cost-effective stratagem for building contact and relationships between schools which are physically remote from one another. The fact that the learning and teaching resources are available in CD-ROM format makes this route a potentially fruitful one. To this end, CCBS should circulate these materials to the various curriculum development bodies across the island, such as the CDVEC Curriculum Development Unit in the Republic and to the analogous units in the area boards in Northern Ireland.

5.5. Learning Points and Difficulties encountered.

5.5.1. School-based projects such as the IERS seem unlikely to exert attitudinal change among parents or in the community at large. Consequently it is probably more realistic to scale back any such expectations in the statements of primary objectives in any such project; should any discernible positive effects occur at the levels of parents and of the wider community along the line, these should essentially be regarded as a bonus. This is not to diminish the importance of home-school liaison, but rather to recognise the effects that the phenomenon of ‘time-poverty’ is having on the prospects of parents engaging actively in collaborative learning programmes whether during or outside school hours.

5.5.2. The transfer age from primary to secondary is one of the significant differences between the educational jurisdictions in Northern Ireland and the Republic; the average child makes this transition one year later in the Republic, and this one year can be very significant in terms of personal maturity and cognitive development. This therefore complicates any attempt to design programmes of supposedly equal applicability to final year primary or first year secondary pupils on either side of the border. This factor is in danger of being overlooked in the design and implementation of educational projects targeted at that broad age group.

5.5.3. No project takes place in isolation from the wider milieu, and the context is one which never remains static, so the problem of attribution of results and impact to any specific intervention is an endemic one. For example, in the greater Ballymena area, the IERS project was only one among other education-sector initiatives which were simultaneously facilitating better community relations and cross-community understanding under the aegis of ‘Ballymena Learning Together’⁵. At a wider level, the restoration of the institutions of the Good Friday Agreement and the reactivation of the power-sharing Executive in Stormont in 2007 occurred during the life-time of this project, and the general community relations climate is acknowledged to have improved considerably as a result. Thus even though the evidence presented in favour of positive attitudinal change resulting from the IERS project is strongly indicative and plausible, it can never be absolutely conclusive in gauging

5.6. Overall Conclusions.

5.6.1. This project is one which had ambitious and wide-ranging objectives, relative to its smallish footprint, assuming that the latter is defined purely in terms of the absolute number of direct participants / beneficiaries (c. 300 +). However the

⁵ In 2006 the principals of the post-primary schools in Ballymena launched the 'Ballymena Learning Together' initiative to explore ways of dealing with sectarianism among young people in response to the killing of a local youth – Michael McIlveen.

smallish scale of the project in absolute terms is by no means to underestimate its importance. On the contrary, the Project is distinctive and significant in terms of its breadth of thematic scope, and its efforts to address difficult and potentially sensitive issues with honesty and openness.

5.6.2. The interim evaluation of January 2008 indicated with a high degree of certainty that the Project was well on its way to fulfilling its objectives of terms of building contact, understanding and friendships between pupils and teachers on both the cross-border and cross-community axes. The end-of-project survey responses and interviews have largely corroborated this.

5.6.3. By and large, the Evaluator is satisfied on the basis of the available evidence that those elements of the Project objectives which relate to things like forging cross-border contact and breaking down received prejudice have been well advanced, except for the outreach to parents. It seems that the ability of the Project to elicit active interest from parents is proving to be less than was expected when the project was first designed. In terms of the selection of schools to participate in the Project, it is commendable that schools have been brought in board from locations which in the past have proved 'hard to reach' in terms of cross-border involvement, such as Cullybackey in Co Antrim and Coleraine in Co Derry. Overall, the mix of schools chosen has proved to excellent. The experience of the Project Coordinator in this type of work has proved to be a valuable asset to the Project, as was the calibre and commitment of class teachers in the twelve project schools. Particular tribute should be paid to the Project Coordinator for her extremely conscientious and meticulous work in bringing this Project to successful completion.

Annex

Evaluation Framework Evaluation Framework (Revised February 08)

Project Name: **IERS**

Project Number: **035260**

Internal Objectives

Internal Objectives (project-specific)	Project Objectives	Indicators of Achievement	Data Collection
	To enhance cross-border contact and relationships between pupils, teachers and parents	<p>Participants mix and interact outside their school group</p> <p>Evidence of friendships between pupils</p> <p>Students intend to remain in contact after project</p> <p>Increased support among teachers for cross-border initiatives</p> <p>Linkages established between schools</p> <p>Willingness to contact partner in future for assistance with course work</p> <p>Parents attend cross-community exhibition events</p>	<p>Post-survey/focus group with teachers</p> <p>Pre and post survey (students)</p> <p>Post survey (students)</p> <p>Post-survey/focus group with teachers</p> <p>Post -survey with teachers</p> <p>Post -survey with teachers</p> <p>Observation Post -survey with teachers</p>

	To facilitate greater knowledge and understanding of both historic and contemporary migration to and from the island of Ireland, encouraging participants to empathise with newer immigrants to Ireland, north and south	Evidence of increased knowledge on the part of pupils and teachers about these themes Recognition of common experiences	Post survey (students) Post-survey/focus group with teachers Post-survey of students Post-survey/focus group with teachers
	To increase participants' pride in their own identity and culture	Evidence of increased knowledge and understanding about own identity and culture Increased appreciation of own culture	Post-survey of students Post-survey/focus group with teachers Post-survey/focus group with teachers
	To promote a broader and more inclusive concept of identity which can accommodate new immigrants	Evidence of a thoughtful/questioning attitude towards identity (one that questions stereotyping)	Post-survey/focus group with teachers

	To increase participants understanding, appreciation and respect for ethnic diversity and the identities of others, increasing their comfort with difference	<p>Increased comfort among students about meeting people from different communities /ethnic backgrounds</p> <p>Increase respect for diversity</p> <p>Increased value placed on diversity</p> <p>Increased knowledge and understanding of other traditions on the island</p> <p>Increased knowledge and understanding of new immigrant communities</p> <p>Improved perceptions of out groups</p>	<p>Pre and post survey (students)</p> <p>Post-survey/focus group with teachers</p>
	To build the confidence and capacity of teachers to address issues of racism and sectarianism in the classroom?	<p>Enhanced capacity among teachers to address issues of racism and sectarianism in the classroom</p> <p>Teachers report increased confidence in ability to address issues of racism and sectarianism</p>	Post-survey/focus group with teachers
	To inform the development of future cross-border school programmes	<p>Dissemination of classroom materials produced</p> <p>Engagement with ELBs and other education stakeholders</p>	Interview with project coordinator

Identify theory(s) of change/assumptions underlying the project:

- By increasing confidence in participants' own identity and comfort with diversity, the project can contribute to a more tolerant and harmonious society
- By enhancing respect and appreciation for different identities, perceptions of particular 'out groups' can be improved

Mechanisms of Transfer I

Mechanisms of Transfer I	Level	Possible transfer from one to the other	Indicators and Data for monitoring/verifying
Key people/more people?	<p>Key people Project targets ‘hard to reach’ Antrim Protestant community</p> <p>Key people By involving, and indirectly targeting, teachers, project accesses key group</p>	<p>Possible transfer from Key People to More People: Pupils’ participation influences attitudes of parents/families</p> <p>Teachers influence attitudes/behaviour of other teachers/schools</p>	<p>Increased support among parents for cross-border initiatives (post-survey with teachers)</p> <p>Increased support among colleagues for cross-community/ cross-border initiatives</p> <p>Teacher encourages involvement of colleagues/other school (post-survey with teachers)</p>
Individual change or socio-economic change?	While largely focusing on individual change, the project aims to leave a legacy in the ethos and practices of participating schools	<p>Possible transfer from individual to institutional: Teachers may seek to widen and deepen the school’s involvement in cross-community/ cross-border work</p> <p>Teachers’ involvement influences attitudes of school management</p>	<p>IERS material used in other classes</p> <p>School participates in new cross-community/ cross-border programme (post-survey with teachers)</p> <p>Increased support among school principles and management for cross-community/ cross-border initiatives (post-survey with teachers)</p>

Mechanisms of Transfer II

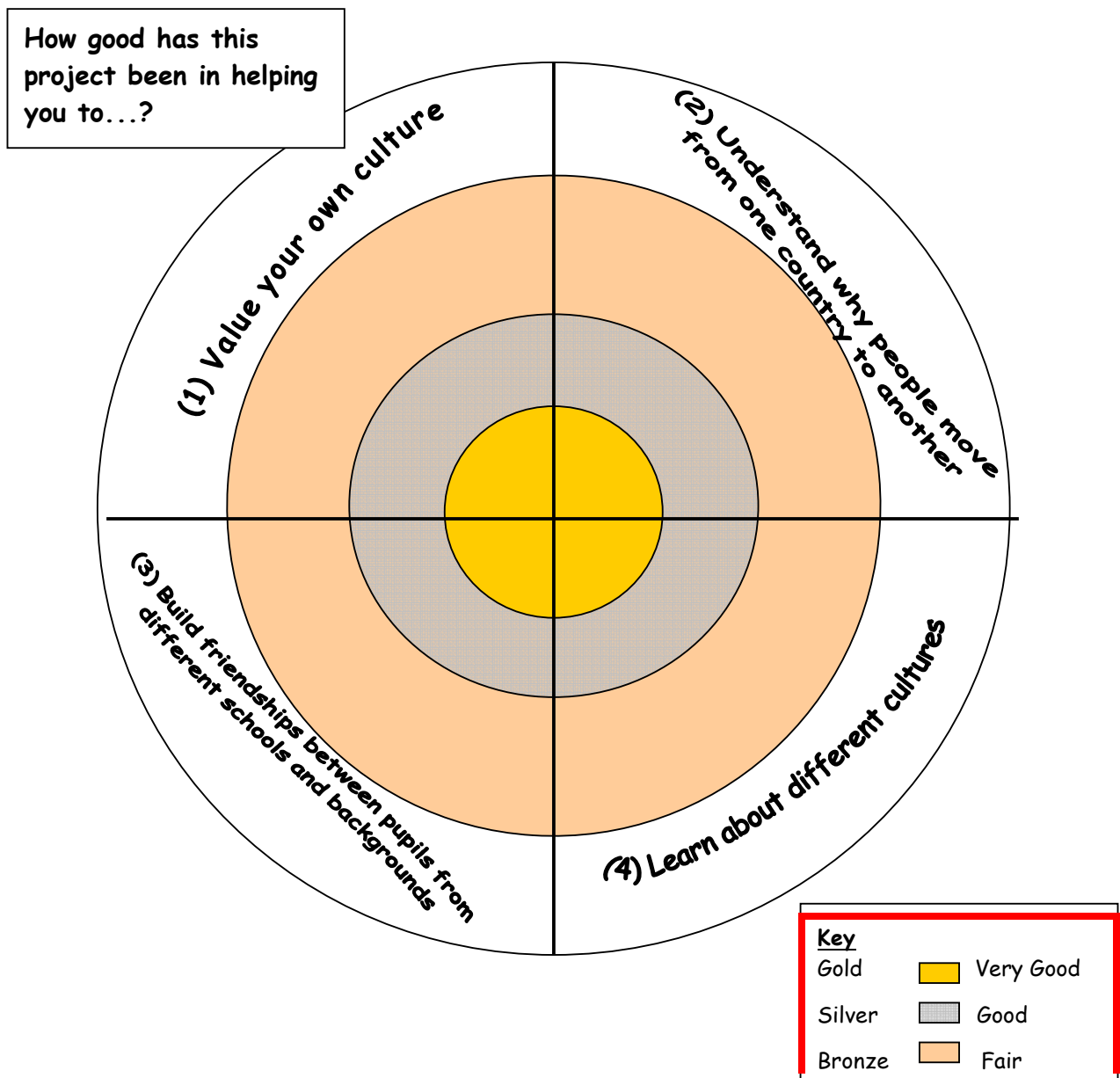
Peace-building Impacts	Impact Areas	Indicators of impact	Data for monitoring/verifying
	Peace-enhancing behavioural and attitudinal change	Increased cross-border friendships	As above
		Increased comfort with diversity	As above
		Increased respect for diversity	As above
		More inclusive concept of identity	As above
		Increased knowledge and appreciation of own identity and culture	As above
		Increased knowledge and understanding of other traditions	As above
		Enhanced capacity and confidence among teachers to address issues of diversity in the classroom	As above
	Conflict management/peace-promoting structures and processes	Linkages established between schools	As above
	Human security		
	Socio-economic structures, conditions and processes		

IERS Project
Students

Primary

We would like to hear your views on the project.

Read the statements 1-4. Look at the key at the bottom of the page. Put an X in the section that best matches your response to this question.



Please answer questions on the other side.

1. Are you going to keep in contact with the new friends you have made through the project?
 - a. Yes - definitely
 - b. Hopefully
 - c. No

2. Did you give gold to any statements? Which one/s?

3. Why did you give gold to the statement/s?

10. Look at your answers to questions 1-7 and note which ones you marked most positively. Why do you think the project succeeded so well in this/these areas?

11. What was the most important thing you learned from the project?

12. Is there any change to the project you would recommend if it were to be used with other groups/schools?

**Immigration Emigration Racism & Sectarianism Schools Project
End-of-Project Questionnaire for participating teachers**

Confidential – do not specify your name. Please be candid in your answers

1. **Your location:** Northern Ireland ?
Tick appropriate box Republic of Ireland ? **School category :** Primary Second level

2. On a scale of 1 to 5 (1 = low; 5 = high), please rate **your level of satisfaction** with each of the following aspects of the IERS project:

enter a number 1-5

- | | |
|--|--------------------------|
| a) Overall programme organisation and coordination? | <input type="checkbox"/> |
| b) Quality and content of classroom materials produced by the Project? | <input type="checkbox"/> |
| c) Content and relevance of the ‘paired’ activity workshops? | <input type="checkbox"/> |
| d) Content and relevance of the cross-border residentials? | <input type="checkbox"/> |
| e) Alignment of project content with the mainstream curriculum? | <input type="checkbox"/> |
| f) Impact on the further professional development of the teachers? | <input type="checkbox"/> |
| g) Impact on the personal development of the participating children? | <input type="checkbox"/> |
| h) Impact of the project on attitudes of parents / families of the children? | <input type="checkbox"/> |

3. Did the project fall short of your expectations in any way? **YES / NO**
(circle your choice)

If YES, in which respect(s)? _____

4. With the benefit of hindsight, name one change you would make to the project if it were to be repeated:

5. With regard to the pupils in your class who participated in the IERS project, please estimate on a scale of 1 to 5 (1 = low; 5 = high) their present level of understanding and knowledge of

- | | |
|---|--------------------------|
| (i) the history and traditions of their <i>own community</i> | <input type="checkbox"/> |
| (ii) the history and traditions of <i>other communities / identities</i> on the island of Ireland | <input type="checkbox"/> |
| (iii) <i>newer immigrant communities</i> to Ireland | <input type="checkbox"/> |

6. To what extent has participating in the IERS project given pupils in your class a greater appreciation of their own culture and identity? Would you say... *(Please circle)*

Not at all A little Quite a lot A great deal Don't know

7. To what extent has participating in the IERS project increased respect for diversity among your pupils? Would you say... *(Please circle)*

Not at all A little Quite a lot A great deal Don't know

8. To what extent has participating in the IERS project encouraged your pupils to empathise with newer immigrants to Ireland, North and South? *(Please circle)*

Not at all A little Quite a lot A great deal Don't know

9. From your observation did pupils mix and interact outside their school group during the project? *(Please circle)*

Not at all A little Quite a lot A great deal Don't know

10 (a). How comfortable do you think the pupils in your class would now be when they meet children of equivalent age from a *different community background*? *Tick as appropriate*

Comfortable
 Not very comfortable
 Uncomfortable

(b). In your view, has this level of comfort changed during the lifetime of the project? *(please circle as appropriate)*

Improved No change Can't say

11 (a) How comfortable do you think the pupils in your class would now be when they meet children of equivalent age from a different country/ethnic background? *Tick as appropriate*

Comfortable
 Not very comfortable
 Not at all comfortable

(b). In your view, has this level of comfort changed during the lifetime of the project? *(please circle as appropriate)*

Improved No change Can't say

12. To what extent has participation in IERS increased your school's cross-border/cross-community links? *(Please circle)*

Not at all A little Quite a lot A great deal Don't know

12 (a) Realistically, will these links be continued after the IERS project ceases? **YES / NO**
(circle your choice)

If YES, how ? _____

13. On a scale of 1 to 5 (1 = low; 5 = high), please indicate the general level of support for cross-community and cross-border initiatives:

Amongst the community that your school is operating in

Amongst the pupils in your class

Amongst parents of the pupils

14. On a scale of 1 to 5 (1 = low; 5 = high), please indicate the level of support for the school’s involvement in cross-border or cross-community projects:

Amongst Board of Governors / Board of Management

From the School Principal / Senior Management

From other teachers in the school

15. From your experience of participating in the IERS project, would you encourage your teaching colleagues to get involved in similar cross-border/cross-community initiatives? *(Please circle)*

Definitely not Probably not Maybe Definitely Can’t say

16. Have you used IERS teaching materials in other classes? **YES / NO** *(circle your choice)*

If NO, do you plan to? _____

17. Does your school plan to participate in any new cross-border/cross-community programmes in the coming school year? **YES / NO** *(circle your choice)*

If YES, please describe: _____

18. Has participating in the IERS project enhanced your ability to address issues of racism and sectarianism in the classroom? *(Please circle)*

Not at all A little Quite a lot A great deal Don't know

19. How confident do you feel in your ability to address issues of racism and sectarianism in the classroom? Would you say...*(Please tick)*

- Very confident
- Fairly confident
- Little unconfident
- Not at all confident
- Don't know/Can't say

19 (a). Do you feel participating in the IERS project has increased your confidence to address these issues in the classroom? *(Please circle)*

Not at all A little Quite a lot A great deal Don't know

20. What steps can be taken to sustain into the future the benefits of the IERS project –

(a) within your own school? _____

(b) by any other institutions? _____

☺ *THANK YOU FOR YOUR COOPERATION!*