Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

eti

The Education and Training Inspectorate -
Promoting Improvement

CUSTOMER SERVICE EXCELLENCE

CSE

An Evaluation of the Impact of the Community Relations, Equality and Diversity (CRED) Policy in Schools and Youth Organisations

Contents

i. PURPOSE OF THE REPORT

The purpose of this report is to:

    i.   summarise the Education and Training Inspectorate's (ETI) findings of the effectiveness of the outworking of the Community Relations, Equality and Diversity CRED policy in a sample of schools and youth organisations;

    ii.   dentify aspects going well and identify areas for development in going forward, in relation to current practice; and

    ii.   make a set of recommendations in relation to the key findings.

Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

Performance levels

The ETI use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

ii. EXECUTIVE SUMMARY

This summary outlines the main findings and key recommendations of an evaluation of the impact of the Community Relations, Equality and Diversity (CRED) Policy in schools and youth organisations. The evidence base compiled over the period September 2014 to December 2014, comprised:

- thirty-two visits to schools and youth organisations[1] of various management types and sizes, across all Education and Library Boards (ELBs) and a meeting with 13 voluntary youth organisations;

- discussions with children, young people, co-ordinators, teachers, youth workers, principals, representatives of the five ELBs, the Youth Council for Northern Ireland (YCNI), the Department of Education (DE) and the Council for the Curriculum, Examinations and Assessment (CCEA);

- seventy-three questionnaire returns and associated extended written responses to a web-based survey[2]; and

- inspection findings 2012-14 for personal social and emotional (PSE) learning in pre-school settings, personal development and mutual understanding (PDMU) in primary schools and personal development (PD) and citizenship education in post-primary schools.

Main findings

Going well

- Most of the schools and youth organisations demonstrate effective CRED practice in helping children and young people to build relationships with others from different back-grounds and traditions; the sustainability of these relationships is variable.

- The majority of the lessons/sessions observed in the schools and youth organisations were very good or better.

- The Shared Education and Community Relations team within DE is proactive in working with a wide range of stakeholders to promote effective CRED practice.

- The ELB steering group and CRED Referencing Group provide a wide range of support to schools and youth organisations within the available resources.

- The YCNI provides appropriate support, guidance and challenge for voluntary organisations in the development of CRED practice.

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[1] Schools and youth organisations visited contained in Appendix 1.
[2] An analysis of the questionnaire returns is contained in Appendix 2.

- In the most effective practice:

  - children and young people demonstrate high levels of self-respect and respect for others; and when given the opportunity through sustained contact, they develop meaningful relationships with others from different backgrounds;

  - children and young people apply their learning in real and relevant contexts and the learning is experiential;

  - staff create safe places for children and young people with physical, emotional, social and learning needs and respond appropriately to community tensions;

  - school and youth councils enable participation of children and young people in school and centre improvement, modelling effective democratic processes in their working practices; and

  - schools and youth organisations embed CRED practice through whole-school/organisation improvement.

Going Forward

- Schools report that DE needs to embed the policy more clearly within a strategic overview of all policies. Youth organisations identified the need for even more explicit development of CRED within Priorities for Youth (PfY).

- The rights of the child, as defined in the United Nations Convention of the Rights of the Child (UNCRC)[3], should be more central to the outworking of CRED in policy and practice.

- Given the challenges that remain in promoting community relations, eliminating poverty through reducing discrimination and fostering a respect for diversity, the school and youth sectors need assistance in developing further their sustained community connections through multi-agency support.

- The extent to which schools and youth organisations embed CRED at all levels varies given the context, legacy of the conflict, staff, governance, resources and levels of understanding of the principles and values of CRED. There remains the need to address inconsistency in the access to, and impact of, support provided across the ELBs to embed CRED.

- The voluntary youth organisations need support to expand and embed CRED through dissemination of good practice events, training, mentor support and increased access for young people to programmes.

- There remains insufficient ways to recognize and reward the children's and young people's learning through accreditation.

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[3] The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. It came into force in January 1992.

- The overall quality of the taught provision needs to improve so that children and young people are prepared better for life and work. There is insufficient mapping of the statutory key elements related to CRED across the curriculum.

- There is variation in the evaluation of CRED practice against quality indicators in order to demonstrate outcomes for children and young people.

- There is insufficient focus on transition arrangements to enable progression in the knowledge, skills and attitudes of children and young people through CRED.

- There are too many missed opportunities for schools and youth organisations to work together to promote better learning for young people.

- The meaningful participation of children and young people in school and centre improvement processes remains variable.

	Recommendations
For DE	**R1** - to review the CRED policy to ensure that: • the rights of the child underpin practice; • there is clarity in terminology and expectations of schools/organisations; • it is embedded in a strategic overview of all policies and developed further through "Priorities for Youth"; and • it references the development of shared education in light of emerging research and practice. **R2** - to support the personal and professional development of staff and governors in schools and youth organisations to promote and embed CRED, particularly given the legacy of the conflict. **R3 -** to foster more effective links with other departments and agencies to support better schools and youth organisations in their local communities.
For ELBs/support bodies / CCEA/ YCNI	**R4 -** to enable, at regional level, greater consistency in the access to, and impact of, targeted support provided by the support bodies. In building on the effective work to date, further support is needed for staff to embed CRED, including through effective governance, community connections, within and beyond the classroom. **R5 -** to collaborate to develop appropriate accreditation of effective learning through CRED.

For schools and/ or statutory youth organisations	**R6** - to review the quality of personal development and mutual understanding, personal development, and citizenship lessons in schools to ensure consistently high quality participatory learning experiences for all children and young people. **R7** - to collaborate further to monitor and evaluate the impact of CRED through tracking the acquisition and development of the children's and young people's knowledge, skills and attitudes to inform better strategic planning.
For voluntary youth organisations	**R8 -** to expand and embed CRED practice more widely across voluntary youth organisations through increasing dissemination of good practice events, training and mentor support; and access by a greater number of young people to CRED programmes.
For ETI	**R9 -** to ensure that inspection activities evaluate more fully the holistic education of children and young people and the added value for them of their CRED-related learning; and include more explicit evaluation of community connections. **R10 -** to identify and report on examples of effective and innovative practice in CRED and embed the CRED quality indicators within Together Towards Improvement.

1.   INTRODUCTION AND CONTEXT

1.1   In June 2008, the Education Minister initiated a review of the DE's (DE) Community Relations (CR) policy. In 2009, the Education and Training Inspectorate (ETI) published *An Evaluation of Quality Assurance of Community Relations (CR) Funding in a range of Formal and Non-formal Education settings[4]*. This publication highlighted the need for an agreed policy with more robust structures for monitoring and evaluating the quality of CR work; a more collaborative and consistent approach to CR work across the different sectors with clear success criteria and to meet more effectively locally identified CR needs in line with area-based planning.

1.2   In response to the review and to developments in the wider political, societal and educational context, the CRED policy was launched in March 2011, with accompanying guidance in January 2012. The CRED policy aims to contribute to improving relations between communities by educating children and young people to develop self-respect and a respect for others, promote equality and to work to eliminate discrimination; and by providing opportunities for children and young people to build relationships with those of different backgrounds and traditions, through formal and non-formal education, within the resources available.

1.3   The CR team within DE worked collaboratively with the ELBs, YCNI and other agencies to address the issues raised in the ETI report. The restrictive nature of the funding and the complexity of five different funding streams were removed. Importantly, the collaborative working of the Interboard CRED panel and the CRED Referencing Group enabled a more consistent approach to CR; in particular, drawing up quality indicators for both the school and youth sectors. A regional programme of training was planned for collaboratively, implemented jointly and evaluated to demonstrate outcomes for participants and to inform next steps.

1.4   With an annual budget of £1.1m each year the CRED Enhancement Scheme is administered by the five ELBS within schools and youth organisations. The YCNI receives £152,000 from this budget to support and coordinate the delivery and implementation of the CRED policy across Regional Voluntary Headquarter Youth Organisations.

1.5   Schools and youth organisations use a variety of guidance materials, resources and training opportunities, provided by ELBs, YCNI, non-formal organisations and external partners, to embed the CRED policy, alongside many other competing priorities. In particular, the Community Relations Equality and Diversity Northern Ireland (CREDNI) website was developed to identify examples of good practice and to signpost helpful resources for schools/organisations. Furthermore, a voluntary body of over 22,000 youth workers contribute to registered youth services annually to support the personal and social development of young people.

1.6   The concept of Shared Education is developing to provide opportunities for children and young people from different community backgrounds to learn together in regular and sustained ways, in order to improve educational and reconciliation outcomes. With funding from the Northern Ireland Executive, the DE and Atlantic Philanthropies, the Delivering Social Change Shared Education Signature Project intends to support Shared Education through increasing the level of sharing in schools over the next four years. In November 2014, the Northern Ireland Executive announced proposed budget cuts to the CRED Enhancement scheme.

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[4] This report can be accessed from the ETI website.

1.7   As part of the inspection programme for 2014-15, DE requested that ETI carry out an evaluation survey of the CRED policy in a sample of schools and youth organisations. The evaluation focused on the extent to which:

- learners, at each stage of their development, have an understanding of and respect for the rights, equality and diversity of all without discrimination;

- children and young people value and respect difference and engage positively with it, taking account of the ongoing intercommunity divisions arising from conflict and increasing diversity within our society;

- children and young people are equipped with the skills, attitudes and behaviours needed to develop mutual understanding and recognition of, and respect for, difference;

- the needs of children and young people are paramount;

- the self-esteem of the children and young people and their knowledge of diversity are promoted progressively;

- children and young people are involved in planning and evaluating the effectiveness of CRED programmes;

- the curriculum is relevant and connected to improving outcomes for children and young people, and links to other education and wider Government policies, including strengthening the economy;

- active learning is encouraged through the formal and non-formal curricula;

- the CRED policy complements educational improvement and is not perceived to be burdensome or `another initiative';

- schools and youth organisations collaborate and partner with others to better meet the needs of children and young people;

- there are opportunities for meaningful interaction between different groups with a view to impacting positively on relationships in the community; and

- there is an understanding of effective practice.

2.   METHODOLOGY

2.1   The ETI received 73 questionnaires, visited 32 schools and youth organisations and met with 13 voluntary youth organisations. Inspectors held discussions with principals, senior leaders, staff, pupils, parents/carers, observed lessons/sessions, interventions and scrutinised planning and school/organisation improvement documentation. The ETI also used the inspection findings 2012-14 from schools and youth organisations which evaluated aspects of CRED related work in the curriculum, including PDMU and PD and citizenship education.

2.2   The CRED evaluation focused on the effectiveness of the following key areas of provision:

- achievements and standards;

- quality of provision;

- effectiveness of leadership and management of CRED; and

- community connections.

2.3   The CRED officers within the ELBs and YCNI completed a self-evaluation of the quality of provision within their organisations.

3.   THE FINDINGS

3a.   Achievements and standards

Going well

- When given the opportunity through sustained contact, children and young people work well collaboratively and develop meaningful relationships with others from different faiths, cultures and backgrounds.

- The good examples of accredited learning linked to CRED and which contributed to the development of thinking skills and personal capabilities.

- Young people in voluntary youth organisations respond well to the safe place provided within the community to develop their confidence in discussing issues around diversity and inclusion and to engage with others different from them.

Characteristics of most effective practice

- Children in early years use positive behaviour strategies to self-regulate, resolve conflicts, develop empathy and self-awareness of similarity and difference, inclusion and exclusion through play, stories, visual and media-based resources.

- Children and young people demonstrate self-respect and respect for others; understand their uniqueness, express their identities, and understand diversity in their local community. They reflect on their feelings and emotions and those of others and demonstrate empathy for their peers; they challenge one another's behaviour when appropriate. They have a strong sense of fairness and are developing empathy with regard to global contexts.

- Children and young people respond well to strategies which welcome and celebrate their uniqueness and diversity within the school and youth organisation, which may contrast with messages they receive about themselves from elsewhere.

- Young people have political and social awareness, maturity, understanding and empathy in accepting and celebrating difference, often leading the way for adults. They articulate their frustration at current political processes which hinder developments in health and education and which fail to address economic and social inequality. They have a good understanding of, and strategies for, managing difference and conflict appropriately, for example, restorative justice practices.

- School and youth councils enable participation of children and young people in school and centre improvement, modelling effective democratic processes in their working practices.

- Children and young people take forward their learning to effect change and demonstrate leadership skills within and beyond the schools and youth organisations. They demonstrate resilience, personal, social and emotional development.

Going Forward

- Schools and youth organisations need to ensure children and young people participate meaningfully in school and centre improvement processes and have their views listened to, and acted upon, rather than tokenistic representation and limited decision-making.

- Children and young people report they would like to know more about the reasons for division and inequality in their locality, including understanding better our more recent past and having more opportunities to engage in supporting people in their local community.

- Lesbian, gay, bisexual and transgender young people report the need for greater opportunities to extend their voice beyond their peer group, into the wider community.

- There remains insufficient ways to recognize and reward the learning of children and young people through accreditation. Awarding bodies and other support bodies need to collaborate to enable schools and youth organisations to recognize and accredit learning through CRED.

3b   Quality of provision

Going well

- The majority of the lessons/sessions observed in the schools and youth organisations visited were very good or better.

Characteristics of the most effective practice:

- The welcoming and inclusive ethos and positive learning environments, within and beyond the classroom/centre, reflect clearly CRED principles and values. Displays around the schools and youth organisations celebrate diversity, promote inclusion and reference the rights and responsibilities of children and young people.

- Staff create safe places for children and young people with physical, emotional, social and learning needs and respond appropriately to community tensions.

- Effective planning for CRED across the curriculum takes account of the interests and needs of the children and young people and builds progressively on their personal, social and emotional development.

- High quality learning and teaching enables children and young people to apply their learning experientially in real and relevant contexts within and beyond the classroom.

- Staff interact skilfully with children and young people when exploring sensitive and controversial issues through appropriate learning strategies.

- Staff use external agencies judiciously to enhance the quality of the provision and extend their expertise, to include dealing with sensitive and controversial issues such as expressions of sexuality.

- Staff ensure that there is equality of opportunity for children and young people to access sustained CRED programmes and they model appropriate behaviours and language.

- Staff engage regularly with parents/carers to gain a greater understanding of the diverse needs of children and young people.

- The schools make effective use of extended schools and the area learning communities (ALCs) to facilitate shared learning with children and pupils of differing backgrounds and to promote better equality of access to resources and targeted support.

Going forward

- The overall quality of the taught provision needs to improve so that children and young people are prepared well for life and work. In the inspection period 2012-2014, one-quarter of the PDMU lessons in primary schools and one-third of citizenship and PD lessons in post-primary schools were not effective. There is insufficient mapping of the statutory key elements related to CRED across the school curriculum.

- There is variation in the extent to which children and young people are equipped to deal with sensitive and controversial issues, such as racism, sectarianism, sexual orientation and social and economic inequalities in the locality.

- Schools need to track the children's progress in the development of skills, attitudes and behaviours necessary for life and work across areas of learning and beyond the classroom. Better transition arrangements are needed to enable each phase to build upon prior learning, experiences and skills development.

- There remain too many missed opportunities for young people to learn between schools and youth organisations. Schools and youth organisations need support to learn from each other about their roles, curricula, pedagogy and effective practice in engaging with the community to meet better the needs of young people.

- Schools in isolated geographical contexts report difficulty in accessing sustained contact for their children and young people with others from diverse backgrounds. One-off events limit the depth of relationships between children and young people of different backgrounds.

3c   Effectiveness of Leadership and management of CRED

Going well

- The Shared Education and Community Relations team within DE is proactive in working with a wide range of stakeholders in promoting effective CRED practice. Key strengths are the engagement with stakeholders, most notably young people, and the flexibility in directing resources to meet the needs of schools and youth organisations through the business-planning process. The team supports innovative practice in challenging circumstances, with appropriate levels of monitoring to ensure value for money.

- The ELB Steering Group and CRED Referencing Group provide a wide range of support to schools and youth organisations. This includes targeted training for leadership and governance in order to enhance or embed CRED. The ELB and youth officers collaborate well to collate a wide range of useful materials to support CRED practice in schools and youth organisations, including the CREDNI website. A key strength is the work of the ELBs in promoting CRED practice through whole-school improvement rather than stand-alone policies and the recent training on embedding CRED through history education. ELBs offer training in CRED for governors, but uptake is low.

- The YCNI provides appropriate support, guidance and challenge for voluntary organisations in the development of CRED practice. This includes clear strategic development of CRED, through well-planned information days, to share practice and build capacity amongst staff, high quality resources and effective links with external partners. Uniformed organisations evaluate well the outcomes for young people to inform next steps.

Characteristics of most effective practice

- Schools have a clear understanding of and support for CRED, embedded in their strategic planning, through the School Development Plan, to improve outcomes for children and young people.

- In youth organisations, CRED is embedded well into the area plans, service level agreements and centre action plans.

- Leaders at all levels model the values of CRED principles and practice. Schools and youth organisations align the principles and values of CRED with their staff code of conduct and monitor the outworking of the code of conduct in practice, addressing issues when they arise through staff development.

- Schools support the holistic development of their children and young people by ensuring high quality provision for those children and young people with special needs, and those from newcomer or traveller backgrounds.

Going forward

- Schools report that DE needs to embed the policy more clearly within a strategic overview of all policies. Youth organisations identified the need for even more explicit development of CRED within Priorities for Youth (PfY).

- The rights of the child as defined in the United Nations Convention of the Rights of the Child (UNCRC)[5] should be more central to the outworking of CRED in policy and practice.

- The extent to which schools and youth organisations embed CRED at all levels varies given the context, legacy of the conflict, staff, governance, resources and levels of understanding of the principles and values of CRED. In building on the effective work to date, there remains the need to address inconsistency in the access to, and impact of, support provided across the ELBs to embed CRED.

- The voluntary youth organisations need support to expand and embed CRED through dissemination of good practice events, training, mentor support and increased access for young people to programmes.

- There is variation in the rigorous evaluation of CRED practice against quality indicators; monitoring and evaluation processes need to focus more on the impact of the programmes and the outworking of CRED on outcomes for children and young people.

- There is insufficient focus on transition arrangements to enable progression in the development of children's knowledge, skills and attitudes through CRED work.

3d   Community connections

Going well

Characteristics of most effective practice

- Schools, youth organisations and communities work in partnership to support one another in understanding changing demographics, challenges to family cohesion, poverty and social issues.

- Schools and youth organisations research and consult widely with parents/carers to understand more fully the backgrounds of individual children and young people to recognise potential barriers to learning, raise expectations and build on prior experiences.

- Schools are proactive in consulting with different community groups in order to support children and young people when there are significant tensions within the community.

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[5] The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. It came into force in January 1992.

- The ALCs promote community confidence in schools working together and enable the development of shared classrooms.

Going Forward

- The school and youth sectors would benefit from greater levels of sustained community contact, given the challenges that remain in promoting community relations, reducing discrimination and fostering a respect for diversity through multi-agency support.

- Schools and youth organisations need to further their understanding of the impact of their CRED practice on children, young people, parents/carers and the community, through robust monitoring and evaluation.

- Schools and youth organisations need support in developing local partnerships to enable children and young people to access differing perspectives.

- Schools and youth organisations need multi-agency support to challenge negative influences so that children and young people are helped to realise their full potential and that their rights, as defined in the UNCRC, are upheld.

4. RECOMMENDATIONS

	Recommendations
For DE	**R1** - to review the CRED policy to ensure that: • the rights of the child underpin practice; • there is clarity in terminology and expectations of schools/organisations; • it is embedded in a strategic overview of all policies and developed further through "Priorities for Youth"; and • it references the development of shared education in light of emerging research and practice. **R2** - to support the personal and professional development of staff and governors in schools and youth organisations to promote and embed CRED, particularly given the legacy of the conflict. **R3 -** to foster more effective links with other departments and agencies to support better schools and youth organisations in their local communities.
For ELBs/support bodies / CCEA/ YCNI	**R4 -** to enable, at regional level, greater consistency in the access to, and impact of, targeted support provided by the support bodies. In building on the effective work to date, further support is needed for staff to embed CRED, including through effective governance, community connections, within and beyond the classroom. **R5 -** to collaborate to develop appropriate accreditation of effective learning through CRED.

For schools and/ or statutory youth organisations	**R6 -** to review the quality of personal development and mutual understanding, personal development, and citizenship lessons in schools to ensure consistently high quality participatory learning experiences for all children and young people. **R7** - to collaborate further to monitor and evaluate the impact of CRED through tracking the acquisition and development of the children's and young people's knowledge, skills and attitudes to inform better strategic planning.
For voluntary youth organisations	**R8 -** to expand and embed CRED practice more widely across voluntary youth organisations through increasing dissemination of good practice events, training and mentor support; and access by a greater number of young people to CRED programmes.
For ETI	**R9 -** to ensure that inspection activities evaluate more fully the holistic education of children and young people and the added value for them of their CRED-related learning; and include more explicit evaluation of community connections. **R10 -** to identify and report on examples of effective and innovative practice in CRED and embed the CRED quality indicators within Together Towards Improvement.

5. CONCLUSION

Most of the schools and youth organisations demonstrate effective CRED practice in helping children and young people develop self-respect and a respect for others from different backgrounds, and understand how to include others within the constraints of available resources and current structures. While there is clear evidence of the building of relationships through formal and non-formal education, the sustainability of them is variable.

Given the continued segregated system of education and the widening equality issues across society, there are examples of sector-leading CRED practice in schools and youth organisations which are ahead of some of the views expressed within society. More remains to be done collaboratively, however, to enable schools and youth organisations to prepare young people better for the diverse world of life and work.

Schools and youth organisations involved in the CRED survey

All Children's Integrated Primary School
Banbridge High School
Banbridge Youth Resource Centre
Bangor Academy and Sixth Form College
Beechlawn Special School
Belfast Royal Academy
Belvoir Park Primary School
Boys' Brigade
Catholic Girl Guides
Ceara School
Clubs for Young People
Cookstown Youth Resource Centre
Denamona Nursery
Donegall Rd Primary School
Enniskillen Integrated Primary School
Erne Integrated College
Girls' Brigade, NI
Girl-guiding Ulster
Glengormley Integrated Primary School
Gortin Primary School
Hammer Youth Centre
Hart Primary School
Headliners
Include Youth
Limavady Youth Resource Centre
Malone Integrated College
Mencap
Moneynick Primary School
Mountnorris Primary School
NI Young Farmers
NI Youth Forum
Patrician Youth Centre
Portrush Youth Centre
Presentation Primary School
Ravenscroft Nursery
Scouting Ireland
Seaview Primary School
St Bernard's Nursery
St Bronagh's Primary School
St Colman's High School
St Columba's College
St Paul's High School, Bessbrook
Woodburn Primary School
Youth Action NI
Youth Link

Summary of responses to the CRED Survey questionnaires from schools and youth organisations

There were over 200 questionnaires issued to schools and youth organisations as part of the survey with 73 returns and associated written responses to a web-based survey.

Main findings

The majority of governors or management/advisory committees had not participated in CRED training or initiatives but most of their staff, including volunteers had.

- 54% indicated that their governors/management committees had not received CRED training.

- 88% of staff/volunteers had participated in CRED training.

The majority (60%) of respondents who had participated in CRED training/initiatives felt that it had a significantly positive impact on their provision.

In relation to the significance placed on addressing and resourcing CRED in schools/organisations, only half of the participants who prioritised CRED in their development plan prioritised staff training. Competing priorities was cited as a reason for this in a number of schools, with others stating that staff development days would be planned for the future.

- 81% have addressed CRED as a priority in their School Development Plan.

- 41% have not made staff training and development in CRED a priority.

Most schools /organisations have active links with external agencies to promote CRED. Staff comments reflect the high value placed on these links.

- 84% indicated that they linked with external agencies to provide support in the delivery of CRED.

- 45% of respondents cited at least 4 agencies with whom they link.

- 81% link with other schools and youth organisations.

The number of children and young people involved in CRED-related programmes is rising with most schools/organisations now involving them in both planning and evaluating the programmes delivered. The extent of this involvement ranges from evaluative discussions at the end of each session, to joint planning, delivery and review of all activities with staff.

- 70% indicated that children and young people are involved in the planning for and evaluating the effectiveness of their CRED programmes.

The majority (52%) of participants have not used the quality indicators in the CRED guidance to evaluate their provision, some indicating that they need a clearer understanding of some areas and that it is a lengthy document. Some of the significant minority who have used the indicators felt that they provided clarity in planning, ensuring that staff have a rationale for CRED.

As a result of being involved with CRED interventions, the majority of participants (learners and/or staff) indicated that they knew more about the cultures and traditions of, and respected and felt comfortable being friends with:

- Those from other Christian-based religions.

- Those from different races, community and ethnic backgrounds.

- Those with disabilities.

- 80% felt that they had opportunities to give their views and to listen to others views about issues that affect them.

In answering the same question, the majority of participants were either partly sure or unsure if they knew more about the cultures and traditions of, or respected and felt comfortable being friends with:

- Those with religions other than Christianity.

- Those who speak a different language to English.

- Those who are lesbian, gay, bi-sexual or transsexual.

The majority of participants found the CRED policy and guidance materials useful, with references made to it being clearly written with good practical advice and having useful link to Every School a Good School and other curricular areas. Suggestions for how it could be improved included making a shorter more pupil-friendly document and using more examples of successful projects from other schools.

- 19% found it very helpful.

- 63% found it helpful.

90% of respondents indicated that the support they received from their ELB in developing CRED was either helpful or very helpful. Board officers were cited as being enthusiastic, very knowledgeable and available. References to the significance of funding were made throughout the comments, with difficulties in completing the funding applications also being highlighted.

- 40% found it very helpful.

- 50% found it helpful.

Most of the respondents felt that CRED had clear links with other education and wider government policies such as Child Protection, Every School a Good School, Pastoral Care.

- 75% felt there were clear links.

- 25% felt that links were unclear.

The majority of respondents (61%) indicated that the implementation of CRED raised challenges for their school/organisation. These challenges included:

- funding costs;

- transport costs;

- competing priorities;

- enabling staff to teach about challenging issues and

- enabling parents to deal with challenging issues.

Written comments

Going well:

- "Programmes provide opportunities for parents of both schools to come together not just staff and children."

- "The duration of CRED work has enabled high level relationships to be built between staff, management and young people."

- "Working with children who have varying disabilities, who are different cultures and creeds is so good for everyone involved."

- "The officers of the Curriculum Advisory and Support Service of the Education and Library Boards provide good support and are very helpful if asked."

Going Forward:

- "Funding is required to embed the policy. A major barrier to implementation is the cost of travel between schools.**"**

- "It does not recognise the progress and good practice already established in integrated schools."

- "CRED is on our 3 year plan although other competing priorities can take precedence."

- "More governor training needs to be offered by ELBs."

- "Being able to develop the links that have already been established. Level of funding to support projects is not enough. Only able to "touch" on things that could be done."

- "More work engaging with schools from different communities is needed."