Social Integration in Schools and Colleges

Research Report

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Acknowledgements

Introduction

Who this report is for

The Department for Education (DfE) commissioned this report to provide a resource on strategies that could help schools and teachers to promote *social integration* and community cohesion, simply defined as the development of positive relations between different social groups.

DFE established an advisory panel drawn from education, academia, and policy to feed into the report, and it is aimed at education leaders (primarily headteachers, members of school senior management teams, and teachers who lead for their schools on the issue of social cohesion). COVID-19 has had a huge impact on a) schools (disruption to learning), b) children and young people (affecting their well-being, socialisation, etc), and c) communities (driving some closer together, but exposing some divides even more starkly). As part of supporting pupils with their return to school, and as wider restrictions are eased, there is an opportunity for schools, colleges and headteachers to select one or more of these approaches as a means to connect, or re-connect, at a time when pupils may be especially open to the idea of social integration.

The report avoids jargon and is not intended to be an academic review of the literature, but where technical terms are used they are explained in a glossary at the back of the report. Terms that appear in the glossary are marked in bold italics black text, the first time they appear in a section.

How to use this report

With the target audience, busy teachers, in mind this report presents each intervention in just a few pages. For each intervention in turn we present the key information that they should know in order to decide whether the intervention really offers their school what it appears to, or whether there are any reasons why it may not.

Issues that require treatment at greater length, and may only be of interest to some readers, are dealt with in appendices, presented in a supplementary document to the report.

Finally, it is important to note that, for two key reasons, we have not sought to rank the interventions. First, different interventions are targeted at different age groups. Second, different interventions seek to promote different aspects of social integration in rather different ways.

The diagram on page 12 is aimed at helping teachers choose what might be of interest to them, and most suitable for their school.

Why DFE commissioned this report

DfE has been exploring ways to further promote integration amongst children and young people within the education sector. The Department believes that a key way to do this is through helping schools and colleges understand how they can best promote positive integration and community cohesion, within and perhaps even outside of the school or college environment.

One way to promote social integration is by means of interventions. For the present purposes, we can define an intervention, simply, as a programme designed to produce behaviour changes (sometimes also changes in thinking or feeling). This report reviews promising interventions aimed at promoting social integration of children and young people in schools and colleges in the UK.

Such interventions are principally aimed at effecting change within that environment. Yet, it is also hoped that children and young people who engage in these interventions will also generalise their behaviour changes outside the school as well, to other contexts.

At present, there is, however, a lack of evidence as to what works, and therefore a key priority is to continue developing the evidence on integration interventions, and bringing together examples of practice currently being implemented in the UK education sector. It is hoped – by the DFE, the author, and by all those who have fed into this report – that this report will serve as a useful resource for education leaders by, especially:

1.   Providing key information in a single, accessible source about which organisations can support them with promoting integration.

2.   Helping schools to understand what innovative and promising approaches and practices other schools and colleges in the UK are taking to promote integration by implementing interventions.

3.   Summarising the evidence for whether the reviewed interventions are effective.

The kinds of interventions considered in this report

In 2019 DFE commissioned a report on 'Promoting ethnic and religious integration in schools: A review of evidence' (Manzoni & Rolfe, 2019), and the present report should be seen as complementing that. The present report does not go over this ground again, and focuses exclusively on interventions within (and sometimes also between) schools.

Schools should promote community cohesion and shared values, such as respect and tolerance for those of other faiths and beliefs, and these interventions can be seen as addressing three key issues:

1.   **Social mixing:** Providing opportunities to interact and build positive relations with those from different backgrounds, within and beyond educational settings and local communities.

2.   **Skills and knowledge:** Equipping children and young people with the skills and knowledge to become active citizens in wider society.

3.   **Access:** Supporting positive interactions between different kinds of people, by breaking down barriers to access and promoting positive treatment within educational institutions.

The importance of evaluating interventions

Evaluation of an intervention is crucial, to see if it works, and if it is cost-effective. Further details on the important science of evaluation are presented in Appendix A.1.

Schools should also take particular care when working with external agencies to ensure that the organisations, as well as any materials and communication with pupils, are appropriate and in line with schools' requirements on political impartiality.

An evaluation on the basis of which an intervention should be recommended, let alone rolled out more widely, must be a robust evaluation. In this respect, Kerr et al. (2011) draw a nice distinction between 'experience' of an intervention programme (e.g., whether it was enjoyable) and its 'impact' (e.g., whether it led to improved attitudes, and, if so, whether that was in the short- or long-term). It is obviously desirable that participants should have a positive experience of the kinds of educational interventions reviewed here, but our sole concern in this report is with the impact of each intervention.

This report starts from the view that the most reliable source of evidence for the interventions reviewed here is a scientifically grounded study, and hence it focuses on quantitative evidence. In some cases, qualitative data about the interventions have been reported, but these are not the focus of this report.

Despite the importance of demonstrating whether interventions have impact, for at least two reasons it can be difficult to demonstrate this impact in the case of the kinds of interventions reviewed here (Shannahan, 2018). First, the kinds of change that are of interest (e.g., in attitudes, school culture, a pupil's development, community relations or social cohesion) can take years to have a demonstrable effect. Second, it is difficult to conclude with any degree of certainty that there is a direct, causal link between particular activities and specific examples of positive change (e.g., did an intervention to change classroom seating patterns lead to more friendships across ethnic groups?).

Some of the interventions reviewed in this report have been deemed effective by robust evaluations; others have not yet been, but may still hold promise, hence they are included here.

Criteria for choosing the interventions to review

The interventions reviewed in this report are aimed at promoting social integration for pupils in the UK, whether the schools they currently attend are mixed or non-mixed schools in terms of the ethnicity of pupils (for broader reviews of interventions, see Oskamp, 2000; Stephan & Stephan, 2001).

Given our focus, we began by casting our net wide, and considering all such approaches that were being used in a more than a handful of schools. The advisory panel helped to generate a large number of potential interventions, which we then discussed in detail before deciding on the final list. That final list was based, of course, on considerations of time and costs, but primarily on the following four considerations:

1.   There should be evidence that the intervention is currently being implemented in the UK education sector on more than an occasional basis.

2.   There should be information available regarding the details of the content and implementation of the intervention (otherwise, it would not be possible for other researchers to implement it in other settings and with other samples).

3.   There should be a variety of different types of approaches currently used, so that teachers could decide for themselves which they think might be most suitable for use in their own school.

4.   There should be examples of approaches designed for use with children and young people of all ages, from primary school to college.

Our final choice consists of six discrete interventions, but there are numerous points of overlap between them (and some can be intentionally interlinked), which are noted with cross-references in the report. They can be grouped, as follows, under three broad approaches and with reference to the age group they cater for:

(I) Intergroup contact

These approaches focus on promoting different forms of 'contact' between pupils from different social groups.

1.   'Schools Linking' (promotes sustained, classroom-based contact between two classes from demographically diverse schools, or between different groups within a school; primary and secondary schools and colleges)

2.   'One Globe Kids' (uses online simulated friendships to help very young children 'meet' and make friends with a diverse set of children from other countries and cultures, thus protecting against *prejudice*; primary school).

(II) Dialogue and narrative

These approaches address the way pupils talk to other children who are different from them in terms of nationality, and guide them in how to feel safe talking about sensitive issues.

3.   'Generation Global' (teaches pupils how to engage in dialogue with pupils from schools in different countries; secondary school)

4.   'Encountering Faiths & Beliefs/Amplify' (supports teachers to help pupils feel safe engaging in conversation about challenging and sensitive issues; college).

(III) Curriculum and ethos

These approaches either address social integration via subjects taught in the curriculum (e.g., citizenship, religion) or promote it on a school-wide basis by addressing rights.

5.   'Deliberative Classroom' (promotes pupils' knowledge-based 'deliberations' on topical issues relating to 'Fundamental British Values'; secondary school)

6.   'Shared Space' (uses Religious Education teaching to foster positive community relations by pupils learning about different worldviews; primary and secondary schools)

7.   'Rights Respecting Schools' (embeds children's human rights in schools' ethos and culture; primary and secondary schools).

Table 1 – Guide to choosing what interventions might be of interest

Intervention	Core Idea	Key Aims	Age Group	Costs	Time Commitment	Impact
School Linking	Actual contact between diverse schools (physical and/ or virtual)	- Develop and deepen children's and young people's knowledge and understanding of diversity, equality and community - Develop trust, empathy, awareness and respect	Primary, Secondary and Colleges	Low	**Medium:** Year-long programme; activities can be worked into core curriculum lessons (e.g. English, PSHE, Citizenship, etc)	**Robust evaluation** showing positive impact on many aspects of pupils' skills, attitudes, perceptions and behaviours, including: - respect for others - confidence that they could mix with children from another group. - broadened the social groups with whom pupils interact
One Globe Kids	Simulated friends online	Develop: - Global knowledge - Culturally-open attitudes - Contact skills - Prosocial behaviours (e.g., sharing, working together, with others who may be different from them)	Primary	Low	**Low:** Digital programme with no set time commitment; resources can be used in core curriculum lessons	**Fairly robust evaluation** showing that, in relation to children from other cultural and ethnic minority backgrounds, pupils reported: - being more culturally open to, and - saw themselves as more similar

Intervention	Core Idea	Key Aims	Age Group	Costs	Time Commitment	Impact
Generation Global	Dialogue with pupils from schools abroad	• Promote co-existence and open-mindedness • Learn about the importance of dialogue, and the skills involved	Secondary (13 to 17 year olds)	None	**Medium-High:** Some of the resources provided are lengthy and engagement will take some time to prepare. Optional online structured dialogues are 4-week events. Optional video-conference dialogues are facilitated by a trained moderator, but they do require preparation, such as technology tests.	**Robust evaluation**, but limited evidence that it promotes open-mindedness But no impact on attitudes towards others who are different
Encountering Faiths and Beliefs/ Amplify	Promoting safe conversation about faith, belief and identity	• Engage with questions of belief • Learn from, and work with, people from different communities • Dialogue about lived diversity, and interfaith issues	Primary Secondary 16-18 yrs.	Low	**Medium-High:** Encountering Faiths and beliefs consists of a 2-hr. workshop with trained speakers and a facilitator. Amplify requires greater time commitment – e.g., a 4-day workshop in Phase 2	**Needs evaluation**, but is linked to a well-established approach supported by an organising structure.

Intervention	Core Idea	Key Aims	Age Group	Costs	Time Commitment	Impact
Deliberative Classroom	Teachers lead 'deliberations' on issues relating to 'Fundamental British Values'	Encourage pupils to become more receptive to others' ideas Learn that compromises will sometimes be necessary, given diversity of opinions Develop pupils' knowledge, skills and confidence to deal with emotionally charged debate	Secondary	None	**Low:** No set time commitment. The resources provided can be used within core curriculum lessons.	**Needs evaluation**, but is linked to Citizenship Education, which has been shown more broadly to have a beneficial impact on pupils' attitudes towards civic and political participation.
Shared Space	Use RE teaching to learn about different worldviews via discussion and dialogue	Realise the potential of diverse spaces to promote social integration Foster positive community relations through learning about different worldviews	Primary and Secondary	None	**Low:** Approach designed to be embedded within RE lessons, so there are minimal additional time requirements	**Needs evaluation**, but has drawn on extensive psychological research and theory in the design of its programme
Rights Respecting Schools	Embed children's human rights in school ethos and culture	Promote values of respect, dignity and non-discrimination Teach children to understand their own rights, thereby understanding how they and others should be treated Improve children's relationships by treating each other with mutual respect	3-18 yrs.	From relatively low for the Bronze award, to quite high for Gold award	**High:** Whole-school approach. Time required to achieve the Gold award is around 3-4 years, with renewal needed every 3 years.	**Evaluation is not robust, but extensive evidence** that children in Rights Respecting Schools feel healthier and happier, safe, have better relationships, and become active and involved in school life and the wider world.

1.   Schools Linking

Summary

Schools Linking is a well-established intervention, with a strong organising structure (The Linking Network), which is suitable for pupils in primary and secondary schools as well as colleges (children aged 4-18). The evidence for Schools Linking is quite positive, with impact on some, but not all, measures of **social integration**; but there is still a need for further, robust evaluation on the long-term impact of the programme. The Linking process entails sustained involvement (two or more visits) of pupils involved in the programme. It is well structured with planned meetings between schools throughout the academic year. Linking is likely to have greater impact with more meetings between schools. Costs associated with the intervention are relatively low, as are risks. For further information, see: https://thelinkingnetwork.org.uk.

Who is the intervention aimed at?

This intervention can be used with children of primary or secondary school age.

What are the aims of the intervention?

School Linking is an intervention that introduces children to diversity and promotes sustained, classroom-based contact between pupils from demographically diverse backgrounds. Linking is not restricted to schools that differ in ethnic or religious terms; it addresses diversity widely (e.g., in terms of age, socioeconomic status, faith/belief, rural-urban, and residential location, including schools in close proximity, in order to address existing local tensions). Nor is it restricted to linking between schools. Sometimes schools choose to have intra-school linking to address the lack of integration between groups within the school. Linking for pupils in mixed-population schools allows them to have much-needed conversations about identity and diversity within their own school community, and to build a sense of belonging and relationship for all.

In primary schools, each year, all classes in a chosen year group take part in the year-long programme; a link to a class in another school is formed for each class (e.g., in a three-form entry, all three classes will have a separate link class). In secondary and special schools, it is more often one class of pupils who take part in the programme (Pupil Referral Units work with groups of 15; and secondary schools work with groups of 30). In each school, a new cohort of children take part the following year.

The Linking Network (TLN) based in Bradford, is a well-established, national charity that works with multiple schools in multiple areas. It provides an off-the-peg model, resources, support and training to Local Authorities (LAs; who run 17 out of 29 local Schools Linking programmes across England: https://thelinkingnetwork.org.uk/national-schools-linking-

network) and non-governmental organisations (NGOs, who run 12 programmes), who then design their own tailor-made version and administer the programme in a suitable and relevant manner for their area. It works with LAs and NGOs who are seeking to establish local linking initiatives that offer support (Kerr et al., 2011).

The aims of Linking are broad and ambitious (see Shannahan, 2018, p. 4). The Linking Network website (https://thelinkingnetwork.org.uk) identifies five core aims:

1.   To develop and deepen children and young people's knowledge and understanding of identity (identities), diversity, equality and community.

2.   To develop skills of enquiry, critical thinking, reflection and communication.

3.   To develop trust, empathy, awareness and respect.

4.   To provide opportunities for children and young people to meet, build relationships, work together and contribute to the wider community.

5.   To provide opportunities for adults who work with children and young people to share good practice, increase understanding of the issues of identity and community in their districts, and to broaden perspectives.

School Linking seeks to achieve these aims via visits between schools that involve a variety of activities, from those that facilitate contact and teamwork, to those that enhance learning about different cultures and religions, to core subject lessons (e.g., geography, religious education, PSHE, Citizenship, English), as part of a linking day (Raw, 2009). Whatever activities are chosen should provide an opportunity for pupils to explore similarities and differences between themselves and the link-school pupils. During the COVID-19 pandemic, a new virtual schools linking programme has been launched for primary and secondary schools across the network.

What does it involve in practice?

The philosophy that guides Linking work takes as its starting point the need for us all to develop the skills of dialogue, to be able to communicate across real or perceived boundaries (such dialogue has, however, to be open, without fear of rebuke, to allow participants to challenge various positions). The Linking Network programme designed to reach this goal relies on practitioners planning carefully and engaging in open and honest dialogue throughout; it is based around four key questions (Akhtar et al., 2017):

1.   Who am I? Exploring identity, including faith, as part of multiple identity.

2.   Who are we? Celebrating diversity, including exploring similarity and difference, developing awareness.

3.   Where do we live? Promoting community, broadening perspectives, and a sense of belonging for all, locally, nationally, globally.

4.   How do we all live together? Championing equality, challenging **prejudice** in all its forms and promoting active citizenship and empathy.

Pupils from different schools should feel that they have equal status, beginning in the home classroom, before any actual linking, and being maintained in all the exchanges and interactions between the two classes (Akhtar et al., 2017). Pupils first engage in preparatory work, prior to any meeting, exploring the four key questions in separate classes. This work is then exchanged with, and reflected on by, the pupils in the linked class. Throughout the year, the classes send further 'curiosity questions' to one another around the key questions; the aim of this process is to help children to explore in a safe environment. Each term, as confidence grows, specific activities are followed.

In the autumn term, the linked classes focus on the first two key questions (Who am I? Who are we?), preparing for 'exchanging information'. This stage of the process is the same in the face-to-face and virtual linking models available for primary and secondary linking. If schools are linking face-to-face then classes meet for the first time for a carefully planned collaborative day. The first meeting between the two classes usually takes place at a neutral venue so that pupils come to it on an equal footing. After this first encounter pupils then go on to school visits at one another's schools. Linking days also take place for intra-school linking, such as a visit to a neutral venue (e.g., a museum) to explore a theme together. Linked classes taking part in the Virtual Schools Linking Programme engage in a creative online series of lessons. In the autumn term, the virtual lessons explore diversity and include Shared Learning Experiences such as an online Theatre Play and Sign Language Sessions. Link teachers plan their programme carefully at online training sessions.

In the spring term, the classes explore the third key question (Where do we live?). They consider the meaning of 'community', then visit one another's schools, and engage in collaborative activities aimed at developing social skills. Hosting and visiting each other's schools are considered key elements of the programme, aimed at promoting the development of perspective-taking, as well as offering the experience of encountering a new situation. If schools are running a virtual programme due to COVID-19 then the two classes undertake parallel social action so that linked pupils learn about the values they share. Throughout the term the classes connect with one another through video calls and exchange of work and ideas.

In the summer term, pupils consider the fourth key question (How do we all live together?). The developing relationship between the two classes does not rely exclusively on the relatively limited face-to-face linking days; it is maintained between stages by the classes regularly exchanging information with each other, and by virtual sessions. This includes further structured video calls aimed at creating a sense of fun and a deeper understanding of one another. The Secondary Schools Linking programme

– 'Shuttle Dialogue' – facilitates exchanges of ideas between the classes, giving pupils a chance to learn from one another. All this work is aimed at moving from an 'Us vs. Them' mentality to a more inclusive 'We'. At the end of the year, the children from both classes reflect upon and communicate what they have learned. All classes involved in linking, whether face-to-face, virtual or intra-school programmes share their experience with the whole school and their families, celebrating the experience of linking and the new friendships and connections made.

What does the intervention cost?

Schools pay for transport costs for visits (which will obviously vary with distance to travel) and for supply cover for the two teacher training sessions; LAs may provide some support. Resources (available as downloads on The Linking Network website) are free. Visits are resource intensive, especially if entire year groups are to benefit from the programme. Use of new technology (e.g., virtual contact via Zoom and Teams) is increasingly being used for further collaboration/linking between schools without the need to leave the site. But virtual should not completely replace actual contact.

Who uses the intervention?

Schools Linking has been widely adopted across schools, age groups, and ethnic, religious and socioeconomic background of children involved, serving more than 30,000 children and young people in over 1063 classes in 729 schools in 29 areas across England. Programmes serve primarily primary schools (years 3-5; 85% of programmes), but also secondary schools (12%) and special schools (2%). The two largest ethnic groups participating in Schools Linking are White British (45%) and Pakistani heritage (21%) pupils (TLN figures for 2019-20). Each linking programme in the Network is locally owned, with national backing, and able to respond to local priorities for integration while strengthened by shared learning, support, resources and training from the Network.

What resources and support are provided for teachers?

TLN offers training for LA Advisers in how to facilitate an effective linking programme in their own local area, including: how to train teachers, how to plan and structure a linking programme, how to offer support and guidance, and how to ensure delivery is of a high quality. The two teachers responsible for linking their respective schools can receive two or more half-day training sessions and subsequent support directly from the central team.

Teacher training (Continuing Professional Development, CPD) is essential to the effectiveness of the programme (Akhtar et al., 2017; Kerr et al., 2011; Manzoni & Rolfe, 2019). TLN training ensures teachers are well-prepared, through extensive and varied training, with skills and resources to lead the link days between the classes. This builds

teacher confidence to support dialogue about difficult conversations and sensitive topics. CPD also allows teachers from both schools to meet ahead of the linking days.

Teachers and headteachers wishing their school to join the linking programme can make contact through TLN with a local schools linking facilitator, who will support them to find a demographically different school to link with. The two link teachers then attend Schools Linking Training together. They also gain access to the TLN resource library so that pairs of linked teachers can plan their programme for all pupils in linking classes. Pairs of schools in other areas can approach TLN directly for training and resources.

Various resources are available as downloads on TLN website, relating to the schools linking process, practical arrangements and the embedding of linking in the school curriculum (https://thelinkingnetwork.org.uk/resources/). Some resources are free to view (e.g., videos on: Preparing to Meet, or Class Visit), others must be purchased (e.g., British Values Lesson Pack, £35). These resources are well thought-out and include Plans for Linking Days, Proposal forms for new School Activity, and Lesson Plan resources for both primary and secondary schools.

How does the intervention work?

School Linking has drawn on extensive psychological research and theory around 'contact theory' in the design of its programme (for more detail, see Appendix 1.1). Contact theory argues that bringing together members of different groups to engage in positive face-to-face contact with each other will reduce prejudice and improve relations between the groups. Here, groups can refer to any significant social groups, including groups based on race or ethnicity, religion, sexual orientation, (dis)ability, socioeconomic background and age.

Research has shown that such contact, especially over an extended period of time, builds trust and helps children from the different groups to form some deeper relationships (at best, forming vital friendships with pupils who belong to a different group than their own, *cross-group friendships*). This contact can reduce prejudice and improve relations between groups whose relations are often marked by prejudice, intolerance and even conflict.

This beneficial effect of contact is especially likely if four 'optimal' conditions are met: equal status, cooperation, close relationships, and institutional support (see Allport, 1954, Al Ramiah & Hewstone, 2013; for implementation in Schools Linking, see Akhtar et al., 2017):

1.   There should be equal status among the groups, or the individuals drawn from different groups, who meet in the contact situation.

How to meet this condition in school: Promoting equal status should begin before any actual contact takes place (e.g., in the written exchanges that prepare everyone for the first meeting), and then continue through the later meetings and follow-up work.

2.   The situation in which intergroup contact occurs should involve cooperation between groups or offer common goals to both groups, rather than competing with each other.

How to meet this condition in school: Cooperation, and underlining that pupils from the two schools share common goals, should begin early. Activities should be chosen that are collaborative in nature, and that facilitate pupils relying on each other to achieve shared goals. Competition (especially any sense of between-group or between-school competition) should be avoided. Designing activities that are co-operative and offer common goals drives the choice of curriculum activities at all stages of Schools Linking, and is outlined in the teacher training. Activities include carrying out shared environmental social action, and creating shared pieces of artwork such as banners about friendship which can be displayed in both schools.

3.   The contact situation should be structured in such a way as to allow the development of close relationships between members of the two groups (i.e., moving beyond stereotypical assumptions based merely on knowing which group they belong to).

How to meet this condition in school: At this stage it is crucial to plan activities that ensure meaningful interaction between pupils before, during and between meetings. For example, pupils exchange 'curiosity questions' and answers between classes about identity and community, and information about their hopes and dreams and those of their families, to build understanding.

4.   There should be institutional support for the intergroup contact.

How to meet this condition in school: Each school's headteacher and senior management team should be closely involved in deciding which particular school to link with. They should provide key teachers time to learn about the intervention and how to optimize it, plan lessons and exchange-days. Those teachers most closely involved with the linked classes should demonstrate their commitment to the project to increase and improve mixing between groups.

Schools Linking projects are carefully structured so as to meet these four conditions under which positive intergroup contact is most likely to be effective. Nonetheless, contact may not, inevitably, be positive; and The Linking Network include discussion of negative contact in training of both linking leads and teachers to mitigate any adverse effects of contact.

More recent research has demonstrated the value of more 'indirect' forms of contact, which can also be exploited by Schools Linking (see Shannahan, 2018). For example, 'online' or 'virtual' contact can be established via computer.

Does the intervention work?

Kerr et al.'s (2011) evaluation, conducted by the National Foundation for Educational Research (NFER) and commissioned by the Department for Education, provides a robust assessment of whether the intervention works (more detail of its findings and of the other evaluations are included in Appendix 1.B; for further details on robust evaluation, see Appendix A.1). This involved:

1.   comparing pupils' questionnaire responses before and after linking;

2.   comparing responses within-schools between pupils who did versus did not participate in the linking activities; and

3.   comparing responses between the linked schools to a matched comparison group ('control group') of schools not participating in linking.

School Linking had a positive impact on many aspects of pupils' skills, attitudes, perceptions and behaviours, particularly their respect for others, their self-confidence, and their confidence that they could mix with children from the other group. It also broadened the social groups with whom pupils interact.

The evidence for the programme's impact on pupils' knowledge and understanding is, however, mixed. The programme is more likely to have an impact if there is sustained involvement (two or more visits) of pupils involved in the programme, which is now implemented in the programme design. To have impact beyond those pupils directly involved in linking activities there would likely need to be a deliberate and sustained dissemination effort within the school, which has also now been structured into the programme and pupils share their experiences with the wider school and their families.

Although the programme is primarily designed to have an impact on the pupils involved, there was evidence that teachers were generally enthusiastic about and willing to run the programme with their class, and that they, as well as local authority staff, also benefit from involvement in the intervention.

There is some evidence that linking can reinforce negative attitudes and fears in some cases. The post-intervention survey revealed, for example, that 11 per cent of pupils who had taken part in school linking reported feeling more negatively towards other communities since taking part in linking activities. Some (18 per cent) also responded that through school linking activities they had learned that they find meeting people from different backgrounds difficult. These are issues that should be addressed in further research.

Nevertheless, the post-intervention survey of pupils showed that, of those pupils who took part directly in school linking activities: most felt 'more confident about meeting people from different schools and different communities' since taking part in school linking (52 per cent). A sizeable proportion also thought that, through school linking

activities, they had learned how to meet new people and how to get along with them (44 per cent), and that they could cope in strange and new situations (43 per cent).

Does it contribute to wider integration?

Schools Linking is aimed at fostering integration and cohesion at different levels: the pupil-level; the school-level; the teacher-level; and the Local Authority-level. The Schools Linking model is designed to be embedded locally and to have impact at all four levels. Its main focus, however, appears to be on the pupil-level.

Pupils share learning in assemblies and with their family, resources are provided for family engagement, and linked schools try to draw together parents from the two schools. To the extent that these different activities are successful, Linking can have an impact at the school level and the LA level (Akhtar et al., 2017; Raw, 2006).

2.   One Globe Kids

Summary

One Globe Kids is a relatively new intervention, distinctive in being designed for use even with very young children (target age: 4-10 yrs.). It seeks to promote awareness of other cultures at an early stage, which might protect against prejudicial attitudes towards others as children develop. This aim has received support in a small-scale initial evaluation, but a further robust evaluation is needed. Costs associated with the intervention are relatively low, as are risks. For further information, see: https://oneglobekids.org/

Who is the intervention aimed at?

This intervention can be used with children aged 4-10 years.

What are the aims of the intervention?

The broad aim of One Globe Kids is to help very young children resist *prejudice* and *stereotypes* by allowing them, via a simulation, to imagine that they are meeting and making friends with a diverse set of children from other countries and cultures (diversity is interpreted in terms of economic, cultural, religious, and other dimensions). The website does not facilitate actual meetings, but rather visually presents the everyday stories of children from around the world, illustrated with photos. The aim is that children who use the programme, and experience a 'day in the life' of one of the featured children, will feel that they have actually met, visited and made friends with a similar-aged child in a different country. Interactive digital and offline activities, as well as lesson plans, are provided. These help to bring the simulated encounter to life, explore similarity and difference, and reinforce the experience. One Globe Kids may be useful with younger school years, in contexts where cross-cultural virtual exchanges are not possible, or could be used prior to virtual exchanges to help prepare young people for this more intensive experience in the future.

The intervention is run by Globe Smart Kids, Inc., an American charitable social enterprise founded on the belief that having a diverse group of friends reduces bias increases openness and leads to a better future for more people.

Each child's story is told with the help of photographs of the child in their home country, and the story is brought to life with narration and interactive activities. The interactive activities are designed to replicate what is involved in making friends, including developing familiarity, sharing together and learning from each other. While the children in the stories are real, the online interactions are simulated to ensure the safety and privacy of both young users and the children in the stories. Activities include exploring

similarities and differences in daily life, and imagining a playdate with the children featured on the website.

The programme is based on the belief that children are never too young to talk about what is going on in the world. Teachers at this level can, moreover, with appropriate tools and techniques, approach challenging issues such as diversity, inclusion, and equity (albeit in simple terms). One Globe Kids aims to provide tools and age-appropriate resources for teachers to do this, via their website, digital and offline activities, and lessons, which are linked to the KS1 and KS2 curricula. The approach places an emphasis on the commonalities of children and their families around the world (they get up in the morning, play, help at home, do things in their community, eat, and get ready for bed), while not ignoring any differences.

Because there is no actual contact between the user and the children in the stories, this approach is relatively easy to set up and use (for teachers, there is no need to make arrangements with other schools), and because it is a simulated experience, it is safe for both participating children and users. For some of their young users, One Globe Kids may be their first experience of learning about, or being exposed to, a peer outside their normal daily life, which can be more restricted at this young age. The stories are narrated in four languages and include simple icons so users can easily navigate the series without help.

This intervention seeks to spark children's 'global imagination' and offers them an innovative way to experience friendship with a peer in a different country; which country is chosen can be decided upon by the class or the teacher.

Each One Globe Kids story is aimed at making international friendships feel possible and seeks to open up the possibility of real friendships in the future. One Globe Kids believes that the skills and confidence needed for global interaction can be encouraged from a very young age and aims to do that. Specifically, it is envisaged that children will gain in four key ways from involvement in the programme:

1.   **Global knowledge:** A greater awareness of families, communities and cultures around the world, and an understanding of what makes them similar and unique.

2.   **Culturally-open attitudes:** A mind-set and attitudes that are open to differences but also see similarities as opportunities for positive connections.

3.   **Contact skills:** Greater self-confidence and ease about interacting with peers from other groups through imagined contact and role-play.

4.   **Prosocial behaviours:** Experience of practising prosocial behaviours (e.g., sharing, working together, trusting, helping and empathy) with others, who are in some respects similar to them, and in other respects different from them.

These gains, developed in early childhood, will, it is argued, make children more tolerant of difference. In this way it is envisaged that the children will be less susceptible to, prejudicial attitudes and stereotyping in later life.

In sum, One Globe Kids has eight key strengths (Cameron & Swift, 2017):

1. it provides indirect, rather than face-to-face contact, which keeps anxiety low;

2. it allows children to experience diversity and contact that they would not normally get a chance to (e.g., with children from distant and different countries);

3. it is suitable for younger children, and materials are well-produced and professional, including high-quality photos;

4. it is engaging for children, even of younger age, interactive, and user-friendly;

5. it can be used in schools and at home with parents;

6. it has the potential for wider uptake in schools;

7. it is flexible, and lessons are linked to KS1 and KS2 curricula; and

8. intervention design and delivery are based on established psychological theory and research findings.

What does it involve in practice?

It is a straightforward task for a teacher to get started. Zuiderveld (2020) explains the approach in a publication that can be accessed for free (see: https://www.tandfonline.com/eprint/HJDG64JGPCUHJ28Z68FN/full?target=10.1080/00094056.2020.1707528).

The One Globe Kids website sets out the six key steps:

1. The teacher signs up online for a two-week free trial, which provides free access to the Global Friendship Curriculum (two age-specific versions: 4-5 yrs. and 7-8 yrs.) and to two initial stories (featuring a friend in Haiti, and Indonesia). Or the teacher signs up for a paid subscription to access all available stories (currently 10), lessons and activities.

2. Once the teacher is logged in to their One Globe Kids Educator account a range of free materials are available.

3. Teacher and/or class then choose a friend to visit. The opportunity is provided for the class to 'meet new friends' in Africa, Asia, Europe, North America and the Caribbean. Each friend has a unique, non-fiction story, presented with photographs. Registration online as an 'Educator Advocate' allows the teacher to choose from a broader range of friends and countries to visit.

4.   Teacher and class can then explore their new 'friend's' story together online. Each story can be read by signing in online and sharing the stories with the class via a smart-board or computer. One Globe Kids believe the stories will stimulate children's 'global imagination', helping them to see, think and wonder about life elsewhere, as well as learn to recognize what they have in common with other children around the world.

5.   For young children acquiring or improving English-language skills (which would presumably include recent immigrants to the UK) there is a free English Language Arts (ELA) curriculum (two age-specific versions: 4-5 yrs. and 7-8 yrs.) to teach reading comprehension, writing, language, listening and speaking. The lessons for 4-5yr. olds focus on families around the world; those for 6-7yr. olds on communities worldwide; and those for 7-8yr. olds on being an active global citizen.

6.   Armed with these materials, the general aim is to promote global friendship, and for children to feel happy and safe interacting with diverse peers. This approach identifies a set of Global Friendship Goals whose aim is to help children prepare for diverse friendship, and, more specifically, to acquire the four features noted above: global knowledge, culturally-open attitudes, contact skills and prosocial behaviours.

What does the intervention cost?

One Globe Kids is a non-profit programme, and some materials are free; others must be bought, but are relatively cheap (access to the full programme is free for most schools that have a high proportion of pupils from low income backgrounds). Costs are based on the number of pupils joining the programme (a classroom, <30 pupils: £29; a year group, 100 pupils: £89; a small school, 300 pupils: £259; a medium school, 300-600 pupils: £509; a large school, 600-1000 pupils: £849).

Who uses the intervention?

The intervention is currently used in 70 schools across the world (no data is available for the number of schools using it in the UK). How it is used is a matter of which stories and features of the website a teacher decides to access. Cameron and Swift (2017, p. 13) give one example of an activity during the intervention:

"In week one of the intervention, pupils 'met' Jenissa in Burundi. They learned to count and to speak in her language of Kirundi. Jenissa showed them how she eats her favorite food, isombe, using her hands and in the 'Tell me about yourself' activity Jenissa asked pupils: 'What is your favourite thing to eat and how do you eat it?'

One Globe Kids offers a range of lessons and activities for teachers to choose from, tailored to their desired learning outcomes and pupils' needs. Examples relating to *social integration* include:

- English, following the full Global Friendship ELA curriculum for a semester
- Storytelling: https://globesmartkids.org/global-education/case-study-2nd-grade-globe-smart-storytelling/
- Global Education: https://globesmartkids.org/haiti/classroom-case-study-bentonville/
- Civic Education: https://sites.google.com/democracyprep.org/dppscivics/civics-program

What resources and support are provided for teachers?

Because the intervention is entirely digital, and requires that a teacher registers to use it, all support is from the same platform. The One Globe Kids international team can be reached by email for questions about content and technology.

The extensive website includes the children's stories, interactive friendship and language activities, educational materials for teachers to use with the stories, and additional anti-racism resources. Children can currently visit friends in Haiti, Indonesia, The Netherlands, Burundi, New York City and Israel.

A subscription gives access to:

- 10 global friendship stories
- Questions for story comprehension
- 30+ language practices
- 10 Friendship writing pages
- 16 Global Themes to discuss, like water, energy, education, art etc.
- 50 activities for Food, Maths, Arts & Crafts and more

A Global Friendship English Language Arts curriculum: 11 lessons for the first grade of elementary school (currently only aligned to USA Common Core Standards for reading, writing, listening & speaking, and languages).

How does the intervention work?

Like Schools Linking (see Intervention 1, this report), One Globe Kids has drawn on extensive psychological thinking and research on contact theory in the design of its programme (for more detail, see also Appendix 1.1). Contact theory argues that bringing together members of different groups to engage in positive face-to-face contact with each other will reduce prejudice and improve relations between the groups. Here, groups can refer to any significant social groups, including groups based on race or ethnicity, religion, sexual orientation, (dis)ability, socioeconomic background and age.

One Globe Kids differs in being built on two more recent developments in contact theory (for more details, see Appendix 2.1):

1.   the benefits of having friends in another group, '***cross-group friendships'***; and

2.   the value of 'indirect' forms of contact (extended, vicarious, imagined, and online forms of contact); here, no actual face-to-face contact takes place, but children may, for example, observe a person from the same group as them being friendly towards a member of another group.

Does the intervention work?

There has been only one evaluation of One Globe Kids, which is fairly robust (for more detail, see Appendix 2.2; for further details on robust evaluation, see Appendix A.1). Cameron and Swift (2017) specially created a three-week One Globe Kids programme for schools, which was evaluated 7-10 days after the last intervention session. The intervention involved one hour of instruction a week for three weeks. The sample comprised 203 children, most of whom were White British (aged 6-8, from years 2 and 3 in four primary schools, three in England, one in Scotland). The evaluation compared two groups of children: a 'control group' (where children did not receive the intervention and provided a baseline for all questionnaire measures), and an 'intervention group' (where children received the intervention).

The statistical analysis revealed that, compared to the control group, children exposed to the intervention reported being more culturally open to, and saw themselves as more similar to, children from other cultural and ethnic minority backgrounds. The reported mean differences were, however, quite small, and no ***effect sizes*** are reported.

As in any evaluation, one should also be alert to any possible negative effects of the intervention or challenges it may face. First, great sensitivity is required in presenting some cultural differences, so that they do not reinforce negative stereotypes. Second, the total reliance on online materials and imagined or simulated contact raise questions over how long this intervention can be sustained.

Does it contribute to wider integration?

This intervention does not appear to make any claims to do so. However, some of the skills and attitudes it aims to promote, such as culturally-open attitudes and contact skills, are likely to support community cohesion. If it is proposed that forming these global friendships (with friends in other national and ethnic groups) may promote such relationships between different social groups in the UK, then this assumption should be tested.

3.   Generation Global

Summary

Generation Global is an intervention associated with a foundation (the Tony Blair Institute for Global Change) that highlights the importance of, and teaches secondary-school pupils (aged 13-17) how to engage in, dialogue with pupils from schools in different countries. The evidence for the impact of the intervention on *social integration* is still quite limited, but there is evidence that it promotes open-mindedness – by which is meant not agreeing with others, but trying to understand better their perspective. There are no costs associated with the intervention. For further information, see: https://generation.global

Who is the intervention aimed at?

Children in secondary schools.

What are the aims of the intervention?

The overall aim of Generation Global is to give pupils the skills and experience they need to become open-minded global citizens. The Generation Global intervention consists of a set of detailed resources to help anyone who wants to give young people, whether in school or elsewhere, an experience of dialogue with their global peers (see https://generation.global). More specifically, and of most relevance in promoting social integration, an aim running through this approach is to learn about the importance of dialogue, and the skills involved. This learning is then used to explore different perspectives and global topics, and build connections with young people all over the world.

Generation Global reflects the needs of different school systems around the world, working through existing systems. This intervention aims to offer specific and distinct things to pupils and teachers. Training is provided for teachers. Flexible classroom resources and online opportunities for dialogue are created for pupils, aimed at:

1.   improving their critical thinking and dialogue skills;

2.   making them more open-minded (e.g., shifting away from "us vs. them" narratives);

3.   helping them to connect with their global peers;

4.   breaking down religious and cultural *prejudices*; and

5.   thereby reducing the risk of conflict and the development of extremist narratives.

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Pupils are offered the chance to gain badges for completing learning on different topics and to earn points on the way to becoming a 'dialogue master'.

Generation Global describes dialogue (from a student perspective) as:

"An encounter with those who might have different opinions, values and beliefs to my own, dialogue is the process by which I come to understand the other's lives, values and beliefs better and others come to understand my life, values and beliefs."

Learning to embrace diversity is seen as a positive facet of contemporary global society. The aim is that, through mutual interchange, pupils grow in their understanding of their own and other communities, and individuals, but they also develop an open mindset. Participation in dialogue drives pupils to acquire and practise higher-level critical thinking skills and to engage with a range of viewpoints. Through direct encounters with those who are different from themselves, pupils are empowered to overcome prejudice, and forewarned against extremist narratives.

A range of resources have been developed to help pupils to excel at dialogue – to approach, speak to, and listen to one another in a respectful way. This paves the way for mutual peer teaching and learning with those of different cultures, faiths and world views. The Generation Global approach emphasises that to 'respect' in this sense does not mean to 'agree with'. On the contrary, as the approach points out, respect really only 'comes into its own' in the context of disagreement. Generation Global wants young people to have, and is designed to give them, the skills to disagree appropriately and to find more respectful ways to express themselves than through hostility, conflict or avoidance, which can all be extremely damaging to the individual and to the social fabric.

The approach acknowledges that many pupils will already be well equipped to take part in discussion and debate. However, it argues that 'meaningful dialogue' on difficult issues – essential to building societies that maximise the potential of diversity and encourage an inclusive approach – requires proper preparation and resources: pupils need tools, and teachers need straightforward and simple classroom activities.

Generation Global uses three core activities: (1) Pupils learn and practise the skills of dialogue in the classroom; then, (2) they engage in dialogue: through (a) videoconferences, or (b) online.

Classroom

Seven carefully structured resources are available. The core idea of the intervention is: dialogue. Essentials of Dialogue is the key resource for use in classrooms to build skills of dialogue and critical thinking in young people, and is an indispensable part of the Generation Global programme. Like other units, it includes both theory and practical activities to help explore, develop, and practise dialogue. Because this idea is central, further details of this resource, and brief descriptions of all seven resources, are given in the section on Resources, below.

Videoconference

The facilitated videoconferences aim to immerse pupils in an entirely new experience by connecting classrooms across the world. This allows pupils across the world, including those in conflict zones, to explore and develop their own views, to speak to others, and to listen to and consider the views of each other. Generation Global creates a safe space in which all this can happen. Trained facilitators manage the interaction, providing support and appropriate challenge, and encouraging the use and development of the four key skills of dialogue: insight, explaining, questioning, and reflecting. Technical support is provided by Generation Global, as is help in connecting schools through an online booking service.

Online

The moderated online community is another tool that encourages dialogue. It allows pupils to engage in digital dialogue, connecting safely with peers around the world via this platform. Pupils work together in small groups with students from around the world; they share and listen to each other's views, and engage in dialogue on prearranged topics. Pupils are also encouraged to comment on each other's work, referring to the same four key skills of dialogue.

What does the intervention cost?

There is no charge or cost involved in the programme.

Who uses the intervention?

Since 2009, over 300,000 young people, from 2,500 schools in more than 50 countries have participated in Generation Global (figures for UK schools involved currently unavailable).

What resources and support are provided for teachers?

Teachers can explore resources, tools, and training opportunities to teach and develop the skills and competencies of dialogue in their own classrooms and schools. By joining the Generation Global network they receive access to:

1.   Downloadable classroom materials, including the, key, 'Essentials of Dialogue' unit; and

2.   Video-conference time with classrooms all over the globe; and

3.   Opportunities for teacher training and professional development. Help is also available in response to online enquiries, and via a number of helpdesks.

Tools

An 'intuitive toolset' supports teachers though the process of preparing and evaluating their pupils. Help is provided on various aspects of using the intervention: presenting a simple overview of pupils' activities, booking team activities, and manging workflow.

Resources

Generation Global have developed flexible teaching modules that can be incorporated into existing curricula, and that suit a range of educational systems. Generation Global provide straightforward and engaging classroom activities that help pupils to approach diversity in an open-minded way, and to learn the skills of dialogue. Helpful information is also provided on how to use the resources. Each chapter (of which there are seven) is divided into two sections focused on theory and practice, respectively. The first section on theory provides information aimed at helping the teacher to outline the key issues in each different area, and selecting ideas to prepare for teaching sessions with pupils. The second section contains practical classroom ideas for developing these skills and approaches with pupils. Each chapter includes a range of activities aimed at: (1) helping the teacher to explore, develop and practise the skills of dialogue in their classroom; and (2) suggesting how the teacher can use these resources to deepen connections that they may already have with other schools in the same country or around the world. All the worksheets needed to support the activities are provided. It should be noted that these are substantial resources, and would require considerable time on the part of the teacher to review, prepare to, and then actually, use them (e.g., the first key resource – dialogue – is 93 pages long).

There are resources for seven key modules on the website which are of use in promoting social integration. The first two, relating to dialogue, are most central and hence are summarized in more detail here; the remaining five resources are only briefly touched on, but are all available on the Generation Global website.

1.   Essentials of Dialogue

The aims of this module are to prepare young people for a diverse and interconnected world and to approach that in an open-minded way. It also seeks to give them the 'soft skills' that they need to make sense of, and play an active part in, a globalised society that is more closely integrated and interdependent than ever before. Simple classroom activities are provided to achieve these goals.

To ensure that dialogue is really taking place, two key factors are needed:

- **Creating a safe space:** that is, creating trust between participants; teaching them to be non-judgemental, and inclusive.
- **Facilitation:** It is the task of the facilitator to ensure that no individual or group dominates. The facilitator should: try to be neutral; ensure that multiple views can be

heard and encouraged; ensure that group members develop their curiosity and ask good questions; check clarity regarding complex views.

By practising dialogue, it is intended that pupils will do more than understand one another and their global peers; they will also move beyond simple **stereotypes** of the Other. Dialogue will also help them move beyond the cognitive distortions that are created when we engage in bias, such as the tendency to dichotomize the world, and to ignore both the complexity of a topic and the range of opinions and positions that might exist about it.

The resource gives good detail on what should be acquired, assessment criteria, and provides clear, detailed worksheets.

2.   Difficult Dialogue in the Classroom

This module builds on, and should only be used after working through, the Essentials of Dialogue. Teachers are often faced with the need to address shocking events and children's consequent fears and concerns, and how to achieve a greater understanding through promoting dialogue; this module provides tools to help meet that need.

Children are taught the importance of communicating their experiences and ideas to others (in their classrooms and globally) who may not share their backgrounds, and how to achieve that end. They are taught the value of:

1.   **Explaining** their ideas in a simple, clear manner;

2.   **Active listening:** the skill of listening properly, in the sense of doing so deeply and reflectively, to one another and showing that they value the other person and their ideas; and

3.   **Critical thinking:** including that they should be able to explain why they have reached their conclusions, and should be able to support their point of view with facts.

Other skills are also emphasised, some of which are closely related to social integration (e.g., cooperation and global awareness). The aim is to help children to see themselves as individuals within a global community. Moreover, it is emphasised that, when considering the diversity of the world in which they live, children are not only aware of ways in which different people are similar, but are also sensitive to, and confident about exploring, differences between them.

This last point is linked to promoting the idea of 'living with difference'. Pupils are given the opportunity, through lessons and resources, to develop a wide range of skills that will allow them to find alternatives to conflict when they disagree.

3-5. Teacher Briefing Notes

The next three resources are Teacher Briefing Notes (all three Briefing Notes are intended to support schools in building children's and young people's resilience to extremist narratives)

- What is Extremism? Classrooms are seen as a crucial forum for young people to engage with the many challenging elements surrounding this subject. Generation Global has developed teaching practices and resources to help break down the current media and policy debates surrounding extremism into resources for facilitating dialogue on these issues in the classroom.
- Antisemitism, Anti-Zionism and Criticism of Israel.
- Teacher Briefing Note - Anti-Muslim Hatred (not designed to be used directly with pupils)

6. Power of narrative

This module is a resource to give young people the knowledge and understanding of how stories and narratives shape our lives, and to give them the skills and confidence to respond critically to narratives and narrators who seek to divide us. Pupils explore how they come across these narratives and stories, and the impact that these have on themselves and their communities.

7. Action against hate speech

This module is designed to prepare pupils for dialogue around the issue of hate speech. Children learn about human rights, and that addressing hate speech does not mean limiting or prohibiting freedom of expression.

Training

Training is provided in the form of both workshops (that provide in-depth expert training) and professional development videoconferences (during which teachers can share their experiences and good practice).

Does the intervention work?

Doney and Wegerif (2016) have provided the only, but a robust, evaluation of Generation Global. They conducted a study to measure the extent to which the Face to Faith (F2F) programme, which is now named 'Generation Global', had an impact on three key measures. They found that being part of the programme had a modest but statistically significant positive impact on measures of pupils' 'open-mindedness', but not their 'knowledge and experience of difference' (e.g., their attitudes towards others who are different). Attempts were made to compare the intervention group (who received the programme) and control groups within each school (who did not). However, these comparisons were rendered difficult to interpret, because, unexpectedly, the control

groups demonstrated a clear decline in open-mindedness (the prediction would have been that the control group would have been stable, but the intervention group would have increased in this measure). The cause of this unexpected result was unknown, but interviews with country coordinators suggest it could be related to the impact of negative media messaging during the survey period.

A tender is currently out for a new evaluation of this intervention, which will need to address various limitations of the earlier evaluation (see Appendix 3.1).

Does it contribute to wider integration?

This intervention is primarily focused on dialogue and makes no claims about contributing to wider integration. Yet, given its focus on the qualities of listening closely, being open-minded, and engaging in constructive dialogue this intervention has the potential to contribute to being a good citizen in a multicultural democracy, and hence to wider integration.

4.   Encountering Faiths & Beliefs/Amplify

Summary

This intervention is suitable for young people in secondary schools or colleges (aged 16-18 yrs.) Amplify is a recently developed intervention, but one that is linked to, and emerges from, a well-established approach (Encountering Faiths and Beliefs), supported by an organising structure (The Faith & Belief Forum). Amplify aims to strengthen, and support teachers in the management of, safe educational spaces in which young people feel safe to engage in conversation about challenging and sensitive issues relating to faith, belief and identity. Amplify has not been subjected to a robust evaluation, but it is an innovation to be welcomed, as an approach uniquely focused on sixth-form age students. Costs associated with the intervention are relatively low, as are risks. For further information, see: https://faithbeliefforum.org/programme/amplify/

Who is the intervention aimed at?

Encountering Faiths & Beliefs is for both primary and secondary schools; Amplify is for Sixth Forms and Further Education colleges.

What are the aims of the intervention?

The Amplify programme is run by The Faith & Belief Forum, an organisation that creates spaces in schools, universities and the wider community where people can meet other people from different communities. The aim is that they will engage with questions of faith and belief , learn from people from different communities, and work together. A broad aim of this work is to enable learning and dialogue about lived diversity, and interfaith and intercultural education, and to promote the public understanding of these issues.

In order to present the Amplify programme against its background, it is necessary, first, to summarize briefly the Encountering Faiths & Beliefs approach, and then to focus in more detail on the specific intervention, Amplify.

Encountering Faiths and Beliefs

The Faith & Belief Forum's flagship programme is Encountering Faiths & Beliefs (https://faithbeliefforum.org/programme/school-workshops/encountering-faiths-beliefs/), a 1-2 hr. workshop that brings real-life experiences of faith, belief and identity into the classroom via a panel of trained speakers. Two or three speakers from different faiths, or no-faith, and belief backgrounds (e.g., a Muslim, a Catholic and an Atheist) share their personal stories (in about six minutes) and answer the pupils' questions in an engaging and informative way while modelling interfaith dialogue and co-operation. The Faith & Belief Forum train the speakers to focus on their 'lived faith': the story they tell is

expressly personal (they are taught to use 'I' and to talk about what their faith means 'to me', rather than to speak of 'they' – as in, fellow members of their faith – or generalized theology). Teachers are free to select their preferences for speakers, and The Faith & Belief Forum have speakers from a range of faith and belief backgrounds (including non-religious beliefs).

The speakers are accompanied by a facilitator, who helps to reframe any insensitive questions and to explore any difficult issues that might emerge. The idea is to take the diversity and complexity of faith and belief into schools and to give pupils the chance to ask direct questions they may not have the opportunity to ask otherwise. The Faith & Belief Forum uses this workshop approach as part of its own school linking programme (see separate section on Schools Linking in this report) and Amplify.

The size and content of Encountering Faiths & Beliefs workshops vary for different age groups:

- Younger children (in primary schools, 4-6-year olds., in groups of 12-30):
    - Icebreakers, worksheets, and story-telling. Speakers talk about the following themes: An Introduction to Me; My Key Beliefs and Practices; and A Special Object.

- Older children (some in primary and others in secondary schools, 7-13-year olds, in groups of 12-60):
    - Icebreakers and worksheets for different learning styles. Speakers will share a short life story about their journey with their faith or beliefs, including challenges faced. Pupils will have the opportunity to take part in a dialogue, asking questions of their choice to deepen understanding and build connections with the speakers. The atmosphere is intended to create empathy and respect.

- Secondary school pupils (Years 7-13, in groups of 12-60):
    - Story as for older children (above); but these older pupils have the opportunity to take part in more of a dialogue.

The aim is that, through the workshop, pupils will:

1.   Hear personal stories and reflect on the relationship between faith/belief and daily life

2.   Identify key similarities and differences, within faith/belief traditions as well as between them

3.   Have the opportunity to ask questions – including controversial questions – in a safe space; and

4.   Witness and be part of positive interaction between people of different faiths and beliefs.

Since the COVID-19 pandemic, The Faith & Belief Forum has developed Encountering Faiths & Beliefs digitally, delivered online with materials for teachers (see: https://faithbeliefforum.org/resources/encountering-faiths-beliefs/).

Amplify

Amplify (https://faithbeliefforum.org/programme/amplify/) differs from Encountering Faiths & Beliefs both in being aimed at older students, and in being a more extended programme, consisting of a number of sessions run during one term/semester.

The starting point for this approach is that the space, and opportunities, for young people aged 16-18 to engage in conversations about challenging and sensitive issues around faith and belief are central to the education process, yet are limited, due to both strained resources and anxieties around how best to facilitate dynamic and thoughtful debate in a classroom environment when these sensitive conversations can ignite broader discussions around politics, culture, religion and *prejudice*.

A key aim, then, is to strengthen spaces in which young people feel enabled to talk safely about controversial and sensitive issues around faith and belief.

The programme is aimed at supporting teachers in the management of spaces in which young people (aged 16-18) can engage in conversation about challenging and sensitive issues relating to faith and belief. Through carefully managed and facilitated discussions, the project aims to support young people in creating an output, resource or document (referred to as a 'manifesto') which represents and explores the complexities of the issues as understood by them. This manifesto is then disseminated through a variety of means, to a range of stakeholders (e.g., the young people's peer groups, educational establishments, and local and national policy professionals).

Amplify is a project that is flexible in design and can be adapted to suit diverse Sixth Form and Further Education timetables and curriculum structures, but it is structured around three phases:

Phase 1: Investigate

This phase consists of a series of four interactive sessions in which young people ('Amplifiers') work closely with expert facilitators to explore issues relating to, faiths and beliefs, power, leadership, society, justice, and sensitive issues in a context of global citizenship. The focus is on establishing an engaging space, which is youth-led and serves to empower Amplifiers to set their own agenda and investigate issues they themselves consider pressing. The ideas and content generated through these sessions shape the creative manifestos developed in the next phase.

Phase 2: Manifest

In this phase, Amplifiers work closely with a team of artists to gather ideas and materials from phase 1 and shape them into creative manifestos. In self-led manifesto groups, Amplifiers focus on an issue about which they feel passionate and that they wish to tackle in a creative matter. Manifestos may take the shape of a performance, film, exhibition, spoken word, creative writing, or a 'zine' (a small-circulation, self-published work consisting of text and images). This phase consists of four full days, providing a unique and transformative immersion, during which time participants are provided with expert guidance and support throughout the creative process.

Phase 3: Voice

This phase focuses on production, community engagement, and access to platforms and spaces at which the Amplifiers can present their creative manifestos. This stage offers an opportunity to provide skills to Amplifiers, including: leadership, outreach, public speaking, and convening conversations in diverse spaces. The young people involved are given an opportunity to showcase their work at The Faith & Beliefs Forum's Interfaith Summit during National Interfaith Week. The Amplifiers are supported towards the goal of producing and organising their own manifesto presentations. The length and content of phase three depends on the opportunities available and appetite of the school or college. For example, one group took students to Parliament to present to MPs.

In utilising this intervention any schools should be conscious of their legal duties regarding political impartiality. Whilst these requirements may not apply directly to external agencies themselves, they do apply to any teaching and extra-curricular activity arranged by schools. Schools must not promote partisan political views to pupils and when they become aware that political issues are brought to the attention of pupils, including by the activity and political expression of pupils themselves, should offer pupils a balanced presentation of opposing views.

What does the intervention cost?

Delivery has to date been funded by Dangoor Education (at a cost of £7,000 per Amplify programme) – schools need to provide the time to fit it into the curriculum and oversee it.

Who uses the intervention?

The Faith & Belief Forum work with over 17,000 people every year, including over 400 workshops for 10,000 young people in schools and universities across the UK, delivering a range of programmes. Most of this work is involved in delivering Encountering Faiths & Beliefs workshops.

The Amplify programme has, thus far, had limited implementation in two places, London and the West Midlands (the specific numbers involved in the Amplify programme are: 200 students, in four schools/colleges). It is, however, included in this report because it is the only intervention tailored for the sixth-form age group.

What resources and support are provided for teachers?

Information and resources about Encountering Faiths & Beliefs can be found on their website (https://faithbeliefforum.org/resources/encountering-faiths-beliefs/). There are no equivalent resources available for Amplify, but some information is available on their website (https://faithbeliefforum.org/programme/amplify/).

Does the intervention work?

There has been not yet been a robust evaluation of either Encountering Faiths & Beliefs or the specific Amplify intervention.

Does it contribute to wider integration?

Neither Encountering Faiths & Beliefs nor Amplify make claims about impacting wider integration. But, they are both associated with qualities – such as listening closely, being open-minded, and engaging in constructive dialogue – that suggest that this intervention has the potential to contribute to wider integration.

5.   Deliberative Classroom

Summary

This intervention is suitable for use in secondary schools (children aged 11-16). The Deliberative Classroom is a novel intervention, but one that is linked to, and emerges from, a well-established approach (Citizenship Education), supported by an organising structure (Association for Citizenship Teaching). It is a curriculum project which supports teachers to lead knowledge-based 'deliberations' with pupils on topical issues relating to 'Fundamental British Values'. Although Citizenship Education as an approach has been evaluated, a robust evaluation of the Deliberative Classroom intervention is still required. As this approach is implemented through regular timetabled lessons, there are no additional costs or risks associated with the intervention. For further information, see: https://www.teachingcitizenship.org.uk/resource/deliberative-classroom-general-guidance-teachers

Who is the intervention aimed at?

This intervention is for use in secondary schools.

What are the aims of the intervention?

The Deliberative Classroom intervention can best be understood in terms of how it is based on, and emerged from, the ideas of Citizenship Education and, more recently, Active Citizenship.

Citizenship Education

Citizenship education develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible citizens. Pupils learn factual information about politics, Parliament and voting as well as human rights, justice, the law and the economy – in a balanced manner. Schools already teach about the diverse national, regional, religious and ethnic identities in the United Kingdom and fundamental British values, including the need for mutual respect and understanding, as part of the National Curriculum, for which Citizenship is a statutory foundation subject in secondary schools. The GCSE subject, Citizenship Studies also contains core content on these issues that should be addressed in teaching and preparing pupils for this qualification. In primary education, citizenship is a non-statutory subject, but there is a curriculum framework that can be used to plan citizenship provision in key stages 1 and 2 (see: https://www.teachingcitizenship.org.uk/about-citizenship).

Active citizenship

Active citizenship is a process to involve pupils in learning how to take part in democracy and use their Citizenship knowledge, skills and understanding to work together in trying to make a positive difference in the world around them. It includes topics such as respect, resilience and the skills and knowledge children need to understand that racism is wrong and resist extremist narratives (see https://www.teachingcitizenship.org.uk/active-citizenship-award-scheme).

The Association for Citizenship Teaching (ACT) 'Building Resilience Project' involves teachers in schools developing innovative teaching strategies to help children to become more critical in their thinking about, and resilient to, extremism and being drawn into terrorism. Resources include 'The Prevent Duty and Controversial Issues: creating a curriculum response through Citizenship', which offers guidance to schools and teachers to help them meet the **Prevent Duty**. Guidance includes a comprehensive look at various pedagogical approaches to teaching sensitive and controversial issues and a list of useful resources; one such approach is the Deliberative Classroom.

Deliberative Classroom

The Deliberative Classroom is a curriculum project supported by the DFE. At the broadest level, its aim is to support teachers to lead knowledge-based discussions and debates with pupils on topical issues relating to 'Fundamental British Values (FBVs; which have been defined as: democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs), citizenship and equality.

Based on observational research, the project defines a classroom as deliberative to the extent that it meets six criteria:

1.   Participation;

2.   Developing informed views;

3.   Respect towards people affected by the issue being considered;

4.   Respect for the position adopted by other participants;

5.   Constructive responses to discussion; and

6.   Search for knowledge and understanding. The project includes a classroom observation schedule which encourages teachers to observe colleagues' practice to identify strengths and areas for development in nurturing the classroom as a 'deliberative space'.

The name, Deliberative Classroom is founded on the premise that discussion-based activities promote resilience in pupils by developing the knowledge to think critically and, increasingly, independently about the challenges facing the UK as a complex and diverse democracy. The project introduces and illustrates strategies to help pupils to become more confident in knowledge-based classroom debates.

The development of an open atmosphere of challenge is aimed at encouraging pupils to become more receptive to other ideas and others' ideas. Teachers and pupils do, however, need to be clear about the 'ground rules' for what is allowed and what is ruled out. Schools should also be conscious of their statutory duties regarding political impartiality.

The aim is not, simplistically, to teach pupils that all political conflicts can be resolved. In fact, opportunities for deliberation may help pupils to understand that 'politics is imperfect' and that compromises will sometimes be necessary, given diversity of opinions. Even though such controversial, political discussions may invoke strong emotions, the aim is for teachers to develop pupils' knowledge, skills and confidence to deal with such emotionally charged debate, rather than discourage it (ACT, 2020).

The Deliberative Classroom approach was developed through the Home Office's Project Innovation Fund for Prevent by the Association for Citizenship Teaching (see https://www.teachingcitizenship.org.uk/act-building-resilience-project). This project made the following four key arguments (ACT, 2018):

1.   Pupils should have the opportunity to learn about these issues and develop their own opinions. Organised discussions in schools might provide the only opportunity for pupils to discuss these issues.

2.   Pupils generally trust teachers to handle these discussions sensitively, rather than dogmatically, and allow a broad range of opinions to be aired.

3.   Pupils can gain from and should be provided with the contextual information essential to understanding the concepts of FBVs (the rule of law, democracy, individual liberty and mutual respect and tolerance for those of other faiths and beliefs) as well as issues such as extremism, radicalisation and terrorism. This knowledge is believed to help build resilience among young people, who arrive at a more nuanced political understanding of terrorism and the threats to democracy, and may be rendered less susceptible to over-simplified narratives.

4.   It is better to tackle these issues in a broad and open manner, to prevent them becoming taboo.

The key role of the teacher

Schools might be considered to be uniquely well placed to provide a space for young people to engage in thinking about, discussing and debating these difficult issues; but

this will only be the case if an atmosphere of absolute trust is created and confidentiality assured. They can, thereby, learn the benefits of a democratic society in working towards good solutions to complex problems through free enquiry, serious discussion and critical judgement.

In turn, teachers are considered to be best placed to host and moderate these debates. First, they can draw on their knowledge of the pupils they teach, and any particular sensitivities for those pupils which relate to citizenship issues and topics being studied (e.g., personal circumstances, their own experiences or those of their family or friends, whether affected as an asylum seeker, refugee, by war, violence, crime, prison, family break and so on). Second, they apply their professional expertise to plan for appropriate and effective learning – in line with schools' duty to take steps to ensure the balanced treatment of political issues. For teachers, three imperatives are identified (ACT, 2018); teachers should, for example:

1.   Ensure dialogue is supported by the development of adequate subject knowledge. A resource pack includes a teacher briefing to enable teachers to manage these discussions effectively and engage with pupils' questions and misconceptions (see Resources section, below).

2.   Make clear links between the specific issues being discussed and the broader concepts that are most relevant (e.g., linking the public debate on banning the burka in France to broader issues around religious freedom).

3.   Be sensitive to the local context and the needs of the pupils in their classes (e.g., some pupils may be directly affected by the issues being considered, and may encounter a very different view from what they hear at home).

A key role of the teacher, when teaching controversial issues, is to use strategies for 'warming up' debates where no one seems to see the point of contention or 'cooling them down' where things get overheated too quickly and threaten to get out of hand. The teacher response may include finding examples more relevant to the pupils in the class, or finding ways to make the abstract issue more immediate and real. The resources in the Deliberative Classroom (summarized below) all include case studies of diverse groups (different religions, minority groups, and activist causes) to help teachers illustrate diversity of opinion, where their own school may not offer this. Unless different viewpoints are adequately represented, deliberation will be ineffective, because a consensus emerges too readily.

The Deliberative Classroom is aimed at making pupils capable of engaging in productive discussions about controversial and intractable political problems, and using these discussions to deepen their understanding of abstract notions of democracy, religious toleration and freedom.

What does the intervention cost?

As this approach is implemented through regular timetabled lessons, and materials are available free of charge via the ACT website, there are no additional costs.

Who uses the intervention?

The approach is used by secondary teachers usually with a Citizenship, RE or humanities specialism, but because the resource is freely available to use, it is not possible to provide numbers of schools and pupils who have used or are using the approach.

What resources and support are provided for teachers?

The Deliberative Classroom intervention provides three resources: General Guidance for teachers, Debate Resource Packs, and three videos (see: https://www.teachingcitizenship.org.uk/deliberative-classroom-topical-debating-resources-and-teacher-guidance). The Association for Citizenship Teachers supports the deliberative classroom approach through its continuing professional development course and conferences.

General Guidance for teachers

This booklet introduces teachers to the rationale for the project, provides advice for leading knowledge-based debates around sensitive issues of contemporary relevance, and links to curriculum subjects.

Debate Resource Packs

The general guidance is further developed through topic-specific guidance for teachers. For example, the debate resource pack on 'Religious Freedom' (ACT, 2017) includes a teacher topic briefing, lessons and student resources. The pack begins with a briefing paper to help teachers. This is written, with an expert in the topic, for an adult audience and is designed to help teachers: (1) engage with the serious conceptual knowledge that underpins the key concepts; and (2) think about the depth of conceptual knowledge pupils need as they learn about freedom and religious freedom. Additional reading and resources are also suggested. This background material is essential for the significant input required from teachers about the context, issues, arguments and different viewpoints involved. Pupils can only debate in class once they have adequate knowledge about a topic, otherwise debate will be merely superficial.

Teacher activity notes are also provided, including detailed lesson plans with activity instructions, accompanied by ready-to-use student resources. Each lesson is designed to be used in about 60 minutes and can be adapted to suit different teaching approaches.

The activities in each pack are related to the same underpinning concept and each pack includes a 'competitive debate', a 'deliberative debate' and additional structured discussion activities. Teachers may use all three in the order suggested, or dip into the resources to find activities suitable to their pupils and time constraints.

The Association for Citizenship Teachers provides CPD for teachers on the Deliberative Classroom approach.

Videos

Three short films are designed to build teacher confidence in addressing controversial issues in the classroom (https://www.teachingcitizenship.org.uk/deliberative-classroom-films). The films illustrate whole-school strategies and classroom approaches, and strategies used by teachers in two different schools to demonstrate how they create a safe space for debating controversial and sensitive issues, avoiding polarisation and promoting FBVs.

1. **The Deliberative Classroom - Providing a safe space for debating controversial issues.** Excerpts from lessons with pupils in two secondary schools illustrate how deliberative teaching techniques are used to enable pupils to consider the evidence, challenge ideas, and to deepen their knowledge and understanding of complex issues and give reasons for their viewpoint.

2. **The Deliberative Classroom - A whole school approach to promoting fundamental British values.** Headteachers and staff from two secondary schools discuss with a Prevent Education Officer how to develop a 'whole school' approach to promoting FBVs. They consider: the communities they serve; the culture and ethos at their school; and how to build resilience through a curriculum that promotes FBVs and the teaching of citizenship. Establishing trust and positive relationships between staff, pupils, parents and the community are key.

3. **The Deliberative Classroom - Building teacher confidence with controversial issues.** Teachers discuss the support, training and CPD they feel is beneficial to build teacher confidence when addressing controversial issues through classroom debate.

For example, the Religious Freedom pack includes a briefing for teachers on the development of religious freedom, a set of lesson plans, and suggestions for resources and further activities that could be undertaken. Classroom resources include activities to teach about the historical development of religious freedom in the UK; a series of case studies to prompt pupils to consider how and why religious freedoms might be curtailed; and a series of deliberative and competitive debate activities to encourage deeper thinking.

How does the intervention work?

The Deliberative Classroom project is based on the broader theoretical and research base underpinning the idea of 'deliberative democracy', which has been developed in political theory and political science.

The Association for Citizenship Teachers (ACT, 2020) contrasts the approach of debate (e.g., more formal, competitive debate societies and competitions in and between schools, debating binary positions that are for/against the motion) with that of deliberation (which encourages an exploration of complexity and uncertainty and leaves space for children to develop and review their opinions, and explore a diverse range of opinions).

Deliberation aims to deepen pupils' conceptual understanding and, if managed well, may also enhance a range of outcomes: from pupils' interest in formal politics (Andersson, 2015) to long-term impacts on attention to the news, engagement in political discussions, willingness to listen to different opinions and a willingness to test out ideas in conversation.

There is evidence that teaching the same content via deliberative processes, compared with more direct methods, is associated with an improvement in pupils' abilities to explain and justify their opinions to others (Schuitema et al., 2009).

Does the intervention work?

The Deliberative Classroom is one example of the broader phenomenon of Citizenship Education, which has been shown to have a beneficial impact. For example, Keating et al. (2010; see also Weinberg, 2020, who reported similar findings in a smaller study) analysed data from the Citizenship Education Longitudinal Study (CELS), a group of pupils who were tracked and regularly surveyed during their period of full-time education. They found that pupils were more likely to have positive attitudes and intentions towards civic and political participation if they had high levels of 'received citizenship' (i.e., if they reported having received 'a lot' of citizenship education).

The single item in the CELS survey that might be considered most relevant to the question of whether Citizenship Education improves *social integration* asked pupils to rate how important it was to, "Respect the rights of others to have their own opinions". This item was rated higher by pupils who had received medium or high provision of political education, compared with those who had received low provision. However, there is no indication of whether this effect was significant, or of its *effect size*.

A robust evaluation of the Deliberative Classroom intervention is still needed (for further details on robust evaluation, see Appendix A.1), but a small research project has provided some promising findings indicating what pupils had gained from the opportunity to listen to each other's experiences (Jerome et al., 2020). This exchange of experience and opinion both uncovered common ground and also highlighted areas of school life

that could be improved in order to promote mutual respect and tolerance for those of different faiths and beliefs

Does it contribute to wider integration?

There is no evidence, as yet, that this intervention contributes to wider integration, but teaching young people to listen to, and the value of, other people's experience is of wider importance than just a classroom lesson, or even promoting social integration; it is, or should be, at the heart of civic society.

6.   Shared Space

Summary

The intervention is suitable for pupils in primary and secondary schools (children aged 4-16). Shared Space is a new intervention that draws on ideas from 'contact theory' to illustrate how teaching in the subject of Religious Education might foster positive community relations. It provides models of best practice which enable pupils to learn about different worldviews through a focus on discussion and dialogue as well as academic forms of learning. It advises that 'Encounter' and 'Dialogue' are frequently promoted in the RE classroom and act as pre-conditions for meaningful and constructive interaction between members of different religious and cultural communities. Its effectiveness has not yet, however, been evaluated. There are no costs associated with the intervention and risks are low. For further information, see: https://www.natre.org.uk/about-natre/projects/the-shared-space-project/.

Who is the intervention aimed at?

This intervention can be used with children in primary and secondary schools.

What are the aims of the intervention?

The overall aims of the Shared Space intervention (see: https://www.natre.org.uk/about-natre/resource-projects/the-shared-space-project/) are:

1.   To realise the potential of diverse spaces to promote *social integration* (e.g., when pupils from two segregated schools come together, or when group activities involve pupils from mixed groups within the same school), given that it is well-established that in such situations groups tend to *resegregate* rather than mix.

2.   To use one specific curriculum subject, Religious Education (RE), which is singled out as a curriculum subject in which positive community relations might be fostered by pupils learning about different worldviews (Orchard, 2015).

3.   To transform the classroom experience of pupils within RE by improving teachers' capacity to promote good community relations through lessons in RE.

This intervention promotes community relations through a subject that is already taught at school. The RE curriculum, with its task of presenting a diversity of religious views and understanding their beliefs in an impartial manner, would seem especially well-placed to promote positive community relations. Yet, insufficient attention has been given to capturing how, and why, 'good RE' promotes community cohesion. It is argued that RE teachers need support and models of best practice which focus on discussing and embracing difference and making interactions between members of different religious

groups meaningful. The Shared Space approach shows how contact theory (Allport, 1954; see also Interventions 1 and 2 in this report) can be applied usefully to RE lessons in primary and secondary classrooms (for details, see Appendix 6.1).

The findings of the Shared Space approach distinguish between encounter, conversation, interaction, and interaction (for more details, see Appendix 6.1). Encounter, including encountering both beliefs and practices, enables pupils to engage with different outlooks and worldviews. This can be done within the classroom environment, in the absence of pupils from another community. Conversation involves developing discussion and listening skills. Interaction (as when members of two different groups engage in meaningful contact) involves exploration of multiple views or areas of disagreement; this does not have to be in the school classroom itself and can make use of linking networks (see Intervention 1).

The Shared Space approach suggests that teachers regularly embed conversation into their practice, using approaches which develop discussion and listening skills. But structured interaction along the lines of contact theory is less common (Williams et al. 2019), reducing the likelihood that conversation will effectively contributing to community relations. Some teachers, it is argued, only appear to be bringing encounter to the classroom, without going further into an exploration of multiple views or areas of disagreement. Yet, the lessons of contact theory suggest that encounter on its own will not promote better community relations. For RE to contribute to community relations most effectively all three of these steps – encounter, conversation and interaction – should be developed in the RE classroom.

What does the intervention cost?

As this approach is freely available, and embedded in a school's current teaching for Religious Education, there are no additional costs.

Who uses the intervention?

The approach is used by primary and secondary teachers of RE, but because the resource is freely available to use, it is not possible to provide numbers of schools and pupils who have used or are using the approach.

What resources and support are provided for teachers?

A publicly available teachers' toolkit is provided for users of the intervention (see: https://www.natre.org.uk/uploads/Additional%20Documents/Teachers%20toolkit%20FINAL.pdf).

The toolkit contains theory-based resources and ideas for how best to promote community relations in RE classes, with two key elements:

1.   A short, simple introduction to theory around 'intergroup contact' and why it matters for the Shared Space project.

2.   Ways to promote community relations in the classroom, via RE teaching, focused on the distinctions between: conversation, encounter, and interaction.

The toolkit provides resources, separately for primary and secondary schools, for each of the three elements: conversation, encounter, and interaction. It is practical, with concrete idea for various stages, and links to elements of Key Stages 1-2.

In terms of teacher training, there are resources (e.g., recorded tutorial, voice and PowerPoint presentation) available on the NATRE website. The organisation, Teach: RE runs a course for pre-PGCE pupils (https://www.teachre.co.uk).

How does the intervention work?

Shared Space has drawn on extensive psychological research and theory around contact theory in the design of its programme (for more detail, see Appendix 1.1, and Appendix 6.1). Contact theory argues that bringing together members of different groups to engage in positive face-to-face contact with each other will reduce **prejudice** and improve relations between the groups. Here, groups can refer to any significant social groups, including groups based on race or ethnicity, religion, sexual orientation, (dis)ability, socioeconomic background and age.

Research has shown that such contact, especially over an extended period of time, builds trust and helps children from the different groups to form some deeper relationships (at best, forming vital **cross-group friendships**). This contact can reduce prejudice and improve relations between groups whose relations are often marked by prejudice, intolerance and even conflict. This beneficial effect of contact is especially likely if four 'optimal' conditions are met: equal status, cooperation, close relationships, and institutional support (which can effectively be introduced in school RE lessons):

1.   There should be equal status among the groups, or the individuals drawn from different groups, who meet in the contact situation.

How to meet this condition in RE lessons: Promoting equal status should begin before any actual contact takes place (e.g., in having 'ground rules' for how pupils will speak to each other, and discuss their own and others' religions). Respect for rights to hold personal values and beliefs should be promoted, and appropriate expressions of those in schools, as public spaces, should be observed. This contributes to a well-informed, respectful and open society.

2.   The situation in which intergroup contact occurs should involve cooperation between groups or offer common goals to both groups, rather than competing with each other.

How to meet this condition in RE lessons: Cooperation, so that pupils from different groups and communities recognise they may have shared common goals, requires broad-based, critical and reflective education in religion and worldviews. This should begin early, activities being chosen that are collaborative in nature, to encourage pupils to rely on each other to achieve shared goals. Competition (especially any sense of between-group competition to suggest that one worldview is universally superior to all others) should be avoided.

3.   The contact situation should be structured in such a way as to allow the development of close relationships between members of different groups (i.e., moving beyond stereotypical assumptions based merely on knowing which group they belong to).

How to meet this condition in RE lessons: At this stage it is crucial to plan activities that ensure meaningful interaction between pupils before, during and between meetings. For example, exchanging 'curiosity questions' and answers about each other's religions, identities and communities will build mutual understanding.

4.   There should be institutional support for the intergroup contact.

How to meet this condition in RE lessons: The involvement of the headteacher and senior management team to support initiatives to bring pupils out of their 'comfort zones' is crucial. They can also provide support for additional training and CPD for teachers. Crucially, RE teachers should neither accept nor claim that promoting warmer community relations is the sole, or unique, contribution of RE to the school curriculum. Other subjects and the hidden curriculum of the school have an equally important role to play.

Does the intervention work?

There has not yet been a robust evaluation of the intervention.

Does it contribute to wider integration?

Shared Space endorses the view that the aim of promoting community relations needs to be a whole-school priority, promoted across the curriculum, resourced adequately and supported by society at large. It cannot and should not be seen as the exclusive responsibility of RE (see Orchard, 2015, for further details). Shared Space does not itself claim to contribute to wider integration, but to the extent that it could draw in parents and community religious leaders, it could perhaps aspire to.

7.   Rights Respecting Schools

Summary

The intervention is suitable for children in primary and secondary schools and colleges (children aged 3-18). Rights Respecting Schools is a large-scale intervention, with a major organising structure (The UK committee for UNICEF). This approach promotes *social integration* by supporting schools across the UK to embed children's human rights in their ethos and culture. The Rights Respecting Schools Award (RRSA; Bronze-Silver-Gold) embeds these values in daily school life and seeks to ensure that children lead happy, healthy lives and become responsible, active citizens. The evidence for the approach is extensive, but not yet robust. Costs associated with the intervention range from relatively low to quite high, and risks are low. For further information, see: https://www.unicef.org.uk/rights-respecting-schools/.

Who is the intervention aimed at?

The Award is aimed at primary and secondary schools across the UK (up to age 18), as well as children in an early-years setting (from age 3). Schools need to register to take part in the programme.

What are the aims of the intervention?

Working with schools in the UK, UNICEF UK aims to make schools safe and inspiring places in which to learn, where children are respected, their talents are nurtured and they are able to thrive.

The Rights Respecting Schools Award supports schools across the UK to embed children's human rights in their ethos and culture and seeks to ensure that children lead happy, healthy lives and become responsible, active citizens (see: https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/).

The Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child (UNCRC; see: summary of the Convention as a pdf: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/) at the heart of a school's practice to improve wellbeing and help all children and young people realise their potential.

The Rights Respecting Schools Award is based on principles of equality, dignity, respect, non-discrimination and participation. The Award is not just about what children do, but also, importantly, about what adults do. In Rights Respecting Schools children's rights are promoted and realised, and adults and children work towards this goal together.

Emphasising rights in this manner is aimed at making sure that children enjoy all their rights in school, respect the rights of others, and build positive relationships with adults and peers across the school. Including children's rights in the curriculum provides a framework that has benefits for social integration:

1.   It emphasizes social justice and inclusion, which can have lasting effects on young people's attitudes and behaviour towards others.

2.   Both pupils and teachers attain a better knowledge of children's rights and what these mean in their lives.

3.   Informing children about rights enables them to recognise when their own rights are being breached, but also encourages them to respect the rights of others to hold and express differing views.

At a broad level, four aims are highlighted for children in Rights Respecting Schools:

1.   **Children will be healthier and happier.** By promoting the values of respect, dignity and non-discrimination (the latter being a key part of social integration) this approach seeks to increase children's self-esteem and promote their wellbeing, which should make them less likely to suffer from stress. A child who understands their rights, it is argued, understands how they and others should be treated and their sense of self-worth is strengthened.

2.   **Children will feel safe.** The Rights Respecting Schools Award aims to give children a powerful language with which to express themselves and to challenge, if needed, the way they are treated. They can also draw attention to perceived injustices on behalf of other children. Empowering children and young people in this way should lead them to access information that enables them to make informed decisions about their learning, health and wellbeing.

3.   **Children will have better relationships.** In a Rights Respecting School, children are treated as equals by their fellow pupils and by the adults in the school; people should treat each other with mutual respect and value everyone's opinion. Pupils are involved in how the Award is implemented in their school, but are also involved in making decisions about their learning, with an eye to its impact on their well-being.

4.   **Children will become active and involved in school life and the wider world.** Being more involved should build children's confidence that they can make informed decisions. Through the whole-school approach, they should be given a moral framework, based on equality and respect for all, that will go with them when they leave school and develop into engaged, responsible members of society. The ethos and language of rights is given to both pupils and teachers, and builds respect around the school.

What does the intervention cost?

Schools need to register with RRS, UNICEF UK to take part in the programme. Costs vary depending on the Award level and size of the school, ranging from 50 to more than 1000 pupils (Bronze: £100-£1000; Silver: £75-£900; Gold: £110-£1125). Although UNICEF, UK is a non-profit organisation, these costs may prove beyond some schools, given three stages of the Award, that it takes 3-4 years to obtain Gold, and renewal every three years. There is, however, a small amount of funding, which schools can apply for.

Who uses the intervention?

Rights Respecting Schools reaches ca. 1.7M children in 5000 schools across the UK, including primary and secondary schools, schools for children and young people with special educational needs, and Pupil Referral Units.

What resources and support are provided for teachers?

UNICEF, UK work with teachers and staff to help them become Rights Respecting, providing training, lesson plans, guidance and, when a school is ready, an assessment by a child rights professional. Various courses and forms of support are available:

1. e-learning courses for schools at all stages of the Award; the courses (the cost of which is included in the registration fee) can be done in teachers' own time.

2. Separate 3-hour training courses (£140 per person) are also available on Microsoft Teams to help teachers achieve the next stage of the Award (Bronze, Silver, Gold).

3. Support Workshops via Microsoft Teams (1.5 hours, 8 people max., cost: £40; teachers submit questions in advance).

4. School support visits (half- or full-day, costs range from £350-£1350, depending on duration and number of participants).

This intervention has the most extensive set of resources of any intervention considered in this report (see: https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/). Resources are provided to help teachers to talk to children of all ages about the big issues facing the world today, from the refugee crisis to climate change. Resources include: web guidance; teaching resources and ideas from schools; online learning; face-to-face training; telephone and email support; assessment visits; and reports. Ideas and guidance on achieving the three levels of the Award are available, including materials created by schools and best practice case studies. Key resources include:

Rights Respecting Schools Starter Packs containing all the resources needed to begin in a primary (age range: 3-11; price: £145) or secondary (age range: 11-16; price: £120) school setting.

Assemblies (free to download) and teaching tools, including, of special relevance to social integration, links with the curriculum regarding Spiritual, Moral, Social and Cultural (SMSC) development, Fundamental British Values and Prevent (see: https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2020/11/201112_Anti_Bullying_Week_Primary_Curriculum_Guide.pdf).

How does the intervention work?

The intervention is not founded on empirically-based theory, but, rather, has elaborated its own '*theory of change'* which explains why, and how, Rights Respecting Schools should be effective.

This theory of change proposes that children and young people at Rights Respecting Schools will feel safe in school due to several interrelated changes that take place. As pupils and teachers become more aware of child rights, everyone should respect each other's rights. Bullying, which can be a major factor in how safe a child feels at school, is reduced through children respecting each other's rights. Children also become empowered to challenge and disclose behaviour that is disrespectful of rights.

Does the intervention work?

As schools progress through the stages of the Award they are asked to complete three questionnaires and provide aggregate, school-level results (these do not allow for assessment of changes within individuals, over time). The questionnaires are completed before assessment at Bronze, Silver or Gold, and this has been done annually since 2017 (see annual Impact Reports, and Impact Report at: https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/). These reports are based on responses from over 80,000 children and 12,000 teachers from over 700 schools across the UK. Schools are asked to sample a minimum of 10 per cent of pupils.

The impact of the intervention can be assessed in terms of the four general aims mentioned above, focusing on outcomes that are most relevant to social integration:

Children are healthier and happier:

- 97% of headteachers at Rights Respecting Schools said the Award had improved children's respect for themselves and each other
- 93% of headteachers at Rights Respecting Schools said the Award had helped children to embrace diversity and overcome *prejudices*

- 78% of children and young people at Gold schools say they feel happy in themselves

Children feel safe:

- 76% of headteachers at Rights Respecting Schools say the Award has helped to reduce bullying and exclusions
- There is a 5% increase in children feeling safe at school as schools move from bronze to silver
- 84% of pupils in Gold schools compared to 73% in Bronze schools say they feel safe at school
- There is a 5% increase in children feeling able to say if they feel unsafe (i.e., tell someone) as schools move from bronze to silver
- 82% of pupils in Gold schools compared to 73% in Bronze feel able to say if they feel unsafe
- In some cases, children have been able to use the language of rights to tell teachers they do not feel safe at home or in their community, whether that's because of violence, abuse or neglect

Children have better relationships:

- 98% of headteachers at Rights Respecting Schools said the Award had improved relationships and behaviour
- 93% of headteachers in Gold schools report a noticeable reduction in exclusions and bullying (23% more than in Silver schools)

Children become active and involved in school life and the wider world:

- 93% of headteachers at Rights Respecting Schools said the Award contributed to children and young people being more engaged in their learning.
- 87% of headteachers in Gold schools saw a significant impact on positive attitudes towards diversity and overcoming prejudices.

These findings are promising, but the evaluation is not yet robust (e.g., schools were not randomly assigned to treatment vs control groups, nor were the same pupils followed over time; for further details on robust evaluation, see Appendix A.1).

Does it contribute to wider integration?

Because the Award is not just about what children do, but also about what adults do, this involvement of adults could be seen as a step towards wider social integration. Indeed, it is claimed that the difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community (see: https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/what-is-a-rights-respecting-school/). Robust evidence for this claim is currently lacking, but this intervention's focus

on rights, and the impact that should have on a wide range of behaviours, suggests that its impact may extend beyond the school.

Conclusion

As stated at the beginning of this report, the DFE had been exploring ways to promote integration amongst children and young people within the education sector. Interventions appeared to hold promise, yet, as also noted, there was a need to bring together examples of practice currently being implemented in the UK education sector in a single document. Moreover, there was a lack of evidence as to what works. Some progress has been made.

This report has met the need for a review of interventions in one place, explaining for each one what they are and how they are intended to work, and giving answers to key questions, including whether they work, what resources are available, and what they cost.

It should, however, be re-stated, that this report has not sought to rank or choose between the interventions. That is not even possible, since different interventions target difference age groups and different aspects of integration. Nor is it necessarily desirable, because, although it makes sense to present each intervention separately, the different types of schemes are not necessarily alternative interventions, and certainly not mutually exclusive. The promoting of contact is the focus of some schemes, the use of good curriculum materials is emphasised by others, and, in fact, a combination of schemes, or at least the activities that underpin them, may be likely to have most success in terms of sustainable change. In the case of all these, or any, interventions, short-term change is much easier to achieve than longer-term change, and the latter is likely to benefit from a mixed approach, in a guided sequence. For example, virtual linking might precede actual face-to-face contact, during which, over time, dialogue and deliberation on more sensitive topics takes place, all of which might be framed in a school-level 'rights' ethos.

Although the topic of schools admissions goes beyond the remit of this report (see Manzoni & Rolfe, 2019), it would seem reasonable to argue that a successful series of interventions in any school would, assuming a diverse population in the broader area, encourage a more diverse intake to emerge in future as perceptions of the school – and its pupils and parents – begins to change. In the longer term, we could reasonably expect that this development would do more for social integration, broadly speaking, than even a recurring series of specially devised compensatory programmes.

It has to be left to senior teachers to choose what they think might be most suitable for their school, based on consideration of all these, and probably several other, issues. Having now read and learned more about some, or even all, of the interventions, the reader may now look again at Table 1, which classifies the interventions in terms of various criteria (approach, target age group, cost, and evidence of impact) and make a much better-informed decision for their school than they could have previously.

Regarding the prior concern that there was a lack of evidence as to what works, again progress has been made – this report has reviewed and summarised the evidence – but the outcomes are also somewhat disappointing. The quality of evidence, and the robustness of evaluations that have sought to assess the impact of the interventions, has been mixed. In all cases, schools will have to assess whether the impact is worth the time and resource allocation. In cases where there is limited evidence of impact, schools may decide not to adopt these initiatives wholesale, but to explore them on a smaller scale and await further, robust evidence. On such an important topic as social integration there is a compelling need for further and better evaluations to allow teachers to make better, evidence-based decisions for their schools in the future.

Finally, it should be re-emphasised that family and community support is, especially in the longer term, essential or we run the risk that any positive achievements in promoting integration exclusively in schools may be quickly lost within communities if the integration objective is not shared and co-owned. For all the interventions reviewed in this report, it is strongly recommended that schools engage parents and the local community from the outset. Some schools will already be doing this. The others should commit to it through teaching staff themselves or by engaging community support workers, or by collaborating with local authority community cohesion teams.

Glossary

Cross-group friendships: Friendships between members of different social groups (including racial, ethnic, and religious groups).

Effect size: A statistic measuring the strength of the relationship between two variables in a statistical population, or, as referred to in this report, the strength of the impact of an intervention on outcomes. A widely-accepted convention for reporting effect sizes uses a measure called Cohen's d. This statistic expresses the measured difference between treatment (intervention) and control conditions in units of standard deviation (e.g., a score of .5 means that the two conditions differ by half a standard deviation). Effect sizes of about $d = .2$ are taken to denote small effects, effect sizes of about $d = .5$, medium sized effects, and effect sizes greater than $d = .8$, large effects.

Ingroup: A group to which someone belongs (including racial, ethnic, and religious groups); we all belong to multiple groups, so we have several ingroups, one of which may be most important at a given time.

Outgroup: A group to which someone does not belong; because we all belong to multiple ingroups (based, for example, on racial, ethnic, or religious group criteria) groups, then we have multiple possible outgroups (one of which may be most important at a given time).

Prejudice: A negative attitude towards another group and its members.

Prevent duty: The duty in the Counter-Terrorism and Security Act 2015 on specified authorities, including schools, to have due regard to the need to prevent people from being drawn into terrorism. More information on what the Prevent duty means for schools and sources of information, advice and support are available in the Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism (see: https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty).

Resegregate: Members of different groups in desegregated settings fail to take up opportunities for intergroup contact and, instead, segregate again informally (e.g., in friendship groups, or in certain areas of the school, such as its dining hall).

Segregation: The degree to which groups live separately from one another; in the UK it refers to spatial separation that is voluntary, rather than legally enforced.

Social integration: The development of positive relations between different social groups.

Stereotype(s): Beliefs held about a social group and its members (referring typically to their traits and other attributes).

Stereotyping: The process of treating another person solely as a member of a social group, and not as an individual (especially, attributing to them the traits that are associated with the group, or groups, they belong to).

Theory of change: A careful assessment of the sequence of actions that need to be taken, and the resources that need to be in place, to generate specific measurable outcomes.

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