

School-level actions to promote community cohesion: a scoping map

Review conducted by the Review Group in Inclusive Education

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The results of this report are available in two formats:

SUMMARY

Explains the purpose of the review and the main messages from the research evidence

**TECHNICAL
REPORT**

Includes the background, main findings, and full technical details of the review

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CONTENTS

Abstract	1
1. Aims of the review, review question and scope	6
1.1 Aims	6
1.2 Review question	6
1.3 Scope of the review	6
2. Methods	8
2.1 Introduction	8
2.2 Identification of research literature	8
2.3 Screening results using inclusion/exclusion criteria	8
2.4 Coding the research literature	9
2.5 Describing the research literature	9
2.6 Quality assurance process	9
2.7 User involvement	9
2.8 Time frame for review	9
2.9 Ongoing research	9
3. Studies identified from searching and screening	10
3.1 The extent of the literature	10
3.2 Focus of studies in the map	10
3.3 Status and type of studies in the map	11
4. Analytical map of the literature	12
4.1 Where are studies located?	12
4.2 What forms of community cohesion do studies address?	12
4.3 What are the community contexts for the actions described?	13
4.4 What schools are involved?	14
4.5 Who is involved?	15
4.6 What resources are used?	16
4.7 To what extent is collaborative action between schools reported?	17
4.8 What forms of action do studies report?	17
4.9 How evaluative is the research literature?	22
4.10 What indicators do studies use?	22
4.11 What outcomes are reported?	23
4.12 What do studies report about mediating factors in outcomes?	24
5. Implications	26
5.1 What is reported in the literature?	26
5.2 Limitations and gaps in the literature	27
5.3 Implications for further work	28
6. References	29
6.1 References in the text of the report but not in review	29
6.2 References/studies reviewed	29
Appendices	42
Appendix 1.1 Authorship of the review	42
Appendix 2.1 Methods	43
Appendix 2.2 Studies identified from searching and screening	54
Appendix 3.1 Journals handsearched	55

List of abbreviations

CILT	National Centre for Languages
CLG	Communities and Local Government
COIC	Commission on Integration and Cohesion
DCSF	Department for Children, Schools and Families
DfES	Department for Education and Skills
EMU	Education for Mutual Understanding
EPPI-Centre	Evidence for Policy and Practice Information and Co-ordinating Centre, part of the Social Science Research Unit at the Institute of Education, University of London
IDeA	Improvement and Development Agency for local government
iCoCo	Institute of Community Cohesion
ISBN	International Standard Book Number
ISSN	International Standard Serial Number
LGA	Local Government Association
NFER	National Foundation for Education Research
PHSE	personal, social and health education
SDSA	School Development and Support Agency
SRB	Single Regeneration Budget

Abstract

Aims of the review

This review was commissioned by the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre), part of the Social Science Research Unit at the Institute of Education, University of London, on behalf of the Department for Children, Schools and Families (DCSF). It is intended to inform the DCSF about the nature and extent of research literature on school actions to promote community cohesion. The policy context for this work is the duty laid on schools by the Education and Inspections Act 2006 to promote community cohesion and on the schools inspectorate, Ofsted, to report on the contributions made in this area. As a new policy area, DCSF wanted a relatively quick overview of the literature, in order to help get a feel for current coverage of the issues and plan future research needs.

Scope of the review

The review has been guided by the following overarching question:

What is the nature and extent of research literature on the role of schools in promoting community cohesion?

In answering this question, we have sought to identify what the literature reports about:

- what schools can do by working with their students within the school, by working to promote links and partnerships between their students and local communities, and by working directly with local communities;
- what schools can do by working individually or collaboratively;
- how school actions vary by school phase, school type and area context;

- what indicators are used to measure the effectiveness of these actions;
- what evidence exists for the effectiveness of these actions; and
- factors which mediate the success or otherwise of these actions.

In line with DCSF requirements, this review has focused on those aspects of community cohesion that are concerned with social relations and values rather than with life opportunities and (in educational terms) ‘closing the gap’ in achievements. It has, therefore, identified literature which reports school actions that seek to develop, between school students coming from diverse communities and/or between other members of those communities:

- a common vision and sense of belonging; and/or
- an appreciation and valuing of diverse backgrounds and circumstances; and/or
- positive relationships.

The review is not confined to literature focusing on the development of cohesion between any particular population groups or on any particular diversity issues. Any literature that deals with systematic cohesion concerns may have been included - for example, studies focusing on inter-ethnic, inter-faith, or intergenerational relations and understanding. Issues specifically to do with gang violence have been excluded from this review, however, since at the time of writing they were the subject of a separate, ongoing review for the Home Office.

The review includes literature reporting actions, as opposed to pieces of guidance, exhortation or theorisation without empirical examples. Where evidence of impact and effectiveness is presented,

2 School-level actions to promote community cohesion: a scoping map

this has been noted. However, descriptive accounts have not been excluded simply because they present no such evidence. The review is restricted to accounts of positive actions rather than attempting to extrapolate what such actions might be from instances where schools are argued to have had negative impacts on cohesion.

Since the current duty to promote community cohesion applies only to schools in England, the review has excluded literature relating to other parts of the education system or to other education systems. An exception has been made for other UK literature where there is clear transferability to the English situation. It also focuses on actions at the school level. Actions at other levels of the system have been excluded unless they demand some optional response from schools. So, for instance, local authority community cohesion strategies which address patterns of school provision and admissions have not been included unless schools make a distinctive and individually determined contribution to those strategies. Actions taken by any maintained schools for pupils in the age range 3-19 have been included within the scope of the map. Studies that relate to any other type of school have been excluded.

There is a good deal of literature, often badging itself as dealing with inclusive education, which focuses on ways to develop a sense of belonging and community *within* schools. We have only treated this as relevant if the development of inclusion within the school is explicitly related to the development of cohesion in communities *outside* the school. Likewise, there is a good deal of literature about multiculturalism in schools. We have applied a similar principle as we have to the inclusion literature - it has only been included if it is explicitly related to the development of cohesion in communities outside the school.

The cut-off date for inclusion in this review is 1988, a year which, among other things, marked a significant shift in the relative responsibilities of schools and local authorities. Any earlier date would have taken the review into community and school contexts quite different from those which current policy has to take into account.

In summary, literature is included which :

- reports actions taken by schools to promote community cohesion;
- provides descriptive or evaluative accounts of such actions;
- relates to the English context or to the wider UK context where there is clear transferability to England;
- was published in or after 1988.

Literature has been excluded which:

- deals only with actions to promote the cohesion of the school's student community, unless this is explicitly related to community cohesion issues beyond the school; OR
- consists purely of exhortation, guidance or theorisation without empirical examples.

Methodology

The review takes the form of a 'scoping map,' as conceptualised by the EPPI-Centre (<http://eppi.ioe.ac.uk>). The model for this approach is the process of 'descriptive mapping' during a systematic review, which is designed to answer questions on what research is available on a given topic and uncover gaps (<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=175>). A scoping map is intended to describe the characteristics of relevant literature rather than weigh the empirical evidence that exists in relation to the effectiveness or otherwise of different interventions.

Producing a scoping map involves taking a systematic and transparent approach to searching for literature, selecting relevant material for review and coding this material. Steps are also taken to minimise bias in the review process and assure quality of the final product. To support this approach we used EPPI-Reviewer, the EPPI-Centre's specialist web-based systematic review software (Thomas and Brunton 2006) to manage our bibliographic references and record the searching, selection and coding processes. Particular strategies for assuring quality have included:

- piloting and refining research methods and instruments - for example, search strategies, inclusion and exclusion criteria and coding questions;
- moderation exercises involving members of the review team and members of the EPPI-Centre at the screening and coding stages of the review to facilitate consistency of interpretation; and
- peer review of the review protocol and draft final report.

The review was carried out over a fixed period between February and June 2008. There were, therefore, constraints on the amount of time that could be spent on different tasks. This means that while the review is extensive, it is not exhaustive.

Key findings

The review provides evidence that there is a research literature (broadly understood) on the role of schools in promoting community cohesion in England and, more generally, in the UK. The literature provides information about different contexts for action, the issues schools seek to

address and the ways in which schools seek to address them. Some evidence is also presented of the impact and/or effectiveness of interventions.

Contexts for action

- Some studies are located in all UK countries. Studies located in England tend to focus on particular geographical locations, especially the North West of England, West Yorkshire (particularly Bradford), the Midlands and London.
- The studies report interventions in a variety of local contexts, including areas which are characterised by high degrees of segregation with school populations that reflect this segregation; multi-ethnic, urban communities; and areas with a mainly White British population.
- Primary and secondary phases (including some sixth form provision) are represented almost equally in the literature and other phases to a much lesser extent. Only two studies report interventions that are set exclusively in special schools.
- Very few studies give precise information about school type (community, foundation, voluntary aided etc.). Where faith schools are represented in the literature, in most cases their distinctive faith characteristics are not foregrounded.

Issues addressed

- The majority of studies are concerned with cohesion in relation to ethnicity, but others focus on diversity in a more general sense; intergenerational relations; faith; urban/rural divisions; and the specific cohesion issues in relation to community divisions in Northern Ireland. Groups are not mutually exclusive, however (for example, issues relating to ethnicity are commonly linked in studies with issues relating to faith).
- Most studies focus on building relationships between members of communities and/or developing respect and understanding of diversity. Smaller groups of studies are concerned with resolving conflict and combating negative attitudes; and exploring identity and common values.

Forms of action

- Studies report a wide range of actions that schools can take in order to promote community cohesion. The commonest forms of action are the development of links between schools with populations drawn from different socio-cultural groups, and curriculum-based initiatives. Reports of other actions are less common but include the development of school ethos; community education or other service provision; community networking; intergenerational activities; conflict resolution; and anti-racism interventions.

- A running thread through studies of different kinds of action is an emphasis in some schools on exploring questions of identity and common values. Most of these studies emphasise exploratory approaches, through which students are encouraged to make sense of their particular identities alongside developing an understanding of what they have in common with others.
- Around half the studies report collaborative action between schools, sometimes also involving other organisations and agencies. Many of the studies of joint action are of pairs of linked schools or multiple pairs. However, a small group of studies report area-based approaches.
- Some studies describe actions which aim to encompass all students in schools. These studies tend to focus on continuing practices embedded in school ethos and culture. The majority of studies, however, describe interventions involving particular groups in one-off actions or longer term programmes of recurrent events.
- Some studies refer to the involvement of community members in action, often focusing on ways in which their skills and/or experiences may be drawn upon as a resource to support action designed to have an impact on students. One group of studies, however, focuses on schools working directly with members of the community in actions which do not necessarily involve students, or, if they do, are designed to have an impact on the community members involved in addition to the students.
- The majority of studies describe interventions involving some degree of collaboration between school staff and other professionals. These include education professionals, members of project groups or other organisations with an interest in community cohesion and workers in different skill sectors.
- Some studies provide details about the organisation and delivery of interventions in schools, for example about the roles of different participants, the ways that resources are used and the teaching and learning approaches adopted.

The impacts of action

- Around a third of studies report outcomes and advance evidence to support these reports. They also suggest a range of factors that support or inhibit the success of interventions.
- Most evaluative studies report outcomes of school linking. Small numbers of studies report outcomes of curriculum-based interventions, intergenerational programmes, actions which focus on resolving conflict and combating negative attitudes, and actions concerned with the exploration of identity and values.

4 School-level actions to promote community cohesion: a scoping map

- Studies use a range of indicators to evaluate the effectiveness of actions to promote cohesion. These focus on changes in students' knowledge, attitudes, self-concept and behaviour. The studies as a whole provide a useful bank of potential indicators and methods for monitoring these indicators, often in ways that practitioners elsewhere are likely to find accessible.
- Studies report many positive outcomes of actions to promote community cohesion, but these reports are not unqualified. In particular, where positive outcomes are reported, these are not universal, and some outcomes seem to be more difficult to produce than others.

Limitations and gaps in the literature

Although there is a literature on school action to promote community cohesion, it is relatively small and patchy in coverage. While, therefore, it offers a useful bank of ideas for action and ways of understanding cohesion issues, its usefulness is limited. In particular:

- The uneven geographical distribution of studies means that the literature focuses on community cohesion issues in some locations, but has less to say about issues in the range of contexts in England. Given that the duty to promote cohesion applies to all maintained schools, this indicates a significant gap in the literature.
- Similarly, the literature reflects some of the diversity of school type and population in England, but it is not sufficiently extensive to give a clear and robust picture of issues and possibilities in every type of circumstance. Contexts currently under-represented include special schools, nursery classes and post-16 settings.
- The literature is weighted towards studies concerned with cohesion in relation to ethnicity. Responses towards community cohesion issues related to other factors are less extensively investigated.
- Some forms of action are more widely reported than others. For example, the literature tells us more about school linking and curriculum-based interventions than other forms of action, more about one-off or recurrent programmes of action than more 'embedded' approaches and more about schools acting individually or in pairs than area-based approaches.
- Studies are very variable in the extent to which they describe school action in any detail. While some studies provide relatively in-depth accounts of action in schools, others provide only a brief snapshot of community cohesion interventions.
- Much of the literature is descriptive, and much of the evaluative literature is small-scale and

may be of poor quality. It is also worth adding that, although cohesion is a phenomenon that is manifested in 'communities', the focus of most studies is on schools and changes in their student populations. Very few studies in fact look at the wider community impact of school actions. Even if the evidence from existing studies could be regarded as robust, therefore, it is not at all clear that we would actually know much about the role of schools in contributing to community cohesion as opposed to their role in influencing the attitudes and behaviours of their students. This is of a piece with the paucity in research literature as a whole of studies of the impacts of schools on communities.

- Some studies appear to have given considerable thought to deciding on appropriate indicators for the outcomes in which they are interested, to expressing these indicators in precise terms, and to finding sophisticated means of monitoring them. However, other studies rely on simple instruments and work with poorly specified indicators. The methods they use may be useful in obtaining rapid impressions of the outcomes of actions, but not for identifying and substantiating those outcomes in robust terms.

Some implications

Overall, the research literature in this field is limited in extent, uneven in coverage and (apparently) variable in quality. It provides plenty of ideas for action, but much less by way of robust understanding or evidence of outcomes. It is also biased towards particular kinds and scales of action. Perhaps most significant, it actually has very little to say about *community* cohesion as opposed to *students'* behaviours and attitudes. This situation is not entirely surprising, given that community cohesion as such has only recently become a significant issue in education policy, and that there has never been a sustained programme of research in this field.

Further research would therefore seem sensible in order to increase current knowledge and understanding in this area. In particular, funders might consider ways of encouraging systematic and high quality research. These could include:

- funding or co-funding a programme of research aimed at filling specific gaps in knowledge;
- funding demonstration projects based on existing actions where the evaluative evidence is most encouraging with integral high-quality evaluation;
- funding 'development and research' projects aimed at the ongoing development of new or less-proven forms of action;

- funding high-quality case studies, focusing on: schools where specific actions are embedded in cultures and practices; area-based approaches; and the community impacts of schools' actions. (These are, of course, not mutually exclusive alternatives.)

CHAPTER ONE

Aims of the review, review question and scope

1.1 Aims

This review was commissioned by the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) at the Institute of Education, University of London, on behalf of the Department for Children, Schools and Families (DCSF). It is intended to inform the DCSF about the nature and extent of research literature on school actions to promote community cohesion. The policy context for this work is the duty laid on schools by the Education and Inspections Act 2006 to promote community cohesion and on the schools inspectorate, Ofsted, to report on the contributions made in this area. As a new policy area, the DCSF wanted a relatively quick overview of the literature, in order to help get a feel for current coverage of the issues and plan future research needs.

The review therefore takes the form of a ‘scoping map’, as conceptualised by the EPPI-Centre (<http://eppi.ioe.ac.uk>). The model for this approach is the process of ‘descriptive mapping’ during a systematic review, which is designed to answer questions on what research is available on a given topic and uncover gaps (<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=175>). A scoping map is intended to describe the characteristics of relevant literature rather than weigh the empirical evidence that exists in relation to the effectiveness or otherwise of different interventions. This review does not, therefore, evaluate the methodological rigour of studies or synthesise their findings. For the benefit of users of the review it does, however, report the following:

- information about the kinds of actions that are taking place in schools and the contexts of these actions;
- indicators that are used to measure the impact and/or effectiveness of interventions; and
- evidence relating to impact and/or effectiveness that is presented.

1.2 Review question

The review has been guided by the following overarching question:

What is the nature and extent of research literature on the role of schools in promoting community cohesion?

In answering this question, we have sought to identify what the literature reports about:

- what schools can do by working with their students within the school, by working to promote links and partnerships between their students and local communities, and by working directly with local communities;
- what schools can do by working individually or collaboratively;
- how school actions vary by school phase, school type and area context;
- what indicators are used to measure the effectiveness of these actions;
- what evidence exists for the effectiveness of these actions; and
- factors which mediate the success or otherwise of these actions.

1.3 Scope of the review

1.3.1 Community cohesion focus

Community cohesion is defined by DCSF as:

working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society

in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. (DCSF 2007g, p3, emphases in original)

In line with DCSF requirements, this review has focused on those aspects of community cohesion that are concerned with social relations and values rather than with life opportunities and (in educational terms) ‘closing the gap’ in achievements. It has, therefore, identified literature which reports school actions that seek to develop, between school students coming from diverse communities and/or between other members of those communities:

- a common vision and sense of belonging; and/or
- an appreciation and valuing of diverse backgrounds and circumstances; and/or
- positive relationships.

The review is not confined to literature focusing on the development of cohesion between any particular population groups or on any particular diversity issues. Any literature that deals with systematic cohesion concerns may have been included - for example, studies focusing on inter-ethnic, inter-faith, or intergenerational relations and understanding. Issues specifically to do with gang violence have been excluded from this review, however, since at the time of writing they were the subject of a separate, ongoing review for the Home Office.

1.3.2 Defining community

For the purposes of this review we have not defined ‘community’ in terms of any specific geographical entity (for example, neighbourhood or borough) or defined social group. There is a range of working definitions of ‘community’ in the literature we have included and we have aimed to make these explicit in the results and our commentary on them.

We have, however, excluded studies that deal only with ways to develop a sense of belonging and community *within* schools, many of which badge themselves as dealing with inclusive education and have been the subject of a previous review by this group (Dyson et al. 2002). This reflects the policy focus on minimising or overcoming actual or potential tensions in the *external* communities served by schools. Therefore, we have only treated literature dealing with the development of inclusion within schools as relevant if it is explicitly related to the development of cohesion in communities outside the school. Likewise, there is a good deal of literature about multiculturalism in schools. We have applied a similar principle as we have to the inclusion literature - it has only been included if it is explicitly related to the development of cohesion in communities outside the school.

1.3.3 Defining schools and school action

The review has focused on actions at the school level. Actions at other levels of the system have been excluded unless they demand some optional response from schools. So, for instance, local authority community cohesion strategies which address patterns of school provision and admissions have not been included. Actions taken by any maintained schools for pupils in the age range 3-19 have been included within the scope of the map. Studies that relate to any other type of school have been excluded.

1.3.4 Date

The cut-off date for inclusion in this review is 1988, which, among other things, marked a significant shift in the relative responsibilities of schools and local authorities. Any earlier date would have taken the review into community and school contexts quite different from those which current policy has to take into account.

1.3.5 National/international scope

Since the current duty to promote community cohesion applies only to schools in England, the review has excluded literature relating to other education systems. An exception has been made for other UK literature where there is clear transferability to the English situation.

1.3.6 Type of research literature

The review is intended to inform the DCSF about the nature and extent of the research literature on what schools do with the aim of promoting community cohesion. With this in mind, we have included research literature reporting actions, as opposed to pieces of guidance, exhortation, opinion or theorisation without such empirical examples. Where evidence of impact and effectiveness is presented, this has been noted. However, descriptive accounts have not been excluded simply because they present no such evidence. The review has restricted itself to accounts of positive actions rather than attempting to extrapolate what such actions might be from instances where schools are argued to have had negative impacts on cohesion.

1.3.7 Language

Publications written in English have been included. Publications written in any other language have been excluded.

CHAPTER TWO

Methods

2.1 Introduction

Producing a scoping map involves taking a systematic and transparent approach to searching for literature, selecting relevant material for review and coding this material. Steps are also taken to minimise bias in the review process and assure the quality of the final product. To support this approach we used EPPI-Reviewer, the EPPI-Centre's specialist web-based systematic review software (Thomas and Brunton, 2006) to manage our bibliographic references and record the searching, selection and coding processes. We also liaised with the EPPI-Centre throughout the review about methods and for quality assurance. The specific methods adopted at different stages of this review are described below and details are provided in Appendix 2.1.

2.2 Identification of research literature

Preliminary searches of some bibliographical databases and websites led us to suspect that much of the relevant material for this review would be found in the 'grey' literature. That is, material that does not take the form of traditional published media, such as books or journal articles. Some of this grey literature is held in libraries and may be located through database searches, but a significant amount is not easily traced through this route. A good deal of it, however, is freely available to download from the web. We therefore carried out extensive website searches to access as much of it as possible. Websites searched included those of organisations specifically concerned with community cohesion, government departments, non-departmental public bodies, local authorities, research organisations, and voluntary and charitable organisations (for a full list see Appendix 2.1).

Further literature was located through comprehensive searches of bibliographical databases that were available through the John Rylands Library at the University of Manchester (see Appendix

2.2). Databases were selected on the basis of guidance from the library about those that were relevant to the education field. Some of these were eliminated after pilot searches yielded no relevant UK results. Search strategies were developed using the keyword/descriptor thesauruses of individual databases and, where necessary, free-text terms, with reference to the core concerns of the review (see Appendix 2.2).

We also approached key informants who have carried out research in fields which are relevant to community cohesion for their suggestions of literature to include (this strategy did not yield any additional results).

Citations from one journal in particular (*Race Equality Teaching*) occurred relatively frequently in our results of database searches. We therefore decided to 'handsearch' this journal for any relevant articles that were not located through other means. (Volumes 21(1)-26(2) inclusive were available in electronic form through the John Rylands Library at the University of Manchester.)

2.3 Screening results using inclusion/exclusion criteria

Searching resulted in a relatively large number of citations (see Section 3.1), which were screened against a set of inclusion/exclusion criteria (listed in Appendix 3.1). These were designed to assess the relevance of material to the review and based on the overarching question and scope of the review as defined in Section 1.3.

In the case of items located through website searches and handsearches we were able to screen full texts immediately and retrieve those we decided to include. Bibliographical database citations were screened on the basis of abstracts or titles (where no abstract was provided). Where there was clear evidence that items would not meet the inclusion criteria they were excluded at this stage.

Full texts of items that appeared from citations to meet the inclusion criteria were obtained for a second screening. Full texts were also obtained for screening where citations provided insufficient information for us to be able to make a judgement about an item's relevance. Material was obtained from the John Rylands Library, through internet searches, or, where neither of these routes was fruitful, through inter-library loans.

2.4 Coding the research literature

Literature that met the inclusion criteria was read and analysed in relation to a set of coding questions (contained in a 'keywording guideline') developed specifically for this review (see Appendix 2.1). Questions focused on: the nature and scope of actions taken by schools; the contexts in which these actions took place; the kind of evidence that was presented in relation to the impacts of these actions and the conditions that supported their success; and any claims that were made for their effectiveness or about their limitations. Coding questions were piloted and refined using a sample of the material included in the review before they were applied to all studies.

In some cases, more than one report of a research study was located. Where separate reports existed of the same study, the fullest was treated as the primary report and coded. Other reports of the same study were not coded, but a record was made of these 'linked' studies in EPPI-Reviewer.

2.5 Describing the research literature

This report is based on the results of the searching, screening and coding processes and is the primary output of the review. In writing it we have refined our initial results by combining some coding categories and breaking down others where this has helped us to draw out relevant themes (see Appendix 2.1). In describing the literature we have sought to answer some general questions about its extent and nature, for example, the size of the body of literature, the chief sources of relevant material and the extent to which it is or is not evaluative. We have also analysed the literature in terms of:

- the community cohesion issues that are identified, the contexts for action, the kind of action that is reported, and the relationships between different aims and types of action;
- the extent to which actions are reported in detail - for example, the amount of information provided about resources used or the roles played by different participants in interventions; and
- the indicators that are used in evaluative studies to report on outcomes, the kind of outcomes that are reported and the sorts of mediating factors in outcomes to which studies refer.

2.6 Quality assurance process

Research design and methodology have been discussed between review team members and members of the EPPI-Centre at all stages. Particular strategies for assuring quality have included:

- piloting and refining research methods and instruments - for example, search strategies, inclusion and exclusion criteria and coding questions;
- moderation exercises involving members of the review team and members of the EPPI-Centre at the screening and coding stages of the review to facilitate consistency of interpretation;
- peer review of the review protocol and draft final report

2.7 User involvement

The DCSF are sponsors of the review and its scope has been decided in conjunction with members of its Evidence, Analysis and Intelligence for Strategy team. During the course of the review we have discussed our emerging findings with members of this team and of the Community Cohesion Unit at the DCSF. In these discussions we have sought advice on the presentation of findings in this report to make it a useful resource for planning future development and research.

2.8 Time frame for review

The review was carried out over a fixed period between February and June 2008. There were, therefore, constraints on the amount of time that could be spent on different tasks. This means that while the review is extensive, it is not exhaustive. We were unable, for example, to screen some studies found during website searches (the relevant websites are, however, listed for further reference in Appendix 2.1). Our website searches also concentrated more on locating studies in the English context than other UK contexts.

2.9 Ongoing research

During the course of the review we came across a few examples of ongoing studies that are likely to produce outputs that are relevant to this review. These are also noted in Appendix 2.1.

CHAPTER THREE

Studies identified from searching and screening

3.1 The extent of the literature

Table 3.1 shows the number of citations identified through our searches of different sources. In total, 1,373 citations were identified. After 62 duplicates were removed, a total of 1,311 items were left for screening against the pre-defined inclusion/exclusion criteria.

Table 3.1 Number of citations from different sources

Source of citation	Number
Bibliographical database	1,283
Website	71
Contacts/references	12
Race Equality Teaching (handsearch)	6
Inter-library loan (supplied as an alternative to a report requested)	1
Total	1373

During the screening process, a large proportion of reports (n=553, 42 percent) were excluded because they were not conducted in the UK. Another relatively large group of reports (n=399, 30 percent) were excluded on the grounds of 'type of literature' (they contained no empirical examples, were methodological studies, consisted chiefly of opinion and exhortation, and so on). Smaller numbers of studies fell into other exclusion categories. The excluded group also included 11 reports which were either unobtainable or did not arrive in time for full-text screening.

At the end of the screening process, a total of 84 studies were identified and included in the map. Of these, 48 were identified through website searches, 25 through searches of electronic databases, and 11 through other sources. Eleven 'linked' papers were recorded (see section 2.3). Detailed results are given in Figure 2.1 in Appendix 2.2.

There is, therefore, an English and more generally UK research literature on the role of schools in promoting community cohesion. However, it is relatively small. In the search process, we have been aware of a much more extensive international literature, notably from Canada, Israel and the USA. Each of these countries, of course, faces distinctive cohesion issues and the relevance of the research literature to English and UK contexts may be limited.

3.2 Focus of studies in the map

The studies included in the map are divided into those which are wholly relevant to it and those which are partially relevant. Wholly relevant studies (49) evaluate and/or describe actions in schools to promote community cohesion as defined for the purposes of this map. Partially relevant studies (35) include some sections of this nature, but may also include sections that fall outside the scope of the map, such as general guidance for schools, accounts of action in settings other than schools, or descriptions of action relating to aspects of community cohesion with which this map is not concerned (for example, addressing inequalities or gang violence). In the case of this group, information about interventions and indicators of any outcomes has been taken only from the relevant sections.

Studies are also divided into those which focus on single interventions or examples of action (57) and those which collate information about more than one (27). Of the latter, 11 report information about five or more actions or interventions (Brown et al. 1990; COIC 2007; DfES 2007a; Hatch 2006; Hatton-Yeo 2006; Knowles and Ridley 2006; LGA 2004; Ofsted 2005; Schools Linking Project 2003-2004, no date; Schools Linking Project 2004-2005, no date; Scottish Executive 2006).

Table 3.2 Breakdown of types of study in the published and 'grey' literature (n=84, not mutually exclusive)

Type of study	Published	Unpublished and available on the web	Unpublished and not available on the web
Descriptive only	15	8	0
Descriptive with reporting of outcomes	13	23	1
Study where there is evidence of planned evaluative activity carried out by personnel involved in delivering the action/intervention	3	6	0
Study where there is evidence of planned evaluative activity carried out by personnel not involved in delivering the action/intervention	10	8	0
Total	41	45	1

3.3 Status and type of studies in the map

As we had suspected it would be, much of the material included in the map is 'grey' literature. Just under half the studies (n=40) are published (they have an ISBN or ISSN number) and just over half (n=43) are unpublished but available on the web. One report is unpublished and not available on the web. Within both the 'grey' and published literature there is a range of types of study, including some relatively in-depth evaluative studies, some briefer evaluations carried out by personnel involved in interventions and a good deal of descriptive literature. The descriptive literature contains some longer and quite detailed accounts of action and some much shorter summaries. Table 3.2 provides a breakdown of the different types of study in the published and 'grey' literature (numbers do not add up to 84 because reports of multiple actions or interventions may include different types of study).

CHAPTER FOUR

Analytical map of the literature

This section reports on the results of coding the literature. It is structured in the form of answers to questions that we understand to be most relevant to the users' concerns. In describing the literature we use the term 'study' to refer to all items in the review, whether they take the form of evaluative reports of interventions or descriptions of action.

4.1 Where are studies located?

Of the 84 included studies, two are located in the UK but give no further details. Six are located exclusively in Northern Ireland, three in Scotland, one in Wales and 72 in England. One study presents examples of interventions in England and Wales. The studies located in England tend to focus on particular geographical locations, especially the North West of England, West Yorkshire (particularly Bradford), the Midlands and London. Table 4.1 provides a breakdown of the representation of different regions across the English studies. (Numbers do not add up to 72 because studies referring to multiple actions or interventions may be based in multiple regions.)

Table 4.1 Regional distribution of English studies (n=72, not mutually exclusive)

Region	Number of studies reporting actions/interventions
North West	19
Yorkshire and the Humber	19
London	16
West Midlands	13
East Midlands	9
South East	7
North East	3
South West	5
East of England	5
England (region unspecified)	6

The distribution of studies seems to relate partly to the salience of community cohesion issues in areas, but partly also to where high-profile and/or extensively reported initiatives have been located. Of the group of studies located in Yorkshire and the Humber, for example, 10 are wholly concerned with the Bradford Schools Linking Project or with actions in schools or particular areas of Bradford as part of this project (Ackroyd et al. 2003, Kotler 2007, Kotler 2006, Kotler 2003, Raw 2007, Raw 2006, Schools Linking Project 2004-2005, no date, Schools Linking Project 2003-2004, no date, Schools Linking Network a, no date, and Schools Linking Network a, no date). The implication is that the geographical concentration of studies cannot necessarily be assumed to reflect the distribution either of cohesion issues or of activities to address these issues.

4.2 What forms of community cohesion do studies address?

The map has coded studies (or relevant study sections) in terms of the nature of the community cohesion issues they address (the community contexts in which they are based and the aims of different actions/interventions). The majority (50) are concerned with cohesion in relation to ethnicity. A further 19 studies address ethnicity issues to some extent, but also focus on diversity in a more general sense. Other studies consider the promotion of cohesion across generational groups, cohesion and faith, and urban/rural differences. A further group of studies address the specific cohesion issues in relation to community divisions in Northern Ireland. The numbers of studies in each group are shown in Table 4.2 (numbers do not add up to 84 because studies referring to multiple actions or interventions may address more than one issue).

Table 4.2 Number of studies concerned with different community cohesion issues (n=84, not mutually exclusive)

Community cohesion issue	Number of studies addressing issue
Ethnicity	50
Diversity	19
Generational groups	11
Faith	7
Community division in Northern Ireland	6
Urban/rural differences	3

Groups are not mutually exclusive, however. For example, issues relating to ethnicity are commonly linked in studies with issues relating to faith. The following description of the community context for a twinning project illustrates this overlap:

Although tensions are felt to be low, stakeholders report that issues around ethnicity and faith (the two are interlinked due to the presence of a largely Muslim Asian community) are the most significant challenges to community cohesion. (CLG 2007, p153)

In another example, intergenerational tensions are highlighted in a situation to which there is an ethnic dimension:

A considerable number of students are refugees and cultural differences have meant that many parents have a poor understanding of the UK education system. There was conflict between parents and their children, who were torn between two cultures. (John Kelly Boys' Technology College, no date)

Forms of community cohesion may be broadly categorised, therefore, but within these broad categories the issues providing the focus for action vary. In the next section we consider some of the particular issues that are identified in different contexts.

4.3. What are the community contexts for the actions described?

Of those studies chiefly concerned with ethnicity and community cohesion, one group focuses on actions/interventions in areas which are characterised by high degrees of segregation and school populations that reflect this segregation. In such areas a key issue identified is the lack of interaction between members of different ethnic groups. The description below is typical:

The population is diverse with approximately sixty five per cent of primary school pupils being white European, twenty eight per cent Pakistani, two per cent Bangladeshi, two per cent Indian, one per cent African Caribbean and two per cent 'other'. In spite of this

overall diversity, settlement trends mean that many schools have populations which are almost entirely white or entirely Asian. With a few notable exceptions, this 'ghettoisation' of housing and schools means that many pupils can spend their entire school lives mixing mainly with one sector of the wider community that makes up the city. (Ackroyd et al. 2003, p11)

In some cases (see, for example, Ackroyd et al. 2003, Billingham 2004b, Billings et al. 2007, COIC 2007, Haddock 2003, Kotler 2003, Piggott 2006, Raw 2006, Thornhill Science College, no date) the segregation of communities is viewed as a contributory factor in significant tensions between different groups, including the inter-ethnic violence that occurred in Bradford, Burnley and Oldham in 2001. In other cases segregation is noted, but not linked explicitly to these kinds of tensions.

Other studies are located in schools serving multi-ethnic, urban communities. In some of these the existence of tensions between ethnic groups is again identified as an issue (see, for example, Cummings et al. 2007). In other cases tensions are not specifically identified, but the need to develop understanding and tolerance between students from different ethnic backgrounds is nevertheless highlighted. The extract below is taken from a study in an area where the population is changing, and where members of the traditional population and a significant group of new members are coming to terms with one another:

This project is located in a Leicester comprehensive which has moved within four years from being a 90 per cent white outer city school serving a largely working class catchment to having a truly diverse intake with students from countries as diverse as Malaysia, Zimbabwe, Afghanistan and Portugal.

The challenge for the school has been to move from serving its historic population to recognising the talents, languages and problems of its new communities. The most recent intake comprises 40 per cent ethnic minority students.

It represents an attempt to give its old and new communities a sense of their own worth and significance. (Spurgeon 2004, p12-13)

Some studies highlight a range of factors affecting cohesion in diverse, urban communities. The following description identifies recent immigration, economic division and territorial allegiances:

Community stakeholders report problems reaching out to some of the newer communities who they say can be quite insular and unwilling to access services. There are also problems relating to the area's high unemployment levels. Despite having a young and potentially economically active population, many of the local population are not suitably skilled or qualified for the new jobs in their area. Stakeholders report tensions in the community, specifically as a result of the growing

affluent 'White middle class' population who are moving into the area and being seen to take the jobs. Tensions also exist between residents from different areas and territorial tension is considered as significant as racial tension. (CLG 2007, p163)

A third group of studies is located in schools serving areas with a mainly White British population. These are often concerned with addressing the perceived insularity of local people and with raising students' awareness of cohesion concerns in society generally. The following extract, for example, sets the scene for an intervention aiming to stimulate critical thinking about racism, discrimination and prejudice:

Stafford is a market town in the Midlands that has not received many migrants from outside the UK since the war... Against this backdrop of small black and minority ethnic communities and little recent inward migration, young people living or going to school in Stafford may not have had much first-hand experience of cultural or religious diversity. (Lemos 2005, p3)

Studies set in these contexts often contend that people living in relatively small, self-contained towns or villages develop a suspicion of 'outsiders', which can lead to intolerant and racist attitudes towards small minority groups in the community, for example asylum seekers and refugees (see, for example, LGA 2004, King 2003, Weekes et al. 2007). One study, set in a semi-rural area, draws attention to village rivalries:

There is also 'tribalism' in Cumbria. 'At its extreme, you are one of the "out group" if you don't belong to the few original local families or have a particular surname... Teachers are not immune from this tribalism. For example, during an activity at a race equality training course at a school in Workington in 2004, some teachers expressed hostility towards people from the neighbouring town of Whitehaven. The insult used was "jam eater", referring to the habit of having only jam on your sandwiches because of extreme poverty... This incident stems from rivalry between the mining communities... (Knowles and Ridley 2006, p2-3)

Some of the studies addressing cohesion issues across generational groups refer to specific area conditions giving rise to the need for action. Hatton-Yeo and Watkins (2004), for example, link intergenerational tension with high levels of deprivation in targeted communities. Others, however, do not describe specific contexts but refer to more general societal factors, for example the fears of older people about youth crime (LGA 2004), or the general preconceptions held by different generations of each other that erode cohesive values (Stanton and Tench 2003).

To an extent, therefore, the literature engages with a range of community cohesion issues in various contexts. Given the relatively small number of studies and their uneven geographical distribution, however, it seems safe to conclude that the research

literature is patchy in the sense that it focuses on some issues in some locations but has far less to say about such issues as they appear in the range of contexts in England.

4.4 What schools are involved?

Primary and secondary phases (including some sixth form provision) are represented almost equally in the literature and other phases to a much lesser extent. This is illustrated in Table 4.3.

Table 4.3 Number of studies of different school phases n=84, not mutually exclusive

School phase	Number of studies
Primary	51
Secondary	48
Nursery class attached to school	4
Post-16 specifically	4
Not stated/unclear	10

Only two studies report interventions that are set exclusively in special schools. Knowles and Ridley (2006) includes an account of an antiracism project in one special school for students with severe learning difficulties, and Scottish Executive (2006) describes a linking project between two special schools. This study also describes a linking project involving one special and three mainstream primary schools, and a series of studies of the Bradford Schools Linking Project also include some information about links between mainstream and special schools (Kotler 2003, Schools Linking Project 2003-2004, no date, Schools Linking Project 2004-2005, no date, Ackroyd et al. 2003).

Very few studies give precise information about school type (community, foundation, voluntary aided and so on). The chief exceptions to this general rule are studies located in Northern Ireland, where the foundation of the school (controlled, Catholic maintained or maintained integrated) is a key variable in the nature of school action to promote cohesion. Studies fall into two main groups - those which explore the way that (usually maintained but sometimes controlled) integrated schools with mixed faith intakes seek to promote community cohesion (Loughrey et al. 2003, Dunn et al. 1989, McGlynn 2004) and those which describe linking projects, involving schools with a range of foundations, but always involving controlled and Catholic maintained schools (Graham 1994, Smith and Dunn 1990, Smith and Robinson 1996).

Elsewhere, while faith schools are represented in the literature, in most cases their distinctive faith characteristics are not foregrounded. A few studies (see, for example, Billings and Holden 2007, DCSF 2007f) relate action to promote community cohesion to the faith ethos of the school. These tend to emphasise the links between this ethos and a set

of more broadly held values. Billings and Holden (2007), for example, describe an intervention in two voluntary aided sixth form centres (one Roman Catholic, the other Anglican) in which chaplaincy teams led cross-curricular approaches to inter-faith education. Their actions are described in the following terms:

The [chaplaincy teams] highlighted Christian values (rather than doctrine) and in so doing, were able to impart messages of inclusion. The non-liturgical themes of respect for others, self-empowerment and cultural diversity meant that students from all faith backgrounds as well as those from none were able to participate in the workshops. (Billings and Holden 2007 p15)

Two studies directly address the role of faith schools in promoting community cohesion (DCSF 2007a, Short 2003) and one study reports a series of twinning initiatives between denominational and non-denominational schools to counter perceived sectarianism (Scottish Executive 2006).

The literature therefore reflects some of the diversity of school type and population in England, but it is not sufficiently extensive to give a clear and robust picture of issues and possibilities in every type of circumstance.

4.5 Who is involved?

4.5.1 Students

All studies, even those which include information about schools working directly with parents and/or other members of the community, report on some actions involving students. Some describe action to promote community cohesion which aims to encompass all students within a school. These studies tend to focus on continuing practices embedded in school ethos and culture. The majority, however, describe interventions involving particular groups either in one-off actions (workshops, events, curriculum projects, and so on) or longer term programmes of recurrent actions. Commonly these are year groups, or smaller groups selected from within different cohorts. A range of year groups are represented across the literature, but more studies in primary schools report on interventions in Key Stage Two than in Key Stage One.

One study (Kotler 2003) provides the following rationale for focusing on the older primary age group:

It had been decided that Key Stage 2 would be the target group for the project, as children between 8 and 10 are at an optimum age for this kind of work, being old enough to start to understand issues beyond their immediate experience and yet not to have ingrained attitudes. (Kotler 2003, p3)

In general, however, the criteria used for selecting students from particular year groups are not explained. Similarly, only a minority of studies describing interventions with groups selected from within cohorts refer to the way that students are identified to take part (for examples of those which do see Granville and Ellis 1999, Ellis 2003, School Development Support Agency, no date, Scottish Executive 2006).

4.5.2 Professionals

A minority of studies describe action involving school staff only. Around two thirds, however, describe interventions involving some degree of collaboration between school staff and other professionals. Groups other than school staff involved in delivering interventions include education professionals (for example, school advisers), members of project groups or other organisations with an interest in community cohesion and workers in different skill sectors (particularly the creative arts).

The majority of studies which report the involvement of different professionals in interventions provide little information about *processes* of collaboration. Exceptions to this include some studies which refer to training for teachers provided by organisations working in partnership with schools (see, for example, Billingham 2004a, COIC 2007, Stanton and Tench 2003) and a small group of studies which are concerned with sustained collaborative development projects involving schools and other organisations (see, for example, Dunn 1989, CLG 2007 [Bridging Communities], Ellis 2000, Ellis 2003, Granville 2000, Granville and Ellis 1999, Kotler 2003, Kotler 2006, Kotler 2007, Raw 2006, Smith and Dunn 1990).

4.5.3 Parents

Parents may be involved in interventions alongside their children or targeted, with other members of the community, separately from students. In neither case is it usual for studies to set out an explicit rationale for their involvement. Raw (2006) is unusual in doing so. In this study, the aims of Bradford's Schools Linking Project are stated as follows:

1. Providing opportunities for children (and their families) from different ethnic backgrounds, who would not normally meet, because they live and attend schools in different areas of the district, to work and play together.
2. Providing opportunities for children and adults to work with creative partners and to work in the District's cultural venues, through the project's emphasis on enhancing the curriculum through creativity.
3. Providing opportunities for adults who work with the children, to meet to share ideas and broaden perspectives. (Raw 2006, p3)

As part of this project parents have been invited to attend assemblies based on children's experiences of linking with other schools, to attend drama performances and to accompany children on visits to places in the community (Kotler 2003, Kotler 2006, Schools Linking Network 2003-2004, no date). There is little information, however, about the number of parents involved in the project, whether or not they are involved in a sustained way, the extent to which schools draw upon their experiences and capacities as a resource, or the ways in which activities seek to develop relationships between parents specifically. The examples of parental involvement reported in studies of this project are typical of what is reported more generally, as is the lack of information about its precise nature and its relationship to the development of community cohesion.

4.5.4 The wider community

Twenty-seven studies report interventions which involve members of the wider community (in addition to parents). Often, studies describing the involvement of community members focus on ways in which their skills and/or experience may be drawn upon as a resource to support action designed to have an impact on students (see, for example, Brown et al. 1990, DCSF 2007a, Knowles and Ridley 2006, Loughrey et al. 2003, Scottish Executive 2006, SDSA, no date, Thurston 2004, Williams, no date). Some studies highlight the contribution made by community members as role models. Searle (1992) for example, refers in the following terms to the involvement of local people in teaching community languages:

All this activity and linking serves to enhance the understanding, profile and status of the languages of the local black communities. It counters linguistic racism within and without the school and makes these languages a normal, accepted, developmental and increasingly prestigious part of the curriculum and mainstream life of the inner-city school. (Searle 1992, p264)

A group of studies focus on schools working directly with members of the community in actions which do not necessarily involve students, or, if they do, are designed to have an impact on the community members involved in addition to the students. These include studies of intergenerational interventions, which describe the ways that older community members are simultaneously a resource for school action and the target of interventions.

4.6 What resources are used?

4.6.1 School resources

In general, relatively little detail is provided about the ways that school resources (not personnel) are used to promote community cohesion. For example, most studies do not specify whether or not any of the action described is financed through core school

funding rather than additional funding streams. Some studies refer briefly to the use of material resources, such as information technology facilities and equipment, books, artefacts and art materials, or to the provision of accommodation for community education programmes. One study (Maitles et al. 2006) goes into some detail about resources used to support holocaust education programmes, and two others (Brown et al. 1990, Knowles and Ridley 2006) integrate a similar level of detail into descriptions of a range of interventions in schools in Cumbria.

4.6.2 Non-school resources

Thirty studies specify sources of external funding for school action. Sources include direct government funding, government funding mediated through local bodies, local authority funding; and charitable donations. A range of departmental channels for government funding are specified, including:

- Department for Children, Schools and Families (and its predecessors)
- Communities and Local Government
- Home Office
- Department of Health
- Department for International Development

Other current and historic targeted funding streams that have been used to support interventions include:

- Neighbourhood Renewal Funding
- Connecting Communities
- Community Champions Scheme
- New Opportunities Funding
- Excellence in Cities
- Children's Fund
- Health Action Zones
- Mentoring Bursary Programme

Thirty-three studies provide some information about other external resources available to schools. Most commonly these refer to the use of local cultural venues or other community facilities (such as theatres, museums, places of worship or outdoor pursuits centres) and booklets/activity packs produced by organisations involved in delivering interventions (see, for example, Billings and Holden 2007, iCoCo a, no date, LGA 2004, Inter Faith Network for the UK 2006, Graham 1994, Minorities of Europe 2005).

4.7 To what extent is collaborative action between schools reported?

Forty-four studies report collaborative action between schools, sometimes also involving other organisations and agencies. Many of the studies of joint action are of pairs of linked schools or multiple pairs (which may be grouped in loose networks). However, a small group of studies report area-based approaches. These include Graham (1994), which describes joint activities between all schools in the East Antrim Education for Mutual Understanding (EMU) cluster group; Scottish Executive (2006), which describes several projects involving groups of schools acting together; and Hatton-Yeo and Watkins (2004), which describes a community development focused intergenerational project involving students drawn from secondary schools in two Single Regeneration Budget (SRB) areas.

A small number of studies also refer to schools or colleges leading strategic action involving other schools in the same area. DfES (2007), for example, describes the role played by Royton and Crompton School in developing community cohesion strategies across Oldham. Bolton Sixth Form College (no date) describes the college's network of links with local schools and other sixth form colleges through which it leads development across the area on equality and diversity issues.

4.8 What forms of action do studies report?

Studies report a wide range of actions that schools can take in order to promote community cohesion. As a source of ideas for action elsewhere, therefore, the literature as it stands is quite useful. The commonest forms of action are the development of links between schools with populations drawn from different socio-cultural groups, and curriculum-based initiatives. The evidence base in these cases is (given the limited extent of the literature overall) relatively substantial. Reports of other actions are less common, with the result that relatively little is known about these.

Studies have been coded according to the different forms of action they describe and the prevalence of these forms in the literature is shown in Table 4.4. Numbers do not add up to the total number of studies included in the map because individual studies may fall into several categories by reporting a range of actions. In addition, individual actions may fall into more than one category. For example, school linking may be organised around activities with a specific 'cohesion' focus, such as an interfaith curriculum programme.

Table 4.4 Number of studies of different forms of action n=84, not mutually exclusive

Form of action	Number of studies
School linking	37
Curriculum-based interventions	32
Developing school culture/ethos	14
Community education or other service provision	12
Community networking	10
Intergenerational programme/activities	10
Conflict resolution	8
Anti-racism intervention	4
Other (e.g. extra-curricular activities, summer schools)	11

4.8.1 School Linking

Studies present school linking as a way of breaking down barriers and developing understanding between different groups. School linking tends to take place where schools with different kinds of populations are geographically relatively close to one another, although there are occasional examples of linking between schools that are in different parts of the country (see, for example, SDSA, no date). Of the studies located in England, those which are concerned with relationships between members of different ethnic groups are the most common.

One of the most well established school linking programmes is Bradford's Schools Linking Project, which has been running since 2001 (involving 61 primary and 12 secondary schools by 2005). Raw (2006) provides the following description of its main features:

The project facilitates contact between school children from different geographic neighbourhoods across the District, through shared cultural activities... The format for the links between schools supported through the project has a common basic structure for all primary schools, involving an initial day together at a neutral venue, followed by a minimum of two contacts per term, preferably supplemented by further shared activities. The range of activities promoted by the team as suitable catalysts for the linking process are all creative or sports-based activities, which enable facilitated contact and team work, although schools also often choose to share more ordinary lessons, such as literacy and numeracy, as part of a linking day. (Raw 2006, p3)

In many ways this is typical of other linking programmes, particularly in primary schools, which are often planned around group work, creative arts and sports/outdoor activities. Partnership between teachers and creative sector workers is also a

common feature, as illustrated in the following extract from a study of a linking project in Leicester, describing the first in a series of linking days:

MZN [a South African drama group] came into four of the paired schools for a day in late September/early October. All the school participated, along with thirty target group pupils from their partner school. MZN did a performance for everyone and then put on music, dance, story and art workshops for pupils for the rest of the day. Target group children from the partner school paired up with their peers in the afternoon for some workshop time together, doing movement and dance. The whole day culminated in an after school show for parents, with children performing with MZN. (Billingham 2004, p4)

Within the group of school linking studies in England, a small number focus particularly on linking between different faith groups (see DCSF 2007a, DCSF 2007c, Short 2003, Hatch 2006). Further examples of interfaith linking activities are provided by the studies referred to in Section 4.4 above that are located in Northern Ireland and Scotland (the latter exploring linking between denominational and non-denominational schools).

School linking is also reported as a way of building relations between students in urban and rural areas. In the following example, two primary schools visited each other and shared lessons on the theme of discovery of their areas:

They were able then to show each other things they had discovered and discuss similarities, differences and connections. Many of the children in the rural school had farming connections and the families of some of the children from Barkerend had connections with the wool mills.

They were all were interested to find out that the wool from the sheep in the fields in Silsden used to end up in the mills near Barkerend and to learn about the changes over the past 100 years in the district. The children composed a song about this and performed it at a local theatre. (DCSF 2007h)

Linking activities at secondary level tend to be more explicitly focused on community cohesion issues (see CLG 2007, iCoCo, no date b, SDSA no date, Bolton Sixth Form College, no date), providing opportunities for students to debate, for example, questions of identity, prejudice and equality. One study reports the development of a linking project between a sixth-form college and two secondary schools into a vehicle for developing race awareness in schools in the wider locality:

Two local schools have been involved in partnership initiatives with the College and this led to the production of a race equality video, featuring current school and College students discussing key race issues (used in citizenship classes in schools) and a race

equality conference organised for year 10 students across the town, on the theme of race relations. (Bolton Sixth Form College, no date, p3)

4.8.2 Curriculum-based interventions

Curriculum-based interventions generally focus on developing students' understanding of diversity and mutual respect. Studies of curriculum-based interventions may be located in a variety of contexts - for example, in schools serving diverse areas, or largely monocultural areas. The cohesion focus may be relatively immediate - there could be local issues relating to perceptions of different groups in the community which interventions seek to address; or it may be more distant - the need to develop students' capacities to play a positive role in a generally diverse society.

Studies report a range of vehicles for curriculum-based interventions. One of these is PHSE and/or citizenship education (see, for example, Billings and Holden 2007, LGA 2004, Inter Faith Network for the UK 2006, Maylor et al. 2007, DfES 2007). The following extract describes an embedded citizenship programme in one school:

- o The Citizenship team has played a crucial role in addressing issues of culture and identity in a mainly White area, focusing on, 'How can we engage students in thinking about other cultures when they have little sense of their own culture and identity?'
- o The starting points have been music, fashion, food; moving on to 'What does it mean to be British?'; and then asking questions about, for example, how does the Notting Hill carnival fit in?
- o Through these discussions they have then progressed to making discussions about religion more relevant. (DfES 2007, p80)

In the example above diversity education is integrated into the regular citizenship programme, largely delivered by teachers in school. In some cases, schools engage with external organisations to help them deliver this aspect of the curriculum. Billings and Holden (2007), for example, describe an outreach programme delivered by a faith partnership in primary and secondary schools in one borough. The programme

...comprised six consecutive weekly workshops, each lasting around one hour. These workshops reflected the PSHE/Citizenship guidelines and contained implicit and explicit interfaith elements. Throughout the period of their delivery, the team sought to provide children with an opportunity to discuss controversial local and global issues in the safety of the school environment. If delivered successfully, the team believed that the programme would help local children to acquire a better understanding of faith and cultural diversity and of how and why Britain had become such a

diverse society. Each school year (6 and 7) had its own programme building on the previous year's teaching. (Billings and Holden 2007, p54)

These and other studies also refer to opportunities within subject areas such as RE, history, geography and English/literacy for building respect and understanding of diversity (see, for example, Brown et al. 1990, DCSF 2007a, DCSF 2007c, DCSF 2007f, Knowles and Ridley 2006, Maitles et al. 2006, Spurgeon 2004). A few studies refer to diversity education that is generalised throughout the curriculum, as illustrated in the following description of school action:

[The school] is developing an exciting conceptual curriculum offer from 11 to 18, avoiding subject fragmentation and emphasising the importance of developing cultural empathy and critical thinking to prepare pupils for a diverse world. (DfES 2007, p33)

Different studies emphasise various dimensions of diversity education. Some focus particularly on inter-faith interventions, as in the following extract describing action in a school involved in the Diversity and Dialogue project:

The Diversity and Dialogue project ran sessions at Swanshurst in 2004 and 2005. Students worked in small, mixed-faith groups and were encouraged to think and talk about their own beliefs and values. For example, students considered global issues, including the Middle East conflict, global warming and HIV/AIDS. They shared their own views and reflected on how religion might influence their opinions. They then considered how people from different religions might think similarly and differently and the reasons for this. (Hatch 2006, p42)

Other interventions may be more broadly intercultural, as illustrated by the following description of an intervention led by Minorities of Europe (the Swapping Cultures initiative):

Using informal and intercultural learning techniques based on the principles of listening, communication, respect, value and understanding, the model is able to encourage young people to discuss, share and learn from each others' experiences, cultures, traditions and backgrounds. It will also enable young people to appreciate, respect and value their own cultures as well as others and to embrace difference and diversity as an asset to our society. (Lewis et al. 2005, p4)

In some cases studies emphasise opportunities for students to explore challenging community cohesion issues. Two Northern Ireland studies (Loughrey et al. 2003, McGlynn 2004) refer to opportunities for students to take part in discussions in which community relations issues are deliberately raised (for example, during circle time). In another example (Bolton Sixth Form College, no date) reference is made to whole college assemblies to discuss the issues raised by the bombings in London

on 7 July 2005. The implication is that building mutual respect and understanding may not always be an easy or comfortable process, but requires schools to engage with some controversial issues and deep-rooted tensions.

4.8.3 Developing school ethos

Studies which focus on school ethos also emphasise the aim of developing mutual respect and understanding of diversity. A very clear example of concerted action to develop a tolerant ethos in the context of community division is provided by studies of integrated schools in Northern Ireland (see Section 4.4 above). In these there is an emphasis on the promotion of an 'integrated ethos.' This tends to entail the celebration of diversity and the provision of opportunities for individual development within different cultural traditions (for example, opportunities for Catholic children to prepare for the sacraments). Respect for diversity may be promoted through assemblies, multicultural events and reference to individual traditions in the curriculum.

Examples of English studies that explore the development of school ethos include Bolton Sixth Form College (no date), Brown et al. (1990), Faas (2008), Knowles and Ridley (2006), Maylor et al. (2007), Peck (2006), Searle (1992), and Williams (no date). Like those located in Northern Ireland, these studies emphasise both the celebration of diversity and opportunities for students to explore their particular cultural identities. The following extract explains the approaches taken by different schools to a growing population of Polish students, for example:

[Projects] provide opportunities to highlight the distinctive character of the new arrivals. Examples have included:

- *A project in which a large mosaic was prepared by 10 new arrivals guided by their EAL teacher who happened to be an artist*
- *Participation in civic Polish cultural days, when entertainment, information booths and a good supply of Polish food and drink bring in a very mixed and interested cross-section of the public*
- *A 'new arrivals' party on the first day of spring. EAL children could only gain entry if they brought a British pupil with them as their ticket. Traditional music and food, and the dressing of a traditional Marzanna doll contribute to the occasion*
- *Celebrating Polish National Day - 3 May - in a number of ways such as flying the Polish flag, special assemblies and so on*
- *Projects involving Polish secondary children explaining their Christmas traditions to their peers and primary audiences - the 'Poles Apart, Should Be Closer' initiative (Williams, no date, p5)*

4.8.4 Resolving conflict and combating racism

A small group of studies are concerned with conflict resolution. Ofsted (2005), for example, addresses systems across different schools for monitoring tensions in the community and dealing with racist incidents. Other studies focus on action in individual schools. Cummings et al. (2007), for instance, provides the example of a secondary school in which community leaders are called in to work with young people from different ethnic groups to defuse tensions. Two studies (COIC 2007, Cantle et al. 2006) refer to action to develop the capacity of students to act as mediators. COIC (2007), for example, describes a 'leadership development programme' for 72 students (as well as a group of staff) at South Leeds High School, who went on to become peer mentors. The context for conflict inside and outside the school is described as follows:

The school, which was attended by one of the London bombers, had experienced violent and racist behaviour since the early 2000s, and this was further exacerbated by the 7/7 attacks, which created new challenges for local communities. (COIC 2007, p14)

Other studies do not focus on conflict resolution per se, but are nonetheless concerned with defusing tension through action to combat negative attitudes. Most of these studies report interventions aimed at reducing racism (see, for instance, Billingham 2004b, Brown et al. 1990, Carroll 2004, Hatch 2006, Knowles and Ridley 2006, Lemos 2005, LGA 2004, Ofsted 2005, Thornhill Science College, no date). The following extract from Scottish Executive (2006), however, focuses on perceived sectarianism in Glasgow. It describes a project in which students were involved in community based research:

Following workshops to develop photography skills, pupils worked with disposable cameras and digital cameras to photograph what they felt represented religious bigotry and hatred in their community. Alongside the photographs pupils also interviewed grandparents, parents and key people in the community including ministers and priests. They also used the internet and visited local libraries to research information on their community and on religious bigotry and sectarianism. From these interviews and information the children gathered together stories and experiences in relation to religious bigotry and sectarianism in their community. (Scottish Executive 2006, p15)

The project above is typical of some interventions in having a specific local focus. Others are targeted at a more general level, tackling attitudes that are prevalent in wider society. Often, interventions take the form of workshops in schools and commonly they involve external organisations, for example, theatre groups (see Billingham 2004a, Carroll 2004), the police service (see Lemos 2005) and various project groups (see Hatch 2006).

4.8.5 Community education or other service provision

Twelve studies include information about the provision of community education, and other services and facilities (see Bottrill 2008, Camp Primary School, no date, Cummings et al. 2007, DCSF 2007a, DCSF 2007c, DCSF 2007f, DfES 2007, John Kelly Boys' Technology College, no date, Kendall et al. 2007, Peck 2006, Searle 1992, Scottish Executive 2006). The relationship between these kinds of actions and the development of community cohesion is rarely made explicit, however, and, when it is, tends to be stated in rather general terms, as illustrated in the extract below from a school case study:

Curricular activities celebrate a range of faiths and cultural diversity, but Pentrehafod is just as concerned with its role as a Community Focused School and in the contribution that Out-of-School-Hours Learning can make to creating cohesive communities. The school believes this is vital in building trust with all communities and all age groups - a crucial cornerstone of a cohesive society. (Bottrill 2008, p10)

Occasional exceptions to this general rule include Camp Primary School (no date). In this study, the provision of recreational classes for adults is linked to the aim of increasing opportunities for interaction between members of different groups in the community:

Ladies only keep fit classes promote healthy lifestyles for women unable to attend public classes on religious grounds. The class has been running for two years and is very popular with both Muslim and non-Muslim women. This has been one of the school's most successful initiatives in promoting positive cross-community relations. (Camp Primary School, no date)

4.8.6 Community networking

Ten studies refer to school links with local community organisations, or schools' deliberate attempts to develop relationships with the wider community. Loughrey et al. (2003), for example, describe the efforts made by some integrated schools in Northern Ireland to take part in community events, and local sporting and musical activities, and quotes one principal's rationale for this strategy:

The community will not value us unless we're of value to it. I'm conscious that it's easy to be caught up in a segregated corner called integrated education which is exclusive and keeps the rest of the world away from us. We're in our corner creating another segregated sector in an already segregated system. I'm very conscious of not becoming a school which does not interact with the wider community. (Loughrey et al. 2003, p36)

Although integrated schools are particular to Northern Ireland, arguably this rationale for action is applicable in any context where the development of cohesion is viewed as a whole community rather than school concern. In common with other studies, however, few details are provided about specific actions, and their precise relationship with the development of community cohesion is not particularly clear.

There are also occasional examples of school support for networking amongst adults in the wider community. The DfES (2007) for example, provides the example of a community forum set up by a school in a multiethnic area. Although no explicit cohesion rationale is given, the potential role of the forum in supporting relationships and addressing issues may be inferred from the following description:

The community forum meets formally twice a term. A local Imam, on a paid contract with the school, manages the forum. Wide-ranging issues have been discussed through the Forum, leading to deeper understanding of how local communities can work with the school. (DfES 2007, p57)

This example is typical, however, in being designed to draw the community together in support for the school, rather than to encourage community cohesion as an end in itself.

4.8.7 Developing intergenerational relations

Ten studies are concerned with developing intergenerational relations. One of these (Hatton-Yeo, 2006) includes case studies of 20 different interventions across England and Wales, which have not been coded in detail. Of the others, there is a cluster of studies based in Staffordshire, reflecting the activity of the Beth Johnson Foundation, a charitable trust based in Stoke-on-Trent that engages actively in research and development focusing on older people. Other studies are located in different parts of England and Wales in a variety of contexts.

Intergenerational interventions aim to develop relations between older and younger people by bringing them together in projects focused around mutually beneficial activities. Participants (older and younger people) are therefore viewed both as beneficiaries of interventions and as providing a resource for action. Examples of intergenerational interventions are varied and include:

- a mentoring project in which older people acted as classroom mentors to students in year 7 in secondary schools (Ellis 2000, Ellis 2003, Granville and Ellis 1999, Granville 2000);
- a community action programme, as part of which younger and older people worked together to identify issues of concern within their

neighbourhood and to persuade local decision makers to address these concerns (Hatton-Yeo and Watkins, 2004);

- an approach called Storylines, which brought younger and older people together in schools to study various narrative themes and to solve problems together (Stanton and Tench 2003); and
- a project that involved primary school children visiting older people in residential homes to discuss modern historical topics (Bottrill 2008).

4.8.8 Exploring identity and common values

A running thread through studies of different kinds of action is an emphasis in some schools on exploring questions of identity and values. There are occasional examples of schools that seek to inculcate in their students a set of clearly defined values that are viewed as reflecting national culture. Faas (2008), for example, quotes from a school prospectus that states:

“The teacher cannot be neutral towards those values which underpin liberal democracy. Values such as freedom of speech and discussion, respect for truth and reasoning, the peaceful resolution of conflicts, are the means whereby indoctrination is combated and prevented.” (Faas 2008, p43)

More often, however, values are viewed as relatively fluid, as illustrated in the words of one head teacher, quoted in Muijs et al. (2007):

“If you look at the host culture being British, then there is a set of values that British people will have, there is a set of values that Asian children born in Britain will have that they take from their parents and my philosophy is that what we have to do is integrate one set into a common set in the middle. You pick out the best of your own culture, but you also pick out the best of British culture.” (Muijs et al. 2007, p10).

Most studies dealing with identity and values, therefore, emphasise exploratory approaches, through which students are encouraged to make sense of their particular identities alongside developing an understanding of what they have in common with others (see, for example, CLG 2007 ('My Home Town'), iCoCo b, no date, Maylor et al. 2007, Raw 2007, Schools Linking Network b, no date). In the extract below, Maylor et al. (2007) summarise their observations of school approaches from a series of case studies focusing on citizenship education:

Whilst not covered in all schools, identity issues seemed to be explored during PSHE/citizenship education and English in secondary schools, and through circle time, literacy and classroom discussions in primary schools. Where such discussions occurred they tended to focus on where pupils come from, where they see

their roots, linguistic elements (including accents) and what their identity means to them at an individual and cultural level. Nevertheless, from the pupil discussion groups it was evident that schools did not necessarily explore White British (e.g. English, Welsh, Scottish, Northern Irish), mixed heritage and/or other new British identities ... Amongst teachers it was generally felt that there was a danger in trying to over-analyse British values (and 'Britishness') and that what was required in citizenship education were debates about British values and whether they are shared or not. (Maylor et al. 2007, p104)

4.9 How evaluative is the research literature?

For our purposes, research literature is 'evaluative' if, in addition to reporting actions, it also reports outcomes from those actions assessed in some credible manner. This holds good whether or not the study is formally designated as an evaluation.

The majority of the literature (about two thirds) is descriptive rather than evaluative. It reports on actions taken by schools and, perhaps, the facilitators and inhibitors of those actions, but does not present evidence relating to outcomes. In some cases, studies of this kind make claims regarding outcomes, but evidence is not advanced to support these claims. About one third of the literature is evaluative in our sense. It reports outcomes and advances evidence to support these reports. Some of the evaluative studies rely on the evaluative efforts of the leaders of actions. The majority, however, report the findings of researchers who are external to the action and who may be acting as evaluators to initiatives or undertaking research studies with a focus on outcomes.

Table 4.5 shows a breakdown of studies by type. Numbers total more than 84 because some reports of multiple interventions may be coded as studies of more than one type.

Table 4.5 Breakdown of studies by type (n=84, not mutually exclusive)

Type of study	Number
Descriptive only	23
Descriptive with reporting of outcomes	37
Study where there is evidence of planned evaluative activity carried out by personnel involved in delivering the action/intervention	9
Study where there is evidence of planned evaluative activity carried out by personnel not involved in delivering the action/intervention	18

It is not within the scope of this map to assess the robustness of these studies. However, it is our informed impression that there are few examples of well-designed, substantial studies able to report well-evidenced outcomes. For the most part, those studies which do report outcomes take the form of short-term and simply-designed evaluations relying, for instance, on limited numbers of interviews or short questionnaires. A few of the small-scale studies we have identified appear, on the face of it, to be well-designed and potentially robust. We have not encountered any larger scale studies using the more rigorous evaluation methods sometimes found in other fields of education or social science disciplines. It may be worth adding (again impressionistically) that little of the work we have reviewed appears to be theoretically rich.

4.10 What indicators do studies use?

We were asked to look at the indicators used by studies to assess the extent to which actions promoted community cohesion. The indicators used in studies included:

- enjoyment of cohesion-promoting activities;
- attitudes and changes in attitudes towards different groups;
- behaviours and changes in behaviour towards members of other groups;
- social participation and changes in social participation;
- confidence and changes in confidence in own identity;
- sense of belonging to a community and changes in sense of belonging;
- understanding of local community and changes in understanding of local community;
- knowledge and changes in knowledge of diversity, awareness of racism, and so on;
- willingness to embrace differences and diversity and changes in willingness to embrace difference and diversity; and
- experience of prejudice and changes in levels of prejudice experienced.

These are assessed through:

- self reports by students (for example, focus groups, evaluation forms, logs);
- observed behaviours;
- researcher assessments;

- teachers' and other school staff's reports;
- records (for example, of participation in events); and
- (occasionally) validated research instruments.

The studies as a whole provide a useful bank of potential indicators and methods of monitoring these indicators, often in ways that practitioners elsewhere are likely to find accessible. Some studies appear to have given considerable thought to deciding on appropriate indicators for the outcomes in which they are interested, to expressing these indicators in precise terms, and to finding sophisticated means of monitoring them. However, other studies rely on simple instruments and work with poorly specified indicators. The methods they use may be useful in obtaining rapid impressions of the outcomes of actions, but not for identifying and substantiating those outcomes in robust terms.

It is also worth adding that, although cohesion is a phenomenon that is manifested in 'communities', the focus of most studies is on schools and changes in their student populations. Very few studies in fact look at the wider community impact of school actions.

4.11 What outcomes are reported?

While this map is not intended to report findings from the literature or to evaluate the robustness of those findings, in the course of producing it we have come across 27 evaluative studies that report outcomes of action, and in this section we provide an overview of these. We emphasise that this overview does not take into account the methodological quality of the studies to which we refer (which, impressionistically, we have suggested is variable) and that any claims should therefore be treated with caution. Our caution is echoed in a number of cases by the authors of reports themselves (see, for example, Ellis 2003, Haddock 2003, Maitles et al. 2006). Haddock (2003), for instance, whose report is based on practitioners' accounts of action in Oldham, writes:

Providing evidence of attitudinal change is difficult and schools have not evaluated impact in a systematic way or with a prescribed methodology. Sometimes schools have given examples of behavioural change, but whether this change is long term and sustained would need a structured and academic piece of research to determine. (Haddock 2003, p5)

It is also important to note that while studies report many positive outcomes of actions to promote community cohesion, these reports are not unqualified. In particular:

- where positive outcomes are reported they are not always universal;
- some studies report that it is easier to achieve

some outcomes than others (see, for example, Lemos 2005);

- questions are raised in some studies about the attribution of outcomes to cohesion interventions (see, for example, Carroll 2004, CLG 2007, Thurston 2004).

With this in mind, in the sections below we consider the outcomes reported in different groups of studies.

4.11.1 Studies concerned with school linking

Twelve studies evaluate school linking interventions (Billingham 2004a, CLG 2007, DCSF 2007d, Dunn 1989, Haddock 2003, iCoCo, no date b, Kotler 2007, Kotler 2003, Raw 2007, Raw 2006, Smith and Dunn 1990, Woods and Grugeon 1990). The positive outcomes they report include the following:

- *The development of new friendships between students from different schools:* In general, studies note evidence of the quality of students' relationships during linking activities. A limited amount of evidence is provided, however, of friendships enduring beyond interventions or of students' openness to continuing their relationships (see, for example, CLG 2007, Raw 2006, Woods and Grugeon 1990).

- *The development of relationships between parents:* Some studies report parents becoming more involved with one another or with each other's schools through linking projects (Billingham 2004a, Haddock 2003, Woods and Grugeon 1990). Billingham (2004a) notes, for example:

Parents helped make costumes and worked with helpers and parents at the partner school to order leggings, shorts etc. - this would have been unheard of several years ago. The easy communication between the two schools has had a hugely positive impact on our immediate local area. (p7)

- *Challenges to students' preconceptions about others:* Studies report students questioning stereotypes; becoming more aware of similarities between themselves and others; and thinking about issues of identity. Smith and Dunn (1990) suggest that students' preconceptions may be disturbed even in the context of entrenched community divisions (in Northern Ireland):

Results suggest that a possible effect of the programme was to create a degree of 'uncertainty' in some pupils' minds on some issues. For example, pupils became more suspicious of the implications of the term 'native' and their responses before and after the programme suggested that a degree of uncertainty had been generated about who might be regarded as the indigenous people of Ireland. This need not mean that

pupils were confused, but could indicate that a degree of uncertainty is part of a process which develops critical thinking.

- *The development of greater understanding in students about different cultures and/or religions:* This outcome is reported in some studies (see, for example, DCSF 2007d, CLG 2007) but is not the chief focus of all school linking activities (except in a very general sense, as the result of interaction with students from different backgrounds).
- *The development of a sense of community identity:* One study (Raw 2007) reports outcomes of a linking intervention that explicitly aimed to encourage a sense of belonging to the town in which it was located. These include modest alterations to children's perceptions of the town, and some increased awareness of a community identity (beyond individual families, neighbourhoods or faith groups).
- *Impacts on practice:* Some studies refer to positive effects of school linking on practice in schools - for example, opportunities for staff to share curriculum knowledge and to work with students from backgrounds that are different from those of the children they usually work with. In some cases, staff also found that the experience caused them, like their pupils, to question their assumptions about diversity (see, for example, Kotler 2003).

4.11.2 Studies concerned with curriculum-based interventions

Five studies evaluate action to curriculum-based interventions to promote respect and understanding of diversity (King 2003, Lewis et al. 2005, Maitles et al. 2006, Maylor et al. 2007, Thurston 2004). These report positive impacts on students' knowledge of and attitudes towards diversity, as well as on their understandings of their own cultures and backgrounds. Maitles et al. (2006) report a two-stage evaluation and note that improvements in students' attitudes towards diversity were sustained over a ten month period following the intervention described. As with linking projects, positive impacts on practice are also noted in some cases. Maylor et al. (2007), for example, quote one head teacher's view of the benefits of participating in a curriculum project:

'It has brought together all the ideas (on diversity) into one place so that now people have got a very quick and easy reference where staff can transfer the ideas into their schemes of work.' (p80)

4.11.3 Studies concerned with the development of intergenerational relations

Five studies evaluate intergenerational interventions (Ellis 2003, Ellis 2000, Granville and Ellis 1999, Granville 2000, Hatton-Yeo and Watkins 2004). Of these, four are studies of the same intervention (though sometimes of different phases of it). These report that interventions are successful in combating stereotypical views held by both younger and older people of each other, and of helping them to understand each others' lives. It is also suggested in some cases that the influence of intergenerational schemes is felt in communities beyond schools (see, for example, Ellis 2003, Granville 2000).

4.11.4 Studies concerned with resolving conflict and combating negative attitudes

Four studies evaluate action to reduce conflict and/or address negative attitudes towards other groups (Carroll 2004, Cummings et al. 2007, Lemos 2005, Ofsted 2005). Action is reported as contributing to a growth in students' understandings of the effects of (particularly racial) prejudice and discrimination, and to harmonious relations. In one case (Ofsted 2005) the incorporation of race equality issues in the curriculum was said by some students to play an important part in helping to counter prejudiced views beyond school as well as within it.

4.11.5 Studies concerned with the exploration of identity and common values

Two studies in particular are concerned with outcomes relating to the exploration of identity and common values (Faas 2008, Maylor et al. 2007). What comes across most strongly from these studies is that this is a complex area in which there is little evidence that specific actions are linked to particular outcomes. Moreover, Maylor et al. (2007) find more evidence to suggest that school approaches to exploring identity are unhelpful to students than evidence suggesting they are helpful.

4.12 What do studies report about mediating factors in outcomes?

Evaluative studies usually provide information about factors which mediate the outcomes reported. Most commonly these relate to organisation and resources and include:

- planning (see, for example, DCSF 2007d, Kotler 2003, Maylor et al. 2007);
- leadership (see, for example, Granville and Ellis 1999, Ofsted 2005, Maylor et al. 2007);
- the duration of interventions (see, for example, Raw 2006);

- funding (see, for example, Smith and Dunn 1990); and
- the availability of support and training for participants (see, for example, Kotler 2003, Smith and Dunn 1990).

Pedagogical approaches supporting positive outcomes are also quite commonly reported. These include:

- contextualising teaching and learning in students' experiences (see, for example, Maylor et al. 2007, Ofsted 2005);
- emphasising creativity (see, for example, Kotler 2003, Raw 2007);
- group work (see, for example, Raw 2007);
- providing opportunities for interaction with community members (see, for example, Thurston 2004);
- using information and communications technology (see, for example, Thurston 2004); and
- drama activities (see, for example, Lemos 2005).

CHAPTER FIVE

Implications

5.1 What is reported in the literature?

This review provides evidence that there is a research literature (broadly understood) on the role of schools in promoting community cohesion in England and, more generally, in the UK. The literature provides information about different contexts for action, the issues schools seek to address and the ways in which schools seek to address them. Some evidence is also presented of the impact and/or effectiveness of interventions.

5.1.1 Contexts for action

- Some studies are located in all UK countries. Studies located in England tend to focus on particular geographical locations, especially the North West of England, West Yorkshire (particularly Bradford), the Midlands and London.
- The studies report interventions in a variety of local contexts, including areas which are characterised by high degrees of segregation with school populations that reflect this segregation; multi-ethnic, urban communities; and areas with a mainly White British population.
- Primary and secondary phases (including some sixth form provision) are represented almost equally in the literature and other phases to a much lesser extent. Only two studies report interventions that are set exclusively in special schools.
- Very few studies give precise information about school type (community, foundation, voluntary aided etc). Where faith schools are represented in the literature, in most cases their distinctive faith characteristics are not foregrounded.

5.1.2 Issues addressed

- The majority of studies are concerned with cohesion in relation to ethnicity, but others focus on diversity in a more general sense, intergenerational relations, faith, urban/rural divisions, and the specific cohesion issues in relation to community divisions in Northern Ireland. Groups are not mutually exclusive, however (for example, issues relating to ethnicity are commonly linked in studies with issues relating to faith).
- Most studies focus on building relationships between members of communities and/or developing respect and understanding of diversity. Smaller groups of studies are concerned with resolving conflict and combating negative attitudes, and exploring identity and common values.

5.1.3 Forms of action

- Studies report a wide range of actions that schools can take in order to promote community cohesion. The commonest forms of action are the development of links between schools with populations drawn from different socio-cultural groups, and curriculum-based initiatives. Reports of other actions are less common but include the development of school ethos, community education or other service provision, community networking, intergenerational activities, conflict resolution, and anti-racism interventions.
- A running thread through studies of different kinds of action is an emphasis in some schools on exploring questions of identity and common values. Most of these studies emphasise exploratory approaches, through which students are encouraged to make sense of their particular identities alongside developing an understanding of what they have in common with others.

- Around half the studies report collaborative action between schools, sometimes also involving other organisations and agencies. Many of the studies of joint action are of pairs of linked schools or multiple pairs. However, a small group of studies report area-based approaches.
- Some studies describe actions which aim to encompass all students in schools. These studies tend to focus on continuing practices embedded in school ethos and culture. The majority of studies, however, describe interventions involving particular groups in one-off actions or longer term programmes of recurrent events.
- Some studies refer to the involvement of community members in action, often focusing on ways in which their skills and/or experiences may be drawn upon as a resource to support action designed to have an impact on students. One group of studies, however, focuses on schools working directly with members of the community in actions which do not necessarily involve students, or, if they do, are designed to have an impact on the community members involved as well as the students.
- The majority of studies describe interventions involving some degree of collaboration between school staff and other professionals. These include education professionals, members of project groups or other organisations with an interest in community cohesion and workers in different skill sectors.
- Some studies provide details about the organisation and delivery of interventions in schools, for example about the roles of different participants, the ways that resources are used and the teaching and learning approaches adopted.

5.1.4 *The impacts of action*

- Around a third of studies report outcomes and advance evidence to support these reports. They also suggest a range of factors that support or inhibit the success of interventions.
- Most evaluative studies report outcomes of school linking. Small numbers of studies report outcomes of curriculum-based interventions, intergenerational programmes, actions which focus on resolving conflict and combating negative attitudes, and actions concerned with the exploration of identity and values.
- Studies use a range of indicators to evaluate the effectiveness of actions to promote cohesion. These focus on changes in students' knowledge, attitudes, self-concept and behaviour. The studies as a whole provide a useful bank of potential indicators and methods of monitoring these indicators, often in ways that practitioners elsewhere are likely to find accessible.

5.2 Limitations and gaps in the literature

Although there is a literature on school action to promote community cohesion it is relatively small and patchy in coverage. While, therefore, it offers a useful bank of ideas for action and ways of understanding cohesion issues, its usefulness is limited. In particular:

- The uneven geographical distribution of studies means that the literature focuses on community cohesion issues in some locations, but has less to say about issues in the range of contexts in England. Given that the duty to promote cohesion applies to all maintained schools, this indicates a significant gap in the literature.
- Similarly, the literature reflects some of the diversity of school type and population in England, but it is not sufficiently extensive to give a clear and robust picture of issues and possibilities in every type of circumstance. Contexts currently under-represented include special schools, nursery classes and post-16 settings.
- The literature is weighted towards studies concerned with cohesion in relation to ethnicity. Responses towards community cohesion issues related to other factors are less extensively investigated.
- Some forms of action are more widely reported than others. For example, the literature tells us more about school linking and curriculum-based interventions than other forms of action, more about one-off or recurrent programmes of action than more 'embedded' approaches and more about schools acting individually or in pairs than area-based approaches.
- Studies are very variable in the extent to which they describe school action in any detail. While some studies provide relatively in-depth accounts of action in schools, others provide only a brief snapshot of community cohesion interventions.
- Much of the literature is descriptive, and much of the evaluative literature is small-scale and may be of poor quality. It is also worth adding that, although cohesion is a phenomenon that is manifested in 'communities', the focus of most studies is on schools and changes in their student populations. Very few studies in fact look at the wider community impact of school actions. Even if the evidence from existing studies could be regarded as robust, therefore, it is not at all clear that we would actually know much about the role

of schools in contributing to community cohesion as opposed to their role in influencing the attitudes and behaviours of their students. This is of a piece with the paucity in research literature as a whole of studies of the impacts of schools on communities.

- Some studies appear to have given considerable thought to deciding on appropriate indicators for the outcomes in which they are interested, to expressing these indicators in precise terms, and to finding sophisticated means of monitoring them. However, other studies rely on simple instruments and work with poorly specified indicators. The methods they use may be useful in obtaining rapid impressions of the outcomes of actions, but not for identifying and substantiating those outcomes in robust terms.

5.3 Implications for further work

Overall, the research literature in this field is limited in extent, uneven in coverage and (apparently) variable in quality. It provides plenty of ideas for action, but much less by way of robust understanding or evidence of outcomes. It is also biased towards particular kinds and scales of action. Perhaps most significant, it actually have very little to say about *community* cohesion as opposed to *students'* behaviours and attitudes.

This situation is not entirely surprising, given that community cohesion as such has only recently become a significant issue in education policy, and that there has never been a sustained programme of research in this field. One option, therefore, is for DCSF to stimulate research activity by commissioning studies, or by catalysing action at school and local authority level and encouraging or requiring actions to be evaluated. The danger of this approach, of course, is that an increase in volume of research might not be matched by an increase in diversity of context or an increase in quality. A good deal of effort might yield little more knowledge than is currently available.

It would seem sensible, therefore, for DCSF to focus on more systematic and higher-quality approaches. This might involve:

- funding or co-funding a programme of research aimed at filling specific gaps in knowledge;
- funding demonstration projects based on existing actions where the evaluative evidence is most encouraging with integral high-quality evaluation;
- funding 'development and research' projects aimed at the ongoing development of new or less-proven forms of action;
- funding high-quality case studies, focusing on: schools where specific actions are embedded in cultures and practices; area-based approaches; and the community impacts of schools' actions. (These are, of course, not mutually exclusive alternatives.)

Finally, this review is limited by being a scoping map, but also by focusing on the UK literature. Some assessment of the international literature would seem advisable. This might be done through a systematic review, or, given the significant issues of transferability across contexts, a more selective narrative review highlighting particularly relevant research.

CHAPTER SIX

References

6.1 References in the text of the report but not in review

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6.2 References/studies reviewed

6.2.1 Descriptive studies

Ackroyd C, Grant P, Kershaw J, Kotler A (2003) *Building bridges - making links: Bradford's linking schools project, 2001-2004*. *Race Equality Teaching* 21(3): 11-14.

This is a journal article about Bradford's primary school linking project (2001-2004), written by two advisers from Education Bradford and the head teachers of the two schools involved in the pilot for the project. The pilot project is described, and the first stage of the extension of this pilot into the full-scale intervention. The article explains:

- the community context for the linking project (ethnic segregation);
- the principles adopted as the basis for linking; and
- the mode of delivery.

Some lessons learned from the preliminary stages of the project are reported.

Alibhai Y (1988) Coming of age. New Statesman and Society 1 (2 Dec 88)

The Birmingham secondary school described in this magazine article describes itself as 'an anti-racist multicultural school,' which aims to prepare its students for living in a multi-racial society. The embedded approaches used to promote this ethos are briefly explained, with particular reference to curriculum strategies and the leadership role of the head teacher.

Barton P, Schamroth N (2004) 'Understanding Differences - Valuing Diversity': tackling racism through story, drama and video in mainly white primary schools. Race Equality Teaching 23(1): 21-23, 26

This journal article describes a one-day intervention in rural primary schools with mainly white British populations. The intervention focuses on issues of racism, prejudice and stereotyping and is led by external consultants. Dramatised stories are used to explore difficulties and dilemmas; the article describes the processes involved and the rationale for the approach taken.

Billingham C (2004b) Throwing stones: the story of an antiracist resource. Race Equality Teaching 22(2): 14-17.

Part of this journal article is relevant to the review and describes the process of creating a video about racism, for future use as a resource, which involved children in two primary schools in Leicester. The project involved a range of organisations working in partnership, and was first conceived of by officers in Leicestershire Police. The article is written by Leicester's advisory teacher for multicultural education, who worked closely with members of Leicester Haymarket Youth Theatre to develop

a programme of participatory workshops in the schools, which were the vehicle for young people to explore their experiences of racism and attitudes towards it.

Billings A, Holden A (2007) The Burnley Project: interfaith interventions and cohesive communities. Department of Religious Studies, Lancaster University. Available at: www.lancs.ac.uk/fass/religstudies/research/projects/BP%20FINAL%20REPORT.doc (accessed 8 July 2008)

This study is located in three areas of Lancashire: Burnley, Blackburn and Pendle. It is comprised of two main parts, one of which reports a survey of young people's attitudes to questions of faith and cohesion, the other of which describes interfaith and more broadly intercultural activities in a range of settings, including schools. These fall into two main groups:

- Curriculum interventions in schools and colleges led from within schools
- Curriculum interventions led by faith partnerships (Building Bridges Burnley New Schools Working Group and Building Bridges Pendle School Outreach Project)

Details of these activities and the contexts in which they took place are provided in the report's appendices.

Although the section on the survey reports some possible links between school actions and students' attitudes towards people from different faith and ethnic backgrounds, there is no information as to whether or not the schools referred to in this section were involved in the activities described elsewhere.

The following interim report on this project is also available:

Holden A (2006) The Burnley Project: evaluating the contribution of interfaith dialogue to community cohesion. Available at: www.lancs.ac.uk/fass/religstudies/research/projects/INTERIM%20REPORT.doc (accessed 8.2.2008)

Bolton Sixth Form College (no date) Celebrating difference: embedding equality of opportunity for all racial groups. Bolton: Bolton Sixth Form College.*

This is Bolton Sixth Form College's submission for the beacon award for promoting race equality from the Centre for Excellence in Leadership and Network for Black Managers. It was provided through contact with the college's assistant principal and is not available as a published document or on the web. Further information is available from the Institute for Community Cohesion (iCoCo) at www.coventry.ac.uk/researchnet/d/331/a/2673 and the Diversity Network at www.diversitynetwork.org.uk

Part of the submission deals with addressing inequalities in attainment, and part with the celebration of diversity and promotion of equal opportunities more generally. The approaches used in the college and the links it has established with other colleges and schools to promote these approaches are described. The strategic role played by the college in developing practice in the local area is emphasised.

* 2005 or later

Bottrill I (2008) A briefing on community cohesion. Wales: ContinYou Cymru. Available at: www.continyou.org.uk/files/file/resources%20for%20wales/CommunityCohesionenglish_pdf.pdf (accessed 8 July 2008)

This briefing for schools in Wales contains two relevant case studies. The first is of action in a community-focused, ethnically diverse urban secondary school in Swansea. The report briefly describes multifaceted action co-ordinated by the school. There is a particular emphasis on its out-of-school-hours learning activities, through which the school aims to contribute to community cohesion by building trust with all communities and all age groups.

The second case study is of an intergenerational project in a primary school in the Welsh valleys. The project aimed to build bonds between the older and younger members of the community and had a curriculum focus (history). It involved visits by children to a local residential home and discussions with older people about their memories. Some lessons learned are reported.

Brown C, Barnfield J, Stone M (1990) Spanner in the works: education for racial equality and social justice in white schools. Stoke-on-Trent: Trentham Books.

This book, intended as a resource for those wishing to explore similar issues, describes over 30 projects in Cumbrian nursery and primary schools, which address the issues of equality and justice. Most projects were based in individual schools. A few were collaborative, involving pairs or small groups of schools. Details are provided of the Cumbrian context and of different types of action, including school linking, the development of school culture and ethos, conflict resolution and curriculum programmes. The selection of particular teaching and learning approaches (for example, group work) is explained in the context of the issues providing the focus for the resource.

Camp Primary School (no date) Camp Primary promoting community cohesion (ContinYou). Available at: www.continyou.org.uk/case_studies/camp_primary_promoting_community_cohesion (accessed 24 June 2008)

This brief case study is available on the ContinYou website. It reports actions taken by a primary

school to encourage the involvement of parents and other members of the community in school-based activities. Activities are designed bring diverse and potentially isolated members of the community together.

Cantle T, Kaur, D., Athar, M., Dallison, C., Wiggins, A. & Harris, J. (2006) Review of Community Cohesion in Oldham (final report) (Institute of Community Cohesion) Available at: www.coventry.ac.uk/researchnet/external/content/1/c4/25/58/v1186483609/user/Oldham_Report.pdf (accessed 8 July 2008)

This study, commissioned by Oldham Metropolitan Council, is a review of community cohesion issues in Oldham and general responses to those issues. The study as a whole is evaluative, but the short section focusing on school responses (p37-38) is descriptive. The authority's linking project in primary and secondary schools and a mediation project in secondary schools are briefly described.

Commission on Integration and Cohesion (2007) Integration and cohesion case studies. Wetherby: Commission on Integration and Cohesion. Available at: www.integrationandcohesion.org.uk/~media/assets/www.integrationandcohesion.org.uk/integration_and_cohesion_case_studies%20pdf.ashx (accessed 8 July 2008)

A series of brief case studies was produced as part of the report by the Commission on Integration and Cohesion (*Our Shared Future*, 2007). Five of these are particularly relevant to this review and describe the following interventions (p6-15):

- Schools Linking Project (Bradford): See Raw (2006)
- All Saints High School Polish Summer School (Tameside): The summer school involved English and Polish pupils. Activities focused on language development and communication and included elements of geography, history, traditional tales and drama.
- Our Lady and St Chad's Catholic Sports College (Wolverhampton): This school describes itself as a focal point for the whole community. Little specific detail is provided about actions to promote community cohesion.
- The UCLan Centre for Citizenship at Marsden Heights Community College (Lancashire): The centre engages all pupils in active citizenship, volunteering opportunities and offering recognition and achievement through local, regional, and national awards schemes.
- South Leeds High School Leadership Development Programme (Leeds): The school worked with the Tim Parry Jonathan Ball Foundation for Peace to train students and teachers as leaders in addressing conflict at the school stemming from tensions in the local community.

A number of thumbnail sketches of other interventions are also provided.

Commission on British Muslims and Islamophobia (2004) Islamophobia: issues, challenges and action. Stoke-on-Trent, Trentham Books.

This report assesses progress in society generally since 1997 in tackling Islamophobia. Within it there are brief descriptions of Plasket School in East London (p52 and 56), a girls' school with a 90 per cent Asian population (including girls of Muslim, Hindu and Sikh faith). They focus on the ways that the school seeks to promote religious and cultural understanding amongst the students and to prepare them for 'the outside world'.

Department for Children, Schools and Families (2007a) Faith in the system. Nottingham: DCSF Publications.

This is a 'vision statement' by the DCSF in relation to the role of faith schools in education and society. It contains four examples of action in individual schools that are relevant to this review (p4, 7, 15 and 19). At least three of the schools are voluntary aided (the type of the other is not stated explicitly but it has a Roman Catholic foundation) and four different faith foundations are represented (Roman Catholic, Greek Orthodox, Muslim and Jewish). Three of the schools are located in London and one in Leicester. A range of activities designed to promote interfaith and intercultural understanding are briefly described, including linking between schools with different faith foundations, curriculum interventions, and community education and recreational programmes.

Department for Children, Schools and Families (2007b) Creative teaching and learning techniques in Cumbria. London: DCSF. Available at: www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_cohesion_case_studies/Case_study_2/ (accessed 11 June 2008)

This case study is available on the DCSF website (community cohesion pages). It describes ways in which children in a small rural primary school in Cumbria are encouraged to look outwards and broaden their experience of people living in other contexts. Approaches include school linking and curriculum interventions.

Department for Children, Schools and Families (2007c) Reduction in violence and vandalism by improving community relations in Tower Hamlets. London: DCSF. Available at: www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_cohesion_case_studies/case_study_6/ (accessed 11 June 2008)

This case study is available on the DCSF website (community cohesion pages). It describes ways in which a London secondary school seeks to build relations between its own students and students

in other schools, and within the local community. Strategies include school linking, making school facilities available to the community and working with local community organisations.

Department for Children, Schools and Families (2007e) Schools linking project with the School of Archaeology, Geography and the Environment at the University of Bradford. London: DCSF. Available at: www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_cohesion_case_studies/Case_study_4/ (accessed 11 June 2008)

This case study is available on the DCSF website (community cohesion pages). It describes linking between an urban primary school with a population of mainly Pakistani heritage Muslim children and a rural primary school with a majority of White British children. The project involved the schools working with archaeologists to discover hidden aspects of history and geography in their areas and to work out what connected the two groups of children across the district.

See also:

Schools Linking Network (no date) *Hothfield and Barkerend*. Available at: www.schoolslinkingnetwork.org.uk/home_page/examples_of_linking.aspx (accessed 8 June 2008)

Department for Children, Schools and Families (2007f) Teaching pupils to value diversity in Sheffield. London: DCSF. Available at: www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_cohesion_case_studies/Case_study_9/ (accessed 11 June 2008)

This case study is available on the DCSF website (community cohesion pages). It describes intercultural and multi-faith approaches in a Roman Catholic primary school, and ways in which the school works with parents and other members of its local community. Brief details are provided about curriculum programmes, and adult and family learning activities organised in conjunction with a different school.

Department for Education and Skills (2007) Curriculum review: diversity and citizenship (The Ajebo Report). Nottingham: DfES Publications.

The Diversity and Citizenship Review was set up to review the teaching of ethnic, religious and cultural diversity across the school curriculum and to explore whether or not 'modern British social and cultural history' should be a fourth pillar of the citizenship curriculum. Some brief examples of practice relevant to the review are contained within the report (p28, 32, 57, 58, 80, 81 and 87). The five secondary schools, one primary school and one college described in these examples are located in various regions of England in a range of community contexts. The interventions described include curriculum programmes, action to develop

school ethos and the provision of facilities for the community. The strategic role played by one school in developing practice across the local area is highlighted.

Dunn S, Morgan V, Wilson D (1989) Perceptions of School Integration in Northern Ireland. Coleraine: University of Ulster.

The study looks at all types of maintained and controlled schools in Northern Ireland and is concerned with trying to elucidate the range of meanings attached to the word integration in the Northern Ireland context (at the time of the study). A range of schools could be described as integrated in some way (open to Protestants and Catholics). However, the relevant section for this review describes schools which the authors call 'planned integrated schools', set up by pressure groups (e.g. All Children Together) in the 1980s (p12-16). Structural and organisational features are described.

Graham M (1994) Education for mutual understanding - does it help? Head Teachers Review Spring 1994: 16-18.

Written by the head teacher of one of the schools involved, this article describes school linking in a primary school cluster in Northern Ireland (East Antrim). The schools involved included maintained (essentially Catholic), controlled (essentially Protestant) and maintained integrated schools. The report describes a programme of mixed educational outings, which included some days out and some residential. Details are provided of the activities that took place, resources used and the roles of different participants in the project.

Hatch B (2006) Diversity and dialogue: building a better understanding between young people living in a multi-faith society. London: Save the Children. Available at: www.diversityanddialogue.org.uk/files/report.pdf (accessed 8 July 2008)

This report includes an overview of interfaith actions with young people in different settings. Examples are given of interventions in schools co-ordinated by the Diversity and Dialogue project, which include linking projects between pairs of secondary schools in urban, multi-faith areas, and workshops. The aims of these interventions are to provide opportunities for students to develop relationships with people from other faiths and backgrounds, and to develop young people's skills in sharing their own beliefs and values and respecting those of other people. Diversity and Dialogue is an umbrella group bringing together a range of aid and citizenship development organisations.

Hatton-Yeo A (Ed.) (2006) Intergenerational programmes: an introduction and examples of practice. England and Wales: Centre for Intergenerational Practice, Beth Johnson Foundation.

This is a collection of case studies, some of which are relatively extensive, focusing on intergenerational interventions in England and Wales. Twenty of these relate to interventions in schools, sponsored and initiated by a range of organisations and involving many different activities (for example, creative arts, mentoring, drama, music and discussion workshops). Some case studies provide brief indications of an evaluation process, but most claim positive outcomes without describing one.

iCoCo (no date a) Greater Manchester - PeaceMaker: primary school intervention (iCoCo). Available at: www.coventry.ac.uk/researchnet/d/331/a/1790 (accessed 11 June 2008)

This case study is available on the iCoCo website. It provides information about a one day workshop delivered in primary schools to help children understand notions of citizenship, diversity and belonging.

IDeA (2007a) Difference in a day. Kent: IDeA. Available at: www.idea.gov.uk/idk/core/page.do?pagelid=6932631 (accessed 24 June 2008)

This case study is available on the IDeA website. It describes an intercultural intervention in primary schools in a Kent borough where there is a significant Sikh population. Children work with local community groups and arts projects to explore the ways that different cultures celebrate harvest, and, in particular, the religious and cultural significance of Vaisakhi to the Sikh community. This culminates in performances by participants at the local theatre.

IDeA (2007b) Challenging bullying and racism in Peterborough Peterborough: IDeA. Available at: www.idea.gov.uk/idk/core/page.do?pagelid=6924887 (accessed 24 June 2008)

This case study is available on the IDeA website. It describes an intervention in Peterborough that originated in response to a perceived increase in bullying and racist incidents in local schools. One day workshops in schools, delivered by a range of partners (for example, the Racial Equality Council and Cambridge Constabulary) were designed to reduce bullying, racism and intolerance among young people and help them to challenge prejudice.

IDeA (2007c) School twinning in Bristol. Bristol: IDeA. Available at: www.idea.gov.uk/idk/core/page.do?pagelid=6844654 (accessed 24 June 08)

This case study is available on the IDeA website. It describes linking between two primary schools in contrasting contexts. The general community context is described (the population has a variable ethnic profile across the city, with ethnic minority groups concentrated in the inner-city) and brief details are provided about linking activities. Sessions focused on issues of culture, diversity and difference.

IDeA (no date) Generations teach each other a valuable lesson in Spelthorne. Spelthorne: IDeA. Available at: www.idea.gov.uk/idk/core/page.do?pagelid=6243796 (accessed 24 June 08)

This case study is available on the IDeA website. It describes an intergenerational programme in a school in Surrey (later rolled out to other schools). The intervention sought to address older people's poor perceptions of younger people in the area and to help both younger and older participants develop new skills. Students taught IT skills to older people living in social housing accommodation in two localities. In return, older people talked about their experiences when they were teenagers and younger participants used these to develop a piece of drama.

Inter Faith Network for the UK (2006) Faith, identity and belonging: educating for shared citizenship. London: Inter Faith Network for the UK.

This is a report of a seminar on the theme of faith, identity and belonging held by the Inter Faith Network for the UK in association with the Citizenship Foundation. One section (p24-30) focuses on two school-based interventions (Building Bridges Pendle and the citizenship curriculum at Whitstable Community College). Details are provided of the interventions and related to the contexts in which they take place.

John Kelly Boys' Technology College (no date) Saturday school at John Kelly Boys' Technology College. England: CILT. Available at: http://www.cilt.org.uk/commlangs/case_studies.htm (accessed 11.6.2008)

This case study arises out of a DCSF funded project ('Our Languages') aimed at supporting the teaching and learning of community languages. It describes a Saturday school serving a community where English is an additional language for many people and there are 'a considerable number' of refugees. The Saturday school offers classes in community languages and ESOL training to children and adults in the local community, bringing together different generations for a common purpose.

(This is also available on the Specialist Schools and Academies Trust website.)

Kendall S, Lamont E, Wilkin A, Kinder K (2007) Every child matters: how school leaders in extended schools respond to local needs. Nottingham: National College for School Leadership. Available at: www.ncsl.org.uk/media-afb-86-ecm-how-school-leaders-respond-full.pdf (accessed 8 July 2008)

The report as a whole is concerned with the ways that extended services in schools can support the Every Child Matters outcomes. Coding focuses on an example of action in one school (p47). To enhance community cohesion, extended activities take place in a range of community locations and the school has involved its pupils in a range of community activities throughout the local area.

Kirklees Council (2007) The big picture: community cohesion through school twinning. Kirklees: Kirklees Council. Available at: www.kirklees.gov.uk/you-kmc/bigpicture/storypdfs/CED10-SchoolTwinning.pdf (accessed 8 July 2008)

Kirklees Council produced this 'Storyboard' about school twinning in some primary schools (12 between 2004 and 2006) across the authority. Brief information is provided about the context for the programme and the way in which it operates. Some positive outcomes are reported.

Knowles E, Ridley W (2006) Another spanner in the works: challenging prejudice and racism in mainly white schools (Stoke-on-Trent, Trentham Books).

This book follows on from *Spanner in the Works* (Brown et al. 1990) and is again intended as a resource for schools. Based in Cumbria, it describes a range of projects to challenge prejudice and racism in mainly White schools. Most of the examples are of interventions in primary schools, but one relates to a special school for older students with severe learning difficulties. Details are provided of the Cumbrian context and of different types of action, including school linking, the development of school culture and ethos, conflict resolution and curriculum programmes. Effective teaching and learning approaches and organisational development processes are explored.

Knutt E, Walker B (2003) Aiming high: the power of floor targets to create better neighbourhoods. Regeneration and Renewal September 2003.

This publication from the Neighbourhood Renewal Unit focuses on floor targets as a strategy for helping local authorities to achieve different goals. It includes a section on Bradford's Schools Linking Project as an example of action to meet floor target objectives. Brief details of the project and the context in which it is set are provided.

Kotler A (2006) Promoting learning for bilingual pupils 3-11. Bradford: Bradford Schools Linking Project. Available at: www.bradfordschools.net/slp (accessed 11 June 2008)

This is the most recent (internal) report of Bradford's primary school linking project included in the review. It provides a general overview of the project and outlines the key factors in its organisation and development. These include: central co-ordination; partnership working between teachers and creative sector workers; training and support for teachers and schools; financial support; and internal and external evaluation. Two brief examples of linking between pairs of schools are included.

Local Government Association (2004) Community cohesion - an action guide. London: LGA Publications.

This is a guidance document for local authorities seeking to develop community cohesion. It contains five short examples of school-based action in various English regions (p68, 73, 77, 81, 85). Interventions are based in a variety of contexts (for example, different phases of education) and involve a range of types of action, for example intercultural activities, exploring issues of identity and an intergenerational programme.

Loughrey D, Kidd S, Carlin J (2003) Integrated primary schools and community relations in Northern Ireland. Irish Journal of Education 34: 30-46.

This study describes provision in 10 of the 28 integrated schools listed in the Northern Ireland Council for Integrated Education's annual report for 1999/2000. Strategies for promoting cross-community relations include the development of an integrated ethos within schools, and the promotion of links with members of the wider community and with other schools. Provision in maintained integrated schools is compared with provision in controlled integrated schools.

McGlynn C (2004) Education for peace in integrated schools: a priority for Northern Ireland. Child Care in Practice 10(2): 85-94.

This is part of a larger study of the impact of integrated (mixed Catholic and Protestant) education. It is based on interviews with former and current principals of the two longest established post-primary integrated colleges about the policies and practice employed by their schools with regards to promoting respect for diversity, dealing with cultural symbols and affirming or challenging identity.

Muijs D, Ainscow M, Dyson A, Raffo C, Goldrick S, Kerr K, Lennie C, Miles S (2007) Leading under pressure: leadership for social inclusion. Nottingham: National College for School Leadership. Available at: <http://lmscontent.nscl.org.uk/ECM/documents/180/ecm-leading-social-inclusion-full-report.pdf> (accessed 7 August 2008)

The focus of this report is forms of school leadership to promote social inclusion. Case studies of schools are presented and the links between models of social inclusion, school leadership and school organisation and practice are examined. In a subset of schools there was a strong emphasis on the socialising role of the schools and brief details are provided of approaches taken by these schools to preparing students for life in a diverse society.

Oxtoby K (2007) Reach out to the young. Local Government Chronicle 8 August 2007.

This magazine article describes a range of initiatives that are part of the government's 'Respect' campaign, which aims to provide constructive activities for young people and encourage them

to contribute to their community. One of the interventions described is the 'Building Bridges' project in Burnley, which includes a school linking project that brings together students from predominantly White and predominantly Asian backgrounds. Brief details are provided, and residential experiences are claimed to be particularly valuable in breaking down barriers between students.

Peck D (2006) Community cohesion through collaboration, courtesy, co-operation and respect. Race Equality Teaching 25(1): 36-42.

In this article, the head teacher of a Birmingham secondary school describes his school's approach to promoting community cohesion. Details are provided of the community context for action and a range of features of the school's provision.

Piggott T (2006) The role of the local authority: best practice in community cohesion. Race Equality Teaching 25(1): 20-24.

This article focuses on strategies in one local authority (Rochdale) to create community cohesion. It includes a brief description of a school linking project (p20-21). Reference is made to links with action in schools in neighbouring authorities.

Runnymede Trust (2007) Cohesion: working in schools - workshop report. Runnymede's Quarterly Bulletin 352 (December 2007).

This is one of the articles in an issue of the Runnymede Trust's quarterly 'Bulletin' reporting a conference held in November 2007, in which speakers addressed issues around schools' duty to promote community cohesion. Presentations by representatives of two schools are reported, focusing on school linking projects and an intervention seeking to address prejudice in the context of Polish immigration.

School Development Support Agency (no date) The role of schools in intercultural education: building a cohesive society. Available at: http://sdsa.net/files/publications/COMMEDIA_ARTICLE%20-%20final.doc (accessed 11 June 2008)

This article is in three parts. The first offers some definitions of Community Cohesion and intercultural education. The second part is a case study based upon some intercultural activities undertaken in education in Leicester. The third part contains recommendations based upon findings. The case study includes examples of school-based interventions which involve school linking and joint activities for students from different schools.

Schools Linking Project (2005) Schools Linking Project: school reports 2004-05. Available at: www.bradfordschools.net/slp (accessed 11 June 2008)

This collates brief internal reports of 29 linking projects within the Bradford Schools Linking Project for the school year 2004/05. Fifty-eight mainstream primary schools were involved and one special primary school (which formed a triad with two other schools). Some schools had participated in the project in previous years, others were new to it. Where schools had participated previously, most established links between new cohorts. Accounts provide some details of various activities and some outcomes.

Schools Linking Project (2004) School reports 2003-2004. Available at: www.bradfordschools.net/slp (accessed 11 June 2008)

This collates brief internal reports of 22 linking projects within the Bradford Schools Linking Project for the school year 2003/04. Forty-three mainstream primary schools, one special primary school and two secondary schools were involved (six schools formed two groups of three, the rest worked as pairs). At the time of the report, some schools were involved in the project for the second year and some for the first time. Where schools had participated previously, most established links between new cohorts. Accounts provide some details of various activities and some outcomes.

Schools Linking Network a (no date) In your shoes. Available at: www.schoolslinkingnetwork.org.uk/national_gateway/introduction.aspx (accessed 11 June 2008)

This case study is available on the Schools Linking Network website. The intervention described involved students from six Bradford secondary schools and two schools in Pakistan sharing information about their lives through exchange visits and other forms of communication. A final DVD was created by them to provide insight into how young people today feel about their own identities and how they see each other.

Schools Linking Network b (no date) Linking within a Secondary School. Available at: www.schoolslinkingnetwork.org.uk/national_gateway/introduction.aspx (accessed 11 June 2008)

This case study is available on the Schools Linking Network website. It describes a project called 'Reflections' in a school in London (Tower Hamlets), through which students were encouraged to explore issues of diversity and identity. Students were involved in a series of workshops which enabled them to feel more confident with their own complex identities, and to develop a positive group identity which would in turn support them in working towards a public performance. The students then used drama, dance, music and art to explore issues which were real for them in their lives - for example, experiences of racism.

Schools Linking Network c (no date) Scholemoor Case Study. Available at: www.schoolslinkingnetwork.org.uk/national_gateway/introduction.aspx (accessed 11 June 2008)

This case study is available on the Schools Linking Network website. In association with the University of Bradford, children from two primary schools carried out research in their locality on the period covering the world wars as part of Bradford's Schools Linking Project.

Scottish Executive (2006) Building friendships and strengthening communities: a guide to twinning between denominational and non-denominational schools. Edinburgh: Scottish Executive.

This is a guide to twinning between denominational and non-denominational schools in areas where sectarianism is perceived as an issue. Case studies are included as examples of action, based in a variety of schools, including nursery, primary and secondary schools, and two special schools. The schools involved are located near each other and serve overlapping/adjacent communities. Some projects involve two schools and some involve small groups of schools. Positive outcomes are reported.

Searle C (1992) Proud to speak: languages, racism and unity. Language and Education 6(2-4): 259-269.

This article focuses on practice in a secondary school to counter 'linguistic racism' and recognise linguistic diversity. Vignettes are used to illustrate the problem of racism in the community and some ways in which this is tackled through approaches to the curriculum and pedagogy in the school. Ways in which the school works with local community organisations to provide community language education are also described.

Short G (2003) Faith schools and social cohesion: opening up the debate. British Journal of Religious Education 25(2): 129-141.

This article is a critical examination of allegations about the divisive nature of faith schools. Reference is made to the findings of an ethnographic study of the way Jewish schools approach cultural diversity. Comparisons are made between primary and secondary schools, and between orthodox and progressive schools. Examples are given of approaches used in some schools (particularly progressive primaries) to educate students about diversity. These include school linking and curriculum programmes.

Spurgeon C (2004) Creating a cohesive community: a Leicester case study. Race Equality Teaching 22(2): 11-13.

This article is written by a teacher in Leicester secondary school. Part of it describes a classroom intervention to promote mutual understanding between students. Details are provided of the

community context for the intervention and of the intervention itself. This involved paired discussion, focusing on family and cultural backgrounds, and led to the presentation of individual stories in a variety of media (for example, displays and web pages).

Stanton G, Tench P (2003) Intergenerational storyline: bringing the generations together in north Tyneside. Journal of Intergenerational Relationships 1(1): 71-80.

The focus of the article is an intergenerational intervention in North Tyneside, which aimed to develop participants' respect for different lifestyles and to dispel the preconceptions held by each generation of the other. It describes a teaching method called 'Storylines', which brought together younger and older people in schools, giving them a narrative theme to study relevant to the school curriculum. Delivery of the programme depended on a partnership between Social Services and educational institutions. Positive outcomes are reported for older volunteers, younger participants and for the institutions involved.

Thornhill Science College (no date) Case study - Thornhill Science College and partner school: Beauchamp School (Focus: community cohesion) London: Specialist Schools and Academies Trust. Available at: www.schoolsnetwork.org.uk/article.aspa?PagelD=2175603 (accessed 11 June 2008)

This case study is available on the Specialist Schools and Academies Trust (SSAT) website. It describes linking between a secondary school and three of its feeder primaries in an area where there are community tensions. Children in year 5 make regular visits to the secondary school to take part in discussions about their attitudes towards other people. Brief reference is also made to a workshop on prejudice reduction for students in year 8.

Watts M (2003) The World Voices Project: implications for multicultural interventions in monocultural schools. Race Equality Teaching 22(1): 15-18.

This article describes the World Voices Project, which is based in a rural area with an overwhelmingly White population. The project involves presentations by international students in primary and secondary schools to raise children and young people's awareness of different cultures and to foster anti-racist attitudes. Details are provided of the organisation of the programme and of activities in schools.

Williams C (no date) Polish new arrivals in UK schools. London: Specialist Schools and Academies Trust. Available at: www.schoolsnetwork.org.uk/Article.aspa?PagelD=239263&NodellD=367 (accessed 8 July 2008)

This case study is available on the Specialist Schools and Academies Trust (SSAT) website. The study

focuses on ways of accommodating the needs of newly arrived Polish students in schools. Section 3 considers in particular: 'Developing common values of citizenship based on dialogue, mutual respect and acceptance of diversity'. A series of intercultural activities are listed as examples of practice.

6.2.2 Evaluative studies

Billingham C (2004a) Diversity and cohesion through theatre and e-learning. Leicester: Leicester Multicultural Service. Available at: www.faithandcohesion.org/index.php?option=com_docman&task=doc_view&gid=94 (accessed 7 August 2008)

This is a report of one of 14 projects set up as part of the authority's community cohesion pathfinder programme in 2003-04, written by one of its co-ordinators. The project involved pairs of culturally dissimilar primary schools (from a group of eight) linking up and working with a South African theatre group. The report provides details of the activities that took place in schools, of the involvement of different participants in the project, of professional development activities that took place as part of the project, and of the funding that was used to support it. Teachers' general (positive) perceptions of the impact of the project on children and parents are reported.

See also:

iCoCo (no date) Leicester - diversity and cohesion through theatre and e-learning. Available at: www.coventry.ac.uk/researchnet/d/331/a/1827 (accessed 7 March 2008)

Carroll P (2004) Festival of fools: tackling racism in schools without a script. Race Equality Teaching 22(2): 18-21.

The project described here introduced issues of race and racism into Wiltshire's mainly White secondary schools through the medium of drama. It aimed to promote equality and diversity by engaging with young people via a theatre performance. The article relates to the intervention in one school, which included workshops and a performance, and took place over a day. The internal evaluation of the project suggested that there had been a positive change in young people's understanding of the effects of racism and discrimination.

Communities and Local Government (2007) 'What works' in community cohesion. London: Department for Communities and Local Government. Available at: www.communities.gov.uk/documents/communities/pdf/whatworks (accessed 12 March 2008)

This is the report of an independent research study conducted for Communities and Local Government and the Commission on Integration and Cohesion, which investigated the principles underpinning local

cohesion strategies and approaches that have been viewed as successful. It includes examples of linking between secondary schools in the North West (p100-104), involving activities explicitly focused on issues of cohesion and identity, and of an approach to school development planning to support community cohesion in London (Tower Hamlets) (p138-140). Brief information is provided about the evaluation of one of these projects ('My Home Town', North West), which suggested that the project enabled some participants to understand more about people from different backgrounds and to learn what they had in common with each other.

Cummings C, Dyson A, Muijs D, Papps I, Pearson D, Raffo C, Tiplady L, Todd L with Crowther D (2007) Evaluation of the full service extended schools initiative: final report RR852. Nottingham: DfES Publications.

The findings of the final year of the three-year evaluation of the national full service extended schools (FSES) initiative are presented in this report. Only some of the schools address cohesion issues, and only small parts of the report deal with these efforts. Two schools are mentioned (see p62-3 of the report):

- a secondary school which aimed to reduce inter-ethnic tensions within the school with the help of community leaders; and
- a primary school which encouraged community members to access services.

Department for Children, Schools and Families (2007d) School linking in Huddersfield. London: DCSF. Available at: www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_cohesion_case_studies/Case_study_1/ (accessed 11 June 2008)

This case study is available on the DCSF website (community cohesion pages). It describes linking between an inner-city primary school and a school in a contrasting context. The report describes a short programme, planned and executed jointly by the two schools involved, which is repeated with different cohorts. Interviews with pupils in one school elicited the extent to which they had enjoyed the experience and the extent to which it had changed their attitudes.

Dunn S (1989) Inter school links. Summary Series No. 7. Belfast: The Northern Ireland Council for Educational Research.

This is a summary of the report of an initial two-year research and development project, which was later extended (see Smith and Dunn 1990). Its purpose was to investigate possible strategies that might encourage inter-school cooperation between controlled and maintained primary and secondary schools within the Northern Ireland education system. Three primary and five post-primary schools

were involved. The report describes key features of the project approach (interventionist, consultative and structured) and ways in which the project developed over two years. Impacts on practice are reported.

See also:

Dunn S (1989) Inter school links. *CORE* 13(2): 2-3 (of 21 microfiche)

Ellis S (2000) *Developing whole school approaches to intergenerational mentoring: stage two evaluation of the intergenerational mentoring programme. Paper presented at the British Educational Research Association Annual Conference, Cardiff University, 7-10 September 2000. Available at: www.leeds.ac.uk/educol/documents/00001517.htm (accessed 8 July 2008)*

This is the report of an independent evaluation of an intergenerational mentoring project in a secondary school. The project was a pilot for a more extensive intervention involving schools across one local authority. It was initiated by the Beth Johnson Foundation, a charitable trust based in North Staffordshire, which is concerned with improving the quality of life for older people. The project involved older volunteers providing classroom support to individual students in year 7. The process of setting up the project and its implementation are described in detail.

Details are also provided of the evaluation approach adopted and of the tools used to collect and analyse data. Evaluation focused on the attitudes of the young people involved in the project towards older people and the interactions between the young people and their mentors.

Ellis S (2003) *Changing the lives of children and older people: intergenerational mentoring in secondary schools. Stoke on Trent: The Beth Johnson Foundation/Manchester Metropolitan University. Available at: www.centreforip.org.uk/Libraries/Local/67/Docs/Changing%20the%20Lives%20of%20Children%20and%20Older%20People.pdf (accessed 8 July 2008)*

This is the final evaluation report of the intergenerational project that grew out of the pilot referred to above (Ellis 2000). The project took place in most secondary schools (nine) in Stoke on Trent over a period of three school years. It aimed to bring young and old people together, and to play a part in addressing issues of social fragmentation across the generations. The evaluation focused on the benefits of the project for the individual wellbeing and quality of life of participants, and on factors which facilitated or impeded mentoring relationships.

Faas D (2008) *Constructing identities: the ethno-national and nationalistic identities of white and Turkish students in two English secondary schools. British Journal of Sociology of Education* 29(1): 37-48.

This article is based on case studies of two schools in London. It explores influences on processes of identity formation amongst White and Turkish students and the different types of identity (ethno-national/nationalistic) which these processes may lead individuals to adopt. The relationships between school ethos and the development of different types of individual identity are discussed, in addition to other factors (for example, socio-economic context) mediating their development.

Granville G (2000) *Understanding the experience of older volunteers in intergenerational school-based projects. England: Beth Johnson Foundation. Available at: www.centreforip.org.uk/Libraries/Local/67/Docs/Understanding%20the%20Experience%20of%20Older%20Volunteers%20in%20Intergenerational%20School-based%20Projects.pdf (accessed 8 July 2008)*

This report, written by a researcher employed by the organisation sponsoring one of the interventions reviewed, focuses on the views of older people about their involvement in intergenerational projects in schools. It is based on a study combining interview data from three intergenerational projects in England (Greater Manchester - Salford, London - Enfield, and Staffordshire). Details of these projects are given in an appendix. The report examines the biographies of the older people who were involved in projects, impacts on their personal wellbeing and quality of life, and changes in their perspectives on and relationships with people living in their local communities.

Granville G, Ellis S (1999) *Theory and practice in intergenerational work: a model for social change. Generations Review* 9(2):14-16.

This journal article focuses on intergenerational mentoring in one secondary and two primary schools. The programme described was developed by the Beth Johnson Foundation, and was another pilot for the project described in Ellis (2003) above. The evaluation was concerned with looking at the gains for the mentor, mentees and the education providers. It also sought to measure if there was a change in the way young and old perceived each other and whether there were benefits for the wider community in the intergenerational exchange.

Haddock M (2003) *Summary report on community cohesion initiatives in Oldham primary schools. Available at: www.oldham.gov.uk/oldham_schools_cohesion_report.pdf (accessed 8 July 2008)*

This report was commissioned by Oldham Council to evaluate interventions in Oldham primary schools to encourage greater links between ethnically segregated communities. It is a summary of a longer report referred to by the author (not available on the web) and focuses on two key interventions, a school linking project,

and a project that involved bringing children from different schools together to take part in activities focused on sports or arts ('Unity in the Community'). The evaluation focuses on processes of implementation and a limited amount of evidence of changes in the behaviour and attitudes of some children towards children from different backgrounds.

Hatton-Yeo A, Watkins C (2004) Intergenerational community development: a practice guide. Newcastle under Lyme: The Beth Johnson Foundation.

This practice guide includes a case study focusing on a community development initiative involving older volunteers and students in secondary schools. It was based in two Single Regeneration Budget areas where there were intergenerational tensions in the community. The programme brought younger and older people together over 15 fortnightly sessions to identify issues of concern within their neighbourhoods and attempt to influence local decision makers to address these concerns. Details of the programme are provided and outcomes reported include changes in understanding between the generations, and in participants' views of the community and of community development priorities.

iCoCo (no date b) PeaceMaker: Secondary school intervention, Greater Manchester. Manchester: iCoCo. Available at: www.coventry.ac.uk/researchnet/d/331/a/1779 (accessed 11 June 2008)

This case study is available on the iCoCo website. It provides information about an after-school activity in secondary schools whose aim is to enable students from different schools to meet, overcome prejudice and develop a shared sense of identity. Outcomes reported included the willingness of participants to become advocates for community cohesion initiatives.

King M (2003) Challenging attitudes to asylum seekers and refugees. Race Equality Teaching 22(1): 12-14.

This article describes an intervention in primary and secondary schools, led by a local authority officer, which aimed to develop positive attitudes towards refugees. Activities in schools are described and some details provided about the resources used to support activities.

Kotler A (2003) Schools Linking Project: Interim Report 2002-2003. Available at: www.bradfordschools.net/slp (accessed 11 June 2008)

This reports an interim, internal evaluation of Bradford's school linking project. At the time of the report, 20 primary and two special schools had been involved in the project for a year. The report provides an overview of the context for the project, its aims, the processes involved and some

initial outcomes. These include the development of relationships between children, changes in children's attitudes towards difference, the development of relationships between staff and changes in staff attitudes.

Kotler A (2007) The Schools Linking Network, four years on. Race Equality Teaching 26(1): 46-49.

This is the most recent report of Bradford's Schools Linking Project. It summarises the aims of the project, the way that it operates and the outcomes of the project to date.

Lemos G (2005) The search for tolerance: challenging and changing racist attitudes and behaviour in young people. York: Joseph Rowntree Foundation.

This report looks at the experiences of young people taking part in five projects which were set up to challenge and change racist attitudes and behaviour. Two of these are (secondary) school-based ('Show Racism the Red Card' in Stafford, p3-14, and 'You, Me and Us' in Peterborough, p15-32). The context for each of the projects is outlined, and their aims and methods described. Evaluation is detailed and focuses on participants' views about the areas they live in and relationships between residents; their understandings of prejudice, discrimination and racism; and their views of the impact of the project on them.

Lewis R, Lau M, Nalk D (2005) Swapping cultures initiative: the Coventry and Warwickshire pilot. Coventry: Minorities of Europe. Available at: www.swappingcultures.com/view-document.asp?FileID=41 (accessed 8 July 2008)

The Swapping Cultures Initiative was developed by a Coventry-based charity (Minorities of Europe) as a response to the government's community cohesion agenda. This report of its 18 month pilot describes the model of operation underpinning the intervention, which was used as the basis for workshops in schools (and other settings). Workshops aimed to develop understanding between young people from different backgrounds and to increase their knowledge of diversity in society. Participants in workshops provided feedback on their views of the effectiveness of the intervention in helping them to develop their understanding of different cultures and to make relationships with people from other backgrounds.

See also:

Lau M, Randle L, Najmudin R (2005) The Swapping Cultures Initiative: valuing differences - learning to live together. Development Education Journal 12(1): 23-24.

Minorities of Europe (no date) Swapping Cultures Initiative: Sidney Stringer Report. Coventry: Minorities of Europe. Available at: www.minoritiesofeurope.org.uk

moe-online.com/reports/SwappingCultures_SidneyStringerReport.pdf (accessed 11 June 2008)

Maitles H, Cowan P, Butler E (2006) Never again! Does Holocaust education have an effect on pupils' citizenship values and attitudes? Scottish Executive Social Research 2006. Available at: www.scotland.gov.uk/Resource/Doc/147037/0038530.pdf (accessed 8 July 2008)

This independent study, commissioned by SEED, examines whether teaching the Holocaust in primary schools has an impact on children's values and attitudes, particularly as they relate to various minority groups in Scotland. Details are provided of the teaching and learning approaches and resources used in two schools with P7 classes (the final year of primary education). A questionnaire survey was used to identify pupils' perceptions of changes in their knowledge of the subject and in their values. This survey was repeated after children's transfer to secondary school to assess any lasting effects of the intervention. Results found a positive immediate and enduring impact on children's understanding and valuing of cultural and community diversity, and in their preparedness to confront views and actions that are harmful to the wellbeing of individuals and communities.

See also:

Cowan P (2008) Learning about the Holocaust and responsible citizenship in Scotland. *Race Equality Teaching* 26(2): 36-39.

Maylor U, Read B, with Mendick H, Ross A, Rollock N (2007) Diversity and citizenship in the curriculum: research review RR819. Nottingham: DfES Publications.

This study consists of a literature review and case study research. It was commissioned to support the review of the diversity and citizenship review, led by Sir Keith Ajegbo. Case studies of school action were carried out across five regions of England; six schools were investigated (three predominantly White and three multiethnic). The report examines the ways in which and the extent to which education for diversity and the exploration of identity were integrated within the curriculum in these schools (particularly in citizenship education). Students' attitudes to and experience of diversity in the curriculum, and their understandings of identity, are analysed.

Ofsted (2005) Race equality in education: good practice in schools and local authorities (HMI 589). London: Ofsted. Available at: http://www.ofsted.gov.uk/assets/4095.pdf (accessed 8.7.2008)

This report illustrates practice on race equality in education in a sample of schools and local education authorities (LEAs) surveyed between the summer of 2003 and the spring of 2005. The survey focused on schools and LEAs that were involved

effectively in race equality in education. Four areas were examined by inspectors:

- Improving standards and achievement amongst groups of pupils, with reference to the Race Relations (Amendment) Act 2000 (RRAA)
- The incorporation of race equality concepts into the curriculum in schools
- The handling and reporting of race-related incidents in schools
- The work of schools and LEAs in improving links with local minority ethnic communities (to support students' progress and attainment)

Outcomes reported include the widening of students' perceptions on race equality and discriminatory practices, and the promotion of harmonious relationships between students in school (and to some extent in the wider community).

Raw A (2006) Schools Linking Project 2005-06: full final evaluation report. Available at: www.bradfordschools.net/slp (accessed 11 June 2008)

The findings of the external evaluation of Bradford's Schools Linking Project in primary schools are presented in this report. The evaluation process is described in detail and findings analysed across three fields of study (each broken down into sub-indicators). These are:

- Observing improved relationships between participating children and their link group/school community, and increased openness to mixing
- Observing increased or improved teamwork and mixed-team or mixed-community awareness, leading to children claiming a broader community identity
- Observing increased awareness of/embracing of differences and diversity (cultural, racial, faith-based differences)

Raw A (2007) Keighley Schools Linking Project: external evaluation report 2005-06. Available at: www.bradfordschools.net/slp (accessed 11 June 2008)

This is a summary of the report of the external evaluation of Keighley's primary school linking project (no full report could be located through web or database searches). The intervention was part of Bradford's Schools Linking Project. It was particularly concerned with developing children's sense of local identity and their openness to diversity within the community. The evaluation focused on impacts of the project on both children and adult participants (teachers and teaching assistants) and findings are reported in detail.

See also:

Raw A (2007) *Keighley Schools Linking Project: executive summary 2005-06*. Available at: www.bradfordschools.net/slp (accessed 11 June 2008)

Smith A, Dunn S (1990) *Extending inter school links. Coleraine: University of Ulster*.

This is the report of a two-year research and development project, which was an extension of an earlier project (see Dunn 1989), and sought to investigate linking between controlled (essentially Protestant) and maintained (usually Catholic) schools in a community in Northern Ireland. Three primary and five post-primary schools were involved. Substantial parts of the report are available on the web; the rest was not obtainable for this review. The report describes:

- the structure adopted for linking between schools;
- the types of contact activity that took place;
- the principles underpinning different types of contact activity; and
- the organisation of the project and the roles of those involved.

The impacts of the linking activities on students, teachers' and parents' perceptions of these activities, and factors influencing the project's success are reported.

Thurston A (2004) *Promoting multicultural education in the primary classroom: broadband videoconferencing facilities and digital video*. *Computers and Education* 43(1-2): 165-177.

This is a report of an action research project in which children in a primary school in Scotland researched the community surrounding their (ethnically diverse) village school and then presented their findings to children in a school in the United States, using videoconferencing facilities. The aim of the project was to raise children's multicultural awareness and to engage them in thinking critically about multicultural communities. The impact of the intervention on children's views of their own ethnicity and on their attitudes towards different ethnic groups is reported.

See also:

Thurston A, Topping KJ (2004) Multicultural education through video technology. *Race Equality Teaching* 23(1): 27-31.

Woods P, Grugeon E (1990) *Pupils and 'race': integration and disintegration in primary schools*. *British Journal of Sociology of Education* 11(3): 309-326.

This article is based on an ethnographic study of six primary schools in England and considers the application and operationalisation of multicultural/anti-racist principles in schools. One section of the article contains brief descriptions of an exchange programme involving an urban school with a multi-ethnic population and an all-White rural school ('Integration and Disintegration in Pupil Relationships', p318, 320). Outcomes reported include the development of positive relationships between students from different schools and of students' enthusiasm for cultures different from their own.

Appendix 1.1: Authorship of this report

This work is a report of a systematic review conducted by the Review Group in Inclusive Education

The authors of this report, and members of the Review Group, are:

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Appendix 2.1: Methods

A2.1 Website searches

The following websites were searched (not all of them yielded studies included in the review):

A2.1.1 Community cohesion-specific sites

- Centre for Social Cohesion
- Commission on Integration and Cohesion (fixed term advisory group, 2006/07, reporting to Secretary of State for Communities and Local Government)
- Institute of Community Cohesion (research and development organisation based at Coventry University)

A2.1.2 Ministerial departments

- Department for Children, Schools and Families (including Community Cohesion website)
- Department for Communities and Local Government

A2.1.3 Non-ministerial departments

- Office for Standards in Education, Children's Services and Skills (Ofsted)

A2.1.4 Local government

- Improvement and Development Agency for local government (IDeA)
- Local Government Association (LGA)
- London Councils

A2.1.5 Non-departmental public bodies

- Audit Commission for Local Authorities and the National Health Service in England and Wales
- Equality and Human Rights Commission
- General Teaching Council for England
- National College for School Leadership
- Qualifications and Curriculum Authority

A2.1.6 Research organisations/think tanks

- Centre for Research on the Wider Benefits of Learning
- Economic and Social Research Council
- Institute for Public Policy Research
- Joseph Rowntree Foundation
- National Foundation for Educational Research (and NFER ontheweb, EMIE at NFER)

A2.1.7 Other organisations

- Association for Citizenship Teaching
- Bradford Schools Linking Project
- Citizenship Foundation (contains Diversity and Dialogue)
- ContinYou
- Global Gateway (British Council)
- Inter Faith Network, The
- Institute of Race Relations
- Learning and Skills Network
- Runnymede Trust, The
- School Development Support Agency
- Schools Linking Network
- Specialist Schools and Academies Trust

A2.1.8 UK websites (not England)

- Learning and Teaching Scotland
- Northern Ireland Council for Integrated Education
- Scottish Education Research Database
- Welsh Assembly Government Department for Children, Education, Lifelong Learning and Skills

A.2.2 Bibliographical databases

The following databases were searched (not all of them yielded studies included in the review):

- Applied Social Sciences Index and Abstracts (CSA Illumina)
- British Education Index (Dialog)
- Current Educational Research in the UK (free - NFER, DCFS and EPPI-Centre)
- Education: A SAGE Fulltext Collection (CSA Illumina)
- Education-line (conference and working papers - part of the BEI)
- EPPI Database of Education Research (free)
- Education Resources Information Centre (Dialog)

- JSTOR (JSTOR)
- Social Sciences Citation Index (ISI Web of Knowledge)
- Social Policy and Practice (Silver Platter)
- Zetoc: Electronic Table of Contents (British Library)

A.2.3 Search terms

Example searches using different search terms are given below:

Table A2.1 Applied Social Sciences Index and Abstracts (1987 to present): keyword searches using thesaurus terms

	AND
Social cohesion	Schools or School***
Citizenship and [communit*** or social groups]	
Inclusion and [communit*** or social groups]	
Cohesion or cohesiveness and [communit*** or social groups]	
Intergenerational and [communit*** or social groups]	
Multicultural education	
Intercultural	
Cultural diversity	
Race relations	

Table A2.2 British Education Index: descriptor searches

	AND	AND
Social Integration	Cultural-Differences or Racial Differences or Religious-Differences or Rural-Urban-Differences, or Social-Differences (under Differences) School-Community-Relationship or Community-Relations or Cultural-Interrelationships (under Relationship) Community-Cooperation (under Behaviour) Multicultural-education (under Intergroup-Education) Multiculturalism Intergroup-Relations (includes Ethnic Relations, Interfaith-Relations, Racial-Relations) Ethnic-Groups or Minority-Groups or Religious-Cultural-Groups or (under Groups)	Schools (not used - not reliably selected as descriptor)

A2.4 Inclusion/exclusion criteria

Items identified through searches were eliminated from the review when they met one of the exclusion criteria below (criteria were applied in sequence - from 1 - to each citation/full text):

Table A2.3 Exclusion criteria

1	EXCLUDE 1. Incomplete reference	Partial reference that does not allow identification of item.
2	EXCLUDE 2. Not in English	The report is not published/unpublished in English.
3	EXCLUDE 3. Not 1988-2008	The report is published/unpublished before 1988.
4	EXCLUDE 4. Not UK	The report relates only to actions outside the UK (i.e. the study is not conducted in the UK).
5	EXCLUDE 5. By type of literature	<p>Exclude if the study is any of the following and contains no empirical examples: a methodological study, a study examining relationships and/or statistical associations between variables, theorisation, guidance, a planning document, opinion or exhortation, an editorial, a commentary, a book review, a resource, a textbook, a bibliography, an index or a contents page.</p> <p>If empirical examples are contained within, for instance, guidance documents, these documents will not be excluded if action/s taken by school/s to contribute to community cohesion, either in the form of a specific intervention or customary practice, are described.</p>
6	EXCLUDE 6. Not school actions	Exclude if the report does not report on actions taken by a school or schools. Exclude reports of local authority community cohesion strategies which address patterns of school provision and admissions, unless schools make a distinctive and individually-determined contribution to those strategies.
7	EXCLUDE 7. Not LA maintained, academy or CTC	Actions taken by any local authority or otherwise state maintained schools (community, voluntary, foundation or trust schools; academies, city technology colleges or grammar schools; nursery schools; and special schools) for pupils in the age range 3-19, are included within the scope of the map. Studies that relate solely to any other type of school will be excluded.
8	EXCLUDE 8. Not review cohesion focus	<p>Reports are included which report school actions that seek to develop, between school students coming from diverse communities and/or between other members of those communities: a common vision and sense of belonging; and/or an appreciation and valuing of diverse backgrounds and circumstances; and/or positive relationships.</p> <p>Reports are excluded which:</p> <p>deal only with strategies to address inequalities in life opportunities; or relate only to strategies to address the issue of gang violence.</p>
9	EXCLUDE 9. Actions which worsen community cohesion	The report explores only what schools do that worsen community cohesion.
10	EXCLUDE 10. Not cohesion in wider community	Exclude if the report relates only to actions to address internal school cohesion issues

A2.5 Keywording

The following guideline was used to code included studies:

Table A2.4 Keywording guideline

Section A: Core keywords

<p>A.1 Identification of report (or reports)</p>	<p>A.1.1 Website Please use this keyword if the report was found through searching a website.</p> <p>A.1.2 Citation Please use this keyword if the report was identified from the bibliographic list of another report.</p> <p>A.1.3 Contact Please use this keyword if the report was found through a personal/professional contact.</p> <p>A.1.4 Handsearch Please use this keyword if the report was found through handsearching a journal.</p> <p>A.1.5 Electronic database Please use this keyword if the report was found through searching an electronic bibliographic database.</p> <p>A.1.6 Unknown Please use this keyword if it is unknown how the report was found.</p>
<p>A.2 Status</p> <p>Please use ONE keyword only</p>	<p>A.2.1 Published Please use this keyword if the report has an ISBN or ISSN number.</p> <p>A.2.2 Available on the web Please use this keyword for reports which do not have an ISBN or ISSN number and are available on the web</p> <p>A.2.3 In press Please use this keyword if the report has been accepted for publication, but has not yet been published.</p> <p>A.2.4 Unpublished and not available on the web Please use this keyword for reports which do not have an ISBN or ISSN number and which are not available on the web (e.g. 'internal' reports; conference papers).</p> <p>A.2.5 Not known</p>
<p>A.3 Linked reports in EPPI-Reviewer</p> <p>Is this report linked to one or more other reports in such a way that they also report the same study? Please also see the information contained above and in the help files for how to deal with linked reports on EPPI-Reviewer.</p>	<p>A.3.1 Not linked</p> <p>A.3.2 Linked Please provide bibliographical details and/or unique identifier.</p> <p>A.3.3 Not known</p>

Section B: Study details

<p>B.1 Is the study one of a group of studies collated in a single report?</p>	<p>B.1.1 Yes (please add details)</p> <p>B.1.2 No</p>
<p>B.2 Does the study have a broad focus and this coding focuses on only one part of it?</p>	<p>B.2.1 No (whole study is focus of coding)</p> <p>B.2.2 Yes (only a part of the study is the focus of this coding)</p>
<p>B.3 Does the study (or study component) contain multiple examples of actions/interventions that are independent of one another?</p> <p>Please select this if actions/interventions have distinct aims and leadership structures</p>	<p>B.3.1 No</p> <p>B.3.2 Yes (please add details)</p> <p>B.3.3 2 actions/interventions</p> <p>B.3.4 3 actions/interventions</p> <p>B.3.5 4 actions/interventions</p> <p>B.3.6 5 or more actions/interventions</p>
<p>B.4 Type of study</p> <p>Please use ONE keyword only</p>	<p>B.4.1 Descriptive only</p> <p>B.4.2 Descriptive with reporting of outcomes</p> <p>Outcomes are reported but there is no information about any planned evaluative activity</p> <p>B.4.3 Study where there is evidence of planned evaluative activity carried out by personnel involved in delivering the action/intervention</p> <p>There must be evidence that data have been collected in order to identify impacts and/or outcomes</p> <p>B.4.4 Study where there is evidence of planned evaluative activity carried out by personnel not involved in delivering the action/intervention</p> <p>There must be evidence that data have been collected in order to identify impacts and/or outcomes</p>
<p>B.5 Country of study or relevant study component</p> <p>More than one keyword may be selected (but treat B.5.5 as exclusive of all other keywords)</p>	<p>B.5.1 England</p> <p>B.5.2 Wales</p> <p>B.5.3 Scotland</p> <p>B.5.4 Northern Ireland</p> <p>B.5.5 UK (no further details)</p>

Section C: Context of action/intervention

Please provide details for each independent action/intervention.

<p>C.1 Scale of action reported</p>	<p>C.1.1 Area/s served by single school/s</p> <p>C.1.2 Area/s served by group/s of schools (please add details)</p> <p>Please provide number/s of schools where possible.</p> <p>C.1.3 Local authority area/s (please add details)</p> <p>Please state whether the action encompasses all schools/ neighbourhoods in a local authority area or some schools/ neighbourhoods within it, and include numbers of schools where possible.</p> <p>C.1.4 UK country (please add details)</p> <p>C.1.5 Other (please add details)</p> <p>C.1.6 Not stated/unclear (please specify)</p>
<p>C.2 Community context/s as described in study</p>	<p>C.2.1 Details (specifically, actual or potential cohesion issues)</p> <p>C.2.2 Not stated/unclear</p>
<p>C.3 School phase/s</p> <p>Where more than one school is involved and they represent different school phases, please give details of numbers in each category, where possible.</p>	<p>C.3.1 Nursery class attached to school.</p> <p>Nursery class attached to school. Other early years settings are not included.</p> <p>C.3.2 Primary</p> <p>C.3.3 Secondary</p> <p>C.3.4 Post-16 (please specify)</p> <p>C.3.5 Other (please specify)</p> <p>C.3.6 Not stated/unclear</p>
<p>C.4 School type/s</p> <p>Where more than one school is involved and they represent different school types, please give details of numbers in each category, where possible.</p>	<p>C.4.1 Community</p> <p>C.4.2 Voluntary controlled or aided (please add details)</p> <p>C.4.3 Foundation or trust (please add details)</p> <p>C.4.4 Academy (please add details)</p> <p>C.4.5 City technology college</p> <p>C.4.6 Grammar</p> <p>C.4.7 Special (please add details)</p> <p>C.4.8 Other (please specify)</p> <p>C.4.9 Not stated/unclear</p>
<p>C.5 Is there any other useful information about the context not covered in the questions above?</p>	<p>C.5.1 Details</p>

Section D: Description of action/intervention

Please provide details for each independent action/intervention.

<p>D.1 Name of programme or intervention studied, or name of school/s</p> <p>Please provide formal or informal name, or names of school/s if individual case study or case study of action involving a small group of schools</p>	<p>D.1.1 Details</p> <p>D.1.2 Not stated/unclear</p>
<p>D.2 Is the action reported part of a wider programme or intervention?</p>	<p>D.2.1 Yes (please give details)</p> <p>D.2.2 No</p> <p>D.2.3 Not stated/unclear</p>
<p>D.3 Stated aim of action/intervention.</p>	<p>D.3.1 Details</p>
<p>D.4 Type of action/intervention</p> <p>More than one keyword may be selected</p>	<p>D.4.1 Individual school/s working with children within school</p> <p>D.4.2 Individual school/s promoting links and partnerships between students and members of local communities or community organisations</p> <p>D.4.3 Individual school/s working directly with parents or other members of local communities or community organisations</p> <p>Students are not directly involved in these actions/interventions</p> <p>D.4.4 Schools working collaboratively</p> <p>D.4.5 Group/s of schools and other agencies/organisations working collaboratively</p> <p>D.4.6 Other (please specify)</p> <p>D.4.7 Not stated/unclear</p>
<p>D.5 Details of action/intervention</p> <p>More than one keyword may be selected.</p>	<p>D.5.1 School linking</p> <p>D.5.2 Development of school culture/ethos</p> <p>D.5.3 Conflict resolution</p> <p>D.5.4 PHSE/citizenship programme/activities</p> <p>D.5.5 Intercultural programme/activities</p> <p>D.5.6 RE/interfaith programme/activities</p> <p>D.5.7 Student focused language programme/activities</p> <p>D.5.8 Intergenerational programme/activities</p> <p>D.5.9 Community education or other service provision</p> <p>D.5.10 Other (please add details)</p> <p>D.5.11 Not stated/unclear</p>

D.6 Who receives the action/intervention?	<p>D.6.1 Students (please add details, including, where stated, number involved).</p> <p>D.6.2 Parents (please give details, including, where stated, number involved)</p> <p>D.6.3 Community members other than parents (please give details, including, where stated, number involved)</p> <p>D.6.4 Other</p> <p>D.6.5 Not stated/unclear</p>
D.7 Who is involved in the delivery of the action/intervention?	<p>D.7.1 Teachers (please add details, including, where stated, number involved)</p> <p>Please give indication of different roles where stated, e.g. 'head teacher' or 'class teacher.'</p> <p>D.7.2 Members of school staff other than teachers (please add details, including, where stated, numbers involved)</p> <p>D.7.3 Students (please add details, including, where stated, number involved).</p> <p>This keyword should be selected where there is a distinction made between students who are receiving the action/intervention and students who are delivering it</p> <p>D.7.4 Personnel other than school staff members or students (please specify and add details including, where stated, numbers involved)</p> <p>D.7.5 Not stated/unclear</p>
D.8 School resources (other than personnel) used in delivery	<p>D.8.1 Funding (please give details)</p> <p>D.8.2 Other (please specify)</p> <p>D.8.3 None</p> <p>D.8.4 Not stated/unclear</p>
D.9 Non-school resources (other than personnel) used in delivery	<p>D.9.1 Funding (please give details)</p> <p>D.9.2 Other (please specify)</p> <p>D.9.3 None</p> <p>D.9.4 Not stated/unclear</p>
D.10 Leadership of action/intervention	<p>D.10.1 School (please give details)</p> <p>D.10.2 Partnership between schools (please give details)</p> <p>D.10.3 Organisation/s other than school/s (please give details)</p> <p>D.10.4 Partnership between school/s and other organisation/s (please give details)</p> <p>D.10.5 Other (please add details)</p> <p>D.10.6 Not stated/unclear</p>
D.11 Year intervention began	<p>D.11.1 Details</p> <p>D.11.2 Not stated/unclear</p>

D.12 Duration of intervention	D.12.1 Less than one year (please specify) D.12.2 One to two years D.12.3 Two to three years D.12.4 More than three years (please specify) D.12.5 Ongoing D.12.6 Not stated/unclear
D.13 Is there any other useful information about the intervention not covered in the questions above?	D.13.1 Details

Section E: Details of evaluative studies

Answer questions below only if B.2.3 or B.2.4 have been selected

E.1 Does the study (or study component) evaluate actions taken by all schools involved in the action/intervention described above?	E.1.1 Yes E.1.2 No (please give details) E.1.3 Not stated/unclear
E.2 Does the study report any outcomes?	E.2.1 Yes E.2.2 No
E.3 What indicators are used to report on any outcomes? Outcomes are effects on people receiving the action/intervention	E.3.1 Details E.3.2 Not stated/unclear
E.4 Does the study report any mediating factors affecting outcomes?	E.4.1 Yes E.4.2 No

A2.6 Chief refinements to initial coding results

A2.6.1 Country of study (B.5)

Where England was selected, this was broken down into:

- North West
- Yorkshire and the Humber
- London
- West Midlands
- East Midlands
- South East
- North East
- South West
- East of England
- England (region unspecified)

A2.6.2 Community context/s as described in study (C.2) and Stated aim of action/intervention (D.3)

Answers were analysed and studies coded in relation to the following cohesion foci:

- Ethnicity
- Diversity
- Generational groups
- Faith
- Community division in Northern Ireland
- Urban/rural differences

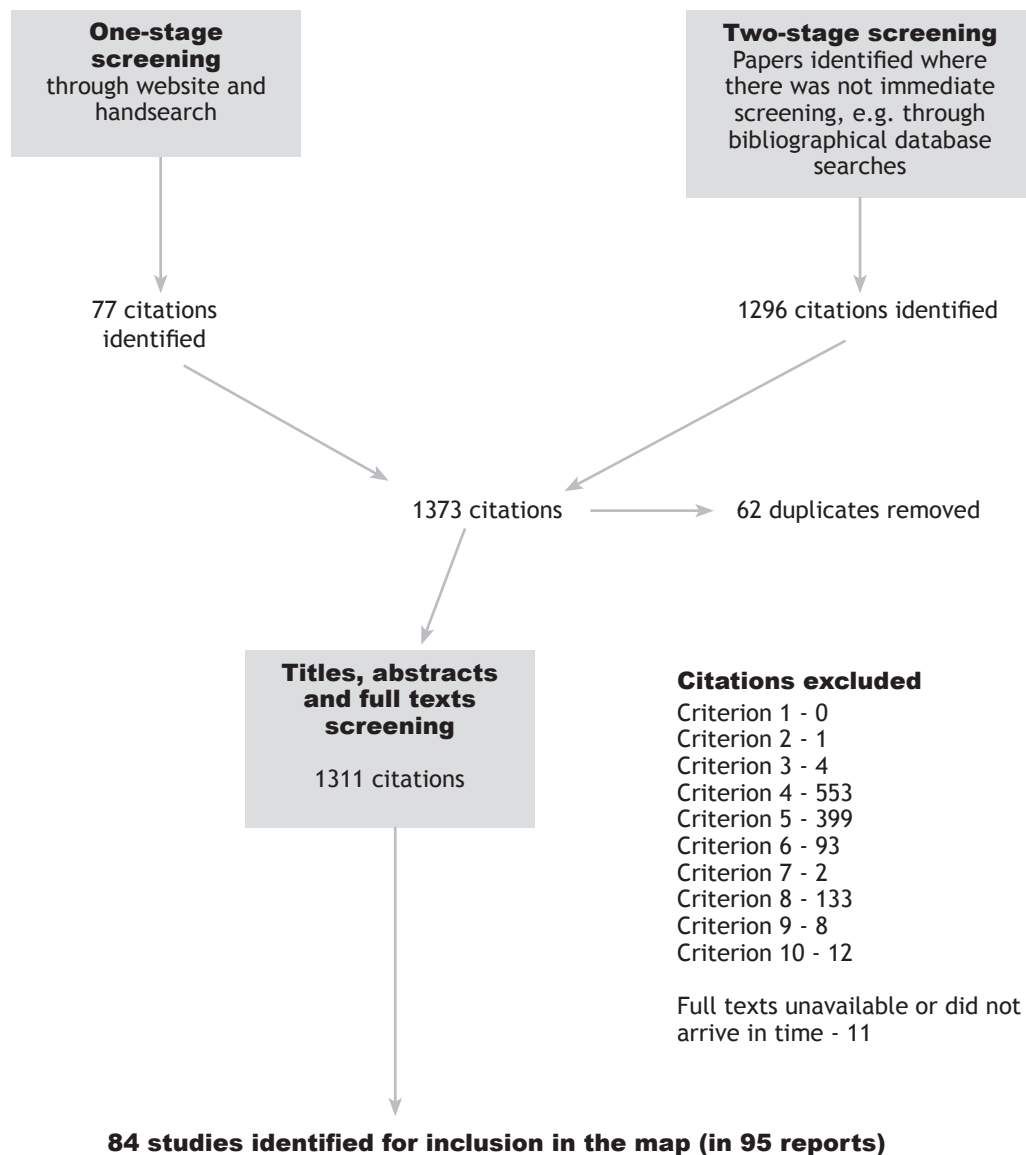
A2.6.3 Details of action/intervention (D.5)

The following were combined into the category 'Curriculum-based interventions':

- PHSE/citizenship programme/activities
- Intercultural programme/activities
- RE/interfaith programme/activities RE
- Student focused language programme/activities (unless this applied to extra-curricular activities, when studies were coded 'Other')

Appendix 2.2: Studies identified from searching and screening

Figure A2.1 Selection of studies



Appendix 3.1: Journals handsearched

A3.1 Websites

During searches of the following websites we located studies that fell within the scope of the map but which we were unable to include because of time constraints:

- *Qualifications and Curriculum Authority* This has links to case studies of school action on the theme of 'Identity and cultural diversity' at <http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/culturaldiversityidentity/index.aspx>
- *Northern Ireland Council for Integrated Education* Publications on integrated education in Northern Ireland, including case studies and other research, are listed at: www.nicie.org/publications
- *Learning and Teaching Scotland* (Scottish government-funded curriculum development organisation) Links to case studies of action in Scottish schools on the theme of anti-sectarianism can be found at: www.ltscotland.org.uk/antisectionarian/goodPractice/index.asp

A3.2 Ongoing studies

During the course of the review we located the following examples of research in progress that may produce outputs that are relevant to focus of this review:

- National Foundation for Educational Research (NFER) (October 2007-July 2008) *Young people and community cohesion*: This is a developmental research project involving young people, schools and representatives of local authorities discussing examples of good practice and designing future community cohesion initiatives.
- The Runnymede Trust (2006-2008) *Faith schools and community cohesion*: This study aims to investigate ways in which a school system that includes faith schools successfully prepares young people for living in a multicultural society.
- Professor Marie Parker-Jenkins, University of Derby (22 May 2007-21 May 2008) *Terms of engagement: Muslim and Jewish school communities, cultural sustainability and maintenance of religious identity*. This study aims to examine six full-time Muslim and Jewish schools in the UK using qualitative methods to explore the social, educational and ideological purpose of these faith-based institutions. Similarities in these schools will be considered with particular reference to religious and cultural sustainability, and engagement with or alienation from the wider community.

The results of this report are available in two formats:

SUMMARY

Explains the purpose of the review and the main messages from the research evidence

**TECHNICAL
REPORT**

Includes the background, main findings, and full technical details of the review

These can be downloaded or accessed at
<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2416&language=en-US>

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The views expressed in this work are those of the authors and do not necessarily reflect the views of the funder. All errors and omissions remain those of the authors.

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