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A Cluster Randomised Trial Evaluation of the Media Initiative for Children: Respecting Difference Programme

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October 2010

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Additional Contributors

The following members of the Research Team also made significant contributions to the research upon which this report is based: Celine McStravick, Frances Molyneaux, Cheryl Gamble, Joanne McDowell, Teresa Geraghty and Ruth Sinclair from the National Children's Bureau; Carol McGuinness from Queen's University Belfast; and Barbara McConnell and Glenda Walsh from Stranmillis University College.

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Executive Summary

The Media Initiative For Children: Respecting Difference Programme is a preschool programme for 3-4 year old children that seeks to increase awareness of diversity and difference issues among children, early childhood practitioners and parents and to promote more positive attitudes and behaviours towards those that are different.

The programme has been developed by Early Years the Organisation for Young Children in Northern Ireland in partnership with the US-based Peace Initiatives Institute (Pii). It combines: the use of five one minute cartoon media messages shown on national television for three weeks at a time three times per year; a programme of training for preschool teachers, parents and management committees; an early years curriculum; and a set of culturally and contextually appropriate resources for use in the preschool classroom and in the home environment. The cartoons are set in a play park and feature characters that young children can easily identify with. The messages in the cartoons seek to promote positive attitudes to physical, social and cultural and ethnic differences amongst young children, practitioners and parents. These messages are reinforced in early years settings through the use of resources and interactive activities that prompt young children to talk about their feelings and attitudes to differences.

The Centre for Effective Education at Queen's University Belfast, in collaboration with the National Children's Bureau (NCB) Northern Ireland and Stranmillis University College, were commissioned by Early Years the Organisation for Young Children to undertake a rigorous and independent evaluation of the Media Initiative Respecting Difference programme. The evaluation took the form of a cluster randomized controlled trial, led by the Centre for Effective Education, and indepth qualitative case studies undertaken by the NCB and Stranmillis University College. This report presents the findings of the cluster randomized trial.

Methodology

The cluster randomised controlled trial involved 74 preschool settings that were selected randomly from settings in Northern Ireland (54) and counties Louth and Roscommon in the Republic of Ireland (10 per county). The settings were randomly allocated to either the intervention or control group.

A total of 1,181 children aged 3-4 years, that represented 73.5% of eligible children in the 74 settings, participated in the evaluation: 962 children from the 54 settings in Northern Ireland and 219 children from 20 settings in the Republic of Ireland. In addition, a total of 868 parents (713 from Northern Ireland and 155 from the Republic of Ireland) and 232 practitioners (183 from Northern Ireland and 55 from the Republic of Ireland) also participated in the evaluation.

The intervention took place for the academic year 2008/09. Pre-testing was undertaken in September/October 2008 and the post-tests were conducted in May/June 2009. All data collection was undertaken by a team of fieldworkers who were carefully trained and coordinated by the research team. Statistical analysis of the data involved the use of multilevel modelling in order to account for the clustering of children, parents and practitioners within settings.

Outcomes

For the purposes of this present evaluation, an outcome is defined as a real and discernible change in attitudes and/or awareness that has occurred as a direct result of taking part in the Media Initiative Respecting Difference Programme. The following outcomes were identified by Early Years the Organisation for Young Children for the purposes of the present evaluation:

Child outcomes:

Socio-emotional development:

- Increased ability to recognise emotions in others
- Increased ability to recognise instances of exclusion
- Increased ability to recognise how being excluded makes someone feel

Awareness of cultural differences:

- Increased ability to recognise the Irish Tricolour flag
- Increased ability to recognise the British Union flag
- Increased ability to recognise a St Patrick's Day Parade
- Increased ability to recognise an Orange Parade

Inclusive behaviour:

- Increased desire to join in a St Patrick's Day Parade
- Increased desire to join in an Orange Parade
- Increased willingness to be inclusive of others in general
- Increased willingness to be inclusive of those who are different in terms of race
- Increased willingness to be inclusive of those who are different in terms of disability

Practitioner outcomes:

- Increased recognition of the importance of doing diversity work with young children
- Increased confidence in dealing with diversity issues with young children
- Reduction in prejudices held about others (focusing specifically on sectarianism)

Parental outcomes included:

- Increased recognition of the importance of doing diversity work with young children
- Increased confidence in dealing with diversity issues with young children
- Reduction in prejudices held about others (focusing specifically on sectarianism)
- Increased levels of empathy towards others in general

Measures

The measures used to assess child outcomes involved a series of standardised tasks in which children were shown a variety of pictures and photographs and asked to identify and describe what they saw. The pictures and photographs included drawings of facial expressions, depictions of various scenarios, including a child being left out of a play activity, cultural events and flags. Children were asked a series of short questions about the pictures and their responses were coded according to the level of awareness and attitudes they expressed in relation to the items. Because of the need not to place undue demands on the children, it was not possible to include measures that tested all aspects of the Media Initiative Respecting Difference Programme. This, in turn, means that care needs to be taken regarding how far one can generalise from some of the findings presented.

Parents and practitioners were asked to complete a questionnaire that consisted of valid and reliable measures of the outcomes listed above. The measures consisted of a series of questions and statements that respondents were required to indicate their response to on a likert scale.

Findings

Child Outcomes

There is clear evidence that the Media Initiative Respective Difference Programme achieved positive effects in relation to all three of the socio-emotional development outcomes specified. Compared to children in the control group, and controlling for pre-test differences, children who took part in the programme were: better able to recognise emotions in others (effect size, d = +.34, p<.0005); more likely to recognise potential instances of exclusion among others (d = +.61, p=.003); and better able to recognise that being excluded makes someone feel 'sad' (d = +.40, p=.002)

The programme was also found to have had positive effects in relation to each of the four outcomes relating to the recognition of cultural events and symbols associated with the Protestant and Catholic communities in Northern Ireland. Compared to children in the control group, and again controlling for pre-test differences, children who took part in the programme were: more likely to be able to successfully recognise the Irish flag (d = +.72, p=.005) and the British flag (d = +.62, p=.006); and more likely to recognise an Orange parade (d = +.39, p=.029) and a St Patrick's Day Parade (d = +.38, p=.033). Interestingly, these findings were equally strong for children in the Republic of Ireland settings compared to their counterparts in Northern Ireland.

In relation to the outcomes associated with the children's inclusive behaviour, there was evidence that the children who took part in the Media Initiative Respecting Difference Programme were more likely to express an interest in taking part in Orange parades (d = +.17, p=.002) and St Patrick's Day parades (d = +.27, p=.036) compared to those in the control group. However, no evidence was found that the programme had any effect regarding children's willingness to be inclusive of others in general and nor was any evidence found that it impacted upon their willingness to be inclusive of the children different to themselves. The reports notes, however, that this latter finding was based on testing children's attitudes towards specific photographs of a Chinese child and a child in a wheelchair. The evaluation did not test the children's attitudes towards those from other minority ethnic backgrounds and/or with other disabilities that were also featured in the cartoons, the curriculum, the training programme and/or resource materials used in the classroom and those used by parents in the home environment.

Overall, such effects tended to be consistent across the whole sample of children, and similar for children from differing socio-economic background and for Catholic and Protestant children in Northern Ireland and also for children in the Republic of Ireland. While some gender differences were found with regard to the effects of the programme on boys and girls, these were only in relation to a small number of outcomes and were inconsistent in nature.

Finally, the programme was found to be robust in that it achieved similar effects regardless of the rated quality of the setting which delivered it and minor changes in the degree to which the setting delivered the programme with fidelity.

Parental and Practitioner Outcomes

Potentially encouraging signs of positive change were found among both parents and practitioners in relation to increases in their awareness of the need to undertake diversity work with young children

and also their confidence in their own ability to address such issues with their children; although these changes were not statistically significant (effect sizes ranging from d = +.09, p=.266 to d = +.23, p=.292). What this means is that there is a notable chance (ranging from a 26.6% chance to a 29.2% chance) that these encouraging signs may not have been due to the effects of the programme at all but could have just occurred randomly.

Moreover, only 47% of parents and 44% of practitioners who completed the pre-test questionnaires subsequently completed the post-test questionnaires. These none-response rates were also found to be higher among those in the control settings compared to those in the intervention settings. As such, there is the added risk that these positive signs of change among the practitioners and parents could have been due to the biases that may have been introduced into the final sample due to these high levels of non-response. More specifically, it may have been the case that those practitioners and parents that completed post-test questionnaires were more likely to be motivated to do so because they held more positive attitudes towards the initiative.

Given these issues relating to reliability and potential bias, these particular findings therefore need to be treated with a high degree of caution and should not be interpreted as constituting evidence of a positive effect of the Media Initiative Respecting Difference Programme on parents and practitioners. They do, however, suggest that further research would be beneficial in this area.

Implications

Overall, this randomised trial has found strong and robust evidence that the Media Initiative Respecting Difference Programme:

- is effective in improving outcomes in young children in relation to their socio-emotional development and awareness of and attitudes towards cultural differences;
- has similar effects for all children, regardless of their gender, religion and/or socio-economic background and also regardless of whether they are from Northern Ireland or the Republic of Ireland;
- is a robust programme in that it will achieve similar effects regardless of the quality of the setting it is delivered in or the degree to which it is delivered with fidelity;
- that the effects found represent those that can be expected in settings implementing the Media Initiative Respecting Difference programme in 'real world' conditions; and
- that these effects constitute the 'added value' to preschool settings in using the Media Initiative Respecting Difference Programme to enhance socio-emotional learning and promote understanding of and respect for differences compared to their current methods and resources.

In interpreting these findings, it is also worth noting that over a quarter of all possible settings were not eligible to participate in the trial and were thus excluded because they had already actively volunteered to be trained in the delivery of the Media Initiative Respecting Difference Programme. As such, this may have resulted in a final sample for this evaluation that had a disproportionate number of settings that were initially less committed to or enthusiastic about delivering a programme such as this one.

Within this, the report draws out eight key implications from the findings for the further development of the Media Initiative Respecting Difference Programme:

1. There is sufficient evidence generated by this trial of the programme having clear and positive effects to warrant consideration of extending its work both upwards into Key Stage One of the statutory curriculum and also earlier, for 2-3 year olds. In relation to the former, it would thus be possible to use the existing curricular materials and supplement these with some additional materials and slightly more advanced activities for use with older children in P1-P4 classes in school. Such work could play an important role in helping to consolidate and extend further the positive effects found here in relation to the 3-4 year olds.

   Similarly, it would be worthwhile considering how a version of the Media Initiative Respecting Difference Programme could be extended for use with younger children aged 2-3 years. Such a version would clearly be different in its emphasis and focus to the main programme and would be likely to focus more on building some of the foundations required for children to develop socially respectful and inclusive attitudes and behaviours as they grow older. In this sense, it would be worth exploring how such a programme aimed at 2-3 year olds might focus more on the early development of children's core socio-emotional skills. It would be important for the materials and activities created for this purpose to reflect cultural and physical diversity but the development of children's awareness of such diversity would not be the primary outcome of the programme at this age.

   In relation to both of these suggested developments, there is a need to focus not only on the development of appropriate activities and resource materials but also on the effective training and ongoing support of practitioners and parents in delivering such programmes.

2. With regard to encouraging children to be more inclusive of others in general, it would be worth considering how the existing activities and resources developed for the programme could be used to demonstrate and explicitly model out inclusive behaviours for children in a range of naturally occurring situations as well as providing guidance for practitioners, as agents of change, for how they can model out such behaviours as well in their practice.

3. The current trial did not test all of the potential effects that the programme may have had on children's willingness to include those from differing minority ethnic backgrounds and/or those with differing types of disability. Of the two differences that were focused upon, namely in relation to a Chinese child and a child in a wheelchair, no evidence was found of the programme having an effect on the children's attitudes. It is therefore critical that when practitioners are working on issues related to disability and race/ethnicity, that they draw upon all of the available curricular resources and guidance contained in the Programme Service Design Manual which support practitioners to address all aspects of difference.

4. With regard to increasing the effectiveness of the Media Initiative Respecting Difference Programme further in relation to children's awareness of and positive attitudes towards cultural differences, it would be worth considering:

   a. Identifying a number of key cultural events and symbols and developing more focused activities and materials that seek explicitly to increase the children's awareness and knowledge of these. The choice of events and symbols should reflect a variety of cultures and should also appeal to both boys and girls.

b. Building upon and developing further the existing innovative practitioner training that the programme provides that seeks to identify and address the concerns and anxieties that practitioners might have in engaging in activities focused on cultural differences, particularly as they relate to the ethno-religious divide in Northern Ireland.

5. Finally, it is worth noting that this has been an innovative trial not just in relation to its size and scope but also the nature of the outcomes focused on that have required a number of bespoke measures to be developed and used for the first time. In ensuring that the appropriate tools are available to continue to evaluate the effectiveness of programmes such as this present one, further developmental research is required in relation to working on and refining existing measures as well as developing further measures that are capable of being used to measure the impact of other aspects of the programme not covered in this evaluation.

6. It is notable that in relation to Northern Ireland, the need to address issues of diversity and to promote respect for difference in early childhood is not mentioned either in relation to the government's current consultation on the Programme for Cohesion, Sharing and Integration (OFMDFM, 2010) or the Early Years (0-6) Strategy (Department of Education, 2010). In contrast recent policy developments in the Republic of Ireland have stressed the need for a focus on diversity and interculturalism. These include Síolta, the National Quality Framework for Early Childhood Education (2006), Diversity and Equality Guidelines for Childcare Providers (2006), Aistear, The Early Childhood Curriculum Framework (2009) and the Intercultural Education Strategy (2010).Given the cumulative weight of evidence that now exists locally regarding how attitudes form at an early age, and in light of the strong evidence provided through this present trial of the role that early childhood initiatives can have in bringing about real and measurable positive change, it is imperative that issues of diversity and difference form a key component of any early childhood strategy and that such a strategy, in turn, represents a key element of any wider programme to promote community cohesion.

7. This present trial is one of only a few studies – either in relation to early childhood programmes or in relation to community relations programmes more generally – that has attempted to undertake a rigorous evaluation of the actual measurable effects of a diversity programme on the attitudes and awareness of children, parents and practitioners. There is a need for government not only to develop appropriate programmes to promote community cohesion but also to ensure that such programmes are based on the best available evidence and also subject to rigorous evaluation.

8. Finally, it should be recognised that this has been an innovative trial not just in relation to its size and scope but also the nature of the outcomes focused on that have required a number of bespoke measures to be developed and used for the first time. In ensuring that the appropriate tools are available to continue to evaluate the effectiveness of programmes such as this present one, further developmental research is required in relation to working on and refining existing measures as well as developing further measures that are capable of being used to measure the impact of other aspects of the programme not covered in this evaluation.

Acknowledgements

This research was commissioned by Early Years the organisation for Young Children as part of it's CORAL Project with an aim of better understanding how programmes delivered by Early Years are improving long term outcomes for children, families and communities. Early Years have been supported by the Atlantic Philanthropies, the International Fund for Ireland, the Special EU Programme for Peace and Reconciliation, Department of Education and the Peace Initiative Institute in both developing evidence based programmes and in commissioning this cluster randomised controlled trial. Early Years has also been supported by a local and International Advisory group in developing the programmatic content and in overseeing the development of the research programme.

The research team is indebted to the managers and practitioners in the early years settings, the children and parents who participated in the study. We also appreciate the cooperation and ongoing support from Early Years during the evaluation.

1. Introduction

The Media Initiative for Children: Respecting Differing Programme, has been developed by *Early Years – The Organisation for Young Children* in Northern Ireland in partnership with the US-based *Peace Initiatives Institute* (Pii). It combines: the use of five one minute cartoon media messages shown on national television for three weeks at a time three times per year; a programme of training for preschool teachers, parents and management committees; an early years curriculum; and a set of culturally and contextually appropriate resources for use in the preschool classroom and in the home environment. The cartoons are set in a play park and feature characters that young children can easily identify with. The messages in the cartoons seek to promote positive attitudes to physical, social and cultural and ethnic differences amongst young children, practitioners and parents. These messages are reinforced in early years settings through the use of resources and interactive activities that prompt young children to talk about their feelings and attitudes to differences. The delivery of the programme is specified carefully in the form of a manual, developed by *Early Years*, that sets out clearly the background and principles underpinning the initiative and how it should be delivered.[1]

This report presents the findings of a cluster randomised controlled trial evaluation of the effectiveness of the Media Initiative in improving outcomes for children, their parents and early years practitioners involved in delivering the initiative. The trial involved 1,181 children aged 3-4 years from 74 early years settings located across Northern Ireland (54) and in counties Louth and Roscommon in the Republic of Ireland (20) and it ran for the 2008/09 school year.

Indepth qualitative case studies in four settings were also undertaken by the National Children's Bureau (NCB) Northern Ireland and Stranmillis University College with the aim of tracking the experiences and perspectives of key stakeholders and documenting how the programme was delivered. The findings from these case studies are presented in a separate report. A separate extended executive summary draws together the findings from this trial and the qualitative case studies and reflects upon the implications for practice.

[1] Early Years (2008) *Media Initiative for Children: Respecting Difference – Service Design Manual* (Belfast: Early Years).

2. Methodology

This section outlines the methodology used for the present evaluation. It begins by describing the specific outcomes, as agreed with Early Years, that were tested and that provide the focus for present evaluation. These outcomes reflect the core aims and objectives of the programme. The section concludes with an explanation of the approach used to analyse the data.

2.1 Outcomes

For the purposes of this present evaluation, an outcome is defined as a real and discernible change in attitudes and/or awareness that has occurred as a direct result of taking part in the Media Initiative. This study focused on three main groups: children, parents and the practitioners delivering the programme.

2.1.1 Child Outcomes

The child outcomes identified fall under three main areas:

- *Socio-emotional development:*
    - Increased ability to recognise emotions in others
    - Increased ability to recognise instances of exclusion
    - Increased ability to recognise how being excluded makes someone feel
- *Awareness of cultural differences (specific to Northern Ireland):*
    - Increased ability to recognise the Irish Tricolour flag
    - Increased ability to recognise the British Union flag
    - Increased ability to recognise a St Patrick's Day Parade
    - Increased ability to recognise an Orange Parade
- *Inclusive behaviour:*
    - Increased desire to join in a St Patrick's Day Parade
    - Increased desire to join in an Orange Parade
    - Increased willingness to be inclusive of others in general
    - Increased willingness to be inclusive of those who are different in terms of race
    - Increased willingness to be inclusive of those who are different in terms of disability

2.1.2 Practitioner outcomes

The practitioner outcomes were:

- Increased recognition of the importance of doing diversity work with young children
- Increased confidence in dealing with diversity issues with young children
- Reduction in prejudices held about others (focusing specifically on sectarianism)

2.1.3 Parental outcomes

Finally, the parental outcomes largely mirrored those for the practitioners but also included a fourth outcome regarding empathy:

- Increased recognition of the importance of doing diversity work with young children
- Increased confidence in dealing with diversity issues with young children
- Increased levels of empathy towards others in general
- Reduction in prejudices held about others (focusing specifically on sectarianism)

2.2 Design

The evaluation consisted of a cluster randomised controlled trial involving 74 preschool settings which were randomly allocated to either the intervention or control group. The allocation procedure is summarized in Figure 1.

Settings allocated to the intervention group were subsequently trained by *Early Years* in the delivery of the Media Initiative Respecting Difference Programme and then implemented it for the duration of the evaluation (October 2008 to June 2009). Settings in the control group did *not* receive MIFC training but instead continued with their normal curriculum and practices and were placed on a waiting list to receive training once the trial was complete.

It is important to note that at the time of the evaluation all early years settings in Northern Ireland were required to implement the Northern Ireland Early Years Pre School Curricular Guidance which includes a focus on areas also covered by the Media Initiative, including 'personal social and emotional development' and 'the world around us'. Similarly, early years settings in the Republic of Ireland have access to both the Síolta National Quality Framework for Early Childhood Education in Ireland and *Aistear*, which is a curriculum framework for all children from birth to six years across the range of early childhood settings in Ireland. Over the period of the evaluation, therefore, while all settings – both intervention and control – were implementing the respective curricula, those settings in the intervention group were supplementing these with the Media Initiative.

The key implication of this in relation to the interpretation of the findings set out in this report regarding the effectiveness of the Media Initiative is that any effects found are those achieved *above and beyond* the general curricula promoted in Northern Ireland and the Republic of Ireland that was being implemented in the control settings. As such, they represent the *added value* associated with delivering the Media Initiative for settings rather than continuing with their existing means of following their respective curricular guidance.

Also, it is worth noting that all settings – both those in the control and intervention groups – were exposed to the Media Initiative cartoons that were broadcast on regional television during specific periods of the year. The implication of this for the interpretation of findings is that any effects found in relation to the programme are those *above and beyond* any effects that the broadcast cartoons

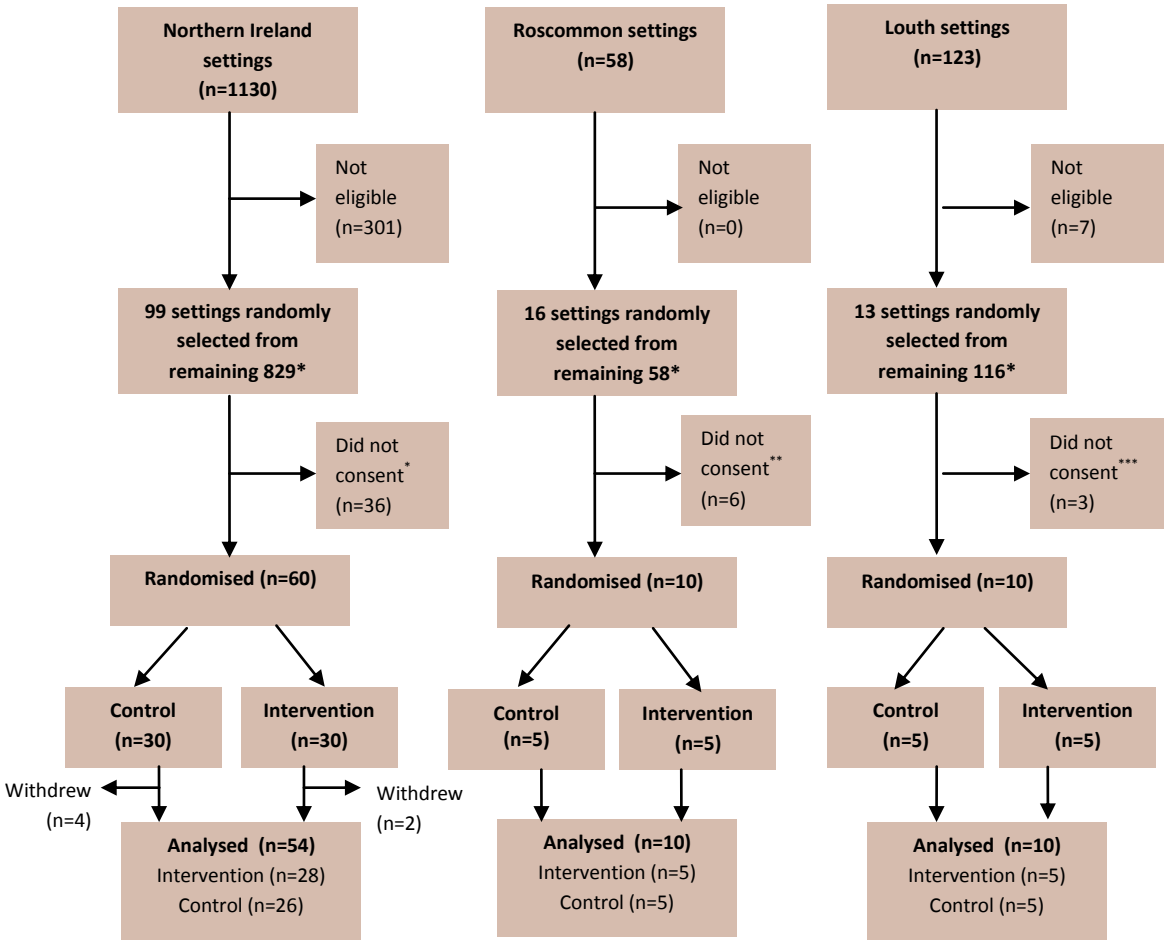
may have had and thus relate specifically to the effects of the programme as delivered within early years settings.

2.3 Sample

2.3.1 Settings

Settings were initially selected randomly from all settings in Northern Ireland and counties Roscommon and Louth in the Republic of Ireland. The target population for the trial was preschool settings not already trained in the Media Initiative and also not currently using High/Scope and/or located in a Sure Start area[2]. Figure 1 provides a flow diagram illustrating the procedure for the selection of settings.

Figure 1: **Selection of Preschool Settings for the Cluster Randomised Controlled Trial**



*The target was to achieve 60 participating settings in Northern Ireland and 10 settings each in counties Roscommon and Louth. As such, in relation to Northern Ireland, 60 settings were initially selected without replacement from the total eligible sample of 829. For each setting that declined to participate, a further setting was randomly selected from the remaining sample. This procedure was repeated until a total of 60 settings had agreed to participate. The same approach was taken for Roscommon and Louth.

[2] The small numbers of settings implementing High/Scope and located in Sure Start areas were the target population for another trial. They were excluded from this trial to eliminate the risk of them being selected and thus reducing the target population for the other trials even further.

It is worth noting that at the time of the evaluation, and as indicated in Figure 1, around a quarter of all settings in Northern Ireland had already actively volunteered to be trained in the delivery of the Media Initiative and were thus excluded from this trial. As such, this may have resulted in a final sample for this evaluation that had a disproportionate number of settings that were initially less committed to and/or enthusiastic about delivering a programme like the Media Initiative.

As also shown in Figure 1, of the 128 eligible settings originally approached to take part in the trial, 45 declined (36%) stating reasons such as: lack of capacity to release staff to undertake the necessary training; no eligible children in the setting; staff shortages; and/or too many other initiatives ongoing in the setting.

2.3.2 Children

The parents of all 3-4 year old children in each of the selected settings were approached for their consent for their children to take part in the research. Of those approached (n=1606[3]), a total of 1,181 (73.5%) children aged 3-4 years participated in the evaluation: 962 children from the 54 settings in Northern Ireland and 219 children from 20 settings in the Republic of Ireland.

2.3.3 Parents

A total of 868 parents participated in the evaluation (713 from Northern Ireland and 155 from the Republic of Ireland). 412 parents completed both the pre and post intervention questionnaires; the remaining 456 completed only one of either the pre- (n=340) or post- (n=116) test questionnaires.

***Table 1*. Number of parent questionnaires completed**

Total no. of parents	Pre and post data	Pre data only	Post data only
868	412	340	116

2.3.4 Practitioners

A total of 232 practitioners participated in the evaluation (177 from Northern Ireland and 55 from the Republic of Ireland). 102 practitioners completed both the pre and post intervention questionnaires; the remaining 130 completed only one of either the pre- (n=94) or post- (n=36) test questionnaires.

***Table 2.* Number of practitioner questionnaires completed**

Total no. of practitioners	Pre and post data	Pre data only	Post data only
232	102	94	36

It is apparent from the tables above that a higher proportion of parents and practitioners completed the pre-test but not the post-test questionnaires. Unfortunately, it was not possible to increase the response rates from parents and practitioners beyond those reported in Tables 1 and 2 above despite issuing two follow-up letters for each data sweep followed by phone calls and members of the Research Team and colleagues at Early Years encouraging practitioners and parents directly.

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[3] *This is an estimation based on each setting manager's report of the number of eligible children in their setting.*

This level of non-response does mean that any findings regarding the effectiveness of the programme on parents and practitioners cannot be regarded as reliable. With such a low response rate it is unlikely that the parents and practitioners that were motivated to complete the questionnaires at pre-test and post-test are representative of all of those taking part in the trial. Moreover, there was also a differential response rate found between those in the two groups, with those practitioners in the intervention group being more likely to have completed both questionnaires (48%) compared to those in the control group (39%). This, in turn, is likely to have produced two groups that are no longer properly matched and thus further undermining the reliability of the findings. The implications of this in relation to the interpretation of the findings from this element of the trial are discussed further later in this report.

2.4 Measures

2.4.1 Children

Table 3 describes how each outcome was measured and coded and makes reference to the research instrument that is included in the Appendices (Appendix A.1).

2.4.2 Practitioners and Parents

Practitioner and parental outcomes were measured using a self-complete questionnaire details of which can also be found in the Appendices (Appendices A.2 and A.3).

The items that formed the final scales used in the analysis were selected on the basis of a principal components analysis that was performed on the scales using the pre-test data relating to all of the outcomes barring the measure for sectarian prejudice in order to identify a set of items that formed a uni-dimensional scale.

Table 4 describes the outcomes, the questionnaire items that formed the final scales, the items that were dropped as a result of the principal components analysis and the associated internal reliability of the final scales.

Table 3. **Child outcomes and measures**

Outcome	Description of items*
Socio emotional development	
Increased ability to recognise emotions in others	Respondents were shown four drawings of faces which show prototypical expressions of happy, sad, angry and afraid. They were then asked to label the four expressions. (Sections J and L). There were eight responses in total with each coded '0' (incorrect) or '1' (correct). The final measure comprised the total score attained for these eight items (ranging from 0 to 8).
Increased ability to recognise instances of exclusion	Respondents were presented with photographs that portrayed a child sitting/standing apart from others but showing no obvious emotion. Each respondent was asked to describe what they could see (Section C). Their answers were then coded as '1' demonstrating some awareness of the child being actively excluded by the others or '0' no awareness shown.
Increased ability to recognise how being excluded makes someone feel	In relation to the last item, the child sitting/standing alone was then pointed out to the respondents and they were asked how they think that child might be feeling. (Section D). Their answers were then coded as '1' demonstrating some awareness of the child feeling 'lonely', 'sad' or 'upset' or '0' for no awareness shown.
Awareness of and attitudes towards cultural differences	
Increased ability to recognise the Irish Tricolour flag	Respondents were shown images of the relevant cultural items and asked what they could tell the interviewer about these. The answers were originally coded as: '2' if they could specifically identify the flag or parade by correctly naming it; '1' if they could show some knowledge or awareness of the cultural significance of the flag or parade; and '0' otherwise (Sections E, F, H and I). The data were then analysed in two ways: comparing those who were categorised as either '2' or '1' (representing a positive outcome) with those categorised as '0'; and then using the tighter measure of only those categorised as '2' (representing a positive outcome) compared to those categorised as '1' or '0'. The findings were similar in both cases. However, in the interests of reliability, the latter measure was used for the purposes of the analysis. Thus a positive outcome was evident if a child could correctly identify the flag and/or parade by naming it.
Increased ability to recognise the British Union flag	
Increased ability to recognise a St Patrick's Day Parade	
Increased ability to recognise an Orange Parade	

*Reference to Sections relate to the relevant section of the research instrument (see Appendix A.1).

Table 3 (Continued)

Outcome	Description of items*
Inclusive behaviour	
Increased desire to join in a St Patrick's Day Parade	After being shown the photographs of the parades as per the last items, respondents were then asked if they would like to join in (Sections E and F). Their answers were coded '1' if they replied 'yes' and '0' if no.
Increased desire to join in an Orange Parade	
Increased willingness to be inclusive of others in general	Respondents were presented with photographs of three children (a Chinese child, a disabled child (a child in a wheelchair) and a white child with no disabilities). Male respondents were shown photographs of boys and female respondents photographs of girls (Sections B, G and K). For each child shown, respondents were asked: 1. 'would you play with this child', 2. 'would you sit beside them', 3. 'would you share your sweets with them'. Their answers were coded '0' if they said no; '1' if don't know; '2' if they said sometimes; and '3' if they said all the time. A mean score was calculated for their answers across the nine items (three for each of the three children shown) and this provided the measure for this outcome thus ranging from 0 to 3.
Increased willingness to be inclusive of those who are different in terms of race	Using the data collected from the previous task, mean scores were calculated for each respondent in relation to their answers to each child. The mean score for the white child was then substracted from that for the Chinese child to create this outcome measure. The measure thus ranged from -3 (strong preference for white child) to 0 (no difference in preferences) to +3 (strong preference for the Chinese child).
Increased willingness to be inclusive of those who are different in relation to disability	The same procedure was used as per the last item but this time subtracting the mean score for the white child (with no visible disabilities) from that for the disabled child.

*Reference to Sections relate to the relevant section of the research instrument (see Appendix A.1).

Table 4. **Practitioner and parent outcomes and measures***

Outcome	Description of measure	Reliability (Cronbach's alpha)
Recognition of the importance of doing diversity work with young children	Questions 1 – 4 are a series of statements asking the extent to which the respondent thinks young children are aware of and respond to differences in others. The final scale comprised Questions 2, 3 and 4. Question 1 was omitted from the final scale.	0.88
Confidence in dealing with diversity issues	Questions 5 – 18 are a series of statements relating to how confident and efficacious the respondent feels in relation to influencing children's attitudes towards others. The final scale comprised Questions 7, 8, 11, 12, 13, 15, 16 and 17. Questions 5, 6, 9, 10, 14 and 18 were omitted from the final scale.	0.81
Prejudices held about others (focusing specifically on sectarianism)	Questions 19 – 33 are a measure of subtle prejudice that was developed by Muldoon and Connolly (2007)** for use in Northern Ireland to assess Catholic and Protestant people's attitudes towards one another whilst minimising socially desirable responding. It is based on Pettigrew and Meertens (1997)*** subtle and blatant prejudice scale. The existing scoring key for this scale was used and is reported elsewhere.****	0.72
Empathy towards others in general (parents only)	Questions 34 to 47 are a measure of parental empathy using two sub-scales from the Interpersonal Reactivity Index: the Perspective Taking scale and the Empathic Concern scale[7]. The final scale comprised Questions 42, 43, 45, 46 and 47 which were originally part of the Perspective Taking subscale. Questions 34, 35, 36, 37, 38, 39, 40, 41 and 44 were omitted from the final scale.	0.83

*Reference to questions relate to those in the respective research instruments (see Appendices A.2 and A.3)

**Sectarianism and Subtle Prejudice in Northern Ireland: A Technical Report on a Survey of the Adult Population Commissioned by BBC Northern Ireland. Orla Muldoon and Paul Connolly, Queen's University Belfast, May 2007.

***T. F. Pettigrew and R. W. Meertens, 'Subtle and blatant prejudice in Western Europe, European Journal of Social Psychology, 25, pp. 57-75, 1995; R. W. Meertens and T. F. Pettigrew, 'Is subtle prejudice really prejudice? Public Opinion Quarterly, 61(1), pp. 54-71, 1997.

****Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology, 10*, 85.

2.5 Procedure

Pre-testing took place in September/October 2008 and the post-tests were conducted in May/June 2009. All data collection were undertaken by a team of fieldworkers who were fully trained and coordinated by the research team.

Fieldworkers visited each setting at both time points (pre and post) to test every child whose parent had provided written consent for them to take part in the evaluation. While visiting the setting fieldworkers also distributed questionnaires (pre and post) to both the parents of participating children and the practitioners who were delivering the intervention in the setting. Parents and practitioners could either return the questionnaire in a sealed envelope to the fieldworker or post it (freepost) back to the research team at Queen's.

2.6 Analysis

2.6.1 Child Outcomes

Because of the clustered nature of the data, the statistical analysis involved the use of multilevel models with children (level 1) clustered within settings (level 2). For each outcome, a linear or binary logistic multilevel model was estimated with the relevant post-test score being set as the dependent variable and the related pre-test score together with a dummy variable for whether the child was a member of the control or intervention group added as independent variables. Such models were used on the entire sample to estimate the main effects of the programme. The statistical significance of the coefficient for the dummy variable was used to test whether there was evidence of the programme having an effect.

For each outcome variable, the main effects models were then extended to consider whether the programme was having a differential effect in relation to:

- Gender
- Socio-economic status (for settings in Northern Ireland only where data on neighbourhood multiple deprivation were available)[4]
- Religion (for settings in Northern Ireland only)
- Whether the setting the child attended was in Northern Ireland or the Republic of Ireland
- The rated quality of the setting the child attended (see below)
- The level of programme fidelity as measure per setting (See below)

Full details relating to all of the multilevel models estimated are provided in the Appendices (see Appendix A4).

[4] In relation to SES, the child's home postcode was used to identify which super output area (SOA) the home was located and thus to derive the multiple deprivation ranking for that area. Unfortunately, such data were only available for children in Northern Ireland and thus the sub-analyses of the potential differential effects of SES were only conducted on the Northern Ireland sub-sample. Northern Ireland is organised into 890 SOAs ranked from 1 (most deprived) to 890 (least deprived). Postcodes were not available for a small number of children and, in such circumstances, the mean SOA rank for the other children in that child's setting was used for that child.

2.6.2 Practitioner and Parental Outcomes

A similar analysis, involving multilevel modelling, was used to analyse the effects of the programme on parents and practitioners. In this case, because of the smaller sub-samples, the analysis was restricted to a focus on the main effects of the programme and then the potential differential effects associated with: the quality of the setting; the degree to which the setting was assessed to have delivered the programme with fidelity; and whether the settings were in Northern Ireland or the Republic of Ireland. Full details of these models are also presented in Appendix A4.

2.6.3 Quality of Setting and Programme Fidelity

Prior to the analysis, the *Early Years* specialists with direct knowledge and experience of working with the settings participating in the evaluation were asked to rate the quality of each of the settings and the degree to which they felt each setting had delivered the programme.

In relation to setting quality, the specialists used their knowledge of the ECERS rating scale to consider each setting as a group and to rate it on two dimensions: the quality of the environment; and also the quality of the relationships within the setting. Each dimension was rated on a scale of 1 (low) to 5 (high). The ratings of both dimensions for the 74 settings were found to be highly correlated (r=.91) and so a composite measure of quality for each setting was used simply by calculating the mean score for both dimensions.

As regards programme fidelity, the *Early Years* specialists were asked to consult the detailed records they had gathered over the year to rate the extent to which each setting had delivered the programme, again on a scale of 1 to 5, in relation to the following dimensions:

Intensity of curriculum delivery:

- Feelings and exclusion themes
- Disability media message
- Race media message
- Cultural differences (religion) media message

Other:

- How well the setting incorporated the Media Initiative into their planning
- Degree to which MIFC displays were evident in the setting
- Proportion of staff within the settings that received the Media Initiative training
- Percentage of parents who attending the MIFC parental workshops

The four measures for the intensity of curriculum delivery were found to create a uni-dimensional scale that was highly reliable (alpha=.90).

To create an overall measure of programme fidelity, this composite measure of intensity was standardised as were the other four measures listed above. A principal components analysis was then conducted on the five standardised measures which found that four of the items (intensity of delivery; planning; displays; and staff trained) loaded onto one component and thus created a unidimensional scale. These four items were then used to create the final measure of fidelity (alpha=.85).

The remaining measure – parental involvement in workshops – was not found to be related to these other four measures and actually loaded almost perfectly onto a separate, second component. Adding this item to the other four also notably reduced the reliability of the resultant scale (to .73).

This suggests that, however well the programme was delivered by settings, this seemed to have little bearing on the ability of settings to encourage parental attendance at the workshops.

2.6.4 Calculation of Effect Sizes

In relation to all of the outcome measures, where an effect was found to be significant the statistical models were used to calculate the post-test mean scores (in the case of continuous measures) or the predicted percentages (in the case of binary measures) once pre-test scores were controlled for.

For continuous outcome variables, the associated effect size measure used was the standardised mean difference; calculated as the difference between the mean post-test scores for the control and intervention groups, once pre-test score differences were controlled for, divided by the pooled standard deviation for the post-test scores for both groups (i.e. Cohen's D).

For binary outcome variables, the most widely used measure of effect size is the odds ratio. However, this measure does not allow for direct comparability with the effect sizes for the continuous outcome variables. As such, the following formula[5] was used to adjust the odds ratio to create the equivalent of the standardised mean difference for a dichotomous variable that would allow direct comparison:

$$d = \frac{(\sqrt{3})}{\pi} \times LOR$$

where LOR is the natural logarithm of the odds ratio of achieving the desired outcome for those in the intervention group compared to those in the control group when pre-test scores were controlled for.

[5] See Chinn, S. (2000) 'A simple method for converting an odds ratio to effect size for use in meta-analysis', *Statistics in Medicine*, 19, 3127-3131. This method is also recommended in the Cochrane Handbook, see: Higgins, J. and Green, S. (2008) *Cochrane Handbook for Systematic Reviews of Interventions*, Chichester: John Wiley and Sons.

3. Findings

This section begins with a description and breakdown of the sample before reporting the findings in relation to the child outcomes as described in the previous section. Full details on each of the statistical models described in the previous section used in the analysis are provided in Appendices (see Appendix A5).

3.1 Characteristics of sample

Tables 5, 6 and 7 summarise the main characteristics of the sample as a whole and then the Northern Ireland and Republic of Ireland sub-samples respectively.

Table 5. **Breakdown of the entire sample by gender and religion**

	Control Group		Intervention Group	
	n	%	n	%
Gender				
Boys	322	54.5%	279	47.3%
Girls	269	45.5%	311	52.7%
Total	**591**	**100%**	**590**	**100%**
Religion				
Protestant	160	27.1%	186	31.5%
Catholic	353	59.7%	317	53.7%
Other	57	9.6%	65	11.0%
Information not provided	21	3.6%	22	3.7%
Total	**591**	**100%**	**590**	**100%**

Table 6. **Breakdown of the Northern Ireland sample by gender and religion**

	Control Group		Intervention Group	
	n	%	n	%
Gender				
Boys	251	53.0%	227	46.5%
Girls	223	47.0%	261	53.5%
Total	**474**	**100%**	**488**	**100%**
Religion				
Protestant	160	33.8%	184	37.7%
Catholic	250	52.7%	231	47.3%
Other	55	11.6%	52	10.7%
Information not provided	9	1.9%	21	4.3%
Total	**474**	**100%**	**488**	**100%**

Table 7. **Breakdown of the Republic of Ireland sample by gender and religion**

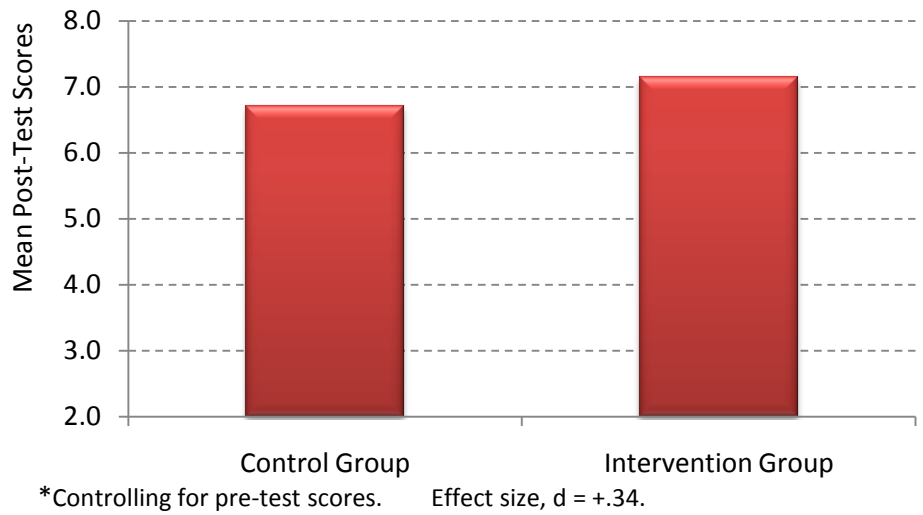
	Control Group		Intervention Group	
	n	%	n	%
Gender				
Boys	71	60.7%	52	51.0%
Girls	46	39.3%	50	49.0%
Total	**117**	**100%**	**102**	**100%**
Religion				
Protestant	0	0%	2	2.0%
Catholic	103	88.0%	86	84.3%
Other	2	1.7%	13	12.7%
Information not provided	12	10.3%	1	1.0%
Total	**117**	**100%**	**102**	**100%**

3.2 Child Outcomes – Socio-Emotional Development

3.2.1 Emotional Recognition

Evidence was found of a positive effect of the Media Initiative in relation to increasing children's ability to recognise emotions in others (See Appendix A4, Table 10). As illustrated by Figure 2, while children in the control group could identify an average of 6.7 emotions at post-test, this compared to 7.1 for those in the intervention group once pre-test scores had been controlled for. This represented an effect size (d) of +.34 (p<.0005).

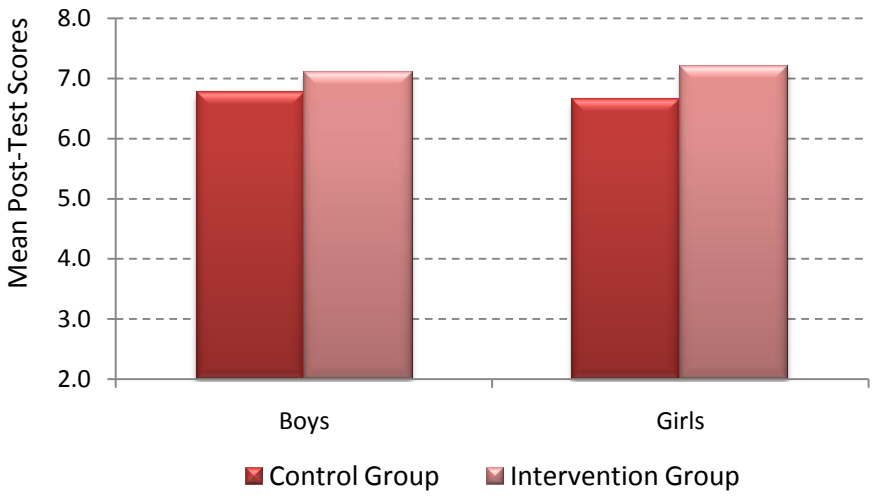
Figure 2. **The Effects of the Media Initiative on Children's Mean Post-Test Emotional Recognition Scores***



*Controlling for pre-test scores. Effect size, d = +.34.

Further analysis found that there was some evidence (p=.095) that the programme may have been more effective for girls compared to boys. As Figure 3 illustrates, while the mean score for boys increased by 0.3 between the control (6.8) and intervention (7.1) groups (d = +.25), the mean score for girls increased by 0.6 (from 6.6 to 7.2) representing almost double an effect size (d = +.43).

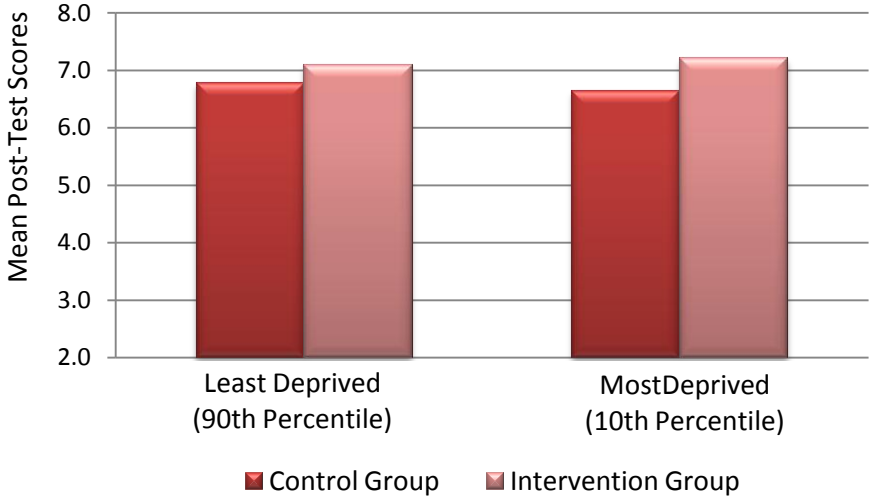
Figure 3*. Effects of the Media Initiative on Children's Mean Post-Test Emotional Recognition Scores, by Gender



*Controlling for pre-test scores. Effect sizes, d = +.25 (boys); +.43 (girls).

In addition, there was some evidence of differential effects in relation to SES such that the Media Initiative may have been more effective for those from more deprived neighbourhoods compared to those from more affluent ones (p=.081). This is illustrated by Figure 4 that compares the mean scores of those children at the 90th and 10th percentiles of the ranked deprivation scores. As can be seen, there was an increase of 0.2 in the mean scores of those in the control (6.9) and intervention (7.1) groups of those at the 90th percentile (least deprived) (d = +.18); this compared to an increase of 0.7 in the mean scores of those in the control (6.6) and intervention (7.3) groups for those at the 10th percentile (most deprived), representing an effect size that was three times higher (d = +.54).

Figure 4*. Effects of the Media Initiative on Children's Mean Post-Test Emotional Recognition Scores, by Deprivation



*Controlling for pre-test scores. Effect sizes, d = +.18 (least); +.54 (most).

No other subgroup effects were found in relation to the children's religious background or setting-level factors such as the rated quality of the settings, the fidelity of programme delivery or whether the setting was in Northern Ireland or the Republic of Ireland.

3.2.2 Recognition of Instances of Exclusion

There was also clear evidence that the Media Initiative was having a positive effect on children's ability to recognise instances of exclusion (See Appendix A4, Table 11). As seen from Figure 5, children were almost three times more likely to be able to recognise an instance of exclusion at post-test if they had participated in the Media Initiative. Controlling for pre-test differences, it was found that while only 3.6% of those in the control group were able to do this, 10.2% of those in the intervention group could recognise such an instance of exclusion (d = +.61, p<.0005).

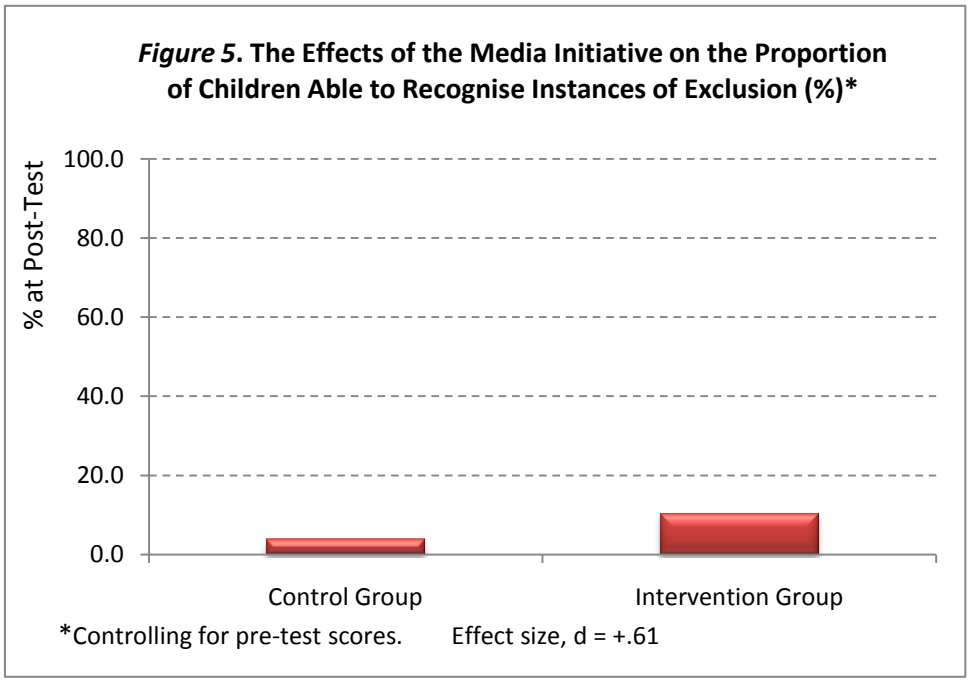


Figure 5*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise Instances of Exclusion (%)

There was also evidence that this effect was mediated by the quality of the setting such that larger effects were found in lower quality settings (p=.008). This is illustrated by Figure 6. As can be seen, for settings with the lowest quality rating ("1"), while only a marginal proportion of children in the control group could recognise instances of exclusion at post-test (0.1%), this compared to 7.5% of those in the intervention group (d = +2.42), controlling for any pre-test differences. However, for those with the highest quality rating ("5"), the difference was much less with 13.4% recognising instances of exclusion in the control group and 15.4% in the intervention group (d = +.09), again controlling for any pre-test differences.

As the trend suggests in Figure 6, this reduction in effect size would not seem to be related to a reduction in the effectiveness of the intervention in high quality settings but appears to be associated with the fact that high quality control settings seem to have a larger positive effect in relation to this outcome.

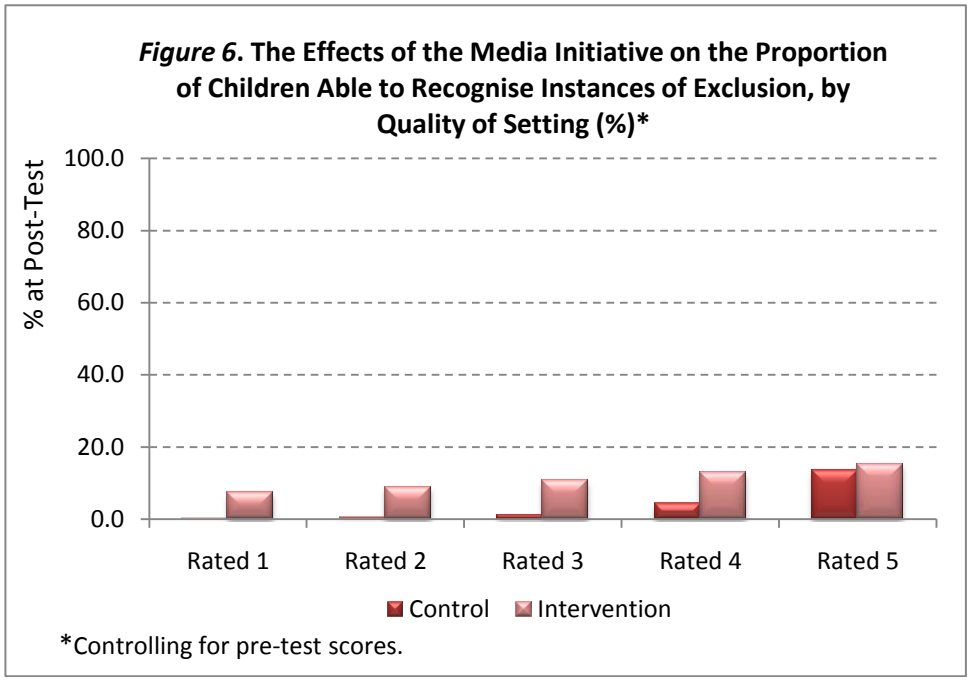


Figure 6*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise Instances of Exclusion, by Quality of Setting (%)

3.2.3 Recognition of How Being Excluded Makes Someone Feel

Finally, the programme was also found to have a positive effect in relation to increasing the ability of children to recognise that being excluded makes someone feel 'sad' (See Appendix A4, Table 12). As illustrated by Figure 7, once pre-test variations in awareness were controlled for, 72.6% of those in the control group were able to demonstrate awareness of this at post-test compared to 84.6% of those in the intervention group (d = +.40, p=.002).

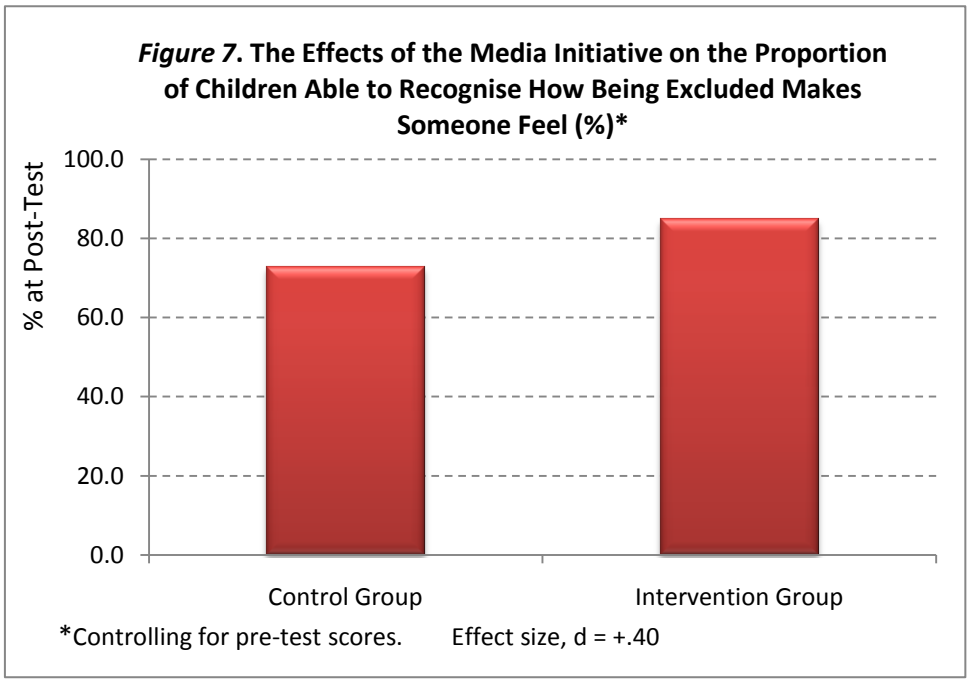


Figure 7*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise How Being Excluded Makes Someone Feel (%)

In relation to this outcome, the effects of the Media Initiative were found to be fairly consistent across the sample with no differential effects found in relation to particular groups of children or types of setting (whether defined by their rated quality, fidelity of programme delivery and/or whether they are based in Northern Ireland or the Republic of Ireland).

3.3 Child Outcomes - Awareness of Cultural Differences

3.3.1 Recognition of the Irish Tricolour Flag

There was clear evidence that the Media Initiative had a positive effect in relation to increasing children's ability to recognise the Irish Tricolour flag (See Appendix A4, Table 13). As illustrated by Figure 8, after participation in the Media Initiative children tended to be three times more likely to be able to correctly recognise the flag at post-test, and once pre-test differences between children were controlled for. While 3.2% of children in the control group could recognise the flag at post-test, 10.9% of those in the intervention group could (d = +.72, p=.005).

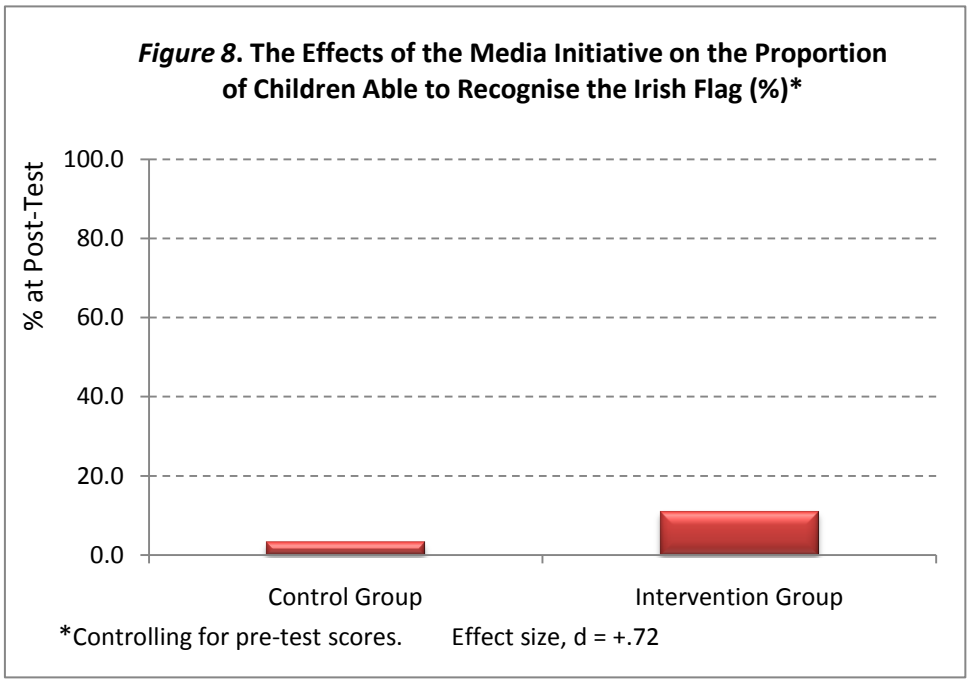
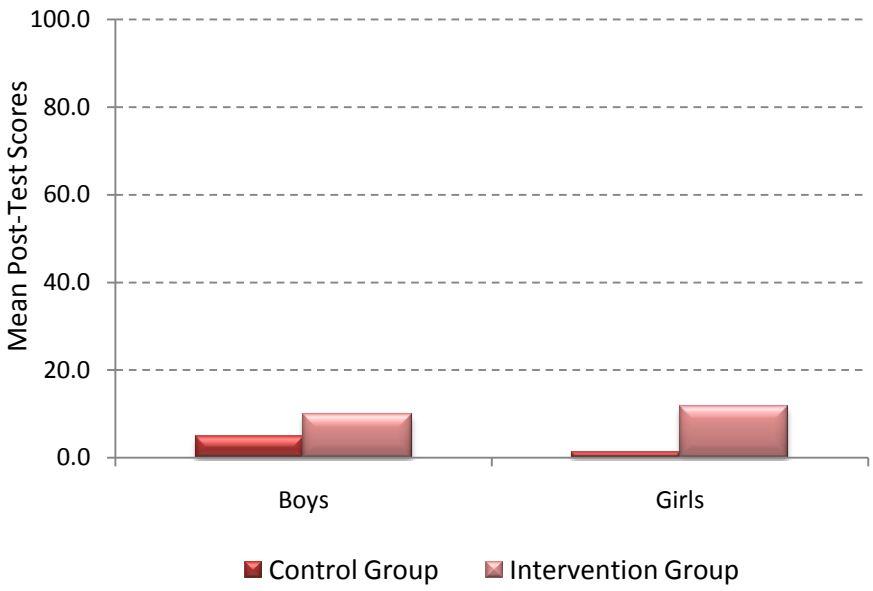


Figure 8*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise the Irish Flag (%)

Within this, the only differential effects found were in relation to gender where the effect was higher for girls than boys (p=.004). As illustrated by Figure 9, the programme tended to increase the proportion of boys able to recognise the flag from 4.8% in the control group to 9.8% in the intervention group (d = +.42). However, for girls, there was a larger increase from 1.4% in the control group to 11.7% in the intervention group (d = +1.23), having controlled for pre-test differences in both cases.

No other differential effects were found either in relation to a child's religion or SES or in relation to the differences between settings with regard to rated quality, programme fidelity or location (whether in Northern Ireland or the Republic of Ireland).

Figure 9*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise the Irish Flag by Gender (%)

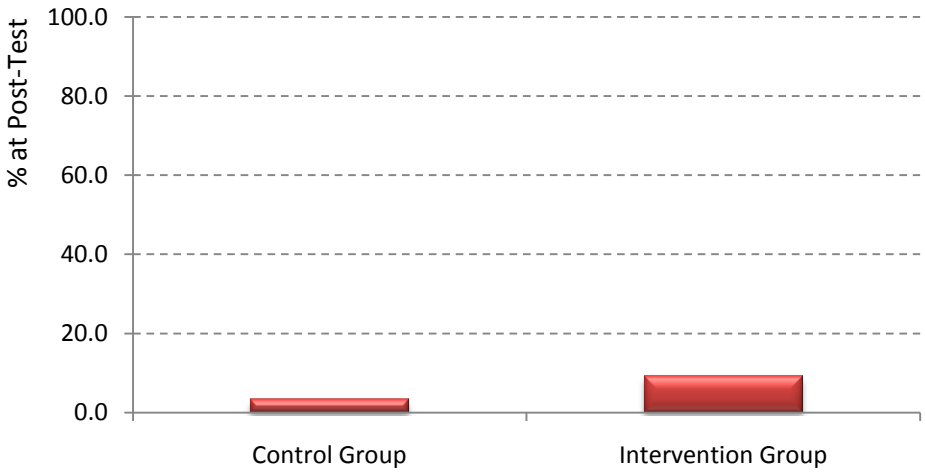


*Controlling for pre-test scores. Effect sizes, d = +.42 (boys); +1.23 (girls)

3.3.2 Recognition of the British Union Flag

A similar positive effect was also found in relation to the British Union flag (See Appendix A4, Table 14). As illustrated by Figure 10, while 3.1% of children in the control group could correctly recognise the flag at post-test, this rose to 8.9% of those in the intervention group having controlled for pre-test differences between the two groups (d = +.62, p=.006).

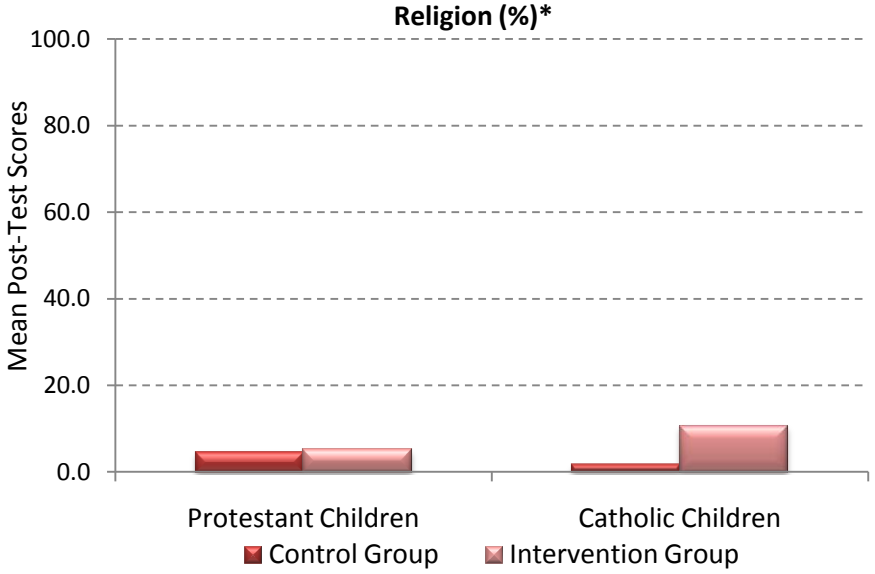
Figure 10*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise the British Flag (%)



*Controlling for pre-test scores. Effect size, d = +.62

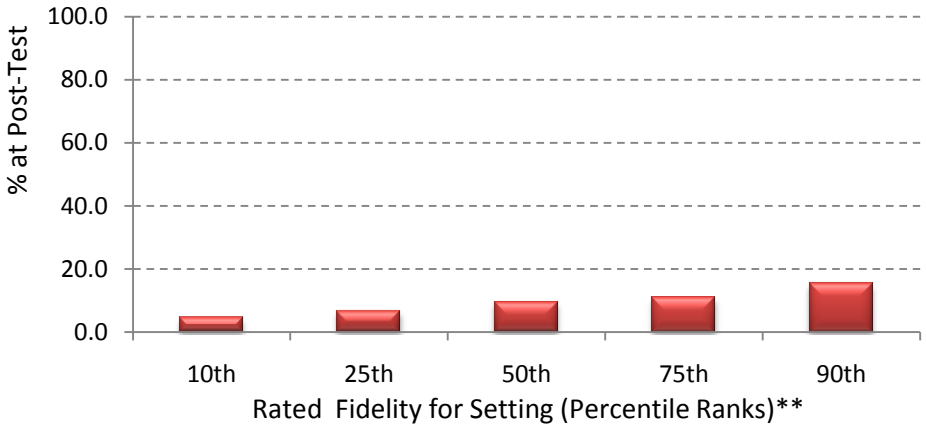
Within this, two differential effects were found in relation to religion (p=.034) and programme fidelity (p=.039). With regard to the former, most of the positive effect for the sample as a whole tended to be associated with the increased recognition demonstrated by the Catholic children. As illustrated by Figure 11, while the difference between the Protestant children in the control and intervention groups was marginal (4.7% compared to 5.2%, d = +.06), a much more notable difference was evident among the Catholic children with an increase from 1.7% in the control group to 10.7% in the intervention group, once pre-test differences were controlled for (d = +1.07).

Figure 11*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise the British Flag by Religion (%)



*Controlling for pre-test scores.
Effect sizes, d = +.06 (Protestants); +1.07 (Catholic).

Figure 12*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise Instances of Exclusion, by Quality of Setting (%)



*Controlling for pre-test scores. Effect size between 10th and 90th percentile, d= +.74

In relation to programme fidelity, it can be seen from Figure 12 that the proportion of children able to correctly recognise the British flag increased with increases in the degree to which the programme was delivered with fidelity. Thus while only 4.5% of children in settings that delivered the programme at just the 10th percentile of fidelity were able to correctly recognise the flag at post-test, this rose to 15.3% of children in settings that were at the 90th percentile of programme fidelity. This increased level of recognition between those in the 10th and 90th percentiles represents an effect size of d = +.74.

Beyond these differential effects found in relation to gender and programme fidelity, no other differential effects were evident with regard to any of the other child-level or setting-level characteristics.

3.3.3 Recognition of the St Patrick's Day Parade

There was also some evidence of smaller positive effects associated with the Media Initiative in relation to the children's increased ability to recognise parades (See Appendix A4, Table 15). In relation to the St Patrick's Day parade, and as illustrated by Figure 13, children who participated in the Media Initiative were twice as likely to be able to correctly recognise the parade at post-test compared to those in the control group, once pre-test differences were controlled for. Thus while 3.2% of children in the control group recognised the St Patrick's Day parade, 6.2% of children in the intervention group could do this (d = +.39, p=.074).

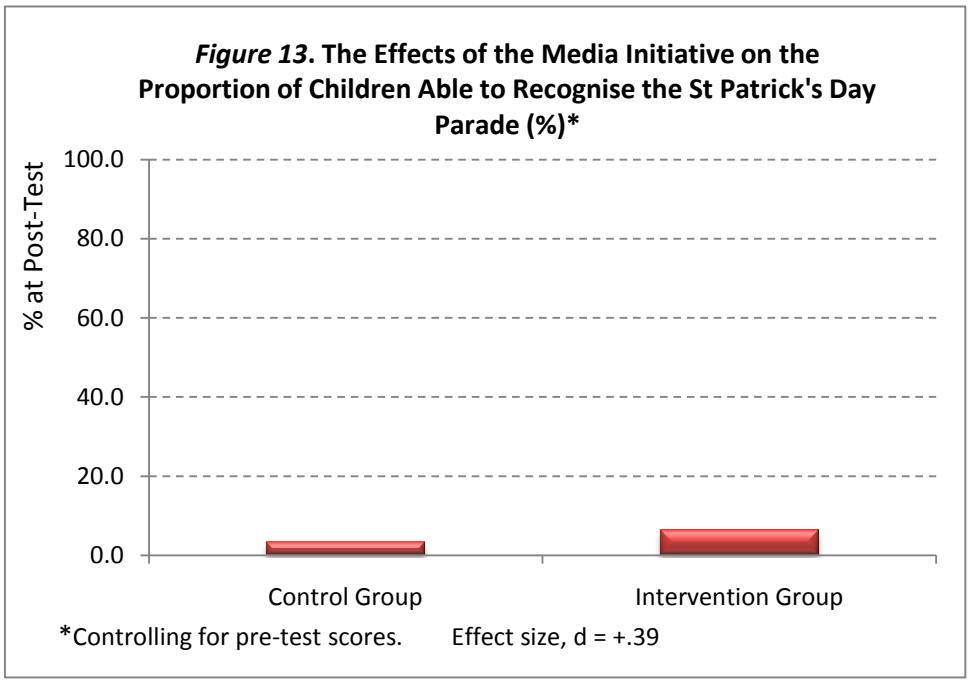


Figure 13*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise the St Patrick's Day Parade (%)

These effects were found to be relatively consistent across the sample with no differential effects found between subgroups of children or as associated with setting-level characteristics (such as rated quality, programme fidelity or location in Northern Ireland or the Republic of Ireland).

3.3.4 Recognition of the Orange Parade

A similar effect was found in relation to the children's ability to recognise the Orange Parade as illustrated by Figure 14 (See Appendix A4, Table 16). Thus while 3.3% of children in the control group could correctly recognise the parade at post-test, this rose to 6.3% of those in the intervention

group, once pre-test differences were controlled for (d = +.38, p=.083). As with the St Patrick's Day parade, no differential effects were found either in relation to child- or setting-level characteristics.

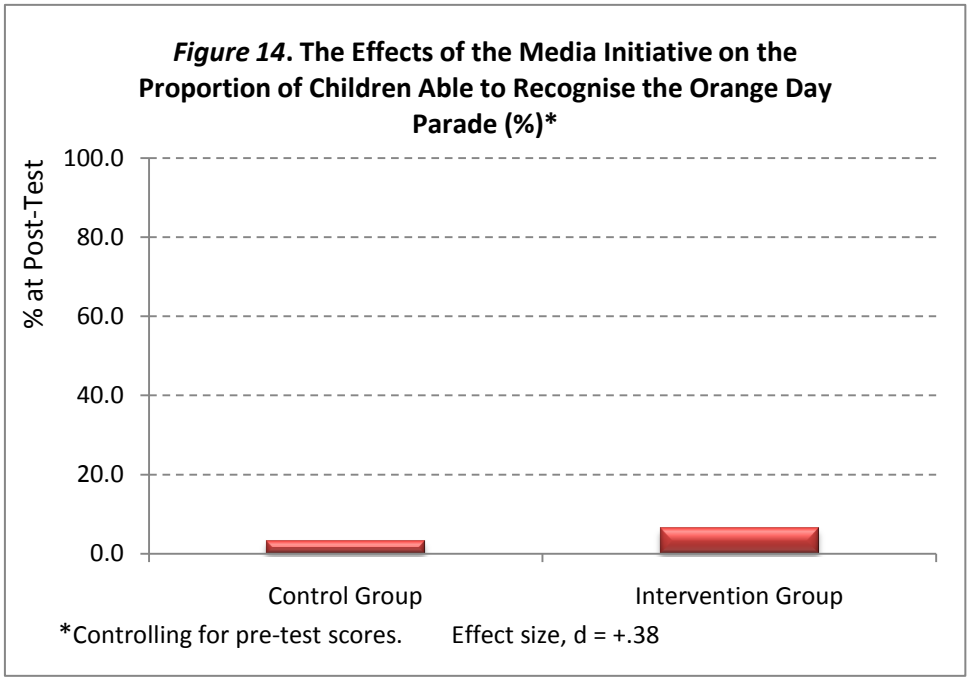


Figure 14*. The Effects of the Media Initiative on the Proportion of Children Able to Recognise the Orange Day Parade (%)

3.4 Child Outcomes - Inclusive Behaviour

3.4.1 Interest in Joining in a St Patrick's Day Parade

There was clear evidence that the Media Initiative had a small but positive effect in relation to increasing children's interest in joining in a St Patrick's Day parade (See Appendix A4, Table 17). As Figure 15 illustrates, while 64.2% of children at post-test were interested in joining in among those in the control group, this increased by 71.1% among those in the intervention group (d = +.17, p=.033).

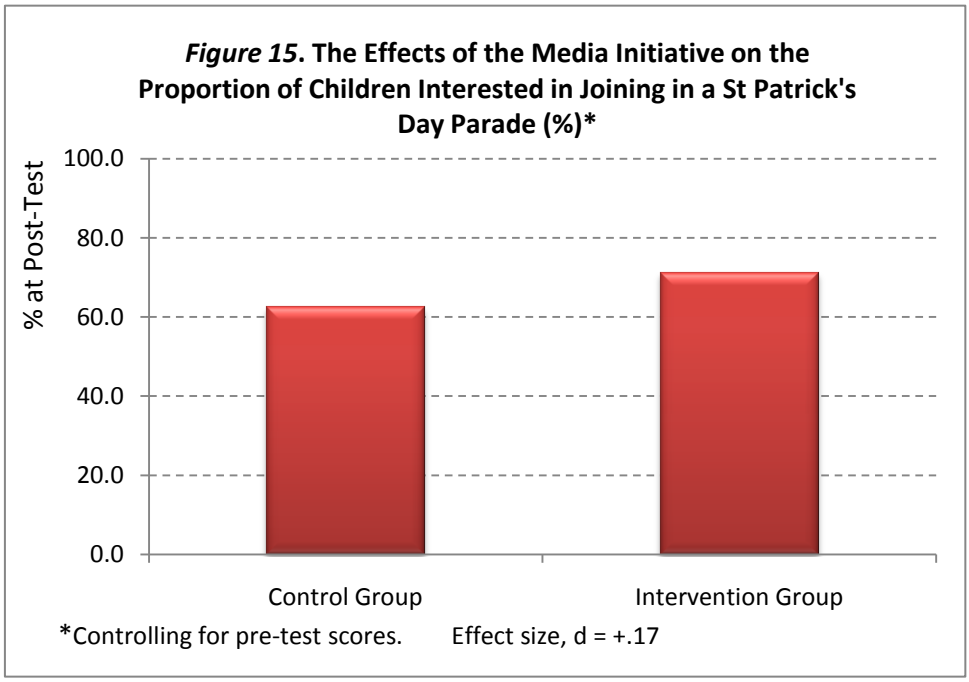
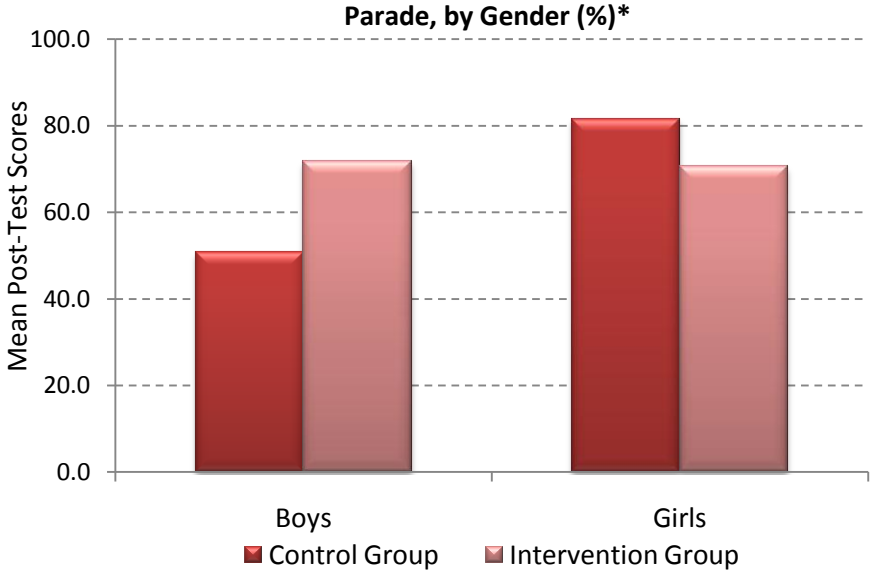


Figure 15*. The Effects of the Media Initiative on the Proportion of Children Interested in Joining in a St Patrick's Day Parade (%)

The only differential effects found in relation to this outcome were associated with gender (p<.0005) as illustrated by Figure 16. As can be seen, and after controlling for any pre-test differences, while the Media Initiative led to a positive increase among the boys (from 50.8% in the control group to 71.2% in the intervention group, d = +.48), it actually led to a negative effect among the girls (with a decrease from 81.6% in the control group to 70.7% in the intervention group, d = -.34).

Figure 16*. The Effects of the Media Initiative on the Proportion of Children Interested in Joining in St Patrick's Day Parade, by Gender (%)



*Controlling for pre-test scores.
Effect sizes, Phi = +.48 (Boys); -.34 (Girls)

3.4.2 Interest in Joining in an Orange Parade

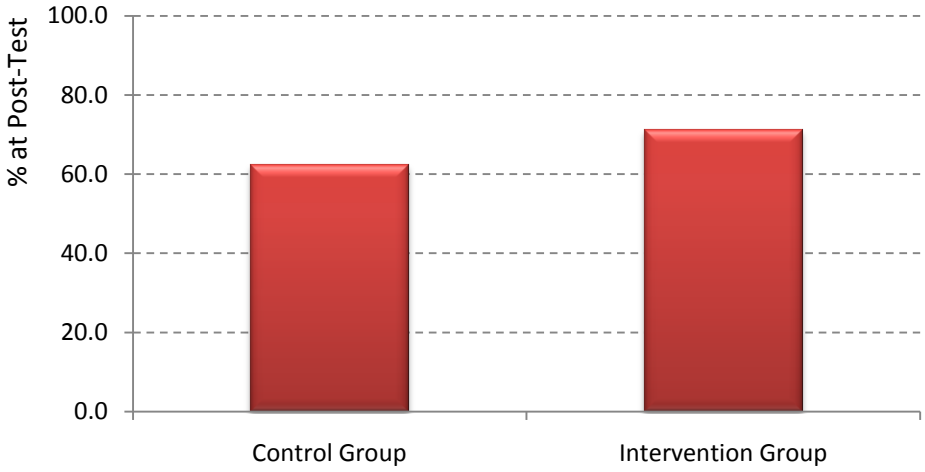
Similar effects were also found in relation to the Orange Parade (See Appendix A4, Table 18). As illustrated by Figure 17, there was evidence of a main effect for the sample as a whole. Having controlled for any pre-test differences, the proportion of children interested in joining in an Orange Parade increased from 60.8% in the control group to 71.8% in the intervention group (d = +.27, p=.002).

As with the St Patrick's Day parade, the only differential effects regarding the Orange Parade were in relation to gender (p<.0005) with the Media Initiative tending to be associated with a larger positive effect among boys but a slightly negative effect among girls. As illustrated by Figure 18, having controlled for any pre-test differences, while the proportion of boys interested in joining in an Orange Parade increased from 52.2% for those in the control group to 75.1% for those in the intervention group (d = +.56), a margin decrease was found among girls from 71.6% to 68.6% respectively (d = -.08).

Just as was found for the St Patrick's Day parade, no differential effects of the Media Initiative were found between Catholic and Protestant children or children from differing SES backgrounds; nor were any differential effects found in relation to the rated quality of settings, the degree to which

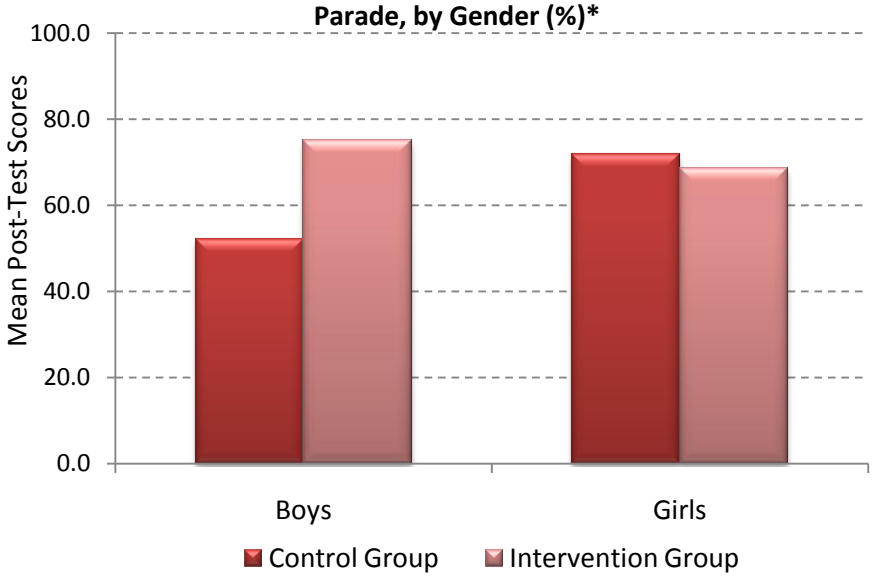
they delivered the programme with fidelity or whether they were located in Northern Ireland or the Republic of Ireland.

Figure 17*. The Effects of the Media Initiative on the Proportion of Children Interested in Joining in an Orange Parade (%)



*Controlling for pre-test scores. Effect size, d = +.27

Figure 18*. The Effects of the Media Initiative on the Proportion of Children Interested in Joining in an Orange Parade, by Gender (%)



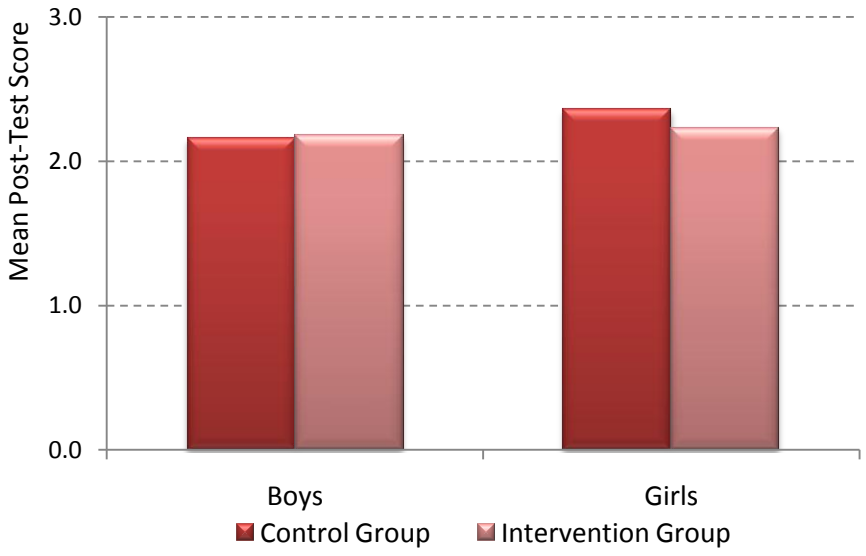
*Controlling for pre-test scores.
Effect sizes, d = +.56 (Boys); -.08 (Girls).

3.4.3 General Willingness to be Inclusive of Others

No evidence was found from this current trial that the Media Initiative Respecting Difference Programme had an effect in relation to increasing children's intended behaviour towards being

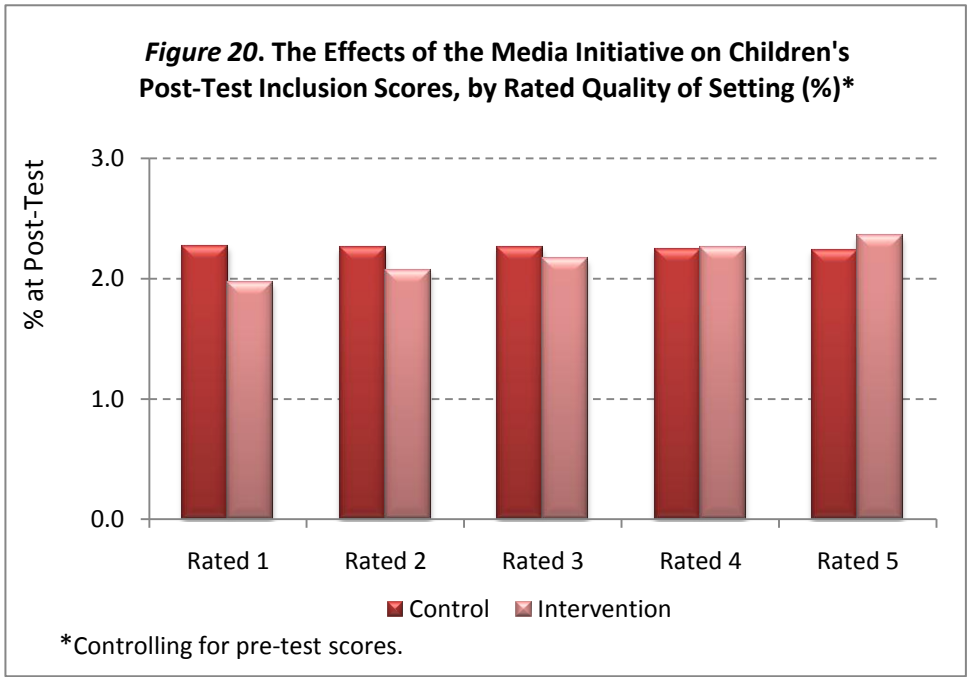
inclusive of others in general (See Appendix A4, Table 19). Within this, there was some evidence that it may possibly be having a negative effect for girls (p=.095). As Figure 19 illustrates, once pre-test differences were controlled for, while the post-test mean inclusion scores for boys were very similar (2.16 for those in the control group and 2.18 for those in the intervention group, d = +.02), the mean score for girls in the intervention group (2.23) was lower than that for those in the control group (2.36) (d = -.10).

Figure 19*. The Effects of the Media Initiative on the Children's Post-Test Inclusion Scores, by Gender (%)



*Controlling for pre-test scores.
Effect sizes, d = +.02 (Boys); -.10 (Girls).

In addition, there was evidence of a differential effect in relation to rated quality of the setting (p=.029). As Figure 20 shows, while the post-test inclusion scores of children varied little in relation to the rated quality of the setting they attended, it did vary for those in the intervention group. As can be seen, with every one point increase in the rated quality, the children's mean post-test inclusion scores increased by 0.10 points (equivalent to an effect size, d = +.13).



No evidence of any other differential effects was found either in relation to child-level or setting-level characteristics for this particular outcome.

3.4.4 Willingness to be Inclusive of Those Different in Relation to Race and Disability

With regard to these final two outcomes, no evidence was found that the Media Initiative Respecting Difference Programme was having an effect in relation to increasing children's willingness to be inclusive of a Chinese child or a child in a wheelchair compared to a white child with no disabilities (See Appendix A4, Tables 20-21). There was also no evidence that the programme was having any effects in this regard in relation to particular subgroups of children; nor was there any evidence that the programme was effective for those settings of high quality and/or those that delivered the programme with maximum fidelity.

However, it is important to note that due to the need not to place undue demands on the children, it was not possible to measure children's attitudes to children from a wider range of minority ethnic groups and/or with a wider range of types of disability. One consequence of focusing just on these two particular examples of difference (a Chinese child and a child in a wheelchair) is that it is therefore not possible to generalise from these findings about the effectiveness of the Media Initiative Respecting Difference Proramme on children's attitudes towards race and disability *in general*. For example, it is possible in relation to race that the while children's attitudes did not change towards a Chinese child, a positive change may have occurred in relation to their attitudes towards a black child given that a black child also featured prominently in the Media Initiative Programme and in the cartoon messages. Similarly, while this present evaluation found no evidence of a change in relation to the children's attitudes towards someone in a wheelchair, it is possible that their attitudes could have changed in relation to their more specific attitudes towards someone wearing a corrective eye patch.

3.5 Parental Outcomes

The evaluation found no conclusive evidence that the Media Initiative Respecting Difference Programme had any effects on parental outcomes. Neither was there any reliable evidence that the programme was more effective in high quality settings or settings that delivered the programme with high fidelity and nor were there any differences between the effects of settings in Northern Ireland or the Republic of Ireland on parental outcomes (See Appendix A4, Tables 22-26).

The one exception to this related to the impact of the rated quality of the setting on parents' recognition of the importance of doing diversity work with young children (see Appendix A4, Table 22). As illustrated by Figure 21, while this recognition among parents in control group settings tended to reduce as the rated quality of their setting increased, there was some evidence that the Media Initiative had the effect of reversing this trend (p=0.075). As can be seen, the parents' mean post-test score in settings with the lowest quality rating ("1") was 2.7 rising to 3.2 for those rated highest ("5"). On average, the mean score increased by 0.1 points for every one level increase in quality rating and this represented an effect size, d = +.07.

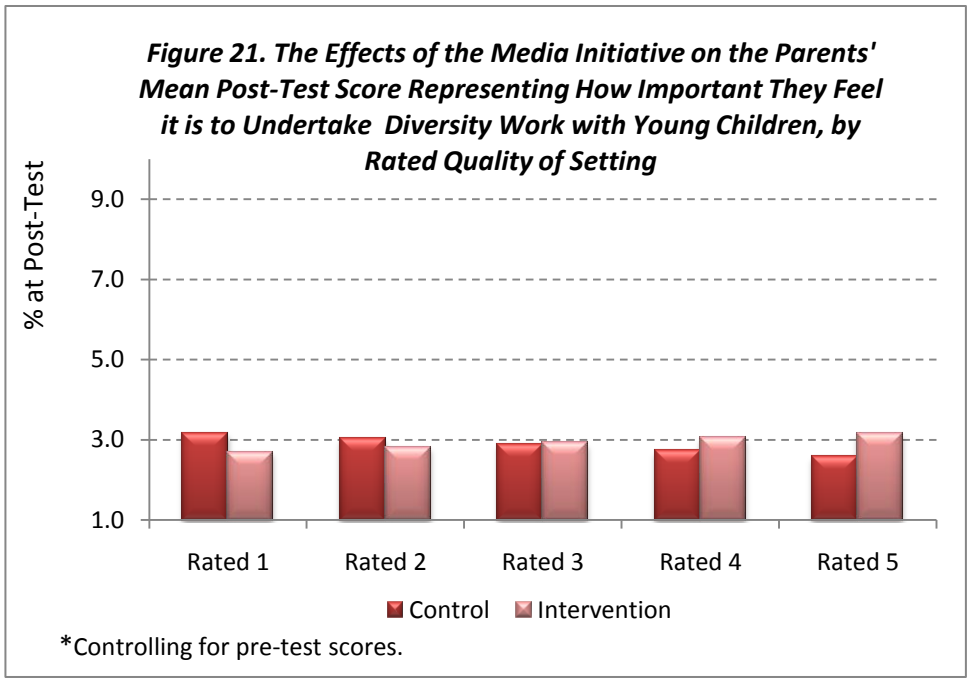


Figure 21. The Effects of the Media Initiative on the Parents' Mean Post-Test Score Representing How Important They Feel it is to Undertake Diversity Work with Young Children, by Rated Quality of Setting

In reporting these findings, however, it should be noted that this lack of evidence may, in part, be due to the much smaller sample available in comparison with the children. As described in the methodology section, this was a result of the difficulty in getting sufficient numbers of parents to complete and return the post-test questionnaires. With this in mind it is worth noting that in relation to two of the outcomes – parents' recognition of the importance of doing diversity work with children and also their belief in their ability to have a positive influence on their children – there were some potentially positive signs of improvement among those in the intervention group (d = +.11 and +.09 respectively) but they were not statistically significant (p=.217 and .266 respectively).

These findings are worth noting as they would suggest that further research in this particular area would be warranted and valuable. However they do need to be treated with extreme caution and should not, in themselves, be interpreted as evidence of the effectiveness of the programme on parental outcomes. The need to be cautious relates to two factors:

- that these findings are not statistically significant and thus there is a chance – a 21.7% and 26.6% chance respectively – that the programme had no effects at all and that these changes just reflect random variation; and

- the high non-response rates reported in the methodology section (down to just 47% of those who had completed the initial pre-test questionnaires) means that it is likely that those who completed the post-test questionnaires will not be representative of all parents. In particular, it may be the case that those who completed the post-test questionnaires were more likely to be motivated to do so because they had more positive attitudes towards the programme.

3.6 Practitioner Outcomes

Finally, a very similar picture was evident in relation to practitioners (See Appendix A4, Table 26). While the evaluation found no reliable evidence of the Media Initiative Respecting Difference Programme having an effect on practitioner outcomes, this may also have been due to the final sample of practitioners being too small to enable conclusive and reliable findings to be drawn. Nevertheless, and as with the parents, some potentially encouraging signs were found in relation to positive (but not statistically significant) effects regarding an increase in practitioners' recognising the importance of doing diversity work with young children (ES=+.11, p=.540) and their belief that they can personally make a difference in this regard (ES=+.23, p=.292). No discernible change was found in relation to the practitioners' levels of prejudice. Just as with the parental outcomes, however, these findings need to be treated with extreme caution and should not be interpreted as evidence that the programme was effective in improving outcomes among practitioners.

4. Summary and Conclusions

This section summarises the key findings from the trial and considers the implications of these for the further development of the Media Initiative programme.

4.1 Summary of findings in relation to child outcomes

Table 8 provides a summary of the findings arising from the trial in relation to each of the outcomes identified for the Media Initiative Respecting Difference Programme in relation to the children. The key points to note from these findings are as follows.

4.1.1 There is strong and robust evidence that the Media Initiative is effective in improving outcomes for children in relation to socio-emotional development and recognition of and respect for cultural diversity

It can be seen that the present evaluation has found clear evidence that the programme is having a positive effect in relation to most of the child outcomes specified. The programme is most effective in relation to increasing young children's socio-emotional development and also their recognition of and respect for cultural differences.

4.1.2 The Media Initiative tends to have similar effects regardless of the gender, religion and/or socio-economic background of the children and also whether they come from Northern Ireland or the Republic of Ireland

Within this, and as detailed in Table 8, there is some evidence that the Media Initiative Respecting Difference Programme may be having differential effects for specific subgroups of children in relation to some of the outcomes specified. However, without further corroborating evidence, these findings need to be treated with caution. More specifically, because of the multiple statistical testing that has taken place of the data, it is likely that some erroneous differences will emerge simply by chance. As such, unless a consistent pattern of differential effects is evident across the outcomes then there is a need to be extremely cautious in reading anything into any of the specific differences found.

In relation to the present findings, there was no evidence at all that the programme was having a differential effect for settings in Northern Ireland compared to those in the Republic. Moreover, in relation to differences between Catholic and Protestant children in Northern Ireland and also children from differing socio-economic backgrounds, there was very little evidence that the Media Initiative was having a differential effect.

Table 8. **Effects of the Media Initiative for Children on Children**

Outcomes	Main Effects	Differential Effects for Specific Subgroups[a]
Socio-Emotional Development		
1. Increased ability to recognise emotions in others	**+.34*** **	Gender differences* (Girls: +.43; Boys: +.25). SES differences* (Most deprived: +.54; Least Deprived: +.18). No differences in effects due to setting quality or fidelity.
2. Increased ability to recognise instances of exclusion	**+.61*** **	No gender differences. No SES differences. Differences re: setting quality*** (Low: +2.42; High: +.09). No differences in effects due to fidelity.
3. Increased ability to recognise how being excluded makes someone feel	**+.40*** **	No gender differences. No SES differences. No differences in effects due to setting quality or fidelity.
Awareness of and Attitudes towards Cultural Differences		
4. Increased ability to recognise Irish Tricolour flag	**+.72*** **	Gender differences*** (Girls: +1.23; Boys: +.42). No religious differences (NI only). No SES differences. No differences in effects due to setting quality or fidelity.
5. Increased ability to recognise British Union flag	**+.62*** **	No gender differences. Religious differences (Catholics: +1.07; Protestants: +.06). No SES differences. No difference in effect due to quality. Differences re: prog fidelity** (+.74 comparing those at 10th and 90th percentiles)
6. Increased ability to recognise St Patricks' Day Parade	**+.39***	No gender differences. No religious differences (NI only). No SES differences. No differences in effects due to setting quality or fidelity.
7. Increased ability to recognise Orange Parade	**+.38** **	No subgroup analysis possible.
Inclusive Behaviour		
8. Increased desire to join in St Patricks' Day Parade	**+.17** **	Gender differences*** (Girls: -.34; Boys: +.48). No religious differences. No SES differences. No difference in effect due to setting quality or fidelity.
9. Increased desire to join in Orange Parade	**+.27*** **	Gender differences (Girls: -.08; Boys: +.56). No religious differences. No SES differences. No difference in effect due to setting quality or fidelity.
10. Increased willingness to be inclusive of others in general	**No Evidence Found**	Gender differences* (Girls: -.10; Boys: +.01) No SES differences Differences re: quality** (+.13 per one quality rating increase) No differences re: fidelity once setting quality controlled for
11. Increased willingness to be inclusive of those different (race)	**No Evidence Found**	No gender differences. No SES differences. No differences in effects due to setting quality or fidelity.
12. Increased willingness to be inclusive of those different (disability)	**No Evidence Found**	No gender differences. No SES differences. No differences in effects due to setting quality or fidelity.

*p<0.10; **p<0.05; ***p<0.01

[a]The effects of the programme in settings in Northern Ireland compared to those in the Republic of Ireland were also tested for all of the outcomes listed. However no evidence was found of any differences.

The only potentially differential effect that was evident across five of the 12 outcomes was that relating to gender. However, such differential effects were rather inconsistent, with the findings suggesting that the Media Initiative was having a more positive effect for girls in relation to emotional recognition and the recognition of cultural symbols but then also having a negative effect for girls in relation to interest in joining in with some cultural events (namely the parades) and also their willingness to include others.

However, and for the reasons given above, without further corroborating evidence such findings need to be treated with caution. In relation to the evidence of negative effects in particular, the reduced willingness to be inclusive of others was marginal and only found to be approaching statistical significance (p=.095). Moreover, the potentially negative effects in relation to the parades may simply reflect the fact that parades could appeal to boys rather than girls. As such, and without testing the effectiveness of the Media Initiative in relation to a much wider range of cultural events, it would be premature at this stage and potentially misleading to conclude that the programme is having a negative effect in relation to the general willingness of girls to join in with cultural events.

Thus, given the lack of gender differences in relation to the majority of the outcomes and the inconsistent nature of the differences found in relation to the rest, it is reasonable to conclude that there is currently insufficient evidence to suggest that the Media Initiative is effecting boys and girls differently in any clear or consistent manner.

4.1.3 The Media Initiative Respecting Difference Programme is robust

It can be concluded that the Media Initiative Respecting Difference Programme is a robust programme in the sense that the same level of effects reported in this trial can be expected to be found in settings delivering the programme regardless of their rated quality and/or any variations in the degree to which they implemented the programme with fidelity and also, significantly, regardless of whether the programme is being delivered in Northern Ireland or the Republic of Ireland.

In only two of the 12 outcomes was there any evidence to suggest that the rated quality of the setting may mediate the effectiveness of the programme and, similarly, in only 2 of the 12 outcomes was there any evidence of the same in relation to programme fidelity. For the reasons given earlier, such evidence needs to be treated with caution given the lack of consistency of such effects across the 12 outcomes and also the fact that some of these findings could well have arisen by chance.

4.1.4 The effects found are those that can be expected in settings implementing the Media Initiative Respecting Difference Programme in 'real world' conditions

It is worth noting the large-scale nature of this trial and the methods used to recruit settings to it. It is often the case that randomised trials of educational programmes tend to be small scale and involve more dedicated and highly motivated settings whose delivery of the programme tend also to be extremely well supported and controlled. As such, many of these trials are better described as 'efficacy tests' that provide evidence of the type of effects that can be found when a programme is delivered in optimal conditions.

This trial, however, has evaluated the Media Initiative Respecting Difference Programme as it has been delivered in a wide range of settings and in real-world conditions. As explained in the methodology section, settings were randomly selected from across Northern Ireland and the two counties of Roscommon and Louth in the Republic. Moreover, all of the settings that had already

come forward and volunteered to implement the Media Initiative were excluded from the trial. As such, the sample for this trial is likely to be more representative of the typical range of early years settings that exist in the region. If anything, it could even be argued that the sample is slightly biased with those settings most highly motivated and committed to delivering a programme like the Media Initiative having been excluded.

Moreover, given the scale of the trial, the number of settings that were involved in the intervention group and also the fact that the intervention took place over a full year, it would not have been possible for Early Years to closely control the implementation and delivery of the programme. Thus it is reasonable to assume that the support that the settings received from the Early Years Specialists, as part of the programme, can also be regarded as more typical of that which settings would receive in normal, real-world conditions. The importance of the role of the Early Years Specialist within the Media Initiative Respecting Difference Programme is considered in the report presenting the findings of the qualitative case studies.

4.1.5 The effects found represent the 'added value' of implementing the Media Initiative Respecting Difference Programme

In addition, it is also important to note that the effects reported here are those *above and beyond* any effects achieved by the early years settings in the control group. In this it should also be remembered that early years settings in Northern Ireland were required to implement the *Northern Ireland Early Years Pre School Curricular Guidance* which includes a focus on areas also covered by the Media Initiative, including 'personal social and emotional development' and 'the world around us'. Similarly, early years settings in the Republic of Ireland have access to both the *Síolta National Quality Framework for Early Childhood Education* in Ireland and *Aistear*, which is a curriculum framework for all children from birth to six years across the range of early childhood settings in Ireland.

The actual effects of the Media Initiative Respecting Difference Programme reported here are therefore those achieved *in addition* to those associated with the existing frameworks and curricula already being implemented in the control settings. As such, they represent the *added value* associated with settings delivering the programme rather than continuing with their existing methods of meeting the requirements of the curriculum.

4.1.6 The effects of the Media Initiative Respecting Difference Programme could be enhanced in relation to increasing awareness of cultural differences

While the Media Initiative Respecting Difference Programme has achieved positive effects in relation to increasing children's awareness of cultural events and symbols, for the most part it can be seen from the various charts that such improvements have been fairly incremental and modest. With regard to the ability to correctly recognise flags, for example, while only about 3% of the children in the control group could do this at post-test, this only increased to about 9-10% of children who participated in the Media Initiative. Similarly, the proportions of children in the Media Initiative settings who could correctly identify the parades at post-test were just 6%.

It is recognised that the cultural awareness element of the programme is not simply about teaching children to recognise flags and parades. However, and developmentally, the ability to recognise cultural differences is the necessary starting point for young children being then able to develop an awareness of, and positive and inclusive attitudes towards, such differences. As flags and parades are such prominent markers of difference between the Catholic and Protestant communities in Nothern Ireland then it is reasonable to expect that if the Media Initiative is having a positive effect

in relation to increasing children's awareness of cultural differences then this should be reflected in their ability to recognise these items.

As mentioned above, the present evaluation has shown that this was indeed the case. However, the rather incremental nature of the improvements in this area are noteworthy given the fact that children at this age are well adept at labelling and remembering new things. As such, if such cultural differences were covered consistently by settings as part of the programme then one would expect much larger proportions of children being able consequently to correctly recognise the symbols/events shown. What this may indicate, therefore, is either some continuing reluctance of settings to cover this aspect of the programme given what they may perceive to be its politically sensitive nature and/or the tendency to cover specific events/symbols only briefly and to an insufficient degree.

4.1.7 There was no evidence that the Media Initiative Respecting Difference Programme had any effect in terms of increasing the willingness of children to be inclusive of others

The one area where no evidence was found of the Media Initiative Respecting Difference Programme achieving effects was in relation to increasing children's stated willingness to be inclusive of others in general and also those different to themselves more specifically. While there was some indication that the more that settings delivered the programme with fidelity, the more that the children's levels of inclusivity to others increased, this was only marginal.

This lack of effect is surprising to the extent that the programme was found to have positive effects in relation to those intermediate outcomes that one would expect to be precursors to the development of more inclusive behaviour; namely the children's increased socio-emotional development and greater recognition of, and interest in, cultural differences.

However, given that some of the effects found in relation to these other outcomes were fairly modest then it could be the case that they were not large enough to then have an impact on the children's intended behaviour. Moreover, the lack of effect in relation to the children's willingness to be inclusive of others in general may also reflect the lack of more specific activities and materials in the existing resource pack that seek to model out for the children, explicitly, concrete ways of being inclusive towards others.

In this sense it is worth noting that the measure used for children's willingness to be inclusive involved the children being shown a photograph of individual children they had not seen before and being asked whether they would engage in a number of appropriate inclusive behaviours towards that the child they were shown including: 'would you sit beside him/her at breaktime?'; 'would you play with him/her'; and 'if you had some sweets would you share them with him/her?' At this young age, such inclusive practices may need to be explicitly modelled out and reinforced for the children.

With regard to the children's willingness to be more inclusive of those different to themselves in relation to race and disability, the evaluation found no evidence that the Media Initiative had the effect of increasing children's willingness to include a Chinese child nor their willingness to include a child in a wheelchair compared to a white child with no disabilities.

However, and as stressed earlier, it is important to note that such findings do not necessarily mean that the programme has not been effective at all in relation to improving the children's attitudes to race and disability. It is possible that the Media Initiative could have had a positive effect on the children's willingness to include those that are different in other respects; most notably a black child in relation to race and a child wearing a corrective eye patch in relation to disability – both of which

were featured prominently as characters in the cartoons and thus also in the resource materials. However, because of the limits of time and resources, the final research instrument that was used for the evaluation and as agreed by the research team and Early Years did not include these specifically.

4.2 Summary of findings in relation to parental and practitioner outcomes

The evidence in relation to the effectiveness of the Media Initiative Respecting Difference Programme on parental and practitioner outcomes is summarised in Table 9. As can be seen, the trial produced no reliable evidence that the programme was having a positive effect for these two groups. However, some potentially promising signs of positive change were notable from the findings that are worth noting. In particular, while there was no discernible change with regard to the parents' or practitioners' levels of sectarian prejudice or the parents' levels of empathy, positive change was discernible for both groups with regard to increases in their awareness of the need to undertake diversity work with young children and also their confidence in their own ability to address such issues with their children (with effect sizes ranging from +.09 to +.27).

***Table 9*. Effects of the Media Initiative for Children on Parents and Practitioners**

Outcomes	Main Effects	Differential Effects for Specific Subgroups[a]
Parental Outcomes		
1. Increased recognition of importance of doing diversity work with young children	**No Evidence**	Differences re: quality** (+.07 per one quality rating increase). No differences in effects due to fidelity.
2. Increased belief among parents that they can make a difference in their children's attitudes and behaviour	**No Evidence**	No differences re: setting quality. No differences in effects due to fidelity.
3. Increased empathy among parents	**No Evidence**	No differences re: setting quality. No differences in effects due to fidelity.
4. Reduction in sectarian prejudice	**No Evidence**	No differences re: setting quality. No differences in effects due to fidelity.
Practitioner Outcomes		
1. Increased recognition of importance of doing diversity work with young children	**No Evidence**	No differences re: setting quality. No differences in effects due to fidelity.
2. Increased belief among parents that they can make a difference in their children's attitudes and behaviour	**No Evidence**	No differences re: setting quality. No differences in effects due to fidelity.
3. Reduction in sectarian prejudice	**No Evidence**	No differences re: setting quality. No differences in effects due to fidelity.

*p<0.10; **p<0.05; ***p<0.01

[a]The effects of the programme in settings in Northern Ireland compared to those in the Republic of Ireland were also tested for all of the parental outcomes listed. However no evidence was found of any differences.

These findings are worth noting as they would suggest that further research in this particular area would be warranted and valuable. However they do need to be treated with extreme caution and should not, in themselves, be interpreted as evidence of the effectiveness of the programme on parental outcomes. The need to be cautious relates to two factors:

- that these findings are not statistically significant and thus there is a notable chance that the programme had no effects at all and that these changes simply reflect random variation; and

- the high non-response rates reported in the methodology section (down to just 47% of those who had completed the initial pre-test questionnaires) means that it is likely that those who completed the post-test questionnaires will not be representative of all parents. In particular, it may be the case that those who completed the post-test questionnaires were more likely to be motivated to do so because they had more positive attitudes towards the programme.

4.3 Implications for the further development of the programme

Overall, this randomised trial has found strong and robust evidence that the Media Initiative Respecting Difference Programme:

- is effective in improving outcomes in young children in relation to their socio-emotional development and awareness of and attitudes towards cultural differences;
- has similar effects for all children, regardless of their gender, religion and/or socio-economic background and also regardless of whether they are from Northern Ireland or the Republic of Ireland;
- is a robust programme in that it will achieve similar effects regardless of the quality of the setting it is delivered in or the degree to which it is delivered with fidelity;
- that the effects found represent those can that be expected in settings implementing the Media Initiative Respecting Difference programme in 'real world' conditions; and
- that these effects constitute the 'added value' of preschool settings using the Media Initiative Respecting Difference Programme to enhance socio-emotional learning and promote understanding of and respect for differences compared to their current methods and resources.

In interpreting these findings, it is also worth noting that over a quarter of all possible settings were not eligible to participate in the trial and were thus excluded because they had already actively volunteered to be trained in the delivery of the Media Initiative Respecting Difference Programme. As such, this may have resulted in a final sample for this evaluation that had a disproportionate number of settings that were initially less committed to or enthusiastic about delivering a programme such as this one.

Within this, there are eight key implications from the findings for the further development of the Media Initiative Respecting Difference Programme:

1. There is sufficient evidence generated by this trial of the programme having clear and positive effects to warrant consideration of extending its work both upwards into Key Stage One of the statutory curriculum and also earlier, for 2-3 year olds. In relation to the former, it would thus be possible to use the existing curricular materials and supplement these with some additional materials and slightly more advanced activities for use with older children in P1-P4 classes in school. Such work could play an important role in helping to consolidate and extend further the positive effects found here in relation to the 3-4 year olds.

Similarly, it would be worthwhile considering how a version of the Media Initiative Respecting Difference Programme could be extended for use with younger children aged 2-3 years. Such a version would clearly be different in its emphasis and focus to the main programme and would be likely to focus more on building some of the foundations required for children to develop socially respectful and inclusive attitudes and behaviours as they grow older. In this sense, it would be worth exploring how such a programme aimed at 2-3 year olds might focus more on the early development of children's core socio-emotional skills. It would be important for the materials and activities created for this purpose to reflect cultural and physical diversity but the development of children's awareness of such diversity would not be the primary outcome of the programme at this age.

In relation to both of these suggested developments, there is a need to focus not only on the development of appropriate activities and resource materials but also on the effective training and ongoing support of practitioners and parents in delivering such programmes.

2. With regard to encouraging children to be more inclusive of others in general, it would be worth considering how the existing activities and resources developed for the programme could be used to demonstrate and explicitly model out inclusive behaviours for children in a range of naturally occurring situations as well as providing guidance for practitioners, as agents of change, for how they can model out such behaviours as well in their practice.

3. The current trial did not test all of the potential effects that the programme may have had on children's willingness to include those from differing minority ethnic backgrounds and/or those with differing types of disability. Of the two differences that were focused upon, namely in relation to a Chinese child and a child in a wheelchair, no evidence was found of the programme having an effect on the children's attitudes. It is therefore critical that when practitioners are working on issues related to disability and race/ethnicity, that they draw upon all of the available curricular resources and guidance contained in the Programme Service Design Manual which support practitioners to address all aspects of difference.

4. With regard to increasing the effectiveness of the Media Initiative Respecting Difference Programme further in relation to children's awareness of and positive attitudes towards cultural differences, it would be worth considering:

    a. Identifying a number of key cultural events and symbols and developing more focused activities and materials that seek explicitly to increase the children's awareness and knowledge of these. The choice of events and symbols should reflect a variety of cultures and should also appeal to both boys and girls.

    b. Building upon and developing further the existing innovative practitioner training that the programme provides that seeks to identify and address the concerns and anxieties that practitioners might have in engaging in activities focused on cultural differences, particularly as they relate to the ethno-religious divide in Northern Ireland.

5. Finally, it is worth noting that this has been an innovative trial not just in relation to its size and scope but also the nature of the outcomes focused on that have required a number of bespoke measures to be developed and used for the first time. In ensuring that the appropriate tools are available to continue to evaluate the effectiveness of programmes such as this present one, further developmental research is required in relation to working

on and refining existing measures as well as developing further measures that are capable of being used to measure the impact of other aspects of the programme not covered in this evaluation.

6. It is notable that in relation to Northern Ireland, the need to address issues of diversity and to promote respect for difference in early childhood is not mentioned either in relation to the government's current consultation on the Programme for Cohesion, Sharing and Integration (OFMDFM, 2010) or the Early Years (0-6) Strategy (Department of Education, 2010). In contrast recent policy developments in the Republic of Ireland have stressed the need for a focus on diversity and interculturalism. These include Síolta, the National Quality Framework for Early Childhood Education (2006), Diversity and Equality Guidelines for Childcare Providers (2006), Aistear, The Early Childhood Curriculum Framework (2009) and the Intercultural Education Strategy (2010).Given the cumulative weight of evidence that now exists locally regarding how attitudes form at an early age, and in light of the strong evidence provided through this present trial of the role that early childhood initiatives can have in bringing about real and measurable positive change, it is imperative that issues of diversity and difference form a key component of any early childhood strategy and that such a strategy, in turn, represents a key element of any wider programme to promote community cohesion.

7. This present trial is one of only a few studies – either in relation to early childhood programmes or in relation to community relations programmes more generally – that has attempted to undertake a rigorous evaluation of the actual measurable effects of a diversity programme on the attitudes and awareness of children, parents and practitioners. There is a need for government not only to develop appropriate programmes to promote community cohesion but also to ensure that such programmes are based on the best available evidence and also subject to rigorous evaluation.

8. Finally, it should be recognised that this has been an innovative trial not just in relation to its size and scope but also the nature of the outcomes focused on that have required a number of bespoke measures to be developed and used for the first time. In ensuring that the appropriate tools are available to continue to evaluate the effectiveness of programmes such as this present one, further developmental research is required in relation to working on and refining existing measures as well as developing further measures that are capable of being used to measure the impact of other aspects of the programme not covered in this evaluation.

Appendices

Appendix A1: Research Instrument (Children)

INSTRUCTIONS FOR INTERVIEWERS

It is very important that the interviews are all conducted in a standardised way. We would therefore be extremely grateful if you could note the following:

1. **Each child should be interviewed separately, in the main room but well out of the way of others and ideally sat at a table facing away from ongoing activities;**
2. **Please request that a playgroup assistant sit with/beside the child during the interview;**
3. **The photographs should be shown to each child as specified below (keep all other items not being used face down and out of view of the child);**
4. **During the interview, comments made to the child should be restricted (as far as possible) to those specified below. Please avoid the temptation to prompt the child and specifically request that the playgroup assistant does not prompt the child;**
5. **Everything that the child says in response to the questions asked should be written down, word-for-word, in the appropriate box where applicable;**
6. **Throughout the interview, offer non-directive encouragement to the child after each task (i.e. "That's great!", "Well done!").**

CHILD'S DETAILS

Please note that names of all children and of the playgroups/nurseries will remain strictly confidential and will not be divulged as part of the research. They are only required here to ensure that we match up each child's responses for both sets of interviews.

a. Name: _____ b. Date of Birth: _____

c. Child's Home Postcode: _____

d. Male/Female* [*please circle] e. Protestant/Catholic/Other* [*please circle]

f. Name of Playgroup/Nursery: _____

THE INTERVIEW

	Office use only
A. INTRODUCTIONS	
Use these statements/questions to put the child at ease and to encourage them to talk. You do not need to record any of the responses to these first few questions.	
• *"Hello, my name is ____ and I'm here today to get you to help me with some little tasks. Do you think that would be OK?"* • *"What have you been doing this morning/afternoon?"* • *"What's your favourite toy?"* • *"Who do you like playing with the best?"* • *"That's great. Would you like to see these pictures I've got here?"* • *"What I'll do is to show you one at a time. I'd like you to have a look at each child and then I'll ask you a few little questions. Is that OK?"*	
B. INTENDED BEHAVIOUR – ITEM 1	
Take the three individual photographs of girls for a female interviewee and the three individual photographs of boys for a male interviewee.	
Randomly select one of the three individual photographs and place it in front of the child	
Record selected photo: [ ]$_1$ White child [ ]$_2$ Disabled child [ ]$_3$ Chinese child	*IB1CHILD*
"Here's the first photo. This is _____".	
Q1. *"Would you sit beside him/her at break time?"*	
[ ] Yes → *"Would you sit beside him/her sometimes or all the time?"* [ ]$_0$ No [*Please also tick:*] [ ]$_2$ Sometimes [ ]$_1$ Don't know [ ]$_3$ All the time [ ]$_9$ No response [ ]$_8$ No response	*IB1Q1*
Q2. *"Would you play with him/her?"*	
[ ] Yes → *"Would you play with him/her sometimes or all the time?"* [ ]$_0$ No [*Please also tick:*] [ ]$_2$ Sometimes [ ]$_1$ Don't know [ ]$_3$ All the time [ ]$_9$ No response [ ]$_8$ No response	*IB1Q2*
Q3. *"If you had some sweets would you share them with him/her?"*	
[ ] Yes → *"Would you share your sweets with him/her sometimes or all the time?"* [ ]$_0$ No [*Please also tick:*] [ ]$_2$ Sometimes [ ]$_1$ Don't know [ ]$_3$ All the time [ ]$_9$ No response [ ]$_8$ No response	*IB1Q3*

C. EXCLUSION ITEM **Place the photo labelled 'EXCLUSION' in front of the child** **Record all responses verbatim** Q4. *"Can you tell me what these children are doing?"*	*Office use only*
	EXCLQ4 (text)
Q5. *"What else can you tell me?"*	
	EXCLQ5 (text)
Q6. *"Is there anything else?"*	
	EXCLQ6 (text)
D. FEELINGS ITEM **Place the photo labelled 'FEELINGS' in front of the child** **Record all responses verbatim** Q7. *"Have a look at this photograph. Can you see this little boy?* [Point him out]. *How do you think he is feeling?"*	
	FEELQ7 (text)
Q8. *"Why do you think he is feeling like that?"*	
	FEELQ8 (text)

E. CULTURAL RECOGNITION (PARADES) – ITEM 1

Randomly select one of the two parades photographs and place in front of the child

Record selected item: St Patrick's Day [ ]0
Twelfth of July [ ]1

CLT1PARA

Record all responses verbatim

Q9. *"Can you tell me what they are doing?"*

CLT1PQ9 (text)

Q10. *"Is there anything else you can tell me about them?"*

CLT1PQ10 (text)

Q11. *"Would you like to join in?"*

[ ] Yes → *"Would you like to join in sometimes or all the time?"*
[ ]0 No [Please also tick:] [ ]2 Sometimes
[ ]1 Don't know [ ]3 All the time
[ ]9 No response [ ]8 No response

CLT1PQ11

F. CULTURAL RECOGNITION (PARADES) – ITEM 2

Place the second parade photograph in front of the child

Record second item: St Patrick's Day [ ]0
Twelfth of July [ ]1

Record all responses verbatim

CLT2PARA

Q12. *"Can you tell me what they are doing?"*

CLT2PQ12 (text)

Q13. *"Is there anything else you can tell me about them?"*

CLT2PQ13 (text)

	Office use only
Q14. *"Would you like to join in?"* [ ] Yes → *"Would you like to join in sometimes or all the time?"* [ ]$_0$ No [Please also tick:] [ ]$_2$ Sometimes [ ]$_1$ Don't know [ ]$_3$ All the time [ ]$_9$ No response [ ]$_8$ No response	*CLT2PQ14*
Now place both photos in front of the child Q15. *"Is there one you like the best?"* [Please tick:] [ ] Yes → "Which one?" [Please also tick:] [ ]$_0$ St Patrick's Day [ ]$_2$ No [ ]$_1$ Twelfth of July [ ]$_3$ Don't know [ ]$_9$ No response	*CLTPQ15*
G. <u>INTENDED BEHAVIOUR – ITEM 2</u> **Randomly select one of the two remaining individual photographs and place it in front of the child** **Record selected photo:** [ ]$_1$ White child [ ]$_2$ Disabled child [ ]$_3$ Chinese child *"Here's the second photo. This is _____".*	*IB2CHILD*
Q16. *"Would you sit beside him/her at break time?"* [ ] Yes → *"Would you sit beside him/her sometimes or all the time?"* [ ]$_0$ No [*Please also tick:*] [ ]$_2$ Sometimes [ ]$_1$ Don't know [ ]$_3$ All the time [ ]$_9$ No response [ ]$_8$ No response	*IB2Q16*
Q17. *"Would you play with him/her?"* [ ] Yes → *"Would you play with him/her sometimes or all the time?"* [ ]$_0$ No [*Please also tick:*] [ ]$_2$ Sometimes [ ]$_1$ Don't know [ ]$_3$ All the time [ ]$_9$ No response [ ]$_8$ No response	*IB2Q17*
Q18. *"If you had some sweets would you share them with him/her?"* [ ] Yes → *"Would you share your sweets with him/her sometimes or all the time?"* [ ]$_0$ No [*Please also tick:*] [ ]$_2$ Sometimes [ ]$_1$ Don't know [ ]$_3$ All the time [ ]$_9$ No response [ ]$_8$ No response	*IB2Q18*

H. CULTURAL RECOGNITION (FLAGS) – ITEM 1

Office use only

Randomly select one of the two flags and place in front of the child

Record selected item: British flag [ ]$_0$
Irish flag [ ]$_1$

CLT1FLAG

Record all responses verbatim

Q19. *"Can you tell me what this is?"*

CLT1FQ19 (text)

Q20. *"Is there anything else you can tell me about it?"*

CLT1FQ20 (text)

Q21. *"Do you like it?"*

[ ] Yes → *"Do you like it a little or a lot?"*
[ ]$_0$ No [Please also tick:] [ ]$_2$ A little
[ ]$_1$ Don't know [ ]$_3$ A lot
[ ]$_9$ No response [ ]$_8$ No response

CLT1FQ21

I. CULTURAL RECOGNITION (FLAGS) – ITEM 2

Remove the first flag and place the second flag in front of the child

Record second item: British Flag [ ]$_0$
Irish Flag [ ]$_1$

CLT2FLAG

Record all responses verbatim

Q22. *"Can you tell me what this is?"*

CLT2FQ22 (text)

Q23. *"Is there anything else you can tell me about it?"*

CLT2FQ23 (text)

	Office use only
Q24. *"Do you like it?"* [ ] Yes → *"Do you like it a little or a lot?"* [ ]$_0$ No [Please also tick:] [ ]$_2$ A little [ ]$_1$ Don't know [ ]$_3$ A lot [ ]$_9$ No response [ ]$_8$ No response	*CLT2FQ24*
Now place both flags in front of the child Q25. *"Is there one you like the best?"* [Please tick:] [ ] Yes → "Which one?" [Please also tick:] [ ]$_0$ British Flag [ ]$_2$ No [ ]$_1$ Irish Flag [ ]$_3$ Don't Know [ ]$_9$ No Response	*CLTFQ25*
J. <u>EXPRESSIONS – ITEM 1</u> **Randomly place the four 'expressions' faces in front of the child. Point to each face in the order you have set them out. For each face, ask the child:** *'What is this face feeling?'* **Record the child's responses below. Please ensure you write down what the child says word-for-word.**	

Q26. Happy face		*FACE1Q26 (text)*
Q27. Sad face		*FACE1Q27 (text)*
Q28. Angry face		*FACE1Q28 (text)*
Q29. Afraid face		*FACE1Q29 (text)*

Office use only

K. INTENDED BEHAVIOUR – ITEM 3

Place the remaining individual photograph in front of the child

Record selected photo: [ ]$_1$ White child
[ ]$_2$ Disabled child
[ ]$_3$ Chinese child

IB3CHILD

"Here's the third photo. This is _____".

Q30. *"Would you sit beside him/her at break time?"*

[ ] Yes → *"Would you sit beside him/her sometimes or all the time?"*
[ ]$_0$ No [*Please also tick:*] [ ]$_2$ Sometimes
[ ]$_1$ Don't know [ ]$_3$ All the time
[ ]$_9$ No response [ ]$_8$ No response

IB3Q30

Q31. *"Would you play with him/her?"*

[ ] Yes → *"Would you play with him/her sometimes or all the time?"*
[ ]$_0$ No [*Please also tick:*] [ ]$_2$ Sometimes
[ ]$_1$ Don't know [ ]$_3$ All the time
[ ]$_9$ No response [ ]$_8$ No response

IB3Q31

Q32. *"If you had some sweets would you share them with him/her?"*

[ ] Yes → *"Would you share your sweets with him/her sometimes or all the time?"*
[ ]$_0$ No [*Please also tick:*] [ ]$_2$ Sometimes
[ ]$_1$ Don't know [ ]$_3$ All the time
[ ]$_9$ No response [ ]$_8$ No response

IB3Q32

L. EXPRESSIONS – ITEM 2

Randomly place the four 'expressions' faces in front of the child. Ask the child the following questions in the order they are presented below.

Record below which face the child points to in response to each question:

Q33. *"Where is the Happy face?"*	[ ]$_1$ Happy Face [ ]$_2$ Sad Face [ ]$_3$ Angry Face [ ]$_4$ Afraid Face	*FACE2Q33*
Q34. *"Where is the Sad face?"*	[ ]$_1$ Happy Face [ ]$_2$ Sad Face [ ]$_3$ Angry Face [ ]$_4$ Afraid Face	*FACE2Q34*
Q35. *"Where is the Angry face?"*	[ ]$_1$ Happy Face [ ]$_2$ Sad Face [ ]$_3$ Angry Face [ ]$_4$ Afraid Face	*FACE2Q35*
Q36. *"Where is the Afraid face?"*	[ ]$_1$ Happy Face [ ]$_2$ Sad Face [ ]$_3$ Angry Face [ ]$_4$ Afraid Face	*FACE2Q36*

M. RANKING FRIENDS **Place all three of the individual photos in front of the child i.e. White, Disabled and Chinese child** Q37. *"These are the three children you saw earlier. Can you have a look at them again and tell me who would you like to play with the most?".* **Record the child's first choice** [ ]1 White child [ ]2 Disabled child [ ]3 Chinese child **Remove that choice** Q38. *"Of these last two, who would you now like to play with the most?"* **Record the child's second choice** [ ]1 White child [ ]2 Disabled child [ ]3 Chinese child **N. END OF INTERVIEW** **Thank the child for taking part and encourage them by telling them that they were really good and helpful.**	*Office use only* *RANKQ37* *RANKQ38*

END.

Appendix A2: Research Instrument (Practitioners)

Instructions for completion

We would very much appreciate it if you could take the time to complete this questionnaire. It forms part of the evaluation of the *Media Initiative for Children* that has been developed by *Early Years – The Organisation for Young Children*. The evaluation is being conducted by an independent research team from Queen's University Belfast and the National Children's Bureau Northern Ireland.

Your answers will be treated in the strictest confidence and will not be divulged to anyone. We very much appreciate your participation and your answers will play an important role in helping *Early Years* to improve the *Media Initiative for Children*.

Try not to spend too long thinking about any individual question and just give your first initial response.

On completion of the questionnaire, please give it to the researcher that visits your playgroup/nursery.

If you have any queries about the questionnaire please do not hesitate to contact Dr Angela Eakin at Queen's University (Tel. 028 9097 5976).

Thank you for your time.

Section 1

Could you please provide the following information about yourself:

Your name: _____

Name of your nursery/playgroup: _____

Address of nursery/playgroup: _____

_____

Are you male or female? [Please circle relevant number]

1 Male
2 Female

How would you describe the community you were brought up in?
[Please circle relevant number]

1 Protestant
2 Catholic
3 Other (Please specify)

What is your age (in years)? _____

Section 2

The following questions are all about preschool children's awareness of and responses to differences in others.

- **By preschool we mean those that are 3-4 years old.**
- **By differences we mean any of the main ways in which people may be different from one another such as in terms of gender, disability, race, ethnicity and/or cultural differences.**

[Please indicate your responses to each of the following questions on a scale of 1 to 10 by circling the relevant number]

Q1. To what extent do you think that preschool children in general tend to notice differences in others?

Not at all *All the time*
1 2 3 4 5 6 7 8 9 10

Q2. To what extent do you think that preschool children in general tend to hold negative attitudes about those different to themselves?

Not at all *All the time*
1 2 3 4 5 6 7 8 9 10

Q3. To what extent do you think that preschool children in general tend to exclude others because they are different to themselves?

Not at all *All the time*
1 2 3 4 5 6 7 8 9 10

Q4. To what extent do you think that preschool children in general tend to pick on others because they are different to themselves?

Not at all *All the time*
1 2 3 4 5 6 7 8 9 10

Section 3

The following statements are also about preschool children (i.e. those aged 3-4) and their attitudes towards others who are different to themselves (whether in terms of gender, disability, race, ethnicity and/or cultural differences.).

Please indicate how strongly you agree or disagree with each of the following.

[Please circle the relevant number in each case]

Q5. "Playgroups/nurseries can have a big effect in helping children develop positive attitudes towards others"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q6. "Even if a child is picking up negative attitudes towards others at home, I could help them develop more positive attitudes in the playgroup/nursery"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q7. "Playgroups/nurseries have a much smaller influence on their children's attitudes towards others compared to the influence of television."

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q8. "I would find it very difficult to change any prejudices that children in the playgroup/nursery might have developed towards others"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q9. "Although there are many things that influence children's attitudes towards others, playgroups/nurseries can still have a very positive effect on these attitudes"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q10. "If I saw a child in the playgroup/nursery making fun of another child because they were different, I could help them really understand why that is wrong"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q11. "It is unrealistic to expect playgroups/nurseries in themselves to have a positive effect on children's attitudes towards others, given the society we live in"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q12. "I would not have much success in getting a child to change their mind if they refused to play with another child in the playgroup/nursery because they were different"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q13. "If a child picks up a negative attitude towards others from the home there is very little that playgroups/nurseries can do to change that"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q14. "I can have a positive effect on the attitudes and behaviour of most children in the playgroup/nursery, even those who seem to already be very negative about others"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q15. "Playgroups/nurseries can only ever have a small effect on children's attitudes towards others compared to the effects of the wider community"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q16. "The impact that I can have on children's attitudes towards others in my own playgroup/nursery is very small compared to the impact of television"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q17. "Parents are really the key in relation to encouraging children to develop positive attitudes towards others. In comparison, playgroups/nurseries can only expect to have a small effect"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q18. "Playgroups/nurseries will have very little effect in helping children develop positive attitudes towards others unless they can get parents on board"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Section 4

Please indicate how similar or different you think Catholics and Protestants are in relation to the following:

[Please circle the relevant number in each case]

Q19. "How similar or different do you feel Catholics and Protestants are in what TV programmes and films they like to watch?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q20. "How similar or different do you feel Catholics and Protestants are in the values that they teach their children?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q21. "How similar or different do you feel Catholics and Protestants are in what they find funny?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q22. "How similar or different do you feel Catholics and Protestants are in their religious beliefs and practices?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q23. "How similar or different do you feel Catholics and Protestants are in the way they speak and conduct themselves?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q24. "How similar or different do you feel Catholics and Protestants are in their political beliefs?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Please indicate how often you have done the following:

[Please circle the relevant number in each case]

Q25. "How often have you felt sympathy for those of the other religious tradition?"

Very Often	*Fairly Often*	*Not Too Often*	*Never*
1	2	3	4

Q26. "How often have you felt admiration for those of the other religious tradition?"

Very Often	*Fairly Often*	*Not Too Often*	*Never*
1	2	3	4

Q27. "How often have you felt compassion for those of the other religious tradition?"

Very Often	*Fairly Often*	*Not Too Often*	*Never*
1	2	3	4

Please indicate how strongly you agree or disagree with each of the following statements.

[Please circle the relevant number in each case]

Q28. "People who see themselves as Irish are normally Catholic"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q29. "Protestants are unlikely to be nationalist"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q30. "Any economic advantage enjoyed by one group in Northern Ireland is generally at a cost to the other main religious tradition"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q31. "Protestants normally see themselves as British"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q32. "A political gain for one group in Northern Ireland usually results in a loss of ground for those of the other main religious tradition"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q33. "Unionists are unlikely to be Catholic"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

++++ Thank you! ++++

Appendix A3: Research Instrument (Parents)

Instructions for completion

Thank you very much for taking the time to complete this questionnaire. This questionnaire forms part of the evaluation of the *Media Initiative for Children* that has been developed by *Early Years – The Organisation for Young Children*. The evaluation is being conducted by an independent research team from Queen's University Belfast and the National Children's Bureau Northern Ireland.

Your answers will be treated in the strictest confidence and will not be divulged to anyone. We very much appreciate your participation and your answers will play an important role in helping *Early Years* to improve the *Media Initiative for Children*.

Try not to spend too long thinking about any individual question and just give your first initial response.

On completion of the questionnaire, either return it to your nursery/playgroup leader in the FREEPOST envelope provided or put it in the post.

If you have any queries about the questionnaire please do not hesitate to contact Dr Angela Eakin at Queen's University (Tel. 028 9097 5976).

Thank you for your time.

Section 1

Could you please provide the following information about yourself:

Your name: _____

Name of your child: _____

Your home postcode: _____

Name of your child's nursery/playgroup: _____

Address of the nursery/playgroup: _____

Are you male or female? [Please circle relevant number]

1 Male
2 Female

How would you describe the community you were brought up in?
[Please circle relevant number]

1 Protestant
2 Catholic
3 Other (Please specify)

What is the occupation of the chief wage earner in your household? _____

What is your age (in years)? _____

Section 2

The following questions are all about preschool children's awareness of and responses to differences in others.

- **By preschool we mean those that are 3-4 years old.**
- **By differences we mean any of the main ways in which people may be different from one another such as in terms of gender, disability, race, ethnicity and/or cultural differences.**

[Please indicate your responses to each of the following questions on a scale of 1 to 10 by circling the relevant number]

Q1. To what extent do you think that preschool children in general tend to notice differences in others?

Not at all *All the time*
1 2 3 4 5 6 7 8 9 10

Q2. To what extent do you think that preschool children in general tend to hold negative attitudes about those different to themselves?

Not at all *All the time*
1 2 3 4 5 6 7 8 9 10

Q3. To what extent do you think that preschool children in general tend to exclude others because they are different to themselves?

Not at all *All the time*
1 2 3 4 5 6 7 8 9 10

Q4. To what extent do you think that preschool children in general tend to pick on others because they are different to themselves?

Not at all *All the time*
1 2 3 4 5 6 7 8 9 10

Section 3

The following statements are also about preschool children (i.e. those aged 3-4) and their attitudes towards others who are different to themselves (whether in terms of gender, disability, race, ethnicity and/or cultural differences.).

Please indicate how strongly you agree or disagree with each of the following.

[Please circle the relevant number in each case]

Q5. "Parents can have a big effect in helping their children develop positive attitudes towards others"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q6. "Even if my child picks up negative attitudes towards others outside the home, I could help them develop more positive attitudes"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q7. "Parents have a much smaller influence on their children's attitudes towards others compared to the influence of television."

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q8. "I would find it very difficult to change any prejudices that my child might have developed towards others"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q9. "Although there are many things that influence children's attitudes towards others, parents can still have a very positive effect on these attitudes"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q10. "If I saw my child making fun of another child because they were different, I could help them really understand why that is wrong"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q11. "It is unrealistic to expect parents on their own to have a positive effect on children's attitudes towards others, given the society we live in"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q12. "I would not have much success in getting my child to change their mind if they refused to play with another child because they were different"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q13. "If a child picks up a negative attitude towards others from outside the home there is very little that I can do, as a parent, to change that"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q14. "I can have a positive effect on the attitudes and behaviour of my child's friends, even those who seem to already be very negative about others"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q15. "Parents can only ever have a small effect on their child's attitudes towards others compared to the effects of the wider community"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q16. "The impact that I can have on my child's attitudes towards others is very small compared to the impact of television"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q17. "Playgroups/nurseries are really the key in relation to encouraging children to develop positive attitudes towards others. In comparison, as a parent I can only expect to have a small effect"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Q18. "Parents will have very little effect in helping children develop positive attitudes towards others unless efforts are made to do this in playgroups/nurseries as well"

Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
1	2	3	4	5

Section 4

Please indicate how similar or different you think Catholics and Protestants are in relation to the following:

[Please circle the relevant number in each case]

Q19. "How similar or different do you feel Catholics and Protestants are in what TV programmes and films they like to watch?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q20. "How similar or different do you feel Catholics and Protestants are in the values that they teach their children?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q21. "How similar or different do you feel Catholics and Protestants are in what they find funny?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q22. "How similar or different do you feel Catholics and Protestants are in their religious beliefs and practices?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q23. "How similar or different do you feel Catholics and Protestants are in the way they speak and conduct themselves?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Q24. "How similar or different do you feel Catholics and Protestants are in their political beliefs?"

Very Different	*Somewhat Different*	*Somewhat Similar*	*Very Similar*
1	2	3	4

Please indicate how often you have done the following:

[Please circle the relevant number in each case]

Q25. "How often have you felt sympathy for those of the other religious tradition?"

Very Often	*Fairly Often*	*Not Too Often*	*Never*
1	2	3	4

Q26. "How often have you felt admiration for those of the other religious tradition?"

Very Often	*Fairly Often*	*Not Too Often*	*Never*
1	2	3	4

Q27. "How often have you felt compassion for those of the other religious tradition?"

Very Often	*Fairly Often*	*Not Too Often*	*Never*
1	2	3	4

Please indicate how strongly you agree or disagree with each of the following statements.

[Please circle the relevant number in each case]

Q28. "People who see themselves as Irish are normally Catholic"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q29. "Protestants are unlikely to be nationalist"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q30. "Any economic advantage enjoyed by one group in Northern Ireland is generally at a cost to the other main religious tradition"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q31. "Protestants normally see themselves as British"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q32. "A political gain for one group in Northern Ireland usually results in a loss of ground for those of the other main religious tradition"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Q33. "Unionists are unlikely to be Catholic"

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*
1	2	3	4

Section 5

The following statements are about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you.

[Please circle the relevant number in each case]

Q34. "I often have tender, concerned feelings for people less fortunate than me"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q35. "Sometimes I don't feel very sorry for other people when they are having problems"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q36. "When I see someone being taken advantage of, I feel kind of protective towards them"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q37. "Other people's misfortunes do not usually disturb me a great deal"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q38. "When I see someone being treated unfairly, I sometimes don't feel very much pity for them"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q39. "I am often quite touched by things that I see happen"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q40. "I would describe myself as a pretty soft-hearted person"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q41. "I sometimes find it difficult to see things from the 'other person's' point of view"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q42. "I try to look at everybody's side of an argument before I make a decision"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q43. "I sometimes try to understand my friends better by imagining how things look from their perspective"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q44. "If I'm sure I'm right about something, I don't waste much time listening to other people's arguments"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q45. "I believe that there are two sides to every story and try to look at them both"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q46. "When I'm upset at someone, I usually try to 'put myself in their shoes' for a while"

Does not describe me well				*Describes me very well*
1	2	3	4	5

Q47. "Before criticizing somebody, I try to imagine how I would feel if I were in their place"

Does not describe me well				*Describes me very well*
1	2	3	4	5

++++ Thank you! ++++

Appendix A4: Statistical Models

Table 10. **Multilevel Linear Regression Models with the Children's Post-Test Emotional Recognition Scores as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)					
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 5
	Main	Gender	Depriv.	NI/ROI	Quality	Fidelity
Pre-test Score$_{ij}$	.303	.304	.284	.304	.306	.251
	(.019)	(.019)	(.021)	(.019)	(.019)	(.026)
Intervention$_j$	**.432**[a]	.558	.737	.340	.761	
	(.102)	(.127)	(.197)	(.217)	(.384)	
Boy$_{ij}$		.134				
		(.101)				
Deprivation$_{ij}$			3.57e-4			
			(2.86e-4)			
NI (Northern Ireland)$_j$				.089		
				(.173)		
Quality$_j$					-.010	
					(.081)	
Fidelity$_j$						**-.057**[f]
						(.076)
Intervention*Boy$_{ij}$		**-.238**[b]				
		(.143)				
Intervention*Deprivation$_{ij}$			**-6.68e-4**[c]			
			(3.82e-4)			
Intervention*NI$_j$				**.114**[d]		
				(.245)		
Intervention*Quality$_j$					**-.103**[e]	
					(.105)	
Constant	4.976	4.895	4.952	4.902	5.000	5.687
	(.137)	(.149)	(.190)	(.193)	(.325)	(.163)
Sample Size (n)	971	971	805	971	971	481
Ω_u	.081	.080	.054	.077	.079	.132
	(.030)	(.030)	(.029)	(.030)	(.029)	(.056)
Ω_e	1.197	1.193	1.178	1.197	1.194	1.182
	(.056)	(.056)	(.061)	(.056)	(.056)	(.079)
-2*loglikelihood	2973.386	2970.555	2442.670	2971.761	2970.576	1476.963

[a]p<.0005; [b]p=.095; [c]p=.081;[d]p=.641; [e]p=.327; [f]p=.454.

Table 11. **Multilevel Binary Logistic Regression Models with the Children's Post-Test Ability to Recognise Instances of Exclusion as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)					
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 5
	Main	Gender	Depriv.	NI/ROI	Quality	Fidelity
Pre-test Score$_{ij}$	1.080	1.079	1.059	1.059	1.014	.791
	(.487)	(.488)	(.483)	(.484)	(.475)	(.766)
Intervention$_j$	**1.111**[a]	1.049	1.560	1.973	5.331	
	(.377)	(.435)	(.657)	(.942)	(1.613)	
Boy$_{ij}$		-.077				
		(.333)				
Deprivation$_{ij}$			1.287e-3			
			(.918e-3)			
NI (Northern Ireland)$_j$				1.351		
				(.866)		
Quality$_j$					1.236	
					(.344)	
Fidelity$_j$						**.272**[f]
						(.171)
Intervention*Boy$_{ij}$		**.120**[b]				
		(.424)				
Intervention*Deprivation$_{ij}$			**-1.420e-3**[c]			
			1.181e-3			
Intervention*NI$_j$				**-1.047**[d]		
				(1.017)		
Intervention*Quality$_j$					**-1.033**[e]	
					(.390)	
Constant	-3.309	-3.269	-3.596	-4.388	-8.073	-2.033
	(.341)	(.384)	(.560)	(.830)	(1.496)	(.189)
Sample Size (n)	1140	1140	927	1140	1140	567
Ω_u	1.021	1.024	.811	.913	.529	.377
	(.408)	(.409)	(.376)	.387	(.278)	(.276)
-2*loglikelihood	723.281	723.200	631.111	720.079	708.505	437.414

[a]p=.003; [b]p=.777; [c]p=.229;[d]p=.303; [e]p=.008; [f]p=.112.

Table 12. **Multilevel Binary Logistic Regression Models with the Children's Post-Test Ability to Recognise How Being Excluded Makes Someone Feel as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)					
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 5
	Main	Gender	Depriv.	NI/ROI	Quality	Fidelity
Pre-test Score$_{ij}$	1.293	1.289	1.189	1.298	1.273	.928
	(.166)	(.167)	(.188)	(.166)	(.167)	(.246)
Intervention$_j$	**.729**[a]	.468	.698	1.090	.960	
	(.234)	(.286)	(.489)	(.448)	(.827)	
Boy$_{ij}$		-.384				
		(.211)				
Deprivation$_{ij}$			1.73e-4			
			(6.82e-4)			
NI (Northern Ireland)$_j$				.661		
				(.350)		
Quality$_j$					.190	
					(.173)	
Fidelity$_j$						**.099**[f]
						(.140)
Intervention*Boy$_{ij}$		**.474**[b]				
		(.313)				
Intervention*Deprivation$_{ij}$			**-2.41e-4**[c]			
			9.31e-4			
Intervention*NI$_j$				**-.508**[d]		
				(.514)		
Intervention*Quality$_j$					**-.043**[e]	
					(.231)	
Constant	.317	.535	.458	-.174	-.377	1.137
	(.176)	(.215)	(.366)	(.311)	(.656)	(.176)
Sample Size (n)	1140	1140	927	1140	1140	567
Ω_u	.470	.471	.542	.407	.426	.280
	(.179)	(.179)	(.234)	(.167)	(.174)	(.197)
-2*loglikelihood	1123.93	1120.45	883.70	1120.36	1121.88	526.63

[a]p=.002; [b]p=.131; [c]p=.796;[d]p=.323; [e]p=.852; [f]p=.480.

Table 13. **Multilevel Binary Logistic Regression Models with the Children's Post-Test Ability to Recognise the Irish Tricolour Flag as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)						
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	Main	Gender	Depriv.	NI/ROI	Religion	Quality	Fidelity
Pre-test Score$_{ij}$	2.654 (.777)	2.580 (.780)	2.264 (.893)	2.651 (.778)	2.137 (.846)	2.639 (.775)	2.396 (.808)
Intervention$_{j}$	**1.308**[a] **(.465)**	2.241 (.594)	1.676 (.969)	1.487 (.731)	1.962 (.965)	.382 (1.761)	
Boy$_{ij}$		1.277 (.447)					
Deprivation$_{ij}$			.735e-3 (1.455e-3)				
NI (N. Ireland)$_{j}$				-1.554 (.688)			
Religion$_{ij}$					1.610 (.950)		
Quality$_{j}$						-.110 (.390)	
Fidelity$_{j}$							.186 (.292)
Intervention*Boy$_{ij}$		**-1.469**[b] **(.514)**					
Intervention*Depr$_{ij}$			**-.733e-3**[c] **(1.669e-3)**				
Intervention*NI$_{j}$				**-.210**[d] **(.897)**			
Intervention*Relgn$_{ij}$					**-.751**[e] **(1.055)**		
Intervention*Qual$_{j}$						**.274**[f] **(.485)**	
Constant	-3.439 (.390)	-4.291 (.525)	-4.463 (.903)	-2.282 (.549)	-4.813 (.886)	-3.033 (1.477)	-2.140 (.345)
Sample Size (n)	1140	1140	927	1140	797	1140	567
Ω_u	2.285 (.755)	2.363 (.779)	2.894 (1.212)	1.729 (.582)	1.462 (.705)	2.285 (.754)	2.540 (1.078)
-2*loglikelihood	720.969	710.957	490.923	707.359	447.991	720.557	476.059

[a]p=.005; [b]p=.004; [c]p=.661;[d]p=.814; [e]p=.476; [f]p=.572; [g]p=.525.

Table 14. **Multilevel Binary Logistic Regression Models with the Children's Post-Test Ability to Recognise the British Union Flag as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)						
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	Main	Gender	Depriv.	NI/ROI	Religion	Quality	Fidelity
Pre-test Score$_{ij}$	1.464 (.357)	1.463 (.359)	1.598 (.374)	1.489 (.359)	1.777 (.434)	1.454 (.356)	1.278 (.572)
Intervention$_{j}$	**1.121**[a] **(.409)**	1.315 (.504)	.810 (.784)	1.951 (.837)	.100 (.658)	.687 (1.629)	
Boy$_{ij}$		.624 (.373)					
Deprivation$_{ij}$			.414e-4 (.136e-2)				
NI (N. Ireland)$_{j}$				.325 (.768)			
Religion$_{ij}$					-1.032 (.729)		
Quality$_{j}$						.226 (.356)	
Fidelity$_{j}$							.508 (.246)
Intervention*Boy$_{ij}$		**-.249**[b] **(.461)**					
Intervention*Depr$_{ij}$			**.145e-3**[c] **(.136e-2)**				
Intervention*NI$_{j}$				-1.113[d] (.954)			
Intervention*Relgn$_{ij}$					**1.813**[e] **(.856)**		
Intervention*Qual$_{j}$						**.168**[f] **(.435)**	
Constant	-3.524 (.352)	-3.914 (.436)	-3.597 (.641)	-3.764 (.689)	-3.100 (.568)	-4.340 (1.393)	-2.365 (.287)
Sample Size (n)	1140	1140	927	1140	797	1140	567
Ω_u	1.438 (.485)	1.455 (.490)	1.817 (.726)	1.386 (.470)	1.625 (.694)	1.309 (.457)	1.398 (.621)
-2*loglikelihood	682.233	677.392	549.939	680.155	455.823	679.299	413.227

[a]p=.006; [b]p=.589; [c]p=.915;[d]p=.243; [e]p=.034; [f]p=.700; [g]p=.039.

Table 15. **Multilevel Binary Logistic Regression Models with the Children's Post-Test Ability to Recognise a St Patrick's Day Parade as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)						
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	Main	Gender	Depriv.	NI/ROI	Religion	Quality	Fidelity
Pre-test Score$_{ij}$	3.058 (.745)	3.050 (.746)	2.387 (.798)	3.052 (.741)	2.071 (.802)	3.045 (.746)	3.289 (1.013)
Intervention$_j$	**.704**[a] **(.394)**	.754 (.478)	1.020 (.786)	.773 (.712)	1.865 (1.142)	.281 (1.540)	
Boy$_{ij}$		.043 (.403)					
Deprivation$_{ij}$			-.944e-3 (1.299e-3)				
NI (N. Ireland)$_j$				-.786 (.645)			
Religion$_{ij}$					2.345 (1.100)		
Quality$_j$						.090 (.326)	
Fidelity$_j$							.299 (.257)
Intervention*Boy$_{ij}$		**-.099**[b] **(.508)**					
Intervention*Depr$_{ij}$			**-1.040**[c] **(1.646e-3)**				
Intervention*NI$_j$				**-.070**[d] **(.851)**			
Intervention*Relgn$_{ij}$					**-1.214**[e] **1.212**		
Intervention*Qual$_j$						**.143**[f] **(.417)**	
Constant	-3.455 (.340)	-3.479 (.410)	-3.262 (.709)	-2.888 (.541)	-5.220 (1.059)	-3.787 (1.273)	-2.764 (.306)
Sample Size (n)	1140	1140	927	1140	797	1140	567
Ω_u	1.182 (.494)	1.186 (.496)	1.160 (.640)	1.144 (.475)	.648 (.425)	1.172 (.489)	1.224 (.654)
-2*loglikelihood	559.358	559.314	410.708	555.599	377.728	558.450	335.789

[a]p=.074; [b]p=.846; [c]p=.527;[d]p=.935; [e]p=.317; [f]p=.731; [g]p=.245.

Table 16. **Multilevel Binary Logistic Regression Model with the Children's Post-Test Ability to Recognise an Orange Parade as the Dependent Variable**

Independent Variables	Statistical Model (Standard Errors in Parentheses)
$Intervention_j$	.691
	(.398)
Constant	-3.384
	(.340)
Sample Size (n)	1181
Ω_u	1.297
	(.513)
-2*loglikelihood	602.635

[a] p=.083.

Note: The main model above failed to converge when the pretest scores were added as a covariate. This was possibly because only 2 out of 1140 children were coded as recognising the Orange parade at pretest (i.e. coded '1') with the rest coded '0'. The removal of this pretest variable would therefore have a negligible effect on the parameter estimates produced through the model. In addition, even with the pretest scores removed from the model, most of the more complex models examining interaction effects failed to converge; possibly also due to the low proportion of children at post-test coded '1' (17 out of 1181). Given these low absolute numbers, no subgroup analyses were undertaken for this outcome variable.

Table 17. **Multilevel Binary Logistic Regression Models with the Children's Post-Test Interest in Joining in a St Patrick's Day Parade as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)						
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	Main	Gender	Depriv.	NI/ROI	Religion	Quality	Fidelity
Pre-test Score$_{ij}$	1.192	1.213	1.165	1.195	1.272	1.194	1.268
	(.148)	(.153)	(.164)	(.148)	(.174)	(.149)	(.219)
Intervention$_j$	**.317**[a]	-.608	.128	.214	.365	-.191	
	(.148)	(.237)	(.329)	(.361)	(.269)	(.579)	
Boy$_{ij}$		-1.457					
		(.226)					
Deprivation$_{ij}$			-.529e-3				
			(.478e-3)				
NI (N. Ireland)$_j$				-.120			
				(.262)			
Religion$_{ij}$					.031		
					(.246)		
Quality$_j$						-.034	
						(.110)	
Fidelity$_j$							**.128**[g]
							(.106)
Intervention*Boy$_{ij}$		**1.510**[b]					
		(.312)					
Intervention*Depr$_{ij}$			**.430e-3**[c]				
			(.655e-3)				
Intervention*NI$_j$				**.125**[d]			
				(.395)			
Intervention*Relgn$_{ij}$					**-.076**[e]		
					(.351)		
Intervention*Qual$_j$						**.144**[f]	
						(.153)	
Constant	-.167	.721	.077		-.280	-.037	.098
	(.127)	(.197)	(.269)		(.219)	(.452)	(.166)
Sample Size (n)	910	910	759	910	663	910	452
Ω_u	.002	.003	.005	.000	.000	.000	.000
	(.057)	(.062)	.060	.000	.000	.000	.000
-2*loglikelihood	1085.77	1039.46	905.10	1085.56	788.21	1084.63	508.97

[a]p=.033; [b]p<.0005; [c]p=.512;[d]p=.752; [e]p=.829; [f]p=.347; [g]p=.230.

Table 18. **Multilevel Binary Logistic Regression Models with the Children's Post-Test Interest in Joining in an Orange Parade as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)						
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	Main	Gender	Depriv.	NI/ROI	Religion	Quality	Fidelity
Pre-test Score$_{ij}$	1.009	1.027	.981	1.012	1.049	1.010	.889
	(.149)	(.150)	(.165)	(.149)	(.176)	(.149)	(.221)
Intervention$_j$	**.498**[a]	-.147	.325	.293	.535	-.305	
	(.161)	(.224)	(.341)	(.372)	(.291)	(.605)	
Boy$_{ij}$		-.840					
		(.208)					
Deprivation$_{ij}$			-.217e-3				
			(.496e-3)				
NI (N. Ireland)$_j$				-.148			
				(.277)			
Religion$_{ij}$					.003		
					(.275)		
Quality$_j$						-.137	
						(.117)	
Fidelity$_j$							**.079**[g]
							(.116)
Intervention*Boy$_{ij}$		**1.163**[b]					
		(.302)					
Intervention*Depr$_{ij}$			**.524e-3**[c]				
			(.684e-3)				
Intervention*NI$_j$				**.251**[d]			
				(.412)			
Intervention*Relgn$_{ij}$					**-.074**[e]		
					(.379)		
Intervention*Qual$_j$						**.220**[f]	
						(.162)	
Constant	-.198	.278	-.112	-.082	-.273	.322	.372
	(.138)	(.182)	(.280)	(.257)	(.239)	(.469)	.183
Sample Size (n)	898	898	747	898	652	898	448
Ω_u	.053	.029	.043	.050	.052	.032	.058
	.068	(.066)	(.072)	.068	(.081)	.065	.116
-2*loglikelihood	1094.63	1075.69	907.46	1094.23	797.03	1092.79	516.50

[a]p=.002; [b]p<.00005; [c]p=.443; [d]p=.542; [e]p=.846; [f]p=.174; [g]p=.497.

Table 19. **Multilevel Linear Regression Models with the Children's Post-Test Willingness to be Inclusive of Others in General as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)					
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 5
	Main	Gender	Depriv.	NI/ROI	Quality	Fidelity
Pre-test Score$_{ij}$	.355	.344	.302	.351	.353	.310
	(.025)	(.026)	(.028)	(.025)	(.025)	(.037)
Intervention$_j$	**-.046**[a]	-.130	.016	-.110	-.396	
	(.045)	(.065)	(.096)	(.110)	(.177)	
Boy$_{ij}$		-.193				
		(.064)				
Deprivation$_{ij}$			.141e-4			
			(.143e-4)			
NI (Northern Ireland)$_j$				.059		
				(.083)		
Quality$_j$					-.006	.064
					(.035)	(.065)
Fidelity$_j$						**.040**[f]
						(.066)
Intervention*Boy$_{ij}$		**.150**[b]				
		(.090)				
Intervention*Deprivation$_{ij}$			**-.111e-3**[c]			
			(.191e-3)			
Intervention*NI$_j$				**.076**[d]		
				(.120)		
Intervention*Quality$_j$					**.103**[e]	
					(.047)	
Constant	1.522	1.650	1.635	1.481	1.549	1.352
	(.060)	(.073)	(.095)	(.088)	(.148)	(.240)
Sample Size (n)	931	931	773	931	931	465
Ω_u	.000	.000	.000	.000	.000	.002
	(.000)	(.000)	(.000)	(.000)	(.000)	(.013)
Ω_e	.474	.469	.452	.473	.469	.476
	(.022)	(.022)	(.023)	(.022)	(.022)	(.033)
-2*loglikelihood	1947.31	1931.98	1578.94	1944.39	1937.82	976.85

[a]p=.309; [b]p=.095; [c]p=.561;[d]p=.527; [e]p=.029; [f]p=.544.

Table 20. **Multilevel Linear Regression Models with the Children's Post-Test Willingness to be Inclusive of Those From a Different Racial Background as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)					
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 5
	Main	Gender	Depriv.	NI/ROI	Quality	Fidelity
Pre-test Score$_{ij}$	.060	.059	.066	.063	.061	.058
	(.029)	(.029)	(.032)	(.029)	(.029)	(.039)
Intervention$_j$	**.032**[a]	.044	.016	.181	.130	
	(.044)	(.065)	(.098)	(.111)	(.177)	
Boy$_{ij}$		.041				
		(.064)				
Deprivation$_{ij}$			.213e-3			
			(.145e-3)			
NI (Northern Ireland)$_j$				-.002		
				(.083)		
Quality$_j$					.009	
					(.035)	
Fidelity$_j$						**-.015**[f]
						(.030)
Intervention*Boy$_{ij}$		**-.020**[b]				
		(.090)				
Intervention*Deprivation$_{ij}$			**.011e-3**[c]			
			(.195e-3)			
Intervention*NI$_j$				**-.176**[d]		
				(.121)		
Intervention*Quality$_j$					**-.028**[e]	
					(.047)	
Constant	-.108	-.131	-.207	-.106	-.143	-.077
	(.032)	(.048)	(.076)	(.075)	(.137)	(.031)
Sample Size (n)	879	879	735	879	879	437
Ω_u	.000	.000	.000	.000	.000	.000
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)
Ω_e	.442	.442	.442	.440	.442	.407
	(.021)	(.021)	(.023)	(.021)	(.021)	(.028)
-2*loglikelihood	1776.41	1775.89	1485.29	1772.38	1775.99	847.72

[a]p=.480; [b]p=.824; [c]p=.954;[d]p=.147; [e]p=.553; [f]p=.627.

Table 21. **Multilevel Linear Regression Models with the Children's Post-Test Willingness to be Inclusive of Those with a Disability as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)					
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 5
	Main	Gender	Depriv.	NI/ROI	Quality	Fidelity
Pre-test Score$_{ij}$	.022	.020	.046	.024	.021	-.013
	(.028)	(.028)	(.031)	(.028)	(.028)	(.042)
Intervention$_j$	-.036[a]	.016	-.129	.064	-.072	
	(.042)	(.060)	(.092)	(.104)	(.166)	
Boy$_{ij}$		.088				
		(.060)				
Deprivation$_{ij}$			-.056e-3			
			(.138e-3)			
NI (Northern Ireland)$_j$				.065		
				(.079)		
Quality$_j$					-.007	
					(.033)	
Fidelity$_j$						.275e-3[f]
						(.029)
Intervention*Boy$_{ij}$		-.097[b]				
		(.084)				
Intervention*Deprivation$_{ij}$			.169e-3[c]			
			(.184e-3)			
Intervention*NI$_j$				-.120[d]		
				(.114)		
Intervention*Quality$_j$					.010[e]	
					(.044)	
Constant	-.041	-.089	-.363e-3	-.095	-.014	-.079
	(.030)	(.044)	(.072)	(.072)	(.130)	(.029)
Sample Size (n)	879	879	734	879	879	443
Ω_u	.000	.000	.000	.000	.000	.000
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)
Ω_e	.390	.390	.394	.390	.390	.379
	(.019)	(.019)	(.021)	(.019)	(.019)	(.025)
-2*loglikelihood	1667.90	1665.75	1399.14	1666.78	1667.85	827.43

[a]p=.393; [b]p=.250; [c]p=.359;[d]p=.292; [e]p=.825; [f]p=.993.

Table 22. **Multilevel Linear Regression Models with the Parents' Post-Test Awareness of the Importance of Undertaking Diversity Work with Young Children as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)			
	Model 1	Model 2	Model 3	Model 4
	Main	Fidelity	Quality	NI/ROI
Pre-test Score$_{ij}$	.501	.443	.497	.504
	(.047)	(.063)	(.047)	(.047)
Intervention$_j$	**.181**[a]		-.734	.012
	(.147)		(.538)	(.392)
Fidelity$_j$		**.102**[b]		
		(.091)		
Quality$_j$			-.147	
			(.117)	
NI (Northern Ireland)$_j$				-.373
				(.363)
Intervention*Quality$_j$			**.260**[c]	
			(.146)	
Intervention*NI$_j$				**.159**[d]
				(.423)
Constant	1.538	1.859	2.083	1.862
	(.161)	(.183)	(.461)	(.354)
Sample Size (n)	410	247	410	410
Ω_u	.000	.000	.000	.000
	(.000)	(.000)	(.000)	(.000)
Ω_e	2.110	2.225	2.093	2.100
	(.147)	(.200)	(.146)	(.147)
-2*loglikelihood	1469.64	898.48	1466.39	1467.63

[a]p=.217; [b]p=.258; [c]p=.075; [d]p=.706.

Table 23. **Multilevel Linear Regression Models with the Parents' Post-Test Self-Efficacy in Dealing with Diversity Issues with their Children as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)			
	Model 1	Model 2	Model 3	Model 4
	Main	Fidelity	Quality	NI/ROI
Pre-test Score$_{ij}$	.505	.423	.505	.506
	(.039)	(.052)	(.039)	(.039)
Intervention$_j$	**.049**[a]		.104	.130
	(.044)		(.163)	(.117)
Fidelity$_j$		**-.036**[b]		
		(.033)		
Quality$_j$			-.003	
			(.036)	
NI (Northern Ireland)$_j$				.168
				(.109)
Intervention*Quality$_j$			**-.017**[c]	
			(.044)	
Intervention*NI$_j$				**-.078**[d]
				(.127)
Constant	1.996	2.371	2.008	1.844
	(.161)	(.203)	(.199)	(.188)
Sample Size (n)	410	247	410	410
Ω_u	.000	.012	.000	.000
	(.000)	(.013)	(.000)	(.000)
Ω_e	.191	.197	.191	.189
	(.013)	.020	(.013)	(.013)
-2*loglikelihood	484.34	311.29	483.80	480.06

[a]p=.266; [b]p=.269; [c]p=.709;[d]p=.537.

Table 24. **Multilevel Linear Regression Models with the Parents' Post-Test Empathy Scores as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)			
	Model 1	Model 2	Model 3	Model 4
	Main	Fidelity	Quality	NI/ROI
Pre-test Score$_{ij}$	.421	.335	.420	.422
	(.045)	(.061)	(.045)	(.045)
Intervention$_j$	**-.006**[a]		-.093	.046
	(.066)		(.246)	(.178)
Fidelity$_j$		**.031**[b]		
		(.042)		
Quality$_j$			-.027	
			(.053)	
NI (Northern Ireland)$_j$				.023
				(.164)
Intervention*Quality$_j$			**.024**[c]	
			(.067)	
Intervention*NI$_j$				**-.064**[d]
				(.191)
Constant	2.314	2.643	2.417	2.289
	(.185)	(.241)	(.277)	(.235)
Sample Size (n)	409	246	409	409
Ω_u	.000	.000	.000	.000
	(.000)	(.000)	(.000)	(.000)
Ω_e	.429	.480	.429	.429
	(.030)	(.043)	(.030)	(.030)
-2*loglikelihood	814.97	517.48	814.71	814.78

[a]p=.926; [b]p=.458; [c]p=.724; [d]p=.736.

Table 25. **Multilevel Linear Regression Models with the Parents' Post-Test Sectarian Prejudice Scores as the Dependent Variable**

Independent Variables	Statistical Models (Standard Errors in Parentheses)			
	Model 1	Model 2	Model 3	Model 4
	Main	Fidelity	Quality	NI/ROI
Pre-test Score$_{ij}$	.746	.788	.744	.742
	(.045)	(.056)	(.045)	(.044)
Intervention$_j$	**-.044**[a]		-1.876	-.184
	(.531)		(1.967)	(1.567)
Fidelity$_j$		**.012**[b]		
		(.322)		
Quality$_j$			-.361	
			(.415)	
NI (Northern Ireland)$_j$				.998
				(1.356)
Intervention*Quality$_j$			**.511**[c]	
			(.532)	
Intervention*NI$_j$				**.227**[d]
				(1.665)
Constant	8.170	6.651	9.573	7.403
	(1.578)	(1.961)	(2.213)	(1.957)
Sample Size (n)	315	182	315	315
Ω_u	.000	000	.000	.000
	(.000)	(.000)	(.000)	(.000)
Ω_e	21.67	19.69	21.60	21.52
	(1.73)	(2.06)	(1.72)	(1.72)
-2*loglikelihood	1862.85	1058.83	1861.89	1860.72

[a]p=.935; [b]p=.970; [c]p=.337; [d]p=.892.

Table 26. **Multilevel Linear Regression Models with Practitioner Outcomes the Dependent Variable***

Independent Variables	Statistical Models (Standard Errors in Parentheses)					
	Importance		Self-Efficacy		Prejudice	
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
	Main	NI/ROI	Main	NI/ROI	Main	NI/ROI
Pre-test Score$_{ij}$	.383	.361	.684	.696	.580	.543
	(.090)	(.091)	(.095)	(.095)	(.102)	(.109)
Intervention$_j$	**.199**[a]	.068	**.129**[c]	.204	**.016**[e]	-1.912
	(.325)	(.658)	**(.123)**	(.251)	**(1.244)**	(2.521)
NI (N. Ireland)$_j$		-.704		-.081		1.625
		(.605)		(.232)		(2.260)
Intervention*NI$_j$		**.144**[b]		**-.111**[d]		**2.550**[f]
		(.759)		**(.288)**		**(2.860)**
Constant	2.076	2.689	1.023	1.045	15.418	15.434
	(.370)	(.640)	(.346)	(.379)	(3.794)	(3.820)
Sample Size (n)	101	101	101	101	75	75
Ω_u	.000	.000	.083	.086	5.102	4.134
	(.000)	(.000)	(.054)	(.051)	(4.089)	(3.597)
Ω_e	2.548	2.479	.175	.171	17.447	16.684
	(.359)	(.349)	(.041)	(.039)	(4.193)	(3.912)
-2*loglikelihood	381.11	378.31	143.03	141.68	444.42	438.91

* The three outcomes are: 'Importance' – recognition of the importance of undertaking diversity work with young children; 'Self-Efficacy' – belief that they are able to make a difference personally in changing their children's attitudes and awareness; and 'Prejudice' – sectarian prejudice.

[a]p=.540; [b]p=.850; [c]p=.292; [d]p=.699; [e]p=.990; [f]p=.373.

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