



PEACE IV Programme - Shared Education Impact Evaluation
Collaboration Through Sharing in Education (CASE)
Case Study Report 2022: Primary School Partnership
Millquarter Primary School and Groggan Primary School



Approach

As part of the wider Impact Evaluation of Shared Education¹, a number of partnerships were invited to host a case study visit in 2020 and again in 2022. Case studies were identified by CASE Project Partners (i.e. The Education Authority and Léargas).

The case-study outlines examples of activity where the coming together of schools from different backgrounds as part of curricular-based shared classes has helped to normalise contact between children, teachers, and across the school community. Embedding Shared Education into the schools' curriculum should be seen as a key marker of the projects' success, as sustained contact has led to bonds and friendships being developed, which will contribute to reconciliation benefits in the longer-term.

The specific objectives of the case studies are:

- To provide examples of good practice i.e. projects which have shown improved educational and shared outcomes for children; enhanced teacher training and partnership working; and engagement with parents and the wider community.
- To enrich the Impact Evaluation of Shared Education by capturing real-life stories of funded projects.

- To document how the Covid-19 pandemic impacted on the delivery of the initiative and how schools/other settings adapted their delivery in response.
- To contribute to the wider dissemination efforts to showcase the work funded under the PEACE IV Programme.

This case study included the following research activities:

- A group interview with the Principals of each of the two participating schools, alongside the Shared Education Coordinators in each school.
- Review of existing partnership documentation including the partnership application form, yearly action plans and evaluations and reviews of activities delivered.

The case study report is structured as follows:

- Background to the partnership and motivations for getting involved;
- Previous experiences of Shared Education;
- Model of sharing;
- Benefits: for the child, school, parents and wider community;
- What has worked well and why;
- Challenges and barriers;
- Looking forward: sustainability and future plans; and
- Final reflections

¹ The evaluation is being undertaken by SJC consultancy, in partnership with the National Children's Bureau, and on behalf of the Special EU Programmes Body (SEUPB).

Background to the partnership and motivations for getting involved

The two primary schools in this partnership – Millquarter and Groggan – are located between Randalstown and Toome. Toome is positioned at the confluence of the River Bann and Lough Neagh in Northern Ireland and located approximately 12 miles west of Antrim town. Toome has a population of c.700 people. Randalstown is a townland and small town in County Antrim between Antrim and Toome with a population of c.5,000 people.

Collectively, the two schools have a total pupil enrolment of 257 as illustrated below.

School name	School type	Enrolment 2021-2022
Millquarter primary school	Catholic Maintained	134
Groggan primary school	Controlled	123

The schools are six miles apart but are located in different council areas. They have been working in collaboration for over four years. According to interviewees, the area has a history of division between the Protestant and Catholic Communities during the height of the Troubles, and communities remain quite separate in local areas.

In 2021/22 school year, approximately four-fifths of the total pupil enrolment in Groggan primary school were from a protestant background, whilst the remainder identified as being from an ‘other’ background.

In Millquarter primary school, 96% of children enrolled were from a Catholic background, with 4% from a Protestant or ‘Other’ background.

The principals in each of the schools are teaching Principals and have a high number of composite classes where children from different year groups are educated together.

The schools’ Shared Education journey began five years ago. Both Principals met each other through a principal’s association and they heard of the initiative through this. The close proximity of the schools, the similarity of the challenges facing each and the fact that many of the children coming to their schools came from the same village provided compelling reasons for forming a Shared Education Partnership. Alongside this, both schools believed that it tied in closely with the vision they had for their respective schools.

“I met [the other Principal] through a Principal’s association and we found out that funding had come forward. Shared Education was very much tied into the vision we had for our schools. We were not a million miles [from each other], are of a very similar size and have the same challenges. The crowning feature was the majority of the preschool children that come to us come from the same village. (Principal)

One of the main motivating factors to become involved in Shared Education was to enhance the range of learning experiences for their children across a wide variety of areas (e.g., play-based activity, numeracy, literacy).

“The opportunity to enhance the learning experiences for children and to address reconciliation within the community is a key driver for the Partnership. (Shared Education Application Form)

Another key motivating factor for both schools to get involved in the initiative was to improve cross-community understanding and reconciliation across communities. The two schools are located in areas where there has been considerable religious divide in the past, based on feedback from interviewees.

“Obviously, the elephant in the room is the religious divide. But a lot of water has gone under the bridge. Historically, in the 1970s, that divide would have affected people from all communities... and both communities would have been polarised. (Principal)

Against this background, whilst staff in both schools fully believed in the value of Shared Education, they were concerned at the start that some parents might not understand or value it in the same way and that this might negatively impact on the roll out of the initiative across both schools. This fear did not materialise, and all parents consented to their child(ren) taking part.

“We worried at the start. We knew [Shared Education] would have helped both schools but we did not know whether parents would have supported it or give their consent. Apart from the odd parent not agreeing to photographs being taken (which isn't a problem), all of our families consented. (Principal)

A critical stakeholder in the process had been the Board of Governors. The relationship between staff and the Board of Governors is noted by both Principals as having been particularly positive. The Board of Governors in each school were involved from the outset and were provided with information on an ongoing basis. Their endorsement was viewed as pivotal to the implementation and embedding of Shared Education.

“Support from both sets of Governors as well as the staff in each of the schools has provided a solid platform for the Shared Education journey to begin. (Shared Education Application Form)

“Getting the parents on board was a real concern at the beginning. However, both Boards of Governors agreed to taking part in [Shared Education]; their foresight in terms of the potential benefits that [Shared Education] could bring was invaluable. (Principal)



Previous experiences of Shared Education

One of the schools has had experiences of initiatives that are similar to Shared Education. For example, one of the schools partnered with a school in the Creggan area in Derry / Londonderry over 20 years ago as part of the Education for Mutual Understanding (EMU). That initiative supported children to understand and deal with difference but, according to the interviewee, it was not as structured or as well-resourced as Shared Education.

“Years ago, maybe 20 years ago or more, we took part in an initiative called Education for Mutual Understanding. There would have been some connection with a school in Creggan but it wouldn't have been as formal or as financially resourced as this one. (Teacher)

Aside from this, both schools had informal links with each other, but the amount of contact was much less than it has been as part of this initiative.



Model of sharing

The table below sets out the model of sharing over the five years of Shared Education delivery within the partnership. The partnership started off on a small scale with one year group from each school making use of facilitators to run the sessions initially. Over time, and as schools grew in confidence, increasing numbers of children participated in Shared Education activities with all children in each of the schools involved in 2020/21.

	Year 1 2017/18	Year 2 2018/19	Year 3 2019/20	Year 4 2020/21	Year 5 2021/22
Pupil enrolment: Millquarter	139	143	142	140	134
Pupil enrolment: Grogan	132	126	125	124	123
Total pupil enrolment	271	269	267	264	257
Pupil involvement in Millquarter	P7: 21 children	P1: 20 P2: 18 P7: 20	P1: 23 P2: 18 P3: 19 P4: 18 P5: 21 P6: 22	All children	All children
Pupil involvement in Groggan	P7: 19 children	P1: 14 P2: 19 P7: 21	P1: 17 P2: 20 P3: 16 P4: 18 P5: 18 P6: 19	All children	All children
% of children involved	15%	41%	86%	100%	100%
Model of sharing	10 hours x 1 hour per session	30 hours x 1 hour per session based on specific themes (e.g. numeracy)			

Both schools have developed a suite of learning opportunities for their children to learn together across the five years of Shared Education. These activities have not been formally timetabled, and delivery of Shared Education has naturally evolved over time in response to their individual school and partnership priorities. This flexibility greatly facilitated the implementation of this initiative.

“We are lucky in terms of our priorities dovetailing. There is flexibility for how 30 hours are delivered. They are planned at the start of the year but are not rigidly timetabled. That has helped us to work really well together. (Principal)

In Year 1, activities were delivered in Term 3 only (when Shared Education commenced) and a total of 10 sessions were delivered. Shared Education was targeted at P7 children only and the focus was predominantly about trying to improve levels of numeracy amongst this group, although some art and design related activities were also delivered. In addition, a Key Stage 2 Joint Student Council was established with a membership of six children from each school. The purpose of this group was to provide a voice for Shared Education.

“The partnership values the pupil voice and believes it is essential in shaping the project moving forward. We [have] created a Joint Student Council comprising of six students from each school, all from Key Stage 2. The aim [of] this group to meet and discuss pupil’s opinions of the Shared Education Partnership and what they... enjoy doing. (Shared Education application form)

“We intend to create a shared Numeracy programme for Primary 7 children with a focus on problem solving. Joint planning and sharing of staff expertise will help to shape the lessons and the opportunity to share existing and new resources is exciting for the staff involved. The children involved in these sessions will have a team building morning and a “getting to know you” session prior to the lessons. This will provide opportunity to discuss similarities and differences as well as developing friendships. (Shared Education Application Form)

In Year 2, shared classes were widened out to two additional year groups (P1 and P2). P7 children continued with the numeracy theme, whilst P1 and P2 children participated in a series of eight shared lessons with a focus on play and promoting an understanding of similarities and differences.

The mathematical approaches and skills developed in Year 1 (in 2017/18) were further enhanced through engagement in ICT coding opportunities using Scratch, BeeBot, Catebots and Sphero in P1 and P7. In addition, children engaged in a newspaper activity in writing through the Thematic Bridges topic.

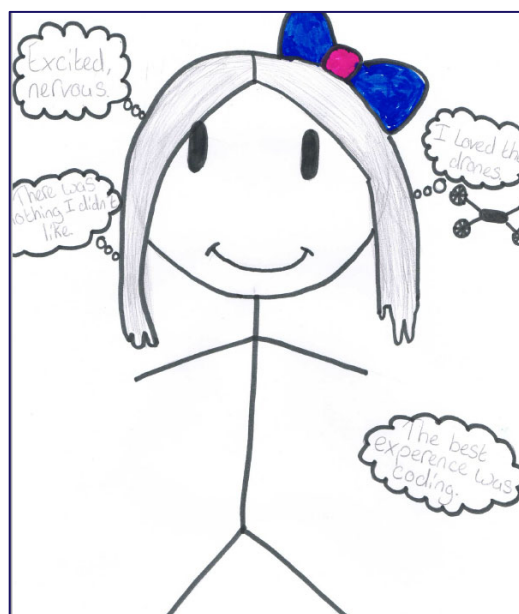


Photo: One pupil sharing her views on Shared Education – the coding classes seemed to have been a hit!

In Year 3, as well as the P1, P2 & P7 children engaging in shared activity, P3 and P4 children were also engaged with a focus on activity-based learning linked to the World Around Us topics being covered by the children in these specific year groups.

In addition to this, children took part in a number of activities beyond the classroom through a joint school trip and choir session. Children from both schools performed together at the Grange Christmas tree light switch at the Ballymena Festival. Instruments and music resources were purchased for both schools to enable this to happen.

In Year 4 (2020/21), activities were disrupted by Covid-19 which resulted in periods of school closures and the accelerated movement to online learning and remote session delivery.

Shared Education was already expanding prior to Covid-19 to include most year groups and then expanded to include all pupil year groups (P1-P7) in 2020/21. Delivery of activities was via online collaborative sessions. P1 and P2 year groups continued on with play-based learning and outdoor learning opportunities. P3-P7 year groups participated in online sessions using Mathletics to further develop pupil's numeracy skills. Mathletics is an online learning tool where children can undertake numeracy investigations and share their knowledge and solutions. The children also took part in World Number Day where they came to school dressed in numbers and took part in an online session to share their ideas with their partner class.

Whilst Covid-19 initially impacted on the extent to which activities could take place, planning and delivery of 30 hours of shared learning was already a considerable challenge, even without the added challenges presented by Covid-19.

“Planning and delivering 30 hours contact time for all classes was proving to be very challenging even before school closures. (Shared Education Self-Evaluation)

Similar to Year 4, Year 5 included all year groups. Year 5 included a more diverse range of activities with P1 and P2 year groups engaging in music and literacy related activities aiming to improve children's aural ability and music skills alongside their literacy skills. P3 and P4 year groups benefited from an eco-schools focus, with both schools working collaboratively to improve school grounds. In addition, a literacy strand was built in with a focus on developing writing and literacy skills. P5-P7 year groups were involved in a range of curricular areas (e.g. young enterprise).

Up until March 2022, sessions continued to be delivered online, however there was some hope expressed amongst staff that delivery would revert back to face-to-face later in the school year - at least for particular year groups.

“We are hoping our P7 children will meet in Term 3. We are at the early stages but we hope they can meet outside and perhaps go to the North Coast for surfing. (Teacher)

Benefits for the child

Educational: Involvement in Shared Education helped to widen the learning opportunities available to children and opened up a number of new curricular routes for them.

In 2019, one of the schools had a small group of children with behavioural challenging needs and they were worried about their children going to the other school in the Shared Education partnership to learn computer coding. This concern proved short lived, and the opportunity for these children to be involved in these sessions was successful from a behavioural and learning point of view.

“*In 2019 we had a very difficult group of children. We were worried going down to the school but they got on well and there no behaviour issues. They felt accepted down in Millquarter and were happy and secure. (Principal)*

“*The coding programme was called Hive Hackers and it was sponsored by PwC. It was a coding outreach programme and they led the coding sessions. It was one of the very first times that all Key Stage 2 children went to Millquarter. They were teaching the basics in coding and computational thinking. We pooled all of our resources. It took a lot of organisation but was really successful! (Principal)*

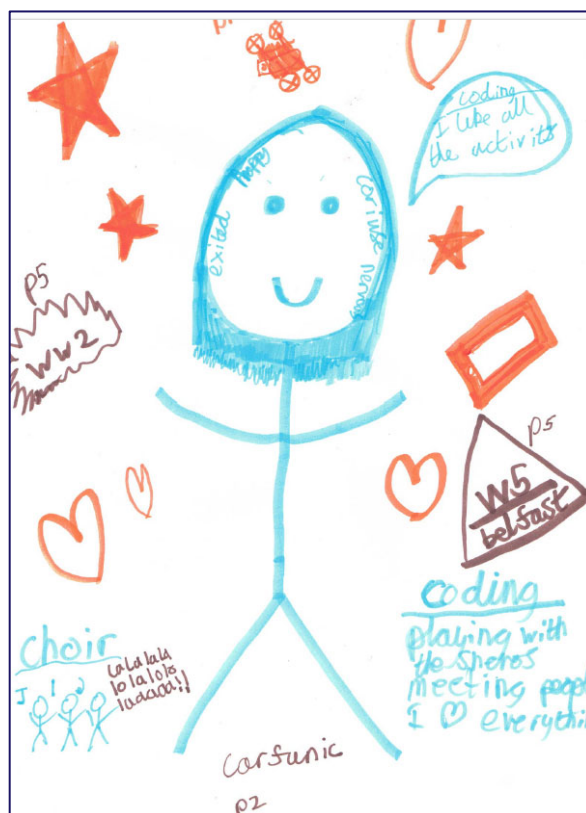


Photo of pupil drawing activity: All of the activities were viewed positively by this child but the coding and Spheros activity was particularly enjoyable.

A number of other activities, such as Mathematics, provided children with opportunities to mathematically challenge themselves alongside their peers and compete together to improve their numeracy skills.

“Where the maths came in was in terms of the Athletics programme. It provided the children with healthy competition. (Teacher)

Skills and confidence: Numerous opportunities were provided for children from the two schools to come together. Staff from both schools believed overall that children got a lot out of the shared activities particularly in terms of improving their confidence.

“I suppose really, our P1 children, their focus was outdoor play and we brought children together for play sessions... they got a lot of that. They shared their highlights and they loved it. They grew in confidence. (Teacher)

Other interviewees also pointed to improved confidence amongst children as a result of their participation. A number of children got the opportunity to present at a Shared Education conference and approached the activity as if they were a news reader. This allowed them to highlight the impact of shared classes on themselves and their peers throughout their involvement.

“Our children presented at a Shared Education conference. They presented as news readers at the event and they highlighted the trips and other activities they had taken part in and their learning experiences. (Teacher)

One of the impacts of Covid-19 was the increased use of remote session delivery. The opportunity for children to engage in online sessions using a range of IT

equipment enabled children to develop their presentation skills thereby improving their confidence. Without the resources provided by Shared Education, this would not have been possible.

“We had a presentation yesterday. Our P1-3 children are now very confident in delivering in front of an Ipad or a camera. The resources are a huge bonus and we are grateful for Shared Education (Teacher)

Social: Shared Education provided an array of opportunities for children to come together. Many of these children came from the same pre-school and were friends before they went on to their feeder schools. Shared Education enabled them to come together again and reconnect.

“Seeing their friends together... It afforded the children to reunite and connect again. The change of environment to get on a bus to go somewhere was great. (Principal)

Specific activities, such as Mr Hullabaloo², enabled children to come together, share food and talk to each other and were viewed positively in terms of their contribution to enabling children to socialise.

“They loved coming together for Mr Hullabaloo. They were together for the tea break and shared food. They were able to relax and chat informally. (Teacher)

² [Mr Hullabaloo](#) is a magical storyteller with puppet friends to help him.

There were also a host of other activities that children could participate in such as Christmas shows and music festivals which really helped children to come together and socialise. Since Covid-19, these opportunities were less widely available.

“We invited Groggan up to share Christmas shows... that was fantastic and recently we had a musical expert into the school. (Teacher)

“We also had a joint choir and the children performed in the village where they are from. They also took part in a Ballymena festival and loved the time together but at the minute it's not something we can do. (Principal)

Promoting cultural respect and understanding: Children were able to ask questions about each other's cultures and enquire about things from their partner school that were perhaps different. For example, children from the Controlled school asked questions about Confirmation promises, something they knew nothing about previously. They also asked about other things that marked each other's school out as being different (e.g. various statues).

“In Millquarter, they had their Confirmation promises up on the wall and our kids asked about that and we explained it. They would never have had any notion about that. (Teacher)

“Your statue... in your assembly hall... whenever they came back there were questions and that prompted a conversation that was matter of fact and organic. (Principal)

The partnership has decided not to discuss flags, religion, or emblems but do discuss them if a child(ren) raises this.

“We have a plan but we haven't broached flags, religion, emblems. When it does come up, we explain to the children about that. (Principal)

Benefits for the school

Relationship building: The building of productive staff relationships was singled out as the biggest achievement by one of the teachers. The relationships between staff developed and grew deeper over time and staff felt welcomed in each other's schools.

“The relationship between both schools is one of the greatest achievements in my career. I could walk into their school and make a cup of tea. They make me feel very welcome. (Teacher)

Another teacher noted how the extent of informal contact had increased as Shared Education was being delivered and how their relationships deepened.

“I was an acting Principal a while back. The Principal of Groggan primary school was great - she was always at the end of the phone. We have a great relationship. (Principal)

Joint planning and sharing of expertise:

There was a significant amount of joint planning and delivery of shared sessions since the beginning of the partnership. Plenty of examples were given by staff such as the joint planning of sessions for a conflict resolution programme run by University of Ulster and delivered on behalf of CASE. Extensive planning of these sessions took place over 3-4 months with positive feedback received.

“We started our working relationship together with ICT right at the beginning and we established that relationship over 4 years. One of the activities was about promoting conflict resolution which was delivered by University of Ulster. The project took place over 3-4 months before the pandemic. We used Google Classroom and we were always on the phone and texting. We had our final presentation. We got great feedback on it. (Teacher)

The pandemic itself resulted in significant upskilling in staff’s use of ICT and sharing of this expertise, albeit that contact was remote rather than face-to-face. Staff worked together to set up new ICT equipment for the delivery of the Mathletics programme to children.

“The 3rd term for 2020/2021 year, we had to completely adapt because of Covid-19. The level of upskilling of staff in both schools was enormous so that we could create meaningful experiences. We had online collaboration and regular virtual meet ups. A lot of it, like the Mathletics programme was delivered

online. We were able to buy extra tablets for each school. Every classroom has a camera that we road tested. (Teacher)

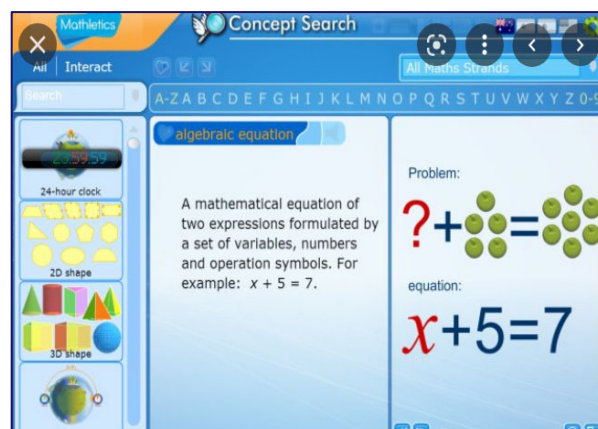


Photo: Screenshot of Mathletics software

In addition to the above, both schools jointly review their attainment data and identify priorities (such as numeracy and literacy) for their partnership to take forward together.

The fact that both schools view the relationship as a complementary rather than competing one helped to solidify their relationships for the benefit of the children.

“We have a data day every year. We don’t see each other as competition. We use the data to plan for the next year to see whether numeracy is going to be a focus or maybe literacy, for example. That drives the curriculum in our school. We push the children forward to do better. (Principal)

The partnership working between the schools has more recently extended to sharing staff resources at times where there may be gaps in staffing.

One concrete example of this involved sharing their secretarial resources across both schools to help fill temporary gaps. As the Principal of one of the schools noted, this sharing was done not by coercion but by a genuine desire to work together and resulted in more efficient and effective use of resources overall.

“I have been without a secretary. [The other school’s] secretary got me through the last few months. I could go on the phone anytime - we talked every day. It is a natural collaboration; it wasn’t forced. (Principal)

“Our relationships are key. We have shared sub-teachers with the other school and vice-versa. (Principal)

Joint training: Lastly, there were many opportunities for staff to train together. For example, staff attended Learning Through Play training together which provided an opportunity for them to meet each other and identify opportunities for further collaboration.

“Not only did Shared Education afford us to bring the children together, staff attended training together – for example, play training. (Teacher)

Benefits for parents and the wider community

The direct involvement of parents and the wider community was limited as the focus was mainly on the children.

Prior to Covid-19, the partnership ran a parenting course, facilitated by Parenting NI. In addition, a number of other thematic activities were undertaken, e.g. to support children with the development of their speech and language. Lastly, parents were involved in Internet Safety Day. Involvement of parents during the Covid-19 pandemic was limited and the focus was very much on delivering activities to children.

“We had started before Covid; we organised a parenting course before lockdown and had a facilitator from Parenting NI in. We had parents from both schools and she spoke to the parents about parenting and got their feedback. That was a really interesting evening. We did phonics together. We involved parents in internet safety. (Principal)

Schools have also joined up in terms of open days by creating joint prospectus packs for parents and sharing these with parents.

“We created joint induction packs for our open day. Both prospectuses were put in a bag for parents and invitations were given to parents to come along to open days. (Principal)

What has worked well and why?

Time for planning together: One of the most valued aspects and the reason why Shared Education worked so well was the availability of dedicated time out of class for coordinators and teachers to devise action plans and plan lessons and activities together. The development of a shared drive greatly facilitated this process and enabled staff to collaborate and seamlessly share resources.

“As part of the project we try to give coordinators time to work on Shared Education action plans. We also give our teachers time to plan together and they can share resources. We have a shared drive to share resources and share policies. There is so much collaboration at all levels. Class teachers are given time out of class to plan mathematics lessons. (Principal)

Sharing children’s work: More broadly, sharing children’s work and other things such as photos of activities and events (with appropriate permissions), worked really well and helped to give schools a feel that they are Shared Education institutions. Shared Education notice boards provided an excellent opportunity to share children’s messages, pictures and other things that they had worked on together. One teacher noted how a new member of staff in their school commented how the sharing of children’s work really help to embed Shared Education in the school, which was not as apparent in the school that the member of staff had come from.

“Shared Education notice boards are great because children can write messages on strips of papers and we then put them in paper chains. We really celebrate what has happened and the children can see their pictures on the other schools notice boards. (Teacher)

“I have a temporary teacher here. She said to me that Shared Education is really embedded and that that doesn’t happen as well in all schools. In social media we interact as well and she picked that up too. (Principal)

Staff relationships: Staff relationships were a critical success factor in driving Shared Education forward in each school. The relationships between both schools were described as being supportive and non-judgemental. In addition, even though both schools can, and do, draw children from the same community, the relationship is described as collaborative and not competitive.

The Principal of one of the schools indicated that they have a pupil enrolling who, given their religious background, might have otherwise enrolled in the other school in the partnership. This was not viewed by the other school as a negative.

“The team of staff behind us worked really well. We were in the right place at the right time and had known each other’s faces. The relationships are great - there is no judgement from each other’s schools. I have a child from a Maintained school and they have chosen to come to us and we celebrate that. It’s the relationship at all levels I am most proud of. (Principal)

Challenges and barriers

Aside from the challenges presented by Covid-19 which impacted on all schools and settings, the partnership did not experience very many challenges throughout. The following are examples of those they did face.

External facilitation: One of the earlier challenges experienced by the partnership related to bringing in external facilitators to deliver some of the activities. Reflecting back, they felt that they should have had the confidence to deliver these activities themselves, which is what they eventually did in the following years due to the increased confidence amongst the teacher to plan, deliver and evaluate these activities themselves.

The schools also felt that they could deliver the activities to a better standard given that they knew their children better.

“We learnt a lesson. We started with one-year group in the first year and we brought in facilitators at the start because we didn’t think we had the skills to manage two schools together. Very quickly we realised we could do it better than the facilitators. We used the strength of our teachers and their knowledge of ICT and maths to do our curriculum work. That was our lesson learnt – we have as much expertise as a facilitator. (Principal)

Time for school Principals to meet and discuss Shared Education: Despite the fact coordinators and teachers have been allocated time to plan and deliver activities, getting sufficient time for Principals to also come together has been, and continues to be, a challenge. The size of each school, the fact that both are teaching Principals, alongside the number of other competing priorities have meant that Principals have struggled to find time during the school day to talk together. This has meant that they have had to set time aside after the school day to discuss Shared Education.

“Time to get together has been a struggle. We are both teaching Principals and we are very small schools. We don’t have a Vice Principal to let us out so we are having to grab an hour after school to make sure it (Shared Education) keeps going. If there is a week where not a lot is happening, that is fine, the pace will speed up. But other things, such as safeguarding issues takes precedence. (Principal)

Looking forward: sustainability and future plans

Overall, both schools stated that they are committed to keeping at least some aspects of Shared Education continuing and one of the Principals viewed the use of ICT and remote delivery as key to ensuring sustainability of aspects of Shared Education.

“The desire to continue is still there and there is a commitment to take it forward. Harnessing ICT is key to driving it forward. (Principal)

There is a strong commitment to provide specific times for teachers to come together to participate in joint training opportunities. The resources – in terms of teacher sub-cover, have not been secured, however planning is already being undertaken to try and make this happen.

“We actually talked about this. We are going to be a lot more creative. We haven't got budget codes for subcover but we will continue to give time to teachers to come together and we will get around it. planning will happen online, and we will run joint training where a trainer comes in. (Principal)

Similarly, opportunities for children to come together will also be largely online, although a commitment exists to continue some aspect of face-to-face contact e.g. school trips. These trips will be on a smaller scale and there is a determination by both schools to secure funding.

“Bringing children together might be more online. We can still go on school trips but now we will have to fund that and we will have to be creative. We are a small school and we are not in a position to finance it. We will get some funding. (Principal)



Final reflections

While schools have deliberately chosen not to address cultural differences directly through lesson content, staff have taken the opportunities for discussion when questions have arisen, for example when children have been preparing for a religious service, or having observed symbols or flags in their partner school. They feel this has worked well and allowed children to get to know elements of other cultures organically.

The key thread leading to the success of this partnership has been the quality of the staff relationships and the amount of joint training, alongside extensive joint planning and delivery of lessons. There is a strong sense of community amongst staff at the schools, which given the historical divide in the area is a positive outcome. In addition to this, the success of the collaboration between the schools, when they could easily have viewed the relationship as one of competition, has helped to embed Shared Education and the partnership will strive to maintain elements of this after the funding comes to an end.



This report was produced by SJC consultancy and National Children's Bureau, as part of the wider Impact Evaluation of Shared Education (PEACE IV Programme, Specific Objective 1, Action1)

August 2022

