

## ***1. The Project in context***

The establishment of the border in Ireland during the 1920's divided the country into what became known internally as the 'South' and the 'North'. Two different political, social and economic entities were created which fundamentally changed the attitudes and mindsets of the peoples living either side of and in the border areas.

Owing to this a polarization emerged due to the fact that those living in the border regions together had completely different authorities, currencies and taxation systems. In these very local areas people had distinctly different religions, traditions and cultures. With the onset of the 'Troubles' in the late 1960's sectarianism reared a very ugly head which brought with it hatred, violence and sadly much loss of life.

Fortunately in 1994 a certain Peace was agreed upon and although not fully institutionalized yet, a light was cast on what up to then appeared to be an extremely bleak and dark future.

Today through trust, understanding and a peaceful co-existence these same families from two opposite traditions are trying in the main to pave a way to reconciliation.

And it is projects such as Junior Achievement Ireland / Young Enterprise Northern Ireland working with children around the border regions that help to cement the foundations of trust and understanding thus bringing both communities together to share in a common life in harmony.

And this is what the Junior Achievement Ireland / Young Enterprise Northern Ireland Primary Programme achieved through it's aim and objectives and attainment of milestones since the project commenced. A network of stakeholders and a gathering of learning has been firmly established. Because of this a confidence has grown about Junior Achievement/Young Enterprise as can be supported by the pupils comments and teacher quotes entered beneath in this evaluation.

This evaluation intends now to report on the progress made in the fourth and last year of the Project between the end of July 2005 and end of June 2006.

## ***2. Evaluation Methodology***

The Primary Programme Project was evaluated using two types of questionnaires for participants of the Project. The first questionnaire specifically evaluated the effectiveness of the cross-border cross-community linking of Primary school children whilst the second examined the effectiveness of the actual programmes

Furthermore, students, teachers and business volunteers were interviewed at various stages throughout the year in an effort to collect data on the various perspectives of all participants.

Finally milestones were checked off against records kept by the Project Manager.

### ***3. The Overall Aim Of the JAYE Primary Programme Project***

The JAYE Primary Programme endeavors to teach primary school pupils about multi-intelligences, the importance of universal knowledge and the skills they need to succeed in a changing multicultural world. Pupils are encouraged to gain a deeper understanding of development, decision-making, creativity, communication skills as well as a new level of overall learning comprehension.

All of the above equip participating children with the broad minded overview that life approaches constantly with omnipresent challenges and these facts of living must be engaged in a confident mental set. The Project joins children together from schools in Northern Ireland and schools in the Republic of Ireland through a series of cross-border events. The event workshops are designed to enhance programmes already delivered in the classroom, or to tackle areas of disinterest in the curriculum such as science and engineering.

The JAYE programmes are based on economic concepts designed for young people of all abilities. The programmes are innovative, interactive and use the “learning-by-doing” teaching methodology. By targeting children from early primary age before negative perceptions can be adopted, positive learning is encouraged, creating mutual understanding among different religions, developing opportunities whereby schools can encourage cross-community cross-border interaction, and in turn promote peace and reconciliation among students from areas of social and economic disadvantage.

It is important to examine closely each of the programmes that are being delivered in the classrooms so that readers are advised of the content:

- **Ourselves** - Economic role of the individual. The Ourselves theme focuses on the individual and the roles individuals play in the economy as workers and consumers. The programme develops personal economic concepts through storybook characters presented by business advisors. Students will develop an understanding that each individual is different in terms of background, both socially and culturally.
- **Our Families** – Role of families in the local economy. The Our Families programme identifies what a family is and how family members work together, identifies family needs and wants and what type of jobs family members hold. This programme focuses on the different backgrounds of families and encourages children to realise the diversity within and between different families, not just in the social context, but also that of religion and culture.

- **Our Community** – Responsibilities of and opportunities available to citizens in their economic community. The Our Community theme defines a community, demonstrates types of businesses operating in the community. It reveals how the government works to support services for the well being of its citizens and how citizens must take responsibility for the economic well being of their community. The programme allows children to explore the diversity of race, religions and cultures within a community and how many different people can work together in harmony.
- **Our City** – Economic Development, local businesses and career opportunities. The Our City theme identifies businesses and workers found in the city and how their jobs make a difference in the city. The children begin to understand that a city needs a lot of different workers and that again these people are from a mixture of various races and religions. The children are taught that in other cities in Ireland and the UK this is the norm, and that cities and towns in Northern Ireland and the border counties can welcome and work with people from a variety of different backgrounds.
- **Our Nation** – Business operations and economic issues. The Our Nation theme introduces the students to the basics of starting a business in the free enterprise system. Through the activities they will discuss business organisations, career options, production techniques and advertising. Finally the students will present a business plan to a meeting of shareholders. The students realise that many people from different cultural and social backgrounds are part of the larger business economy, thus promoting a positive cross-community cross-border attitude. The students learn that the whole island of Ireland could benefit hugely economically, socially and culturally if cross-border trade and relationships are encouraged.
- **Our World** – World Resources, economic systems, monetary exchange and global trade. The Our World theme introduces the students to the key aspects of the economies in various countries. They learn that countries are economically interdependent, reasons for international trade, the difference between exports and imports, and the role of foreign exchange in international markets. The students realise that global trading encourages people from all religions, races and political affiliations to work with one another. It also helps those that have a narrow view of their own area to expand their horizons.

#### ***4. The JAYE Primary Programme Set-Up***

Once again it is important the set- up be restated:

- a) The JAYE Primary Programme has a clear set of Aims and Objectives that have been adhered to in relation to the programme offered.
- b) A sound management structure monitors the day-to-day development of the project.
- c) The project constantly addresses the criteria of the Peace II programme in trying to pave a way to reconciliation, improve cross-border relations, provide equal opportunities and meet the aims and objectives of the Priority measures.
- d) All milestones have been tackled.
- e) In essence all pupils and stakeholders have been supported through the implementation of a clear and positive rationale.

#### ***5. The Peace Distinctiveness Of JAYE***

As already outlined, until 1994 the Border areas had been subjected to uncertainty, hatred on an extreme sectarian level and what somehow could be described as martial law especially in areas lying north of the border.

Families have lived apart with blinkered and biased views of each others' backgrounds and traditions.

Projects, actions, initiatives and programmes that bring together people from either side of the social and political divide can only be positive and help to establish constructive futures.

## ***6. Review Of Objectives and Milestones***

### **6.1 Objectives comprise:**

Promoting community relations between young people aged 5-12 in recognized areas of deprivation.

Introducing an economic awareness programme to children annually in areas typified by long-term unemployment, poverty, lacking in business tradition and cross community development.

Fostering developing entrepreneurial and cultural attitude through education and training.

Developing links amongst schools, businesses and local communities.

### **6.2 Outcomes comprise:**

Increasing the spirit of enterprise and the supply of entrepreneurs so that businesses get started and jobs are created leading to competition and sustained growth.

Dismantling cultural barriers between schools through contact and partnership

Improving long term opportunities for business growth and forging partnership on a cross-border basis.

Nurturing cross-border relations especially in rural areas.

Further “softer” outcomes included

- Students
  - enhanced their self esteem, confidence, teamwork, leadership, communication and interpersonal skills.
  - Developed decision- making and critical thinking skills.
  - made the link between a good education and getting a good job
  - Learned more about themselves, in terms of their strengths, weaknesses and aspirations
  - Gained a greater understanding of other Religions and backgrounds.
- The knowledge learned by the teachers in relation to local companies and jobs, can be relayed by teachers to students for years to come, thus reinforcing the link between education and the workplace.

- Business volunteers improved their presentation and communication skills.

### **6.3 Milestones**

To deliver Enterprise Programmes per annum to 1500 primary school children (approximately a divide of 750 from either side of the border).

26 schools to be recruited and linked each year, (13 from Northern Ireland and 13 from Republic of Ireland).

Necessary amount of Business volunteers to be trained in the Border regions to work in The Primary Programme.

Training Hours to be delivered in Enterprise development.

A final evaluation report to be compiled on the progress of The JAYE Primary Programme Project.

## ***7. Progress Report***

### **7.1 Achievement of Milestones for 2005/06 School Year**

- Delivered was a structured enterprise programme to 2342 primary school children.
- 27 schools were recruited and linked.
- Recruited and trained were 53 business volunteers to deliver the programmes.
- 16,865.5 training hours were delivered in enterprise training.
- A final evaluation report on the progress of the project.

### **7.2 Progress Report for Project 2002-2006**

- 7984 students benefited from the JAYE Primary programmes, almost 2000 above target.
- A total of 47 schools have been involved since the start of the Project
- 230 Business volunteers were recruited and trained to deliver the JAYE primary programmes, resulting in a total of 326 programmes delivered in the schools North and South of the Border
- 56,498 training hours were delivered.
- External Evaluation Report was submitted at the end of each school year. Report on Progress of the Project also submitted annually by Project Manager.

Junior Achievement / Young Enterprise have maintained records of

- Business volunteers' contact details
- All details pertaining to delivery of programmes  
Including school, teacher, programme & volunteer
- Numbers of students per class
- All details of Cross-Border Links including link schools and dates.
- Code of conducts signed by volunteers.

## ***8. Findings & Analysis***

## *Questionnaire 1*

The students in the Primary Programme Project are drawn evenly according to religion from either side of the border. The students targeted are those of socio and economic disadvantage, and that have experienced the effect of the ‘troubles’ first hand. The project brings these children together, who may have misconceived perceptions of the opposite religion, in an effort to demonstrate equality and build on peace. The students involved in the Primary Programme Project may have never talked, met or had any interaction with another Protestant / Catholic child before. The project helps to break down any existing barriers and prejudices and promote lasting peace and reconciliation by bringing together these children at cross-border cross-community workshops.

This questionnaire, presented to teachers involved in these cross-border links examined the effectiveness of bringing children together from each side of the border and/or from different religious backgrounds.

Each event consisted of an even amount of students from both sides of the Border. Workshops were led by JAYE staff in an effort to infuse interaction among the students and teachers.

The first question addressed looked at the promotion of community relations among the young people attending the Cross-Border links. All participants agreed that the workshops helped in promoting this. Some comments from teachers were as follows:

“Better understanding and affinity with different community”

“A very friendly, co-operative atmosphere was created between the young people on the day”

“The children became almost instant friends as a result of the non-threatening atmosphere”

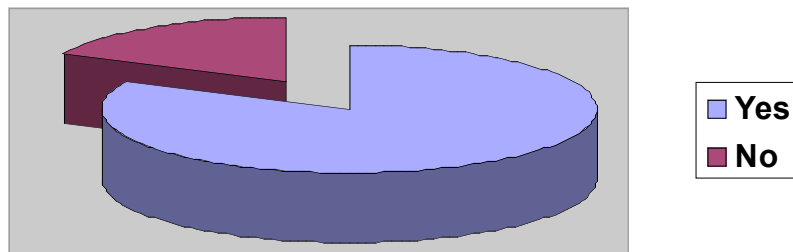
“The day in Derry spent with children from Holy Family PS was invaluable”

“Promotes leadership and teambuilding skills”

“Children were encouraged to work with the other children from the other school”

An important objective of the Primary Programme is to foster and develop links between the young people. Participants were asked did they think that the Cross-Border workshops achieved this objective.

**Do Cross-Border Workshops foster and develop links between young people?**



---

82% of teachers felt that by bringing the children together, the Project did succeed in fostering and developing links between the young students. However, the general consensus among those in disagreement with the statement was that one meeting per school year is not enough to develop meaningful links. They felt that students need to meet several times or stay in contact via email or the likes, before they could truly justify the statement.

“Perhaps time would be a constraint, follow up visits to each others schools would be effective”

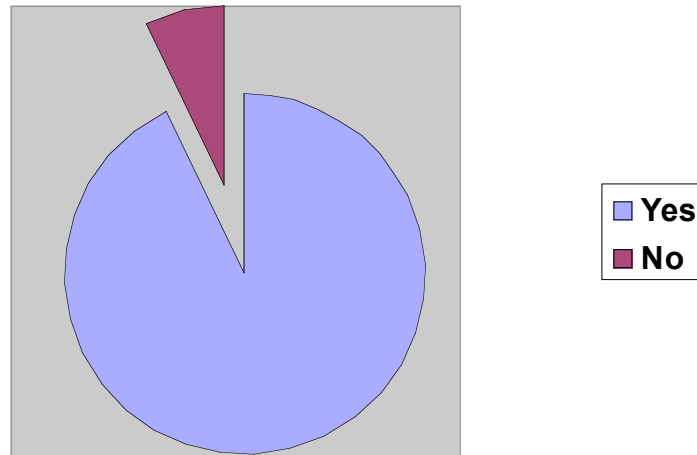
“We had an initial meeting (the event) but there was no follow up”

“Pupils need to meet up a number of times or keep in touch via email in order to develop meaningful links.”

This would identify a need to continue cross-border activity among the schools to develop relationships and in turn ensure sustainability of this aspect of the project. Going forward, it could be suggested that more than one cross-border link be incorporated in the Project should further funding be secured.

Question 3 examined whether or not participants found the cross-border element helped pave the way to Peace and Reconciliation. Again, the majority of 93% agreed that the Project did just that.

### **Pave the way to Peace and Reconciliation?**



“I think it is always good for young people from different communities to meet up in a social setting”

“It opens the way for communication, the children talked about the World Cup, Music etc. – things they have in common, not differences”

“It allows pupils of varying denominations to engage in ‘fun’ projects, and their background was never an issue throughout the day”

“Anything that brings children together, even for a short time must be of some value in this regard”

As can be seen from the comments above, the teachers believe that initiatives such as the Primary Programme Project help in paving the way to a more harmonious and peaceful future. By bringing these children together, they are exploring and experiencing their similarities and building trust at an early age.

This led onto the fourth question which asked teachers if they thought it important to promote cross-border and cross-community relations among children at a young age. Everyone questioned believed it a necessary step in securing peace and building trust.

“I would advocate that it is particularly relevant to children who reside close to border areas”

“Many of these children would not even have the opportunity to meet”

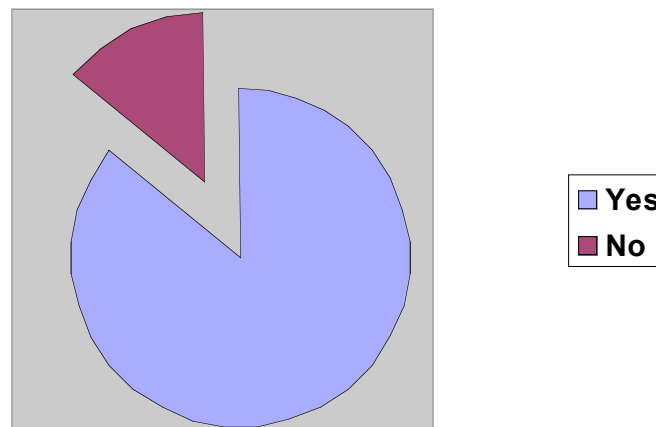
“Fostering understanding, appreciation and tolerance is vital in the world in which we live today”

“Yes, because it is important to break or prevent stereotypes”

The Primary Programme Project aims to foster and develop an entrepreneurial culture and attitude through education and training. Teachers were asked whether or not they thought the workshops complimented this.

86% agreed with the statement, with the general consensus being that the programmes delivered in the classroom were an excellent source of business and enterprise education for the students. However, many explained that the workshops explored areas not covered in the classroom.

#### **Workshops compliment the development of an entrepreneurial culture?**



“Really got the children thinking, developed an area which is not achieved in the classroom”

“Without the JAI/YENI project, our pupils wouldn't have the opportunity to do any entrepreneurial or business work”

“Pupils came up with some great ideas”

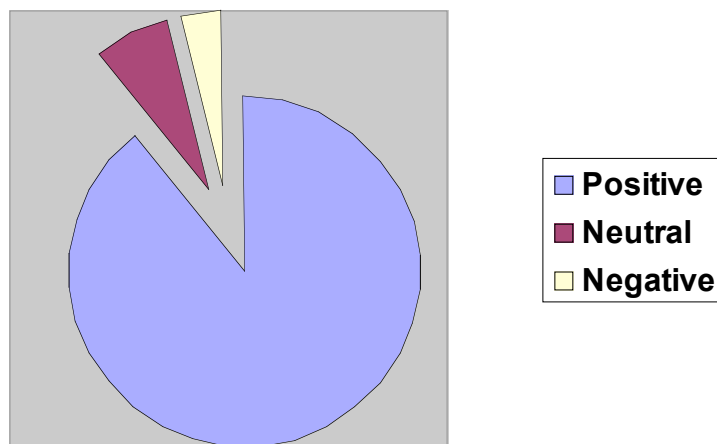
“Good to introduce business people to school children at an impressionable age”

“Absolutely. Loved the activity of marketing a new product to a new country. Makes the children think about the way businesses work”

“I felt the workshops were useful – as were the programmes”

For evaluation purposes, we felt it necessary to examine whether or not participants felt the cross-border workshops had an effect on the students. The majority of 89% felt the workshops had a positive effect. Teachers explained that allowing children to interact with others from across the border or from different religions, helped create a more ‘open-mindedness’ among the students.

#### **Cross-Border Workshops promote Positive, Neutral or Negative effect**



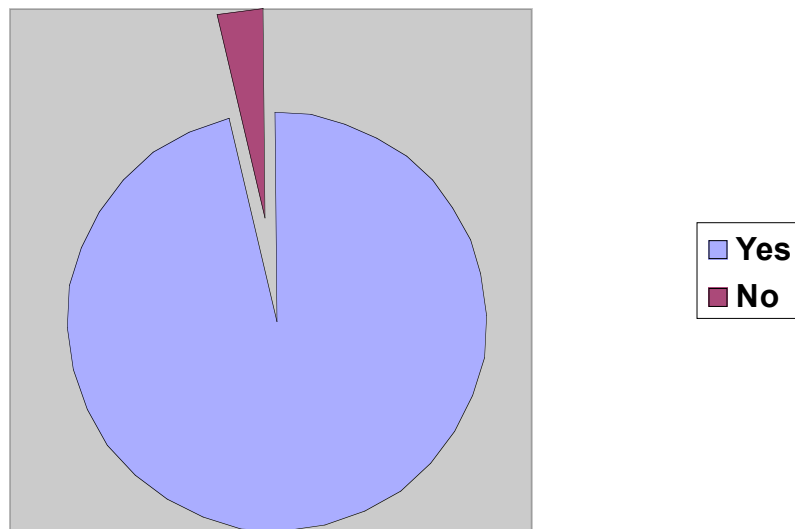
96% of teachers questioned felt that it was beneficial for them also to meet colleagues from the other side of the divide at the cross-border workshops.

“Yes we enjoyed chatting and noting similarities and differences in our systems”

“We talked about curriculum developments, difficulties faced by students, and enjoyed the day”

“We are enriched by this experience and it is an opportunity to discuss policy developments and change”

### Beneficial to meet colleagues?



“It was nice to meet teachers from a different part of the country and to learn that our experiences of school are similar”

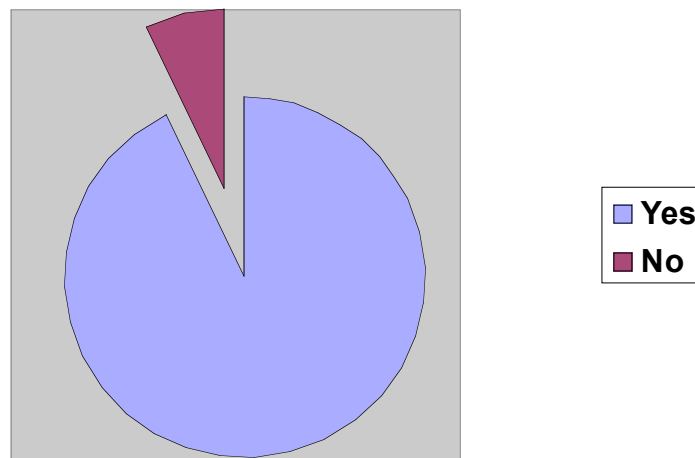
“Great exchange of views, experiences of different educational systems”

“I enjoyed meeting colleagues from across the border and learning that they had similar problems in class as I did”

“It helped us appreciate the similarities and differences in our respective education systems”

The last question put to teachers asked would they attend another JAYE cross-border workshop. 93% said they would definitely attend again. The few teachers who said no explained that simple factors such as change of venue or activity would inspire them to re-consider. Whilst the vast majority of teachers preferred the enterprise-based activities, few thought that 'fun' based activities would encourage more interaction. Over the past three years the Project Manager has incorporated and monitored both types of activities into the project, and concluded that as the Project is primarily about promoting business and enterprise, workshops in this field were more beneficial.

### **Attend another JAYE Cross-Border Workshop?**



Participants were also asked what they found to be the most beneficial aspect of the cross-border workshops. The bringing together of children from Northern Ireland and the Republic of Ireland in a mutual and unthreatening setting appeared to be the at the forefront of the benefits. Secondly, being given the opportunity to meet with colleagues North and South of the border was also a prominent beneficial factor

“The most beneficial part for me was watching the children’s interaction, openness and enjoyment. They were well grouped and had to communicate as young individuals working in a team. Very worthwhile, and without a doubt, they each took something from the day”

“Pupils engaged in projects whereby their individual backgrounds were irrelevant and the emphasis was on working as a team”

“Beneficial aspect was to see the young people working together effortlessly and naturally”

“Children enjoy the opportunity to meet other pupils and to work in teams. This workshop was well organized from start to finish”

“Having the opportunity to meet colleagues from cross community and cross border backgrounds and having our children meet”

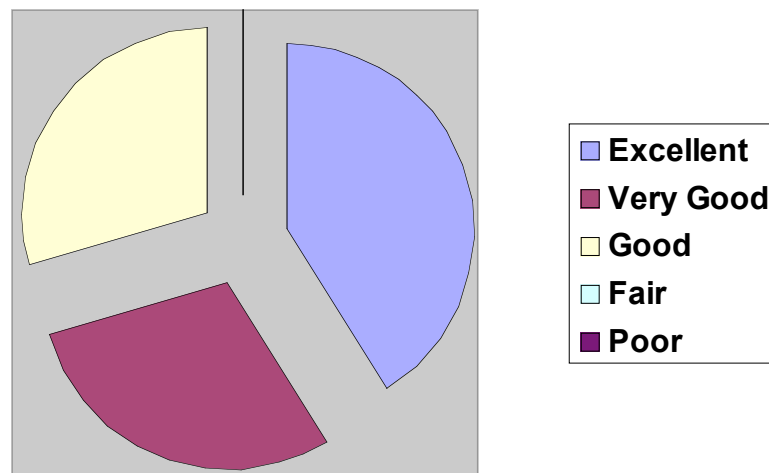
“As aforesaid it is a ‘big plus’ to have a Controlled protestant school travel over the border”

“Being required to present original ideas in front of groups of peers – those well know and unfamiliar”

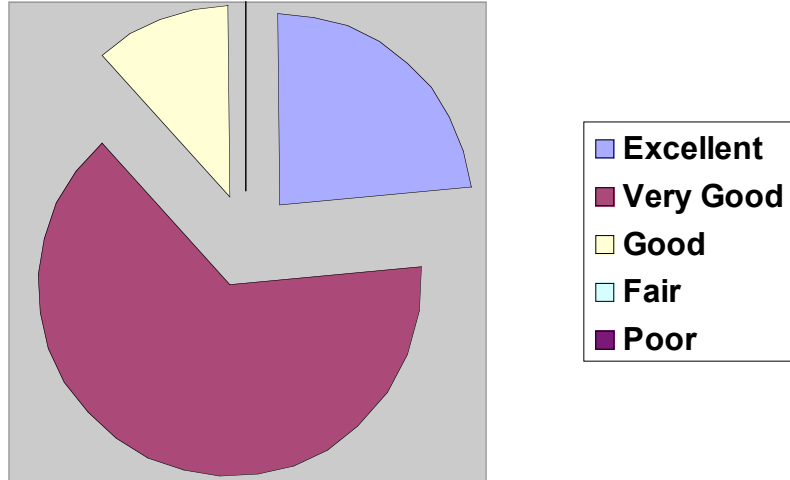
## ***Questionnaire 2***

The second questionnaire was distributed to a combination of teachers and business volunteers on completion of the JAYE programmes. These programmes were delivered in all 27 schools by a total of 53 business volunteers from the local community. The JAI/YENI programmes are based on economic concepts designed for young people of all abilities. The programmes claim to be innovative, interactive and use the “learning-by-doing” teaching methodology.

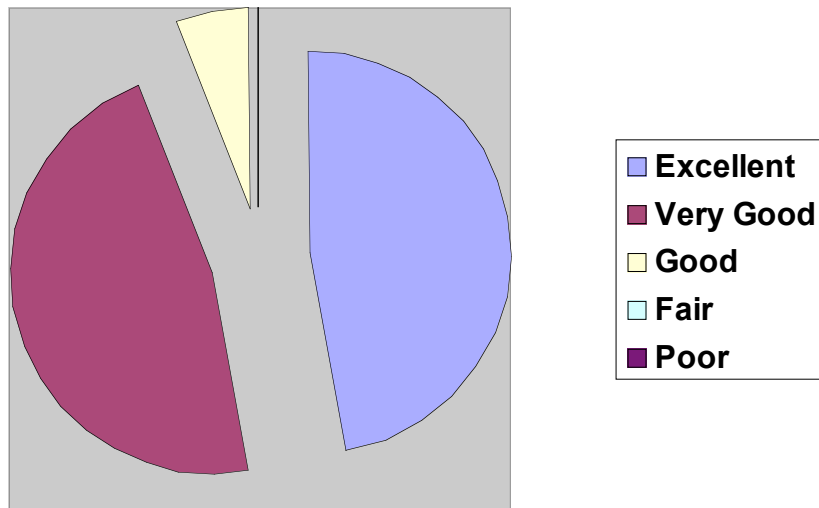
### **Was the material suitable for the students?**



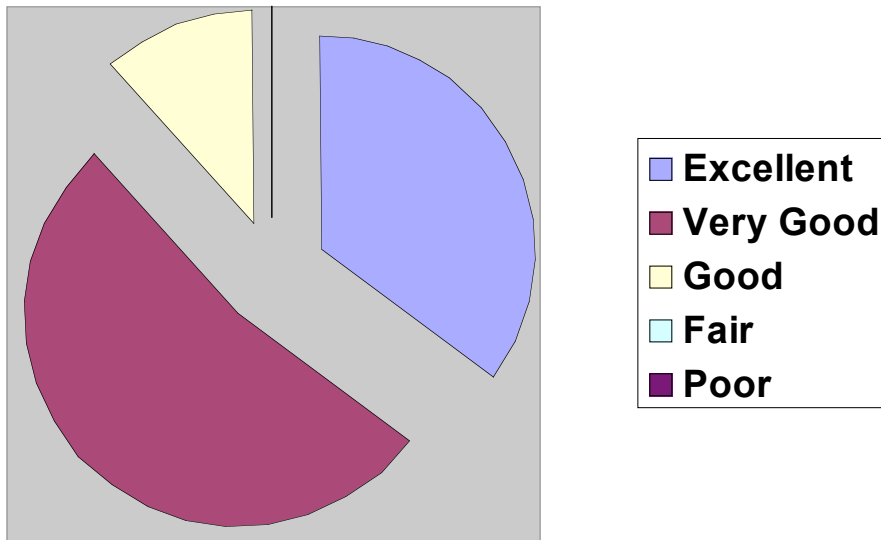
**Was the programme effective for the students?**



**Were the students responsive?**



### Did you enjoy the experience?



As can be seen from the above results, the overall consensus among teachers and volunteers is that the JAYE programmes are effective and indeed working towards achieving their goal. 70% of those questioned found the material either excellent or very good, with the remaining percentage believing it to be 'good'. Furthermore, the majority of people, at 89%, said the programme was either excellent or very good in its effectiveness for the students.

The responsiveness of the students also received top marks, with 94% of teachers and volunteers claiming the students responded enthusiastically.

All the volunteers and teachers questioned stated that they would recommend a JAYE programme to a colleague, and that they would participate again in the coming school year if given the opportunity.

#### Quotes from Teachers:

“Gave the children a realistic view of the business world”

“Garda Treacy (volunteer) had an excellent manner with pupils, was well prepared for classes and gave clear instructions, while making the class fun and teaching about her own work as a garda too”

“Josephine (volunteer) was very familiar with the programme content and delivered it very well in the classroom. Pupils enjoyed the experience and learned a lot”

“It had a very good sequence of methodologies e.g. Visual, aural, hands-on and follow up activities”

“It helped to cover some aspects of the S.P.H.E programme and it was very well presented”

“The business volunteer, Mary, was excellent in her approach to each lesson and in her communication with the children. Her expert explanations and enthusiasm really stimulated the children”

“The children had the opportunity to explore aspects of their economic environment”

## **9. *Examination Of Actions***

The JAYE Primary Programme Project is needs based, innovative and fully participant orientated proving that learning through an informal approach can stimulate the mind and achieve realistic results. The pupils are taught at skill related levels.

One strength of this project lies in the fact that there is a clear underlining theme to what the programme is aiming to achieve. The purpose of the project is satisfied by the aims and objectives. The programme manager is pivotal and essential to the progression of the initiative.

There is evidently a great commitment to the cross-border aspect of The JAYE Primary Programme not alone to comply with funding regulations but to affect genuine change in the border regions. This also applies to the cross community effort.

The programme is closely nurtured and documentation is constant. I have no hesitation in adding that the initiative is having a tremendous and positive influence on all those involved.

As can be deduced from the numbers participating, the project is attracting much interest. On an academic level the various subjects offered within the overall action are very experiential and innovative in their approach. Educational and economical disadvantage are definitely being tackled as well as an enjoyable learning experience being put in place. The children appear to feel a sense of achievement through this new experience.

## ***10. Horizontal Principles***

### **ADDITIONALITY**

One year later, and at the end of the Project, there is still no similar programme in the area available to primary school children.

It continues to tackle economical disadvantage and addresses the legacy of conflict.

It is innovative and a new development experience is being gained as can be deduced from the random comments of the teachers and children.

The programme has moved on to involve and affects large numbers.

It delivers much needed cross-border and cross community influence.

### **SUSTAINABILITY**

Because of the resounding success of the Primary Programme there is effective commitment from all involved. It is a new approach to tackling social and economical disadvantage as well as cementing intercultural relations in the border areas. The project is very worthwhile and will stand up to any examination regarding transparency. At the end of the Project, whilst every effort will be put in place to ensure schools will still receive JAYE Programmes delivered by Business Volunteers, it is still totally dependent on outside funding if it is to enjoy long-term cross-border cross-community sustainability.

### **EQUAL OPPORTUNITIES**

All participants on JAYE are included regardless of tradition, culture or religion. Most pupils come from long-termed unemployed backgrounds, low income families, are disadvantaged and victims of conflict.

The pupils were recruited equally from the two main traditions, the programme was planned for sites that suited all involved and all were exposed to a peaceful training setting.

## **IMPACT ON POVERTY**

From research it is generally found that the foremost routes to combating poverty is through completion of skills related training. Initiatives that battle social and skills related training especially engaging the marginalised serve great purpose.

All the people involved have experienced poverty or have watched others being effected by poverty owing to lack of opportunities, unemployment, early school leaving and of course political unrest and its legacy.

Last year JAYE maintained it's intention to all of the above social afflictions.

## **PUBLICITY AND TRANSPARANCY**

All procedures and documentation have been recorded meticulously and are open to examination by the relevant Funding, State and European Agencies. All involved is publicized and exposed.

JAYE is subject to high profile in the relevant area to the appropriate public. It also promotes itself through a brochure clearly outlining the aims and objectives offered. All Funding agencies and their governing bodies are mentioned and their logos displayed.

I wish to add that the programme is still committed to addressing social inclusion, tackling disadvantage and dealing with the legacy of conflict. The curriculum is developmental as well as innovative and encourages participation and integration through development.

The fact that the project is experiential orientated offers a strength that is creative.

## ***11. Reconciliation Review***

As cross-border community links are developed social and political inclusion as well as reconciliation will be enhanced. Reconciliation depends on understanding and trust regarding business leaders and the greater community and all of these elements are embraced by this project.

The Border region needs special attention now that a cessation of violence has commenced and a peace established. An inter mingling of peoples from both sides of the political divide is vital so that traditions and cultures can be understood and respected. Funded initiatives provide excellent settings for such fusion as well as developing social inclusion.

## ***12. Conclusions***

The Junior Achievement Ireland / Young Enterprise Northern Ireland Primary Programme is a progressive project with a clear purpose set out by its aims and objectives. It meets all of the milestones set out under Peace 11 and uses methods of best practice in relation to its undertakings.

Its virtues lie in the clear purpose, the programme, creativity and the dedication of its Programme Manager.

The project on offer definitely meets the needs of its target group and incorporates a holistic approach to education providing learning through enjoyment and achievement.

The programme is carried to completion in a very professional manner where monitoring and evaluation are integral parts of its process.

All the participants have greatly benefited by the project and development of cross-border cross community relations is positive.

A weakness does continue to exist regarding its sustainability.

In summation The Junior Achievement Ireland / Young Enterprise Northern Ireland Primary Programme offers immense value for the children involved and all others associated with the project. It is a must that it continues and further funding should be provided.

## ***13. Recommendations***

- Further funding
- Again more areas in the Border Region targeted and extra emphasis placed upon inter denominational linking.
- More pupils included to an optimum effect
- Modules on the relevant cultures and traditions to be included gradually on the syllabus
- Research to focus on alternative sources of funding for carrying out Cross-Border links as this has not been addressed successfully yet
- Mainstreaming of this programme with special attention given to the cross-border cross community aspect

**EOGHAN HERITY CONSULTANCY**

**JUNIOR ACHIEVEMENT  
IRELAND/  
YOUNG ENTERPRISE  
NORTHERN IRELAND**

**PRIMARY  
PROGRAMME  
PROJECT**

**FINAL  
EVALUATION  
2006**

**EOGHAN HERITY CONSULTANCY**

## **CONTENTS**

- 1. The Project in context**
- 2. Evaluation Methodology**
- 3. The Overall Aim of the JAYE Primary Programme Project**
- 4. The JAYE Primary Programme Set-Up**
- 5. The Peace Distinctiveness of JAYE**
- 6. Review of Objectives and Milestones**
  - 6.1 Objectives**
  - 6.2 Outcomes**
  - 6.3 Milestones**
- 7. Progress Report**
  - 7.1 Achievement of Milestones for 2005/06 School Year**
  - 7.2 Progress Report for project 2002-2006**
- 8. Findings and Analysis**
- 9. Examination of Actions**
- 10. Horizontal Principles**
- 11. Reconciliation Review**
- 12. Conclusions**
- 13. Recommendations**

**EOGHAN HERITY CONSULTANCY**