**PAPER NUMBER #4**

**Universal Preschool- and School-Based Education Programmes for Reducing Ethnic Prejudice among Children Aged 3-11: A Systematic Review and Meta- Analysis**

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**Objectives/aims**

This research synthesis was utilised to aid understanding of the role that schools play in reducing prejudice among children aged 3-11. Alongside this primary research objective, the methodology was implemented to answer three further questions: To what extent can school-based education programmes assist in reducing ethnic prejudice? Which school-based programmes are most effective in reducing ethnic prejudice, and which characteristics may influence their efficacy? Finally, does the effectiveness of programmes vary with regard to the children’s age, gender, socio-economic background, and racial/ethnic background?

**Methods**

A significant body of research evidence, spanning almost a century, explores the effectiveness of interventions designed to reduce prejudice. This paper presents the findings of a systematic review and meta-analysis of this empirical work. Randomised control trials and quasi-experimental designs were considered for inclusion if they provided findings from any universal school-based intervention delivered on a whole-class basis in a preschool and/or school setting to children aged 3-11 that include an explicit objective of reducing ethnic prejudice.

**Main findings**

A total of 101 interventions (15,268 participants) were included in the systematic review. Compared with control, the intervention condition was associated with statistically significant levels of prejudice reduction (Hedges’ g = 0.30, 95% CI 0.21 to 0.39, p<.0001), suggesting that school- based intervention programmes play a vital role in reducing prejudice. The meta-analysis robustly demonstrates that interventions which aim to reduce prejudice in schools are generally effective, providing an evidence base from which policy makers and practitioners can draw confidence.