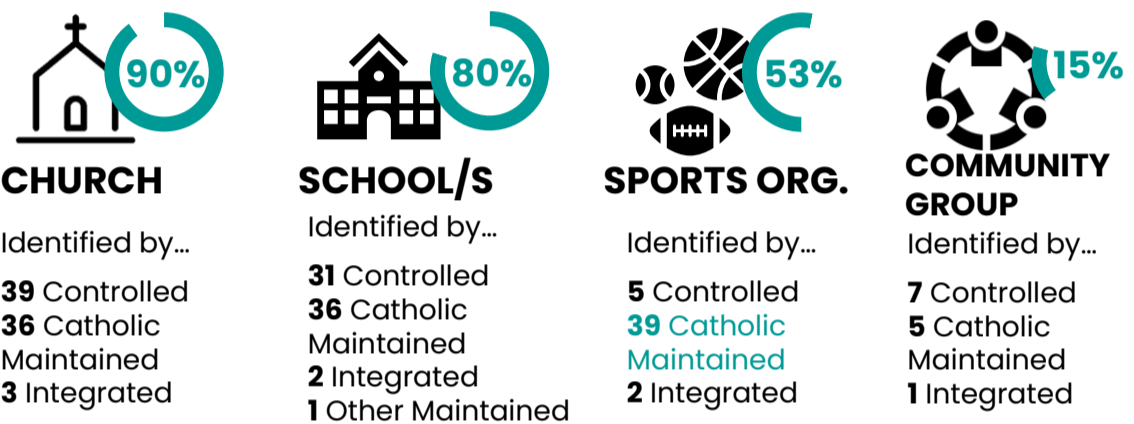


87 principals described **the community** their school served as...



Most communities segregated along ethno-sectarian lines.

87 principals identified **the most influential institutions/organisations of the community** their school served.



“

There has been a huge drop in the influence of both church & the band in the time I have been in the school. The protestant community is aging ...

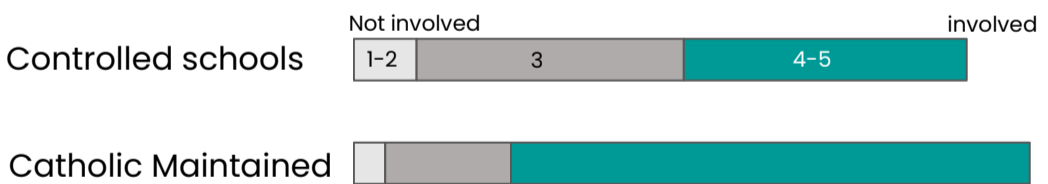
”

“

GAA seems to be very important to the local community, however, I would like a broader approach to sports for those children who do not like GAA or are part of the local club. The children feel like if they do not play GAA, then they are not part of the community. I am trying to ensure that we provide a curriculum that suits everyone, however, budgets are tight, so this is not always possible.

”

Principals rated **community organisations' involvement** with the school in a scale of 1 to 5.



Catholic Maintained school principals were more likely to feel that the community institutions were involved with the school pre-pandemic times than Controlled school principals were.

Principals indicated the different **ways their schools engaged with the local community and its main institutions** prior to the pandemic. We found some differences between types of school.

Church/religious leaders' regular visits to pupils & teachers

Identified by **no integrated** school principal but by **33 Controlled and 34 Catholic Maintained** school principals

Pupils being actively encouraged in the school to get involved with particular community organisations

Regular meetings between staff and members of the church

Identified by **9 Controlled** school principals **vs 22 Catholic Maintained** school principals & 2 Integrated.

Identified by **22 Controlled** school principals **vs 32 Catholic Maintained** school principals