

## Document Analysis by Theme

### I. A Theoretical Framework: Principles of Effective Contact

**Abbott, L. (2010). Northern Ireland's integrated schools enabling inclusion: A new interpretation?. *International Journal of Inclusive Education*, 14(8), 843-859. doi:10.1080/13603110902755462**

Study Location: Northern Ireland

Study Populations: Head teachers and pupils in primary and post-primary integrated schools regarding integrated ethos

Aims/Research questions: "To investigate whether integrated schools have the potential to foster a particular model of inclusion" (p. 844)

Methodology: 50 semi-structured interviews; 10 head teachers, 40 pupils (20 primary, 20 post-primary); analyzed thematically with quantitative approach (MIXED METHODS)

#### Theme of Questions for Headteachers

- Philosophy and practice of inclusion
- Perceived differences between integrated and non-integrated schools with regard to inclusion
- Barriers to inclusion
- The extent to which ITE prepares teachers for inclusive, integrated classrooms
- Key factors to making inclusion work (p. 850)

#### Theme of Questions for Pupils

- Perceptions of attending an integrated school
- Perceived differences between integrated and non-integrated schools
- Extent to which feel included
- Perceptions of own sense of inclusion
- Views of others who might not feel included
- Special features of attending an integrated school

#### Important results:

- "Pupils had clear perceptions of the ethos of integration, felt that they 'fitted in' at different levels, and could confront diversity in a 'safe' atmosphere" (p. 843)
- "The heads spoke of embedding a culture of tolerance and respect for difference through teamwork and reflection, whilst recognising that there was still work to be done to develop further their interpretation of inclusion within an integrated environment" (p. 843).
- "There was unanimity [among head teachers] that ITE could better prepare student teachers for inclusive, integrated classrooms" (p. 852).
- "Major differences between integrated and segregated schools were identified by all participants" (p. 856).

Possible themes: Inclusive practices; differences between inclusion and integration

**Cairns, E., & Hewstone, M. (2000). Northern ireland: Northern ireland. In G. Salomon & B. Nevo (Eds.), *Peace Education: The Concept, Principles, and Practices around the World* (pp. 217-228). Mahwah, NJ: Lawrence Erlbaum Associates**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: Efforts made in Northern Ireland to enhance intergroup contact; What possible impact has contact had on intergroup behavior? Has contact made a difference? Have intergroup relations reached levels comparable with those of the 1968 pre "Troubles" era?

Methodology: Review of empirical data from previous studies regarding housing patterns, schooling, voting, and extent of cross-denominational marriage

Important results:

- "The evidence reviewed herein would appear to suggest that massive changes in social behavior in Northern Ireland have not been brought about as a result of the policies designed to implement the contact hypothesis over the past 20 or 30 so years" (p. 222)
- "...there is evidence that even when contact activities are seen as the main aim of a cross-community scheme, contact still remains relatively superficial" (p. 225).
- "The contact hypothesis was never conceived of as a simple solution to intergroup conflict. Nevertheless, this is the way that practitioners have tended to interpret it" (p. 225).

Possible themes: Intergroup behavior/Contact theory, dangers on relying solely on contact

**Donnelly, C., & Hughes, J. (2006). Contact, culture and context: Evidence from mixed faith schools in Northern Ireland and Israel. *Comparative Education*, 42(4), 493-516. doi:10.1080/03050060600988395**

Study Location: Northern Ireland and Israel

Study Populations: 4 primary schools (2 integrated in NI, 2 in Israel) – with 30 staff, parents, and governors across the four schools

Aims/Research questions: "Comparing processes of building inter-group tolerance and respect between divided communities in educational context in Northern Ireland and Israel" (p. 499).

Methodology: Comparative QUALITATIVE, 30 semi-structured interviews "related to perceptions of the school ethos and the process of building better inter-group relations," staff room observations, documentary analysis; transcripts searched for common themes

Important results:

- "There was a general consensus both within and across the four schools about how to establish an ethos of tolerance and respect for diversity...these conditions correlate to the conditions for effective contact..." (p. 502).

- Balance
- Circle Time
- Publicly celebrating cultural identity
- "...the contact process is not value-free or objective but is determined by the prevailing cultural conditions in each school" (p. 512)
- "...the evidence indicates that the school cultures reflected elements of the local culture in which they were located" (p. 512).
- "Group differences were explicit and upfront and there was a clear emphasis on communicating, clarifying, and refining school goals" (p. 513).
- "Despite the widespread assumption that a collective definition of integrated education existed, when probed, participants [in Northern Ireland] revealed that a wide variety of competing interpretations prevailed... Whilst individuals may have officially expressed a commitment to the objectives of integrated education, often what they were committed to departed either significantly from the official rhetoric of integrated education or from their colleagues' interpretation of an integrated school. Yet because differences were never discussed, relations were defined by ambiguity and often underpinned by latent tension" (p. 513).
- "...the Israeli schools appeared to have more autonomy, opportunity, and incentive to define their own goals. This seemed important for the construction and development of the school ethos, not least because the schools had the latitude to focus on the processes of improving inter-group relations rather than placing all attention on the tangible demonstration of good performance [as experienced in Northern Ireland]"

Possible themes: Contact theory, establishing and implementing an effective integrated ethos

**Hughes, J., & Donnelly, C. (2006). Contact as a policy mechanism for promoting better relations in integrated schools in Northern Ireland and bilingual/bi-national schools in Israel. *Journal of Peace Education*, 3(1), 79-97. doi:10.1080/17400200500532177**

Study Location: Northern Ireland and Israel

Study Populations: Primary teachers and students in two integrated schools in Northern Ireland and two bilingual/bi-national schools in Israel

Aims/Research questions: "...to explicate contact issues, in context" (p. 84).

Methodology: QUALITATIVE - 30 semi-structured interviews in four primary schools (2 + 2)

Important results:

- "...factors such as a common sense of purpose amongst participants in each school type, the degree of commitment to the schools' defining principles, culturally distinct approaches to the delivery of tolerance and respect, mutually supportive working relationships amongst staff and the existence of anxiety attenuating mechanisms, all serve to mediate the nature of the contact experience" (p. 81).
- "...the Israeli data indicate that perspective-taking and the bilingual approach to education may facilitate new learning about the out-group that can challenge previously held negative stereotypes and prejudiced attitudes" (p. 92).
- "Where relationships of friendship and trust have developed, the exploration of contentious inter-group issues becomes a less threatening possibility" (p. 93).
- "The difference between the two school types [Israeli and Northern Ireland] in how negative affective response is dealt with correlates strongly with willingness to challenge the status quo of inter-group relations" (p. 93).

- “There is...a question around the extent to which it is really believed that, by a process of osmosis, the integrated schools will generate more tolerant and less prejudiced individuals. The evidence presented here suggests that some [teachers, students] are unconvinced of this argument, but that it serves as a convenient rationale for not having to engage in inter-group activity that has the potential to induce conflict or tension that teachers feel ill-equipped to deal with” (p. 93).

Possible themes: Contact theory – mediating the contact experience – Effective contact (Proactive vs. passive or reactive)

**McAndrew, M. & Lemire, F. (1996). Models of common schooling and interethnic relations: A comparative analysis of policies and practices in the USA, Israel and Northern Ireland. *Compare*, 26(3), 333-345.**

Study Location: Northern Ireland, USA, and Israel

Study Populations: N/A

Aims/Research questions:

- To evaluate each location’s “ability to promote educational equality and attitudinal change” (para. 9)
- To identify the conditions “which appear to foster a positive impact on interethnic relations through common schooling” (p. 9).

Methodology: Case Study/Narrative

Important results:

- “...Desegregation or school contacts do not necessarily lead to integration” (para. 34)
- “...because these societies can be considered more or less as democratic, participation in experimental programmes is a decision made freely and does not represent efforts by a majority group to force integration on a minority group” (para. 5).
- “Of concern [for the integrated education movement in Northern Ireland] is the difficult passage from a grassroots movement, with very involved teachers and parents, to a large-scale more institutionalized reality, as well as the opportunity and constraints associated with recent official recognition by educational authorities” (para. 33)
- “...to bring about changes in interethnic perceptions, especially when this vision is not already reflected in the wider context, something more is required than daily contact between peers of the same age within common schools” (para. 34).

Possible themes: Characteristics of integration, effective contact

**McGlynn, C. (2007). Challenges in integrated education in Northern Ireland. In Z. Bekerman & C. McGlynn (Eds.), *Addressing ethnic conflict through peace education: international perspectives* (pp. 78-89). New York, NY: Palgrave Macmillan.**

Study Location: Northern Ireland

Study Populations: 6 Integrated school principals, director of NICIE, a director and a senior officer from the IEF, 2 high ranking officers from the DENI, and a high ranking officer from the OFMDFM (p. 80).

Aims/Research questions: "...to gain an understanding of the perspectives of school principals and other key educational leaders with regard to the contribution of integrated education to society in Northern Ireland and how the sector might develop in the future, their current priorities and concerns, their thoughts on variation in values and practice between integrated schools, and insight into the lessons for other countries moving out of conflict" (p. 80).

Methodology: QUALITATIVE: Semi-structured interviews

Important results:

- "Expectations and indicators of success and failure will thus vary accordingly, indicating a clear need for a coherent brand that realistically outlines what integrated education means in practice and what it can offer to society in Northern Ireland" (p. 81).
- "While development toward proactive [integration] practice might occur at a different rate depending on the school context; what is important is that the principals recognized that progress on that journey is imperative" (p. 82).
- "Constructive criticism of passive schools is healthy but it becomes increasingly clear that there is a overarching need to create a coherent understanding of what integration as opposed to coexistence means, to communicate clearly this to society, to identify and share good practice and to find ways of encouraging and supporting all schools in their development of it, whatever their starting point" (p. 83).
- "Three concepts were identified by the principals, NICIE and the IEF as being central to integrated education, namely equality, interdependence, and inclusivity" (p. 83).
- "In all six schools, teacher education for diversity and integration was identified as an ongoing area for development" (p. 84).
- "A key message [for other countries] is that integrated education should not be imposed, rather hearts and minds need to be won over to the belief that learning together is beneficial" (p. 84).

Possible themes: Characteristics of integrated education

**McGlynn, C. (2009a). Integrating education: Parekhian multiculturalism and good practice. *Intercultural Education*, 20(4), 299-310. doi: 10.1080/14675980903351938**

Study Location: Northern Ireland

Study Populations: Students at 8 Northern Ireland schools identified by the "Integrating Education" development project team as "developing good practice with regard to response to cultural diversity" (p. 302).

Aims/Research questions: "...to explore some characteristics of good practice in response to cultural diversity as reported by eight case-study schools, including integrated and separate schools" (p. 302).

Methodology: QUALITATIVE - Semi-structured interviews with principals, classroom teachers, support staff, and focus groups of students

Important results:

- "...the study schools endeavored to go beyond just 'mixing' and actively encouraged critical engagement with diversity on the parts of both adults and children. This required movement outside comfort zones in order to allow cultural exchange to take place and alternative

- perspectives to be explored. It was apparent that such intercultural exchange had generated the ‘tolerance of difference, critical self-consciousness, empathic understanding and intellectual tolerance promoted by Parekh’ (p. 307).
- “There is evidence...of care taken to affirm children’s cultural identity by celebrating first languages, cultural symbols, traditions and festivals. However, the schools went beyond this by actively promoting intercultural interaction” (p. 307).
  - “The schools appeared to construct, both at a whole school and at an individual classroom level, environments that allowed valuable intercultural encounters to occur, with reported benefits for both children and adults” (p. 308).
  - “...there is little to suggest that these schools encourage an understanding of identity as heterogeneous. Indeed, the nuances of planning how to communicate such complexity through schooling are highly challenging” (p. 308).

Possible themes: Good integration practices

**McGlynn, C. (2009b). Negotiating cultural difference in divided societies: An analysis of approaches to integrated education in Northern Ireland. In C. McGlynn, M. Zembylas, Z. Bekerman & T. Gallagher (Eds.), *Peace education in conflict and post-conflict societies: Comparative perspectives* (pp. 9-25). New York, NY: Palgrave MacMillan**

Study Location: Northern Ireland

Study Populations: Principals of planned and transformed integrated schools

Aims/Research questions: To examine the “fundamental approaches to multicultural education reflected by these leaders and [consider] their potential implications in the context of the wider debate around multiculturalism and social cohesion” (p. 10). “This study reports a range of approaches to managing cultural difference” (p. 22).

Methodology: QUALITATIVE - Semi-structured interviews with 52 principals (out of 58 total) of planned and transformed integrated schools

Important results:

- “...Distinctive categories of approach to integration, characterized by the emphasis placed on cultural difference or by similarity and willingness to tackle inequalities, clearly emerged from the data” (p. 14).
- “Approaches to integration constituted five main categories, namely, liberal, plural, critical, liberal-plural, and liberal-critical, of which two categories were further self-divided [liberal pro-active and liberal passive]” (p. 14).
- Most principals described their approaches to integration as plural inclusive (p. 15).
- “...it would appear that the principals’ views of integration are evolving, particularly with the advent of more ethnic minority children, and may develop from the approaches reported in this study” (p. 19).
- “The data from this study would suggest that some principals have a more *liberal* or *critical*, or indeed, *combined approach* to integration than that proposed by the NICIE statement of principles. Possible reasons for this might include the personal career history of the principal, the age of the school, the school context, and the restrictions imposed by the governing body of the school” (p. 19).

Possible themes: Approaches to an integrated ethos – different interpretations

**Niens, U. (2009). Toward the development of a theoretical framework for peace education using the contact hypothesis and multiculturalism. In C. McGlynn, M. Zembylas, Z. Bekerman & T. Gallagher (Eds.), *Peace education in conflict and post-conflict societies: Comparative perspectives* (pp. 145-159). New York, NY: Palgrave MacMillan**

Study Location: N/A

Study Populations: N/A

Aims/Research questions: “To explore conceptualizations of peace education and to reflect upon the potential application of two theoretical perspectives – namely, multiculturalism and the contact hypothesis – for the development of a broad framework of peace education that is applicable to a variety of sociopolitical contexts experiencing relative peace, community tensions or conflict, and its implications on educational policy and practice” (p. 155).

Methodology: N/A – Narrative

Important results: “Using the contact hypothesis in conjunction with multiculturalism to underpin the development of such a broad theoretical framework for peace education may facilitate the development of effective and strategic educational initiatives, including educational structures, policies, and curriculum, in societies that not only differ in relation to the extent in which peace or conflict characterize everyday life but also those societies that equally strive to ensure a peaceful future” (p. 155).

Possible themes: Theoretical foundations

**Niens, U., & Cairns, E. (2005). Conflict, contact, and education in Northern Ireland. *Theory into Practice*, 44(4), 337-344. doi:10.1207/s15430421tip4404\_7**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: “This article aims to inform practitioners about the most effective ways of implementing intergroup contact in education in the context of conflict, whether experienced as political violence or as community divisions such as increasing multiculturalism” (p. 338).

Methodology: Literature Review

Important results:

- “Intergroup contact may help to promote a positive outcome if implemented using the optimal conditions that promote altered intergroup attitudes” (p. 341).
- “Competitive situations should be avoided” (p. 341)
- “Institutional support in the form of backing from senior management and other teaching staff is also recognized as crucial in successfully implementing intergroup contact...” (p. 341)
- The quality of contact needs to be monitored carefully to ensure that contact with outgroup members is, overall, experienced as positive and friendships are formed” (p. 341)
- “Intergroup anxiety and social identity appear to be key factors explaining the process through which contact impacts on outgroup attitudes” (p. 341).

- "...long-term sustainability of contact appears to be a key issue and is widely acknowledged as such in the literature in Northern Ireland" (p. 342).

Possible themes: Principles of effective contact

## II. The History of the Northern Ireland Integrated Education Movement

**Fraser, G., & Morgan, V. (1999 ). *Integrated education in Northern Ireland: The implications of expansion*. Coleraine, UK: Centre for the Study of Conflict, University of Ulster. Retrieved from: <http://cain.ulst.ac.uk/csc/reports/fraser99b.htm>**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: N/A

Methodology: N/A

Important results:

- "Clearly, a sector dependent on active decisions to 'opt-in,' their [parents] continued satisfaction with the performance of each school will continue to determine its viability for the foreseeable future" (Last paragraph)

Possible themes: NICIE infrastructure, DENI's involvement in integrated school movement (from the perspective of principals and NICIE), integrated education movement from the principals perspective

**Morgan, V., Dunn, S., Cairns, E., & Fraser, G. (1992). *Breaking the mould: The roles of parents and teachers in the integrated schools in Northern Ireland*. Coleraine: Centre for the Study of Conflict, University of Ulster. Retrieved from <http://cain.ulst.ac.uk/csc/reports/mould.htm>**

Study Location: Northern Ireland

Study Populations: 50 Parents and 35 teachers of 3 different integrated schools

Aims/Research questions: "The overall aim of the investigation was 'to examine the roles of parents and teachers in the establishment and running of the set of planned integrated schools which have been established and are in the process of being established in Northern Ireland'" (Section 1, para. 5).

Methodology: Semi-structured interviews, meeting observations

Important results:

- "The time demands [for teachers and parents] were at their maximum during the initial phases of the establishment of each school but continue to be heavy. They arise from two main sources, the fact that parents and teachers have had to undertake so many of the responsibilities which would normally fall to a local authority or government department and also from schools' central



- philosophy of consultation” (Section 9, para. 2).
- “For many in the core groups behind each school there is a strong link to their religious or political beliefs...The debate over the extent to which the schools should be ‘Christian’ in their ethos and how this should affect the attitude to the participation of teachers, parents and children of other religious backgrounds or none is related to this and is producing a range of strong opinions” (Section 9, para. 4).
- “...both parents and teachers are struggling towards a definition of what they mean by and want from involvement...they are having to try to create mechanisms which will allow them to interact productively without threatening or intimidating one another” (Section 10, para. 2)

Possible themes: Parents’ and teachers’ roles and relationships in IE school movement

**Morgan, C., & Fraser, G. (1999). When does good news become bad news? Relationships between government and the integrated schools in Northern Ireland. *British Journal of Educational Studies*, 47(4), Retrieved from [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-8527/issues](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8527/issues)**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: To illustrate the impact of political decision making on the development of integrated schools (p. 365)

Methodology: N/A – Narrative Case study

Important results:

- “The whole sequence of development surrounding integrated schools since the early 1980’s is clearly embedded in the specific circumstances of Northern Ireland but it also illustrates more general issues relating to policy formulation, government responsibility and parental participation. Perhaps most fundamentally it highlights the difficulty all participants face in attempting to develop and sustain a system which reconciles principles of equity, long-term educational needs of a whole society and the desire to involve and accommodate individuals and groups whose concerns focus on the more immediate and local issues which impinge directly on their lives” (p. 376).

Possible themes: Historical and political development of integrated education movement

**Pickett, L. (2008). Integrated schools in Northern Ireland: Education for peace and reconciliation. *Childhood Education*, 84(6), 351.**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: “...this article discusses the creation and development of unique schools where Catholic and Protestant students come together...” (p. 351).

Methodology: N/A: First person narrative

Important results:

- “The experiences of integrated schools clearly demonstrate that it is possible to attend to social and emotional development while providing a high-quality academic education. This validation of holistic and reflective practice is vitally important at a time when educators are pressured to focus on narrowly defined curriculum and measure success only through standardized testing, which neglects equally important dimensions of the human experience” (p. 356).

Possible themes: General description of integrated schools and history of movement

**Smith, A. (2001). Religious segregation and the emergence of integrated schools in Northern Ireland. *Oxford Review of Education*, 27(4), 559-575. doi:10.1080/03054980120086248**

Study Location: Northern Ireland

Study Populations:

Aims/Research questions: To “[highlight] the emergence of a small number of integrated schools since the 1980’s” (p. 559).

Methodology: N/A: Narrative

Important results:

- “Although [integrated schools are] a modest presence within the overall education system, it represents significant success when compared with earlier attempts to create and maintain schools that could secure the confidence and trust of parents from the two main religious traditions” (p. 564).
- “Prominent characteristics shared by most integrated schools are their commitment to parental involvement, a Christian ethos, and the existence of constitutional and structural safeguards to encourage joint ownership by the two main traditions in Northern Ireland” (p. 565).
- “...integrated schools raise fundamental questions about the importance of parent, rather than church involvement in the management and control of education; about the place of religion in schools; and about the challenges of transformation facing all institutions in Northern Ireland as a consequence of the current peace process” (p. 565).
- “Integrated schools... have greater levels of representation than other schools from the Department of Education, teachers and elected parents” (p. 565).
- “The establishment of the Northern Ireland Council for Integrated Education offers...important ways of maintaining the distinctive characteristics of integrated schools” (p. 566).
- “In practice the integrated schools have attracted parents who have a range of perceptions on the issue of religion and schooling” (p. 567).
- “...it is clear that the integrated schools provide a religious education that is acceptable to many devout and practicing Christians of different denominations” (p. 568).
- “Minority group members who have been pupils [in grammar or controlled secondary schools] often comment that there is little imperative on the institution to take account of minority group needs, and a common experience for such pupils seems to have been that they ‘become invisible’ or conceal their identity to avoid drawing attention to themselves” (p. 572).
- “For transformation to mean more than a simple change in name and some structural adjustments to management, staffing and enrolment, the school must address a plethora of qualitative issues. These include practical decisions about issues such as the display of religious and cultural symbols, the identification of holidays, celebrations and commemorations reflecting the diversity within the school community, and the implications of developing a more diverse and inclusive

curriculum” (p. 572).

Possible themes: Historical narrative of Irish/NI educational systems, history of integrated education movement and its infrastructures and ethos, Education Reform Order 1989

**Tell, C. (1999). In Northern Ireland: Schools of reconciliation. *Educational Leadership*, 56(7), 56-60.**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: N/A

Methodology: N/A: Narrative

Important results:

- “The most common and probably least accurate criticism made against integrated schools is that they are available only to privileged classes. But the percentages of students receiving free school meals in integrated versus nonintegrated schools show that this is not the case” (p. 59).
- “...as these schools become increasingly accepted alternatives to separate schooling, they are proving to be more than abstract emblems of reconciliation” (p. 60).

Possible themes: Integrated education movement

**Thompson, J.E. (2006). Building peace one student at a time: Northern Ireland’s school integration. *Journal for the Study of Peace and Conflict*. Retrieved from <http://www.uwsp.edu/cols-ap/WIPCS/Documents/Journals/j06.pdf#page=7>**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: “...to clarify the specific ways in which integrated schools might contribute to the peacebuilding process...” (p. 16).

Methodology: N/A: Narrative

Important results:

- “Integrated schools challenge existing structures by making tangible efforts to unite a long-divided society” (p. 16).

Possible themes: History of integrated education movement

### III. Characteristic of Integrated Schools

**Dunn, S. (1989). Integrated schools in Northern Ireland. *Oxford Review of Education*, 15(2), 121-128.**

**doi:10.1080/0305498890150202**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: What does it mean to call a school integrated in Northern Ireland?

Methodology: Essay/ research based on previous interviews with “members of groups involved in establishing the new schools and their principals, staff, parents, and governors... churchmen, academics, area board staff, and DENI” (p. 122).

Important results:

- “There are three major or fundamental aims common to all the planned integrated schools and the documents suggest that these were established fairly early on in the history of the movement. These could be summarized as being to do with membership [balance of Protestant and Catholic children and staff], ethos [pluralist], and management [parents should be involved in all aspects]” (p. 123).

Possible themes: Characteristics of integrated schools, infrastructure of NI schools

**Gallagher, T. M., Smith, A., & Montgomery, A. UNESCO Centre, (2003). *Integrated education in Northern Ireland, report 1: Participation, profile and practice*. Retrieved from <http://arrrts.gtnci.org.uk/gtnci/handle/2428/6019>**

Study Location: Northern Ireland

Study Populations: Integrated schools

Aims/Research questions: To examine the religious composition of all types of schools, the growth of the Integrated sector, the religious composition of individual Integrated schools, patterns of enrolment and pupil performance

Methodology: QUANTITATIVE – analysis of the Department of Education School Performance Tables, data provided by DENI statistical press releases

Important results:

- “...while the rate of growth of the [integrated] sector has been steady, it has also been slow... current expansion is constrained by the high level of surplus capacity in the system and the downturn in the proportion of young people in the population (p. 16).
- “... to date [2003] all of the transformation schools have been Controlled schools with predominantly Protestant enrolments” (p. 16)
- “The evidence suggests that the claim that Integrated schools merely represent middle-class alternatives to grammar schools is not supported by the evidence...” (p. 17).

Possible themes: Statistical descriptions of Integrated schools and their pupils

**Morgan, V., Fraser, G., Dunn, S., & Cairns, E. (1993). A new order of cooperation and involvement?: Relationships between parents and teachers in the integrated schools. *Education Review*, 45(1), p. 43-52.**

Study Location: Northern Ireland

Study Populations: Parents and teachers at integrated schools (2 primary, 1 secondary)

Aims/Research questions: To collect “any direct practical evidence about the operation of new styles of parent/teacher interaction...” (para. 5). “...to examine how the high levels of interaction and cooperation between parents and teachers, envisaged by those who founded the integrated schools, are actually working” (para. 7).

Methodology: QUALITATIVE – Ethnographic, semi-structured interviews with parents and staff, attendance at activities and meetings

Important results:

- “The exact form varies, but in each case there is parental input to all the bodies connected with the management of the school” (para. 12)
- “In some cases teachers felt that they faced situations of divided professional loyalty since the demarcations between parents and teachers were no longer clear cut...The period of transition from the founding phase, during which the parents have very direct inputs, to the running phase, where the teachers move to a more central position, appears to have been difficult for both groups” (para. 14 and 15).

Possible themes: Parent and teacher relationships at integrated schools

### III. The Social Implications of Pedagogy and Curriculum

#### a. The Benefits

**Al Ramiah, A., Hewtone, M., Voci, A., Cairns, E., & Hughes, J. (2011). It's never too late for "us" to meet "them:" Prior intergroup friendships moderate the impact of later intergroup friendships in educational settings. *British Journal of Educational Psychology*, 1-19. doi: 10.1111/j.2044-8279.2011.02054.x.**

Study Location: Northern Ireland

Study Populations: Catholic and Protestant students at universities

Aims/Research questions: Are contact opportunities at home and at university associated with greater actual out-group friendships? Are these friendships associated with a reduction in prejudice? Were these friendships moderated by previous experiences?

Methodology: Questionnaires analyzed with multiple regression, structural equations modeling (QUANTITATIVE)

Important results:

- “First, opportunities for contact were positively associated with self-reported out-group friendships in all domains and stages of the educational system. Second, having more out-group friends was associated with reduced prejudice. Finally, the relationship between out-group friendships and current levels of prejudice was moderated by prior levels of out-group friendships” (p. 1).
- “...there was no significant difference in the responses of Catholic and Protestant participants” (p. 9).

Possible themes: Adult benefits of previous mixing in secondary and primary school, contact theory on prejudice reduction

**Hayes, B. C., & McAllister, I. (2009). Education as a mechanism for conflict resolution in Northern Ireland. *Oxford Review of Education*, 35(4), 437-450. doi:10.1080/03054980902957796**

Study Location: Northern Ireland

Study Populations: Northern Ireland adults (18+)

Aims/Research questions: To examine the “long-term impact of segregated and integrated education on attitudes towards community relations and levels of contact between Protestant and Catholic communities” (p. 437).

Methodology: Northern Ireland Life and Times Survey analysis from 1998-2006, 1998 and 2003 Northern Ireland Election Surveys

Important results:

- “The results suggest that individuals who had attended an integrated school are significantly more likely to have friends and neighbours from across the religious divide and that these friendship networks translate into a more optimistic view of future community relations” (p. 437).
- “...education, via attendance at a formally integrated school, has positive long-term benefits in promoting a less isolationist stance in relation to inter-community contact and a more optimistic view of community relations” (p. 448).
- “Integrated schooling alone cannot tackle the mutually reinforcing problems of segregation, disadvantage (real and perceived), divergent political aspirations and the pervasive zero-sum mentality that continues to underpin inter-community relations. Nevertheless, our results suggest that an integrated education system is not only a fruitful place to start but that it should also be a key element within a wider strategy for addressing community divisions – not just in Northern Ireland but in other post-conflict societies” (p. 448).

Possible themes: The role of education in conflict resolution, intergroup friendships

**Hewstone, M., Cairns, E., Voci, A., Hamberger, J., & Niens, U. (2006). Intergroup contact, forgiveness, and experience of "the troubles" in Northern Ireland. *Journal of Social Issues*, 62(1), 99-120. doi: 10.1111/j.1540-4560.2006.00441.x**

Study Location: Northern Ireland

Study Populations: Adults (18+)

Aims/Research questions: “Has contact made a difference to intergroup attitudes in the context of the conflict in Northern Ireland?” (p. 100).

Methodology: QUANTITATIVE –

Study 1 – Reanalysis of Northern Ireland Social Attitude Survey through lens of contact hypothesis

Study 2 – Original Survey Barton

Important results:

- “These studies indicate that research in peace psychology can provide a deeper understanding of the conflict in Northern Ireland and, in due course, contribute to its resolution” (p. 100).
- “...there were two significant predictors of attitude toward mixing with the outgroup – class and, especially contact...Both coefficients were positive, indicating that higher social class...and more contact with Protestants... were positively associated with a more positive attitude toward mixing” (p. 106).
- “Contact predicted the criterion variable, attitude toward mixing with the outgroup, and was the only predictor that consistently and significantly explained variance in this attitudinal outcome” (p. 108).
- “Catholics showed greater outgroup forgiveness, more positive outgroup attitudes, greater outgroup perspective-taking and outgroup trust than Protestants, but they also showed higher ingroup identification” (p. 112).
- “...contact with friends was significantly correlated with forgiveness... for members of both religious groups, whether they had no or some experience of The Troubles” (p. 113).
- “Forgiveness was positively associated with trust, perspective-taking, outgroup attitudes, and contact with outgroup friends. People who had more negative experience of The Troubles reported less contact with outgroup friends, and less forgiveness and trust” (p. 114).

Possible themes: Benefits of IE, Intergroup friendships, contact hypothesis

**McClenahan, C., Cairns, E., Dunn, S., & Morgan, V. (1996). Intergroup friendships: Integrated and desegregated schools in Northern Ireland. *The Journal of Social Psychology, 136*(5), 549-558. doi:10.1080/00224545.1996.9714039**

Study Location: Northern Ireland

Study Populations: 226 11-12 year-olds and 150 14-15 year-olds; 96 students from a planned integrated secondary school, 211 from a Protestant desegregated school, and 69 from a Catholic desegregated school

Aims/Research questions: Do secondary schools in Northern Ireland foster intergroup contact (determined by examining friendships)?

Methodology: Questionnaire administered at the beginning and end of a school year; researcher didn't reveal to students true aims of the study

Important results:

- “The pattern of the....results suggests that an in-group bias in friendship choices was the exception

- rather than the rule...The only exceptions to this pattern occurred among the younger Catholic students and the older Protestant students who attended the Protestant desegregated school” (p. 554).
- “Intergroup contact seemed to help foster cross-group relationships, but there was no evidence that any 1 type of school was more effective in this respect” (p. 549).
  - “There is...some evidence indicating that intergroup contact has little or no effect on the sociopolitical identities of students who attend integrated and desegregated schools in Northern Ireland. Thus, intergroup contact in such schools may lead to individually based friendships that have little influence on intergroup issues” (p. 556).
  - “The results of the present study indicate that there was an in-group bias among the younger students but little or no in-group bias among the older students. This finding contrasts with the general finding that own-group preference in friendships increases with age and is strongest in adolescence” (p. 556).

Possible themes: Intergroup friendships

**McClenahan, C., Irwing, P., Stringer, M., Giles, M., & Wilson, R. (2003). Educational differences in self-perceptions of adolescents in Northern Ireland. *International Journal of Behavioral Development*, 27(6), 513-518. doi:10.1080/01650250344000136**

Study Location: Northern Ireland

Study Populations: Integrated school students 11-13 and 14-15 years old at 5 segregated secondary mixed-gender schools and the two longest-established integrated comprehensive schools

Aims/Research questions:

- “Given that the integrated schools in Northern Ireland are specially constructed to develop a high level of self-esteem in their pupils one might therefore expect the self-perceptions of pupils attending these schools to differ from those of pupils attending segregated schools” (p. 514).
- “In the present study we aimed to compare, using the SPPC, the self-perceptions of pupils attending integrated comprehensive schools with those attending mixed gender, post-primary, segregated schools in Northern Ireland” (p. 514).
- “Along with school type and the ‘ethos’ of the schools, the study explored the interaction of psychosocial factors such as gender, age, religion, and social class...” (p. 514).

Methodology: QUANTITATIVE: Harper’s (1985) Self Perception Profile for Children administered to 546 boys and girls

Important results:

- “As hypothesized, the gender differences found in the present study were in line with the findings from previous studies...favouring the boys in the domains of athletic competence, physical appearance, and global self-worth, and the girls on behavioural conduct” (p. 517).
- “...Catholic adolescents from the integrated sector perceived themselves to be significantly more scholastically competent than those from the segregated sector” (p. 513).
- “...the appearance of school type difference in favour of the integrated school children in the domains of physical appearance, social acceptance, athletic competence and global self-worth, and the school type and religion interaction in the domain of scholastic competence, favouring Catholic children at the integrated school over those at the segregated schools, may suggest that children attending integrated post-primary schools generally perceive themselves more positively” (p. 517).



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Possible themes: Learners in Northern Ireland, self-perceptions of students

**McGlynn, C., Niens, U., Cairns, E., & Hewstone, M. (2004). Moving out of conflict: The contribution of integrated schools in Northern Ireland to identity, attitudes, forgiveness and reconciliation. *Journal of Peace Education, 1(2), 147-163.***

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: To summarize “the findings of different studies regarding the impact of integrated education in Northern Ireland on social identity, intergroup attitudes and forgiveness and reconciliation” (p. 147).

Methodology: QUALITATIVE – Literature review

Important results:

- “...the research presented here appears to indicate that identity construction is a more fluid process than sometimes is acknowledged and that the concept of multiple aspects of identity may be advantageous in Northern Ireland and other divided societies” (p. 156).
- “Research appears to overwhelmingly support a positive effect of integrated education on sectarian attitudes. Moreover, there are indications that it is the cross-community contact in integrated education, rather than the ethos of integrated education, which promotes more positive outgroup attitudes, which in turn are probably mediated by reduced intergroup anxiety” (p. 157).
- “In regards to attitudes to forgiveness and reconciliation, first research results indicate support for a theoretical model predicting the impact of quantity of integrated education, quality of outgroup contact and group identification on forgiveness” (p. 157).
- “With three different approaches found (passive, reactive, or proactive), the risk of integration being perceived as an add-on, rather than as an integral part of schooling, could lead to less positive outcomes than those indicated by the research reported in this paper” (p. 157).

Possible themes: Benefits/ Impact of integrated education

**Stringer, M., Irwing, P., Giles, M., McClenahan, C., Wilson, R., & Hunter, J. A. (2009). Intergroup contact, friendship quality and political attitudes in integrated and segregated schools in Northern Ireland. *The British Journal of Educational Psychology, 79(2), 239-257.***

Study Location: Northern Ireland

Study Populations: 1732 11, 12, and 14 year old students in integrated, maintained, and controlled schools (matched by enrolment, academic grades, and percentage of free meals)

Aims/Research questions: “This study examines the effects of integrated and segregated schooling on Northern Irish children’s self-reported contact and friendship with members of the other denominational group in school and community settings” (p. 239). “To assess the effects of cross group friendships and cross group contacts in school and outside school on children’s political attitudes” (p. 239).

Methodology: QUANTITATIVE: Questionnaires

Important results:

- “Intergroup contact within and outside school was reported frequently in integrated schools but only occasionally in segregated schools. Modeling revealed that cross group contacts in school and outside school were both associated with less extreme political attitudes. Friendship quality with cross group members had no significant effects on political attitudes” (p. 239).
- “The results suggest that it is the number of contacts/friends rather than the quality of a specific friendship that leads to attitude moderation” (p. 251).
- “It is important to highlight the constraining role that the wider community plays in setting the context for group interaction and friendship within societies in conflict” (p. 252).

Possible themes: Intergroup contact, friendships

### b. Identity Formation/Group Identification

**Barton, K.C., and McCully, A.W. (2005). History, identity, and the school curriculum in Northern Ireland: An empirical study of secondary students’ ideas and perspectives. *Journal of Curriculum Studies*, 37(1), 85-116.**

Study Location: Northern Ireland

Study Populations: Cross sectional study of secondary students who had completed (or close to) all 3 years of secondary history curriculum (Ages 11-14); Interviews conducted at 4 Maintained, 5 Controlled, and two Integrated schools; 4 grammar schools (C&M), 2 comprehensive schools (I); geographic locations mixed to contain conflict and non-conflict areas of NI

Aims/Research questions:

- How do students in Northern Ireland connect history to their own identities?
- How does this change during the course of their exposure to the required national curriculum?
- How does it vary among groups? (p. 89)

Methodology: Open-ended interviews with 253 secondary students (in groups, mostly same sex pairs); picture sorting task with 28 images, students determine groups/categories and #'s of categories. Students then asked which categories had the most to do with themselves, which they considered most important in history, which they learned about in school and out of school. (p. 92) (MIXED)

Important results:

“.. They (secondary students) initially identify with a wide range of historical themes, but...these identifications narrow as they study the required national curriculum during the first 3 years of secondary school... Often, they draw selectively from the formal curriculum in order to support their developing identification with the history of their own political/religious communities. This process is most apparent among boys, at predominantly Protestant schools, and in schools located in areas of conflict... These findings suggest that to address history’s role in ongoing community conflict, educators may need to challenge more directly the beliefs and assumptions held by students of varied backgrounds, as well as to provide a clearer alternative to the partisan histories encountered elsewhere.” (p. 85).

Possible themes: Historical/Group identification, historical narratives

**Barton, K.C., and McCully, A.W. (2007). Teaching controversial issues...where controversial issues really matter. *Teaching History*, 127, 13-19.**

Study Location: N/A

Study Populations: N/A

Aims/Research questions: N/A

Methodology: N/A

Important results:

- Deal with emotions (p. 15)
  - Hold your nerve when students respond emotionally
  - Provide a chance to wind down at the end of class
  - Allow extreme positions to be voiced
  - Do not hide your position
  - Admit your own uncertainties
- Mix it up (p. 17)
  - Look for subtle forms of diversity within your classroom
  - Explore and exploit the full spectrum of views within your classroom and use the historical context to help you tease out the subtleties
- Find support (p. 19)
  - School leadership teams should support teachers' professional judgments
  - School networks should be formed to share resources and experiences
  - The curriculum should allow flexibility to address local differences

Possible themes: Practical advice for teaching about controversial issues

**Barton, K. C., McCully, A. W. and Conway, M. (2003) History education and national identity in Northern Ireland. *International Journal of Historical Learning, Teaching, and Research*, 3 (1). Retrieved from <http://www.ex.ac.uk/historyresource/journal5/Barton.pdf>**

Study Location: Northern Ireland

Study Populations:

Study 1 – 1737 Protestant and Catholic secondary students in Mid-Ulster, and state and independent secondary schools in Oxford; no integrated schools

Study 2 – Cross-sectional study of 253 students who had studied the first three years of secondary history curriculum

Aims/Research questions: How does history curriculum affect a students' sense of identity of self and others? How do children come to construct the historical component of their identity in Northern Ireland?

Study 1: What were students' perceptions of the most and least influential factors in helping them to develop opinions about the history of their country? How do these perceptions differ by region? (p. 2)

Study 2: How do young people in Northern Ireland conceptualize their identity in relation to national history? What impact does the Northern Ireland curriculum have on young people's sense of identity? (p. 3)

Methodology: (MIXED)

Study 1 – Questionnaire; mean scores calculated with MANCOVA on 8 variables

Study 2 – Open-ended interviews with pairs of students, involved arranging pictures into categories (See Barton & McCully, 2005).

Important results:

“These findings indicate that students identify with a wide range of historical topics and that they consider school the most important influence on their understanding of national history. Findings further indicate, however, that students' historical identifications narrow during Key Stage 3 and become increasingly focused on Protestant/Unionist or Catholic/Nationalist heritage” (p.1).

Possible themes: Curricula's influence on historical/group identification, historical narratives

**Bekerman, Z., Zembylas, M., & McGlynn, C. (2009). Working toward the de-essentialization of identity categories in conflict and postconflict societies: Israel, Cyprus, and Northern Ireland. *Comparative Education Review*, 53(2), 213-234. doi:10.1086/597482**

Study Location: NI, Israel, and Cyprus

Study Populations:

Israel - 200 interviews with parents, teachers, principals, and pupils within integrated schools – individual sessions, some small groups, conducted by Israeli and Palestinian researchers

Cyprus – ethnographic study to collect teacher and student narratives about their experiences with members of other communities, conducted by Turkish and Greek Cypriot researchers

NI – Qualitative data via interviews with past and current pupils, school principals, teachers, and support staff, both Catholic and Protestant researchers

Aims/Research questions:

- “We examine the ways in which educators engage in educational initiatives geared toward peace, coexistence, and/or conflict resolution and consider the implications for such initiatives if children's perspectives were taken into consideration” (p. 213).
- Are schools and teachers really in a position to draw on and reinforce the children's perspective of backgrounding ethnic/religious identity, when in fact society foregrounds such identities? (p. 227)

Methodology: Qualitative ethnographic study of integrated/multicultural educational contexts in NI, Israel, and Cyprus, thematically analyzed (QUALITATIVE)

Important results:

- "...The attitudes of adults and children seem to reflect very different approaches to and understandings of the construction of identity and its relevance within the social context that foregrounds it. The adults in all three cases appear concerned with the promotion of children's awareness of their denominational or national identities, although, at least in the school context, these categorizations seem to be of little concern to the children themselves. Adults hold- or at least articulate – very essentialized perspectives about ethnic/religious origin, while children, not yet fully socialized into the ethnopolitical realities of their societies, do not find it necessary to emphasize each other's ethnic/religious identities." (p. 225)
  - "A central issue...concerns the extent to which race, religion, or ethnicity should be highlighted or obscured in educational settings..." (p. 226)
  - "...it is not easy [for teachers] to overcome their own position as historical actors" (p. 227).
  - Educators are caught in a "double bind, expressing both a desire to create a peaceful and multicultural society in which all groups coexist and a desire not to weaken individuals' group identity" (p. 227). Tension between the two could threaten the success of educational initiatives.
  - Identities need to be viewed as fluid, changing, and negotiated (p. 228).
  - "Recognizing the children's subculture and supporting it through curriculum, and instructional activities... might offer this chance... of openings for overcoming some of the greatest ailments that trouble our society and are conducive to intractable conflicts" (p. 229).
  - "Adults ...need to acknowledge how their beliefs and educational goals socialized children, for better or worse, in particular worldviews that may often be limiting" (p. 229).

Possible themes: role of adults on children's identity formations; the learning of prejudice

### c. The Peacebuilding Role of Education

**Byrne, S. (2001). Transformational conflict resolution and the Northern Ireland conflict. *International Journal on World Peace*, 18(2), 3-22.**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: 1) Provide a short overview of the NI conflict; 2) Outline 10 propositions of transformation CR and relate each to the peacebuilding process in NI

Methodology: N/A

Important results:

- #1 : "Reconciliation is a multi-faceted idea built on truth, mercy, justice, and peace" (p. 7)
- #2 : "It is essential to tap into indigenous knowledge systems and how local people perceive their personal and local reality to build a culture of peace" (p. 8-9)

- #3 : “Contact plus confidence building educates participants and changes negative attitudes by increasing mutual understanding and respect” (p. 10), Mentions IE in this section
- #4 : “Personal involvement in local grassroots organizations teaches organizational skills and builds self-esteem and self-efficacy so that people can own the process at all levels” (p. 11).
- #5 : “ Preventing an escalation to violence involves the active, vigilant, and constructive involvement of all members of the community to enhance the rights of an oppressed minority” (p. 12).
- #6: “A sustainable proactive practice is capable of regenerating itself over time to build a system of peace instead of violence” (p. 13)
- # 7: “All of the key stakeholders must be involved in the negotiation and peacemaking process in order to build the trust and confidence needed to transform structures and to forge a new civic culture” (p. 15).
- #8 : “Socio-economic resources are needed to build, support, and sustain an infrastructure of peace over the long term” (p. 16).
- #9: “Spiritual transformation provides the individual with inspiration, connectedness, and a sense of meaning that moves people to search for truth and justice to institutionalize non-violent mechanisms to resolve future conflict” (p. 17).
- #10: “The process of transformation requires that all of the parties perceive that the conflict is irreversibly moving from a protracted and destructive mode toward accommodation and trust building” (p. 18).

Possible themes: HX of NI conflict, Transformational CR initiatives in NI (includes IE)

**Duffy, T. (2000). Peace education in a divided society: Creating a culture of peace in Northern Ireland. *Prospects*, 30(1), 15-29.**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: Peace education in NI, the sectarian context of schooling, variety of anti-sectarian initiatives in NI

Methodology: N/A

Important results:

- “...(with great sensitivity and care) there is a need for a dynamic model of education which will encourage young people in Northern Ireland to question the traditional sectarian values of their homes. Naturally this constitutes a problematic role for the schools and is likely to be a long, slow process. However, despite these limitations, the schools could well prove to be the only long-term way of promoting change in a highly sectarian society. They may yet be the crucial link in the creation of a culture of peace for Northern Ireland” (p. 26).
- “...teachers and peace educationalists have a potentially critical responsibility in contributing to peaceful change. In such a process the role of the schools is undoubtedly vital...there prevails a spirit of peace, and of innovation for peace education in schools, which may ultimately create the genuine culture of peace that would transform the entire context of life in Northern Ireland” (p. 28)

Possible themes: HX of NI conflict, Transformational CR initiatives in NI (includes IE), the need for IE

**Dunn, S. (1986). The role of education in the Northern Ireland conflict. *Oxford Review of Education*, 12(3), 233-242.**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: N/A

Methodology: N/A

Important results:

- "...the existence of a separate school system for each of the two communities reflects the overall social division in a direct and public way..." (p. 233).
- "... it is impossible for schools not to have an effect on children, whether active or passive, and that the issue then is to decide what this effect is to be" (p. 233).
- "Since schools pass on ... culture, they can change the nature of the culture by changing their practice" (p. 234).
- "When people begin to find serious faults in their society they often turn to education both to blame it for existing defects, and to use it to promote the 'new world'" (p. 234).
- "...curriculum renewal [can be seen] as one of the ways into the beginning of a slow process of educational change which would promote mutual understanding and respect and tolerance" (p. 236).
- "The research indicated that almost without exception all teachers and principals claimed to be willing to become involved in inter-school cooperation, but they agreed that they simply did not know how to do it effectively" (p. 240).

Possible themes: Education possibly as panacea through curriculum, integration, and contact

**Dunn, S., & Morgan, V. (1999). 'A fraught path'-Education as a basis for developing improved community relations in Northern Ireland. *Oxford Review of Education*, 25(1-2), 141-153.**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: Compare and contrast efforts of educational system to improve community relations within current segregated and more recently established integrated system

Methodology: N/A: Narrative

Important results:

- "...large numbers of teachers, parents, policy-makers, administrators, and researchers have shown long-term commitment and dedication, which has resulted in many developments that would have been viewed as impossible in the 1960's. Much of the early progress was made outside formal structures and against a background of very high levels of violence" (p. 150).
- "In a contested society such as Northern Ireland the spaces outside formal structures and the groups without recognition may have a certain freedom to initiate change, but when success draws

attention to such development and they begin to receive official support and move into the public arena it is hard for them to avoid being embroiled in the multiple levels of the conflict” (p. 150).

Possible themes: Analysis of developments and reforms in NI’s educational system, Education as a panacea of conflict, challenges of opening up new integrated schools

**Johnson, L. (2007). From piecemeal to systemic approaches to peace education in divided societies: Comparative efforts in Northern Ireland and Cyprus. In Z. Bekerman and C. McGlynn (Eds.), *Addressing ethnic conflict through peace education: International perspectives* (pp. 21-33). New York: Palgrave Macmillan.**

Study Location: Northern Ireland and Cyprus

Study Populations: N/A

Aims/Research questions: How do the “educational systems of Cyprus and Northern Ireland address matters of organizational structure, curriculum, and teacher training in the effort to promote peace in their societies?” (p. 24).

Methodology: N/A/: Narrative

Important results:

- “...relying on politics as the primary channel toward peace in [post-conflict states] remains less than satisfactory” (p. 21).
- “...education stands as the natural vehicle through which social cohesion can be pursued over the long haul” (p. 21).
- “Characteristically, single-identity schools do not provide meaningful opportunities for students to achieve mutual understanding, respect, and interdependent cooperation across the divide” (p. 22).
- “Stand-alone curricula and learning activities that are not part of an integrated system of the whole are bound to fail at educating for sustained peace, most especially in regions where deep-seated fears and mistrust have, over the decades, infiltrated collective ways of being” (p. 22).
- “Systemic approaches to peace education must include concerted engagement at multiple levels of government, education ministry, political party systems, labor/teacher unions, commercial enterprise, school and university, and family and community” (p. 22).
- “In a postconflict society, pursuit of peace education aimed at promoting social cohesion requires sensitivity to the nuances that define the given conflict, politics, and cultural groups in that unique context...” (p. 32).

Possible themes: The role of education in conflict resolution; organizational structure, curriculum, and teacher training in Cyprus and Northern Ireland

**McGlynn, C. (2004). Education for peace in integrated schools; A priority for Northern Ireland? *Child Care in Practice Journal*, 10 (2), 85-94.**

Study Location: Northern Ireland

Study Populations: Integrated school principals



Aims/Research questions: “This study explores the role that integrated schools may play in peace-building by looking at how they promote respect for diversity, how they deal with cultural symbols and the strategies they might employ for affirming or challenging identity” (p. 88).

Methodology: Semi-structured interviews with 2 former and 2 current Integrated school principals; data organized according to research questions (QUALITATIVE)

Important results:

- Regarding respect for diversity, “...there may not necessarily be correlation between the views of teachers and Principals” (p. 88).
- “The principals identified a range of strategies by which integrated ethos is promoted in both schools. These included assemblies, pupil grouping, teacher education, links to other schools both in Northern Ireland and abroad, and the careful induction of new pupils.” (p. 88)
- “As regards the integrated ethos, the current Principals agreed that they relied mainly on feedback from pupils” (p. 89).
- “Whether or not to display cultural symbols such as flags is a tricky issue for integrated schools who, while not wishing to deny cultural allegiance, are loath to give offence...There is evidently recognition...that debate about symbols and their impact is an important aspect of integrated education...” (p. 89).
- “Opinions vary on whether integrated schools should actively promote religious identity and this was reflected in the views of the Principals interviewed” (p. 90).
- “Both schools strive to reflect the varied cultural identities represented in their pupil populations in addition to exploring other cultures by extensive programmes of school visits and exchanges, both in Northern Ireland and abroad” (p. 90).
- “How to provide ‘symmetry’ or a form of egalitarian balance between differing traditions could be problematic, not least for the integrated schools, but is also a critical issue for schools in all societies moving out of conflict” (p. 91).

Possible themes: Education as a peace-building model, social benefits

**Niens, U., & Chastenay, M. H. (2008). Education for peace? Citizenship education in Quebec and Northern Ireland. *Comparative Education Review*, 52(4), 519-540.**

Study Location: Northern Ireland and Quebec

Study Populations: N/A

Aims/Research questions: “This article explores the theoretical underpinnings of citizenship education as well as issues relating to educational practice to identify and discuss challenges that divided societies...may face in the development and implementation of such programs” (p. 519).

Methodology: N/A

Important results:

- “Although questions of identity are addressed within citizenship education in both contexts, the issue of contentious national/cultural identity is not granted particular attention or is submerged in a broader range of social identities” (p. 531).
- “The absence of superordinate (national) identities and clearly identified common goals such as future government structures presents challenges to citizenship education in divided societies” (p.

534).

Possible themes: social implications of pedagogy and curriculum

**Wylie, K. (2004). Citizenship, identity, and social inclusion: Lessons from Northern Ireland. *European Journal of Education, 39(2), 237-248.***

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: To “[explore] some of the issues arising from...conflicting expectations of citizenship education with particular reference to Northern Ireland. [The paper] will argue that there are lessons to be learned by other European countries from the Northern Ireland experience” (p. 237).

Methodology: N/A: Narrative

Important results:

- “ In Northern Ireland... continual political conflict over the very existence of the State makes citizenship education necessary but extremely difficult to implement” (p. 238).
- “It is...open to question whether schools in Northern Ireland, as presently organized, are best placed to provide models of inclusive communities” (p. 241).
- “Schools in Northern Ireland cannot be expected to reconcile such politically opposed positions. What schools may be able to do is provide an environment which is inclusive, which sets out to develop a sense of community in terms of the ethos and values of the schools. This in turn may depend on the extent to which schools can become inclusive institutions representative of all sections of the community” (p. 242).
- “It is the contention of this paper that in order to be effective, curricular objectives need to be reinforced consistently through the creation of school communities which exemplify these objectives” (p. 246)
- “While schools remain trapped in separate sectarian communities with conflicting identities and national aspirations, the best efforts of teachers on all sides to create more open and tolerant attitudes amongst their pupils will be continually undermined by the school system itself” (p. 246).
- “An important issue for policy-makers in Northern Ireland is the extent to which an integrated education system would have an impact on pupil perceptions of the ‘other community’” (p. 244).

Possible themes: Citizenship education to promote social cohesion

#### d. The Role of Education in Perpetuating Conflict

**Davies, L. (2005). Schools and war: Urgent agendas for comparative & international education. *Compare: A Journal of Comparative Education, 35(4), 357-371.***

Study Location: N/A

Study Populations: N/A

Aims/Research questions: Demonstrate how education is “a key player in the perpetuation of violence” (p.

359). Specific to Northern Ireland: “What message does segregated schooling provide about the need to be educated apart from others of different faiths, or from others taking a secular position?” (p. 361).

Methodology: Essay

Important results:

- “The three way interface between education, poverty, and conflict is complex and cast doubts on education’s benign role” (p. 358).

Possible themes: Democratic education, Education’s contributions to conflict

**Dunn, S., & Morgan, V. (1991). The social context of education in Northern Ireland. *European Journal of Education*, 26(2), 179-190.**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: Discussion of “the existing educational structures in Northern Ireland, to their seeming durability, and to the extent to which it is possible to map the established framework of schools onto the long-term and intractable social division...it will also refer to recent stirrings in the system, and try to understand their character and their implications” (p. 179).

Methodology: N/A: Narrative – theoretical analysis Dun

Important results:

- “...The very close identification of the conflict with cultural and national issues means that the related education debate has not concentrated on economic and employment issues...” (p. 182).
- “If it is agreed that both cultures are worthy of respect, and that mutual respect can be experienced through the curriculum, it is difficult to image how this might be done within ‘traditional’ educational methods...” (p. 186).
- “It may be that parents can now [with the introduction of integrated schools and EMU] begin to function on their own behalf [as opposed to the churches] when educational policy issues are being discussed” (p. 186).

Possible themes: Historical narrative of conflict, Education as part of the NI conflict

**Gallagher, T. (2005). Balancing difference and the common good: Lessons from a post conflict society. *Compare*, 35(4), 429-442.**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: “To examine aspects of the role of education through the years of violence and in the post-conflict situation” (p. 429). To examine “the response of the schools [to the violence of

the 1960's] and [assess] the impact of [peace and reconciliation] work that was carried out through education" (p. 431). Which actions promoted more shared practices and which maintained separatist pressures? (p. 431).

Methodology: N/A: Narrative – Critical analysis

Important results:

- "...the contribution of education to more positive community relations has been limited because of a tendency to over-privilege difference" (p. 429).
- "...education has failed to grapple with the main consequence of separate schools which is that they perpetuate divisions in the wider society" (p. 429).
- "...if education is to serve as a vehicle for promoting a discourse of a common good and contribute to the construction of the architecture of a shared society than a more proactive approach will be needed in [the] future" (p. 429).

Possible themes: Summary of conflict, summary of educational system infrastructure pre and post conflict (GFA, reforms)

## V. Integrated Education Stakeholder Perspectives

### a. Leaders' Perspective

**McGlynn, C. (2007). Rhetoric and reality: Are integrated schools in Northern Ireland really making a difference? *Irish Educational Studies*, 26(3), 271-287. doi:10.1080/03323310701491547**

Study Location: Northern Ireland

Study Populations: Integrated school principals, officials from NICIE, IEF, DE, and OFMDFM

Aims/Research questions: "The objective of this study was to gain an understanding of the perspectives of school principles and other stakeholders with regards to the contribution of integrated education to society in Northern Ireland" (p. 275).

Methodology: QUALITATIVE – Semi-structured interviews

Important results:

- Principals "...see their schools as impacting positively on the wider family circle, including parents and grandparents, as the latter were challenged and brought together by school activities" (p. 276).
- "The principals...are secure in their construct that their schools are only part of a long-term solution and cannot be a panacea" (p. 277).
- "...considering the changes appearing on the educational horizon, it is easy to see that 'integration can unintentionally get squeezed out'...However, the challenge for integrated schools is how to interpret and implement all these changes within the context of a fully integrated school" (p. 277).
- "...the data indicate a range of interpretations of integration by the different principals which may influence both the evaluation and the practice of integration" (p. 278).
- "...there is an overarching need to create a coherent understanding of what integration (as opposed to coexistence) means, to identify and share good practice, and to find ways of encouraging and supporting all schools in their development of it, whatever their starting point" (p. 279).

- “Three concepts are identified by the principals, NICIE, and IEF as being central to integrated education – namely, equality, interdependence, and inclusivity” (p. 280).
- “Even in the longer established integrated schools, there are teachers joining the school who are new to integrated education who must be supported at the beginning of this journey, as well as those who have had the opportunity to develop inclusive practice... In all six schools, teacher education for diversity and integration is identified as an ongoing areas for development” (p. 281)

Possible themes: Leadership perspective, need for teacher training

**McGlynn, C. (2008b). Leading integrated schools: A study of the multicultural perspectives of Northern Irish principals. *Journal of Peace Education*, 5(1), 3-16.**

Study Location: Northern Ireland

Study Populations: 6 Principals of integrated schools (3 primary, 3 post-primary)

Aims/Research questions: How do principals “perceive and lead their visions of integrated education?” (p. 3). To explore “the approaches to multiculturalism of a group of principals of integrated...schools in Northern Ireland” (p. 4).

Methodology: QUALITATIVE - Semi- structured interviews

Important results:

- “This article suggests that the approaches to integration of the study principals are consistent with liberal multicultural philosophy, although there is some evidence of movement towards a more pluralist perspective” (p. 13).
- “Approaches to integration of the newer principals appear to be more consistent with pluralist multiculturalism than those of the longer established principals” (p. 13).
- “In this study a liberal values-led contingency leadership model was evident in all the principals” (p. 13).

Possible themes: Leadership of integrated schools

**McGlynn, C., & Bekerman, Z. (2007). The management of pupil difference in Catholic-Protestant and Palestinian-Jewish integrated education in Northern Ireland and Israel. *Compare: A Journal of Comparative and International Education*, 37(5), 689-703. doi:10.1080/03057920701420882**

Study Location: Northern Ireland and Israel

Study Populations: Principals, policy makers, and stakeholders in both locations

- Northern Ireland: 6 principals at 6 integrated schools, central officials from both the DENI and other governmental and NGO’s (12 interviews in total)
- Israel: 8 co-principals at all 4 of the integrated schools in Israel, directors of the NGO responsible for 3 of 4 schools and MOE (13 interviews in total)

Aims/Research questions: “It is hoped that by comparing integrated education efforts in two conflict-ridden countries we will not only contribute to understanding of relevant theories, but also that we might assist in

developing the policy needs of integrated schools. A comparative study of these two contexts may provide useful lessons for other conflicted societies considering integrated education as a peace initiative” (p. 690).

Methodology: QUALITATIVE: Semi-structured interviews

Important results:

- “Principals in both Northern Ireland and Israel...are united in their conviction that the shared daily experience of learning in an integrated school breaks down barriers, develops friendships and broadens the mind of the children in their care...they see their schools as impacting positively on the wider family circle” (p. 694).
- “Principals in both Northern Ireland and Israel are convinced that parents demand a good academic education for their children, with the community relations benefits sometimes coming as a secondary or even irrelevant by-product” (p. 605).
- “Principals stress that any gains with regards to improvements in community relations as a result of integrated education may be long term rather than short term” (p. 696).
- “Principals in both Northern Ireland and Israel appear to feel a tension between pressures to provide a good academic education and the obligation to provide an experience for their pupils that is ideologically distinctive from other educational options. Expectations and indicators of success and failure will thus vary accordingly between the stakeholders in these integrated education efforts, indicating a clear need to define a model that outlines realistically what might characterize ‘good’ integrated education and what it may have to offer to conflicted societies” (p. 696).
- In Israel “...certain curricular changes (for example those accounting for the historical narratives of both represented groups) whilst supported by parents, might not be so by government officials” (p. 697).
- “From the Northern Irish data it becomes clear that there are a range of interpretations of integration...which may in turn influence the nature of self-evaluation...for the most part principals of integrated schools in Israel share rather similar interpretations of what integration should be” (p. 697).
- “...unlike Northern Ireland, Israel has yet to initiate structural change with regards to integrated education and moreover Israel is challenged by the issue of bilingualism, which renders the current form of integrated education expensive and unsustainable on a larger scale” (p. 700).

Possible themes: Leading integrated schools

**Morgan, V., Dunn, S., Fraser, G., & Cairns, E. (1992). Headteachers in a new context: Integrated schools in Northern Ireland. *Cambridge Journal of Education*, 22(2), 215-226. doi:10.1080/0305764920220209**

Study Location: Northern Ireland

Study Populations: Headteachers of Integrated schools

Aims/Research questions: To examine the role of headteachers and their role of “[engaging] with the parents in a process of defining their respective rights and obligations” (para. 9).

Methodology: QUALITATIVE: Free-format interviews with headteachers and staff, interviews with parents, observations, attendance at parent meetings and social events

Important results:

- "...the three most frequently discussed [...key areas where stress is experienced by all the headteachers...] are curriculum development and implementation, handling increased financial management responsibilities and establishing a close working relationship with parents" (para. 14).
- "...there is little precedent in Northern Ireland for curriculum activities which try to take account of cultural diversity, and the pioneering work in the integrated schools is, therefore, very difficult and time-consuming" (para. 17).
- "...[headteachers have] had to operate against a background of some financial uncertainty. They have usually been part of the financial planning team which has had to control the school budget, have had a very active role in specifying equipment of all sorts, and have had to weigh up fundamental priorities, often against a background of severe financial and other pressure" (para. 18).
- "...the traditional lines of demarcation between the roles of parents and teachers can become blurred and the headteachers have had to participate in negotiating new definitions of their respective rights, power, and responsibilities" (para. 19).
- "Each of the headteachers responded to the demands they faced quite differently, but the observation studies suggest that the level of delegation was a key variable" (para. 24).

Possible themes: Leading integrated schools

#### b. Teachers perspective of and preparation for Integrated Education

**Carter, C. (2007). Teacher preparation for peace-building in United States of America and Northern Ireland. In Z. Bekerman & C. McGlynn (Eds.), *Addressing ethnic conflict through peace education: International perspectives* (pp. 245-255). New York, NY: Palgrave Macmillan.**

Study Location: Southern U.S. states and Northern Ireland

Study Populations: Southern U.S. and Northern Ireland teachers in training and their instructors

Aims/Research questions: Which practices "were identified by the participants as preparation for peace building" ?

Methodology: Qualitative – interviews, observations, and analysis of writing produced by candidates; examination of teacher training programs and childhood education by graduates of these programs (QUALITATIVE)

Important results:

- "Limited instructional standards and cross-cultural integration as well as statutory course that included foundations of peace were sources of peace-building education for teacher candidates in [the] United States of America and Northern Ireland. How courses with peace foci were taught varied. Cross-cultural peace education in teacher preparation ranged from related topic inclusion to conflict-transformation experiences" (p. 254).
- "Practice did not evidence widespread use of recommendations beyond those that a university must evidence to maintain accreditation status" (p. 254).
- "Needed are policies that specifically prescribe educational practice as a foundation for social justice and peace building" (p. 254).
- "Teacher educators need opportunities for peacebuilding preparation" (p. 255).

Possible themes: Teacher preparation for peacebuilding

**Donnelly, C. (2004). Constructing the ethos of tolerance and respect in an integrated school: The role of teachers. *British Educational Research Journal*, 30(2), 263-278. doi:10.1080/0141192042000195254**

Study Location: Northern Ireland

Study Populations: 18 Teachers at 1 integrated school, 1 NICIE officer

Aims/Research questions: What are the schools aims and teachers' perceptions? How do teachers model behaviors and cross-community relationships to reflect the school's emphasis on fostering tolerance, respect and mutual understanding? (p. 266).

Methodology: Semi-structured interviews and observations of staffroom interactions; a qualitative case study (QUALITATIVE)

Important results:

- "...the searching in-depth analysis of values which...is critical for developing tolerance and respect was not accorded legitimacy by either the teachers, the principal or the deputy principal. Teachers saw little need to reflect on or analyse their own perspectives or to understand how their own personal viewpoints influences cross-community relationships in the school" (p. 276).
- "...this research has shown that if inclusive schools are to develop cohesion and tolerance then teachers' own stereotypes and assumptions need to be recognized as pivotal to the value transmission process" (p. 277).

Possible themes: Teachers' role in constructing integrated ethos, teachers' experiences/perspectives in integrated school setting, need for integrated teacher training

**Donnelly, C. (2004). What price harmony? Teachers' methods of delivering an ethos of tolerance and respect for diversity in an integrated school in Northern Ireland. *Educational Research*, 46(1), 3-16. doi:10.1080/0013188042000178782**

Study Location: Northern Ireland – 1 secondary integrated school

Study Populations: Secondary teachers at 1 integrated school

Aims/Research questions: To "explore how teachers deliver on the community relations ethos of one integrated school" and how "teachers balance the requirements of this ethos with their own perspectives or worldview" (p. 5).

Methodology: QUALITATIVE case study approach: Documentary evidence consulted, 18 semi-structured interviews, 3 periods of staffroom observation

Important results:

- "...Teachers can subtly (but powerfully) transmit their own beliefs during the teaching process" (p. 5).
- "All but two of the 18 teachers [interviewed] could be categorized as 'neutralizers' or as 'avoiders,' in that although they were not averse to the concept of integrated education, they had joined the school mainly because it was a job which offered good promotional prospects" (p. 14).
- "During interviews [the other 2 teachers] reflected on the challenges of their role and spoke at



- length about the need to introduce comprehensive and coherent training programmes for teachers in the integrated sector” (p. 14).
- “The data show that teachers appear to be deeply influenced by the ‘rules of polite social engagement’ that generally prevail in mixed-religion context in Northern Ireland” (p. 14).
  - “...The case-study school also appeared to act as a mirror of the wider social system in which it was located in so far as the rules which dictate inter-religious mixing in wider society were readily apparent in the choices which teachers made in the classroom” (p. 14).

Possible themes: Dangers of relying solely on contact theory, need for integrated teacher training, hidden curricula

**Donnelly, C. (2008). The integrated school in a conflict society: A comparative analysis of two integrated primary schools in Northern Ireland. *Cambridge Journal of Education*, 38(2), 187-198. doi:10.1080/03057640802063163**

Study Location: 2 Northern Ireland primary schools

Study Populations: Teachers, governors, and parents in 1 transforming school and one integrated

Aims/Research questions: To “explore the concept of integrated education as it is understood with different school contexts [transformed versus planned integrated]” (p. 189); “...to compare the approach to integrated education in two different types of integrated schools” (p. 191).

Methodology: QUALITATIVE: 12 semi-structured interviews with 5 teachers, 4 governors, 3 parents, including follow up interviews with heads of each school and chair of governors for clarification

Important results:

- “The data suggest that whilst there are differences with regard to the ways in which the schools’ publicly present their ‘integrated’ image and articulate their official integrated ethos, these disparities seem not to extend to the lived reality of the schools. Indeed, both of the schools seemed to respond to their official integrated objectives in quite similar ways” (p. 196).
- “...both schools suggested the existence of rather repressed, and sometimes tense, school communities where individuals avoided sensitive issues and didn’t readily engage in the types of inter-community dialogue that previous research on contact suggests will challenge fears, prejudices, and suspicions of ‘the other’” (p. 196).
- “...expressions of identity appeared not just to be avoided but their articulation was routinely regarded as problematic in the [two] schools” (p. 196).

Possible themes: Dangers of relying solely on contact theory, need for integrated teacher training

**Moffat, C. (2007). Learning to do integrated education: “Visible” and “invisible” pedagogy in Northern Ireland’s integrated schools. In Z. Bekerman & C. McGlynn (Eds.), *Addressing ethnic conflict through peace education: International perspectives* (pp. 161-172). New York, NY: Palgrave Macmillan.**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: To trace “the background of integrated education in Northern Ireland,...[examine] possible approaches to the pedagogy of integrated education..., [and] explain different patterns in teachers’ understanding of integrated pedagogic discourse...” (p. 161).

Methodology: QUALITATIVE – literature review

Important results:

- “...integrated education does not seem to be a ‘powerful’ kind of knowledge to be transmitted or taught. Nor can it easily be ‘decontextualized’...the evidence suggests that integration education is best understood as a kind of continuously interpreted activity...” (p. 169).
- “...in integrated schools doing integrated education means creating knowledge jointly, as an invisible pedagogy or epistemology of shared practices” (p. 169).
- “The evidence seems to suggest that pressure for more ‘visibility’ and ‘explicitness’ creates tensions and a tendency for the language of integration to assume ‘transmission-acquisition’ characteristics that separate it from daily classroom practice and staff room ‘chat’” (p. 169).
- “The reports discussed here seem to confirm that teachers often only learn the consequences of practice by sharing interpretations with colleagues and acquaintances” (p. 170)

Possible themes: Teachers perspectives of integrated education

**Morgan, V., Dunn, S., Fraser, G., & Cairns, E. (1994). A different sort of teaching, a different sort of teacher? Teachers in integrated schools in Northern Ireland. *Comparative Education*, 30(2), 153-163.**

Study Location: Northern Ireland

Study Populations: Teachers at integrated schools

Aims/Research questions: “To contribute to the on-going debate about the changing nature of teaching...” (p. 153). “The teachers who have taken up posts in the new ‘planned integrated schools’ in Northern Ireland are a group who have already taken very great risks in career terms, and so their reflections on why they made the choice to move into a new and more uncertain world and what the experience of working ‘outside’ traditional structures is like are illuminating in a wider international context” (p. 154). “...who [are] the people...who choose to move into ‘new situations’ in the integrated schools. Are they any different from the general population of teachers” (p. 155).

Methodology: QUALITATIVE: Semi-structured interviews with “the teachers in one secondary school and two primary schools and with the principals of all but one of the integrated schools [at that time]” (p. 154)

Important results:

- “...it is clear that their demographic and educational characteristics are very similar to those of the general teaching force in Northern Ireland” (p. 155).
- “Whilst the majority of the teachers had been born in Northern Ireland and lived there throughout their lives, there were also a significant number who had been born in the province but then lived and worked elsewhere for a period” (p. 155).
- “The majority of those interviewed had never taught any pupils from the ‘other’ community before

- coming into an integrated school” (p. 155).
- Four major reasons for coming to work at an integrated school: ideological commitment, religious commitment, educational, career move
- “The teachers themselves have...to become part of the wider learning process” (p. 159).
- “...teachers have been asked to exercise new skills for which they had no formal training” (p. 159).
- “The general belief was that any teacher who had chosen to work in an integrated school would not be employable in any other type of school in Northern Ireland” (p. 160).
- Principals of non-integrated schools described integrated education as “divisive” (p. 160).

Possible themes: Integrated teacher perspective

## b. Parents Perspective of Integrated Education

**Cairns, E., Dunn, S., Morgan, V., & Giles, M. (1989). Attitudes towards integrated education in Northern Ireland: The impact of real choice. *Education Northern, 1(2), 20-23.***

Study Location: Northern Ireland

Study Populations: Parents of potential students

Aims/Research questions: Analyze survey results of parents (potential and attending) regarding interest in IE in a way that “overcomes the methodological weaknesses” in previous studies (p. 10).

Methodology: N/A – Summary of past research

- The Triangle Survey, 1988 – 196 dwellings identified as containing preschool children, mothers took questionnaire
- The SACHR Survey – Two phase sampling design (1 – ID whether at least one child in full time education in house, 2 – administer survey); statistically analyzed to see if opinions differed based on geographical location, religion, and SES
- Integrated Education: The views of parents – semi-structured interviews with 175 parents from 100 families attending 9/10 existing IE schools in NI
- Breaking the Mould: The roles of parents and teachers in the Integrated schools: semi-structured interviews with 50 parents at three different integrated schools

Important results:

- Results of Triangle Survey indicate “that support for the concept of integrated education may actually have increased since the late 1960’s” (p. 15).
- Results of SACHR Survey – 77% thought educating Protestant and Catholic children together important (p. 18).
  - “...Parents of preschool children are more likely than other parents to be considering

- sending a child to an integrated school” (p. 39).
- “...The level of interest in integrated schools among [parents in favor of IE] is not uniform across all parts of Northern Ireland or across all time periods” (p. 39).
- “...the length of time that an integrated school has been in existence is almost certainly an important factor” (p. 39).
- Results of Integrated Education: The views of parents
  - “Almost 80% of the parents interviewed in this study voice the opinion that segregated education had contributed to some extent at least to the political conflict in NI. About the same number also believed that the integrated system could help ameliorate the present political impasse ” (p. 46).
- Results of Breaking the Mould: The roles of parents and teachers in the Integrated schools
  - “The parents interviewed in this study are reported as seeing the integrated schools as part of a long term solution to the political conflict not as a direct simple solution... they felt that the actual presence of the pupils and teachers from the two communities in one institution was the crucial factor” (p. 49).

Overall:

- “...Determining why a parent chooses (or will choose) to send a child to an integrated schools is not an easy task” (p. 52).
- “... the integrated message is reaching different parts of Northern Ireland at different times” (p. 55).

Possible themes: Quantitative evidence for the historical support for IE schools

**Mcaleavy, G., Donegan, T., & O'Hagan, C. (2009). Visioning new modes of integrated and shared schooling in Northern Ireland. *European Journal of Education*, 44(4), 539-558. doi:10.1111/j.1465-3435.2009.01402.x**

Study Location: Northern Ireland

Study Populations: N/A

Aims/Research questions: “The article examines the reasons why parents choose Integrated Schools and the potential for further development of Integrated and Shared Schools on the basis of current parental choice” (p. 539).

Methodology: N/A – Narrative, literature review

Important results:

- “...without a Government-led strategy or agreed targets, parents assisted by NICIE will continue to be responsible for the expansion of integrated education... [through] four main growth areas, namely: natural growth within existing Integrated schools; increasing the number of pre-school units; transformation of existing schools and pro-actively raising the profile of integrated education” (p. 552).
- “Parents choosing Integrated Schools appear, in the case of secondary schools, to prioritise both academic and pastoral aspects equally. This may suggest a different approach to education which goes beyond the specific issue of religious integration” (p. 552).
- “Further examination of the parental decision-making underpinning the selection of integrated education is, therefore, required in order to inform policy-makers of how best to support parental

- preference in relation to their development. Equally, the managers of Integrated Schools will require an awareness of these motivating factors for parents if they are to conduct marketing on an informed basis” (p. 553).
- “...the uneven [geographic] distribution of Integrated Schools...means that the support indicated through surveys may remain as a remote aspiration rather than an attainable goal for many parents” (p. 553).
  - “...the process of moving from a segregated to an Integrated schooling system [is painful and slow]... however, the steady growth of integration suggests that a managed programme driven by parental choice can begin to offer a viable alternative to existing forms of schooling of long historical duration” (p 554).

Possible themes: Parents as catalysts for integration

#### d. Pupils’ perspective

**Kilpatrick, R., & Leitch, R. (2004). Teachers' and pupils' educational experiences and school-based responses to the conflict in Northern Ireland. *The Journal of Social Issues*, 60(3), 563-586.**

Study Location: Northern Ireland

Study Populations: 44 staff and 78 pupils (ages 10-17) in 8 schools (3 Protestant, 3 Catholic, 1 integrated, and one independent school)

Aims/Research questions: To examine “the impact of the political conflict on teachers’ and pupils’ experiences of education in Northern Ireland and...the impact of curricular-based interventions designed to support the pupils and reduce prejudice” (p. 563).

Methodology: QUALITATIVE – Staff and student semi-structured interviews, focus groups, class observations

Important results:

- “The data indicate that these students recognize that schools provide a structured opportunity for learning which often distracts them from the everyday impact of civil unrest and violent incidents outside. Nevertheless, they are acutely aware of the tensions accruing for themselves and others outside the apparent calm of the school environment, some of which will, on occasion, be felt inside the school gates” (p. 581).
- “While teachers saw the schools as providing a safe haven for pupils, they rarely considered or acknowledged directly the emotional impact that the Troubles had on them as teachers and reference to safety was related primarily to the pupils. It would seem important that teachers, also, were able to have access to appropriate support systems for the stress caused by the difficult situations they face...to ensure that schools are emotionally safe places for all concerned” (p. 581).
- “The analysis of the data suggests that pupils viewed sustained and long-term contact as key to the success of cross-community initiatives and they were particularly dismissive of some of the occasional, once-off events, especially when associated with social and sports outings” (p. 582).
- “...pupils were very clear about the type of discussions both within their own educational settings and outside settings that they would have liked to have had but for which there was little opportunity” (p. 582).
- “To allow for changes according to the pupils’ suggestions to take place it is essential that teachers are confident and secure in their own identity and are able to be responsive to children and young people from culturally diverse backgrounds” (p. 582).

Possible themes: Teaching and learning in a post-conflict society