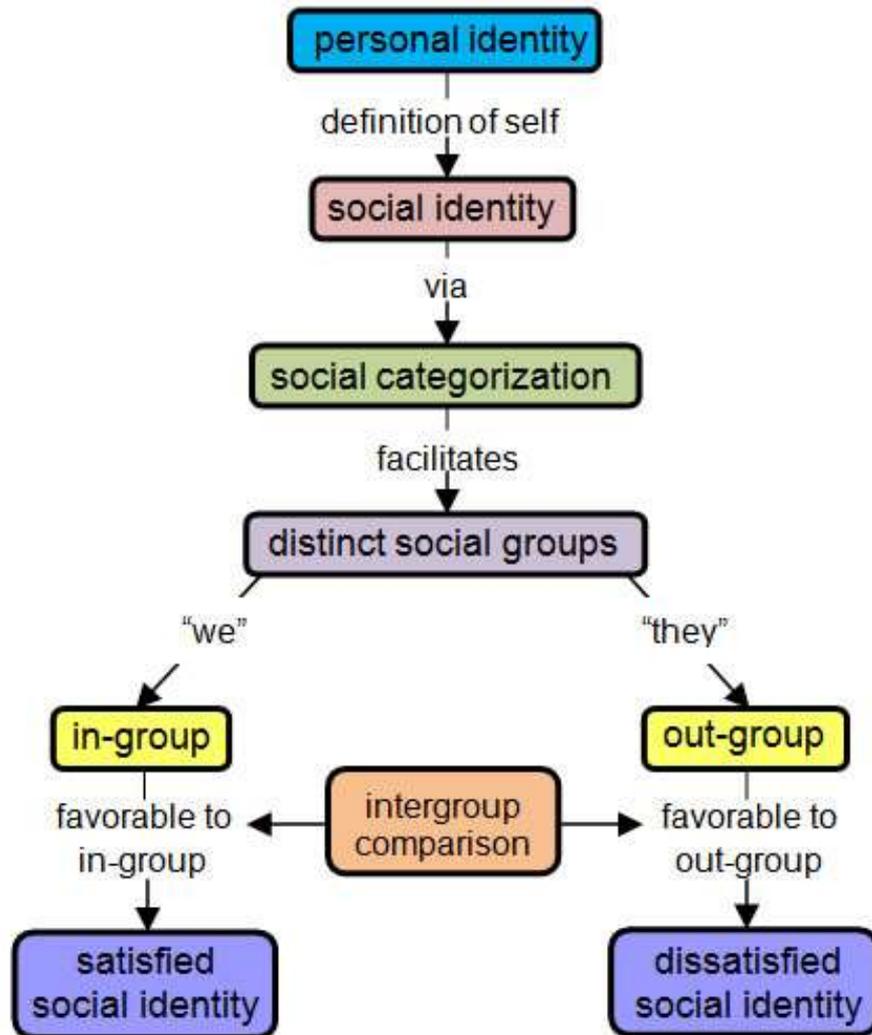


INTEGRATED EDUCATION IN NORTHERN IRELAND

ANALYSIS OF CONTACT AND CURRICULUM

SOCIAL IDENTITY AND SCHOOLING



Social Identity Theory:

- Social identities are formed as we begin to associate our own personal identity with that of a group's identity. (Race, religion, etc.)
- Children, adolescents and adults act upon group identity in order to preserve groups interest.

(in-group vs. out-group)

A child within most developed nations will spend nearly 15,000 hours within a classroom during their primary and secondary education.

WHY IS THIS IMPORTANT?

Our social identities dictate how we understand others and influence intergroup relationships.

For a society to reconcile from recent or past history of violence members from both groups must:

- A) Mutual Understanding: Gain empathy and understanding of 'others' perspective.
- B) Build skills to deal with future indifferences through cooperation.
- C) Begin the process of forgiveness, healing and truth telling

Handbook on Peace Education

War, Hostilities, Strife,
Violence



Accord, Agreement Not To
Engage In Violence

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Discordant, Hostile Interaction
Aimed At Differential Benefit



Harmonious Interaction
Aimed At Mutual Benefit

Negative Interdependence

Positive Interdependence

Social Injustice

Social Justice

FIGURE 16.1. Nature of peace.

NOREEN CAMPBELL

Reconciliation after Violent Conflict: A Handbook

“Education ... has too often been manipulated in the pursuit of domination and oppression ... to maintain political, economic, and social imbalances ... to engender prejudice and to fuel animosity and antagonism upon which violent conflict is based.”

PEACE EDUCATION AND RECONCILIATION

Reconciliation: the process and goal based upon mutual understanding of everyone's needs, fear and aspirations to move beyond culture of violence and division.

Peace Education: is the recognition of post-conflict societies the active and important role of schools in shaping the attitudes, memory and cooperation of future generations.

Maria Montessori and John Dewey

“No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

- Nelson Mandela

THEORETICAL FRAMEWORK FOR PEACE EDUCATION

PEACE EDUCATION

Aimed at teaching young people the information attitudes, values, behaviors and perspective to maintain peace.

- A) Compulsory
- B) *Ethnically, culturally, and religiously integrated*
- C) *Emphasize on inclusive curriculum*

INTEGRATED EDUCATION

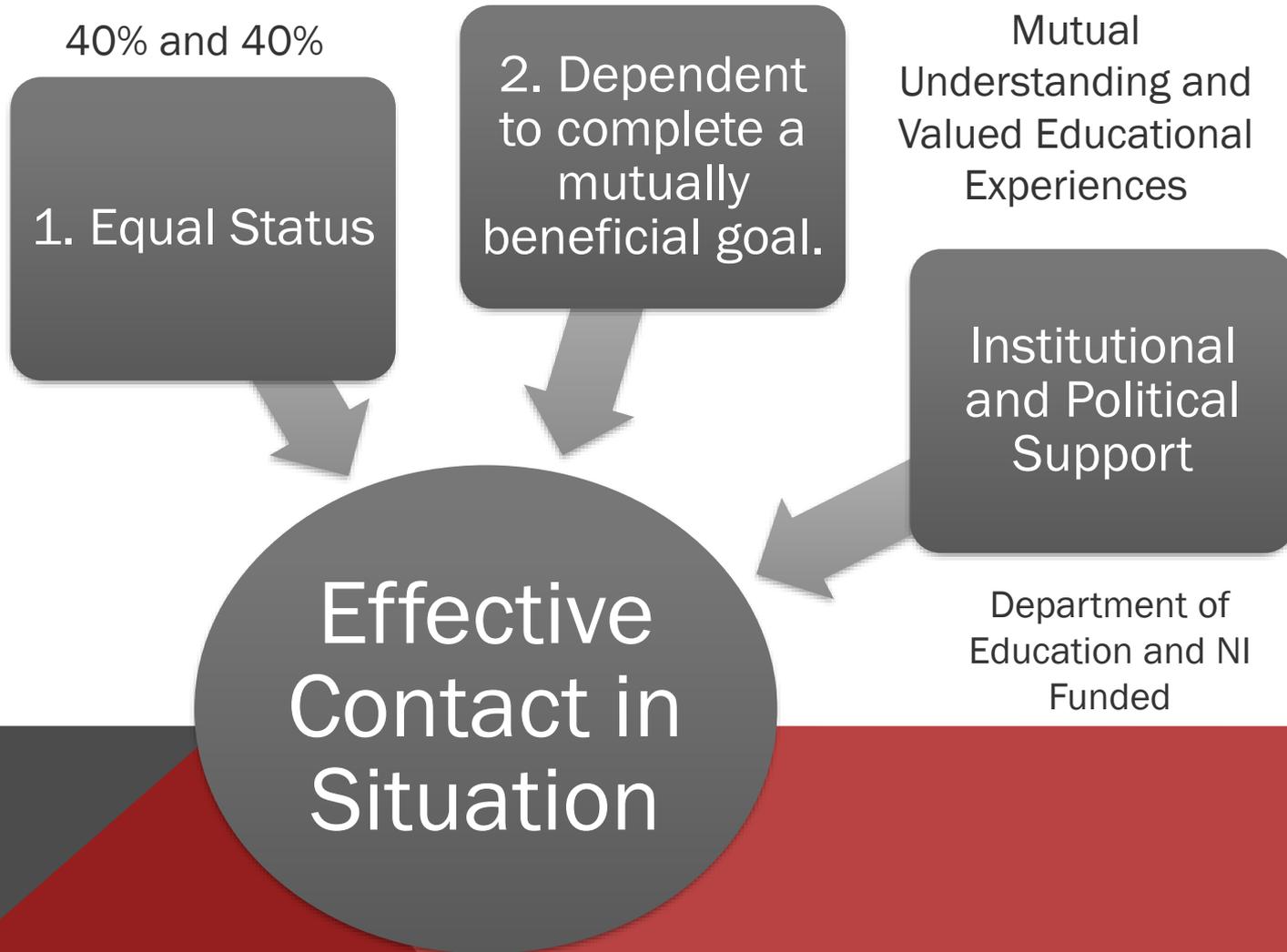
All social groups are represented within societies education system, physically and within curricula.

CONTACT THEORY

Increased interaction and contact, under specific conditions, would reduce hostility improving intergroup relations.

“If we are to reach real peace in this world we shall have to begin with the children” - Ghandi

CONTACT IN INTEGRATED SCHOOLS



GORDON Allport's Contact Hypothesis

BACKGROUND AND HISTORY OF NORTHERN IRELAND

40% Catholic Nationalists



Wish to see Northern Ireland reunified with the island of Ireland

50% Protestant Unionists / Loyalists



Who want to remain part of the United Kingdom

Interwoven is over 300 years of history, religion, economics, and psychological elements that have shaped the complexities of inequality and nationality within Northern Ireland.

THE "TROUBLES"

INCREASED AND SUSTAINED VIOLENCE FROM
1960 - 1994

OFFICIALLY RECORDED:

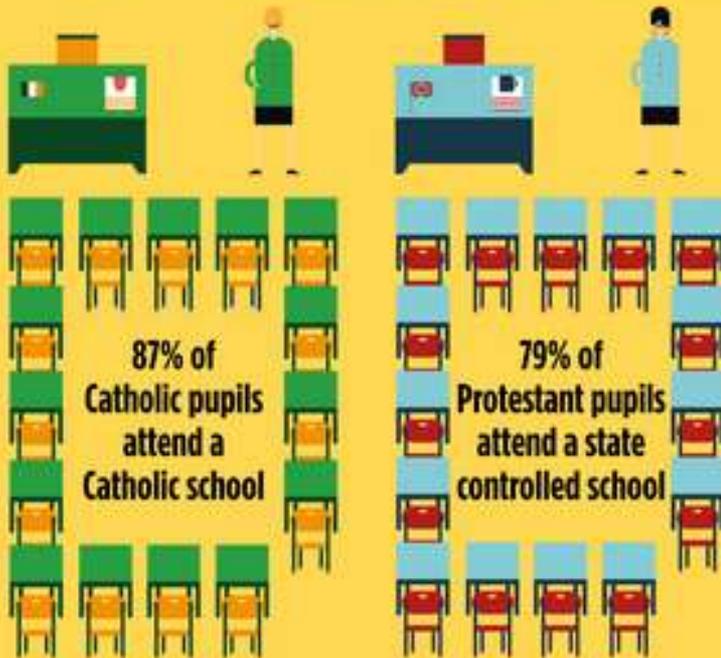
3,000 PEOPLE DIED

30,00 INJURED

AFFECTED BOTH
PROTESTANT AND
CATHOLICS

RELIGIOUS DIVISIONS

Catholic/Protestant children are largely taught separately
Catholic/Protestant teachers are largely trained separately



- **51%** of pupils in NI are Catholic
- **36%** are Protestant
- **3%** are other Christian
- **1%** are non-Christian
- **9%** have no religion recorded

There are **1,044** schools in NI of which **62** are integrated

SEGREGATION

Most adults have had little exposure to the 'other' group, in their childhood or young adult lives, except for limited daily interactions.

- Due to Residential and School segregation

INTERGROUP RELATIONS

INTERPERSONAL RELATIONSHIPS

“The very separation of different groups into segregated schools emphasizes the group differences and hostilities and allows the group’s culture to be taught in ways that maintain intergroup conflict.”

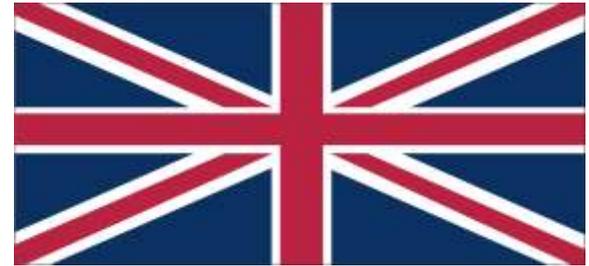
- David W. Johnson and Roger T. Johnson -

NORTHERN IRELAND'S EDUCATION SYSTEM

Catholic Maintained
Schools



Protestant Controlled
Schools



90% of children (176,000) attend
either Maintained or Controlled

Integrated Schools



62 Grant Funded
Schools

21,500 pupils

Northern Ireland Council for Integrated Education

Table 8: How have you come in contact with people from other ethnic backgrounds?

	N	%
Other students at school	399	80
When going out (for example, to a cinema or club)	133	27
Through my part-time job	127	25
In my neighbourhood	89	18
Through a sports club I attend	80	16
In a shop or restaurant	67	14
Staff at school	65	13
Through a youth or community project	64	13
Through my parents' work or social life	53	11
As part of my family	44	9
As part of inter-school projects	40	8
Travelling to school	24	5
Other	43	9

Source: 2008 YLT survey

OUTCOME OF CONTACT



Increased friendships,
contact with others,
creating lasting
meaningful
relationships between
children of both groups.

Interpersonal
Relationships were the
building blocks for
intergroup relations.

“Extended contact may be especially useful in Northern Ireland, where there is relatively little opportunity for contact, as it implies that an individual may not need to personally know an out-group member in order to benefit from the positive effects of cross-group friendship.” - Ed Cairns

IMPORTANCE OF CURRICULUM

Limitations and Challenges:

Teacher Preparation

No well defined curriculum determined by the state, but left to Governors of Education, teachers and local administration.

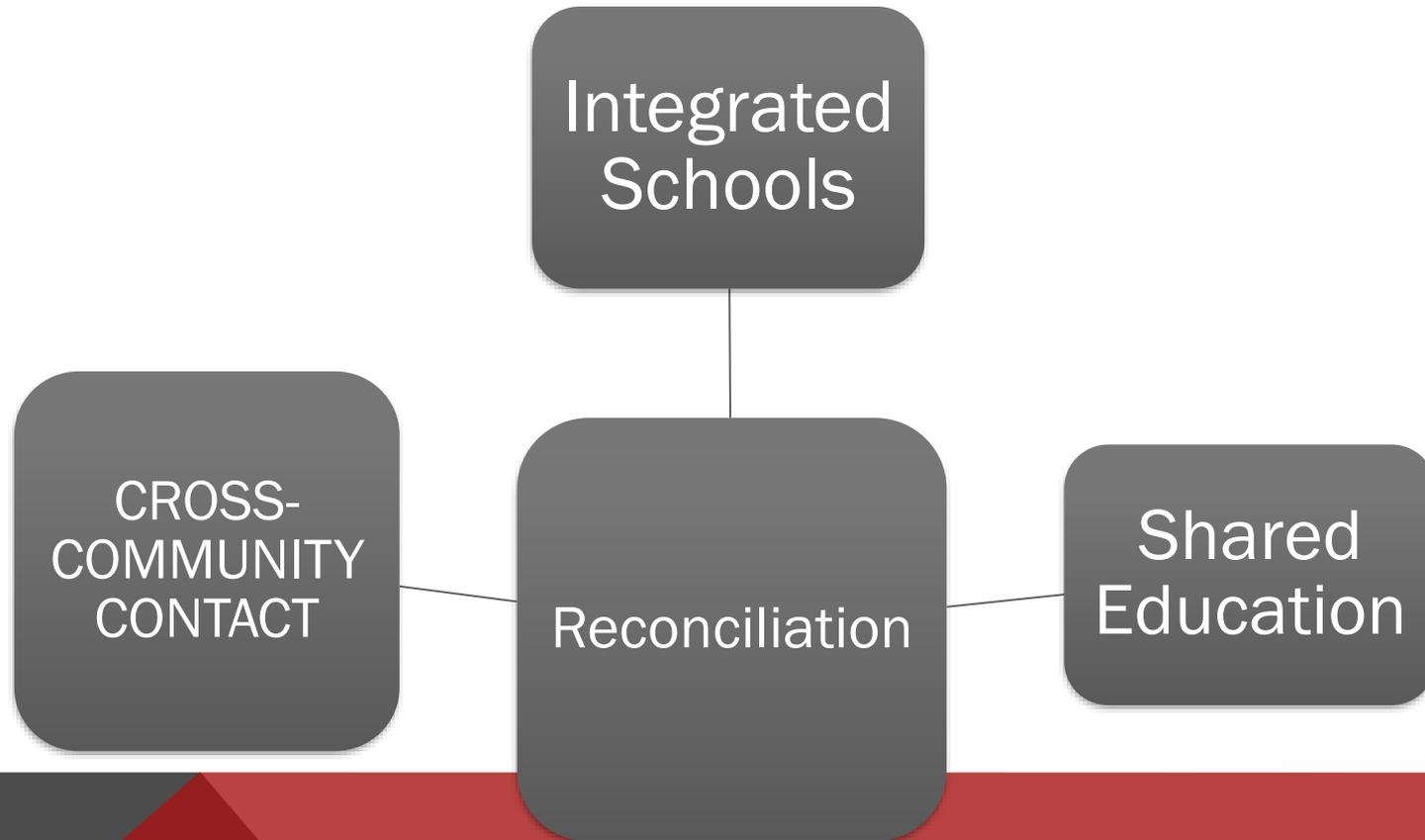
Education for Mutual Understanding

- Overcoming a legacy



NICIE Statement of Principles, strives to provide, “environment where those of all faiths and none are respected, acknowledged and accepted as valued members of the school community.”

IMPLICATIONS FOR NORTHERN IRELAND



KOFI ANNAN

2001 Address to the Institute of Peace Education

“None of us is born intolerant of those who differ from us. Intolerance is taught and can be untaught ... But in this area, as in others, prevention is better than cure. We must work to prevent intolerance from taking hold in the next generation. We must build on the open-mindedness of young people, and ensure that their minds remain open.”