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# Submission to Shared and Integrated Education Inquiry

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## Opening Minds

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Integrated Education Fund

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The Integrated Education Fund (IEF) welcomes the opportunity to make a written submission to the Education Committee's Shared and Integrated Education Inquiry. The IEF would also welcome the opportunity to present evidence to the Education Committee.

### **About the IEF**

The IEF is a charitable trust established to provide a financial foundation for the development and growth of integrated education in Northern Ireland. It is recognized as a charity by the Inland Revenue under Reference XR52574 and is governed by its Deed of Trust. Its mandate is derived from the expressed demand of parents and individual schools who seek integrated education for their children and pupils.

### **What is integrated education?**

Integrated education brings children, staff and governors from Catholic and Protestant traditions, as well as those of other faiths or none, and other cultures, together in one school. Integrated schools differ from most other schools in Northern Ireland by ensuring that children from diverse backgrounds are educated together every day, side by side in the same classrooms. Integrated schools are not secular but are essentially Christian in character while welcoming all faiths and none. Through their admissions criteria, schools aim to ensure a balanced number of Catholic and Protestant children. But it is also the ethos that is particularly distinctive; it is deliberately and strategically planned to promote inclusiveness and mutual respect. Integrated schools do not simply admit students from different traditions and expect them to fit in, nor to pretend that everyone is the same. For example, Catholic children are offered Sacramental preparation at P3, P4 and P7; Protestant children can generally avail of the Delving Deeper programme to develop their own faith knowledge while all pupils are introduced to the ideas, beliefs and practices of the major world religions and humanist philosophies.

In the post-primary schools the integrated ethos is apparent in approaches to Religious Education and History, for example, where sensitive and deliberate care is taken to address different, potentially contentious viewpoints in a balanced and thought-provoking way.

The integrated ethos also extends to the staff and the Board of Governors of each integrated school.

## Introduction

Northern Ireland is committed to shaping a united future and one of the main tests of that commitment will be in how we choose to educate our children: largely apart, as at present, or increasingly together. The idea of educating all children together under the same roof, instead of apart in separate Catholic schools and State schools, is not new. Arguably there is more goodwill towards it now than at any stage in the past. The OFMDFM strategy 'Together: Building a United Community' (2013) recognises '...the segregated nature of Northern Ireland's education provision' and takes the view that 'achieving a full shared education system...is a crucial part of breaking the cycle of ...sectarianism...'

Northern Ireland maintains an education system that educates its children separately, by religion. 91% of Protestant primary children attended controlled (mainly Protestant) schools and 88% of Catholic primary children were enrolled in Catholic maintained primaries in the last academic year. At the same time, 88% of Catholic post-primary pupils attended Catholic maintained or Catholic managed voluntary schools and 89% of Protestant post-primary pupils attended controlled schools.<sup>1</sup> Only 7% of children overall attended integrated schools.

Consequently, pupil interactions are mostly with peers, teachers and others from their own community, with limited opportunity to understand other perspectives and cultures. In contrast, many parents here wish for their children to be educated together with children of other traditions. A recent LucidTalk survey identified that 79% of parents would back a move to see their children's school change to integrated education.<sup>2</sup>

Much research and analysis has been carried out about the segregated nature of schooling. A detailed insight into the cultural and political awareness of 3-6 year olds found there is a rapid increase in the proportions of children beginning to identify themselves with one particular community and to make sectarian comments at the ages of five and six. The fact that these represent the first few years of compulsory schooling is unlikely to be a coincidence. One explanation is likely to be the segregated nature of the school system itself.<sup>3</sup>

Educating all children together is an essential part of the reconciliation process and of building a society that celebrates respect, understanding and friendships across traditional divides. The IEF believes that integrated education can help all children become better citizens of Northern Ireland and of the increasingly global world we all inhabit.

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<sup>1</sup> <http://www.thedetail.tv/issues/150/religioninschools/how-integrated-are-schools-where-you-live>

<sup>2</sup> Lucid Poll result in Belfast Telegraph, 28<sup>th</sup> February 2013

<sup>3</sup> Connolly, P., Smith, A. & Kelly, B. (2002) Too young to Notice? The Cultural and Political Awareness of 3-6 years Olds in Northern Ireland. Northern Ireland Community Relations Council

Achieving quality educational outcomes for all should be the central focus for the Executive and the Education Minister. This is best achieved within a reformed education system in which children of all faiths or none, and regardless of ability, ethnicity, cultural or social backgrounds, learn and are taught together in their local area. This would make best use of scarce educational resources in a time of unprecedented reductions in public expenditure and would undoubtedly bring longer-term economic, educational and societal benefits to us all.

Successful reform of a long established education system cannot happen overnight but Northern Ireland has already come a long way and taken major steps forward. Further change is needed - and communities should be at the heart of education planning.

The current area based planning process provides an opportunity to ensure parental choice is at the very heart of the education system, by embedding a mechanism which reflects real parental demand rather than the current system, which simply ratifies the existing institutional or sectoral structures.

Northern Ireland cannot afford to wait to change how we educate our children. The cost of inaction will mean another generation of children growing up with limited contact with the 'other community' and limited experience of diversity. We need to open minds to the benefits of educating our children together, side by side, in the same classrooms. It needs to be the norm – not the exception.

## **Review the nature and definition of Integrated Education as it applies across all educational phases**

On 15<sup>th</sup> May 2014 the High Court delivered its judgment in the judicial review action brought by Drumragh Integrated College. The Court clarified the statutory duty to ‘encourage and facilitate the development of integrated education’ enshrined in both Article 64 of the Education Reform (NI) Order 1989 and the Good Friday Agreement. The Court held that integrated education was a standalone concept and plainly envisages education together at the same school. It also held that an integrated school strives to achieve an equal balance in relation to worship, celebration and exposure to both faiths. This is reflected in its constitution, and the Board of Governors must strive in its ethos to achieve this. The statutory duty in Article 64 applies to education that is integrated throughout and not education that is delivered by a ‘partisan board.’

### **Key paragraphs of the Judgement**

*‘Integrated Education is a standalone concept’ [para. 50]*

*‘Integrated Education must be the service of imparting knowledge to young people from all backgrounds as equals’ [para. 51]*

*A school which has a predominantly Catholic or predominantly Protestant ethos which is reflected through the religious events celebrated, the religious symbolism present throughout the school, the manner of worship engaged in the school cannot be said to be delivering integrated education (i.e. serving members of different religious groups equally) [para. 52]*

*‘[This is] because, as part of its constitution as an institution it is fundamentally oriented to one religious cannon over another. Therefore, the minority faith in any denominational school is not receiving ‘equal’ exposure to its faith as the majority faith’ [para. 52]*

*‘As against this, an integrated school strives to achieve an equal balance in relation to worship, celebration and exposure to both faiths’ [para. 53]*

*‘For these reasons it must be the case that the integrated education referred to in the article is education that is integrated throughout and not education that is delivered by a partisan board’ [para. 53]*

**Consider the need for a formal statutory definition and an obligation in statute to facilitate and encourage Shared Education**

The IEF would support the need for a formal statutory definition of Shared Education because such clarity is essential for effective monitoring, assessment and accountability. Shared education is currently defined by the Department as involving two or more schools or other educational institutions from different sectors working in collaboration with the aim of delivering educational benefits to learners, promoting the efficient and effective use of resources, and promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.

Increased collaboration between schools is a positive development. It represents the chance to increase contact between pupils, teachers, governors and parents from different backgrounds. Shared classes should, in theory, strengthen the potential for greater integration as pupils and schools experience the benefit of learning together.

However, shared facilities and shared campuses do not equate to shared education. They may facilitate the potential for collaboration between schools but it is the level of interaction and contact between pupils that counts the most.

Shared education cannot be considered a substitute or alternative for integrated education and it must not develop as a barrier to integrated education. The choice of a fully integrated school must be encouraged and supported if that is what is desired by the local community.

Whilst shared education takes place *between* schools, a fully integrated school represents the most inclusive form of sharing *within* a school.

The IEF would therefore not support an obligation in statute to facilitate and encourage Shared Education as this would perpetuate Northern Ireland's divided education system.

## **Identify the key barriers for Integrated Education**

The High Court's judgment (May 2014) in the judicial review described the Department of Education's 'Needs Model', which is the basis for long-term education planning, as *'inflexible' and provides an 'additional difficulty' impeding the progress of expansion in integrated schools. This creation of an 'additional difficulty' is the opposite of '...facilitating and encouraging (integrated education).'* The Court ruled that DE needed to be *'...alive to its Article 64 duty at all levels, including the strategic one.'*

Research conducted by Millward Brown Ulster (2003) suggested that almost three quarters of respondents (72%) would choose an integrated school if there was one close to where they live, assuming no negative differential in academic or other standards.

It is the lack of access to integrated education which ensures that only a small percentage of pupils attend integrated schools.

The current overhaul of our education system is putting in place structures that future generations will have to live and deal with. As the most recent opinion polls demonstrate, voters believe that our politicians, instead of seizing the opportunity to shape an education system fit for the 21st century, are side-stepping the issue of desegregating our education system.

Public opinion has repeatedly demonstrated a demand for moving beyond our current segregated education system and towards a united future. The Executive and the Assembly must, at the very least, match the public's vision for an education system of schools attended by pupils from all traditions.

It is unacceptable for education planning not to take into consideration citizen demand or aspiration. And whilst it cannot be left solely to existing education providers or sectors to determine the future of education in an area, equally it should not be left to pioneering parents to have to establish an alternative choice.

The current discourse on shared education assumes that the vast majority of our children will continue to be educated in separate schools for the foreseeable future. By accepting this, political parties move toward education policies that plan for separate development rather than structural change and reform of the separate school system.

## **Identify the key enablers for Integrated Education**

Effective area planning offers the possibility to deliver real change. The process thus far has been rooted in the existing, segregated structure rather than any innovative proposals for a new approach to delivering education. Integrated schools, established through parental demand, demonstrate that it is possible to educate children together without diluting cultural identity. Increasing integrated school places would send out a powerful message that we are creating a truly shared future rather than merely managing the divisions of our past.

### **Overwhelming Public Support**

Integrated education is seen as the most popular of a range of possible options for securing long term peace in Northern Ireland.<sup>4</sup> Integrated education has widespread public backing, with the latest attitudinal survey showing support running at 79% of those expressing an opinion.

An overwhelming 79% of parents with children at school, who expressed an opinion, said they would support a request to transform their child's school to integrated status.

Young people have important opinions and ideas, and may be better equipped to challenge sectarian norms and assist society towards a shared and reconciled future. Moreover, Article 12 of the United Nations Convention on the Rights of the Child (UK, 1992), confirms that children have the right to say what they think should happen when adults are making decisions that affect them, and have their opinions taken into account.

In April 2014 the IEF commissioned independent polling company LucidTalk to carry out a survey among 16-24 year-olds across Northern Ireland. A representative sample of 1,075 completed the survey and all data results were weighted to reflect gender and community background. More than 83% of those questioned agree that an education system where children of all faiths and none go to the same school would be an important step in combating sectarianism.

### **Societal Benefits: the Evidence**

There is a growing body of evidence of the societal benefits of integrated education. Much research and analysis has been carried out about the segregated nature of schooling.

Research (Stringer et al., 2009, p.252) suggests that pupils of mixed or integrated schools had higher levels of out-of-school contact with members of the 'other' community than children in segregated schools, with pupils reporting '...significantly higher levels of contact

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<sup>4</sup> Lucid Talk Attitudinal Polling 2013



with other group members both within and outside school than their segregated counterparts'. Carter (2004) has highlighted sustained and positive contacts between pupils from the two main communities in Northern Ireland through integrated education as crucial in fostering relationships and collaborative learning.

A detailed insight into the cultural and political awareness of 3-6 year olds found there is a rapid increase in the proportions of children beginning to identify themselves with one particular community and to make sectarian comments at the ages of five and six. The fact that these represent the first few years of compulsory schooling is unlikely to be a coincidence. One explanation is likely to be the segregated nature of the school system itself.<sup>5</sup>

A University of Ulster research project into the effects of integrated and segregated schooling in Northern Ireland highlights that sectarianism could be defused if more Catholic and Protestant children were sent to mixed-religion schools.<sup>6</sup>

A Community Relations Council and Equality Commission report highlighted the contribution made by integrated education to '...enabling and promoting continued engagement with children from different backgrounds' and the role of integrated schools in providing opportunities for interaction between individuals from the two main communities in Northern Ireland.<sup>7</sup>

The Northern Ireland Life and Times survey concluded that by separating Protestant and Catholic children, the education system has exacerbated community divisions. It is argued that the separation of children leads to ignorance about the other community and, in the words of Seamus Dunn (1986), fosters 'an atmosphere of mutual distrust and suspicion'. By contrast, the goal of integrated schools is to foster an understanding of both traditions and to overcome negative stereotypes. By encouraging children to understand their historical and religious differences, it is hoped that they will feel less threatened by the other community, and form enduring cross-community relations.<sup>8</sup>

Integrated education can be a fundamental driver for change. It develops pupils' skills and knowledge when they learn together so that they can contribute to an open, diverse and inclusive society. When children learn together, it crucially increases positive attitudes to others, reduces negative stereotypes and encourages cross-community friendships. Research evidence suggests that integrated schooling has a significant and positive social

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<sup>5</sup> Connolly, P., Smith, A. & Kelly, B. (2002) Too young to Notice? The Cultural and Political Awareness of 3-6 years Olds in Northern Ireland. Northern Ireland Community Relations Council

<sup>6</sup> Integrated Education, Intergroup Relations, and Political Identities in Northern Ireland, Hayes, B, McAllister, I, Dowds, L (2007)

<sup>7</sup> Community Relations Council and Equality Commission, 2010, p. 23

<sup>8</sup> In Search of the Middle Ground: Integrated Education and Northern Ireland Politics. 2006, The Northern Ireland Life and Times survey is carried out annually and documents public opinion on a wide range of social issues. The survey is a joint project of the two Northern Ireland universities and aims to provide an independent source of information on what the public thinks about the social issues of the day.

influence on the lives of those who experience it, most notably in terms of fostering cross-community friendships, reducing prejudicial attitudes and promoting a sense of security in religious, racial, or ethnically diverse environments<sup>9</sup>

The Integrated Education Fund does not want to impose any specific model of education provision on anyone; we act purely in response to parental demand and fully respect the wishes of parents who select various types of schools. The IEF seeks to ensure that all schools are wholly inclusive and provide full equality of opportunity.

It is indisputable that parents will send their children to what they believe are the best schools. They are unlikely to send their children to a school simply because it is integrated, Catholic Maintained or State Controlled, if it isn't considered a good school. Many schools of different types perform to the highest standards and will remain popular choices for parents. All schools aim to do their best for their pupils – the question that must be asked is, would they perform any less well if they were open to, and encouraged to include pupils, teachers and governors from different religious and cultural backgrounds?

#### **Educational Benefits: the Evidence**

There has been little research on educational attainment in integrated schools beyond analysis of examination results. The evidence suggests that pupils perform as well academically at GCSE and A-level as pupils from other non-selective schools.

It should be noted that boys in grant maintained integrated schools have a better pass rate of 5 or more GCSE in comparison to other non-selective schools.<sup>10</sup>

#### **Economic Case: the Evidence**

Northern Ireland is facing challenging economic times. In addition to public spending demands, a government commissioned report on the *Financial Cost of Division* (Deloitte, 2007) estimated the cost of division in areas such as education, housing, policing and security to be in the region of an extra £1.5 billion spend every year.

The IEF commissioned a scoping paper from Oxford Economics, *Developing the Case for Shared Education*, which called for a thorough debate on new ways to deliver education in Northern Ireland in economically straitened times. The report demonstrated that the NI Executive cannot continue to fund empty desks while buildings fall into disrepair and staffing budgets are squeezed. In effect, the status quo is unaffordable and unsustainable.

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<sup>9</sup> Stringer, 2009, 2000; Montgomery *et al.*, 2003; McGlynn, 2001; Irwin, 1991

<sup>10</sup> AgendaNI, Issue 66, p19

## **Consider what priorities and actions need to be taken to improve integration**

The Department should enhance the curriculum to include the development of skills, structures and relationships that enable schools, pupils and their parents, staff and governors and the wider community to increase their understanding, acceptance and respect for political, cultural and religious difference. This should be embedded through the ethos of schools and be an integral part of the curriculum to ensure all children can contribute to the shared vision of building a united community. The Department should also develop age-appropriate primary and post-primary anti-sectarian resources and ensure that teachers are trained, equipped and supported to deliver these effectively in the classroom.

Integration should inform all future models of social infrastructure; for example the Department for Social Development and Department of Education should establish an inter-departmental strategic approach to mixed housing and integrated education.

All schools in receipt of public funding should have a duty placed on them to be inclusive spaces so that their policies and practice reflect the diverse range of religious and cultural backgrounds that make up pupils, staff and governors across Northern Ireland schools. Moreover, the Department should ring fence funding for integrated education to enable key measurable indicators to be incorporated within the funding formula for schools and other educational institutions. This financial support would recognise the added value of integrated education with particular emphasis in the curriculum and daily routines on understanding, accepting and respecting political, cultural and religious differences. It should be weighed against the quality and the effectiveness of integration provided to ensure continuous progression towards a desegregated, inclusive system. Progress would be monitored by the Education and Training Inspectorate or other objective body as appropriate.

### **The impact of Integrated Education**

The Integrated Education Movement is a parent-led cross-community movement in Northern Ireland with little or no mainstream political backing and yet it has not been without major consequence:

#### **Positive Social Attitudes**

For the **28** children in 1981 to **22,000** attending integrated schools in 2013 (and thousands more in between), there has been a measurable impact on social attitudes. Put simply, children who attend an integrated school have more friendships with children from other religions and cultures (Hayes and McAllister, 2009).

## **A Shared Future**

The existence of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can learn and work together. Considering that not one integrated school has been established through government planning or policy, it is a great achievement that 62 schools, educating 22,000 children, now exist in Northern Ireland. But more are needed.

The development of integrated education works as a barometer of a shared society. When full integration in our schools is the norm rather than the exception, we will be truly approaching a shared future.

## **Challenging Separation**

The growth of integrated education to 7% of the school population has had a powerful impact. It has highlighted the fact that the majority of other children in the system are unlikely to experience day to day interaction with those from different religious and cultural traditions. Addressing this has led to initiatives for schools to work more closely together in what is termed 'shared education'. Whilst a fully integrated school represents the most inclusive form of sharing *within* a school, the fresh drive for shared education *between* schools has witnessed increased support from government. This suggests a growing political acceptance that our children can and should learn together.

The IEF has had 14 years' experience of funding shared education through our Promoting a Culture of Trust grant programme, and see shared education as a valuable mechanism to bring children together. The aim of the programme is to fund projects in schools to promote the development of skills, structures and relationships that enable schools, pupils and their parents, staff and governors and the wider community to increase their understanding, acceptance and respect for political, cultural and religious differences.

The IEF launched PACT in the year 2000 and is delighted to have been able to support projects in schools of differing levels and management types across Northern Ireland which have delivered and surpassed the stated aim of the programme. Over the past fourteen years, through PACT 1 – 14, £1,034,463 has been awarded in grants for 232 projects in 530 schools, directly involving and benefiting over 13,000 children and young people.

However, simply agreeing on the benefits of children learning together, or even putting this into practice through PACT or other projects, does not provide a vision for the future of education. It falls short of showing a community the possible destination of the journey that has begun.

The time has come to think about what could be achieved with full government support for an education system based on children learning together.

In order to achieve a unified, coherent education system, the NI Executive should:

- Carry out a major review of the economic cost of maintaining a segregated education system.
- Place a duty on all schools in receipt of public money to be inclusive spaces; to be open in both school policy and practice to children, staff and governors from all the religious and cultural backgrounds that make up Northern Ireland.
- Ring fence funding for integrated education to support schools in their progress towards integrated education, measured against key indicators, with particular emphasis in the curriculum and daily routines on understanding, accepting and respecting political, cultural and religious differences.
- Develop area based planning which is shaped by the community and which reflects parental choice, community needs, desire for a shared future and fiscal realities
- Establish a single authority for the administration of education.
- Establish a single teacher training system, where teachers of all faiths and none are trained together on the same courses at the same locations.
- Establish a single model of governance for all schools.
- Extend fair employment legislation to the recruitment of teachers.
- Extend the application of Section 75 of the Northern Ireland Act 1998 to schools.

## **Papers and research on Integrated Education.**

**Integration for reconciliation?** The impact of integrated schools in Northern Ireland  
01/01/2004 A paper presented by Dr Claire McGlynn at the Research Initiative on the Resolution of Ethnic Conflict Conference, "Peace-building after Peace Accords", at the University of Notre Dame, Indiana, September 11-13, 2003.

**Moving Barriers: Promoting Learning for Diversity in Initial Teacher Education**  
01/01/2004 paper presented at The European Conference on Educational Research, University of Hamburg, 17-20 September 2003 by Hagan, M., McGlynn, C.W. and Wylie, K. of Stranmillis University College, Belfast, Northern Ireland

**Research probing the influence of friends' friends on prejudice levels in Northern Ireland.** (Paolini, Hewstone, Cairns, Voci) 08/09/2004

**Education in Divided Societies**, Gallagher, T. (2004), Basingstoke: Palgrave MacMillan.

**Integrated Education in Northern Ireland in the context of Critical Multiculturalism**  
29/09/2004  
Irish Educational Studies Vol 22 No 3 Winter 2003 Claire McGlynn

**Moving out of Conflict: Integrated schools in N. Ireland** 30/09/2004

Journal of Peace Education Vol1 No 2 Sept 2004 McGlynn; Niens, Cairns and Hewshaw

As the integrated education movement in Northern Ireland passes its twenty-first anniversary, it is pertinent to explore the legacy of mixed Catholic and Protestant schooling. This paper summarises the findings of different studies regarding the impact of integrated education in Northern Ireland on social identity, intergroup attitudes and forgiveness and reconciliation. The research is discussed in relation to its implications for the theory and practice of integrated education in Northern Ireland and also for other societies with a legacy of ethnopolitical conflict. It proposes that integrated education in Northern Ireland impacts positively on identity, outgroup attitudes, forgiveness and reconciliation, providing hope and encouragement for co-education strategies in other countries that have suffered from prolonged conflict. Despite a number of challenges, it is clear from the research presented here that integrated education holds great potential both for building social cohesion and for promoting forgiveness and reconciliation.

**Integration in Practice:** Alison Montgomery, Grace Frazer, Claire McGlynn, Tony Gallagher and Alan Smith:2003\_ Integrated Education in N.Ireland 08/10/2004 UNESCO

**The Right to Education** Tomasevski, T. (2003), , Report submitted by Special Rapporteur to the Fifty-ninth session of the United Nations Commission on Human Rights.

**Transformation:** Julie McGonigle, Tony Gallagher and Alan Smith\_ Integrated Education in N. Ireland 2003 UNESCO

**IN SEARCH OF THE MIDDLE GROUND: INTEGRATED EDUCATION AND NORTHERN IRELAND POLITICS** Bernadette C. Hayes, University of Aberdeen Ian McAllister, Australian National University

Lizanne Dowds, ARK Education is often seen as a means of achieving social change. Underlying this view is contact theory, which argues that increased contact between social groups will serve to reduce prejudicial attitudes and alleviate racial and ethnic divisions. A recent study, undertaken by Bernadette C. Hayes, Ian McAllister and Lizanne Dowds, tests and extends these propositions by examining the long-term impact of segregated and integrated education on political identities and attitudes. Using a pooled sample of surveys conducted on the adult population in Northern Ireland between 1998 and 2003, it addresses, for the first time, the question of whether or not experiencing a religiously integrated education has a significant effect on the political outlooks of Protestants and Catholics within this society. The results suggest that attendance at a religiously integrated school – either one formally constituted as integrated or a religious school incorporating a proportion from the opposite religion – has positive long-term benefits in promoting a less sectarian stance on national identity and constitutional preferences (for a comprehensive account of the study and a detailed discussion of its findings see:

- Integrated education can and does have an impact on the outlooks of pupils who attend them.
- The effects of integrated education extend into later life.
- As the numbers experiencing integrated education grows, there is the potential to create a new common ground in Northern Ireland politics.

**The management of pupil difference in Catholic-Protestant and Palestinian- Jewish integrated education in Northern Ireland and Israel**

Claire McGlynn and Zvi Bekerman Queen's University, Belfast, UK; Hebrew University, Jerusalem, Israel Compare Vol. 37, No. 5, October 2007, pp. 689–705 This paper considers issues related to integration in education, specifically those related to the integration of ethnic/religious populations in conflict. The case study

we will use is the educating together of Catholic and Protestant children and Palestinian and Jewish children in two troubled societies, Northern Ireland and Israel, where children are normally kept segregated within the education system. Using a multi-theoretical approach the paper presents data collected in a parallel study of principals, policy makers and stakeholders in the two contexts. Whilst there are striking similarities between integrated education in Northern Ireland and Israel there are also clear differences around the management of pupil diversity which are critically teased out in the paper. It is argued that a cross-fertilization of theoretical perspectives is necessary both to analyse integrated school settings and to support those involved in these ventures.

### **Education for Peace in Integrated Schools: A Priority for Northern**

**Ireland?** Claire McGlynn 29/09/2004: *Child care in Practice* Vol 10 No 2 April 2004  
Carfax

*Although violence in Northern Ireland has been “neither halted or prevented” (Tomasevski, 2003a, p. 7), few would deny that the scale of the conflict has been reduced. This paper argues that a vital purpose of education in Northern Ireland should be peacebuilding and the promotion of social cohesion. In particular, the paper looks at the lessons that can be learned from integrated education by societies moving out of conflict. As part of a larger study of the impact of integrated (mixed Catholic and Protestant) education, former and current Principals of the two longest established post-primary (for children aged 11–18) integrated colleges were questioned about the policies and practice employed by their schools with regards to promoting respect for diversity, dealing with cultural symbols and affirming or challenging identity. The potential of integrated education to promote tolerance and understanding is discussed. This paper concludes that the needs of children and society for reconciliation through integrated schooling should perhaps take preference over the rights of parents to segregated education.*

### **Rhetoric and reality: are integrated schools in Northern Ireland really**

**making a difference?** Claire McGlynn *Irish Educational Studies* Vol. 26, No. 3,  
September 2007, pp. 271\_287

This article explores perspectives on the current contribution of integrated schools to society in Northern Ireland and asks whether there is a mismatch between what some expect from the schools and what they may be able to provide. It suggests that integrated education may for some be a magic panacea, whilst those leading the sector see the benefits of integrated education as emerging over a much longer and more realistic timeframe. Based on a series of interviews with principals and with other leaders, this article explores how integrated schools balance the practice and



evaluation of integration with other conflicting priorities. It questions the extent to which the schools show variation and argues that greater coherence within the integrated sector might be helpful in the current climate.

### **INTEGRATED AND FAITH-BASED SCHOOLING IN NORTHERN IRELAND**

Claire McGlynn *The Irish Journal of Education*, 2005, xxxvi, pp. 49-62

Issues are explored relating to the diversity of schooling provision in Northern Ireland in the context of the debate around faith-based schooling in England and elsewhere. The benefits to individuals from a religious point of view are off-set against any potential impact on social cohesion. Integrated schools as models for shared education are considered, as are innovative methods of co-management that may emerge in the future. In the context of a fragile society emerging from conflict and yet apparently more polarized than ever, it is argued that choices inevitably have consequences and that the long-term price of separate schooling may be further division.

### **Leading integrated schools: a study of the multicultural perspectives of**

**Northern Irish principals** Claire McGlynn\* *Journal of Peace Education*

Vol. 5, No. 1, March 2008, 3–16

This article is concerned with the sustained peace education initiative of integrated schooling and in particular with leadership responses to cultural diversity. Using a case study group of principals of integrated (mixed Catholic, Protestant and other) schools in Northern Ireland, the author explores how principals perceive and lead their visions of integrated education. A combined framework of multicultural and school leadership theory is employed to analyse the findings. The perceptions of the principals reported are consistent with liberal interpretations of multiculturalism, although there is also evidence of a more pluralist perspective. Core liberal values appear to be central to the leadership style of these principals, in line with values-led contingency models of leadership. The article suggests that a sole emphasis on common humanity is an inadequate approach to peace education. It tentatively suggests a relationship between leadership styles and approaches to multiculturalism, and argues that a synthesis of multicultural and leadership theory can usefully guide the development of peace education leadership.

**Millward Brown Ulster (2001)**, *Public Opinion Survey: Integrated Education in Northern Ireland*, Belfast: MBU.

**Millward Brown Ulster (2002)**, *Public Opinion Survey: Integrated Education in Northern Ireland*, Belfast: MBU.

**Millward Brown Ulster (2003)**, *Public Opinion Survey: Integrated Education in Northern Ireland*, Belfast: MBU.

**Millward Brown Ulster (2006)**, *Public Opinion Survey: Integrated Education in Northern Ireland*, Belfast: MBU.