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EDUCATION FOR MUTUAL UNDERSTANDING (EMU) IN NORTHERN IRELAND SCHOOLS -
PROPOSAL FOR IMPLEMENTING A COMPREHENSIVE EMU PROGRAMME
DESCRIPTION, AIMS, METHODOLOGY, SUPPORT STRUCTURE, ULTIMATE PURPOSE, COST

1. INTRODUCTION

This document contains a proposal to provide a Comprehensive Programme of Education for Mutual Understanding (EMU) and a support structure for all schools in Northern Ireland that wish to adopt EMU as an aspect of school policy. The proposed Comprehensive Programme will seek to extend the work of the present NICED EMU Project and to rationalise existing EMU activities generally. The paper describes the context in which the Comprehensive EMU Programme will operate and its relationship to other major educational initiatives, it details the specific aims, methodology, support structure, intended outcome, evaluation procedures and estimated cost of the proposed Programme. In general terms it is intended that the Programme will promote regular curricular and extra-curricular contact between segregated schools, develop teacher expertise in this field, encourage the production of materials to promote EMU in various curricular areas and establish an organisational structure to provide support, co-ordination and coherence for EMU Province-wide. The proposed Comprehensive Programme is not intended as an additional initiative but is designed to influence the major current initiatives notably the Primary Guidelines and the 11-16 Programmes.

2. THE CONTEXT OF THE PROPOSED COMPREHENSIVE EMU PROGRAMME

There are clear indications that EMU should now be promoted Province-wide. An increasing body of research indicates that regular co-operative contact

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between young people which is well managed, purposeful and interesting helps to improve relationships in divided societies. (See Appendix 1.) Recent research findings in Northern Ireland have shown that teachers generally accept that EMU should be part of their role. (See Appendix 2.) To be effective however EMU must become a part of the policy of the WHOLE school and here the current Primary Guidelines and 11-16 Programmes, which require schools to define their policy, can influence staff to consider adopting EMU as a part of the school's policy if these major initiatives are themselves influenced by, and convinced of the need to promote, EMU. So far this has not been the case on any significant scale yet the expertise now exists to provide those involved in the major initiatives with guidance and support if structures to promote a rational, convincing EMU Programme were established. The advent of electronic mailing has now made possible regular contact between children on an ever increasing scale. The emphasis on values and attitudes underlying the new GCSE examination represents an EMU dimension in public examinations. The current emphasis on EMU in religious education and also in the recently launched European Studies (Ireland and Great Britain) Project will significantly complement the proposed Province-wide EMU Programme within Northern Ireland. Major developments in multi-cultural education in Great Britain which are attracting considerable funding because of multi-cultural education's importance in fulfilling a need of contemporary British society should at least be matched by support for an extended EMU Programme in Northern Ireland where the divisions in society are even more manifest. Finally it is a fact of life in Northern Ireland that attempts to promote EMU will normally have to take place without threatening the segregated pattern of education otherwise efforts in this regard will be counter-productive. This constraint means that implementing a comprehensive EMU Programme will be costly but such a programme might attract funding from the anticipated USA Congressional aid package for Northern Ireland and also from European sources.

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3. THE PROPOSAL FOR A COMPREHENSIVE, PROVINCE-WIDE EMU PROGRAMME

It is proposed that a Comprehensive Province-wide Education for mutual understanding Programme should be established so that the aims of DENI Circular 1982/21 and NICED's EMU policy statement can be implemented primarily by influencing current educational initiatives in which an EMU dimension is essential. A support structure under the guidance of a director, 5 field officers and school co-ordinators will be established to initiate, encourage and support EMU activities within the framework of the Comprehensive EMU Programme and the current major educational initiatives. Support will be provided for approved EMU activities ultimately in the majority of schools in Northern Ireland but, as a priority, in those involved in whole school review where EMU has been defined as an important element of school policy. The ultimate aim of the proposed Comprehensive EMU Programme is the improvement of relationships through purposeful contact between young people from both sides of Northern Ireland's divided community. To this end the EMU Programme will facilitate co-operative contact through curricular and extra-curricular activities ultimately involving the great majority of children in EMU activities at some stage in both their primary and secondary school career. This Comprehensive EMU Programme will run for 5 years from 1987/88 to 1991/92.

4. OBJECTIVES, METHODOLOGY AND INTENDED OUTCOMES

The following are specific objectives which the Programme will strive to achieve:-

- a. To influence all systems of school management to actively promote EMU in schools.

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b. To promote EMU through the current major educational initiatives seeking to influence the whole school review process and policy definition.

c. To promote EMU WITHIN schools.

d. To promote EMU BETWEEN schools.

e. To develop teacher expertise in coping confidently with EMU through initial, induction and inservice teacher training and educational management conferences.

f. To develop WHOLE STAFF expertise in coping confidently with EMU through school-based inservice.

g. To relate to, co-operate with, and complement EMU activities in religious education and the European Studies Project.

h. To establish co-operative extra-curricular links between schools on a regular basis.

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METHODOLOGY

EMU will be achieved through:-

a. teachers actively promoting EMU in the classroom;

b. whole departments actively promoting EMU;

c. whole school staff actively promoting EMU in accordance with agreed school policy;

d. agreed shared/joint syllabuses for specific curricular areas eg environmental studies, history, geography, etc, involving pupils in regular joint work, fieldwork and residential experience.

e. the use of suitable commercially produced and school produced materials;

f. teacher exchange between twinned schools;

g. pupil exchange between twinned schools;

h. team teaching (eg in history etc) with a teacher from the twinned school;

i. electronic mailing;

j. interactive video;

k. joint games, gymnastics, drama, musical production, community work etc.

INTENDED OUTCOMES

At the end of the 5-year period:-

a. the majority of schools and colleges in Northern Ireland will have a

whole school commitment to EMU included in the policy statement, will have defined their present EMU position, will have defined their aims and objectives and are being supported in working steadily to achieve these;

- b. most schools in Northern Ireland will have established meaningful curricular and/or extra-curricular links preferably with a NEIGHBOURING school from across the segregated divide;
- c. most school children in Northern Ireland will be enjoying and benefiting from regular co-operative contact with their peers across the segregated divide. This regular contact will entail active involvement in co-operative ventures for a period of at least ONE year at primary level and at least ONE year at secondary level;
- d. there will be regular social and curricular contacts between the staffs of neighbouring schools across the segregated divide;
- e. there will be regular exchange of teachers and pupils between schools across the religious divide;
- f. there will be a comprehensive range of EMU teaching and learning materials to help teachers promote EMU;
- g. the proposed Province-wide support structure for EMU will have expanded in relation to the increasing demands placed upon it;
- h. neighbouring schools participating in joint work will, in addition, be steadily establishing regular curricular contact with schools in Great

Britain, the Republic of Ireland, European mainland schools encouraged and supported in doing so by the European Studies Project;

1. There will be a reduction in community tension, suspicion and hostility among young people in areas where EMU has been actively promoted during this period.

5. THE PROPOSED SUPPORT STRUCTURE FOR EMU

a. To implement and service the Comprehensive EMU Programme the following posts are required:

- An EMU Programme director and advisory committee.
- An EMU field officer based in each Area Board.
- An EMU co-ordinator in every school where EMU is defined as part of the school's policy.

Inservice courses of a general, subject-based and school focussed nature will be required to train teachers to cope with EMU. Additional resources will also be required if schools undertake joint curriculum planning, devise materials, establish regular contact through electronic mailing and organise joint group work, field work and residential experience for pupils.

b. The director and his team will provide the Programme's main impetus in the key areas described in this paper. They will seek to influence the current major curricular initiatives in schools and colleges so that all schools and colleges involved in these initiatives are encouraged to adopt EMU

as part of their policy, are helped realistically to define their present EMU potential, are supported in implementing this aspect of their policy by realising and extending their potential. To implement this the director and his team will be involved in training EMU co-ordinators especially in the organisation of joint work for curricular and extra-curricular activities, developing teacher expertise in copying with EMU, modifying existing teaching materials and writing new materials (including computer programmes and simulations) for use within and between schools and generally creating a support structure where the aims of DENI's Circular 1982/21, NICED's EMU policy statement and the objectives and intended outcomes of the Comprehensive EMU Programme described in this proposal can be realised.

6. EVALUATION

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Evaluation of the Comprehensive EMU Programme will be attempted at a number of levels including:-

- a. The influence which EMU succeeds in exerting on the major educational initiatives.
- b. The SCALE of EMU commitment as expressed in policy and implementation WITHIN schools.
- c. The SCALE of regular curricular and extra-curricular contact BETWEEN schools (twinned across the segregated divide) in Northern Ireland.
- d. The QUALITY of curricular and extra-curricular contact BETWEEN schools.

f. The effectiveness of the proposed support structure assessed in terms of i. improved educational climate for EMU in schools; ii. practical support for teachers engaged in EMU; iii. the development, quality and use of materials for class use; iv. the development of teacher expertise.

g. Improved attitudes, values and relationships among young people as a result of the EMU Programme.

h. A reduction in community tensions, suspicions and hostility in Northern Ireland.

The Programme's director will conduct an internal evaluation. In addition the 3 DENI Inspectors with EMU responsibilities will provide regular reports on progress. HMI with responsibility for multi-cultural education might be asked to comment at certain stages on the Northern Ireland EMU Programme and relate it to multi-cultural developments in Great Britain. An evaluation will be carried out by an external assessor and will be conducted concurrently with the development of the Programme during the period of its existence.

7. COSTS

. There are 1,013 primary schools in Northern Ireland. Over a 5-year period the Comprehensive EMU Programme will seek to involve 100 primary schools per annum ie 20 per ELB. Therefore over half Northern Ireland's primary schools will be involved in EMU within 5 years.

- . There are 260 secondary and grammar schools in Northern Ireland. Over the 5-year life of the Programme it may be possible to involve 50 schools per annum (the number currently involved in the 11-16 Programme) ie 10 per ELB. Therefore all secondary schools will be involved within 5 years.
- . There are 26 FE colleges in Northern Ireland. The Comprehensive EMU Programme will seek to influence all of these from the outset ie 5 per ELB but costings for EMU work in FE colleges are EXCLUDED from these estimates.

An approximate estimate of the cost of the Comprehensive EMU Programme in the first year is as follows:-

	£
a. Director's salary - equivalent of College of Education Head of Department grade 6 (and equivalent of Director of European Studies Project)	= 18,615.00
b. Salaries of 5 field officers (£15,000 x 5)	= 75,000.00
c. Approximate cost of EMU materials at an estimated £5 per pupil for 30 pupils per school involved in EMU per annum (£5 x 30 pupils x 150 schools)	= 22,500.00

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- d. Transport per school (100% grant-aided)
approximately £10 per pupil
(£10 x 30 pupils x 2 trips per annum x 150 schools) = 90,000.00
- e. Residential experience per school (100% grant-aided) estimated at approximately £5 per pupil per day
(£5 x 30 pupils x 10 days per annum x 150 schools) = 225,000.00
- f. Cost of contact through electronic mailing per school
(£230 x 150 schools) = 34,500.00
- g. Cost of publications, guidelines, regular EMU news sheet to schools, other information - estimated £15,000 per annum = 15,000.00
- h. Inservice training for EMU CO-ORDINATORS - approximately one week per teacher per year
(150 co-ordinators x £50 per day sub cover x 5 days Summer School) = 37,500.00
- i. Inservice training for other "multiplier" teachers - approximately one week per teacher per year
(150 schools x 2 teachers per school x £50 per day sub cover x 5 days) = 75,000.00
- j. Cost of evaluation of Comprehensive EMU Programme for first year - estimated £10,000 = 10,000.00

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k. Cost of equipping director's office, office staff salaries and office running costs - estimated £30,000 = 30,000.00

l. Incidental costs (including necessary incidental visits between schools by teachers, co-ordinators, pupils) - estimated £50,000 = 50,000.00

Approximate Total = 683,115.00

NOTES ON COSTS

- (1) The scale of the Programme can be altered in relation to available funds.
- (2) Such a Programme designed to encourage co-operation and bring about reconciliation through contact between young people in Northern Ireland may attract funding from outside sources eg North America and Europe.
- (3) Existing DENI funding for EMU activities is approximately £82,000. If the estimated cost of the proposed Programme were to be reduced by this amount, the total cost would be approximately £0.6m per annum.
4. DENI is charged with a community relations role since it incorporated the former Northern Ireland Ministry of Community Relations; relatively small

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amounts have so far been allocated to meet this community relations
commitment - Mr O'Kelly's minute on "Education for Mutual Understanding"
paragraph 12 refers. Viewed thus the cost of this proposed Programme is not
excessive.

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DENI Inspectorate

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APPENDIX 1

1. Stuart W Cook - Interpersonal and Attitudinal Outcomes in co-operating Interracial Groups
2. Stuart W Cook - Co-operative Interaction in Multi-ethnic Contexts from "Groups in Contact" - Academic Press - Orlando Florida.
3. Roger Brown - Chapter 17 Conflict Resolution in "Social Psychology".
4. Norman Miller - Peer Relations in Desegregated Schools - Chapter 12.
5. Joyce Levy Epstein - School Environment and Student Friendships (Chapter 14) - Issues, Implications and Interventions.
6. Herbert Walberg and William Genova - School Practices and Climates that promote integration.
7. Rupert Brown - Contact is not Enough - criticisms and extensions of the Contact hypothesis from an inter group perspective - Social Psychology Record Unit.
8. Karen Trew - Catholic - Protestant Contact in NI.
9. Klein and Eshel - Chapters 1, 7 and 9 of Integrating Jerusalem Schools.
10. Slavin and Hamsell - Co-operative Learning and Inter Group Relations - Contact theory in the classroom.
11. Alan Robinson - Teaching Community Relations.
12. Liz McWhirter - Contact and Conflict - The Question of Integrated Education.
13. Reeves and Chevanner - "The Political Education of Young Blacks in Britain."
14. Luiz and Krige - The Effect of Social Contact between South Africans White and Coloured Adolescent Girls.
15. Ivan Thompson - Economics Education and Mutual Understanding - B Phil Dissertation at UU.

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APPENDIX 2

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1. McCartney - Report to the Standing Advisory Commission on Human Rights.
2. Schools Together? - Dunn, Darby and Mullan.

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