



University of Ulster  
UNESCO Centre



annual report 2003:04



*education for pluralism, human rights and democracy*



# FOREWORD

This is the third annual report of the UNESCO Centre, a recognised research centre based within the School of Education, University of Ulster. The Centre is midway through a five-year development plan involving research in three main areas:

- Education, Diversity and Social Inclusion
- Education, Citizenship and Democracy
- Education, Conflict and International Development

The main aim of the UNESCO Centre is to strengthen commitment to the core values of pluralism, human rights and democracy through education. This is achieved through the Centre's integrated programme of research, development and teaching at local and global levels.

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### An impact on policy and practice

It is an opportune time to take stock of our achievements to date. In recent years research completed by the Centre has had significant influence on policy and practice. For example, research into the impact of the 'eleven-plus', in partnership with other academics, provided a basis for a subsequent review of the system of transfer from primary to post-primary education in Northern Ireland, currently out to public consultation. Our research and development into human rights and citizenship education has been supported by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) and integrated into proposals for the Northern Ireland Curriculum. In addition, the Department of Education has funded the Education and Library Boards to undertake one of the most extensive

in-service education programmes in citizenship for teachers in all post-primary schools in Northern Ireland. The findings from a research project on sectarianism and young children, funded by the Community Relations Council and led by Dr Paul Connolly, received considerable media attention and have provided the basis for a media initiative in early years supported by the US-based Pii Foundation in partnership with the Northern Ireland Preschool and Playgroup Association (NIPPA). Important evaluations have been completed for the Department of Education, one on community relations and one on special needs education. An evaluation of the Bill of Rights in schools project has been completed for the Northern Ireland Human Rights Commission. Other evaluations have included the citizenship support programme at St Columb's Park House, the work of Public Achievement, the Playhouse cross community playgroup scheme and Women into Politics. An educational resource pack for the Parades Commission has also been produced. Findings from a research programme on integrated education funded by the Nuffield Foundation have been published and disseminated widely and research on teaching history in divided societies, funded initially by the Royal Irish Academy, continues to attract local and international interest. At the time of writing we have just received notification of a significant new award from the ESRC Teaching and Learning Research Programme to

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undertake research into values in teacher education in Northern Ireland over the next three years.

### An international dimension

Increasingly our work has also taken on an international development dimension. We have completed a significant project in Bosnia, involving the creation of a new shared teachers' centre in Brcko that has received very positive comment from the World Bank. Our links with Sri Lanka have extended over a number of years and almost 100 education policymakers, curriculum developers and teacher educators have now completed courses of study at the University of Ulster. A research paper for the Department for International Development (DFID) on Education, Conflict and International Development has been disseminated widely and formed the basis of the keynote address to the British Association for International and Comparative Education (BAICE) 2004 annual meeting. Dr Jackie Kirk has extended this work through a gender analysis of education and conflict.

We have also been involved in collaboration with UNESCO, Paris on a rights-based approach to education. An international advisory group met in Belfast (March 2004) and a planning framework was tested with education officials from Cambodia, Lao PDR, Thailand and Vietnam at a meeting in Bangkok (July 2004). The further development of this work will be strengthened through the

appointment of an additional Research Fellow from 2005.

Within the University itself we are committed to strengthening the international development dimension of our work. This has been facilitated by funding from DFID to develop a strong focus on international development issues within teacher education programmes at the University of Ulster. We intend extending this commitment through the introduction of a new undergraduate course in international development and this will also be offered as a minor alongside other undergraduate subject disciplines from October 2006.

Total funding for the Centre for the five-year period (2002-07) is £3,809,037 and to date the Centre has exceeded targets for raising external funding, having secured £586,621 in Year 1 (2002); £414,679 in Year 2 (2003) and £472,518 in Year 3 (2004).

A list of staff associated with the Centre for this reporting period can be viewed on page 24.

The UNESCO Centre is extremely grateful to all those organisations that have been involved in supporting our research and development work. To date funders have included: 80:20 Educating and Acting for a Better World, Atlantic Philanthropies, Centre for Citizenship Studies in Education, Department of Education

for Northern Ireland, European Union Peace and Reconciliation Fund, Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA), Gordon Cook Foundation, Higher Education Consortium for Urban Affairs (HECUA), International Fund for Ireland (IFI), Ministry of Higher Education and Further Education, Sri Lanka, Northern Ireland Human Rights Commission, Public Achievement, St Columb's Park House, The British Council, The Citizenship Foundation, The Nuffield Foundation, The Parades Commission, The Playhouse, The World Bank, UK Department for International Development (DFID), UNESCO and Women Into Politics.

**Professor Alan Smith**  
**UNESCO Chair**  
**January 2005**

# Education, Diversity and Social Inclusion

Legislation has challenged the way in which education has been responding to the needs of increasingly diverse societies. There is increased awareness of the impact of issues of gender, social disadvantage, identity issues, language, religion and ethnicity have on education and education systems.

The UNESCO Centre has had success in its Education, Diversity and Social Inclusion agenda, both in terms of research and development. Significantly, we have undertaken a review of human rights education and training in Northern Ireland, conducted reviews of cross community playgroup schemes and developed educational resources for the Northern Ireland Parades Commission. Important evaluations have been completed for the Department of Education Northern Ireland (DENI) on community relations and the future focus of the Schools Community Relations Programme (SCRIP). For the first time pupil perceptions gained from UNESCO Centre research have been considered at the policy level. An advisory group, on which the UNESCO Centre's Assistant Director sits, has been convened to implement recommendations and consider a future community relations strategy for DENI. Grants from the International Fund for Ireland (IFI) and the Department of Education Community Relations Branch have supported the appointment of a lecturer to develop the community relations dimension within Initial Teacher Education, with a particular focus on primary education. Previous research by the Centre has formed the basis for a review of the current system of academic selection in Northern Ireland.

We have also increased our international profile by hosting a research conference on the theme of 'Education for pluralism in divided societies,' in conjunction with the Research Group on Ethnicity and Adaptation to Pluralism in Education (GREAPE, University of Montreal). Staff have also presented findings at prestigious academic conferences, including the European Educational Research Association's Annual European Convention on Educational Research (Dr Reilly and Dr Niens), and the 7th National Metropolis conference held in Montreal (Dr Reilly).

## Parental Attitudes to the Statutory Assessment and Statementing Procedures of Special Educational Needs

The UNESCO Centre was commissioned to undertake research to gain an understanding of parental attitudes towards the statementing procedures for children with Special Educational Needs (SEN) in Northern Ireland.

The research drew on co-operation from the Education and Library Boards (ELBs) and considered:

- Parents' experience of the statutory assessment procedure;
- Whether the process met their child's needs;
- Provision met parental expectation;
- Parents' attitudes to inclusion in mainstream schooling;
- Any other relevant issues.

The report made a series of recommendations relating to the statementing process, guidance, administration, training and inclusion. The report is contributing to a wider discourse on inclusion and special education.

The report was published by the Department of Education Northern Ireland (DENI) in autumn 2004.

**For further information, contact Una O'Connor ([ub.oconnor@ulster.ac.uk](mailto:ub.oconnor@ulster.ac.uk)).**



# Education, Diversity and Social Inclusion

## Integrated Education

Findings from the Smith and Gallagher research on Integrated education, funded by the Nuffield Foundation, provided the basis for three reports that were launched by the UNESCO Centre during 2003. The series of reports are entitled:

Integrated Education in Northern Ireland:

- Participation, Profile and Performance
- Integration in Practice
- The Challenge of Transformation

Each report provided the basis for a seminar, attended by over 200 policy makers, school principals and academics.

The reports are available on the UNESCO Centre's website:  
<http://www.ulster.ac.uk/unesco>.

**For further information, contact Professor Alan Smith ([a.smith@ulster.ac.uk](mailto:a.smith@ulster.ac.uk)) and Professor Tony Gallagher ([am.gallagher@qub.ac.uk](mailto:am.gallagher@qub.ac.uk)).**

## Women into Politics - Women's Participation in Politics in Northern Ireland

The UNESCO Centre conducted an evaluation of the impact of all training programmes offered by Women into Politics (WiP).

The evaluation addressed three priority areas. Firstly, a comparative baseline study of political education in Northern Ireland in comparison to England, Scotland and Wales. Secondly, the research assessed the impact of training courses provided by WiP. Finally, a SWOT analysis analysed Strengths, Weaknesses, Opportunities and Threats in order to explore organisational development issues.

Findings indicated that key stakeholders considered Women into Politics courses to be appropriate and to meet a need for political training and education at a range of levels. Satisfaction was high and demonstrated a positive impact at several levels including the personal (e.g., confidence building, networking), interpersonal (e.g., encouraging friends and family including children to think and talk about politics more and to vote) and community level (e.g., encouraging other women to attend, running specific political awareness raising events at election times).

The report was launched at a Women into Politics event held at Stormont on 10 October 2003.

Findings from the research were presented in a paper entitled "Differential attributions for women's under-representation in politics in Northern Ireland: A qualitative study" at the Northern Ireland British Psychological Society (NIBPS) Conference in Portrush, Northern Ireland in April 2004.

**For further information, contact Dr Ulrike Niens ([ucp.niens@ulster.ac.uk](mailto:ucp.niens@ulster.ac.uk)) and Dr Jackie Reilly ([j.reilly@ulster.ac.uk](mailto:j.reilly@ulster.ac.uk)).**



# Education, Diversity and Social Inclusion

## Evaluation - Education for Diversity

The UNESCO Centre was awarded a grant from the International Fund for Ireland (IFI) to evaluate a pilot programme on Education for Diversity. The pilot linked two border post-primary schools, one controlled and one maintained school. The purpose of the pilot programme was to create the conditions and capacity to design and implement a project within the two institutions that would prepare pupils for life in a divided society. It acknowledged that the underlying problems faced by young people in society and particularly in the workplace, had to be dealt with if they were to be equipped socially, personally and vocationally for adult life. The two school Principals considered the work as an example of an unique joint community relations programme aimed at whole school development.

The evaluation critically reviewed the development and initial implementation of the pilot project, identifying key issues in policy and practice and making a series of recommendations. The recommendations are intended to inform the two schools on the prospective direction of the project, but have also been prepared to include points of guidance that will be of use to the wider educational community. It is also anticipated that the recommendations will assist to inform at systemic level: as a contribution to the overall review of community relations policy; as a contribution to the Working Group established to implement changes within the education sector and as a commentary for funding agencies.

***For further information, contact Una O'Connor (ub.oconnor@ulster.ac.uk) and Brendan Hartop (b.hartop@ulster.ac.uk).***

## Parades Commission – Education Pack

Dr Barbara McCabe of the Peoples' College, Belfast and Alan McCully, UNESCO Centre, School of Education, with funding from the Northern Ireland Parades Commission for Northern Ireland, produced an education pack addressing the contentious issue of parading in Northern Ireland. The materials encourage active learning approaches and are designed to be flexible for use in formal and non-formal settings with young people and adults. The pack was published in October 2004.

***For further information, contact Alan McCully (aw.mccully@ulster.ac.uk).***

## The Playhouse - Cross Community Playgroup Scheme

This project, funded by Derry City Council and the Community Foundation for Northern Ireland, evaluated the impact of a cross community playgroup scheme. Children from four playgroups (two Catholic, one Protestant and one Integrated) attended sessions based on three art forms (drama, movement and dance and visual arts). The Playhouse Community Arts Centre is considered a neutral venue in the centre of the City. As recommended by Connolly, Smith and Kelly (2002) the project provided opportunities to explore and experience different cultures and provided opportunities for the promotion of positive attitudes towards members of other groups, as well as facilitating the development of ongoing links made between participating groups and hence further opportunities for cross community experiences.

The evaluation involved a short survey of parents, interviews with playgroup leaders and Arts tutors and analysis of observational data. Results indicated that most children involved in the project came from culturally homogeneous areas and that parents were keen for them to have the opportunity to mix. Playgroup leaders and Arts tutors believed that the children mixed well but did not really understand the cross community nature of the sessions.

***For further information, contact Dr Jackie Reilly (j.reilly@ulster.ac.uk).***

# Education, Democracy and Citizenship

The UNESCO Centre's development work and research into human rights and citizenship education has been supported by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) and much of the UNESCO Centre's development work on citizenship education has been integrated into proposals for the new Northern Ireland Curriculum. In addition, the Department of Education has funded the Education and Library Boards (ELBs) to provide an extensive in-service education programme in citizenship for teachers in all post-primary schools in Northern Ireland. Citizenship education has also been introduced to Initial Teacher Education (ITE) courses. The UNESCO Centre is now responsible for the evaluation of the introduction of citizenship education as part of the Key Stage 3 curriculum for all schools in Northern Ireland.

DENI funded an extension of the Review of the Schools Community Relations Programme (SCRIP). A research report linking the research to the broader report of 2003, was submitted to DENI in April 2004. An evaluation of the Bill of Rights in schools project was completed for the Northern Ireland Human Rights Commission. Other evaluations have included the citizenship support programme at St Columb's Park House and the work of Public Achievement. An educational resource pack for the Parades Commission has also been completed.

The Centre's HECUA programme 'Northern Ireland: Democracy and Social Change' is now facilitated by Roisin McLaughlin, newly appointed Lecturer in Education from January 2004.

In September 2004, the UNESCO Centre hosted a conference on Education for Diversity and Citizenship with particular reference to the framework of collaborative research and professional activities in teacher education north and south. The conference was facilitated by Una O'Connor and is part of the Standing Conference on Teacher Education North and South (SCoTENS). A web based support resource is currently under development.

UNESCO Staff have also presented findings at prestigious academic conferences which were associated with the theme of education, citizenship and democracy. Conferences included the American Educational Research Association's annual conference (Brendan Hartop and Una O'Connor). As follow-up to successful summer school on teaching history in divided societies (2003) funded by the Nuffield Foundation, Alan McCully and Brendan Hartop presented an overview of the research findings to an audience of UK academics at the Nuffield Foundation in London, May 2004.

## Teaching History In Societies Emerging from Conflict

In April 2004, Alan McCully and Brendan Hartop drew on the outcomes of their 2002 seminar, Teaching History in Societies Emerging from Conflict and their wider experiences, to lead a development seminar on the theme at the Nuffield Foundation offices in London. The event was attended by an invited audience of academics, policy-makers and practitioners in the field. Their presentation is available on the web at <http://www.nuffieldfoundation.org/file/Library/doc/>

**For further information, contact Alan McCully ([aw.mccully@ulster.ac.uk](mailto:aw.mccully@ulster.ac.uk)) and Brendan Hartop ([b.hartop@ulster.ac.uk](mailto:b.hartop@ulster.ac.uk)).**

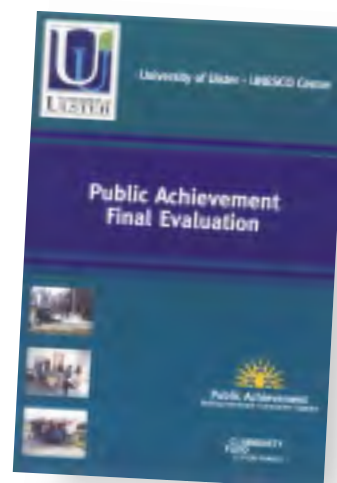
# Education, Democracy and Citizenship

## Evaluation - Public Achievement

Alan McCully and Rodney Green published a final report on the development phase of the Public Achievement initiative in Northern Ireland. Following the phase 1 report (November 2001), Public Achievement were keen to identify indicators of progress, particularly in relation to community impact, structural and organisation support and the coaching concept and to evaluate development in a number of key development sites.

The work was funded by the Community Fund (formerly known as National Lottery Fund).

**For further information, contact Alan McCully ([aw.mccully@ulster.ac.uk](mailto:aw.mccully@ulster.ac.uk)).**



## Evaluation - Introduction of Local and Global Citizenship to the Northern Ireland Curriculum

April 2003 launched the UNESCO Centre's four-year evaluation on the impact of the introduction of Local and Global Citizenship to the Northern Ireland Curriculum.

The research has been designed with a view of providing an holistic evaluation, using a multi-method approach. The research proposes three main levels of analyses, including the impact of citizenship education on pupils and schools, the impact of citizenship training programmes on teachers and the introduction of citizenship education into Initial Teacher Education.

In 2003/2004, a baseline and follow-up survey were conducted in 30 schools across Northern Ireland, semi-structured interviews have been carried out with PGCE students at the University of Ulster who enrolled for citizenship as a subsidiary subject at the beginning and the end of their

course, and in-depth interviews with Education & Library Board officers, in addition documentary analysis provided a broader framework for understanding the proposal and the implementation of Local and Global Citizenship Education in Northern Ireland.

In 2004/2005, the first phase of a 3-year longitudinal survey has been carried out measuring the impact of citizenship teaching on pupils. In order to allow the evaluation to take account of those changes in schools that cannot be easily measured with the help of a questionnaire, such as school ethos, democratic processes and community involvement, a small number of case study schools have been selected.

**For further information, contact Dr Ulrike Niens ([ucp.niens@ulster.ac.uk](mailto:ucp.niens@ulster.ac.uk)) and Una O'Connor ([ub.oconnor@ulster.ac.uk](mailto:ub.oconnor@ulster.ac.uk)).**



## Education, Democracy and Citizenship

### HECUA - Northern Ireland: Democracy and Social Change Programme

The UNESCO Centre welcomed a further two cohorts of US students from the Higher Education Consortium for Urban Affairs (HECUA), 14 students in January 2003 and 13 students in January 2004.

The HECUA programme provides US undergraduate students with the opportunity to undertake a semester abroad programme in Northern Ireland. The programme, entitled Northern Ireland: Democracy & Social Change, provides students with the opportunity to examine the political, social, and cultural dimensions of the transition from conflict to an inclusive democracy, using Northern Ireland as a case study.

The programme examines the conflict in Northern Ireland from multiple perspectives; explores ways in which this divided society copes with its attendant political, economic, and social problems; and analyses the area's cultural traditions and resources for building an inclusive democracy.

During the course of the 14-week programme, students participate in lectures, discussions, workshops and field experiences. The programme also includes a seven-week internship placement in a local organisation that acts for positive social change. Through their internship and field experiences, students analyse the various tools that have been used in



an attempt to transform the conflict locally and examine their potential for application in other contexts. Students also have the opportunity to visit the Republic of Ireland and engage with political representatives at a senior level.

The students undertook internships at the following organisations;

Age Concern, Alliance Party, Amnesty International, ARK at INCORE, BBC, British Red Cross, Children in Crossfire, The Nerve Centre, One World Centre, Public Achievement, Police Service Northern Ireland (PSNI) Media and Public Relations Department, St Columb's Park House, Sustainable Northern Ireland Programme, The Rainbow Project, UNESCO Centre, Volunteer Development Agency, Women's Coalition, Young Citizens in Action and Northern Ireland Environmental Link.

The UNESCO Centre at the University of Ulster would like to thank each of these organisations for their support in providing rich learning experiences to the students, which contributed to their understanding of social change in Northern Ireland.

The UNESCO Centre continues its partnership with HECUA and looks forward to developing this partnership with HECUA and welcoming its fourth cohort of students in January 2005.

**For further information, contact Roisin McLaughlin ([r.mclaughlin@ulster.ac.uk](mailto:r.mclaughlin@ulster.ac.uk)).**

# Education, Democracy and Citizenship

## National Identity and History

The UNESCO Centre, through Alan McCully and Professor Keith Barton, University of Cincinnati, have completed a research study on 'National Identity and the History Curriculum' funded by the Royal Irish Academy and the University of Cincinnati. A paper has been accepted for publication in the Journal of Curriculum Studies. Further data is being analysed related to the relationship between historical learning by children in informal and formal settings.

Preliminary findings were presented at the History Education International Research Network conference held in Ambleside in July 2003. Alan McCully has also visited Russia and Kosovo to contribute to international seminars on history teaching in divided societies.

**For further information, contact Alan McCully ([aw.mccully@ulster.ac.uk](mailto:aw.mccully@ulster.ac.uk)) and Professor Keith Barton ([keith.barton@uc.edu](mailto:keith.barton@uc.edu)).**

## Pupil Perceptions of the Schools Community Relations Programme

Following the completion of the 2002 Review of the Schools Community Relations Programme (SCRCP), the UNESCO Centre were commissioned to undertake a supplementary study of Pupil Perceptions of the Schools Community Relations Programme.

The research explored 4 key areas:

- Young peoples' understanding of SCRCP practice;
- Insight into the experience of programmes from the perspective of young people;
- Young peoples' opinions on the strengths and weaknesses of current programmes;
- Young people's views on how the Programme might better address community relations issues.

The research study was completed in April 2003. The report made a series of recommendations relating to the structure, delivery and evaluation of the Programme. These

recommendations were compared to the broader review of 2002.

DENI has convened a Working Group to develop strategies that will take forward the recommendations of the initial review of the Schools Community Relations Programme. It is anticipated that the findings of the pupil study will also contribute to the implementation process.

The report will contribute to the broader review of community relations which was concurrently undertaken for the Northern Ireland Executive. The report is available on the DENI Website (<http://www.deni.gov.uk>).

**For further information, contact Una O'Connor ([ub.oconnor@ulster.ac.uk](mailto:ub.oconnor@ulster.ac.uk)) and Brendan Hartop ([b.hartop@ulster.ac.uk](mailto:b.hartop@ulster.ac.uk)).**

# Education, Democracy and Citizenship

## St. Columb's Park House - Education for Citizenship Support Programme

In January 2004, UNESCO Centre Research Fellow Dr Ulrike Niens completed a research project which evaluated potential issues related to the impact of St. Columb's Park House's citizenship programme. It investigated the attitudes and behaviour of participants in regard to community relations.

The short-term nature of the evaluation (November 2003 – January 2004) allowed only a retrospective investigation of the impact of the programme, using sample evaluations of past participants, including those of young people, teachers and youth workers that were involved in the programme in 2002/2003.

The results indicated the citizenship programme had impacted positively on young people's confidence, their sense of empowerment, involvement and participation in society, as well as their knowledge and skills. Additionally, young people's attitudes to other people and social groups appeared to have improved as a result of the programme and anxiety when meeting members of the other community was reduced. Teachers stressed the opportunity for learning teaching skills and methods through the link with youth workers, which enabled them to deal with controversial issues more confidently.

**For further information, contact Dr Ulrike Niens ([ucp.niens@ulster.ac.uk](mailto:ucp.niens@ulster.ac.uk)).**

## NIHRC - The Bill of Rights in Schools Project

The Bill of Rights in Schools Project was supported by the Northern Ireland Human Rights Commission (NIHRC) and the Department of Education Northern Ireland (DENI). The Bill of Rights in Schools Project was designed to promote awareness of human rights issues and the Bill of Rights for Northern Ireland among pupils and teachers in Northern Ireland. The UNESCO Centre commenced a review of the project in March 2003.

The evaluation focused on the impact of the Bill of Rights in Schools Project. The research focused on changes in pupils' knowledge, attitudes and behaviours. Additionally, the research addressed attitudes and perceptions of project workers, teachers, NIHRC representatives, ELB representatives and key stakeholders as well as exploring the use of teaching methods and materials.

Results indicated very low levels of knowledge about human rights and related issues prior to the project. There was a positive impact of the project on pupils' knowledge, attitudes and behaviours, however it should be noted that the project's impact on attitudes and behaviours was limited when pupils received less than six lessons. Pupils enjoyed participating in the project and particularly the active learning methodologies and, generally, their interest in human rights issues increased dramatically throughout the project.

Semi-structured interviews were conducted with teachers who reported that their knowledge about human rights issues and their confidence in using active learning and teaching methods improved substantially as a result of the project. Teachers also appreciated the opportunity to work in close collaboration with the project officers which provided them with the space and time required to learn how to best teach human rights issues in the classroom.

Findings from the research were presented at the 7th National Metropolis Conference, Montreal, Canada in March 2004, and at the NIBPS Conference in Portrush, Northern Ireland in April 2004. It also provided the basis for a further two conference papers at the European Education Research Association Conference, Crete, and the Annual Conflict Research Society Conference, Magee, in September 2004.

**For further information, contact Dr Jackie Reilly ([j.reilly@ulster.ac.uk](mailto:j.reilly@ulster.ac.uk)) and Dr Ulrike Niens ([ucp.niens@ulster.ac.uk](mailto:ucp.niens@ulster.ac.uk)).**

# Education, Conflict and International Development

The impact of conflict, natural and man-made disasters alongside continued poverty illustrates the importance on this aspect of the UNESCO Centre's work. In 2003, Professor Alan Smith and Tony Vaux, Former Director of Humanitarian Assistance, Oxfam, produced an important report on Education, Conflict and International Development which has subsequently been published by DFID. The UNESCO Centre hosted a meeting of international experts on the concept of a rights based approach to educational planning in March 2004. The Centre continues to have strong links with the Ministry of Education in Sri Lanka. During 2003, Brendan Hartop coordinated a short course for 17 educators from Sri Lanka; in addition 28 teacher educators undertook full-time study on the MSc in Education for International Development and returned to Sri Lanka to complete dissertations; and 2 new students enrolled in a Masters course in Education Management at the Magee campus.

## Education, Conflict and International Development

Professor Alan Smith and Tony Vaux, Former Director of Humanitarian Assistance, Oxfam, were commissioned by DFID to review significant issues related to education and conflict reduction. While education is an essential tool for human development and the eradication of poverty, there are many impediments to the achievement of Education For All (EFA). These include lack of priority to education on the part of national governments (such as insufficient spending as a percentage of GNP, or inequitable distribution of funding and resources) and lack of effective action from the international community in the use of development assistance.

The report is divided into four main sections. The first section examines the relationship between education and conflict. The second looks at ways in which the education sector can respond to conflict. The third explores the relationships between some of the key international agencies working in the field of conflict and education. The final section summarises the policy implications that arise from their analysis.

This report has been the basis for the following dissemination meetings:

- January 2003 - Chair of consultative meeting of experts to develop UNESCO strategy for human rights education involving 54 representatives from 37 countries (UNESCO Paris, January 2003) followed by seminar for staff from UNESCO country offices (UNESCO Paris, October 2003).
- March 2003 - UNESCO National Commissions (Rabat, Morocco)
- March 2003 - The role of textbooks and other aspects of conflict-sensitive education systems (World Bank, Washington, DC)
- April 2003 - The role of curriculum in post-conflict reconstruction (UNESCO International Bureau for Education, Geneva)
- June 2003 - International Red Cross (Hampden Park, Glasgow)
- July 2003 - Education and social cohesion experts meeting (OECD, Paris)
- September 2003 - Education and post-conflict reconstruction (Notre Dame University, Illinois)
- September 2003 - British Council Seminar on Citizenship and Human Rights (Birmingham, UK)
- November 2003 - Invitation from OSCE High Representative for Ethnic Minorities to provide keynote address at a conference in Bishkek, Kyrgyzstan and advise on programme of education reform
- September 2004 - Plenary address to the British Association for International and Comparative Education (BAICE) 2004 annual meeting.

Professor Smith also served on the Advisory Board of the World Bank project on Civic Engagement, Empowerment and Respect for Diversity (June 2003). One outcome will be case studies of education reform programmes and a chapter in a forthcoming book published by the World Bank.

**For further information, contact Professor Alan Smith ([a.smith@ulster.ac.uk](mailto:a.smith@ulster.ac.uk)).**

# Education, Conflict and International Development

## UNESCO Rights Based Approach to Educational Planning

The UNESCO Chair received a grant from UNESCO Headquarters to develop guidelines on a rights-based approach to educational planning. Impediments to providing universal access to education include poverty, gender discrimination, the impact of HIV/AIDS, war and conflict. Teacher shortages and lack of training are significant issues and minorities are especially vulnerable. The creation of these guidelines will assist education planners develop a rights-based approach to education.



A planning framework was piloted with education officials from Cambodia, Lao PDR, Thailand and Vietnam at a meeting in Bangkok (26-30 July 2004); and the work was also relevant to a joint meeting Office of the United Nations High Commissioner for Human Rights (OHCHR) and UNESCO in Geneva (13-15 September 2004), that led to the production of a World Programme of action for Human Rights Education that was adopted by the United Nations Assembly in New York in December 2004.

***For further information, contact  
Professor Alan Smith  
(a.smith@ulster.ac.uk).***

An international advisory group met in Belfast (24-26 March 2004). The Panel included: representatives from UN agencies such as UNESCO (Paris and Bangkok), UNICEF (New York) and the Office of the High Commissioner for Human Rights (Geneva). Also participating in the meeting were:

- Ms Vicky Colbert de Arboleda, former Minister of Education, Colombia
- Mr Abdelbasset Ben Hassen, Director, Arab Institute for Human Rights, Tunisia
- Dr Jackie Kirk, EFA Gender specialist, McGill University, Canada
- Mr Jeff Plantilla, Asia Pacific Human Rights Information Center, Japan
- Mr Mbaye Ndoumbe Gueye, Ministry of Education, Senegal
- Professor Clive Harber, Head of Education, University of Birmingham
- Ms Alexandra Draxler, former Secretary to the Delors Commission



# Education, Conflict and International Development

## Education and Gender

Funded by Fonds Quebecois de Recherche sur la société et la culture, Dr Jackie Kirk, undertook a one year postdoctoral Research Fellow position at the UNESCO Centre.

Dr Jackie Kirk is particularly interested in the lives of women teachers and of adolescent girls in challenging environments. Dr Kirk has extensive experience of working with international community and agencies such as UNESCO, UNICEF, and CARE, and in countries such as Haiti, Lebanon, Rwanda, Angola, Ethiopia, South Sudan, Guinea, Sierra Leone and Afghanistan. She works particularly closely with the Education team of the International Rescue Committee. She is an active member of the Inter-Agency Network on Emergency Education (INEE) and has been involved in the development of the Minimum Standards for Education in Emergencies (MSEE). She is also the convener of the Gender Task Team of the INEE.

Dr Jackie Kirk will be offering a module on Gender, Conflict and Education at the 2005 INCORE Summer School.

**For further information, contact Dr Jackie Kirk ([unesco@ulster.ac.uk](mailto:unesco@ulster.ac.uk)).**

## Sri Lanka

The UNESCO Centre continues to have strong links with the Ministry of Education in Sri Lanka. During 2003, Brendan Hartop coordinated a short course for 17 educators from Sri Lanka; 28 teacher educators undertook full-time study on the MSc in Education for International Development and returned to Sri Lanka to complete dissertations; and 2 new students enrolled in a Masters Course in Education Management at the Magee campus. Plans are to consolidate the relationship through the development of links through research and Initial Teacher Education.

## The Global Dimension in Initial Teacher Education

This project focuses upon embedding the Global Dimension and international development issues within formal education. The Global Dimension is an initiative by the Department for International Development (DFID). Projects have been established in Northern Ireland, England, Scotland and Wales, with each region developing a strategic plan to meet their individual requirements.

The Northern Ireland project involves partnership between the UNESCO Centre and the Centre for Global Education, Belfast. The project has three distinct approaches to ensuring that support for the Global Dimension is encouraged at all levels within the formal education sector.



# Education, Conflict and International Development



## 1. Initial Teacher Education (ITE)

There has been significant development within the ITE section of the project. Resource provision within the Library and Teacher Resource Centre has been updated and augmented. The Global Dimension has been incorporated into the Local and Global Citizenship subsidiary course for Post Graduate Certificate in Education (PGCE) Post-primary students. Showcase events for PGCE staff and students on where and how the global dimension can be incorporated into classroom practice e.g., Global Dimension Day. Within the PGCE Primary Course students have been introduced to the Global Dimension within Circle

Time, Controversial Issues, Personal Development and the World Around Us. There has also been significant consultation and training with ITE tutors (University of Ulster) on the incorporation of the Global Dimension within PGCE programmes. Project staff participate in CCEA's Key Stage 3 Local and Global Citizenship editorial group, which has provided the project with a platform to advocate the incorporation of the Global Dimension within the Curriculum. Networking with teacher educators and NGOs throughout the UK and Ireland has also been an exceptionally important element to this project.

## 2. Continuing Professional Development (CPD)

The CPD element to this project is vital. Training and support has been offered to schools involved in the Local and Global Citizenship pilot programme. Networking channels between teacher educators and NGOs have also been established. Following a review of short course provision in the area of international development, an online course on Human Rights has also been developed. This course can be taken as a stand-alone module or as part of a wider Masters programme.

## 3. Development and dissemination of Teaching Resources

An interactive website ([www.bigpic.biz](http://www.bigpic.biz)) was launched by the Centre for Global Education in February 2004. The website is for use by primary and post primary pupils and teachers. The website is intended for use as a tool for independent learning or indeed as a teacher directed learning resource. The website has been developed so that it creates space for young people to explore and to respond positively to their dynamic world and actively contribute to a more just and equal society in local and global contexts. A steering group has been appointed to aid in the ongoing review and evolution of the website.

*For further information, contact Bernie Boyle ([b.boyle@ulster.ac.uk](mailto:b.boyle@ulster.ac.uk)) or [info@owcni.org.uk](mailto:info@owcni.org.uk).*

# Visiting Academics and Research Fellows

The UNESCO Centre Visiting Academic programme is part of the University of Ulster visiting academics programme to support the establishment of links with other academic and research centres on an international basis.

During 2003/2004, the Centre played host to three visiting academics, Professor Marie McAndrew, University of Montreal, Professor Murray Print, University of Sydney and Dr Nancy Venel, Ecole des Hautes Etudes en Sciences Sociales (EHESS), France.

## Professor Marie McAndrew

Professor McAndrew, Chair in Ethnic Relations, University of Montreal, specializes in the education of minorities and intercultural education. She has worked extensively in research and policy development and evaluation in this field.

She also co-ordinates the Research Group on Ethnicity and Adaptation to Pluralism in Education (GREAPE). The GREAPE team, building on the experience of studies carried out in Canada and in other societies, critically examines various issues such as the school integration of immigrants, the adaptation of Quebec's French-language educational system to diversity and citizenship education.

Professor McAndrew was in residence for three weeks to develop plans for a joint research meeting between staff from University of Ulster and University of Montreal on themes of pluralism and diversity. She also presented a paper at the UNESCO Centre Public Seminar Series speaking on *The Relationship Between Francophones And Anglophones In Quebec: The Role Of Education*.

## Dr Murray Print

Dr Murray Print, Director, Centre for Research and Teaching in Civics, University of Sydney was in residence for a one month period to complete the final visit of a three-year collaboration that involved publications in the field of civic and citizenship education.

One of the more prominent pieces of collaborative research output was the Special Edition of the Cambridge Journal of Education, January 2003, edited by Professor Alan Smith and Professor Murray Print.

## Dr Nancy Venel

As a Doctor of political sciences since may 2002, Nancy Venel's PhD thesis was about the "ordinary" citizenship among French youth of Maghreb origin at the University of Lille in France. She received the jury's unanimous congratulations and was given the Le Monde de la recherche universitaire 2003 award for her thesis.

While employed at GREAPE in University of Montreal, she undertook a study in Northern Ireland during 2002-2003. Her research was about young people from a Chinese and an Indian background in Belfast and their self-representation of citizenship.

Dr Venel was in residence for a three month period from September 2003 to continue her research on ethnic minorities citizenship in Northern Ireland and on how ethnic minorities integrate into Northern Irish society.

Dr Venel is now working at the Ecole des Hautes Etudes en Sciences Sociales (EHESS).

# UNESCO Centre Studentships

The UNESCO Research Studentship provides support for students to enrol full-time at the University of Ulster to complete a three-year research study for a PhD on a theme related to education for pluralism, human rights and democracy.

The Centre currently has 8 full-time research students.

## Mouloud Alouane - Muslim Children's Experiences of Schooling in Northern Ireland



Mouloud Alouane, a graduate from Universite De Paris Val-De-Marne, Paris and the University of Ulster, has studied French and English Languages and Literature and civilisation. He has taught French in various schools in Northern Ireland. His experience as a teacher, parent, Muslim, and a community worker, has given him the desire to identify and cultural, linguistic and religious and curricular needs of other Muslim children. His PhD will therefore focus on Muslim children's education in Northern Ireland and the problems of maintaining their identity, including acculturation and cultural orientation within a divided society.

minorities act socially and politically in an already divided space. Her focus is on immigrants who settled in Northern Ireland and their descendents, and is investigating the nature of their integration into the host communities. Global migration and ethno-nationalist conflict are growing challenges to international society today. Immigration and nationalist conflict interact when immigrants must choose schools, residential areas and political representatives in Northern Ireland. A particular interest is in how immigrants relate to the historical conflict and constitutional politics.

the British Educational Research Association (BERA) annual conference, 2003, one on research methodology and the second on social cohesion and education.

## Caroline Gallagher – Anti-Sectarianism



Caroline Gallagher is researching educational attempts to promote anti-sectarianism at both the structural and cultural level. Caroline will investigate if the new proposed curriculum can go beyond the expectations of Education for Mutual Understanding (EMU) and help mobilize children to critically think about the whole nature of the segregated power structures in Northern Ireland. In an attempt to reconcile the conflicting theories of both cultural and structural views of the conflict, Caroline will investigate the relevance of structuration theory in relation to education in Northern Ireland. Caroline has previously studied a combined studies degree that majored in sociology and minored in politics.

## Marlene de Beer - Education and Social Cohesion



Marlene de Beer is a South African national and researcher. She is currently completing her PhD research focusing on social cohesion, education and international organisations. Marlene is a qualified Social Worker (BA Soc.Sc. honours), she specialised in Community Development (MA Soc.Sc.) and has a Diploma in Disaster Management. She lectured in Community Policing for six years (1994-2000).

Recent conference highlights have included presenting two papers at

Recent conference highlights have included presenting a paper at Annual Conflict Research Society Conference, 2004.

## Yuko Chiba – Education and Ethnic Minorities in Northern Ireland



Yuko Chiba is an international relations and political science graduate from the University of Tsukuba. She also has undertaken Masters Programmes at Queen's University, Belfast and the London School of Economics. She is researching how new ethnic

# UNESCO Centre Studentships

## Aideen Hunter - Integration in Different School Environments



Aideen is a graduate of Queen's University Belfast where she read Archaeology and Geography. She also studied for a postgraduate diploma in the Teaching and Management of Lifelong Learning at Queen's University Belfast. She continued her teacher education with a postgraduate certificate in geography education at the University of Ulster. During these courses she developed an insight into the various school environments in Northern Ireland's education system. Her project title: A Comparative Study of Integration in Different School Environments is ethnographic based research aimed at addressing how religious integration is facilitated in different school settings and the competencies and skills required by the teacher to facilitate difference.

## Wendy Moore - Forgiveness and Reconciliation in Education



Wendy Moore is undertaking research into the role of forgiveness and reconciliation in the Northern Ireland education system. Wendy, a Social Psychology graduate, carried out a work placement as a research assistant working on projects covering such topics as forgiveness and the Northern Ireland conflict. Her research will focus on how effective educational programmes are in promoting forgiveness and

reconciliation between Catholic and Protestant young people in Northern Ireland. The research will involve exploring the role of forgiveness and reconciliation in education, and its possible impact on young people's understanding of these issues in a divided society such as Northern Ireland.

Wendy has presented on Forgiveness and Reconciliation at the 2004 British Educational Research Association (BERA) Conference and at the 2004 Annual Conflict Research Society Conference.

## John McCombe - Citizenship Education



John's research is concentrating on the role of History education in supporting the introduction of a programme of Local and Global Citizenship as part of the revised Northern Ireland curriculum. The project is focusing specifically on how History and Citizenship can together provide young people with opportunities to investigate and learn about issues relating to ethno-political identity.

John has presented on Citizenship and History Education in Northern Ireland at a number of conferences, including the 2004 British Association for International and Comparative Education (BAICE) Conference and 2004 Irish Association of Social, Scientific and Environmental Education (IASSEE) Conference.

## Clare Wasson - Gender, Social Class and Early Childhood Education



Clare Wasson, a Sociology graduate from the University of Ulster, is currently undertaking research focusing on the impact of gender on the educational achievement of children in the early years. Her research will evaluate the ways in which gender discourses aid the production and maintenance of certain masculinities/femininities within primary schools in Northern Ireland. Clare is also the Northern Ireland regional representative for the Gender and Education Association, based at the University of Warwick.

Clare has presented at the 2004 Annual Conflict Research Society Conference, 2004 British Educational Research Association (BERA) Conference and has been invited to present in the Gender and Education 5th International Conference, Cardiff, in March 2005.



# UNESCO Centre Interns

## Maurice Doherty

Maurice is a 3rd year undergraduate studying BSc Hons. Social Psychology. He has a special interest in Special Needs provision in Northern Ireland. He is also interested in examining attitudes of, and attitudes towards, people with special needs and the effects of these on social integration.

## Claire Peters

Claire worked as a placement student with the UNESCO Centre for twelve months from June 2003 to May 2004. A 3rd year Psychology student, the placement was a voluntary part of her degree course. Claire focused on research in education and human rights, pluralism and democracy and she contributed substantially to various research projects through her involvement in research design, fieldwork, data analysis and report writing.

## Patrick Devine

Patrick was an intern with the UNESCO Centre for six months from January to July 2004. He worked primarily on the development of database systems to facilitate the workings of the Centre. A 3rd year Computing Student based at Coleraine, his internship was during the placement element of his course.

## Mary Kelly

Mary, a HECUA student, focused her internship at the UNESCO Centre on human rights education. Among other projects, she contributed to research on the Bill of Rights in Schools project, which had been funded by the Human Rights Commission and the Department of Education.

## Kacper Rekawek

Kacper is a student of the MA course in international relations (final year) at the University of Lodz, Poland. His dissertation is on the issues of Euro terrorism and democratic states' varied reactions to it. Kacper worked at the UNESCO Centre for 8 weeks, undertaking research in the area of human rights education.

## Olga Varentsova

Olga Varentsova, Vice-principal at the Sochi College of Multicultural Education, Russia was on placement at the UNESCO Centre for a six-month period. During this time she provided support to the HECUA programme for undergraduate students from the USA.

## Associated Research Assistants

The UNESCO Centre has a network of Associated Research Assistants. These include:

- Paul Surgenor (PhD student in Psychology at the University of Ulster)
- Chris Shields (PhD student in Psychology at the University of Ulster)
- Emma Madden (Psychology student at the University of Ulster)
- Ian Burnside (Social work student at the University of Ulster)

The assistants worked on a variety of research projects. Tasks included conducting fieldwork, transcribing interviews, questionnaire data coding and statistical analysis.

# Research Associates

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## Alex Choulet

Having completed a Postgraduate Certificate in Education in French and German at the University of Cambridge, Alex began working at the UNESCO Centre in October 2003. She provided support in the area of research of Education, Conflict and International Development, undertaking comparative international research. Alex also was involved in the organising of a number of prominent study tours and seminars, such as the CIEE study tour and the joint UNESCO Centre/GREAPE research meeting.

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## Yuko Chiba

Yuko worked at the UNESCO Centre as a research assistant from October 2003 to January 2004. Working closely with Dr Nancy Venel, they undertook research into ethnic minorities in Northern Ireland and their school education experiences.

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## Amanda Hayes

Amanda is a Social Policy graduate from the University of Ulster and is a research associate for a European project on Youth Policy and Participation. In the UNESCO Centre, Amanda conducted research into democratic processes in education and school councils.

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## Ruairi Nolan

Ruairi's area of focus was integrated education in Northern Ireland and looking at the wider role of religion in the education system in Northern Ireland. Ruairi is currently studying for a Masters in Latin American Studies at the University of Oxford.

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## Alison Montgomery

Alison Montgomery, a Senior Researcher from the Northern Ireland Assembly was seconded to the UNESCO Centre from November 2003 to February 2004. Alison prepared a detailed research paper on Teacher Education in Northern Ireland and co-developed a research proposal entitled 'Innovations for a Values-based Approach to Teacher Education'.

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## Katy Wright

Katy, having recently completed a Masters degree in Peace Studies at the University of Bradford, worked on Human Rights Education in post-conflict societies and on a project regarding the incorporation of Human Rights Education into UNESCO's Education for All initiative. Katy has now taken up a position at the University of Sheffield.

## Events 2003:04

The UNESCO Centre continues to maintain a series of programmes that disseminate research and provide opportunities for links both locally and internationally. Some of the highlights over the past two years have included:

### CIEE Study Tours

The UNESCO Centre has continued its link with the Council on International Educational Exchange (CIEE) through its annual seminar for academics from institutions throughout the United States. The week-long seminar entitled Peace and Conflict in Northern Ireland, examines the conflict in Northern Ireland, analyses cultural traditions and explores the ways in which a divided society copes with political, economic and social problems.

Prominent academic, political and community leaders contribute lectures and these are supplemented by a number of site visits to the Northern Ireland Assembly at Stormont (Belfast) and to INCORE (Initiative on Conflict Resolution and Ethnicity) at Magee in Londonderry.

Through exploring international issues and exchanging views with colleagues in other countries, seminar participants are able to re-examine their own disciplines within an international context and to incorporate global perspectives into their teaching and research.

The UNESCO Centre wishes to thank all the speakers for their input into making the CIEE Study tour an annual highlight.

### UNESCO International Mother Language Day

The University of Ulster marked UNESCO International Mother Language Day celebrations of cultural diversity at the university's Magee campus. International Mother Language Day, celebrated annually on 21 February, aims to promote the recognition and practice of the world's mother tongues, particularly minority languages. Events are held around the world to promote understanding, tolerance and dialogue between different nations.

Working together with various community groups from Northern Ireland, a series of events was

organised for 21st February. Talks and presentations highlight the languages and cultures represented in Northern Ireland and at the University. Speakers from the Chinese, Sri Lankan, Greek and various South American communities shared insights into the culture and language of their native countries. The focus then moved from language to performance and visitors were treated to a selection of cultural activities from around the world. Scottish dancers and pipers shared the stage with Japanese musicians while demonstrations and displays of Chinese calligraphy and Japanese origami revealed some of the secrets of these ancient arts.



## Events 2003:04

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### Global Dimension Resource & Education Fairs

Following the overwhelming success of the first Global Dimension Resource Fair held on Monday 8 September 2003, the UNESCO Centre organised a one day Conference and Resource Fair on Thursday 6 January 2004, entitled 'Global Dimension Day'.



The aim of the Resource Fair (September 2003) was to give Non Governmental Organisations (NGOs) and the University of Ulster Teacher Resource Centre the opportunity to display age appropriate resources that incorporate the Global Dimension. This allowed students and tutors to explore the resources that are available. The Global Dimension Day (January 2004) provided PGCE post-primary students with a forum to discuss and explore concepts and issues central to the Global Dimension. A range of speakers gave a variety of expert opinions on issues such as ethnic diversity, interdependence and globalisation. The conference style forum provided many PGCE students with their first taster of the importance of considering and sharing key educational issues with their peers, within a professional setting.

The success of the Global Dimension Day means that it will become an annual event in the PGCE calendar.

## Events 2003:04

### HECUA Faculty Visits

The UNESCO centre continued to develop its partnership with HECUA with two very successful Faculty visits. The purpose of the Faculty visit is to give lecturers in the US a chance to familiarise themselves directly with the programme being offered in Northern Ireland so they are able to recommend it to prospective students with confidence upon return to their home campuses. In addition, the visit serves the purpose of helping to strengthen the partnership between the UNESCO Centre and HECUA.

The Centre welcomed in April 2003, Jackie Geier, Director of Programs, and in March 2004, Carl Brandt, President of HECUA Executive Committee and Director of the Career and Community Learning Centre at the University of Minnesota; Andrew Latham who is on HECUA's Northern Ireland Programme Advisory Group and is an Assistant Professor in International Relations at Macalester College and Elizabeth Petheo, HECUA's Director of Recruitment and Student Services came over to visit the programme.

During their week-long visit, the Faculty Fellows spend time in Belfast and at the University of Ulster campuses in Coleraine and Magee. They visit internship sites used by their students. The visits allowed HECUA Faculty to meet with site supervisors and interns. They also visit the UNESCO Centre for a series of meetings with staff members and spend a day with the whole student group where they speak to students directly about their experiences of the programme.



### University of Delaware Delegation

The UNESCO Centre welcomed a group of 25 education students and two Faculty members from the School of Education, University of Delaware on 28 January 2004. They were in Ireland on a 5 week study abroad trip. They were particularly interested in getting further information on the Centre's research in relation to Education and Conflict, Identity, Citizenship and Adolescent Development.

### Peace or Patriotism: Journalists in Conflict Conference

From 10th -14th February 2004, the UNESCO Centre and the Commonwealth Journalists Association convened a conference examining the role of journalists operating in conflict zones.

Speakers included former BBC War Correspondent Martin Bell, Professor Monica McWilliams and a host of experienced journalists from over a dozen conflict-affected countries.



## Events 2003:04

### Public Debate: Citizenship in Northern Ireland: Implications for Citizenship

The UNESCO Centre hosted a public debate on citizenship in Northern Ireland on Tuesday 25 May 2004. Chaired by Mark Carruthers, BBC, the Let's Talk style debate tackled issues such as the meaning of citizenship in diverse societies; rights and responsibilities of citizens; the relationship between identity and citizenship and notions of multiple citizenship.

The UNESCO Centre would like to thank the panel for lively and informative debate. The panel included Arlene Foster, DUP, Maria Lanao-Madden, Latinoamerica Unida, Malachi O'Doherty, Fortnight Magazine and Paul Smyth, Public Achievement.

### Joint UNESCO Centre and GREAPE meeting on Education for Pluralism in Divided Societies

From the 21-25 May 2004 the UNESCO Centre and The Research Group on Ethnicity and Adaptation to Pluralism in Education (GREAPE), University of Montreal staged a meeting on the theme of Education for Pluralism in Divided Societies. The seminar was held at the University of Ulster, Portrush and brought together 50 participants with research interests in the following areas:

- Identity and the construction of ethnic relations
- Intergroup contacts and community relations amongst students
- Shared or Separate schools – a comparison of causes and consequences in Quebec and Northern Ireland
- Citizenship Education: Conceptualisation, Policies and Programs
- Teacher Training and Pluralism

Following the May meeting, Alan McCully, Professor Keith Barton, Professor Valerie Morgan, Alison Kitson and John McCombe went to GREAPE in November 2003 to participate in a workshop entitled "Ethnic Relations and the Teaching of History".

A report of the seminar is in preparation and will form the basis for follow-up collaboration, particularly the publication of papers on comparative research leading up to the next annual meeting of the American Education Research Association (AERA) in Montreal in April 2005.

### North – South Conference on Citizenship Education: SCOTENS

The UNESCO Centre and NUI Maynooth co-hosted a conference on Citizenship Education with particular reference to the framework of collaborative research and professional activities in teacher education North and South. The North-South Conference was held on Thursday 30 September – Friday 1 October in the Slieve Russell Hotel, Co Cavan.

The purpose of the conference was to share approaches to diversity and citizenship, with specific reference to: Schools and school practice; Initial Teacher Education; Continuing Professional Development and Research and evaluation.

***For further information on these events, please contact Clara Burke, Information, Communication and Events Officer (c.burke@ulster.ac.uk).***

# UNESCO Centre Personnel 2003:04

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## Management Committee

Professor Anne Moran, Dean, Faculty of Social Sciences (Chair)  
 Dr Roger Austin, Head, School of Education  
 Brendan Hartop, Assistant Director, UNESCO Centre  
 Dr Gordon Marnoch, Head of Research Graduate School, Faculty of Social Sciences  
 Nigel McFarland, Senior Administrative Officer, Research Grants and Contracts  
 Noreen Taggart, Director of Development  
 Professor Alan Smith, UNESCO Chair, Centre Director

## Centre Staff

Professor Alan Smith, Centre Director  
 Brendan Hartop, Assistant Director  
 Dr Leslie Abbott, Research Fellow  
 Dr Ulrike Niens, Research Fellow  
 Dr Jackie Reilly, Research Fellow  
 Una O'Connor, Research Associate  
 Clara Burke, Information, Communication & Events Officer  
 Barbara Rosborough, Secretary

## Postdoctoral Research Fellow

Dr Jackie Kirk, Gender, Education and Conflict

## Associated Academic Staff

Bernie Boyle, Lecturer (Development Education)  
 Linda Clarke, Lecturer (Geography) and Director DFID project  
 Seamus Farrell, Lecturer, part-time  
 Professor Roy McConkey, Health Sciences and Director Special Needs project  
 Alan McCully, Lecturer (History and Citizenship)  
 Lorraine McIlrath, Lecturer (International Programmes)+  
 Roisin McLaughlin, Lecturer (International Programmes)

## Research Associates/Assistants

Yuko Chiba, Ethnic Minorities  
 Alexandra Choulet, International Development  
 Amanda Hayes, Democratic Processes  
 Alison Montgomery, Initial Teacher Education  
 Ruairi Nolan, Integrated Education & Human Rights  
 Katy Wright, Human Rights

# UNESCO Centre Personnel

## 2003:04

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### Postgraduate Research Students

#### *Full-time*

Mouloud Alouane, Muslim Children, Education and Diversity  
Yuko Chiba, Education and Ethnic Minorities in Northern Ireland  
Marlene de Beer, Education and Social Cohesion  
Caroline Gallagher, Anti-Sectarianism  
Aideen Hunter, Integration in Different School Environments  
Wendy Moore, Forgiveness and Reconciliation  
John McCombe, Citizenship Education  
Clare Wasson, Gender, Social Class and Early Childhood Education

#### *Part-time*

Wendy Garne Hutchinson, Learning Disability & Human Rights  
Brendan Hartop, Schools & Community Relations  
Alison Montgomery, Initial Teacher Education

### Interns

Patrick Devine, IT Intern  
Maurice Doherty, Research Intern  
Mary Kelly, HECUA Intern  
Claire Peters, Research Intern  
Kacper Rekawek, Research Intern  
Olga Varentsova, Research Intern

### Visiting Academics

Professor Murray Print, School of Education, University of Sydney  
Professor Marie McAndrew, School of Education, University of Montreal  
Dr Nancy Venel, GREAPE, University of Montreal

+ Left September 2003 to take up an appointment at the University of Galway

## UNESCO Centre Representation at International Conferences and Events

Smith, A. UNESCO Chair of Consultative Meeting of Experts to Develop UNESCO Strategy for Human Rights Education involving 54 representatives from 37 countries, January 2003, Paris, France.

Cairns, E., Hewstone, M., Voci, A. & Niens, U. Cross-community contact and prejudice in Northern Ireland. Paper presented at the ESRC Seminar: Northern Ireland After the Peace Process, 7-8 January 2003, Oxford, UK.

Smith, A. Chair of UNESCO International Consultation on Human Rights Education Strategy, 29-31 January 2003, Paris, France.

Smith, A. The Challenge of Diversity for Education in Northern Ireland. Paper presented at the Seamus Heaney Lecture series: The Challenge of Pluralism for Education, 24 February 2003, Dublin, Ireland.

Smith, A. Dialogue Amongst Civilisations. Meeting of UNESCO National Commissions, 10-13 March 2003, Rabat, Morocco.

Smith, A. Investment in Curriculum Textbooks and Teacher Education. Consultant to World Bank on Curriculum, Textbooks and Teacher Education, 24-26 March 2003, Washington DC, USA.

McCully, A.W. Teaching History in a Divided Society. Paper presented at History Teacher Educators, Croatia, Council of Europe, March 2003 Zagreb, Croatia.

Smith, A. Curriculum and Social Cohesion. Keynote speech presented at UNESCO International Bureau for Education, 2-4 April 2003, Geneva, Switzerland.

Niens, U., Cairns, E., Hewstone, M. & Poole, M.A. Predicting perceptions of segregation in Northern Ireland. Paper presented at the Annual NIBPS Conference, 24-27 April 2003, Portrush, Northern Ireland.

Campbell, A., Cairns, E., Hewstone, M., Niens, U., Lewis, C. & Wilson, R. Social Identification and Out-Group Attitudes in Northern Ireland. Paper presented at the Annual NIBPS Conference, 24-27 April 2003, Portrush, Northern Ireland.

Smith, A. Education in a Climate of Change: The Challenge of Curriculum Change. Keynote speech presented at Teacher, Department of Education, 28 April 2003, Limavady, Northern Ireland

Niens, U., Cairns, E., Hewstone, M. & McLernon, F. Ending terrorism: Forgiveness and reconciliation in Northern Ireland. Paper presented at the VIII European Conference on Post-Traumatic Stress, 22-25 May 2003, Berlin, Germany.

# UNESCO Centre Representation at International Conferences and Events

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Smith, A. World Bank Advisory Committee Meeting, 10-14 June, Washington DC, USA.

Smith, A. Global Challenges for Citizenship Education. Keynote speech presented at Red Cross, 25 June 2003, Glasgow, Scotland.

Niens, U. & Reilly, J. Citizenship and Human Rights Education in Northern Ireland. Paper presented at the 8th International Symposium on the Contributions of Psychology to Peace, 23-29 June 2003, Sunne, Sweden.

Smith, A. Education and Social Cohesion Experts Meeting, OECD, 1-5 July 003, Paris, France.

Smith, A. Education and Post-Conflict Reconstruction. Paper presented at the Conference for "Peacebuilding After Peace Accords", Research Initiative on the Resolution of Ethnic Conflict, Joan B. Kroc Institute for International Peace Studies University of Notre Dame, 11-13 September 2003, Illinois, USA.

Niens, U., Cairns, E., Hewstone, M. & McLernon, F. Intergroup contact in education: Impact on forgiveness. Paper presented at the Conference for "Peacebuilding After Peace Accords", Research Initiative on the Resolution of Ethnic Conflict, Joan B. Kroc Institute for International Peace Studies University of Notre Dame, 11-13 September 2003, Illinois, USA.

Smith, A. Citizenship and Human Rights Education. Keynote speech presented at British Council International Seminar, 23-27 September 2003, Birmingham, UK.

Smith, A., McLaughlin, R. & Choulet, A. Seminar for staff from UNESCO country offices, UNESCO Paris, October 2003, Paris, France.

Smith, A. Curriculum and Social Cohesion. Keynote speech presented at OSCE High Commissioner on National Minorities, 3-5 November 2003, Bishkek, Kyrgyzstan.

Boyle, B. Teachers of the Future: ITT/Inset provision. Workshop presented at The Education for Citizenship Conference, 27-29 November 2003, Belfast, Northern Ireland.

Smith, A. Education for Diversity. World Bank Human Development Seminar, November 2003, Washington DC, USA.

Niens, U., Breslin, T. & Conroy, T. Building on Practice: Learning lessons: Evaluation. Workshop presented at The Education for Citizenship Conference, 27-29 November 2003, Belfast, Northern Ireland.



## UNESCO Centre Representation at International Conferences and Events

McCully, A.W. Teaching History in a Society Emerging from Conflict: The case of Northern Ireland. Paper presented at A Regional Conference on History Teaching in South East Europe (ADRA, Denmark), December 2003, Prestina, Kosovo.

Reilly, J. & Niens, U. Human rights education in Northern Ireland: Evaluation of the Bill of Rights in Schools project. Paper presented at the 7th National Metropolis Conference, 25-28 March 2004, Montreal, Canada.

Niens, U. & Reilly, J. Moving out of Conflict: Human Rights Education in Northern Ireland. Paper presented at the Annual NIBPS Conference, 23-25 April 2004, Portrush, Northern Ireland.

Reilly, J. & Niens, U. Differential attributions for women's under-representation in politics in Northern Ireland: A qualitative study. Paper presented at the Annual NIBPS Conference, 23-25 April 2004, Portrush, Northern Ireland.

O'Connor, U. & Hartop, B. Pupil Perceptions of Schools Community Relations Programme in Northern Ireland. Paper presented at Paper Session: Social Context of Education, American Education Research Association (AERA) Conference, April 2004, San Diego, USA.

O'Connor, U. & Hartop, B. Pupil Perceptions of Schools Community Relations Programme in Northern Ireland. Paper presented at Paper Discussion Session: Peace Education: Transforming Conflict and Citizenship in Divided Communities. American Educational Research Association (AERA) Conference, April 2004, San Diego, USA.

McCully, A.W. & Hartop, B. Teaching History in Societies emerging from Conflict. Seminar presented at the Nuffield Foundation, April, 2004, London, UK.

Smith, A. Sectarianism: Global Perspectives. Paper presented at the Scottish Executive Conference on Education and Sectarianism, University of Dundee, 26 April 2004, Dundee, Scotland.

Smith, A. Global Challenges for Teacher Education. Paper presented at the Development Cooperation Ireland Conference on Globalisation, University College Cork, 1 June 2004, Cork, Ireland.

Carter, C. & Smith, A. Teachers for Citizenship Education in the United States and Northern Ireland. Paper presented at International Peace Research Association, 5-9 July 2004, Sopron, Hungary.

McCully, A.W. & Barton, K. Learning history and Inheriting the past: The Interaction of School and Community Perspectives in Northern Ireland. Paper presented at 1st History Educators' International Network Conference, History Education and Society, 15-18 July 2004, Ambleside, England.

# UNESCO Centre Representation at International Conferences and Events

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Smith, A. Rights Based Approaches to Education. UNESCO Seminar for Education Planners from Cambodia, Lao PDR, Thailand, Vietnam, Bangkok, 27-30 July 2004, Bangkok, Thailand.

Kirk, J. & Mulay, S. Towards a sustainable peace: Prioritizing education for girls. Paper presented at the McGill Centre for Research and Teaching on Women (MCRTW) workshop, 'Women Building Peace in India and Pakistan', Montreal, Quebec: July 2004.

Niens, U. & Reilly, J. Models of Human Rights Education: implications for Northern Ireland. Paper presented at the Annual Conflict Research Society Conference, University of Ulster, 1-3 September 2004, Londonderry, Northern Ireland.

Smith, A. Education in the 21st Century: Conflict, Reconstruction and Reconciliation. Keynote Address presented at the British Association for International and Comparative Education (BAICE), University of Sussex, 3-5 September 2004, England.

Niens, U. & Reilly, J. Human Rights Education in Northern Ireland: Pupils' understandings of legislative and moral frameworks. Paper presented at the European Educational Research Association (EERA) 2004, 22-25 September 2004, Crete, Greece.

Reilly, J. Political representatives' perceptions of women in Northern Ireland politics: Gendered perspectives from a society emerging from conflict. Paper presented at the European Educational Research Association (EERA) 2004, 22-25 September 2004, Crete, Greece.

McGlynn, C. & Niens, U. Attitudes and identity: the role of integrated education in post-conflict Northern Ireland. Paper presented at the European Educational Research Association (EERA) 2004, 22-25 September 2004, Crete, Greece.

McLaughlin, R., Moscoso, M., Malinski, M. and Geier, J. Developing Culturally Appropriate Models of International Internships, Bilingual paper presented at NSEE/ICEL Joint Conference 2004, 28 September - 2 October 2004, Miami, USA.

O'Connor, U. Parental Views on Inclusive Education for Children with Special Educational Needs. Paper presented at the National Disability Authority Disability Research Conference, 19 October 2004, Dublin, Ireland.

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