

APPENDICES

APPENDIX A

Schools Involved with the Inter School Links Project

STRABANE PRIMARY SCHOOLS		
<i>SCHOOL</i>	<i>TYPE</i>	<i>PUPILS</i>
Barrack Street Boys'	maintained	302
Girls' Convent	maintained	265
Strabane Primary	controlled	236
STRABANE POST-PRIMARY		
<i>SCHOOL</i>	<i>TYPE</i>	<i>PUPILS</i>
Convent Grammar	voluntary	406
Our Lady of Mercy	maintained	593
St Colman's High	maintained	954
Strabane Grammar	controlled	340
Strabane High	controlled	600
LIMAVADY PRIMARY SCHOOLS		
<i>SCHOOL</i>	<i>TYPE</i>	<i>PUPILS</i>
Drumachose	controlled	398
Limavady Central	controlled	550
Termoncanice	maintained	734
ENNISKILLEN POST-PRIMARY		
<i>SCHOOL</i>	<i>TYPE</i>	<i>PUPILS</i>
Enniskillen Collegiate	controlled	420
Enniskillen High	controlled	670
St Franchea's Girls	maintained	420
St Joseph's Boys	maintained	350
Convent Grammar	voluntary	675
Portora Royal School	voluntary	430
St Michael's Grammar	voluntary	625

(Source: Register of Schools, Western Education and Library Board, 1986)

APPENDIX B

Numbers of Pupils Providing Data for Evaluation of the History Programme in Strabane Schools

		Before	After
Co-ed controlled grammar	contact	23	12
	non-contact	21	18
Co-ed controlled secondary	contact	22	17
	non-contact	21	17
Girls maintained grammar	contact	34	31
	non-contact	34	27
Girls maintained secondary	contact	27	25
	non-contact	24	20
Boys maintained secondary	contact	23	20
	non-contact	22	16
Totals		251	203

The difference between before and after totals is due to absenteeism.

Within the 251 pupils providing data, the following ratios applied:

Grammar/Secondary	57/194
Boys/Girls	88/163
Controlled/Maintained	87/164
Contact/Non-contact	129/122

APPENDIX C

Pupils' Essays on 'My Country'

An initial reading of the 454 essays from Strabane pupils soon showed the complexity of written responses. The content of essays was wide ranging:

Many pupils referred to the climate and the environment:

"My Country has a lot of life. It is not all quiet and boring. it is full of Greenery and lots of hedges and things like that. I think you might have guessed I live in Ireland"

"We have a good countryside and a lot of trees and flowers so we can go out for walks and we can have a big garden and a nice one as well. We have a lot of animals as well. We eat some of the animals as well"

"Ireland is a hard country to get used to. It is a nice place to visit but in the winter it is cold and wet (nearly like the summer). There is a lot of fighting going on at the moment and maybe someday it might stop. There is some good things about Ireland it hasn't earthquakes or volcanoes so there is no need to worry about the ground falling in on you while you're sleeping"

Or showed a concern for the environment:

"If I were someone important the first thing I would do is to stop the fighting And I would try to clean up the society and try to get something done with the ozone layer"

"The trees which are being cut down which is destroying the environment and the air and is leaving a whole in the earth"

"There is a lot of violence that the IRA create and the Army are not doing as much as they should. Why have we a lot of stupid traffic wardens they don't move the traffic on they hold it up. The amount of pollution that farmers make would choke you to death and they don't give a dam"

"In Northern Ireland there is a lot of bombing and terrorist attacks. But most of the countryside is beautiful, with rabbits and other wildlife. But the rabbits are getting very scarce because people are shooting them and gas's and things like that"

Some were quite romanticised:

"The country is a lovely place....The fire on in the cold and windy nights. The teapot on the cooker to drink something to keep you warm, the animals out in the shed feeling someone cares. The dogs out in the kennel getting warm for bed. The children fast asleep with the

star shining upon them God is watching over them they will be safe"

Some pragmatic:

"In my country there is a wide variety of building materials for houses to live in"

Some were brief and to the point:

"I live in Ireland. I think it is a dump"

Some were unintentionally amusing:

"Ireland is a little island that fell off England"

"I like my country because it is colourful. People think it is small but when you are in it looks to be very big"

"My country may be small but I can't change that. I used to live in Wales but compare Wales with Ireland and you will find a lot of different things, because no other country can beat what Ireland's got. If you understand what I mean"

A few were rather enigmatic:

"There's only one phone box in my country"

"There are two Republican armies. The IRA and the Unionists"

"Our country is having a phase which many people call the trouble. I don't really understand it but I think it is because paramilitary groups like the IRA, INLA etc don't want the British Army to help keep the peace"

Over sixty percent of all the essays contained some reference to the current conflict, violence or the existence of two cultural traditions. Some of these tried to describe or make sense of the situation:

"My country is called Ireland it is part of the UK. Some people think it is overrun by terrorists and if you go out you'll be blown up. But Ireland is quiet and peaceful in places"

"The country Ireland is the country I live in. The country Ireland has two parts Northern Ireland and Southern Ireland and is also split into three different parts Ulster, Leinster, and Munster. Northern Ireland is the more riotous end I am afraid"

"The country I live in is called Ireland the country is divided into two parts Ireland and Northern Ireland. I live in Northern Ireland there is a lot of violence where I live because the soldiers are here and the people do not want them to be here so they throw stones and bottles at them and sometimes they shoot back plastic bullets. There is a kind of army called the IRA and they

kill soldiers and police and sometimes the police shoot them and kill them. The IRA blow up factories and cars. Sometimes they kill innocent people and there are different other organisations that kill too"

"Where I live there is alot of Prodisons and when the Catholics moved in the prodisons moved out"

"My country is quite small and there is groups of catholics and Proudestants going round the streets killing one another. There is a lot of people but most of them are quite friendly if even they are catholics or proudestants"

A number of essays suggested that some children see the conflict as a routine part of life:

"Ireland might have its' disadvantages like bombs, and people getting killed but that happens everywhere in the world"

"In Derry there is a lot of bombs and that kind of stuff"

"Ireland in the North is always at wars with IRA and other Republicans. Even though there are alot of bombing the place isn't that bad. Strabane is a quiet sort of place except sometimes there are shops which are bombed"

Some saw little prospect for change:

"Britain took northern Ireland over a long time ago and is not much hope of them giving it back to Ireland"

"My country is Northern Ireland. It is a small country, and it is part of Britain. There is a lot of trouble going on in Northern Ireland between Prostants and Catholicicks. It is very stubet I think but there is not a thing I can do about it"

A few thought life was too dull:

"My country is called Strabane it is a very big place. It is a very boring town the boys are ugly"

"I live in Strabane where there is no bombs compared to Belfast. It is very boring here"

But many expressed a wish for the end of violence:

"If I had three wishes to make Ireland a better place I would wish for peace Health Wealth"

"I think the relionjohn volice should stop because it is very silly and kills too many people and gives our country a bad name with other countrys"

"If I were to rule a contry I would not have any fighting.....The only thing that is wrong with my country at the minute is the vilonce. I hate vilonce"

Some were partisan in their views:

"It is the foudtain of War the bristish People's Greed is so Great that innconet People have had to die for no reason Ireland is so Great for its legends that the countryside is so beautiful that the British don't know what They are doing they don't care about The Irish Traditions or its Army that Get us into trouble because of Greed. It's army is trying to fight of Blood Thirsty Mongrols who try to steal our land"

"The war is like a disease killing people but the SAS will soon stop that"

"My country could be better in many ways. It would be better if the English would get out and stay out"

"My country Northern Ireland is run by Margaret thatcher she has been in power for quite a while and I believe she will win the next election with flying colours. There is alot of violence in my country and if we had a shoot to kill policy the IRA would soon cease to exist and northern Ireland would be a better place all round. There is alot of fighting between catholics and protitants and this shouldn't happen I am a protistant myself and I think Catholics start alot of the fightingm I'm not saying they are a burden on society but they do start alot of it"

Some offered solutions:

"I reckon that Ireland should be split in two. The border should be in the middle not away up at the top. If the brits left and there was a new border, prodestins could live in the North or South and the Christians live in the other part of the country"

"I wish that the "Anglo Irish Agreement" was scrapped and that Ireland was left like it is now"

"I think Margaret Thatcher schould let N.Ireland go"

"I'd rather live somewhere nice and quiet.....many Irish people are very smart but leave their country for a Job or something"

"I don't like the troubles in Ireland and I don't like the IRA. I don't like the brits been in Ireland and I'd like it better if it was just cops"

A few mentioned a way forward through education:

"I think more state schools should be used because it helps different relinjohns get on better. I went to a primary state school. My best friend was a different relionjohn but we didn't care"

"Mixed schools are a very good idea. If our children can learn to live in peace with other religons, they will be able to live with them when they grow up and they

A few conveyed a sense of despair:

"I also wish that everyone would respect each other and there was no Republic of Ireland and Northern Ireland and that we were all the same but now, I think Ireland is a cruel country"

"Our population is getting smaller an smaller Each day with all the shooting and killings. The Government isn't very organised."

"My country is filled with violence between prodetants and catholics. The place where I live is looking like a rainbow with red, white and blue. Also there is Gobnascale which is Green, White and Orange. And then there the groups like the IRA and the UVF. The IRA fight the police, but the UVF sometimes fight. Our country is falling to bits with these terrorist groups"

"My country (Ireland) to me is just a battle field. I hate living in fear of an IRA mistake."

Did Pupils Recognise their Country as a Contested Issue?

The table below shows that overall there was a similar increase in the percentage of Protestant and Catholic pupils who became aware that their country is a contested issue by the end of the teaching programme. This effect seems to be consistent for all pupils studying the programme.

Percentages of Pupils Aware that their Country is a Contested Issue

	Before (n=251)	After (n=203)
Protestant	60	72
Catholic	52	62
Contact	50	53
Non-Contact	60	77

When we looked at other issues (e.g. the enviroment, health, litter etc) the pattern was not as consistent. Instead, mention of these issues were clustered together on a class basis. This suggested that at particular times a sort of consensus existed within particular classes that certain issues were more important than others. Our explanation for this was, as well as studying the common history programme, project classes would have been receiving lessons in a range of subjects which had not been jointly planned by the schools. So a class in one school may have received an environmental studies class emphasising health education, whilst another in another school may have been looking at pollution. The result would be a differential awareness of these issues on the part of pupils in the different schools. In contrast, the history programme, which was jointly planned, produced a more uniform effect.

Reasons Given for the Country Being a Contested Issue

Both before and after the programme only 26% of the 454 essays written by pupils identified reasons why they felt their country was a contested issue. The four main reasons mentioned were Religious (13%), Political (10%), Historical (2%), and Social (1%). There was little difference between Protestants and Catholics, or before and after the programme.

APPENDIX E

Pupils' Overall Evaluation of their Country

The essays were examined to see whether pupils gave an overall evaluation of their country which described it in generally positive or negative terms, or portrayed a more balanced picture by giving equal weight to good and bad points.

Percentage of Pupils Giving an Overall Evaluation of their Country

		Positive	Negative	Balanced	None	Total
Protestant	Before	35	33	17	15	100
	After	22	56	16	6	100
Catholic	Before	68	14	14	4	100
	After	45	35	14	6	100
Contact	Before	60	15	15	10	100
	After	37	37	14	12	100
Non-Contact	Before	54	25	14	7	100
	After	38	46	14	2	100

The numbers of pupils giving a balanced picture of their country, mentioning both positive and negative features, is constant between groups and over time. However, the most interesting feature of the data is the change from positive to negative feelings about their country by all the various subgroups. Why this should be so is difficult to disentangle, but it may be that the experience of the history unit made a contribution in that it introduced a realistic, or non-idealised version of the settler groups in Ireland's past.

More Catholic pupils (68%) started out with an overall positive evaluation of their country, fewer (45%) continued to have this view. By the time the programme ended the number giving a negative evaluation had increased from 14% to 35%.

Fewer Protestant pupils (35%) began with an overall positive evaluation of their country, and fewer (22%) continued to hold this. By the time the programme had ended the number giving a negative evaluation of their country had increased from 33% to 56%.

These trends were consistent for contact and non-contact pupils. This means that, if there is a causal connection between the trends and the history programme, it is more likely that the effects are attributable to the way the programme was taught rather than the experience of contact alone.

However, we can only infer such a causal connection between these trends and the history programme which pupils were taught. The programme specifically aimed "to redress the common myths of Legitimacy and Racial

Superiority as the root causes of present day divisions and emphasise the diversity in the evolution of modern society in Ireland." It sought to do this by introducing pupils to the various groups of people who have settled the island over time. This encourages pupils to recognise that the identification of people in the modern society who are 'indigenous' or 'native' is less straightforward than they might think. The programme seeks to promote the notion that it is questionable whether any single group within current society has a more rightful claim to ownership of the modern country. It could be argued that the programme encourages uncertainty by raising difficult questions about the relationships between 'identity', 'nationality' and 'territory'. If the history course was influential, this can be thought of as a positive and optimistic effect. However, it must be made clear that the data from the essays emerges from two 'snapshots' at two different points in time. Differences might equally be attributed to other events current at the time such as the political climate. Yet other pictures may have emerged if 'snapshots' had been taken at other intervals in time.

APPENDIX F

Positive Features which Pupils Identified about their Country

Pupils identified four main sorts of positive feature associated with a favourable evaluation of their country. In order of popularity these were: features to do with a pleasant environment or climate; good opportunities for social and leisure activities; appreciation of the country's history and tradition, for example, its music and folklore; and the industry, creativity and productivity of the people. Many pupils mentioned more than one feature.

Percentage of Pupils who Identified the Following Positive Features

	Protestant (n=151)	Catholic (n=303)	Contact (n=234)	Non-Contact (n=220)
Environment, climate	49	66	55	57
Social and leisure	19	37	28	24
History and tradition	9	31	28	22
Productivity	2	2	2	2

The order of priority of these positive features was the same for Protestant and Catholic pupils, and the results were virtually the same for contact and non-contact groups. Comments which identified the history and tradition of the country as a positive feature were more frequently made by Catholic (31%) than Protestant (9%) pupils.

The positive features maintained the same order of priority in the league table before and after the programme.

APPENDIX G

Negative Features which Pupils Identified about their Country

Pupils identified seven main sorts of negative feature associated with an unfavourable evaluation of their country. The following table shows these, with those listed most frequently coming at the top.

Percentage of Pupils who Identified the Following Negative Features

	Protestant (n=151)	Catholic (n=303)	Contact (n=234)	Non-Contact (n=220)
Violence	58	56	49	66
Environment, weather	33	21	20	31
Social and amenities	7	8	9	7
Bad Habits	9	3	2	8
Crime	7	4	4	7
The Economy	5	6	5	5
People from the other community	1	1	1	2

The most frequently mentioned negative feature of the country was violence connected with the current conflict. This was consistently mentioned by Protestant, Catholic, contact and non-contact pupils, and all these groups mentioned violence more frequently at the end of the programme.

References to adverse weather and poor environment contributed to negative overall evaluations of the country. The inclusion of this category to support both negative and positive evaluations shows the differences of opinion over these matters, perhaps reflecting our continual preoccupation with the weather in a changeable climate. However, comparison between tables show how the environment and climate is much more likely to be used to make positive statements about the country.

The other negative features maintained the same order of priority in the league table before and after the programme with consistent patterns between Protestant, Catholic, contact and non-contact groups.

Pupils' Responses to Questions about History

1 The Importance of History

Pupils were simply asked 'Why is history important?'. By far the most popular response was *to find out about our ancestors and the past* (mentioned by 78% of pupils). Next by a long way was *to find out about one's own country* (8%) and a variety of other answers explaining that it is needed for exams, that knowledge is important for its own sake, that history is not important, or that history is important "*in case you become a History Teacher*". There was no appreciable difference, either in the way any of the groups answered this question, or as a result of before and after data.

2 Reasons for Emigration

A later part of the history programme dealt with emigration and immigration, looking at people's motivation to emigrate and the factors which may have influenced people's decisions in Ireland's history. Pupils were asked to say why they think people emigrated from Ireland to America in the past.

The three most popular answers were, *because of the famine* (mentioned by 37%), *to find work* (28%), and *to make a new life* (14%). These were the top three answers for all subgroups irrespective of time. The most noticeable feature was the elimination of the category of answers saying 'don't know' (10% before, 0% after), no doubt attributable to good teaching.

3 Sense of Time

A primary aim of the history programme was to convey to pupils a sense of time. That is, a study which looks at historical development over a long period, not dealing with particular periods in history in great depth. It encourages pupils to develop a sense of chronology and understand the relationship between events separated by time. Pupils were asked to say when they thought most emigration from Ireland to America took place.

A sense of historical time is one of the most difficult concepts for children in history. Before the programme began 16% had narrowed it down to around the time of the potato famine in 1845, 10% identified the nineteenth century, and 20% were unable to give any answer. When the programme was complete 18% had identified the period, 20% identified the century and 10% were unable to answer.

4 Definitions of 'Plantation'

The history programme also looked briefly at periods of the planned settlement, or plantation of groups in Ireland. A question asked pupils to write what they

understood the word 'plantation' to mean. We wished to see if the programme helped children pick up the historical definition of this term.

Before the programme the three top answers overall were, *to plant something in the ground* (29%), *growing crops* (18%), and *a group of trees* (17%). When the programme was complete the three top answers were, *people who come to live in a country* (31%), *putting something in the ground* (20%), and *to build or settle* (13%).

The most striking difference was between contact and non-contact groups over time, where the contact pupils had clearly picked up the historical definition more strongly. Before the programme 11% of the contact group had used the historical definition and when it was complete this had risen to 45%. The corresponding change in the non-contact groups showed an increase in usage of the historical definition from 8% to 18%. This is interesting since an important part of the programme had been site visits to Plantation sites which only involved pupils in the contact groups.

APPENDIX I

Questionnaire to Parents in Strabane Primary Schools

PLEASE PUT A CIRCLE AROUND YOUR ANSWER

1 Do you think Protestant and Catholic children in Strabane should have the chance to meet and work together as part of school activities ?	strongly agree	agree	don't know	disagree	strongly disagree
2 How often do you think Strabane primary schools should arrange for Catholic and Protestant children to work together ?	daily	once a week	once a term	once a year	never
3 How would you feel about pupils from Strabane primary schools going on joint field trips (for example, a visit to Gortin Glen) ?	strongly agree	agree	don't know	disagree	strongly disagree
4 How would you feel about your child visiting other primary schools in Strabane as part of their class work (for example, to complete a computer project) ?	strongly agree	agree	don't know	disagree	strongly disagree
5 How would you feel about your child going on a residential (overnight) trip within N. Ireland with pupils from the other primary schools in Strabane ?	strongly agree	agree	don't know	disagree	strongly disagree
6 Has your child been involved in working with children from other primary schools in Strabane ?	yes		don't know		no
7 Recent changes in education mean that all pupils in Northern Ireland will learn about 'Education for Mutual Understanding" (EMU). In the space below, please write what you think EMU is about:					
8 If you have any comments you wish to make about the introduction of Education for Mutual Understanding to the school curriculum, please write them below:					

THANK YOU FOR YOUR HELP. PLEASE SEAL THIS SHEET IN THE ENVELOPE PROVIDED AND TELL YOUR CHILD TO HAND IT TO HIS OR HER CLASS TEACHER

APPENDIX J

**Schools, Pupils and Education Expenditure in
Northern Ireland (1984/85 Financial Year)**

	SCHOOLS	PUPILS	CURRENT EXPENDITURE (£Million)
Nursery	84	4,642	3
Preparatory *	(29)	4,050	} 123
Primary	1013	180,978	
Secondary	182	101,887	} 180
Grammar	78	54,298	
Special	24	2,609	9
Other Costs **	-	-	268
TOTALS	1381	348,464	549

* Preparatory included as part of grammar schools

** Other costs include Universities, Further and Adult education, School meals, Teacher training, Libraries and Museums, Youth and Sport services, Administration and Miscellaneous services

(Source: DENI, Basic Education Statistics, June 1986)

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