

A Cross Community and Cross Border schools programme.

July 2006-June 2008

Part funded by the EU and the
Irish and British Governments



The Immigration, Emigration,
Racism and Sectarianism
Programme (IERS)

Theory of change

- By increasing confidence in participants' own identity and comfort with diversity, the project can contribute to a more tolerant and harmonious society.
- By enhancing respect and appreciation for different identities, perceptions of particular "out groups" can be improved.

Pupils

- ❑ 12 participating schools-6 from Northern Ireland (N.I.) and 6 from the Republic of Ireland (RoI)
- ❑ 4 secondary and 8 primary
- ❑ The same 280 pupils aged 9-14 years involved for two years
- ❑ Direct cost per pupil = £400.00 (highly cost effective)

IERS in the Curricula

- ❑ Teaching resources based on the statutory curricula of the Republic of Ireland and Northern Ireland
- ❑ Learning for Life and Work-N.I.
- ❑ Personal Development, Citizenship-N.I.
- ❑ Civic, Social and Political Education Units One and Two-RoI.

Cluster groups of schools

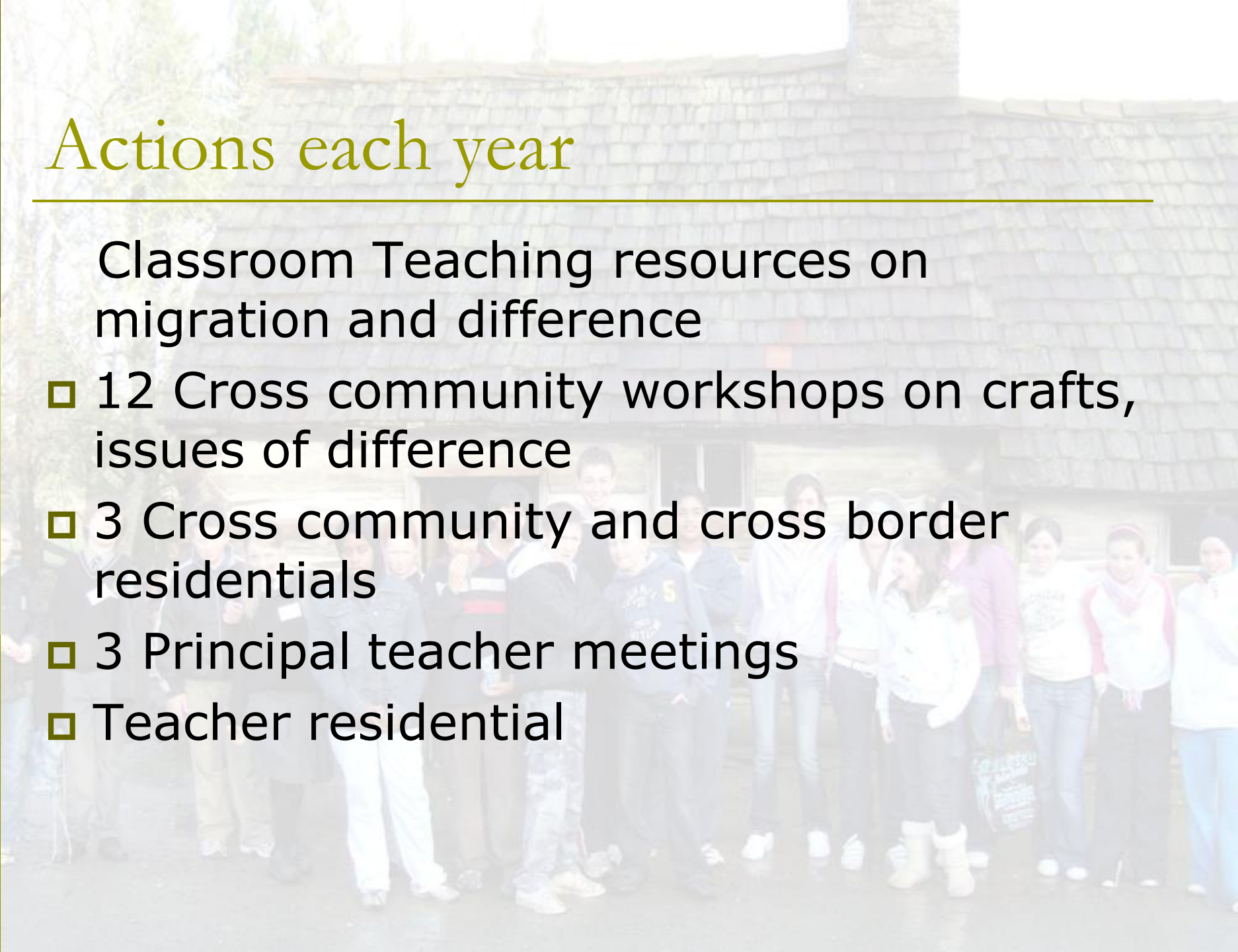
Cluster groups of 4 schools with a State, mainly Protestant school, and a Catholic school in N.I. grouped with a Protestant and a state, mainly Catholic school, in the RoI.

For 6 workshops per year the schools from N.I. and from the RoI were paired together.

Actions each year

Classroom Teaching resources on migration and difference

- ❑ 12 Cross community workshops on crafts, issues of difference
- ❑ 3 Cross community and cross border residentials
- ❑ 3 Principal teacher meetings
- ❑ Teacher residential



Evaluation

- External evaluator wrote “Having observed the programme of activities ... was really excellent ... So natural and non-contrived.”
- Polish translator “For the Polish girls it was a special time. Because they are children of migrant workers they need to feel that they are not isolated from Irish society.”

Challenges

- ❑ Enlisting schools in “hard to reach” areas
- ❑ Balancing the budget
- ❑ Employing appropriate tutors
- ❑ “hearing” the silences
- ❑ Adapting the programme-teacher meetings
- ❑ Personal development and skilling for teachers.

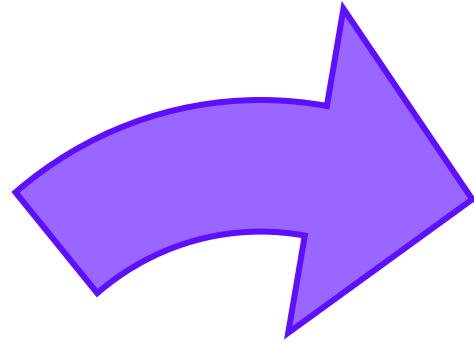
Joys

- Brilliant teachers who used the classroom resources
- Trust developing in the cluster groups
- Children learning together
- The Ceiles, concerts, Cullybackey Parents' evening and reception by the Mayor
- Residential for class teachers-excitement of the journey both personal and professional

A Personal Journey

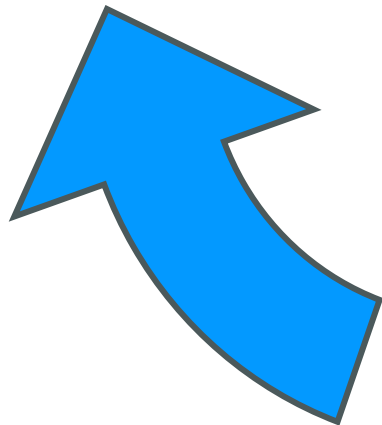
- ❑ We are all involved in making peace.
- ❑ How far have we travelled?
- ❑ I have learned that I need to know who I am. I need to like myself. I can try to understand my neighbour. I can respect difference.
- ❑ Successful cross community and cross border programmes are based on trust.
- ❑ Building trust is a personal journey.

Feeling Comfortable with Difference



Respect

Communication



Trust

