

<b>Institution:</b> Queen's University Belfast		
<b>Unit of Assessment:</b> 23		
<b>Title of case study:</b> The Mainstreaming and Internationalising of Shared Education		
<b>Period when the underpinning research was undertaken:</b> 2003 to 2018		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b>  Tony Gallagher Joanne Hughes	<b>Role(s) (e.g. job title):</b>  Professor Professor & Director of the Centre for Shared Education	<b>Period(s) employed by submitting HEI:</b>  1996 to the present 2007 to the present
<b>Period when the claimed impact occurred:</b> The impact of this research occurred between 1 August 2013 to 31 July 2020		
<b>Is this case study continued from a case study submitted in 2014? Y/N</b> No.		
<b>1. Summary of the impact</b>  Research leading to the Northern Ireland Model for Shared Education formed an important part of the evidence base for the Ministerial Advisory Group on Shared Education (2013). The research directly influenced the statutory duty on the Education Authority to 'encourage, facilitate and promote' shared education in the Education Act (2014) and, in consequence, the same statutory duty on the Department of Education in the Shared Education Act (2016). Our pilot studies influenced the Shared Education Signature Programme (SESP) and Collaboration and Sharing in Education (CASE) programmes in NI, and related programmes in Israel and North Macedonia.		
<b>2. Underpinning research</b>  Research by Gallagher [R2] and Hughes et al. [R4] provided the basis for a model of collaboration between Protestant and Catholic schools in Northern Ireland focused on promoting reconciliation and school improvement. Research on pilot studies involving over 120 schools between 2007 and 2015 led to the development of the Northern Ireland model of shared education [R3]. Research led by Hughes has focused on the impact of sustained, regular contact as a mechanism for promoting reconciliation, while at the same time highlighting the need for system level support to maintain reconciliation as a priority goal [R4, R5]. Other work has focused on the role cross-denominational school partnerships can facilitate engagement between communities and a variety of statutory and non-statutory agencies [R1].  Shared Education is now a statutory duty of the Department of Education in Northern Ireland and the Education Authority, and the format pioneered through the pilot programmes has been adopted in the two current official government supported programmes, the Shared Education Signature Programme (SESP) and the Collaboration and Sharing in Education (CASE) programme.  A number of research strands on aspects of shared education have continued and regular briefings are provided to official steering groups as part of the ongoing implementation and evaluation of the initiative.		

These include in-depth research into the effects of contact in shared education through a major longitudinal study which has been extended to develop a critique of the underlying purposes of contact in a context of performativity and neoliberal educational policies. There have been a series of qualitative studies providing in-depth insight into school and classroom practice, including critical examination of how the multi-strand goals of the model are prioritized. A strand of work on teacher connections using social network theory is leading to better understanding of the dynamics of effective collaboration and to promote sustainability [R1]. A series of commissioned studies have focused on issues such as stakeholder views on the optimal means for mainstreaming shared education, evidence on the school improvement processes and the evaluation of professional development networks.

International interest in the NI Model of Shared Education has led to a range of comparative studies, including work on the challenges and opportunities of policy transfer of the model to other divided societies [R6]. We have also examined the importance of institutional support at school, policy and political levels across different jurisdictions in order to identify forms of leadership that are most likely to promote transformational change in local policy and practice [R5]. This work has focused on countries where the NI Model of Shared Education has been adapted for local implementation, such as Israel, North Macedonia and the cities of Jerusalem and Los Angeles, or in other jurisdictions where it is being planned for implementation.

### 3. References to the research

R1. Duffy, G and Gallagher, T (2016) Shared Education in contested spaces: How collaborative networks improve communities and schools, *Journal of Education Change*, doi:10.1007/s10833-016-9279-3 (REF 2 Submitted)

R2. Gallagher, T (2004) *Education in Divided Societies*, London/New York: Palgrave/Macmillan, doi: 10.1080/03054985.2016.1184868

R3. Gallagher, T (2016) [Shared education in Northern Ireland: school collaboration in divided societies](#), *Oxford Review of Education*, 42(3), 362-375 (REF 2 Submitted)

R4. Hughes, J, Campbell, A, Lolliot, S, Hewstone, M and Gallagher, T (2013) Inter-group contact at school and social attitudes: evidence from Northern Ireland, *Oxford Review of Education*, 39(6), pp761-779 DOI: 10.1080/03054985.2013.857595

R5. Loader, R, Hughes, J & Furey, A (2020) 'By law, custom or local atmosphere': Exploring institutional support in school-based contact programmes', *British Educational Research Journal*. <https://doi.org/10.1002/berj.3612>

R6. Loader, R., Hughes, J., Petroska-Beshka, V., & Tomovska Misoska, A. (2018). Developing Social Cohesion through Schools in Northern Ireland and the Former Yugoslav Republic of Macedonia: A Study of Policy Transfer. *Journal on Education in Emergencies*, 4(1), 114-140. <https://doi.org/10.17609/hkpx-p638> (REF 2 Submitted)

### 4. Details of the impact

The impact of this research reported has led to the adoption of Shared Education as a statutory responsibility for the Department of Education in Northern Ireland and the Education Authority. In addition the NI Model of Shared Education has been adapted for implementation in other divided societies most notably Israel and North Macedonia.

Throughout the research and development work on school collaboration the research team carried out a high level of engagement with political, policy, education and community stakeholders to ensure they had access to accurate information on the rationale, purpose and

outcomes of the work. This engagement included the provision of regular formal and informal briefings for politicians and policy-makers, and formal presentations to meetings of the Education Committee of the Northern Ireland Assembly. Evidence from the research informed the work of the Ministerial Advisory Group on Shared Education [CE1 especially pps 49-56].

In 2014 an Education Bill was introduced to establish a new Education Authority. An Independent MLA, John McCallister, approached the research team for advice on proposing an amendment to the Bill which would make it a statutory duty of the Education Authority to 'encourage, facilitate and support' shared education [CE2]. As outlined in his corroborating letter, he felt this would command widespread support in the Assembly which proved to be the case and the amendment formed part of the Education Act (2014). The 2014 Act required later legislation, the Shared Education Act to provide a legal definition of shared education, and also extended the statutory duty to the Department of Education. In his supporting letter John McCallister says that he proposed the amendment because he thought, 'the idea of schools working in partnership across the religious divide in Northern Ireland was a practical and innovative approach to a long-standing challenge.'

The most recent annual report from the Department of Education to the NI Assembly [CE3] shows that there were 75 pre-schools, 500 (63%) primary schools, 129 (69%) post-primary schools and 21 (54%) special schools in Northern Ireland involved in shared education partnerships, with a total of 87,385 pupils involved overall. In addition, independent analysis highlights the positive impact of shared education [CE4 and CE5].

The outcomes of the pilot programme has leveraged additional funding of GBP25,000,000 to support the Shared Education Signature Project (2014), GBP500,000,000 from the Fresh Start negotiations (2015) for the Shared Campuses programme, with an investment of GBP500,000,000 to support capital developments and €35.3m from the European Commission Peace IV programme (2017) to support the Collaboration through Sharing in Education (CASE) project [CE6]. In his supporting letter the CEO of Atlantic Philanthropies, one of the primary funders of the research, describes the shared education journey as 'quite remarkable ... [moving from] a theoretical concept to now being part of how hundreds of schools in Northern Ireland do their business.'

Queen's works closely with the Center for Education Technology (CET) and the Abraham Fund in Israel. CET has run three major shared education programmes, with funding support of over USD2,300,000, working with almost 130 Jewish and Arab schools [CE7]. CET and the Abraham Fund secured funding of USD1,200,000 and extended this work to 40 schools in the Northern region of Israel. All of these programmes have included teacher exchanges with Northern Ireland organised through Queen's to support shared learning.

The Education Authority in Jerusalem has sent four annual cohorts of principals from Jewish, Orthodox Jewish and Arab schools in Jerusalem to spend week-long study visits to Northern Ireland to participate in Queen's seminars and visit Shared Education school partnerships [CE8]. As the Deputy Head of the Education Authority in the Jerusalem Municipality says in his supporting letter, 'we have learned that this model [for shared education] is extremely effective [and was identified as providing] a platform that would promote an optimal dialogue between Jewish and Arab students.'

Since 2013 Queen's researchers have made fourteen study visits and run three virtual seminars between Northern Ireland and Israel, involving academics, teachers and policy-makers. Working relationships have been established between academics in Queen's and Tel Aviv University and a host of Israeli teacher training colleges.

Since 2013 there have been eight exchange programmes between Queen's and countries in South East Europe. In the Republic of Northern Macedonia Queen's researchers supported the development of eight pilot school partnerships in separate schools attended by Macedonian or ethnic Albanian children. Relatedly, work between Queen's and early years' educators in the

Republic of Northern Macedonia led to the development and dissemination of teaching resources to all early years' facilities. Global Challenges Research Funds (GCRF) have supported capacity building programmes in South East Europe from 2017 onwards, including 'Demonstration school partnerships' in Northern Macedonia have been matched with school partnerships in Northern Ireland [CE9].

In 2019 Queen's University was awarded a Queen's Anniversary Prize for Higher and Further Education for its work on shared education and the impact of this work in Northern Ireland an internationally. The submission which achieved the award includes letters from a host of principals and international figures on the impact of the research on their work [CE10]. The Prize was presented by His Highness Prince Charles at a ceremony in 2020 in Buckingham Palace and received by Professor Ian Greer, Vice Chancellor of Queen's, and Professor Joanne Hughes, Director of the Centre for Shared Education.

### 5. Sources to corroborate the impact

CE1: Report of the Ministerial Advisory Group on Shared Education: Connolly, P., Purvis, D., & O'Grady, P. J. (2013). Advancing Shared Education: Report of the Ministerial Advisory Group. Department of Education

CE2: Letter from John McCallister, former Member of the Legislative Assembly, Northern Ireland, on his role in successfully adding an amendment to the 2014 Education Act

CE3: Second report (2020) from the Department of Education to the Northern Ireland Assembly: Department of Education (2020) Advancing Shared Education Report to the Northern Ireland Assembly, Bangor: Department of Education <https://www.education-ni.gov.uk/sites/default/files/publications/education/Shared%20Education%202nd%20Report%20to%20Assembly%20June%202020.PDF>

CE4: Paper by Colin Knox and Padraic Quirk on the impact of the Atlantic Philanthropies funding programme in Northern Ireland to support the peace process: Knox, Colin and Quirk, Padraic (2017) "Partnership With Government: An Exit Strategy for Philanthropies?," The Foundation Review: Vol. 9: Iss. 1, Article 5. DOI: <http://dx.doi.org/10.9707/1944-5660.1348>. Available at: <http://scholarworks.qvsu.edu/tfr/vol9/iss1/5>

CE5: Research paper from the Northern Ireland Life and Times Survey, and the Northern Ireland Kids' Life and Times survey, showing a high level of participation in shared education activities through schools and support among children and young people for shared education and its impact: Lloyd, K (2020) Attitudes to Shared Education: Findings from the 2018 Young Life and Times and Kids' Life and Times surveys, Bangor: Department of Education. [https://www.education-ni.gov.uk/sites/default/files/publications/education/KLT%20and%20YLT%20Shared%20Education%20Research%20Report\\_0.pdf](https://www.education-ni.gov.uk/sites/default/files/publications/education/KLT%20and%20YLT%20Shared%20Education%20Research%20Report_0.pdf)

CE6: Letter from Christopher G. Oechsli, President & Chief Executive Officer, The Atlantic Philanthropies, on the role played by research at Queen's University on the development of shared education in Northern Ireland and internationally.

CE7: Evaluation report from the Center for Educational Technology, Tel Aviv, citing the Northern Ireland model of Shared Education as the inspiration for its work in Israel: Center for Educational Technology (2018) Shared Education in a Divided Society: Leveraging Educational Partnerships for Systemic Change - Summative Evaluation Report

CE8: Letter from Yoav (Zimi) Zimran, Deputy Head of Education Authority, Jerusalem Municipality, on the role of research at Queen's University on the development of shared education programmes in the city of Jerusalem.

CE9: Letter from Zekriya Hasipi, Acting Director of the Bureau for Development of Education, Ministry to Education and Science, North Macedonia, on the role of research at Queen's on education programmes in their country.

CE10: Queen's Anniversary Prize for Higher and Further Education for the work of Queen's University on Shared Education

<https://www.queensanniversaryprizes.org.uk/winners/shared-inter-denominational-education-supporting-community-relations-in-northern-ireland-and-reaching-seventy-thousand-pupils-in-seven-hundred-schools/>