David Haire

Understanding the Impact of Segregation Surrounding the Lives of Young People in Northern Ireland

David Haire

David Haire

Abstract

Objective: To help and contribute to research in evolving further development of peace in Northern Ireland, by raising and investigating the question of segregation. The task, evaluating the impact of segregation within society and targeting possible factors of ill-effects toward young people. Due to recent statistical figures released on suicide across Northern Ireland, this investigative research sought how experienced teachers adjudicate segregation and the development of continuous peace, negotiation and reconciliation across Northern Ireland.

Method: A qualitative approach was adopted. Semi-structured interviews were conducted in Northern Ireland during October 2018, which offered fourteen participants from both a Protestant and a Roman Catholic background a clear set of instructions and questions.

Results: The plausible ill-effects of segregation among young people in Northern Ireland in its most general sense vary, from developing religious prejudices, a general misunderstanding of the conflict of the Troubles through a lack of education, and general isolation through a majority separate schools, communities, and sports. Furthermore, findings show that the result of the current political state in Northern Ireland has left many participants deepening in mistrust, both politically and especially economically toward funding for schools and learning. Moreover, the importance of engagement and intervention, especially among young Protestant men from socially deprived areas, who are at more risk to suicidal tendencies. Results show that this may be due to a lack of opportunity, especially in education and the effects of social status in lower-socioeconomic areas of Northern Ireland, which may be due to the lack of intervention and communication from a political level, as well as a general awareness of suicide, and its prevention across Northern Ireland,

Conclusion: Young people across Northern Ireland are facing challenging times ahead. Many will continue to experience restricted opportunities for inclusion and active engagement, as a result of continued segregated education and communities. It is evident that a sizeable amount of both Protestant and Roman Catholic teachers who participated in this research study feel the impact of the conflict, of the Troubles, and realize the implications a continued segregated country and especially education, can have both on the well-being of young people, but also the country as a whole.

Keywords: Segregation, Inclusion, Education, Integration, Structural Violence, Poverty, Leadership, Politics.

Table of Contents

1 Introduction

Throughout Northern Ireland today, young people, which is a term identified as between the ages of 15-24 (UN, 2009), are now 25% higher than any other UK counterparts of the country in developing mental health disorders (HSSPS, 2014). Recent studies reveal that there is an issue in managing and treating mental health, but also identifying the source or sources of the illness across Northern Ireland (O'Neill, McLafferty, Ennis, Lapsley, Bjourson, Armour & Murray, 2018). Further research has revealed that suicide among young people is increasing steadily, now 17 suicides per 100,000 people (NISRA, 2017).

Following the Troubles, in particular, the sanction of the Good Friday Agreement of 1998, there has been a spell of stability, suggesting it was a work of genius and evolution (Mac Ginty, 2007). However, despite such positive actions, each side still has their own schools, sports, political parties and preferred idealistic vision of history (Dixon, 2002). Perhaps it is not at all surprising that thirty to forty percent of Catholics and Protestants live in areas divided, (Hughes, 2007). Following exclusive research on adversities in Northern Ireland, the conflict has impacted on psychopathology throughout its population, and that childhood adversities may be key etiological factors in psychological disorders (McLafferty, O'Neill, Murphy, Armour & Bunting, 2018).

In light of the staggering statistics on suicidal tendencies among young people (O'Neill et al, 2018), this has prompted a stepping stone to expand research in relation to understanding the impact of segregation surrounding the lives of young people in Northern Ireland. Discovering the relationship will be arduous, but beneficial in identifying the relationship between segregation, suicide, and education (CVSNI, 2016).

Moreover, how we process information is not simply a matter of choice, it contains both situational factors and personal factors that can determine the processing model (Prauzner, 2017). Research has proven that within education, there is an ability to create reconciliation and a promotion of social cohesion (McGlynn, 2004). Research further supports that education as a form of intergroup contact has a high-level output of trust and perspective (Hewstone, Cairns, Voci, Hamberger & Niens, 2006), as well as achieving positive social change (Hayes, 2007).

1.1 The Aim of the Study

In April 2018, Northern Ireland celebrated its anniversary of the Good Friday Agreement. Internally, the UK's withdrawal from the European Union has had and continues to have serious implications, from both an economic and political standpoint (Hayward, 2018). Now twenty years on from the signing of the Good Friday Agreement, Northern Ireland has its biggest challenge, maintaining peace (Hayward, 2018).

The aim of this study is to help and contribute to research in evolving further development of peace in Northern Ireland. By raising the question of segregation, there is an ability to explore the root causes of conflict, to alienate the presence of structural and physical violence (Kester, 2009). The task, evaluating the impact of segregation within society and its effects on young people, by investigating how experienced teachers adjudicate segregation and the development of continuous peace, negotiation and reconciliation. Through individual interviews with teachers, from both a Protestant and a Roman Catholic affiliation, the objective will be to investigate how varying analytical areas of civil society within Northern Ireland, may be contributing to suicidal thoughts and/or behaviors among young people.

This study will explore the impact of segregation by raising sensitive questions on reflective experiences and perspectives. The literature is based on varying articles of research evaluating the social construct of Northern Ireland, exploring its possible ill-effects, which may be the result of human degradation (Galtung, 1969).

1.2 The Good Friday Agreement

The Good Friday agreement of 1998, which was fashioned by the outcome of the Troubles, during 1968-1998, offered both the Protestant and Roman Catholic people a prospect of a dispensation of sharing power across Northern Ireland (Sharing et al, 2003). As to avoid creating further ambiguity, mechanisms for addressing the legacy of the past were created (Graham & Whelan, 2007), not at least for the remembrance of the fatalities throughout the Troubles (De Fazio, 2018). Understanding the magnitude of the conflict, in respect and in terms of the casualties 3700 deaths, in relation to total population, clearly emphasizes the scale of death, destruction, and devastation left upon the people, something which effects are widely felt. (Muldoon & Downes, 2007).

The political opportunity has transcended toward a more peaceful and stable Northern Ireland (Acheson, 2008). However, despite its implementation, political crises have continued to arise (Ruane, 2001). Twenty years on and the exposure of recent political insecurities following Brexit has reproduced a leaning towards conflict, even among the supporters of the Good Friday Agreement, whose varying reactions reflect the uncertainties in the situation (Holland, 2017). Whilst this political opportunity was developed as a means of understanding both sides (Acheson, 2008), it has provided a strategic framework for analyzing the relationship between deeper elements within society, that which contain the potential to transform institutions and democratic control (Ruane, Todd, Bosi, & de Fazio, 2017).

Reflecting upon existing research and literature, the divide continues to have a negative effect on certain populations within Northern Ireland (Taylor, 2006), suggesting that by exposing progress, only reveals shadows of a negative connection within the local community,

with some only promoting their own interests and agendas at the level of the political elites (Acheson, 2008). Despite the Good Friday Agreement providing a solid foundation of peacebuilding, it is apparent that segregation, marginalization and the effects of increased poverty are having detrimental effects on lifetime opportunities and the daily lives of young people (Browne, 2014).

1.3 Segregation within Northern Ireland

Throughout Northern Ireland, segregation is seen as a part of daily life (Jarman & Bell, 2018). When investigating connections within segregation, direct links are made between religion and the Troubles from a Protestant and Roman Catholic standpoint (Smith, 2001). Aside from a mainly segregated education system, poverty, social deprivation, and poor mental health have also all been very well documented as a result of segregation, both in governmental policy papers (Browne & Dwyer, 2014). Furthermore, constraints of religious segregation on social housing and communities have also risen across the last decade, a staggering ninety percent (Executive, 2014).

The effects of these related areas accompany published claims that more than one in four children in Northern Ireland lives in poverty, double the UK average (Tam, 2015). When analyzing the variation of effects of segregation, there is a variable difference in people's understandings and experiences. In particular, that of anxiety, fear and ultimately suspicion, which are seen as major psychological barriers to intergroup contact (Hughes, 2007). Moreover, any segregation is conducive to suspicion, in particular parents influencing prejudice between families (Dixon, 1997).

Within the complexity of segregation throughout Northern Ireland, there has been a successful adaptation of outcomes, particularly in the workplace, with research presenting that work employees throughout various businesses have good working intergroup relationships (Hargie, Dickson, & Nelson, 2003), which would highlight the importance of developing friendships despite religious and political divides (Scacco & Warren, 2018).

However, despite the co-existence of relative peace, there are obvious continuing ill-effects of those living in segregation, in particular, young people growing up in a post-conflict Northern Ireland (Browne & Dwyer, 2014). Research has pointed to the need of reviewing the severity of segregation within education throughout Northern Ireland, offering continuing hope for reconciliation (Hewstone et al., 2008). To establish the extent of division between the communities in education, the general consensus is that the majority of Protestant pupils attend controlled schools and the majority of Roman Catholic pupils attending maintained schools, which seldom offers the opportunity to importantly interact and learn together in a school setting (Borooah & Knox, 2015).

1.4 Education

Across Northern Ireland people share so much in common, yet differing values, objectives and motivations have many young people experiencing conflicts due to such differences (Borooah & Knox, 2015). A segregated structure of education challenges a key mechanism for resolving the conflict between the divided communities, in particular, those on the risk of or in poverty (Hayes & McAllister, 2009). Social identity and intergroup anxiety are key influences explaining the impacts of such attributes (Niens & Cairns, 2005). Therefore, twenty years after the first integrated school, research suggests that integrated schooling is a key element within a broader context of a strategy for addressing such issues and community divisions in Northern Ireland (Smith, 2003).

Further research suggests that integrated education and its positive outcome of effects in social divides and attributed needs of reduced intergroup anxiety can help reduce the risk of integrated education being perceived as a simple add-on, but rather an integral part of schooling (McGlynn, Niens, Cairns & Hewstone, 2004). The Good Friday Agreement made positive reference to integrated education, claiming it was an essential feature of promoting peace and tolerance (Hansson, O'Connor & McCord, J, 2013). However, in spite of such claims, protestant pupils attend state-controlled maintained schools, whilst, Catholic pupils attend grant-maintained, as opposed to state control, which is operated and administrated by the Roman Catholic Church (Hayes, McAllister & Dowds, 2006).

Despite research predominately focusing on pupil segregation, there has been a little investigation into the impact or effects of teacher attitudes towards inclusiveness in the education system (Lambe, 2007). Moreover, existing teachers may not be sufficiently providing the knowledge or skills, which are necessary for effective peacebuilding (Lambe & Bones, 2006), especially as their social identities may be further shaped by the history of the division and segregation (Donnelly, 2004). Research recognizes that schools provide only a structured opportunity for learning, which is often a distraction from the impact of civil unrest throughout Northern Ireland (Kilpatrick & Leitch, 2004). Therefore, it is important to promote intergroup understanding and wider community support through integrated education (Stringer, Irwing, Giles, McClenahan, Wilson & Hunter, 2009). By providing an inquiry led education, this will motivate learners to raise questions, to become reflective and active members of society, engaging in issues and contributing to critical questions (Kester, 2009).

1.5 The Impact of Suicide

Following the release of the 2017 'Government Registered Suicide Statistics', there has been a staggering rise in suicide, from 73 male and female in the year 1970, until 318 male and female in the year 2017, particularly among men and the ages of 16-30 (NISRA, 2018). Researchers continue to examine the severity of predictors in self-harm and suicidal tendencies among childhood adversities and mental health disorders in Northern Ireland (O'Neill, 2017). However, distinguishing the motivation of direct impact between the rise in suicide and the tendencies towards such growth is complex (Tomlinson, 2012).

Throughout Northern Ireland, research has traditionally entailed the exploration of how the conflict of the Troubles has generally impacted on the psychological well-being of people (McLafferty et al., 2018). However, a direct link between childhood adversities and maltreatment within the social system demonstrate a negative effect of segregation among young people (Lagdon, Ross, Robinson, Contractor, Charak & Armour, 2018). Moreover, despite the development of coping strategies for young people, the experience of several adversities, can and has had long-term effects, particularly in relation to suicidal tendencies (O'Neill et al, 2018). Further research highlights that differing levels of exposure and experiences to post-conflict Northern Ireland will have affected the individual through varying levels of distress and threatening perceptions (Canetti, Hirsch-Hoefler, Rapaport, Lowe & Muldoon, 2018). However, to generalize such findings requires further research, in particular areas of school and government settings revolving around the history of prejudices of the Troubles, and its effects as a key driving force in lack of intergroup contact (Hughes, Barnes-Holmes & Smyth, 2017).

In order to reduce the level of suicide within the post-conflict era of Northern Ireland, research professionals suggest that education alone is the most crucial aspect of integrated development, both in mental health and academic achievement (Lada, 2018). Only, 7% of children throughout Northern Ireland are registered in integrated schools, which is only allowing the stereotypes and prejudice to go unchallenged (Loader, 2017). Therefore, the political and social inclusion of those affected by the conflict requires an infrastructure which is capable of sustaining both differences and agreements (Kester, 2009).

1.6 Structural Violence

Structural violence is a term, which emphasis is on the occurrence of avoidable deaths, looking at the distribution of resources within a society, in particular, mechanisms to understand differences in social classes (Galtung, 1971). Furthermore, Johan Galtung concept of negative peace is described as a means of reconciliation through the absence of violence (Jarman, 2016). Following the Good Friday Agreement, there are still many unanswered questions and challenges facing society, in particular areas of deprivation, poverty, opportunity, and

segregation, which are all forms of structural violence (Ferguson, McDaid & McAuley, 2018). Moreover, the longer the period of inequities of social structure, the more ordinary reality becomes, almost invisible, seemingly normal from a societies perspective (Winter & Leighton, 1999). Despite some politicians indorsing economic growth as the only contribute to peace, there is little research providing any plausible properties of the effects of economic renewal within conflict society structures (Byrne & Irvin, 2001). Further inequality characteristics within an oppressive society can relate to such resisting arguments (Muller, 1985). Therefore, the task confronting society across Northern Ireland is to discover a means to inspire, reassure and provide a method of dealing with the history of the past, to prevent future violence (Hackett & Rolston, 2009).

Research suggests people from both a Protestant and a Roman Catholic background need to further come together, to really start listening and evaluating each other's perspectives, a bottom-up method against the complex structures of conflict and violence, in a heavily influenced parliament of politicians (Buchanan, 2008). However, Johan believes we are exhausting the word violence and rather, we should denote the form of structural violence as social injustice, believing it displays an assured strength of stability, especially as peace is described as the absence of violence (Galtung, 1969).

Moreover, the idea of peace has many psychologists unsure of how a conflict may be resolved and peace restored (Christie, Tint, Wagner & Winter, 2008), with many perceiving peace-making as a poor attempt to deal with perceptual structures within post-conflict societies. However, despite Johan's outlining the concept of structural violence as not a direct contributor of violence, it does, however, expose a clear logic of how social injustice by definition, is both nurtured and distributed throughout societies structure (Ho, 2007). Through systemic exploitation in marginalization, domination, and discrimination, this avoidably impairs and enslaves the people do not live a dignified human life, at the expense of prejudice, oppression, human bondage, and poverty, all of which is taking place at an unprecedented manner today (Galtung,1990). This concept is reflected in the issues surrounding the control of both political and community-related issues, which have the potential to destabilize the post-peace agreement (Mac Ginty, Muldoon & Ferguson, 2007).

Therefore, to defend the peace of Northern Ireland against further entanglement, there must be further approaches to combine and coordinate a balancing approach across varying levels of conflict intervention (Byrne, 2001), by distinguishing the level of negative social structure, which can at times be reformed over a short period of time, compared with personal violence, which to a large extent, is a question to the perceptions and history of the individuals, which of course is less stable for peaceful and inclusive progress (Galtung, 1985).

1.7 Poverty

Poverty is seen as a state of living in extremely poor conditions, whether that be through a lack of materials or money, which is and can be a limited resource for most people. Thus, the allocation of money is a source, which can be determined by two very basic goals, achieving financial gains and preventing financial losses (Lowenstein, 1989). Throughout modern society, research suggests that no one can live without money (Tong, Zheng & Zhao, 2013). Further research suggests that the belief of having a sustainable income of money brings about a self-sufficient orientation, in which people are free of dependency and dependents (Vohs, Mead & Goode, 2006). The very thought of having sufficient amounts of money can significantly change a community and a person's behaviors, attitudes and cognitive, motivational and emotional states (Tong et al, 2013).

When we convey such results in relation to everyday life, consumption is either motivated by the desire for fun, excitement and pleasure, which often involve products or services that are playful or luxurious, and fundamental needs, which involve services or products that are practical and necessary for human survival, that of housing, food, education and work. Therefore, it is very important to know how money is regulated between the decisions that it is for the promotion of achievement and advancement within society, or prevention of safety, security and responsibilities, which is harmful to the social, physical and cognitive wellbeing of young people (Evans, 2004).

Despite little research within Northern Ireland being conducted on how poverty has impacted the devastation of effects on children's experiences from an early life, up until later years into adulthood (Horgan & Monteith, 2009), research does confirm that Northern Ireland does have tremendous high levels of children living through poverty and social exclusion (Browne, Hood & Joyce, 2014). Perhaps it is evident that the road to peace and positive development lays in the social structural, changing the development of economic growth toward that of peace (Galtung, 1980). However, a seemly continuing lack of misused, misguided and misplaced sharing of money continues to have detrimental consequences on the wellbeing and the lives of young people, especially those across disadvantaged areas of social and educational exclusion across the region of Northern Ireland (Horgan, 2011).

1.8 Research Aims and Objectives

Research has provided a robust divide of political emphasis on areas surrounding the Good Friday Agreement, segregation and education. The history of the Good Friday Agreement, education and segregation can, therefore, be seen as an integral part of avoiding further progress and development in young people's wellbeing across Northern Ireland. Exploring the impact of segregation surrounding the lives of young people in Northern Ireland through Johan Galtung

concept of 'Structural Violence' has provided a unique standpoint for investigating the ill effects of segregation on young people through the conquest of unavoidable deaths.

It is, therefore, the main aim of this study to investigate such a relationship through the perspective of educated teachers, who should have valued experiences and opinions on the relationship between segregation and peacebuilding throughout Northern Ireland.

In light of the literature reviewed, the aim of this thesis is to answer the following research questions:

• *To what extent does a segregated society have an effect on young people growing up in Northern Ireland?*

• *To what extent can channeling energy to the principles of peace through integrated education, help toward negotiation and further political sustainability in Northern Ireland?*

• *To what extent does structural violence prevent effective help and support among young people within Northern Ireland?*

2. Method

This chapter will present the background of the chosen research method, including the instruments used, the participants, the procedure, and the analysis, as well as ethical considerations of the research study.

Based on the aim and the nature of the research questions to be addressed, a qualitative approach was adopted. This method was chosen to allow the researcher to construct and/or develop understandings of truth, through a model or framework of varying interviews and understandings, which should help toward further guidance of establishing new reliable data (Berg & Lune, 2004). A quantitative approach would only offer a particular set of predetermined questions and a set of answers, which is not what this research is primarily focused on, due to the social construct and obscurity of factors (Sofaer, 1999). Therefore, analyzing the literature explored, the chosen method will be semi-structured interviews, which will offer all the participants a clear set of instructions, within a fair and supple approach to reflect on their meaning of experiences (Rabionet, 2011).

This method of data gathering for this research study was chosen based on three points of view. Firstly, what new insights may be obtained? Secondly, what potential explanations may occur for the existence of developments, and lastly, what unspoken or unquestioned cultural differences and expectations may we expect to find. These points of insight will help the researcher gain an understanding of the viewpoint and thoughts of the participants who come into contact with such varying experiences across Northern Ireland day in, day out.

2.1 Instrument

The development and construction of the semi-structured interview questions (Appendix 3) were approached with two things in mind. Firstly, the questions were developed in such a way that could reflect and target the initial research questions. These include a mixture of clear and precise open questions, which target the central subject areas of this research's interest. Allowing for previous research to direct your interview questions, shows that you have completed a thorough review of the literature surrounding that particular area of research (Jacob & Furgerson, 2012). Secondly, the structure of the content allows for probing sensitive areas on key topics, aiming at reliable answers, with the primary focus directed at the personal attention and knowledge of the participant toward the surrounding areas of research. This style of semi-structured interview offers the interviewer the opportunity to address questions further, where you may like to pursue more creative information (Gall, Borg, & Gall, 1996).

2.2 Participants

The selection of participants for this research study was chosen closely with three things in mind. Firstly, the professional accountability of teachers and senior staff in Northern Ireland from randomly selected 'well performing' secondary schools. Well performing, meaning excelling in terms of academic achievements from both Protestant and Roman Catholic school backgrounds across the Lisburn, Antrim, Belfast, and Lurgan living areas of Northern Ireland, which were randomly selected and emailed directly from the top 50 2017 GCSE results league table (Appendix 5). Secondly, the participants needed to be of equal numbers and preferably equal, mixed religious affiliations, which will offer the study a somewhat fair perspective. Lastly, sex was not a defying factor. However, age was a defining factor, with preference to participants over the age of 30 having vast experience of teaching and knowledge of Northern Ireland education. The reason for the critical selection of participants is to allow for more validated and credited research of results based upon experience.

A total of thirty introduction emails (Appendix One), consent form (Appendix two) and a preview of the questions (Appendix 3) were sent to varying administrative email addresses of well-performing protestant and Catholic secondary schools across Northern Ireland in early September 2018. Of the thirty sent emails and varying information responses, a total of sixteen were retrieved, with fourteen consent forms signed. Seven teachers were of Protestant affiliation, seven of Roman Catholic affiliation and two teachers who replied with not being able to complete the study due to a lack of knowledge on the subject area and professional position within the school.

"Hi David, it's good to hear from you. Unfortunately, this is an area in which I would not be qualified or feel comfortable to give an opinion, sorry. Take care. Kind regards, Michael"

"Hello David, Good to hear from you, I'm pleased to hear that things are going well for you. Unfortunately, I'll be straight with you and hope you appreciate this, I can't complete what you have sent due to my position within the school. Good luck with what you are doing. Thanks, Brian."

For the main purpose of this research study, a total number of seven Roman Catholic teachers and seven Protestant teachers were selected, creating a final number of fourteen interviews. The participants subject to the semi-structured interviews where fourteen mixed religious affiliated males and females, aged 32-56 from eight different schools across Northern Ireland in the areas, Lisburn, Antrim, Belfast, and Lurgan. Currently, all in the position of teaching and/or the profession of senior staff. All the participant's wished for personal information and data recorded information to remain anonymous. Therefore, Protestant participants were given a

unique, but simple identifier; A1, A2, A3… and Catholic participants; B1, B2, B3 etc. (Appendix 4) and through table A below.

Table 1.

A List of the Interviewees with Personal Data.

Participant	Sex	Age	Job Title	Length of Employment
A1	Male	52	Principal	28 years
A2	Male	48	Teacher	22 years
A3	Female	41	Teacher	19 years
A4	Male	38	Teacher	15 years
A5	Female	34	Vice-Principal	13 years
A6	Female	45	Teacher	20 years
A7	Male	33	Teacher	13 years
B1	Male	44	Teacher	20 years
B2	Male	37	Teacher	15 years
B3	Male	51	Teacher	26 years
B4	Female	32	Teacher	10 years
B5	Male	47	Teacher	23 years
B6	Female	46	Teacher	23 years
B7	Male	56	Teacher	30 years

2.3 Procedure

The confirmed interviewees were further contacted by email detailing and agreeing on information about interview times and schedules, which were conducted throughout 12th-22nd October 2018 (Appendix 4, interview timetable).

Before the visit to Northern Ireland on the 12th October 2018, participants were reassured of anonymity of any information provided throughout the interview and that they could withdraw from the study at any point. All interviews were completed in the participant's school, and teacher classroom, with times, allocated and agreed on by the participant and the researcher. The interviews lasted between fifteen to twenty minutes in time and were recorded digitally via

a downloaded voice recording app, later transcribed word by word for further systematic content analysis.

2.4 Analysis

Analysis of results within qualitative research and semi-structured interviews stress the importance of precise transcribed information, sometimes forgetting that the research itself has the potential to impact important changes and differences (Barbour, 2001). Following the recording of the interview process and the carefully transcribed notes, attention was given to the chosen analysis procedure. The chosen method of content analysis was a systematic technique, called the 'Grounded Coding theory'. Through a constant comparative method of identifying emerging or reacquiring themes from the transcribed data (Stemler, 2001), an open coding technique was applied. This allows you to create categories/themes from the data, by selecting areas of interest through sub-themes, reoccurring themes or in general overriding areas of significant interest (Charmaz & Belgrave, 2007).

This method of coding through a systematic procedure for shaping and handling qualitative material offers both an essential link between retrieving data and developing a theory to enable researchers to break down any prejudices on the subject area of investigation (Corbin & Strauss, 1990). Using this form of analysis provides a visible account of each theme and a concluding response from the gathered data. Therefore, by analyzing the recorded semi-structured interviews and combining both the research questions and the results of the code analysis, this provides an intrinsic and reflective approach to the discussion of results.

2.5 Limitations

When estimating limitations, it is essential to acknowledge factors which could cause errors within the reliability and validity of the interviews. This could depend on the content and construct of the questions, the honesty gave in the participant's response, as well as the technique or interview skills of the interviewer. Due to the severity of the research topic focusing on Northern Ireland, the participants chosen were of high importance and an integral part of identifying the essential features of the chosen research questions. Therefore, creating a more valid, open and honest research piece. This is not to discredit teachers and senior staff of lower performing schools. However, with lower performing schools comes more obvious complex and added stressors. This research study aimed to eliminate any possible chances of academically performing related and directed biases, thus affecting the view of the results.

In terms of interviewee numbers and the validity of the qualitative research conducted, a single case study within a grounded theory of analytical approach using between 14-30

interviews between two parties is a justified sample size (Marshall, Cardon, Poddar, & Fontenot, 2013). Despite a relatively short time scale and a lack of response from varying interview respondents, it is the experience and the knowledge of the interviewer with a clearly defined research aim, who has the ability to produce highly relevant and credited content of results for discussion and analysis (Cleary, Horsfall, & Hayter, 2014).

2.6 Ethics

Throughout this research study on Northern Ireland, ethical regulations legislated through 'Ethical Guidelines for Education Research' (BERA, 2011) adhered too. The research design and methodology used throughout this study was designed to respect and support each of the participant's professional attributes and practices throughout their academic career. In particular number six, eight, nine, twelve, fourteen, fifteen and twenty of the BERA guidelines, as discussed below;

Guideline 6. "The Association considers that all educational research should be conducted within an ethic of respect for: The Person, Knowledge, Democratic Values, and The Quality of Educational Research and Academic Freedom.*"* Due to the complex history and the sensitivity of the subject of the Troubles, in particular, the aspect of segregation throughout Northern Ireland, it was most crucial to adhere to this guideline, especially respecting the participants before, during and after the interview process.

Guideline 8. "The participants in research may be the active or passive subjects of such processes as observation, experiment, auto/biographical reflection, survey or test. They may be collaborators or colleagues in the research process or they may simply be part of the context.*"* This guideline simply acknowledges the participants, and the active role they play as a valuable resource for the research of this master study.

Guideline 9. *"*The Association considers that educational researchers should operate within an ethic of respect for any persons involved in the research they are undertaking. Individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant difference.*"* Throughout the research study, naturally, an ethical amount of respect and freedom from prejudice were undertaken, from the literature review, aim of the research, interview questions and discussion of the research, ensuring all participants the respect and safety they deserve.

Guideline 12. *"*Researchers engaged in action research must consider the extent to which their own reflective research impinges on others, for example in the case of the dual role of teacher and researcher and the impact on students and colleagues.*"* For this research process of

interviews, it was very important for the researcher to not reflect on his own teaching experience, but primarily on the views and opinions of the participant, not probing an engagement toward any subjects of discussion.

Guideline 14. *"The securing of participants' voluntary informed consent, before research gets underway, is considered the norm for the conduct of research. Researchers must, therefore, avoid deception or subterfuge unless their research design specifically requires it to ensure that the appropriate data is collected or that the welfare of the researchers is not put in jeopardy. Decisions to use non-disclosure or subterfuge in research must be the subject of full deliberation and subsequent disclosure in reporting."* Due to the master level of this study, informed consent was vital toward conducting the research (Appendix two). In particular, ensuring the participants that anonymity of details and information provided remains both confined to this study, and totally anonymous of school exploitation.

Guideline 15. *"Researchers must recognize the right of any participant to withdraw from the research for any or no reason, and at any time, and they must inform them of this right. In all such circumstances, researchers must examine their own actions to assess whether they have contributed to the decision to withdraw and whether a change of approach might persuade the participants to re-engage."* The opportunity to withdraw from this research study at any time was made perfectly clear through the introduction letters and informed consent forms. This was very important, both for the researcher and participants to be aware of, both for well-being and personal safety.

Guideline 20. *"Researchers must recognize that participants may experience distress or discomfort in the research process and must take all necessary steps to reduce the sense of intrusion and to put them at their ease. They must desist immediately from any actions, ensuing from the research process, that cause emotional or other harm."* Throughout this study, it was very important to be aware of the sensitive nature of this research topic, making sure the researcher played a crucial role in reducing any form of the stressful situation from questions, despite a preview of questions being sent prior to the interview.

3. Results

3.1 Introduction

This chapter will present the results and analysis which have arisen from the transcribed data of the semi-structured interviews and successive coded data analysis. The structure of the content for analysis has been key throughout. A final three main theme headings have been grouped with the sub-themes of the particular characterized and segmented data below. They are;

1. Consequences of Segregation;
   - Prejudices
   - Misunderstanding
   - Isolation

2. Reconciliation as Organized Leadership;
   - Leadership
   - Balance
   - Integration

3. Social Obstruction;
   - Engagement
   - Opportunity
   - Intervention

Despite most of the transcribed data successful in the analysis, some data has remained uncategorized, as it simply contained little, to no, meaningful research information relating to the topic areas. In this case, a specific code reduction was applied throughout the analyzing process. The theme headings and the sub-themes of the data collected and analyzed are presented below.

3.2 Consequences of Segregation

i. Prejudices

Throughout this research, a number of participants from interview A1-A7 and from B1-B7 felt prejudices had severe implications on young people growing up in Northern Ireland. A reason, which is not based necessarily on truth, but on selected views, a preconceived opinion of history, a result of separate schooling and a lack of general education.

Participant A6 describes:

"Growing up in a segregated society causes young people to grow up with a slightly warped view of life in general. Due to historical events, perceived norms and generalized assumptions, young peoples' life choices can be negatively affected."

Participant A1 describes:

"Separating schools and community facilities allowed each side to maintain religious practices and values, but also to perpetuate prejudices."

Participant A3 describes:

"I believe a lack of education and inaccurate portrayal of facts."

Participant A4 describes:

"It can create a narrow-minded worldview, isolation and sometimes prejudice".

Participant B4 describes:

"I think there still is historical segregation, but a lot of what is shown on the media is blown up and out of proportion."

Interviewed participants B1-B7 felt that segregation in Northern Ireland was strongly due to early childhood separation, politics, a long-divided history and a mistrust of the opposite religion.

Participant B3 describes:

"Separating children at their earliest intervention time does and has harmful effects to the individual, the community and the country as a whole, which effects we are now seeing politically."

Participant B5 describes:

"Segregation I believe in NI has been born out of mistrust of the opposite religion."

Participant B1 describes:

"This is a historical problem dating back well before the recent troubles. Irish people have always had a strong sense of belonging and pride in their heritage whether it be Nationalist or Unionist and there has been a lot of hurt on both sides which has fuelled this."

Participant B2 describes:

"…a long-running issue in the political and social history of Northern Ireland."

ii. Misunderstanding

Throughout this research, varying participants acknowledged that misunderstanding is a key concern around the historical perspective of Northern Ireland. Whether that be the result of not understanding something correctly through a lack of education, such as the historical context of the Troubles or the general history of the North and South of Ireland.

Participant A3 describes:

"…a misunderstanding that the conflict was purely religion-based."

Participant A7 describes:

"Northern Ireland, both in schools and geographically means that there remains a demonizing of the other sort… a mentality due to a lack of education."

Participant A5 describes:

"…the development of stereotypical views about the other side of the community."

Participant B2 also suggests:

"Segregation in my experience causes misunderstanding and inequality."

However, participant B5 and B4 acknowledged that perhaps there is a misunderstanding, but that they're opinions are only focused on how to solve the issue, whether that be through an organic or manufactured process:

"… it's the youth who over the years have changed opinions, as each generation passes, those issues get diluted. As long as each generation dilutes it more, it will eventually be no more. Time is the only thing that will solve our problems."

Interestingly, participant B4 also describes how young people must:

"…learn to get on, study together, socialize together, play sport together."

iii. Isolation

Isolation plays an integral part in showcasing the impact of segregation throughout Northern Ireland. This has been highlighted by a number of participants who describe the negative reality of schools and certain local communities as only creating further division and separation:

Participant A1 describes:

"Separating schools and community facilities allows each side to maintain their own religious practices and values." Further which, "…is perpetually transferred from one generation to the next, creating division and the embers for more violence through ignorance."

Participant A6 further describes the negative effects of separation on young people in certain areas of society:

"…The places they go, the events they attend, the people they interact with, sports they play, hobbies they attempt.

Further suggesting that "…their variety of choice can be seriously restricted based on if or how they have been segregated in their upbringing."

Participant B4 also describes the negative impact separation can have:

"People don't get on, and therefore there is a risk of a return to violence and distrust. Society, culture, economic stability all suffer."

However, many participants in particular that of B1-B7 acknowledged positive responses in relation to overcoming isolation, through education, community activities, sports, manufactured links and the natural progression of human interaction from a young age.

Participant B3 describing:

"Integrated education, a shared education toward a purpose which fulfills all people of Northern Ireland."

Participant B2 describing:

"Starting young, education needs to be integrated so that the learning process is a natural part of life."

Participant B1 describing:

"If children were educated together it would help."

Participant B5 describing:

"Inclusion is key. When you grow up in an environment that doesn't set down divisions, then kids don't see them as an issue."

Participant A4 describing :

"…from a structured point of view, the growth in shared education exchanges points a clear and open way."

3.3 Reconciliation as Organized Leadership

i. Leadership

The response of frustration from all of the participants acknowledged that within Northern Ireland politics, there is a complete disengagement and a lack of trust among the political elite. This would appear to have detrimental impacts on the view of leadership across Northern Ireland as a whole, which is seen from the varying responses.

Participant A1 describes
        "There is a disengagement, a lack of trust in political leadership".

Participant A2 describes:
        "The leadership of the nation needs to be addressed and life will unfold for the better."

Participant A3 suggests that as a result of poor leadership, conflict may be a primary focus, describing:
        "It is abundantly clear that the current leadership is still focused on conflict and this has an influence on many people."

    As well as a lack of trust and disengagement politically, participants suggest the negative outcome of no active role models, adult peers and leaders can or may lead to depression and distress, which may result in deepening mistrusted results, both politically, economically toward funding for schools and across the general health of young people and future generations in Northern Ireland.

Participant A6 describes:
        "There is complete disengagement, lack of trust and lack of respect between the political parties in Northern Ireland. Children and young people look to their elders for guidance. Children are often a product of their environment."

Participant A7 describes:

"The current political government is having a massive detrimental impact… no example being set by those in political leadership, resulting in continuing deep mistrust, and of course resulting in the serious underfunding of education and other public services."

Participant B5 describes:

"It is hard to trust the people that supposedly have our interests at heart":

Participant B4 describes:

"…politicians seem to be arguing over issues that do not really affect young people in their views."

Participant B6 describes:

"they won't do their jobs and they try to create a division to further their own ends."

Participant B1 describes:

"It has had a depressing effect on all our society."

Participant B2 describes:

"There is a major crisis which is having harmful effects within funding and a lack of resources in schools."

Participant B3 describes:

"There is no leadership in Northern Ireland. Children and young people have little, to no say in the future, which in turn makes them disengage from politics completely."

ii. Balance

Participants have acknowledged that there is a need for a balance between the history of the past and looking with a positive attitude toward a peaceful future throughout all of Northern Ireland. Suggesting, that this could be achieved through education and the broader society in

general. However, despite such a reaction, it is evident in the frustrated response of participant A1, who suggests:

"…education needs to do more than perpetuating historical accounts of atrocities, war, and prejudice."

However, participant A2 acknowledges the difficulties that education has, as a hope for the future of reconciliation, suggesting :

"…a balance between looking at the past and being positive for the future. Who tells the narrative? And how it is interpreted are still big issues."

This is an opinion expressed by participant A3, who suggests that:

"…facts portrayed are accurate and consistent from all views."

A quotation by participant A6 supports the belief of the above participant's views, describing:

" One man's terrorist is another man's freedom fighter."

There has appeared to be a misconception and confusion about the subject of the 'Troubles' on the curriculum, expressed by many of the participants. This may be a result of disengagement within the education system, curriculum, teaching, and leadership from the political elite over time, certainly from the Good Friday Agreement of 1998. Interestingly, varying participants from B1-B7 openly admit that the history of the troubles is in the curriculum, though somewhat briefly, and that there is still a confusion surrounding the very outcome of the conflict. However, encouraging signs that many believe it should be and that it is a key part of the history of Northern Ireland and the Island of Ireland as a whole.

Participant A4 describes:

"…Troubles must be taught, and that it is done in a manner which is truthful, balanced and fair. It's probably not correct to say that it is currently outside the curriculum, as it appears within various history texts."

Participant B5 describes:

 "a brief history of the troubles is within the curriculum. However, it is hard to determine as there is still confusion of the legacy of the troubles."

Participant B4 describes:

> "The troubles are a major part of the history of Northern Ireland. Therefore, they should be a part of the curriculum."

Participant B6 describes:

> "It is already in the curriculum, somewhat small."

Despite many of the participants displaying equal weight to this topic of balance, participants B1 and B2 believe that it may be further damaging, but also suggesting teachers have too many responsibilities.

Participant B1 describing:

> "I'm not sure about adding conflict awareness into the curriculum as if taught badly, might further polarise communities. Even the teaching of Irish History on the past was done from two completely different viewpoints."

Participant B2 describing:

> "…honestly speaking, teachers can't take any more responsibilities, as we are already fulltime teachers, as well as acting now as nurses, parents, counselors etc all rolled into one."

iii. Integration

Integration in the form of education amongst the majority of the participants has proven of high value, in particular, the importance of understanding and building lasting relationships among children and young people through a comprehensive style system of education.

Participant A1 describes the importance of how the:

> "…taught the value of forgiveness, respect for others and be given a bright vision for the future, that works for everyone."

Furthermore, this is something participant A3 supports, describing:

"Absolutely, speaking from experience my own Children 12, 14 and 18 are largely unaware of a religion-based segregation in Northern Ireland."

Participant A7 describes integration as a step in the right direction, suggesting:

"…any education system that blurs the lines between Protestant, Catholic and other can only be a good thing, which can only contribute to building a deeper and lasting peace throughout all of Northern Ireland."

Participant B4 further accompanies the positive results, suggesting that:

"…a comprehensive system would have its merits."

Participant B7 describes:

"I believe an integrated education system would work, but I also believe we have much groundwork politically needed, to be covered to allow for such a step to take place."

Despite such conveying positive results, some participants were naturally skeptical about the integration of education, with participant B2 describing:

"…my only fear is that people are so deeply rooted in the past, that this form of intervention may prove difficult, but we will never fully understand until something like this happens."

Participant B3 describing:

"Possibly, but I feel a one size fits all attitude may not be the most successful."

Interestingly participant A5 describing:

"As with everything in education… it would be so much easier if we were starting with a blank sheet of paper and designing a new system." Further commenting, "…an integrated comprehensive education system would certainly have many advantages. The reality is that there is neither the political, nor parental will to make this happen in Northern Ireland"

3.4 Social Obstruction

i. Engagement

Many participants throughout this research actively spoke of the importance of engagement. In particular, among young people and especially young men, from socially deprived areas, who have little, to no opportunity of schooling. Other proactive responses eluded to early intervention in education, local communities and the positive outcome of sports.

Participant A4 describing:

"Those that are identified as having lower educational attainment and fewer life chances, which principally focus on some working-class communities and boys."

Participant B1 describing:

"We need to engage the young people who don't have great hopes academically"

Participant B2 describing:

"Without doubt children living in socially deprived areas across Northern Ireland."

Participant B7 describing:

"The earlier the intervention the better. Empowering and educating young people about sharing respect and tolerance toward each other would help."

Participant A7 describing:

"…children who would benefit the most from engagement are those children living in deeply entrenched societies, generally but not exclusively from working-class areas. It is in these areas that divisions can be most clearly seen"

Participant A5 describing:

"…children and young people, especially those who traditionally have not had a voice, those excluded from formal education."

Participant B4 spoke of especially helping those children and families affected by the troubles, as well as participant B6 eluding to the statistical figures of underachievement from an educational perspective amongst Protestant working-class boys, describing:

B4, "Children whose families and social backgrounds have been most affected by the troubles, as well as those who haven't."

B6, "Protestant working class boys. See the department of education figures to support their continued underachievement."

Other participants eluded that the government can't do it all, referring to a ground-up approach, starting from the home. Whilst other participants mentioned university students having to take a more proactive role, as they are the next generation of electrical poll voters.

Participant A1 describing:

"I'm of the opinion the government can't do it all"… "Change has to take place from the ground up. The government can help and point the way, but change begins at home."

Participant A2 describing:

"Sixth Form and University Students are the pupils that can act decisively in elections and political action."

Whilst participant A2 emphasized the point that teachers are already under severe stress, which is transferred to the pupils, having ill-effects, describing:

"Teachers are under too much stress and this is transferred unto the pupils."

Lastly, participant A3 describing the success of sporting engagement and integration, describing:

"We have successful integration within the sport in Northern Ireland, perhaps this model should be considered and a positive path within general education and the necessary funding provided to support correct training."

ii. Opportunity

All participants acknowledged that within education, budget cuts and more specifically, the funding crisis within Northern Ireland, was having and/or has had severe implications on missed opportunities, through the strain of teachers, learners, the curriculum, the quality of education and wider societal areas.

Participant A2 describing:

"Reduced curriculum opportunities."

Participant A6 describing:

"…budget cuts reduce opportunities for children and constrain teachers."

Participant A7 describing:

"The funding crisis has reached a breaking point. Schools cannot provide the level and quality of education expected by the department of education"

Participant A4 describing:

"…can create great strain on schools, pupils, teachers, and parents"

Participant B4 describing:

"Schools are having to make cuts, which ultimately affect the quality of education our young people receive."

Participant B6 describing:

"It's shocking. We have parents being asked to bring in materials and resources. Times are very difficult for education and made worse by the lack of leadership."

Participant B1 describing:

"Funding in the education system is deplorable."

Participant B2 describing:

"…which also leaves school resources at a very basic level."

Participant B3 describing:

"Now that education is in this position, this will only have a snowball effect on society, and for future generations learning, which may lead to a vicious cycle of side effects."

iii.   Intervention

Varying participants throughout this research have eluded to the lack of intervention, communication and general awareness of suicide, and its prevention across Northern Ireland. Whether that be directly from family engagement, social media or general local communities.

Two participants emphasized the importance of the family.

Participant A1 describes:

"Engagement is the key, relationships are the key, and communication is the key, strong families are the key."

Participant A2 describes:

"We need to build family-like structures around young people."

Furthermore, participants eluded to the importance of early intervention, as well as campaigns of better awareness and communication from a community standpoint.

Participant A7 describing:

"The issue of suicide continues to blight our society"… "Communication on this issue must start early."

Participant B4 describing:

"Social media campaigns, online awareness, bullying awareness and generally involving parents and communities."

Participant A3 describing:

"I am not aware of a significant campaign to support potential victims at an early stage. Perhaps a better awareness of the problems and potential support available at the early education stage and promotion through sport at a young age."

Participant B7 describing:

"…much more is needed within the schools, after-school clubs, discussions and perhaps meetings with parents and local communities, especially for those coming from poorer backgrounds."

Participant B6 describing:

"Schools do offer some support services, but more could be achieved through local communities."

Participants also acknowledged that if schools or education in general, was to help with intervention toward the issue of suicide, then services and training would need to be provided for the teachers.

Participant A6 describing:

"If schools are to access the services and interventions that address the issue of suicide we staff and senior leaders need to be given specific, specialist training."

Participant A5 describing:

"I believe a more focused preventative approach in education, in schools and communities."

Lastly, some participants were hesitant over intervention through schools, which was primarily due to the overloading schools, and only being able to play a small part of intervening. Rather, the government and health services should be contributing more.

Participant A4 describing:

"I think we need to be careful not to place on schools the burden of being the solution to every problem that confronts society."

Participant B3 describing:

"Northern Ireland spends the least of their budget on mental health in all of the UK"… "Schools can only play a small part of intervention through social groups, clubs, and activities, however, the government, families, and communities as a whole need to play a more leading role."

3.5 Conclusion

This chapter has highlighted some significant findings, which have emerged from the analysis of the coded interviews. It is evident from the findings of this research, that the participants have expressed the devasting impact and consequences of segregation through misunderstanding, prejudices, and isolation, which can have severe effects on young people, schools and communities. Furthermore, the effect of poor leadership from a political perspective has had an obvious impact on the society, from an educational perspective and a lack of funding, as well as a lack of communication and consistency along the curriculum on the subjected history of the Troubles.

Integration through education has proven as a step forward in the correct direction amongst the majority of participants, channeling future peace and trust through active engagement in schools and local communities. However, many participants believe more intervention related to suicide should come from the government and health service, not necessarily education, despite some suggesting sufficient training on the subject area would be beneficial to the school and community as a whole.

4. Discussion

4.1 Introduction

The aim of this research study was to try help and contribute to research in evolving further development of peace in Northern Ireland, through evaluating the impact of segregation within society, and its potential effects on young people through recent statistics of suicide, by investigating how experienced teachers adjudicate segregation and the development of continuous peace, negotiation and reconciliation. This discussion chapter reflects upon the empirical research findings and the literature on segregation, in relation to the research questions. Furthermore, the limitations of the study and suggestions for future research will be discussed.

4.2 Discussion of results

Throughout this study, in order to establish the extent at which a segregated society has an effect on young people growing up in Northern Ireland, results among a majority of the participants have shown that the consequences of segregation, which is seen as a part of daily life coincide (Jarman & Bell, 2018). The plausible ill-effects among young people in Northern Ireland in its most general sense vary from developing religious prejudices, a general misunderstanding of the conflict of the Troubles through a lack of education, and general isolation through separate schools, communities, and sports. This is something which can further support previous research among key researchers after twenty years of the Good Friday agreement, where the divide continues to have a negative effect on certain populations within Northern Ireland (Taylor, 2006).

Despite two participants implying that segregation is a myth, in particular through education, the vast majority have suggested, it is especially in education that segregation is very real, which can and has caused misunderstandings and an inequality throughout areas of society, as well as developing stereotypical and prejudice views of each religious belief, community values, objectives, and motivations, which further concur with young people experiencing inner conflicts due to such differences (Borooah & Knox, 2015).

It is apparent a vast majority of the participants acknowledged how important it is to integrate children from a young age in an environment, which sets down no divisions. Research findings suggest, the isolation of young people from differing backgrounds, is a continued result of segregated schooling and in general, segregated communities, which has also been well documented and supported throughout the research of literature, in particular, those on the risk of or in poverty (Hayes & McAllister, 2009).

Furthermore, participants have implied that there has been very little change in terms of key educational integrated support from the government, following the legislation of the Good Friday agreement of 1998, which made positive reference to integrated education, which claimed it was an essential feature of promoting peace and tolerance (Hansson et al, 2013).

Notably, the response to integration in the form of education has proven of high value, which supports research that integrated education has its positive outcome of effects in social divides and attributed needs of reduced intergroup anxiety (McGlynn et al, 2004), especially through the importance of understanding and building lasting relationships among children and young people through a comprehensive style system of education. However, despite such conveying positive results, skeptical views about the integration of education arose tensions based on deep-rooted historical values.

Based on the research findings and literature, there is a need for a balance between the history of the past and looking with a positive attitude toward a peaceful future through education. However, teachers may not be sufficiently providing sufficient knowledge on the history of Northern Ireland and the Troubles. Whether that be through a general misconception or confusion about the history and subject of the 'Troubles', which has been expressed by many of the participants, or the result of a disengagement within the education system, which may be the result of a school curriculum, which focus is only on providing a more structured and economic-based learning opportunity for learning, which leans toward predominantly STEM subjects, which are Science, Technology, Engineering, and Mathematics.

If the case, this would coincide as a distraction from the impact of civil unrest throughout Northern Ireland (Kilpatrick & Leitch, 2004), which further coincides with necessary effective peacebuilding through learning (Lambe & Bones, 2006). Therefore, to defend the peace of Northern Ireland against further entanglement from an educational perspective, there must be further approaches to combine and coordinate a balancing approach across varying levels of conflict intervention (Byrne, 2001).

Moreover, research findings have further supported literature, that by confronting society through reconciliation and organized leadership across Northern Ireland, as a means to inspire,

reassure and provide a method of dealing with the history of the past, this may prevent a future of violence (Hackett & Rolston, 2009). Despite the research findings actively seeking better role models and adult peers, the result of the societal current political state, has left many participants deepening in mistrust, both politically and especially economically toward funding for schools in their current state.

Another factor which has emerged and coincides from the research, in relation to the literature findings, is the real threat of a return to violence, especially among young people who are now growing up in a post-conflict Northern Ireland (Browne & Dwyer, 2014). Many of the participants acknowledge that if young people don't get on, there is a risk of a return to violence due to distrust, especially among those from lower socio-economic and deprived areas, which therefore has an effect on society, especially further economic instability.

The findings of the literature and the research further support the impact of instability in political leadership among all of the participants, in relation to channeling energy toward a future of further peace, trust, and engagement. Participants have acknowledged that change will not be achieved politically in the countries current state, due to a severe mistrust and frustration among the political leaders. This further supports research, which has suggested people from both a Protestant and a Catholic background need to further come together, to really start listening and evaluating each other's perspectives. Perhaps, using a form of the bottom-up method against the complex structures of segregation and the impact of conflict and violence, against a heavily influenced parliament of politicians (Buchanan, 2008) can, therefore, promote intergroup understanding and wider community support, and be further led through integrated education (Stringer et al, 2009).

It is important to point out the extent to which structural violence, a term identified with Johan Galtung in the literature, has been preventing effective help and support towards young people across Northern Ireland through analyzing of the research findings. This was evident through the significant amount of participants acknowledging that within education budget cuts and more specifically, the funding crisis within Northern Ireland, was having and/or has had severe implications. Areas of poverty, lack of opportunity and segregation through intervention in education and local communities, which by definition, may well have had an effect on the occurrence of avoidable deaths, especially as the distribution of resources within the society, in particular, education is vastly different, depending on educational attainment from the school. These are the mechanisms to which also understand these particular areas and varying differences in social classes, which are all forms of structural violence (Ferguson et al, 2018).

Lastly, another theme which arose from the research, was the importance of engagement and intervention, especially among young Protestant men from socially deprived areas who are at more risk to suicidal tendencies. This may be due to no opportunity of schooling, which is due to the lack of intervention and communication from a political level, as well as a general awareness of suicide, and its prevention across Northern Ireland, which supports previous literature and research relating to childhood adversities and maltreatment within the social system. Therefore, demonstrating a negative effect of segregation among young people (Lagdon et al, 2018), which may be predominately from the effects of schooling, as only seven percent of children throughout Northern Ireland are registered in integrated schools, which supports research that stereotypes and prejudice continue to go unchallenged (Loader, 2017).

However, research findings have shown that preventative measures are still weak and lacking across Northern Ireland. This is a result of a lack of communication, from the state level, as well as support services within communities. Many participants acknowledged that intervention must start from a young age and if in schools, teachers must be trained in the area, but also not to have a full responsibility, due to other demands within the system of education.

4.3 Conclusion

The aim of this study was to support and contribute to further research in evolving further development of peace in Northern Ireland, through understanding the impact of segregation surrounding the lives of young people. Due to the alarming statistics on suicide recently published by (HSSPS, 2014), this was an area of interest, calling for support and further contribution. Through careful planning, organizing and evaluating the literature and research of analysis, the impact of segregation within society, and its potential effects on young people through the opinions of teachers, this has provided a research project, which has made clear steps toward the areas of research questions undertaken.

Young people across Northern Ireland are facing challenging times ahead. Many will continue to experience restricted opportunities for inclusion and active engagement, through education and local communities, which is a result of sustained structural violence. It is evident that a sizeable amount of teachers who participated in this research study feel the impact of the conflict, of the Troubles, and realize the implications a continued segregated country and especially education, can have both on the well-being of young people, but also the country as

a whole, which can have an effect on lifetime opportunities, as well as economic stability and continued peace for the country.

Therefore, despite the majority of children and young people continuing to live and learn in a post-conflict Northern Ireland segregated, this research can conclude that by growing up through segregation, this has major implications, presenting future challenges in misleading prejudices, understanding, and isolation. Thus, the importance and effectiveness of needing key leadership, balance, and integration of communities and education, through political representatives for the people of Northern Ireland, highlights the continuing impact of segregation. This can be seen as a form of structural violence, which is clearly lacking engagement, opportunity, and intervention on a basic level, stemming from the government and structure of education, down to basic community level, especially as poverty and a reduction in funding continues to have significant effects on the educational and healthcare sectors of suicidal prevention of Northern Ireland.

To conclude, segregation and poverty, just as like conflicts, can and has had a significant impact on young people. Therefore, further research must represent what Northern Ireland defines or needs as a goal of meaningful peace. Whether that idea is based on the continued form of conformity to a particular set of political standards and segregated education structure or changed to an inclusive system of learning, toward a peaceful, prosperous, understanding and empathic society of people.

4.4 Limitations of the Study

The findings from this research study have provided some significant results in further understanding the impact of segregation surrounding the lives of young people across Northern Ireland. However, as with the review of the literature, caution should be exercised in generalizing these findings. The research study was restricted by time constraints, mainly due to travel time and research time, between traveling from Finland and Northern Ireland to conduct the research, despite a structured timetable. The result of this, research focused primarily on fourteen semi-structured interviews. It could be argued that more participants will understandably provide a more reliable response.

A quantitive approach using questionnaires would have provided a more inclusive set of responses for statistical analysis. However, due to time constraints, but also preferring the

appeal of one to one interviews, despite the lower interview numbers, this offered the interviewee the opportunity to have the first-hand experience of the participants response in relation to the atmosphere and school surroundings, which could be argued, has allowed for the participants response of analysis, to provide relevant themes from the research, which can progress toward further significant and area related qualitative, statistical research.

Despite all participants responding to questions throughout the interviews, despite some answers shorter than others, follow up techniques were not encouraged throughout the interview process, because of the preview of questions sent, which allowed the participants time to prepare, and think of their responses. The reliability and validity of the interviews do depend on the content and construct of the questions also, as well as the researcher being able to identify the essential features of the chosen question and topic, otherwise, it will be tough to drive key concept themes and patterns from the interviewee's answers. Perhaps, follow up questions may have provided a more significant, targeted aim of results. However, the response from the majority of the participants still provided adequate information to construct a coded analysis of results.

Lastly, specifically more subject teachers were not targeted as participants for this research, for example, in the area of history, which may have given a more validated response to the subject area of the Troubles, as a subject within the context of History, in relation to the curriculum specifically. However, participants were well experienced and aware of the curriculum, regardless of teaching, subject area and position held within the school.

4.5 Suggestions for Future Research

Following the results of this social study, further investigative research needs to be undertaken, from a number of different angles. Perhaps, within a PhD research profile, surrounding areas of developmental psychology, social sciences, peace, mediation and conflict research. Based on the previous research and studies of suicide we have an age range, sex and registered areas of suicide. Furthermore, we have now gathered perspectives, and varying factors to help contribute to plausible meaning to why suicide may be increasing, based on the opinions of experienced teachers.

However, why has it accelerated in recent years? What are people gaining from it, is it self-protection? Perhaps, a devasting result of social status competition? Perhaps, young men from

lower-socioeconomic backgrounds, in particular, struggle with reaching a positive social status and rising up through the social structure hierarchy in Northern Ireland, through ambition, frustrated by a lack of opportunity, which as a result, return to violence or suicide?

A defined causal analysis of the problem has to be completed, then target the solution properly, and treat, remodel the system structure respectfully. The problem cannot be solved unless the diagnosis is correct.

Possible research suggestions include:

- Assess research into the well-being of both Protestant and Roman Catholic children and their cognitive development, through a lack of opportunity, across both the highlighted and highest areas of suicide in Northern Ireland.

- An in-depth look into the effects of structural violence through poverty, in lower socio-economic areas among specifically young Protestant men across Northern Ireland.

- A religious, political and cultural perspective study, consulting with education ministers from both Protestant and Roman Catholic political divides in Northern Ireland, to understand their opinions on the effects of a complex segregated educational structure, which is on one side, governed by the Roman Catholic church ethos, and the selective system of grammar and secondary, controlled through the board of governors.

- Assess research into the area of effective leadership within a post-conflict Northern Ireland through consultation with government leaders from both sides of communities in Northern Ireland, focusing on the impact of poor leadership, segregation and structural violence for a positive, peaceful and prosperous future in Northern Ireland.

References

Acheson, N., & Milofsky, C. (2008). Peacebuilding and participation in Northern Ireland: Local social movements and the policy process since the "Good Friday" agreement. *Ethnopolitics, 7,* 63−80.

Barbour, R. S. (2001). Checklists for improving rigor in qualitative research: a case of the tail wagging the dog. *BMJ: British Medical Journal, 32,* 111−115.

Berg, B. & Lune, H. (2004). Qualitative research methods for the social sciences. *Boston, MA: Pearson, 5*, 10−21.

Brewer, J. D. (2018). The Northern Irish peace process. *Journal of Conflict and Integration, 2*, 166−173.

Browne, B., & Dwyer, C. (2014). Navigating risk: Understanding the impact of the conflict on children and young people in Northern Ireland. *Studies in Conflict & Terrorism, 37*, 792−805.

Browne, J., Hood, A., & Joyce, R. (2014). Child and working-age poverty in Northern Ireland over the next decade: an update. *IFS Reports, Institute for Fiscal Studies, 1,* 10−33.

Borooah, V. K., & Knox, C. (2015). Segregation, inequality, and educational performance in Northern Ireland: Problems and solutions. *International Journal of Educational Development, 40*, 196−206.

Buchanan, S. (2008). Transforming conflict in Northern Ireland and the border counties: Some lessons from the peace programmes on valuing participative democracy. *Irish Political Studies, 3*, 387−409.

BERA (2011) 'Ethical guidelines for education research. https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1.

Byrne, S. (2001). Civic society approaches to peacebuilding in Northern Ireland. *Journal of Peace Research*, *38*, 327−352.

Byrne, S., & Irvin, C. (2001). Economic aid and policy-making: building the peace dividend in Northern Ireland. *Policy & Politics*, *4*, 413−429.

Charmaz, K., & Belgrave, L. L. (2007). Grounded theory. The Blackwell encyclopedia of sociology. *Methods in Psychology*, pp. 27-49.

Corbin, J. M., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology, 13*, 3−21.

Cleary, M., Horsfall, J., & Hayter, M. (2014). Data collection and sampling in qualitative research: does size matter. *Journal of Advanced Nursing*, *70*, 473−475.

Christie, D. J., Tint, B. S., Wagner, R. V., & Winter, D. D. (2008). Peace psychology for a peaceful world. *American Psychologist*, *6*, 5−40.

Canetti, D., Hirsch-Hoefler, S., Rapaport, C., Lowe, R. D., & Muldoon, O. T. (2018). Psychological Barriers to a Peaceful Resolution: Longitudinal Evidence from the Middle East and Northern Ireland. *Studies in Conflict & Terrorism*, *41*, 660−676.

CVSNI (2016) Children and Young People Engagement Project Research Report. https://www.cvsni.org/media/1617/cvs-cyp-final-report-26-April-2016.pdf.

De Fazio, G. (2018). Unpacking violent contention: The Troubles in Northern Ireland, 1968–1972. *Terrorism and Political Violence*, *47*, 1−21.

Dixon, P. (2002). Political skills or lying and manipulation. The choreography of the Northern Ireland peace process. *Political Studies*, *50*, 725−741.

Dixon, P. (1997). Paths to peace in Northern Ireland (I): Civil society approaches. *Democratization*, *4*, 1−27.

Donnelly, C. (2004). What price harmony? Teachers' methods of delivering an ethos of tolerance and respect for diversity in an integrated school in Northern Ireland. *Educational Research, 1*, 3−16.

Evans, J. A., & Tonge, J. (2003). The future of the 'radical center'in Northern Ireland after the Good Friday Agreement. *Political Studies*, *51*, 26−50.

Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist, 59*, 70−77.

Ferguson, N., McDaid, S., & McAuley, J. W. (2018). Social movements, structural violence, and conflict transformation in Northern Ireland: The role of loyalist paramilitaries. Peace and Conflict: *Journal of Peace Psychology*, *24*, 19−21.

Gallagher, T., & Smith, A. (2000). The effects of the selective system of secondary education in Northern Ireland.

http://uir.ulster.ac.uk/19225/2/Gallagher_and_Smith_%282000%29_Academic_Selection_Main_Report.pdf.

Galtung, J. (1969). Violence, peace, and peace research. *Journal of Peace Research*, *6,* 167−191.

Galtung, J. (1985). Twenty-five years of peace research: Ten challenges and some responses. *Journal of Peace Research*, *22*, 141−158.

Galtung, J. (1996). Peace by peaceful means. *Network for Peace and Development*, *4*, 1−3.

Galtung, J. (1971). Structural and direct violence: A note on operationalization. *Journal of Peace Research, 8*, 73−76.

Galtung, J. (1980). The changing interface between peace and development in a changing world. *Bulletin of Peace Proposals*, *11*, 145−149.

Galtung, J. (1990). Cultural violence. *Journal of Peace Research*, *27*, 291−305.

Gall, M. D., Borg, W. R., & Gall, J. P. (1996). Educational research: An introduction. White Plains, NY, England: Longman Publishing.

Graham, B., & Whelan, Y. (2007). The legacies of the dead: commemorating the Troubles in Northern Ireland. Environment and Planning D: *Society and Space*, *25*, 476−495.

Hackett, C., & Rolston, B. (2009). The burden of memory: Victims, storytelling and resistance in Northern Ireland. *Memory Studies, 2*, 355−376.

Hayes, B. C., McAllister, I., & Dowds, L. (2007). Integrated education, intergroup relations, and political identities in Northern Ireland. *Social Problems*, *54*, 454−482.

Hayes, B. C., & McAllister, I. (2009). Education as a mechanism for conflict resolution in Northern Ireland. *Oxford Review of Education*, *4*, 437−450.

Hayes, B., McAllister, I., & Dowds, L. (2006). *In search of the middle ground: Integrated education and Northern Ireland politics. Research Update*. ARK Social and Political Archive. Londonderry, University of Ulster and Belfast, Queen's University,

Hayward, K., & Murphy, M. C. (2018). The EU's influence on the peace process and agreement in Northern Ireland in light of Brexit. *Ethnopolitics*, *3*, 1−16.

Hayward, K. (2018). The pivotal position of the Irish border in the UK's withdrawal from the European Union. *Space and Polity*, *1*, 1−17.

Hamber, B. (2002). Rights and reasons: Challenges for truth recovery in South Africa and Northern Ireland. *Fordham Int'l LJ, 26*, 10−74.

Hargie, O., Dickson, D., & Nelson, S. (2003). Working together in a divided society: A study of intergroup communication in the Northern Ireland workplace. *Journal of Business and Technical Communication, 17*, 285−318.

Hansson, U., O'Connor, U., & McCord, J. (2013). Integrated education. *A review of policy and research evidence, 27,* 199−212.

Hewstone, M., Cairns, E., Voci, A., Hamberger, J., & Niens, U. (2006). Intergroup contact, forgiveness, and experience of "The Troubles" in Northern Ireland. *Journal of Social Issues, 62*, 99−120.

Hewstone, M., Kenworthy, J. B., Cairns, E., Tausch, N., Hughes, J., Tam, T., & Pinder, C. (2008). Stepping stones to reconciliation in Northern Ireland: Intergroup contact, forgiveness and trust. *The Social Psychology of Intergroup Reconciliation*, *2*, 199−226.

Ho, K. (2007). Structural violence as a human rights violation. *Human Rights Review, 4*, 5−12.

Holland, C., & Rabrenovic, G. (2017). Social immobility, ethnopolitics, and sectarian violence: obstacles to post-conflict reconstruction in Northern Ireland. *International Journal of Politics, Culture, and Society, 30*, 219−244.

HSSPS. (2014). Department of Health, Social Services and Public Safety, Belfast. https://www.healthni.gov.uk/sites/default/files/publications/dhssps/making-life-better-strategic-framework-2013-2023_0.pdf.

Ho, K. (2007). Structural violence as a human rights violation. *Human Rights Review*, *2*, 7−10.

Horgan, G., & Monteith, M. (2009). How can we tackle child poverty in Northern Ireland. http://uir.ulster.ac.uk/32399/1/tackling-child-poverty-Northern-Ireland-summary_%281%29.pdf.

Horgan, G. (2011). The making of an outsider: Growing up in poverty in Northern Ireland. *Youth & Society*, *43*, 453−467.

Hughes, J., Campbell, A., Hewstone, M., & Cairns, E. (2007). Segregation in Northern Ireland: implications for community relations policy. *Policy Studies*, *28*, 33−53.

Hughes, S., Barnes-Holmes, D., & Smyth, S. (2017). Implicit cross-community biases revisited: Evidence for ingroup favoritism in the absence of outgroup derogation in Northern Ireland. *The Psychological Record*, *1*, 97−107.

Jarman, N. (2016). The challenge of peacebuilding and conflict transformation: A case study of Northern Ireland. *Kyiv-Mohyla Law and Politics Journal*, *2*, 129−146.

Jarman, N., & Bell, J. (2018). Routine divisions: segregation and daily life in Northern Ireland. In Everyday life after the Irish conflict. *Manchester University Press*, *2*, 45−53.

Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*, *17*, 1−10.

Kester, K. (2009). Education for peace: Content, form, and structure: mobilizing youth for civic engagement. *Peace & Conflict Review*, *4*, 1−9.

Kilpatrick, R., & Leitch, R. (2004). Teachers' and pupils' educational experiences and school-based responses to the conflict in Northern Ireland. *Journal of Social Issues*, *3,* 563−586.

Lambe, J., & Bones, R. (2006). Student and teachers' perceptions about inclusive classroom teaching in Northern Ireland prior to teaching practice experience. *European Journal of Special Needs Education*, *2*, 167−186.

Lambe, J. (2007). Northern Ireland student teachers' changing attitudes toward inclusive education during initial teacher training. *International Journal of Education*, *1*, 59−71.

Lagdon, S., Ross, J., Robinson, M., Contractor, A. A., Charak, R., & Armour, C. (2018). Assessing the mediating role of social support in childhood maltreatment and psychopathology among college students in Northern Ireland. *Journal of interpersonal violence*, *2*, 260−289.

Lada, J. (2018). A time to be tough, a time to be tender: Exploring the paradigms and effects of masculinities in post-conflict Northern Ireland. *Conflict and Dispute Resolution, 5,* 72−132

Loader, R. (2017). Exploring the influences on classroom-based contact via shared education in Northern Ireland. *Educational Studies, 1*, 90−109.

Lowenstein, D. H. (1989). On campaign finance reform: The root of all evil is deeply rooted. *Hofstra Law Review*, *18*, 301−310.

Mac Ginty, R., Muldoon, O. T., & Ferguson, N. (2007). No war, no peace: Northern Ireland after the agreement. *Political Psychology*, *28*, 1−11.

Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research: A review of qualitative interviews in IS research. *Journal of Computer Information Systems, 54*, 11−22.

McLafferty, M., O'Neill, S., Murphy, S., Armour, C., & Bunting, B. (2018). Population attributable fractions of psychopathology and suicidal behavior associated with childhood adversities in Northern Ireland. *Journal of Child Abuse & Neglect*, *77*, 35−45.

McLafferty, M., O'Neill, S., Murphy, S., Armour, C., Ferry, F., & Bunting, B. (2018). The moderating impact of childhood adversity profiles and conflict on psychological health and suicidal behavior in the Northern Ireland population. *Psychiatry Research*, *262*, 213−220.

McGlynn, C., Niens, U., Cairns, E., & Hewstone, M. (2004). Moving out of conflict: The contribution of integrated schools in Northern Ireland to identity, attitudes, forgiveness, and reconciliation. *Journal of Peace Education*, *1*, 147−163.

McGlynn, C., Niens, U., Cairns, E., & Hewstone, M. (2004). Moving out of conflict: The contribution of integrated schools in Northern Ireland to identity, attitudes, forgiveness, and reconciliation. *Journal of Peace Education*, *2*, 147−163.

Muldoon, O. T., & Downes, C. (2007). Social identification and post-traumatic stress symptoms in post-conflict Northern Ireland. *The British Journal of Psychiatry*, *191*, 146−149.

Muller, E. N. (1985). Income inequality, regime repressiveness, and political violence. *American Sociological Review*, *3*, 47−61.

Niens, U., & Cairns, E. (2005). Conflict, contact, and education in Northern Ireland. *Theory into Practice*, *4*, 337−344.

NISRA. (2017, August). Northern Ireland Statistics and Research Agency suicide statistics. https://www.nisra.gov.uk/publications/suicide-statistics.

O'Neill, S., McLafferty, M., Ennis, E., Lapsley, C., Bjourson, T., Armour, C., & Murray, E. (2018). Socio-demographic, mental health and childhood adversity risk factors for self-harm and suicidal behavior in College Students in Northern Ireland. *Journal of Affective Disorders, 24,* 7−33.

O'Neill, S, McLafferty, M, Ennis, E, Lapsley, C, Bjourson, T, Armour, C & Murray, E. (2018). Socio-demographic, mental health and childhood adversity risk factors for self-harm and suicidal behavior in College Students in Northern Ireland. *Journal of Affective Disorders*, *239*, 59−62.

Prauzner, T. (2017). The effectiveness of school education-featured implications considerations. *Scientific*, *3*, 558−564.

Rabionet, S. E. (2011). How I learned to design and conduct semi-structured interviews: An ongoing and continuous journey. *Qualitative Report*, *16*, 563−566.

Ruane, J., & Todd, J. (2001). The politics of transition. Explaining political crises in the implementation of the Belfast Good Friday Agreement. *Political Studies*, *49*, 923−940.

Ruane, J., Todd, J., Bosi, L., & de Fazio, G. (2017). Social movements, long-term processes, and ethnic division in Northern Ireland. *Social Psychology*, *1*, 223−240.

Smith, A. (2001). Religious segregation and the emergence of integrated schools in Northern Ireland. *Oxford Review of Education*, *27*, 559−575.

Smith, A. (2003) Citizenship education in Northern Ireland: Beyond national identity, *Cambridge Journal of Education*, *1*, 18−30.

Scacco, A., & Warren, S. S. (2018). Can social contact reduce prejudice and discrimination. Evidence from a field experiment in Nigeria. *Political Science Review*, *1*, 1−24.

Stringer, M., Irwing, P., Giles, M., McClenahan, C., Wilson, R., & Hunter, J. A. (2009). Intergroup contact, friendship quality and political attitudes in integrated and segregated schools in Northern Ireland. *British Journal of Educational Psychology*, *2*, 239−257.

Sofaer, S. (1999). Qualitative methods: what are they and why use them. *Health Services Research*, *34*, 11−21.

Stemler, S. (2001). An overview of content analysis. *Practical Assessment, Research & Evaluation*, *7,* 137−146.

Tam, T., Hewstone, M., Kenworthy, J., & Cairns, E. (2015). Intergroup trust in Northern Ireland. *Personality and Social Psychology Bulletin*, *35,* 45−59.

Taylor, R. (2006). The Belfast Agreement and the politics of consociationalism: A critique. *The Political Quarterly*, *77*, 217−226.

Thompson, J. L. (1989). Deprivation and political violence in Northern Ireland, 1922-1985: A time-series analysis. *Journal of Conflict Resolution*, *4,* 676−699.

Tomlinson, M. W. (2012). War, peace, and suicide: the case of Northern Ireland. *International Sociology*, *4,* 464−482.

Tong, L., Zheng, Y., & Zhao, P. (2013). Is money really the root of all evil? The impact of priming money on consumer choice. *Marketing Letters*, *24,* 119−129.

United Nations (2009). Definition of youth - the United Nations. https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf.

Vohs, K. D., Mead, N. L., & Goode, M. R. (2006). The psychological consequences of money. *Social Science*, *31*, 1154-1156.

Winter, D., & Leighton, D. (1999). Structural violence section introduction. *Peace psychology in the 21st century, 6,* 2−8.

Mr David Robert Haire,   Appendix 1.
Skoonenkatu, B30
Skånegatan
65100 Vasa
Finland
Email: dhaire@abo.fi / davidhaire@live.com
Telephone: 0442423715

Dear whom it may concern,

My name is David Haire, a teacher from Northern Ireland, now living, teaching and studying my Master's degree in Developmental Psychology and Social Sciences in Peace, Mediation and Conflict Research at the University of Åbo Akademi in Vaasa, Finland.

I am conducting a research study of Northern Ireland, which aims to explore the 'Impact of Segregation Surrounding the Lives of Young People in Northern Ireland'.

It would be both an honor and of great benefit to this research, if you would consider allowing me to conduct a formal interview with yourself, gathering your thoughts and perspectives on the questions related. If you would like to be a part of this study, please contact me via the above email address and/or telephone number to arrange a suitable time for the interview.

All information obtained throughout the interview will be kept strictly anonymous and confidential, as I have a responsibility to keep all related data secure. All information will be destroyed once data and research have been completed. Please be aware that there are no right or wrong answers. Your personal opinions are what this investigative research seeks to determine.

I have attached both a pdf and word document of related information to the study and the questions to expect in the interview, along with a consent form, which has to be completed and emailed back if you agree to participate.

Thank you for your time.

Sincerely,

Mr. David Haire   September 2018

Dear whom it may concern,   Appendix 2.

Thank you for agreeing to assist me in this research study.

All information obtained throughout the interview will be kept strictly anonymous and confidential, as I have a responsibility to keep all related data secure. All information will be destroyed once data and research have been completed. Please be aware that there are no right or wrong answers. Your personal opinions are what this investigative research seeks to determine.

Please read the ethical information detailed below:

- *The purpose of my involvement in the research has been made clear.*
- *I fully understand, that my participation in the research is voluntary and that I can withdraw at any time.*
- *I understand that the information collected is confidential and that my information will remain secure until terminated following research completion.*
- *Any research was undertaken both in Finland and/or the UK will adhere to the same ethical standards.*
- *Appropriate consent has been sought; therefore, I fully agree to participate in the study delineated to me.*

Participants Signature : _____   Date : _____

Researcher's signature : _____   Date : _____

Preview of Interview Questions   Appendix 3.

Q1. In your opinion, is Northern Ireland heavily segregated? How and why?

Q2. What are the implications of a segregated society on young people and the next generation?

Q3. How do you think young people can engage positively and most urgently?

Q4. Is there a disengagement/lack of trust in political leadership in Northern Ireland? And what impact does this have on young people?

Q5. A number of researchers in many research fields suggest that there is a need for more awareness about the conflict of the troubles, raising the key point that it should be built into the curriculum, along with teacher training. Do you agree, and why?

Q6. Is an integrated, comprehensive education system one step to success in peace and prosperity for all in Northern Ireland?

Q7. In your opinion, which young people do we need to engage with most urgently? And why?

Q8. Funding for education in Northern Ireland is facing "considerable strain" and "severe financial challenges". How does this affect young people, parents, and communities?

Q9. Findings suggest that the services and interventions needed to address the issue of suicide are not widely or evenly available. How can schools support families in communicating?

Interview Timetable 2018   *A1, A2, A3... Protestant Participants*   Appendix 4.

B1, B2, B3... Catholic Participants

Interview Code	Monday 15th October	Tuesday 16th October	No interviews 17/10/2018.	Thursday 18th October	No interviews 19/10/2018.	Monday 22nd October	Interview Completed
A1	X 15.15 PM						YES
A2	X 15.55 PM						YES
A3	X 16.30 PM						YES
A4						X 15.20 PM	YES
A5				X 09.30 AM			YES
A6		X 15.20 PM					YES
A7		X 16.00 PM					YES
B1				X 15.15 PM			YES
B2				X 15.55 PM			YES
B3						X 16.15 PM	YES
B4		X 09.15AM					YES
B5		X 16.30 PM					YES
B6	X 09.35 AM						YES
B7				X 16.20 PM			YES

Researcher: Date Completed: 22/10/2018

GCSE: Northern Ireland School League Table 2017.   Appendix 5.

Accessed http://www.education-ni.gov.uk

Rank	School Name	Town	%	FSM	Type	2017 Rank
1=	Aquinas Diocesan Grammar School	BELFAST	100	7.5	G	18=
1=	Assumption Grammar School	BALLYNAHINCH	100	13.1	G	1=
1=	Down High School	DOWNPATRICK	100	7.6	G	16
1=	Our Lady and St Patrick's College	BELFAST	100	4.1	G	1=
1=	St Louis Grammar School	BALLYMENA	100	11.2	G	1=
1=	St Mary's Grammar School	MAGHERAFELT	100	8	G	10=
7=	St Malachy's College	BELFAST	99.4	21.2	G	25=
7=	Sullivan Upper School	HOLYWOOD	99.4	5.7	G	24
9=	Dominican College	BELFAST	99.3	19	G	10=
9=	Friends' School	LISBURN	99.3	4.3	G	10=
9=	St Dominic's High School	BELFAST	99.3	28.6	G	1=
12	Loreto Grammar School	OMAGH	99.2	19	G	22
13=	Antrim Grammar School	ANTRIM	99.1	7.4	G	1=
13=	Loreto College	COLERAINE	99.1	12.8	NSG	1=
15=	Belfast Royal Academy	BELFAST	99	15.6	G	27
15=	Mount Lourdes Grammar School	ENNISKILLEN	99	14.9	G	20

15=	Rainey Endowed School	MAGHERAFELT	99	12.6	G	1=
18	Wallace High School	LISBURN	98.9	6.3	G	43=
19	Sacred Heart Grammar School	NEWRY	98.4	15.3	G	33
20	Rathmore Grammar School	BELFAST	98.3	8.6	G	1=
21	Hunterhouse College	BELFAST	98.1	14.2	G	58
22	Omagh Academy	OMAGH	98	14.6	G	15
23	Ballymena Academy	BALLYMENA	97.7	5.9	G	28
24=	Regent House Grammar School	NEWTOWNARDS	97.6	11.2	G	18=
24=	Dalriada School	BALLYMONEY	97.6	9.1	G	13=
24=	Methodist College	BELFAST	97.6	6.8	G	35
24=	Victoria College	BELFAST	97.6	10.8	G	50
28	Thornhill College	LONDONDERRY	97.4	26.7	G	34
29=	Ballyclare High School	BALLYCLARE	97.3	5.7	G	53
29=	Strathearn School	BELFAST	97.3	5.4	G	1=
31=	Our Lady's Grammar School	NEWRY	96.8	14.5	G	17
31=	Banbridge Academy	BANBRIDGE	96.8	6.3	G	21
33	Lurgan College	LURGAN	96.5	9.1	G	40
34	Larne Grammar School	LARNE	96.2	15	G	60
35	Lumen Christi College	LONDONDERRY	96	12.9	G	13=

36	The Royal Belfast Academical Institution	BELFAST	95.9	7.6	G	47=
37	Carrickfergus Grammar School	CARRICKFERGUS	95.7	11.9	G	23
38	Enniskillen Royal Grammar School	ENNISKILLEN	95.6	14.2	G	
39	Bloomfield Collegiate	BELFAST	95.1	16.7	G	39
40	Wellington College	BELFAST	94.7	22.7	G	54
41	Abbey Christian Brothers Grammar School	NEWRY	94.5	16.9	G	47=
42	Grosvenor Grammar School	BELFAST	94.4	9.5	G	30=
43	The Royal School	ARMAGH	94.3	7	G	30=
44=	Christian Brothers' Grammar School	OMAGH	94.2	21.7	G	51
44=	Foyle College	LONDONDERRY	94.2	18.8	G	47=
44=	St Patrick's Academy	DUNGANNON	94.2	17	G	46
47	Belfast High School	BELFAST	94	8.7	G	52
48	Dominican College	PORTSTEWART	93.8	18.2	G	29
49	Cambridge House Grammar School	Ballymena	93.2	14	G	25=
50	St Joseph's Convent Grammar School	DONAGHMORE	92.8	27.5	G	43=
51	Bangor Grammar School	BANGOR	92.6	13.4	G	55
52	Limavady Grammar School	LIMAVADY	92.4	17.9	G	37
53	Glenlola Collegiate	BANGOR	91.8	14.2	G	32