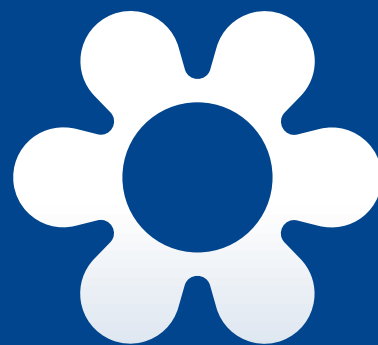
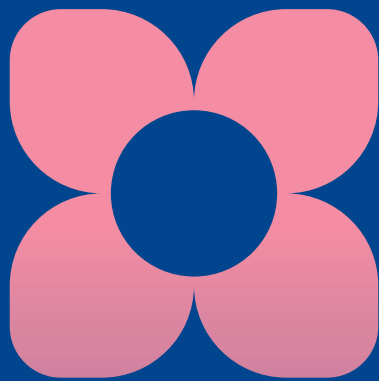
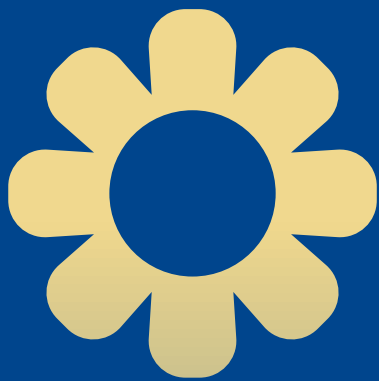
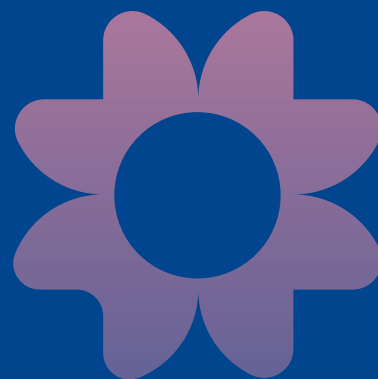




*‘We come to
know each
other by
being together’.*

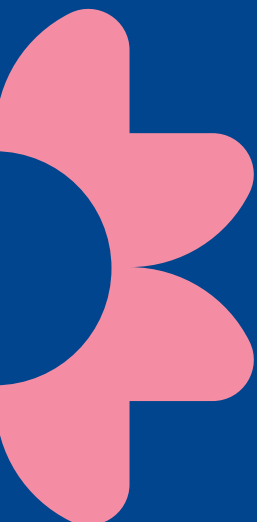
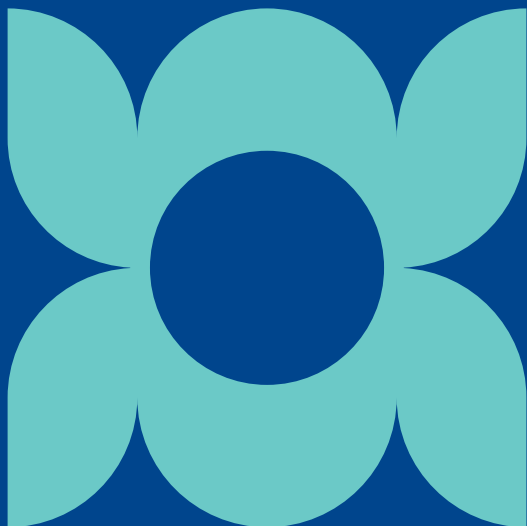


Learning from the
evaluation of Phase 2
of the Embracing Diversity
Nurturing Integration
Project (EDNIP)



Ruth Bourke, Lisa Martin, Áine Lyne,
Suzanne Kyle and Karen Hardiman 2025





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‘We come to know each other by being together’. Learning from the evaluation of Phase 2 of the Embracing Diversity Nurturing Integration Project (EDNIP)

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List of Abbreviations

AMIF	Asylum Migration and Integration Fund
AP	Assistant Principal
B.Ed.	Bachelor of Education
CBS	Christian Brothers School
CPL	Continuous Professional Learning
CRAFT	Creative Arts Future Technologies
CSL	Children's School Lives
CSO	Central Statistics Office
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DE	Department of Education
DEIS	Delivering Equality of Opportunity in Schools
DEY	Department of Education and Youth
DICE	Development and Inter-Cultural Education
DP	Direct Provision
EAL	English as an Additional Language
EDII	Equality, Diversity, Inclusion and Interculturalism
EDNIP	Embracing Diversity Nurturing Integration Project
EU	European Union
GCE	Global Citizen Education
HP	Pobal Haase-Pratschke Deprivation Index
HSCL	Home School Community Liaison Coordinator



List of Abbreviations

IPAS	International Protection Accommodation Service
ITE	Initial Teacher Education
LEC	Limerick Education Support Centre
MIC	Mary Immaculate College
MIREC	Mary Immaculate College Research Ethics Committee
NIF	National Integration Fund
OECD	Organisation for Economic and Cooperative Development
PISA	Programme for International Student Assessment
PMC	Project Management Committee
POD	Primary Online Database
P-POD	Post-Primary Online Database
SIC	School Integration Committee
SPHE	Social, Personal and Health Education
STEAM	Science, Technology, Engineering, Art and Mathematics
STEM	Science, Technology, Engineering and Mathematics
TEAL	TED English as an Additional Language Project
TED	Transforming Education Through Dialogue
TESS	Tusla Education Support Services
TRES	Traveller and Roma Education Strategy
UNICEF	United Nations International Children's Emergency Fund

Executive Summary

The Embracing Diversity Nurturing Integration Project (EDNIP) is a collaborative initiative between Mary Immaculate College (MIC) and five DEIS Band 1 primary schools in Limerick City. Phase 2 of EDNIP (2021–2024), funded by the National Integration Fund, Rethink Ireland, and a philanthropic donor, aimed to reduce isolation and promote integration of socially excluded migrant families. The project views integration as a multi-directional process involving mutual adaptation between migrants and host communities (Spencer and Charsley 2021). The EDNIP Project Management Committee adopts the following definition of integration:

Integration is the ability to take part to the extent that a person needs and wishes in all parts of society in Limerick while keeping his/her cultural identity.

EDNIP aims to build inclusive school environments through a holistic model of intervention that supports children, parents, families, and school staff. Ireland has become increasingly diverse in recent years in terms of nationality, ethnic and cultural background, languages spoken in homes and religions practiced. Such increasing diversity has undoubtedly enriched schools and classrooms the length and breadth of Ireland. However, there are observed differences in the educational experiences of children from migrant backgrounds in comparison to their peers that need to be considered. The Children's School Lives study (Devine *et al.* 2025) found that children from migrant backgrounds are more likely to attend DEIS primary schools and to come from lower-affluence families. It also found that primary school children from first generation migrant backgrounds were less likely than peers to report feeling a sense of belonging in school, making friends easily or being liked by other children at school. Results from the Programme for International Student Assessment (PISA) for Ireland show that 17.4% of 15-year-old students were from a migrant background and were more socio-economically disadvantaged than peers from non-migrant backgrounds and scored significantly lower in mathematics and reading (OECD 2024).

The main intervention provided by the Department of Education and Youth (DEY) to support migrant pupils is language support where a student has English language needs. Several recent educational policies strive to make classrooms and schools more inclusive learning environments e.g., the *Wellbeing Policy and Framework*, the *Primary Curriculum Framework* and *Bí Cinéalta*. However, the *Intercultural Education Guidelines* developed by the National Council for Curriculum and Assessment (NCCA) over twenty years ago, are not compulsory and implementation is at the discretion of the school. Additionally, policy alone will not equip schools and teachers with the knowledge and skills to deal, for example, with racism and racist incidents in their schools. Teacher training to develop the necessary knowledge and skills for such inclusive learning environments and practices is an important factor, as are teacher expectations and assumptions about children from migrant and minoritised backgrounds.

This report draws on research from Phase 2 of EDNIP which adopted a qualitative approach to evaluate its impact. Data collection included: focus groups with children, parents, and school staff, surveys of teachers, B.Ed. students, and stakeholders and individual interviews with principals. Thematic analysis of focus group and interview data was conducted using NVivo software, with member checking to validate findings. While nearly 150 participants contributed, limitations include small sample sizes in some groups and potential positive bias due to regular interaction with EDNIP.

Findings from this research indicate that the project had a positive impact for children, schools, parents and partnerships. EDNIP 2 enhanced children's sense of belonging, friendships, and

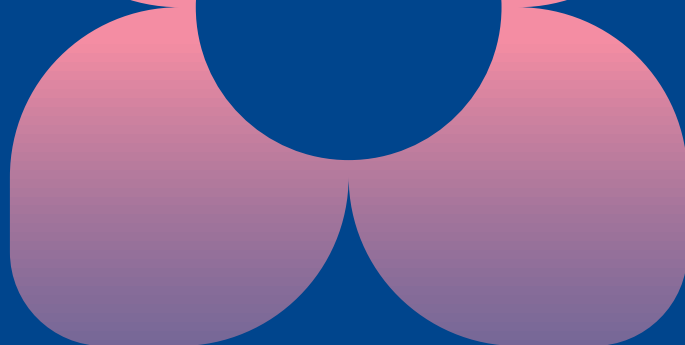
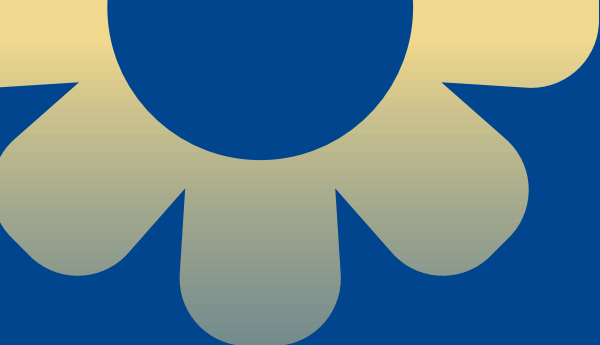


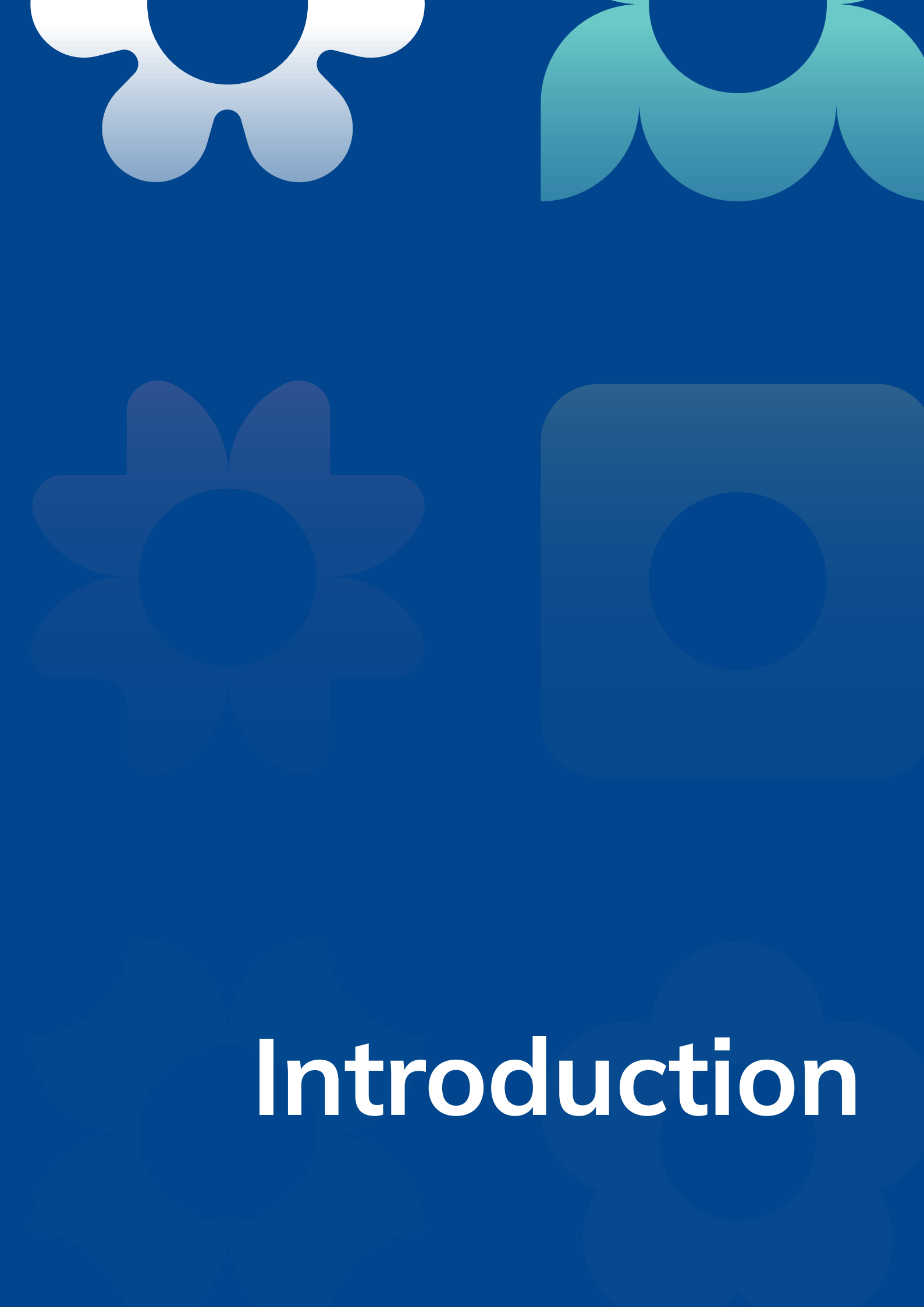
cultural pride. Activities such as intercultural days, STEAM clubs, sports coaching, and family trips provided experiential learning and social integration. Children valued opportunities to use and celebrate their home languages and cultures. EDNIP became embedded in school culture, influencing policy, practice, and physical environments. Schools reported increased staff confidence in addressing diversity, trauma, and inclusion. EDNIP supported reflective practice, anti-racism education, and inclusive recruitment. Principals highlighted the project's role in countering far-right narratives and fostering empathy. Parents benefited from social connection, language development, and increased engagement with schools. The English Conversation Club and Parent and Toddler Group were particularly impactful, reducing isolation and building community. Parents reported greater confidence in interacting with school staff and participating in school life. EDNIP collaborated with community organisations and staff in MIC to deliver cultural, educational, and sporting activities. B.Ed. students gained valuable experience in diverse classrooms through placements and World Café events. These partnerships enriched school life and supported broader community integration.

The work of EDNIP is not without challenges, however. Key challenges experienced during Phase 2 include: the transience of migrant families, limited EAL resources, communication barriers with parents, rising far-right sentiment and impact on inclusive school environments, turnover of staff in schools and sustainability concerns.

Key learning from Phase 2 indicates that EDNIP contributes positively to creating a welcoming, respectful school atmosphere that celebrates a variety of cultural, linguistic and religious identities through culturally responsive resources and pedagogy, by offering activities for children and parents and through staff continuous professional learning. In doing so, it helps to foster a sense of belonging and cohesion amongst the school community. Central to this is the ongoing development of trusting, positive relationships through EDNIP activities, the development of migrant children and parents' social and cultural capital, developing teacher awareness and understanding on issues related to migration and inclusive practice and embedding the whole school approach to integration and inclusion across the school. EDNIP demonstrates that inclusive, culturally responsive education fosters belonging and integration, that a whole-school approach is effective in embedding diversity and inclusion and that relationships and communication are foundational to integration and inclusion. Key recommendations for practice and policy include scaling of EDNIP through a Community of Practice model, updating of the *Intercultural Education Guidelines*, prioritising teacher training on diversity and inclusion, increasing diversity within the teaching profession and supporting schools with resources and guidance on working with migrant families.

As migration into Ireland continues, EDNIP is of relevance for all schools and classrooms as it offers a practical and successful application of the *Primary Curriculum Framework's* (NCCA 2023, p. 32) aspirations for schools and teachers to develop inclusive learning environments as they 'face a growing challenge to recognise and respond to rapidly changing diverse contexts'.





Introduction

Introduction

This report presents findings from research on Phase 2 of the Embracing Diversity Nurturing Integration Project (EDNIP) from September 2021 to August 2024, which was funded by the National Integration Fund (NIF), Rethink Ireland and a philanthropic donation. Phase 3 of the project is funded from September 2024 to August 2026 by the Asylum Migration and Integration Fund (AMIF), Department of Children, Equality, Disability, Integration and Youth (currently Department of Children, Disability and Equality) and a philanthropic donation. EDNIP currently has two staff; a Project Leader and part-time Project Worker.

EDNIP is a collaborative research and intervention project between the Transforming Education through Dialogue (TED) Project, Curriculum Development Unit, Mary Immaculate College (MIC), Limerick and five DEIS¹ Band 1 schools in Limerick City: CBS Primary School, Sexton St., Our Lady of Lourdes NS, Rosbrien, Presentation Primary School, Sexton St., St. John's Girls' and Infant Boys' School, Cathedral Place and St. Michael's Infant School, Sexton St. The project aims to reduce isolation and promote integration of socially excluded migrants so they can integrate into society and engage fully in and benefit from the education system. We view integration as a multi-directional process (Spencer and Charsley 2021) in which migrants, and the host society grow, learn and adapt together in a way that is mutually respectful of cultural differences and focused on removing barriers to participation in society.

EDNIP is managed by a Project Management Committee comprising the principals of the five schools, a parent representative, the EDNIP Project Leader, the TED Coordinator and representatives from Limerick Education Support Centre (LEC), Limerick Sports Partnership Active Cities, Tusla Education Support Services (TESS), and PAUL Partnership.

TED is a strategic partnership between MIC and DEIS schools, and agencies and organisations of the Limerick region and beyond. Through dialogic and collaborative processes, it seeks to improve educational outcomes for children. TED works in partnership with a variety of key stakeholders, delivers intervention projects, facilitates three networks of DEIS schools, leads and collaborates on high profile research projects and works to inform policy and to impact practice through working with undergraduate and post graduate students in Initial Teacher Education (ITE) programmes.

Overview of the report

Section one provides a detailed overview of EDNIP, its evolution since 2017 and the impact of Phase 1 as established through previous research (Higgins *et al.* 2020). Demographic changes in Irish society and thus, Irish schools and classrooms due to migration and integration in recent decades are examined. EDNIP's understanding of integration is outlined, the experiences of children from migrant backgrounds are considered and the important role that intercultural education and other school policies can play in facilitating inclusion are explored. The research aims and qualitative methodology are outlined in the third section as are the data sources, analytic strategy and limitations of the research. Section four presents the research findings delineating the impact of EDNIP 2 for children, schools, parents, and partnerships, and the challenges experienced according to research participants. Finally, section five details the key

1 DEIS stands for Delivering Equality of Opportunity In Schools and is the Irish government Action Plan for Educational Inclusion, which was launched in May 2005 and remains the Department of Education and Youth policy instrument to address educational disadvantage. The second Action Plan was introduced in September 2017.

learning from EDNIP 2 and considers the implications and recommendations for policy, practice and further research.

The evolution of EDNIP

Migration is widely recognised as one of the most significant social, cultural, political, and economic developments in recent global history, profoundly shaping the diversity of education systems (Sancho *et al.* 2024). Moreover, many of our existing global challenges, including societal inequity, income poverty, health inequality, and the climate crisis, have permeated schools and classrooms nationally, with their impact undoubtedly felt most acutely in disadvantaged schools (Bourke 2023). Given the heightened risk of economic, health, educational, and social inequalities faced by migrant families, risks often compounded by social isolation (Hickey *et al.* 2025), initiatives that adopt holistic and context-sensitive approaches are essential to ensuring that all children, regardless of background, are enabled to fully participate and succeed in school. This imperative is especially urgent in a global context marked by the rise of extreme right-wing nationalism, which often fuels anti-immigrant sentiment and undermines efforts to build inclusive societies. Within this climate, schools are not only educational spaces but also frontline institutions in promoting social solidarity and countering exclusionary narratives.

In the Irish context an inclusive approach to diversity is explicitly acknowledged in the preamble to the Education Act (1998), which commits to an education system that respects the values, beliefs, languages, and traditions within Irish society (Government of Ireland 1998, p. iii). Schools are uniquely positioned to offer safe, welcoming, and respectful spaces where all students, regardless of race, language, or ethnicity, can thrive. Without such conditions, many students, particularly those from migrant backgrounds, risk becoming despondent, isolated, and marginalised (Sancho *et al.* 2024). School leaders play a particularly critical role in this regard by fostering inclusive cultures, supporting teachers in adapting practices, and facilitating the integration of minority students (Brown *et al.* 2019). Classrooms do not become communities automatically and educators must intentionally build trust and engender collaboration amongst students as well as between teachers and students (Nwanze-Akobo 2022). Against this backdrop, university-school partnerships such as EDNIP and the TED networks, can nurture the potential of migrant children and help school leaders to build capacity for the development of inclusive practices and to meet the evolving needs of diverse schools. This need is particularly pressing in the Irish context, where the population has become increasingly diverse in the past two decades due to migration because of strong economic growth, global conflicts and political instability in many parts of the world. This in turn has led to more cultural, linguistic and religious diversity in classrooms. The change in demographics within Irish classrooms has created new opportunities to increase cross cultural understanding, to support cultural enrichment and has challenged the status quo in the Irish education sector.

In 2017, EDNIP was established following a series of discussions in TED-Project-facilitated networks of DEIS schools, PLUS and Oscailt². School principals noted significant increases in the diversity of their student cohorts. They expressed the need for additional resources and staff training to best support students and their families while they adapted to life in Ireland and accessed the Irish education system. Network members shared that families also required support integrating into their local communities and into wider Irish society. Five DEIS Band 1 primary schools based in Limerick City opted to participate in EDNIP. It was funded by a philanthropic donation and the Asylum Migration and Integration Fund (AMIF) through the Department of Justice and Equality, and a Project Leader, and two part-time Project Workers

² PLUS is a network of 14 DEIS Band 1 primary schools and two special schools in Limerick. Oscailt is a network of principals of DEIS Band 1 primary and post-primary school in Limerick City.

were employed. The goal was to develop and strengthen existing practice in the schools and support them to implement best practice to ensure the needs of all children in their care are met. EDNIP schools sought to build on the strengths and talents of their students while acknowledging their needs in culturally appropriate ways. The project aimed to honour the aspirations of schools to embrace diversity and nurture integration through the development of a comprehensive research and intervention project. As such, EDNIP mirrored the aspirations of the Department of Education (DE) Intercultural Education Strategy (2010, p.1) which 'aims to ensure that all students experience an education that respects the diversity of values, beliefs, languages and traditions in Irish society'. Full details of the development of EDNIP can be accessed in Higgins *et al.* (2020).

Gourley (2012, p.32) maintains that universities 'metaphorically and philosophically stand on the three fundamental pillars of research, teaching, and service to the community'. The EDNIP project is both a research and intervention project and exemplifies the research and service pillars. It is closely aligned with the broader strategic vision of MIC, particularly in its commitment to community engagement, social justice, and inclusive education (MIC 2019). Central to this strategic vision is the concept that a university's intellectual, cultural, and material resources should be shared beyond the campus, contributing meaningfully to the wellbeing and development of local communities. EDNIP reflects this ethos by building strong, collaborative relationships with schools, and by supporting migrant children and families in their educational journeys. By actively working in partnership with school leaders, teachers, and families, the project helps to bridge the gap between academic knowledge and community practice. In doing so, EDNIP not only supports inclusive practices in education but also contributes to the role of MIC as a civic institution committed to fostering belonging, equity, and participation beyond its own walls.



Children's artwork

Impact of Phase 1 of EDNIP 2017-2020

During Phase 1 of EDNIP the schools had a combined enrolment of 995 children, from 40 countries, speaking 26 languages and practicing 17 religions. Research on EDNIP 1 (Higgins *et al.* 2020) revealed that the project had a positive impact on all the stakeholders; the schools, the families, the children, and the ITE students from MIC who completed the Development and Inter-Cultural Education (DICE) module. Furthermore, the management model adopted in the project was deemed to be effective because it fostered buy-in from all stakeholders through a Project Management Committee (PMC) and individual School Integration Committees (SIC). Membership of SICs varied from school to school and included Home School Community Liaison Coordinators (HSCLs), other school staff, parents, students and other relevant local stakeholders e.g., Public Health Nurse and Pre-School Manager. Participants reported EDNIP to be inclusive, flexible and responsive. The EDNIP intervention model, outlined in Figure 1, provided support for children, for parents during school time, for families outside of school time, through a Parent and Toddler group and support for school staff.

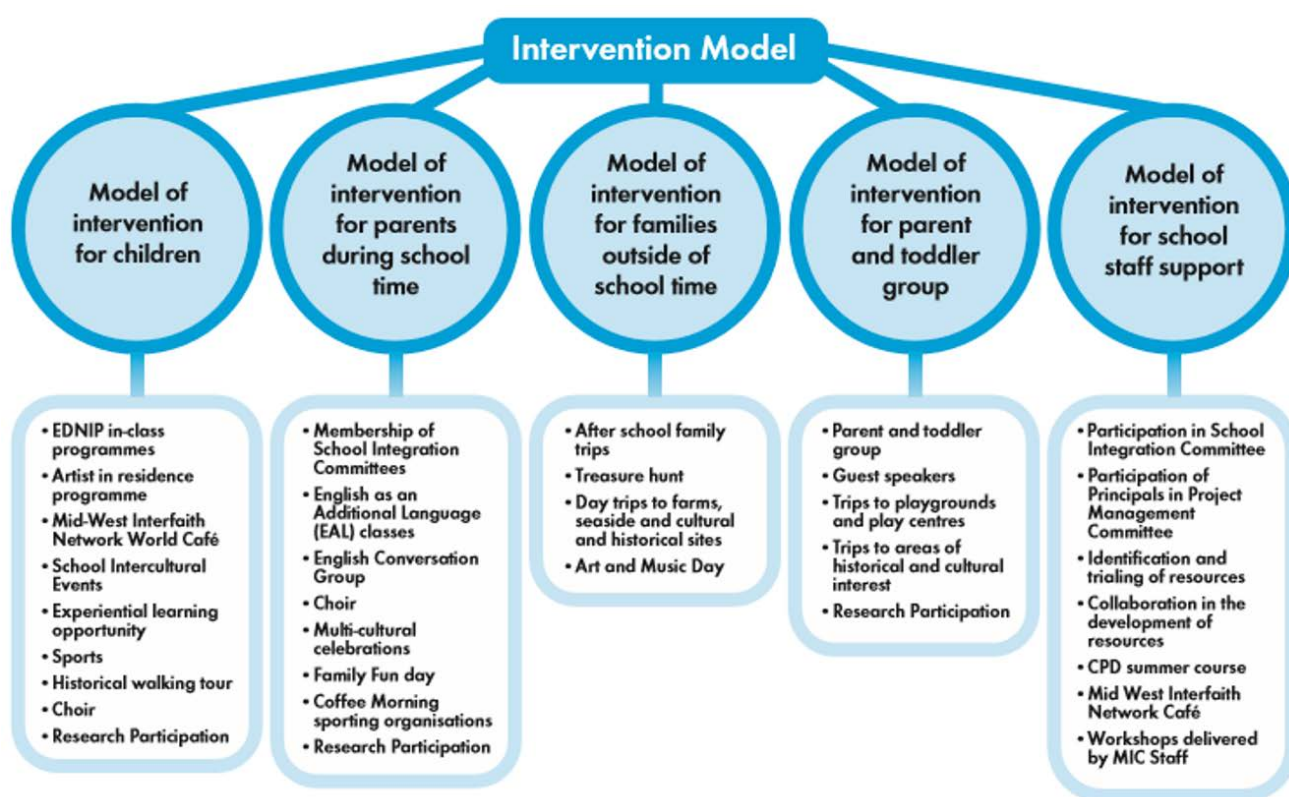


Figure 1 EDNIP Intervention Model

EDNIP 1 helped schools to focus on promoting integration by providing a structured and systematic support system while building staff leadership and confidence. The provision of continuous professional learning (CPL) and the purchase of culturally appropriate teaching and learning materials, strengthened staff confidence and expertise in the areas of integration, interculturalism, anti-racism awareness and English as an Additional Language (EAL). EDNIP also nurtured and developed relationships between home and school and reinforced school communities as places for service delivery, life-long learning and integration.

In terms of families, EDNIP enhanced relationships and cooperation between home and school life. It gave parents the scope to make friends, to develop and improve their English language skills and the project activities reduced feelings of isolation. EDNIP also promoted a sense of belonging, as well as a sense of respect for and understanding of other cultures. The research acknowledged that every family was at a different stage in their migration journey and that

their needs varied according to their personal circumstances. EDNIP-funded activities, such as family trips to locations across the region, were a very important element of EDNIP as they enabled lower income households to participate. This provision also promoted integration as it facilitated migrant and non-migrant families to interact and to learn more about Irish history and culture.

Children reported that EDNIP activities elevated their sense of belonging within the school community. Participation in both the in-school and after-school activities promoted integration and learning. In addition, the activities gave children the chance to make lasting happy memories, nurtured empowerment and had a positive influence on attitudes and behaviour. Children enjoyed having the option to complete activities that included family members during the school holidays.

Parent and Toddler Group participants emphasised the social and educational benefits of taking part in the group. Young children had the chance to meet and play with others of a similar age and build their social skills through play. This was a particularly important element for non-English-speaking families because it provided time for their children to be immersed in and exposed to the English language to develop basic vocabulary prior to commencing pre-school. Parents were immersed in the English language too and this built their confidence as language learners. They made new friends and social connections through this group.

DICE students found their placements in EDNIP schools to be beneficial on both a personal and professional basis. The student teachers built their teamwork skills, utilised interactive teaching methodologies and developed their classroom management skills during the elective. They reported that their experience of teaching in these schools increased their levels of self-confidence and their sense of empathy for students who had experienced trauma prior to arriving in Ireland. Students reported feeling more confident at teaching challenging topics in a supportive way. Moreover, they recognised the importance of celebrating and acknowledging cultural diversity in the classroom.

Changing demographics in Irish society, migration and diversity

In highlighting the rapidly evolving Irish landscape, this section contextualises the necessity for integration and inclusion initiatives such as EDNIP and the importance of being responsive to the opportunities and challenges that significant societal changes can bring.

Census 2022 revealed that Ireland has become more culturally, ethnically and linguistically diverse since the previous census in 2016. Immigration has continued to increase since the Covid-19 pandemic and recent trends show an increase of non-European Union (EU) migration for work, study and international protection (McGinnity *et al.* 2025). A total population of 5.1 million people was documented in 2022, of which 12% identified as non-Irish citizens living in Ireland. The largest non-Irish groups were Polish (15%), United Kingdom (13%), Romanian (7%), Indian (7%) and Lithuanian (5%). The largest group of non-Irish citizens taking up residence in the state in the year prior to the census hailed from India (CSO 2022).

In terms of ethnic group/background, 77% categorized their ethnicity or background as White Irish while another 10% identified as any Other White Background. A revised question on ethnic group/background was asked in Census 2022, which introduced several new ethnic groups such as Roma, Indian/Pakistani/Bangladeshi and Arab. A total of 2% identified as Indian/Pakistani/Bangladeshi (n=94,434) and Black or Black Irish at 1%. A further 20,115 individuals identified as Arab and 16,059 as Roma. The number of usually resident Irish Travellers increased by 6% to 32,949 (*ibid*).

In relation to linguistic diversity, more than 750,000 people usually resident in Ireland speak a language other than English or Irish at home. This is an increase of 23% from 2016. The number of bi-lingual and multi-lingual children entering primary school has thus continued to grow in recent years. The fastest growing language recorded in the Census was Ukrainian (up 165%), which has been attributed to migration following the Russian invasion of Ukraine which commenced in 2022. The next fastest growing language was Hindi (154%) followed by Croatian (137%) (*ibid*).

Changes in religious belief recorded in the census also attest to growing diversification of Irish society. The number of people identifying as Catholic reduced from 79% in 2016 to 69% in 2022. Church of Ireland remained the second largest religious category followed by Orthodox (Coptic, Greek and Russian) and then Islam. The number of people practising Hinduism doubled since the 2016 to 33,033 and 14% of the population reported that they did not practice a religion. This was an increase of 63% since census 2016 to 736,210 (*ibid*). Despite the decrease in the number of Irish residents identifying as Catholic, in 2023, 88.6% of primary schools remained under the patronage of the Catholic Church.⁴

Increased migration was the catalyst for the development of EDNIP back in 2017. Principals of the schools sought support to meet the educational, social and emotional needs of the diverse cohorts of children joining their school communities. The terms 'migrant', 'families from a migrant background' and 'migrant communities' are used to describe the children or adults who have moved to Ireland for economic or other reasons. The family structure of those participating in EDNIP includes children born in Ireland and outside of Ireland who have gained Irish citizenship. Some families are intergenerational and include parents and grandparents who were born overseas but have subsequently gained Irish citizenship as the result of migration. Some families arrive in Ireland under our asylum system which is governed by the International Protection Act 2015 and provides a process for individuals seeking international protection (asylum) based on a fear of persecution. Applicants are initially screened, then housed in Direct Provision or the

⁴ AONTAS is the National Adult Learning Organisation. The Showcasing Teamwork, Awarding Recognition (STAR) awards recognise the impact of adult learning across the island of Ireland.

International Protection Accommodation Service (IPAS) while awaiting a decision, receiving accommodation, food, and medical care. Families in these situations face a range of additional challenges including cramped living conditions, tenuous legal situations and limitations on their rights to social welfare, education and employment.

As fostering integration in the community is a key aim of EDNIP, our understanding of integration is informed by the Migrant Integration Strategy developed by Department of Justice and Equality (2017, p.11), which defines integration in the following terms:

Integration is defined in current Irish policy as the ‘ability to participate to the extent that a person needs and wishes in all of the major components of society without having to relinquish his or her own cultural identity’. The Migrant Integration Strategy encompasses migrants and those of migrant background and envisages integration to encompass participation in the economic, social, cultural and political life of the State. Integration recognises the right of migrants to give expression to their own culture in a manner that does not conflict with the basic values of Irish society as reflected in Ireland’s Constitution and in law. As a two-way process, integration involves change for Irish society and institutions so that the benefits of greater diversity can be fully realised.

The definition outlined below was agreed by the EDNIP Project Management Committee (PMC) at the outset, adopted by the schools and has steered the implementation of the EDNIP activities and interventions on the ground.

Integration is the ability to take part to the extent that a person needs and wishes in all parts of society in Limerick while keeping his/her cultural identity.

A further important consideration in the context of migration, diversity and education is the difference between integration and inclusion. The Organisation for Economic and Cooperative Development (OECD) (2023, p. 27-28) highlights that integration of students is achieved by placing students with diverse needs in mainstream education settings with some adaptations and resources, on the condition that they fit into pre-existing structures, attitudes and an unaltered environment. Providing EAL support for newcomer children who do not speak English would be an example of integration. Inclusion, on the other hand, seeks to overcome limiting barriers and change the system to fit the student as evident in the following quote:

According to UNICEF (2014), inclusive education is defined as a dynamic process that is constantly evolving according to the local culture and context, as it seeks to enable communities, systems and structures to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people.

(OECD 2023, p.28)

Although we use the terms integration and inclusion to discuss the work of EDNIP, it is the latter that we strive to achieve. A serious challenge for inclusive education in recent years has been the emergence and growing influence of far-right ideologies, both globally and within Ireland. Nativism, which is a core feature of far-right ideology, is based on the belief that only those deemed ‘native’ truly belong in the state (Mudde 2019). The idea is built on hierarchies that exclude migrants, ethnic minorities, and others in Ireland. Such exclusionary narratives have been intensified by the legacy of austerity, which has severely weakened community services (Harvey 2012) and exacerbated social inequalities (Healy *et al.* 2021). Within this fraught context, powerful international far-right actors play an active role, online and within local communities, in amplifying and manufacturing grievances. Rather than encouraging scrutiny of the political or economic decisions and systemic inequalities that have produced crises in areas such as housing and healthcare for example, and encouraging democratic responses to address them, these grievances are reframed in cultural or racial terms. The far-right offers seemingly simple but deeply divisive and exclusionary solutions to these complex problems, for example, promoting the idea that mass deportation will solve problems in Irish society. In doing so public

frustration is strategically redirected into the scapegoating of marginalised groups, including Travellers, migrants, and the LGBTQ+ community. Amid these dynamics inclusive schools and curricula have increasingly come under attack. Recent backlash against the Social, Personal and Health Education (SPHE) curriculum (Cleary 2023), for example, illustrates how moral panics, amplified by disinformation and social media, are being leveraged to undermine progressive educational initiatives. This is part of a broader, international pattern wherein far-right narratives gain traction through mainstream political discourse and media normalisation (Mondon and Winter 2020). Schools and educational initiatives committed to diversity, equity, and inclusion are, therefore, crucial sites where we can learn to live together in enriching and creative ways (West 2016) against a worrying backdrop of growing far-right activity.

The complexity of migration and diversity and the importance of inclusive learning environments



A multifaith artefact display in a school

Changing demographics, migration and increasing diversity in Irish society have implications for schools, teachers and classrooms all over the country. Indeed, staff within EDNIP schools highlighted the many benefits this new level of diversity has brought, including enriching the school culture, support from parents and the joy of working with children from diverse backgrounds (Higgins *et al.* 2020). Similarly, in a recently published national longitudinal study of primary schooling in Ireland – Children's School Lives (CSL) – participating school staff emphasised 'the richness of this diversity and positive orientations to learning evident among migrant families and children' (Devine *et al.* 2025, p.10).

Lack of data nationally in relation to the profile of parents and children from migrant backgrounds in schools such as home language, ethnicity or cultural background and religious belief is a challenge for supporting schools with diverse intake of students. Schools collect data for the DEY Primary and Post-Primary Online Databases (POD and P-POD) on nationality and with specific consent, mother tongue, religion and ethnic or cultural background. However, these statistics are not made widely available apart from the numbers of Traveller and Roma students in Irish schools. In 2023, data from POD and P-POD show that the largest non-Irish groups include students with nationalities from EU-East, Asia and 'Other Europe'. In second-level schools, the largest groups include EU-West, EU-East and 'Other Europe'. The 'Other Europe' category includes Ukrainian children, most of whom have come to Ireland since February 2022 (McGinnity *et al.* 2025). The CSL research provides valuable insights into how migration status

(first-generation, second-generation and non-immigrant⁵), ethnicity and linguistic background influence children's experience in primary school. From their research with 189 schools, Devine *et al.* (2025, p. 5) found that:

- Just over 21% of children had an immigrant background, with 6% being first-generation immigrants (born outside of Ireland to parents also born outside of Ireland) and 15% being second-generation (born in Ireland to parents born outside of Ireland).
- Up to 30% of children in the study speak a language other than English or Irish at home. Responses by parents confirmed over 21 languages, in addition to English and Irish, spoken across CSL families. These include Polish, French, Romanian, Spanish, German, Portuguese, Chinese, Arabic, Lithuanian, Latvian, Bengali, Malay, Russian, Indian, Slovakian, Urdu, Tagalog, Italian, and Hungarian.
- Overall, approximately 74% of children in CSL were of a majority ethnic/white Irish background. A remaining 26% of children were minority ethnic comprising Other White (12%); Other/Mixed (5%); Asian Irish/Other (4%); Black/Black Irish (3%); Irish Traveller (1%); Asian Irish/Chinese (1%).

The CSL study also found that immigrant parents identified a range of positive aspects within Irish primary education, including supportive and inclusive practices and meaningful opportunities for their children's success. Nevertheless, there are persistent challenges faced by parents, such as difficulties in forming new social connections, navigating the Irish primary school system, and supporting their children's adjustment to school life (Devine *et al.* 2025, p. 5). These findings underscore the significance of initiatives such as the EDNIP project, which adopts a holistic and school-based approach to integration. By engaging with both children and their parents, EDNIP aims to address the multifaceted nature of inclusion, promoting not only academic participation but also social cohesion and cultural understanding within the school community.

Table 1 shows the change in enrolment across EDNIP schools from the end of Phase 1 to year one of Phase 3 in 2025. Families who attend EDNIP schools are not a homogenous group but instead come from a wide range of socio-economic, ethnic, religious, linguistic and educational backgrounds.

Table 1 EDNIP school enrolment

	End of Phase1 2019	End of Phase 2 2024	Year 1 Phase 3 2025
No. students	995	1020	1020
No. countries	40	64	72
No. languages	26	54	62
No. Religions	17	16	16

With respect to language alone, we can clearly see that EDNIP schools are even more diverse than those involved in the CSL study, with over 62 languages spoken in comparison to the 21 languages identified by CSL.

⁵ CSL adopted the OECD (2022, p. 207) PISA definition of immigrant students as those whose mother and father were both born in a country other than that where the student took the PISA test. Non-immigrant students are those who have at least one parent born in the country of assessment. Distinctions are also drawn between first- and second-generation immigrant students (*ibid.*, p. 207). First-generation immigrants are students born outside the country of the PISA assessment and whose parents were also born outside the country of assessment. Second-generation students are students born in the country of the PISA assessment but whose parent(s) were born outside the country of assessment.

Migrant and ethnic minority student educational experiences and outcomes

Children's experiences of migration and ethnicity are shaped by their social background and the social, cultural and material resources that their families can access to support their learning. According to the CSL study (Devine *et al.* 2025), children from migrant backgrounds are more likely to attend DEIS schools and to come from lower-affluence families compared to their non-migrant peers. This is consistent with what has been established through evaluation on the DEIS programme and DEIS schools have higher numbers of students from non-English-speaking backgrounds, Traveller backgrounds and with special education needs (Smyth *et al.* 2015). There are marked differences between DEIS and non-DEIS schools in terms of social class background, parental education, household income and family structure of students (*ibid.*). Additionally, research by the Educational Research Centre (Kavanagh *et al.* 2017; Gilleece *et al.* 2020; Nelis and Gilleece 2023) has found that although students' scores in maths and reading at primary level have improved since 2006, and scores in maths, reading and science have improved at post-primary level, the gap in achievement between DEIS and non-DEIS schools has remained persistent over time. Non-DEIS schools have a higher retention rate to Leaving Certificate than DEIS schools (93.4% v's 85%) and a much higher rate of transition to higher education (68.4% v's 40.8%) (Government of Ireland 2024).

The concentration of poor children and those from migrant and minoritised backgrounds in DEIS schools is concerning for several reasons. Firstly, there is there is compounding of social inequality and associated social issues. DEIS Band 1 primary schools, such as those involved in EDNIP, experience the highest levels of socio-economic disadvantage amongst their student body, as measured by the HP Deprivation Index which draws on Census data. Teachers and principals in the most socially deprived case study schools in CSL highlighted the impact of socio-economic disadvantage for students including the impact of drug addiction, food poverty and trauma in what they identified as 'forgotten' communities (Devine *et al.* 2024). While the DEIS programme provides welcome additional resources for schools, having greater levels of vulnerable families in need of support strains resources making it even more difficult for schools to meet the needs of children in their care. Ghettoisation of minoritised groups in schools poses further significant challenges for integration and inclusion of migrant families into local communities if students cannot access schools in the area in which they live. There is some evidence that those from migrant backgrounds experienced difficulty finding school places due to oversubscription and policies favouring children of past pupils, although this has improved since the introduction of the Education (Admission to Schools) Act in 2018 (McGinnity *et al.* 2025).

A recent review in 2024 of measures to address educational disadvantage in Ireland conducted by the OECD examined the performance of students in DEIS and non-DEIS schools. While Ireland scored highly in mathematics, reading and science in the Programme for International Student Assessment (PISA) in 2022, a socio-economic gap persists at both primary and post-primary level and students who are more advantaged have higher achievement. This mirrors findings from a body of Irish research on the gaps between achievement of students in DEIS and non-DEIS schools at both primary and post-primary level. In Ireland, 17.4% of 15-year-old students in PISA had an immigrant background compared to 12.9% on average across OECD countries and were more socio-economically disadvantaged than their native peers (Donohue *et al.* 2023 cited in OECD 2024). They also scored significantly lower in mathematics and reading. Other OECD research underscores the persistent performance gaps experienced by immigrant students, noting that these disparities remain even after accounting for socio-economic status and language differences (OECD 2010, p. 37). Importantly, early engagement with education systems, particularly through participation in early childhood education and care, has been shown to support integration and improve long-term academic outcomes.

However, first-generation immigrant children are significantly less likely to access these early learning opportunities compared to their second-generation or native peers (ibid). Such gaps in achievement and evolving demographics nationally indicate that for schools to become fully inclusive learning environments and acknowledge and support the identity and sense of belonging of all students, they must implement culturally responsive pedagogy and show greater awareness of and respect for the variety of home languages spoken by students, their ethnicity, religious and cultural backgrounds.

The CSL findings provide insight into how migration, ethnicity and linguistic background can influence a range of children's experiences in school including aspirations, school engagement, sense of belonging, wellbeing, and peer connections (Devine *et al.* 2025). Schools can play an important role in shaping individuals' identity formation processes. With regard to migration, the construction of cultural identity is profoundly impacted by the experience of migration in families. Some children maintain a strong attachment to their ethnic heritage whilst others form more fluid, hybrid identities. Ethnicity also impacts on children's social and academic identities, how children engage with their learning and their sense of belonging in school. Children from minoritised ethnic backgrounds often struggle to have their cultural identities appropriately acknowledged and valued within educational systems. The process of belonging is a crucial aspect of children's daily experiences at school (ibid) and children's social relationships are integral to their sense of belonging in school. The CSL study found that feelings of belonging in school were significantly associated with migrant and ethnic profile, and that children with an immigrant background, especially those who were first-generation, were 'less likely than their non-immigrant peers to report that they made friends easily, feel that they belonged in school or were liked by other children at school' (Devine *et al.* 2025, p. 9). It is worth noting that such a sense of belonging naturally overlaps with home lives, for example, in invitations to birthday parties, sleepovers, and general playing and interacting together after school hours (Devine *et al.* 2008). For children living in Direct Provision (DP) in Ireland however, these opportunities may be disrupted in situations where there are rules prohibiting visitors, or by a lack of play facilities. Recent research noted that 'children in DP feel most included in society while at school but are excluded from many social and extra-curricular activities due to funds, transport, strict mealtimes and a visiting ban to DP centres' (O'Brien and Crushell 2025, p.2). As a result, children in DP are at a distinct disadvantage in forming the kinds of peer relationships that are vital to their social and emotional integration. Compounding this situation is evidence that children growing up in DP are at high risk of child poverty and extreme deprivation, social exclusion, overcrowding and related problems, such as stress-related illness (ibid).

Power dynamics in society, such as differences in status and social recognition between majority ethnic groups (e.g. white Irish) and minoritised ethnic groups (e.g. Travellers, Black Irish, mixed ethnic backgrounds) also influence how children perceive themselves and experience school (Devine *et al.* 2025). The CSL study found that Irish Traveller children report bullying (both experiencing bullying and displaying bullying behaviour to others) at higher rates than any other ethnic group in Ireland (Devine *et al.* 2025). They are also less likely than their peers to report doing well in classwork and are much more likely to agree they are 'no good' when it comes to classwork. Additionally, they are substantially more likely to be placed in the lowest ability groups for both reading and mathematics in senior classes. These findings were echoed by a report in Limerick (Limerick Traveller Network 2025) which highlighted that the gap between Traveller children and their peers grows throughout their educational journey, with Traveller students leaving formal education at far higher rates than their peers and struggling to match their educational outcomes. Parents in this study reported the need for a better understanding of Traveller culture as part of Irish culture and indicated that its inclusion in schools was necessary for the improvement of Traveller education outcomes. Almost half (47%) of Traveller families surveyed indicated that Traveller culture was not represented in their school (Limerick Traveller Network 2025).

Teacher assumptions, expectations and training

The CSL study emphasises the crucial role of the learning environment, including the expectations set for all learners, the support provided, and how well schools recognize and respond to ethnic diversity through curriculum, teaching, and assessment practices (Devine *et al.* 2025). Teacher training to develop the necessary knowledge and skills for such inclusive learning environments and practices is an important factor, as are teacher expectations and assumptions about children from migrant and minoritised backgrounds. With reference to racism, Devine (2005) points to the need for teachers to interrogate their own assumptions about normality and difference, so they can respond openly and effectively to racism when it arises in the classroom. Devine (2005) also challenges the assumption that children's experiences of racism are always superficial or benign, pointing instead to the need for teachers to be highly attuned to how racism is constructed and experienced by pupils in subtle and often overlooked ways. Her findings underline the importance of expanding majority ethnic children's understanding of racism beyond skin colour and encouraging a more nuanced recognition of how cultural difference shapes experiences of inclusion and exclusion in school life. This includes enabling children to reflect on their own behaviours, to name and explore the consequences of exclusionary or abusive interactions, and to foster respect for cultural as well as ethnic diversity. Teacher reflection on assumptions and expectations of students from migrant and minoritised backgrounds is particularly salient in light of CSL findings which revealed that primary teachers in Ireland had higher expectations for children with no immigrant background and significantly lower expectations of first-generation immigrant children attending higher education. This was in stark contrast to children's own positive self-concept and their parents' high expectations for progression to higher education (Devine *et al.* 2025). Others in the Irish context indicate that lack of diversity in the teaching profession has resulted in gaps in teachers' knowledge of migrant community contexts (O'Riordan *et al.* 2013) and the time taken by children to adjust to host country norms and practices (Smyth *et al.* 2004). This has resulted in a notable 'diversity gap' between students and teachers (Keane and Heinz 2015). The homogeneity of the teaching profession nationally is often cited as a contributing factor in the lack of representation of minoritised groups in the curriculum, for example. Concerns about the predominantly white, female, and middle class profile of teachers, have been voiced internationally for some time, and efforts to diversify the profession have received attention on policy, practice and research levels (Schleicher 2014). The profile of teachers in Ireland suggests a similar situation with limited diversity among school staff and key groups remaining underrepresented in the teaching profession (OECD 2024, p.24). In primary settings, 97% of teaching staff identify as white and Irish, with the next largest group being other white 1.7% (Keane *et al.* 2023). Additional homogeneity is also identified in terms of socio-economic profile, sexual orientation and disability status.

Teacher training for diverse and inclusive classrooms is pertinent for all teachers and should be included in ITE and continuous professional learning over the teaching life-course (OECD 2023). According to the OECD (2023, p.12), to support the learning and wellbeing of all learners, teachers need strong theoretical knowledge of differentiated instruction and skills to put it into practice. Professional learning is also essential for school leaders for the effective implementation of practices for equity and inclusion. It is important to note that teachers in DEIS schools, such as those involved in EDNIP, must often create their own continuous professional learning opportunities with limited institutional support. CPL should therefore be better integrated into the teaching system, incentivised, and tailored to the specific challenges faced in disadvantaged school settings (Singleton 2025).

School policy and practice in Ireland

School policy and practice to support diverse classrooms and schools in Ireland is evolving to respond to the need for more inclusive school environments. For students from migrant backgrounds additional English-language support through the school's Special Education Allocation is the main form of support provided where they have English language needs. In 2024, the DE Inspectorate completed school inspections that centred on the following: assessment and target setting for children and young people learning English as an additional language, the quality of teaching and learning in mainstream and support settings, the use of resources to support children and young people learning English as an additional language. The best practice models reported in the teaching and learning of English as an Additional Language (EAL) state that teachers should support children to develop language for everyday social interactions and specific language to access the curriculum (DE 2024b). While schools can play an important role in ensuring children are provided with appropriate support, the OECD (2023) acknowledges that 'language support alone may not be enough to address the needs of all pupils with an immigrant background' (p. 43), particularly in schools with the highest levels of disadvantage who 'cannot rise to this challenge alone without sufficient capacity around them' (ibid, p.22).

Beyond English language support, several Irish guidelines and policies promote inclusive learning environments for all children. Over twenty years ago, the *Intercultural Education Guidelines* (NCCA 2005) were developed as a tool to support schools to facilitate access to the national primary curriculum through inclusive school policies and practices at classroom and school level, focusing on planning, the language environment and assessment. The guidelines indicate (2005, p.4) that intercultural education is for all children irrespective of their ethnicity or age and emphasise ethnicity and culture rather than skin colour. Language and discussion are identified as important elements to challenge misconceptions, stereotypes and bias. Intercultural education happens naturally through the 'hidden curriculum' of the social and visual world in which every child lives. There are two main focal points within the framework. Firstly, respect for, recognition of and celebration of diversity as a normal aspect of everyday life. Humans have developed different ways of living life, different customs and worldviews and these differences serve to enrich all of society. Secondly intercultural education promotes equality and human rights, promotes equitable values and challenges unfair discrimination.

The aim of these guidelines is to contribute to the development of Ireland as an intercultural society based on a shared sense that language, culture and ethnic diversity is valuable.
(NCCA 2005, p.5)

A key challenge in relation to embedding intercultural education across all schools in Ireland, is that the guidelines are non-compulsory and therefore, it is up to individual schools' discretion whether they adhere to and implement the guidelines. Additionally, these guidelines are now twenty years old and, as outlined above, Ireland has experienced a wide range of demographic and societal changes in the interim period. Schools need guidance which more accurately reflects their school environment as well as additional supports such as teacher professional learning and appropriate learning materials and resources to enact these guidelines.

The *School Divestment Programme* was introduced by the DE in 2012 to address demand for multi-denominational schools to reflect the changing profile of Irish society. The programme is committed to increasing the choice for parents by ensuring that families can access both multi- and non-denominational and faith-based education (DE 2012) by supporting the transfer of schools to multi-denominational patrons in response to the wishes of school communities. An initial target of divesting 400 schools by 2030 was set, but that target is unlikely to be met. Of the 32 primary schools providing multi-denominational education in 2025, twenty completed

a transfer of patronage to date⁶ including 14 from Catholic and 2 from Church of Ireland patronage. Staff in diverse schools face the challenge of promoting and preserving the ethos of their school whilst ensuring that students from minoritised backgrounds feel included in their school communities. EDNIP schools have made a concerted effort to acknowledge students from all faiths and none through a wide variety of in-school and whole school events. However, challenges remain and many of these students remain excluded as religious instruction and sacrament preparation continue to take place during class time.

In 2019, the *Wellbeing Policy Statement and Framework* was introduced. This identifies cultural differences, poor connection between the family and school, emotional and behavioural needs, violence, aggression, bullying and relationship difficulties as risk factors to student wellbeing. A whole-school approach involving a collaborative and collective process to improve specific elements of school life to increase wellbeing outcomes for all is recommended. This process should involve all members of the school community. The framework also recognises the need to create a positive, safe, and inclusive school environment where all students and staff feel valued and respected, which inherently includes addressing discriminatory practices like racism (Government of Ireland 2019). A number of protective factors have been identified in relation to the promotion of wellbeing within a school or educational setting. Two key protective factors include 1) positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behaviour management practices with parents and 2) a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities.

In recognition of increasing diversity of Irish society, the *Primary Curriculum Framework* (NCCA 2023, p. 3) aims to 'support the sense of identity and belonging of all students as members of their community'. This framework identifies inclusive education and diversity as one of the eight key principles of learning, teaching and assessment stating that 'inclusive education and diversity centres on the values and practices that enable children, as individuals, to belong and to feel respected, confident, and safe so they can engage in meaningful learning and reach their potential' (p. 32). It also recognises that in striving to meet the best interests of the child, we must recognise variety in students' competence, language, family background, age, culture, ethnic status, religion, gender, and sexual identity. Inclusive learning environments thus seek to remove barriers to children's learning and key approaches schools and teachers can adopt to develop inclusive learning environments as identified in the framework include:

- Understanding that children have individual needs, views, cultural backgrounds, and beliefs, which need to be recognised, understood, treated with respect, and represented throughout their school experience
- Promoting responsive pedagogies and practices so that all children and families feel included, valued, and visible
- Working in partnership with and communicating with the child's family and the wider community (2023, p. 33).

The *Traveller and Roma Education Strategy 2024-2030* specifically outlines the need for the promotion of equality of access, participation and outcomes for members of the Traveller and Roma communities within the Irish education system. A vision statement was established which states:

We want a high quality, inclusive education system that is open and welcoming to all, irrespective of background or ability; an education system that meaningfully engages learners of all ages in a positive learning environment where equality is upheld, and diversity respected, and where every individual is valued and actively supported to reach their full potential.

(DE 2023, p. 7)

⁶ Parliamentary Question, 8th April 2025, <https://www.oireachtas.ie/en/debates/question/2025-04-08/453/>.

The DE published the *Bí-Cinéalta* programme in June 2024 with the aim of preventing and addressing bullying behaviour in primary and post-primary schools. It is a whole-education framework to promote inclusivity so that children can feel safe and happy at school. Wellbeing will be promoted across the following four areas of school life: culture and environment, curriculum, relationships and partnerships, and policy and planning. The programme pinpoints bullying as a human rights issue because it can impede a child from the right to enjoy their own language, religion or culture. Furthermore, bullying can interfere with a child's right to access and engage in education. It can hinder the right to freedom of thought, conscience and religion. The *Bí Cinéalta* programme specifies different types of bullying behaviour including gender identity bullying, homophobic/transphobic (LGBTQ+) bullying, poverty bullying and racist bullying. Racist bullying is defined as 'behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community' (DE 2024a, p.24). The policy goes on to detail the nature of racism and how it can manifest in schools as well as strategies to prevent it. Strategies recommended include:

- Fostering a school culture where diversity is celebrated and where students 'see themselves' in their school environment
- Having the cultural diversity of the school visible and on display
- Conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- Encouraging peer support such as peer mentoring and empathy building activities
- Encouraging bystanders to report when they witness racist behaviour
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- Inviting speakers from diverse ethnic backgrounds
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds (DE 2024a, p.40)

Notably, all the strategies outlined have been part of EDNIP's practice throughout this phase of the project. However, the policy alone does not equip schools with the knowledge and skills to deal with racism and racist incidents in their schools. Beyond policy, there is a need for a deeper commitment to embedding inclusive and anti-racist pedagogies within everyday teaching and school culture. This can be supported by collaborative and dialogic practices that are informed by the collective voices and experiences of students, educators, parents and educational stakeholders.

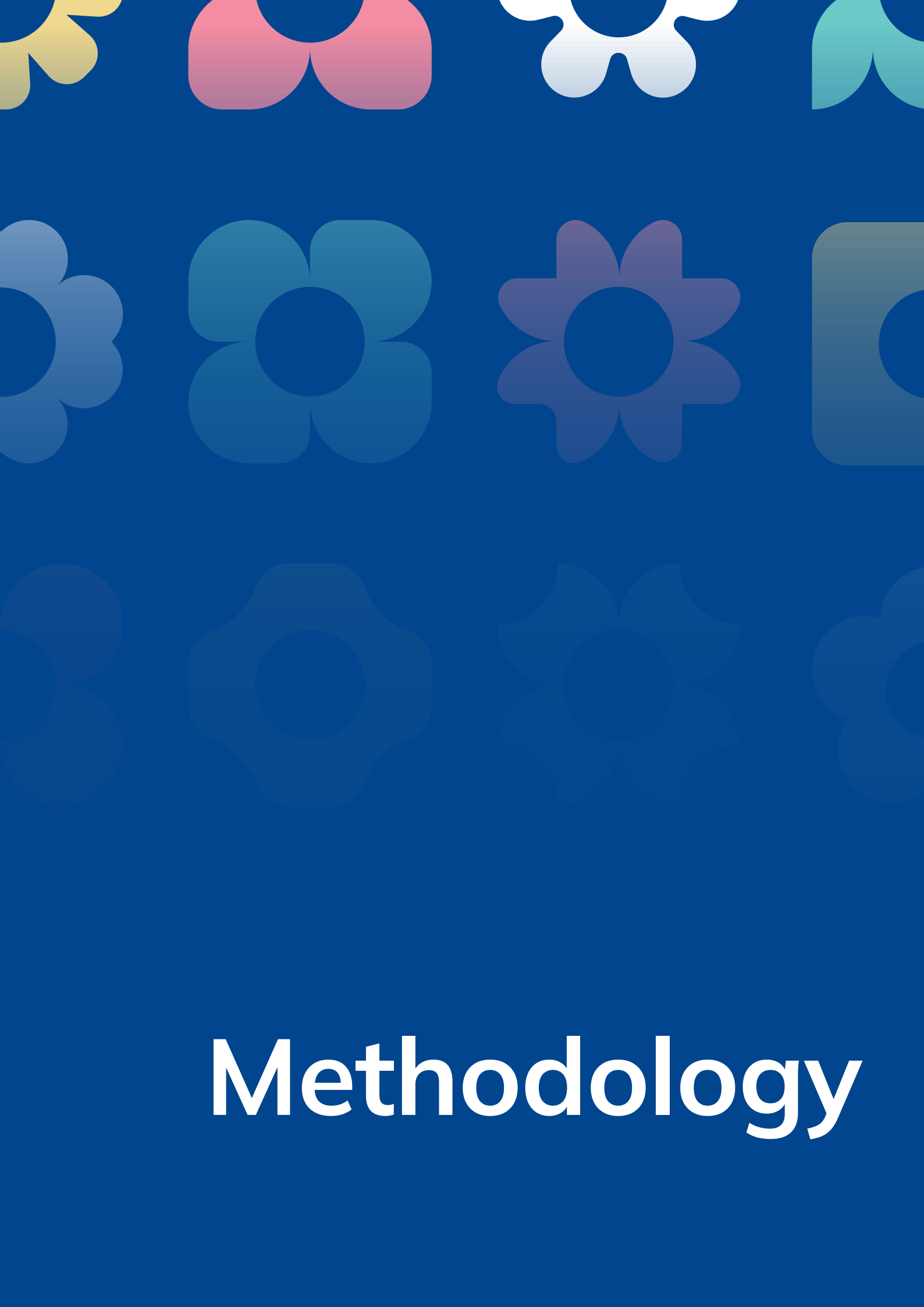
Conclusion

Schools play a key role in supporting all families throughout their child's educational journey and are an essential source of assistance to migrant families when they arrive in Ireland. For many, the local school is their first point of contact upon arrival and schools share information about the availability of services and supports which families can access within their local communities. This has been a central role of the five EDNIP schools to date.

As Ireland continues to become a more culturally, linguistic and ethnically plural society there is an increasing need for schools and teachers to support equitable access to education that is inclusive, dynamic and respectful of the rights and needs of all students. Primary schools and classrooms are mirrors to this societal change, reflecting wider demographic shifts through the migrant and ethnic composition of classrooms. Education for families often plays a crucial role in how migrant families settle in society. As active agents, children of migrant backgrounds play a key role in these processes of settlement through their experiences in school.

However, challenges remain to ensure the inclusion of all children in Irish schools including the 'diversity gap' between students and their teachers, the dominance of Catholic patronage in primary schools and the lack of policy and professional development to support teachers to engage in culturally responsive pedagogies. Teachers need skills, knowledge and support to adopt inclusive practice, and to name, prevent and address racism in Irish schools and society. The system-level policies as outlined above can help to create more equitable and inclusive frameworks for schools, but it is their implementation at school level that influences students' experiences in classrooms (OECD 2023). This entails intervention at school level, with resources to address individual students' needs, strategies to address diversity, non-instructional support and services and engaging with parents and communities (ibid). However, schools cannot address the need for social inclusion and integration alone and they require support from other sectors of society in doing so.

Definitions of equity, diversity and inclusion vary across different education systems because these views are based on their national histories, educational goals and priorities. The development of equitable and inclusive education systems requires a holistic approach (OECD 2023). The findings from EDNIP research suggest that it is a practical, holistic, cost-effective model that incorporates social justice principles. The model is transferable to all schools aiming to nurture integration and inclusion within their respective school communities.



Methodology

Research aims

The aims of the EDNIP 2 research were as follows:

- Understand the impact of COVID19 on integration.
- Assess the needs and interests of children, parents and school staff for the EDNIP 2 programme.
- Evaluate the impact of the initiative on school practice.
- Identify further areas of support required.



A display for the Lunar New Year in a school corridor

The objectives were to enable the researchers to obtain first-hand participant accounts and participant perspectives and more fully understand:

1. The needs and interests of children, parents and staff in the EDNIP 2 schools to inform the ongoing development of the initiative.
2. Their experiences and perceptions of integration and how EDNIP 2 activity supports same, and any challenges involved.
3. The impact of EDNIP 2 activity on school culture and practice regarding integration and challenges in relation to same.
4. The perceptions of partner organisations about EDNIP 2 and implications for their work.

The research was led by the TED Project Coordinator and the research team included both TED and EDNIP staff.

Research design and methodology

A qualitative research approach was adopted (Robson 2011; Creswell 2014) which built on previous research by Higgins *et al.* (2020) that included a detailed literature review, the identification of the model of support and impact of the initiative. Multiple methods, multiple sources of data collection and a member check process facilitated triangulation and enhanced the validity, credibility and reliability of the findings (Robson 2011; Creswell 2014; Miles *et al.* 2014).

The research methods involved:

1. An ongoing literature review to identify best practice nationally and internationally to inform the development of EDNIP 2.
2. Focus groups with children, parents and school staff. Focus groups enabled the researchers to elicit a wide variety of views, to understand participants' experiences and opinions of EDNIP 2 activities and provided opportunities to explore the way in which individuals collectively made sense of these activities (Bryman 2008). Focus groups were also deemed by the researchers to be more conducive to enhancing parents' participation in the research, particularly those who were not fluent in English, and to be less intimidating for individuals who may, for example, have had negative experiences of interviews with those in positions of authority. Semi-structured interview schedules were adopted to provide an element of structure and allow comparability across accounts whilst also allowing for flexibility to explore aspects that participants found important about EDNIP activity (Bryman 2008).
3. Self-completion surveys consisting of open and closed questions which were sent to three cohorts:
 - Teachers to elicit feedback and evaluate EDNIP 2 organised activity. Online surveys were used for convenience to allow teachers to complete them at their own pace (Bryman 2008).
 - B.Ed. students about their experience of visits to EDNIP schools. These were administered by members of the research team following the visits and at the end of a scheduled lecture to maximise the response rate.
 - Stakeholders about the impact of partnership with EDNIP. This survey was online and asked about the perceived impact of working with EDNIP on their daily practice.
4. Individual interviews with principals to explore the impact of EDNIP 2 on school practice. A semi-structured interview schedule was also used for interviews to allow for flexibility (Bryman 2008).

Ethical clearance was granted by Mary Immaculate College Research Ethics Committee (MIREC) in 2022 for this research. As part of the ethics application, a Child Safeguarding Statement and Risk Assessment were completed for the purpose of the research to ensure compliance with the MIC Safeguarding and Protection Policy.

Data collection

At the outset of the project, all principals were given information letters and consent forms and asked permission for research to be conducted in their school. Once permission was granted, purposive sampling was used to recruit individual research participants (Robson 2011; Miles *et al.* 2014). All parents, school staff and children attending the schools were made aware of the research and intervention project through the principal. All prospective participants were made aware by the researchers that their participation in the research was voluntary.

Children were selected by school staff to participate in focus groups, based on staff knowledge of them having participated in EDNIP activity. School staff sent relevant parents information letters and consent forms provided by the research team to gain permission for their children to participate in the research. Children were also provided with age-appropriate information sheets and assent forms in advance of the focus groups by their teachers. In recognition that some parents and children may not be fully fluent in English or have low literacy levels, the information and consent forms were written in plain English. The research was also explained verbally by school staff or the research team as appropriate.

Parents were invited to participate in focus groups in Year 1 through HSCLs or adult English language classes and given information sheets and consent forms provided by the research team. In Year 2, all parents who participated in EDNIP activity were asked on registration for any EDNIP activity for their permission for the research team to contact them for the purpose of the research. The researchers also give a brief presentation to each group of parents/community members involved in an EDNIP activity e.g., English language class or Parent and Toddler group, to outline what the research involved and invite them to participate in the research.

A brief presentation about the research was made by the researchers at PMC and SIC meetings in Year 1. Information letters and consent forms were then sent to all principals, participating teachers, SIC members and PMC members inviting them to participate in the research and to complete a consent form. Contact details were provided to the researchers by EDNIP staff, with the permission of each relevant group. Following placement of B.Ed. students in EDNIP schools, staff invited them to participate in self-completion survey.

Participants were given detailed information about the purpose of the study and time to consider whether they wished to participate. In advance of the research, teachers spoke with children and HSCLs and/or the research team spoke to parents (as deemed appropriate by the schools) to ensure that they understood the purpose of the research, that participation was voluntary and that they could withdraw without consequence at any stage. Confidentiality and anonymity of the participants was maintained through the use of codes for data analysis and write up. A member-checking process was also conducted prior to finalising the research findings.

Table 2 details the data collected in EDNIP 2.

Table 2 Data collection and sources

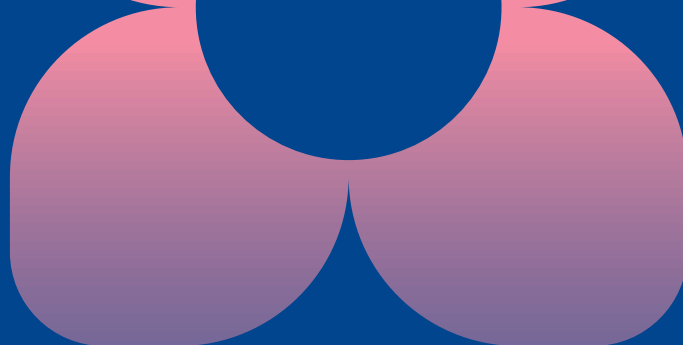
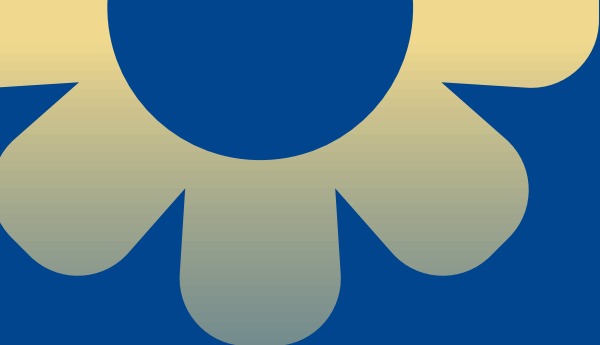
Data Source	Number of Participants	Year
Child Focus Groups x 6	28	Year 1 May-June 2022
Child Focus Groups x 5	24	Year 2 May-June 2023
Parent Focus Groups x 2 EAL Class	7	Year 1 June 2022
Parent Focus Groups x 5 EAL Class and Parent and Toddler Group	12	Year 2 June 2023
B.Ed. Student Surveys Development and Intercultural Education Elective	12	Year 1 April 2022
B.Ed. Student Surveys Global Citizenship Education Elective & Drama Elective	23	Year 2 April 2023
Teacher CPD Surveys	27	Year 1 & 2 Nov 2022 & Jan 2023
School Integration Committee Focus Groups x 3	6	Year 2 & 3 Dec 2023- Mar 2024
Principal Individual Interviews	5	Year 3 Jan – Feb 2024
Stakeholder Surveys	2	Year 3 April 2024

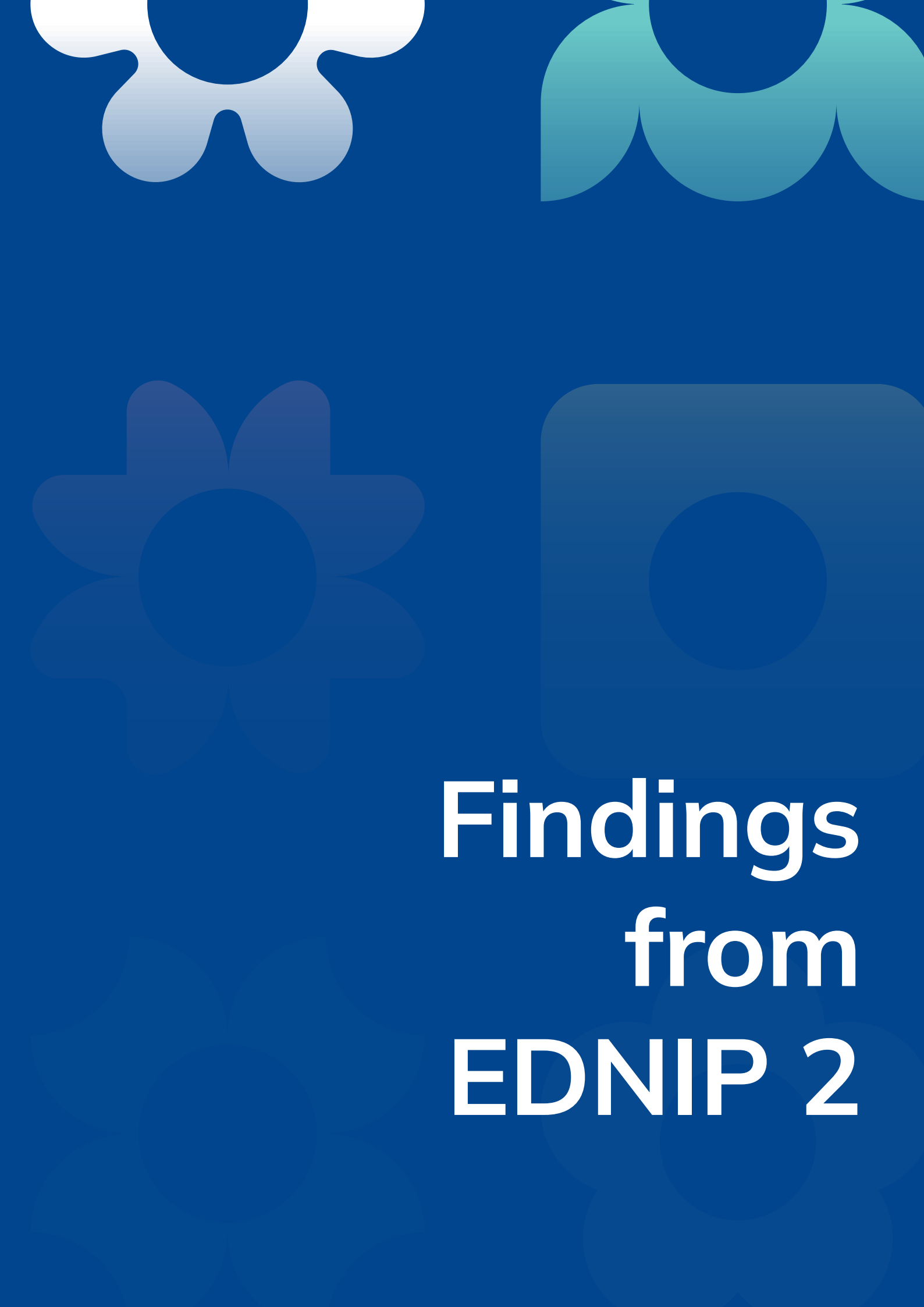
Analytic strategy

Creswell's (2014, pp. 197-201) six-step process for qualitative data analysis was adopted. Audio files from focus groups and interviews were transcribed by members of the research team and transcripts were reviewed for accuracy and familiarity. They were uploaded to Nvivo QSR software where they were coded and analysed thematically. Deductive themes were identified from specific research questions and inductive themes arose from participants' accounts. The research team synthesised key points identified by each group of interviewees and focus-group participants. The synopses were subsequently shared with each group for member check purposes to check the researchers' interpretations and for further feedback. Survey responses were collated in Microsoft Excel and charts and tables were developed to display data visually. The findings presented in the next section are informed by the synopses and feedback from focus groups and interviews, in addition to the findings from surveys. Additionally, the report recommendations and conclusions are grounded in the data collected. The analytic approach outlined enabled the researchers to check the plausibility of the research findings and conclusions through the recursive process of refinement and verification of themes in the data. It also supported examination of 'negative evidence' (Miles *et al.* 2014, p. 259), seeking counterfactual or negative cases from within the data, or through collection of additional data, in order to disconfirm the researchers' initial assumptions about what is going on and counter researcher bias (Robson 2011).

Limitations of the research

While almost 150 individuals participated in the research, a limitation of this research is the small number of research participants from some groups i.e., school staff involved in the SICs who have detailed knowledge of the project, children and other stakeholders. As such the experiences and opinions from children and school staff that are shared in the feedback are drawn from a small number of children and school staff with experience of EDNIP. Regarding school staff, principals and those involved in the SICs may be more positively disposed towards EDNIP activity and staff due to regular interaction with the project. Concern about future implementation and desire for the project to continue may have impacted on their responses. Similarly, parents participating in the English Conversation Club or Parent and Toddler group are also likely to be positively disposed towards the project and staff. However, due to regular interaction of these school staff and parents with EDNIP, they have greater knowledge and understanding of the project and are best placed to share their experiences and opinions. A further limitation was lack of feedback and, therefore, perspectives from PMC members other than principals. These limitations and the qualitative focus of the research make generalisation and extrapolation of the findings and key learning to other schools more challenging as each school has a distinct context. However, given the unique nature of EDNIP in the Irish education system, the increasing diversity in classrooms and need for culturally responsive approaches, the learning will still be of significance.





Findings from EDNIP 2

Findings from EDNIP 2

In this section, we outline findings from research conducted during phase 2 of EDNIP which demonstrate that participation in EDNIP supports schools to celebrate diversity and be inclusive of all members of their school community. Firstly, this section details the impact that EDNIP 2 has had on children and their experience of school life. It then discusses the impact on schools, including the physical space, school policies and school staff and outlines challenges to integration and inclusion identified by school staff. The project's impact on parents is then considered and the way EDNIP supports parents to better engage with the schools is outlined. Feedback on partnerships within the project is explored and finally, this section examines findings regarding the future of EDNIP.

Impact on children

School staff reported that EDNIP 2 positively impacted the lives of children at school by supporting development of their sense of community and belonging and nurturing friendships. The project was greatly valued by school staff as a programme to support and welcome children. Children indicated that the wide range of enrichment opportunities provided through EDNIP brought variety and opportunity to their school experience. Feedback from parents indicates that the Parent and Toddler group supports young children with social interaction and for the transition to the pre-school environment. Please see Appendix 1 for a full description of EDNIP 2 in school activities

Welcoming and celebrating diversity



A map of Ukraine created by children for a World Café event

EDNIP schools have become more diverse since the project was established in 2017, as evident from the data presented about the student enrolment in the introduction section, Table 1. Feedback from staff research participants indicates that they are keenly aware of the profile of the student body and identify their schools as being diverse in a variety of ways such as languages spoken, cultures, faith and visible difference in ethnic background such as skin-colour of students and their families. As one principal stated in the quote below, being part of the EDNIP project has contributed to solidifying the school's identity:

I think we are multicultural, we are multi-coloured, we are multi-faith, and we care on multiple levels, and the staff are brilliant at it, and they have gotten better at it, much more confident, thanks to the EDNIP process to date. (Principal School B)

School-staff respondents indicated that the provision of educational resources by EDNIP enabled them to celebrate the identity, culture and language of children as the variety of

languages and cultures of students and their families was reflected in these resources. They also helped staff to encourage children to maintain and celebrate their first and home languages. Multi-language and dual-language story books were used in schools to encourage the development of the English language but also to ensure that all the languages of the children were represented. School staff relayed how the children enjoyed seeing their culture or religion represented in the books which in turn contributed to a greater sense of belonging within the school.

School staff facilitated opportunities for children to spend time immersed in their first or home language during the school day. Having time to learn and read in their first language was valued by children who reported that opportunities to speak their native languages at school, read stories in their first or home language and to see written materials such as posters, signage and books in their own languages contributed to their sense of belonging.

My friends read books in Portuguese, and I like that, I like that we have books in my language, I am reading BFG in Portuguese now. (Child School E)

One principal relayed how children's ability to speak and understand multiple languages and engage with different cultures had a positive effect in the school. This plurilingualism improved these children's skills in all languages including English and Irish.

With support from the Equality, Diversity, Inclusion and Interculturalism (EDI) Office, MIC, EDNIP delivered two World Café events on campus in MIC. These provided opportunities for 56 children and parents to visit MIC to meet with ITE students on the B.Ed. programme. The children acted as facilitators during the World Café events and their expertise about the various countries of origin of their families, home languages and culture was fore fronted. Feedback from children indicates that having opportunities to showcase their cultural heritage at the World Café and during school intercultural days, which encouraged students from all cultural backgrounds to share an aspect of their culture such as food, traditional dress or music, were very valuable and enjoyable. Following the second World Café, children were invited to return to campus for a tour and to join B.Ed. students for a seminar facilitated by a lecturer where they engaged in practical examples of methods of participation in the classroom.

Encouraging friendships and welcoming new students

School staff indicated that EDNIP supported them to be proactive in welcoming newly arrived students from all backgrounds and encouraging children to make connections and to speak in their first language thus enabling children to feel part of the school community. One school staff member recounted a child arriving to their school mid academic year from another country and the steps that were taken to welcome them. The new child was seated with another child that also came from the same region of their country and spoke the same language. School staff encouraged the children to converse in their first language and were careful not 'to make it that language isn't allowed to speak' (Staff Member School E). The



A HSCL's welcoming office door

children were very excited to meet each other and to have mutual support. The school staff indicated that their awareness of the needs of the child and their openness to other languages being spoken in the school contributed to the comfort of the child.

Child centred approach



A multi-lingual display of the months of the year

School staff reported having greater awareness and understanding of the complexity of migration and impact on the student population through participation in EDNIP. One principal stated that 'It's becoming more natural, more organic, just to support some of the children who have come from other countries, because not everyone has come here out of choice' (Principal School E). Another staff member shared how their understanding and practice of inclusion of children in their school evolved from integrating newly arrived children to Ireland, to encompass children who were born in Ireland but may not 'look traditionally Irish' or have different religious beliefs to the majority population as illustrated in the following quote:

The vast majority of our children are Irish. They may come to school not speaking English, they look different to some of the other kids you know, they don't look traditionally Irish.... Traditionally most Irish children are Catholic, a lot of these children aren't but, they're still Irish. So that's like a big thing now. So, it's moved on from integrating those from other countries, they're actually Irish. They're here, they're Irish.... but they look different, or they're different religions or they speak differently. (Staff Member School C)

The school staff were clear in their description of children as being Irish despite cultural differences such as language and religion or visible difference in skin colour or dress, suggesting that their own perception of what it means to be Irish has also evolved since they became involved in EDNIP as expressed by a staff member in the quote below:

A lot of them do identify as Irish and they are Irish because they were born here, but I suppose the inclusion is that all of the school community accept everyone as Irish in their own way. (Staff Member School E)

However, the staff acknowledged that even though a child is Irish, cultural differences amongst students and teachers in a school remains 'a huge thing to integrate' with the onus on the school to acknowledge, understand and include a wide range of cultural influences and practices (Staff Member School C).

Experiential learning opportunities for children



Children enjoying a display in the Hunt Museum in Limerick City

EDNIP 2 provided a large volume and variety of interventions in the five partner schools for children from September 2021 to August 2024 as can be seen in the table below.

Table 3 Number of EDNIP Interventions

Intervention	Number of participants and interactions with the project
In-school Activity	359 In class activities, 6,864 interactions with children
	17 Whole School Events, 3,092 interactions with children
After-School Activity	27 After School Activities, 656 interactions with children
School Holiday Time Activity	27 holiday activities, 1,068 interactions with parents and children child
School Staff Workshops	7 Workshops, 167 interactions with school staff
Parent Activities	134 activities, 2,512 interactions with parents

This wide variety of activities for children was described by one principal as a break in the typical academic year and enabling children to engage with the amenities in their local area. School staff acknowledged that visiting the local art gallery or museum may not have occurred without the input of EDNIP and that the legacy of enrichment opportunities for children are ‘the memories that come from that, they last forever’ (Principal School B).

Hurling and camogie coaching

EDNIP 1 recognised the potential of sport to support integration of migrant children by providing a common ground for children and offered opportunities to learn about and actively participate in traditional Irish sports. EDNIP 2 continued to offer hurling and camogie coaching for schools in association with the Munster Camogie Association. The children described trying out camogie, hurling and Gaelic football for the first time while at school as being fun and very different to soccer and basketball. They shared that these activities gave them opportunities to build their teamwork skills, to try new activities and to learn new technical sports skills such as how to

'hold the hurley and like how to pick up the sliotar' (Child School A). Male students highlighted participating in matches and sports competitions as being particularly enjoyable.

Mobile farm

Children identified the visit of a mobile farm to the schools as a particular highlight in the school year. With many of the children in EDNIP schools living in the city centre and some living in IPAS or homeless accommodation, opportunities to interact with animals are limited. Indeed, it was the first time that many children who participated in the focus groups saw animals such as goats, chickens, pigs and rabbits up close and had the chance to hold, pet or feed them. They described this experiential learning opportunity excitedly exclaiming 'We got to feed all of the animals' (Child School D), 'I see a pig and the pig went oink!' (Child School D) and 'There was goats without a leash!' (Child School D).

Narrative 4 Story Exchange

EDNIP staff trained as Narrative 4⁷ facilitators during Phase 2 and delivered story exchanges in the schools, working with senior classes. Story exchanges are designed to encourage empathy and build community between students and to develop their listening skills. Children were asked to reflect on and share a happy memory while subsequent story exchanges challenged the students to share a time when they felt excluded. The programme gave children the opportunity to explore a higher order skill that challenged them to find out more about a classmate and to retell their story. One principal indicated that this encouraged the children to both listen to and speak in 'a different voice' (Principal School B) and that the space for reflection in the classroom was valued as it was acknowledged that 'reflection for young children is difficult, many adults find it hard to reflect' (Principal School B).

After school club



Children taking part in a stop motion activity during STEAM club in the CraftMaker Space in MIC

A weekly STEAM (Science, Technology, Engineering, Art and Mathematics) after school club was delivered to four schools in partnership with CRAFT (Creative Arts Future Technologies), Enterprise and Community Engagement, MIC. Children designed a city of the future and worked with circuits and robotics. One child shared their experience of learning from their mistakes in the club highlighting the opportunity for greater self-directed learning:

I asked the teachers for help multiple times and then finally I told her not to help me but then I learned from my mistake and got good at it and knew how to do it. (Child School E)

⁷ Narrative 4 Ireland was established in 2016 and is a registered Irish charity that have licensed the Story Exchange programme from the US based Narrative 4 Inc., which was founded by writers and educators in 2012. Story exchange teachers young people social and emotional skills and improves wellbeing. For further information see <https://narrative4.ie/>.

Children pronounced the variety of tasks as interesting and creative. This opinion was echoed by school staff who relayed that children gained new skills and greatly enjoyed the experience. Principals also welcomed the club as there was a lack of opportunities for children to take part in after-school activities in the local community.

Following the STEAM after school club, a Teach it Forward event was held in the schools where the children had the opportunity to teach the STEM (Science Technology Engineering and Maths) skills they had learned to their peers and younger children in the school. For one staff member, the highlight of the year was watching their students engage in this event as it demonstrated that the students had gained practical skills and confidence to share their new learning with younger students in the school. Enabling the students to cascade their learning was an important part of the club and the Teach it Forward events provided the space for students to 'bring their learning back into the school' (Staff Member School E). EDNIP also supplied each school with STEAM resources to contribute to the continuity of STEM in schools.

EDNIP Family Trips



Families enjoying the beach in Kilkee, Co. Clare during an EDNIP family trip

Children identified family trips and activities that EDNIP delivered during the school holidays as some of their highlights from the school year. On the family trips, they visited locations such as Bunratty Castle, King John's Castle, the Hunt Museum, the farm and the beach. These visits facilitated participants to learn new information about Irish history and culture and opportunities to visit new areas of the country which they had never been to prior to that occasion. A number of students reported that it was their first time visiting these tourist attractions.

The children who took part in family orientated activities such as the Easter scavenger hunt reported high levels of satisfaction with the experience due to the time spent with their family and friends while completing the activities. They also enjoyed the challenge of figuring out the clues. For some, it was their first time completing a scavenger hunt and this increased their level of engagement and enjoyment with the activity.

The opportunity for all children to go on trips during the summer holidays was greatly valued by the school staff. They shared that for some children, their lives are city-based and opportunities to visit the seaside or countryside are limited due to lack of transport options and challenges associated with accessing public transport e.g., cost and suitable timetables. The family trips during the summer holiday therefore were considered important as without them there was 'nothing happening' (Staff Member School A) during the holidays for some children. School staff viewed the trips as particularly beneficial for children from migrant and non-migrant backgrounds to socialise and interact with each other outside of the school environment. The trips were described as an informal play date for the children and with time spent together encouraging friendships to develop.

Impact on babies and toddlers

Parents from the local schools, along with new parents, attended a weekly Parent and Toddler group in one school. The aim was to support parents and provide an outlet for social interaction for parents of young children in a group setting. It was primarily attended by mothers with a small number of fathers also attending on occasion.

Mothers reported that the children who took part in the Parent and Toddler group benefited from the social interactions offered in the group and that it was a break in routine for children which provided a stimulating social environment. This social interaction was particularly valued in families where the child did not have other siblings at home during the day as illustrated in the following quote:

When he (older brother) goes to school she has no one to play with only Mom, so she lives for Wednesday mornings....to go down and see the babies. (Parent 2)

Parents also reported that young children got to know each other, made the beginnings of friendships and the start of a social circle. They also became familiar with mothers of children in the group which parents felt increased the sense of community among children and parents. Parents acknowledged that this mini community would build as the children attend the local preschool with one parent stating: 'Even the kids are saluting the Mams, its great and they will go to preschool together which is great.' (Parent 7).

The Parent and Toddler group was also seen as a 'stepping stone' (Parent 2) in preparing children to transition to creche or pre-school through structured activities such as painting and water play being introduced at an early age. Some parents reported that their child's first painting was completed in the Parent and Toddler group. The autonomy children had when choosing what to play with or whether to take part in an activity was also valued by parents as illustrated below:

Even the freedom, I like that there isn't such a structure, my daughter goes in and goes I'm going to play with the toy, the kitchen, the water comes out. She has the choice.

(Parent 2)

The Parent and Toddler group was also credited by parents with emotionally preparing children for transitioning to pre-school and for equipping them with social skills such as sharing.

Impact on schools

EDNIP schools reported positive impacts from their involvement with the project and described EDNIP as adding value to the schools, local community and to the wider community of Limerick. School principals were overwhelmingly positive about the impact of EDNIP describing the project as 'one of the most beneficial for schools, especially in this area' (Principal School C).

Embedding the whole school approach

School principals indicated that during Phase 2, EDNIP has become part of 'the fabric' (Principal School B) of the school, with one acknowledging that 'it's been going on for so long, that it's part of the school now' (Principal School C) and another stating that it 'fits really well into every part of the school' (Principal School E). They viewed the integration of EDNIP into all aspects of school life as key to the project's positive impact, with application across a variety of areas identified including wellbeing, inclusion, English and behaviour support. One principal stated that it was important not to view EDNIP as 'another extra' (Principal School E) thing to do. Rather, principals felt it had most impact when you 'see how it actually is bringing other things together' (Principal School E) and can 'permeate through the school' (Principal School A).

The whole-school approach of EDNIP was perceived by one principal as complementing the school's approach to supporting children's needs in a holistic way through 'a fully integrated approach whereby first we look at the person, then we look at the language, then we see how we can help both' (Principal School A). With support from EDNIP, the school has worked on supporting children to integrate by focusing on developing their English language skills, understanding their culture and religion and how the school can 'fit in with their culture and religion' (Principal School A). All schools also received a workshop through EDNIP on developing a trauma responsive school and this principal outlines how their school incorporates that lens into supporting children's holistic needs as evident below:

We have looked at trauma, how to approach trauma, how to spot trauma and how we can help at our own level or how to refer people on, if it's above our level. (Principal School A)

Staff feedback on the trauma-responsive school workshop was highly positive and all teachers who completed the survey found it appropriate for their level of experience. Staff particularly welcomed the facilitators expertise in the area, the practical nature of the session and strategies that they could adopt to enhance regulation in the classroom. The following quote highlights why it is important for teachers and schools to have an understanding of trauma-responsive approaches:

I also think it is extremely important that teachers know how trauma can affect children in the same family in different ways depending on how they internalise or externalise the issues. Sometimes a quiet child might be overlooked as they are not outwardly displaying signs noticeable to the teacher. This information is very important. Gaining a greater understanding of methods to support children and acknowledging their feelings is so important as school might be their safe haven. (Staff Survey Respondent)

Another principal highlighted the role EDNIP played in supporting the school to develop reflective practice in relation to inclusion and anti-racism. They recounted how they have had children who spoke out about racism for the first time and that by being part of EDNIP, the school had 'learned how to look at ourselves with a little more of a critical eye and a little less pay lip service to that, we actually mean this' (Principal School B).

For a third principal, EDNIP 'opened our eyes to the possibilities' (Principal School C) in terms of supporting parents to integrate into the school community. This principal indicated that without

EDNIP they would not have had the confidence or capacity to help their families. Additionally, they acknowledged the role EDNIP played in creating greater openness amongst staff to inclusion and diversity in the school community stating that the project 'opened up our minds, look at our school, we are all white Irish ... I do think it is has opened our eyes. I think we are just more open to everything than what we would have been, and it is down to EDNIP' (Principal School C).

Representing and respecting diversity in the school environment and atmosphere



A welcome display in reception in an EDNIP school

School staff illustrated how the physical environment of the schools have been impacted by EDNIP and how many indicators of being an EDNIP school were visible within the school grounds and buildings. These included multi-faith artefacts, flags, globes, dual-language books, multi-cultural welcome mats, posters and a dedicated EDNIP resource corner as signs of the school's inclusive nature and of the diversity of the school. Samples are shown in the photographs included throughout the report. School staff also indicated that EDNIP generated an atmosphere of kindness and inclusivity in the school. They relayed observing moments of kindness between children, hearing different languages spoken and seeing different cultures represented in the school's educational resources. Additionally, staff have developed the confidence to use interpretation tools to better interact with students.

Supporting school policy and practice

School staff described how the ethos and practice of EDNIP had impacted school policy and practice and how, in Phase 2, inclusion and integration have become embedded in school policies. Principals indicated that EDNIP brought 'awareness to how people can be more included and involved' (Principal School E) and as a result informed school policies and practices. They cited examples of EDNIP's influence on policies including the school's DEIS plan for School Self Evaluation, recruitment policy and on the school's internal management

structure such as including oversight of EDNIP in an Assistant Principal II's (AP II) responsibilities. In one school, the recruitment process was influenced by EDNIP when the principal included questions focusing on inclusion and integration as part of the interview process so that they could understand candidates' views. This principal felt that as EDNIP was such an integral part of the school it was important that any new staff were 'like-minded'. This school had recently had a DEIS school inspection⁸ by the DEY, where inspectors highlighted the importance of the school's involvement in EDNIP and acknowledged the work of the project. This principal also highlighted the potential of EDNIP to influence national educational policy as illustrated below:

I do think it has potential to change policy in Ireland, and I would hope that it would eventually, that somebody would sit up and say "Yes, this is a good model to implement in other parts of the country", because I have been saying it quite a bit to colleagues of mine. But I think the powers-that-be need to sit up and listen and say yes, five schools in Limerick really love this project, what's good about it and how can we share that expertise with other schools throughout the country, especially in light of what is happening at the moment. (Principal Interview)⁹



A mini library of intercultural books in a school

Supporting religious diversity in EDNIP schools

School staff discussed religious diversity in their schools and the steps they took to support children practicing different faiths. In schools with a high number of Muslim students, school staff facilitated children to go outside at breaktime if it was dry to spare them being around other children having lunch while they were fasting. The following quote illustrates how older students were supported during Ramadan through provision of a dedicated prayer space:

They [the students] would have asked for a space for prayer space for the five or ten minutes instead, so we used a room, and they brought in their whatever they bring in, mats the prayer mat and whatever they needed, the Koran or whatever else, and let them at it for five minutes a day. (Staff Member School A)

⁸ A DEIS school inspection is an evaluation carried out by the Department of Education and Youth that is focused on supporting school improvement and quality-assuring the work undertaken in schools to deliver equality of educational opportunity for their pupils. A DEIS evaluation examines the school's action planning for improvement across the DEIS themes outlined in DEIS Plan 2017: attendance, retention, transitions, literacy, numeracy, partnership with parents and others, (typically other schools, educational providers and external agencies). The quality of support for pupil wellbeing and staff engagement in continuing professional development, as well as the quality of leadership of the DEIS action planning process, are also evaluated. See 'A Guide to Inspection in Primary Schools and Special Schools', for further details <https://www.gov.ie/en/departments-of-education/publications/guide-to-inspections-in-schools/>.

⁹ School code not included as it may be an identifier.

Another staff member shared that they had never considered acknowledging Ramadan in the school until students mentioned it and are now planning a showcase of religious artefacts so the wider school community can learn about Ramadan and Eid. This highlights the importance of creating opportunities for students to share aspects of their culture and religion with other students and school staff to develop greater awareness about their significance. Staff from another school also discussed the challenge of supporting a small number of students participating in Catholic sacraments when 'half the school stays' (School Staff School C) behind when they visit the local church. A teacher in a third school indicated that of the 49 children in the class year, only 12 children were making their First Communion. Despite such challenges, some principals felt that the Catholic ethos of the schools complemented the inclusive nature of EDNIP and that this enabled the school's ethos and the work of the project 'marry well together' (Principal School D).

Practical in-class initiatives and additional support



Children making rangolis with dyed rice and couscous to celebrate Diwali

In-class initiatives such as lessons on festivals including Diwali, the Lunar New Year and Ramadan, along with anti-racism lessons and Narrative 4 sessions on empathy, were viewed by school staff as practical, hands-on and supporting the teacher as 'the onus isn't on the teacher to develop, to deliver it, it's not something another job they have to fulfil' (Staff Member School A). Please see Appendix 1 for full details of EDNIP 2 in class initiatives. School staff welcomed the practical modelling of strategies by EDNIP staff as illustrated in the following quote:

It was on the ground stuff and practical lessons and practical support and practical resources and practical workshops and just everything I found really practical. And I just think that's key. (Staff Member School A)

The in-class delivery of specific programmes and activity by EDNIP was viewed by one staff member as hugely important because:

A lot of things that are asked of you as a teacher are outside of what you're trained in you know. So, new things come up, but you don't feel that you have the skill set maybe sometimes to deliver it. (Staff Member School A)

The presence of the EDNIP team in the class was viewed as additional support and as an

opportunity for class teachers to learn and see methodologies and strategies which in turn was felt to increase the skill set and confidence of teaching staff.

Both school staff and children indicated that intercultural days were a highlight in the school year. These whole-school celebrations showcased families' cultures through food, clothes and music and encouraged human connection through the 'pure joy of people who just want to give you something that is really valuable to them' (Principal School B). School staff also emphasised the consistently high turnout of families at EDNIP events which was viewed as an indication of the success of the project. One staff member admitted that their expectations of the number of parents that would engage in an event was greatly exceeded.

Supporting parental involvement and sense of belonging in schools



Children looking at deer during a Family Trip to Moher Hill Farm in Co. Clare

School staff consistently highlighted the importance of parental involvement in the school and how they valued good relationships with parents. They indicated that EDNIP played an important role in supporting parents through classes for parents and the Parent and Toddler group. They also emphasised the importance of building trust and relationships in order to fully welcome families into the school community. They acknowledged that this takes time, with one principal highlighting the importance of speaking face to face with families as being key to developing and maintaining strong relationships.

School staff shared that EDNIP has impacted positively on the atmosphere in the school and created opportunities for parents to make friendships within the school as evident in the following principal quote: 'The way they [parents] related to each other and just the fun they had and the craic, that natural thing Irish people cherished always and talking, so that was really wonderful' (Principal School B). Another principal attributed EDNIP with creating a school 'community where people are very much safe, where they see the school as a welcoming place' (Principal School A). Family trips were also described as vital to making the school 'a hub of community life' (Principal School A). The inclusion of all families, including those not from a

migrant background, was valued by school staff as it fostered relationships between families from Ireland and families who have recently arrived in the country.

School staff reported that EDNIP has improved development of relationships between home and school. Principals stated that this equipped schools to make informed decisions about educating and helping students. They credited EDNIP with increasing parental confidence and as a result felt there is a greater openness amongst parents about speaking about their own lives and a willingness to engage with the school. This has manifested in more parents 'popping in and having a chat or asking to see if they can talk with a teacher' (Principal School C). School staff indicated that the increase in trust subsequently led to greater student involvement in school activities and parents were more confident in stepping outside traditional cultural celebrations and, for example, allowing their child to take part in festive Christmas activities such as meeting Santa Claus. Additionally, to be more inclusive of the variety of cultures and festivals celebrated across the school community, one school decided to make winter rather than Christmas wreaths, which subsequently led to greater participation from across parents.

In general, principals reported that EDNIP had improved the connection between home and the school which had directly impacted on the inclusivity of the school and the feeling of security for families who attend the school as can be seen in the following quote:

EDNIP, and the work you have all done, has meant that parents feel welcome, and they feel safe in the school...We see that they are happy with the school as an education facility for their children. They feel that their children are safe in school and it's that bond with parents, where they feel more at ease with us, and we as a school feel more comfortable with them. (Principal School A)

However, one principal relayed that communicating with migrant parents can be challenging for school staff as can being inclusive of people whom they may feel they have little in common with. This principal relayed that because of EDNIP, staff are now more aware of the language barrier for parents, more patient and 'trying to include the parents, rather than ignoring them and just talking to their children' (Principal School C).

The importance of language in creating a respectful, safe, inclusive and welcoming atmosphere

As indicated under both the impact on children and parents, school staff relayed that they strive to make students and families feel welcome in the school by creating a welcoming atmosphere and encouraging connections between students and families.

School staff believe that they have embedded an organic culture of welcome to all families, both Irish and migrant, through grassroot policies of tolerance and acceptance and a specific focus on dual language approaches to foster respect for all nationalities and cultures. They emphasised the importance of creating 'a safe, inclusive environment around language, just around respect, around dignity, around acceptance of difference' (Staff Member School A).

Across schools, staff shared how they endeavour to support student acquisition of English whilst also acknowledging and supporting the importance and retention of children's first language. They encourage students to use their home languages, share their culture and to support each other with translations when possible. They acknowledged the difficulty for children of learning through a second language and how supporting a child's first language contributes to how the school welcomes the child. Balancing the priority and pressure to learn English while ensuring that the child's first and home languages remain valued remains a challenge for schools.

Principals indicated that the activities and resources EDNIP provided have supported language acquisition and multilingualism in their schools. One indicated that as a result of the parent conversation club, both the level of parents' English and their confidence has improved which in turn has impacted positively on children as the parents 'grow in confidence, the children are in a

better place' (Principal School E). In one school, a staff member speaks Pashto¹⁰, which has had a very positive effect on children as illustrated in the quote below:

The kids were just delighted when they saw them and heard they spoke the same language as them, it's amazing, it's great role models. I think we are just more open to everything than what we would have been, and it is down to EDNIP. (Principal Interview)

This emphasises the importance of having staff members who speak the same language and have the same cultural background as students.

Awareness of the importance of language, communication and possibilities were identified as key to supporting integration of families. Principals reported that EDNIP had 'opened our eyes to the possibilities' (Principal School C) in terms of supporting parents to integrate. Principals acknowledged that without EDNIP the task of welcoming families from a hugely diverse community would have been daunting. School staff observed that an increase in awareness encouraged them to communicate with parents from a migrant background rather than talking directly to their children as they may have had a greater fluency in English. While one principal acknowledged that having these conversations can be challenging, and that it may be easier to 'go towards the Irish parents', (Principal School C) having school staff concentrate their efforts on including parents who may not have English as a first language was hugely rewarding.

Advantages and challenges of teaching in a diverse school and importance of support

School staff indicated that diversity within the school population has advantages for school staff and encouraged acceptance amongst their school community. Teachers reported that teaching in a diverse DEIS setting is very rewarding and 'opens up everyone's mind' (Staff Member School E) to accepting difference. They relayed that there is more variety in the school day because of the mixture of cultures which contributes to making the workplace more interesting and brings energy to the school. They also reported learning about new cultures from their students and their families and acknowledged the important role of the school as the centre of a diverse community. Teaching in the school was described as highly valued due to the diverse nature and 'cultural richness' (Staff Member School E) of the school population.

Having multiple nationalities in a school can be challenging and staff indicated that this challenge is compounded by their DEIS status which brings 'DEIS challenges that we have on top' (Staff Member School C). School staff acknowledged the assistance of EDNIP and stated that other schools in diverse settings would love to have such a service as they face similar challenges without additional support.

Interacting with students and families from different cultures was reported as challenging the preconceptions of school staff. One staff member described how answers from students from a migrant background frequently defied their expectations which brought novelty after a long career teaching, as evident in the following quote:

Having been around a long time, I'm kind of anticipating all the time, what answer the children are going to give me to a question, but when you have people from different cultures, you're going to get a different answer which is actually great. (Staff Member School B)

Similarly, the manner in which children from an Irish background welcomed new children to their school surprised some staff as they had preconceptions of how some children would react to new people and different cultures. In general, children were greatly accepting of new cultures and staff enjoyed contributing to supporting this. EDNIP was felt to have encouraged empathy and greater awareness amongst school staff of children's circumstances as they reported a better understanding of people's individual story and experience as reflected in the following

¹⁰ Pashto is an Eastern Iranian language in the Indo-European language family, natively spoken in northwestern Pakistan and southern and eastern Afghanistan.

principal quote: 'Most teachers are very empathic once they know what is going on, and EDNIP helps you to know what is going on' (Principal School A).

Impact of the SIC on schools

The SICs were viewed by school staff as a useful mechanism to support schools and parents and as a space where schools can build relationships with parents in an informal setting and to learn from each other, as illustrated in the quote from a SIC member:

Adults are far more self-conscious about even making friends.... there is a piece around that, around sitting around a table where everyone is equal and having a little chat as adults. (Staff Member School B)

The SIC was perceived as a 'kind of an open door' (Staff Member School B) for families to attend school events and to learn more about and contribute to the life of the school. It was also highlighted as a means to gather information and to act as a line of communication between the school, parents and EDNIP and enabling both the school and EDNIP to plan and strengthen collaboration. EDNIP SICs also facilitated the work of EDNIP to become embedded or 'dispersed through the school' (Principal School A) utilising the HSCL and EDNIP staff to ensure a greater spread of the workload and share the message of EDNIP.

In schools that have parents sit on the SIC, school staff felt that that the SIC had become a valuable established channel for parents to influence and feed into the life and activities of the school. Staff indicated that the informality of the SIC was an advantage as parents viewed it as more accessible than a Board of Management and used the SIC as a stepping stone to becoming more involved in the life of the school.

According to school staff, the SIC was also an opportunity for schools to consult parents on policies and had directly informed school policies including the behaviour and uniform policy. The SIC was also perceived to be a positive force against the rise of negative attitudes towards migration by providing opportunity to have an open positive space where people can communicate. As one staff member explained, 'We try our best to keep negative out' (Staff Member School B).

However, school staff highlighted the challenges of getting parents involved in the SIC. As they are busy balancing the demands of teaching and other activities, teachers felt that HSCLs were better placed to communicate with and develop relationships with parents and recruit them to committees.

The importance of relationships between school and EDNIP staff

Strong relationships with EDNIP staff were viewed by some principals as crucial to embedding and integrating the project in schools. They highlighted the importance of honesty between school and EDNIP staff, along with willingness to share problems and challenges. Such relationships were identified as foundational for an open communication system to permeate through the school. As observed by one principal:

'The strongest piece of it all, was the project worker and the link that that person had with the HSCLs and with the School Integration Committee' (Principal School B). A second principal indicated that the school ethos of supporting students was mirrored by the EDNIP team, as evident in the following quote:

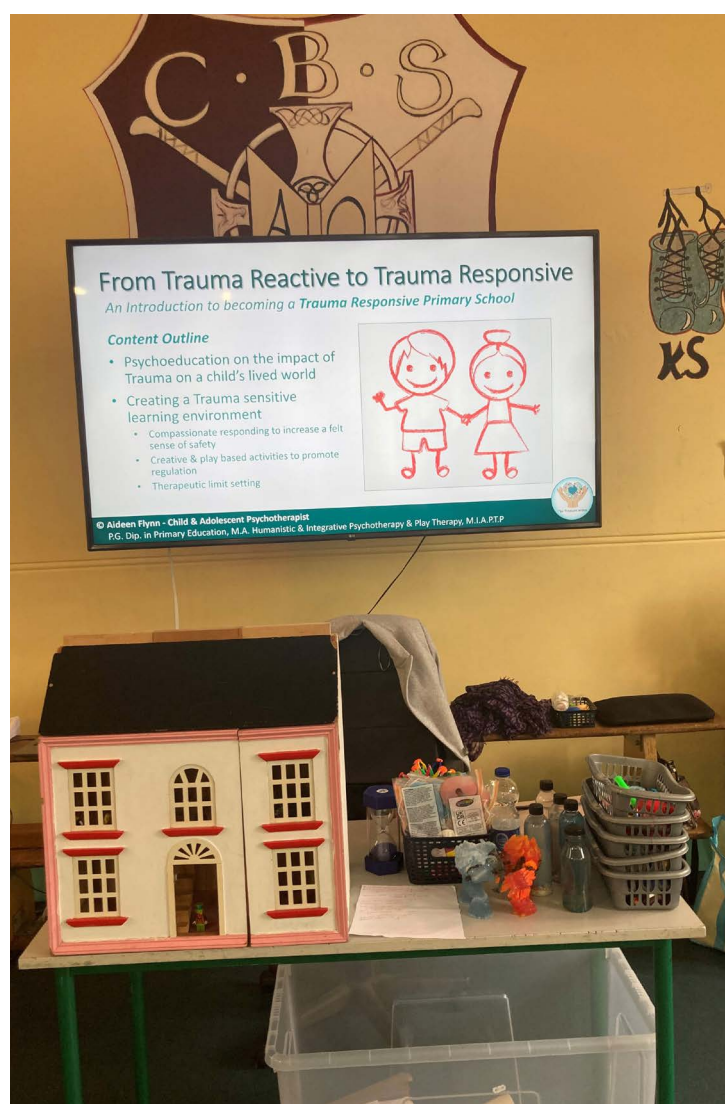
I suppose my big thing is to want the best for every student and that has been echoed by the people who have worked for EDNIP. (Principal School A)

While school staff recognised that inclusion has been cemented by the presence of EDNIP, some school staff also admitted that they have become dependent on the project and questioned whether inclusion would be as successful without dedicated funding for staff, activities and resources. They felt the transitory nature of migrant families and the evolving profile of the school community reinforced the need for a project that is dedicated to diversity and inclusion.

Challenges to integration identified by schools

The population change in communities and the transient nature of families in EDNIP schools can be challenging for schools to manage and resource. One principal outlined the volume of new arrivals over an academic year and the challenge of including them so they can engage in their education, as evident below:

This year alone we got in twenty-one new migrant children. I would say 90% of those migrant children had a very low level of English. 90% of those people have come to Limerick with very little or no housing, so they are looking for houses. 90% of them are one-parent family incomes. Lots of them have very little knowledge of the local area, we're a school that takes in migrant children from around the city. We need to keep reinventing, re-sustaining and ensuring that the new kids are given the same start as others.... How do we ensure the little resources that we have, that they get enough to ensure that they are on a level playing field with children that are learning English all their lives? (Principal School A)



A Training event for school staff on Trauma Reactive to Trauma Responsive by Aideen Flynn

Another principal emphasised the lack of availability of local school places for migrant families in other areas of Limerick outside of the city centre. Some families attending the school were living in another part of Limerick and due to the lack of school places in the locality were travelling into the city centre for school. This impacts on the children as they cannot access their local school, but it is also a challenge for the city centre schools as the schools are 'putting your all into everything and you know that in their heart they (the children) are not living here' (Principal School E).

Despite the diversity of students and the high number of children who do not speak English as their first language in their schools, principals highlighted that they do not have an EAL teacher allocated on a permanent basis. Schools are required by the DEY to apply for the provision of an EAL teacher annually on the basis of need and the resource allocated can fluctuate.

Balancing the demands of a busy school day with limited time for additional activity was a challenge mentioned across the schools. This impacted on selecting staff to attend training

sessions and workshops as schools are unable to release large cohorts of staff at one time. When schools commit to a whole school workshop, it takes a great deal of time to coordinate. Despite this, the benefit of training was acknowledged and the whole school trauma responsive workshop organised by EDNIP was described as hugely beneficial by school staff. A further challenge identified by principals was difficulty capturing the benefits of the project due to the competing demands of school life and limited time for reflection and report writing.

The majority of principals identified the rise of the far right on social media and in the community as a key challenge in their schools. One principal highlighted the challenge of accusations from other parents/others in the community that schools are prioritising the needs of migrant families over the traditional local community. Another principal cited the influence of the far right on the school, through social media, as one of their biggest risks and described the challenge as 'ever present' (Principal School B). Another principal felt EDNIP has an important role to play in combating these attitudes and building a culture of 'acceptance of others and inclusion and kindness and happiness towards each other and not resentment' (Principal School E). EDNIP was cited by a principal as the reason that the far right 'element' (Principal School D) did not have a presence in their school, and they questioned where they would be without the support of the project and reflected that the majority of schools in Ireland are without this support. The work of EDNIP was viewed by principals as a long-term approach to supporting inclusion and a method to combat racism on an ongoing basis as views and language evolve over time and as a one principal explained 'Children may still hear stuff from older generations that is racist or isn't appropriate' (Principal School D). Schools acknowledged that they still have more work to do and that the challenge of educating members of society continues. EDNIP was viewed as method of promoting a 'good example' (Principal School E) of practice to other schools and described by a principal as a tool whereby schools become more open so that:

Diversity becomes a norm, it's not something you are trying to build, it's built into the kids themselves, because they live it every day, and their parents and their families begin to work with other parents and families from migrant communities. (Principal School A)



The Parent & Toddler Group ready for visitors in the Parent's Room in an EDNIP school

Impact on parents

Social Connection between parents

Parents reported that EDNIP interventions helped to increase their social connections. They shared that being at home during the week can be monotonous and having a reason to attend the school and socially interact with other parents was greatly appreciated. Parents greatly valued having the school building as a safe and open place to meet and socialise. Some described how their social interactions were limited to meeting on the street at school drop off or collection and EDNIP activity created opportunity for more meaningful social interactions with other parents.

Teachers reported that the parent EAL class created a greater sense of community in the schools amongst the parents by promoting friendships and closer-knit groups. They observed increases in parents standing and chatting together while waiting to collect their children after school and indicated that 'sections and segregations' (Staff Member School A) have decreased and instead parents 'mingle together' (Staff Member School A). The increase in conversations between parents was welcomed and viewed as an indication of the successful impact of the parent activity.

Parent and Toddler Group

The Parent and Toddler group was highlighted by parents as a break in the routine of the week and an opportunity for mothers to be in a different environment as evident in:



Children enjoying messy play at the Parent & Toddler Group

It is break for mummies. I come here for two hours. Sitting, chatting, laughing, talking, When I go home usually, I have to do the same things every day. The house is same. (Parent 8)

Parents described the group as a resource to learn from other parents and for women to speak about motherhood and learn from each other. This sharing of experience and opportunity to discuss the challenges of raising children was valued by the mothers in the group, particularly those who were from a country other than Ireland as they had the opportunity to ask questions in relation to the Irish experience and learn about parenting in an Irish context. Parents indicated the group gave them the opportunity to learn about other cultures and that the chance to pause and have a cup of tea with another parent broke down barriers and allowed a social connection to be formed. As one parent explained in the following quote, 'We come to know each other from being together' (Parent 3).

Parents acknowledged that their lives are busy and often interactions with other families are brief and restricted to the school gate. They expressed desire for more opportunities to engage with each other socially and felt that having more organised activities in the school would encourage deeper connections between parents. Parents also acknowledged that it takes time to get to know other parents. Having children in the Parent and Toddler group helped to make connections with other parents and to get to know parents from different cultures. Meeting weekly over a school year allowed time for relationships and friendships to grow organically.

Some parents in the Parent and Toddler group felt that there was a cultural divide and that parents were more comfortable in groups that they knew. At times, this manifested in a physical divide within the room as parents grouped in accordance with a common language. Some parents spoke multiple languages which facilitated movement between the social groups. Parents acknowledged that not having a language in common was a barrier to forming social connections amongst parents, with one sharing that a language barrier can make them feel 'uncomfortable' and to 'want out of the conversation' (Parent 2). However, parents shared that the opportunity to meet people from different backgrounds regularly encouraged a social connection to be formed. Interestingly, parents observed that the cultural and social division appeared to only affect adults, as children played together regardless of the language and this in turn encouraged friendships between the parents.

Parents felt that the structure of the group helped to overcome the language barrier between parents with activities such as story time, singalongs and rhyme time helping to bring people together. Story time, with books such as *The Very Hungry Caterpillar* by Eric Carle and *Dear Zoo* by Rod Campbell, was felt to have particularly engaged children. They were encouraged to sit in a circle and through props and puppets, EDNIP staff engaged the children to increase their understanding of the text, which resulted in a calm atmosphere during the activity. Parents reported that they learned skills from the Parent and Toddler group that in turn improved their interactions with their own children. Modelling of the activities by the EDNIP team was important for parents as they felt empowered to replicate the activity at home. Storytime in particular was highlighted as a mother described how before the group she would 'just read' (Parent 4) the book to her child but now she adds characters and actions and changes her voice. Another parent highlighted the demonstrations of messy play as being valuable as within the group they 'get the idea of how to do the messy and if we are at home we can do the messy with our children' (Parent 3). Water, paint, rice and shaving foam are examples of messy play materials that the children engaged with during the group.

The location of the group within a primary school provided the parents with an understanding of primary schools and interactions with the EDNIP staff replicated how staff in Irish schools interact with children. One parent defined her experience of the Parent and Toddler group as a learning opportunity:

We come to learn, this is the way how to teach our own children, this is the way they go through the school, that is nice. (Parent 3)

Parents also appreciated the emotional support from the EDNIP staff in the Parent and Toddler group and felt that the needs of mothers were met and that extra support was given if a parent was having a bad day. Parents provided feedback and input into the design and delivery of the group during end of year focus groups and informally during sessions over the course of the year. The wide variety of activities offered was valued by the parents along with the varied selection of toys available for the children to use. Parents advised on broadening the provision of toys to include toys for new-borns and aids to seat younger children which would enable mothers to move around more during the Parent and Toddler group.

English conversation club



A game used in the Parent English Conversation Club

The weekly English conversation club, delivered by EDNIP staff and volunteers, provided informal opportunity to practise conversational English. Students were extremely positive about the class and the opportunity to speak to other parents, frequently using the word 'happy' to describe how they felt in class. They shared that they learned vocabulary about a large range of topics including family, food, household items, months of the year, shopping, colours and visiting the doctor. Some learned how to write their name and the names of their children in English. Parents spoke warmly and positively about their teachers. They valued their kindness, patience and willingness to explain things multiple times. One student described the club as 'fun' and that the teachers 'smile' (EAL Parent 1). They also valued the opportunity to speak English as it helped them to get used to talking in the language. One parent shared how the class had given her the confidence to talk to her children's teachers and to use English in the supermarket.

All parents valued the connections made with other parents, having the opportunity to speak with other people and wished to continue with the classes despite having different learning priorities regarding speaking and writing. Some parents requested additional support though an increase in the number of classes and some would like homework to be set. Other parents requested a dedicated class for writing as well as the conversation club. Parents would also like more written materials so they can engage with the text at home. One parent summarised the request as 'More classes, more teachers, more homework!' (EAL Parent 6).

EDNIP trips for parents and families

For parents, the opportunity to go on trips and visit other parts of the local area with EDNIP was a very positive experience. Having the chance to visit a beach during the summer with their children was very welcome. All of the parents from the Parent and Toddler Group reported enjoying a trip to Lough Gur and that the activities for the children were suitable and fun. The children had time in the playground, planted sunflower seeds and took part in art activities. One family reported that they planned to return to celebrate Eid at Lough Gur and were happy to

be familiar with the location so that they could return with their family. Similarly, parents who took part in the English Conversation club reported that they enjoyed the end of term visit to Killaloe in Co. Clare where they had refreshments in a local hotel and went on a boat cruise on Lough Derg. The trips gave parents the opportunity to get to know each other and allowed familiarity and connection between Irish and migrant families. This integration between Irish families and migrant families was highlighted by school staff as an important aspect of the trips as it can sometimes be overlooked and 'lost' and 'It can be two groups sometimes and I think EDNIP tries to bring them together, which is lovely' (Staff Member School E).



Children taking part in pond dipping during a Parent and Toddler Group visit to Lough Gur in Co. Limerick

Parental awareness and engagement with EDNIP

Principals welcomed the practical supports that EDNIP provided for parents and families such as the provision of English conversation club and the Parent and Toddler group. They felt that these activities were a valuable in combatting social isolation and were perceived as including people living in the city centre, where there may not be a strong sense of community, to become part of a school community. One principal felt that while parents may not be able to explain what the acronym EDNIP means, 'parents know what EDNIP is' (Principal School B) and understood the programme to be a system for anti-racism, a method of engaging in trips and activities and a tool for fostering respect.

Principals reported that EDNIP positively impacted home-school links and increased the connection between parents and the school which in turn led to greater communication between both. They relayed that EDNIP has increased the confidence of parents and encouraged them to view the school staff as more approachable. This manifested in an increase in parents popping into the school for an informal chat or asking for a meeting with a teacher. This increase in trust led to parents allowing their children to take part in a wider range of activities within the school as they are confident in the delivery of the programmes and the school staff. The impact of strong relationships with parents was illustrated by the experience of one principal, who shared that parents had developed the confidence to approach the school and discuss elements of the RSE curriculum which they had concerns about:

I had five mums come to me about RSE [Relationships and Sexuality Education]. They asked could they meet me so we sat down and discussed how it would affect their children and how it would fit in with their religious beliefs and for me to have these ladies comfortable enough to have these discussions with me, shows not only how comfortable they are with EDNIP, but with the school and how they find that environment, something that is open to them. So, that to me, was the biggest sign of the breakthrough that EDNIP has made for us. (Principal Interview)

This increase in open communication was echoed by another principal who explained that EDNIP has contributed to the sense of a 'homely feeling' in the school that encourages parents to share what is going on in their lives which in turn better equips schools to help children in 'a holistic fashion' (Principal School A).

Principals also valued the role EDNIP played in developing home school relationships particularly encouraging parents who had recently arrived in Limerick to engage with the school. They felt that the activities EDNIP provided in schools helped to break down barriers with new parents. One principal outlined how the profile of parents who engaged with the school had changed since EDNIP began. Traditionally, parents who were past pupils would have engaged more, but this has now widened to include parents who have recently arrived in Limerick. The social setting that EDNIP had created through parent activities was viewed as an important contribution to this change by school staff.

Challenges to supporting parents

While schools were positive about the increase in parental involvement and the contribution of EDNIP, the need for additional support for parents to encourage greater engagement with the school and to access supports and services in the community was identified. Some families needed greater supports to be able to advocate for themselves and for their children. Communicating with parents about the range of services, support pathways and activities that are available to families is seen as a challenge for the schools. They acknowledged that despite trying their best there 'would be a lot of support needed for some families' (Principal School E). School staff displayed a high level of awareness that inclusion of families from a migrant background across a diverse school community took great effort and could be challenging.

Schools described encouraging parents from a migrant background to come into the school space in the first instance and to 'to feel that they have a place to come into the classroom and to take part, and not to feel left out' (Principal School C) as a challenge. A further challenge identified was encouraging parents to view the school as place that they can go during the week, particularly if there was a language barrier.

The impact of partnerships

Community Partners



Children attending an event during the Bualadh Bos Children's Festival at the Belltable Theatre, Limerick

EDNIP worked with community partners to introduce families to a range of programmes in and out of school time. These included Narrative 4, The Hunt Museum, Limerick City Gallery of Art, the Munster Camogie Association and The Lime Tree Theatre. A total of 697 children from EDNIP schools visited the Lime Tree Theatre as part of a collaboration with Bualadh Bos Children's Festival and Liam McCarthy, the Artist in Residence in MIC. Principals greatly valued these additional programmes highlighting that they have supported inclusion in their schools and that a number of the initiatives have been sustained through relationships being developed directly with the community partners. EDNIP 2 also built upon existing collaborations and relationships with local stakeholders and developed new links to support families and schools including the International Protection and Asylum System (IPAS) Network. Over the course of EDNIP 2, the PMC expanded its membership to include representatives from PAUL Partnership (Local Development Company), Limerick Sports Partnership (Active Cities Coordinator) and parents.

B.Ed. elective modules



A selection of games to support English language acquisition

EDNIP staff were invited to deliver guest lectures to students taking elective modules on the B.Ed. programme. Students were given an overview of the interventions that EDNIP delivers along with advice on teaching in a diverse school. Intercultural resources were shared and staff advised on how students could use the resources in their teaching. In Phase 2, these inputs were provided for students taking electives in Global Citizenship Education (GCE - previously entitled Development and Intercultural Education), Drama and Children's Literature. EDNIP schools also facilitated school visits for students taking these modules. Guest lectures were also provided for students taking the Working with Families elective as part of a specialism that B.Ed. students could take on teaching in DEIS schools. Table 4 below summarises visits that students made to schools during EDNIP 2.

Table 4 B.Ed. electives and visits to EDNIP schools

Academic Year	Elective	No. Lessons	No. MIC students that visited schools
Year 1 September 2021- June 2022	B.Ed. students – Development and Intercultural Education elective	4 lessons over a two-week period by each pair of students across 5 schools – 56 lessons	28
Year 2 September 2022- June 2023	B.Ed. students- Global Citizenship Education elective	2 lessons delivered over a two-week period by each pair or group of students across 5 schools - 28 lessons	29
Year 2 September 2022- June 2023	Bachelor of Education -Drama Elective	2 lessons delivered by each pair of students over a two-week period across 2 schools – 18 lessons in total	20
Year 3 September 2023 – June 2024	Bachelor of Education -Children's Literature elective	2 lessons delivered by each pair of students over a two-week period across 2 schools– 34 lessons in total	24

Students on the GCE and Drama electives were surveyed after completion of their school visits in Year 1 and 2. Chart 1 shows that the majority of the 35 students who completed surveys were very happy with the school placement (n=26), followed by somewhat happy (n=12) and neutral (n=1).

Chart 2 indicates that the majority (n=22) would be very happy to teach intercultural education topics in the future, followed by somewhat happy (n=12) and neutral (n=1).

Chart 1 GCE and Drama elective student feedback on school visits

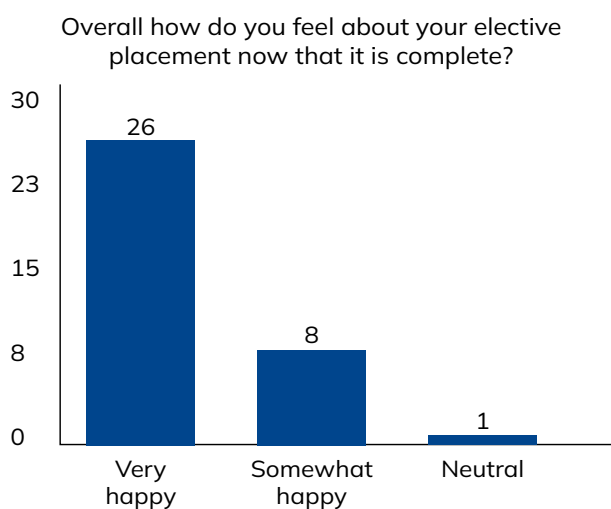
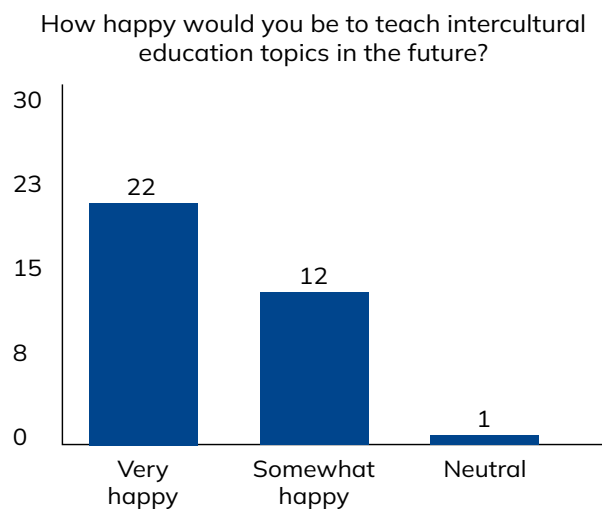


Chart 2 GCE and Drama elective student feedback on teaching intercultural education topics in the future



Feedback from students on the Drama elective indicates that they developed a greater sense of awareness of diversity, of using appropriate language in the classroom and developed more confidence in teaching intercultural lessons using drama techniques and methodologies such as using a narrative lens to learn more about the children, as evident in the following quote:

Speaking about diversity through a narrative lens allowed us to gain insight into the students' opinions on inclusion without making them uncomfortable. (Drama Elective Student Survey Respondent)

Students from the GCE elective reported being more aware of migration and intercultural issues as a result of the school visits and feeling more confident and competent about these topics than before their placement began. This included having increased sensitivity towards intercultural topics and a greater understanding of issues around migration. One student shared their surprise at the level of diversity in the classroom. Some relayed a greater sense of empathy towards families from diverse and minority backgrounds. Feedback indicates that some were surprised by the extra time required to plan for an inclusive teaching environment and by the need to create educational resources from scratch.

World Café events



A display of Ukrainian food prepared by parents for a World Café event

During the course EDNIP 2, in collaboration with lecturers on B.Ed. electives, EDNIP received funding from the EDII office in MIC to run two World Café events on campus. The first event took place in March 2023 and EDNIP hosted 13 parents and 20 children from EDNIP schools on campus in MIC to lead an intergenerational, intercultural World Café. GCE students had a unique opportunity to meet families from diverse backgrounds and learn from their lived experiences prior to their placements in EDNIP schools. Parents and children acted as hosts to the students as they rotated from table to table to engage in discussions. The focus of each of the tables was decided by the parents and children and included food, language, religion, customs and traditions. Ten different countries were represented at the event. In Year 1, the student survey also sought feedback about the World Café event following their school visits.

All the students surveyed attended the World Café events with 77% of students describing the event as very helpful in preparing for their school visits and the remainder of students indicating it was somewhat helpful. Over half of the students suggested that more events like the World Café should be held on campus. Students were asked to describe their experience of the World Café in three words, and their responses can be seen in the word cloud in Figure 2.

The second World Café took place in March 2024 with 28 parents and children from EDNIP primary schools. As part of the second World Café, parents and children returned for a second day to where they had a campus tour, learned about the opportunities for study and community engagement in MIC and joined a lesson with undergraduate students. Feedback from MIC colleagues highlighted that the World Cafés help to ‘break down barriers and preconceptions’ (MIC Staff Member) for families about MIC, and that they also influenced their practice when working with diverse populations. An example cited was developing greater awareness of the use of language when working with children who do not have English as a first language.



Figure 2 Students' Description of World Café

TED English as an Additional Language (TEAL) Project

Feedback from school staff indicates that they greatly valued the connection with MIC through EDNIP which has led to inputs from students on placement and a connection with TEAL¹¹, a project developed during the first phase of EDNIP to support DEIS schools with increasing cultural and linguistic diversity and respond to plurilingualism, as evident in the quote below: ‘We also have connected with the TEAL project over in MIC and that’s really supporting the teaching of migrant students’ (Principal School E). One of the EDNIP schools became a School of Sanctuary¹² during this phase with support from TEAL and based on the best practice in inclusion that they have developed through EDNIP over the last number of years. The school principal explained that achieving the School of Sanctuary status was viewed as an extension of the work of EDNIP which was an indicator of the expertise of the school staff and how inclusion had become organically embedded in the school.

11 TEAL – TED English as an Additional Language Project. Led by Dr Fíodhna Gardiner-Hyland, Lecturer in Language and Literacy, MIC, TEAL ran from 2019-2025 in 11 DEIS primary and post-primary schools.

12 School of Sanctuary – Through a framework called Learn/Action/Share, schools work to strengthen their identity as a place of welcome and inclusion in their community, becoming a beacon of sanctuary for those who are vulnerable to marginalisation or isolation <https://www.sosi.ie/>

The future of EDNIP

A sustainable funding source

EDNIP is an externally funded project and as a result can only plan as far ahead as the funding period allows. This uncertainty is an ongoing concern for schools. Staff members described the effect that losing funding would have. While individual events such as cultural days could run in isolation, without funding, schools believe that most interventions would die out, especially the projects that require staffing and financial funding. Parent classes were highlighted as a resource that would be lost and staff feared that this would cause the community to 'fall away' (Staff Member School E.) Principals echoed the inconsistency around funding as a challenge for planning for their schools. The lack of a consistent funding source was cited as both short sighted and negatively impacting on schools and programme delivery as EDNIP staff must balance time spent sourcing additional funding with time delivering programme activities as outlined in the quote below:

I feel for the people who have to stop what they are doing being effective to create a funding stream to keep the effects going. (Principal School B)

Frustration around the short-term nature of funding and the sustainability of the EDNIP approach is compounded as schools continually enrol students from newly arrived families as well as diverse migrant backgrounds. Indeed, Table 1 in section one shows the increase in the number of nationalities and languages since 2017. School staff indicated that as the HSCL works with target families to support attendance, retention and participation, the further support of EDNIP is needed on an ongoing basis to welcome and include migrant families, who may have complex needs. Without EDNIP, the bonds and relationships within the school community would not be as strong, as reflected by one principal in the quote below:

The extras, it's those personal relationships that are made, it's the trips away, it's the cups of coffee, it's the knowing hand that is guiding some of these. (Principal School A)

While principals acknowledged that most interventions could not be sustained without the presence of EDNIP, the structure of both the EDNIP Project Management Committee and the School Integration Committee were viewed as a mechanism to help sustain aspects of the project. One principal highlighted that the disposition, experience and awareness of school staff were integral to sustaining the ethos of EDNIP. Without this understanding among the staff, the effort, enthusiasm and confidence to use the existing resources in the school may be lost. Staff turnover was identified as a constant threat to maintaining the expertise developed and progress made since the start of EDNIP, and the principal expressed deep concern about a potential tipping point whereby the balance of new staff members would outnumber staff with experience of EDNIP. Another school principal was confident that their work in inclusion would continue and vowed that they would make every effort to sustain the work that they were doing in this area as evident in the following quote:

We would still continue, our ethos won't change now, the activities we would do won't change but we would miss the support. (Principal School D)

Ambitions for future development of EDNIP

A further challenge identified by principals was difficulty capturing the benefits of the project due to the competing demands of school life and limited time for reflection and report writing. Indeed, one principal lamented that while activities may bring memories that last forever, if the activity is not captured in a report, then the value is not seen.

Some school staff highlighted the need for additional support for provision of afterschool activities on site as their student population may not get the opportunity to take part in local clubs. They felt that if a club or activity was connected to the school, children would be more likely to engage, and parents would be more likely to have the means and knowledge to access on site after school clubs.

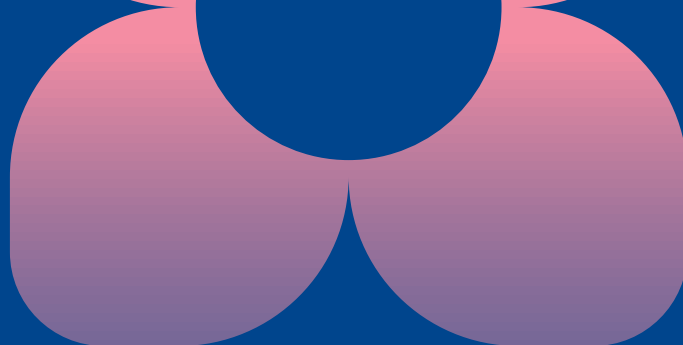
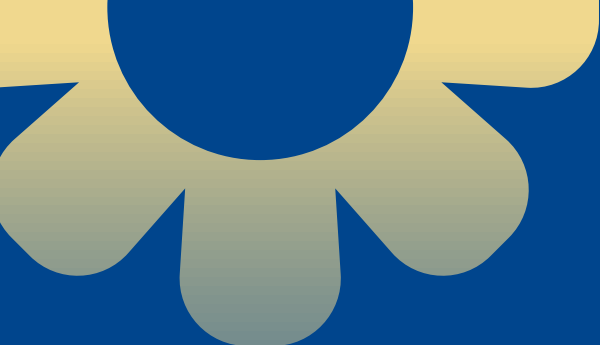
Schools identified the need for EDNIP to have a higher profile within their school and to use tools like an app or website to improve communication. School staff suggested that staff wear branded clothing more often and that the project logos should be displayed more prominently in schools. Some school staff believed that there was a lack of awareness among the wider school staff of the different activities provided and that due to the busyness of schools, it may not be clear which activity or intervention was being provided by EDNIP. Another suggestion by a staff member was the establishment of an onsite EDNIP drop in office which would meet the needs of parents who needed additional support. Mothers from a migrant background in particular were highlighted as a group that could benefit greatly from an onsite service that would help them to better engage with the school.

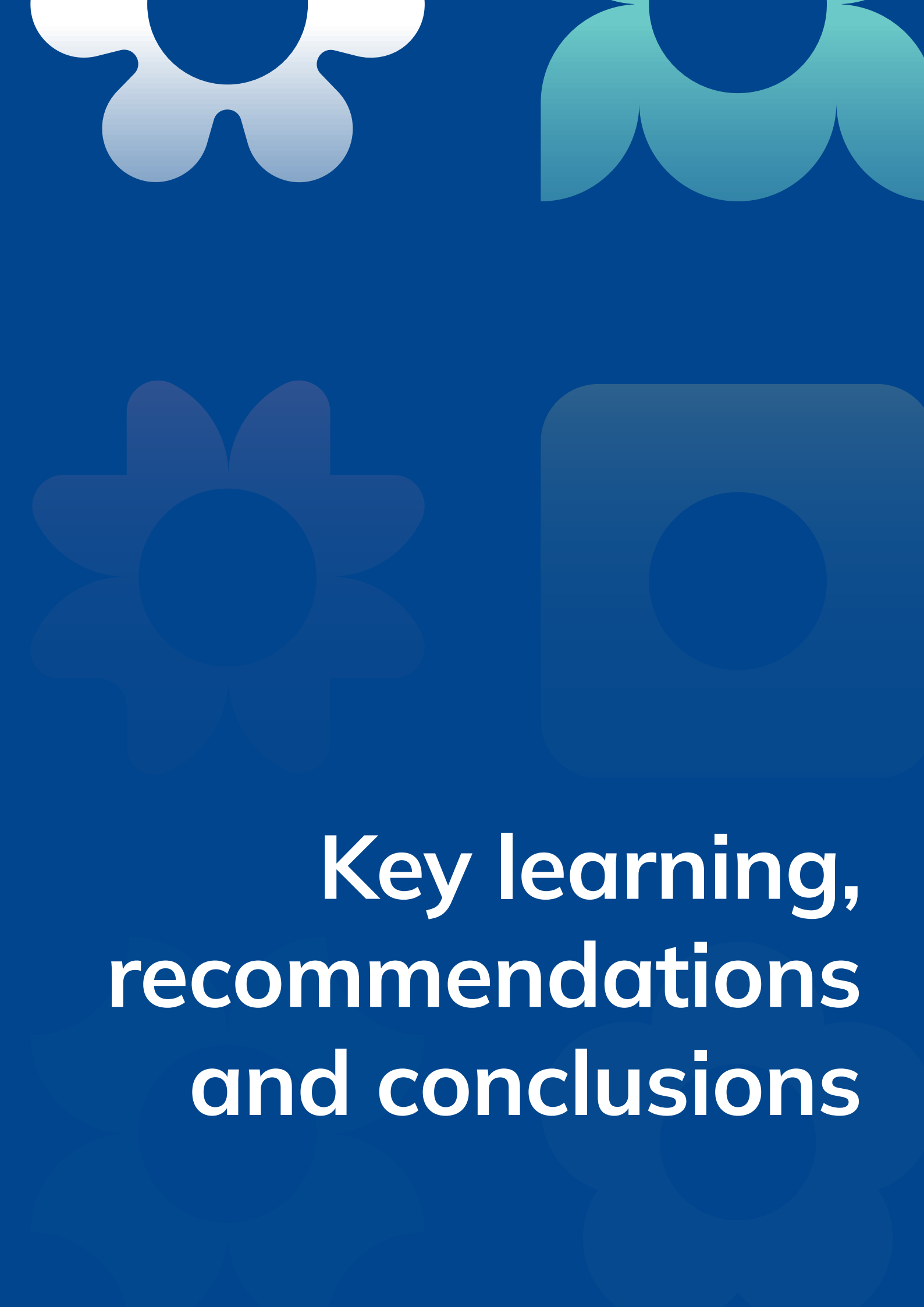
Principals agreed that learning from EDNIP would be beneficial to other primary schools, that the project has the potential for expansion and that EDNIP should be widely available to support inclusion. DEIS schools were highlighted as having particular need of the programme. However, schools acknowledged that additional resources would be required to achieve this. While there was ambition among the schools to run EDNIP on a national level, for one principal

this was viewed for now as a 'pipe dream', with a professional community of practice perceived as a more realistic development (Principal School B). A second principal suggested that EDNIP should expand and support children from EDNIP schools with the transition to post primary school. Principals called upon policy makers to look more closely at the project and to recognise the impact that the project has had on schools. The failure to deliver EDNIP to more schools was described as 'short-sighted' (Principal School A).



A multi - lingual outdoor school welcome sign





Key learning, recommendations and conclusions

Key learning, recommendations and conclusions

This research aimed to establish the impact of EDNIP in partner schools in Limerick City and understand the outcomes for children, parents and school staff. It is evident that EDNIP is a successful model of integrating and including children and families from diverse backgrounds and contributes positively to creating a welcoming, respectful atmosphere that celebrates a variety of cultural, linguistic and religious identities and helps to foster a sense of belonging and cohesion amongst the school community. The model and key learning from the initiative will be of interest to a variety of stakeholders including our funders, other schools and the DEY. The following sections outline the key learning from the research in addition to implications and recommendations for supporting diversity within school communities in Ireland.

Key Learning from the Research

Recognition and celebration of diverse identities and fostering sense of belonging in the school community

The EDNIP model supports the five participating schools to recognise and celebrate diversity and student identity to foster greater sense of belonging in school through a holistic, child-centred approach. This approach supports the schools to implement the aims of the *Wellbeing Framework*, the *Primary Curriculum Framework* and *Bí Cinéalta*. The schools celebrate diversity and recognise and represent the varied cultural, linguistic and religious identities of students throughout various aspects of day-to-day school life including the school environment, curricular choices, family engagement practice and school policy and practice. Children are encouraged to embrace their cultural identity and provided opportunities to share their culture within the school community and beyond. School intercultural days were highlighted as an important part of the school year in this regard as children and their families share their respective food, national dress and language with each other. During these events school staff had the opportunity to learn about the various cultures that make up their individual school communities. Additional cultural events held in MIC such as World Cafés, supported and positioned children as the experts on their culture and facilitated them to share their culture and identity with their school community and ITE students.

Findings indicate that EDNIP school staff are keenly aware of the importance of embracing students' home languages and plurilingualism to create a welcoming and inclusive school environment. School practice highlighted included encouraging students who do not have proficiency in English to use home languages to communicate with peers, use of dual language books, multilingual and multicultural resources supplied by EDNIP (many of which are shown in the photos in this report) and supporting use of interpretation tools by school staff.

All EDNIP schools have a Catholic ethos reflecting the profile of the majority of primary schools in Ireland which are under Catholic patronage. Some principals were of the view that the Catholic ethos aligns with welcoming a diverse student population as it supports inclusion and acceptance of others. School staff emphasised some of the more practical challenges of including children from different religious backgrounds when only a small percentage of a class group take part in standard Religious Education activity in schools such as preparing for a Catholic sacrament. In one school which has students from the Muslim faith, school staff shared

examples of practice where they supported students during Ramadan, a time of fasting, by providing a prayer space. They also shared plans for a Ramadan showcase to position Muslim students as experts and enable them to teach their peers and school staff about the origins and traditions of Ramadan. EDNIP staff have delivered inputs in class about other religious ceremonies such as Diwali from the Hindu faith and the Lunar New Year. To celebrate Eid, EDNIP staff supported two schools by placing banners on the gates, welcoming children back to school with sweets and greeting them with the traditional greeting of 'Eid Mubarak'. This highlights the openness of the schools to recognise and respect the various religious identities represented amongst students and their families and to teach about other religious beliefs systems as part of the curriculum.

The findings highlight participating school staff's evolving definition and understanding of what it means to be Irish. Feedback indicates that they have a broader understanding with acknowledgement that being Irish can take many forms, including cultural, linguistic and religious differences. While they are open and accepting of this societal change, it is important to note that opportunities and challenge of inclusion remain. Children with different cultural backgrounds, religious traditions and home languages need additional support from schools to integrate into the school community. It is important to state that simply labelling a child as Irish is does not equate to inclusion; there is more work needed to fully support children from multiple cultural, linguistic and religious identities into a cohesive school environment. For one school, the acceptance of different identities manifested in an openness to hiring staff with different linguistic and cultural backgrounds. Having a staff member who shares a home language and cultural beliefs with some of the children was valued by the school principal as having a role model in the school positively impacted the young students.

Communication and the development of positive relationships are fundamental building blocks of integration and inclusion

EDNIP schools are proactive in developing positive trusting relationships within the school environment between children and their peers, between school staff and students, and between school staff and parents. Support systems to welcome new arrivals and encourage development of relationships and friendships were evident, for example, between new students who do not speak English and students who speak a common home language. Practice such as a buddy system or playtime in children's common home language helps to ease the transition into school life, developing social connection within school and indicates that school staff also understand and embrace the importance of students' home languages. Through Narrative 4 story exchange, older students that were involved developed greater empathy and active listening skills which deepened relationships and fostered understanding between students. This is the foundation of developing positive respectful relationships between peers that will help to cultivate anti-racism and challenge prejudice, racism and anti-migrant sentiment in local communities and society. Developing relationships between parents from diverse backgrounds is also instrumental and feedback indicates that through the Parent and Toddler group and family trips in particular, parents from very different backgrounds had opportunities to develop relationships and get to know each other better in the safe space of the school environment or through a group activity.

Schools were clear that EDNIP has impacted positively on home school relationships and supported staff to develop relationships with parents through activity on-site in the safe space of schools such as the English Conversation Club and Parent and Toddler group. Parental involvement in SICs, general involvement in EDNIP activity and the emphasis on recognition and sharing of various cultures through EDNIP activity were perceived as supporting more open and trusting relationships between schools and parents and greater sense of belonging of parents in the school environment.

The EDNIP model supports development of social and cultural capital of children and families



Reading a book about world religions

EDNIP activity reduces isolation, provides opportunity for social interaction in safe spaces and essentially fosters the social capital¹³ (Putnam 2000) of all families by providing opportunities to interact with other families in the school community. The English Conversation Club not only supports language acquisition and cultural understanding of Ireland, but it also nurtures relationships and reduces isolation amongst migrant mothers and won an AONTAS Star Award under the Social Inclusion Category in 2024 in recognition of same. This achievement is particularly significant given the barriers many migrants, particularly those seeking international protection, face in accessing adult education opportunities in Ireland (O'Callaghan *et al.* 2021). The award highlights EDNIP's dedication to a holistic approach to lifelong learning, one that recognises the intergenerational impact of adult learning not only within families but also within the school community. Adults engaging in learning can positively influence their children's educational experiences and outcomes.

Families across the school community are included on trips during school holidays which provide opportunities for families from all backgrounds to connect, interact and build links with each other. The Parent and Toddler Group builds social connection between parents and is a valuable source of social support and conduit of information about parenting and the Irish school system. The group was perceived as supporting the social interaction of babies' as well as providing children and their parents with an established social network before starting primary school. In light of the OECD (2010) findings that first-generation immigrant children are less likely than their peers to access early learning opportunities, the group represents a targeted and inclusive intervention, helping to bridge this early access gap by offering informal, welcoming spaces where young children and their parents can build early connections to the school environment. These groups not only support early socialisation and language development but also promote parental engagement through shared reading, storytelling, and play, all of which are positively associated with later academic performance (*ibid*).

¹³ Social capital refers to resources residing in social networks.

The role of cultural capital¹⁴ in reproducing inequality in education is well established (Bourdieu and Passeron 1990; Lareau 2011; 2015). EDNIP fosters the cultural capital of families through visits to places of cultural and historical interest in the locality and region. Visits to museums, the theatre and art galleries encourage families to access local cultural resources in the city and beyond. Through the provision of sporting activity in school and the support of community groups such as Limerick Sports Partnership, children are introduced to a wider range of supports which encourages extracurricular activity. EDNIP also supports project partners to meet their remit to engage with migrant and other vulnerable families in the city.

EDNIP supports the educational development of children in DEIS schools

EDNIP activity contributes to the educational development of children in the five DEIS schools. The Parent and Toddler group was reported as supporting young children to transition to their first formal education experience in preschool by supporting young children to develop social skills and practise communication with their peers. The friendships developed formed a foundation of a social network for children and parents before they start preschool. The variety of play-based learning was valued as it mirrored the learning environment that the child will experience in preschool. The Parent and Toddler group modelled accessible learning activities through rhymes, songs and stories that can be supported in the home.

EDNIP expanded educational opportunities for those attending the five schools through interventions that facilitate participation in extracurricular activities such as sports, STEM and the creative arts. Experiential learning opportunities exposed children to a range of new learning experiences and fostered a sense of curiosity and interest in the wider world. EDNIP staff delivered inputs in class on a variety of topics including anti-racism, story exchange and various cultural celebrations and festivals and an abundance of educational resources such as dual language books and multicultural games and toys were provided by the project to support children's learning.

EDNIP supports teacher professional learning, skill development and understanding about teaching in diverse multicultural and plurilingual DEIS schools

EDNIP has contributed to the professional learning of teachers in multicultural and plurilingual DEIS schools in a number of ways. The provision of multicultural resources and supplies increased staff awareness around recognising multiple student identities in the school and classroom. Having appropriate resources available also increased the confidence of teachers and better equipped them to integrate all children in their classroom. School staff welcomed modelling by EDNIP staff when delivering in class activities as this increased teachers' knowledge and skills.

EDNIP has also helped develop school staff's understanding and awareness of migration, integration, racism and anti-racism which is important due to the 'diversity gap' between teachers and students from migrant and minoritised backgrounds (Keane and Heinz 2015) and their subsequent lack of knowledge on these topics. Through engagement with families at EDNIP initiatives, school staff gained a greater understanding of the background of the children in their class. This resulted in greater sensitivity and empathy towards the experiences of all families particularly those from a migrant background. In some instances, this led to deeper reflection by staff members on how they can be more proactive regarding inclusion and anti-racism. Through their work with the project, some staff members relayed greater understanding of diversity and broadened their definition of what it means to be Irish. This has resulted in a more tolerant and accepting culture in schools.

¹⁴ Cultural capital refers to non-financial resources such as cultural knowledge and preferences, style of speech, dress and physical appearance, and educational credentials. It also includes cultural materials and resources such as books and musical instruments and involvement in cultural activities.

EDNIP has supported the development of teacher's understanding of what it means to be a teacher in a diverse DEIS school that is multicultural, multiethnic, multifaith and plurilingual through continuing professional learning. This extends to ITE students in MIC where EDNIP collaborated with lecturers in Global Citizenship Education and Drama to facilitate student visits to EDNIP schools and World Café events. These have fostered a greater level of understanding, knowledge and skills amongst ITE students. Crucially, students were afforded the opportunity to apply their learning while on placement teaching in a diverse school setting.



A display of Indian Food for a School Intercultural Day

The EDNIP model is a whole-school approach to inclusion and integration that has potential for expansion to other schools locally and nationally

The EDNIP model constitutes a whole-school approach which has become further embedded in school practice and policy at the end of phase two. This is important given persistent questions over whether English language support alone is sufficient to further goals of inclusion and integration of new communities to Ireland as it does not take into account cultural and psychological barriers that are typically experienced by immigrant students (OECD 2024). The EDNIP project is responsive to this challenge by embedding collaborative, multi-stakeholder partnerships within schools to build that much-needed capacity. Furthermore, the whole-school model supports the schools involved to fulfil their remit in relation the Primary Curriculum Framework, to implement the *Wellbeing Framework* and *Bí Cinéalta* procedures to prevent bullying by building empathy, fostering kindness and creating a positive and inclusive environment.

This model permeates all levels of the school to support inclusion and integration and cultivate greater sense of belonging of all children and parents in the school community. This encompasses the physical environment and visual representation of multiple languages, cultures, traditions and religions in school displays and in educational resources, which is key to recognition, representation and valuing of children's identities. The model involves fostering an inclusive atmosphere of kindness, empathy, respect and tolerance amongst students and staff and not tolerating racism and bullying. It also includes development of staff understanding and

awareness on issues of migration, integration and racism and how to be inclusive and foster a greater sense of belonging in classrooms, school practice and policy.

The model is holistic, child centred and supports implementation of inclusive curricular resources and pedagogical practice in classrooms to celebrate diversity, build understanding and empathy amongst students and represent the multiple identities of students in schools. This encompasses recognising the importance of and supporting children to speak and maintain their home language, particularly in early stages of acquiring English and through dual-language books and resources as their English language skills develop. Children and parents are recognised as experts on their own language, culture and traditions and encouraged to share their experience and knowledge with the school community through for example intercultural events.

Feedback indicates that the model also played a key role in nurturing home-school communication and relationships and fostering of formal and informal parental engagement in school life through participation in parent activity and intercultural events. SICs are a valuable means to include parental voice and perspectives and schools who had more parents involved in SICs reported benefitting more from them. They can also be a stepping stone for parents to become more formally involved in school management through the Board of Management. SICs are also an important mechanism to inform school practice and policy around inclusion and integration. The model has influenced development of school practice and policy such as anti-bullying policies, uniform policies, DEIS Action plans for School Self Evaluation, promotion of staff to posts of responsibility, the recruitment process, and hiring of staff from diverse backgrounds.

Building social capital and connections between children, parents and families through project activity is a foundational component of the model to support integration and inclusion of migrants in the wider community. EDNIP also works in partnership with other organisations in the wider community to connect schools to a variety of other stakeholders in the city and link the micro-world of school to the meso-level of the wider local landscape in order to harness support and resources to support migrant families. While each EDNIP school adopted this whole school approach, schools were not homogenous in their application. The model recognises that each school has a different culture and context, with varying needs depending on their location and student cohort and that these needs may evolve annually and, in some instances, fluctuate within the school year as new families arrive to the school. The variety and flexibility built into the model is central to the project's potential for wider application. It is important to acknowledge that the model has been heavily resourced in these five DEIS schools since 2017 with dedicated staff and funding for resources and activities. However, there is significant potential for expansion of the project locally, particularly to support the transition of students from EDNIP schools to post-primary. Key learning from the model will be of interest at national policy level in the DEY and for other educational stakeholders, and there is great scope for sharing of the learning from the project more widely with schools nationally through a network structure.

Building on the work of EDNIP 2 to continue to support the inclusion and integration of migrant families through schools

Inclusion and integration can be challenging work for schools, and this is an area that constantly needs to be prioritised and addressed. When the five EDNIP schools self-selected to participate in the initiative at the outset, they made a commitment to this endeavour, and this type of work requires support from school leaders and buy in from school staff. Despite many positive outcomes from EDNIP 2, research participants identified a number of difficulties arising from this work.

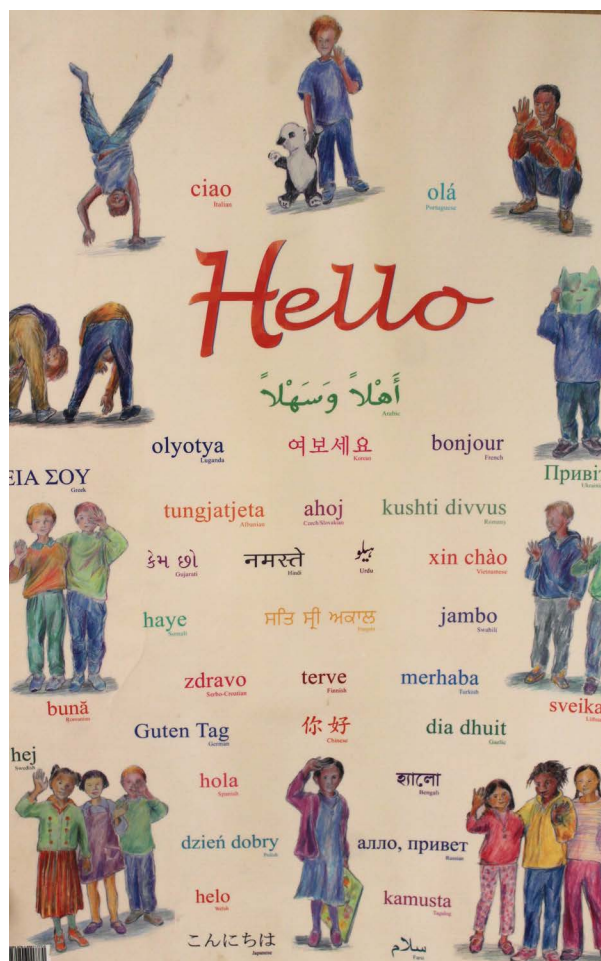
Lack of awareness and understanding amongst school staff about other cultures and religions was highlighted as a barrier to including families, in addition to communication and language

barriers. As with all families, migrant families are not homogenous and each family in a school will have their own experience and require different levels of support. The work of inclusion was highlighted as complex and most successful when each family is regarded individually and supported to interact with the school community in a way that best suits them, in keeping with EDNIPs understanding and definition of integration. The needs of families also evolve over time due to life events or as families transition from being newly arrived in Ireland to becoming more settled and established a social circle in the county. The capacity and disposition of school staff towards supporting migrant families is thus central to the success of inclusion. In addition to understanding the needs of families attending their schools, staff also need to understand the challenges faced by the school community and have an awareness about the strategies that are employed across the school through EDNIP to combat isolation and support integration. Lack of such understanding is a significant threat to inclusion and integration and can greatly erode the success of the project. The more experience that school staff have with families from a variety of backgrounds, the more confident and adept they become at engaging with them and supporting integration and inclusion into the wider school community.

However, without appropriate training for school staff and time to reflect, there is a danger that inappropriate or exclusionary school pedagogy and practice will be perpetuated or that teacher expectations of children from migrant backgrounds will continue to be lower than for their non-migrant peers, as observed in the CSL study (Devine *et al.* 2025).

Schools are busy places that have multiple demands on their resources across the academic year. The busyness of staff as they realised their daily duties in a diverse DEIS school at times impacted on the project's capacity to deliver courses or to arrange meetings. EDNIP aims to address such needs by embedding sustained professional learning into the fabric of the project, offering school-based opportunities that are collaborative, context-sensitive, and focused on inclusive practice. Arranging a whole-staff training workshop was challenging as the available times were very limited, in some schools the use of 'Croke Park'¹⁵ hours were utilised to arrange training. Difficulty in finding time for such teacher professional learning also influences a further limitation of EDNIP, a lack of focus on teacher development and critical reflection on pedagogical and instructional practice to support inclusion and integration in multicultural classrooms. Teachers draw on their own knowledge and experience of pedagogy to deliver lessons while utilising intercultural resources and suggested activities that foster integration. However, more emphasis on developing and sharing practice and critical reflection would result in a richer understanding and enhanced pedagogy for practitioners.

Parents reported that social division amongst adult groups is exacerbated when parents lack a common language and this can take time to break down. All schools highlighted the rise of racist incidents as a significant challenge and the profile of the far-right nationally as an



A multi-lingual welcome poster on display in a school

¹⁵ The Croke Park Agreement provides for an additional 36 hours at primary level for school staff to engage in in a range of activities without reducing class contact time. This includes planning and development work.

ongoing concern and the introduction to the report highlighted how the far-right create division and exclusion by othering and scapegoating of migrants and marginalised groups. EDNIP was viewed as a practical tool to combat racist views and contributed to a positive and welcoming atmosphere in schools. Repeated opportunities for parents to mingle and socialise are key to overcoming social divides. Parents also highlighted that young children do not appear to be affected by social and cultural differences and will readily play together. The willingness of children to interact can help adults to overcome their social reluctance and encourage parental friendships to form, thus illustrating West's (2016) assertion that schools are important sites for developing relationships, mutual understanding and social cohesion amidst a backdrop of far-right activity.

Full implementation of the EDNIP model is resource intensive and needs a sustainable funding source; it requires dedicated funding and project staff on the ground in schools to develop relations within partner schools and ensure successful delivery of project activities. This challenge is compounded by the DEIS school status and socio-economic profile of families and the local community, as outlined in the first section, and limited resources. Students in DEIS schools often have more complex needs arising from socio-economic inequality making social issues affecting families more prevalent amongst the school community including homelessness, transience, addiction and crime. Supporting children and families experiencing such challenges is time intensive for DEIS schools. While not all families will experience these challenges, families are often less affluent than in non-DEIS schools and lack financial resources to contribute to school resources and extracurricular activities. Full implementation of EDNIP involves a significant level of resourcing to cover costs of staffing, educational materials and resources, staff training, extracurricular activities and family trips.

Recommendations for practice, policy and further research

For Practice

The EDNIP model will be of relevance to other diverse schools nationally and can support them to develop inclusive learning environments and implement the *Primary Curriculum Framework* and other important school policies such as the *Wellbeing Framework* and *Bí Cinéalta*. The School Integration Committee structure could be replicated in other primary schools, including



A selection of Ukrainian books provided to schools

non-DEIS schools. While activities such as the Parent and Toddler group, cultural visits and holiday trips are resource intensive, there are many activities and culturally responsive strategies and resources that schools could implement and adapt that are less costly or have little resource implications. EDNIP should develop a comprehensive guide for primary schools on successful culturally responsive strategies so that the learning is disseminated to schools and widely available. EDNIP should also consider expanding its reach and supporting other schools, both

DEIS and non-DEIS. Sustainable funding is a limitation to expanding to include more schools due to the resource intense nature of the work and requirement for staffing on the ground in schools. However, there are possibilities for scaling the work of EDNIP through a coordinated network structure or Community of Practice for other diverse primary schools to share the model and learning from eight years of practice. Such a structure would also create opportunity for other primary schools to embark on the journey together, to share practice and to gain recognition for the work that they do support inclusion and integration. There is also scope for EDNIP to expand to local post-primary schools to continue to support families as students transition and they progress through their children's educational journeys.

The increase in diversity across the five schools since the start (see Table 1) shows that the profile of the school community continues to evolve and existing EDNIP schools will need ongoing support as migrant families continue to arrive to Limerick City, particularly through the IPAS system and from traumatic situations. Other research (Hickey *et al.* 2025) has also established that there is an urgent need for a variety of multidisciplinary supports from statutory, community and voluntary amongst DEIS schools in Limerick City to meet students' needs.. For future phases of EDNIP beyond Phase 3 and funding applications, conducting a baseline is recommended because of demographic changes, evolving family needs and also because of staffing changes across the five schools and varied levels of familiarity with the project and how it provides support. It would also be worthwhile to ascertain whether other local DEIS primary schools need support from such an initiative in addition to scoping out of the support needs of migrant families and school staff. With regards to sustainability, as EDNIP has become more embedded in the existing five schools, there may be practices and activities that schools could continue to deliver without intensive EDNIP support, and this should be explored with the Project Management Committee and in each school. This could potentially create space for a small number of new schools to become part of EDNIP within existing resources.

A further recommendation would be to consider how EDNIP can support school staff in a more structured way to develop and share reflective practice for culturally responsive pedagogical teacher approaches and resources. The societal context in which EDNIP emerged has also evolved and unfortunately, the rise of the far right has grown over time in response to geopolitical changes and increased migration to Ireland following the pandemic. EDNIP is also ideally situated to provide unconscious bias, anti-racism, and inclusion training for school staff to enhance their skills and capacity to foster kindness, empathy and inclusive school environments and respond to racist bullying in the school community. EDNIP provides valuable support for migrant parents in particular that helps to build social connection with other parents and in the community. The English Conversation Club and Parent and Toddler group should continue to be delivered. The school was identified as a safe space for social interaction amongst parents to meet and get to know one another and having dedicated time and space for this in schools is important and should be prioritised.

For Policy

The discretionary *Intercultural Education Guidelines* produced by the NCCA are over twenty years old and an update would be very timely to reflect demographic and societal changes in Ireland, the *Primary Curriculum Framework* and other relevant school policies such as *Bí Cinéalta*. Revised guidelines for inclusive, culturally responsive, multicultural pedagogy would be pertinent for all schools and the learning from EDNIP will be of relevance. Schools are the cornerstone of communities in Ireland and can play an important role in promoting respect and tolerance for difference amongst the school community to help respond to the worrying rise of far right and anti-immigrant and racist rhetoric and activity. It is imperative that schools are fully supported by government policy to be places of safety, inclusion and integration. Implementing policies such as *Bí Cinéalta* will be an important step, however schools need further support.



A colourful world map on display in a school

Additional funding should be made available from the DEY for all schools to ensure that they have a good stock of appropriate, culturally responsive resources and materials. As DEIS schools have a greater level of ethnic, linguistic and cultural diversity in their student demographic, this should be reflected in the level of resourcing provided to schools. School staff also need teacher professional learning on topics such as understanding ethnic, cultural, religious and linguistic diversity, unconscious bias, anti-racism, and inclusive pedagogy and school policy. This should be prioritised by the DEY with funding allocated to incentivise engagement and make such training widely available for all teachers. Currently, this type of training is discretionary and oftentimes ad hoc and not always readily available to schools and teachers. All students in ITE should also receive inputs on diversity, race and ethnicity and inclusion in classrooms as part of their core programme beyond elective modules and should also have the opportunity to go on school placement in a school with diverse enrolment.

It is well established that the teaching profession in Ireland lacks diversity in terms of race, ethnicity, culture, religion and gender, particularly at primary level and is not representative of the population at large. This impacts on teachers' capacity to engage with and understand students from backgrounds different to their own and can lead to othering of students who are not perceived to be from 'traditional Irish' backgrounds. Lack of diversity amongst the teaching profession and school staff also entails that there is a lack of representation of students from diverse and minoritised backgrounds in the system. Literature in this area indicates that teachers from underrepresented groups are strongly motivated to make a difference in the lives of the minority students with whom they work (McDaid *et al.* 2023). At policy level, greater work must be done to recognise and alleviate the systemic barriers and ensure that students from minoritised and diverse backgrounds are entering the teaching profession through Higher Education. Students from diverse backgrounds need to know and feel that they are welcome in the teaching profession and Higher Education, and that their respective languages, cultures, ethnicity, religions and traditions would be an asset to the Irish education system, schools, classrooms and students.

As previously observed, students and families from migrant backgrounds are not homogenous. However, some will need a greater level of support from schools to integrate into the school and local community. The profile of students in EDNIP schools includes migrant families from lower socio-economic backgrounds, with little or no English, from diverse ethnic backgrounds, living in IPAS or emergency accommodation and sometimes, having arrived in Ireland from traumatic situations after arduous journeys. The needs of such families will extend beyond culturally responsive multicultural approaches and can include support integrating both into school and community, translation services, English language support, and support accessing a variety of services from health and wellbeing to social welfare to accommodation and employment. Schools also need guidance on how to support newly arrived students and families with higher support needs to include and integrate them into the school environment.

For Research

EDNIP has been in operation for eight years with each phase involving a research component with the five schools. Phase 1 involved baseline, formative and summative research to inform the development of the project, identify the model of support and understand its impact. Phase 2 involved ongoing evaluation of project activity and research in Phase 3 will focus on piloting strategies developed through EDNIP for inclusion in a handbook on the EDNIP model that will be available to all primary schools nationally.

Possibilities for further research on EDNIP include:

- Following Phase 3, a baseline study should be conducted due to demographic changes, evolving family needs, staffing changes across the five schools and varied levels of familiarity with the project. This should include a focus on understanding the experiences, if any, of students of racism, racist bullying or othering in school or the wider community as well as school staff understanding of racism and culturally responsive pedagogy.
- More in-depth intervention and research by the project to understand the multiple identities of students from migrant backgrounds and foster their sense of identify and belonging in EDNIP schools and the community.
- Case-study analysis of the experiences of students from migrant backgrounds who progressed from EDNIP primary schools to feeder post-primary schools and the impact, if any that attending an EDNIP school made.
- The impact of interaction with EDNIP schools through ITE elective modules on the early careers of teachers.
- More focused intervention and research regarding teacher professional learning and development of culturally responsive pedagogical practice to foster inclusion and integration in EDNIP schools.

Conclusion

The evaluation of Phase 2 of the Embracing Diversity Nurturing Integration Project (EDNIP) demonstrates the potential of this unique, innovative, holistic, school-based approach to integration and inclusion in Irish primary schools. Operating within five DEIS Band 1 schools in Limerick City, EDNIP has successfully fostered inclusive learning environments that celebrate cultural, linguistic, and religious diversity, while actively supporting children, parents, and school staff. The findings from this phase highlight EDNIP's positive impact on children's sense of belonging, friendships, and cultural pride, as well as its role in enhancing school culture, staff confidence, and parental engagement. Through a wide range of activities EDNIP has embedded inclusive practices into the fabric of participating schools. The project's emphasis on relationships, communication, and culturally responsive pedagogy has proven essential in promoting empathy and cohesion and supporting schools in countering exclusionary narratives. Key learning from Phase 2 underscores the importance of recognising and celebrating diverse identities, building social and cultural capital, and supporting teacher professional development. The whole-school approach adopted by EDNIP has not only enriched the educational experience of students but also strengthened community ties and positioned schools as vital agents of social inclusion. However, challenges remain. These include the transience of migrant families, limited EAL resources, rising far-right sentiment, and sustainability concerns due to short-term funding. Addressing these issues requires continued investment, policy reform, and broader dissemination of EDNIP's model and learning.

As Ireland's classrooms become increasingly diverse, EDNIP offers a practical and scalable framework for fostering integration and inclusion. Its success affirms the need for sustained, collaborative efforts across education and community sectors to ensure that all children, regardless of background, can thrive in welcoming, respectful, and inclusive school environments.



Children playing together

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Appendix 1

EDNIP 2 Activities

Table 1: Model of intervention for children during school time.

Name of Programme/ Activity	Description
Camogie/Hurling	50 camogie/hurling coaching sessions were delivered by the Munster Camogie Association to 228 children across 12 classes in 5 schools from March to June 2022. A further 70 camogie/ hurling coaching sessions were delivered to 450 children across 20 classes in 5 schools over a ten-week period starting in January 2023.
MIC Placement - Intercultural Lessons	56 intercultural education lessons were delivered by 3rd year MIC B.Ed. students taking an Intercultural Education elective placement. They delivered 4 sessions to approximately 266 children across 14 classes in 5 schools. In the next academic year, a further 28 lessons over a two-week period were delivered by Global Education elective on B.Ed. Programme.
Narrative 4	Narrative 4 delivered six workshops to 5th class in one school from May-June on developing empathy through story exchange, which culminated in a story exchange workshop. Following completion of Narrative 4 training, EDNIP staff delivered three Narrative 4 workshops focusing on empathy and was delivered to 4 th class in one school in January 2023 which culminated in a story exchange. Two further three-week sessions of a Narrative 4 Story exchange were delivered by the EDNIP team with fifth class and sixth classes. The students learned about empathy, listening and vulnerability.
Hunt Museum:	Four classes from three schools attended a two-hour workshop in the Hunt Museum on the theme of 'Belonging and identity' through art.
STEAM	EDNIP supported a parent to deliver a two-hour STEAM session to 19 children in a school.
Mobile Farm	A Mobile Farm visited schools on four occasions during this phase of the project.
Diwali	There were two whole class workshops to celebrate the festival of Diwali and make rangolis.
Hunt Museum	Four classes visited the Hunt Museum to see the Made of Earth Exhibition.
MIC Placements – Drama Elective	Students from MIC went on placements to EDNIP schools and delivered lessons on the themes of diversity and inclusion from the Drama Elective on the B.Ed. There were 27 drama lessons delivered over a three-week period.

MIC Placements – Children's Literature Elective	3 rd year MIC students on the Bachelor of Education programme studying a Children's Literature elective visited schools on placement to deliver 17 storytelling workshops to infant classes.
STEAM Teach it Forward	17 classes across four schools took part in a STEAM teach-it-forward activity. Students from the EDNIP STEAM after-school club led the children in STEAM activities using station teaching.
Buladh Bos Children's Festival	342 children from 5 schools attended performances and workshops in theatres as part of the Buladh Bos Children's Festival in October 2022. In October 2023, 355 children attended a theatre performance during the Buladh Bos Children's Festival in one of three locations across the city. Additional tickets were donated by The Lime Tree Theatre.
World Café	In 2022, there was a World Cafe on campus in MIC in March where families from EDNIP schools representing ten different countries showcased an aspect of their culture to MIC students. In 2023, children and parents from EDNIP schools hosted a Community of Practice in MIC. They shared learnings and aspects of their culture in a World Café format. The focus of each of the tables was decided by the parents and children. They chose an aspect of culture they wished to discuss and shared food, language, religion, customs and traditions. Participants included school staff, MIC staff and undergraduate students.
World Book Day	A whole school World Book Day celebration was held in one school where children reviewed and read books focusing on inclusion and diversity.
Limerick City Gallery of Art	Eight classes from four EDNIP schools visited the Limerick City Gallery of Art. Tours of the gallery were facilitated by Learning and Engagement Coordinator, LCGA. The students engaged with the exhibition ' <i>Nothing Strange or Startling</i> ' by George Shaw, a Turner nominated artist. The exhibition focused on the theme of home, roots and journeys.
Theatre Visit	Two Senior Infants classes visited the Belltable Theatre to see a production of ' <i>There was an old woman who swallowed a Fly</i> '.
STEAM Workshop	Two senior infant classes visited the Craftmaker Space in MIC. They received a workshop on coding beebots. The children enjoyed designing large maps of a zoo, city, farm and beach for their beebots to explore.
Music Showcase	EDNIP supported a school with a Music Generation Showcase. Families were invited to visit the school hall while each class performed two musical pieces they had learned.
League of Legends Art Competition	An art competition was held for schools competing in the TED League of Legends Football Tournament. Students were invited to submit entries based on the theme of anti-racism in sport. The winners received art sets and vouchers.

School Language club excursion	20 children who take part in a weekly school language club where they play and speak in their native languages went on an excursion to King Johns Castle. The group consisted of Ukrainian and Portuguese speakers.
Ramadan Showcase	A school held a Ramadan Showcase. The students made posters and hosted every class in the school while they explained the customs and traditions of Ramadan. They showed prayer mats, prayer beads, traditional dress and how they typically break their fast with milk and dates.
Drama Workshop	Building from a summer Professional Development course on Integrated Arts Approach to Storytelling in MIC, the EDNIP team delivered five workshops to one school. The workshops built to a performance in the Belltable theatre. This programme was delivered in collaboration with MIC artist-in-residence at the Lime Tree Theatre and lecturers in arts education. The children prepared alternative endings to fairy tales, recorded forest soundscapes and decorated the set using charcoal.
Anti-racism workshops	Four workshops based on the theme of anti-racism were delivered in four of the partner schools.
Intercultural Party	An Intercultural Party with face painting of national flags for the children and an input from the MIC drama society who delivered mini drama games and songs to the children.
Participation in research	Children participated in research for the project and provided their views on the impact of the project on their school life. 52 children took part in focus groups across the five schools.

Table 2: Model of intervention for parents during in-school time

Name of Programme/ Activity	Description
Parent Toddler Group	The Parent Toddler Group began with a coffee morning and ran weekly on Wednesday mornings during term time in one of the EDNIP schools. The group is being run in partnership with ABC Start Right in PAUL Partnership. 12 families registered with the group. Each week, the group took part in a mini disco, story time, singing nursery rhymes and undertook a messy play or an art activity.
Parent Toddler Group Excursions	The group went on an excursion to Bunratty Castle and Folk Park in Co. Clare and visited Lough Gur in Co. Limerick for a nature trail.
ABC Start Right - Baby Massage	EDNIP has partnered with ABC Start Right, an early year's specialist who are co-delivering the parent toddler group. This partnership has enriched the group through messy play and parental advice. A course in baby massage was provided to parents.

English Conversation Club	EDNIP ran a weekly English Language Conversation club in one school for parents who wish to practice speaking English. The club is a friendly, relaxed environment where people come each week to drink coffee together and chat with the EDNIP team and three wonderful volunteers. Attendance at the group was consistently high with twenty-five parents regularly attending the club. In 2024, EDNIP won an AONTAS STAR Award in the social inclusion category for the Parent English Conversation Club This competition run by Aontas, celebrates adult and community learning.
English Conversation Club excursions and activities.	Parents visited Limerick City Gallery of Art and a café to mark the end of term. The group took part in a visit to the Hunt Museum where they worked with pottery as part of the Made of Earth exhibition. The parents enjoyed a workshop from Limerick Printmakers. The group visited Killaloe in Co. Clare where they went on a cruise on the Rover Shannon. The group held an annual party to celebrate where the group shared food to mark the occasion.
Membership of School Integration Committee	Parents were invited to be part of the School Integration Committees (SIC). Their voices were a valuable contribution to planning the work of the project.
The Project Management Committee (PMC)	Two parents were members of the Project Management Committee (PMC) which met once a term over the life of the project providing an opportunity to provide input into the design and delivery of the project.
Participation in research	Parents participated in research for the project and provided their views on the impact of the project on school life. 19 parents took part in focus groups.
Parent Coffee Morning	A Parent Coffee Morning was held in a school to welcome parents to the new school term.
Intercultural Day	Parents attended intercultural days across all partner schools where children and their families could celebrate and share aspects of their culture.
Eid School gate welcome	There was an Eid welcome during school drop off in two schools where sweets and banners welcomed children and their families back to school after celebrating Eid.
World Café and Learning Exchange	Through the Equality, Diversity, Inclusion & Interculturalism (EDI) Project Awards in MIC, EDNIP was awarded funding to run an Intercultural World Café and Learning Exchange event in partnership with lecturers in education. EDNIP hosted 28 parents and children on campus in MIC to lead a world café event for B.Ed. students. Parents and children acted as hosts as groups of students rotated from table to table to engage in discussions about food, language, religion, customs and traditions. The families returned for a second day where they had a tour of the campus and had the opportunity to join a lesson with MIC students.

Parent Peer Support Course	The Parent Peer Support Course began in September 2023 and ran for ten weeks during the Autumn term. The programme worked with ten parents in a group setting to develop confidence, leadership, advocacy and communication skills. The course was delivered by Nutshell Training and Education. This course was funded by the Department of Children, Equality, Disability, Integration and Youth.
Cookery Lesson	A parent delivered an in-school cookery lesson to a group of ten parents and demonstrated how to cook Jollof rice, a Nigerian dish.
Wreath Making Event	EDNIP supported a whole school festive Wreath Making event for children and their families.
Community of Practice	Parents attended a Community of Practice in MIC along with school staff and community partners to reflect on the project and to make plans.

Table 3: Model of intervention for families and children outside of school time

Name of Programme/ Activity	Description
Family Trips: Easter 2022	School holiday family programmes were delivered during the Easter holidays in 2022. 104 children and 52 parents participated in activities across the week. Activities included a treasure hunt in Baggot Estate Park, a trip to King John's Castle and a workshop on the theme of Belonging and Identity in the Hunt Museum.
Family Trips: Summer 2022	School holiday family summer programmes were delivered in July visiting Moher Hill Farm in Co. Clare and two different trips to Lahinch and Kilkee beaches. 107 people in total attended these 3 trips consisting of 67 children and 40 parents/guardians.
Family Trips: October Mid Term Break 2022	There was a whole school craft activity offered to three schools during the Halloween Mid Term break. While 100 families registered to attend, 23 children and their parents attended on the day.
Family Trips: February Midterm Break 2023	During the February mid-term, a scavenger hunt was held for families in one school. The hunt focused on familiar buildings in the city and helped migrant families new to the area to get to know Limerick. 26 people took part in the event. There was a second family trip during the mid-term to King John's castle in Limerick. 37 people came on the tour of the castle and took part in games on the grounds.
Family Trips: Easter 2023	There were two activities delivered over the Easter holidays. A Family Fun Day with crafts, games and sports was held with 112 children with parents attending. We also went on an excursion to Curraghchase Forest Park in Co. Limerick, 24 children with parents attended.

Family Trips: Summer 2023	63 adults and 143 children came on EDNIP summer trips in July and August. Five day trips to the beach, forest and a petting farm were delivered. 13 children also went on a two-day summer camp in the University of Limerick.
Family Trips: October Mid Term Break 2023	During the October mid-term break, EDNIP ran two family trips for 68 children and parents. We visited Curraghchase Forest Park in Co. Limerick where we played games and went to Fota Wildlife Park in Co. Cork to see the animals.
Family Trips: Easter 2024	EDNIP ran two Easter trips for families from EDNIP schools over the Easter holidays. We travelled by coach to visit Fota Wildlife Park in Cork, and Bunratty Castle and Folk Park in Co. Clare. 92 people came on the trips. The families enjoyed the opportunity to see the animals, spend time together and explore the playgrounds and activities.
Family Trips: Summer 2024	EDNIP ran four family summer trips. We organised coach trips to visit the beach in Kilkee and visited Moher Hill Farm in Liscannor, Co. Clare. We also went to Doneraile Wildlife Park in Co. Cork where we saw deer. 163 parents and children went on the summer trips.
STEAM Summer Camp	Two STEAM camps were delivered in partnership with the Department of Enterprise and Community Engagement in MIC for children aged 8 to 12 in the summer of 2022. There was a five-day camp in July and a second two-day camp in August. 41 children attended over the two camps.
STEAM After School Club	In term 1, 2022, a STEAM after school club was delivered to 23 children from four schools over five weeks on campus in MIC in partnership with the CraftMaker Space. A walking bus was organised to bring them to the college. Parents attended a certificate ceremony on the last day. In term 2, 2023, 24 children took part in an eight-week STEAM after school club on campus in MIC. We also went on an excursion to visit Becton Dickinson, a medical company in Castletroy, Limerick to learn about careers in STEM. During the academic year, 2023/2024, 25 children from four primary schools attended a STEAM after school club in the CraftMaker Space in MIC on Thursday afternoons for thirteen weeks. The club was delivered in partnership with the Department of Enterprise and Community Engagement in MIC and focused on circuits and connections. The club finished the term with a tour of the Jaguar Land Rover site in Shannon, Co. Clare.
Summer Camp	EDNIP facilitated the attendance of 13 children also on a two-day multi activity summer camp in the University of Limerick.

Table 4: Model of intervention to support school staff

Name of Programme/ Activity	Description
Working with Afghan Families and Students in Irish Schools	1 staff CPD session held in September 2021. 20 staff attended online session on Working with Afghan Families and Students in Irish Schools
A professional development training session entitled 'From Trauma Reactive to Trauma Responsive: An introduction to becoming a Trauma Responsive Primary School'	During this phase of the project, there were five staff workshops CPD session on Trauma Informed Practices. 127 staff members attended the workshops. The sessions focused on 'From Trauma Reactive to Trauma Responsive'.
The Project Management Committee (PMC)	The five Principals were members of the Project Management Committee (PMC) which met once a term over the life of the project providing an opportunity to exchange ideas and challenges across the five schools.
School profiles	Schools completed annual surveys of the student body to identify how many languages, religions and nationalities were in the school community.
Community of practice	Representatives from the EDNIP schools including teachers, principals, and HSCLs gathered for a productive community of practice in MIC to reflect on the project and to make plans for the next academic year.

Table 5: A list of publications and conferences

Bourke, R., Lyne, Á., Martin, L., & Lowe, H. (2024). 'Embracing Diversity, Nurturing Integration Project: A school-based response to Ireland's increasingly diverse classrooms'. Ireland's Education Yearbook 2023.

Lyne, A. (2023). 'Mary Immaculate College's (MIC) Embracing Diversity, Nurturing Integration Project (EDNIP) a Community Response'. Fermanagh: Standing Conference on Teacher Education North and South (SCoTENS).

Lyne, Á., & Martin, L. (2024). 'A School-Based Partnership Approach to Inclusion, Integration and Anti-Racism Across Communities'. Racism, Anti-Racism, Forced Migration Conference. DCU. Dublin.

Martin, L. (2023). 'EDNIP – resources that support integration and inclusion'. Portlaoise: Teaching Council FÉILTE.

Martin, L., Lyne, Á., & Bourke, R. (2024). 'The Embracing Diversity Nurturing Integration Project: An innovative and collaborative response to inclusion and integration in DEIS schools'. ESAI Conference, Maynooth University. Kildare.

Appendix 2

EDNIP 2 Resources

Wordless Picture Books

Book Title	Author	ISBN
A Hat for Mr Mountain	Soojin Kwak	9781529012873
A Stone for Sascha	Becker, Aaron	9781406382457
Another	Robinson, Christian	9781534421677
Belonging	Baker, Jeannie	9781406305487
Caged	Annand, Duncan	9781910328316
Chalk Eagle	Tahvili, Nazli	9781910328323
Colour Of People	Negro, Mauricio	9781912417070
Dandelion's Dream	Tanaka, Yoko	9781406388770
Flotsam	Weisner, David	9781849394499
Hike	Oswald, Pete	9781406394351
Hug	Alborough, Jez	9780744582734
Journey	Becker, Aaron	9781406355345
La La La: A Story of Hope	Dicamillo, Kate	9781406379884
Migrants	Watanabe, Issa	9781776573134
Mirror	Baker, Jeanie	9781406309140
Mr Wuffles!	Weisner, David	9781783441167
Once Upon a Snowstorm	Johnson, Richard	9780571339297
Owl Bat Bat Owl	Fitzpatrick, Marie-Louise	9781406373448
Quest	Becker, Aaron	9781406360813
Return	Becker, Aaron	9781406373295
The Arrival	Tan, Shaun	9780734415868
The Chicken Thief	Rodriguez, Beatrice	9781877467318
The Midnight Fair	Sterer, Gideon	9781406394658
The Only Child	Guojing	9780553497045
The Snowman	Briggs, Raymond	9780723275534
Wave	Lee, Suzy	9780811859240
Window	Baker, Jeannie	9780744594867

Multilingual Books

Arabic

Book Title	Author	ISBN
Being Helpful	Mayer, Cassie	9789992194218
Being Responsible	Mayer, Cassie	9789992194232
Discover and Learn with: Balloon	Jugla, Cecile	9789927151880
Does My Head Look Big In This?	Abdel Fattah, Randa	9789992142578
Falcon	HBKU Press	9789927119736
Following Rules	Mayer, Cassie	9789992194249
Sea Prayer	Khaled Hosseini	9789927129636
The Kiss to the Leper	Mauriac, Francois Charles	9789927141331
We Are All Wonders	Palacio, RJ	9789927129674

Bengali

Book Title	Author	ISBN Number
Akramer Naacher Ghungur: - The Story of Akram Khan: 2021	Ahmed, Samira	9781916108462
Chameleon Swims (English-Bengali)	Hambleton, Laura	9781840594379
Jolebhasha Shobdomala: 2021	Azad, Shamim	9781916108424
White and Black: Dhobdhobe o Kuchkuche: 2019	Khandaker, Farah	9781916108400

Bulgarian

Book Title	Author	ISBN Number
The Wheels -The Friendship Race (Bulgarian Book for Children)	Books Kidkiddos	9783739919935
Дивите лебеди - De vilde svaner (български - датски)	Renz, Ulrich	9783739977300

French

Book Title	Author	ISBN Number
Le projet Ithuriel	Laframboise, Michele	9782895972754
Le secret de la Licorne	Herge	9782203001107
Le tour du monde en quatre-vingts jours	Verne, Jules	9782070577101
Matilda	Dahl, Roald	9782070601585
No et moi	Vigan, Delphine de	9782253124801
Tintin au Congo	Herge	9782203003040
Tom, tu m'ecoutes?	Gombau, Mireia	9788412691191

Kurdish

Book Title	Author	ISBN Number
Dylan's Birthday Present	Diyariya Rojbuna Dylani - Bilingual Kurdish and English	9781649620101

Latvian

Book Title	Author	ISBN Number
Čuči saldi mazo vilciņ - Schlaf gut kleiner Wolf (latviesu - vācu)	Renz, Ulrich	9783739916323

Persian-Farsi

Book Title	Author	ISBN Number
The Number Story 1 دادغا ناتساد : Small Book One English-Farsi Persian	Hashmi	981945977343
Дивите лебеди - De vilde svaner (български - датски)	Forzani, Anneke	9781636850962

Portuguese

Book Title	Author	ISBN
A abobora roladora	Wonders, Junia	9783907130223
As Aventuras do Gastao em Singapura, Seabra	Ingrid	9781954145283
As Aventuras do Gastao na Coreia do Sul, Seabra	Pedro	9781954145214
Bichos de CA	Bartaburu, Xavier	9786586389180
Curupira, Brinca Comigo?	Aloma	9786586389395
Dorme bem, Lobinho	Приятных снов маленький волчонок (portugues - russo)	9783739917245
Dudu vai a Escola	Huggare, Carolina	9786599217821
Dudu vai a Escola	Huggare, Carolina	9786599217821
Estevo Ultrapassa Os Seus Medos	Baker, Diana	9781541990111
Eu Amo Meu Papai	Admont, Shelley	9781525904219
Gary e a avozinha-robô	Littlewood, David	9784824152244
Goodnight, My Love! (Portuguese English Bilingual Book for Kids - Brazilian)	Admont	9781525951091
I Love My Dad (Portuguese English Bilingual Book for Kids - Portugal)	Admont, Shellely	9781525945335

I Love to Eat Fruits and Vegetables (Portuguese English Bilingual Book – Portugal		9781525925405
I Love to Share Adoro Partilhar: English Portuguese Bilingual Book -Portugal	Admont	9781525919152
I Love to Tell the Truth (Portuguese Book for Children - Portugal): European Portuguese		9781525934070
Matematica para Crianças: Aprendendo Operacoes Basicas e Formas Geometricas		9788799982912
My First Bilingual Book-Emotions (English-Portuguese)	Billings, Patricia	Patricia ISBN 9781785089589
My First Bilingual Book-Emotions (English-Portuguese)	Billings, Patricia	9781785089589
My Mom is Awesome (English Portuguese Bilingual Children's Book - Portugal): European Portuguese		9781525935565
O Misterio Da Sopa Da VO Leninha	Abreu, Ana Paula de	9788563382399
Olhe para mim estou aprendendo ingles: Um conto para crianças de 3 a 6 anos	Williamso	9781913583132
Os Cisnes Selvagens - De ville svanene (portugues - noruegues): Livro infantil bilingue		9783739976624
The Number Story 1 A HISTORIA DOS NUMEROS: Small Book One English-Portugues		9781945977190
The Toddler's Handbook: Bilingual (English/ Portuguese) (Ingles/ Portugues) Numbers		9781772264593
The Wheels -The Friendship Race (Portuguese English Bilingual Kids' Book –		9781525933011
The Wheels -The Friendship Race (Portuguese English Bilingual Kids' Book – Portugal ISBN 9781525933011		

Romanian

Book Title	Author	ISBN Number
Abecedarul	Sainciuc, Lica	9781087902296

Russian

Book Title	Author	ISBN
I Love to Brush My Teeth (English Russian Bilingual Book)	Admont, Shelley	9781525916069
I Love to Share: Russian English Bilingual Book	Admont, Shelley	9781525914263
The Traveling Caterpillar (Russian Children's Book)	Coshav, Rayne	9781525967115
Манифест Малыша Единорога - Baby Unicorn Russian	Heer, Dain	9781634932059
Марионетта жизнь мечтательницы	Ламолинери Lmjм Марион	9782958652814
Слова Мудрости: Притчи Детям	De Bezenac, Agnes	9781634744232

Serbian

Book Title	Author	ISBN
BG Bird's Home Town Fairytale (Serbian)	Serafimovic, Nada	9781944798772
Лепо спавај, мали вуче - Slaap lekker, kleine wolf (српски - холандс&#	Renz, Ulrich	9783739917689

Somali

Book Title	Author	ISBN
A Trip to the Zoo: English-Somali Bilingual Edition	Umar, Mohammed	9781912450824
Buugga Soomaali Alifbeetada - Somali Alphabet: Somali Children's Alphabet Book	Kiaz	9781946057006
Sophia and Alex Go on a Field Trip: Sofiya iyo Alex waxay u Baxayaan Socod Yar		9781952682827

Tagalog

Book Title	Author	ISBN
Sophia and Alex Prepare for Kindergarten		9781952682476

Tamil

Book Title	Author	ISBN
Aatkolli/ Subramaniam	Ka Na	9789388860499
Oru Naal / Subramaniam Na	Ka	9789388860529
Saabakumizh	Balakrishnan, Srinivasan	9789390053155
Yugadharmam	Jegadheesan, Selvaraj	9789390053186

Turkish

Book Title	Author	ISBN
I Love to Help (Turkish Children's Book)	Admont, Shelley	9781525934438
I Love to Keep My Room Clean (Turkish Book for Kids)	Admont, Shelley	9781525930706
Şefkatli Yengec (Turkish Edition of The Caring Crab)	Pere, Tuula	
Taş Kral: The Stone King	Kaip, Robin	9781736034187
The Wheels -The Friendship Race (English Turkish Bilingual Book)	Books, Kidkiddos	9781525923463

Ukrainian

Book Title	Author	ISBN
36 and 6 cat detectives	Wdowychenko, Galyna	9786176793984
36 and 6 rescue cats: 2021	Wdowychenko, Galyna	9786176798798
5-Minute Really True Stories for Bedtime	Symes, Sally	9786178093075
A Large illustrated book of fairy tales	Malkovych, Ivan	9786175851203
Adventures of The Whistling Girl and The Carrot Pal at the Zoo (Ukrainian Edition)	Gips	9781087895680
Ali's Unusual Adventures: 2015	Malyk, Galyna	9786175850831
Amanda and the Lost Time (Ukrainian English Bilingual Children's Book)	Admont, Shelley	9781525956621
Andersens Fairy Tales	Hans Christian Andersen	9789669822949
Being a Superhero (Ukrainian English Bilingual Book for Kids)	Shmuilov, Liz	9781525932373
Being A Superhero Ukrainian Book	Shmuilov, Liz	9781525932342
Boxer and Brandon (Ukrainian Edition)	Books, Kidkiddos	9781525920783
Boxer and Brandon (Ukrainian English Bilingual Book)	Books, Kidkiddos	9781525920813
Candid talk about "it"	Cabre, Pere Font	989669484260
Charlie and the Chocolate Factory: 2009	Dahl, Roald	9789667047474
Clever Creatures: Ukrainian Translation	Rooney, Anne	9781788377973
Deep Space Dinosaur Disaster: Ukrainian Translation	Hurn, Roger	9781788378048

Dream Snatcher: Ukrainian Translation	Hurn, Roger	981788378055
Dylan's Birthday Present: Ukrainian Edition	DIAS DE OLIVEIRA SANTOS, Victor	
Elle And Birdy - Елла та Птах	Wanasundera, Michelle	9781922876843
Encyclopedia of questions and answers: 100 answers to the question "Who?": 2020	Olkhovska, Olena	9786170937933
Encyclopedia of questions and answers: 100 answers to the question "What?": 2021	Olkhovska, Olena	9786170937957
Fantastic stories for good night: 2018	Moser, Erwin	9786176141259
Fast-paced and a Very Cycling Adventure: 2021	Gaidai, Yuriy	9786177933167
Five on a Treasure Island: 2021: 1: Famous Five	Blyton, Enid	9789660394896
Go Ahead Secret Seven: 2022: 5: Secret Seven	Blyton, Enid	9789660399143
Good night children: 365 fairy tales: 2019	Karpenko, Y	9786175366608
Goodnight My Love! (Ukrainian edition)	Admont, Shelley	9781525914454
Gymnasium student and Black Hand: 2016	Kokotyukha, Andrij	9786175851081
Hello Handbook! Ukrainian-English	Bruzzzone, Catherine	9781913918613
I Love Autumn (Ukrainian Children's Book)	Admont, Shelley	9781525933158
I Love My Dad: Ukrainian Edition	Admont, Shelley	9781525901195
I Love to Brush My Teeth (Ukrainian Edition)	Admont, Shelley	9781525917981
I Love to Go to Daycare (Ukrainian English Bilingual Book for Children)	Admont, Shelley	9781525930928
I Love to Help: English Ukrainian	Admont, Shelley	9781525905766
I Love to Keep My Room Clean (Ukrainian English Bilingual Book for Kids)	Admont, Shelley	9781525949937
I Love to Share: Ukrainian Edition	Admont, Shelley	9781525901614
I Love Winter (Ukrainian Children's Book)	Admont, Shelley	9781525947148
In the Light of Fireflies: Search for the Sender	Voitenko, Olga	9786176797135
In the light of fireflies: Where there is silence	Voitenko, Olga	9786176799160

ISBN 9781649620026		
Kotohatka	Wdowychenko, Galyna	9786176793922
Looking After Wolmump: Ukrainian Translation	Hurn, Roger	9781788378062
My Mom is Awesome: Ukrainian language book		9781525911071
Renegade Robots: Ukrainian Translation	Hurn, Roger	9781788378031
Rocket Dog: Ukrainian Translation	Gore, Lynda	9781788378000
Secret Seven Adventure: 2022: 2: Secret Seven	Blyton, Enid	9789660397866
Secret Seven on the Trail: 2022: 4: Secret Seven	Blyton, Enid	9789660397989
Şefkatli Yengec (Turkish Edition of The Caring Crab)	Pere, Tuula	9781525914454
Sweet Dreams My Love (Ukrainian Children's Book)	Admont, Shelley	9781525946783
Tales of the dragon Omelko: 2012	Dermanskij, Sashko	9786175850275
The 7 Habits Of Highly Effective Teenagers: 2015: 7 Habits Of Highly Effective Teenagers		9786176791645
The Alphabet of War	Stepanenko, Solomiya	9789664480946
The BFG	Dahl, Roald	9786175850541
The country of naughty children: 2020	Kokhan, Valentyna	9786170951601
The Little Prince	de Saint-Exupery, Antoine	9786175850695
The Number Story 1 : Small Book One English-Ukrainian	Nikiforova, Marina	9781945977541
The Secret of the Cossack Sword	Menzatyuk, Zirka	9786175851692
The secret of the Cossack Treasure: 2010	Kokotyukha, Andriy	9786175850022
The Secret of Vitya the Bunny: Magic Mascot	Nestayko, Vsevolod	9789669428103
The Secret Seven: 2022: 1: The Secret Seven	Blyton, Enid	9789660397859
The Watchtower: 2017	Rutkovsky, Volodymyr	9786175850374
The Wheels -The Friendship Race (Ukrainian Book for Kids)	Books, Kidkiddos	9781525933592
Ukrainian continued		
Victor Robot: Diary of a planet collector: 2021	Lavrenishyna, Anastasia	9786170970923

Toreadors from Vasyukivka	Nestayko, Vsevolod	9789667047863
Well Done Secret Seven: 2022: 3: Secret Seven	Blyton, Enid	9789660397996
What do the leaves dream of: 2021	Drachkovska, Oksana	9786177544912
Wonderful Monster and Bad Badster	Dermanskij, Sashko	9786175850732
Wonderful Monster. In 3 books. Book 2. In the country of horrors: 2010: 2: Wonderful Monster	Dermanskij, Sashko	9786175850015
World Cup Chaos: Ukrainian Translation	Hurn, Roger	9781788378086

Books on Inclusivity

Book Title	Author	ISBN
A Hat for Mr Mountain	Kwak, Soojin	9781529012873
A House Without Walls	Laird, Elizabeth	9781509828241
Belonging	Baker, Jeannie	9781406305487
Boy Overboard	Gleitzman, Morris	9780141316253
Children in Our World: Refugees and Migrants	Roberts, Ceri	9781526300218
Civil Rights Stories: Refugees and Homelands	Spilsbury, Louise	9781445171425
Colour of People	Negro, Mauricio	9781912417070
Dandelion's Dream	Tanaka, Yoko	9781406388770
Do You Speak Chocolate?: Perfect for fans of Jacqueline Wilson	Lester, Cas	9781471405037
Dreams of Freedom	Amnesty International	9781847804532
Escape: One Day We Had to Run	Ming & Wah	9781911373810
Everybody's Welcome	Hegarty, Patricia	9781848577459
Flags of the World: Fun flag facts stats & quizzes	Collins Kids	9780008663513
Flotsam	Wiesner, David	9781849394499
Global	Colfer, Eoin	9781444951936
Hike	Oswald, Pete	Pete ISBN 9781406394351
HUG	Alborough, Jez	9780744582734
In the Sea There Are Crocodiles	Geda, Fabio	9780099555452
King of the Sky	Davies, Nicola	9781406379198
Lift-the-flap Questions and Answers about Refugees	Daynes, Katie	9781803709987
Looking at the Stars	Cotterill, Jo	9780552566704

Me and My Fear	Sanna, Francesca	9781838741204
Migrants	Altarriba, Eduard	9781787081291
Migrations: Open Hearts, Open Borders	Tan, Shaun	9781910959800
Mirror	Baker, Jeannie	9781406309140
Mud City	Ellis, Deborah	9780192787323
My Name is Not Refugee	Milner, Kate	9781911370062
Nadine Dreams of Home	Ashley, Bernard	9781781123690
Never Forget How Amazing You Are Writing Set	Rachel Ellen Designs	5055040885105
Oranges in No Man's Land: 10th Anniversary Edition	Laird, Elizabeth	9781509802920
Parvana's Journey	Ellis, Deborah	9780192787361
Refugees	Bilston, Brian	9781786751294
Saving the Butterfly: A story about refugees	Cooper, Helen	9781406397666
Sticker Dolly Dressing Travel	Watt, Fiona	9781474980517
The Arrival	Tan, Shaun	9780734415868
The Boy Who Fell Off the Mayflower or John Howland's Good Fortune	Lynch, P	9781536202960
The Day War Came	Davies, Nicola	9781406382938
The Gruffalo	Donaldson, Julia	9781509804757
The Island	Greder, Armin	9781911679523
The Midnight Fair	Sterer, Gideon	9781406394658
The Power of Welcome	Jusic, Ada	9780702319167
The Silence Seeker	Morley, Ben	9781848530034
We are All Born Free: The Universal Declaration of Human Rights in Pictures	Amnesty International	9781847806635
Welcome	Barroux	9781405280525
Welcome to Nowhere	Laird, Elizabeth	9781509840472
What Is A Refugee?	Gravel, Elise	9780241423233
When Hitler Stole Pink Rabbit	Kerr, Judith	9780007274772
Who are Refugees and Migrants?	Rosen, Michael	9780750299862
Window	Baker, Jeannie	9780744594867
Wisp	Fraillon, Zana	9781408350119
Worry Angels	Brahmachari, Sita	9781781126950

Other school resources

Arts and Crafts materials from Baker Ross

Chinese New Year resources

Chinese New Year Foam Stickers (Per 3 Packs)
Chinese Dragon Pop-out Cards (Pack of 30)
Chinese New Year Craft-it! Box
Chinese New Year Colour in Window Decorations (Pack of 36)
Dragon Colour-in Masks (Pack of 32)

Diversity resources

Skin Tone Hand Cut-Outs (Per 3 Packs)
Skin Tone Soft Modelling Clay (Pack of 8)

Diwali resources

Rangoli Scratch Art Decorations (Pack of 30)
Rangoli Sand Art Decoration Kits (Pack of 30)
Rangoli Sticker Rolls Value Pack (Pack of 600)
Rangoli Dotty Art Decorations (Pack of 36)
Rangoli Stencils (Per 3 Packs)

Board Games

Junior Scrabble
Toppling Tower/ Professor Puzzle

Computer applications for schools

Articulate Station Hive
Little Stories Pro
Wacky Selfic Articulation
iSequences
Story Dice
Inference Pics
Keyword Understanding
Toddler learning games for 2-4 (BimiBoo)
28 Categories for Kids
Scene Speaks
Choiceworks

Yearly Apps (must be renewed each year)

Kidloland +
Tiltan games

School visits

Mobile Farm visit to schools

Sports Training and Equipment

In school camogie training facilitated by Cumann Camogaiocht na Mumhan
Atak Helmets
Mycro Helmets

STEM

STEM Wizz Kits and STEM Wizz mixed kits provided by www.stemwizz.com
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Theatre

Visits to live performances at the Lime Tree and Bell Table Theatres
--

Toys

Toys from www.mimitoys.ie
Hape Cliff Hanger
Hape Castle Escape
Hape Race to the Finish
Marble Run Construction Set
Harmonie Unicorn Beanie Balls , TY ISBN 008421425129

Other resources

School calendars from The Jesuit Refugee Service www.jrs.ie

